Fiji

VIRTUAL PILOT TRAINING OF TRAINERS AND FEEDBACK WORKSHOP

Capacity Building to Strengthen Sustainable Implementation of Renewable Energy Technologies for Rural Energy Access

Workshop Report

19th and 20th May 2020

Holiday Inn

Suva, Fiji

Acronyms and Abbreviations

DoE	Department of Energy
EE	Energy Efficiency
RE	Renewable Energy
EU	European Union
GE	Green Economy
GGGI	Global Green Growth Institute
KOICA	Korean International Cooperation Agency
USAID	United States of Agency for International Development
TOT	Training of Trainers
PIDF	Pacific Island Development Forum
PNG	Papua New Guinea
DC	Direct Current
PV	Photovoltaic
O&M	Operations and Maintenance
MIA	Ministry of iTaukei Affairs
DO	District Officer
MS	Microsoft

List of Tables

List of Figures

Contents

1.0 Introduction

The GGGI in partnership with the PIDF, and funding from the KOICA focused on strengthening informed and inclusive decision-making by resource owners and local government officials for integration of green economy (GE) and renewable energy (RE) into local level planning and to strengthen implementation of renewable energy (RE) infrastructure for rural electrification. This has led to the development of a project titled ***Capacity Building to Strengthen Sustainable Implementation of Renewable Energy Technologies for Rural Energy Access Project***.

The project's main objective is to strengthen informed and inclusive decision-making by resource owners and local government officials for integration of Green Economy (GE) and Renewable Energy (RE) into Local Level Planning and to Strengthen Implementation of Renewable energy (RE) infrastructure for Rural Electrification. GGGI will work closely with local partners to develop various training modules within the project context to achieve this goal. In addition, in-country based local trainers will be engaged to deliver these capacity building trainings throughout the identified communities. A total of 32 trainers is anticipated to be trained using the training-of-trainers approach (approximately 8 trainers per country).

The direct beneficiaries of this capacity building project will be a total of 3000 trainees from 4 countries. The target groups for this capacity building training are:

1) Local government officials, Provincial Councils, District Councils, Town Councils, Island Councils, etc.

2) Traditional community/religious leaders and vulnerable groups (women, young leaders), etc.

3) Local electricians, people with technical aptitude, etc.

4) Small businesses

In order to carry out the capacity building training to the beneficiaries, the project is in the final stages of developing training materials in Green Economy (GE) and Renewable Energy (RE), taking into account gender and inclusive development. This will consist of 10 training modules, complete with trainers' guides and learners' workbooks, as per below:

Green Economy Modules:

- GE General Principles
- Energy Efficiency Basics
- Green Business Basics
- Inclusive Development

Renewable Energy Modules:

- RE General Principles

- Solar in the community
- Pico-Hydro in the community
- Solar Operations and Maintenance basics
- Pico-Hydro Operations and Maintenance basics
- RE Financial management

This workshop is the first pilot ToT workshop for the 4 countries which was facilitated by the Project Regional Coordinator, Mr. Mohammed Tazil and supported by Fiji Country Coordinator, Mr. Ulaiasi Butukoro including the Fiji Office Administration Team, Ms. Rosi Banuve and Mr. Ashreal Prasad and the PIDF Team, Ms. Asfrin Ali and Mr. Nikhil Lal who helped out with the workshop logistics and training exercises. Some of the Consultants were also present in the workshop on an observation role such as Mr. Krishneel Ram (Renewable Energy) and Ms. Ana Laqeretabua (Gender and Social Inclusion). The greater Project Team including the other Consultants also joined the workshop virtually on livestream via MS Teams Group who were located in India, Vanuatu, PNG and Solomon Islands. This would enable the other country coordinators to have a better understanding of how-to rollout their respective virtual pilot ToT workshops hereafter.

Prior to the workshop, the participants were shared the two draft solar training modules, namely; "Solar in the Community" and "Solar Operations and Maintenance Basics" together with a reaction survey form to be completed and presented on the first day of the workshop. The results of the survey are presented in Chapter 4 of this report. The agenda for the two days' workshop is presented in Annex A of this report.

1.1 Workshop Objectives

The pilot ToT workshop had four main objectives:

1. To introduce the project to selected national trainers and gain their support for the training phase of the project
2. To train the trainers on the draft "Solar in the Community" training module and obtain feedback on the trainer's guide, learners' workbook, delivery methods and its suitability to the projects targets groups on Day 1 of the workshop
3. To train the trainers on the draft "Solar Operation and Maintenance Basics" training module and obtain feedback on the trainer's guide and learners' workbook, delivery methods and its suitability to the projects targets groups on Day 2 of the workshop
4. To further discuss on other areas of improvement in order to ensure easier knowledge transfer and acceptance of the training modules by the communities.

There was a good gender mix of trainers participating in the workshop to ensure a balanced feedback for all target groups was received during the event.

1.2 Participants

A total of 6 national trainers attended the training workshop, selected from a mix of employment backgrounds, which included secondary school teachers, a public service trainer, community development trainers and vocational trainers on mechanical and electrical engineering. Out of the 6 participants that attended the workshop, 3 were women, and during each day of the workshop, the ratio of gender participation was 50%.

The list of participants for the workshop can be located in Appendix B.

2.0 Workshop Opening

Welcome Address: Ms. Jihi Kim, KOICA Country Director

The opening welcome address was delivered by Ms. Jihi Kim, Country Director of Korean International Corporation Agency (KOICA) Fiji. Ms. Kim acknowledged the efforts of GGGI and PIDF for being the implementing partner for this regional program. Ms. Kim further highlighted the importance of "*reaching out to the grass-root communities to help build on their capacities to allow them to be able to make better decisions in purchasing, operating and maintaining Solar PV systems. There is a huge lack of knowledge and expertise, which often leads to the most well intended projects that prematurely fail in rural remote communities*". Ms. Kim further emphasis the importance of this train the trainers (ToT) workshop that would prepare local trainers from various sectors, who have vast experience in engaging and conducting trainings in remote communities around Fiji. Apart from the review of the modules technical content, the workshop also sought feedback on its suitability and possible customizations to make it easier for women and vulnerable groups to understand as gender and

inclusivity is one of the highest priorities for the project. Ms. Kim wished the participants well in their deliberations throughout the workshop providing quality feedbacks and discussions on the two (2) modules that will be delivered over the two (2) days.

3.0 Project Overview

3.1 Project Objective and Details

Mr. Tazil gave a brief presentation on the project overview informing the participants on the background and objectives of the project. He also highlighted to the participants that this workshop will cover the initial draft of two of the 10 modules for the project namely the "Solar in the Community" and "Solar O&M Basics" module. Hence, feedback of the participants will be incorporated into the remaining 8 modules that were still under development.

3.2 Day 1 – Training of Trainers on "Solar in the Community" Module

Mr. Tazil was the facilitator for this training and before presenting the content of the training, he gave a brief introductory session where workshop participants were given the opportunity to introduce themselves and to explain what were their background and what were their expectation for this training session.

The training proper had a mixture of presentation theoretical contents and illustrations, with discussions and practical activities following thereafter for ease of knowledge transfer to the participants.

The participants were provided a Learner's Workbook copy each while Mr. Tazil when through the Trainer's Guide content, both documents were cross referenced for feedbacks regarding its contents.

The “Solar in the Community” module covered the following learning outcomes;

- Describe Solar Energy;
- Explain the basic electrical parameters (V, I, P and E, AC, DC);
- Identify the various components used in a Solar Power System;
- Explain the function of each component in a solar system;
- Describe the various types of Solar Systems;
- Identify basic test equipment and demonstrate its correct and safe usage;
- Discuss key factors to consider when purchasing solar power system and/or its components;
- Describe the importance of maintenance of Solar Power Systems.

Given the nature of the training as all the participants were physically present at the workshop, the participants were engaged at the outset. Group activities and exercises were supported by Mr. Ulaiasi Butukoro and the rest of the team.

Participants discuss feedback from the contents of the module with Mr. Tazil.

Training participants discuss feedback on contents during group exercises in the workshop.

Solar system used for display and practical activities during the workshop.

The solar training kits used for the training was provided by the University of the South Pacific through their USAID funded Solar Capacity Building Project.

The following feedback were received from participants in Day 1 of the training during and after the training session;

3.2.1 Day 1 – Feedback from trainers on "Solar in the Community" module

The feedback received from the participants on training module are as follows.

- There are 14 provinces in Fiji, all with different dialects and oral languages. Translation of all the modules for this training must be done in the common "Bau dialect" for iTaukei communities. There is also the Rotuman language which is totally a different language altogether and may need to be translated as well in Rotuman language.
- There needs to be consistency between the trainers' guide and the learner's workbook in terms of their content. Some illustrations in the trainers' guide is not clearly reflected in the leaner's workbook.
- Some of the content requires pictures or additional pictures with high resolution for better references of illustrations and examples.
- Activity 2 pictures needs to match between trainer's guide and learner's workbook.
- No illustration of Figure 5 given.
- Figure 11 missing from workbook. Double check all figures in trainer's guide to be included into the learner's workbook.
- Figure 15 will require more time for trainers to go through it carefully with audience and clearly understand the application of water storage which is similar to electricity supply diagram.
- Safety tips: this is very helpful and useful particularly for limited literacy level communities in terms of safety disclaimers. The color of the outlines could also be in red.
- In every activity, safety tips should be emphasized.
- In certain questions, it would be more useful to hear the communities different opinions about the responses rather than pushing the readymade answers. It may stir up useful and constructive discussions that may lead to additional knowledge for the learners/audience as well as the trainers on local contexts and situations.
- It is important to note the circumstances of the audience and community and adjust the content according to their needs.
- Some illustrations may need diagrams that is simple but informative and not too complex for community level of understanding.

- Sharing of experiences with existing solar home system projects in Fiji could be useful.
- Need to identify existing knowledgeable participants and have them providing support on certain activities.
- Section 5.4 on 30mA current from DC light passing across your heart can kill you should be highlighted in red.
- Picture No. 8 in Section 5.4 of a women on the ladder should indicate the problem being referred to.

3.2.2 Day 2 – Training of Trainers on "Solar O&M Basics" module

Day 2 of the workshop began with a short recap of some of the previous day topics including any further feedback on the Solar in the Community module. After the feedback session, the facilitator Mr. Tazil proceeded with Day 2 coverage on the "Solar O&M Basics" module.

This module covered the following learning outcomes below;

- ❖ Describe the various types of Solar PV Systems
- ❖ List the components used in Solar PV Systems
- ❖ Explain the requirements of components used in Solar PV systems
- ❖ Identify tools used in solar PV system
- ❖ Describe procedures for installing and maintaining solar PV Systems.
- ❖ List the safety requirements for solar PV system
- ❖ Identify and resolve common faults in Solar PV Systems.
- ❖ Demonstrate the use a Solar PV System maintenance checklist

Given the nature of the module, the activities and exercise were group oriented and interactive between facilitator and participants with practical hands-on was done. The participants were enthusiastic (particularly the women) during the practical exercises and also stress the need for more time needed with communities on such exercise during the community training. Mr. Ulaiasi Butukoro was providing support to Mr. Tazil on setting up of the apparatus during the exercises and group activity.

Group discussions on system components of a solar system during the workshop.

Mr. Tazil going through the components for the solar home systems with participants.

Mr. Tazil demonstrates measurements for a battery for participants.

Mr. Tazil demonstrates measurements for a solar panel for participants.

Mrs. Sofaia Tawake and Ms. Buli Colati installing the solar home system apparatus during the workshop.

Mr. Tazil conducting fault finding exercise while the participants observe.

3.2.3 Day 2 – Feedback from trainers on "Solar O&M Basics" module

Some of the feedback on Solar O&M Basics modules were as follows;

- Solar O&M Basics suggested as a 2-day module to give more hands-on time to local technicians.
- If possible, need to have multiple set up systems for each activity demonstration, i.e. a total of 3 setups.
- Site visits to households could be part of the Solar O&M Basics activities.
- Activities for fault finding of actual systems/components activities to be included as well. If someone wishes their systems to be repaired that would be upon the owner's responsibility.
- Country coordinators to approach communities and identify individuals beforehand. Number of participants per community to be identified and shared with the project team.
- Usually the first point of contact in a village is the Turaga ni Koro who coordinates village meetings. Villages usually conduct village meeting on a weekly basis including weekly meetings of existing groups in the village which could be a forum for identifying appropriate participants for this training.
- There is also the Soqosoqo Vaka Marama (women's group) meetings are also done on a weekly basis as well. Project team could perhaps join these meetings or call a special meeting with women to identify participants for the modules. There are also women's clubs but on a very small scale.
- There needs to be an inclusive selection criterion considered i.e. having a fair representation of women and vulnerable groups.
- There has to be a pre-requisite for participants qualifying for a particular module i.e. O&M module. This module might be ok for technicians, but for other non-technical interested participants, the "Solar in the Community" module can be made as a prerequisite as a suggestion
- Country Coordinators need to continue liaising with Ministry of iTaukei Affairs (MIA) and the District Officer (DO's) Office regarding the project as rural communities first point of contact is the DO's Office and then to the MIA.
- There were no further comments received on structure of modules and content. Most of the comments were given during the workshop.

4 Results from the Reaction Survey Form

A reaction survey form was distributed prior to the workshop for participants. Out of the 6 invited participants, only 4 participants completed the reaction survey forms.

Part 1 – Perception of Key Areas of the Training Materials

The responses received were as follows;

- **Relevance to your work**
  50% mentioned the training materials were relevance to their work and experience have been engaged on solar home systems community projects or have done basic training on solar. 50% mentioned that this will be a new experience for them.
- **Comprehension (Understandable Language) of Training Manual**

  100% agreed that the training materials were very comprehensive.

- **Sufficiency of Manual Coverage (Are enough topics covered)**

  75% of the participants gave the highest point of 5 and 25% fairly agreed of its sufficiency. There was a note on its inclusivity of gender.

- **Quality of Illustrations**

  50% gave a score of 5 and 50%% gave a scoring of 3.

- **Relevance of illustrations to Thematic Area (topic)**

  50% gave a score of 5 and 50% gave a score of 4.

- **Ease to present effectively as a trainer to the community**

  50% indicated that they can deliver the module content to communities while 50% were unsure.

- **Understanding (Grasp) of the Thematic Area (topic)**

  25% indicated that they have very good understanding, while 75% gave an average.

- **Usefulness in your work to use/train for the community**

  All mentioned that this training would be very useful.

- **Practicality of these trainings for your country/community**

All participants strongly agreed that these manuals are practically applicable for Fijian communities.

- **Level of interactive activities in the Training Manuals**

  50% gave a score of 4 while 50% gave a score of 5. One of the participants that scored 4 mentioned the consideration of literacy levels of communities while delivering the training

Most of the responses were very high scores from participants with relevant backgrounds to this training. However, the illustrations of the contents and delivery of it needs to take into consideration the literacy levels of communities which should not be too technical.

Other comments made on the reaction survey were as follow;

- Technical jargons need to be supported with glossary or footnotes.

Table 1: Recommendations for additions to the Training Manuals

Topics to be added	What Chapter	Reason for the addition
Climate Change and Resilience	Module 1 (Chapter 2)	Relevance of Solar Energy to Climate Change and Resilience.
List of Solar Technology Suppliers	Module 1 (Chapter 8) Module 2 (Chapter 9)	To show a list of who are the existing suppliers of solar parts and technologies in the Pacific.

5 Results from the Workshop Evaluation

Participants were then asked to fill in the supplied Workshop evaluation forms. All 6 participants filled the evaluation forms and below are the results of their responses:

Participants were asked if the workshop objectives were achieved, was it communicated effectively to them, was the facilitator(s) effective in their delivery, and further suggestions to improve such workshops in the future. Results are attached in this report with overall ratings summarised below on a score of 1-5 (Not Satisfied to Very Satisfied).

- The table 2 shows that all the 6 respondents were at least satisfied overall with the workshop.
- All the respondents felt that the workshop was organized well (83.34% Strongly Agree, 16.66% Agree

- All of the respondents felt that the workshop helped them to learn how to work effectively with my peers in a workshop setting. (66.67% Strongly Agree, 33.33% Agree)
- 33.33% of the respondents strongly indicated that the information and content provided were relevant and useful (33.33% Strongly Agree, 66.67% Agree)
- All the respondents indicated that the presenter(s) provided adequate time for questions and answered them satisfactorily (66.67% Strongly Agree, 33.33% Agree).
- All the respondents indicated that the presenter(s) modeled student-centered learning strategies and techniques both for community and technical level. (66.67% Strongly Agree, 33.33% Agree)
- All the respondents felt that the facilitators had good knowledge of the training content and were active in generating discussions and issues related to the contents (83.34% Strongly Agree, 16.66% Agree).
- All the respondents strongly indicated that this workshop increased their knowledge and skills on solar technologies (83.34% Strongly Agree, 16.66% Agree)
- 50% of the respondents strongly indicated that the manuals were appropriate for the training at community level (50% Strongly Agree, 50% Agree).

The summary of the feedback is presented in Table 2 and Figure 1 below.

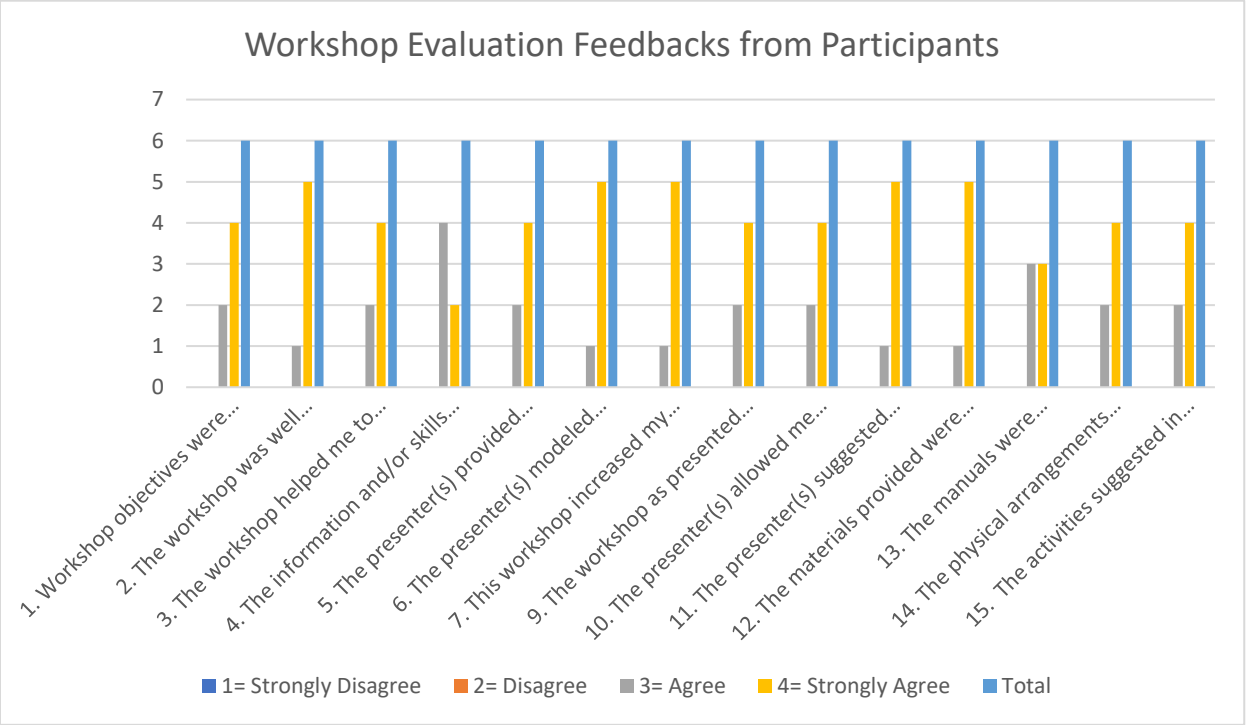
Table 2: Participants Extent of Agreement with each Statement

	1= Strongly Disagree	**2= Disagree**	**3= Agree**	**4= Strongly Agree**	**Total**	**Ratio of Strong Agreement**
1. Workshop objectives were stated clearly and met.	0	0	2	4	6	66.67%
2. The workshop was well organized.	0	0	1	5	6	83.34%
3. The workshop helped me to learn how to work effectively with my peers in a workshop setting.	0	0	2	4	6	66.67%
4. The information and/or skills presented were relevant and useful	0	0	4	2	6	33.37%

5. The presenter(s) provided adequate time for questions and answered them satisfactorily.	0	0	2	4	6	66.67%
6. The presenter(s) modeled student-centered learning strategies and techniques both for community and technical level.	0	0	1	5	6	83.34%
7. This workshop increased my knowledge and skills in solar technologies.	0	0	1	5	6	83.34%
9. The workshop as presented was congruent with the workshop description.	0	0	2	4	6	66.67%
10. The presenter(s) allowed me to work with and learn from others.	0	0	2	4	6	66.67%
11. The presenter(s) suggested ways to follow up the training.	0	0	1	5	6	83.34%
12. The materials provided were useful for training in Solar O&M Basics.	0	0	1	5	6	83.34%

13. The manuals were appropriate for the training at community level.	0	0	3	3	6	50%
14. The physical arrangements were adequate.	0	0	2	4	6	66.67%
15. The activities suggested in the manuals will assist in the training	0	0	2	4	6	66.67%

Figure 1: Workshop Evaluation Feedbacks from Participants



A summary of a few important comments and suggestions received regarding the workshop are as follow:

- More hands-on time is needed for this training perhaps 2 days
- Interested in attending similar training such as green economy and climate resilience in the future
- More information is needed in the workbook material
- Training will need to be delivered in iTaukei language to the communities
- Need adequate time for hands on exercises like wiring of the solar system

- Have videos included in presentations
- Well organized with virtual communications, given the current pandemic situation

6 Conclusion

The ToT workshop was conducted within the 2 days with collective and constructive feedbacks and discussions between the facilitators and the participants. The feedback on the modules have been received and will be forwarded to the Consultants for review of the contents accordingly. In addition, due to the successful delivery of this workshop, it gives an idea to the other country coordinators (i.e. Vanuatu, Solomon Islands, and PNG) on how they would need to conduct their training while Mr. Tazil will facilitate these sequences of workshops virtually.

The evaluation of the workshop shows that the participants have enjoyed the workshop with an improved knowledge on solar technologies. In addition, they have also suggested on improvements for the workshop in the future. Overall, we can say the workshop was a success.

7 List of Appendices

Appendix A: Workshop Agenda

KOICA
Korea International Cooperation Agency

Pacific Islands Development Forum

GGGI

Day 1

Tuesday 19th May 2020

08.30 - 09.00	❖ **Registration**	***Facilitators***
09.00 - 09.30	❖ **Opening Session** • *Opening Prayer and Welcome* • *Opening Remarks* • Introductions and Ice Breaker	***Ulaiasi Butukoro, Fiji Country Coordinator***
09:30 – 10:30	**GROUP PHOTO & MORNING TEA BREAK**	
10:30 – 11.30	❖ **Session I – Solar in the Community** ❖ **What is Solar Energy** ❖ **Basic Electrical Parameters** ❖ **Q & A**	***Mohammed Tazil, Regional Project Manager***
11:30 – 12.30	❖ **Various Components used in Solar Power System** ❖ **Functions of Components in Solar Power System** ❖ **Various Types of Solar Systems** ❖ **Q & A**	***Mohammed Tazil, Regional Project Manager***
12.30 - 13.30	**LUNCH BREAK**	
13.30 – 15.00	❖ **Basic Test Equipment and Safe Use** ❖ **Key Factors When Purchasing Solar Power System** ❖ **Q&A**	***Mohammed Tazil, Regional Project Manager***
15.00 – 15.20	**AFTERNOON TEA**	
15.20 – 16.30	❖ **Importance of Maintenance of Solar Power System** ❖ **Q&A**	***Mohammed Tazil, Regional Project Manager***
16.30	❖ **End of Day One**	

Day 2

Wednesday 20th May 2020

08.30 - 09.00	❖ **Arrival of Participants**	***Facilitators***
09.00 - 10.00	❖ **Recap of Day 1** ❖ **Session 2 – Solar Operation and Maintenance Basics** ❖ **Various type of Solar PV Systems** ❖ **Q&A**	***Ulaiasi Butukoro, Fiji Country Coordinator***
10.00 – 10:30	**MORNING TEA BREAK**	
10:30 – 12.30	❖ **Components Used on Solar PV Systems** ❖ **Components Requirements** ❖ **Tools Use in Solar PV Systems** ❖ **Q & A**	***Mohammed Tazil, Regional Project Manager***
12.30 - 13.30	**LUNCH BREAK**	
13.30 – 15.00	❖ **Installing Solar PV Systems** ❖ **Safety Requirement for Solar PV Systems** ❖ **Identifying Common Faults in Solar PV Systems** ❖ **Solar PV Maintenance Checklist** ❖ **Q&A**	***Mohammed Tazil, Regional Project Manager***
15.00 – 15.20	**AFTERNOON TEA**	
15.20 – 15.30	❖ **Recap of Day 2 and Closing Remarks**	
15.30	❖ **End of 2-Day Workshop**	

Annex B: Participants List

No.	Name	Designation	Organization
1	Alifereti Tawake	Council Advisor	Fiji Locally Managed Marine Network
2	Raikaki Tikoivavalagi	Senior Supervisor – Electrical and Electronics	Centre for Appropriate Technology and Development, iTaukei Affairs Board
3	Buli Colati	Trainer – Human Resource	Public Services Commission, Fiji Government
4	Mereoni Bula	Teacher – Physics	Ministry of Education
5	Sunia Biu	Lecturer – Mechanical	Centre for Appropriate Technology and Development, iTaukei Affairs Board
6	Sofaia Tawake	Teacher – Maths/Physics	Ministry of Education

Appendix C: Reaction Survey Form

Project: Capacity Building to Strengthen Sustainable Implementation of Renewable Energy Technologies for Rural Energy Access

Workshop for review of two training modules on "Solar in the Community" and "Solar O&M Basics"

Reaction Survey Form of Training Manuals

Dear Trainer,

Congratulations on being selected to attend the *Workshop on the Review of draft Training Modules for "Solar in the Community" and "Solar O&M basics"!*

As a preliminary requirement before the workshop, you are requested to have a read through the draft training manuals and capture your first thoughts on the relevance of the training materials provided through this reaction survey and **bring this filled form with you on the 1st day of the workshop.**

The objective of this evaluation of the training manuals by you, as the participant, assesses how they "feel" regarding the manuals.

Also called "smile sheets', reaction surveys measure your immediate perceptions as a participant and trainer, of the quality and usefulness of the training material and also enables you to come prepared to actively participate during the duration of the workshop.

Name: _____ Country: _____

Email: _____ Phone: _____

	Please give 1 to 5 ranking (), 1 being the lowest and 5 being the highest					
	Your perceptions of the following after going through the Drafts:	**1**	**2**	**3**	**4**	**5**
1	**Relevance** to your work					
2	**Comprehension** (Understandable Language) of Training Manual					

3	**Sufficiency** of Manual Coverage (Are enough topics covered)					
4	**Quality** of Illustrations					
5	**Relevance of illustrations** to Thematic Area (topic)					
6	**Ease to present** effectively as a trainer to the community					
7	**Understanding** (Grasp) of the Thematic Area (topic)					
8	**Usefulness** in your work to use/train for the community					
9	**Practicality** of these trainings for your country/community					
10	**Level of interactive activities** in the Training Manuals					

Recommendations for additions to the Training Manuals (if any)

Topics to be added	Which Chapter	Reason for the addition

Recommendations for Edits or Deletions to the Training Manuals (if any)

Topics to be added	Which Chapter	Reason for the edits or deletion

Further Clarifications

1. ***List any points or questions, that you may need to be explained, for better understanding during the workshop.***

_____
_____
_____
_____

2. ***Thank you for taking the time to assess the Draft Training Manuals and for filling this reaction survey form. Don't forget to bring this filled form along with you to the 1st day of the workshop.***
3. ***We look forward to your valuable presence at the workshop!***
4. ***Vina'ka,*** ***Tank iu tumas, tenk yu tru, Tangkyu Tangkyu tumas***

Appendix D: Workshop Evaluation Form

Project: Capacity Building to Strengthen Sustainable Implementation of Renewable Energy Technologies for Rural Energy Access

Workshop for review of two training modules on "Solar in the Community" and "Solar O&M Basics"

Workshop Evaluation Form

Dear Participant,

We convey our appreciation at your attendance and valuable contributions in the *Workshop on the Review of Training Manuals for Solar in the Community and Solar O&M Basics.*

As a concluding requirement of the workshop, you are now requested to share your experience of this workshop by filling in this evaluation form.

The purpose of this evaluation of the workshop will enable us to assess if we have successfully attained the objectives of this workshop and also assist in evaluating if any further improvements are required.

Name: _____ Country: _____

Email: _____ Phone: _____

5. Please respond to the following statements by using the 4-point rating scale to indicate the extent to which you agree or disagree with each statement. Please circle the number that applies.

4= Strongly Agree ***3= Agree*** ***2= Disagree*** ***1= Strongly Disagree***

1. Workshop objectives were stated clearly and met.	**4 3 2 1**

2. The workshop was well organized.	**4 3 2 1**
3. The workshop helped me to learn how to work effectively with my peers in a workshop setting.	**4 3 2 1**
4. The information and/or skills presented were relevant and useful	**4 3 2 1**
5. The presenter(s) provided adequate time for questions and answered them satisfactorily.	**4 3 2 1**
6. The presenter(s) modeled student-centered learning strategies and techniques both for community and technical level.	**4 3 2 1**
7. This workshop increased my knowledge and skills in Solar PV.	**4 3 2 1**
8. The information and/or skills presented were relevant and useful.	**4 3 2 1**
9. The workshop as presented was congruent with the workshop description.	**4 3 2 1**
10. The presenter(s) allowed me to work with and learn from others.	**4 3 2 1**
11. The presenter(s) suggested ways to follow up the training.	**4 3 2 1**
12. The materials provided were useful for training in Solar O&M Basics.	**4 3 2 1**
13. The manuals were appropriate for the training at community level.	**4 3 2 1**
14. The physical arrangements were adequate.	**4 3 2 1**
15. The activities suggested in the manuals will assist in the training	**4 3 2 1**

16. How would you rate this workshop? (please check one)	☐ Excellent □ Good ☐ Very Good □ Not Good
17. How comfortable are you with using the manuals presented in this workshop for training?	□ Very □ Not at all □ Somewhat
6. 18. Areas/topics about which you would like to receive further training:	

19. Suggestions for improving this workshop:
20. Do you consent for your contact details to be added to our project data base for further training and engagements in the Thematic Area?

Appendix E: Workshop Introduction Presentation to Participants

Fiji Pilot Training of Trainers Feedback Workshop

Capacity Building to Strengthen Sustainable Implementation of Renewable Energy Technologies for Rural Energy Access

KOICA Korea International Cooperation Agency

Global Green Growth Institute

Pacific Islands Development Forum

Project Overview

KOICA Korea International Cooperation Agency

Global Green Growth Institute

Pacific Islands Development Forum

Mohammed Tazil

Senior Officer - Regional

Project Objective and Method

Global Green Growth Institute

Objective: To strengthen informed and inclusive decision-making by resource owners and local government officials for integration of Green Economy (GE) and Renewable Energy (RE) into Local Level Planning and to Strengthen Implementation of Renewable energy (RE) infrastructure for Rural Electrification

This will be achieved through the development and delivery of 10 training modules, consisting of 4 modules in Green Economy and 6 modules in Renewable Energy.

Methodology

- Four countries (Fiji, Solomon Islands, Vanuatu, PNG)
- Train-the-trainer approach (~4 trainers in each country)
- Goal of 3000 people trained
- Target audiences: community leaders, vulnerable groups (women's groups leaders, youth leaders), local government leaders, local technicians and small businesses

Training Modules

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Green Economy Module
- General Principles
- Energy Efficiency Basics
- Green Business Basics
- Inclusive Development
Renewable Energy Module
- RE General Principles
- Solar in the community
- Pico hydro in the community
- Solar O&M basics
- Pico hydro O&M basics
- RE Financial management

Target Audiences

Local government officials

- Sub-national officials
- Provincial officers
- District officers
- Town counselors

Small businesses

- Existing small businesses
- Private sector leaders
- Potential entrepreneurs

Traditional/ community leaders

- Village/community leaders
- Women's group leaders
- Youth leaders
- Other vulnerable group leaders

Local technicians

- Existing technicians
- Those with electrical/mechanical aptitude
- Those interested to learn technicals

Training Modules

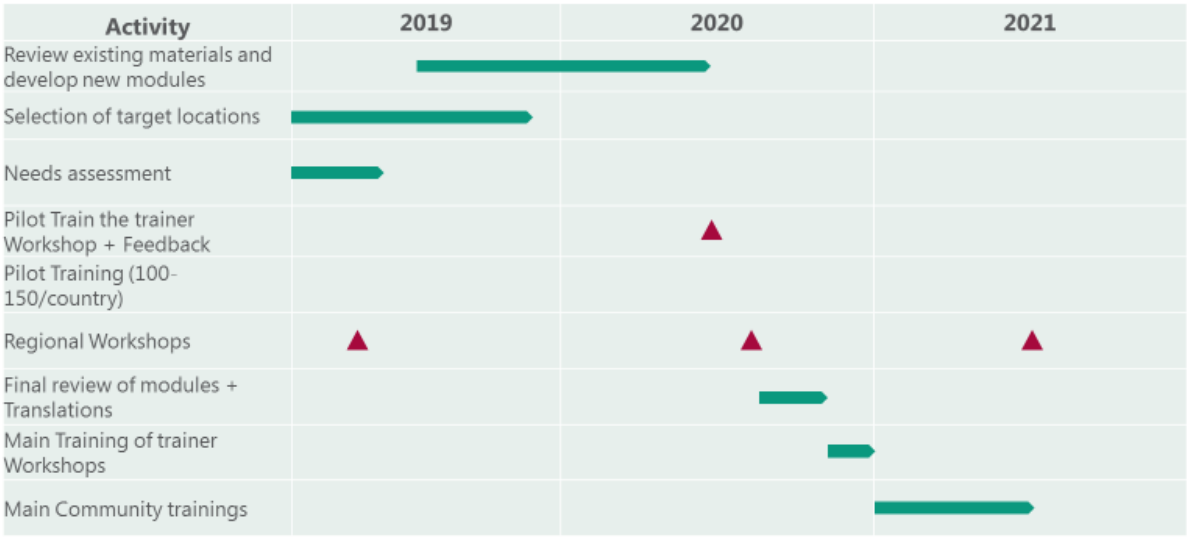
	Local government officials	Traditional/ community leaders	Small businesses	Local technicians
GE Module				
- General Principles	X	X	X	X
- Energy Efficiency Basics	X	X	X	X
- Green Business Basics			X	
- Inclusive Development		X	X	
RE Module				
- RE General Principles	X	X	X	X
- Solar in the community	X	X	X	
- Pico hydro in the community	X	X	X	
- Solar O&M basics				X
- Pico hydro O&M basics				X
- RE Financial management	X		X	

Target locations - Fiji

A total of nine (9) selected sites had been discussed in the national stakeholder workshop in June 2019 and approved by the Ministry of Economy for this capacity building project in Fiji as listed below. Only three (3) sites were selected for a pre-implementation survey exercise which are highlighted in red below.

- Rukua, Beqa Island
- Nacula, Nacula Island, Yasawa
- Daku and Dravuwalu, Kadavu Island
- Navukailagi and Qarani, Gau Island
- Vunisea, Kadavu Island
- Namara, Kadavu Island
- Bukuya, Ba, Viti Levu
- Buca, Cakaudrove, Vanua Levu
- Tutu, Taveuni Island, Cakaudrove

Overall Schedule and Key Dates



Training Materials - Approach

- Objectives for training materials
  - Interactive: at least 2/3 of the training time should be interactive vs. lecture format (interactive activities include games, exercises, storytelling, groupwork, facilitated discussions, roleplaying, etc.)
  - Actionable: provide information/actions that people can use in their daily lives right away
  - Tailored and tailorable: specific to the current knowledge level, needs, culture, community structure, etc., of participants, can be modified by trainers as needed
- Next steps
  - Development of training modules underway (ending June 30th)
  - Pilot training of remote communities (July-Aug). Trainers for pilot trainings to be hired in June
  - Regional Workshop, final review of modules and translations (Sep-Oct)
  - Main training of trainers (Nov-Dec). Trainers for main training to be hired in December
  - Main training of remote communities 2021 onwards

Key Performance Indicators

- No. of women(40%) & persons from vulnerable groups providing inputs(20%) / participating in decision-making meetings, committees, etc.
- No. of suitable training materials and processes prepared and translated targeting women and vulnerable groups. (10 training modules)
- Proportion of participants in training who agree that their knowledge of GE and RE has increased after attending the training.(70%)
- No. of trained trainers based in each country (4-5)
- Proportion of community committee members and local technicians trained in financial management and O&M for RE who agree that the training will assist in better O&M of their local RE installations.(70%)

Thank You

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