



## SOLOMON ISLANDS PILOT TRAINING OF REMOTE COMMUNITY

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

### TRAINING REPORT



**17<sup>th</sup> September to 2<sup>nd</sup> October 2020**  
**Visale, Guadalcanal**  
**Solomon Island**

## Acronyms and Abbreviations

ACSE	Adapting to Climate Change and Sustainable Energy
ADB	Asian Development Bank
BRANTV	Barrier Removal for Achieving the National Energy Road Map Targets of Vanuatu
CCDA	Climate Change and Development Authority (PNG)
CPA	Central Provincial Administration
DFAT	Department of Foreign Affairs and Trade
DLLGPA	Department of Local Level Government and Provincial Affairs
DoE	Department of Education
EE	Energy Efficiency
EU	European Union
FREAGER	Facilitating Renewable Energy and Energy Efficiency Applications for Greenhouse Gas Emissions Reduction
FREF	Fiji Rural Electrification Fund
GE	Green Economy
GEF	Global Environment Facility
GGGI	Global Green Growth Institute
GIZ	Deutsche Gesellschaft für Internationale Zusammenarbeit
HRD	Human Resource Development
IFC	International Finance Corporation
IUCN	International Union for Conservation of Nature
KOICA	Korean International Cooperation Agency
LDC	Least Developed Countries

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## 1.0 Introduction

The project “Capacity Building to Strengthen Sustainable Implementation of Renewable Energy Technologies for Rural Energy Access” is a 3-year regional project implemented in the Melanesian countries of Fiji, Vanuatu, Solomon Islands and Papua New Guinea. The project is funded by the Republic of Korea through the Korea International Cooperation Agency (KOICA) and implemented by the Global Green Growth Institute (GGGI) in partnership with the Pacific Islands Development Forum (PIDF).

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. In addition, in-country based local trainers will be engaged to deliver these capacity building training within the identified communities.

For the Solomon Islands fourteen communities were pre-selected from the provinces of Guadalcanal and Central Islands. These communities were selected during the Project’s Regional Inception and Planning Workshop, which took place at the Holiday Inn in Suva, Fiji on 9<sup>th</sup> and 10<sup>th</sup> April 2019. This workshop managed to meet its objectives; and effectively communicate the objectives of the project, agree on a preliminary list of project sites for all project countries, the learning modules to be developed by the project, the target groups and the kind of content needed on the Pacific Green Education Portal to be developed by the project.

The direct beneficiaries of this capacity building project are proposed to be a total of 3000 trainees from 4 countries. The target groups for whom this capacity building training will be conducted and customized are: local government officials which includes Provincial Councils, Ward Committee Members, Town Councils, Island Councils, and so forth. Likewise, it targets Traditional community/religious leaders and vulnerable groups (women, young leaders) and local electricians, people with technical aptitude and small businesses

In order to carry out the capacity building training to the beneficiaries, the project developed draft training materials, which included ten training modules on Green Economy (GE) and Renewable Energy (RE), which further incorporated gender and inclusive development. This consists of 10 training modules, complete with trainer’s guide and a learners’ workbooks.

To garner community feedback and assess the compatibility of the draft training modules, a pilot training was facilitated in Visale, an area in close proximity to the Country’s Capital Honiara and easily accessible it is accessed by vehicle. Population wise Visale has a total of 886 people which comprises of different groups that are to be targeted as per the project implementation. Visale, has a Catholic Parish houses a Clinic, Primary and Secondary School, and also a Rural Training center, providing a good mixture of people for the exercise.

## 1.1 Pilot Community Training Objectives

The main objective of the Pilot Training can be summarized as follows;

- i. Provide training of Renewable Energy and Green Economy to the remote communities;
- ii. Deliver the training for 100-150 people with the 10 modules to the local officials, community traditional/religious leaders, vulnerable groups, small business and local technician and
- iii. gather valuable feedback from the community on the training modules.

## 1.2 Training Team

The training team consisted of the Project Coordinator Mr. Hamptan Pitu and the Project consultant trainer Mr. Douglas Laukiki. It was unfortunate that the team could not take on board other Energy Division Technical Staff due to the busy schedule of the Ministry.



Left: Douglas Laukiki doing explanation | Right: Hamptan Pitu doing Debrief Session

## 1.3 The Pilot Community

Visale is around 39 km from Honiara, and is situated along the Coast of West Guadalcanal Island. It is one of the main Center of the Roman Catholic Mission in the Solomon Islands, with a total population of 886 of which it also operates a DIVIT which is a Rural Training center for the Catholic Nanny, which until recently offered skills training for male students as well. There is also a Rural Health Center in Visale, and a school for early childhood to secondary school which is operated by the Guadalcanal Province.

Visale is a coastal community, that can be accessed by both vehicle and outboard motor from Honiara. The community has access to 3G network from the Telekom tower that was built up at the mountain, hence communication via mobile and internet is readily available. This greatly assisted with communicating with the community for the pilot training arrangements.

Visale also has an existing and active women's group, youth group and church group that are supportive in decision making at the community level. The main source of income for the community is selling of local vegetables, betel-nuts, running a canteen, selling of fish and even formal employment such as teachers and nurses. Women in the community can be seen marketing their vegetables along the road, and it helps provide and supply food for the traveling vehicle both to and from Honiara. Despite not connecting to the main Solomon Power Grid System, the community have their small solar home kit which they depend on for their energy sources.



Aerial View of Visale Parish, Source: Google Earth

## 2.0 Pilot Training schedule

The pilot training was scheduled on the 21<sup>st</sup> September to the 2<sup>nd</sup> October 2020 which was on schedule despite short timing for community consultations. The first discussion was a courtesy visit to Guadalcanal Province with the intention to align the project objectives with the provincial annual work plan and to discuss as to where the province can help assist in the implementation.

Communication via mobile phone was used to reach out to the community as an awareness and then two separate meetings were held with the Community Chief and the parish Priest with the intention of letting them know of the arrangements for the 10 days training.



## Training Delivery/Schedule

DATE	MODULES	TARGET GROUPS	NO. OF PARTICIPANTS	TRAINER	SUPPORT TRAINER
GREEN ECONOMY MODULE					
21/09/20	GE General Principles	Women/Youth leaders/local Government	15 - 20	Douglas Laukiki	Hamptan Pitu
22/09/20	Energy Efficiency Basics	Local Govt, comm..leaders	15 - 20	Douglas Laukiki	Hamptan Pitu
23/09/20	Green Business Basics	Women, youth leaders	15 - 20	Hamptan Pitu	Douglas Laukiki
24/09/20	Inclusive Development	Women, Govt, leaders	15 - 20	Hamptan Pitu	Douglas Laukiki
RENEWABLE EMNERGY MODULE					
25/09/20	RE General Principles	Women, Govt, leaders/Local Technician/Youth Leaders	15 - 20	Douglas Laukiki	Hamptan Pitu
28/09/20	Solar in the Community	Women, Govt, leaders/Local Technician/Youth Leaders	15 - 20	Douglas Laukiki	Hamptan Pitu
29/09/20	Pico-Hydro in the Community	Women, Govt, leaders/Local Technician/Youth Leaders	15 - 20	Douglas Laukiki	Hamptan Pitu
30/09/20	Solar O&M Basics	Women, Govt, leaders/Local Technician/Youth Leaders	15 - 20	Douglas Laukiki	Hamptan Pitu
1/10/2020	Pico-Hydro O&M Basics	Women, Govt, leaders/Local Technician/Youth Leaders	15 - 20	Douglas Laukiki	Hamptan Pitu
2/10/2020	RE Financial Management	Women, Govt, leaders/Local Technician/Youth Leaders	15 - 20	Hamptan Pitu	Douglas Laukiki

## 3.0 Feedback from the pilot community trainings

### 3.1 General feedback from the training team

The general observation of the community training, held on 21<sup>st</sup> September – 2<sup>nd</sup> October was based on how the participants/learners reacted to the draft training modules for the Green Economy & Renewable Energy during the training sessions. Likewise, general observation was also gathered from open discussions and sharing by the participants at the end of each module's session; in addition to assessing their level of understanding and ability to grasp the content delivered during each session.

There were a lot of areas observed during the class sessions, participants positively contributed well from the group activities and sharing their ideas on the actual practices in the community from the modules. Women actively participated and shared their ideas on the Green Economy modules, specifically on the Inclusive Development where they understood the importance of involving them in decision making in any development undertaking.

Generally, the suitability of the learning outcome of the modules where achieved and are relevant to the community level. However, apart from ten modules, ***Solar in the Community O&M and Pico-Hydro in the Community O&M should be customized for the community, which means that the Learners Guide should be simplified, and a glossary added as a guide to understanding the technical terms.*** With regards to the simplicity of the modules, the trainer's skills and experience would come in handy, when delivering the lessons. This means that trainers must be able to find ways that will keep the participant's attention, such as making the activities more interactive, by including simple examples specific to a country or community. This will certainly help the learner to grasp what is delivered because they will know of better examples of what they have and be able to relate to the example at hand.



General discussion with the community participants during the training tea break

Regarding the Learner Workbook (LWB) & Trainer Guide (TG) for all the modules is seen as the Consultants area to properly, and to be consistent and vice versa, However, the TG should only have

two manuals (GE & RE) and all the LWB to be translated into Solomon pidgin. For more efficient training delivery for such training, especially during the main upcoming training, all resources, facilities or training kit and fund must be aligned in all countries before rolling out the training.

### 3.1.1 Trainers feedback on GE General Principles

The Green Economy General Principles Modules is actually a new learning lesson for the rural community particularly for the Solomon Islands as can be seen in the participants attending the workshop.



Placida, a women leader Rep providing feedback on GE

However, the module captured the interest of the community during the training, especially by discovering the importance of the green economy principles and objectives of the modules.

#### **General feedback and recommendation are as follows;**

- GE General Principle is suitable for the rural villages' communities and urban center communities to implement the green ambassador's initiatives in the

- Module fig (picture) used in the chapters to be customized from each respective country (not the Pacific). The LG content must be specified in the TG
- Reduce activities with Questions and Answers

### 3.1.2 Trainers feedback on RE General Principles

In this module, the community has so far had a clear understanding of the modules because few renewable energy technologies are available in the country. So far in this module, it is good for



Hamptan in deep discussion on the RE General Principals session

the community to identify the types of available energy sources in their community for the renewable energy technology options.

This is also an eye opener because the participants themselves came to realize how *clean* renewable energy source is and how it can contribute to the natural environment.

**General feedback and recommendation for RE General Principals** However, some of the technical terms or renewable energy examples should be more specific, to avoid confusion for example Thermal Energy and Heat Energy

somewhat brought about confusion since both are related to each other.

### 3.1.3 Trainers feedback on Green Business

This is another module that is similar to the GE General Principles which is also new to the community but during the session, participants showed their interest in the modules especially about Green Business. The participants were keen and realized that they are already practicing green business in their daily lives. One area that caught their attention is the use of biomass to produce energy and also how to use the kitchen wastes to produce good fertilizers for vegetable gardens.

#### **General feedback and recommendation for Green Business**

One of the suggestions on this module is to create a very simple green business model, a concept, that would not be confusing to the participants but is both practical and simpler.

### 3.1.4 Trainers feedback on Inclusive Development

Apart from the nine Units, Inclusive Development is quite different, despite its integrating and inclusivity concept from the Green Economy modules. It was a very important module for the community as well as the local Government & Leaders to plan how inclusive, will development be in the community, or how local government could develop a framework to be captured in the sustainable development plan.

#### **General feedback and recommendation for Inclusive Development**

1. In chapter 6 of the module, the contents are deemed to be sensitive for the community level and that has to be a critical area for the consultant to consider in the case of Solomon Islands.

For example, around the globe LGBTQI might be quite common and normal, however at the



Serious discussion during the Inclusive Development module

community level, when people categorize themselves in that group it will attach a stigma to those concerned and once these people (LGBTQI) know that they are of such group it can lead to discrimination in any decision making which will deprive their rights. Thus, the suggestion here is that this section needs to be highlights. EQUAL RIGHTS for all despite their status and not to dwell more on what type these people are because sometimes in the community level people will say that these people are

curse to the community since it is against their culture and traditions.

2. Another suggestion in the module is to create its own module, this is in relation to the two main modules of Green Economy and Renewable Energy and that have their various units and seeing that Inclusive development is crosscutting, it is suggested that it is a module of its own rather than blended with or form part of the Green Economy. With this the course will cover and support parts of the other two main modules of RE and GE concurrently.

### 3.1.5 Trainers feedback on Energy Efficiency

Energy Efficiency modules was more appreciated by the participants as they discover the importance of energy efficiency and energy conservation.

#### General feedback and recommendation for Energy Efficiency

1. This module needs to capture some of the existing sources such as curriculum documents from school's text books which will be helpful for resource person such as teachers, to help



Discussion on recommendations for Energy Efficiency module

them further their understanding of energy efficiency that they will be able to transfer to the students. This will provide avenue to help students at an early stage to understand what Energy Efficiency is.

- 2.Emphasizing this module with more interactive activities is essential in this module as such it was suggested that the module should capture some critical activities that may enable learners to understand

the simple calculation of electrical parameters. For example, activities should have simple energy efficient appliances, and how the communities will be able to calculate the capacity of required components they should use, to conserve energy which will be more practical at the community level.

### 3.1.6 Trainers feedback on Solar in the Community

Solar in the Community modules is again one of the overwhelming modules in the community which doubled or tripled the number of participants from the other modules, which showed the immense interest in this particular module.

#### General feedback and recommendation for Solar in the Community

1. The suggestion in this module is for it to be merged with the Solar Operation & Maintenance module so that repeated topics and chapters in the two modules will not happen.
2. So that the first day of the training will be more on theory and activities, and the second day will be for exercise and practical (Technical)

### 3.1.7 Trainers feedback on Solar O&M Basics

This module again saw increased participation from the solar in the community, people were so interested in these two modules during the community training that we had to reduce the number of participants to suit the budget for catering per day.



Benard a Local Technician Assisting in the Solar O&M Module

#### **General feedback and recommendation for Solar O&M Basics**

1. Input Solar System Design as one chapter in the modules on which of the two modules is suitable.
2. Two solar kits would be much better to provide a holistic hand-on practical, meaning the women to use one while men and youths use another, so that they can put into practical what they have learnt in class

### 3.1.8 Trainers feedback on Pico-Hydro in the Community

Unlike the two modules in Solar, Pico-Hydro modules was an interesting session for the few technical people and Institution Leaders that attended the training.

#### **General feedback and recommendation for Inclusive Development**

1. A general suggestion to avoid repetition of activities and chapters, there needs to be some form of adjustments to make sure that more technical terms and aspects of the module be considered in O&M. This will also help to keep within the time allocated to deliver Pico-Hydro in the community

### 3.1.9 Trainers feedback on Pico-Hydro O&M Basics

The session in this module was more on theory and exercise (group discussion & presentation). Although, the Hydro-Power is not common or available in the community, the participants were really eager to receive technical training in Pico-Hydro as they did in Solar Power, requiring that, a training kit be provided for the Pico-Hydro module.

### 3.1.10 Trainers feedback on RE Financial Management

This module is all good, and important for the community, local government and institution/organization, to identify the types of renewable technology projects, understand revenue & expenses of renewable energy, and also how to obtain access to funds for the renewable energy projects.



Group discussion during the Financial Management module

#### **General feedback and recommendation for RE Financial Management**

1. Renewable-Financial Management will be more realistic to the term if the Basic Bookkeeping on Financial Profit & Loss Statement is merged into any chapter in the module.

## 3.2 Community feedback on the modules

### 3.2.1 Community feedback on “GE General Principles”

Green Economy General Principles is a new term to the community. This was obvious during the ice breaker exercise where most of the participants expressed themselves as the first time for them to hear about the concept.



Interactive discussion during the General Principals module

Thus, this created an interest and eagerness to learn more on the subject.

Women and Youth being the most active participants provided valuable feedback on the importance of the module and how it would have impact in their daily survival with relation to the surrounding environment.

### 3.2.2 Community feedback on “RE General Principles”



Community Elder discussing the General Principles module

Like GE General Principles RE General Principles was also new to most of the participants. However, RE is defined by the Youths as a combination of Renewable and Energy where they refer to it as a source of energy that is readily available and clean.

A Catholic nun, in her feedback stated that she is now aware of the different types of energy sources and their importance to society and the surrounding environment.

She also highlighted that the training is timely for the community to understand, as the deterioration of the environment is quite high and the manual is simple to follow through.

### 3.2.3 Community feedback on “Green Business Basics”

Practicing green business has been a major source of the community income, however they did not realize that selling produce from their garden to traveling public to and from Honiara is a typical green business activity.

One of the main eye openers for the participants is when they came to know the difference between Greenwash Business and Green Business. Women leaders were commending the section on Steps to establish and run a Green Business in compliance with Green Business Model, and they were able to understand inputs and outputs of business and ways of changing to Greener Alternatives that will help save the scourging environment.

### 3.2.4 Community feedback on “Inclusive Development”

Inclusive development is one of the interesting subjects where all of the target groups are very keen to know more about. Before the module was delivered there were reactions that the topic will focus on women. Father John the Parish Priest highlighted that Inclusive development starts at home where parents are the backbone in molding and shaping children to become involved in decision making.

A general feedback by the women emphasized that they are always left out in most of the decision making due to traditional barriers whereby male are usually dominant in decision making when it comes to development and this is where it really keeps them at bay and usually lowers their status as well.

The youths on the other hand expressed their potential, but are always overlooked. This usually makes them feel left out and end up resorting to anti-social activities.



Gender Equality and Gender Equity made for some interesting discussion on tasks for men and women

Gender according to their prior knowledge is more about male and female however within the module they were able to understand that gender is a responsibility performed by both male and female and how they relate to each other.

Gender Equality and Gender Equity also caught the attention of the participants and their understanding of rights they have.

It is also very interesting to know that they talk highly and emphasised about the elderly who were also usually left out and their needs are overlooked during any development but how they were included through this training.

### 3.2.5 Community feedback on “Energy Efficiency”

Energy efficiency is also a new concept to the participants whereby most of them heard the term for the first time.



Energy Efficiency module brings about discussion on Energy Efficiency procurement practices.

Humphrey, an elderly participant and also a catechist of the Parish, highlighted that during their purchase of energy equipment, they never asked about the quality of the products and its effect.

He further states that all they want is for use of the equipment like a bulb to light up their homes without taking into account the efficiency rating of the bulb, and how the training will enable them to have a thought process towards buying more energy efficient products.

### 3.2.6 Community feedback on “Solar in the Community”

Solar in the community is an interesting module that attracts the attention of the participants. Youths were really enthusiastic to learn about what solar and its components are and also the type of Solar Home systems that can be used. A local technician that was part of the training also highlighted that the module really enhanced his knowledge and was informative on how to help the community if there is a need.



Solar in the Community Module practical piqued the interest of all in the room, especially the women.

An interesting fact here is that participants were able to identify the different components of the solar system and were able to understand that to have a quality Solar system; it was essential for the community to be invested from the planning of what type of system they have to the purchase and then operating and maintaining the system.

The women also highlight that they are able to understand, and differentiate that it is the sunlight and not the heat that provides energy to the panel where it charges the battery. They are also able to know and understand how to position and properly mount solar in a pole or roof.

### 3.2.7 Community feedback on “Solar O&M Basics”

Solar operation and maintenance was an interesting module as this assisted the community to do hands-on experience. Local Technician, youth and women were very keen to learn how to operate solar systems. Local technicians were given the opportunity to help out in the set-up of the kit.



We utilized the beautiful community surrounding and evening for an outdoor session for Solar Operations and Maintenance Module activities.

The highlight of the module was the “finding fault” exercise, the technician and the youth after installation did some fault-finding activities to the connection and it was the women who found the fault and fixed them to make the system work again.

Placida, a Leader from the women’s group, was very excited and highlighted that it is very important to have a simple checklist and timing to maintain the solar home system.

### 3.2.8 Community feedback on “Pico-Hydro in the Community”

Pico Hydro in the Community also caught the attention of the Local Technician and the youths. Despite being low in literacy the youths were keen to know how and what were the components of Pico-hydro.



Youth Leaders sharing their thoughts on the relevance of the Pico Hydro in the Community

Stanish, an active youth leader highlighted that the module is sufficient as it is an eye-opening opportunity for them to know that with existing rivers, they are able to build a Pico hydro for their community but how and where to get the components is a challenge. However, the manual itself is clear enough to give them the required skills as far as Pico Hydro is concerned.

Bernard, a local technician, in his feedback highlighted that the training is timely for local technicians like him who are more on solar operation and will enhance his knowledge to know about the energy sources like hydro can provide benefit to the community.

**Parish priests also applauded the Pico-hydro training however there needs to be glossary as a guidance to technical terms used.**

### 3.2.9 Community feedback on “Pico-Hydro O&M Basics”

Like Solar Operation and Maintenance, Pico Hydro Operation and Maintenance was also interesting, particularly for the local technicians, the DIVIT principal and the elderly.



Local Technicians and Technical Vocational school participants giving their feedback on the Pico Hydro Operations & Maintenance Basics manual.

It was an eye opener, as Pico hydro can best suit their community and it will also enable them to make use of their community streams to develop such a system.

DIVIT principal suggested that such training on Operation and maintenance basics should also form part of the skill training in their rural training center to enable the vocational school to understand how Pico-hydro works.

### 3.2.10 Community feedback on “RE Financial Management”

Renewable Financial management is also an exciting module for the community. Most of the women leaders who attended the training highlighted the importance of financial management and that it should also be in line with simple book-keeping.



The Renewable Energy Financial Management Module started some serious thought processes for the participants, on how this module can be an enabling factor budgeting, wise decision and revenue generation for the community

Manuela Lafaro in her feedback shows her appreciation that it is important for women to understand that to make profit in their business undertaking, it is essential to have simple financial management that will enable them to manage their revenue and expenditure.

Humphrey, a church Catechist in his feedback, highlighted the importance of the writing proposal as one of the main areas that will help them to access funds for any renewable energy project. He also highlighted the clarity of the manual as straight forward explanation since it also provides available donors and how they can access them through a proper proposal.

Raymond, a small business owner, also shared his feedback on writing a proposal as a key to access financial assistance as he has been doing it for the past years helping the community. With the financial management module, it also enhances his knowledge on how to calculate the recovery period in any project or business undertaking.

## 4.0 Training Survey results

### 4.1 Pre-Training Survey results

According to the Pre-training survey the participants come with different expectations. Out of the 158 participants 121 which is around 77% did not, at any time attend such training while 37 which is around 23% have attended such training in the past and have some knowledge about the modules.

In terms of how the participants rate the theme of the training; 114 responded as strongly, agree 39 agree and 5 of them disagree. The participants when defining energy and gender also come up with different explanations as per their perception to the training modules.

### 4.2 Post-Training Survey results

According to the evaluation survey questions; 75% of the participants rate question one, as scale 4, 22% on scale 3, and 3% on scale 2. This means that the objectives of the workshop are clearly executed since the majority rated it as strongly agreed.

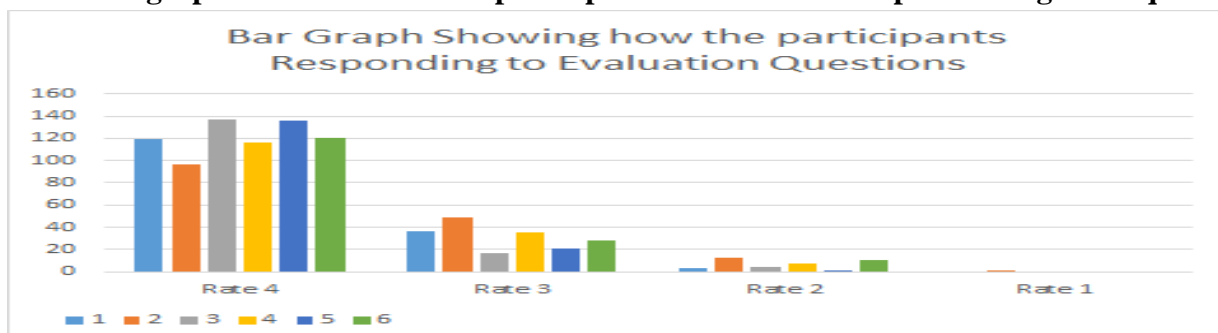
60% of the participants responded as strongly agreed that the workshop is well organized 31% agree and 9% disagree. The response when looking into the organization of the workshop is encouraging and it sets the background of the successful organizing the workshop.

The information and skills presented were also relevant to the community as 86% of the participants rate it as strongly agree 10% agree while only 4% disagree. This demonstrates that the training delivered is relevant at the community level.

In terms of providing adequate time for question and answers, it is also noted that 73% of the participants strongly agree that time was allocated for question and answers while 22% agree and 5% disagree. Increasing knowledge and skills was also encouraging since 86% of the participants did rate the training as strongly agree, 13% agree and 1% disagree. With regards to activities in the training, 80% of the participants do strongly agree that activities are adequate and relevant to the topic while 17% agree and 3% disagree.

With regards to the overall workshop it was rated as excellent however the training manuals should be provided to each participant.

**Below is a graph that shows how the participants rate the workshop according to the question**



## 5.0 Conclusion

This Community Pilot Training workshop was successfully completed after two weeks. The community participants were keen to learn and this was shown during the training delivery where they asked questions and provided valuable feedback.

They also provided suggestions with regards to the technicality of the manual and how it can be simplified or contextualized to the community level.

Commitment shown by the community participants during the training was also appreciated since they were always punctual and have contributed very well in the classroom session in all the modules.

In an overall view of the whole two weeks training the information and knowledge sharing was the highlight of the training.

The training was running very smoothly from day one to its final day where the village Paramount Chief, and Visale CHS Principal was invited to the closing of the training workshop and they both conveyed their appreciation for the ten days of training in the community.

## 6.0 Appendices

### 6.1 Participants list

Capacity Building to strengthened sustainable implementation of Renewable Energy Technologies  
for Rural Energy Access

Pilot Training for Remote Communities  
Visale, West Guadalcanal  
21st Sept - 2nd Oct 2020

Participants List				
Module	Name	Sex	Contact	Target Group
Green Economy	Raymond Kapini	M	7105034	Paramount Chief
	Manuela Laporo	F		
	Bernard Bechana	M	7330096	Youth
	Peter Bakale	M	7399162	
	Humprey Maealea	M		Church Leader
	Chris N Topo	M	7316937	
	Velariano Kwany	F	7510410	Informal Education Sector
	Lawrance Kera	M	7216786	
	Luke Talo	M	7441873	
	Mareta K	F	7550799	Womens Group (Visale)
	Sophie B	F	7147773	
	Patricia	F	7381404	
	Maxwell	M		
	Patrick	M		
	Plasida Alasia	F		
	Stanish Nanga Collin	M		
	Fr. John	M		Youth
	Emie Kwasulia	F		
Energy Efficiency Basics	Lawrence Kuibo	M	7216736	
	Fr. John	M	7129644	Church
	Ian Holyfield	M	7604203	
	Marita Kapini	F	7350799	Visale Women
	Chris N Toto	M	7316937	
	Luke Telo (Jr)	M	7386327	Youth
	Bernard Bechara	M	7330096	
	Luke Telo (S)	M	7441873	Church
	Micheal Tasu	M	7386327	
	Hendry	M		
	Micheal Rapasia	M		
	Humphrey	M	7201351	Church
	Stanish N. Collin	M	7160623	Youth
	Noelyn T (Sr.)	F		DVIT RTC
	Sophie Bahans	F	7147733	DVIT RTC

	Plasida Alasia	F		Women's Coordinator
	Manuela Lafaro	F		Women
	Janet W. Rapasia	F	7582250	Women
Green Business Basics	Maretha K	F	7350799	Visale Women's
	Sophie B	F	7147733	
	Noelyn T (sr)	F		
	Plasida Alaria	F		Women's Coordinator
	Stanish N Collin	M	7160623	Youth
	Lawrence Kato	M	7216786	
	Ian Holyfield	M	7604203	
	Luke Talo	M	7604203	
	Fr. Ivan Rapasia	M	7550288	
	Philip Travis	M	7944889	
	Bernard Bechan	M	7330296	
	Valeriano Kwany	M	7510410	Deputy Principal
	Humphrey Maelea	M	7201351	Church Elder
	Patricia	F	7381404	Visale Womens Group
	Micheal	M		Youth
Inclusive Development	Assumpter Kilu	F		
	Patricia	F		Visale Women
	Patrick	M		
	Micheal	M		
	Humphrey	M		
	Luke Talo	M		
	Philip Travis	M		
	Luke Talo (Jr)	M	7604203	
	Hendry Fagi	M		
	Stanish N Collin	M		
	Ian Hollyfield	M		
	John Toto	M		Teacher CHS
	Benard B	M		
	Humphrey	M		
	Micheal Rapasia	M		
	Luke Loti	M		
	Maretha	F		
	Manuela	F		
RE General Principle	Patrick Mweali	M	7241225	
	John Toto	M	7417814	Teacher CHS
	Alusio Sungigolo	M	7293785	
	Luke Talo (sr)	M		
	Lawrence Kuibo	M	7216786	
	Stanish N	M		
	Constantino T	F		
	Velariano Kwany	M		Deputy Principal CHS

	Fr. John	M		
	Manuela	F		
	Humphrey	M		
	Assumter	M		
	Henry Fagi	M		
	Peter	M	7319962	
	Chris Toto	M	7316927	
	Benard B	M		
Solar in the Community	Maretha Kapini			
	Sophie B			
	Patricia			
	Plasida Alasia			
	Isabella Newman			
	Janet W Rapasia			
	Henry Fagi			
	Noelyn T (Sr)			
	Ian Hollyfield			
	Luke Talo (Jr)		7604203	
	Micheal			
	Janmes Peter		7578740	
	Philip Travis			
	Maretha Kapini			
Solar O & M	Assumptar			
	Manuela			
	Janet W Rapasia			
	Patricia Chambo			
	Ian Holyfield			
	Philip Travis			
	Luke Talo (Jr)			
	Micheal			
	Janmes Peter			
	Henry Fagi			
	R. Ivan Rapasia		7550228	
	Plasida Alasia			
	Fr. John			
	Patrick Mweali			
	Aloisio Sungigolo			
	Luke Talo (sr)			
	Lawrence Kbo			
	Stanish N			
	Velariano Kwany	M		
	Humphrey			
	Benaed B			
	Isabella Newman			

Pico-Hydro in the Community	Patricia Chambo			
	Assumptar			
	Isabella N			
	Manuela			
	Stanish Collin			
	Ian Holyfield			
	Henry Fagi			
	Micheal			
	Philip Travis			
	James Peter			
	Luke Talo (jr)			
	Humphrey			
	John Toto			Teacher CHS
	Aloisio Sungigolo			
	Luke Talo (Sr)			
	Lawrence Kibo			
Pico-Hydro O & M	John Toto			Teacher CHS
	Stanish N			Youth
	Luke Talo			
	Lawrence Kibo			
	Henry G			
	Manuela			
	Patricia Chambo			Madam Visale Primary Sch.
	Assumptar			
	Isabella Newman		7962173	
	Plasida Alasia			
	Janet Rapasia			
	Ian HOLYFIELD			
	Micheal Rapasia		7604203	
	Luke Talo (jr)			
	Philip Travis			
	Humprey			
	Aloisio Sungigolo		7295185	
	Maretha Kapini			
	Patrick Mweali			
	Lawrence Kimbo			
	Plasida Alasia			
	Stanish Collin			Youth
	Patricia Chambo			Madam Visale Primary Sch.
	Sophie Bechana			
	Isabella Newman			
	Humphrey Maealea			Church
	Aloisio Sungigolo			
	John Toto			Teacher CHS

	Micheal Rapasia			
	Henry Fagi			
	Luke Talo (Jr)			Youth
	Luke Talo			Church
	Valeriano Kwany			Deputy Principal CHS

## 6.2 Contacts of important people from the training

NAME	SECTORS	OCCUPATION	CONTACT
Raymond Kapini	Guadalcanal House of Chiefs	Paramount Chief	7105034
Father John T	Visale Catholic Parish	Parish Priest	7129644
Velariano Kwany	Visale CHS	Deputy Principal	7510410
Patricia Chambo	Visale Primary Sch.	Teacher (Madam)	7381404
Luke Talo	Provincial Ward Development Committee	Ward development Committee Member	7604203
Benard Bechan	Catholic Youth Leader & Local Technician	Chairman	7330296

## 6.2 Pre-training survey form



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

.....Pre-Workshop Survey Form

Dear Participant,

Warm welcome to today's workshop.

*This Pre-workshop questionnaire will be administered in advance of the workshop to inform agenda and content decisions or at the onset of the training program, you are now requested to share your expectations of this workshop by filling in this survey form.*

Name: \_\_\_\_\_ Country: \_\_\_\_\_  
Email: \_\_\_\_\_ Phone: \_\_\_\_\_

***Please respond to the following statements by short answers or 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. What are your objectives in attending this training?			
2. Have you participated in a training workshop before.	Yes	NO	
3. Is the theme of the training relevant to community training	4	3	2 1
4. What is the one thing you would most like to learn in this training?			
5. How many family members are there in your household?			
6. Is the date and time suitable for the training? If no, please suggest a suitable time			
7. What does renewable energy mean to you?			
8. Are there any renewable energy projects in your community?			
9. Who makes the budget or does financial planning in your family?			
10. What does the term Gender Inclusive mean to you?			

## 6.3 Post-training survey form



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

.....Workshop Evaluation Form

Dear Participant,

We convey our appreciation at your attendance and valuable contributions in this *Workshop*.

**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: \_\_\_\_\_

**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
4. The information and/or skills presented were relevant and useful for Community	4   3   2   1
5. The presenter(s) provided adequate time for questions and answered them satisfactorily.	4   3   2   1
7. This workshop increased my knowledge and skills in .....	4   3   2   1
15. The materials and activities suggested in the manuals assisted in the training	4   3   2   1
16. How would you rate this workshop? (please check one) <input type="checkbox"/> Excellent <input type="checkbox"/> Good <input type="checkbox"/> Very Good <input type="checkbox"/> Not Good	
17. How comfortable are you with using the manuals presented in this workshop for training?	<input type="checkbox"/> Very <input type="checkbox"/> Not at all <input type="checkbox"/> Somewhat
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?	

## Glimpses from the community training

