PROSPECT

Peer Powered Cities and Regions

Deliverable 4.3: Summary of the monitoring outcomes of the learning programme

PROSPECT

Peer Powered Cities and Regions

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Scientific Coordinator – **Vlasios Oikonomou**, *IEECP*, vlasis@ieecp.org

Legal Coordinator – **Stelios Grafakos**, *IHS*, s.grafakos@ihs.nl

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Responsible scientist/administrator:	**Mia Dragović Matosović, IEECP**
Author(s):	**IEECP: Mia Dragović Matosović, Vlasios Oikonomou, Jennifer Heeman** **IHS: Elena Marie Ensenado**
Contact person:	**Mia Dragović, mia@ieecp.hr**
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PROSPECT

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	
2	The European association of local authorities in energy transition	ENERGY CITIES	FR	
3	European Federation of Agencies and Regions for Energy and the Environment	FEDARENE	BE	
4	Institute for European Energy and Climate Policy Stichting	IEECP	NL	
5	Eurocities ASBL	EUROCITIE S ASBL	BE	
6	University of Piraeus Research Center	UPRC	GR	
7	Climate-KIC GmbH	CLIMATE-KIC GMBH	DE	
8	Ober Oesterreich Energiesparverband	ESV	AT	
9	Agencia Regional de Energia para os Concelhos do Barreiro, Moita e Montijo	S.ENERGIA	PT	
10	Mesto Trnava	TRNAVA	SK	

![PROSPECT logo]

Table of Contents

Figures

Tables

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 programme, 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.

Chapters 1 to 3 describe the process how KPIs were created, as well as all the activities performed to obtain the monitoring results, which 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

On Chapters 4 to 6, the document presents an overview of monitoring results for all indicators available from June 2018 to March 2020, which are organised into three monitoring evaluations, as follows:

- **Chapter 4 - 1st monitoring evaluation: text cycle survey and 1st cycle engagement campaign**
  - o Monitoring results for all indicators available in June 2018. The survey results reflect:
    - The learning programme test cycle held in the first half of 2018, and
    - The engagement campaign results represent the 1st learning cycle
- **Chapter 5 - 2nd monitoring evaluation: learning cycle 1 survey and engagement campaigns for 2nd and 3rd cycles**
  - o Monitoring results for all indicators available in July 2019. The survey results reflect:
    - The learning programme cycle 1 held until spring 2019, and
    - The engagement campaign results for the 2nd and 3rd learning cycle
- **Chapter 6 - 3rd monitoring evaluation: learning cycles 2, 3 and 4, and engagement campaign for the 4th learning cycle**
  - o Monitoring results for all indicators available in March 2020. The survey results reflect:
    - The learning programme cycle 2 and cycle 3 which took place until December 2020, and
    - The learning cycle 4 which started in December 2019 and is ongoing, and the engagement campaign results for the 4th learning cycle

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 financing instruments and 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 is not the only result that demonstrates the success of PROSPECT. It is therefore important to develop trackable targets that can be achieved during the project's duration and which, if achieved, will ensure realisation 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 Energy Efficiency (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.

Listing PROSPECT specific objectives	Developing a strategy map to focus on right objectives	Pose KPQs for each specific action identified in strategy map	Think of a specific target we want to achieve with asking that KPQ	Define ways to measure the progress = KPI
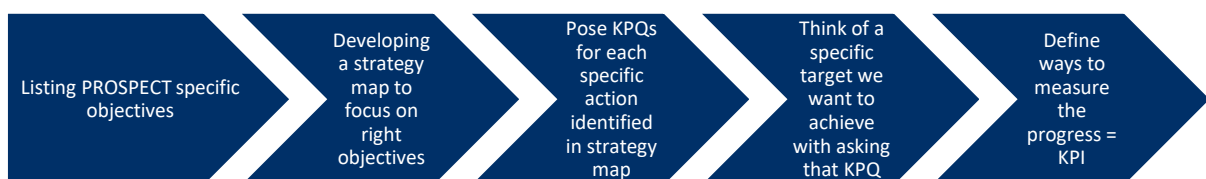
Figure 1: Describing the process of creating meaningful and measurable KPIs

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 chapter 3.

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.
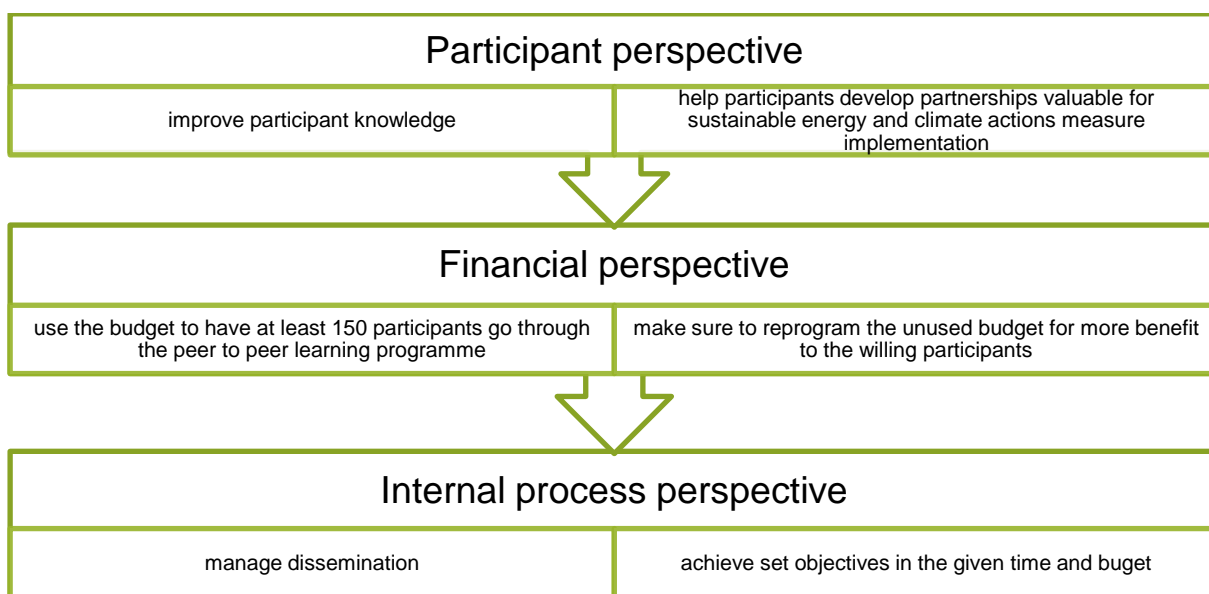
Figure 2: Strategy Map of PROSPECT learning programme monitoring plan

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

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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)?			Step 1: Getting Started – Orientation Session ☐ ☐ ☐ ☐ ☐ Step 2: Working Together – Learning Plan Development ☐ ☐ ☐ ☐ ☐ Step 3: Meeting Up – Physical Visit ☐ ☐ ☐ ☐ ☐ Step 4: Moving Forward – Transferability assessment and evaluation ☐ ☐ ☐ ☐ ☐
	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 … To a great extent 1 2 3 4 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 … To a great extent 1 2 3 4 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 coming through the HELPDESK?	8. 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 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.
		13. Time available for mentoring meetings, site visits and preparation in-between the meetings	80% of participants answer b) or c) for all five 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:

	Step 1: Getting	Step 2: Working	Step 3: Meeting	Step 4: Moving	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 peer mentoring and study visit, 2 days, for the 3 online engagements, 1-3 hours each.
PREPARATION and in-between meetings:
Getting started (online) – Month 1
Working together (online) – Month 2 and 3
Meeting up (physical) – Month 4-6
Moving forward (Online) – Month 7-9

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_____

Specific Action	KPQs	KPI	Target	Tools developed to measure the KPIs
		16. Participant observation of budget provided for programme		**Mentor and mentee survey:** Are there any other costs (besides accommodation and travel which were reimbursed) that you incurred on your site visit and that you think should also be covered by PROSPECT? If you answered "yes", please state which costs you incurred and what was the approximate amount in EUR: _____
	Are we leveraging our planned work potential?	17. Planned utilization rate	All partners are in the 80%-100% range of their planed budget	**Yearly internal metrics:** Planned vs. achieved budget per organisation

<table>
<tr><td colspan="5" style="background:teal">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</td></tr>
</table>

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?	18. Perceived success of matchmaking	Percent on successful matches (% of scores 4-5), over percent of mismatches (% of scores 1 or 2).	**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: _____

		19. 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?	20. 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? Columns: Extremely dissatisfied, Somewhat dissatisfied, Somewhat satisfied, Extremely satisfied Facilitator ☐ ☐ ☐ ☐ Mentor ☐ ☐ ☐ ☐
		21. 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? Columns: 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?	22. 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?	23. 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) direct email invitation from PROSPECT 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?	24. 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?	25. 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?	26. Learning platform users' interests	Have a growing number of downloads after each campaign	**Web platform analytics:** Number of downloads per module, per country and city

			(Important to monitor the interest of our users and then try to attract 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?	27. Engagement campaign	Reach up to 1000 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?	28. 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 were available in both print version and Google Form questionnaire. The surveys was presented to participants at the end of each module and used as output for future modules. The survey results were evaluated once a year, right after each learning cycle, and are presented in chapters 4.3.1, 5.3.1, 6.3.1, and 6.3.2. The survey results measure the programme'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 – Learning Plan Development	☐	☐	☐	☐	☐
Meeting Up – Physical Visit	☐	☐	☐	☐	☐
Moving Forward – Transferability assessment and evaluation	☐	☐	☐	☐	☐

4. Please rate the extent to which you found the learning material e.g. learning plan document, study visit/peer mentoring booklets, learning module, presentations comprehensive and easy to use:

Not at All
1   2   3   4

To a great extent
5

	Extremely dissatisfied	Somewhat dissatisfied	Somewhat satisfied	Extremely satisfied	N/A or I did not use it
Meeting presentations	☐	☐	☐	☐	☐
Study visit / peer mentoring booklets (the guide for a particular module)	☐	☐	☐	☐	☐
Learning plan document	☐	☐	☐	☐	☐
Learning module booklet (the one explaining the basics of the programme, financial, timeline etc.)	☐	☐	☐	☐	☐
PROSPECT website	☐	☐	☐	☐	☐

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
1   2   3   4

To a great extent
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:

	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	There was too much time compared to content	I did not participate in this meeting
Getting started	☐	☐	☐	☐	☐
Working together	☐	☐	☐	☐	☐
Meeting up	☐	☐	☐	☐	☐
Moving forward	☐	☐	☐	☐	☐
Preparation time between meetings	☐	☐	☐	☐	☐

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 matching could have been more suitable:

_____

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. Are there any other costs (besides accommodation and travel which were reimbursed) that you incurred on your site visit and that you think should also be covered by PROSPECT? If you answered "yes", please state which costs you incurred and what was the approximate amount in EUR:

_____

13. 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

14. 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 – Learning Plan Development	☐	☐	☐	☐	☐
Meeting Up – Physical Visit	☐	☐	☐	☐	☐
Moving Forward – Transferability assessment and evaluation	☐	☐	☐	☐	☐

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:

	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	There was too much time compared to content	I did not participate in this meeting
Getting started	☐	☐	☐	☐	☐
Working together	☐	☐	☐	☐	☐
Meeting up	☐	☐	☐	☐	☐
Moving forward	☐	☐	☐	☐	☐
Preparation time between meetings	☐	☐	☐	☐	☐

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 matching could have been more suitable:

_____

10. Are there any other costs (besides accommodation and travel which were reimbursed) that you incurred on your site visit and that you think should also be covered by PROSPECT? If you answered "yes", please state which costs you incurred and what was the approximate amount in EUR:

_____

11. 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	☐	☐	☐	☐

12. 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 also helped IHS (as partner in charge of developing the learning programme) to observe the most frequent concerns and areas of interest which allowed them to timely moderate the learning programme.

The helpdesk is set up in written form and a link to it is available on the project's website. Since links to the learning platform are available on all partners' webpages, this means the helpdesk is accessible form all points where there is information about PROSPECT project. It is 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

On the header menu of the learning platform, there is a button 'Help & Contact' which leads to the FAQ and the helpdesk that can be accessed 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 contains the following questions:

1. Timestamp
2. Email Address
3. Full name
4. Job title
5. Institution/Company
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 checks and registers new emails as soon as they occur. When IHS receives a question through Helpdesk Google Forms, the question is already categorised by topic. IHS, then, forwards the question to the responsible partner for support, as described below:

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

After receiving the question from IHS, the responsible partner has a chance to write an answer or further improve an answer suggested by IHS. IHS has five working days to forward the question, and experts have five working 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, serves as additional input for WP3 and WP4 deliverables.

The helpdesk was initiated in the first project year, after the learning platform was set up (December 2017).

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 allow us to 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 are synthesized and structured in this task.

"Success factors" or "action enablers" are 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 are qualitatively assessed during the benchmark runs, but evaluators are 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 is 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 are measured only twice and not after every module in case some participate in more than one module. The measurement took place during the first engagement and by the end of PROSPECT project so that the improvement in city capacity as a result of the programme can be measured.

More specifically, before the end of each learning programme cycle (e.g. before step 4), facilitators received the benchmark assessment framework from UPRC as well as all supporting documentation and guidance. In turn, the facilitators contacted each mentee (and mentor city) and sent out the summary of the assessment framework that compares the particular city with the average results. The benchmark results 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 was able to access the learning content on the learning module for free. However, a simple registration process is mandatory for all users of the learning platform. The registration contains a question about how they heard about the learning programme, and an option is added "through referral". This will enable us to measure the replication factor KPI.

The website's registration process requires 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 is undergone in WP1, but those results that are useful for the monitoring of the learning programme are 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 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.
Engagement campaign	Reach up to 1000 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, the yearly measurement of set KPIs happens once after each learning cycle. This enables 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 replication question at point of registration and application, internal metrics and web platform analytics are **summed up, presented and analysed by IEECP and sent to all partners.** The reporting also includes an **agreement on changes that the consortium intends to implement into the programme** because of the results of the KPI measurements.

Evaluations take place at the 4th step of each learning cycle, when a link to Google Forms surveys is shared with the participants. Participants are required to fill out the survey evaluation and the facilitator ensures that both mentor and mentee fill these out before the learning programme ends.

Reports on the KPIs are delivered to partners one month after the 4th step 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 pilot learning cycle were able to be implemented on time for the 2nd and 3rd 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's targets. The last and comprehensive report discusses findings and overall conclusion derived from monitoring and 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 needed information for all work packages, 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/HIS	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 → **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 encompasses numerous categories to thoroughly describing 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 was developed in task 5.2. The benchmark 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 programme.

The entire process is 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 are reported in D4.3 Summary of monitoring outcomes.**

3.3 Methodological framework

While the indicators were presented in chapter one, here we present the methodological framework which describes the process of verification of the effect of PROSPECT learning programme with respect to indicators and the benchmark.

The methodological framework developed in task 5.1 is used to create the PROSPECT benchmark. This benchmark is utilised to assess the initial and final situations (before & after PROSPECT) of each mentee so that the actual outcomes of PROSPECT are 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 participating cities.

- Determining the baseline for the selected indicators: an online-meeting/webinar was 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 establish the baseline for each mentee after each programme starts, and the first baseline was determined in month 9. The KPI's are determined after the end of each module. The evaluation, or the change in the benchmark from the baseline is recorded once for each mentee and performed in months 16 and 24.

- Monitoring ongoing programmes: during each learning cycle the benchmark results are evaluated, and a summary of individual results is sent to each city.

- The framework was under ongoing development and improvement during the process based on feedback from the data collection and monitoring processes. For instance, feedback from the initial assessment of the situation/capacity of mentor (and mentee) cities were 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 is 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 collected data on all measures 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 was first presented to all mentees in the second step of the learning cycle and the mentees were asked to fill in all the information they are aware of as a part of the project's description in the learning plan. This helps us monitor the potential savings and helps mentees in the early planning phase of the project to understand which kind of data they should obtain to progress with their planning process.

After the first three cycles were finished and the 4th one was approaching its end, we sent out the questionnaires again to all mentees with the objective of checking whether there was any progress made. Besides filling out the inventory, the mentees were asked whether there have been any other official plans or documents developed that demonstrate any progress in

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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/

implementing the financial instrument they learned about during PROSPECT's learning programme.

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

[introduction for the 1st inventory, sent out during the learning programme for LC1 participants, who have already had their 2nd step. For LC2 and 3, the information was collected as a part of the learning plan.]

Dear PROSPECT mentee,

In order to be able to follow your progress, we would like to ask you a couple of questions about the sustainable action you are planning to implement and with which you have applied to the PROSPECT programme. In case you are still in the planning phase and do not know some of the answers to the below questions, please use this as a reminder of what information you should have to have a complete understanding of the possible outcomes and savings of your project.

At the end of PROSPECT, in winter 2019/2020, we will approach you with this table again to find out what progress you have made.

Best of luck with your plans!

[introduction for the 2nd inventory, that was sent out again in first half of 2020]

Dear PROSPECT learning programme participant,

We are successfully approaching the end of PROSPECT project and would like to check-in with you concerning the details of the measure with which you had applied to PROSPECT programme some time ago.

Please take time to answer **only a few questions** to describe the progress that has been made since you participated in the PROSPECT learning programme. This should take only about 10-15 minutes of your time and would mean a lot for us to be able to measure PROSPECT impacts.

We take this opportunity to also kindly remind you to sign the letter off commitment. We understand that these are difficult times and that you might be working from home, but please note that it can be signed online!

We appreciate your response and were glad to have you in the programme!

Best,
The PROSPECT team
#If you are interested in what has been going on recently in PROSPECT browse through our newsletter#.

Dear mentee,

Please refer to the project with which you had participated in our learning programme and, with that project in mind, take a few minutes to answer the following questions.

1. Please name the project, including the targeted sector

2. What was the progress made since you joined the PROSPECT programme? In what phase is your project now?

3. Did you change anything in terms of project scope, type of financing you consider using for the project, the planned timeline, savings, or anything else crucial for the project?

4. In what ways has the PROSPECT programme helped you? If you have found new contacts through PROSPECT (either through your group, your mentor or through the website) please let us know and explain how it has helped you in realising your project?

5. Would you have implemented/or initiated a process for implementing this innovative financial measure regardless of PROSPECT, or would you most likely use standard financial instruments (such as a loan or co-financing)?

6. If you have the following details for the project, please let us know:
   - Budget (€)
   - Estimated annual energy savings (MWh)
   - Targeted energy source
   - Estimated yearly CO2 reduction (tCO2/a)
   - Estimated RES production (MWh/a)

7. In case you have made progress with your project and would like to share your story with us, we would be delighted to promote it on our website and our social channels. Just let us know and we will get in touch with you for a short talk/interview and help you shape a short story which will promote your city.
   *Note: the project does not have to be implemented to be a success story. If you managed to solve a particular barrier in preparing the project, or decided to change the scope or the financing scheme due to PROSPECT, this is also something that could be helpful to other cities to hear about.
   - Yes, I would be ok to share more about our project progress. Please get in touch with me.
   - No thanks, we have made progress with the project, but do not want our success story to be publicised.
   - We haven't yet made significant progress with implementing the project.

4 1st monitoring evaluation: test cycle survey and 1st cycle engagement campaign

4.1 Test cycle summary

4.1.1 Participants

The participants were:

Facilitator: Jana Cicmanova from Energy Cities

Mentor: Christiane Egger and Christine Öhlinger from ESV

Mentees: Erika Balazova and Matúš Škvarka from the City of Trnava and Susana Camacho and João Figueiredo from S.Energia

The chosen method was study visit and the chosen module was Energy Performance Contracting for refurbishing public buildings and street lighting.

4.1.2 Timeline

The programme ran from February 8th until April 4th, 2018 with one to two weeks between the steps. The timeline is visible below:

Table 4: 1st monitoring evaluation - Timeline of the test learning programme

			2018														
			Feb				Mar				Apr						
			1	2	3	4	1	2	3	4	1	2	3	4			
test cycle timeline		Step 1	8th														
		Step 2			20th												
		Step 3							20&21st Linz								
		Step 4										11th					

Step 3, the study visit was held for two days in Linz, Austria.

As this study visit was the test cycle, the mentors and mentees took some additional time for suggestions about future learning cycles, which led to the meetings taking a bit longer than planned in the learning programme.

4.2 Monitoring explained

After developing a monitoring strategy, here we present the results of the monitoring for learning programme test cycle.

In order to achieve our set objectives, we have set specific and time-bound targets, and we envisioned the evaluation of the success of our programme 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.

The monitoring entailed:

- ⬈ Mentee, mentor and facilitator survey
- ⬈ Internal metrics (via helpdesk, WP leaders' input, information from the budget and the progress report)
- ⬈ Web platform analytics

Asking the key performance questions resulted in 27 key performance indicators we will evaluate through above mentioned methods. Summarised results are given in the following chapters. The entire questions, the indicators, the targets, tools as well as the answers are presented in the annex in chapter 8.1.4

As at the point of development of this evaluation only the test cycle and the engagement campaign for the first cycle were finished, the survey relates to our participants in the test cycle, and other metrics connected to the engagement campaign are related to the engagement campaign for the first cycle.

Figure 5: 1st monitoring evaluation - Timeline of KPI monitoring and reporting process

4.2.1   Survey answers

All participants (5) of the test cycle provided answers to all survey questions. The results are here, both mentors and mentees combined:

- Average satisfaction with the programme quality is 4.4 out of maximum 5.
- When asked how satisfied they are with each of the steps, overall everyone is satisfied, with 10 answers extremely satisfied and 10 somewhat satisfied.
- Participants are slightly more satisfied with the last two steps of the programme.
- The learning material was graded 4 out of 5 on average, by all
- Some time was missing in the third and last step.
- Some of the suggestions for the future learning cycles are:

- More informal and direct contact between mentor and mentee is suggested. In step 3 (physical meeting) it would be very useful for mentees having more time for analysis of their own case studies, obtaining from mentor (or other experts) concrete recommendations or relevant information to the implementation of the project in that specific case. The objective of the peer learning is defined as sharing of knowledge, skills, competencies, and experience among matched peers from local and regional authorities who learn with and from each other on the topic of implementing and financing sustainable energy and climate projects through innovative financing schemes. A very important point is the expectation of mentees. It must be clear that in a 2-day seminar inclusive site visits one cannot go into details a complex subject, especially if the mentees have no previous knowledge on the subject. For the learning cycle the methodology of a study visit was chosen. The Study visit involved a peer group with one mentor and two mentees. The mentees from the peer group had the learning need and objectives EPC in common but on mentee on public buildings and one mentee on public lighting. In the study visit programme, the mentees observed first-hand how the mentor has implemented its sustainable energy or climate action project using an innovative financing scheme and get insights and recommendations directly from the people directly involved in the implemented projects (ESCOs, plant operators, etc.).

- Benchmarking survey has a lot of information difficult to obtain. It would be very useful if there is more time for the analysis of case studies of the mentees.

- Site visit was a bit crammed in two days, judging by two participants. However, as explained before, this test session was specific as it included two topics instead of one (public buildings and street lighting) and this will not be the case in the following cycles.

To what extent are you satisfied with the quality of each of the programme activities you have taken part in?			
Orientation Session	Working Together	Meeting Up	Moving Forward
Somewhat satisfied	Somewhat satisfied	Extremely satisfied	Extremely satisfied
Somewhat satisfied	Somewhat satisfied	Extremely satisfied	Extremely satisfied
Extremely satisfied	Extremely satisfied	Somewhat satisfied	Extremely satisfied
Extremely satisfied	Somewhat satisfied	Somewhat satisfied	Somewhat satisfied
Somewhat satisfied	Extremely satisfied	Extremely satisfied	Somewhat satisfied

Table 5: 1st monitoring evaluation - Satisfaction with all steps of the programme

KPI	Target	How it will be measured:	Evaluation
Net promoter score	Net promoter score 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 Extremely likely 1 2 3 4 5	**100%** **All participants gave the highest rank (5) to likeliness to recommend the programme to other potential participants.**
Competency: Passing useful knowledge onto mentees	At least 80% of mentees and mentors are satisfied with what they learned (answers a) and b)	**Mentee, mentor survey:** To what extent are you satisfied with the overall quality of the entire programme? Extremely dissatisfied Extremely satisfied 1 2 3 4 5	**100% achieved target.** **Average satisfaction with the programme quality is 4.4**
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? _Columns: Extremely dissatisfied, Somewhat dissatisfied, Somewhat satisfied, Extremely satisfied, n/a_ Getting Started ☐ ☐ ☐ ☐ ☐ Working Together ☐ ☐ ☐ ☐ ☐ Meeting Up ☐ ☐ ☐ ☐ ☐ Moving Forward ☐ ☐ ☐ ☐ ☐	**100% achieved target.** **When asked how satisfied they are with each of the steps, overall everyone is satisfied, with 10 answers extremely satisfied and 10 somewhat satisfied. Participants were slightly more satisfied with the last two steps of the programme, as those were more concrete.**
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 To a great extent 1 2 3 4 5	**100% achieved target.** **All participants answered 4 out of 5, meaning they are to some extent satisfied. The reason for the results not being 5/5 is that the materials were not yet designed and visually appealing at the time of the test cycle.**
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	**100% achieved target.** **Everyone answered that most of the learning objectives were met.**
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 To a great extent 1 2 3 4 5	Average score was 76%, and if we count mentees only then 60%. There was one 2, two 4s and two 3s. The reason for this might be that due to our partners interest in two topics, we agreed to have both public buildings and public lighting in the same test cycle. The lesson learnt is, that 2 topics cannot be covered in detail with the timeframe given. As a result, we offer the mentees the possibility to raise more specific questions afterwards which will be answered by the mentors by e-mail (or at one of the following phone meetings).

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	**100% achieved target.** **3/4 mentees answered there are concrete steps being planned to replicate this financing scheme and one answered there are plans, but the timeline and steps need to yet be determined.**
Time available for mentoring meetings, site visits and preparation in-between the meetings	80% of participants answer b) or c) for all five 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: Columns: Getting started / Working together / Meeting up / Moving fwd / Prep time betw. - not enough time ☐ ☐ ☐ ☐ ☐ - more time necessary for discussion ☐ ☐ ☐ ☐ ☐ - planned time optimal & enough discussion time ☐ ☐ ☐ ☐ ☐ - too much time compared to content ☐ ☐ ☐ ☐ ☐	**100% achieved target among mentees. The facilitator, though thinks there was too much time for the first two meetings planned, and too little time for the step 4. However, we account this to the test group being very familiar with each other, which resulted in different collaboration that the groups that do not have previous accquatiances. On the one hand, our participants had prior understanding of their issues and objectives, but also, they used more time to discuss the programme itself and how it can be improved. So, we will wait for the results of the 1st learning cycle to test whether any adjustments are needed to the timing.**
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)* Columns: 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: _____	**Yes for travel and accommodation.** **N/A for food and refreshments, local transport and course materials.** **There was more money spent on the facilities and experts, but this cost is optional, and is up to the mentor to cover.**
Perceived success of matchmaking	Percent on successful matches (% of scores 4-5), over percent of mismatches (% of scores 1 to 2).	**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 planned:	**Target achieved, average rank is 4.2/5, with 2 fives, 2 fours and 1 three.**
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? Columns: Extremely dissatisfied / Somewhat dissatisfied / Somewhat satisfied / Extremely satisfied - Facilitator ☐ ☐ ☐ ☐ - Mentor ☐ ☐ ☐ ☐	**Target 100% achieved.**

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?	**Target 100% achieved.**
		Facilitator — Extremely dissatisfied ☐ Somewhat dissatisfied ☐ Somewhat satisfied ☐ Extremely satisfied ☐	
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 More than 3 new possible partners that could help with our implementation of planned sustainable measures	**Target achieved.** **Two mentees can list more than 3, and two can list 1-3 new partners.**

4.2.2   Web analytics

There are two KPI monitored through web analytics. For one we were only able to obtain measurements after the 1st learning cycle was over, and for the other we have obtained the results. Detailed web analytics are available in the annex in chapter 8.1.1.

Table 6: 1st monitoring evaluation - KPIs monitored for web analytics

KPI	Target	How it will be measured:	Evaluation
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**	Not available until the first cycle ends
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	**There is no statistics for downloads available, but there were over 12.400 specific new users, and there is an evident spike of users during the engagement campaign. Views per day and other specific statistics are available in the appendix 1.** **The data for the platform will be available after the 1st cycle is over**

4.2.3 Yearly Internal Metrics

There are 18 indicators monitored through WP or task leaders or available through internal documents such as the progress report. The evaluation results are given below, with detailed breakdown of costs available in the annexes available in chapter 8.1.2 and 8.1.3.

Table 7: 1st monitoring evaluation – Yearly internal metrics

KPI	Target	How it will be measured:	Evaluation
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)	Helpdesk had mostly questions about the eligibility to apply and for the status of the application. All statistics are here, 13 questions were raised. All answers were available also through our webpage!
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).	They were all answered in less than a week.
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.	24 mentees 5 mentors
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	Not eligible at this point.
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 and study visit 6-9 months)*	As so far there was only the test cycle, we have been exactly as planned with the schedule, even though we spent some more time in some meetings, as the cities tried to right away suggest changes for the other learning cycles. Also, we have monitored the time needed for facilitation and it seems that about eight days are needed besides the actual programme steps. We will continue to also monitor the extent of facilitation.
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	Anticipated costs are available in appendix 3 and claimed costs per partner in the test cycle are available in appendix 2. Please see appendix 2 for detailed breakdown and explanation.	
Planned utilization rate	All partners are in the 80%-100% range of their planed budget	Yearly internal metrics: Planned vs. achieved budget per organisation	As until April, budget is as planned; the only difference is that the WP3 turned out to be more work extensive for IHS, but total budget is on track.

Replication factor	Achieve an increasing replication factor through ought the programme	Yearly internal metrics: Measure answers from the application form and compare annual answers of % of referred users answering (f): How did you learn about the PROSPECT learning programme? a) Social media: Twitter, LinkedIn, Facebook (please specify) b) direct email invitation from PROSPECT 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	<table><tr><td></td><td>mentees</td></tr><tr><td>a)</td><td>4/60</td></tr><tr><td>b)</td><td>20/60</td></tr><tr><td>c)</td><td>2/60</td></tr><tr><td>d)</td><td>1/60</td></tr><tr><td>e)</td><td>18/60</td></tr><tr><td>f)</td><td>13/60</td></tr></table>
Social media metric	Number of mentions and social reach of PROJECT posts on Twitter and LinkedIn (#H2020PROSPECT)	Yearly internal metrics: WP6 will count number of mentions as well as reach of #H2020PROSPECT	It is evident that the campaign has worked, as in Jan in Feb there was 36 and 35 mentions, with a social media reach of over 32k and 15k, respectively
Engagement campaign	Reach up to 1000 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	In the 1st engagement campaign, over 400 contacts were reached through our networks and other partners. Also, after seeing which modules are note represented, we have made a table with 24 more mentors we will contact directly for the 2nd 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	From 29 selected participants in total, 13 are members of networks and 16 are outside participants. This means 55.17% come outside of the networks.

4.3 Needed changes to the programme resulting from monitoring evaluation

Learning programme changes

Since this was only the test phase, the evaluation resulted with expectedly high results. The only target that was not 100% achieved was the satisfaction with the learning material, but at the time, the learning module booklets were not yet finished.

As mentioned already the test cycle had some specifics:

1) The mentor and mentees were already familiar with each other: no time was needed for introduction or explaining the project
2) Two topics were covered EPC street lighting and EPC public buildings
3) the mentors and mentees took some additional time for suggestions about future learning cycles, which led to the meetings taking a bit longer than planned in the learning programme

Therefore, there were comments that the first two meetings being too long and at step 4 there was a lack of time for discussions.

All comments from partners were acknowledged and the necessary changes were made. We list some of them here:

- We have reduced the amount of materials by combining files of all 4 steps into one single document named the Learning Plan, which is updated throughout the programme by the mentor and mentee;
- We have made many small changes in the texts of the learning plan Suggestion: to provide clear instructions for all the users:
- We have added a communication plan to the facilitator checklist in order to make sure our results are also timely communicated so we get a better feedback for next cycles;
- There was a lot of discussion on the material depth both among our team and among the external steering board members. We have made additional inputs to the learning material and have also made a webpage section on the tools and materials available from other projects, so we do not overburden our participants with lengthy materials;
- As we have seen from the campaign that there is lack of basic understanding of financing instruments, we decided to make another booklet/brochure focused only on the types and uses of different materials (as our current booklets are divided by sectors, this one will be divided by type of financing instrument);
- Due to time needed, we have decided to drop the learning agreements.

Engagement campaign changes

Our main impediment is that we did not receive as many eligible applicants as we targeted. We have received 72 applications, but only 56 were eligible, and only 8 eligible mentors. This means that most of the eligible mentees were left without a mentor. However, we have notified all the candidates of the upcoming rounds and have taken steps to now target mentors for which we recognize a need, so that all eligible applicants can take part in the programme at some future time. Also, we have decided to be more acceptable of mentors that are not directly or fully employed by a local or regional government, as long as the city or municipality in question can confirm a project was implemented on their behalf and that they allow such an expert to take part in the project, to gain further knowledge they can apply to the city or municipality they were engaged with.

Table 8: 1st monitoring evaluation – 1st engagement campaign's number of applicants

Applicant	No. Applicants	No. Eligible	No. in LC1
Mentees	59	48	24
Mentors	13	8	5

Total	72	56	29

We have decided for the 2nd campaign to engage mentors first, and then make a mentee campaign accordingly.

Also, concerning regional representation, we noticed that there were no applications from Italy or Spain, although many of the Networks' members were contacted in those locations. There was no or little interest from mentors for cross-sectional or transport module.

We have decided to also make personal contacts and have made a table of possible mentors each of us will reach, in order to have a better regional and module representation in the 2nd cycle.

Other changes

Other important decisions we had reached as an answer to challenges we anticipate, not only for the programme, but also for the engagement campaign and our overall work, are described in a separate document "Takeaways from setting up PROSPECT P2P – Lessons learned, and difficulties incurred ".

Challenges

- It must be clear that in a 2-day seminar inclusive site visits you cannot learn something complex like contracting from the scratch, therefore an even stronger focus on individual aspects should be discussed and should be specifically trained during the meeting up session
- Mentors should not expect too much previous/basic knowledge from the mentees. Even if the mentees are somehow experienced, it is necessary to get clear about basic principles.

Lessons learned

- Learning is about asking – it is crucial that the mentees ask questions and actively participate in order to get the information they need. Only if the mentees provide information about their planned project it can be discussed within the group.
- Beside the main mentors of the learning programme other main (EPC) stakeholder should train the mentees. It is recommended, to have key experts, as for example regional ESCOs, regional clients (municipalities)
- in order to make sure all participants start with similar background knowledge, the mentor can also introduce the scheme at the beginning (especially if the mentees are beginners) or already discuss with the participants (online or offline). For the next cycle, as the participants already know what they want, they can discuss the agenda for the physical visit in the second meeting. In that way, the physical visit is structured accordingly.

5 2nd monitoring evaluation: learning cycle 1 survey and engagement campaigns for 2nd and 3rd cycles

5.1 Learning cycle 1 summary

5.1.1 Participants

The 25 outside participants in learning cycle 1 formed 6 groups:

Table 9: 2nd monitoring evaluation - LC1 groups

Mentor/Mentee Organisation	Mentor / Mentee City	Mentor / Mentee Country	Mentor / Mentee	Module	Schemes	Group
Bruxelles Environment	Brussels	Belgium	Mentee	Private buildings	Citizens Finance, Soft Loans, Fiscal, EPC	C1_PrB
City of Utrecht	Utrecht	Netherlands	Mentee			
Ecotransfaire	Grand Est Region	France	Mentee			
Grad Zagreb	Zagreb	Croatia	Mentee			
Lisboa E-Nova	Lisboa	Portugal	Mentee			
Local Energy Agency of Lyon	Lyon	France	Mentor			
MatosinhosHabit-MH	Matosinhos	Portugal	Mentee			
Vilnius City Administration	Vilnius	Lithuania	Mentee			
AGENEAL - Municipal Energy Agency of Almada	Almada	Portugal	Mentor	Public Buildings	Revolving Fund	C1_PuB
Municipality of Heerlen	Heerlen	Netherlands	Mentee			
Câmara Municipal de Loures	Loures	Portugal	Mentee	Public lighting	EPC	C1_PuL1
EnergaP - Energy Agency of Podravje	Maribor	Slovenia	Mentor			
KSSENA - Energy Agency of Savinjska,	Velenje	Slovenia	Mentor			C1_PuL2

				Public lighting	EPC, Third party	
Šleska and Koroška Region						
Municiality of Mizil	Mizil	Romania	Mentee			
Municipality of Mogadouro	Mogadouro	Portugal	Mentee			
Municipality of Torres Vedas	Torres Vedas	Portugal	Mentee			
AE3R Ploiesti-Prahova	Ploiești	Romania	Mentee	Public lighting	EPC	C1_PuL3
Black Sea Energy Cluster	Varna	Bulgaria	Mentee			
Coimbra Region	Coimbra Region	Portugal	Mentee			
~~Municipality of Maia~~	~~Maia~~	~~Portugal~~	~~Mentee~~			
~~Municipality of Poitiers~~	~~Poitiers~~	~~France~~	~~Mentee~~			
Western Development Commission	Western region	Ireland	Mentee			
~~London Borough of Sutton~~	~~South London~~	~~UK~~	~~Mentee~~	Public lighting	EPC	C1_PuL4
Municipality of Agios Dimitrios	Agios Dimitrios	Greece	Mentee			
Municipality of Egaleo	Egaleo	Greece	Mentee			

The table does not include PROSPECT partner ESV who were mentors for C1_PuL3 and C1_PuL4.

Out of these, 3 municipalities, marked red and crossed out in the table, opted not to participate in the programme due to either changes in staff or work obligations.

The most popular financing instrument was EPC and public lighting was the most chosen module, forming four groups. Concerning the method, there were three study visits and three peer mentoring groups.

5.1.2   Timeline

The learning cycle 1 ran from June 2018 through May 2019. Some groups had only a few weeks in-between meetings (not counting the summer break over July and August), and some, mostly larger groups, needed up to two months to set up the meeting dates.

Table 10: 2nd monitoring evaluation - Timeline of the LC1

Group	Step 1	Step 2	Step 3	Step 4
C1_PrB	7/11/2018	9/19/2018	13-14/12/2018, Lyon	12/2/2019
C1_PuB	11/10/2018	19/12/2018, 7/01/2019	15 to 16/01/2019, Almada	15/04/2019
C1_PuL1	6/21/2018	8/28/2018	22 to 23/11/2018, Maribor	2/26/2019
C1_PuL2	7/4/2018	8/22/2018	2 to 3/10/2018, Velenje	11/16/2019
C1_PuL3	7/24/2018	11/20/2018	26 to 27/3/2019, Linz	20/5/2019
C1_PuL4	6/4/2018	12/9/2018	5 to 6/12/18, Linz	1/24/2019

5.2 Engagement campaigns

5.2.1 Engagement campaign for LC2

The second campaign has run between June and October 2018. Due to the summer break, we had to postpone the deadline two times.

The second engagement campaign has put a strong emphasis on the recruitment of mentors, with the following actions:

- Give more visibility to mentors by creating a "Mentors corner"[6];
- Explain better the advantage of becoming a mentor in the "Get involved' section of the website;
- Create more messages towards potential mentors for the communication activities (new messages, new postcards and a specific blog article);
- Contact personally 25 potential mentors identified in the deliverable on best practices.
- Mentors were offered a 'mentor fee' of 1,000 EUR to reward their efforts and time spent on the learning programme.
- Application forms have been simplified for the second campaign.

In parallel with communication activities similar to those used during the first campaign (emailing, blog posts, newsletter articles, social media), a strong effort was also put this time on dissemination via some indirect target groups (national networks of local authorities, national energy and climate agencies and other organisations operating at national level in all eligible countries), with the idea to get these organisations promoting and recommending PROSPECT directly to their audience. This was implemented by direct emailing to these organisations and personal contacts whenever it was possible to use interpersonal relations between people in these organisations and the project partners.

Beside the ad hoc new messages and new communication supports mentioned above, the second campaign could also rely on more PROSPECT materials and contents available:

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[6] https://h2020prospect.eu/library/mentorscorner

deliverables, articles about the learning groups in the first learning cycle, testimonies from participants, as well as on the growing reputation of PROSPECT after one year of communication and cross-dissemination activities.

Results of the second engagement campaign show a great success as they went far beyond the initial objective of 50 applications, with a total number of 100 applications received, including 17 mentors and 83 mentees.

Table 11: 2nd monitoring evaluation - Countries applied to LC2

Country	Number of cities/agencies
Austria	1
Belgium	2
Bulgaria	8
Croatia	4
Cyprus	1
Czech Republic	1
France	1
Georgia	1
Greece	16
Ireland	2
Italy	2
Moldova	1
Netherlands	1
Portugal	8
Romania	2
Spain	4
Sweden	2
Ukraine	2
Total	**59**

There were 6 groups in total interested in EPC, two in revolving funds, and one each in Citizens finance, lending to ESCOs, ELENA, social funds, third party funds, cooperatives and crowdfunding.

In LC2 we have rejected five mentor applications as they were not eligible (e.g. students or the content of the application was out of scope). One applicant presented a good case, but it was not about innovative financing, as they could find a better, matching project they have re-applied and got selected in LC3. None of the mentees have been rejected.

Table 12: 2nd monitoring evaluation - Mentors rejected in LC2

Applicant (organisation, location)	Reason for rejection
Energy Agency of Plovdiv	Application was not about innovative financing. Encouraged to re-apply with a better content in LC3 and they were then selected.

Environmental and Territorial Management Institute, Tirana	Not eligible
Odessa Development Fund, NGO	Not eligible
Regional administration Varna	Not eligible
Student from Sofia	Not eligible
Student from Tirana	Not eligible

5.2.2   Engagement campaign for LC3

The third engagement campaign lasted from 16th of January to 15th of March 2019 and 86 local authorities applied, from which 76 mentees and 10 potential mentors. In total there were 67 eligible mentors and mentees, shown by country in table 9.

We innovated in this campaign by creating a 2-step recruitment process, inviting firstly the mentors to apply, and then the mentees. The purpose was threefold:

- increase the emphasis on the recruitment of mentors, with adapted messages and communication supports calling specifically for mentors,
- better prepare the recruitment of mentees, by presenting them the available modules/financing covered by mentors' applications, with adapted messages,
- Improve the match-making process

As for the two previous campaigns, communication activities consisted in emailing, blog posts, newsletter articles, posts on social media, and mobilized all partners. The messages were adapted for mentors and mentees and we have continued with the dissemination via indirect target groups (national networks of local authorities, national energy and climate agencies and other organisations operating at national level in all eligible countries).

Moreover, this engagement campaign for LC3 was, at the time, presented like the last occasion for local authorities to join PROSPECT' peer-to-peer learning activities.

In LC3 we have rejected two mentor applications (from Philippines and Cairo) as they were not eligible (out of scope of the project content- and location-wise.
Eight mentees needed to be invited to re-apply for LC4 as we could not find them a suitable mentor.
Four mentees were not selected as their application was not clear enough and they could not be reached to clarify their needs.

One mentee from Nairobi needed to be rejected as their project was out of scope, the location is not covered by our programme and the mentee was not connected to a city or a region.

Table 13: 2nd monitoring evaluation - Countries applied to LC3

Country	Number of cities/agencies
Armenia	2
Austria	1
Belgium	3
Bosnia & Herzegovina	1

Bulgaria	2
Croatia	1
Estonia	1
France	3
Germany	1
Greece	4
Hungary	2
Ireland	2
Italy	5
Latvia	1
Moldova	1
Netherlands	1
Poland	4
Portugal	7
Romania	3
Slovenia	2
Spain	5
UK	1
Ukraine	14
Total	**67**

Table 14: 2nd monitoring evaluation - Groups per financing scheme LC3

Module	Number of cities/agencies:
EPC	2
Cooperative	1
ASC model	1
H2020	1
PPP	1
Total	**123**

Table 15: 2nd monitoring evaluation - Mentor application rejected in LC3

Applicant (organisation, location)	Reason for rejection
Ceramica cleopatra group company, Cairo	Out of scope of the project (content and location wise)
Sante Barley New Zealand Int'l.Inc.(Phils.), Surigao	Out of scope of the project (geographically)

Table 16: 2nd monitoring evaluation - Mentee application rejected in LC3

Applicant (organisation, location)	Reason for rejection
Department of ecological policy of Dnipro City Council	Can apply in LC4

Izmail Office of Investments Support	Can apply in LC4
City Council of Vinnytsia	Not matched, can apply again in LC4
CI "Drohobych city Institute"	Not matched, can apply again in LC4
Chortkiv City Council	Not matched, can apply again in LC4
Communal Enterprise "Dnipro municipal energy service company"	Not matched, can apply again in LC4
Energy Efficiency Fund, Sofia	No appropriate mentor on the selected area (this person is acting as mentor and encouraged to re-apply to be a mentee, hopefully matching mentor will be in LC4)
Energy Agency of Plovdiv	No appropriate mentor on the selected area (this person is acting as mentor and encouraged to re-apply to be a mentee, hopefully matching mentor will be in LC4)
Knightfrank (K) Ltd, Nairobi	Out of scope of the project (content& geographically, it is not a city/ region or assigned by them).
Agence locale de l'énergie – MVE, Eastern suburd of Paris	Application was not clear and could not be reached.
Municipality of Florina	Application was not clear and could not be reached.
Arpae, Bologna	Application was not clear and could not be reached.
frd-studio, Bari	Application was not clear and could not be reached.

5.3   Monitoring explained

After developing a monitoring strategy explained in chapters 1 to 3, here we present the results of the monitoring for learning programme cycle 1 and campaigns for cycle 2 and 3.

In order to achieve our set objectives, we have set specific and time-bound targets, and we envisioned the evaluation of the success of our programme 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.

The monitoring entailed:

 ⮝ Mentee, mentor and facilitator survey

 ⮝ Internal metrics (via helpdesk, WP leaders' input, information from the budget and the progress report)

 ⮝ Web platform analytics

Asking the key performance questions resulted in 27 key performance indicators we will evaluate through above mentioned methods. Summarised results are given in the following chapters. The entire questions, the indicators, the targets, tools as well as the answers are presented in chapter 8.2.4.

As the point of development of this evaluation, only the test cycle and the engagement campaign for the first cycle are finished, the survey will relate to our participants in the test cycle, and other metrics connected to the engagement campaign will relate to the engagement campaign for the first cycle.
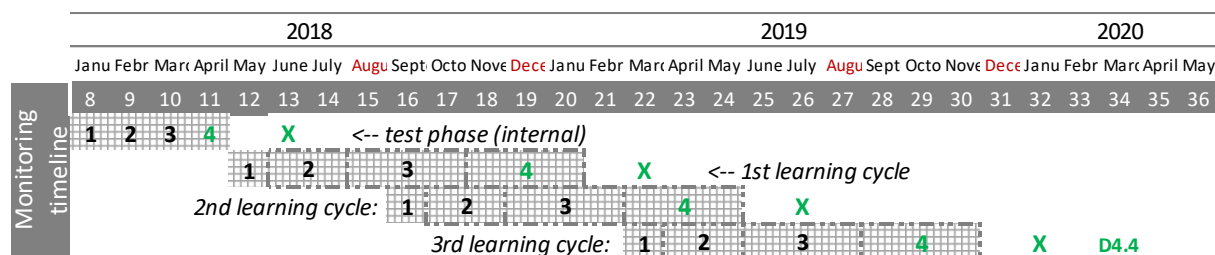
Figure 6: 2nd monitoring evaluation - Timeline of KPI monitoring and reporting process

5.3.1 Survey answers

Nine mentees, three mentors and all four facilitators participants of the LC 1 participated in the survey. This means only 12 out of 25 outside participants took the survey, and obtaining their feedback remains our biggest challenge in monitoring. However, the obtained results were taken seriously, and all comments were discussed with the team during May 2019 to make changes for the upcoming engagement campaigns for LC 3 and 4.

The complete results are provided in the annex available in chapter 8.2.5 and here we give the summary of survey results:

- Average satisfaction with the programme quality is 4.6, more than in the test phase;

- When asked how satisfied they are with each of the steps, overall 81% is somewhat or extremely satisfied;

- The same as in the test cycle, participants are slightly more satisfied with the last two steps of the programme;

- The learning material was graded 4.2, on average;

- The lowest score overall was 3.2, when asked about the extent to which the learning programme improved participants' knowledge of relevant innovative financing instruments. We conclude that this is die to the module focusing on only one instrument of their choice and we have decided to make webinars that will cover the basis of all financial instruments;

- Overall grade for the planned time for all four steps is 90%, and participants are very much satisfied with the time they have for both the meetings and the discussion, as well as time in-between meetings. Only 2 participants mentioned that there is too much

time planned for the first meeting, but this is because it was a small group. Large groups have rated timing as optimal;

- Some of the suggestions/comments for the future learning cycles are:

  - More physical meetings

! - Perhaps a city with an identical politician mindset (e.g. southern Europe countries) might be an interesting match

- It would be nice for the mentees to repeat the programme with a new mentor from another country, in order to compare similar projects.

- Better management of expectations

- Filling in a financial data sheet, supplied by and/or with the help of the Mentor, to access the viability of the innovative financing scheme versus the "business as usual" finance sources.

Table 17: 2nd monitoring evaluation - Satisfaction of LC1 applicants with programme steps

To what extent are you satisfied with the quality of each of the programme activities you have taken part in?				
	Orientation Session	Working Together	Meeting Up	Moving Forward
Extremely unsatisfied	1	1	1	
Somewhat unsatisfied	1	1		2
Somewhat satisfied	4	4	2	3
Extremely satisfied	5	5	7	7

Following is the table with all KPIs and current results. The progress is measured by taking into account only answers of participants who took the survey, but the turnout is 12/25 and this is the most crucial thing to improve in the following learning cycles.

Table 18: 2nd monitoring evaluation - KPIs June 2019 12 respondents out of 25 participants

![PROSPECT logo]

KPI	Target	How it will be measured:	Evaluation
Net promoter score	Net promoter score 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 / Extremely likely 1 2 3 4 5	**Target achieved.** **All participants gave the highest rank (5) to likeliness to recommend the programme to other potential participants.**
Competency: Passing useful knowledge onto mentees	At least 80% of mentees and mentors are satisfied with what they learned (answers a) and b)	**Mentee, mentor survey:** To what extent are you satisfied with the overall quality of the entire programme? Extremely dissatisfied / Extremely satisfied 1 2 3 4 5	**Target achieved.** **Average satisfaction with the programme quality is 4.3**
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? (number of answers): (see table below)	**Target achieved.** **When asked how satisfied they are with each of the steps, average satisfaction is 84%. There were only two unsatisfied users and their comments were considered. Participants were slightly more satisfied with the last two steps of the programme, as those were more concrete.**
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 / To a great extent 1 2 3 4 5	**Target achieved.** **All but one participant answered 4 or 5 out of 5, meaning they find materials to be useful. Average grade is 4.2 or 83%.**
Meeting set objectives	At least 80% of respondents meet his/her objectives	**Mentee, mentor survey:** Did the mentee/mentor meet his/her learning objectives? d) Yes, all of them e) Most of the learning objectives were met f) Less than half learning objectives were met	**Target achieved.** **83% met most or all their objectives.**
Competency: Enabling improvement of knowledge on relevant innovative financing instruments	At least 80% of mentees answer either 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 / To a great extent 1 2 3 4 5	**Same as in the test cycle, this target remains the weakest link. Average score was 3.4, and if we count mentees only then 3.3. There was one 1, two 2s, three 3s and four 4s.** **The reason for this might be that due to our partners interest in more than one topic, they come out only with knowledge in one. As a result, we have planned to have webinars for a wide audience about all innovative financing in general, so that participants come into the programme choosing the right one for their city.**

Satisfaction table (number of answers):

	Extremely dissatisfied	Somewhat dissatisfied	Somewhat satisfied	Extremely satisfied	n/a
Getting Started	1	1	4	5	
Working Together	1		2	7	
Meeting Up		2	3	7	
Moving Forward		2	7	3	

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? d) Yes, concrete steps are being planned to replicate this financing scheme e) Yes, there is a plan, but clear steps and timeline are yet to be determined f) No, there is no plan yet to replicate this financing scheme	**Target achieved.** **66% either have a plan (3) or are already taking concrete steps to realize it (1). 2 have no plan yet.**
Time available for mentoring meetings, site visits and preparation in-between the meetings	80% of participants answer b) or c) for all five 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 fwd	Prep time betw.
---	---	---	---	---	---
not enough time					
too much time compared to content	2	3	1	1	1
more time necessary for discussion				1	1
planned time optimal & enough discussion time	12	12	13	13	14		**Target achieved.** **86% of answers in total were in favour of planned time for both meetings and the discussion. There was too much time for some respondents, but the results correspond with the size of the group – e.g. mentees that were alone with the mentor tend to say there is too much time planned.**
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	4			
Accommodation	4			
Course materials	3			1
Food and refreshments	3	1		
Local transport	3	1			 If any of the answers were no, please comment: _____	**Yes for all.**
Perceived success of matchmaking	Percent on successful matches (% of scores 4-5), over percent of mismatches (% of scores 1 to 2).	**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 planned:	**Target achieved. Average rank is 3.9. KPI score is 100%, as there were no mismatches.**
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				4
Mentor			2	2		**Target achieved.** **All are either satisfied or extremely satisfied with both the mentor and the facilitator.**

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?	**Target achieved. Two mentors are extremely satisfied, and one is extremely dissatisfied. This was handled through discussions with the dissatisfied mentor.**

		Extremely dissatisfied	Somewhat dissatisfied	Somewhat satisfied	Extremely satisfied
Facilitator		1			2

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): c) None that are applicable d) 1-3 new possible partners that could help with our implementation of planned sustainable measures More than 3 new possible partners that could help with our implementation of planned sustainable measures	**Target achieved.** **All four mentees said they found about 1-3 new possible partners. However, this is something we continue working on, through making an easy to use list of all mentors (and mentees with implemented projects) and promoting their best practice.**

5.3.2   Web analytics period Jan 20th – June 19th, 2019

There are two KPI monitored through web analytics, first pertaining only to the Climate-KIC learning platform, and the other both for the website and the Climate-KIC learning platform. Detailed web analytics are available in chapter 8.2.1.

Concerning the website, most visitors visited the home page and get involved page. Very few users (161) visit the library page, meaning they mostly obtain their information or access the materials through links provided on the get involved and the learning programme page.

Table 19: 2nd monitoring evaluation - KPIs June 2019 12 respondents out of 25 participants

KPI	Target	How it will be measured:	Evaluation
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**	Data available from the platform are only the number of registered users per group and in LC1 there was 24 users, in LC2 12 registered users and in LC3 36 users of the platform and out of this number 10 were PROSPECT facilitators.
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	**There is no statistics for downloads available, but there were 2037 specific new users in the period of Jan – June 2019 when we had the two campaigns running. There is an evident spike of users during the engagement campaigns. Views per day and other specific statistics are available in the appendix 1.**

5.3.3 Yearly Internal Metrics

There are 11 indicators monitored through WP or task leaders or available through internal documents such as the progress report. The evaluation results are given below, with detailed breakdown of costs available in chapter 8.2.2 (achieved costs in LC1) and chapter 8.2.3 (anticipated costs).

Table 20: 2nd monitoring evaluation – Yearly internal metrics

KPI	Target	How it will be measured:	Evaluation	
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)	Only a few questions came to the helpdesk, mostly about eligibility or finding links to materials and they were all addressed in the matter of a day.	
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).	They were all answered in less than a week.	
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.	Only 25 outside participants (20 mentees), but this number drastically changed for LC 2 and 3.	
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	Out of 20 mentees who joined the programme, there were 2 dropouts, which means 90% have obtained participation certificates.	
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 and study visit, 6-9 months)*	The programme started in July 2018 and the last group finished in February for most groups. The largest groups had trouble finding a date so they finished in May.	
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		Anticipated costs are available in appendix 3 and claimed costs per partner in the test cycle are available in appendix 2. Please see appendix 2 for detailed breakdown and explanation. It was all in average as planned, even a little less, but there were many exceptions handeld from case to case, having in mind the total planned budget.	
Planned utilization rate	All partners are in the 80%-100% range of their planed budget	Yearly internal metrics: Planned vs. achieved budget per organisation	As of July 2019, the total budget is as planned; the only difference is that the WP3 turned out to be more work extensive for HIS.	
Replication factor	Achieve an increasing replication factor through ought the programme	Yearly internal metrics: Measure answers from the application form and compare annual answers of % of referred users answering (f): How did you learn about the PROSPECT learning programme? a) Social media: Twitter, LinkedIn, Facebook b) direct email invitation from PROSPECT c) Another website	25% were referred through word of mouth in campaign for LC2: 		Mentees	 a)	5/84 b)	49/84 c)	11/84 d)	5/84 e)	18/84 f)	20/84	22% were referred through word of mouth in campaign for LC3: 		Mentees	 a)	7/76 b)	49/76 c)	3/76 d)	1/76 e)	12/76 f)	16/76

			Mentors		Mentors
	d) Presentation at an event e) Newsletter of project partner f) Word of mouth from partners, colleagues, friends		a) 3/15 b) 10/15 c) 1/15 d) 1/15 e) 1/15 f) 5/15		a) 1/10 b) 8/10 c) 0/10 d) 1/10 e) 1/10 f) 3/10
Social media metric	Number of mentions and social reach of PROJECT posts on Twitter and LinkedIn (#H2020PROSPECT)	Yearly internal metrics: WP6 will count number of mentions as well as reach of #H2020PROSPECT	Twitter activity: #H2020PROSPECT A total number of 48 tweets with the hashtag #H2020PROSPECT (29 in 2018 and 19 in 2019) For the posts done by Energy Cities: 19.105 impressions and 242 engagements (like, retweets and clicks) Energy Cities will invest in an analytics tool to get the global figures on all impressions and engagements. On the LinkedIn PROSPECT group 87 members in the group 47 posts and 103 engagements (likes)		
Engagement campaign	Reach up to 1000 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	During each engagement campaign, Eurocities, FEDARENE and Energy cities have reached: - A total of 12.500 contacts via their public newsletter (including articles on PROSPECT) - A total of 1500 contacts in their member cities, regions and energy agencies (with message dedicated to PROSPECT) - A hundred other personnalised mailing have been done for each campaign, targetting potential participants and also towards national contacts (for LC2 and LC3)		
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	From 151 selected participants in total in LC1, LC2 and LC3, 47 are members of networks and 104 are outside participants. This means 68,87% come outside of the networks.		

5.4 Needed changes to the programme resulting from monitoring evaluation

Learning programme changes

The satisfaction with the programme was very high, but the main setback is the fact that only half of the participants filled out the survey. Here we provide the comments from facilitators, mentors and mentees, as well as how we implemented their feedback.

Our main setback was that no one reported the highest score when it comes to the extent to which the learning programme improved their knowledge of relevant innovative financing instruments. The reason for this might be that due to our partners interest in more than one topic, they obtain only with knowledge in one and are not satisfied with that. As a result, we have planned to have webinars for a wide audience about all innovative financing in general, so that participants come into the programme choosing the right one for their city.

Facilitators' answers

3 facilitators answered the following:

2 answers that the timing is optimal, 1 that there is too much time for online meetings (1st 2nd, 4th step)

Suggestion: We should think about ways to share the learning plan for the wider audience. E.g. not just to publish it on the website, but perhaps make article or leaflet with advice from mentors to questions-problems that mentees face. As one of the solutions, we started to promote successful stories on the website, but also we publish stories from each site visit.

Mentors' answers

2 mentors answered too much time for 2nd step.

There was a suggestion: to delete one question for mentors, and we did: p*lease rate the extent to which the learning programme improved your knowledge of relevant innovative financing instruments:*

ESV and Mia: The participants do not really use the learning platform. We agreed that is mostly up to the facilitators to make participants use the platform. As a result, Julia has organised a workshop for all facilitators to get acquainted with the platform and there is an introductory PowerPoint presentation that can be shared with the participants.

All comments from partners were acknowledged and the necessary changes were already made. We list some of them here:

- We have reduced the amount of materials by combining files of all 4 steps into one single document named the Learning Plan, which is updated throughout the programme by the mentor and mentee.
- We have made many small changes in the texts of the learning plan and updated points for which we got suggestions to provide more details for all users.
- We have added a communication plan to the facilitator checklist in order to make sure our results are also timely communicated so we get a better feedback for next cycles.

- There was a lot of discussion on the material depth both among our team and among the external steering board members. We have made additional inputs to the learning material and have also made a webpage section on the tools and materials available from other projects, so we do not overburden our participants with lengthy materials.
- As we have seen from the campaign that there is lack of basic understanding of financing instruments, we decided to make another booklet/brochure focused only on the types and uses of different materials (as our current booklets are divided by sectors, this one will be divided by type of financing instrument);
- Due to time needed, we have decided to drop the learning agreements.

Engagement campaign changes

Our main impediment in LC 1 was that we did not receive as many eligible applicants as we targeted. That changed in LC2. Also, as in LC1 we did not have enough mentors, we decided to invite mentors first and we continue this practice.

Concerning regional representation, we noticed that in LC1 there were no applications from Italy or Spain, although many of the Networks' members were contacted in those locations. This changes in LC3 with 1 Italian application and 6 from Spain.

We have decided to also implement a practice of making personal contacts and have made a table of possible mentors each of us will reach, to have a better regional and module representation.

Other changes

Other important decisions we had reached as an answer to challenges we anticipate, not only for the programme, but also for the engagement campaign and our overall work, are described in a separate document "Takeaways from setting up PROSPECT P2P – Lessons learned, and difficulties incurred ".

Also, in May 2019 we received feedback from EASME, which we considered and implemented all the suggested changes.

6   3rd monitoring evaluation: learning cycles 2, 3 and 4, and engagement campaign for the 4th learning cycle

6.1   Learning cycle 2, 3, 4 summaries

6.1.1   Learning cycle 2 summary

Learning cycle 2 ran from February 2019 through September 2019.

59 participants took part in the programme, with 7 eventually dropping out due to personal reasons. 13 groups were formed, with 13 finishing the learning cyle and one being dismantled due to dropouts.

Table 21: 3rd monitoring evaluation - **LC2 participants**

Mentor/Mentee Organisation	Mentor / Mentee Country	Mentor / Mentee	Module	Financing scheme	Group name (incl. other cycles)
Aegean Energy Agency	Greece	Mentee	Public Lighting	EPC	C2_PuL2
AGENEX - Extremadura Energy Agency	Spain	Mentee	Public Buildings	EPC, Third Party	C2_PuB3
ALEA - Alba Local Energy Agency	Romania	Mentee	Public Lighting	EPC	C2_PuL2
Cities Network "Sustainable city"	Greece	Mentee	Public Buildings	EPC, Third Party	C2_PuB3
Walloon Region	Belgium	Mentee	Public Buildings	EPC, Third Party	C2_PuB3
Energikontor Norr	Sweden	Mentee	Public Buildings	ELENA, Social Funds	C2_PuB4
Municipality of Alimos	Greece	Mentee	Public Lighting	EPC	C2_PuL6
Municipality of Amarante	Portugal	Mentee	Public Lighting	Revolving Fund	C2_PuL4
Municipality of Antwerp	Belgium	Mentee	Public Lighting	Lending to ESCOs	C2_PuL1
Municipality of Aradippou	Cyprus	Mentee	Public Buildings	Citizens Finance, Crowd Funding	C2_PuB1
Municipality of Avila	Spain	Mentee	Public Lighting	EPC	C2_PuL3
Barcelona Province	Spain	Mentee	Public Lighting	Revolving Fund	C2_PuL4
Municipality of Beja	Portugal	Mentee	Public Lighting	Revolving Fund	C2_PuL4
Municipality of Bigastro	Spain	Mentee	Public Buildings	Citizens Finance,	C2_PuB1

				Crowd Funding	
Municipality of Burgas	Bulgaria	Mentee	Public Lighting	EPC	C2_PuL7
Medjimurje Energy Agency	Croatia	Mentee	Public Lighting	EPC	C2_PuL5
Municipality of Coutances	France	Mentee	Public Buildings	Revolving Fund	C2_PuB2
Municipality of Drama	Greece	Mentee	Public Lighting	EPC	C2_PuL3
Municipality of Gabrovo	Bulgaria	Mentee	Public Buildings	EPC, Third Party	C2_PuB3
Municipality of Hengelo	Netherlands	Mentee	Public Buildings	Citizens Finance, Crowd Funding	C2_PuB1
Municipality of Irakleio Attica	Greece	Mentee	Public Lighting	EPC	C2_PuL6
Municipality of Istiea	Greece	Mentee	Public Buildings	EPC, Third Party	C2_PuB3
Municipality of Jönköping	Sweden	Mentee	Public Lighting	Revolving Fund	C2_PuL4
ESV - OÖ Energiesparverband	Austria	Mentor	Public lighting, Public Buildings	EPC	C1_PuL3, C1_PuL4, C2_PuL5, C2_PuL6, C2_PuL7, C3_PuB2, C3_PuB3, C3_PuL2, C4_PuL5, C4_PuB6
Municipality of Kildare	Ireland	Mentee	Public Buildings	Revolving Fund	C2_PuL5
Municipality of Milos	Greece	Mentee	Public Buildings	Citizens Finance, Crowd Funding	C2_PuB1
Municipality of Moschato	Greece	Mentee	Public Buildings	Citizens Finance, Crowd Funding	C2_PuB1
Municipality of Dobrich	Bulgaria	Mentee	Public Lighting, Transport	EPC, H2020, e-mobility implementation, different schemes	C2_PuL5, C3_Trans2, C4_PrB1, C4_PuL5
Municipality of Nesebar	Bulgaria	Mentee	Public Lighting	EPC	C2_PuL2
Municipality of Nizhyn	Ukraine	Mentee	Public Lighting	EPC	C2_PuL7
Municipality of Baiao	Portugal	Mentee	Cross-Sectoral	Cooperative	C2_Bio
Municipality of Patras	Greece	Mentee	Public Lighting	EPC	C2_PuL7
Municipality of Rustavi	Georgia	Mentee	Public Lighting	EPC	C2_PuL7
Municipality of Saronikos	Greece	Mentee	Cross-Sectoral	Cooperative	C2_Bio
Municipality of Seixal	Portugal	Mentee	Public Buildings	Revolving Fund	C2_PuB2

Municipality of Sofia	Bulgaria	Mentee	Public Buildings	Citizens Finance, Crowd Funding	C2_PuB1
Municipality of Svilengrad	Bulgaria	Mentee	Public Buildings	Citizens Finance, Crowd Funding, EPC	C2_PuB1, C2_PuL2
Municipality of Taraclia	Moldova	Mentee	Public Lighting	EPC	C2_PuL2
Municipality of Timisoara	Romania	Mentee	Public Buildings	EPC, Third Party	C2_PuB3
Municipality of Trikala	Greece	Mentee	Public Lighting	EPC	C2_PuL3
Municipality of Umag	Croatia	Mentee	Public Lighting	EPC	C2_PuL5
Oeste Region	Portugal	Mentee	Public Lighting	Lending to ESCOs	C2_PuL1
ZEZ - Green Energy Cooperative	Croatia	Mentor	Public Buildings	Citizens Finance, Crowd Funding, Citizen and community financing (Energy cooperative)	C2_PuB1, C4_PuB1
MatosinhosHabit-MH	Portugal	Mentee	Private buildings, Public Buildings	Citizens Finance, Soft Loans, Fiscal, EPC, Revolving Fund, EPC	C1_PrB, C2_PuB2, C3_PuB1
Municipality of Khmelnytskyi	Ukraine	Mentee	Public Lighting, Public Buildings	Revolving Fund, EPC	C2_PuL6 , C3_PuB3, C3_Ukr
Municipality of Vila Nova de Polares	Portugal	Mentee	Public Lighting, Public Buildings	EPC	C2_PuL2, C3_PuB2
Municipality of Oeiras	Portugal	Mentee	Transport ,, Public Lighting	H2020, e-mobility implementation, different schemes ,, EPC	C3_Trans1 ,, C2_PuL6
Municipality of Vaslui	Romania	Mentee	Transport,, Public Lighting	H2020, e-mobility implementation, different schemes ,, EPC	C3_Trans1 , C2_PuL7
Municipality of Farkadona	Greece	Mentee	Cross-Sectoral, Transport	Cooperative	C2_Bio,, C4_Trans1
Pieriki Anaptixiaki-Local Development Agency for Municipality of Katerini	Greece	Mentee	Public Lighting ,, Public buildings	Revolving Fund ,, EPC	C2_PuL3, C4_PuB6

Municipality of Meligalas-Oichalia	Greece	Mentee	Public Buildings	Revolving Fund,, Citizen and community financing, Energy saving certificates	C2_PuB2, C4_PuB2
Municipality of Nea Ionia	Greece	Mentee	Public Lighting ,, Public buildings	EPC ,, Combination of EPC and Structural funds & Project bundling	C2_PuL6, C4_PuB5
Development Agency of Karditsa	Greece	Mentor	Cross-Sectoral	Cooperative	C2_Bio, C3_Cross, C4_Bio
Energy Efficiency Fund	Bulgaria	Mentor	Public Lighting	Lending to ESCOs	C2_PuL1
Piemonte Region	Italy	Mentor	Public Buildings	EPC, Third Party	C2_PuB3
Province of Girona	Spain	Mentor	Public Lighting	EPC	C2_PuL2, C2_PuL3
REA - Regional Energy Agency North	Croatia	Mentor	Public Lighting	Revolving Fund	C2_PuL4
SMART CITY Litoměřice	Czech Republic	Mentor	Public Buildings	Revolving Fund	C2_PuB2
Tipperary Energy Agency	Ireland	Mentor	Public Buildings	ELENA, Social Funds	C2_PuB4

Seven municipalities marked in red have left the programme without finishing, due to personal reasons, lack of time and job changes.

6.1.2   Learning cycle 3 summary

Learning cycle 3 ran from May 2019 through December 2019. Some groups had only a few weeks in-between meetings (not counting the summer break over July and August), and some, mostly larger groups, needed up to two months to set up the meeting dates.

61 outside participants were admitted to learning cycle 3 out of which 49 accepted to take part in the programme and 12 dropped out due to job or project changes. 12 groups were formed, with 4 one on one peer mentoring and the rest being group study visits.

Table 22: 3rd monitoring evaluation - LC3 participants

Mentor/Mentee Organisation	Mentor / Mentee Country	Mentor / Mentee	Module	Scheme	Group name (incl. other cycles)

Municipality of Yerevan	Armenia	Mentee	Public Buildings, Private Buildings	EPC	C3_PuB2, C4_PrB2
Canton of Sarajevo	Bosnia & Herzegovina	Mentee	Public Buildings,Public lighting	EPC, H2020, e-mobility implementation	C3_Trans1,, C3_PuB1 ,, C4_PuL1 ,, C4_PuL5
Municipality of Dobrich	Bulgaria	Mentee	Public Lighting, Transport	EPC, H2020, e-mobility implementation	C2_PuL5, C3_Trans2, C4_PrB1, C4_PuL5
Municipality of Acquappesa	Italy	Mentee	Cross-Sectoral	Cooperative	C3_Cross
Municipality of Aparan	Armenia	Mentee	Public Buildings	EPC	C3_PuB3
Municipality of Bacau	Romania	Mentee	Transport	H2020, e-mobility implementation, different schemes	C3_Trans1
Municipality of Bydgoszcz	Poland	Mentee	Public Buildings	EPC	C3_PuB1
Municipality of Caldas de Rainha	Portugal	Mentee	Transport	H2020, e-mobility implementation, different schemes	C3_Trans2
Municipality of Charleroi	Belgium	Mentee	Transport	H2020, e-mobility implementation, different schemes	C3_Trans1
Municipality of Château-Thierry	France	Mentee	Cross-Sectoral	Cooperative	C3_Cross
Hajdu-Bihar county Hungary (agency based in Debrecen)	Hungary	Mentee	Public Lighting	EPC	C3_PuL4
Municipality of Dnipro	Ukraine	Mentee	Public buildings	EPC	C3_Ukr
Municipality of Mykolaiv	Ukraine	Mentee	Public buildings	EPC	C3_Ukr
Municipality of Essen	Germany	Mentee	Transport	H2020, e-mobility implementation, different schemes	C3_Trans1
Municipality of Guimarães	Portugal	Mentee	Public Lighting	EPC	C3_PuL2
Municipality of Igoumenitsa	Greece	Mentee	Transport	H2020, e-mobility	C3_Trans2

				implementation, different schemes	
Municipality of Ipswish	UK	Mentee	Private Buildings	???	C3_PrB1
Municipality of Koprivnica	Croatia	Mentee	Transport	H2020, e-mobility implementation, different schemes	C3_Trans2, C4_PuB1
Municipality of Kramatorsk	Ukraine	Mentee	Public Lighting	PPP	C3_PuL3
Municipality of Kremenchuk	Ukraine	Mentee	Public Lighting	PPP	C3_PuL3
Municipality of Kropyvnytskyi	Ukraine	Mentee	Public buildings	EPC	C3_Ukr
Municipality of Liévin	France	Mentee	Public Buildings	EPC	C3_PuB2
Municipality of Mantova	Italy	Mentee	Transport	H2020, e-mobility implementation, different schemes	C3_Trans2
Municipality of Mariupol	Ukraine	Mentee	Public buildings	EPC	C3_Ukr
Municipality of Melitopol	Ukraine	Mentee	Public buildings	EPC	C3_Ukr
Municipality of Paris	France	Mentee	Public Buildings	EPC	C3_PuB3
Municipality of Pesaro	Italy	Mentee	Public Buildings	EPC	C3_PuB2
Municipality of Petfurdo	Hungary	Mentee	Private Buildings	Other	C3_PrB1
Municipality of Rome	Italy	Mentee	Public Lighting	EPC	C3_PuL2
Municipality of Santander	Spain	Mentee	Public Buildings	EPC	C3_PuB3
Municipality of Siemiatycze	Poland	Mentee	Public Buildings	EPC	C3_PuB1
Municipality of Sumi	Ukraine	Mentee	Public buildings	EPC	C3_Ukr
Municipality of Sztum	Poland	Mentee	Cross-Sectoral	Cooperative	C3_Cross
Municipality of Tartu	Estonia	Mentee	Public Buildings	EPC	C3_PuB3
Municipality of Thiva	Greece	Mentee	Public Lighting	PPP	C3_PuL3
Municipality of Tipperary	Ireland	Mentee	Private Buildings	Other	C3_PrB1
Municipality of Viseu	Portugal	Mentee	Cross-Sectoral	Cooperative	C3_Cross
Municipality of Koekelberg	Belgium	Mentee	Public Lighting	EPC	C3_PuL4
Region of Peloponnese	Greece	Mentee	Transport	H2020, e-mobility implementation,	C3_Trans1

				different schemes	
MatosinhosHabit-MH	Portugal	Mentee	Private buildings, Public Buildings	Citizens Finance, Soft Loans, Fiscal, EPC, Revolving Fund, EPC	C1_PrB, C2_PuB2, C3_PuB1
Câmara Municipal de Loures	Portugal	Mentee	Public lighting, Public Buildings	EPC, Citizen and community financing (micro-loans)	C1_PuL1, C3_PuB1, C4_PuB3
Municipality of Egaleo	Greece	Mentee	Public lighting, Public Buildings	EPC	C1_PuL4, C3_PuB1
Municipality of Khmelnytskyi	Ukraine	Mentee	Public Lighting , Public Buildings	Revolving Fund , EPC	C2_PuL6 , C3_PuB3, C3_Ukr
Municipality of Vila Nova de Polares	Portugal	Mentee	Public Lighting,, Public Buildings	EPC ,, EPC	
Municipality of Oeiras	Portugal	Mentee	Transport ,, Public Lighting	H2020, e-mobility implementation, different schemes ,, EPC	
Municipality of Vaslui	Romania	Mentee	Transport,, Public Lighting	H2020, e-mobility implementation, different schemes ,, EPC	
Municipality of Jaslo	Poland	Mentee	Public Lighting, Transport	EPC	
Municipality of Kharkiv	Ukraine	Mentee	Public Lighting, Public buildings	EPC, Citizen and community financing (Energy cooperative)	
Municipality of Kryvyi Rih	Ukraine	Mentee	Public buildings	EPC, Citizen and community financing (micro-loans)	

The most popular financing instrument was EPC, but public buildings, public lighting, and private buildings closely followed with the number of interested participants. Concerning the method, there were three study visits and three peer mentoring groups.

6.1.3   Learning cycle 4 summary

Learning cycle 4 has started in December 2019, with most groups initiating first meetings in January 2020. Unfortunately, this means that the main learning event, the physical visit was

planned for March until May 2020, which is when travel was restricted due to the COVID-19 pandemic. It was decided that LC4 will continue with meetings being held online.

69 outside participants, out of which 53 new participants which haven't participated in earlier learning cycles, formed 19 learning groups.

Table 23: 3ʳᵈ monitoring evaluation - LC4 groups

Mentor/Mentee Organisation	Mentor / Mentee Country	Mentor or / Mentee	Module	Financing scheme	Group name
Coimbra Region	Portugal	Mentee	Public lighting, Transport	EPC	C1_PuL3, C4_Trans1
Municipality of Yerevan	Armenia	Mentee	Public Buildings ,, Private Buildings	EPC	C3_PuB2, C4_PrB2
Canton of Sarajevo	Bosnia & Herzegovina	Mentee	Public Buildings ,,Public lighting	EPC, H2020, e-mobility implementation, different schemes ,, EPC	C3_Trans1 ,, C3_PuB1 ,, C4_PuL1 ,, C4_PuL5
Municipality of Dobrich	Bulgaria	Mentee	Public Lighting, Transport	EPC, H2020, e-mobility implementation, different schemes	C2_PuL5, C3_Trans2, C4_PrB1, C4_PuL5
Sofia Energy Agency	Bulgaria	Mentor	Public Lighting	EPC	C4_PuL3
Municipality of Koprivnica	Croatia	Mentee	Transport	H2020, e-mobility implementation, different schemes	C3_Trans2, C4_PuB1
ZEZ - Green Energy Cooperative	Croatia	Mentor	Public Buildings	Citizens Finance, Crowd Funding,, Citizen and community financing (Energy cooperative)	C2_PuB1, C4_PuB1
Municipality of Karlovac	Croatia	Mentor	Public Buildings	Citizen and community financing (micro-loans)	C4_Renew
Municipality of Nicosia	Cyprus	Mentee	Public lighting	EPC	C4_PuL5
ProjectZero	Denmark	Mentee	Private Buildings	EPC	C4_PrB3
Câmara Municipal de Loures	Portugal	Mentee	Public lighting ,, Public Buildings,, Public Buildings	EPC ,, Citizen and community financing (micro-loans)	C1_PuL1, C3_PuB1, C4_PuB3
Samso Energy Academy	Denmark	Mentee	Cross-Sectoral	Green bonds and social bonds	C4_Cross1
Municipality of Tartu	Estonia	Mentor	Private Buildings	Combination of private and public financing	C4_PrB1

Syndicat Intercommunal des Energies de la Loire	France	Mentee	Public Lighting	EPC, ESCO	C4_PuL2
Municipality of Albertville	France	Mentee	Public Buildings	Citizen and community financing (Energy cooperative)	C4_PuB1
Municipality of Strasbourg	France	Mentee	Public Buildings	Citizen and community financing, Energy saving certificates	C4_PuB2
Municipality of Pau	France	Mentee	Public Buildings	Citizen and community financing (micro-loans)	C4_PuB3
Metz Metropole	France	Mentee	Cross-sectoral	Intracting (Internal energy performance contracting)	C4_Cross1
ALEC-MVE	France	Mentee	Cross-sectoral	Intracting (Internal energy performance contracting)	C4_Cross1
AURA Environmental Agency	France	Mentor	Public Buildings	Citizen and community financing, Energy saving certificates	C4_PuB2
City of Paris	France	Mentor	Cross-Sectoral	Green bonds and social bonds	C4_Cross1
City of Albertville	France	Mentor	Cross-sectoral	Intracting (Internal energy performance contracting)	C4_Cross1
Municipality of Farkadona	Greece	Mentee	Cross-Sectoral, Transport	Cooperative	C2_Bio,, C4_Trans1
Pieriki Anaptixiaki-Local Development Agency for Municipality of Katerini	Greece	Mentee	Public Lighting ,, Public buildings	Revolving Fund ,, EPC	C2_PuL3, C4_PuB6
Municipality of Meligalas-Oichalia	Greece	Mentee	Public Buildings	Revolving Fund,, Citizen and community financing, Energy saving certificates	C2_PuB2, C4_PuB2
Municipality of Nea Ionia	Greece	Mentee	Public Lighting ,, Public buildings	EPC ,, Combination of EPC and Structural funds & Project bundling	C2_PuL6, C4_PuB5
Municipality of Tripoli	Greece	Mentee	Public Lighting	EPC, ESCO	C4_PuL1
Municipality of Corinh	Greece	Mentee	Public Lighting	EPC, ESCO	C4_PuL2

Municipality of LYKOVRISI - PEFKI	Greece	Mentee	Cross-Sectoral	Citizen and community financing (energy cooperative)	C4_Bio
Municipality of Evrotas	Greece	Mentee	Cross-Sectoral	Citizen and community financing (energy cooperative)	C4_Bio
Municipality Of Elliniko Argyroupoli	Greece	Mentee	Private Buildings	EPC	C4_PrB2
Municipality of Metamorphosi	Greece	Mentee	Transport		C4_Trans1
Municipality of Agia	Greece	Mentee	Public Lighting	EPC	C4_PuL3
Rafina-Pikermi Municipality	Greece	Mentee	Public Buildings	Third-party financing	C4_PuB4
Municipality of Vari Voula Vouliagmeni	Greece	Mentee	Public Lighting	Mix of EU funds (H2020) and savings payback in Public lighting	C4_PuL4
Municipality of Messini	Greece	Mentee	Transport	Re-use of fines/congestion charge for financing new projects (Traffic calming, road safety)	C4_Trans2
Municipality of Giannitsa	Greece	Mentee	Public lighting	EPC	C4_PuL5
Municipality of Dionysos	Greece	Mentee	Public buildings	EPC	C4_PuB6
Development Agency of Karditsa	Greece	Mentor	Cross-Sectoral	Cooperative	C2_Bio, C3_Cross, C4_Bio
Aegean Energy Agency	Greece	Mentor	Public Buildings	Combination of EPC and Structural funds & Project bundling	C4_PuB5
Castlepollard Local Development	Ireland	Mentee	Public Buildings	Citizen and community financing (Energy cooperative)	C4_PuB2
3 Counties Energy Agency	Ireland	Mentee	Public Buildings	Citizen and community financing, Energy saving certificates	C4_PuB2
KORE Retrofit	Ireland	Mentor	Public Buildings	Third-party financing	C4_PuB4
Municipality of Pescara	Italy	Mentee	Private Buildings	Combination of private and public financing	C4_PrB1
Municipality of San Giuseppe Vesuviano	Italy	Mentee	Transport		C4_Trans1

Energy Center of the Politecnico di Torino	Italy	Mentee	Private Buildings	EPC	C4_PrB3
regional agency for environmental protection and energy	Italy	Mentee	Transport	Re-use of fines/congestion charge for financing new projects (Traffic calming, road safety)	C4_Trans2
Municipalities of Palma Campania, San Gennaro, San Giuseppe vesuviano, Striano	Italy	Mentee	Public Buildings	Combination of EPC and Structural funds & Project bundling	C4_PuB5
Funding for Future B.V.	Latvia	Mentor	Private Buildings	EPC	C4_PrB3
Municipality of Jaslo	Poland	Mentee	Public Lighting, Transport	EPC	C3_PuL1,, C4_Trans1
Municipality of Pałecznica	Poland	Mentee	Public Buildings	Citizen and community financing, Energy saving certificates	C4_PuB2
Municipality of Mafra	Portugal	Mentee	Private Buildings	Combination of private and public financing	C4_PrB1
Cascais Ambiente	Portugal	Mentee	Cross-Sectoral	Green bonds and social bonds	C4_Cross1
Ave Energy Agency	Portugal	Mentee	Public buildings	EPC	C4_PuB6
Municipality of Caldas da Rainha, Oeste region	Portugal	Mentor	Public Lighting	EPC, ESCO	C4_PuL1
Porto Energy Agency	Portugal	Mentor	Public Lighting	Mix of EU funds (H2020) and savings payback in Public lighting	C4_PuL4
Municipality of Bucharest	Romania	Mentee	Public Buildings	Citizen and community financing (micro-loans)	C4_PuB3
Municipality of Kranj	Slovenia	Mentee	Private Buildings	Combination of private and public financing	C4_PrB1
KSSENA - Energy Agency of Savinjska, Šleska and Koroška Region	Slovenia	Mentee	Transport		C4_Trans1
City of Maribor	Slovenia	Mentor	Public Lighting	EPC, ESCO	C4_PuL2
Municipality of Valladolid	Spain	Mentor	Transport	H2020, e-mobility implementation, different schemes	C3_Trans1, C3_Trans2

					,, C4_Trans1
Cartif Technology Center	Spain	Mentor	Private Buildings	EPC	C4_PrB2
London Borough of Croydon	UK	Mentor	Transport	Re-use of fines/congestion charge for financing new projects (Traffic calming, road safety)	C4_Trans2
Municipality of Kharkiv	Ukraine	Mentee	Public Lighting, Public buildings	EPC, Citizen and community financing (Energy cooperative)	C3_PuL2,, C4_PuB1
Municipality of Kryvyi Rih	Ukraine	Mentee	Public buildings	EPC ,, Citizen and community financing (micro-loans)	C3_Ukr, C4_PuB3
City of Kamianets-Podilsk	Ukraine	Mentee	Public Lighting	EPC, ESCO	C4_PuL1, C4_Trans1
Municipality of Myrhorod	Ukraine	Mentee	Private Buildings	Combination of private and public financing	C4_PrB1
FERREXPO	Ukraine	Mentee	Cross-Sectoral	Citizen and community financing (energy cooperative)	C4_Bio
Municipality of Tetiyiv	Ukraine	Mentee	Private Buildings	EPC	C4_PrB2
Municipality of Dubno	Ukraine	Mentee	Transport		C4_Trans1
Executive Committee of the Pervomaisk City Council	Ukraine	Mentee	Public Buildings	Third-party financing	C4_PuB4
Kozyatyn City Council	Ukraine	Mentee	Public buildings	EPC	C4_PuB6

The table does not include the Energy Agency of Upper Austria (ESV) who were mentors in all four cycles, since they are a partner on PROSPECT project.

Out of these, the three municipalities marked red and crossed out in the table, opted not to participate in the programme due to either changes in staff or work obligations.

The most popular financing instrument was once again EPC but this time there was great interest for citizen financing. Concerning the method, there were three study visits and three peer mentoring groups.

6.2   Engagement campaign for LC4

This fourth engagement campaign and cycle, not originally foreseen, were made possible thanks to the extension of the project. Everything was organised and planned among partners

in April and May 2019 and we launched the campaign in July 2019, once we received the official confirmation of the project's extension.

The campaign lasted from 12th of July to 30th of September 2019 and 85 local authorities applied, from which 62 mentees and 23 mentors.

Before the official launch of the campaign, the following actions were undertaken, from April to mid-July 2019:

- We published a call for expression of interest In April, that gathered 55 answers, from which 15 potential mentors and 48 potential mentees, 8 people saying they would be interested in becoming either a mentor or a mentee. These people were contacted again as soon as the respective campaign for mentors and mentees started.
- All facilitator partners contacted their former mentors to inform them about the eventuality of a fourth cycle.
- All partners, and especially Eurocities, Energy Cities and FEDARENE identified and started to contact potential new mentors. This action was of course pursued until the end of the mentor engagement campaign, end of July.

We continued a 2-step recruitment process, inviting firstly the mentors to apply (from 12th to 31st of July), and then the mentees (from 2nd to 30th of September). The purpose was threefold:

- increase the emphasis on the recruitment of mentors, with adapted messages and communication supports calling specifically for mentors,
- better prepare the recruitment of mentees, by presenting them the available modules/financing covered by mentors' applications, with adapted messages,
- Improve the match-making process

Same as for the three previous campaigns, communication activities consisted in emailing, blog posts, newsletter articles, posts on social media, articles in the networks' newsletter and all partners were mobilized to also use their networks and communication channels. The messages were adapted for mentors and mentees and we have continued with the dissemination via indirect target groups (national networks of local authorities, national energy and climate agencies and other organisations operating at national level in all eligible countries).

Matching mentors and mentees for LC4

In August 2019, the mentor applications were analysed in detail by Eurocities and Energy Cities, and the application form for mentees was modified accordingly. In order to ease the matchmaking, we decided to present to the mentees a more developed list of choices, providing more sectoral or technical details on the different combinations (modules / financing schemes) offered by the mentors. We also enabled the mentees to choose up to four different combinations (in order of preference) and we asked them more clearly to describe their local projects linked to their choices.

In LC4 all 18 mentors who applied were accepted, and four of those were recurring mentors.

From 70 mentees who applied, 55 were accepted to the programme. 4 were not eligible and 11 had incomplete applications or applied in language other than English. As the programme is English speaking, such applications were rejected.

In total, there were 20 groups formed, with participants from 20 countries. After the first meetings, one group was canceled due to mentees personal reasons and 19 groups remain.

Table 24: 3rd monitoring evaluation - Countries participating in LC4

Country	Number of cities/agencies
Armenia	1
Austria	1
Bosnia & Herzegovina	1
Bulgaria	2
Croatia	3
Cyprus	1
Denmark	2
Estonia	1
France	9
Greece	18
Ireland	3
Italy	5
Latvia	1
Poland	2
Portugal	7
Romania	1
Slovenia	3
Spain	2
UK	1
Ukraine	9
Total	**73**

Considering the financing schemes, 9 were focused on learning about Energy performance contracting (including one on intracting, or internal EPC), 4 were about cooperatives and citizen financing and the others were a mix of public and private financing, including:

- Combination of private and public financing
- Third-party financing in Public buildings
- Mix of EU funds (H2020) and savings payback in Public lighting
- Green bonds and social bonds
- Re-use of fines/congestion charge for financing new projects (Traffic calming, road safety)
- Combination of EPC and Structural funds & Project bundling

Table 25: 3rd monitoring evaluation - Groups per financing scheme LC4

Module	Number of cities/agencies:
EPC	9
Cooperatives, citizen financing	4
Mix, other	7
Total	**20**

6.3 Monitoring explained

Here we present the results of the monitoring for learning programme cycles 2 and 3 and the 4th LC campaign.

In order to achieve our set objectives, we have set specific and time-bound targets, and we envisioned the evaluation of the success of our programme 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.

The monitoring entailed:

- ⛰ Mentee, mentor and facilitator survey
- ⛰ Internal metrics (via helpdesk, WP leaders' input, information from the budget and the progress report)
- ⛰ Web platform analytics

Asking the key performance questions resulted in 27 key performance indicators we will evaluate through above mentioned methods. Summarised results are given in the following chapters. The entire questions, the indicators, the targets, tools as well as the answers are presented in the annex available in chapter 8.3.5.

Figure 7: 3rd monitoring evaluation - Timeline of KPI monitoring and reporting process

6.3.1 LC2 Survey answers

14 mentees, 3 mentors and 5 facilitators participants of LC3 participated in the surveys.

- There are no answers "dissatisfied" or "extremely dissatisfied" with the quality of the programme
- The average score of 4.6 out of five when it comes to the likeliness that the participants would recommend the programme to other local authorities.
- 100% of mentors and mentees were either "somewhat or extremely satisfied" with the quality of steps 1-3. There was one person out of 17 dissatisfied with the last step.
- The comprehensiveness of the learning materials was graded 4.2 out of 5, meaning that 83% graded it with 4 or 5.
- 90% met most or all of their objectives, only one person met less than half of their objectives
- 80% said their knowledge about financing instruments was somewhat or greatly improved. Only one mentor stated that his/her knowledge was not improved.
- 92% have a plan without a clear timeline, but **only 3% are taking concrete steps** to realize them.
- 100% think the planned time for mentoring was optimal and there was enough time in-between the meetings, however a few participants think that steps 2 (2 responses), 3 (4 responses) and 4 (2 responses) could use more time for discussion.
- The lowest score was reported when it came to the satisfaction of pairing them up with a proper city or region – average was 3.8. some of the comments were:
  - *It was fine but maybe knowing the experience of a more similar size to my organization would have been even better.*
  - *The conditions in the two countries are very different: in terms of governance, climate, etc.*
  - *The matching was between two neighboring areas. The best for the real know-how exchanging would be the matching between areas of different countries.*
  - *Our municipality is different from our mentor in land ownership. In one the land is mostly private, in the other it belongs mostly to the state.*
  - *There are a lot of differences among EU countries in term of regulation and law. So, the application of the EPC scheme could be quite difficult due to these differences.*

  As we can see, **some wanted this experience of being paired up with a different EU country, while others wanted similarity.**
- All participants were either somewhat or extremely satisfied with both mentor and facilitator. 85% of mentees are extremely satisfied with the facilitator and mentor and 84% of mentors are extremely satisfied with the facilitator
- The budget is sufficient, but **travel costs could be reimbursed at the end of the programme** (after step 4) to encourage mentees to participate in the last meeting
- Concerning finding out about new possible partners to connect with, 12 found 1-3 and 2 found out about more than 3 potential new partners that could aid them in realizing their project
- There were 14 overall comments. Five gave praise to the program and the facilitators, and there were a few useful suggestions:
  - To agree on the needs and objectives with the mentor before the beginning of the programme, to make sure the mentor is a right fit: *During the preparation for the learning programme mentees tried to define the need but it seems that needs are not aligned with the subject of the programme thus causing a perfect mismatch between needs and proposed solution. It would be good if mentors get that need in front of selection of the learning programme.*
  - The language barrier made the experience sharing difficult
  - There was an expression of difficulty on how to make mentees do their homework on time

- Ideas: *(1) Connect people in the same country together (for example in a learning group) and then connect them with similar groups in other countries. (2) Put documentation from the learning groups online (so that the presentations / notes from other groups are available online). (3) The engagement is too short. Although I have learned a lot, collaborating with our facilitator, peers and mentor over 1-3 years might be more effective. (4) Connect all of us in the PROSPECT programme. Grow a network of financial innovators and practitioners across Europe.*
- *Perhaps the participation of more mentees in each programme would provide a more enriching exchange of experiences.*

6.3.2   LC3 Survey answers

24 mentees, 3 mentors and 3 facilitators participants of LC3 participated in the surveys.

The complete results are provided in the annexes available in chapter 8.3.6 for LC2 and 8.3.7 for LC3. Here we give the summary of survey results:

- There are no answers "dissatisfied" or "extremely dissatisfied" with the quality of the programme and 96 % rated the learning programme with a 4 or 5 while 74% rated it with the highest score.
- The average score of 4.8 out of 5 when it comes to the likeliness that the participants would recommend the programme to other local authorities.
- 100% of mentors and mentees were either "somewhat or extremely satisfied" with the quality of steps 2 and 3. There was one person out of 27 somewhat dissatisfied with the first and last step.
- The comprehensiveness of the learning materials was graded 4.4 out of 5, meaning that 85% scored it 4 or 5
- 96% met most or all of their objectives, only one person met less than half of their objectives
- 89% said their knowledge about financing instruments was somewhat or greatly improved. Only one mentor stated that his/her knowledge was not improved.
- 67% have a plan without a clear timeline, and 17% are taking concrete steps to realize them. That means altogether 83% have a plan and only 4 out of 24 participants do not have a concrete plan yet.
- When it comes to satisfaction with the amount of time planned for each step and for discussion, there is different answers. While in LC2 100% participants found the timing optimal, in LC3 over 77% of participants found all steps having optimal timing, but a few of them suggested more time for discussion, especially in step 3 (8 people). On the contrary, 4 participants expressed that there was too much time planned for all steps.
- Same as in LC2, the lowest score was reported when it came to the satisfaction of pairing them up with a proper city or region – average was 3.9 out of 5. This means 7 were really satisfied and 13 participants were somewhat satisfied, while two participants gave it a "2", meaning they are somewhat unsatisfied with the pairing. There were two concrete comments:
  - One wanted to be paired up with a closer city due to easiness of travel
  - The other proposed the meeting should be organized in each mentee city to show all the interventions carried out
- All mentees were either somewhat or extremely satisfied with both mentor and facilitator, while 96% of mentors were either somewhat or extremely satisfied with the facilitator. Only one mentor was somewhat dissatisfied with the facilitator.

- All facilitators reported that the budget was sufficient
- Concerning finding out about new possible partners to connect with, 18 found 1-3 and 3 mentees found out about more than 3 potential new partners that could aid them in realizing their project. There were 3 mentees that found out about no new applicable authorities/partners/agencies that could aid them in their project.
- There were 13 overall comments. Three gave praise to the program and the facilitators, two participants raise a n**eed for the programme (or at least some materials) to be in their own language** and **6 participants ask for more time/days for study visits and meeting up in person**. There were a few other comments and suggestions:
  - *it would be nice to know as much as possible about the mentees before starting first session. So I would propose, if possible, at the beginning of the process to have a small piece of information about each mentee (probably it would be sufficient to have access to the mentee form when they applied to PROSPECT)*
  - *It would be interesting if the project had a chapter devoted to analyzing current European legislation for sustainability projects and financing methods.*
  - *I didn't understand the need to fill the learning plan, the benchmark survey and I found the questions useless. Most of the time, there is only one or maybe two persons working on the SECAP in the municipalities and they have no time to spend on useless questions.*

6.3.3 KPIs

The following table shows key performance indicators for LC 1, 2, and 3 combined.

As mentioned, the main setback of this monitoring is that in LC 2 and 3 majority of participants did not answer the survey. We could assume that those who did decide to take the survey were participants with highly positive experience in the programme, which was reflected in such high. Nevertheless, we took into account every lower score, even if our objectives in terms of key performance goals were achieved. This means we checked all comments from participants that gave a score of 3 to see how we could improve the programme.

Table 26: 3rd monitoring evaluation – KPIs for LC1, 2, and 3

Net promoter score	**Net promoter score 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 Extremely all likely likely 1 2 3 4 5	**LC1 Target achieved.** **All participants gave the highest rank (5) or (4) to likeliness to recommend the programme to other potential participants, in LC1, 2 and 3, while only one gave a mark of three. This gives an NPS of 83 % for the three cycles combined.**
Competency: Passing useful knowledge onto mentees	At least 80% of mentees and mentors are satisfied with what they learned (answers a) and b)	**Mentee, mentor survey:** To what extent are you satisfied with the overall quality of the entire programme? Extremely Extremely dissatisfied satisfied 1 2 3 4 5	**Target achieved.** **Average satisfaction with the programme quality is 4.6 for the three cycles combined.**
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? (number of answers): Extremely dissatisfied / Somewhat dissatisfied / Somewhat satisfied / Extremely satisfied / n/a Getting Started Working Together Meeting Up Moving Forward	**Target achieved.** **When asked how satisfied they are with each of the steps, average satisfaction is over 90% for LC1,2,3 combined. Participants were slightly more satisfied with the physical visit, and slightly less satisfied with step 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 To a great All extent 1 2 3 4 5	**Target achieved.** **Over 85 % gave it a score 4 or 5 out of 5, meaning they find materials to be useful.**
Meeting set objectives	At least 80% of respondents meet his/her objectives	**Mentee, mentor survey:** Did the mentee/mentor meet his/her learning objectives**?** g) Yes, all of them h) Most of the learning objectives were met i) Less than half learning objectives were met	**Target achieved.** **90% met most or all their objectives.**
Competency: Enabling improvement of knowledge on relevant innovative financing instruments	At least 80% of mentees answer either 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 To a great All extent 1 2 3 4 5	**IN LC1, this target was the weakest link. Average score was 3.4, and if we count mentees only then 3.3. The reason for this might be that due to our partners interest in more than one topic, they come out only with knowledge in one.** **However, in LC 2 and 3, 87% scored either 4 or 5.**
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? g) Yes, concrete steps are being planned to replicate this financing scheme h) Yes, there is a plan, but clear steps and timeline are yet to be determined i) No, there is no plan yet to replicate this financing scheme	**Target achieved.** **77% either have a plan (3) or are already taking concrete steps to realize it (1). 2 have no plan yet.**

Time available for mentoring meetings, site visits and preparation in-between the meetings	80% of participants answer b) or c) for all five 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:	**Target achieved.** **Over 75% of answers in total were in favour of planned time for both meetings and the discussion in all cycles. However, There is different answers here. While in LC2 100% participants found the timing optimal, in LC3 over 77% of participants found all steps having optimal timing, but a few of them suggested more time for discussion, especially in step 3 (8 people). On the contrary, 4 participants expressed that there was too much time planned for all steps. There was too much time for some respondents, but the results correspond with the size of the group – e.g. mentees that were alone with the mentor tend to say there is too much time planned.**

	Getting started	Working together	Meeting up	Moving fwd	Prep time betw.
not enough time					
too much time compared to content	2	3	1	1	1
more time necessary for discussion				1	1
planned time optimal & enough discussion time	12	12	13	13	14

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 for all.**
Perceived success of matchmaking	Percent on successful matches (% of scores 4-5), over percent of mismatches (% of scores 1 to 2).	**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 planned:	**Target achieved. Average rank is 3.9. KPI score is 100%, as there were no mismatches.** **Nevertheless, we did have dropouts or applicants not wanting to accept the invitation to the programme since they weren't satisfied with the match. This means that matching remains one of the main challenges in this learning programme.**
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?	**Target achieved.** **Over 90% are either satisfied or extremely satisfied with both the mentor and the facilitator.**
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?	**Target achieved. Over 90% are either extremely satisfied, and one is extremely dissatisfied. This was handled through discussions with the dissatisfied mentor.**
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): e) None that are applicable f) 1-3 new possible partners that could help with our implementation of planned sustainable measures More than 3 new possible partners that could help with our implementation of planned sustainable measures	**Target achieved.** **All mentees said they found about 1-3 new possible partners. However, this remains a challenge on how to increase this number and make participants use the available best practice we identified from most participants, and how to ensure that the participants use the PROSPECT network to learn from each other even outside of PROSPECT.**

6.3.4 Web analytics

These web analytics cover the period July 2019 – April 15th, 2020. There are two KPIs monitored through web analytics, first pertaining only to the Climate-KIC learning platform, and the other both for the website and the Climate-KIC learning platform. Detailed web analytics are available in chapter 8.3.1.

Concerning the PROSPECT website, most visitors visited the home page (5592), the "get involved" page (3585) and the "learning programme" page (2286). Very few users (161) visit the library page, meaning they mostly obtain their information or access the materials through links provided on the get involved and the learning programme page.

Table 27: 3rd monitoring evaluation – Web analytics

KPI	Target	How it will be measured:	Evaluation
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	Data available from the platform are only the number of registered users per group and in LC1 there was 24 users, in LC2 12 registered users and in LC3 36 users of the platform and out of this number 10 were PROSPECT facilitators.
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	**There is no statistics for downloads available, but there were 2374 specific new users in the period of Jul 2019 – April 2020 when we had the two campaigns running. There is an evident spike of users during the engagement campaigns. Views per day and other specific statistics are available in the appendix 1.**

6.3.5 Yearly Internal Metrics

There are 11 indicators monitored through WP or task leaders or available through internal documents such as the progress report. The evaluation results are given below, with detailed breakdown of costs available in chapter 8.3.2 for LC2, chapter 8.3.3 for LC3, and chapter 8.3.4 for anticipated costs.

Table 28: 3rd monitoring evaluation – Yearly internal metrics

KPI	Target	How it will be measured:	Evaluation
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)	The help desk received 29 inquiries in 2018 28 inquiries in 2019, while only 1 in 2020. The inquiries were mostly about the application process, such as eligibility requirements, and access to learning materials or content. All of these inquiries were addressed. e
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).	Majority (94%) of the responses to help desk inquiries were addressed within a period of 2 weeks or 10 working days. The rest (6 %) of the responses were addressed between 3-4 weeks or 15 – 20 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.	In LC 1 there were only 25 outside participants (20 mentees), but this number drastically changed for LC 2,3 and 4, outreaching our target.
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	Out of 20 mentees who joined the programme, there were 2 dropouts, which means 90% have obtained participation certificates.
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 and study visit, 6-9 months)*	All the three cycles ran on time, but all took chance of all the time given, meaning they lasted rather nine than six months. It appears the summer months are highly inactive, including the months around winter holidays – December and January. It was the most difficult for groups with over 5 mentees to find a common date for the meeting. As Lc4 is taking place during COVID-19 pandemic, the physical meeting has been either postponed or kept online, but we are still planning to finish it on time.

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 participant cost per module not higher than planned 270 for peer mentoring and 730 EUR for study visit		Appendix 2 and Appendix 3 shows the actual costs for LC2 and LC3, while Appendix 4 shows the anticipated costs for LC4. Please see appendix 2, 3, and 4 for detailed breakdown and explanation. Both LC2 and LC3 meet the yearly average participant cost per module – which should not be higher than 5,400 euros – as the total cost for LC2 and LC3 were 1,729.26 and 1,647.18, respectively. Also, both LC2 and LC3 meet the yearly average material and logistics cost per module – which should not be higher than planned 1,000 euros – as LC2 and LC3 costs were 902.26 and 658.47. respectively. For LC2, the average material-and-logistic cost for peer mentoring is 184,50, while for study visit is 717,76 – or a total of 902.26. For LC3, the average material-and-logistic cost for study visit is 658, 47, while there was no recorded cost for peer mentoring. However, both LC2 and LC3 did not meet the average participant cost per module which should not be higher than 270 for peer mentoring and 730 for study visit, For LC2, the average cost per participant for peer mentoring is 280 – which is just slightly above the target, while for study visit is 547. For LC3, the average cost per participant for peer mentoring is 595, 65, while for study visit is 393, 06. These above-average costs can be attributed to the distance between the mentor and the mentees – and hence, higher travel costs - in both cycles e.g. Sweden to Ireland (LC2) and Poland to Ireland; Ukraine to Austria (LC3).
Planned utilization rate	All partners are in the 80%-100% range of their planed budget	Yearly internal metrics: Planned vs. achieved budget per organisation	As of March 2019, the total budget is as planned.

Replication factor	Achieve an increasing replication factor through ought the programme	Yearly internal metrics: Measure answers from the application form and compare annual answers of % of referred users answering (f): How did you learn about the PROSPECT learning programme? a) Social media: Twitter, LinkedIn, Facebook b) direct email invitation from PROSPECT c) Another website d) Presentation at an event e) Newsletter of project partner f) Word of mouth from partners, colleagues, friends	25% were referred through word of mouth in campaign for LC2:	22% were referred through word of mouth in campaign for LC3:

25% were referred through word of mouth in campaign for LC2:

	Mentees
a)	5/84
b)	49/84
c)	11/84
d)	5/84
e)	18/84
f)	20/84

	Mentors
a)	3/15
b)	10/15
c)	1/15
d)	1/15
e)	1/15
f)	5/15

22% were referred through word of mouth in campaign for LC3:

	Mentees
a)	7/76
b)	49/76
c)	3/76
d)	1/76
e)	12/76
f)	16/76

	Mentors
a)	1/10
b)	8/10
c)	0/10
d)	1/10
e)	1/10
f)	3/10

Social media metric	Number of mentions and social reach of PROJECT posts on Twitter and LinkedIn (#H2020PROSPECT)	Yearly internal metrics: WP6 will count number of mentions as well as reach of #H2020PROSPECT	Twitter activity: #H2020PROSPECT

Twitter activity: #H2020PROSPECT

from 20th of June to 31st of December 2019:

A total number of 93 tweets were posted with the hashtag #H2020PROSPECT: 62 from the networks, 11 from other project partners and 20 from people out of the project consortium (including Managenergy with 3.3K followers and Covenant of Mayors Europe with 14K followers).

The tweets by the networks, cumulating a total number of 33K followers, resulted in 99.388 impressions and 1.155 engagements (like, retweets and clicks)

On the LinkedIn PROSPECT group
101 members in the group
73 posts and 180 engagements (likes)

Engagement campaign	Reach up to 1000 cities/regions/agencies per engagement campaign	Yearly internal metrics: Energy Cities as WP2 leader will report the number of prospects the Networks have contacted in each engagement campaign	During each engagement campaign, Eurocities, FEDARENE and Energy cities have reached: - A total of 8.700 contacts via their public newsletter (including articles on PROSPECT) - A total of 1500 contacts in their member cities, regions and energy agencies (with message dedicated to PROSPECT) - A hundred other personalised mailing have been done for each campaign, targeting potential participants and also towards national contacts (for LC2 and LC3)
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	From 198 selected participants in total in LC1, LC2, LC3, and LC4 76 are members of networks and 122 are outside participants. This means 61,6% come outside of the networks.

6.4 Changes to the programme resulting from monitoring evaluation

The satisfaction with the programme is still very high, but the main setback is the fact that only half of the participants filled out the survey. Efforts to keep the motivation of participants until the very end and to interest them in filling out the benchmark and the survey remain the main challenge that we focus on.

Also, our LC4 is interrupted with restricted travel due to COVID-19. Thus, we decided not to travel for the third step until May but instead have all the meetings online.

A few comments in each cycle so far regarded the language. Many participants expressed how there would be much more interest if the programme was organised with participants speaking local language. Although we decided in the beginning against such a policy, we will consider translating at least one brochure which summarises project results to at least seven languages that the consortium speaks (English, German, French, Greek, Croatian, Portuguese, Dutch).This will depend on the tie availability since our learning cycle 4 was slowed down due to travel restrictions because of the COVID-19 pandemic.

7 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.

8 Appendix

8.1 1st monitoring

8.1.1 Web Google Analytics

Views per day:

Explorer

Summary
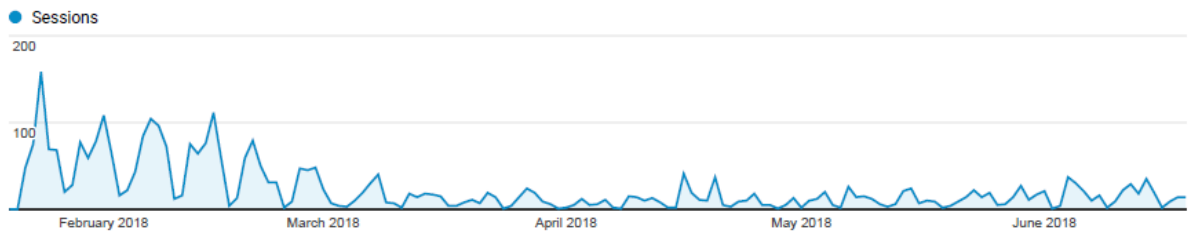
Other statistics:

- 3,479 Sessions, 21,262 Pageviews and 2,036 users.
- 41,4% new visitors and 58,6% returning visitors
- The "Get Involved" page had 4,379 Pageviews, 1,513 of which were unique pageviews.
- The "Learning Programme" page, which includes the description of the modules, had 2,616 Pageviews, 1,003 of which were Unique Pageviews.
- Counties:

	Country	Sessions
1	Belgium	377
2	Portugal	355
3	Greece	302
4	France	286
5	Netherlands	251

- Cities:

	City	Sessions
1	Brussels	234
2	Paris	171
3	Rotterdam	132

8.1.2   Test cycle costs

As shown below, average travel costs in the test cycle (travel to Linz) were 516 EUR for travel and two nights accommodation, where two partners (four people) were below the limit, and one was a bit above. We expect such differences, depending on the place of starting destination, and we agree to cover travel costs somewhat above the expected 600 EUR, if they are justified and cannot be lowered.

The only costs that were outside of the budget were the ESV costs for outside experts of 2.170 EUR and which will, in this case, be covered from the partners budget. We have decided to continue to keep tracking all costs that occur, even those that we do not cover, as we anticipate actual costs for the mentor will be higher than what we predict, or what we have decided to reimburse, for this P2P.

Partner	Short Description (One row per item)	Short description	Costs (EUR)
Mesto Trnava	WP3 – Step 3 – Physical Meeting. Linz. Austria	Travel to Linz 2 people	555.94
ESV	Bus	Travel to site visit for all	436.00
ESV	Lunch	Food 7 people	384.00
Energy Cities	Study Visit participation Jana Cicmanova, Linz; March 2018	Travel to Linz 1 person and 2 night sleep	777.65
S.ENERGIA	WP3 – Step 3 – Physical Meeting. Linz. Austria	Travel to Linz 2 people and 2 nights sleep	1,251.00
		Total:	3,404.59

8.1.3   Anticipated LP costs

(1) Yearly programme average participant cost per module

Learning Methodology	Number of participants per module (A)	Number of Physical Engagements Per Module (B)	Travel costs (including accommodations) (c)	Sub total (A X B X C)
Peer mentoring	2	1	600	1,200
Study visit	7	1	600	4,200
			Sub-total	5,400

(2) Yearly average material and logistics cost per module

Peer mentoring

Learning Methodology	MATERIAL-AND-LOGISTICS RELATED COSTS	Number of physical meetings per module (A)	Number of participants per module (B)	Estimate cost per item (C(	Sub-total (A X B X C)
Peer Mentoring	Course materials	1	2	10	20
	Food and refreshments	1	3[7]	50[8]	150
	Transport	1	1	100[9]	100
				Sub-total	270

Study visit

Learning Methodology	MATERIAL-AND-LOGISTICS RELATED COSTS	Number of physical meetings per module (A)	Number of participants per module (B)	Estimate cost per item (C(	Sub-total (A X B X C)
Study Visit	Course materials	1	8	10	80
	Food and refreshments	1	9[10]	50	450
	Transport	1	1	200	200
				Sub-total	730

Summary

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[7] Mentor, mentee and facilitator for the physical meeting

[8] Maximum amount for covering of coffee and dinner for the physical engagement

[9] Maximum amount of internal transport costs (not included in the 600 travel costs) during the physical engagement

[10] 8 participants and facilitator in the physical meeting in the study visit

Learning Methodology	Cost per module
Peer mentoring	270
Study Visit	730
All items	1000

(3) Yearly average facilitator cost per module

Learning Methodology	Number of facilitator per module (A)	Number of physical engagement per module (B)	Number of days per physical engagement per module ©	Travel costs (including accommodations(D)	Sub total (A X B X D)
Peer mentoring	1	1	2	600	600
Study visit	1	1	2	600	600
				Sub-total	1,200

8.1.4   Detailed monitoring table with results

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[11]	Net promoter score[12] 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 Extremely likely 1 2 3 4 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 Extremely satisfied 1 2 3 4 5

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[11] 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.

[12] 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.

	To what extent are the mentors and mentees satisfied with the quality of the learning methodologies (peer mentoring, study visit, and the online peer learning)?	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	☐	☐	☐	☐	☐
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 — To a great extent 1 2 3 4 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**?** j) Yes, all of them k) Most of the learning objectives were met l) 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	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 — To a great extent 1 2 3 4 5

	by innovative schemes?			
	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? j) Yes, concrete steps are being planned to replicate this financing scheme k) Yes, there is a plan, but clear steps and timeline are yet to be determined l) No, there is no plan yet to replicate this financing scheme
Develop and upkeep a quality learning platform	Are we considering the feedback coming through the HELPDESK?	8. 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 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	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)*

			Mentee, mentor, facilitator survey:
preparation and per entire module? Is there enough preparation time for participants?	13. Time available for mentoring meetings, site visits and preparation in-between the meetings	80% of participants answer b) or c) for all five categories	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 4-5), over percent of mismatches (% of scores 1 or 2).	**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		☐	☐	☐	☐

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

Specific Action	KPQs	KPI	Target	Tools developed to measure the KPIs
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): g) None that are applicable h) 1-3 new possible partners that could help with our implementation of planned sustainable measures i) 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	Are new cities/regions being attracted to our programme due to	22. Replication factor	Achieve an increasing replication factor	**Yearly internal metrics:** Measure answers from the registration and application form and compare annual answers of % of referred users answering (c):

regions/cities beyond the consortium network	referral from participants?		through the programme	**How did you learn about the PROSPECT learning programme?** g) Social media: Twitter, LinkedIn, Facebook (please specify) h) direct email invitation from PROSPECT i) Presentation at an event (please specify) j) Newsletter of a project partner (please specify) k) 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 1000 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

8.2 2nd monitoring

8.2.1 Web Google Analytics Jan – June 2019

Views per day:
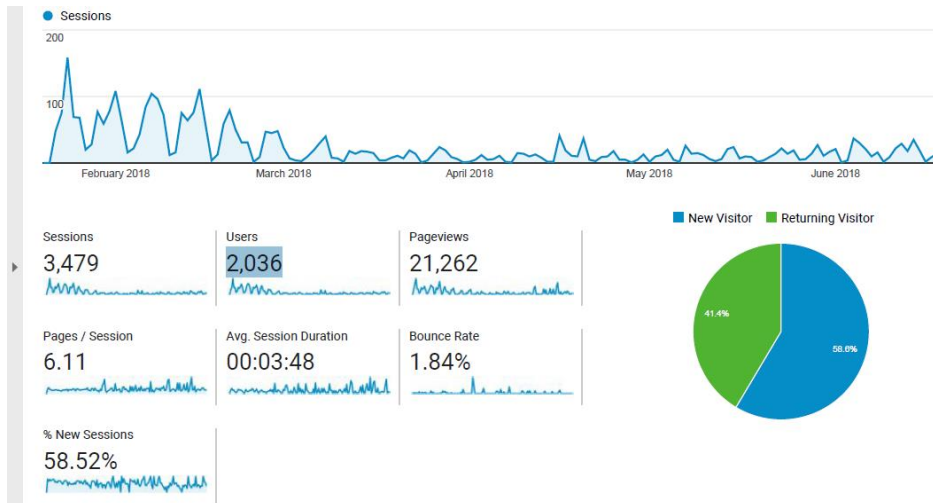
Visitors per country:

	Language	Sessions	% Sessions
1.	en-us	1,113	31.99%
2.	en-gb	452	12.99%
3.	pt-pt	337	9.69%
4.	fr	277	7.96%
5.	fr-fr	119	3.42%
6.	nl-nl	100	2.87%
7.	el-gr	85	2.44%
8.	it-it	85	2.44%
9.	it	70	2.01%
10.	es-es	64	1.84%

Detailed webpage visitors' statistics:

Page	Pageviews	Unique Pageviews	Avg. Time on Page	Entrances	Bounce Rate	% Exit	Page Value
	21,262 % of Total: 100.00% (21,262)	7,140 % of Total: 100.00% (7,140)	00:00:45 Avg for View: 00:00:45 (0.00%)	3,479 % of Total: 100.00% (3,479)	1.84% Avg for View: 1.84% (0.00%)	16.36% Avg for View: 16.36% (0.00%)	$0.00 % of Total: 0.00% ($0.00)
1. /	6,181 (29.07%)	2,114 (29.61%)	00:00:40	1,845 (53.03%)	1.46%	18.95%	$0.00 (0.00%)
2. /get-involved	4,379 (20.60%)	1,513 (21.19%)	00:00:46	781 (22.45%)	1.79%	21.69%	$0.00 (0.00%)
3. /learning-programme	2,616 (12.30%)	1,003 (14.05%)	00:00:58	430 (12.36%)	2.79%	22.06%	$0.00 (0.00%)
4. /help-contact/faqs-terminology	1,021 (4.80%)	384 (5.38%)	00:01:06	63 (1.81%)	7.94%	19.20%	$0.00 (0.00%)
5. /library/dissemination-and-media	543 (2.55%)	153 (2.14%)	00:01:03	17 (0.49%)	5.88%	13.08%	$0.00 (0.00%)
6. /about/who-we-are	449 (2.11%)	202 (2.83%)	00:00:38	16 (0.46%)	0.00%	15.37%	$0.00 (0.00%)
7. /about/news-events	445 (2.09%)	133 (1.86%)	00:00:43	8 (0.23%)	0.00%	5.62%	$0.00 (0.00%)
8. /?eprivacy=1	417 (1.96%)	207 (2.90%)	00:00:01	26 (0.75%)	0.00%	0.00%	$0.00 (0.00%)
9. /helpdesk	410 (1.93%)	126 (1.76%)	00:00:47	17 (0.49%)	11.76%	12.93%	$0.00 (0.00%)
10. /library	397 (1.87%)	161 (2.25%)	00:00:18	13 (0.37%)	0.00%	7.05%	$0.00 (0.00%)

8.2.2 LC1 costs reported until May 2019

(4) Yearly programme average participant cost per module

Learning Methodology	Number of participants per module	Number of Physical Engagements Per Module	Travel costs (including accommodations)
Peer mentoring	2	1	620
Study visit (average)	4	1	504
		Average:	**509**

(5) Yearly average material and logistics cost per module

Learning Methodology – peer mentoring	MATERIAL-AND-LOGISTICS RELATED COSTS	Number of physical meetings per module (A)	Number of participants per module (B)	Average cost per item (C)	Average per exchange (A X B X C)
	Course materials	1	2	25	50
	Food and refreshments	1	3[13]	71	213
	Transport	1	1	14	14
				Sub-total	280

Learning Methodology – study visit	MATERIAL-AND-LOGISTICS RELATED COSTS	Number of physical meetings per module (A)	Number of participants per module (B)	Estimate cost per item (C(	Sub-total (A X B X C)
	Course materials	1	8	0	0
	Food and refreshments	1	4[14]	75	300
	Transport	1	1	0	
				Sub-total	300

[13] Mentor, mentee and facilitator for the physical meeting
[14] 8 participants and facilitator in the physical meeting in the study visit

(6) Summary

Learning Methodology	Cost per module (without mentor fee)
Peer mentoring	620
Study Visit	2500

8.2.3   Anticipated LP costs (May 2019)

(1) Yearly programme average participant cost per module

Learning Methodology	Number of participants per module (A)	Number of Physical Engagements Per Module (B)	Travel costs (including accommodations) (c)	Sub total (A X B X C)
Peer mentoring	2	1	600	1,200
Study visit	7	1	600	4,200
			Sub-total	5,400

(2) Yearly average material and logistics cost per module

Peer mentoring

Learning Methodology	MATERIAL-AND-LOGISTICS RELATED COSTS	Number of physical meetings per module (A)	Number of participants per module (B)	Estimate cost per item (C(	Sub-total (A X B X C)
Peer Mentoring	Course materials	1	2	10	20
	Food and refreshments	1	3[15]	50[16]	150
	Transport	1	1	100[17]	100
				Sub-total	270

Study visit

Learning Methodology	MATERIAL-AND-LOGISTICS RELATED COSTS	Number of physical meetings per module (A)	Number of participants per module (B)	Estimate cost per item (C(	Sub-total (A X B X C)
Study Visit	Course materials	1	8	10	80
	Food and refreshments	1	9[18]	50	450
	Transport	1	1	200	200
				Sub-total	730

Summary

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[15] Mentor, mentee and facilitator for the physical meeting

[16] Maximum amount for covering of coffee and dinner for the physical engagement

[17] Maximum amount of internal transport costs (not included in the 600 travel costs) during the physical engagement

[18] 8 participants and facilitator in the physical meeting in the study visit

Learning Methodology	Cost per participant
Peer mentoring	270
Study Visit	730
All items	1000

(3) Yearly average facilitator cost per module

Learning Methodology	Number of facilitator per module (A)	Number of physical engagement per module (B)	Number of days per physical engagement per module ©	Travel costs (including accommodations(D)	Sub total (A X B X D)
Peer mentoring	1	1	2	600	600
Study visit	1	1	2	600	600
				Sub-total	1,200

8.2.4 PROSPECT KPIs and appropriate tools for data gathering

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[19]	Net promoter score[20] 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 5 Extremely likely
		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 5 Extremely satisfied
	To what extent are the mentors and mentees satisfied with the quality of the learning methodologies	3. Satisfaction with each learning activity	At least 80% of mentees and mentors are satisfied or extremely satisfied with learning	**Mentee, mentor survey:** To what extent are you satisfied with the quality of each of the programme activities you have taken part in?

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[19] 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.

[20] 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.

				methodologies they have taken a part in		Extremely dissatisfied	Somewhat dissatisfied	Somewhat satisfied	Extremely satisfied	n/a
	(peer mentoring, study visit, and the online peer learning)?				Getting Started – Orientation Session	☐	☐	☐	☐	☐
					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 .... To a great extent 1 2 3 4 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**?**
				   m) Yes, all of them
				   n) Most of the learning objectives were met
				   o) 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 .... To a great extent 1 2 3 4 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?
				   m) Yes, concrete steps are being planned to replicate this financing scheme
				   n) Yes, there is a plan, but clear steps and timeline are yet to be determined

Develop and upkeep a quality learning platform	Are we considering the feedback coming through the HELPDESK?	8. 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 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 five 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:
<u>*For peer mentoring*</u>
Getting started (online) – Month 1
Working together (online) – Month 2 and 3
Meeting up (physical) – Month 4-6
Moving forward (Online) – Month 7-9
<u>*For study visit:*</u>
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 4-5), over percent of mismatches (% of scores 1 or 2).	**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	The target and specificities of the benchmark are being developed	**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

		comparing mentor/mentee benchmark)	under task 5.1 and will be ready in month 9	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): j) None that are applicable k) 1-3 new possible partners that could help with our implementation of planned sustainable measures l) 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?** l) Social media: Twitter, LinkedIn, Facebook (please specify) m) direct email invitation from PROSPECTAnother website (please specify) n) Presentation at an event (please specify) o) Newsletter of a project partner (please specify) p) 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 mentors in that area)	**Web platform analytics:** Number of downloads per module, per country and city

| 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 1000 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

8.2.5 Survey answers and analysis

Questions for:	Questions	Answers				Analysis
	How likely are you to recommend this programme to other local authorities?					**4.6**
	To what extent are you satisfied with the overall quality of the entire programme?					**4.3**
	To what extent are you satisfied with the quality of each of the programme activities you have taken part in? [Getting Started – Orientation Session]	1 extremely unsatisfied	1 somewhat unsatisfied	4 somewhat satisfied	5 extremely satisfied	**81% somewhat or extremely satisfied**
	To what extent are you satisfied with the quality of each of the programme activities you have taken part in? [Working Together – Action Planning and	1	1	4	5	**81% somewhat or extremely satisfied**
	To what extent are you satisfied with the quality of each of the programme activities you have taken part in? [Meeting Up – Peer Mentoring Visit]	1		2	7	**90% somewhat or extremely satisfied**
For mentor and mentee	To what extent are you satisfied with the quality of each of the programme activities you have taken part in? [Moving Forward – Evaluation and		2	3	7	**83% somewhat or extremely satisfied**
	Please rate the extent to which you found the learning material comprehensive and easy to use:					**4.2**
	Did you meet your learning objectives set at the beginning of the programme?		2 met less than half	7 met most of the objectives	3 met all of their objectives	**83% met most or all of their objectives**
	Please rate the extent to which the learning programme improved your knowledge of relevant innovative financing instruments:					**3.4**
For mentee only	Are there concrete plans to implement the financing scheme you learned about in this module into your city/region?	2 do not have a concrete plan yet		5 have a plan	2 are taking concrete steps	**77% have either a plan or are taking concrete steps**
	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]		2 said there was too much time		12 said the time was optimal	**85% think the time was optimal**
	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: [Working together]		3		12	**80% think the time was optimal**
	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: [Meeting up]			1 said the time for contact was optimal, but more time is needed for	13	**93% think the time was optimal**
	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: [Moving forward]		1		13	**93% think the time was optimal**
For all	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: [Preparation time between meetings]		1	1	14	**94% think the time was optimal**
	Please rate the extent to which you feel you were paired up with a city/region where the knowledge acquired is transferable/replicable:					**3.9**
	Please comment on how the matching could have been more suitable:					**Discussed in a team meeting**
	To what extent are you satisfied with the guidance and support provided from the programme facilitator and your mentor? [Facilitator]			2	7	**100% are somewhat or extremely satisfied**
For mentors and mentees	To what extent are you satisfied with the guidance and support provided from the programme facilitator and your mentor? [Mentor]	1	1	3	7	**83% are somewhat or extremely satisfied**

		and your mentor? [mentor]					still entirely satisfied
For mentees only		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?	1 found none that are applicable		7 found out about 1-3 new partners	1 found out about more than 3	
For everyone		Please suggest how we could improve the learning programme, its content, execution and organisation:					**Discussed in a team meeting**
For facilitators only		Was the budget provided sufficient for the following activities? [TTravel to meeting city]					**The budget is suficcient**
		Was the budget provided sufficient for the following activities? [Accommodation]					
		Was the budget provided sufficient for the following activities? [Course materials]					
		Was the budget provided sufficient for the following activities? [Food and refreshments]					
		Was the budget provided sufficient for the following activities? [Local transport]					

8.3   3ʳᵈ monitoring

8.3.1   Web Google Analytics July 2019 – April 2020

Total Views and per day distribution:
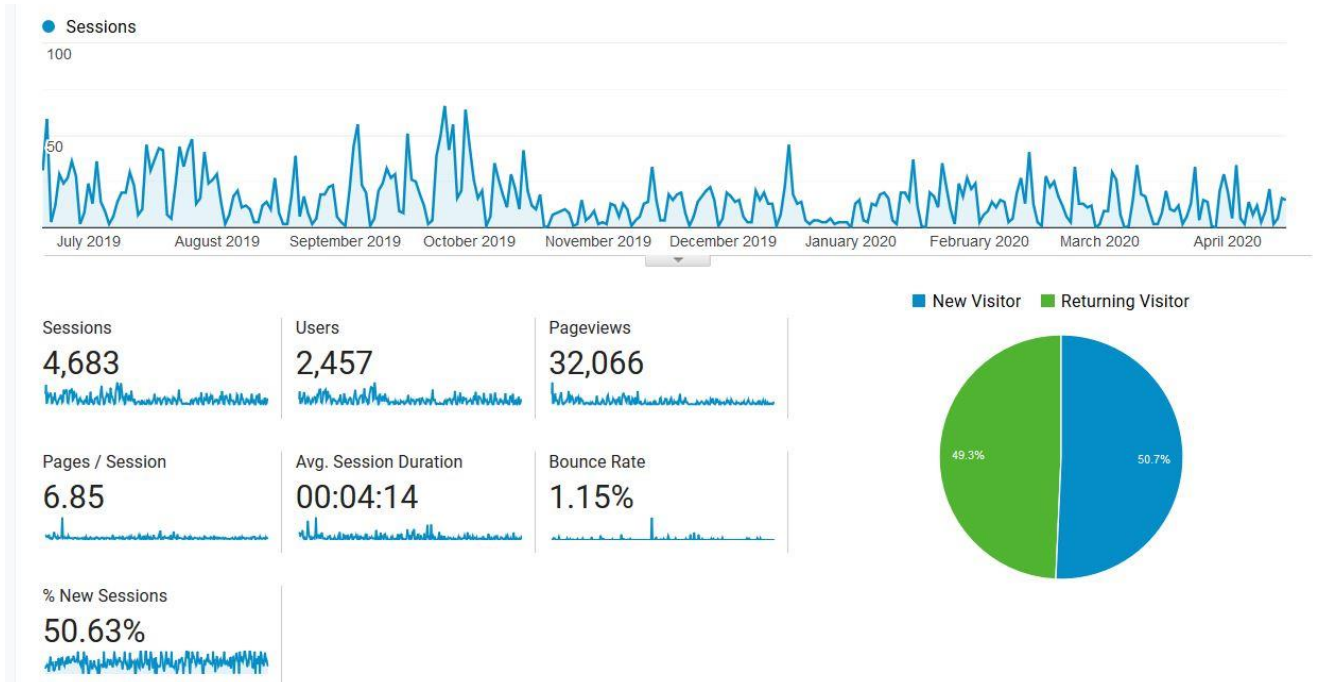
Visitors per country:

	Country	Sessions	% Sessions
1.	🇬🇷 Greece	931	19.88%
2.	🇧🇪 Belgium	569	12.15%
3.	🇺🇸 United States	343	7.32%
4.	🇫🇷 France	288	6.15%
5.	🇵🇹 Portugal	239	5.10%
6.	🇪🇸 Spain	219	4.68%
7.	🇮🇹 Italy	181	3.87%
8.	🇳🇱 Netherlands	180	3.84%
9.	🇭🇷 Croatia	145	3.10%
10.	🇩🇪 Germany	142	3.03%

Detailed webpage visitors' statistics:

Page		Pageviews	Unique Pageviews	Avg. Time on Page
		32,066 % of Total: 100.00% (32,066)	11,274 % of Total: 100.00% (11,274)	00:00:43 Avg for View: 00:00:43 (0.00%)
1.	/	5,592 (17.44%)	2,001 (17.75%)	00:00:42
2.	/get-involved	3,585 (11.18%)	1,209 (10.72%)	00:00:39
3.	/learning-programme	2,286 (7.13%)	877 (7.78%)	00:00:46
4.	/library/mentorscorner	1,209 (3.77%)	402 (3.57%)	00:00:52
5.	/?eprivacy=1	1,198 (3.74%)	560 (4.97%)	<00:00:01
6.	/help-contact/faqs-terminology	902 (2.81%)	334 (2.96%)	00:00:41
7.	/library/goodpractices	823 (2.57%)	269 (2.39%)	00:00:41
8.	/about/news-events	809 (2.52%)	269 (2.39%)	00:00:28
9.	/library/library-online-materials	680 (2.12%)	314 (2.79%)	00:00:42
10.	/library/participantsdatabase	674 (2.10%)	281 (2.49%)	00:00:54
11.	/library/dissemination-and-media	635 (1.98%)	233 (2.07%)	00:00:21
12.	/library/recommendations-decision-matrix	440 (1.37%)	144 (1.28%)	00:01:00
13.	/about/who-we-are	433 (1.35%)	183 (1.62%)	00:00:48
14.	/get-involved?eprivacy=1	425 (1.33%)	196 (1.74%)	00:00:01

8.3.2   LC2 costs reported until March 2020

(1) Yearly programme average participant cost per module

Learning Methodology	Number of participants per module	Number of Physical Engagements Per Module	Travel costs (including accommodations)
Peer mentoring	2	1	280
Study visit (average)	4	1	547
		Sub-total:	**827**

(2) Yearly average material and logistics cost per module

Learning Methodology – peer mentoring	MATERIAL-AND-LOGISTICS RELATED COSTS	Number of physical meetings per module (A)	Number of participants per module (B)	Average cost per item (C)	Average per exchange (A X B X C)
	Course materials	1	3[21]	-	-
	Food and refreshments	1	3	-	-
	Transport	1	3	184,50[22]	184,50
				Sub-total	184,50

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[21] Mentor, mentee and facilitator for the physical meeting

[22] Note: Based on the actual costs, there is only one group that was originally for peer mentoring, and the mentor has not provided yet the costs. However, there is one group that was originally a study visit, but only 1 mentee attended the physical meeting. The mentor had a cost of 184,50 for local transport only.

Learning Methodology – study visit	MATERIAL-AND-LOGISTICS RELATED COSTS	Number of physical meetings per module (A)	Number of participants per module (B)	Estimate cost per item (C(	Sub-total (A X B X C)
	Course materials	1	5[23]	62,37	62,37
	Food and refreshments	1	5	441,47	441,47
	Transport	1	5	212,92	212,92
				Sub-total	717,76

(3) Summary

Learning Methodology	Cost per module (without mentor fee)
Peer mentoring	280 + 184,50 = 464,50
Study Visit	547 + 717, 76 = 1, 264, 76
Total	1,729.26

Note: Based on the actual costs, there is only one group that was originally for peer mentoring, and the mentor has not provided yet the costs. However, there is one group that was originally a study visit, but only 1 mentee attended the physical meeting. The mentor had a cost of 184,50 for local transport only.

8.3.3   LC3 costs reported until March 2020

(1) Yearly programme average participant cost per module

[23] Mentor, 3 mentees (average) and facilitator for the physical meeting

Learning Methodology	Number of participants per module	Number of Physical Engagements Per Module	Travel costs (including accommodations)
Peer mentoring	2	1	595,65
Study visit (average)	3	1	393,06
		Sub-total	**988.71**[24]

(2) Yearly average material and logistics cost per module

Learning Methodology – peer mentoring	MATERIAL-AND-LOGISTICS RELATED COSTS	Number of physical meetings per module (A)	Number of participants per module (B)	Average cost per item (C)	Average per exchange (A X B X C)
	Course materials	1	3[25]	-	-
	Food and refreshments	1	3		
	Transport	1	3	-	-
				Sub-total	-

Learning Methodology – study visit	MATERIAL-AND-LOGISTICS RELATED COSTS	Number of physical meetings per module (A)	Number of participants per module (B)	Estimate cost per item (C(	Sub-total (A X B X C)
	Course materials	1	4[26]	80	80
	Food and refreshments	1	4	446,12	446,12
	Transport	1	4	132,36	132,36
				Sub-total	658,47

(3) Summary

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[24] For LC3, there is one pair for peer mentoring, and the mentor has not sent the cost yet. There is also one group that was originally study visit, and only one mentee attended the physical meeting, while the mentor was ESV (the costs were not recorded by HIS)

[25] Mentor, mentee and facilitator for the physical meeting

[26] Mentor, average of 2 mentees, and a facilitator in the physical meeting in the study visit

Learning Methodology	Cost per module (without mentor fee)
Peer mentoring	595, 65
Study Visit	393,06 + 658, 47 = 1,051, 53
Total	1,647.18

8.3.4 Anticipated LP costs (March 2020)

For this report, we retain the original cost estimates for one learning cycle as this cycle has not finished yet. We aim to finish this learning cycle by the month of May. However, due to the corona pandemic crisis, travel arrangements for LC4 have been cancelled or postponed We then foresee that the budget for LC4 will not be fully exhausted, and have thus planned additional local events that require less travel.

(4) Yearly programme average participant cost per module

Learning Methodology	Number of participants per module (A)	Number of Physical Engagements Per Module (B)	Travel costs (including accommodations) (c)	Sub total (A X B X C)
Peer mentoring	2	1	600	1,200
Study visit	7	1	600	4,200
			Sub-total	5,400

(5) Yearly average material and logistics cost per module

Peer mentoring

Learning Methodology	MATERIAL-AND-LOGISTICS RELATED COSTS	Number of physical meetings per module (A)	Number of participants per module (B)	Estimate cost per item (C(	Sub-total (A X B X C)
Peer Mentoring	Course materials	1	2	10	20
	Food and refreshments	1	3[27]	50[28]	150
	Transport	1	1	100[29]	100
				Sub-total	270

Study visit

Learning Methodology	MATERIAL-AND-LOGISTICS RELATED COSTS	Number of physical meetings per module (A)	Number of participants per module (B)	Estimate cost per item (C(	Sub-total (A X B X C)
Study Visit	Course materials	1	8	10	80
	Food and refreshments	1	9[30]	50	450
	Transport	1	1	200	200
				Sub-total	730

Summary

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[27] Mentor, mentee and facilitator for the physical meeting

[28] Maximum amount for covering of coffee and dinner for the physical engagement

[29] Maximum amount of internal transport costs (not included in the 600 travel costs) during the physical engagement

[30] 8 participants and facilitator in the physical meeting in the study visit

Learning Methodology	Cost per participant
Peer mentoring	270
Study Visit	730
All items	1000

(6) Yearly average facilitator cost per module

Learning Methodology	Number of facilitator per module (A)	Number of physical engagement per module (B)	Number of days per physical engagement per module ©	Travel costs (including accommodations(D)	Sub total (A X B X D)
Peer mentoring	1	1	2	600	600
Study visit	1	1	2	600	600
				Sub-total	1,200

8.3.5 PROSPECT KPIs and appropriate tools for data gathering

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[31]	Net promoter score[32] 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 ... Extremely likely 1 2 3 4 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 ... Extremely satisfied 1 2 3 4 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

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[31] 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.

[32] 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.

				Getting Started – Orientation Session	☐	☐	☐	☐	☐
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 — To a great extent 1 2 3 4 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**?** p) Yes, all of them q) Most of the learning objectives were met r) 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 — To a great extent 1 2 3 4 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? p) Yes, concrete steps are being planned to replicate this financing scheme q) Yes, there is a plan, but clear steps and timeline are yet to be determined r) 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:** Number and percentage of suggestions responded to helpdesk and survey open ended question (Number of suggestions vs. number of responses)

	coming through the HELPDESK?	helpdesk and survey feedback	complaints/suggestions	
	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 five 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	c	☐	☐	☐	☐
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_____

Specific Action	KPQs	KPI	Target	Tools developed to measure the KPIs
	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 4-5), over percent of mismatches (% of scores 1 or 2).	**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	☐	☐	☐	☐

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

Specific Action	KPQs	KPI	Target	Tools developed to measure the KPIs
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): m) None that are applicable n) 1-3 new possible partners that could help with our implementation of planned sustainable measures o) 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?** q) Social media: Twitter, LinkedIn, Facebook (please specify) r) direct email invitation from PROSPECTAnother website (please specify) s) Presentation at an event (please specify)

				t) Newsletter of a project partner (please specify)
				u) 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 mentors in that area)	**Web platform analytics:** Number of downloads per module, per country and city
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 1000 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	27. Outside participants	At least ten percent of participants in each learning cycle come outside of	**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

the consortium networks?	consortium networks	

8.3.6 LC2 Survey answers and analysis

Questions	Answers				Analysis
	extremely dissatisfied	somewhat dissatisfied	somewhat satisfied	extremely satisfied	
How likely are you to recommend this programme to other local authorities?	0.0	1	5	13	4.631578947
To what extent are you satisfied with the overall quality of the entire programme?	0.0	2	7	10	89% somewhat or extremely satisfied
To what extent are you satisfied with the quality of each of the programme activities you have taken part in? [Getting Started – Orientation Session]	0	0	5	13	100% somewhat or extremely satisfied
the programme activities you have taken part in? [Working Together – Action Planning and Online Peer Learning]	0	0	4	14	100% somewhat or extremely satisfied
To what extent are you satisfied with the quality of each of the programme activities you have taken part in? [Meeting Up – Peer Mentoring Visit]	0	0	4	14	100% somewhat or extremely satisfied
To what extent are you satisfied with the quality of each of the programme activities you have taken part in? [Moving Forward – Evaluation and Feedback]	0	1	4	12	94% somewhat or extremely satisfied
Please rate the extent to which you found the learning material comprehensive and easy to use:	0	3	9	7	84% gave it 4 or 5
Did you meet your learning objectives set at the beginning of the programme?		2	11	6	90% met most or all of their objectives
Please rate the extent to which the learning programme improved your knowledge of relevant innovative financing instruments:	1	2	8	8	80% said their knowledge was somewhat or greatly improved
Are there concrete plans to implement the financing scheme you learned about in this module into your city/region?		1	10	3	92% have a plan without a clear timeline, but only 3% are taking concrete steps
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]					100% think the planned time for mentoring was optimal and there was enough time in-between the meetings, however a few participants think that steps 2 (2 responses), 3 (4 responses) and 4 (2 responses) could use more time for discussion.
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: [Working together]			2 say more time is needed for discussi		
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: [Meeting up]			4 say more time is needed for discussi		
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: [Moving forward]			more time is needed for discussi on		
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: [Preparation time between meetings]					
Please rate the extent to which you feel you were paired up with a city/region where the knowledge acquired is transferable/replicable:	1	6	8	4	3.789473684
Please comment on how the matching could have been more suitable:					Reported to the team
To what extent are you satisfied with the guidance and support provided from the programme facilitator and your mentor? [Facilitator]	0	0	2	12	85% of mentees are extremely satisfied with the facilitator and mentor
To what extent are you satisfied with the guidance and support provided from the programme facilitator and your mentor? [Mentor]	0	0	3	16	84% of mentors are extremely satisfied with the facilitator
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?			12 found out about 1-3 new partners	2 found out about more than 3	
Please suggest how we could improve the learning programme, its content, execution and organisation:					Reported to the team
Was the budget provided sufficient for the following activities? [Travel to meeting city]					The budget is sufficient, but travel costs could be reimbursed at the end of the programme (after step 4) to encourage mentees to participate in the last meeting

8.3.7   LC3 Survey answers and analysis

Questions	Answers				Analysis
	extremely dissatisfied	somewhat dissatisfied	somewhat satisfied	extremely satisfied	
How likely are you to recommend this programme to other local authorities?	0.0	1	3	23	4.814814815
To what extent are you satisfied with the overall quality of the entire programme?	0.0	1	6	20	96% gave 4 or 5
To what extent are you satisfied with the quality of each of the programme activities you have taken part in? [Getting Started – Orientation Session]	0	0	6	20	100% somewhat or extremely satisfied
the programme activities you have taken part in? [Working Together – Action Planning and Online Peer Learning]	0	0	5	21	100% somewhat or extremely satisfied
To what extent are you satisfied with the quality of each of the programme activities you have taken part in? [Meeting Up – Peer Mentoring Visit]	0	1	0	24	96% somewhat or extremely satisfied
To what extent are you satisfied with the quality of each of the programme activities you have taken part in? [Moving Forward – Evaluation and Feedback]	0	1	7	16	96% somewhat or extremely satisfied
Please rate the extent to which you found the learning material comprehensive and easy to use:	0	3	7	16	85% gave it 4 or 5
Did you meet your learning objectives set at the beginning of the programme?		1	15	11	96% met most or all of their objectives
Please rate the extent to which the learning programme improved your knowledge of relevant innovative financing instruments:	1	2	18	6	89% said their knowledge was somewhat or greatly improved
Are there concrete plans to implement the financing scheme you learned about in this module into your city/region?		4	16	4	67% have a plan without a clear timeline, and 17% are taking concrete steps
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]	1	4	1	23	There is different answers here. While in LC2 100% participants found the timing optimal, in LC3 over 77% of participants found all steps having optimal timing, but a
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: [Working together]	0	3	1	26	
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: [Meeting up]	0	4	8	18	
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: [Moving forward]	2	4	0	22	
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: [Preparation time between meetings]	2	5	1	22	
Please rate the extent to which you feel you were paired up with a city/region where the knowledge acquired is transferable/replicable:	2	5	13	7	3.925925926
Please comment on how the matching could have been more suitable:					Reported to the team
To what extent are you satisfied with the guidance and support provided from the programme facilitator and your mentor? [Facilitator]	0	0	3	21	88% of mentees are extremely satisfied with the facilitator and mentor
To what extent are you satisfied with the guidance and support provided from the programme facilitator and your mentor? [Mentor]	0	1	3	23	85% of mentors are extremely satisfied with the facilitator
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?	3 found none that are applicable		18 found out about 1-3 new partners	3 found out about more than 3	
Please suggest how we could improve the learning programme, its content, execution and organisation:					Reported to the team
Was the budget provided sufficient for the following activities? [Travel to meeting city]					The budget is suficcient