



**remarkable.**  
climate leaders

# CLP Design Guidelines and Recommendations

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Deliverable 2.2

## Authors:

Domen Bančič & Gregor Cerinšek, IRI UL (SI)

## Contributors:

Catherine Premat & Laurence Monnet, **AURA-EE**(FR)

Christiane Egger & Megan Gignac, **ESV**(AT)

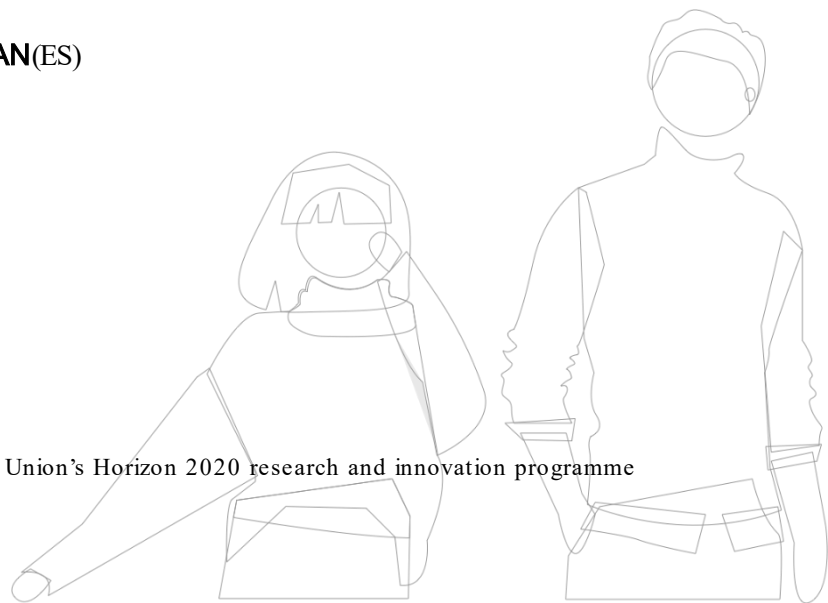
Isabella Katsimenis, **EKNORR**(SE)

Vlasta Krmelj & Branka Mirt, **ENERGAP**(SI)

Margarita Puente & Francisco Puente, **ESCAN**(ES)

Miljenko Sedlar, **REGEA**(HR)

Darren Barry & Seamus Hoyne, **TUS**(IE)



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## Preface

REMARKABLE will support local leaders to deliver a step-change in progress towards carbon neutrality by 2050 in 7 regions across Europe. REMARKABLE will establish, by 2024, a network of 320 Current and Emerging Climate Leaders who, through their actions and inspiration, will drive their municipalities, public authorities, communities and regions to transform their approaches from ones focused on energy efficiency/renewables to ones focused on the strategic goal of climate neutrality by 2050.

REMARKABLE will build new leadership capacity in 120 actors from 7 countries in Europe through a Climate Leadership Programme (CLP). The CLP will be inspired by ethnographic research and will be designed with and for leaders across public authorities. The REMARKABLE CLP will also facilitate the creation of 60 Roadmaps for public authorities aiming at Climate Neutrality by 2050. These Roadmaps will allow our Climate Leaders to translate strategic aspirations and policy ambitions into concrete and disruptive far-reaching measures stimulating €300m investment by 2030. A Climate and Energy Check Tool will be developed and tested along with a Climate Neutrality Roadmap Guide.

The 7 Regional Energy Agencies involved in REMARKABLE will develop 14 new services to expand their roles as change agents in the Clean Energy Transition and Climate Neutrality challenges. Climate Neutrality Training, Climate One Stop Shops, Financing Solutions are targeted as potential services. REMARKABLE will exploit its outcomes and results through the creation of an EU Climate Leaders Circle, reaching up to 320 members by 2024 including 30 from 7 Observer Regions/Countries. An innovative Climate Neutrality Challenge will be organised for Young Climate Leaders. The REMARKABLE Circle will create synergies with existing networks and initiatives to support and enhance their impacts with the ambition of mobilising 10,000 stakeholders by 2030 (2,000 by 2024).

## Project partners

No	Partner	Short Name	Country Code
1	Technological University of the Shannon: Midlands and Midwest	TUS	IE
2	Regionalna Energetska Agencija Sjeverozapadne Hrvatske	REGEA	SI
3	Energiesparverband Oberosterreich	ESV	AT
4	Inovacijsko-razvojni institut Univerze v Ljubljani	IRI UL	SI
5	Auvergne-Rhone-Alpes Energie Environnement	AURA-EE	FR
6	Energikontor Norr Ab	EKNorr	SE
7	Tipperary Energy Agency Limited	TEA	IE
8	Escan SI	ESCAN	ES
9	Energetska Agencija ZaPodravje Zavod Za Trajnostno Rabo Energije	ENERGAP	SI
10	Federation Europeenne Des Agences Et Des Regions Pour L'energie Et L'environnement	FEDARENE	BE

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## Glossary of terms and acronyms

Term	Acronym	Explanation
<b>Climate Leaders</b>		Climate Leaders are individuals in position to drive their municipalities, public authorities, and communities to meet the EU Climate Neutrality goals by 2050 or earlier. Most importantly, Climate Leaders are individuals characterized by their actions and inspiration. They are focused not simply on energy efficiency and renewables, but rather on strategic goals and actions in the fields of the energy transition that lead to local-level climate neutrality much earlier than 2050. By doing so, Climate Leaders showcase an outstanding level of competency and skill in the areas of local leadership and innovation.
<b>Climate Leadership Programme</b>	<b>CLP</b>	<p>An innovative and unique training programme designed to support local (municipal) Climate Leaders in their efforts to realise ambitious Climate Neutrality goals. It involves both training and co-creation activities, produced and facilitated by REMARKABLE's support team, and is designed to increase the skills and capacities of existing and emerging Climate Leaders.</p> <p>The central issue CLP aims to address is the lack of identifiable Climate Leaders at a municipality level. The programme is intended to enable a widespread robust response to this issue across the EU. It also represents the first concrete step towards implementation of Climate Neutrality actions supported by REMARKABLE project team and driven by the work of CLP participants.</p>
<b>Climate Neutrality</b>	<b>CN</b>	<p>The EU's conception of Climate Neutrality is defined contextually, as an ambition to transform the EU into an economy with net-zero greenhouse gas emissions by 2050 or earlier.</p> <p>This objective is at the heart of the European Green Deal and in line with the EU's commitment to global climate action under the Paris Agreement. All parts of society and economic sectors will play a role – from the power sector to industry, mobility, buildings, agriculture and forestry. The EU can lead the way by investing into realistic technological solutions, empowering citizens and aligning action in key areas such as industrial policy, finance and research, while ensuring social fairness for a just transition.</p>
<b>Climate Neutrality Goals</b>		Climate Neutrality Goals are specific, measurable, achievable, relevant and time-bound goals that lead towards Climate Neutrality by 2050 or earlier. Examples of such goals include:





		<p><b>Gas emissions reduction target:</b> EU-wide, economy-wide greenhouse gas emissions reduction target by 2050 compared to 1990 of at least 55% including emissions and removals. Individual member states already set even more ambitious targets (e. g. Sweden net-zero emissions by 2045).</p> <p><b>Energy efficiency target:</b> Buildings and power generation can make the largest and most cost-efficient emissions reductions, in the order of 60% and more compared to 2015, perused by initiatives, such as the EU Green Deal, and Renovation Wave.</p> <p><b>Sustainable mobility target:</b> To achieve climate neutrality, a 90% reduction in overall transport emissions by 2050 compared to 1990 levels will be one main objective of the forthcoming Sustainable and Smart Mobility Strategy while addressing recovery of the sector.</p>
<p><b>Climate Neutrality Roadmap</b></p>	<p><b>CNR</b></p>	<p>A somewhat detailed and practice-oriented step-by-step guide to implementation of ambitious and specific climate neutrality goals. Among other things, CNRs identify policies, stakeholders, actions, resources and other potential leverages needed to work towards real impact on the ground, and to pave way for the visionary change shared between the Climate Leaders and REMARKABLE support team.</p> <p>Both the CNRs the goals they pursue are a result of collaboration between the local Climate Leaders (principally CLP participants) and the producer and provider of REMARKABLE CLP, CNR and CNSS services. In context of REMARKABLE project duration, development CNR concept, including production and testing of its prototypes, is part of WP4 activities.</p>
<p><b>Climate Neutrality Services and Solutions</b></p>	<p><b>CNSS</b></p>	<p>Services and solutions designed to support Climate Leaders on their quest to both develop and realise climate neutrality ambitions, specifically those targeted in CNRs. The CNSS cover aspects such as organisational policy, finances, technical aspects, and are powered by Energy Agencies participating in REMARKABLE or other actors exploiting the project's outcomes.</p> <p>CNSS will complement and fill the gaps in existing markets of climate neutrality services and solutions. In course of REMARKABLE project, development and testing of CNSS will be done as part of WP5 activities.</p>

<p><b>REMARKABLE Leaders Circle</b></p>	<p><b>RLC</b></p>	<p>A community of Climate Leaders fostered by REMARKABLE project in which contacts and relations established through project activities are maintained well beyond the project's end.</p> <p>By the end of the project, the community shall include a minimum of 320 existing and emerging Climate Leaders (120 CLP participants and 200 additional leaders). The community's platform will consist of a cluster of digital communication tools (a website, a LinkedIn group, a Twitter account) as well as occasional events (e. g. periodic videoconferences) and national or regional physical hubs. Establishing the REMARKABLE Leaders Circle is part of WP7.</p>
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## Executive summary

This deliverable promotes recommendations on how to develop a tailored leadership training programme and is created with the specific purpose to inform the design and development of the REMARKABLE Climate Leadership Programme (CLP) an innovative and unique training programme for local (municipal) climate leaders. It is based on insights generated through ethnography-inspired qualitative research which was designed to research the project-specific needs and expectations of existing and emerging Climate Leaders. The recommendations are clustered in three main categories, corresponding to the programme's (1) conceptual foundation, (2) design features (considering the programme as a specialized training service), and (3) specific contents that form the landscape(s) of Leadership and Climate Neutrality. The document is primarily a tool for development of training programmes tailored to the local contexts and needs rather than a handbook for implementation of a ready-made uniform training programme. Recommendations are therefore somewhat generalized but also contextualised with specific examples or characterised with observations and conclusions made by REMARKABLE researchers and contributors to this document. While the document contains a large number of useful insights and recommendations, some of the main points include:

- Participants (their needs and expectations) should always be at the centre of programme development,
- Development of the programme should be considered from a service-design perspective, following a well-defined purpose and a set of SMART goals,
- Quality of training must be made a priority,
- Roles and responsibilities for development and delivery of CLP should be well defined and distributed among the actors involved in the process,
- The programme should be integrated with associated activities and goals pursued by the project (or programme producer),
- The programme agenda and its contents should be tailored to the specific local context, the participants' interests and needs, or ideally, co-created with the training participants.

# 1 INTRODUCTION

The **REMARKABLE Climate Leadership Programme (CLP)** is imagined as a cluster of both training and co-creation activities, all designed to increase the skills and capacities of existing and emerging Climate Leaders to realise ambitious climate neutrality goals. The central issue it aims to address is the lack of identifiable leaders at a municipality level that would enable a widespread robust response across the EU. The programme will be produced and facilitated by the **REMARKABLE** project team, and will also represent the first concrete step towards implementation of Climate Neutrality actions supported by **REMARKABLE** project team and driven by the work and cooperation of engaged Climate Leaders (predominantly representatives of local-level public authorities).

Specifics of the CLP are outlined within **REMARKABLE WP3**, and will be further defined within T3.1 as Deliverables:

- D3.1 → focused on Climate Leadership Development best practices (due M6),
- D3.2 → as a CLP design proposal (due M9), and
- D3.3 → as a bundle of CLP programme resources (due M12).

The first phase of the programme will be rolled out as a **CLP pilot**, involving a minimum of 50 participants across the **REMARKABLE** partner countries (6 to 10 per region). The CLP pilot will be evaluated (as part of T3.3) and the insights will inform the **2<sup>nd</sup> phase CLP** roll-out, involving a further 70+ participants across the project regions (10+ per region). **REMARKABLE** project therefore aims to engage a minimum of 120 existing and emerging Climate Leaders into the CLP. After completing the CLP, these people will become the core of the **REMARKABLE Leaders Circle** – a network of Climate Leaders at local, regional, national and EU levels who will continue to engage in the common quest for realisation of climate neutrality goals. Their engagement might involve concrete local-level climate neutrality action, mentorship and support to other existing and emerging leaders, or better yet – both.

## 1.1 Beyond the CLP

As indicated, the CLP programme is integrated with the development of **Climate Neutrality Roadmaps (CNR)**. These are documents that will serve as a practical recipe for actual implementation of specific climate neutrality goals. Both the goals and the CNRs will be developed in collaboration with the CLP participants – the existing and emerging Climate Leaders, and will help design pathways towards realisation of truly ambitious and concrete (= **REMARKABLE!**) climate neutrality goals. For realisation of set climate neutrality goal, the CNRs will identify policies, stakeholders, actions, resources and other potential levers needed to work towards real impact on the ground, and to pave way for the visionary change, as envisioned by the Climate Leaders and the **REMARKABLE** project team through the facilitated CLP activities. The roadmap development is key for **REMARKABLE WP4**, which is entirely dedicated to the transformation of climate neutrality ambitions enshrined in CNRs into practice.

Furthermore, the CLP is also an integral part of **REMARKABLE's** plan to develop **Climate Neutrality Services and Solutions (CNSS)**. These will support Climate Leaders on their quest to both develop and realise climate neutrality ambitions, specifically those to which they will commit to in their CNRs. The CNSS will cover aspects such as organisation, policy, finances, technical aspects, and will be powered by Energy Agencies participating in **REMARKABLE**. The services may come off the agencies' current service portfolios. More importantly, however,

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REMARKABLE CNSS will also include innovative services and solutions developed through the project activities. These will complement and fill the gaps in the existing market of climate neutrality services and solutions. Development and testing of services and business plans, based largely on identified needs through activities done in WPs 2-4, will be done within WP5.

Finally, REMARKABLE aims to set up a network of climate leaders called **REMARKABLE Leaders Circle**. This is imagined as a platform for the fostered community of climate leaders to maintain their contacts and relations established through the project activities, which will enable the network of existing, emerging and young leaders to persist well beyond the project's end. An additional 200 leaders who did not follow directly the CLP will be identified following the WP2 methodology and will be invited to join. The platform will consist of a cluster of digital communication tools (a website, a LinkedIn group, a hashtag) as well as occasional events (e.g. periodic videoconferences) and national or regional physical hubs, hosted by REMARKABLE Energy Agencies to enable newcomers interested in the CLP outputs to access them, follow the network of cross-EU leaders, and participate in potential follow-up activities. This will institutionalise the CLP service within the agencies' portfolio with a permanent contact providing information to newcomers. The REMARKABLE Leaders Circle, as well as a programme for replication of REMARKABLE methodology beyond the partner countries (i.e. CLP Observes' programme) and the detailed plans for exploitation of the project's results, will be established within WP7.

## 1.2 D2.2 background

D2.2 is based on insights produced through interaction and collaboration with the Climate Leaders in the context of WP2. Research and co-creation activities in WP2 were inspired by ethnographic (qualitative) research methods and were clustered in two phases:

- **1<sup>st</sup> phase** → Ethnographic research involving individual interviews with existing and emerging Climate Leaders as well as field-visits to places where the leaders work and take action. Under guidance of IRI UL, research was conducted by representatives of REMARKABLE partners in all of the participating regions. Research activities were part of T2.2 and produced a collection of insights and recommendations for the development of the CLP based on REMARKABLE ethnographers' own interpretation and reasoning, as well as useful insights and ideas regarding development of CNR and CNSS.
- **2<sup>nd</sup> phase** → A focus-group and co-creation workshop bringing several representative Climate Leaders together to discuss REMARKABLE ambitions and reflect on insights from the 1<sup>st</sup> phase of the research. The purpose of this activity was threefold. Firstly, to review, validate or even expand on the outcomes of the 1<sup>st</sup> phase of the research, which consolidated the quality of insights and recommendations produced through previous WP2 activities. Secondly, to consolidate the sense of ownership of the insights, as well as the goals and aims of the REMARKABLE project, within the engaged leaders; as previously mentioned, the leaders are not treated only as a source of knowledge but also as collaborators in the research process and thus co-authors of the outcomes. Finally, the focus group was also a first step towards creating an engaged community of leaders that will continue working with the project team towards realisation of the project's goals, and eventually grow into the REMARKABLE Climate Leaders Circle.

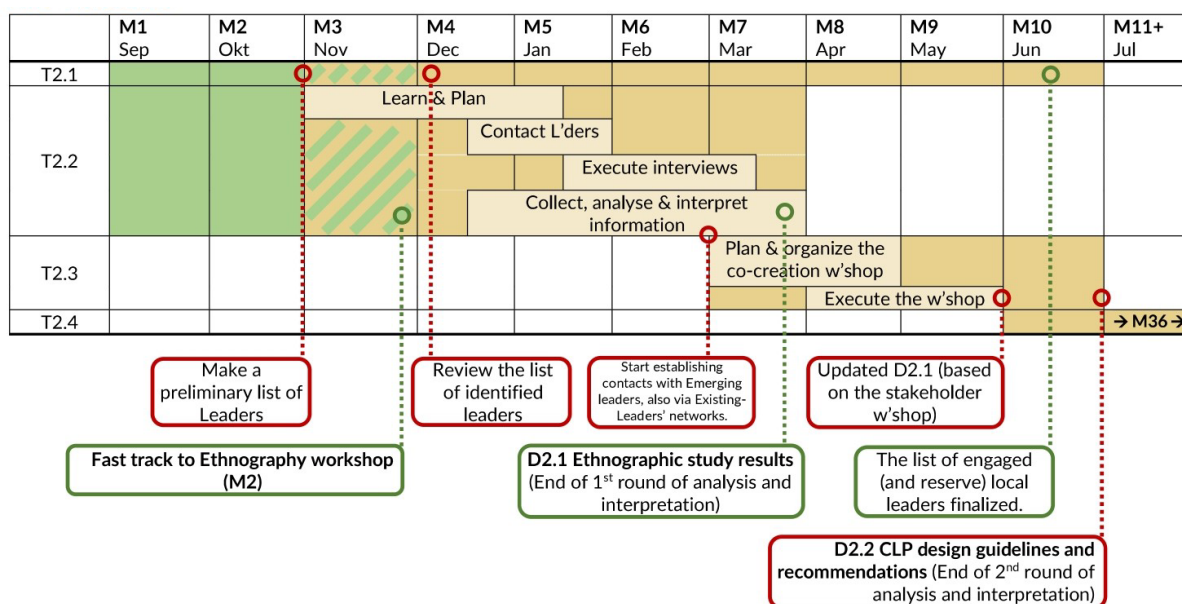


Figure 1: Remarkable WP2 timeline.

The outcome of WP2 ethnographic research is presented in two deliverables:

- **D2.1 – Ethnographic study results** → Primarily a bundle of ethnographic insights and CLP development recommendations from all of the REMARKABLE partner countries. Recommendations listed in D2.1 were produced by the project ethnographers in the 1<sup>st</sup> phase of the research, and then refined and validated in the 2<sup>nd</sup> phase to consolidate the quality and relevance of the outcomes produced through an interpretative ethnography-inspired research process. Besides recommendations for the CLP development, the results list useful insights and ideas with regards to CNR and CNSS development. It also provides a characterisation of the ethnographic method used in WP 2.
- **D2.2 – CLP design guidelines and recommendations** → A synthesis (analysis and interpretation) of insights from D2.1, focused specifically on development of the CLP. In addition, the guidelines list recommendations from literature on service and training design (Katzan 2011; Khandelwal 2019; Interaction Design Foundation 2021), tailored to the purpose and goals of the project.

### 1.3 D2.2 purpose and structure

The key aim of D2.2 – CLP design guidelines and recommendations – is to inform the programme design. It therefore integrates results from WP2 qualitative research related specifically to the development of CLP with practical guidelines known to service and training design at large. In other words, **this deliverable supports the development of the Climate Leadership Programme as a service**. In this regard, Climate Leadership Programme is likely going to be characterized with the following traits:

- A discrete service with a well-defined start and finish.
- Somewhat heterogenous in consistency (requiring service providers with specific skills and reputation), involving also providers with less specific background and/or profile.
- Given the nature of our service, it will require a mixture of passive and active participation – both learning and sharing experience (training activities involving action-oriented collaboration based on real-life problems).



- A somewhat simple service of short duration that involves complex contents and purposes.

Through WP2 ethnographic research, REMARKABLE team explored the contexts in which CLPs will be implemented. In the further development steps, we need to answer **what is it that we have learned from our interaction from the Climate Leaders** that tells us what the future generations of prospective Climate Leaders need, and how (and to what extent) can we help them with that?

Recommendations and guidelines are clustered in three main chapters:

**Concept** → The chapter contains recommendations related to aspects of conceptual (global) design of the CLP. Listed items relate to the question *why* are we doing the CLP and *what we hope to achieve* with it.

**Design** → The chapter contains recommendations related to more specific, practical aspects of CLP design, and help answer question *how* we plan to realise the ambitions defined at the conceptual level.

**Content** → This chapter lists recommendations for specific contents we might want to include into the CLP (either materials or modules of learning).

The guidelines and recommendations listed in this document try to address this question proactively by translating the mostly qualitative information gathered in the research into useful knowledge. Suggestions relate firstly to the REMARKABLE project ambitions, but are also general enough to be used in beyond the project scope, in preparation of similar leadership training programmes. Either way, the **application of the CLP will differ significantly depending on the region in which it will be implemented**, reflecting local needs, policy environments and the scope of participation by the Climate Leaders which in REMARKABLE were identified and engaged in course of WP2 activities.

*Due to the diversity of contexts in which CLPs will be implemented, the document does not dictate (specify) how the programme must be implemented to suit an ideal uniform training programme.*

In contrast, the document lists key principles that should be considered in development, preparation and realisation of the CLPs. The deliverable therefore presents a broad (macro or global) view on the CLP as a service, which should be developed and specified with consideration of the contexts (micro or local view) in which the training programme will be realised. As other services, CLPs should be developed into “an adaptive social structure” (Katzan 2011: 45) with capacity to accommodate local specifics and dynamics of (social and technological) change.

## 2 CLP CONCEPT

Recommendations related to aspects of conceptual (global) design of the CLP. Listed items relate to the question *why* are we doing the CLP and *what we hope to achieve* with it.

### 2.1 Define values, mission, purpose and goals

Complex projects like REMARKABLE incorporate a variety of activities and tend to address a large number of multi-layered, interconnected issues and challenges. Although it is inevitably so, it is important to clearly define the purpose of each individual activity.

The CLP is particularly important part of REMARKABLE. Metaphorically speaking, it is the first step on a journey towards big climate neutrality ambitions, on which we are taking our emerging climate leaders. It is therefore utmost important to make sure that this step is done right, and that our leaders know *why* they are there and *what they can expect* from the programme. Here are some key considerations in this regard, that should help setting the stage:

#### 2.1.1 Define the values and mission of the CLP

IRI UL pointed out the relevance of stating the values and mission, and communicate them to the prospective CLP participants. In simple terms, these can be thought as values and mission of REMARKABLE. It is useful to pin down core values and project the direction in which the project wants to develop, not only to signal prospective participants what they can expect but also what are the limits of tolerance regarding uncritical expression of opposing views or the manners of expressing those views. We certainly want like-minded people to join the CLP rather than potential contestants.

Defining values and mission is also relevant for the creation of Climate Neutrality Roadmaps, which will require leaders to make decisions regarding which values they want (or need) to elevate in public communication and related actions.

#### 2.1.2 Define the purpose of the CLP

The purpose of the CLP has to be meaningful – first and foremost for the participants of the programme, but clearly also for us – the producers and designers of the programme. Through the training, this purpose should transform into a theme or even a motto, communicated continuously through various modes (messages, activities, graphic representations etc.) Here are some points to consider when defining the purpose:

- **Put participants in the centre of CLP development:** Always keep in mind your participants – their needs and expectations. For you, as representatives of REMARKABLE, the purpose of CLP might be significantly different from that of participants. For example, you might want to extract useful information for further development of Climate Neutrality Roadmaps and Services, or as **ESV** suggested, to multiply the outreach and impact of your organisation through the (representatives of) participating municipalities. Identify all possible purposes for all parties involved, but tailor your frontstage communication strategies to your target audience – the potential participants of the CLP. In this regard, **TUS** pointed out that the CLP has to hit the strategic role in the leaders' own development, and the purpose of the programme should reflect that.
- **Prioritize:** If you define several core purposes, make an effort to identify the primary purpose and indicate which other (secondary) purposes there are. Again, communicate the purpose which is most meaningful to your prospective participants!



- **Have a concept:** In case of CLP, its purpose has to be defined based on genuine understanding of how the programme integrates into the broader context of REMARKABLE goals and ambitions. Remember that the programme is only the first step on the journey, and whatever comes after has to be logically connected with it.

#### Examples of CLP purposes

In WP2 reporting, several cues for development of CLP purpose have been noted:

- To learn how to convince citizens to get involved and follow your lead towards the climate - neutral future.
- To make climate neutrality desirable.
- To know all of the political initiatives and projects (H2050) on the topic.
- To enable municipalities in being catalysts for investments in the energy transition and climate neutrality, with a focus on citizens and local companies.
- To create a team of energy leaders that co -creates new approaches dynamizing climate neutrality and energy transition investments .

In practical terms, as noted **ESV**, a key purpose of the CLP will be to offer support, guidance and expertise in the area of Climate Neutrality to the programme participants, including both knowledge and expertise of the programme organisers as well as inspiration from other engaged innovative municipalities. Framing the CLP in terms of technical support, tools and methodologies for impactful Climate Neutrality actions that participants will get access to, as well as the inspiration, encouragement and motivation from working with other ambitious and creative municipalities, is certainly a good reference to develop a persuasive purpose.

### 2.1.3 Define the training objectives (KPIs)

Knowing your purpose(s), think about the expected outcomes and the way to measure them. Think what will indicate success once you finish the CLP, and what will matter most? The critical question is not what topics we want to cover, but what we want the participants to value, understand, or do with the knowledge gained and activities done during the CLP.

#### Segmentation of goals

Given that an important part of CLP is knowledge transfer, the goals related to learning can be segmented in various categories:

**Affective learning goals** (involves formation of attitudes, feelings, preferences; sharing through reflecting on personal experiences and feelings); useful to build capacity to address challenges which people already have skills and knowledge to address, but feel uncomfortable doing it

**Behaviour learning goals** (involves development of competence and skills; learning new procedures, operations, methods, techniques etc.); useful to increase capacity and skillsets to address challenges more efficiently.

**Cognitive learning goals** (includes acquisition of information and concept; learning to identify previously unknown or unclear characteristics of challenges, learning unknown information that generates knowledge and builds capacity to understand and interpret); useful to think differently about the world we know

## 2.2 Define the value that CLP generates.

The programme will generate value both for the participants as for the local communities. From the service analysis standpoint (see Katzan 2011: 46), success of the CLP will be largely defined by how well we determine and communicate the **value proposition** that CLP creates for our programme participants, as this will be the foundation on which they will build their



expectations and assess their role within the programme. **TUS** stressed that the **CLP needs to hit a strategic role in the leader s' own development**. In our campaigns and communications, we therefore have to stress:

- How the CLP is different to normal training courses and why this is valuable for them,
- How the CLP is an opportunity to re-invent oneself to better take on a climate leader role and be able to ascertain the challenges to this role brings with it,
- What the expected take-aways are (learning goals, tools, connections etc.),
- How REMARKABLE and CLP generate value with regard to the already existing initiatives and legal obligations.

#### Example of value propositions

**ESV** listed the following benefits for municipalities participating in the CLP as the main ones:

- Many municipalities feel the pressure from their citizens (and the opposition) to take action on climate protection and the energy transition. The CLP can help them to be visible as highly active in this field despite the limits in staff resources.
- Being recognised as a “leader” by REMARKABLE partners and beyond the municipality is highly attractive to any mayor.
- They receive free technical, market and regulatory expertise directly from “the experts”,
- They gain insights into policy processes<sup>1</sup>, which allows them to be better prepare for upcoming developments.

As several other partners, **ESV** also stressed that need for programme organisers to be guided by the principle of maximising the benefits of the CLP for the participants.

## 2.3 Strive for diversity of attendees.

Striving for diversity is an integral part of REMARKABLE project. Although specific attention has been given specifically to promotion of **gender equality and balance in representation**, **ESCAN** and **IRI UL** stressed the need to strive for diversity in several aspects, including stakeholder profiles (position, qualifications, professional/expert background) as well as demographic references (gender, race, age, etc.). Specifically, **ESCAN** listed the following stakeholder profiles that should be invited to join the CLP:

- Public entities
- Private entities (companies)
- Academy (university, technological centres, professional associations)
- NGOs (environmental associations)
- Citizens (neighbourhood associations, consumers associations)

**IRI UL**, on the other hand, noted the following positive aspects of having diverse groups of people involved in the programme:

- The consciousness of diversity of people pursuing the same or similar goals,
- The dynamics of the program is more enjoyable and interesting,

<sup>1</sup> Such value proposition might be case specific, as **ESV** is highly involved in the development of Austrian and Upper Austrian legislation and funding programmes. Other REMARKABLE partners have to identify the value propositions that reflect their actual local-specific contexts and their own capacities and qualities that they offer to the programme participants as the CLP organisers.



- The topic is multi-disciplinary and so should be the trainers and attendees.

Integrating empathy, collaboration between diverse actors, and creating positive space for experimentation and creative thinking have shown to bring quality to programmes and services similar to CLP, and can be expected to create fertile ground for development of effective solutions also within REMARKABLE by learn from other disciplines and areas of expertise to get ideas on how to address the Climate crisis.

## 2.4 Engage relevant experts needed to execute a top-quality training.

Another aspect of the CLP concept, which goes beyond pure organisational and design aspects, is the team of experts that will enable the programme to happen. This relates to two key principles of self-reflection in design thinking:

- What is our mindset – how are we thinking about what we are doing and trying to achieve?
- What do we know and what more should we know to be successful at what we want to achieve? Alternatively, who else should we invite to work with us to help us achieve our goals?

**ESCAN** suggested to include experts from the fields of energy, environmental, and urban planning, as well as experts in the field of leadership coaching. **IRI UL** similarly suggested that already early on in the development of the CLP programme there should be a distinction between programme facilitators on the one hand, and content -specific experts on the other. More specifically, they suggested to consider engaging the following expert profiles:

- Andragogy or CPD professionals,
- Facilitation and moderation,
- Nonviolent communication (diplomacy),
- Change management and complex system theories.

The key point is that CLP should not be conceptualised as simply as knowledge and information processing activity, but perhaps most importantly, as a people processing activity. In other words, CLP is not only a process focused on knowledge production and exchange of information, it is just as much a process of working and shaping the CLP participants into prospective future leaders. That requires skill which has absolutely nothing to do with climate and energy issues but has everything to do with people, motivations, relationship building, etc.

### Tangible and intangible value

In relation to defining the value proposition of the CLP for the programme participants, a distinction between tangible (practical) and intangible (symbolic) value is useful (see Katzan 2011: 46 -47). Tangible value refers to value that is somewhat quantifiable, while the intangible is mostly qualitative (describable)

Learning new tools and skills can be considered the tangible value of the CLP, as it should enable programme participants to lead more effectively, saving their time and effort or increasing their impact. Meeting and working with significant people, or being recognized and supported by a relevant institution or individual, on the other hand, can be categorized as intangible value.

It is therefore well worth inviting recognised individuals to be part of the programme as speakers or facilitators, and getting official recognition and support by visible institutions, to increase the intangible value of the CLP. Some participants or leaders will perhaps be moved not by the prospects

of tangible (practical) content we are creating, but by the meaning and symbolical value the project will generate by bringing people closer together, uniting them under a shared cause. Working with recognized individuals and institutions will also enhance the perceived credibility of REMARKABLE and the CLP, and increase commitment of the CLP participants towards REMARKABLE and its cause.

## 2.5 Contextualize REMARKABLE within the big picture of Climate Neutrality ambitions, and make the CLP a platform for consolidating CN networks and alliances.

Given that Climate Neutrality is our general goal, we must define how REMARKABLE fits into this picture, including the specific role of the CLP within the project. When we dive into the specifics, we soon realize that REMARKABLE has a number of defined goals that stretch through a timeframe of a couple of years, and some even beyond the projects' lifetime. To this end, we want the project to develop into a coherent and efficient system, and not only to meet the criteria to justify its funding.

The CLP therefore needs to support the greater long-term goals associated with REMARKABLE. As such, it has to be *conceptualized* as a **component of a larger (macro) process**, one that might repeat periodically (during and after the project), and *designed* with understanding of how it will happen as an **individual (micro) service event** that delivers the best possible experience. While the design phase clearly requires significant attention to details, the first necessary step is to develop a good overall concept that logically connects the CLP with other elements and goals of REMARKABLE into a coherent and functional package. For example, if our goal is to eventually develop a business model that sustains demand for Climate Neutrality Services, the CLP should somehow cater to this goal – firstly in its conceptual design, and secondly in design of its practical (organisational) details and contents. Whatever the ambitions and plans for the CLP will be, the termination of a single programme event should not be seen as an end of a process but a step that relates to a start of a different REMARKABLE activity, and as one of the phases in cyclical activities geared towards fostering actions and leadership that lead towards Climate Neutrality.

### 2.5.1 CLP as a platform for networking

REGEA stressed the need to clearly define why the CLP is needed, and how it relates to current mandatory requirements. Such clarification has to cover both the horizontal perspective (the local municipal level) as well as the vertical one (regional, national, and the EU). While this task is a challenge that is best addressed locally by each of the CLP developer (i.e. REMARKABLE partners that will realise the CLPs), it can be generalized that the added value of the CLP is certainly also in **bringing leaders, experts, and other key stakeholders together** to form and consolidate alliances on their common quest for climate-neutral future.

ESV explicitly suggested that the purpose of the CLP should be to create a team of energy leaders that co-creates new approaches dynamizing climate neutrality and energy transition investments. Similarly, AURA-EE pointed out that the existing leaders from their region would like to see more co-constructed and shared projects, with the creation of spaces for cooperation and more systematic citizen consultation. In other words, their leaders clearly voiced a need for a space where various actors can come together, exchange their experiences and knowledge about good practices related to climate neutrality goals, but most importantly, to also take further steps and translate this newly acquired knowledge into actions.

REMARKABLE can create this with the CLP – a space that fosters bonding between peers participating in the programme and builds communities of actors geared towards action-oriented exchange of experiences and good practices.



## 3 CLP DESIGN

Recommendations related to more specific, practical aspects of CLP design, that help answer question *how* we plan to realise the ambitions defined at the conceptual level

### 3.1 Facilitate the delivery of the CLP

Preparation of the CLP will require working on a number of tasks. These can be clustered and delegated to individuals or teams. For example, in relation to the CLP concept development we pointed out the need for distinction between programme facilitators on the one hand, and content-specific experts on the other. But distribution of tasks should also include planning, preparation, and the follow-up activities, not just programme execution. Different tasks and roles can clearly be given to a single person or team, as long as they have the capacity to take them on, and deliver good quality results on time. What is key is that the different segments of programme preparation are well planned, and the responsibilities assigned to specific individuals that form the programme team.

#### 3.1.1 Identify the CLP producer/manager .

Services like the CLP are a combination of integrated processes, people, skills, and materials that must be planned in advance (Goldstein by Katzan 2011: 53 ). For best efficacy in the planning process, define individuals or a team that will dedicate themselves to the production of the CLP programme. This may include:

- Managing the development process of tailoring the CLP to your local context (a function related to facilitation of the process rather than creation of content),
- Providing the practical/ technical platform for its realisation (provisions, infrastructure, management of operational procedures),
- Quality management (quality assurance and user feedback, also checking compliance with REMARKABLE GA requirements, ethical standards or legal requirements),
- Time management (**ESV** stressed the need to plan the training wisely for optimal impact in a limited time available),
- Back-office processing (time planning, service delivery planning, communication with CLP participants and several auxiliary services, such as food and beverage, transport logistics, housing etc.),
- Client (i. e. participant) acquisition (reaching to and onboarding the prospective participants),
- Client (i.e. participant) retention (maintaining contact after the end of the programme).

The final two points might even be delegated to a separate person or team who takes care of the **customer service** and communication as their main responsibility.

*“To some extent, all services consist of the application of resources, and the success of those services is dependent upon how efficiently and effectively those resources are applied in a normative manner to a specific problem domain.”* (Spohrer by Katzan 2011: 46)

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Location – an example of a key practical detail





**Practical (technical) aspects and details of the programme** delivery are an integral part of the project design, and can make a significant difference in the participant's experience of the CLP's quality. However banal it may seem, details such as food, beverage, gifts, programme logistics etc. are very important, arguably just as much as the content of the programme if you want to maximize the impact of the CLP, make sure this is adequately addressed.

**An example of such practical detail is choosing an appropriate location** for the CLP. Both TUS and IRI UL pointed out it is very important for the quality of CLP delivery. TUS stressed that the course should be tailored to a local area and delivered in **utilise significant community spaces**. This way it will highlight that communities, regions, municipalities are at the centre of this programme and are serving an important function.

Besides the meanings and symbolics that come with a space, **functional aspects** are just as relevant. This relates to how far from the participant's home the CLP takes place, as well as the features of the space that support (or disturb) quality realisation of the programme. Ideally, the venue should be **large and versatile** enough to enable lectures and presentations as well as work in small groups (possibly moveable chairs and tables or even several smaller rooms to use).

The **nature of CLP requires physical interaction** (a videoconference is not a desired format) and a dynamic environment that supports both collective as well as private, individual engagements between the event participants. We want our participants to go home not only with useful information and inspiration but also with a memorable experience to which they will refer and relate to in their daily work, both consciously and unconsciously. In other words, we certainly do not want our leaders to remember the CLP after being hungry, thirsty, and locked into a dark hall with stuffy air for hours at a time.

### 3.1.2 Identify the CLP training providers .

As earlier, define individuals or a team that will dedicate themselves to the creation of quality CLP programme content and execute the necessary activities. This might require various different providers and guest speakers depending on the specific modules that the CLP will include. It is crucial to find the right people to take this role, as the value which will be created in the course of the CLP directly depends on the quality of the team and their performance.

The providers are the face of the programme – they should be the protagonists of planning the CLP, including drafting the plan for the training, visualising the participant's experience of the CLP, and give direction to the CLP producer/manager with regards to the technical and planning details required to realise the training.

#### Envision the training

Visualisation is a common technique in the process of service and product design. Ask yourself how would an ideal, utmost remarkable training look like? How would it feel? What would we do? Where should we be? Visualise how you want the training to happen, and what is needed to make it truly *outstanding* rather than 'good enough'. Put yourself into the shoes of your prospective participants, and think about who they are, why they are there, and what would make an impression. Having such vision and working towards its realisation is a potent tool for designing the right solutions, and in a sense also attracting the desired results.

### 3.1.3 Communicate the CLP purpose clearly

Once you have defined the CLP concept and the ideal purpose tailored to your local context, communicate this message clearly and passionately. From the very beginning, make it crystal clear to your prospective participants *what* the CLP is and *why* they want to be part of it.

### 3.1.4 Prioritize participant's expectations and needs

Throughout your communication efforts, keep in mind that our (REMARKABLE's) purpose and expectations of the CLP will differ from those of your participant's. They will be thinking differently about the programme as they are also coming from a completely different background, one that has nothing to do with REMARKABLE project as such

For example, **ESV** stressed that in terms of working towards climate neutrality, their leaders have already achieved a lot from renewable heating in (nearly) all public buildings, PV, thermal renovation of public buildings, LED street lighting, energy monitoring and taken first steps towards e-mobility. Through REMARKABLE ethnography study **ESV** identified a need for a range of "next big steps" for representatives of municipalities that will participate in the CLP, including:

- municipality as catalyst for the local energy transition in all sectors,
- stronger support of citizens,
- dialogue / cooperation with local companies,
- elimination fossil heating in the residential sector,
- PV strategy, energy communities,
- increase energy efficiency,
- e-mobility,
- spatial planning and building legislation,
- take advantage of the entire added value of the energy transition,
- etc.

The communication of what CLP aspires to achieve therefore has to reflect the actual needs, and the existing state of things in the regions where it is implemented. In your communication with the (prospective) participants, highlight their benefits and whatever meets their expectations. Also, **avoid putting unnecessary focus on technical aspects regarding the realisation of the training** (this includes details regarding organisation, design, and even some conceptual aspects).

#### Map implicit assumptions early in the CLP design process

Acknowledgement and adaptation of all REMARKABLE activities to the local (context) specifics have been stressed various times by now, yet it is worth repeating again that the CLP must be tailored to the needs and expectations of your local context.

From a service design standpoint, service of any type "resides in a culture." (Katzan 2011: 51). This means that in our assessment of our participants' expectations, we also have to think about possible culture-specific assumptions. What is expected (somewhat culturally) from you as an organiser, and are you able to meet these expectations?

### 24 3.1.5 Focus on participant's satisfaction and ownership of the event

Responsiveness, timeliness, and completeness are the traits of a good service – make sure to enhance those to **maximize satisfaction of the CLP participants**. Do as much as possible to get





CLP participants enthusiastic about the programme, and grow confidence in its value, the community of leaders that it creates, and themselves as part of this community.

You also want to **build common ownership of the event** as soon as possible, in order to build participant's attention, trust, and willingness to engage. Establish a sense of ownership by explicitly giving them a certain level of responsibility for making the event work. Finally, expect the best – both from yourself and the participants. Communicate that to them.

*“Experienced and adult learners need to understand rationale behind a training and align their own goals to such purpose” (Khandelwal 2019: 54).*

## 3.2 Make CLP a combination of different types of activities

In terms of what CLP should not be, **EKNORR** made it explicit that leaders do not need another “strategic document to put on the shelf” and certainly do not want more “writing or reporting”. In contrast, several partners stressed that the programme should be action oriented, with a balance of both content -focused and experience-focused activities. In this regard, **TUS** and **ESV** stressed **the programme needs to be an innovative interactive (co-creative) process**, and one that will give effective problem-solving guidance and expertise to the participating leaders. **AURA-EE** similarly pointed out the need to present inspiring experiences and examples of good practices in a way that explores new ways of working: in a decompartmentalized network, in proximity to the field, by giving visibility through key events, by exchanging and training among peers and in a transversal manner. In terms of what CLP should not be, **EKNORR** made it explicit that leaders do not need another “strategic document to put on the shelf” and certainly do not want more “writing or reporting”.

### Sharing experience and knowledge as a tool

Exercises that facilitate **sharing of past experiences and knowledge** can be a strong tool for building confidence of individuals within the group, as well as to connect the group (see Khandelwal 2019: 59).

Exercises that facilitate **new experiences** in an action-oriented (hand-on) supportive environment, can be a strong didactical tool, as well as an act of empowerment. Khandelwal describes this nicely:

“Trainees would experience who they are and would get to guess what they can do and then get struck with a we by actually doing it themselves or seeing their peer doing it in front of their eyes. This way the trainer is empowering them to take risk, by believing in their true potential and appreciating them and pursuing them to pick up the challenges during the training. It is making them do difficult things which both makes a person remember it long after training is over and also provide a higher sense of satisfaction” (Khandelwal 2019: 60).

## 3.3 Stress the networking contents and activities

As mentioned in relation to the CLP concept chapter, several research participants and project partners suggested that the programme should be dedicated to building and consolidating connections among participants. **IRI UL's** research participants explicitly noted the connections and relations with fellow attendees, which emerge from leadership training events, as one of the more valuable outcomes. For this reason, **IRI UL** suggested that the training should be



designed to build and/or strengthen relationships between participants – both as a way to integrate the program into a logically coherent experience and to foster collaboration and communication between CLP participants after the end of the programme. **In-person (physical) meetings and interactions are the preferred format of the programme**. Nonetheless, ESCAN suggested to use a wide range of tools, including online meetings, social networks, smartphone applications and webinars.

Another equally important aspect that relates to networking and supported collaboration was highlighted also by **ESV**, who stressed the need for building relationships and networks beyond the CLP. They claim that **working with local companies** is critical for achieving climate neutrality, but note that such view is new for most of their research participants. For this reason they argue that the CLP should guide participants (representatives of local municipalities) to:

- start a dialogue with their local companies,
- identify companies with a good climate performance,
- try to create a joint commitment with some of the local companies,
- support investments by the companies with supporting services, such as those developed within REMARKABLE project.

#### Consider establishing a CLP mentorship (or buddy) scheme

As an addition/extension of the training (or at least for the duration of the training), IRI UL suggested to consider starting a mentorship programme or a buddy scheme – a structured process of mutually beneficial collaboration between participants of the CLP and existing Climate Leaders. Such programme could be integrated with the Climate Leaders Circle initiative, providing the more engaged leaders with a platform that fosters more intense long-term collaboration and communication between participants of the program.

### 3.4 Create space for co-creation (co-production) activities

**AURA-EE** noted that leaders do not necessarily want (only) ready-made solutions, but expect the CLP to create space where participants can create links, encourage exchange, and share diagnoses between different actors active in their region. CLP should therefore create opportunities for collaborative creation of solutions tailored to specific local needs.

In relation to co-creation activities, **IRI UL** stressed the importance of creating a **relaxed and inclusive environment** – a space in which participants feel welcome to engage and share their opinions and ideas. This includes creating a space (and protocols) that ensure individuals do not feel stigmatised or judged for one or more of the following aspects:

- Differences in opinions,
- Lack of knowledge or awareness,
- Their ethnical identity, political orientation, gender, etc.

Creating such “safe” space, where judgemental attitudes are avoided and risk-taking efforts are rewarded, will enable meaningful engagement in which trainees will dare to be challenged and take risks, try new things, and go beyond their comfort zone. This will help trainees realize their abilities through discovery and action research. **EKNORR** noted that this could also be considered part of the Remarkable Leaders Circle, which could foster such space through exchange of different subjects and themes at meetings with leaders.

### CLP as a co-creative design project

Following a typical structure of design thinking processes– inspiration, ideation and implementation (see Katzan 2011: 49) CLP could similarly be structured in three consecutive parts:

- **In the first part**, inspire the CLP participants with inspirational guest speakers who will get all of the participants on the same page, and set a shared vision for all. Consider the work done in WP2 – both the ethnographic research as well as the focus group – as an integral part of this stage. You have discussed the problem we wish to address with existing and emerging climate leaders, and this enabled you to design this event, as well as indicated towards the needs of the participants. Define one or more speakers who will have the capacity to convey the right message to direct the course of the CLP into the right direction.
- **In the second part**, empower participants by providing space for sharing and developing their own ideas, and preparing ground for concrete actions. This part could be coupled with the aim to develop Climate Neutrality Roadmaps. Provide contents and tools which will support thinking beyond the scope of what participants already know, but also make sure that they feel comfortable and share the ownership of whatever will come out of this process.
- **In the final stage**, make a first step towards implementation of ambitions and plans manifested in the second part of the programme. Have your participants do a symbolic but concrete gesture (signing a document, planting a tree, or otherwise committing to something or consuming the shared commitment). The true value of CLP will clearly come to life only after the end of the programme, through continuous interaction of REMARKABLE partners with the participants, as well as with facilitating interaction and collaboration between the CLP participants as such.

If the programme will develop into some sort of continuous meetings/gatherings of climate leaders, the format can be adapted, and the stage of implementation can be recycled for the purposes of inspiration and ideation – a search and recognition of what works, as well as a search for better, more effective solutions.

## 3.5 Plan CLP as a coherent & well-designed package

The CLP should be designed as **a holistic system of integrated components**, or in more technical terms, “a collection of resources, economic entities, and service processes capable of engaging in and supporting one or more service events” (Katzan 2011: 44). In more simple terms – make the CLP into a sequence of activities and programme features that serve the purpose(s) identified at the beginning of the planning process.

Besides **content** and **people** involved in the programme, plan also **preparation** (setting expectations and collecting useful inputs), **animation** (stimulation of body and mind), and **follow-up activities and features** (a review/ analysis of the CLP experience for the participants). Here are some cues to help you with the planning:

- **Sequence the CLP process** → At the more **conceptual level**, think of the CLP in a cyclical format – 1) assessment of needs and expectations (ethnography), 2) designing (tailoring) the program to contexts, needs, and expectations, 3) CLP delivery, 4) training evaluation, 5) repeat the process but build on knowledge and experience of previous iterations. At the more **detailed (operational) level**, write a timeline of the event and map how you expect your participants to feel through the event. Think about how they will feel (physically and emotionally) during the process and try to avoid low points by changing the activities, including breaks, and otherwise managing their attention.
- **Map the physical evidence of the training** → CLP participants need more than just words to meaningfully engage with REMARKABLE. Provide physical evidence of REMARKABLE dedication to its goals – promo materials, a good website, presence of

relevant actors (existing Climate Leaders). Make sure these features are logically distributed throughout different segments of the programme activities.

- **Invite registered participants to tell you about their expectations** → Once you already know your participants, invite them to state their expectations and needs. Research shows that “adult learners want to be part of planning & decision of what they have to learn” (Dalto by Khandelwal 2019: 57). Do your best to accommodate their expectations and wishes in the programme (given the work done in WP2, there is a good chance that you already know what they might point out). On this note, IRI UL suggested to collect cues for content activities in advance, asking participants about their expectations & concrete issues/challenges related to climate neutrality transition, which would like to address in the course of the activity. In addition, participant’s expectations are also a form of “goal setting, although not so concrete” (Khandelwal 2019: 57), which is a good reference for evaluation of how successful the programme was at the end.
- **Balance the physical, psychological, and emotional experiences of the training** → Besides conveying information through a written or spoken form, make sure to include attractive visualisations and animations. Have participants “say and do rather than only listen” (Khandelwal 2019: 55). Have them engaged in the process by the use their body – have them write down things, move around the space, them touch physical objects with symbolic meanings, shake hands with each other. Don’t forget about the power of humour – despite the seriousness of the topic, have your participants smile here and there.
- **Be engaging and inclusive** → Make sure that everyone is brought into the discussions, also as a strategy to prevent them from deviating from the training.
- **Mind the intensity and duration** → Do not overburden CLP participants – think about their capacity to engage in the interactive process.
- **Evaluate the learning outcomes also with the participants** → Ask them what were the insights they valued most (possibly several times during the training), and have them reflect on it, not only as an exercise for learning retention, but also as an indication of the richness of content that you are providing them with.
- **Integrate inputs from the users to improve the service** → The REMARKABLE WP2 research was the first step towards understanding the Climate Leaders – their aspirations, needs, and expectations. After the CLP is concluded, review the programme and collect their feedback. This will enable us (collectively) to improve the process in the likely event of repeating a similar training at some other point in the future.
- **Run a prototype of the CLP** → Time and resources allowing, test your CLP programme as a prototype version, inviting perhaps younger audience or participants at lower positions/in earlier stage of their career. This will build your confidence in the realisation of the programme and indicate which elements of the service might need rethinking. However, there clearly is a limitation to this approach, given that the participants in the CLP will be a somewhat specific client profile, requiring a different level and form of attention. Within REMARKABLE, a CLP pilot is already planned as the first iteration of the CLP programme, involving a minimum of 50 participant across the REMARKABLE partner countries (6 to 10 per region).
- **Build capacity to accommodate change (and unplanned events)** → No service exists without hands-on interaction between the participants and service providers. No matter how well defined the service might be, there is always space for unplanned events produced through human interaction. As an agile practice, and a preventive risk-

mitigation strategy, think about some possible scenarios of the event not running as planned, and create contingency plans or protocols to address them. Although good planning will minimize the possibility of such events happening, having done such preparational exercise will give you more confidence and control over the event, in addition to actually having developed some concrete steps to deal with the most obvious potential challenges.

#### Evidence the quality of your work

Assuming that the programme activities rolled -out as planned (meaning remarkably well), take a moment at the end of the programme to **point out evidence of quality and effort** required for a programme like CLP to happen. Most importantly, this means recognition of the people (and institutions) who enabled it, as well as to reflect on your competence and qualities as organisers.

Show your participants **gratitude and appreciation** for their participation, but also make them contemplate for a moment their own gratitude and appreciation towards your work. Such moment(s) of reflection will consolidate their commitment to the future project activities, and hopefully make them a more conscious believer in the REMARKABLEs cause, and perhaps even a self-proclaimed ambassador of the project Evaluation can be done both right after the event (hot evaluation, one that captures the immediate, slightly more emotionally toned reflections) and after a period of time (cold evaluation, one that captures reflections after participants return to their every day life environments, and evaluate the value of the CLP through practice).

### 3.6 Well-designed units/modules of learning & complementary materials.

Similarly, to the point above, each of the units of learning or training modules should have its own internal structure with a logical beginning, middle and end. Importantly, they should also be supported with **well-designed training materials**:

- **Clear and readable** → Information should be easy to read and digest, with key points highlighted and summarized.
- **Relevant** → Information should be what learners need to meet their objectives.
- **Accurate** → Information should be up to date, factual, in a logical sequence, and complete. If you update materials, ensure that changes are made consistently throughout.
- **Interesting** → Materials should be visually attractive, making good use of design, colour, and illustrations. This will help the learners to retain what they are learning.
- **Practical** → Learners should be able to see clear benefits from using the materials and therefore feel more committed to them.

(McArdle by Hu 2004: 34)

#### CLP as a cluster of experiential learning approaches

Several earlier points already more or less directly indicate that the CLP should be focused on active, experiential learning.

- **Diverse sensory stimulation** is supposed to ensure a longer lasting response (Kubr and Prokopenko by Hu: 27)
- **Positive reinforcement** has a positive influence on knowledge retention. In the case of REMARKABLE, a positive experience of the CLP will also stimulate participants to stay engaged with REMARKABLE and its Climate Leaders' Circle.



- **Facilitation** is inherent to CLP as we hope to bring together people with rich experiences and from a diverse knowledge background. The participants themselves therefore represent an invaluable resource for learning and inspiration, supported by professional facilitation.
- **Andragogy** – the theory of adult learning (see Knowles 1984, 1989) - directs learning to be learner-centred. This means it builds on individuals' intrinsic motivation, readiness to learn, prior experience, orientation (particular interest), enabling control over the learning process (self-directed learning), and access to relevant information about the training itself.

### 3.7 Stress the desirable aspects of the transition into climate neutrality

The CLP should foster a culture of positive attitudes related to the common ambitions and challenges on the way to climate neutrality. **AURA-EE** illustrated this need on negative experiences and attitudes existing Climate Leaders in their region face daily. To counter this, they call on REMARKABLE CLP designers to generate a common positive culture, a collective narrative (both internally, during the execution of the event, as well as externally, in its promotion) that makes people want to do things, without frightening them and putting people off. This work lays the foundations for writing a new narrative together, one that makes everyone want to mobilise and act together for the common good and that enables everyone to be involved in the action, they argue.

### 3.8 Include elements that lead with example

**IRI UL** reports their leaders suggesting that the training should not only “preach” virtues and principles of Climate Leadership and Climate Neutrality, but also demonstrate them through actions. Small actions matter, they claim, as they can be considered to represent a manifestation of declared values, and can also change or enhance particular patterns/modes of doing (social practices). Some suggestions included:

- Organising shared transport to events (carpooling),
- Promoting (or subsidising) use of carbon-neutral public transport,
- Providing predominantly vegetable-based, locally produced food,
- Avoid producing waste and unnecessary energy use,
- Using repurposed materials– recycled, reused, upcycled (or better, not to provide at all in order to minimize fetishization of material consumption in social interactions).

### 3.9 Make the transition towards climate -neutrality more readable & visible

**AURA-EE** pointed out that the urgency for climate action is often declared or stated, but there is also a need to show it graphically or visually. This is particularly relevant for actions at the local level, which should always be contextualized (and to a degree also coordinated) with the larger national and EU-level efforts to address the major issues. They argue that – at least in France - the current support is not sufficiently unifying: there is too many players and there is a lack of a strong leadership at the regional level.

CLP should therefore put emphasis on **graphic design** (visual representation) and **effective communication** (metaphorical or comparative representation), which should help people to relate to the contents we wish to communicate. This creates value both for the programme as

well as beyond, as tools that CLP participants will be able to utilize after the completion of the programme to communicate with their local communities and networks of stakeholders.



## 4 CLP CONTENT

TUS suggested to frame the CLP as attainable, highlighting what the leaders will get from the process. This chapter offers insights suggesting which specific contents we might want to include into the CLP. As stated earlier, the CLP needs to be an **action orientated programme** that will give effective problem-solving guidance and expertise to the participating leaders.

### 4.1 Develop tailored communication strategies and scenarios

Several REMARKABLE researchers stressed the importance of effective and meaningful communication, which indicates the need to develop communication principles or even strategies (packages) for the CLP participants. These could be grouped one or more to the following categories:

- The specific profile of the target group we wish to address,
- The purpose/goal of our communication,
- Various specific scenarios.

IRI UL suggested that **discourses have to be tailored to the environment in which one is taking action**. The leaders should know when and how they can communicate complex issues to our guests in reasonably simple ways. Similarly, TUS noted that leaders need to understand how they deliver information related to climate action, which tends to be complex and sometimes “inconvenient”. They pointed out two general strategies:

- **Focus on tangible Success Stories**: Every programme needs an awareness message and be able to understand the gap between big and small messages. There has to be levels of impact and assessment.
- **Understand and tailor the wording**: Responses can change based on the way the community feels about how it is presented to them. Utilising words like encouragement instead of enforcement creates a better feeling and while the outcomes will be the same the collective feelings of the community will be more positive

TUS also noted the need to reflect on why climate action initiatives are sometimes not understood or taken up by regions, and what the barriers are to their implementation.

#### Replication of good practices

Several contributors to this report highlighted the relevance of sharing good practices. IRI UL and EKNORR noted that examples of good practices lead (in a sense of motivating, encouraging similar course of action) not only at the levels of individuals, but also the level of communities (village or town) or even institutions (on the municipal level). This refers to their observation, that after one municipality implements a progressive policy or carries out a successful project, other municipalities in the neighbourhood often follow (and copy their model).

REMARKABLE should therefore not only try to promote piloting successful projects, but also consider how to communicate (and promote) it to the neighbouring municipalities, sharing good practices and inspiring examples.

#### 32 4.1.1 Negative attitudes, counter-arguments or opposition values

3 IRI UL pointed out that pursuit of Climate Neutrality is a difficult, often inert and seemingly fruitless process or “battle”, largely due to the long time-frame (generations in advance) and





the limited impact that individuals have on the complex reality. With regard to motivation, this has negative consequences. This observation substantiates **the need for strategies to promote and enhance focus on positive attitudes and collective thinking** (e.g. survival of the species, or communities we and the participants care most about).

On a similar note, **REGEA** and **TUS** highlighted the need for strategies and scenarios on **how to address negative attitudes and arguments against climate action**. **REGEA** noted that climate related topics can cause negative responses (not only in climate deniers) and that guidance on what to do and how to react to explain would be very useful. **IRI UL** therefore suggests to generate a systematic list of such attitudes and arguments through CLP, including corresponding neutralisation approaches, contents and techniques.

**TUS** pointed out that it is very important to look at the opposite sides of an argument as understanding the other side creates real value in the efforts to build better and more persuasive arguments. In this regard, there needs to be a critical thinking aspect to this process

- Why is the negative of our argument successful?
- How is the opposition reaching people?
- What are their strategies?
- How can the new leaders raise the conversation?

#### Social Media

**TUS** pointed out social media as an area of special attention. They warned of disingenuous/clickbait social media traps, and urge **REMARKABLE** partners to always use as a link to real resources that have been developed. Social media are good for reaching masses but not for defined and structured information. This is why it is often used as a way to create false narratives about an issue, they explain, and add that it is OK to use social media for communication, but that it should be used wisely.

### 4.1.2 Local narratives for the energy transition and climate neutrality

**ESV** noted that all municipalities have a perception of their own identity, and stressed the need for strong narratives of energy transition that fit into such local identity landscapes. They therefore suggest that the CLP should empower municipalities to create better local narratives for the energy transition, tailored to their situation and communicate these to their citizens and local companies. These narratives should be based on contextualising climate protection, quality of life, social cohesion, local investments, innovation etc, **ESV** notes.

## 4.2 Leader's personal attitudes and motivations – a module or contents

Several **REMARKABLE** research participants and researchers stressed the need to focus on personal attitudes and motivations of the leaders. **ENERGAP** and **IRI UL** voiced a common belief that leaders take (or should take) their leadership role not only as a business (a job) but also as a personal mission, attitude, and conviction. **IRI UL** even reported, that the everyday work practice of many of the leaders is not much different from work done by an average office worker, involving tasks and processes related to computer work, organisation, meetings etc., while **ENERGAP** noted that at least part of leaders' free time is necessary devoted to the leadership, networking, and other types of exchanges. **ESCAN** further characterised their image of a leader, and suggested that leaders should be:

- Energizing and engaging
- With solid arguments
- Credible
- Resilient
- Motivator
- Believer in what he/she does
- Hard-working
- Knowledgeable of the territory
- With clear and realistic objectives
- Must believe in the need to make quick progress in actions against climate change
- Have capacity for communication and dissemination

IRI UL reported that a sense of belonging to idea(l)s and visionary attitudes are also strongly associated with the notion of leadership – not in a sense of absolute indication of leadership competence and skill, but as values, qualities or traits of a leadership model. In words of one of their research participants, leaders should be “philosophers,” in a sense to have a broad and essentially humanistic view on the “bigger picture,” which means they should understand well the society they serve and the social processes they are part of (and how they can influence them according to their values, visions and aspirations).

To this end, IRI UL claims one of the principle aims of the program could therefore be **to focus on attitudes**<sup>2</sup> – to **increase the leaders’ motivation to learn**, and to **facilitate the future adoption of changes** that the new knowledge on climate neutrality will bring to everyday real-life work practices of the CPL attendees. This includes taking and dealing with their professional responsibilities not only because they have to (as a requirement of the job), but because they want to (as a reflection of their positive and proactive personal attitudes towards their work and their responsibilities). The indicative means of addressing the attitude-related needs would include a demonstration of real-case studies and success stories with their environmental and societal impact.

#### 4.2.1 Personal Leadership Audit

TUS stressed the need to teach the leaders to **confidently reflect on their role and strengths they have as leaders** which could be the first step towards communicating contents related to leaders’ personal attitudes. If we don’t understand our internal motivations and qualities, our external communications cannot be effective, or at least to a lesser degree, they argue. To this end, they suggest to have CLP participants do a **Personal Leadership Audit**<sup>3</sup> – a structured self-reflection exercise, which is really important if leaders do not see themselves as leaders at present. Reflecting on how they found themselves in a leadership role and how did they develop personally will help them profile themselves as leaders in the future. In addition, issues such as seeing leadership as a burden, or the fact that many take on a leadership role because no-one else wants it should also be addressed.

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<sup>2</sup> IRI UL explains attitude as the degree of an individual’s likes or dislikes of an item; positive or negative views concerning a person, a place, a thing, an event etc. It is part of an established feel (attitudes), think (knowledge), do (skills) triad that serves as a reference for understanding human behaviours.

<sup>3</sup> TUS suggested two different techniques to approach this, known as Myers-Briggs Type Indicator (<https://www.myersbriggs.org/my-mbti-personality-type/mbti-basics/>) and the Belbin Team Roles (see <https://www.belbin.com/about/belbin-team-roles>).

### 4.2.2 Successful leadership module

Besides personal aspects (attitudes, knowledge, skills of leaders), organisational and often institutional aspects prove to be just as important for a successful leadership. IRI UL therefore suggest to complement the contents on personal attitudes and motivations with contents relating to successful leadership models, which could include guidelines and recommendations on the following points:

- Organisation and communication within the institutions and communities that the Leaders manage, lead, represent, and are otherwise part of,
- Networks of people and organisations beyond the “internal” realm of the Leaders’ domain (access to networks),
- Access to key communication channels and media,
- Access to funding,
- Access to quality resources of knowledge, skills, services etc.

Good practices and key principles for success could be communicated for each of these areas, tailored to specific scenarios (e. g. accounting for the size of the municipality, the size of the project).

## 4.3 Define limitations/barriers to Climate Leadership & provide strategies on how to address the issues identified

TUS pointed out the need to address the limitations/barriers to climate leadership systematically, preparing strategies for ones which leaders might need to tackle at present. They reported there is a number of challenges their research participants face daily, which new (emerging) leaders could use support with in order to achieve success. They highlighted the following items:

- **Resourcing:** Resourcing is a major factor in the strong development of adaptation/mitigation with a region. Research shows that Local Authorities are not resourced to deal with a lot of the challenges that communities/regions face. CARO/Energy Agencies help with this from a regional focus but internal structures in the Local Authorities remain an issue. REMARKABLE should therefore help climate leaders to understand and build better resource channels, also through capacity building in the areas of finance, technical and policy.
- **Keeping Focus:** There is a very significant challenge to keeping focus on Climate Action when so many immediate issues come up and have to be dealt with immediately.
- **Role Modification:** Leaders need to facilitate changes in the traditional way of doing thing and certain functions of the Local Authorities need more climate action initiatives, this includes ‘reporting requirements’ that can have different processes in different sections.
- **Making it real:** While the impacts of Climate change can be seen, the causes can be less tangible for people to understand (you can’t see carbon etc.) so how do you get people on board with the changes?
- **Protocols:** What ones are actually needed and what are the differences/ focus of a particular type of legislation can often be open for interpretation.

A number of other barriers and limitations to Climate Leadership have been highlighted also by other partners and are listed below.

### 4.3.1 Bureaucracy and state-level barriers

ESCAN and ENERGAP noted that their research participants strongly dislike the often complex and **time-consuming documentation and bureaucratic procedures**, characterizing this work as “loosing time” which they could invest towards more beneficial and productive work processes. On a similar note, IRI UL reported complaints over significant barriers to climate neutrality transition at the state level, either in how the energy systems are run, or in lack of adaptability of state -level institutions and lack of cooperation with the local level stakeholders. Some research participants mentioned “lack of state support” in terms of finances and engagement, others highlighted specific aspects of the legislation, which impose administrative requirements on the municipalities that limit the capacity to act efficiently.

In this regard, a **tension between bureaucratic and operational -level actors** has been pointed out by multiple researchers and research participants. This presents an issue in many ways, including motivating employees in the public sector, and also the willingness of leaders to pursue ambitious climate neutrality goals. Aspects related to how state fails to play a constructive role in the municipalities’ climate action should be addressed systematically, analysing the local specifics and offering examples of good practices on how to address the issue.

### 4.3.2 Political barriers

Besides bureaucracy of the public sector **ENERGAP** reported that **leadership structures are often set up too politically**. This results in problems with professionalism, misunderstandings, and unnecessary obstacles which leaders encounter in the implementation of projects or other actions related to climate neutrality goals.

On a similar note, **TUS** noted that there are a range of **policies** that exist at an EU, National and Local level that need to be co -ordinated. Understanding the parameters of these policies are important but it is crucial to understand that some are counter -productive to the overall strategy and getting to grips with these can be hard.

Communities are aware that often people try and push their own agenda and not one that is best for the community, so leaders need to be aware of their own limitations and/or bias towards particular activities that may be undertaken due to climate action initiatives.

### 4.3.3 Lack of human resources

Another often reported issue leaders deal with at the local level, especially in small municipalities, is lack of human resources and expertise to work towards climate neutrality goals efficiently. **ENERGAP** and **EKNORR** noted that this makes it difficult even for conscious municipalities and leaders to transfer theory into practice.

### 4.3.4 Lack of awareness & motivations

Reports from Slovenia indicates that awareness regarding topics REMARKABLE seeks to address, such as climate change and climate neutrality, continues to be surprisingly low even in 2022.

36 This observation does not necessarily mean complete ignorance of the issue but rather a **lack of deep understanding**. IRI UL reported that people tend to be aware about the fact, that something has to be done with regard to climate change, however, the majority of population



has little idea what and how exactly should or must be done. For this reason, some leaders recognise the level of awareness is relatively high, but question the assumption, that the topics of climate change, energy transition, and the general consciousness regarding the need and urgency of climate action are clear to the majority of people.

To address this issue, IRI UL suggested that widespread awareness and knowledge is a false assumption, and that we should perhaps develop **a methodology to identify the level of knowledge people have before upgrading knowledge and skills**. As people are clustered in different level of knowledge when learning a new language, or as they are clustered according to their swimming skills when joining a swimming class, the knowledge (and perhaps some other indicators, such as experiences, skills, interest, time etc.) of individuals, businesses or institutions should be identified in order to match them with the training program and content that matches their level of knowledge, skill, and capacity.

Besides lack of awareness, however, there is often also a notable **lack of interest and motivation** – both at the level of individuals and institutions (or individuals representing them) **ENERGAP** pointed out that smaller companies in smaller municipalities often tend to follow the principle of minimal effort and do not think about climate neutrality but only comply with the current legislation. As they are too small, the customers and the environment (both institutional and social ones) are not forcing them to change yet. There is no self-initiative as they do not see the economic benefits of investing in the environment or climate in the long run, so they are only waiting for the system to change. For this reason, **ENERGAP** stressed the need to search for a way to activate people to become more aware of the climate change and the consequences and take action, suggesting development of the following scenarios:

- How to activate companies,
- How to convince key players to support climate efforts and start working actively,
- How to foster collaboration and communication between local players,
- Present practical examples of how they approach this elsewhere.

On the same topic, **IRI UL** reported that absence of motivation and engagement is not always conditioned with financial aspects (incentives or costs) but that people tend to genuinely lack interest in topics of climate neutrality, energy transition etc., and suggested that an investigation into why this is so would be necessary in order to develop **REMARKABLE** content accordingly.

## 4.4 A module on change management

Reports indicate that existing leaders believe the framing of **REMARKABLE** as targeting Climate Neutrality is appropriate and relevant, but point out that the core of our business is actually **management of change** and **management of complex systems**. In this regard, relevant theories and relevant experts should be engaged in development of all segments of **REMARKABLE**, including training programmes, CNRs and, CN services, a point strongly supported by research participants in several **REMARKABLE** regions, most vocally in Slovenia and Sweden.

## 4.5 A module on collaboration with key stakeholders beyond the borders of the municipalities.

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**IRI UL** reported an opinion by several of their leaders suggested that pursuing Climate Neutrality Goals will require work that demands collaboration between actors beyond the



borders of individual municipalities. In this regard, a module on collaboration with key stakeholders beyond the borders of the municipalities could be useful, highlighting aspects of successful collaboration between stakeholders from a variety of different institutional background, including examples of good practices and strategies to overcome most common barriers and challenges.

**Although such idea is particularly relevant for Slovenia, which has a large number of small municipalities, connecting with relevant actors beyond the municipal borders has a number of potential benefits, including:**

- Addressing the lack of skilled (municipal) workforce needed to support implementation of climate neutrality goals,
- Expanding the resources for investments towards the implementation of climate neutrality goals.

## 4.6 A module on facilitating citizen engagement and participation.

Leadership often focuses solely on the individual and their individual capacity for leading, dwelling on questions such as what makes a strong leadership, or otherwise, what makes a leader strong? Such approach often makes us forget about the relevance of the followership. To address this issue, REMARKABLE aims to:

- Focus on both leaders and people to avoid focusing solely on the individual and their individual capacity for leading,
- Ensure that each leader understands the importance and necessity to have a strong following in order to achieve targets, and
- Enhance the ability for leaders to highlight their work as being part of the common good – highlighting their commitment to tackling the climate change issue and working on behalf of the public.

In this regard, several REMARKABLE researchers reported lack of citizen engagement, and lack of knowledge (or initiative) on the side of local leaders and institutions. **IRI UL** associated this issue with a sense of apathy and lack of action on the side of the public, or as a lack of engagement (and capacity) on the side of the municipality to create space for such engagement and support it.

Thus concerning, **TUS** called for **Bottom-Up Approaches** and **co-production** – the need for leaders to ensure that they are interacting with the community that is been directly affected by an issue. They suggest leaders need to know who to talk to and how to get the information, noting that the best person to give ideas/answers is the person who is directly affected by an issue.

Both **IRI UL** and **TUS** therefore call for content, perhaps even a dedicated module, focused on facilitation of citizen engagement and participation. It should include examples of how to organise and facilitate citizen (climate) assemblies, and actively create space and means to foster direct democracy. The models should address the following aspects:

- Addressing the sources of information and knowledge that inform actions and decision making,
- Working inclusively, with diverse communities (citizens from a variety of backgrounds),



- Supporting effective democratic participatory processes (co-creation and empowerment),
- Strategies to translate outcomes of such participatory activities into concrete goals and actions.

## 4.7 Other basic (and specific) training contents

There is a vast number of other topics and skills which could be addressed in the CLP, depending on the specific needs and expectations of the participants. **ENERGAP**, for example, highlighted a need for specific content related to the Slovenian National Energy and Climate Plan, where great emphasis is placed on increasing electricity production from solar energy (PV). They noted that in Slovenia a lot has changed in the last year in terms of legislation in the field of PV, self-sufficiency, energy communities. The municipalities want to prepare and implement projects but are not equipped with enough information, and some procedures are legally demanding, which presents an opportunity for **ENERGAP** to prepare **specific content** for the Slovenian CLP, which will have added value and meaning for the participants.

Due to time limitations, not all contents will be included in the CLP. To stress once more, the contents that will be included should be tailored to the local needs and contexts. Some contents could also be clustered into easily identifiable workshops (e.g. online, videos...) to facilitate the understanding of key topics even before or after the CLP takes place. For example, **ESCAN** suggested to form a list of basic contents and prepare easily identifiable online videos as part of the CLP training, to be used as preparatory activity or during the own trainings to facilitate understanding of the following topics (listed as an example)

- Group dynamization,
- Didactics,
- Communication tools,
- Training in technologies,
- Waste, transport, mobility, etc.

**IRI UL** also suggested various contents and modules pointed out as potentially interesting or necessary by various research participants:

- Module on negotiation (or political diplomacy) skills,
- Module on risk management,
- Module on successful leadership models (examples of good practices)
- Chain of command across different levels (mapping relations between key stakeholders),
- How to use development programmes,
- How to recognise potentials (for financing, for interventions),
- How to build a vision and understanding of a “bigger picture”,
- How to pitch a vision & motivate,
- How to work within a team/between teams (agile and effective work processes),
- How to network and recognize the “gatekeepers”, how to feel & understand people, how to connect (e.g. humour) building trust, build respect etc.,
- How to manage responsibilities (as a leader towards the community you lead, how to manage and delegate your team’s responsibilities etc.)

## 4.8 Provide a glossary of terminology and notions

**ESCAN**, **ENERGAP** and **EKNORR** pointed out the need for a concise and unified definition of core terminology used in relation to Climate Neutrality or climate in general. **ENERGAP** observed that their leaders had a lot of knowledge in the field of energy efficiency and RES implementation, also sustainable mobility, but lacking confidence in topics related to climate or climate terms/notions. All of the noted partners warned that some notions are seen as synonymous to each other and used interchangeably, and that their research participants sometimes did not know (or distinguish between) certain basic terms. At the same time, they noted that with some notions it is often not clear what concretely they refer to in practice. To address the issue, they suggest putting together **a collection of universally applicable definitions of key notions** in a readily available and comprehensive format for the leaders to use them effectively, correctly and with confidence in their daily work. Some of the notions they listed include:

- Net-zero emissions
- Self-sufficiency
- NZEB
- CO<sub>2</sub> and other Greenhouse Gas (GHG) emissions,
- GHG sinks
- Fossil-free
- Mitigation strategies
- Adaptation strategies
- Carbon Footprint
- Carbon storage
- Energy communities and solar PV self-consumption
- Building envelope
- eV and recharging systems
- Energy poverty and vulnerability
- Climate positive
- National and regional climate and energy targets

In addition to the noted exercise in clarifying key terms and notions highlighted by several project partners, **REGEA** were most explicit in calling for clarification of notions own to **REMARKABLE** itself, suggesting the consortium to produce a concise and unified definition of the following notions:

- Climate Leader/-ship
- Climate Leadership Programme
- Climate Neutrality
- Climate Neutrality Roadmaps

Among other things, these definitions should provide answers to questions such as how Climate Leadership can be incorporated into everyday activities in local/regional governance, and how it relates to mitigation and adaptation actions. Basic definitions of the notions are provided in the glossary of terms and acronyms at the beginning of this deliverable but should be revised and further specified before delivery of CLP. **EKNORR** also notes that good explanation of these notions would be helpful to promote the programme and invite more leaders to join.



Finally, **ESV** voiced a need to think Climate Neutrality in terms of CO<sub>2</sub> emissions rather than energy units, claiming that this is a new concept for most people and one that presents a more coherent picture of how emissions from different sectors (housing, companies and services, and transport) are part of the same problem. **EKNORR** added however, based on their work and experiences from Sweden, that net zero is not only including CO<sub>2</sub> emissions and that we should therefore also talk about greenhouse gas emissions.

## 4.9 A list and guide to relevant initiatives, programmes and projects designed to support local authorities on their way to Climate Neutrality.

**ESCAN**, **EKNORR** and **ENERGAP** called for an up-to-date list of relevant EU initiatives, programmes and projects designed to support local authorities on their way to Climate Neutrality goals. Some of the initiatives that should be listed include:

- EU Green Deal<sup>4</sup>,
- EU Renovation Wave<sup>5</sup>,
- National long-term strategies<sup>6</sup>,
- Fit for 55<sup>7</sup>,
- SECAP<sup>8</sup>,
- EU City Facility<sup>9</sup> (providing funding to municipalities for investments in EE and RES),
- Covenant of Mayors<sup>10</sup>,
- Pentahelix<sup>11</sup> (assessment to municipalities for SECAPs),
- Smart-EPC<sup>12</sup> (advanced concept of streetlight&IoT),
- Build upon<sup>13</sup> (reducing emissions in buildings)
- Replicate project<sup>14</sup> (energy efficiency in three sectors for municipalities),
- Norrbotten's climate and energy strategy 2020–2024<sup>15</sup>,
- Etc.

Several partners report that current leaders tend to have some idea about the existing projects and initiatives but lack more profound knowledge and understanding in this regard. Leaders

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<sup>4</sup> EU Green Deal Link: < [https://ec.europa.eu/info/strategy/priorities-2019-2024/european-green-deal\\_en](https://ec.europa.eu/info/strategy/priorities-2019-2024/european-green-deal_en) >.

<sup>5</sup> EU Renovation Wave Link: < [https://energy.ec.europa.eu/topics/energy-efficiency/energy-efficient-buildings/renovation-wave\\_en](https://energy.ec.europa.eu/topics/energy-efficiency/energy-efficient-buildings/renovation-wave_en) >.

<sup>6</sup> National long-term strategies Link: < [https://ec.europa.eu/info/energy-climate-change-environment/implementation-eu-countries/energy-and-climate-governance-and-reporting/national-long-term-strategies\\_en](https://ec.europa.eu/info/energy-climate-change-environment/implementation-eu-countries/energy-and-climate-governance-and-reporting/national-long-term-strategies_en) >.

<sup>7</sup> Fit for 55 Link: < <https://www.consilium.europa.eu/en/policies/green-deal/fit-for-55-the-eu-plan-for-a-green-transition/> >.

<sup>8</sup> SECAP Link: < <https://publications.jrc.ec.europa.eu/repository/handle/JRC112986> >.

<sup>9</sup> EU City Facility Link: < <https://www.eucityfacility.eu/home.html> >.

<sup>10</sup> Covenant of Mayors Link: < <https://www.covenantofmayors.eu/> >.

<sup>11</sup> Pentahelix Link: < <https://pentahelix.eu/> >.

<sup>12</sup> Smart-EPC Link: < <https://fedarene.org/project/smart-epc/> >.

<sup>13</sup> Build upon Link: < <https://www.worldgbc.org/build-upon> >.

<sup>14</sup> Replicate project Link: < <https://replicate-project.eu/> >.

<sup>15</sup> Norrbotten's climate and energy strategy Link: < <https://www.norrbotten.se/publika/lg/verk/Kansli/RUN/Norrbottens%20klimat-%20och%20energistrategi%202020-2024%20-%20bilaga.pdf> >.

would therefore benefit from a comprehensive list of initiatives and projects, indicating main benefits, the scope of their support/action, and criteria for eligibility (if applicable). **ESCAN** also noted it would be convenient to elaborate on how the EU -level initiatives relate to (and translate) into the national – in their case Spanish – normative and plans, as well as how initiatives at the national level relate to regional and local contexts.

On a similar note, **TUS** suggested preparing training content dedicated to problem solving in project management. This includes

- **Application process:** Funding applications and requirements can be heavy and complicated so leaders need to be able to help focus these and get answers quickly. Is there a way to streamline the application/reporting process (e. g. active lobbying)?
- **Animation:** Getting all delivery and effective use of projects is important and keeping these projects alive takes work and creating processes for this is important.
- **Project recognition:** There are lots doing climate action projects, but these are not labelled as climate action. Being able to recognise the different facets of this issue is important.

**ESCAN** observed that there are different strategies used to approach climate action at the national and local levels, and expressed a need for **a comprehensive guide to the main relations between the national, regional and local normative and plans.**

For a better overview, **projects and related contents should be categorized** (or tagged):

- Environmental agenda at large (EU level),
- Legislation & regulation related initiatives (EU and state or regional-level),
- Voluntary initiatives,
- Specific topical fields (mobility, building renovations, RES etc.),
- Leadership training and related supporting actions.

As a useful addition to different elements of **REMARKABLE**'s agenda, **EKNORR** noted that their research participants would like to have a **framework for evaluating climate actions according to the magnitude of impact** –small and big climate impact – **and costs** – high and low costs.

## 4.10 Programme of **REMARKABLE** workshops and contents.

Last but not least, CLP organisers should have a plan of further networking and educational activities planned in the course of the project. **ESCAN** reported their leaders asking for continuous exchange of experiences from other municipalities, and the CLP should cater to such expectations proactively.

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