ENERGee Watch

D3.5 Reports on Experiences and Showcase of Successfully Implemented Learning Programs in Learning Cycle 1

WP3

Month 12 (December 2021)

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ENERGee Watch

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Preface

The overall aim of ENERGee WATCH is to launch an easy and replicable peer-to-peer learning programme to enable regional and local authorities to timely and accurately define, monitor, and verify their sustainable actions. The learning will focus on regional/provincial authorities and their agencies that are responsible for collecting and overseeing the monitoring of mitigation and adaptation measure indicators in order to empower them to make use of best practices. The learning programme is structured in four (4) courses: i) data collection, ii) monitoring & verification, iii) indicators for adaptation to climate change, iv) data display, dissemination, and validation by final users. ENERGee Watch will launch 4 courses per year (one per topic, twelve in total) with a total of 72 participating mentees. The learning programme will include tools, such as mentoring, site visits, tailored guidebooks, and guided practice exchange which will enable the proper matching of peer groups and proper knowledge replication.

No	Participant Name	Short Name	Country Code	Logo
1	Institute for European Energy and Climate Policy (IEECP)	NETHERLANDS	NL	
2	European Federation of Regions and Energy agencies (FEDARENE)	BELGIUM	BE	
3	Technoeconomics of Energy and Environmental Systems Laboratory – University of Piraeus (UPRC – Teeslab)	GREECE	GR	
4	Auvergne-Rhône Alpes Energy Environment (AURA-EE)	FRANCE	FR	
5	Energy Agency of Savinjska, Šaleška and Koroška region (KSSENA)	SLOVENIA	SI	
6	Ile de France Regional Energy and Climate Agency (IAU IDF)	FRANCE	FR	
7	3 Counties Energy agency (3 CEA)	IRELAND	IE	
8	Energy Agency of Plovdiv (EAP)	BULGARIA	BG	
9	Alba Local Energy Agency (ALEA)	ROMANIA	RO	
10	Cyprus Energy Agency (CEA)	CYPRUS	CY	

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The first cycle of peer-to-peer learning programme has been conducted online, for 12 weeks, (September to November 2021) due to the pandemic situation across EU countries. The four courses delivered in all cycles are as follows:

- Course 1: Data collection (acquisition and treatment)
- Course 2: Monitoring, reporting, verification: follow up on implementation of actions
- Course 3: Indicators and strategies on adaptation to climate change
- Course 4: Data display, dissemination, and validation by local authorities

In cycle 1, the peer-to-peer online sessions and monitoring used an online system called Veri to help gather and safely keep data and track the course progression. The materials used in the ENERGee Watch cycle 1 topic session vary from testimony videos, interaction in live sessions, case study examples, toolboxes, game cards, and spreadsheets.

Mentees in cycle 1 came from different backgrounds and organisations, such as energy agencies, local authorities (city/municipality, county) with a total of 25 mentees from 19 organizations, from 15 countries across Europe. Several surveys (assessment, satisfaction, action plan) were implemented for evaluating learning effectiveness before, during and after the course's sessions for mentees and observers. From the surveys (assessment and satisfaction), mentees' knowledge about the course topics improved generally from not aware/fairly aware to aware/very aware.

The peer-learning cycle 1 was conducted effectively, despite the current pandemic COVID-19 conditions. There were several challenges related to the peer learning process during cycle 1;

- Lack of interaction on the online courses
- Mentee's commitment or engagement
- Integrated communication and data management

Recommendations for the next cycle, include three things:

a. A successful matching campaign performed by FEDARENE
b. Good mentors and their dedication to ENERGee Watch project
c. Detailed preparation of courses which is the result of all project partners and enables consistency of the quality mentoring offered through all four courses.

1   Implementation of Learning Cycle 1

Energee Watch has launched a peer-to-peer learning programme to enable regional and local authorities to timely and accurately define, monitor, and verify their sustainable actions. The peer-to-peer learning programme involves three cycles with cycle 1 fully online, while cycles 2 and 3 will be decided at the partner meeting.Each learning cycle is within 9 months. Each cycle will provide 4 courses with specific topics and each course starts with a masterclass for all participants.

In cycle 1, the peer-to-peer online sessions and monitoring used an online system called Veri to help gather and safely keep data and track the course progression. VERI itself is a sustainable solution offering a paperless system and following GDPR for data protection information.

The first cycle of peer-to-peer learning programme has been conducted online for 12 weeks due to the pandemic situation across EU countries. The four courses and the topics in the first cycle are as follows:

a) **Course 1: Data collection (acquisition and treatment)**
   Topic 1: Baseline Emission Inventory (BEI)
   Topic 2: Energy management
   Topic 3: Energy supply and production
   Topic 4: Transport

b) **Course 2: Monitoring, reporting, verification: follow up on the implementation of actions**
   Topic 1: Vision setting
   Topic 2: Establishing an Energy and Climate Team
   Topic 3: Data Processing and Verification
   Topic 4: Energy Modelling and Scenarios
   Topic 5: Sustainable business model canvas and financial feasibility analysis
   Topic 6 - Implementation and successful monitoring

c) **Course 3: Indicators and strategies on adaptation to climate change**

   Topic 1: The fundamentals of adaptation to climate change
   Topic 2: The fundamentals of assessment for adaptation
   Topic 3: Drawing up the diagnosis
   Topic 4: Tools associated with the diagnosis
   Topic 5: Strategy development
   Topic 6: Practical exercise

d) **Course 4: Data display, dissemination, and validation by local authorities**
   Topic 1: What determines effective communication of data?
   Topic 2: Identifying the information needs of the end-users
   Topic 3: Data manipulation and presentation in an effective manner
   Topic 4: Implementing data display tools,
   Topic 5: An insight into TerriSTORY®, an online tool to link territories with their energy
      Objectives
   Topic 6: Modes of data dissemination

1.1 The Delivery of Topic Session

All four courses were delivered online from September 16, 2021, until November 30, 2021. Each course contains 4 - 6 topics with an hour online meeting for each session. Mentors sent the online meeting link to the administrator, for the topic session a week before the topic session started. Then, the administrator uploaded the zoom link on the courses scheduled in the Veri platform and sent an automatic email to mentees and observers a week before the course started. The Veri system managed email notifications for the topic sessions including sharing the online meeting link such as zoom, team meeting, and bluejeans.com. Reminder emails were sent to mentees and observers a day before the course started. In total, there were 80 emails sent to mentees and observers, excluding registration for the Veri platform. About 55 emails for all participants and mentors' login. **Table 1** below showed the milestone emails during the online sessions for course 1.

Table 1. Milestone emails during the online session

LC1	Course 1 - Data collection (acquisition and treatment)													
Role	LOC reminder (Oct 6,2021)	Stakeholders' Survey (Jun 12,2021)	Assessment Survey (Jun 12,2021)	Assessment Survey reminder (Sep 7,2021)	Topic 1 (Oct 5,2021)	Topic 1 reminder (Oct 18,2021)	Topic 2 (Oct 22,2021)	Topic 2 reminder (Oct 27,2021)	Topic 3 (Nov 9,2021)	Topic 3 reminder (Nov 10,2021)	Topic 4 (Nov 26,2021)	Topic 4 reminder (Nov 29,2021)	Satisfaction Survey (Nov 30,2021)	Action Plan (Nov 30,2021)
Mentee 1	√	√	√	√	√	√	√	√	√	√	√	√	√	√
Mentee 2	√	√	√	√	√	√	√	√	√	√	√	√	√	√
Mentee 3	√	√	√	√	√	√	√	√	√	√	√	√	√	√
Mentee 4	√	√	√	√	√	√	√	√	√	√	√	√	√	√
Mentee 5	√	√	√	√	√	√	√	√	√	√	√	√	√	√
Mentee 6	√	√	√	√	√	√	√	√	√	√	√	√	√	√
Observer 1	X	√	√	√	√	√	√	√	√	√	√	√	√	√
Observer 2	X	√	√	√	√	√	√	√	√	√	√	√	√	√

The materials used in the ENERGee watch cycle 1 topic session vary from testimony videos, interaction in live sessions, case study examples, toolboxes, game cards, and spreadsheets. The reading material and videos are uploaded in the Veri system by the administrator before the online session starts. Mentees and observers were able to access handbooks, handouts, and other documents on the Veri platform. The topic presentations were available in Veri after the session finished to give access for the mentees to learn more about the topic. **Figure 1** shows one of the sample material presentations in

Figure 1. Sample presentation on course 2

In order to engage mentees, mentors in ENERGee Watch deliver the topic sessions through group discussions, online exercises, and various tools used for learning activities such as providing audio and visual resources. In course 1, mentors used tools for assessment of building stock energy profiling – EMBuild project (H2020), Open transport map, UITP, Eurostat, COPERT4, Transport Emissions Evaluation Model. The online tools called *MIRO (online whiteboard)* and *Canvas* were used to explain business models and other topics in course 2.

Course 3 used different types of material to deliver their topics such as testimony videos, live interventions, toolboxes (slides, documents, videos, replay), game cards, and spreadsheets. Testimony videos for each topic from:

- LiviuStirbat–European Commission –European strategy on adaptation
- Petya Pishmisheva–Covenant of Mayor/tools and supports
- Tim Reeder –Thames Barrier
- Joao Dinis–Climate adaptation in Cascais
- Vivian Despoues/ Marion Fetet–Climate budget / I4CE
- Julie Roussel –Climate adaptation in Paris
- ErwanCordeau–Cartographic tools / InstitutParis Region Tools associated with the diagnosis in course 3.

The live intervention with a guest mentor on the topic session can improve the learning environment during the session. The guest mentor can be from another course or external, such as Thomas Knight as a mentor in course 4 and Marc Barra from Nature-based solutions giving live intervention in course 3. Delivery of topics online has limitations on direct interactions between mentors and/between mentees. Therefore, the toolbox such as online board tools, slides, documents, videos, and so on have an important function in online peer learning. Despite toolboxes, mentors in course 3 provided interactive materials such as game cards. Game cards can be used during the session to raise awareness of the topic, for instance, "Climate at stake" with associated rules and materials. **Figure 2** shows the innovative online tool used in the topic session of course 3.
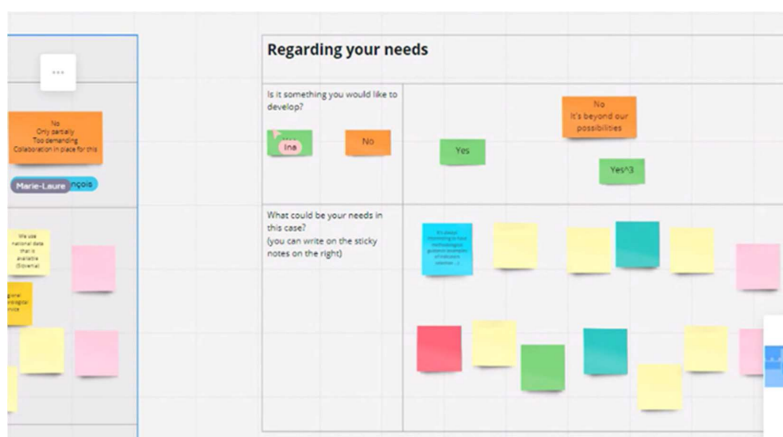
Figure 2. The interactive online tool used in the topic session i.e., course 3

Table 2. Climate Indicator

Table 2 shows a sample online exercise from Course 3 to provide an overview of indicators used by different national and local observatories for climate change impacts. The spreadsheet exercise was uploaded in the Veri platform so mentees can access and upload after they have finished the exercise. The indicators are classified according to three categories: Pressure (P), State (S), and Response (R) for climate hazard, exposure/vulnerability, capacity to cope, and mix exposure/vulnerability. Documentary references and Geographical scale provides for indicators (detail indicator spreadsheet in Annex 2).

Course 4 started their topic session with an icebreaker (*klaxon app*) and questions regarding expectations from mentees related to the course. Course 4 delivered their topics through a PowerPoint presentation given by the mentor which was followed by Q&A which required interaction from the mentees. Presentations include examples that can lead to discussions between mentees and mentors. Presentation of data display tool: Inkscape, TableauPublic, eSankey, GIS tools, TerriSTORY, Adobe Illustrator, Microsoft Excel. Figure 3 shows an online tool to accompany territories with their energy objectives explained in course 4.

Figure 3. Online tool for territories with energy objectives (TerriSTORY)

1.2 Monitoring Learning Session

Mentees in cycle 1 came from different backgrounds and organisations, such as energy agencies, local authorities (city/municipality, county) with a total of 25 mentees from 19 organizations. There were 15 countries across Europe that participated as mentees in cycle 1 of peer learning with details of mentees' countries shown in **figure 3** below. Each course in ENERGee watch shows the diversity in mentees and that the courses are trans-national in focus.

■ **Course 1 -Data Collection (France, Italy, Moldova, Montenegro, Romania)**
■ **Course 2 - Data Monitoring (Croatia, Greece, Italy, Moldova)**
■ **Course 3 - Indicators Climate Adaptation (Greece, Hungary, Italy, Slovenia, UK)**
■ **Course 4- Data Visualisation (Croatia, France, Hungary, Italy, Portugal, Turkey)**
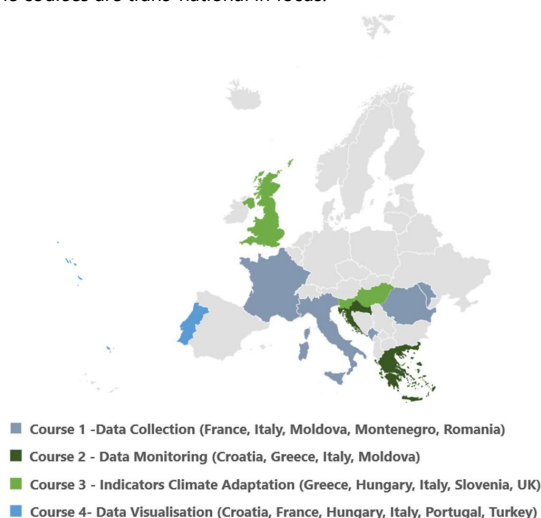
Figure 4. Mentee's countries in cycle 1 peer learning

Mentee's attendance was monitored through evidence that was screenshot for each topic's session by mentors, then uploaded in the Veri platform. At the end of cycle 1, the admin retrieved the attendance list from the Veri platform and compiled it into the monitoring learning programme spreadsheet. **Table 3** below shows monitoring learning programme course 1 in cycle 1.

Table 3. Monitoring learning programme (i.e., course 1)

Course 1 - Data collection (acquisition and treatment)					
	Session (title):	topic 1- Baseline Emission Inventory (BEI)	Topic 2 - Energy management	Topic 3- Energy supply and production	Topic 4- Transport
	Date of session:	19/10/2021	28/10/21	11/09/2021	30/11/2021
Participants' presence	Mentee 1	No	Yes	No	No
	Mentee 2	No	No	No	No
	Mentee 3	No	No	No	No
	Mentee 4	Yes	Yes	Yes	Yes
	Mentee 5	Yes	Yes	No	Yes
	Mentee 6	Yes	Yes	No	Yes
	Observer 1	Yes	Yes	Yes	Yes
	Observer 2	Yes	Yes	Yes	Yes

On average, 61% of the mentees attended the full course, that is shown in **Figure 5** below. There are several factors that influence attendance such as the change in the schedule of topics, mentee's commitment and priorities, mentees deciding to move to other courses during the sessions, medical issues, and other factors.
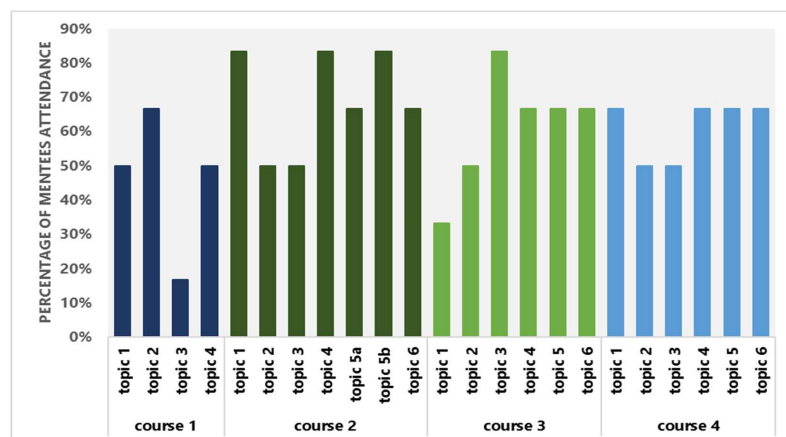
Figure 5. Percentage of mentees attendance on topic sessions in cyle 1

1.3 Course Feedback

Several surveys were implemented for evaluating learning effectiveness before, during and after the course's sessions for mentees and observers.

1.3.1 Assessment survey

The objective of the assessment survey is to assess the mentee's knowledge about the course topics <u>before</u> starting the learning exchanges. This information will be crucial for assessing the quality of the course as well as for improving the learning programme and assessing its impact. The assessment survey consists of two similar main parts:

- What do you already know about course?
- How aware are you of each of the course topics?

1.3.1.1 <u>Assessment survey results from the 1st learning cycle</u>

For **Course 1: Data collection (acquisition and treatment)** there were in total six respondents.

A range of responses on awareness was evident on data collection. Most of respondents were not aware on data sharing agreements and collaborations, tools and methodologies for quality energy estimations. All results are given in the table below:

Table 4. Course 1: Data collection course specific assessment survey results

Question: a. Systematic, timely and periodic gathering of energy data	Responses
Very aware: I have knowledge and experience about the topic and have used/applied it in my work	3
Aware: I have a clear idea about the topic and can provide examples of its application, but I have never used/applied it in my work	0
Fairly aware: I have some idea about the topic, but wouldn't be able to explain it in detail	3
Not aware: I have never heard or received any information about the topic	0
Question: b. General knowledge on data sharing	**Responses**
Very aware: I have knowledge and experience about the topic and have used/applied it in my work	3
Aware: I have a clear idea about the topic and can provide examples of its application, but I have never used/applied it in my work	0
Fairly aware: I have some idea about the topic, but wouldn't be able to explain it in detail	3
Not aware: I have never heard or received any information about the topic	0
Question: c. Data sharing agreements and collaborations	**Responses**
Very aware: I have knowledge and experience about the topic and have used/applied it in my work	3
Aware: I have a clear idea about the topic and can provide examples of its application, but I have never used/applied it in my work	0
Fairly aware: I have some idea about the topic, but wouldn't be able to explain it in detail	1
Not aware: I have never heard or received any information about the topic	2
Question: d. Tools and methodologies for data retrieving	**Responses**
Very aware: I have knowledge and experience about the topic and have used/applied it in my work	2
Aware: I have a clear idea about the topic and can provide examples of its application, but I have never used/applied it in my work	1
Fairly aware: I have some idea about the topic, but wouldn't be able to explain it in detail	1
Not aware: I have never heard or received any information about the topic	2
Question: e. Tools and methodologies for quality energy estimations	**Responses**
Very aware: I have knowledge and experience about the topic and have used/applied it in my work	2
Aware: I have a clear idea about the topic and can provide examples of its application, but I have never used/applied it in my work	1
Fairly aware: I have some idea about the topic, but wouldn't be able to explain it in detail	0
Not aware: I have never heard or received any information about the topic	3
Question: f. Tools and methodologies for BEI calculation	**Responses**
Very aware: I have knowledge and experience about the topic and have used/applied it in my work	2
Aware: I have a clear idea about the topic and can provide examples of its application, but I have never used/applied it in my work	1
Fairly aware: I have some idea about the topic, but wouldn't be able to explain it in detail	1
Not aware: I have never heard or received any information about the topic	2

For **Course 2: Monitoring, reporting, verification: follow up on implementation of actions** there were in total five respondents. Response on the previous knowledge of course 2 range from not aware, and fairly aware, to very aware. Respondents were very aware on key actions needed to ensure political and administrative support for the successful implementation of a SECAP. However, respondents were not aware of energy modelling and future scenarios. All results are given in the table below:

Table 5. Course 2: Monitoring, reporting, verification: follow up on implementation of actions course specific assessment survey results

Question: a. Vision creation and internal administrative structures	Responses
Very aware: I have knowledge and experience about the topic and have used/applied it in my work	3
Aware: I have a clear idea about the topic and can provide examples of its application, but I have never used/applied it in my work	2
Fairly aware: I have some idea about the topic, but wouldn't be able to explain it in detail	0
Not aware: I have never heard or received any information about the topic	0
Question: b. Key actions needed to ensure political and administrative support for the successful implementation of a SECAP	**Responses**
Very aware: I have knowledge and experience about the topic and have used/applied it in my work	4
Aware: I have a clear idea about the topic and can provide examples of its application, but I have never used/applied it in my work	1
Fairly aware: I have some idea about the topic, but wouldn't be able to explain it in detail	0

Not aware: I have never heard or received any information about the topic	0
Question: c. Perform an energy data verification process	**Responses**
Very aware: I have knowledge and experience about the topic and have used/applied it in my work	2
Aware: I have a clear idea about the topic and can provide examples of its application, but I have never used/applied it in my work	2
Fairly aware: I have some idea about the topic, but wouldn't be able to explain it in detail	1
Not aware: I have never heard or received any information about the topic	0
Question: d. Energy modelling and future scenarios	**Responses**
Very aware: I have knowledge and experience about the topic and have used/applied it in my work	2
Aware: I have a clear idea about the topic and can provide examples of its application, but I have never used/applied it in my work	0
Fairly aware: I have some idea about the topic, but wouldn't be able to explain it in detail	3
Not aware: I have never heard or received any information about the topic	0
Question: e. Key financial indicators	**Responses**
Very aware: I have knowledge and experience about the topic and have used/applied it in my work	1
Aware: I have a clear idea about the topic and can provide examples of its application, but I have never used/applied it in my work	2
Fairly aware: I have some idea about the topic, but wouldn't be able to explain it in detail	2
Not aware: I have never heard or received any information about the topic	0
Question: f. Visualise sustainable energy project ideas on Sustainable Business Model Canvas	**Responses**
Very aware: I have knowledge and experience about the topic and have used/applied it in my work	0
Aware: I have a clear idea about the topic and can provide examples of its application, but I have never used/applied it in my work	1
Fairly aware: I have some idea about the topic, but wouldn't be able to explain it in detail	3
Not aware: I have never heard or received any information about the topic	1
Question: g. Feasibility and environmental analysis for energy projects	**Responses**
Very aware: I have knowledge and experience about the topic and have used/applied it in my work	0
Aware: I have a clear idea about the topic and can provide examples of its application, but I have never used/applied it in my work	3
Fairly aware: I have some idea about the topic, but wouldn't be able to explain it in detail	2
Not aware: I have never heard or received any information about the topic	0
Question: h. Plan and monitor the progress and the impact of SECAP actions	**Responses**
Very aware: I have knowledge and experience about the topic and have used/applied it in my work	2
Aware: I have a clear idea about the topic and can provide examples of its application, but I have never used/applied it in my work	1
Fairly aware: I have some idea about the topic, but wouldn't be able to explain it in detail	2
Not aware: I have never heard or received any information about the topic	0

For **Course 3: Indicators and Strategies on Adaptation to Climate Change** there were in total eleven respondents.

There was a range from very aware, to not aware on the indicators and Strategies on Adaptation to Climate Change. Most of respondents were fairly aware on prefigure and adaptation to climate change policy in their territory, methods and tools to assess adaptation policies. All results are given in the table below:

Table 6. Course 3: Indicators and Strategies on Adaptation to Climate Change course specific assessment survey results

Question: a. Concepts and notions associated with adaptation to climate change	Responses
Very aware: I have knowledge and experience about the topic and have used/applied it in my work	4
Aware: I have a clear idea about the topic and can provide examples of its application, but I have never used/applied it in my work	4
Fairly aware: I have some idea about the topic, but wouldn't be able to explain it in detail	3
Not aware: I have never heard or received any information about the topic	0
Question: b. Climate impacts and associated effects	**Responses**
Very aware: I have knowledge and experience about the topic and have used/applied it in my work	2
Aware: I have a clear idea about the topic and can provide examples of its application, but I have never used/applied it in my work	5
Fairly aware: I have some idea about the topic, but wouldn't be able to explain it in detail	4
Not aware: I have never heard or received any information about the topic	0
Question: c. Prefigure and adaptation to climate change policy on your territory	**Responses**
Very aware: I have knowledge and experience about the topic and have used/applied it in my work	3
Aware: I have a clear idea about the topic and can provide examples of its application, but I have never used/applied it in my work	3
Fairly aware: I have some idea about the topic, but wouldn't be able to explain it in detail	4
Not aware: I have never heard or received any information about the topic	1
Question: d. Methods and tools to assess adaptation policies	**Responses**
Very aware: I have knowledge and experience about the topic and have used/applied it in my work	0
Aware: I have a clear idea about the topic and can provide examples of its application, but I have never used/applied it in my work	2
Fairly aware: I have some idea about the topic, but wouldn't be able to explain it in detail	8
Not aware: I have never heard or received any information about the topic	1

For **Course 4: Data display, dissemination, and validation by local authorities** there were in total six respondents.

All of them were fairly aware on Data display, dissemination, and validation by local authorities. All results are given in the table below:

Table 7. Course 4: Data display, dissemination, and validation by local authorities' course specific assessment survey results

Question: a. Analysing the audience and their needs	Responses
Very aware: I have knowledge and experience about the topic and have used/applied it in my work	1
Aware: I have a clear idea about the topic and can provide examples of its application, but I have never used/applied it in my work	1
Fairly aware: I have some idea about the topic, but wouldn't be able to explain it in detail	4
Not aware: I have never heard or received any information about the topic	0
Question: b. Assessment of data display methods for the objective, audience and desired response	**Responses**
Very aware: I have knowledge and experience about the topic and have used/applied it in my work	1
Aware: I have a clear idea about the topic and can provide examples of its application, but I have never used/applied it in my work	1
Fairly aware: I have some idea about the topic, but wouldn't be able to explain it in detail	4
Not aware: I have never heard or received any information about the topic	0
Question: c. Role of data in making decisions	**Responses**
Very aware: I have knowledge and experience about the topic and have used/applied it in my work	1
Aware: I have a clear idea about the topic and can provide examples of its application, but I have never used/applied it in my work	2
Fairly aware: I have some idea about the topic, but wouldn't be able to explain it in detail	3
Not aware: I have never heard or received any information about the topic	0
Question: d. Data visualisation as a persuasive tool	**Responses**
Very aware: I have knowledge and experience about the topic and have used/applied it in my work	1
Aware: I have a clear idea about the topic and can provide examples of its application, but I have never used/applied it in my work	2
Fairly aware: I have some idea about the topic, but wouldn't be able to explain it in detail	3
Not aware: I have never heard or received any information about the topic	0
Question: e. Data manipulation to suit different representation styles	**Responses**
Very aware: I have knowledge and experience about the topic and have used/applied it in my work	1
Aware: I have a clear idea about the topic and can provide examples of its application, but I have never used/applied it in my work	1
Fairly aware: I have some idea about the topic, but wouldn't be able to explain it in detail	3
Not aware: I have never heard or received any information about the topic	1
Question: f. Data dissemination and display options	**Responses**
Very aware: I have knowledge and experience about the topic and have used/applied it in my work	1
Aware: I have a clear idea about the topic and can provide examples of its application, but I have never used/applied it in my work	2
Fairly aware: I have some idea about the topic, but wouldn't be able to explain it in detail	3
Not aware: I have never heard or received any information about the topic	0

1.3.2   Satisfaction survey

The Satisfaction survey is a short questionnaire requiring feedback from participants to improve future courses.

There are a few course-specific questions, asking how aware the mentee is, about each of the objectives of the course. This helps the course mentors to understand which objectives should be covered in more depth in the next cycles.

The other questions are same for all four courses:

2. TO WHAT EXTEND DO YOU AGREE WITH THE FOLLOWING STATEMENTS?

a. The course met my expectations/needs

b. I gained useful knowledge and information

c. The information given was relevant for my work

d. I will be able to apply the knowledge and information gained in the course

e. I am satisfied with the timeframe/duration of the course

f. I am satisfied with the guidance and support provided by the mentor

g. I am satisfied with the learning materials

3. HOW LIKELY ARE YOU TO RECOMMEND THIS COURSE TO OTHER LOCAL AUTHORITIES, REGIONS OR ENERGY AGENCIES?

4. WHAT OTHER LEARNING MATERIAL OR LEARNING ACTIVITIES WOULD YOU LIKE TO SEE IN THIS COURSE?

5. DO YOU HAVE ANY FURTHER SUGGESTIONS TO IMPROVE THE COURSE AND/OR THE OVERALL ENERGee WATCH LEARNING PROGRAMME?

1.3.2.1 Satisfaction survey results from the 1st learning cycle

Eleven mentees answered the satisfaction survey. All of them either agreed or strongly agreed about the positive statements about our programme. There were no "neutral", "somewhat disagree" or "strongly disagree" responses to any of the general questions asked. Here are the general responses:

a. The **course expectations were met for all mentees**, with six "strongly agree" and six "agree" responses

b. All mentees report they **gained useful knowledge**, with seven "strongly agree" and five "agree" responses

c. All mentees agreed that the **information given was relevant for their work**, with nine "strongly agree" and three "agree" responses

d. All mentees stated they will be able to **apply the knowledge and information gained** in the course, with 10 "strongly agree" and two "agree" responses

e. Eight mentees were very satisfied, and four were satisfied with the **timeframe/duration** of the course

f. Eleven mentees were very satisfied, and one was satisfied, with the **guidance and support** provided by the mentor

g. Nine mentees were strongly satisfied, and three satisfied with the **learning materials**.

Finally, nine mentees responded they were "very likely" and three "likely" to recommend this course to other local authorities, regions, or energy agencies.

The rest of the questions were course specific and asked how aware the mentees are of all the topics/objectives covered by the course.

For **Course 1: Data collection (acquisition and treatment)** there were in total three respondents.

All of them were aware or very aware of all course topic offered. There was one response that meetings could be shorter. All results are given in the table below:

Table 8: Course 1: Data collection course specific satisfaction survey results

How aware are you of each of the course topics listed below?	
a. Systematic, timely and periodic gathering of energy data	**Responses**
Very aware: I have knowledge and experience about the topic and have used/applied it in my work	1
Aware: I have a clear idea about the topic and can provide examples of its application, but I have never used/applied it in my work	2
Fairly aware: I have some idea about the topic, but wouldn't be able to explain it in detail	0
Not aware: I have never heard or received any information about the topic	0
b. General knowledge on data sharing	**Responses**
Very aware: I have knowledge and experience about the topic and have used/applied it in my work	1
Aware: I have a clear idea about the topic and can provide examples of its application, but I have never used/applied it in my work	2
Fairly aware: I have some idea about the topic, but wouldn't be able to explain it in detail	0
Not aware: I have never heard or received any information about the topic	0
c. Data sharing agreements and collaborations	**Responses**
Very aware: I have knowledge and experience about the topic and have used/applied it in my work	2
Aware: I have a clear idea about the topic and can provide examples of its application, but I have never used/applied it in my work	1
Fairly aware: I have some idea about the topic, but wouldn't be able to explain it in detail	0
Not aware: I have never heard or received any information about the topic	0
d. Tools and methodologies for data retrieving	**Responses**
Very aware: I have knowledge and experience about the topic and have used/applied it in my work	1
Aware: I have a clear idea about the topic and can provide examples of its application, but I have never used/applied it in my work	2
Fairly aware: I have some idea about the topic, but wouldn't be able to explain it in detail	0
Not aware: I have never heard or received any information about the topic	0
e. Tools and methodologies for quality energy estimations	**Responses**
Very aware: I have knowledge and experience about the topic and have used/applied it in my work	1
Aware: I have a clear idea about the topic and can provide examples of its application, but I have never used/applied it in my work	2
Fairly aware: I have some idea about the topic, but wouldn't be able to explain it in detail	0
Not aware: I have never heard or received any information about the topic	0
f. Tools and methodologies for BEI calculation	**Responses**
Very aware: I have knowledge and experience about the topic and have used/applied it in my work	2
Aware: I have a clear idea about the topic and can provide examples of its application, but I have never used/applied it in my work	1
Fairly aware: I have some idea about the topic, but wouldn't be able to explain it in detail	0
Not aware: I have never heard or received any information about the topic	0

For **Course 2: Monitoring, reporting, verification: follow up on implementation of actions** there were in total four respondents. One mentee commented that they would like to see learning materials "about identification of the climate change".

Three mentees were either very aware or aware of all course objectives covered, while there is one respondent who was "fairly aware" with five course objectives, and "not aware" with one course objective,

out of eight covered. All results are given in the table below:

Table 9: Course 2: Monitoring, reporting, verification: follow up on implementation of actions course specific satisfaction survey results

How aware are you of each of the course topics listed below?	
a. Vision creation and internal administrative structures	**Responses**
Very aware: I have knowledge and experience about the topic and have used/applied it in my work	1
Aware: I have a clear idea about the topic and can provide examples of its application, but I have never used/applied it in my work	3
Fairly aware: I have some idea about the topic, but wouldn't be able to explain it in detail	0
Not aware: I have never heard or received any information about the topic	0
b. Key actions needed to ensure political and administrative support for the successful implementation of a SECAP	**Responses**
Very aware: I have knowledge and experience about the topic and have used/applied it in my work	2
Aware: I have a clear idea about the topic and can provide examples of its application, but I have never used/applied it in my work	1
Fairly aware: I have some idea about the topic, but wouldn't be able to explain it in detail	1
Not aware: I have never heard or received any information about the topic	0
c. Perform an energy data verification process	**Responses**
Very aware: I have knowledge and experience about the topic and have used/applied it in my work	2
Aware: I have a clear idea about the topic and can provide examples of its application, but I have never used/applied it in my work	2
Fairly aware: I have some idea about the topic, but wouldn't be able to explain it in detail	0
Not aware: I have never heard or received any information about the topic	0

d. Energy modelling and future scenarios	Responses
Very aware: I have knowledge and experience about the topic and have used/applied it in my work	2
Aware: I have a clear idea about the topic and can provide examples of its application, but I have never used/applied it in my work	1
Fairly aware: I have some idea about the topic, but wouldn't be able to explain it in detail	1
Not aware: I have never heard or received any information about the topic	0
e. Key financial indicators	Responses
Very aware: I have knowledge and experience about the topic and have used/applied it in my work	1
Aware: I have a clear idea about the topic and can provide examples of its application, but I have never used/applied it in my work	2
Fairly aware: I have some idea about the topic, but wouldn't be able to explain it in detail	1
Not aware: I have never heard or received any information about the topic	0
f. Visualise sustainable energy project ideas on Sustainable Business Model Canvas	Responses
Very aware: I have knowledge and experience about the topic and have used/applied it in my work	1
Aware: I have a clear idea about the topic and can provide examples of its application, but I have never used/applied it in my work	2
Fairly aware: I have some idea about the topic, but wouldn't be able to explain it in detail	0
Not aware: I have never heard or received any information about the topic	1
g. Feasibility and environmental analysis for energy projects	Responses
Very aware: I have knowledge and experience about the topic and have used/applied it in my work	0
Aware: I have a clear idea about the topic and can provide examples of its application, but I have never used/applied it in my work	2
Fairly aware: I have some idea about the topic, but wouldn't be able to explain it in detail	1
Not aware: I have never heard or received any information about the topic	0
h. Plan and monitor the progress and the impact of SECAP actions	Responses
Very aware: I have knowledge and experience about the topic and have used/applied it in my work	2
Aware: I have a clear idea about the topic and can provide examples of its application, but I have never used/applied it in my work	1
Fairly aware: I have some idea about the topic, but wouldn't be able to explain it in detail	1
Not aware: I have never heard or received any information about the topic	0

For **Course 3: Indicators and Strategies on Adaptation to Climate Change** there were in total four respondents.

All of them were aware or very aware of all but one course topic offered. There was suggestion that course materials should also cover "standardized methodologies, as far as possible". All results are given in the table below:

Table 10: Course 3: Indicators and Strategies on Adaptation to Climate Change course specific
satisfaction survey results

How aware are you of each of the course topics listed below?	
a. Concepts and notions associated with adaptation to climate change	**Responses**
Very aware: I have knowledge and experience about the topic and have used/applied it in my work	2
Aware: I have a clear idea about the topic and can provide examples of its application, but I have never used/applied it in my work	2
Fairly aware: I have some idea about the topic, but wouldn't be able to explain it in detail	0
Not aware: I have never heard or received any information about the topic	0
b. Climate impacts and associated effects	**Responses**
Very aware: I have knowledge and experience about the topic and have used/applied it in my work	2
Aware: I have a clear idea about the topic and can provide examples of its application, but I have never used/applied it in my work	2
Fairly aware: I have some idea about the topic, but wouldn't be able to explain it in detail	0
Not aware: I have never heard or received any information about the topic	0
c. Prefigure an adaptation to climate change policy on your territory	**Responses**
Very aware: I have knowledge and experience about the topic and have used/applied it in my work	2
Aware: I have a clear idea about the topic and can provide examples of its application, but I have never used/applied it in my work	2
Fairly aware: I have some idea about the topic, but wouldn't be able to explain it in detail	0
Not aware: I have never heard or received any information about the topic	0
d. Methods and tools to assess adaptation policies	**Responses**
Very aware: I have knowledge and experience about the topic and have used/applied it in my work	1
Aware: I have a clear idea about the topic and can provide examples of its application, but I have never used/applied it in my work	2
Fairly aware: I have some idea about the topic, but wouldn't be able to explain it in detail	1
Not aware: I have never heard or received any information about the topic	0

For **Course 4: Data display, dissemination, and validation by local authorities** there was only one
answer. The mentee was either aware or very aware of all course topic offered. There was a suggestion
that course materials could also cover "Review of current SEAP or SECAP completed by Local
Authorities." And a general suggestion to "be more local authorities specific in some of the
presentation and examples". All results are given in the table below:

Table 11: Course 4: Data display, dissemination, and validation by local authorities' course specific
satisfaction survey results

How aware are you of each of the course topics listed below?	
a. Analysing the audience and their needs	**Responses**
Very aware: I have knowledge and experience about the topic and have used/applied it in my work	1
Aware: I have a clear idea about the topic and can provide examples of its application, but I have never used/applied it in my work	0
Fairly aware: I have some idea about the topic, but wouldn't be able to explain it in detail	0

Not aware: I have never heard or received any information about the topic	0
b. Assessment of data display methods for the objective, audience and desired response	**Responses**
Very aware: I have knowledge and experience about the topic and have used/applied it in my work	1
Aware: I have a clear idea about the topic and can provide examples of its application, but I have never used/applied it in my work	0
Fairly aware: I have some idea about the topic, but wouldn't be able to explain it in detail	0
Not aware: I have never heard or received any information about the topic	0
c. Role of data in making decisions	**Responses**
Very aware: I have knowledge and experience about the topic and have used/applied it in my work	1
Aware: I have a clear idea about the topic and can provide examples of its application, but I have never used/applied it in my work	0
Fairly aware: I have some idea about the topic, but wouldn't be able to explain it in detail	0
Not aware: I have never heard or received any information about the topic	0
d. Data visualisation as a persuasive tool	**Responses**
Very aware: I have knowledge and experience about the topic and have used/applied it in my work	1
Aware: I have a clear idea about the topic and can provide examples of its application, but I have never used/applied it in my work	0
Fairly aware: I have some idea about the topic, but wouldn't be able to explain it in detail	0
Not aware: I have never heard or received any information about the topic	0
e. Data manipulation to suit different representation styles	**Responses**
Very aware: I have knowledge and experience about the topic and have used/applied it in my work	0
Aware: I have a clear idea about the topic and can provide examples of its application, but I have never used/applied it in my work	1
Fairly aware: I have some idea about the topic, but wouldn't be able to explain it in detail	0
Not aware: I have never heard or received any information about the topic	0
f. Data dissemination and display options	**Responses**
Very aware: I have knowledge and experience about the topic and have used/applied it in my work	0
Aware: I have a clear idea about the topic and can provide examples of its application, but I have never used/applied it in my work	1
Fairly aware: I have some idea about the topic, but wouldn't be able to explain it in detail	0
Not aware: I have never heard or received any information about the topic	0

1.3.3 Conclusions from the assessment and the satisfaction survey

Both the assessment and the satisfaction survey contained the same questions. Since not all participants answered the satisfaction survey at the end of the course, it is difficult to compare the total results. We see that there are some courses where more people answered they are very aware with a certain topic at the beginning than at the end of the course. Our assumption when talking to the mentors is that those mentees that were already familiar with the topic tended to drop out early and not finish the satisfaction survey at the end.

However, what is also evident is that on most of the questions in all courses, there is no one not aware of the topic, while in the beginning a substantial amount of replies were either "not aware" or "fairly aware" with the topic. This demonstrates that, after going through the course, all mentees were either aware or very aware of all topics mentored to them.

1.3.4 Action plan

The Action plan aims to check how the mentees implemented the knowledge gained from P2P and to motivate them to further develop their plans, meet additional participants, and collect more best practices. The specific objectives of the action plan are:

- Monitoring the effectiveness of the learning cycle in term of numbers, e.g., CO2 reduction, GHG emission, energy efficiency, renewable energy uptake, etc.
- Get data for the monitoring in an engaging way (ex: polls, "project status" - compulsory to fill out for joining the webinar)
- Action Plan follow-up.
- Feedback from the Mentees on the implementation of what they have learned and applied.

In cycle 1, mentees and observers filled the surveys in the EU survey. Action plan consist of two main parts:

  Part 1: Mentee's Project(s)/Plan(s)
  Part 2: Mentee Action Plan

1.3.4.1 Part 1: Mentee's Project(s)/Plan(s)

The part 1 consists of multiple choice and open-ended questions with a total of 25 questions. The open questions on the part 1 relate to:

- Information about observatory/city/region
- Observatory/city/region supervision/influence on the main (and the most recent) local/regional sustainable energy and climate plan
- Observatory/city/region supervision/influence on other local/regional sustainable energy and climate plan
- Details about the status of the local/regional sustainable energy and climate plan
- The purpose of the plans, targets, sectors, and other relevant sustainability strategy plans

There were nine respondents for the action plan. Table 12 below shows some responses for part 1 survey from each course.

Table 12. Response action plan part 1

course	Inhabitants	GHG emission reduction target	The estimated annual energy savings (MWh) of this plan	the estimated yearly CO2 reduction (tCO2eq/year) of this plan	the estimated RES production (MWh/year) of this plan	the investment needed implement this plan (EUR)
1	50 000 - 100 000	40%	100 000 - 1 000 000	10 000 - 100 000	1000 - 10 000	> 1,000,000

Comments:

Commented [DDV1]: Still wait full respond esp from course 4

Commented [MI2R1]: I have enterd all results we have in the two tables below

Commented [MI3]: Need to check for double entries and then also delete from next table

	250 000 - < 1 000 000	There is no estimation	There is no estimation	10 000 - 100 000	There is no estimation	> 1,000,000
	< 50 000	20%	1 - 1 000	< 10 000	< 1000	There is no estimation
	250 000 - < 1 000 000	74% until 2050	There is no estimation	10 000 - 100 000	There is no estimation	> 1,000,000
	< 50 000	50%	1 000 - 10 000	< 10 000	< 1000	100,000 - 500,000
	50 000 - 100 000	40%	1 000 - 10 000	10 000 - 100 000	1000 - 10 000	> 1,000,000
2	> 50 000	40%	10 000 - 100 000		1000 - 10 000	> 1,000,000
	< 50 000	40%	1 000 - 10 000	10 000 - 100 000	1000 - 10 000	> 1,000,000
	50 000 - 100 000	20%	11 000 - 100 000	10 000 - 100 000	< 1000	> 1,000,000
	100 000 - 250 000	30%	There is no estimation	There is no estimation	There is no estimation	> 1,000,000
	> 1 000 000	40%	10 000 - 100 000	100 000 – 1 000 000	100 000 - 1 000 000	There is no estimation
	< 50 000	40%	10 000 - 100 000	There is no estimation	1000 - 10 000	> 1,000,000
	50 000 - 100 000	20%	10 000 - 100 000	10 000 - 100 000	< 1000	> 1,000,000
	< 50 000	40%	1 000 - 10 000	10 000 - 100 000	1000 - 10 000	> 1,000,000
	100 000 - 250 000	30%	There is no estimation	There is no estimation	There is no estimation	> 1,000,000
3	50 000 - 100 000	30%	1 000 - 10 000	10 000 - 100 000	1000 - 10 000	> 1,000,002
	100 000 - 250 000	50%	10 000 - 100 000	10 000 - 100 000	1000 - 10 000	> 1,000,001
	> 1 000 000	Adaptation focus, not emissions reductions	There is no estimation	< 10 000	There is no envisaged RES production	There is no envisaged saving
	100 000 - 250 000	50%	Between 10 000 and 100 000 MWh	10 000 - 100 000	1000 - 10 000	< 50 000
	50 000 - 100 000	30%	Between 1 000 and 10 000 MWh	10 000 - 100 000	1000 - 10 000	> 1,000,000
	> 1 000 000	30%	Above 1 000 000 MWh	> 1 000 000	> 1 000 000	> 1,000,000
4	50 000 - 100 000	There is no estimation	There is no estimation	< 10 000	There is no estimation	> 1,000,000
	50 000 - 100 000	40%	Between 100 000 and 1 000 000 MWh	10 000 - 100 000	1000 - 10 000	< 50 000
	> 1 000 000	40%	No savings, it is an adaptation plan	There is no saving	There is no saving	> 1,000,000
	250 000 - < 1 000 000	40%	Above 1 000 000 MWh	10 000 - 100 000	1000 - 10 000	> 1,000,000
	50 000 - 100 000	20%	Between 100 000 and 1 000 000 MWh	Between 100 000 and 1 000 000 tCO2-eq/year	Between 10 000 and 100 000 MWh/year	> 1,000,000

1.3.4.2 Part 2: Mentee Action Plan

Part 2 is intended to highlight the importance of, and outline the implementation of, an Action Plan to be shared with, and completed by, all course participants (Mentees) throughout each Learning Cycle. The activity in action plan will be lead by 3CEA and AURA-EE. This Action Plan will facilitate the tracking of understanding of the participants, as well as the implementation of what the participants learn in their respective agencies.

This process includes three (3) steps:

Step 1: During the learning course, the Action Plan will be communicated, distributed, and completed fully by the Mentees.

Step 2: Six (6) months later, an intermediate workshop will review responses to the initial Action Plan and serve as a platform for resolving issues or problems in the implementation of Learning Course content.

Step 3: Twelve (12) months later, an implementation workshop will facilitate the showcasing of the implemented Action Plans.

Part 2 consist of 3 open questions as shows below:

Question 1: How will you integrate what you have learnt into your daily/weekly/monthly tasks and activities?

Question 2: How will this course help you and your agency to better serve the needs of the territory and better facilitate ongoing or future projects?

Question 3: What are your short-, mid- and long-term plans to implement the course content into the activities of your agency?

The summarize of the responses from each course show on **table 13** below.

Commented [DDV4]: Incomplete, still wait result from course 4

Commented [MI5R4]: @Dewi, I have added all results that I have from the EU Survey. We only need to check three things:
1. Who is Stephane Francois?
2. Do we have Hugo Parsons Action plan? If yes, we should include it.
3. Should we leave such exact copy of wording from the Action plans – where also some names of the cities or agencies are mentioned. Should this maybe be anonymised? I think it should be fine but I want another opinion

Table 13. Response action plan part 2

course	How will you integrate what you have learnt into your daily/weekly/monthly tasks and activities?	How will this course help you and your agency to better serve the needs of the territory and better facilitate ongoing or future projects?	What are your short-, mid- and long-term plans to implement the course content into the activities of your agency?
	Integrate topics from ENERGee Watch courses to agency similar activities, data collection	1.Consolidation of SECAP stakeholders' network 2.Better energy and climate data and data management for SECAPs 3.Beter monitoring and evaluation of SECAPs, expanding support period for municipalities	1.Short term priorities -Climate and energy database consolidation -Improving climate and energy data sourcing, availability, and reliability for SECAPs and similar planning tools -Updating current cooperation agreements between energy agency and regional stakeholders, energy data providers and municipalities 2.Long term priorities -Adopting new data sources and statistical estimation methods to improve the long-term availability of climate and energy data for local authorities in the region -Expanding capacity and reliability of SECAPs monitoring process for municipalities -Consolidation of inter-regional cooperation, networking (eg. using ENERGee Watch website), and increasing the visibility of SECAPs process by publishing more information and news

	The most important think I learned during the course and implement on my monthly tash how to fill the missing data. Before I was doing some other way but after the course learned different methods to get the missing data of better quality, specially the transport data which is very hard to get.	With the help of this course in future if we are doing any projects in which we need to calculate energy consumption, energy savings and other data analysis part. This course helped me getting accurate results than before.	Short term plans would be to improve the data collection methodology. Mid term plans would be to minimize the data gap and try to get all the data Long term plans would be to analysis the data in a way which would help non technical person to understand what is happening around.
	- For the municipalities of my region, it could be interesting to involve them in the european ELENA project for their action plan - Take in recommandation advise of "what did it go wrong?" and optimization of the system a). Involve in the European project for the action plan implementation b). Take in recommendation advise of "what did it go wrong?" and optimization of the system	the course helped me and my agency to frame our activity and serve better the needs of the territory thanks to advise of our mentor	- Systematically integrate a monitoring or a tool for measures - Optimize the consumptions
	Integrate on SECAPs and monitor the municipality's activity.	By ensuring a better quality of the SECAPs and that all of them will be approved and will attract more investor.	Short-term – To finalize the SECAP and to get it's approval. Mid-term – To ensure the implementation of all SECAPs and to ensure knowledge transition to other team members in order to make even more action plans. Long-term – Creating more action plans and delivering every action plan to it's final phase.
2	As technical expert working with energy and climate data, I will integrate many aspects that were provided through ENERGee Watch training courses as part of ANERGO methodology. ANERGO is a regional Energy Observatory that is operated by Alba Local Energy Agency – ALEA. The methods for data collection for example will be reviewed in the following months, considering the new arguments and data sourcing/evaluation methods presented in the ENERGee Watch training courses.	1.Consolidation of SECAP stakeholders' network Alba Local Energy Agency – ALEA and ANERGO - a regional Energy Observatory operated by ALEA, rely on multiple categories of stakeholders to carry out the European vision for decarbonization in Romania at local and regional level. Stakeholder consolidation is thus essential to maintain a high level of engagement and support a strong implementation course for current ant future mitigation and adaptation actions that are part of SECAPs and other strategic documents. Stakeholders representing energy data providers are also part of ANERGO process for maintaining reliable data sources for SECAPs. Extending, updating, and finding new opportunities of cooperation/ signing	1.Short term priorities -Climate and energy database consolidation by updating ANERGO operational outputs -Improving climate and energy data sourcing, availability, and reliability for SECAPs and similar planning tools -Updating current cooperation agreements between ALEA and regional stakeholders, energy data providers and municipalities 2.Long term priorities -ANERGO Energy Observatory: Adopting new data sources and statistical estimation methods to improve the long-term availability of climate and energy data for local authorities in the region -Expanding capacity and reliability of SECAPs monitoring process for municipalities -Consolidation of inter-regional cooperation, networking (eg. using ENERGee Watch website), and increasing the visibility of SECAPs process by publishing more information and news

new agreements between ANERGO and regional data providers is a key process planned by Alba Local Energy Agency. Inter-regional consolidation of stakeholders network through ENERGee Watch network of European energy agencies and Regional GHG and climate observatories is another important priority for ALEA that is facilitated by our partnership in ENERGee Watch project.

2.Better energy and climate data and data management for SECAPs
New challenges regarding climate data integration in SECAPs and better energy data for municipal sectors like transport and tertiary buildings are being tackled within ANERGO Energy Observatory. Data reliability can be improved by adjusting current statistical sources and the identification/use of new scaling factors. Information provided by ENERGee Watch training courses will be used to expand the current Observatory capabilities, enabling the usage of new data analysis and visualization models and fill some gaps in existing statistical models.

3.Beter monitoring and evaluation of SECAPs, expanding support period for municipalities

Monitoring SECAPs and other local and regional planning tools is part of ALEA and ANERGO activities. The monitoring process requires allocation of constant resources and cyclic activities. Maintaining the consistency of energy and climate data is one of the many challenges that arise in long-term monitoring of SECAPs and other similar planning tools. New energy

	and climate data standardization concepts, as well as refined SECAP elaboration methodologies and improved networking will be "imported"by ALEA as a result of participating in ENERGee Watch project and attending the training courses. A good operational model regarding SECAPs elaboration and monitoring will greatly improve the capacity of ALEA to support more municipalities for a longer period of time, after initial elaboration of their local planning tools and provide a better example of vision and long-term strategy for SECAPs.	
transferred knowledge gained from the course to all employees in the agency and develop of relevant documents at the local and regional level on every day basis.	Provides professional and technical support in developing relevant energy and climate plans for LAs.	In the long run our main goal is to apply the acquired knowledge in the future plans and transfer it to potential users.
Apply the gained knowledge in order to establish an Energy & Climate Change team and set the vision/targets of SECAP, the development of business plans, feasibility and environmental analysis for sustainable energy projects and climate mitigation actions.	Develop of internal administrative structures for the successful implementation and monitoring of sustainable energy action plans (roles, support, prioritization, budgeting).	Prepare and monitor municipality's SECAP for the following years (short-term and mid-term planning).The knowledge learned will use for the preparation and implementation of our future energy saving and climate mitigation actions/measures.
the transparency and integration of all the stakeholders in the process of the SECAP development.	Provide qualitative support for municipalities, a strategic approach and a better understanding of the needs of the communities	In the short term: to put in place a comprehensive service for SECAP development, engaging different stakeholders in an efficient process of the SECAP development and capacity building both for municipalities and experts in different domains. In the long term: to make the agency a centre for energy and climate cooperation and innovations.
The current SEAP will be expanded to SECAP, so knowledge on the climate challenges and the monitoring framework for the climate impacts will be essential to lay the basis for proper monitoring of the climate actions.	The course will support the energy agency in providing a clear and comprehensive framework for defining the climate actions and their monitoring in future so that the actions to be implemented bring positive change.	EAP is providing energy, environmental and climate analysis for the local authorities, so the knowledge and experience gained during the course will be integrated in its service portfolio and will further support the cities in implementing energy and climate actions and their monitoring.
In several ways. Mainly creation of business plan using canvas method in an ongoing project.		Develope templates and action list to support municipalities of my region

Since we already have relevant experience in developing energy and climate plans for local and regional governments, through these workshopd we have deepened our knowledge in this area which will greatly help us in the future in developing relevant energy and climate plans. It is important that the acquired knowledge is first transferred to all employees in our agency because it is necessary that everyone has the same level of knowledge in the field regardless of previous education or experience. For us it is not enough just to increase the capacity of our employees but it is necessary to improve the knowledge of our end users. Therefore, it is necessary to transfer the acquired knowledge to them and include them in the development of relevant documents at the local and regional level on every day basis.	Since we are aware of the fact that local and regional governments in our region do not have the capacity to independently develop and implement energy and climate plans, it is necessary from the very beginning to present itself as an institution that develops and provides professional and technical support in developing relevant energy and climate plans. Due to the fact that we participated in trainings and gained insight into additional key elements that are important in the development of energy and climate plans, it will be much easier for us to identify problems faced by our end users and accordingly advise them in selecting and prioritizing projects which enable the use of available renewable energy sources in their area.	As said before, firstly the gaind knowledge will be transferred to all employees including new ones within the organization so that all of them have the same level of knowledge which will ensure us to work in the field in the long-term period independent of large employee fluctuations. In addition, since we are specialized in the development of energy and climate plans, in the long run our main goal is to apply the acquired knowledge in the future plans and transfer it to our potential users.
The learning course provided very useful material, instructions and guidelines for the preparation of our municipality's SECAP. In particular, i intend to apply the gained knowledge in order to establish an Energy & Climate Change team and set the vision/targets of our SECAP. I will also try to use the business model canvas approach during the development of business plans, feasibility and environmental analysis for sustainable energy projects and climate mitigation actions.	Energy saving and sustainable urban development are top priorities for our municipality. This course will definitely help me and my municipality in the development of internal administrative structures for the successful implementation and monitoring of sustainable energy action plans (roles, support, prioritization, budgeting) Overall, the knowledge gained will facilitate us through the energy data collection and verification, promoting the development of our energy saving projects.	The course content will certainly help us prepare and monitor our municipality's SECAP for the following years (short-term and mid-term planning). Moreover, the knowledge learned will guide us during the preparation and implementation of our future energy saving and climate mitigation actions/measures.
As a product development manager, I will provide a service for the SECAP development for municipalities. The customers will receive qualitative service, aimed at the development of the region-specific	The course will help me to provide qualitative support for municipalities, a strategic approach and a better understanding of the needs of the communities	In the short term, I plan to put in place a comprehensive service for SECAP development, engaging different stakeholders in an efficient process of the SECAP development and capacity building both for municipalities and experts in different domains.

	actions within the SECAP. The main focus will be the transparency and integration of all the stakeholders in the process of the SECAP development.		In the long term, my aim is to make the agency a centre for energy and climate cooperation and innovations.
	The current SEAP will be expanded to SECAP, so knowledge on the climate challenges and the monitoring framework for the climate impacts will be essential to lay the basis for proper monitoring of the climate actions.	The climate analysis and its monitoring is a new niche for the local authorities in Bulgaria and they do not have the capacity to develop and monitor climate actions. The conceptualisation of these actions is poor and vague. So, the course will support the Energy Agency of Plovdiv in providing a clear and comprehensive framework for defining the climate actions and their monitoring in future so that the actions to be implemented bring positive change.	EAP is providing energy, environmental and climate analysis for the local authorities in Bulgaria, so the knowledge and experience gained during the course will be integrated in its service portfolio and will further support the Bulgarian cities in implementing energy and climate actions and their monitoring.
3	Gained knowledge about how to collect data, where to look for more information and new adaptation measures. Use the knowledge and expertise gained during the course to consult further cities and apply it in the ongoing SECAPs.	Applied the knowledges gained in course to policy makers The climate challenges are still poorly addressed in some mentee's region. One of the main reasons is the lack of data to support climate actions. The course provided with expertise on how to obtain and structure climate data on local level to provide better climate adaptation and mitigation consultancy services to the municipalities.	Short-term - gained knowledge Mid-term - knowledge that mentee's gained from the course will be transferred to the stakeholders group of regional SECAP Long-term - results will be seen in new project realised in City municipality Structure the materials obtained during the course for the region's situation and will thus adapt its methodology for the local needs. It will transpose the experience of the mentor's municipalities presented during the sessions to the SECAPs being developed by mentee.
	We will integrate the monitoring methods into the implementation plan	It helped with the design, content, and framing of adaptation	Short-term - in farming adaptation in the Adaptation Programme strategy document Mid-long-term plans - to effectively monitor implementation of the actions set out in the adaptation programme and implementation plan
	I've got a lot of knowledge about how to collect data, where to look for more information and I have better understanding of new adaptation measures.	From beginning of 2022 I will become director of Local Energy Agency of Gorenjska. Therefore I will have influence to consult the mayors in Gorenjska region about measures that I gain knowledge at the course.	Short-term - I have more knowledge Mid-term - knowledge that I received at the course will be transferred to the stakeholders group of Gorenjska regional SECAP Long-term - results will be seen in new project realised in City municipality of Kranj

	During the climate course, EAP has been trained to structure the development, orchstration and implemention of climate action plan. This is a new area for the Bulgarian cities and they need support; so, EAP will use its knowledge and expertise gained during the course to consult further Bulgarian cities and apply it in the ongoing SECAPs being developed by EAP.	The climate challenges are still poorly addressed. One of the main reasons is the lack of data to support climate actions. The course provided EAP with expertise on how to obtain and structure climate data on local level to provide better climate adaptation and mitigation consultancy services to the Bulgarian municipalities.	EAP will further structure the materials obtained during the course for the Bulgarian situation and will thus adapt its methodology for the local needs. It will transpose the experience of the Frech municipalities presented during the sessions to the Bulgarian SECAPs being developed by EAP.
	Improve my organisation's indicators and strategies on adaptation to climate change, especially regarding the information provided to the the territories of the regional district of Bourgogne-Franche-Comté via the knowledge platform OPTEER (www.opteer.org) of the ORECA BFC	The course brought important building blocks on the mental map of climate adaptation strategies and will help us to structure the action plan of development of services we can provide for the territories using the observatory tools.	In the short term we will finish implementing the datasets and associated documentation in our knowledge platform to provide the DRIAS data directly to the territories in a structured, guided and user friendly approach. In the mid term there will be mostly a work on accompanying the territories and further reflection time regarding the products and services we need to develop, guided by the feedback of users. In the long term, in the context of the RESPONSE project, we cooperate in a guidebook on climate adaptation for cities that will be produced during the year 2023.
	I will try to use my new skills to involve participants in order to make successful projects	This course serves the needs of the territory because what I learnt allow me to rise awareness among stakeholders, participants and citizens.	It depends on the Mayor and councillors willingness.
4	As coordinator of entire activity of ANERGO observatory and of all activities linked to the elaboration and monitoring of SECAPs for many Romanian COM signatories, I plan to integrate many aspects that were provided through ENERGee Watch training courses, as part of ANERGO refreshment methodology. ANERGO is a regional Energy Observatory that is operated by Alba Local Energy Agency – ALEA. The methods for data collection for example will be reviewed in the following months, considering the new arguments and data sourcing/evaluation methods presented in the ENERGee Watch training courses; also, some new specific tools for data visualization will be adopted and will enhance the valorization of ANERGO outputs.	1.Consolidation of SECAP stakeholders'network Alba Local Energy Agency – ALEA and ANERGO - a regional energy observatory operated by ALEA, rely on multiple categories of stakeholders to carry out the European vision for decarbonization in Romania at local and regional level. Stakeholders'group consolidation is thus essential to maintain a high level of engagement and support a strong implementation course for current and future mitigation and adaptation actions that are part of SECAPs and other strategic documents. Stakeholders representing energy data providers are also part of ANERGO process for maintaining the reliability	1.Short term priorities • Climate and energy database consolidation by updating ANERGO operational outputs • Improving climate and energy data sourcing, availability, and reliability for SECAPs and similar planning tools • Improving the quality of SECAPs monitoring reports by usage of specific and adequate data display tools for rising the understanding of reports users and their capacity to establish the necessary feedback. • Updating current cooperation agreements between ALEA and regional stakeholders, energy data providers and municipalities 2.Long term priorities • Refreshment of communication strategy of ALEA and ANERGO by updating of all needed analyses: identifying/expanding of main groups of stakeholders/data users, consistent evaluation of their data needs,

of data sources for SECAPs. Extending, updating, and finding new opportunities of cooperation/ signing new agreements between ANERGO and regional data providers is a key process planned by Alba Local Energy Agency. It is of high importance identifying and understanding the stakeholders' data needs for determining their suitable level of engagement; in this matter we will benefit from the findings from Energy Watch courses to develop a series of specific tools for evaluation of stakeholders needs in terms of categories of data.

Inter-regional consolidation of stakeholders' network through ENERGee Watch network of European energy agencies and Regional GHG and climate observatories is another important priority for ALEA that is facilitated by our partnership in ENERGee Watch project.

2.Better energy and climate data and data management for SECAPs

New challenges regarding climate data integration in SECAPs and better energy data for municipal sectors like transport and tertiary buildings are being tackled within ANERGO Energy Observatory. Data reliability can be improved by adjusting current statistical sources and the identification/use of new scaling factors. Information provided by ENERGee Watch training courses will be used to expand the current Observatory capabilities, enabling the usage of new data analysis and visualization models and fill some gaps in existing statistical models. It is of high importance to use a variety of display options across different

implementing of a suitable methodology for data displaying using adequate tools.

• ANERGO Energy Observatory: Adopting new data sources and statistical estimation methods to improve the long-term availability of climate and energy data for local authorities in the region

• Expanding capacity and reliability of SECAPs monitoring process for municipalities

• Consolidation of inter-regional cooperation, networking (eg. using ENERGee Watch website), and increasing the visibility of SECAPs process by publishing more information and news

sources of data.

3.Beter monitoring and evaluation of SECAPs, expanding support period for municipalities

Monitoring SECAPS and other local and regional planning tools is part of ALEA and ANERGO activities. The monitoring process requires allocation of constant resources and cyclic activities. Maintaining the consistency of energy and climate data is one of the many challenges that arise in long-term monitoring of SECAPs and other similar planning tools. New energy and climate data standardization concepts, as well as refined SECAP elaboration methodologies and improved networking will be "imported"by ALEA as a result of participating in ENERGee Watch project and attending the training courses. Implementing of specific data display tools for presenting the results of SECAPs monitoring activity will determine a better understanding of the results for final beneficiaries.

A good operational model regarding SECAPs elaboration and monitoring will greatly improve the capacity of ALEA to support more municipalities for a longer period of time, after initial elaboration of their local planning tools and provide a better example of vision and long-term strategy for SECAPs.

Communication and dissemination is an important part of the daily work in the Agency: relevant energy and climate information needs to be given to different targets groups (such as municipalities, companies or citizens), by using appropriate channels (e.g. meetings, workshops, social networks, etc.). Improving	Enhancing data communication and visualization in our Agency will definitively contribute to improve dissemination and information activities with a more attractive and intelligible content but also to a better engagement of	In general, data visualization will be improved in all communication actions related to different plans such as Sustainable Mobility Strategy, Investment Program for Sustainable Energy Development (PROINDES), etc. Any case, as it was previously said, course contents will be especially implemented within Provincial

data visualization will help the Agency to make a more efficient communication processes and to provide better quality information. Course lessons will be especially useful during the communication and participation process foreseen within the Provincial Climate Adaptation Strategy and Plan (PACCA) where climatic risks and vulnerability evaluation results' will be made public.	stakeholders in our projects. An effective participation is crucial to ensure the stakeholders support to different Agencys'initiatives. For example, the Provincial Climate Adaptation Strategy and Plan (PACCA), currently on development, will produce a large data set related to climate risk and vulnerability. These data would need to be presented in an proper way to ensure that target groups are properly informed and could understand the main conclusions of the local climatic analyses. Besides that, the course will help the Agency to optimize the use and get the most out of already existing communicating tools (e.g social networks, workshops, etc.).	Climate Adaptation Strategy and Plan (PACCA) participatory process.
I am planning to integrate the lessons learned from the course for revision process of Kadıkoy Municipality Climate Action plan.	The course equipped me in terms of preparing more science-based reporting for the municipalities. I will be using the relevant information for future projects that includes preparation of SECAP, Green Cities Action plans.	Short: better learn the training course materials and share lessons learned with colleagues. Mid: Prepare Turkish document that summarizes the main topics in the course Long-term: Prepare training materials on the course subjects
1. Update of the regional observatory to integrate tools and charts presented during the course. 2. Review of reports template which include the identification of target group / end-user, identification of report objectives, review of structures. Creation of different report/ document template depending on end-user (Board, clients (current and future), staff) 3. Share some of the learnings with colleagues.	This course will help the agency review it process regarding regional delivery of projects: identify the stakeholders, and the end-user, review and adapt our communication to find new clients and new partners. It would help us monitoring the progress regarding energy and climate actions and report the findings in ways different target group can understand.	Short-term: Q4 2021-Q1 2022 review of current activities to integrate the course learnings (see Question 1): Review audit report, annual result report, case studies flyers and website. Mid-term: 2022 Supervise the completion of individual SECAP for Carlow, Kilkenny, Waterford and Wexford County Council, creation of a regional SECAP (SouthEast Ireland) Supervise completion of Decarbonisation Zone Action Plan with creation of baseline dataset (energy and GHG). Update the regional observatory to include SECAP information. Long-term: 2023 to 2030 Monitor and report progress of SECAP at regional level.

1.4 Challenges to Peer-to-Peer Deliverable in Cycle 1

In overall, the peer-learning cycle 1 was conducted successfully, despite the current pandemic COVID-19 condition. There were several challenges related to peer learning process during the cycle 1;

- *Lack of interaction on online course*

- *Mentee's commitment or engagement*

- *Integrated communication and data management*

1.4.1 Lack of interaction through online courses

The absence of social presence and the lack of interaction associated with face-to-face training challenged both mentors and mentees as well as observers. While an online method of peer-learning can be a highly effective alternative medium of training during the Covid-19 pandemic, it is an inappropriate learning environment for more dependent learners. Online asynchronous training gives mentees and observers control over their learning experience and allows for flexibility of schedules for non-traditional training; however, this requires self-disciplined, well organized, self-motivated individuals who possess a high degree of time management skills in order to keep up with the pace of the course.

The feedback from observers mentioned that they were highly interested in connecting with the mentor and other mentees, as well as observers, for both course and professional purposes. Sustained interactions between mentees/observers and mentors are the cornerstone of effective online training. The mentor may interact with mentees and observers on different course-related discussion forums, webinar sessions, email within the course, and other events. There were suggestions from observers to keep in touch with their mentor even after the peer-learning cycle 1.

An online mentor must be able to compensate for lack of physical presence by creating a supportive environment in the online topic sessions where all mentees and observers feel comfortable participating and especially where mentees and observers know that their mentor is accessible. There were several strategies can be used, for example in course 4, mentor used an icebreaker (*klaxon app*) and questions regarding expectations from mentees related to the course.

1.4.2 Mentees' commitment or engagement

Securing mentee's commitment or engagement, is a major challenge that ENERGee Watch peer-learning is facing. The long gap (3 months) from Masterclass (June 2021) to the online sessions (September – November,2021) was one of the reason some mentees withdrew from the course in cycle 1.

Before the course started, mentees were required to sign their commitment letter and upload to the Veri platform. However, this action cannot give a guarantee for the mentees' commitment. During the peer-to-peer topic seasons, there were some mentees withdrawing, or not attending the course from the beginning.

Instructional design efforts and training materials and technological innovations are not going to achieve mentee engagement, unless mentees take the step of starting the course and navigating

it's content. Therefore, in the next cycles (cycle 2 and 3) all course materials such as handbooks, handouts, video, publications and other relate-course materials will be uploaded on the Veri platform, prior to the commencement of the course, to improve mentee engagement on the course.

In order to assess course engagement improvements, the administrator and mentors will set the clear indicators and data analysis methodologies that enable them to measure, such as:

a) Monitor the percentage of participation in critical weeks, with clear indicators that showed when to intervene and which actions could increase participation.
Figure 6 - *Percentage of mentees attendance on topic sessions in cycle 1* showed that the 2nd and 3th week of all course sessions had the least participants compared to other session weeks.

b) Participant support strategies
Participants (mentees and observers) need to become familiar with the platform (Veri platform) and the course methodology. In the cycle 1, mentees and observers receive training on how to use the Veri platform during the Masterclass. Due to the change of mentees, because of withdrawl or new mentees replacing their collegues (i.e., job change, health issue, etc), many new mentees were not familiar with the Veri platform. Proposed solutions for the next cycle include providing video tutorials on how to familiarise with the Veri platform and courses in ENERGee Watch. To provide support for mentees and observers, mentors recommend familiarisation with the Veri platform

1.4.3 Integrated communication and data management

It was noted that there was inconsistent messaging provided with regard to the method of communication and correspondence via Veri and the mentor's email. In some courses, mentees and observers received a reminder email and a link to join the topic sessions from the Veri platform and mentors. For the next cycle, the Veri platform will include mentors in all communication emails in their course. It will also include when a mentor changes or re-schedules their session, so that they can edit directly from the Veri platform and mentees/observers will get an update email from the Veri platform. Observers have suggested that the mentors should provide the same link to the topic sessions from the beginning of course, in the Veri platform.

In the next cycles, mentors expect to directly upload their screenshot and checklist attendance for the topic session in the Veri platform. The administrator will retrieve all lists and put them in the monitoring tool for each cycle. Moreover, all surveys and tools will integrate into the Veri platform for the next cycles. Feedback from observers mentioned that recording the topic sessions from the course, should be made available to play online through the Veri platform for mentees and observers if they cannot attend the sessions due to an urgent situation.

2 Improvement and Recommendations for the Next cycle

2.1 Key learnings from the course

We collected short feedback from observers and mentors regarding key learnings from cycle 1, that are summarized on the table below. The feedback was collected during the partner meetings and emails after the peer learning cycle 1 finished. The feedback questions relate to the key learning from each course, and use of the Veri platform in terms of email communication, response, as a user-friendly platform.

Table 14. Key learning from the courses in cycle 1

Course	Role	Key learning
1	Observer	Data management concepts: BEI, the importance of systematic, timely and periodic gathering of energy data, understand the need for improving data sharing, improving data sharing through agreements and collaborations, use tools and methodologies for data retrieving, quality energy estimations and BEI/MEI calculation, energy management - role of the energy manager, energy supply and production - sources of data for energy consumption, energy data in transport sector – methods of quantification the energy consumption, cooperation models for energy data sharing, others. Veri platform worked as expected.
	Mentor	Challenges on mentee's commitment (withdrawn in the middle of sessions), integrated communication between mentees and mentors through Veri platform (cc mentors in all Veri communication with mentees and observers), mentors can get access on surveys result.
2	Observer	Mentors shared good practices from Covenant Signatories in Cyprus and Europe in general, technical guidelines on setting the adequate administrative structure, as well as methods to map, analyse and engage stakeholders. On the topic 5, business models were explored too deeply, and it is felt that more time was spent on these than needed. Although it's a useful tool, it can be covered relatively quickly and doesn't have as much use for Local Authorities as it does for small business. The mentors used Mural platform, taking the time to show the trainees how to use it. They showed examples and took time for discussions. Language barrier for some participants since most of participants were not native English. Veri is user-friendly but there were issues early stage on with understanding the labels attached to segments of Veri. Moreover, Veri platform didn't give notification after survey filled.
	Mentor	Strong commitment of mentees participated in all topic season of course 2, communicate action plan from beginning of topic. Integrate action plan survey in the Veri platform.
3	Observer	During the climate course, participants (mentees and observers) have been trained to structure the development, orchestration, and implementation of climate action plan. The French examples and templates are very useful since many countries did not have a tradition regarding the climate planning and thus this field lacks any "templates" for standardized assessments. Veri is an easy platform to use and navigate through. On the other side, it is another element that participants (mentees and observers) need to keep up with. Also, some of the

		Veri emails came incomplete (no name, credentials, etc) and some of the questions in the platform were not clear enough and were too long to fit into the Veri text box.
	Mentor	• Significant differences in data access by country, • The question of the means and the access of the data for the smaller local authorities • The question of the relevance of the scale: - The collection and the treatment of the data up to an observatory - To develop a geographic information system • Difficult access to European funds • The question of the mobilization of elected officials (their awareness, the time of the mandate), a competition between mitigation / adaptation
4	Observer	Identify stakeholders and end-users, adapt messages to the target, communication is as important as the information if not more. Different type of data display, tools, and way to communicate. Accuracy of information and how to improve reading of data. Veri Email communication was good, however, links to attend course could have been sent from beginning of course. Regarding the tool, the structure course and user profile should be separated and provide links that make user can turn in cycle on the platform. The course details should include more information. Below suggestion of Veri structure for mentees/observers: 1. Dashboard page: My profile + my courses 2. My profile page: all good there 3. My course page: Course 1 / Course 2/ Course 3/ Course 4 4. Course and page: Course details, Course material, Course reporting/evidence
	Mentor	Good attendance of mentees and observers during the topic seasons. Communicated action plan from beginning of course 4 started.

2.2 Action Plan workshops

The action plan is the last session for the mentees, in which they will come up with a plan defining how they will implement what they have learned. This plan will be evaluated one year after the end of the learning cycle. The action plan activities consist of:

1. *Transferability Session -* during the course sessions
    - **Action plan survey**
      Mentees filled the survey on the EU survey. In the next cycles, we will integrate action plan to Veri platform for better monitoring on the surveys.

2. **Workshop/Webinar–** 6 months after the cycle finish
    Concept of workshop:
    - Dissemination action plan survey (short presentation the result of the surveys),
    - All mentees from each course have the opportunities show their action plan progress, the challenge, the opportunities, etc.
    - Motivation from mentors to implement the action plan,
    - Sharing idea to implement the action plan in the mentee's organization/regions,
    - How to improve Peer-to-Peer learning programme in the next cycle,
    - Networking,
    - Survey or poll for monitoring.

3. **Implementation Workshop –** 1 year after the cycle finish (month 25/ Sep 2022, month 35/July 2023)
    - All mentees from each course can show case their action plan project and how they implemented what they learned in the ENERGee Watch into their organization/region,
    - Discover about other courses and the mentees,
    - Networking,
    - Survey or poll for monitoring.

2.3 Recommendations for the next learning cycle

In general, the main area to work on is for mentors to ensure that all mentees fill out the survey. Reminders are sent automatically from the Veri system, but mentors could, in addition, remind mentees that their responses are anonymous and that they help us to improve the following learning cycles. The high results received are mostly the result of three things:

d. Successful matching campaign performed by FEDARENE
e. Great mentors and their dedication to ENERGee Watch project
f. Detailed preparation of courses which is the result of all project partners and enables consistency of the quality mentoring offered through all four courses.

In order to improve the quality of programme monitorind, the next time we will compare the assessment and satisfaction survey per person, to be able to record the eact improvement of each mentee, instead of simply monitoring the summarised results.

> **Commented [MI6]:** @Dewi, can we do this in the next cycles?

As improvement for next cycles, each mentor will take a look at their course-specific results and perhaps add some of the materials mentioned in the course, if deemed relevant by the mentor. Also. Additional question should be added to the survey, asking participants how satisfied they are with using the Veri platform. Concretely, there should be two additional questions:

1. How satisfied are you with the Veri platform that was used in the course?
    a. Very satisfied   it is easy to use and I had no problems
    b. Satisfied – there were some issues, but they were resolved, and I was able to use the platform
    c. Fairly satisfied – I had many problems or was unsure how to use the platform in many instances, but I still find it fitting for such a programme
    d. Unsatisfied – I would prefer that this programme was offered via email and direct communication with a mentor only, although I am aware that would require a much more frequent communication.
2. If there were any problems with using the Veri platform, or if you have some suggestions how it can be made more user friendly, please let us know