PROSPECT

Peer Powered Cities and Regions

Work Package 3:

Report on Setting up Peer to Peer Powered Cities and Regions

May 2018

The PROSPECT project has received funding from the European Union's Horizon 2020 research and innovation programme under grant agreement no. 752126.

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Peer Powered Cities and Regions

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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 includes 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	Federation Europeenne des Agences et des Regions pour l'energie et l'environnement	FEDARENE	BE	
4	Institute for European Energy and Climate Policy Stichting	IEECP	NL	
5	EUROCITIES ASBL	EUROCITIES ASBL	BE	
6	University of Piraeus Research Center	UPRC	GR	
7	Climate-KIC GmbH	CLIMATE-KIC GMBH	DE	
8	O.Oe. Energiesparverband	ESV	AT	
9	Agencia Regional de Energia para os Concelhos do Barreiro, Moita e Montijo	S.ENERGIA	PT	
10	MESTO TRNAVA	TRNAVA	SK	

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Executive Summary

Work Package 3 (WP3) or the development of the learning program is the foundation of the PROSPECT project. The Work Package 3 report provides the objectives and methodology, outputs delivered and implementation plan, lessons learned and conclusions in setting up a peer-to-peer learning program.

The learning structure and plan served as the basis for the pilot program participated in by three (3) cities and regions who are members of the project consortium: ESV, S. Energia, and M. Trnava between the period of February and April 2018.

The lessons learned and recommendations from the pilot participants proved vital to improve the subsequent implementation of the learning program. With the objective of getting 150 participating cities and regions, the learning program is spread across three (3) learning cycles between 2018 and 2020.

1 Introduction

Work Package 3 (WP3) or the development of the learning program is the foundation of the PROSPECT project. The learning structure and plan served as the basis for the pilot program participated in by three (3) cities and regions who are members of the project consortium: ESV, S. Energia, and M. Trnava between the period of February and April 2018. The lessons learned and recommendations from the pilot participants proved vital to improve the subsequent implementation of the learning program.

The Institute for Housing and Urban Development Studies (IHS) is the Work Package Leader and is responsible for the first two tasks: Task 3.1 Development of learning modules for financing sustainable energy and Task 3.2. Adaptation of peer-to-peer learning tools according to the modules. The main participating project partners in WP3 are Climate KIC, which is responsible for Task 3.3 Certification of professionals for the completion of the learning program, and Eurocities, which is responsible for peer learning roles assignment among participants.

Almost all work packages (WPs) contributed to and supported the development of the learning program. In WP2, Task 2.1 Ongoing needs and matching process, led by Eurocities, yielded an overview of the current needs and barriers of local authorities when implementing innovative financing schemes for sustainable energy projects as well as best practices to feed into the learning program.

In WP4, Task 4.2 Monitoring guidelines for the success of the learning programme, led by IEECP, contributed through the development of monitoring indicators and three (3) evaluation surveys for use by the participants. Likewise, in WP5, Task 5.1 Benchmarking for replication potential, led by UPRC, and Task 5.2 Replication plan for cities and regions by Eurocities were instrumental in defining the learning structure and plan.

The benchmarking aims to measure and evaluate the performance of each participant regarding its ability to set up and implement financing solutions for sustainable energy projects. The replication plan, on the other hand, aimed to draw the necessary concrete steps for the participants to implement, on their territory, the innovative financing schemes learned from the learning programme.

WP1, through the leadership of IEECP, made possible high collaboration among the different project partners. Further, through WP1, external steering board members, a group of eight experts outside the project consortium, reviewed WP3 deliverables, and that their feedback were used to further refine the proposed learning programme.

In WP6, Task 6.2 Developing the PROSPECT learning platform – led by CLIMATE KIC – enabled a venue for participants to engage and interact within the learning programme as well as host all relevant information and necessary materials. Task 6.3 Production of offline dissemination materials – by UPRC – and Task 6.4 Online dissemination means – by Energy Cities – also translated the content of the learning programme into informative yet visually appealing products.

2 Objectives

WP3: Development of the PROSPECT Learning Program aimed to achieve the following objectives:

- Develop learning modules on financing sustainable energy projects based on the experience from previous projects and from the knowledge of partners
- Formulate a detailed peer-to-peer learning program based on the results of the needs assessment and matching process from WP2: Engagement process in peer to peer learning activities
- Develop a certification framework for professionals
- Assign peer-to-peer learning roles among participants
- Pilot test the learning program among partner cities and regions

Two objectives, namely pilot testing the learning programme among partner cities and regions and developing a certification framework for professionals, were not specified as objectives in the project proposal. Although the latter was included as a specific task, pilot testing the learning program was found necessary to be implemented; the lessons learned helped further refine the structure and plan for the project's subsequent roll out.

3 Methodology

WP3 carried out the formulation of the peer-to-peer learning program through the following main tasks: (1) Development of learning modules for financing sustainable energy; (2) Adaptation of peer-to-peer learning tools; (3) Certification of the professionals; (4) Peer learning roles assignments among participants; and (5) Pilot testing the learning programme among partner cities and regions.

3.1 Development of learning modules for financing sustainable energy

IHS performed the following activities under Task 3.1:

3.1.1 Research, document, and develop learning content

Specifically, IHS carried out (desk study) research, documentation, and development of learning content on successful innovative financing schemes for sustainable energy projects - from both regional and local levels - in Europe classified under five (5) learning modules.

Table 1: Description of PROSPECT learning modules

Learning Modules	Description
Public Buildings	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	Covers buildings owned, managed, or controlled by private individuals or corporations. These refer primarily to the tertiary sector (services), such as private companies, banks, commercial, and retail activities, hospitals, etc. and residential buildings, including social housing
Transport	Covers the provision of and management of mass transit systems by public authorities, as well as private transport
Public Lighting	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	Covers all those interventions falling under two or more thematic areas; 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.

Here in PROSPECT, we refer to innovative financing mechanisms as non-traditional ways of raising funds and facilitating sustainable energy and climate investments for cities and regions by mixing different sources (own fund, public and private funds) or engaging different partners (e.g. citizens, private sector) outside of established financial institutions.

Across the five thematic modules, we have initially identified the following innovative schemes via desk study research, verification from city networks, and review by project partners.

Table 2: Innovative financing schemes across five thematic modules

Public Buildings	Private Buildings	Public Lighting	Transport	Cross-Sectoral
Revolving funds	Revolving funds	Revolving funds	Revolving funds	Revolving funds
Energy performance contracting (EPC)	EPC	EPC	Joint public procurement	EPC
Third party financing	Private ESCOs or Energy Retrofit Operators	Third party financing / investment	Third party financing (loans, leasing)	Joint public procurement
Cooperatives	Cooperatives	Cooperatives	Cooperatives	Cooperatives
Financial and fiscal (dis)incentives	Energy efficiency obligations (white certificates)	Energy efficiency obligations (white certificates)	Energy efficiency obligations (White certificates)	Energy efficiency obligations (white certificates)
Soft loans	Financial and fiscal (dis)incentives		Financial and fiscal (dis)incentives	Crowdfunding
Guarantee funds	Green bonds	Green bonds	Green bonds	Green bonds
Crowdfunding	On bill / on tax financing			
	Guarantee funds			
	Soft loans			
	Pay-as-you-save schemes			

Within the project framework of PROSPECT, we have pre-identified eight (8) innovative financing schemes. These include third party financing, energy performance contracting, soft loans, guarantee funds, revolving funds, green bonds, and citizen finance, such as crowdfunding and cooperatives).

Table 3: List of Pre-Identified Innovative Financing Schemes

No.	Name of Innovative Financing Scheme	Description
1	Citizen 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.
2	Energy performance contracting	Energy Performance Contracting (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.
3	Green bonds	Local government (or their agencies) can issue green bonds to fund their sustainable energy and climate projects. 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.
4	Guarantee funds	These are loan guarantees provided to lenders which serve as buffers against first losses of non-payment by the borrowers. These are guarantee mechanisms which provide support to and facilitate credit risk sharing among financial institutions for the energy efficiency investments.
5	Soft loans	Soft loan schemes are loans below market rates and with longer payback periods derived from public funding to facilitate energy efficiency investments.
6	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.
7	Third party financing	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.

With the inputs from Deliverable 2.2 Report on Best Practices delivered by EUROCITIES last November 2017, we have narrowed down which of these innovative financing schemes are relevant for each of the five learning modules. The learning module handbooks, however, will be updated before each learning cycles start to reflect the ‘best practice’ from new cities and regions serving as mentor participants.

Table 4: Relevant financing schemes per module

Public Buildings	Private Buildings	Public Lighting	Transport	Cross-Sectoral
Energy Performance Contracting (EPC)	Soft loans	EPC	Green bonds	EPC
EPC – Third party financing	Third party financing			Citizen finance (crowd funding and cooperatives)
Revolving Funds	Guarantee funds			Third party financing
	Revolving funds			Green bonds
	EPC – Third party financing			Revolving funds

Different European projects also served as reference, among others, for desk study research on innovative financing schemes for sustainable energy and climate action projects that are related to the five learning modules. The selection of these projects were based on thematic focus as well as relevance on the pre-identified financing schemes for PROSPECT. Materials from these documents, such as training materials or toolkits, have been used to document and develop the learning modules.

3.1.2 Segment the learning content into different parts

Under each learning module, we specified the relevant innovative financing schemes with the identified barriers, incentives, advantages and disadvantages; present what type of sustainable energy and climate projects have been financed by each scheme and provide case studies, best practices, or successful projects.

Further, for each scheme, we identify the different steps on how can this be developed and/or accessed; present practical tools and techniques across one or more of the stages of a project; and showcase case studies and best practices.

The following is a range of module-related objectives that can be achieved by– in part or as a whole - in the PROSPECT learning programme, depending on their needs:

- Understand the innovative financing schemes that are relevant under the thematic learning module e.g. public buildings
- Recognize the barriers, incentives, advantages, and disadvantages for each relevant innovative financing scheme
- Examine which sustainable energy and climate action projects can be financed by innovative schemes
- Analyse the success factors and lessons learnt from successful projects financed by innovative schemes

Also, each learning module has a set of relevant innovative financing schemes and a participant can choose one (or more), depending on the needs. The following range of objectives can be achieved– in part or as a whole, depending on their needs.

- Understand the basic concept of an innovative financing scheme e.g. energy performance contracting
- Identify the different steps on how the innovative financing scheme can be developed and/or accessed for a project
- Examine selected case studies and reflect on how barriers and challenges were overcome
- Apply practical tools or techniques relevant to the scheme across one or more stages of a project – from preparation and development to implementation and monitoring

In general, at the end of the learning programme, the range of learning outcomes are as follows:

- Increase understanding about the relevant financing schemes under each learning module
- Demonstrate know-how on how to develop and/or access innovative financing schemes
- Develop bankable projects (or proposals) that have high probability of success to acquire funding or attract investments
- Be inspired to launch sustainable energy and climate actions using any of these schemes in cities and regions
- Implement, operate, monitor, and evaluate sustainable energy projects and overcome barriers and challenges (e.g. legal, financial, organizational, governance)

For more information, see **Deliverable 3.1. Content for Learning Modules.**


PROSPECT
Learning Handbook
Public Buildings Module
Innovative financing schemes to improve the energy performance of public buildings.
This module 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.
PROSPECT project has received funding from the European Union's Horizon 2020 research and innovation programme under grant agreement No 752126
PROSPECT
Learning Handbook
Private Buildings Module
Encourage energy efficiency in private buildings by using innovative financing schemes.
This module 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.
PROSPECT project has received funding from the European Union's Horizon 2020 research and innovation programme under grant agreement No 752126


PROSPECT
Learning Handbook
Transport Module
Develop sustainable transportation systems using innovative financing schemes.
This module covers the provision of and management of mass transit systems by public authorities, as well as private transport.
PROSPECT project has received funding from the European Union's Horizon 2020 research and innovation programme under grant agreement No 752126
PROSPECT
Learning Handbook
Public Lighting Module
Light up your ideas to make the energy transition in public lighting using innovative financing schemes.
This module covers the provision of public lighting, such as street lighting and traffic lights owned or operated by public authorities.
PROSPECT project has received funding from the European Union's Horizon 2020 research and innovation programme under grant agreement No 752126

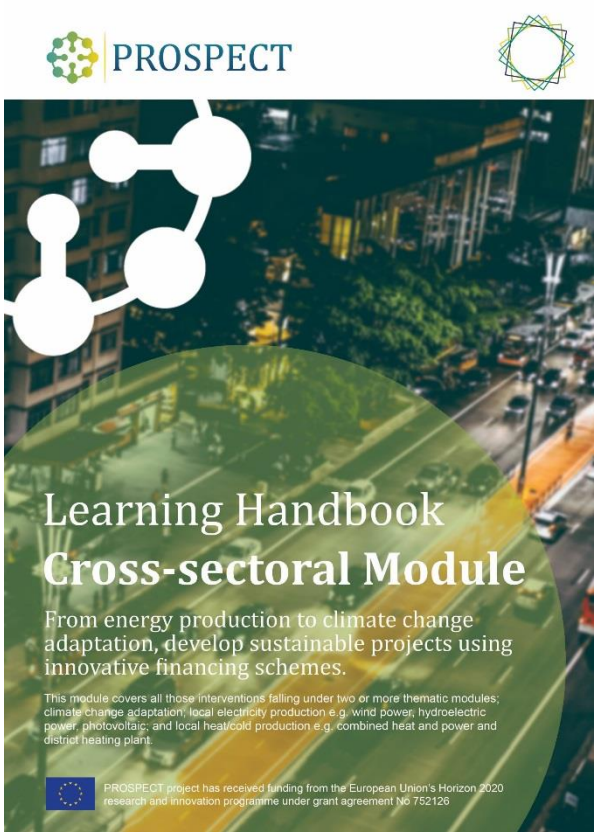


Figure 1: PROSPECT Learning Modules

3.2 Adaptation of peer to peer learning tools

IHS performed the following activities under Task 3.2:

3.2.1 Evaluate existing peer-to-peer learning tools

Different elements from existing frameworks, steps, and principles on peer-to-peer learning have been reviewed. The results of the review process were integrated into the development of the PROSPECT peer-learning programme. This include the following steps outlined by Andrews and Manning (2015).

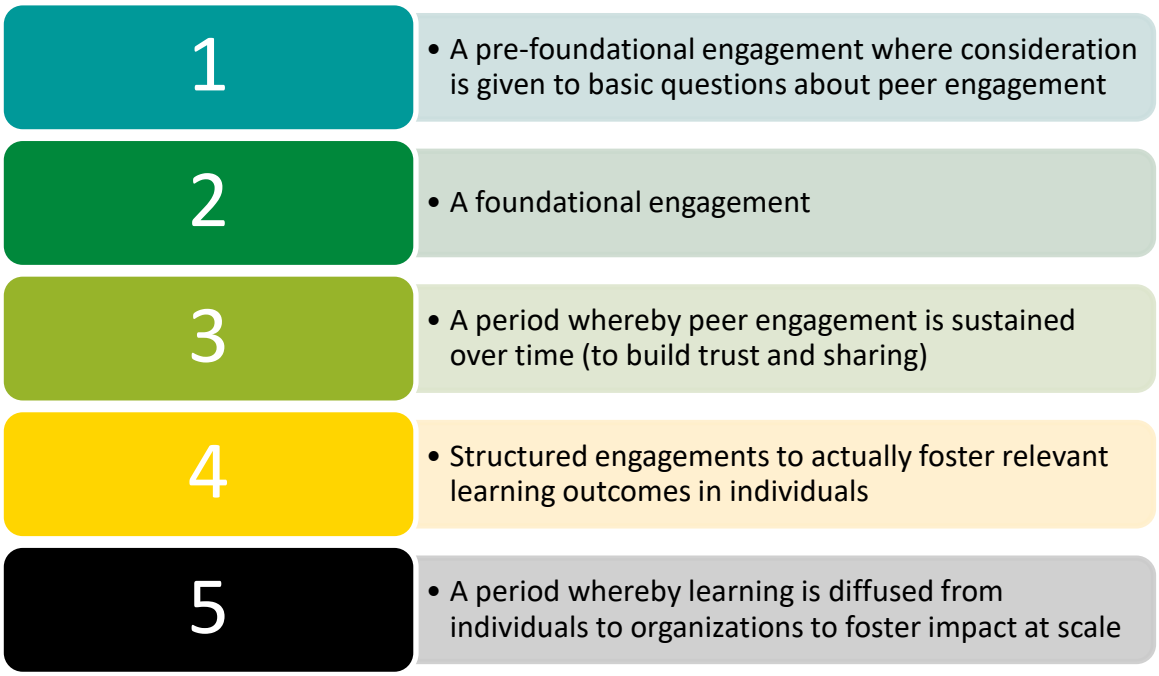


Figure 2: Schematic diagram about the steps for developing a peer-to-peer learning programme adopted from Andrews and Manning (2015)

Further, Andrews and Manning (2015) proposed the following principles:

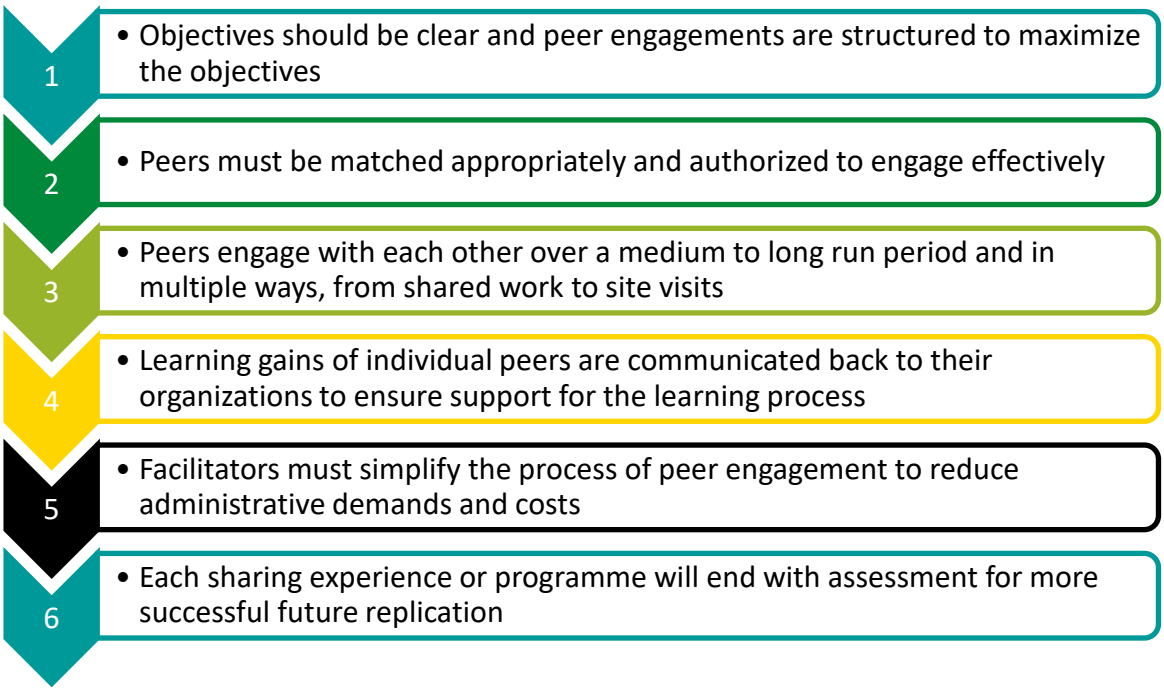


Figure 3: Principles for peer to peer learning adoped from Andrews and Manning (2015)

Furthermore, as multiple projects have involved peer-to-peer learning approaches and methods (e.g. mentoring, coaching, work shadowing, staff exchange, staff visit, and peer-to-peer review), practitioner reports, manuals, and toolkits have also been reviewed for the development of the PROSPECT learning programme.

These projects do not only include projects that are focused on energy, but also those that have other thematic focus, such as transport, migration, and culture. The lessons learned and recommendations are helpful in mitigating process-related risks and enhancing learning outcomes.

Although there are many peer-learning methodologies, the PROSPECT learning programme will focus primarily on two, namely: peer mentoring and study visits. Peer mentoring and study visit methodologies have been used in previous peer learning projects and offered specific opportunities for sharing practical knowledge and experience between cities.

For PROSPECT, which targets up 150 cities, a two-method approach would be suitable as no single method is most successful for achieving peer to peer learning. Further, considering the budget e.g. travel costs, these two methods were chosen that could best achieve the objective of targeting 150 cities. This arrangement applies for each learning module.

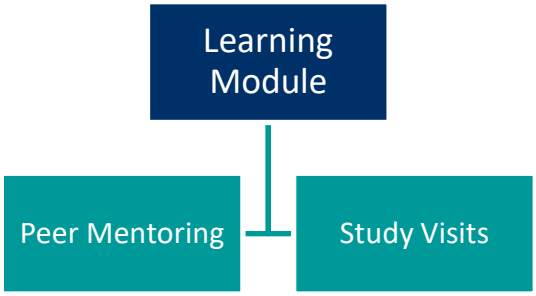


Figure 4: Peer-to-peer methodologies under each learning module

3.2.1.1 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). 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 characterized 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.

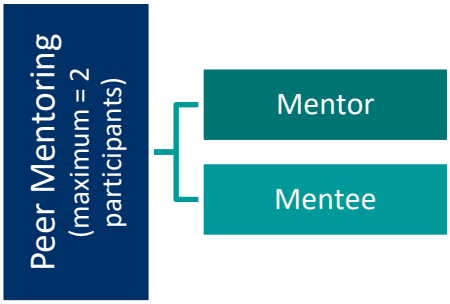


Figure 5: Number of learning participants for peer mentoring

3.2.1.2 Study Visit

Study visits involve 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**.** 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.

There is only one (1) study visit wherein the mentees visit the mentor. During the study visit, the mentor can also make use of other peer mentoring activities, such as presentations, workshops, and peer group discussions, for the mentees. There are also three (3) online engagements, including peer learning, of 1-4 hours each aside from 1 study visit.

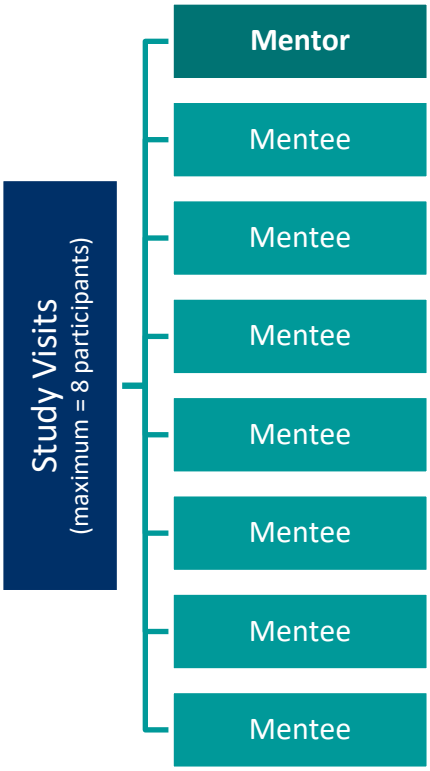


Figure 6: Number of learning participants per study visit

3.2.2 Develop the structure of the learning program

Between peer mentoring and the study visit, the differences lie on the scope for learning, the number of participants, the number of mentor and mentee(s), and the length of the learning period. Both methodologies have the same number of physical meetings as well as steps.

Table 5: Features of the peer learning methodologies

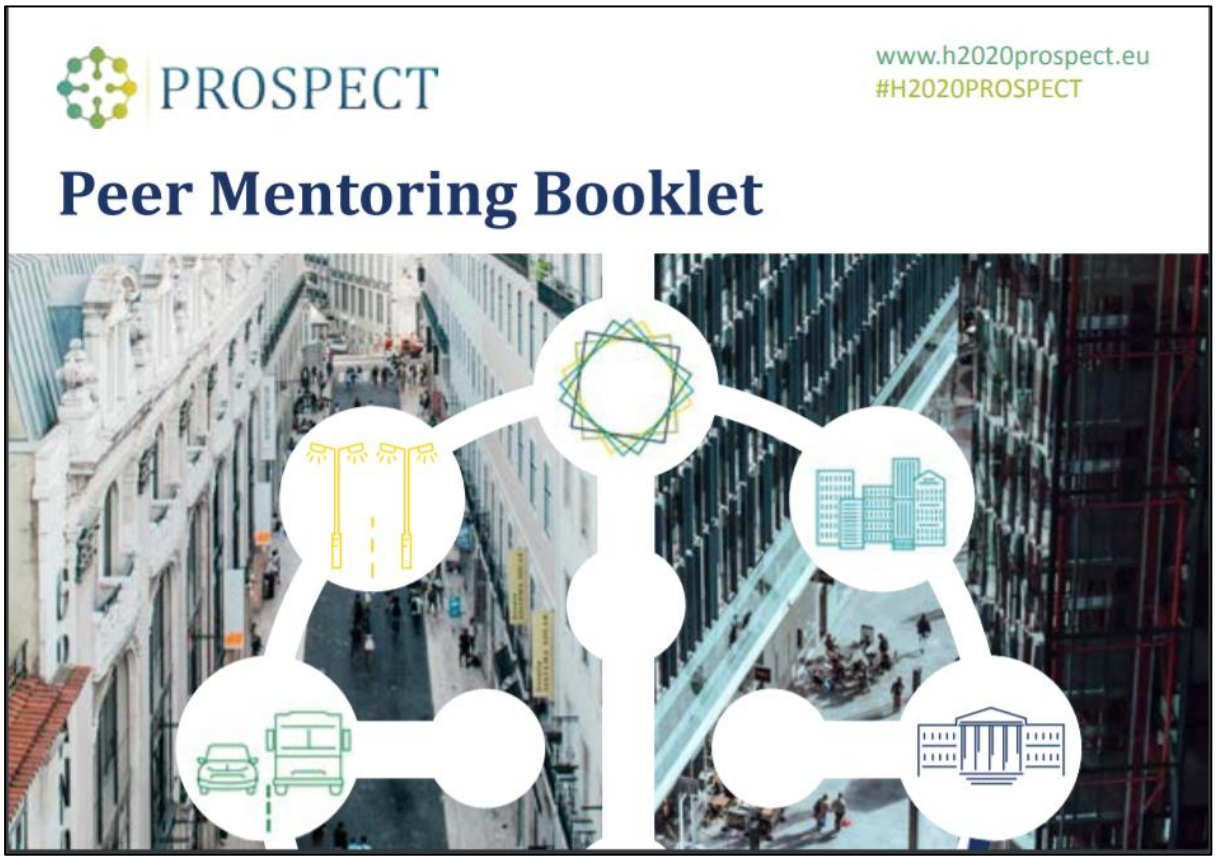
No.	Features	Name of Learning Methodology	
		Peer Mentoring	Study Visit
1	Scope of Learning	In depth	Introductory
2	Number of Participants	2	3-8
3	Number of Mentor	1	1
4	Number of Mentee(s)	1	2-7
5	Number of Physical Meeting	1	1
6	Host organization of physical meeting	Mentor	Mentor
7	Number of Days for Physical Meetings	2 days plus 1 day of travel (back and forth)	2 days plus 1 day of travel (back and forth)
8	Number of Online Meetings	3	3
9	Number of hours for each online engagement	1-4 hours	1-4 hours
10	Is the facilitator present in the physical meeting and online engagements?	Yes	Yes
11	Steps for the peer learning program	Getting started Working together Meeting up Moving forward	Getting started Working together Meeting up Moving forward
12	Length of learning period	9 months (maximum)	9 months (maximum)

Here's an overview of the four steps for both peer mentoring and study visit methodologies:

Figure 7: Schematic diagram of the steps under peer mentoring

For applicants, IHS developed the Frequently Asked Questions (FAQs) available on the PROSPECT website. These questions range from questions relating to learning objectives, participants and role assignment, to learning methodologies, cycles, the participation process and about the learning preparation.

For an elaboration of the learning programme, IHS has produced two booklets: one for peer mentoring and another for study visit. These are both available for downloading from the PROSPECT website.



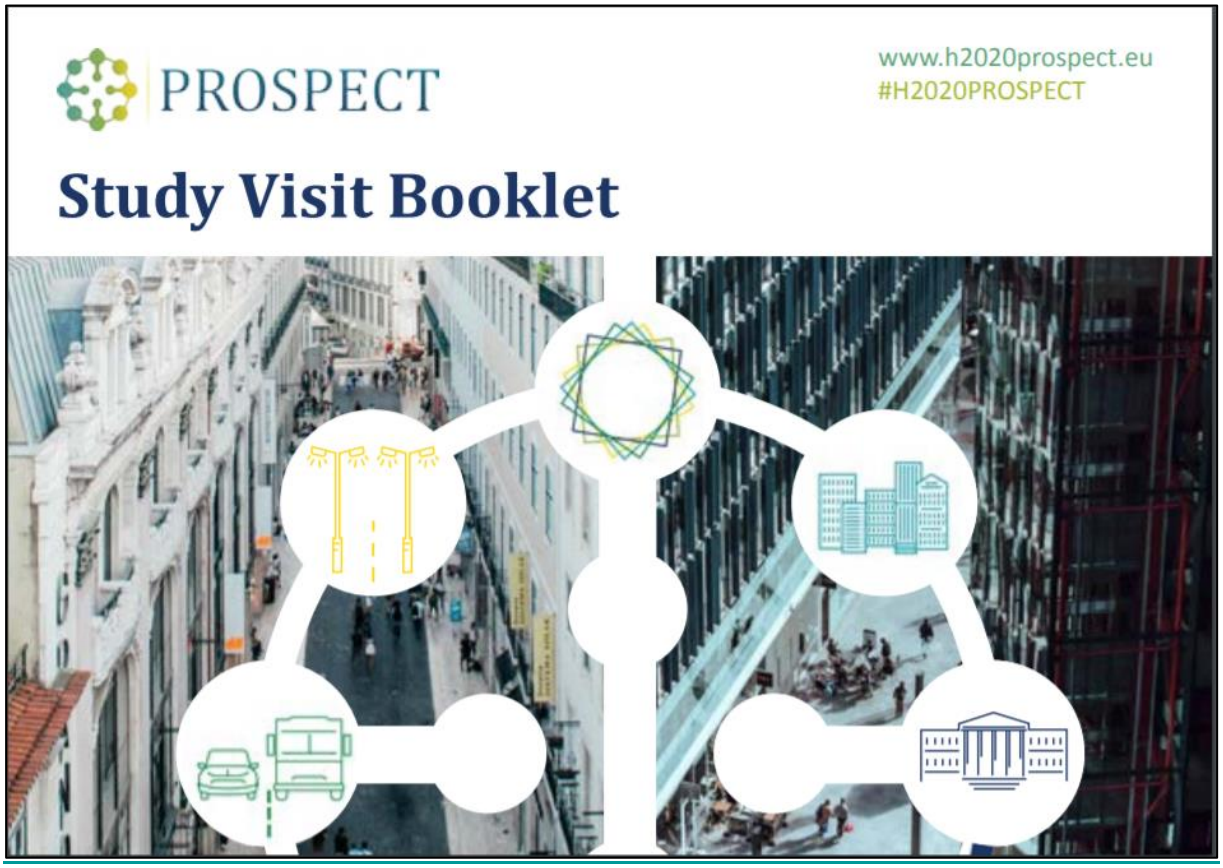


Figure 8: PROSPECT booklets

Further, IHS also developed materials for use by the learning participants. For facilitators, these include a checklist, a set of message and PowerPoint presentation templates. For mentors and mentees, they have a learning plan as well as PowerPoint templates.

For further information, please see **Deliverable 3.3: Guidance Notes for facilitators; 3.2: Draft Structure and Plan for the Learning Programme;** and **3.6 Final Structure and Plan for the Learning Programe.**

3.3 Certification of professionals

CLIMATE KIC has undertaken the following activities:

3.3.1 Identification of objectives of certification

In the context of a peer-to-peer learning programme where knowledge is disseminated through peer exchange, a certification can offer the following benefits:

- Showing the impact of the programme
- Incentivise participation in the programme
- Reassuring active participation of mentors and mentees
- Offering a scaling potential after the project lifetime
- Recognising the efforts of participants
- Recognising individual proficiency and learning results

3.3.2 Definition of the certification types

In order to serve these benefits and to increase the attractiveness of certification, it was decided to offer two different kinds of certification for PROSPECT participants: Firstly, a certificate of participation after successful completion of the learning programme. Secondly, an additional certificate evaluating the knowledge and skills gained through the programme.

It was agreed that the PROSPECT consortium will serve as the certification body and that the certificate shall be offered for both mentors and mentees of the learning programme alike. The consortium has decided to design the certification framework closely connected to content and concept of the peer-to-peer learning programme.

The certificate will be related to one of the five thematic modules and will evaluate the ability of the programme participants to transfer the knowledge and skills they gained throughout the peer-to-peer mentoring programme to a different context.

3.3.3 Definition of the assessment method and process

Case analysis has been identified as the assessment method best suited to fit the context of a peer-to-peer mentoring programme. This way, participants will be able to show that they understood the basic concepts of the innovative financing schemes in a specific context and can practically apply their learning results. The case analysis will be conducted individually at home and then handed in. Candidates will be presented with a case study related to the thematic module they picked and will be asked to perform several exercises, such as a stakeholder analysis.

Candidates will be given a timeframe in which to finalise their answers which they will be able to hand in online. Members of the PROSECT project team will be trained to assess the answers and to judge them against the pre-defined standard.

3.3.4 Definition of the implementation process

The detailed certification framework is highly dependent on the content for the learning programme by IHS and should be defined in accordance with them. Defining well-fitting case studies, the set of exam questions for participants and the underlying standards against which participants will be measured are the next steps for setting up the certification scheme.

The certification is intended to be in place before the end of the first learning cycle so that it can be piloted with the pilot phase candidates.

For more information, see **Deliverable 3.7. Report on Certification Framework.**

3.4 Peer learning roles assignments among participants

For the first learning cycle, EUROCITIES has undertaken the following activities:

- Compiled the mentee and mentor applications and data from google forms
- Analysed each application
- Removed those who were not eligible (outside EU28+, consultants, politicians, incomplete applications)
- Finalised mentors, preferred learning form, and stated expertise (learning module and finance instrument/s)
- Allocated mentees to groups based on their nominated project/s, learning modules, finance instrument/s, and city size.
- Advised applicants of their acceptance, or otherwise, in the first learning cycle and request confirmation of their involvement
- Final confirmation through acceptance of Peer Learning Agreement
- Assign a Facilitator for each learning group from amongst the PROSPECT project consortium, depending on expertise and interest.

3.4.1 Matching process

The application process collected a broad range of information from prospective mentors and mentees, so the matching criteria had to be streamlined to fit with the applicants. Criteria have included:

- the type of peer-to-peer learning arrangement preferred by mentors
- the expertise and experience of mentors in specific energy efficiency finance instruments
- the size of mentor cities/regions and mentee authorities/agencies
- the level of knowledge and experience of prospective mentees
- the type of project prospective mentees seek to learn about

- the type of financial instrument (if known) that prospective mentees want to learn about
- geographical location/region

Applicants are evaluated against these criteria and matched accordingly for the first learning cycle.

3.4.2 Role assignment

The role assignment process consists of:

- Identifying mentor applicants' areas of expertise with a focus on those projects they have seen through to implementation and monitoring
- Identification of mentor applicants' preferred learning form – i.e. one-to-one mentoring or a study visit
- Identification of the size of city/region of mentor applicants
- Mentors are then allocated to each mentor based on the criteria in 3.4.1
- Mentors are then contacted to confirm their participation, reminding them of what their role as a mentor entails
- Once the mentor has confirmed, then each mentee is contacted to confirm their participation and remind them of their role as mentee
- During this time, members of the project consortium were asked to nominate one person from their organisation to be a Facilitator for each learning group
- Facilitators are allocated when all members of the learning group are confirmed in order to align expertise and areas of interest.

There have been some lessons learned from this phase of Learning Cycle 1, some of which we will be addressing in Learning Cycle 2, including:

- Based on mentee applications, there is a need for basic level training on energy efficiency finance instruments.
- Mentee applicants are most interested in learning about energy performance contracting for public lighting and public buildings.
- Attracting mentors is a challenge. We did not have as many mentors applying as we had originally planned, and we have some gaps in the learning modules, namely transport
- As a result, we have not been able to match all mentee applicants in Learning Cycle 1.

3.4.3 Orientation for Facilitators

For the role of facilitators, two orientation sessions were organized by WP3 – with the support of project partners. The first orientation session was carried out in January 2018, while the second was conducted in April 2018.

The orientation sessions were held to make clear and understandable the structure and agenda of the learning programme, the roles and responsibilities of each learning participant, the do’s and don’ts of the learning facilitator, and other important information. As the facilitators are part of the project team, they are expected that they already have an overview of the structure and plan of the learning programme.

3.5 Pilot testing the learning program among partner cities and regions

The learning program, specifically the study visit method, was pilot tested between the period of February and April 2018. The participants tested the structure and plan as well as the learning and support materials on the topic of EPC for public buildings and public lighting.

3.5.1 Learning participants

The participants of the pilot testing were from OÖ Energiesparverband (ESV) from Linz, Austria; S. Energia or the Regional Energy Agency for Barreiro, Moita, and Montijo, Portugal, and the Meste Trnava (City of Trnava), Slovakia – with Energy Cities as facilitator;

Table 6: Participants of the pilot learning programme

No.	Role	Name of Organization	Name of Individual Participants
1	Mentor	ESV	Christine Öhlinger
			Christiane Egger
2	Mentees	S.Energia	Susana Camacho Ferreira
			João Pedro Figueiredo
		Meste Trnava	Matúš Škvarka
			Erika Balážová
3	Facilitator	Energy Cities	Jana Cicmanova

3.5.2 Learning objectives

The focus of the pilot learning centered on EPC as an innovative financing for the sectors of public lighting and public buildings. The learning objective was to increase internal know-how on EPC for public lighting, especially street lighting and public buildings

3.5.3 Learning activities

Table 7: Overview of the learning programme activities

Step	Name of Activity	Date
Step 1	Getting Started	February 8, 2018
Step 2	Working Together	March 12, 2018
Step 3	Meeting Up	March 20-21, 2018 (Linz, Austria)
Step 4	Moving Forward	April 11, 2018

In Step 1: Getting Started, the participants introduced their contexts. ESV presented about the energy context in Upper Austria and their organization; introduced facilitation of EPC; examples of implemented projects; and how to develop an EPC facilitation service. S. Energia and Trnava also provided an overview of their learning needs in terms of EPC in their respective localities. A benchmarking assessment was also carried out by the participants.

In Step 2: Working Together, the participants, led by the facilitator developed the learning plan. In this step, the participants had a clearer understanding about the focus of the learning programme as the mentees elaborated on their specific needs. The learning plan then informed the agenda of the next step.

In Step 3: Meeting Up, the participants physically me in Linz, Austria. An agenda was set which included sessions on a formal introduction to EPC, energy requirements and standards for public buildings, key measures and step-by-step guidance on how to refurbish public buildings; energy accounting, building renovation and EPC in the buildings of the regional government;

EPC projects step by step; and open sessions for Q&As. The second day entailed site visits to relevant projects in the region.

Finally, in Step 4: Moving Forward, the participants reflected on the process and outcomes of the learning programme; assessed the conditions for success in implementing projects and assessed the potential for transferability in their own contexts; and developed an action plan. The participants also provided feedback on how to improve the learning programme.

3.5.4 Learning evaluation

To properly monitor the learning programme, criteria were identified to test what and how the mentees learn was performed and formulated in three surveys; one for mentor, one for mentees and one for the facilitators. Its results are the most important leading indicator that can help to adapt the following modules and raise the quality of the programme as the project progresses. Process monitoring serves to elaborate on problems and find applicable solutions on time.

The surveys were presented to participants in the “moving forward” session, the results were extremely positive and we bring them here.

All participants gave the highest rank (5) to likeliness to recommend the programme to other potential participants.

Average satisfaction with the programme quality is 4.4./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 lightly more satisfied with the last two steps of the programme.

The learning material was graded 4/5 by all - but we prescribe this to the fact that the final materials weren't yet ready and were missing visual appeal.

Everyone answered that most of the learning objectives were met and all of the participants plan to now take their plans and make concrete steps to the realisation of their measures and policies.

Everyone was also asked about the time available for both classes, discussion and the time between meetings for preparation.

IT seems that time was optimal in all segments, only some time was missing in the third and last step. However, we account this to the test group being very familiar with each other, which resulted in different collaboration that the groups that do not have previous acquaintances. On the one hand, our participants had prior understanding of their issues and objectives, but also, they used more time to discuss the programme itself and how it can be improved. So, we will wait for the results of the 1st learning cycle to test whether any adjustments are needed to the timing.

When asked about the extent to which they were paired up with the right mentor, average rank is 4.2/5

Everyone was extremely satisfied with both the facilitator and the mentor.

Some of the suggestions for the future learning cycles are:

- More informal and direct contact between mentor and mentee is suggested. In step 3 - physical meeting - it would be very useful for mentees having more time for analysis of their own case studies, obtaining from mentor (or other experts) concrete recommendations or relevant information to the implementation of the project in that specific case.
- Benchmarking survey has a lot of information difficult to obtain. It would be very useful if there is more time for the analysis of case studies of the mentees.
- Site visit was a bit crammed in two days, judging by two participants. However, as explained before, this test session was specific as it included two topics instead of one (public buildings and street lighting) and this will not be the case in the following cycles.

Budget planned for the occasion was enough to meet the accommodation and travel costs.

4 Implementation Plan

As the project will run for three (3) years, there will be three (3) learning cycles as well for the learning programme. For an updated schedule of the PROSPECT learning cycles, please check the PROSPECT website.

5 Outputs Delivered

Below is an overview of outputs delivered under WP3:

No.	Name of Deliverable	Responsible Partner	Due Date	Status
D3.1	Content for learning modules (final)	IHS	M12	For Submission
D3.2	Detailed Structure and plan for the learning program and set parameters (draft)	IHS	M6	Submitted
D3.3	Guidance notes for facilitators on the peer to peer learning tools for each module	IHS	M6	Submitted
D3.4	Report on certification framework (draft)	CLIMATE KIC	M6	Submitted
D3.5	Content for learning modules (draft)	IHS	M6	Submitted
D3.6	Detailed structure and plan for the learning program and set parameters (final)	IHS	M14	High Draft
D3.7	Report on certification framework (final)	CLIMATE KIC	M12	For Submission
D3.8	WP3: Report – Setting up peer to peer powered cities and regions	IHS	M12	For Submission

In summary, Month 6 deliverables have been submitted. These are Deliverables 3.2: Detailed structure and plan for the learning program and set parameters (draft); 3.3: Guidance Notes for facilitators on the peer-to-peer learning tools for each module; 3.4: Report on certification framework (draft); and 3.5: Content for learning modules (draft).

Along with this report Deliverable 3.8: WP3 Report on setting up peer to peer powered cities and regions, up for submission on Month 12 are Deliverables 3.1 Content for learning modules (final); 3.7: Report on certification framework (final). In Month 14, 3.6: Detailed structure and plan for the learning program and set parameters (final) will be submitted.


PROSPECT