Peer Powered Cities and Regions

Deliverable 4.5: Project's results, impact and lessons learnt

November 2020

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PROSPECT

Preface

PROSPECT aims to create an easy and replicable peer to peer learning programme for regional and local authorities to learn with and from each other on how to finance and implement their sustainable energy and climate action plans using innovative schemes. The learning programme has five (5) thematic modules, namely public buildings, private buildings, public lighting, transport, and cross-sectoral in which regional and local authorities, who can serve as mentors or mentees, will learn in two ways: through peer mentoring and study visits. The learning programme has three learning cycles; each learning cycle offers 5 peer mentoring and 5 study visit programmes.

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	EUROCITIES	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[1]	TRNAVA	SK	

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[1] Partner Mesto Trnava has left the project in May 2019, with their official exit beginning on November 20th, 2019.

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Executive Summary

In three and a half years, PROSPECT implemented a successful peer to peer learning programme among European local and regional authorities. The project's main goal was to facilitate the exchange of knowledge and experience on innovative financing schemes to implement climate and sustainable actions able to increase energy savings and reduce GHG emissions.

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. A monitoring process was developed and implemented to track the achievement of such targets and to estimate the project's impact.

This deliverable presents the main conclusions and lessons learnt during the implementation of PROSPECT, drawn from the monitoring results, as well as the potential impact of the project in terms of energy savings and GHG emission reduction.

It is organised as follows:

Chapter 1 introduces the **basics about the peer learning programme**, such as the learning methods, roles of participants, and main materials used in the learning exchanges.

Chapter 2 describes the **participants' feedback** about the learning programme, which were used to constantly update and improve the methods, materials, and learning exchanges.

Chapter 3 shows **PROSPECT's internal performance results**, including the financial aspects and the estimated energy savings and GHG emissions reductions that can be potentially achieved if all the mentees implement their projects.

Throughout this document, we also added sentences from a few participants. After all, PROSPECT was all about them.

*"The learning process carried out under PROSPECT was very inspiring
for the development of future financial schemes and other innovative solutions
for energy renovation in the city of Lisbon."*
Vera Gregório
Lisbon, Portugal (mentee)

1   PROSPECT's learning programme

*"The whole programme was designed in a way
that allowed us to get acquainted with a lot of new innovative solutions
in the field of urban mobility."*
Emir Hota
Sarajevo, Bosnia Herzegovina (mentee)

This chapter briefly presents main information about the learning programme's methodology used in PROSPECT. For a detailed explanation and more information, please see the **Deliverable 3.6 Final Consolidated Report of the Detailed Structure and Plan for the Learning Programme**.

1.1   The learning programme

PROSPECT aimed at developing and implementing an easy and replicable peer-to-peer learning programme to support European local and regional authorities to implement and finance their sustainable energy and climate actions using innovative schemes. **Peer-to-peer learning** is defined here as sharing of knowledge, skills, competencies, and experience among matched peers.

The **innovative financing schemes** covered in PROSPECT are:

- Energy Performance Contracting (EPC),
- Third party financing,
- Revolving funds,
- Soft loans,
- Green bonds,
- Guarantee funds, and
- Citizen finance, such as cooperatives and crowdfunding.

These innovative financing schemes are classified **under five thematic learning modules**, presented in figure 1.

Private Builings	Public Buildings	Transport	Public Lighting	Cross-Sectoral
•5 groups •23 participants	•15 groups •63 participants	•4 groups •20 participants	•18 groups •65 participants	•3 groups •11 participants

Figure 1: Five thematic learning modules under PROSPECT

The PROSPECT learning programme was implemented in 4 learning cycles with a total of 195 participants, as presented in the table below and the timeline in Appendix 3. For each learning cycle, an engagement campaign was launched in which European local and regional authorities could register as either a **mentor** or a **mentee** informing their preferred learning

module(s) and financing scheme(s) to be covered in the learning programme. These roles are briefly explained in the next section.

Table 1: PROSPECT Learning Cycles

Cycles	Period
Engagement and matching 1	January 2018 – April 2018
LEARNING CYCLE 1	**May 2018 – January 2019**
Engagement and matching 2	June 2018 – October 2018
LEARNING CYCLE 2	**September 2018 – July 2019**
Engagement and matching 3	December 2018 – March 2019
LEARNING CYCLE 3	**April 2019 – November 2019**
Engagement and matching 4	July 2020 – October 2020
LEARNING CYCLE 4	**November 2020 – September 2020**

1.2 Participants and roles

Each learning module had the involvement of three types of participants:

1. **Mentor:** an individual representing a local or regional authority who has had direct experience with or have specific expertise in financing a sustainable energy and climate action through an innovative scheme and is willing to share insights to a mentee.

2. **Mentee:** an individual representing a local or regional authority who wants to learn from an experienced or expert peer on financing a sustainable energy project using an innovative scheme and is interested to apply what they learned in their own context.

3. **Facilitator:** a member of the project consortium who was assigned to support the learning interactions between the mentor and mentee(s) of a specific learning group. The facilitator created and managed effective processes that enabled the learning participants to achieve their learning objectives and produce the expected learning outputs and/or outcomes. Among its responsibilities are:
   a. Establishing the purpose of the learning programme through an orientation session and introduces the participants to each other;
   b. Supporting the development of the learning plan and in carrying out online peer learning activities;
   c. Monitoring the discussions and activities during peer mentoring and study visits, including online engagements;
   d. Collecting feedback on the peer learning process and carrying out a transferability analysis; and
   e. Ensuring that the learning participants adhere to specified administrative, financial, and practical guidelines.

The mentors and mentees of each learning cycle were selected and matched so to ensure that their experience and needs are aligned and complementary.

"Despite Messini and Croydon being very different places with different demographics, it was reassuring to know that we share similar transport problems and funding issues."
Ben Kennedy
London, United Kingdom (mentor)

1.3 The peer learning methods

PROSPECT focused on two learning methods: **peer mentoring** and **study visit**. A two-method approach was suitable as no single method is most successful for achieving peer to peer learning objectives.
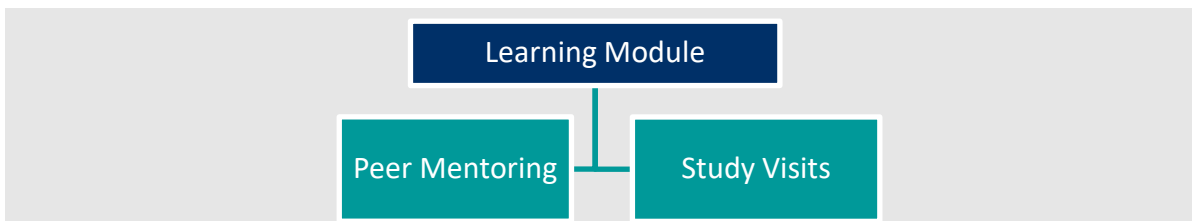
Figure 2: Peer-to-peer methodologies under each learning module

1.3.1 Peer mentoring

Peer mentoring is a one-to-one relationship between a mentor and a mentee and is characterized by "positive role modelling, promotion of raised aspirations, positive reinforcement, open ended counselling, and joint problem solving" (Topping, 2005).
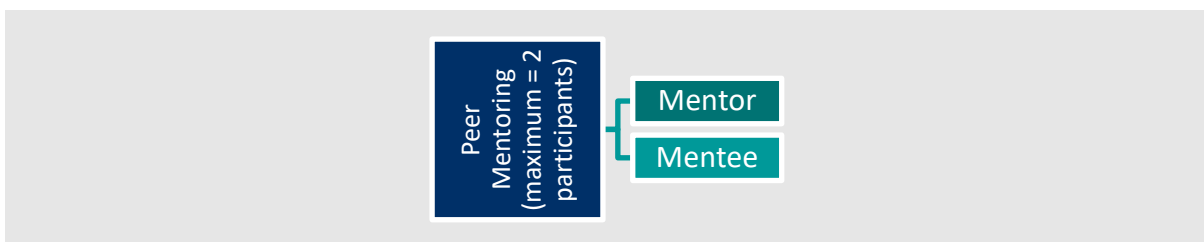
Figure 3: Number of learning participants for peer mentoring

Peer mentoring involves a pair of mentor and mentee or a **matched pair** (maximum = 2 participants) who would participate in the peer learning programme through one (1) peer mentoring visit and three (3) online engagements.

The **peer mentoring visit** is characterised as an activity during which the mentor visits the mentee to understand the learning context and to carry out mentoring activities. A mentoring visit can include a mix of different mentoring activities, such as workshops, presentations,

interviews, and excursions. Complementing the peer mentoring visit are three (3) online engagements, including peer learning, of 1-4 hours each.

1.3.2 Study visit

Study visit involves a peer group composed of one (1) mentor and between 2 to 7 mentees. The mentees from the peer group should have similar learning needs and objectives**.**
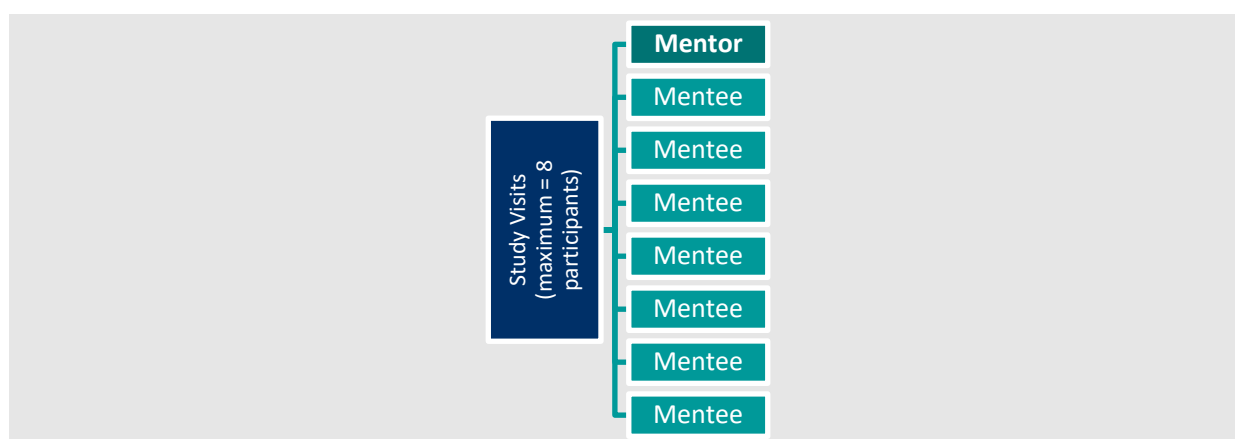
Figure 4: Number of learning participants per study visit

In the study visit programme, the mentees observe 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 mentor. The study visit is composed of one study visit (2 days) and three online engagements (1-4 hours each). In the study visit, the mentees visit the mentor, who prepares peer mentoring activities such as presentations, workshops, and peer group discussions, for the mentees.

1.3.3 Online peer learning

Whether it is peer mentoring or study visits, the participants will be involved in online peer learning. Online peer learning is a learning activity that involves virtual discussions wherein the matched pair or peer group can discuss their issues and challenges and work on how they can achieve their learning objectives. Online peer learning can be in the form of webinar sessions or presentations.

These learning methodologies and activities were organised into a four-step learning cycle, which is presented in the next section.

1.4 The structure of the learning cycle

In PROSPECT, each learning cycle was completed within a period of 9 months (maximum), organised into 4 steps:

In the first step, **Getting Started**, the mentor presents his/her experience covering the projects implemented, how the innovate financing scheme was used, and how s/he can support the

mentee(s). In the second step, **Working Together**, the mentee(s) present their projects, main needs and doubts, having in mind the experience of the mentor. Together, and with the support of the facilitator, mentor and mentee(s) define the main issues to be addressed in the physical visit (peer mentoring or study visit). This physical visit happens in the **Meeting Up** step, where in-depth exchange of knowledge and experience takes place. Finally, in the **Moving Forward** step, the participants reflect on the learnings, define the mentee(s)'s next actions to implement the knowledge gained, and evaluate the learning programme.

The duration of each step depends on the types of interactions and involvement of the participants. The figure below shows the suggested duration for each step, which could be finalised in a shorter or longer period depending on the availability and progress of the participants. The figure also summarises the goals, involvement, activities, and participants' roles.

PROSPECT Learning Cycle Steps

	M1	M2	M3	M4	M5	M6	M7	M8	M9
Steps	Getting started	Working together		Meeting up			Moving forward		
Goal	Clarify roles and define next steps	Start the learning process		In-depth learning activities			Assess and evaluate the programme		
Involvement	1-4 hours	1-4 hours		2 days + 1 day traveling			1-4 hours		
Activities	Orientation session - Introduction - Roles - Learning objectives and needs - Mentor experience - Next steps	Learning plan development - Analysis of mentor - Analysis of mentee - Development of a learning plan Online peer learning - Introduction to financing scheme - Best practices		Peer mentoring - Mentee visits the mentor - Sharing of deep knowledge and experience	Study visit - Mentees visit the mentor - Share of deep knowledge and experience		Transferability session + evaluation and feedback - Evaluation and feedback - Transferability - Next steps - Learning report		
Leader(s)	Facilitator	Mentor + Mentee		Mentor + Mentee			Facilitator		

Main tasks

Mentor	Mentee(s)	Facilitator
- Fill in "Learning Experiences" template - Analyse template from mentee(s)	- Fill in "Learning Needs" template - Analyse template from mentor	- Ensure templates are available and filled in by participants - Schedule next session

Mentor	Mentee(s)	Facilitator
- Implement learning plan - Assist the mentee(s) in achieving learning objectives	- Implement learning plan	- Set date for the peer mentoring - Ensures mentor and mentee(s) are prepared for the physical visit

Mentor	Mentee(s)	Facilitator
- Prepare information for travel - Organize the visit (venue, food, logistics) - Plan and execute a peer mentoring or a study visit session - Disseminate results back to the organization	- Book travel and accommodations - Work with the mentor in carrying out the mentoring sessions - Disseminate results back to the organization	- Coordinate with participants regarding the structure of the visit

Mentor	Mentee(s)	Facilitator
- Brainstorm on success factors and transferability assessment - Evaluate the programme (survey) - Finalize learning programme report	- Brainstorm on success factors and transferability assessment - Evaluate the programme (survey) - Finalize learning programme report	- Facilitate session - Ensure completion of evaluation survey and learning programme report

Reimbursement

Peer mentoring	Study visit	
Mentor: EUR 270 Mentee: EUR 600	Mentor: EUR 730 Mentee: EUR 600	*Reimbursement of real costs, upon receipt of the invoice by the financial coordinator.*

Figure 5: PROSPECT's Learning cycle steps

1.5   The learning materials

Two important aspects of the learning programme were to 1) ensure the participants are well informed about their roles, tasks, and learning activities, and 2) ensure the proper documentation and presentation of the knowledge and experience exchanged.

For ensuring the mentors, mentees and facilitators were well informed about their roles, tasks, and learning activities, all the participants of the learning programme received guidance materials which are detailed in **D3.5 Peer Learning Guidance Materials and Toolkit.** The indicative type and main content of the guidance materials are presented in Table 3.

Table 2: The type of material and main content for participants' guidance materials

No.	Learning Participant	Type of Material	Main Content
1	Learning Facilitator	Booklet (Online and Offline)	Role and responsibilities of learning facilitator
			Instructions for learning participants' orientation
			Instructions before, during, and after the learning programme
2	Mentor	Booklet (Online and Offline)	Role and responsibilities of mentor
			Instructions before, during, and after the learning programme
3	Mentee	Booklet (Online and Offline)	Role and responsibilities of Mentee
			Instructions before, during, and after the learning programme

Proper documentation and presentation of the knowledge and experience exchanged was also relevant for all participants, so that they could easily refer back to the content, even after the lifetime of the project. In PROSPECT, the **Learning Plan** was the master document of the learning activities, where all the information exchanged was documented. The document was a Microsoft Word template, organised by steps, with tables and dedicated spaces to be filled in by the participants throughout the learning cycle. It also provided instructions on what should be described and by whom, so to make the process easier. The images below show some of the pages of the Learning Plan. For better quality of images, please see Appendix I.
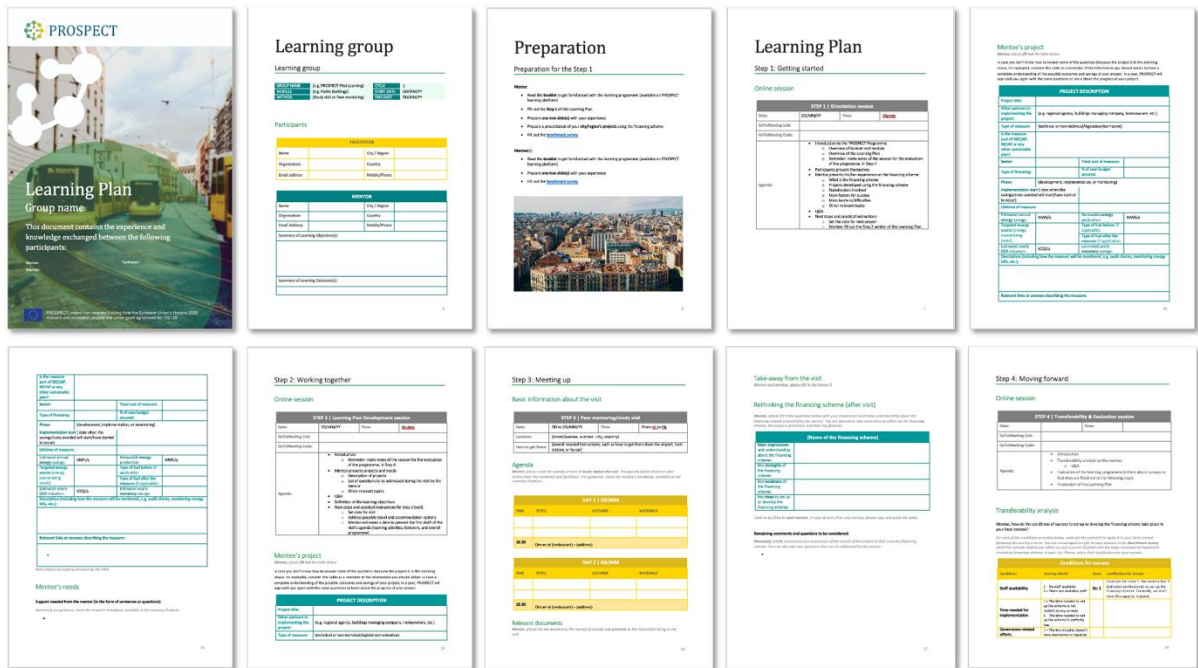
Figure 6: PROSPECT's learning plan

The Learning Plan contains the following elements:

Table 3: Main Elements of a Learning Plan

Learning Objectives	Action Steps	Mentor Support	Time Frame	Resources Needed	Evidence of Success
What are my learning objectives?	What are the actions needed to achieve my objectives?	What support do I need from my mentor?	What is the timeline for achieving my objectives?	What are the resources needed to achieve my objectives?	What are the indications that I achieved my objectives?

2 Participants' perspective

"Mentors and lecturers did a great job in describing benefits and disadvantages
of every project, regarding financing and implementation
and answered to all of the questions that we had.
Also, study tours provided us with a real overview of the projects
described in presentations."

Perko Zvonimir
Koprivnica, Croatia (mentee)

The method used in PROSPECT, described in chapter 1, was evaluated by the participants of the learning cycles in two ways:

1. **Participants' feedback during the project:** survey sent to mentees, mentors and facilitators during the lifetime project, at the end of each learning cycle; and
2. **Participants feedback at the end of the project:** survey sent to the mentees at the end of the PROSPECT project and final consultation with the facilitators via e-mail.

The participant perspective is only one of the components of the PROSPECT monitoring method, which also included the financial perspective and the internal process perspective, both summarised and explain in chapter 3. The method used for monitoring is thoroughly described and detailed in **D4.3 Summary of the Monitoring Outcomes**.

The main results of the participant perspective are presented in this chapter.

2.1 Participants' feedback during the project

This section introduces the methodology and results of the survey conducted with all PROSPECT participants (mentees, mentors, and facilitators) at the end of each learning cycle.

2.1.1 Method

Finding criteria to test what and how the mentees learn is perhaps the most important leading indicators that can help to adapt the following learning cycles and raise the quality of the programme as the project progresses. Process monitoring was used to elaborate on problems and find applicable solutions on time. It comprehended three different questionnaires, one for each type of participant (mentee, mentor, and facilitator), which were sent to the participants as a Google Form at the end of each learning cycle. The survey was also conducted with the participants of the test phase, which are part of the PROSPECT consortium.

The survey measures the programme's performance and progress in reaching set targets. The results were evaluated once a year, right after each learning cycle. For further information on the methodology and results, see **D4.3 Summary of the Monitoring Outcomes**.

2.1.2   Feedback from participants

The period of the cycle, number of participants and responses, as well as the main results and changes in the learning programme are summarised on table 4 and detailed in **D4.3 Summary of the Monitoring Outcomes**.

Overall, the results of the surveys at the end of each learning cycle show that:

- The respondents were highly satisfied with the PROSPECT learning programme and would recommend PROSPECT to other public authorities.
- The respondents slightly preferred the Step 3 than the other steps. This was somehow expected as this is the step in which deep learning exchanges take place.
- The timeline of the programme was adequate for the great majority of the respondents, with enough time in-between meetings. However, there were contradictory opinions on this aspect. A few respondents would like to have more time for discussion while others expressed that there was too much time planned for all steps.
- The learning materials were comprehensive, and the respondents were highly satisfied with the materials offered.
- The learning programme contributed to enhancing the respondents' knowledge on financing schemes. However, this aspect received the lowest score in the Learning Cycle (LC) 1, which led to changes in the programme (explained in chapter 2.3). These changes seem to have contributed to improving the extent that the learning programme enhances participants' knowledge, as this indicator received higher ratings in the following surveys.
- The majority of the respondents met most or all of their objectives through the learning programme.
- A point of concern highlighted by the responses was the matching of the peers. This aspect received the lowest rates in LC2 and LC3 in comparison to the other indicators. Some of the issues related to pairing can range from language to geographical location as well as political view. These aspects were somehow address during PROSPECT, but some issues were outside the scope of the programme, as explained in chapter 2.3.

Table 4: Feedback from participants in each learning cycle

Learning cycle	Period	Number of participants (organisations)	Number of survey respondents	Main results	Main changes in the methodology
Test phase	Feb – Apr 2018	4	4	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	Learning materials were combined to reduce the number of files, leading to the creation of the Learning Plan Creation of a webpage on the tools and materials available from other projects
LC 1	Jun 2018 – May 2019	25	12	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 due 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;	Webinars were planned for a wide audience about all innovative financing in general so that participants come into the programme choosing the right financing scheme. Promotion of successful stories on the website, such as the stories from each site visit. It was created to share the learning plan with the wider audience. Small changes made to the Learning Plan, following suggestions to provide more detailed instructions for users. Creation of booklets focused on the type of financing instrument.
LC 2	Feb – Sep 2019	52	22	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.	

Learning cycle	Period	Number of participants (organisations)	Number of survey respondents	Main results	Main changes in the methodology
				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.	
LC 3	May – Dec 2019	37	30	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, 77% of participants found all steps having optimal timing, but a few of them suggested more time for discussion. On the contrary, 4 participants expressed that there was too much time planned for all steps. 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.	

Learning cycle	Period	Number of participants (organisations)	Number of survey respondents	Main results	Main changes in the methodology
LC 4	Dec 2019 -	69		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.	Main change happened during LC4, as the COVID-19 pandemic started just when the participants were supposed to travel for their step 4. Some of the meetings were postponed and eventually took place online. As an additional method to overcome problems with long travel, we implemented a new method – local events – where motivated mentors would organise a one day mentoring and knowledge transfer to local cities and regions.

2.2   Participants' feedback at the end of the project

2.2.1   Method

From May to August 2020, a survey was sent to the mentees in which they were asked to evaluate the learning programme's methodology as well as inform the progress of their projects and the extent to which PROSPECT contributed to this progress. The main results from this survey are presented in chapter 2.2.2. These results were then presented to the facilitators, who provided further information and feedback, showed in chapter 2.2.3.

The inventory survey was developed by IEECP using Google Forms and covered 15 questions, available in Appendix II. The facilitators sent the survey via email to all the mentees who joined PROSPECT, from the first to the last cycle. In total, the survey was sent to all mentees and received 11 responses from mentees, out of which one participated in learning cycle 1, four participated in LC2, five in LC3, and two in LC4 (please note, two mentees participated in more than one learning cycle). From the 11 mentees who responded the survey, 2 are from France, 2 from Italy, and the other are distributed among the following countries, being one for each country: Armenia, Belgium, Greece, Moldova, Netherlands, Portugal, Spain.

A few factors could explain the low response rate (xx%):

1. The survey was sent almost three years after the implementation of the first learning cycle, and two years after the second cycle. The time span might have discouraged the mentees from these cycles to respond to the survey for several reasons (e.g., the mentee might not work for the public authority anymore; the mentee might think s/he is not able to make a fair evaluation as the project was implemented a long time ago; the mentee might not have time/interest to participate in a further activity for the project). Most of the respondents were mentees in cycles 3 and 4.
2. The period of the survey was the same period in which the Covid-19 pandemic impacted Europe, influencing not only work-related activities but also lifestyles and emotional aspects. The life and emotional challenges of the period entailed great adaptation in the way people live and work, which could have also impacted the ability and willingness to participate in activities which are not perceived as a priority at that moment. Many of PROSPECT participants responded on an automatic message saying that they are on a prolonged leave or otherwise absent form work activities.
3. The survey also covered the summer vacation period in Europe, which was extended in certain organisations because of Covid-19.
4. Since Covid-19 has put a hold on many investments, this also reflected on our mentee's projects. There were a few mentees which did not want to provide feedback through survey, but they informed their PROSPECT facilitator that the reason for this is they do not want to report inactivity, as they attribute it to Covid-19 and lack of political support for new investments, and not on what they gained from PROSPECT.

The next section presents the main results from the survey.

2.2.2 Feedback from mentees

This section presents the main feedback from the mentees regarding PROSPECT's learning programme methodology. It is based on the results from the inventory survey, explained in the introduction of this chapter. The results are presented per topic addressed in the survey.

Progress of mentees' projects

The progress is different between the mentees. **Half of the respondents have already implemented their projects or are in the final stages of implementation**, as showed by a few responses presented below.

> *"we installed about 14000 LED public lighting fixtures in the municipality (half of the total existing equipment). This installation was done through energy performance contracting."*

> *"The project will be completed within two months. We are in a final stage."*

> *"Our project has been implemented and is almost completed"*

> *"We are negotiating an ELENA contract with the (…)"*

The other **half of the respondents weren't able to implement the project yet**. However, even if they are currently studying how to implement the projects, the responses show nonetheless a certain progress, as they explain that discussions and analyses are under development for the project's implementation.

> *"… thinking a renewable energy project with citizens is easier than before. So far, I shared my Prospect's experience with my partners and a Citizen renewable Energy project is currently discussed"*

> *"After joining the PROSPECT programme together with the international expert, I managed to create a concept for the Climate and Energy Unit for the (…) Municipality. Currently, the concept is in the process of approval"*

> *"The idea is warmly accepted. But implementation takes time and smoothening the path"*

Changes in the respondents' projects based on PROSPECT

Half of the respondents have changed the scope of their project(s) based on the information learned in PROSPECT. Mainly, the changes are related to:

- **Project concept**

  > *"the project concept changed as the new concept has much more importance and potential for change"*

- **Sources of financing**

  > *"thanks to what I learnt with the Prospect Project I was able to apply the EPC"*

"… checking other sources of financing rather than only grants"

"It is easier to think a project including a Citizen financing scheme"*

- **Options for energy savings**

    "in terms of project scope - checking other energy saving projects"

- **How to present the project and gain the support from stakeholders**

    "I saw the extreme importance of presenting good data to gain the support of the different stakeholders involved."

    "It is easier to think a project including a Citizen financing scheme and easier to convince my partners also"

The other half of the respondents weren't able to change the scope of the project. The factors that constrained this changed and mentioned in the survey are:

1. "We could not change the type of financing for our project because we had already applied for a bank loan"
2. "Unfortunately not because it is all connected to the laws of the state
3. "It takes more time to get the idea adopted and implemented"

Support received from PROSPECT

The ways in which PROSPECT helped the mentees in realising the projects are:

Better knowledge on the financing scheme and other matters

"The PROSPECT programme has really helped me familiarize with innovative financing schemes, which I was not aware of, and also understand every aspect of EPC."

"Both knowledge and contacts were helpful."

"The prospect programme helped me to open my consideration for the Citizen financing scheme in discovering an innovative project. There are somehow more benefits to implement a project with the Citizen participation (Economical benefits, social benefits...etc). Also, the prospect programme helped me to get that local projects matter for people."

"The experience in Linz at the Energy Agency was really great. The presentations and the study visits very useful to understand the mechanism of the EPC."

"It helped to confirm that all institutions have problems to implement change and how to gain skills to achieve the objectives."

"Contact with the mentor was important to gain knowledge about a real case already implemented."

Enhanced network

"I have found new contacts (a perfect mentor, mentees working in others municipalities), which has allowed me to exchange experience, knowledge and good

practices. It was an overall excellent learning experience, that will definitely help me realise future energy projects!"

"the prospect programme helped us to learn from successful projects from other local authorities and helped us to find useful new contacts"

"it was an exciting experience that allowed me to get to know magnificent and well-prepared people"

Support for the implementation of the project

"… during the project implementation, I received support from the mentor and PROSPECT project manager, which helped me in my project."

New opportunities

"I had a great opportunity to participate in the World Sustainable Energy Day due to the PROSPECT project"

Decision-making

"I have found new contacts and learn a lot. It was Great experience which helped to make very important decisions."

Confidence

"It gave me confidence in the design of the project"

PROSPECT's influence on using innovative financing schemes

Most of the mentees responded that PROSPECT have influenced them on using innovative financing schemes for implementing their projects if not completely, at least to a certain extent. For example:

"The citizen financing scheme is pretty developed in France for renewable energy projects. As well, I would have probably been informed and trained to make it. However, involving Citizens into economical activities development is more difficult and less developed. I would have never initiated a process for that part."

"The loan is not special, but the rewarding module was new for us. The calculation method for the reward was very interesting and useful."

Also, responses show that mentees would most likely use standard financial instruments if they haven't joined PROSPECT.

"I would most likely use standard financial instruments (such as a loan or co-financing), since I was not aware of innovative financing schemes."

"I would have most likely used standard financial instruments"

"We would use own funds to implement the project."

Only one mentee informed that s/he would possibly implement the innovative financing scheme even without the PROSPECT project.

2.2.3   Feedback from facilitators

This section presents the main feedbacks from the facilitators, which build on the results from the inventory survey.

In what ways has the PROSPECT programme helped the mentees?

- The mentees gained knowledge of innovative schemes from real life examples. Through the learning programme, they had the opportunity to learn from experienced municipalities/cities and they were amused and inspired by seeing what other cities have achieved (projects, number of savings, beautiful sites and innovative looking) through financing schemes.
- The mentees had the chance to connect not only with mentors and other mentees but also with numerous municipalities and cities through the PROSPECT events.
- The mentees had the opportunity to have relevant discussion with participants who have the same challenges, from same professional backgrounds i.e. working for local and regional authorities.
- The mentees also had the opportunity to reflect on what is possible. As there are conditions needed to be addressed before the participants can implement similar projects, they had to reflect on the feasibility of innovative schemes.

In what ways has the PROSPECT learning programme helped the mentors?

- The mentors had the opportunity to build network and relations with others. By being matched to other cities and regions, they could expand their networks as well as build relationships with other organizations.
- The mentors enhanced their skills in mentoring other cities and regions. They have developed their way of transferring their experience and they had turn in knowledge hubs for participants.
- The mentors received financial incentive to mentor other cities and regions. With the financial support provided within the framework of PROSPECT, they were able to mentor others without straining their budgets.
- The mentors had increased visibility for their projects and recognition among peers. Mentors were considered as best practice examples that mentees could get inspiration from for future projects.

How could have PROSPECT improved the exchange of knowledge and experience?

- The online meetings should be more interactive. There were participants who lost interest and gave up on the learning programme before the study visit or right after the study visit.
- The first two steps were too introductory and there was very limited dialogue between the mentor and the mentees. Ways should be explored to make online meetings more

interesting, encouraging the exchange of more information, through software tools (e.g., miro, polls, etc.) or more interactive presentations/games (e.g., asking questions at the end of slides, or having mentees to ask questions to each other).

How could have PROSPECT offered better support to the participants?

- Introduce general training or capacity building activities e.g. webinars: The programme focused on peer mentoring and study visits; to reach more participants, other activities could have been incorporated to have a wider reach, especially at the beginning of the programme.
- Include more individual participants from the same organization: The programme focused on individual participants – and in the future, the programme could have intentionally accommodated multiple participants from the same organization.
- Improve the reporting/documentation mechanism: As there were challenges in terms of filling out learning plans and other forms of documentation, this process can be more streamlined to make it more efficient.
- Provide other financial incentive: the project could have provided additional incentive, such as financial incentives for cities and regions to initiate projects based on what they have learned in PROSPECT.
- Offer further support to the mentees after the conclusion of the learning cycle: The mentees and the mentors were very supported during the learning programme; however, they could have received more support after the end of each learning cycle. For example, a mentee could receive further support on applying the financing scheme or receive further clarifications for some technical details.

3   Financial and internal perspectives

PROSPECT's monitoring process gathered inputs from the participants perspective, presented in chapter 2, and also included the financial perspective and the internal process perspective, both explained and presented in this chapter. The method used for monitoring the project is thoroughly described and detailed in **D4.3 Summary of the Monitoring Outcomes**.

3.1   Method

To ensure quality and timely reaction in constantly improving the PROSPECT learning programme, we have set measurable targets, both tangible and intangible, for all strategic and operational objectives. Then, the specific objectives and appropriate targets were shaped into a performance framework and appropriate key performance indicators (KPIs) were developed for each, following the process below.
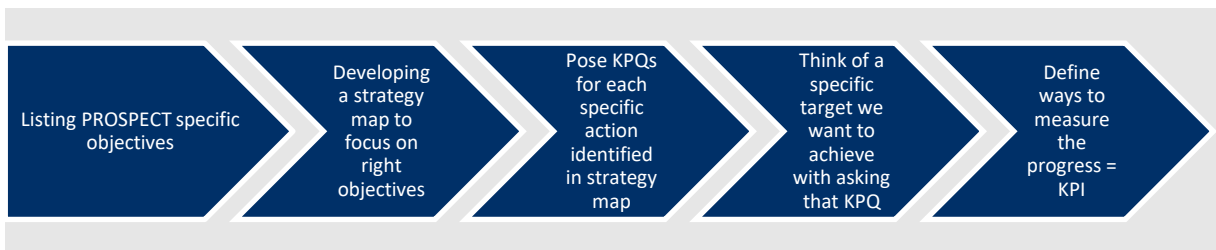
Figure 7: Describing the process of creating meaningful and measurable KPIs

The success of the programme was 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.

Besides the surveys presented in chapter 2, the data collected for monitoring the achievement of PROSPECT's targets are:

- Internal metrics (helpdesk, budget and yearly project report)
- Web platform analytics

Table 5 presents the KPIs related to the internal monitoring. For a detailed description of the monitoring process, see **D4.3 Summary of the Monitoring Outcomes**.

Table 5: 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**:

KPI	Target	How it will be measured:
		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 programme 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
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?**

KPI	Target	How it will be measured:
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

3.2 Project monitoring

To have a detailed list of participants and their contact and projects' information, but also to keep track of each group's activities and progress, an easy-to-use Monitoring table was created (appendix IV displays a part of this monitoring table with basic information, without any personal data and appendix V displays participants per modules and per groups). The monitoring table consisted of five sections:

- The list of participants
- The progress checking list
- The analysis per country
- The analysis per population
- The good practices

The first two sections of the Monitoring table were filled in by the facilitator of each learning group. The other sections elaborated the information provided in the first two. The majority of the information required was already collected in the Learning Plans, but the table was used as a central data collection system for the whole learning programme, rather than a tool cut and sewn to be used by each group.

The first section of the Monitoring table recorded all the participants of the PROSPECT learning programme and their role in the project and collected detailed information about them. You may find the information required by each group's facilitator in the table below.

Table 6: Information collected from the participants

Information required	Description
Mentor/Mentee Organisation	The name of the mentee's or mentor's organization and whether the participant was a municipality, city or energy agency clarified.
Mentor / Mentee City	The name of the mentee's or mentor's city/ municipality/ region.
Mentor / Mentee Country	The name of the mentee's or mentor's city/ municipality/ region.
Name of the Representative	The name of the representative of the city/ municipality/ region that participated in the learning programme.
Email	The email of the representative that was provided through the application form and was used within the learning programme.
Department	The specific department the representative is working (e.g., Energy Efficiency Department, Business & Finance Innovation Unit, etc.)
Staff Category	The specific responsibilities of the representative within the department (e.g., Project manager, energy consultant, etc.)

Mentor / Mentee	Declaration of the role of the participant, mentor or mentee.
Module	The learning module of the participant (e.g., public lighting, public buildings, private buildings, etc.).
Financing schemes	The financing scheme the group has selected (e.g., EPC, Revolving Funds, etc.).
Cycle	The learning cycle of the participant's group.
Group	The name of the group the participant is a member of (e.g., PROSPECT_4_Pub5, which is a group of the 4th learning cycle, in the public buildings module and is the fifth of this category).
Project title	The name of the project(s) which the participant included in the application form and was interested to finance.
No of Projects	The number of projects the participant was interested in.
Budget (€)	The budget needed to finance the project (s) above.
Estimated annual energy savings (MWh)	The estimated annual energy savings according to the interventions planned.
Targeted energy source	The energy source the savings will be coming from (e.g., electricity, solar thermal, renewables, etc.)
Estimated yearly CO2 reduction (tCO2/a)	The predicted CO2 reduction according to the actions foreseen within the project.
Estimated RES production (MWh/a)	The energy generated estimated to come from RES production.
Step 1	The date the Step 1 of the learning programme was completed for the participant's group.
Step 2	The date the Step 2 of the learning programme was completed for the participant's group.
Step 3	The date the Step 3 of the learning programme was completed for the participant's group.

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Step 4	The date the Step 4 of the learning programme was completed for the participant's group.
Member of Energy Cities, FEDARENE, Eurocities	Clarification whether the participant is member of one of the three European City Networks that are partners in PROSPECT.
Facilitator	The name of the facilitator and the contact details
Commitment letters signed	Clarification whether the commitment letter was signed or not by the participant.

The data collected helped the PROSPECT partners identify the number of representatives each city/country has in the learning programme and dissemination activities regarding cities with only few participants were strengthened. The table also facilitated the gathering of crucial information such as the number of signed commitment letters, the energy savings and CO2 emissions reduction expected and the targeted energy sourced that play a key role for the project's performance estimation.

In addition, to check the status of each learning group and its progress during the learning programme, the facilitator also filled in the section two of the Monitoring table. In this, the facilitator stated whether the steps of the learning group were completed, if the Learning Plan was developed successfully and also they had the option to leave their comments in cases when the learning programme was not finalised (e.g., participants were not responsive, participants dropped-out after Step 1, etc.).

Table 7: Two examples of the progress checking status section

Cycle	Group Name	Facilitator	Mentor city	Mentor's project	Status	Comments
1	C1_PrB	Facilitator's name	Lyon ALEC	'Ecoreno'v programme', 'Toits en transition' (Roofs in transition)	ok	Learning Plan completed
4	C4_PuL3	Facilitator's name	Sofia (Sofena)	-	Cancelled	Mentee was not responsive (peer mentoring)

The status checking section facilitated the process of identifying the best practices within the learning programme. The groups that successfully completed all the four steps of the learning programme and developed the Learning Plan were considered as good practices and were collected at the good practices section. These successful examples of the learning programme were then disseminated through the website at the good practices and the Mentor's corner section to be further replicated from other municipalities/cities/regions.

Finally, the information of the first section of the Monitoring table was categorized per country and per population of city to better overview the impact of the project. The table of all the participants can be found in Appendix 4. The data includes all data except personal data such as name and email.

Note: Additional to this monitoring of the learning programme, there was also a monitoring of communication and dissemination events and webinars which is described in the report *Presentations at EU and national level.*

3.3 Learning programme results from internal monitoring

The main results come from the learning programme implemented in 4 learning cycles, with each learning cycle lasting up to 9 months. However, due to the pandemic which started in learning cycle 4, as well as due to interest from many mentees who were motivated to learn but were not able to commit to a full learning programme, we decided to introduce an additional short learning. Existing PROSPECT mentors were offered our assistance in terms of materials and budget to organise a one-day condensed learning with cities joining either online or traveling from nearby cities. In this way we minimised the risk of COVID spread as the events were organised in countries with a good epidemiological conditions, and the participants received the knowledge usually transferred in the third and fourth step of the learning programme – the mentors's good practice plus PROSPECT facilitator guidance on how to transfer this knowledge in their own city or region.

Since these two methodologies (the learning programme and the local events) had different budget and results, they are reported separately. Section 3.3 shows impact and budget spent for the main learning programme, while section 3.4 shows impacts and budget spent on the additional local events implemented in the last five months of PROSPECT project.

3.3.1 Estimated impact of mentees' projects

As mentioned previously in the report the PROSPECT learning programme was implemented in **4 learning cycles**, with each learning cycle lasting up to 9 months. Moreover, the total number of **195 participants**, organised into **45 groups**, were enrolled in the learning programme overall. Considering these numbers, the reason why a monitoring process was not only needed, but a high priority, is easily understandable.

150 participated in all the steps of the learning programme, while 45 dropped-out before step 4 due to either personal or health reasons, or due to change of job. The **45** learning groups under **5** learning modules included **187** members (some of the **150** participants joined more than 1 group).

Concerning the organisations which participated in PROSPECT, the majority, **149** were either a city, region, or a province, while **46** were from an energy agency, association, network, etc.

According to the PROSPECT learning programme methodology each participant should complete the inventory survey after a long period from the programme's completion where they should state the progress of their projects and the impact PROSPECT had on them. Unfortunately, due to the COVID-19 restrictions many municipalities/cities that participated in LC3 and LC4 could not proceed with their projects' implementation and as a result the responses of participants were very limited. Moreover, LC4 ended recently and most municipalities/cities that participated in it did not have adequate time to start developing their projects anyway. Considering these factors, it was decided to estimate the impact of their projects based on the information they provided in the Monitoring table and in their learning Plans. The results from this analysis, which show the potential impact of PROSPECT on energy savings and CO2 emissions reductions, is presented below.

Table 8: Results from planned or more advanced projects from 171 participants

Participants	Budget (M€)	Estimated annual energy savings (GWh/y)	Estimated yearly CO_2 reduction (ktCO$_2$/y)	Estimated RES production (GWh/y)
Mentees	854	2.574	449	432
Mentors	17	2.758	54	53
Total	**1.025**	**5.332**	**503**	**485**

The participants were from 29 countries in total, meaning that this progress was made all across Europe.

Table 9: Participants divided by country

	Country	All participants	Only participants who went through all 4 steps
	Total:	**195**	**150**
1	Romania	8	7
2	Greece	33	22
3	Portugal	23	19
4	Spain	11	8
5	France	18	12
6	Bulgaria	9	9

7	Belgium	6	5
8	Bosnia & Herzegovina	1	1
9	Ireland	8	6
10	Ukraine	23	16
11	Slovenia	4	4
12	Netherlands	4	3
13	Sweden	2	2
14	Italy	11	9
15	Austria	1	1
16	Latvia	2	1
17	Croatia	7	5
18	Hungary	2	2
19	UK	3	3
20	Armenia	2	1
21	Cyprus	2	2
22	Poland	5	5
23	Moldova	2	1
24	Germany	1	1
25	Georgia	1	0
26	Estonia	2	2
27	Denmark	2	1
28	Czech Republic	1	1
29	Lithuania	1	1

3.3.2 Financial results of the learning programme

A key performance indicator (KPI) for PROSPECT is that the yearly programme average participant cost per module is not higher than 5,400 EUR. All learning cycles (LCs) have met this KPI as the average participant cost per module is below 5,400 EUR. The average participant cost for LC1, LC2, and LC3 are 3,314.68, 2,600.25, and 2,781.54, respectively. LC4 has been excluded from the overview as physical meetings were cancelled due to COVID19 pandemic.

Table 10: Yearly programme average material and logistic cost per module in EUR

Learning methodology	Number of participants per module (A)	Number of physical meetings per module (B)	Average travel costs (including accommodations) per cycle (C)	Average travel cost for all learning cycles (A X B X C)
Peer mentoring	2	1	LC1 = 576.84 LC2 = 463.26 LC3 = 595.65	**LC1 = 1,153.68** **LC2 = 926.52** **LC3 = 1,191.3**

Study visit	LC1 = 4 (average)	1	LC1 = 540.25	**LC1 = 2,161**
	LC2 = 3 (average)		LC2 = 557.91	**LC2 = 1,673.73**
	LC3 = 4 (average)		LC3 = 397.56	**LC3 = 1,590.24**
Average participant cost per module				**LC1 = 3,314.68**
				LC2 = 2,600.25
				LC3 = 2,781.54

Another KPI for PROSPECT is that the yearly average material and logistics cost per module was not higher than the planned 1,000 EUR, and yearly average facilitation cost per module were not higher than 270 EUR for peer mentoring and 730 EUR for study visit.

Peer mentoring

For peer mentoring with a planned budget of 270 EUR, this is further broken down into the following: 20 EUR for course materials, 150 EUR for food and refreshments, and 100 EUR for transport. As shown below, the average cost for peer mentoring for LC1 is 305,59, 405.55 for LC2, while there is no recorded cost for LC3. While the costs for LC1 and LC2 are relatively higher than the planned budget, this is balanced by LC3 which has no recorded cost as of this writing.

Table 11: Yearly programme average material and logistic cost per module – peer mentoring

Learning methodology	Material and logistics related costs	Number of physical meetings per module	Number of participant groups per physical meeting	Average cost per item (EUR)
Peer mentoring	Course materials	1	1	LC1 = 50
				LC2 = 17.6
				LC3 = 0
	Food and refreshments	1	1	LC1 = 215.88
				LC2 = 155.13
				LC3 = 0
	Transport	1	1	LC1 = 39.71
				LC2 = 232.82
				LC3 = 0

Average material and logistic cost per module (peer mentoring)	LC1 = 305.59
	LC2 = 405.55
	LC3 = 0

Study visit

For study visit with a planned budget of 730 EUR, this is broken down into 80 EUR for course materials, 450 EUR for food and refreshments, and 200 EUR for transport. As shown below, the average cost for study visit for LC1 is 623.4, 698.1 for LC2, while for LC3 is 658.48. The costs for LC1, LC2, and LC3 are within the planned budget of 730 EUR.

Table 12: Yearly programme average material and logistic cost per module – study visits

Learning methodology	Material and logistics related costs	Number of physical meetings per module	Number of participant groups per physical meeting	Average cost per item (EUR)
Study visit	Course materials	1	1	LC1 = 0 LC2 = 67.01 LC3 = 80
	Food and refreshments	1	1	LC1 = 523.40 LC2 = 451.09 LC3 = 446.12
	Transport	1	1	LC 1 = 100 LC2 = 180 LC3 = 132.36
Average material and logistic cost per module (study visit)				LC1 = 623.4 LC2 = 698.1 LC3 = 658.48

Summary

To summarize, LC1 has a yearly average of 928.99, which is within the budget, while LC2 amounts to 1103.65. LC2 is a little over the planned budget. Lastly, LC3 amounts to 658.48 which is also within the planned budget of 1.000 EUR.

Table 13: Cost per learning cycles in EUR – summary

Learning methodology	LC1	LC2	LC3

Peer mentoring	305.59	405.55	0
Study visit	623.4	698.1	658.48
Total	**928.99**	**1103.65**	**658.48**

Number of mentors who received 1000 euros for mentor's fee

LC1 = 4/6 (2 mentors are project partners)

LC2 = 4/12 (3 mentors are project partners)

LC3 = 5/13 (3 mentors are project partners)

3.4 Learning programme results from local events

As mentioned, alongside the regular learning programme, in June 2020 the consortium agreed to implement a new peer learning method – the local events. The reason behind this decision was twofold: on one hand, the recent pandemic made travel a health risk, so we wanted to make sure to offer events only in the areas with good epidemiological conditions. On the other hand, we wanted to offer learning exchange events for those applicants that had interest in our programme but were not able to take part in it, either because they could not commit to the full nine month learning programme, or because they did not have a sufficient proficiency in English.

The decision was made that we will offer to the PROSPECT mentor community to assist them with the materials and logistical help if they are willing to mentor cities and regions close by them. There was interest for over 15 events, but in the end six events took place in September and October 2020. Those six local events were:

1. An online event organised by Warsaw, Poland, with mentors from four countries (Ireland, Bugaria, Poland, France) for 15 Polish authorities which learned about EPC in public and Private buildings, public lighting, and EPC for solar energy.
2. A combined physical and online Baltic event on public and private building refurbishment in Riga with 23 participants from three countries (Estonia, Lithuania, and Latvia)
3. A combined physical and online event for Czechia organised in Brno. The topic was building refurbishment and there were 20 participants, with four Czech Republic counties reaching out to the mentor after the event to improve their projects thanks to the workshop.
4. All online event for Hungarian cities and counties where 20 participants from seven Hungarian cities and municipalities, including local ESCOs, banks and regulators, discussed the potential of EPC for public lighting and buildings. The mentor was from Maribor, Slovenia.
5. All online event organised by Stavenger, Norway, for Northern countries on examples from Stavenger on successful sustainable and innovative projects, including transport

and public lighting. The 50 participants came from impressive 12 countries (Estonia, Finland, France, Croatia, Hungary, Italy, Norway, Portugal, Romania, Spain plus Basque region, and Slovakia). There were 13 cities and regions represented with over more than 30 participants, and the rest of the participants included EIB, local banks, energy agencies and ESCOs.

6. An online EU PROSPECT event on financing sustainable projects, where five mentors passed knowledge in all five learning topics of PROSPECT to the 24 participating representatives of cities and regions. Altogether there were 36 participants in the event.

The mentors received 500 EUR per event for their effort in organising the event, finding interested participants, and passing on their knowledge. We also covered costs of local travel in case there was a visit to a place of local good practice, travel and accommodation costs for the mentor and translator costs in case of Hungary where there was a Slovenian mentor and all other Hungarian speaking representatives.

In total, 11,159.99 EUR were spent for 176 participants, meaning the cost was 63.41 EUR per participant, or 169 EUR per the 66 distinct city/regions involved.

Complete overview of the events can be found in Annex VI.

4 Conclusion and recommendations

"It was highly inspirational to learn from our mentor."

Valeria Szabo

Agency from Hungary Hajdu- Bihar county (mentee)

In a period of three and a half years, PROSPECT developed a peer-to-peer learning programme and implemented one test cycle and 4 learning cycles. The test cycle involved the partners of the consortium (ESV, Mesto Trnava, S. ENERGIA, and Energy Cities), while the 4 learning cycles involved 195 participants (31 mentors and 164 mentees, not counting individuals who participated more than once), from 29 countries. They exchanged experience and knowledge on innovative financing schemes by being grouped together in 45 learning groups.

PROSPECT's thorough monitoring process ensured that important aspects were tracked and that main lessons were learnt, enabling us to adapt the learning programme according to the needs and suggestions from the participants.

The main lessons learnt throughout the implementation of PROSPECT are organised in topics and presented below. Although we list the main issues raised during the project, the monitoring process also confirmed that the method used for the learning programme was overall successful. The participants were highly satisfied with the learning programme, and the learning exchanges were effective in supporting them to achieve their learning objectives. The method is detailed in chapter 1 for reference. And the main issues faced are listed below.

Learning content

- In a 2-day seminar which includes site visits, it is not always possible to gain deep knowledge on innovative financing schemes from the scratch. This can be dealt by having a strong focus on individual needs, which should be discussed before the visit and inform the development of a tailor-made training for the visit.
- To ensure that all participants start with similar background knowledge, the mentor can introduce the financing scheme at the beginning of the learning programme. Even if the mentees are somehow experienced in the financing scheme, it is necessary to introduce them to basic principles.
- To ensure that the learning programme contributes to enhancing the participants' knowledge on innovative financing schemes (which was raised as an issue in LC1 survey, see chapter 2.1.2), PROSPECT produced webinars with basic information about all innovative financing which helped the participants to choose the right financing scheme when joining the programme.

Learning exchanges

- The agenda of the visit should be discussed by the group before the travel, in an online meeting, to ensure that the training is tailored to the groups' needs and goals.
- Learning is about asking – it is crucial that the mentees ask questions related to their project/context and actively participate to obtain the information they need. This can be encouraged by the facilitator.

Participants

- Beside the main mentors of the learning programme, other stakeholders experienced on the innovative financing scheme should be invited by the mentor to share their knowledge with the mentees. It is recommended to have key experts as, for example, regional ESCOs and municipalities.
- Matching participants is a challenge on itself. Some participants want to be matched with participants from different EU country, while others preferred to be matched with participants from their country.
- An important issue about grouping participants of different countries is the language, which can be a barrier for the exchange of knowledge. In some groups, the facilitators noticed how the involvement and participation of a few mentees was restricted because of their capacity to speak English. A few ideas to overcome this barrier are:
  - Group participants of the same country together and connect them with similar groups in other countries, if necessary.
  - Ask the mentor to make all the documents used in the visit (like presentations) available online before the visit, so that the participants can dedicate time to translating them beforehand.

Budget

- The budget was 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

Suggestions

Besides the issues listed above, the facilitators suggested further ideas on how the learning programme could be improved:

- Make online meetings more interactive and interesting, by using software tools (e.g., *Miro*, polls, etc.) or more interactive presentations/games (e.g., asking questions at the end of slides, or having mentees to ask questions to each other).
- Include more individual participants from the same organization: The programme focused on individual participants – and in the future, the programme could have intentionally accommodated multiple participants from the same organization.

- Improve the reporting/documentation mechanism: As there were challenges in terms of filling out learning plans and other forms of documentation, this process can be more streamlined to make it more efficient.
- Provide other financial incentive: the project could have provided additional incentive, such as financial incentives for cities and regions to initiate projects based on what they have learned in PROSPECT.
- Offer further support to the mentees after the conclusion of the learning cycle: The mentees and the mentors were very supported during the learning programme; however, they could have received more support after the end of each learning cycle. For example, a mentee could receive further support on applying the financing scheme or receive further clarifications for some technical details.

Appendix I Learning Plan

Learning Plan – examples of pages.

Mentee's project

*Mentee, please **fill out** the table below.*

In case you don't know how to answer some of the questions (because the project is in the planning phase, for example), consider this table as a reminder of the information you should obtain to have a complete understanding of the possible outcomes and savings of your project. In a year, PROSPECT will approach you again with the same questions to learn about the progress of your project.

PROJECT DESCRIPTION			
Project title:			
Other partners in implementing the project:	(e.g. regional agency, buildings managing company, homeowners, etc.)		
Type of measure:	(technical or non-technical/legislative/normative):		
Is the measure part of SE(C)AP, NEEAP or any other sustainable plan?			
Sector:		Total cost of measure:	
Type of financing:		% of own budget secured:	
Phase:	(development, implementation, or monitoring)		
Implementation start (date when the savings/costs avoided will start/have started to occur):			
Lifetime of measure:			
Estimated annual energy savings:	MWh/a	Renewable energy production:	MWh/a
Targeted energy source (energy source being saved):		Type of fuel before (if applicable):	
		Type of fuel after the measure (if applicable):	
Estimated yearly CO2 reduction:	tCO2/a	Estimated yearly monetary savings:	
Description (including how the measure will be monitored, e.g. audit checks, monitoring energy bills, etc.):			
Relevant links or annexes describing the measure:			

Is the measure part of SE(C)AP, NEEAP or any other sustainable plan?			
Sector:		Total cost of measure:	
Type of financing:		% of own budget secured:	
Phase:	(development, implementation, or monitoring)		
Implementation start (date when the savings/costs avoided will start/have started to occur):			
Lifetime of measure:			
Estimated annual energy savings:	MWh/a	Renewable energy production:	MWh/a
Targeted energy source (energy source being saved):		Type of fuel before (if applicable):	
		Type of fuel after the measure (if applicable):	
Estimated yearly CO2 reduction:	tCO2/a	Estimated yearly monetary savings:	
Description (including how the measure will be monitored, e.g. audit checks, monitoring energy bills, etc.):			
Relevant links or annexes describing the measure:			
•			

ADD projects by copying and pasting the table.

Mentee's needs

Support needed from the mentor (in the form of sentences or questions):

Mentee(s), for guidance, check the module's handbook, available at the Learning Platform.

-

Step 2: Working together

Online session

STEP 2	Learning Plan Development session		
Date:	DD/MM/YY	Time:	hh:mm
GoToMeeting Link:			
GoToMeeting Code:			
Agenda:	• Introduction 　○ Reminder: make notes of the session for the evaluation of the programme, in Step 4 • Mentee presents projects and needs 　○ Description of projects 　○ List of questions to be addressed during the visit by the mentor 　○ Other relevant topics • Q&A • Definition of the learning objectives • Next steps and practical instructions for Step 3 (visit) 　○ Set date for visit 　○ Address possible travel and accommodation options 　○ Mentor estimates a date to present the first draft of the visit's agenda (learning activities, lecturers, and overall programme)		

Mentee's project

*Mentee, please **fill out** the table below.*

In case you don't know how to answer some of the questions (because the project is in the planning phase, for example), consider this table as a reminder of the information you should obtain to have a complete understanding of the possible outcomes and savings of your project. In a year, PROSPECT will approach you again with the same questions to learn about the progress of your project.

PROJECT DESCRIPTION	
Project title:	
Other partners in implementing the project:	(e.g. regional agency, buildings managing company, homeowners, etc.)
Type of measure:	(technical or non-technical/legislative/normative):

Step 3: Meeting up

Basic information about the visit

STEP 3	Peer mentoring/study visit		
Date:	DD to DD/MM/YY	Time:	From hh to hh
Location:	(street/avenue, number - city, country)		
How to get there:	(overall needed instructions, such as how to get there from the airport, train station, or by car)		

Agenda

*Mentor, please send the agenda at least **2 weeks before the visit**. The agenda will be finalised after review from the mentee(s) and facilitator. (For guidance, check the module's handbook, available at the Learning Platform)*

DAY 1	DD/MM		
TIME	TITTLE	LECTURER	MATERIALS
18.30	Dinner at (restaurant) – (address)		

DAY 2	DD/MM		
TIME	TITTLE	LECTURER	MATERIALS
18.30	Dinner at (restaurant) – (address)		

Relevant documents

*Mentor, please list the documents the mentee(s) should read **previous** to the visit and/or bring to the visit.*

Take-away from the visit

Mentor and mentee, please fill in the Annex 3.

Rethinking the financing scheme (after visit)

Mentee, please fill in the questions below with your impressions and main understanding about the financing scheme presented by the mentor. You are advised to take some time to reflect on the financing scheme, the projects presented, and their key features.

(Name of the financing scheme)	
Main impressions and understanding about the financing scheme:	
Key **strengths** of the financing scheme:	
Key **weakness** of the financing scheme:	
Key **steps** to set up or develop the financing scheme:	

*Table to be filled by **each mentee**. In case of more than one mentee, please copy and paste the table.*

Remaining comments and questions to be considered:

Mentee(s), briefly summarise your impression of the results of the project(s) that used the financing scheme. You can also add new questions that can be addressed by the mentor.

-

Step 4: Moving forward

Online session

STEP 4	Transferability & Evaluation session		
Date:		Time:	
GoToMeeting Link:			
GoToMeeting Code:			
Agenda:	- Introduction - Transferability analysis by the mentee - Q&A - Evaluation of the learning programme (inform about surveys so that they are filled out in the following days) - Finalisation of the Learning Plan		

Transferability analysis

Mentee, how do the conditions of success to set up or develop the financing scheme take place in your local context?

*For each of the conditions provided below, evaluate the potential to apply it to your local context following the scoring criteria. You are encouraged to refer to your answers in the **Benchmark survey** which has already helped you reflect on your current situation and the steps necessary to implement innovative financing schemes in your city. Please, add a short justification for your answer.*

Conditions for success			
Conditions	**Scoring criteria**	**Score**	**Justification for answer**
Staff availability	1 – No staff available 5 – There are available staff	Ex: 1	(Example for score 1: the mentor had 2 dedicated professionals to set up the financing scheme. Currently, we don't have this capacity in place)
Time needed for implementation	1 – The time needed to set up the scheme is not realistic to my context 5 – The time needed to set up the scheme is perfectly fine		
Governance related efforts	1 – The Municipality doesn't have experience or capacity		

Appendix II Survey questions

1/15 Name and surname (optional)

Your answer

2/15 Country *

Choose ▾

3/15 City/Municipality/Region *

Your answer

4/15 Please name the project, including the targeted sector *

Your answer

5/15 What was the progress made since you joined the PROSPECT programme? In what phase is your project now? *

Your answer

6/15 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? *

Your answer

7/15 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?

Your answer

8/15 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)? *

Your answer

9/15 If you have the following details for the project, please let us know:

10/15 Project budget (EUR)

Your answer

11/15 Estimated energy savings (MWh)

Your answer

12/15 Targeted energy source

Your answer

13/15 Estimated yearly CO2 reduction (tCO2/a)

Your answer

14/15 Estimated yearly CO2 reduction (tCO2/a)

Your answer

15/15 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.

Appendix III Learning cycles timeline

	2017							2018												2019												2020					
	June	July	Augu	Sept	Octo	Nove	Dece	Janu	Febr	Marc	April	May	June	July	Augu	Sept	Octo	Nove	Dece	Janu	Febr	Marc	April	May	June	July	Augu	Sept	Octo	Nove	Dece	Janu	Febr	Marc	April	May	June	July	Augu	Sept	Octo	Nove
Project month:	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42
Pilot learning - preparation																																						
Pilot learning - implementation								1	2	3	4																											
Cycle 1 - preparation								Engagement campaign																														
Cycle 1 - implementation											1	2		3		4																						
Cycle 2 - preparation												Engaging men Matching																										
Cycle 2 - implementation															1		2	3		4																		
Cycle 3 - preparation																	Engaging men Matching with mentees																					
Cycle 3 - implementation																				1	2		3			4												
Cycle 4 - preparation																						Engaging Matching with mentees															
Cycle 4 - implementation																									1		2			3			4					

Appendix IV List of all PROSPECT participants

No	Organisation	City	A	B	Country	Staff Category	Mentor / Mentee	Module	Group	DO
1	3 Counties Energy Agency	Carlow, Kilkenny and Wexford counties		X	Ireland	Manager	Mentor	Public Lighting	C3_PuL1, C4_PuB2	
2	AE3R Ploiesti-Prahova	Ploiești-Prahova Counties		X	Romania	Director	Mentee	Public lighting	C1_PuL3	
3	Aegean Energy Agency	Islands of South Aegean		X	Greece	Sustainable Energy Expert	Mentee	Public Lighting	C2_PuL2, C4_PuB4	
4	AGENEAL - Municipal Energy Agency of Almada	Almada		X	Portugal	Project Manager	Mentor	Public Buildings	C1_PuB	
5	AGENEX - Extremadura Energy Agency	Extremadura Region			Spain		Mentee	Public Buildings	C2_PuB3	
6	ALEA - Alba Local Energy Agency	Alba Iulia		X	Romania		Mentee	Public Lighting	C2_PuL2	
7	ALEC-MVE	East of Paris region		X	France		Mentee	Public Buildings	C3_PuB2	DO
8	ALEC-MVE	Montreuil		X	France	Head of Energy Efficiency and Renewable Energy Department	Mentee	Cross-sectoral	C4_Cross2	
9	AURA Environmental Agency	Lyon		X	France	Head International Affairs	Mentor	Public Buildings	C4_PuB2	
10	Ave Energy Agency	Fafe		X	Portugal	Environmental engineer	Mentee	Public buildings	C4_PuB5	
11	Barcelona Province	Barcelona	X		Spain	Environmental Officer	Mentee	Public Lighting	C2_PuL4	
12	Black Sea Energy Cluster	Varna		X	Bulgaria	Chairman	Mentee	Public lighting	C1_PuL3	
13	Bruxelles Environment	Brussels		X	Belgium	Project manager	Mentee	Private buildings	C1_PrB	
14	Câmara Municipal de Loures	Loures	X		Portugal	Electrical Engineer - Técnica Superior	Mentee	Public lighting, Public Buildings, Public Buildings	C1_PuL1, C3_PuB1, C4_Renew	
15	Canton of Sarajevo	Sarajevo	x		Bosnia & Herzegovina	Project manager and adviser	Mentee	Public Buildings, Public lighting	C3_PuB1	
16	Cartif Technology Center	Valladolid		X	Spain	Responsible for Energy. Strategy and Business Development	Mentor	Private Buildings	C4_Build2	
17	Cascais Ambiente	Cascais		X	Portugal		Mentee	Cross-Sectoral	C4_Cross1	DO
18	Castlepollard Local Development	Castlepollard		X	Ireland	Chairman	Mentee	Public Buildings	C4_PuB2	
19	Cities Network "Sustainable city"	Elliniko		X	Greece		Mentee	Public Buildings	C2_PuB3	
20	City of Albertville	Albertville	X		France	finance director	Mentor	Cross-sectoral	C4_Cross2	

#	Organisation	Location			Country	Position	Role	Sector	Code	
21	City of Kamianets-Podilsk	Kamianets-Podilsky	X		Ukraine	Head of the Department of Energy Management Development	Mentee	Public Lighting	C4_PuL1	
22	City of Maribor	Maribor	X		Slovenia	Director	Mentor	Public Lighting	C4_PuL2	
23	City of Paris	Paris	X		France	Project manager "Low CArbon city"	Mentor	Cross-Sectoral	C4_Cross1	DO
24	City of Utrecht	Utrecht	X		Netherlands		Mentee	Private buildings	C1_PrB	
25	Coimbra Region	Coimbra Region	X		Portugal	Director of Tecnical Support Structure	Mentee	Public lighting, Transport	C1_PuL3, C4_Trans1	
26	Development Agency of Karditsa	Karditsa		X	Greece	General Director	Mentor	Cross-Sectoral	C2_Bio, C3_Cross, C4_Bio	
27	Ecotransfaire	Grand Est Region		X	France	Project lead	Mentee	Private buildings	C1_PrB	
28	EECU - Association "Energy Efficient Cities of Ukraine"	Lviv		X	Ukraine	Program and Project Management Specialist	Mentor	Public buildings	C3_Ukr	
29	EnergaP - Energy Agency of Podravje	Podravje region		X	Slovenia	director	Mentor	Public lighting	C1_PuL1,, C3_PuL4	
30	Energikontor Norr	Norrbotten County		X	Sweden		Mentee	Public Buildings	C2_PuB4	
31	Energy Agency of Plovdiv	Plovdiv		X	Bulgaria	Project Coordinator	Mentor	Private Buildings	C3_PrB1	
32	Energy Agency of Teramo Province	Teramo		X	Italy	Energy expert	Mentee	Private Buildings	C4_Build1	
33	Energy Center of the Politecnico di Torino	Torino		x	Italy	Coordinator	Mentee	Private Buildings	C4_PrB1	
34	Energy Efficiency Fund	Sofia		x	Bulgaria	Deputy Director	Mentor	Public Lighting	C2_PuL1	
35	ESV - OÖ Energiesparverband	Upper Austria Region		x	Austria		Mentor	Public lighting, Public Buildings	C1_PuL3, C1_PuL4, C2_PuL5, C2_PuL6, C2_PuL7, C3_PuB2, C3_PuB3, C3_PuL2, C4_PuL5, C4_PuB5	
36	Executive Committee of the Pervomaisk City Council	Pervomaisk		x	Ukraine	Head of the Sector on issues for Energy Efficiency, Transport and Communication	Mentee	Public Buildings	C4_PuB3	DO
37	FERREXPO	Horishni Plavni		x	Ukraine	Specialict	Mentee	Cross-Sectoral	C4_Bio	DO
38	Funding for Future B.V.	Adazi		x	Latvia	Executive Director	Mentor	Private Buildings	C4_PrB1	

39	Grad Zagreb	Zagreb	x		Croatia	Assistant of the Head of O☐ce	Mentee	Private buildings	C1_PrB	
40	Hajdu-Bihar county Hungary (Agency based in Debrecen)	Debrecen		x	Hungary		Mentee	Public Lighting	C3_PuL4	
41	KORE Retrofit	Kavan		x	Ireland	Operations Director	Mentor	Public Buildings	C4_PuB3	
42	Kozyatyn City Council	Kozyatyn	x		Ukraine	Project manager	Mentee	Public buildings	C4_PuB5	DO
43	KSSENA - Energy Agency of Savinjska, Šleska and Koroška Region	Velenje		x	Slovenia	Project Manager	Mentor	Public lighting, Transport	C1_PuL2, C4_Trans1	
44	Lisboa E-Nova	Lisboa		x	Portugal		Mentee	Private buildings	C1_PrB	
45	Local Energy Agency of Lyon	Lyon		x	France	director	Mentor	Private buildings	C1_PrB	
46	London Borough of Croydon	Croydon	x		UK	STRATEGIC TRANSPORT MANAGER	Mentor	Transport	C4_Trans2	
47	London Borough of Sutton	South London	x		UK		Mentee	Public lighting	C1_PuL4	
48	MatosinhosHabit-MH	Matosinhos		x	Portugal	Engineer	Mentee	Private buildings, Public Buildings	C1_PrB, C2_PuB2, C3_PuB1	
49	Medjimurje Energy Agency	Medjimurje County		x	Croatia		Mentee	Public Lighting	C2_PuL5	DO
50	Metz Metropole	Metz	x		France	Energy saving manager, Chargé de mission	Mentee	Cross-sectoral	C4_Cross2	
51	Municiality of Mizil	Mizil	x		Romania	Head, Development Department	Mentee	Public lighting	C1_PuL2	
52	Municipalities of Palma Campania, San Gennaro, San Giuseppe vesuviano, Striano	Palma Campania, San Gennaro, San Giuseppe vesuviano, Striano	x		Italy	Energy Consultant	Mentee	Public Buildings	C4_PuB4	
53	Municipality of LYKOVRISI - PEFKI	LYKOVRISI - PEFKI	x		Greece		Mentee	Cross-Sectoral	C4_Bio	DO
54	Municipality of Acquappesa	Acquappesa	x		Italy		Mentee	Cross-Sectoral	C3_Cross	
55	Municipality of Agia	Agia	x		Greece	-	Mentee	Public Lighting	C4_PuL5	DO
56	Municipality of Agios Dimitrios	Agios Dimitrios	x		Greece		Mentee	Public lighting	C1_PuL4	
57	Municipality of Albertville	Albertville	x		France	director	Mentee	Public Buildings	C4_PuB1	
58	Municipality of Alimos	Alimos	x		Greece	Energy Efficiency Projects Manager	Mentee	Public Lighting	C2_PuL6	
59	Municipality of Amarante	Amarante	x		Portugal	Chefe de equipa de Projetos Especiais	Mentee	Public Lighting	C2_PuL4	
60	Municipality of Antwerp	Antwerp	x		Belgium		Mentee	Public Lighting	C2_PuL1	
61	Municipality of Aparan	Aparan	x		Armenia		Mentee	Public Buildings	C3_PuB3	DO

62	Municipality of Aradippou	Aradippou	x		Cyprus	EU Affairs Office Advisor	Mentee	Public Buildings	C2_PuB1	
63	Municipality of Arahal	Arahal	x		Spain	Municipal Engineer	Mentee	Public Buildings	C3_PuB1	DO
64	Municipality of Assen	Assen	x		Netherlands	EU Project Advisor	Mentor	Private Buildings	C3_PrB2	DO
65	Municipality of Avila	Avila	x		Spain	Project officer	Mentee	Public Lighting	C2_PuL3	
66	Municipality of Bacau	Bacau	x		Romania		Mentee	Transport	C3_Trans1	
67	Municipality of Baiao	Baiao	x		Portugal		Mentee	Cross-Sectoral	C2_Bio	
68	Municipality of Basse-Terre	Basse-Terre	x		France		Mentee	Cross-Sectoral	C3_Cross	DO
69	Municipality of Beja	Beja	x		Portugal	Architect	Mentee	Public Lighting	C2_PuL4	
70	Municipality of Bigastro	Bigastro	x		Spain	Mayor	Mentee	Public Buildings	C2_PuB1	
71	Municipality of Bila Tserkva	Bila Tserkva	x		Ukraine	Head of the Department	Mentee	Public buildings	C3_Ukr	DO
72	Municipality of Bucharest	Bucharest	x		Romania	executive director	Mentee	Public Buildings	C4_Renew	
73	Municipality of Burgas	Burgas	x		Bulgaria		Mentee	Public Lighting	C2_PuL7	
74	Municipality of Bydgoszcz	Bydgoszcz	x		Poland	Inspector at the Energy Management Office	Mentee	Public Buildings	C3_PuB1	
75	Municipality of Caldas da Rainha	Caldas da Rainha	x		Portugal	Executive Director	Mentor	Public Lighting	C4_PuL1	
76	Municipality of Caldas de Rainha	Caldas de Rainha	x		Portugal	Chief	Mentee	Transport	C3_Trans2	
77	Municipality of Charleroi	Charleroi	x		Belgium		Mentee	Transport	C3_Trans1	
78	Municipality of Château-Thierry	Château-Thierry	x		France	Chargée de mission énergie climat	Mentee	Cross-Sectoral	C3_Cross	
79	Municipality of Chortkiv	Chortkiv	x		Ukraine		Mentee	Public buildings	C3_Ukr	DO
80	Municipality of Cimislia	Cimislia	x		Moldova	Mayor	Mentee	Public Buildings	C3_PuB1	DO
81	Municipality of Corinh	Corinh	x		Greece	OFFICER	Mentee	Public Lighting	C4_PuL2	DO
82	Municipality of Coutances	Coutances	x		France		Mentee	Public Buildings	C2_PuB2	
83	Municipality of Dionysos	Dionysos	x		Greece	Civil Engineer, advisor	Mentee	Public buildings	C4_PuB5	
84	Municipality of Dnipro	Dnipro	x		Ukraine		Mentee	Public buildings	C3_Ukr	
85	Municipality of Dobrich	Dobrich	x		Bulgaria	Project Manager	Mentee	Transport	C3_Trans2, C4_Pul5	
86	Municipality of Drama	Drama	x		Greece		Mentee	Public Lighting	C2_PuL3	DO
87	Municipality of Dublin	Dublin	x		Ireland		Mentee	Cross-Sectoral	C3_Cross	DO

88	Municipality of Dubno	Dubno	x		Ukraine	Energy management, investment projects, transport; Deputy head of Economic and Property Department	Mentee	Transport	C4_Trans1	DO
89	Municipality of Egaleo	Egaleo	x		Greece	Energy Manager	Mentee	Public lighting, Public Buildings	C1_PuL4, C3_PuB1	
90	Municipality of Elliniko Argyroupoli	Elliniko Argyroupoli	x		Greece		Mentee	Private Buildings	C4_Build2	
91	Municipality of Essen	Essen	x		Germany		Mentee	Transport	C3_Trans1	
92	Municipality of Evrotas	Evrotas	x		Greece		Mentee	Cross-Sectoral	C4_Bio	DO
93	Municipality of Farkadona	Farkadona	x		Greece	Head of the Planning Department	Mentee	Cross-Sectoral, Transport	C2_Bio,, C4_Trans1	
94	Municipality of Gabrovo	Gabrovo	x		Bulgaria		Mentee	Public Buildings	C2_PuB3	
95	Municipality of Giannitsa	Giannitsa	x		Greece		Mentee	Public lighting	C4_PuL5	DO
96	Municipality of Girona	Girona	x		Spain		Mentee	Private Buildings	C3_PrB2	DO
97	Municipality of Guimarães	Guimarães	x		Portugal	Eletrical Enginner/International Project Manager	Mentee	Public Lighting	C3_PuL2	
98	Municipality of Heerlen	Heerlen	x		Netherlands		Mentee	Public Buildings	C1_PuB	
99	Municipality of Hengelo	Hengelo	x		Netherlands	Advisor grants and external affairs	Mentee	Public Buildings	C2_PuB1	
100	Municipality of Igoumenitsa	Igoumenitsa	x		Greece	Architect	Mentee	Transport	C3_Trans2	
101	Municipality of Ipswish	Ipswish	x		UK		Mentee	Private Buildings	C3_PrB1	
102	Municipality of Irakleio Attica	Irakleio Attica	x		Greece	Geologist	Mentee	Public Lighting	C2_PuL6	
103	Municipality of Istiea	Istiea	x		Greece		Mentee	Public Buildings	C2_PuB3	DO
104	Municipality of Jaslo	Jaslo	x		Poland	,, Advisor to the Board	Mentee	Public Lighting, Transport	C3_PuL1,, C4_Trans1	
105	Municipality of Jönköping	Jönköping	x		Sweden	Project leader	Mentee	Public Lighting	C2_PuL4	
106	Municipality of Jurmala	Jurmala	x		Latvia	Energy manager	Mentee	Public Buildings	C3_PuB2	DO
107	Municipality of Karkhiv	Karkhiv	x		Ukraine		Mentee	Public Buildings	C4_PuB1	
108	Municipality of Karlovac	Karlovac	x		Croatia	Senior Expert Associate for European Funds and energy efficiency	Mentor	Public Buildings	C4_Renew	
109	Municipality of Kharkiv	Kharkiv	x		Ukraine	Head of Monitoring and Information Analysis	Mentee	Public Lighting, Public buildings	C3_PuL2,, C4_PuB1	

110	Municipality of Khmelnytskyi	Khmelnytskyi	x		Ukraine	Deputy chief of energy management department	Mentee	Public Lighting , Public Buildings	C2_PuL6 , C3_PuB3, C3_Ukr	
						,, Chief Specialist of the Department				
111	Municipality of Kildare	Kildare	x		Ireland		Mentee	Public Buildings	C2_PuL5	DO
112	Municipality of Koekelberg	Brussels	x		Belgium	Director General	Mentee	Public Lighting	C3_PuL4	
113	Municipality of Koprivnica	Koprivnica	x		Croatia	Energy Advisor	Mentee	Transport	C3_Trans2	
114	Municipality of Kramatorsk	Kramatorsk	x		Ukraine	Head of Department of investment activity and foreign economic relations	Mentee	Public Lighting	C3_PuL3	
115	Municipality of Kranj	Kranj	x		Slovenia	Deputy Director	Mentee	Private Buildings	C4_Build1	
116	Municipality of Kremenchuk	Kremenchuk	x		Ukraine	deputy director	Mentee	Public Lighting	C3_PuL3	
117	Municipality of Kropyvnytskyi	Kropyvnytskyi	x		Ukraine	Chief Specialist of the Division of Energy Management and Industry	Mentee	Public buildings	C3_Ukr	
118	Municipality of Kryvyi Rih	Kryvyi Rih	x		Ukraine	Chief Specialist of the Department	Mentee	Public buildings	C3_Ukr, C4_Renew	
119	Municipality of Leuven	Leuven	x		Belgium		Mentee	Private Buildings	C3_PrB2	DO
120	Municipality of Liévin	Liévin	x		France	Civil Engineer	Mentee	Public Buildings	C3_PuB2	
121	Municipality of Mafra	Mafra	x		Portugal	Unit Leader	Mentee	Private Buildings	C4_Build1	
122	Municipality of Maia	Maia	x		Portugal		Mentee	Public lighting	C1_PuL3	DO
123	Municipality of Mantova	Mantova	x		Italy	European projects and international relations officer	Mentee	Transport	C3_Trans2	
124	Municipality of Mariupol	Mariupol	x		Ukraine	I category Specialist of the Department	Mentee	Public buildings	C3_Ukr	
125	Municipality of Meligalas-Oichalia	Meligalas-Oichalia	x		Greece		Mentee	Public Buildings	C2_PuB2, C4_PuB2	DO
126	Municipality of Melitopol	Melitopol	x		Ukraine	Chief Specialist of the Division of Economics and Energy Efficiency	Mentee	Public buildings	C3_Ukr	
127	Municipality of Messini	Messini	x		Greece		Mentee	Transport	C4_Trans2	

128	Municipality of Metamorphosi	Metamorphosi	x		Greece	Head of Department	Mentee	Transport	C4_Trans1	DO
129	Municipality of Milos	Milos	x		Greece	Mayor	Mentee	Public Buildings	C2_PuB1	
130	Municipality of Mogadouro	Mogadouro	x		Portugal	Electrical Engineer	Mentee	Public lighting	C1_PuL2	
131	Municipality of Moschato	Moschato	x		Greece	Mayor	Mentee	Public Buildings	C2_PuB1	
132	Municipality of Mykolaiv	Mykolaiv	x		Ukraine	Head of the Division of Energy Supervision, Regulation and Control	Mentee	Public buildings	C3_Ukr	
133	Municipality of Myrhorod	Myrhorod	x		Ukraine	Chief of department	Mentee	Private Buildings	C4_Build1	DO
134	Municipality of Nea Ionia	Nea Ionia	x		Greece	Chemical Engineer Msc., Department of Development and Planning	Mentee	Public Lighting ,, Public buildings	C2_PuL6, C4_PuB4	
135	Municipality of Nesebar	Nesebar	x		Bulgaria		Mentee	Public Lighting	C2_PuL2	
136	Municipality of Nicosia	Nicosia	x		Cyprus		Mentee	Public lighting	C4_PuL5	
137	Municipality of Nizhyn	Nizhyn	x		Ukraine	Head of investment and foreign economic activity unit	Mentee	Public Lighting	C2_PuL7	
138	Municipality of Oeiras	Oeiras	x		Portugal		Mentee	Transport ,, Public Lighting	C3_Trans1, C2_PuL6	DO
139	Municipality of Pałecznica	Pałecznica	x		Poland	project coordinator	Mentee	Public Buildings	C4_PuB2	
140	Municipality of Paris	Paris	x		France		Mentee	Public Buildings	C3_PuB3	DO
141	Municipality of Parma	Parma	x		Italy		Mentee	Private Buildings	C3_PrB2	DO
142	Municipality of Patras	Patras	x		Greece	Civil Engineer	Mentee	Public Lighting	C2_PuL7	DO
143	Municipality of Pau	Pau	x		France	Project Manager	Mentee	Public Buildings	C4_Renew	DO
144	Municipality of Pesaro	Pesaro	x		Italy	Project Manager	Mentee	Public Buildings	C3_PuB2	
145	Municipality of Petfurdo	Petfurdo	x		Hungary		Mentee	Private Buildings	C3_PrB1	
146	Municipality of Ploiesti	Ploiesti	x		Romania	European projects manager	Mentee	Public Buildings	C3_PuB2	DO
147	Municipality of Poitiers	Poitiers	x		France		Mentee	Public lighting	C1_PuL3	DO
148	Municipality of Rome	Rome	x		Italy	Category manager/Category manager	Mentee	Public Lighting	C3_PuL2	
149	Municipality of Rustavi	Rustavi	x		Georgia		Mentee	Public Lighting	C2_PuL7	DO
150	Municipality of San Giuseppe Vesuviano	San Giuseppe Vesuviano	x		Italy	Energy and mobility management	Mentee	Transport	C4_Trans1	

151	Municipality of Santander	Santander	x		Spain		Mentee	Public Buildings	C3_PuB3	DO
152	Municipality of Sant-Cugat	Sant-Cugat	x		Spain	Urban Quality and Mobility Director	Mentor	Public Lighting	C3_PuL3	
153	Municipality of Saronikos	Saronikos	x		Greece		Mentee	Cross-Sectoral	C2_Bio	DO
154	Municipality of Seixal	Seixal	x		Portugal		Mentee	Public Buildings	C2_PuB2	DO
155	Municipality of Siemiatycze	Siemiatycze	x		Poland	Deputy manager infrastructure department	Mentee	Public Buildings	C3_PuB1	
156	Municipality of Sofia	Sofia	x		Bulgaria	Project Manager	Mentee	Public Buildings	C2_PuB1	
157	Municipality of Strasbourg	Strasbourg	x		France	project officer	Mentee	Public Buildings	C4_PuB2	
158	Municipality of Sumi	Sumi	x		Ukraine	Deputy Head of the Division of Ecology, Energy Saving and Energy Payments	Mentee	Public buildings	C3_Ukr	
159	Municipality of Svilengrad	Svilengrad	x		Bulgaria	Junior Expert	Mentee	Public Buildings	C2_PuB1	
160	Municipality of Sztum	Sztum	x		Poland	Inspektor ds energetycznych	Mentee	Cross-Sectoral	C3_Cross	
161	Municipality of Taraclia	Taraclia	x		Moldova		Mentee	Public Lighting	C2_PuL2	
162	Municipality of Tartu	Tartu	x		Estonia		Mentee	Public Buildings	C3_PuB3	
163	Municipality of Tartu	Tartu			Estonia	Expert	Mentor	Private Buildings	C4_Build1	
164	Municipality of Tetiyiv	Tetiyiv	x		Ukraine	Energy manager	Mentee	Private Buildings	C4_Build2	
165	Municipality of Thiva	Thiva	x		Greece	Mechanical Engineer	Mentee	Public Lighting	C3_PuL3	
166	Municipality of Timisoara	Timisoara	x		Romania		Mentee	Public Buildings	C2_PuB3	
167	Municipality of Tipperary	Tipperary	x		Ireland		Mentee	Private Buildings	C3_PrB1	
168	Municipality of Torres Vedas	Torres Vedas	x		Portugal	Electrical Engineer	Mentee	Public lighting	C1_PuL2	
169	Municipality of Trikala	Trikala	x		Greece	Civil engineer	Mentee	Public Lighting	C2_PuL3	
170	Municipality of Tripoli	Tripoli	x		Greece	IT Manager, Head of Department	Mentee	Public Lighting	C4_PuL1	
171	Municipality of Umag	Umag	x		Croatia		Mentee	Public Lighting	C2_PuL5	DO
172	Municipality of Valladolid	Valladolid	x		Spain	Smart City Project Manager	Mentor	Transport	C3_Trans1, C3_Trans2, C4_Trans1	
173	Municipality of Vari Voula Vouliagmeni	Vari Voula Vouliagmeni	x		Greece	-	Mentee	Public Lighting	C4_PuL4	
174	Municipality of Vaslui	Vaslui	x		Romania	Counselor	Mentee	Public Lighting, Transport	C2_Pul7, C3_Trans2	

#	Name	City	A	B	Country	Title	Role	Sector	Code	
175	Municipality of Vila Nova de Polares	Vila Nova de Polares	x		Portugal	,, Architect	Mentee	Public Lighting,, Public Buildings	C2_PuL2, C3_PuB2	
176	Municipality of Viseu	Viseu	x		Portugal	Técnico Superior	Mentee	Cross-Sectoral	C3_Cross	
177	Municipality of Yerevan	Yerevan	x		Armenia	Head	Mentee	Public Buildings ,, Private Buildings	C3_PuB2, C4_Build2	
178	OesteSustentável	OesteSustentável		x	Portugal		Mentee	Public Lighting	C2_PuL1	
179	Piemonte Region	Piemonte Region	x		Italy	Project Manager	Mentor	Public Buildings	C2_PuB3	
180	Pieriki Anaptixiaki-Local Development Agency for Municipality of Katerini	Katerini		x	Greece	Senior Project Manager	Mentee	Public Lighting ,, Public buildings	C2_PuL3, C4_PuB5	
181	Porto Energy Agency	Porto		x	Portugal	Technical Director	Mentor	Public Lighting	C4_PuL4	
182	ProjectZero	Sonderborg		x	Denmark	Department chief	Mentee	Private Buildings	C4_PrB1	
183	Province of Girona	Province of Girona	x		Spain	Project manager	Mentor	Public Lighting	C2_PuL2, C2_PuL3	
184	Rafina-Pikermi Municipality	Pikermi	x		Greece	Vice mayor, Prof. in GeoInformatics	Mentee	Public Buildings	C4_PuB3	
185	REA - Regional Energy Agency North	Koprivnica		x	Croatia	Managing director	Mentor	Public Lighting	C2_PuL4	
186	Region of Peloponnese	Peloponnisos	x		Greece		Mentee	Transport	C3_Trans1	
187	Regional agency for environmental protection and energy	Bologna		x	Italy	PhD environmental sciences	Mentee	Transport	C4_Trans2	DO
188	Samso Energy Academy	Ballen		x	Denmark	Project Manager	Mentee	Cross-Sectoral	C4_Cross1	DO
189	SMART CITY Litoměřice	Litoměřice	x		Czech Republic	Enegy manager	Mentor	Public Buildings	C2_PuB2	
190	Syndicat Intercommunal des Energies de la Loire	Saint Priest en Jarez		x	France	Chargée de financements	Mentee	Public Lighting	C4_PuL2	
191	Tipperary Energy Agency	Tipperary County		x	Ireland	Chief Executive	Mentor	Public Buildings	C2_PuB4	
192	Vilnius City Administration	Vilnius	x		Lithuania		Mentee	Private buildings	C1_PrB	
193	Walloon Region	Walloon Region	x		Belgium		Mentee	Public Buildings	C2_PuB3	
194	Western Development Commission	Western region		x	Ireland		Mentee	Public lighting	C1_PuL3	
195	ZEZ - Green Energy Cooperative	Zagreb		x	Croatia		Mentor	Public Buildings	C2_PuB1, C4_PuB1	

Type A includes City, region, province (149 in total)

Type B includes Energy agency, association, network, etc. (46 in total)

Appendix V All participants per module and per learning group

PRIVATE BUILDING	PUBLIC BUILDINGS	TRANSPORT	PUBLIC LIGHTING	CROSS-SECTORAL
1. C1_PrB 2. C3_PrB1 3. C4_Build1 4. C4_Build2 5. C4_PrB1	6. C1_PuB 7. C2_PuB1 8. C2_PuB2 9. C2_PuB3 10. C2_PuB4 11. C3_PuB1 12. C3_PuB2 13. C3_PuB3 14. C3_Ukr 15. C4_PuB1 16. C4_PuB2 17. C4_PuB3 18. C4_PuB4 19. C4_PuB5 20. C4_Renew	21. C3_Trans1 22. C3_Trans2 23. C4_Trans1 24. C4_Trans2	25. C1_PuL1 26. C1_PuL2 27. C1_PuL3 28. C1_PuL4 29. C2_PuL1 30. C2_PuL2 31. C2_PuL3 32. C2_PuL4 33. C2_PuL6 34. C2_PuL7 35. C3_PuL1 36. C3_PuL2 37. C3_PuL3 38. C3_PuL4 39. C4_PuL1 40. C4_PuL2 41. C4_PuL4 42. C4_PuL5	43. C2_Bio 44. C3_Cross 45. C4_Cross2

PRIVATE BUILDING

C1_PrB

Local Energy Agency of Lyon	Lyon	France	Mentor	Citizens Finance, Soft Loans, Fiscal, EPC

Bruxelles Environment	Brussels	Belgium	Mentee	Citizens Finance, Soft Loans, Fiscal, EPC
City of Utrecht	Utrecht	Netherlands	Mentee	Citizens Finance, Soft Loans, Fiscal, EPC
Ecotransfaire	Grand Est Region	France	Mentee	Citizens Finance, Soft Loans, Fiscal, EPC
Grad Zagreb	Zagreb	Croatia	Mentee	Citizens Finance, Soft Loans, Fiscal, EPC
Lisboa E-Nova	Lisboa	Portugal	Mentee	Citizens Finance, Soft Loans, Fiscal, EPC
Vilnius City Administration	Vilnius	Lithuania	Mentee	Citizens Finance, Soft Loans, Fiscal, EPC
MatosinhosHabit-MH	Matosinhos	Portugal	Mentee	Citizens Finance, Soft Loans, Fiscal, EPC ,, Revolving Fund ,, EPC

C3_PrB1

Energy Agency of Plovdiv	Plovdiv	Bulgaria	Mentor	???
Municipality of Ipswish	Ipswish	UK	Mentee	???
Municipality of Petfurdo	Petfurdo	Hungary	Mentee	???
Municipality of Tipperary	Tipperary	Ireland	Mentee	???

C4_Build1

Municipality of Tartu	Tartu	Estonia	Mentor	Combination of private and public financing
Municipality of Mafra	Mafra	Portugal	Mentee	Combination of private and public financing
Energy Agency of Teramo Province	Teramo	Italy	Mentee	Combination of private and public financing
Municipality of Kranj	Kranj	Slovenia	Mentee	Combination of private and public financing

C4_Build2

Cartif Technology Center	Valladolid	Spain	Mentor	EPC
Municipality of Tetiyiv	Tetiyiv	Ukraine	Mentee	EPC

Municipality of Elliniko Argyroupoli	Elliniko Argyroupoli	Greece	Mentee	EPC
Municipality of Yerevan	Yerevan	Armenia	Mentee	EPC

C4_PrB1

Funding for Future B.V.	Adazi	Latvia	Mentor	EPC
ProjectZero	Sonderborg	Denmark	Mentee	EPC
Energy Center of the Politecnico di Torino	Torino	Italy	Mentee	EPC

PUBLIC BUILDINGS

C1_PuB

AGENEAL - Municipal Energy Agency of Almada	Almada	Portugal	Mentor	Revolving Fund
Municipality of Heerlen	Heerlen	Netherlands	Mentee	Revolving Fund

C2_PuB1

ZEZ - Green Energy Cooperative	Zagreb	Croatia	Mentor	Citizens Finance, Crowd Funding,, Citizen and community financing (Energy cooperative)
Municipality of Aradippou	Aradippou	Cyprus	Mentee	Citizens Finance, Crowd Funding
Municipality of Bigastro	Bigastro	Spain	Mentee	Citizens Finance, Crowd Funding
Municipality of Hengelo	Hengelo	Netherlands	Mentee	Citizens Finance, Crowd Funding
Municipality of Milos	Milos	Greece	Mentee	Citizens Finance, Crowd Funding

Municipality of Moschato	Moschato	Greece	Mentee	Citizens Finance, Crowd Funding
Municipality of Sofia	Sofia	Bulgaria	Mentee	Citizens Finance, Crowd Funding
Municipality of Svilengrad	Svilengrad	Bulgaria	Mentee	Citizens Finance, Crowd Funding ,, EPC

C2_PuB2

SMART CITY Litoměřice	Litoměřice	Czech Republic	Mentor	Revolving Fund
Municipality of Coutances	Coutances	France	Mentee	Revolving Fund

C2_PuB3

Piemonte Region	Piemonte Region	Italy	Mentor	EPC, Third Party
AGENEX - Extremadura Energy Agency	Extremadura Region	Spain	Mentee	EPC, Third Party
Cities Network "Sustainable city"	Elliniko	Greece	Mentee	EPC, Third Party
Walloon Region	Walloon Region	Belgium	Mentee	EPC, Third Party
Municipality of Gabrovo	Gabrovo	Bulgaria	Mentee	EPC, Third Party
Municipality of Timisoara	Timisoara	Romania	Mentee	EPC, Third Party

C2_PuB4

Energikontor Norr	Norrbotten County	Sweden	Mentee	ELENA, Social Funds
Tipperary Energy Agency	Tipperary County	Ireland	Mentor	ELENA, Social Funds

C3_PuB1

KSSENA - Energy Agency of Savinjska, Šleska and Koroška Region	Velenje	Slovenia	Mentor	EPC, Third party ,, EPC
Municipality of Bydgoszcz	Bydgoszcz	Poland	Mentee	EPC
Municipality of Siemiatycze	Siemiatycze	Poland	Mentee	EPC
Municipality of Egaleo	Egaleo	Greece	Mentee	EPC
Câmara Municipal de Loures	Loures	Portugal	Mentee	EPC, Citizen and community financing (micro-loans)
Canton of Sarajevo	Sarajevo	Bosnia & Herzegovina	Mentee	EPC, H2020, e-mobility implementation, different schemes, EPC

C3_PuB2

ESV - OÖ Energiesparverband	Upper Austria Region	Austria	Mentor	EPC
Municipality of Liévin	Liévin	France	Mentee	EPC
Municipality of Pesaro	Pesaro	Italy	Mentee	EPC
Municipality of Vila Nova de Polares	Vila Nova de Polares	Portugal	Mentee	EPC ,, EPC
Municipality of Yerevan	Yerevan	Armenia	Mentee	EPC

C3_PuB3

ESV - OÖ Energiesparverband	Upper Austria Region	Austria	Mentor	EPC
Municipality of Tartu	Tartu	Estonia	Mentee	EPC
Municipality of Khmelnytskyi	Khmelnytskyi	Ukraine	Mentee	Revolving Fund , EPC

C3_Ukr

EECU - Association "Energy Efficient Cities of Ukraine"	Lviv	Ukraine	Mentor	EPC

Municipality of Dnipro	Dnipro	Ukraine	Mentee	EPC
Municipality of Mykolaiv	Mykolaiv	Ukraine	Mentee	EPC
Municipality of Kropyvnytskyi	Kropyvnytskyi	Ukraine	Mentee	EPC
Municipality of Kryvyi Rih	Kryvyi Rih	Ukraine	Mentee	EPC ,, Citizen and community financing (micro-loans)
Municipality of Mariupol	Mariupol	Ukraine	Mentee	EPC
Municipality of Melitopol	Melitopol	Ukraine	Mentee	EPC
Municipality of Sumi	Sumi	Ukraine	Mentee	EPC
Municipality of Khmelnytskyi	Khmelnytskyi	Ukraine	Mentee	Revolving Fund , EPC

C4_PuB1

ZEZ - Green Energy Cooperative	Zagreb	Croatia	Mentor	Citizens Finance, Crowd Funding, Citizen and community financing (Energy cooperative)
Municipality of Albertville	Albertville	France	Mentee	Citizen and community financing (Energy cooperative)
Municipality of Karkhiv	Karkhiv	Ukraine	Mentee	Citizen and community financing (Energy cooperative)
Municipality of Kharkiv	Kharkiv	Ukraine	Mentee	EPC, Citizen and community financing (Energy cooperative)

C4_PuB2

AURA Environmental Agency	Lyon	France	Mentor	Citizen and community financing, Energy saving certificates
Castlepollard Local Development	Castlepollard	Ireland	Mentee	Citizen and community financing (Energy cooperative)
Municipality of Pałecznica	Pałecznica	Poland	Mentee	Citizen and community financing, Energy saving certificates
Municipality of Strasbourg	Strasbourg	France	Mentee	Citizen and community financing, Energy saving certificates

3 Counties Energy Agency	Kilkenny	Ireland	Mentee	Citizen and community financing, Energy saving certificates

C4_PuB3

KORE Retrofit	Kavan	Ireland	Mentor	Third-party financing
Rafina-Pikermi Municipality	Pikermi	Greece	Mentee	Third-party financing

C4_PuB4

Aegean Energy Agency	Athens, Greece	Greece	Mentor	Combination of EPC and Structural funds & Project bundling
Municipalities of Palma Campania, San Gennaro, San Giuseppe vesuviano, Striano	Palma Campania, San Gennaro, San Giuseppe vesuviano, Striano	Italy	Mentee	Combination of EPC and Structural funds & Project bundling
Municipality of Nea Ionia	Nea Ionia	Greece	Mentee	EPC ,, Combination of EPC and Structural funds & Project bundling

C4_PuB5

ESV - OÖ Energiesparverband	Upper Austria Region	Austria	Mentor	EPC
Municipality of Dionysos	Dionysos	Greece	Mentee	EPC
Ave Energy Agency	Fafe	Portugal	Mentee	EPC
Pieriki Anaptixiaki-Local Development Agency for Municipality of Katerini	Katerini	Greece	Mentee	Revolving Fund ,, EPC

C4_Renew

Municipality of Karlovac	Karlovac	Croatia	Mentor	Citizen and community financing (micro-loans)
Municipality of Bucharest	Bucharest	Romania	Mentee	Citizen and community financing (micro-loans)
Municipality of Kryvyi Rih	Kryvyi Rih	Ukraine	Mentee	EPC ,, Citizen and community financing (micro-loans)

Câmara Municipal de Loures	Loures	Portugal	Mentee	EPC ,, Citizen and community financing (micro-loans)

TRANSPORT

C3_Trans1

Municipality of Valladolid	Valladolid	Spain	Mentor	H2020, e-mobility implementation, different schemes
Municipality of Bacau	Bacau	Romania	Mentee	H2020, e-mobility implementation, different schemes
Municipality of Charleroi	Charleroi	Belgium	Mentee	H2020, e-mobility implementation, different schemes
Municipality of Essen	Essen	Germany	Mentee	H2020, e-mobility implementation, different schemes
Region of Peloponnese	Peloponnisos	Greece	Mentee	H2020, e-mobility implementation, different schemes

C3_Trans2

Municipality of Valladolid	Valladolid	Spain	Mentor	H2020, e-mobility implementation, different schemes
Municipality of Caldas de Rainha	Caldas de Rainha	Portugal	Mentee	H2020, e-mobility implementation, different schemes
Municipality of Igoumenitsa	Igoumenitsa	Greece	Mentee	H2020, e-mobility implementation, different schemes
Municipality of Koprivnica	Koprivnica	Croatia	Mentee	H2020, e-mobility implementation, different schemes
Municipality of Mantova	Mantova	Italy	Mentee	H2020, e-mobility implementation, different schemes
Municipality of Dobrich	Dobrich	Bulgaria	Mentee	H2020, e-mobility implementation, different schemes
Municipality of Vaslui	Vaslui	Romania	Mentee	H2020, e-mobility implementation, different schemes

C4_Trans1

Municipality of Valladolid	Valladolid	Spain	Mentor	H2020, e-mobility implementation, different schemes

Municipality of San Giuseppe Vesuviano	San Giuseppe Vesuviano	Italy	Mentee	
KSSENA - Energy Agency of Savinjska, Šleska and Koroška Regionf	Velenje	Slovenia	Mentee	
Coimbra Region	Coimbra Region	Portugal	Mentee	EPC
Municipality of Farkadona	Farkadona	Greece	Mentee	Cooperative
Municipality of Jaslo	Jaslo	Poland	Mentee	EPC

C4_Trans2

London Borough of Croydon	Croydon	UK	Mentor	Re-use of fines/congestion charge for financing new projects (Traffic calming, road safety)
Municipality of Messini	Messini	Greece	Mentee	Re-use of fines/congestion charge for financing new projects (Traffic calming, road safety)

PUBLIC LIGHTING

C1_PuL1

EnergaP - Energy Agency of Podravje	Podravje region	Slovenia	Mentor	EPC
Câmara Municipal de Loures	Loures	Portugal	Mentee	EPC ,, Citizen and community financing (micro-loans)

C1_PuL2

KSSENA - Energy Agency of Savinjska, Šleska and Koroška Region	Velenje	Slovenia	Mentor	EPC, Third party ,, EPC
Municiality of Mizil	Mizil	Romania	Mentee	EPC, Third party
Municipality of Mogadouro	Mogadouro	Portugal	Mentee	EPC, Third party

Municipality of Torres Vedas	Torres Vedas	Portugal	Mentee	EPC, Third party

C1_PuL3

ESV - OÖ Energiesparverband	Upper Austria Region	Austria	Mentor	EPC
AE3R Ploiesti-Prahova	Ploiești-Prahova Counties	Romania	Mentee	EPC
Black Sea Energy Cluster	Varna	Bulgaria	Mentee	EPC
Coimbra Region	Coimbra Region	Portugal	Mentee	EPC
Western Development Commission	Western region	Ireland	Mentee	EPC

C1_PuL4

ESV - OÖ Energiesparverband	Upper Austria Region	Austria	Mentor	EPC
London Borough of Sutton	South London	UK	Mentee	EPC
Municipality of Agios Dimitrios	Agios Dimitrios	Greece	Mentee	EPC
Municipality of Egaleo	Egaleo	Greece	Mentee	EPC

C2_PuL1

Energy Efficiency Fund	Sofia	Bulgaria	Mentor	Lending to ESCOs
Municipality of Antwerp	Antwerp	Belgium	Mentee	Lending to ESCOs
"OesteSustentável	"OesteSustentável	Portugal	Mentee	Lending to ESCOs

C2_PuL2

Province of Girona	Province of Girona	Spain	Mentor	EPC
Aegean Energy Agency	Islands of South Aegean	Greece	Mentee	EPC
ALEA - Alba Local Energy Agency	Alba Iulia	Romania	Mentee	EPC

Municipality of Nesebar	Nesebar	Bulgaria	Mentee	EPC
Municipality of Taraclia	Taraclia	Moldova	Mentee	EPC
Municipality of Vila Nova de Polares	Vila Nova de Polares	Portugal	Mentee	EPC ,, EPC

C2_PuL3

Province of Girona	Province of Girona	Spain	Mentor	EPC
Municipality of Avila	Avila	Spain	Mentee	EPC
Pieriki Anaptixiaki-Local Development Agency for Municipality of Katerini	Katerini	Greece	Mentee	Revolving Fund ,, EPC
Municipality of Trikala	Trikala	Greece	Mentee	EPC

C2_PuL4

REA - Regional Energy Agency North	Koprivnica	Croatia	Mentor	Revolving Fund
Municipality of Amarante	Amarante	Portugal	Mentee	Revolving Fund
Barcelona Province	Barcelona	Spain	Mentee	Revolving Fund
Municipality of Beja	Beja	Portugal	Mentee	Revolving Fund
Municipality of Jönköping	Jönköping	Sweden	Mentee	Revolving Fund

C2_PuL6

ESV - OÖ Energiesparverband	Upper Austria Region	Austria	Mentor	EPC
Municipality of Alimos	Alimos	Greece	Mentee	EPC
Municipality of Irakleio Attica	Irakleio Attica	Greece	Mentee	EPC
Municipality of Nea Ionia	Nea Ionia	Greece	Mentee	EPC ,, Combination of EPC and Structural funds & Project bundling
Municipality of Khmelnytskyi	Khmelnytskyi	Ukraine	Mentee	Revolving Fund , EPC

C2_PuL7

ESV - OÖ Energiesparverband	Upper Austria Region	Austria	Mentor	EPC
Municipality of Burgas	Burgas	Bulgaria	Mentee	EPC
Municipality of Nizhyn	Nizhyn	Ukraine	Mentee	EPC
Municipality of Vaslui	Vaslui	Romania	Mentee	H2020, e-mobility implementation, different schemes

C3_PuL1

3 Counties Energy Agency	Carlow, Kilkenny and Wexford counties	Ireland	Mentor	EPC
Municipality of Jaslo	Jaslo	Poland	Mentee	EPC

C3_PuL2

ESV - OÖ Energiesparverband	Upper Austria Region	Austria	Mentor	EPC
Municipality of Guimarães	Guimarães	Portugal	Mentee	EPC
Municipality of Kharkiv	Kharkiv	Ukraine	Mentee	EPC, Citizen and community financing (Energy cooperative)
Municipality of Rome	Rome	Italy	Mentee	EPC

C3_PuL3

Municipality of Sant-Cugat	Sant-Cugat	Spain	Mentor	PPP
Municipality of Kramatorsk	Kramatorsk	Ukraine	Mentee	PPP
Municipality of Kremenchuk	Kremenchuk	Ukraine	Mentee	PPP
Municipality of Thiva	Thiva	Greece	Mentee	PPP

C3_PuL4

EnergaP - Energy Agency of Podravje	Podravje region	Slovenia	Mentor	EPC

Hajdu-Bihar county Hungary (agency based in Debrecen)	Debrecen	Hungary	Mentee	EPC
Municipality of Koekelberg	Brussels	Belgium	Mentee	EPC

C4_PuL1

Municipality of Caldas da Rainha, "OesteSustentável	Caldas da Rainha	Portugal	Mentor	EPC, ESCO
City of Kamianets-Podilsk	Kamianets-Podilsky	Ukraine	Mentee	EPC, ESCO
Municipality of Tripoli	Tripoli	Greece	Mentee	EPC, ESCO

C4_PuL2

City of Maribor	Maribor	Slovenia	Mentor	EPC, ESCO
Syndicat Intercommunal des Energies de la Loire	Saint Priest en Jarez	France	Mentee	EPC, ESCO

C4_PuL4

Porto Energy Agency	Porto	Portugal	Mentor	Mix of EU funds (H2020) and savings payback in Public lighting
Municipality of Vari Voula Vouliagmeni	Vari Voula Vouliagmeni	Greece	Mentee	Mix of EU funds (H2020) and savings payback in Public lighting

C4_PuL5

ESV - OÖ Energiesparverband	Upper Austria Region	Austria	Mentor	EPC
Pieriki Anaptixiaki-Local Development Agency for Municipality of Katerini	Katerini	Greece	Mentee	Revolving Fund ,, EPC
Municipality of Nicosia	Nicosia	Cyprus	Mentee	EPC

CROSS-SECTORAL

C2_Bio

Development Agency of Karditsa	Karditsa	Greece	Mentor	Cooperative

Municipality of Baiao	Baiao	Portugal	Mentee	Cooperative
Municipality of Farkadona	Farkadona	Greece	Mentee	Cooperative

C3_Cross

Development Agency of Karditsa	Karditsa	Greece	Mentor	Cooperative
Municipality of Acquappesa	Acquappesa	Italy	Mentee	Cooperative
Municipality of Château-Thierry	Château-Thierry	France	Mentee	Cooperative
Municipality of Sztum	Sztum	Poland	Mentee	Cooperative
Municipality of Viseu	Viseu	Portugal	Mentee	Cooperative

C4_Cross2

City of Albertville	Albertville	France	Mentor	Intracting (Internal energy performance contracting)
Metz Metropole	Metz	France	Mentee	Intracting (Internal energy performance contracting)
ALEC-MVE	Montreuil	France	Mentee	Intracting (Internal energy performance contracting)

Appendix VI Description of local events

Country	City	Type of meeting	Date	Topic/module	# of participants	# of countries represented	# of cities/regions represented
Poland	Warsaw	Online	19-Nov-20	EPC in public and Private buildings, public lighting and EPC for solar energy	27 (5 mentors, 15 Polish local authorities)	4 - Poland and mentors from Ireland, Bugaria, Poland, France	15 Polish local authorities
Latvia	Riga	Physical + online	7-Oct-20	Public and private building renovation	23 (18 phisical and 5 online)	3 - Estonia, Lithuania, Latvia	3 - Tartu, Riga and Bauska
Hungary	Debrecen	Online	17-Sep-20	EPC for public lighting and buildings	20	2 - Hungary and Slovenia (mentor)	7 hungarian cities/minucipalities
Czech Republic	Brno	Phisical + online	2-Sep-20	Public and private building renovation	20	1 - CZ	4 - Olmouc, Bruntal, Brno, Litomerice (probably more, but these active improved their projects)
Norway	Stavanger	Online	27-Sep-20	Multiple innovative sustainable financing projects implemented in the Stanvanger region	50	12 - Estonia, Finland, France, Croatia, Hungary, Italy, Norway, Portugal,Romania, Spain and Basque, Slovakia	13 - 10 regions, 1 city, 2 municipalities
Belgium	Brussels	Online	22-Oct-20	One mentor per each of the five modules + work on the decision matrix to choose the optimal financing scheme	36		24

Terminology

Energy efficiency actions

- **Sustainable energy and climate actions:** These refer to actions that fall under the five (5) thematic modules of the PROSPECT learning programme; namely public buildings, private buildings, transport, public lighting and cross-sectoral.

- **Public buildings:** This covers buildings and facilities owned, managed, or controlled by public authorities. Facilities refer to energy consuming entities that are not buildings, such as wastewater treatment plants.

- **Private buildings:** This covers buildings owned, managed, or controlled by private individuals or corporations. This refers primarily to the tertiary sector (services), such as private companies, banks, commercial, and retail activities, hospitals, etc. and residential buildings, including social housing.

- **Transport:** This covers the provision of and management of mass transit systems by public authorities, as well as private transport.

- **Public lighting:** This covers the provision of public lighting (e.g. street lighting and traffic lights) owned or operated by public authorities. Non-municipal public lighting is under private buildings.

- **Cross-sectoral:** This covers all those interventions falling under two or more thematic modules; climate change adaptation; local electricity production (e.g. wind power, hydroelectric power, photovoltaic); and local heat/cold production (e.g. combined heat and power and district heating plant).

Innovative financing schemes

- **Citizens finance (crowdfunding and cooperatives):** A crowd-funding involves an open call, mostly through the internet, for the provision of financial resources either in form of donation or in exchange for some form of reward and/or voting rights. This can happen in combination with energy cooperatives, which are business models based on shared ownership and democratic decision-making procedures.

- **Energy Performance Contracting (EPC):** EPC is a method to implement energy efficiency projects, by which an ESCO (Energy Services Company) acts as a unique contractor and assures all of the steps of a project, from audit through installation up to operations and maintenance. The ESCO delivers a performance guarantee on the energy savings and takes responsibility for the end result. The EPC contract is the contractual agreement by which the output-drive results are agreed upon.

- **Green bonds:** Local government (or their agencies) can issue green bonds to fund their sustainable energy and climate actions. A green bond can operate as a normal bond, which is a debt that will be paid back, depending on the characteristics of the bond, with interest. These can be made attractive via tax-exemptions.

- **Guarantee funds:** These are loan guarantees provided to lenders which serve as buffers against first losses of non-payment by the borrowers.

- **Soft loans:** Soft loan schemes are loans below market rates and with longer payback periods derived from public funding to facilitate investments.

- **Revolving funds:** A Fund established to finance a continuing cycle of investments through initial amounts received from its shareholders, creditors or donors and later on through amounts received from reimbursements of provided funding or loans to projects. These recovered funds become available for further reinvestment in other projects under similar scope (e.g. revolving funds for sustainable energy will use the loans recovered funds to finance new sustainable energy projects.

- **Third party financing:** This refers solely to debt financing. The project financing comes from a third party, usually a financial institution or other investor, or the ESCO, which is not the user or customer.

Project & Investment Cycles

- **Bankable projects:** Project or proposal that has sufficient collateral, future cash flow, and high probability of success, to be accepted for funding by a financial institution or investor.

- **Investment cycle:** This refers to the stages of pre-financing or servicing/operations from the financial institution's perspective.

- **Pre-financing:** This includes origination (e.g. own funds, technical assistance, EU facilities e.g. PDA, ELENA), underwriting (determining value and risk, requiring final project information, accurate costs and savings, procurement and contracting approach), and the investment decision.

- **Post-financing includes (servicing and operations):** Investment administration (legal documentation), draw down of funds (the external financing entity's final inspection) and on-going servicing for the life of the investment (following the agreement).

- **Project cycle:** This refers to the stages of development, implementation, and monitoring of a sustainable energy and climate action project financed by an innovative financing scheme.

Learning Programme

- **Mentor:** An individual representing a local or regional authority who have had direct experience on or have a specific expertise in financing a sustainable energy and climate action through an innovative scheme and is willing to share insights to a mentee.

- **Mentee city/region/agency:** An individual representing a local or regional authority who would want to learn from an experienced or expert peer on financing a sustainable

energy and climate action using an innovative scheme and is interested to apply what they learned in their own context.

- **Peer mentoring:** A one-to-one relationship between a mentor and a mentee and is characterized by open ended counselling and joint problem solving.

- **Matched pair:** A pair of mentor and mentee who would participate in the peer learning programme through peer mentoring.

- **Peer mentoring visit:** This refers to an activity wherein the mentor visit the mentee to understand the learning context and carry out mentoring activities.

- **Peer group:** A group of more than two peers (maximum of seven) with similar learning needs and objectives who can participate in the learning programme via study visits with the support of a mentor and a facilitator.

- **Study visit:** An activity that involves a peer group observing first-hand how a mentor city or region has implemented its sustainable energy or climate action project using an innovative financing scheme and get insights and recommendations directly from the implementers.

- **Online peer learning:** A learning activity that involves virtual discussions wherein the matched pair or peer group can discuss their issues and challenges and work on how they can achieve their learning objectives.

- **Facilitator:** An individual who supports the interaction among the matched pair or peer group by establishing the purpose of the programme, steering the discussions, and collecting feedback on the peer learning process. All partners in the PROSPECT consortium will act as facilitators.