

Vanuatu

PILOT TRAINING OF RURAL REMOTE COMMUNITY

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

Training Report



14th – 25th September 2020

Tisman, Malekula

Malampa Province

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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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 RE infrastructure for Rural Electrification. In addition, in-country based local trainers will be engaged to deliver these capacity building trainings within the identified communities. There are 13 identified communities in Vanuatu which will benefit from this capacity building project, with the main trainings scheduled to be conducted in 2021.

The target groups for this training are Government officials, traditional/community leaders and business houses, including local technicians and also women, youths and vulnerable groups.

According to the pre-implementation survey conducted late last year, the National Project Coordinator selected Tisman community in South East Malekula, Malampa Province, as the target community for the pilot training on these ten modules. The pilot training was conducted on the 14th to 25th September 2020.

1.1 Pilot Community Training Objectives

The main objectives of the Pilot Training can be summarized as follow;

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

1.2 Training Team

There were two trainers who conducted this pilot training, namely:

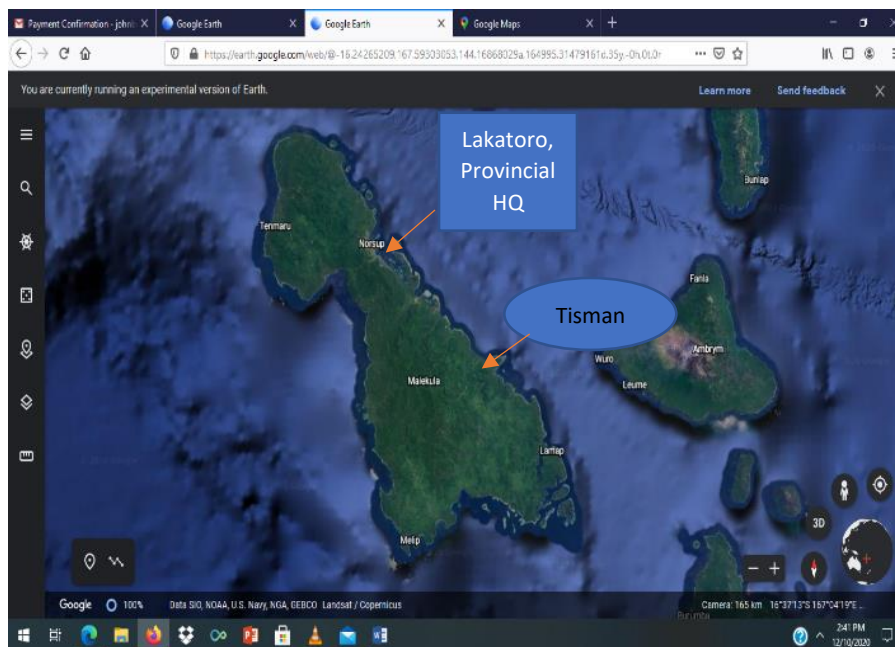
- a. Paul Kaun –the national project coordinator for this project, based in the nation capital, GGGI Office, housed under the Department of Energy within the premises of the Ministry of Climate Change
- b. John Boar –hired in August this year to be the country trainer for the pilot training in Tisman.

1.3 The Pilot Community

Tisman community is located in South East Area of Malekula, in the Malampa Province. It is one of the ten 10 more communities which made up the Malekula South East Area Council. The Malekula South East Area Council boundary extends from Ransarie Secondary School right down to Blacksands community in Aulua. This Area Council center is located in Tisman and is maned by an Administrator and an Area Secretary. Tisman Community is made up of 5 main villages, which include:

- Rejar
- Pankumo
- Rerep
- Rembe, and
- Bangkir

Access to this semi coastal community from the provincial center is often challenged by the appalling road conditions and several river crossings, lasting the trip to around 2 hours in four-wheeled drive vehicles. The main access road to the community is often dusty during dry seasons, whilst on land access is totally cut off during very wet seasons due to overflowing of rivers and streams. Consequently, the local villagers and the nearby community people of Aulua and Unua had to resort to travelling by boat to get to the provincial center when rivers are overflown. The largest river on Malekula, Pankumo River, is located within Tisman area, without bridges, it is the main access cut-off point on the island's main road connecting the provincial center to south eastern and southern communities of the island, during the raining season. There were experiences of vehicles being washed down the river and lost lives during attempted crossings in the past.



Tisman has over five Christian-based religious groups, of which the earliest established is the Presbyterian Church and later introduced are the Seventh Day Adventist (SDA), Nil Thomas Ministry (NTM), The Church of Jesus Christ of the Latter-Day Saints (LDS) and the Catholics. Irrespective of the various religious

groupings, collaboration among the villagers on community based social and development related activities is quite robust due to close and strong family ties, coupled with the traditional based governance and the provincial administration systems which are currently very active.

The community population are stated in the table below:

Table 1: Latest Tisman Population by Villages

Tisman Community			
No.	Village	Household	Total Population
1	Bangkir	70	342
2	Rembe	28	124
3	Rerep	84	387
4	Pankumo	42	195
5	Rejar	38	158
	Total	262	1206

Source: Tisman Area Secretary

The recently updated total population of Tisman is 1,206, although the total number of male and female was not provided by the Area Administrator, the community has a female to male ration of 0.9:1 based on the 2016 mini census data. The Area Administrator was not present during the two weeks training, however, the Area Administration center was represented by the Area Secretary, who was present during most of two weeks training sessions. He was very much helpful to the training logistics arrangements and venue. He provided us the information we required for this reporting purposes.

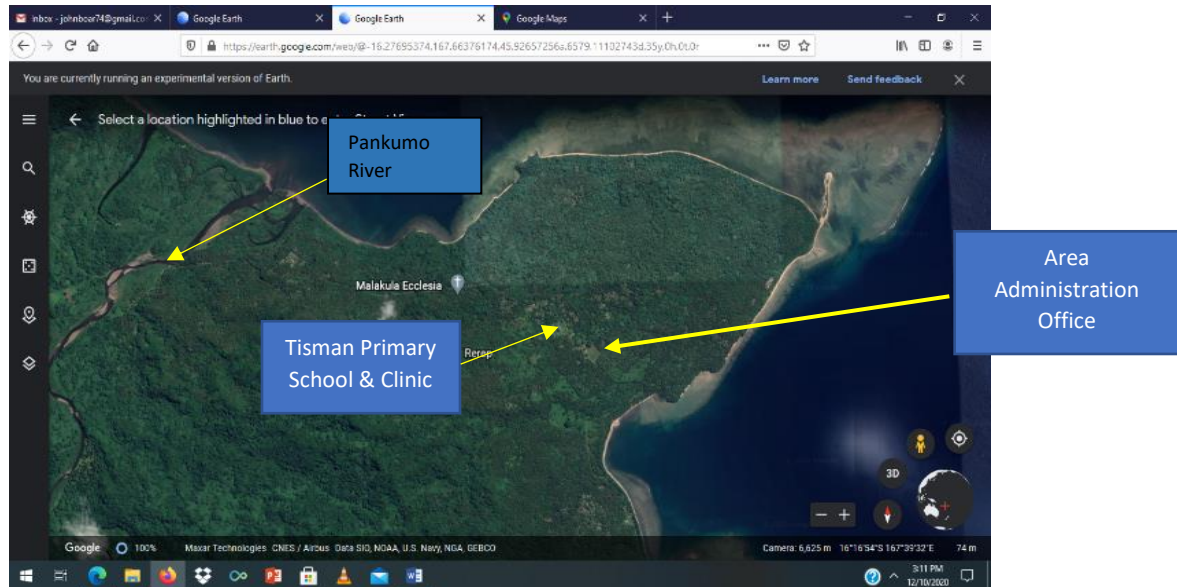
The main source of income in the community is agricultural products produce in the gardens by the local farmers. The main income generated crops are root crops, banana, island cabbage and vegetables. Just after the TC Harold earlier this year, the NDMO distributed seedlings across the affected areas and tomato seedlings were sent to Tisman for local farmers to plant. The biggest tomato farm in the community is located not far from the workshop venue site. Below is the patch of tomato plants containing over 1,400 plants.



The tomato farming owned by a local farmer in the community.

Over 80 percent of the people living in Tisman area live in thatched roof dwellings with woven bamboo walling, whilst the remaining 20% live in semi-permanent to permanent houses.

The community center also houses a government run primary school, enrolling students from years one to six. A health clinic is also shares the same compound with the primary school, which operates a mini-maternity services around the South East Area of Malekula.



Source: Google Earth.

The second picture shows the area that made up the South East Area Council which has its main administration office in Tisman. It also shows the Pankumo river. Thirdly, the Admin office, Primary school and clinic.

The training took 10 working days altogether. Although there were disruptions during the last two days of the workshop due to a death in the community, the team managed to deliver the two remaining training modules.

The workshop turnout was quite good, with 199 people in attendance, of whom 133 were men and 86 were women, giving a ratio of 43% women in attendance, most of whom hold leadership positions in the community. We also had around 10 elderly participants (more than 60 years old) who attended workshop, three of whom are women. Though there was a great potential to get more youths participated in the workshop, unfortunately, only 6 of them participated, as many of them were not informed nor invited to attend. Among other vulnerable groups who have attended, were two disable people, a male and a female.

We also had more than 10 business owners, both men and women as well as small commercial farmers. Among the 7 government employees who have attended, 5 were schoolteachers, a nurse and a provincial area secretary. Out of these 7, 3 of whom were women.

2.0 Pilot Training schedule

Table 2: Pilot Training Schedule

Date	Module	Trainer	# of Participants	Target Groups
Mon 14 Sept	GE General Principles	Paul Kaun and John Boar	16	Government leaders, community leaders
Tues 15 Sept	RE General Principles	John Boar/Paul Kaun	22	Government leaders, community leaders
Wed 16 Sept	Green Business Basics	Paul Kaun/John Boar	21	Business Owners
Thur 17 Sept	Solar in the Community	John Boar/Paul Kaun	21	Leaders and Technicians
Fri 18 Sept	Solar Operation and Management	Paul Kaun/John Boar	19	Technicians
Mon 21 Sept	Energy Efficiency	John Boar/Paul Kaun	19	Government leaders, community leaders (New)
Tues 22 Sept	Pico-Hydro in the Community	Paul Kaun/John Boar	14	Government leaders, community leaders (New)
Wed 23 Sept	Pico-Hydro O & M Basics	John Boar/Paul Kaun	25	Technicians
Thurs 24 Sept	Inclusive Development	Paul Kaun/John Boar	20	Leaders and Women
Fri 25 Sept	RE Financial Management	John Boar/Paul Kaun	22	Business Owners

Upon arrival, the trainers were met by elder Seth Susurup who was the focal person in the community. Mr. Susurup is the clerk for the Presbyterian Church in this area and as well as a community chief in Tisman. The trainers were told that all necessary arrangement and participants to the training were taken care of including catering for the workshop training. The community is divided into 5 different villages and each have been assigned to prepare catering two times within the 2 weeks of the training workshop.

Below is the table that indicates the number of participants for each day.

Table 3: Workshop Attendance, Male and Female

Day	Male	Female	Total
1	10	6	16
2	17	5	22
3	13	8	21
4	17	4	21
5	9	10	19
6	9	10	19
7	10	4	14
8	9	16	25
9	9	11	20
10	10	12	22
Total	113	86	199



Welcome ceremony and official opening of the training workshop on 14 Sept 2020.

3.0 Feedback from the pilot community trainings

Two of the major constraints experienced during this pilot training workshop resulting in workshop participants not being able to provide detail feedback on the training manuals were lack of sufficient timing to go through the manuals and the second is the language of instruction, as many of the participants are primary school leavers and have difficulties understanding English. Consequently, much of the discussions and feedback received during the workshops were more around the topics covered and their relationship to everyday life of the villagers, rather than the focusing on ways to improve the manual. However, despite of these, most of the participants affirmed that the topics covered are very important and quite essential for rural life.

Given the above, whilst the documents will be translated into Bislama for ease of local participants' understanding of the training manuals during the actual trainings, the opportunity to have participants review the manuals before the workshop may be a bit challenging.

The feedback provided in the ensuing subsections are categorized into those provided by the trainers and the feedback from the workshop participants, commencing with the trainers' feedback, on each of the training module.

3.1 General feedback from the national trainers

3.1.1 Feedback on GE General Principles

Rather than the 'ice breaker' being chapter one in all training modules, it is suggested that the ice breaker section should form part of introduction but with not a separate chapter. Therefore, chapter two in all training modules should become chapter one.

This Module should be Module One.

3.1.2 Trainers feedback on RE General Principles

First page should have a real picture instead of a drawing. Otherwise all good

This Module should be Module Two

3.1.3 Trainers feedback on Green Business Basics

2.3 – "Green Wash" – this topic is too general. Add more information to this and give 2 or more examples to it.

This Module should be Module Three

3.1.4 Trainers feedback on Inclusive Development

No comment – all good

This Module should be Module Ten

3.1.5 Trainers feedback on Energy Efficiency

No comment – all good

This Module should be Module Six

3.1.6 Trainers feedback on Solar in the Community

No comment – all good

This Module should be Module Four

3.1.7 Trainers feedback on Solar O&M Basics

No comment – all good

This Module should be Module Five

3.1.8 Trainers feedback on Pico-Hydro in the Community

No comment – all good

This Module should be Module Seven

3.1.9 Trainers feedback on Pico-Hydro O&M Basics

No comment – all good

This module should be Module Eight

3.1.10 Trainers feedback on RE Financial management

No comment – all good

This Module should be Module Nine

3.2 Community feedback on the training modules

As mentioned earlier, given that workshop participants did not have the opportunity to review the training materials before the workshop, coupled with lack of good understanding of English, have culminated in feedback received during each training session were quite generalized, in relation to the topic presentation, with minimal comments made on the content of each training material.

3.2.1 Community comments, feedback and recommendation on “GE General Principles” Day One

- *“There is power in money. It is not happening only in our towns but gradually moving to the rural areas. Landowners are selling their lands and resources for the sake of money, and not sparing them for their future generations,”* said a retired primary school teacher. *“Even most people don’t care about their forest and began cutting thick forest for agricultural purposes and burning down trees for firewood. Linear economic is mainly taking place of circular economic.”* He pointed out.

- Cutting down of trees for agricultural purposes is good but should be replaced by planting more trees. Most trees that are being cut down are used for firewood. These should be preserved so future generation could also benefit from them.

- Instead of having 2 or more gardens, it is important to consider inter-cropping and crop rotation for commercial and semi-commercial purposes.

- *“Green and gender equality must be promoted in all school in the country.”* Said the primary school principal. His recommendation for this training is that, *“green economic basics be included in the primary school syllabus in the country.”*



Day one training. Presentation on Green Economy general principles; group work and presentation of the activity from the group. Group Photo on the left.



Group discussions and preparation of group presentations by workshop participants in Day 1

3.2.2 Community comments, feedback and recommendation on “RE General Principles” Day Two

“The type of energy that is commonly used in this community is the heat energy from burning wood. This is widely practiced in every community in Vanuatu. However, it is one of the biggest factors that contributes to polluting the environment and the atmosphere.” Said the principal of the school. When

asked whether plastic bags are been used to start fire using firewood, 90% of the participants indicated so by raising their hands. The principal continues; *‘plastic’ is commonly used to start fire with it and this is a practice that is being going not only in Tisman community but as well as other communities and throughout the country.*” A chief from the community gave his support and said, *“in the olden times we used dry coconut leaves to start the fire but nowadays when plastic bag was introduced in shops, people start to burn plastics to start fire in their bush kitchens. I think when inhaling the burnt gas, it can cause a health risk to human.”*

“The type of energy listed in this module are new things learnt by the participants except two which are Hydro and solar.” Mr. Kelson Tolish, a primary school Teacher in Tisman commented that big electricity generation systems are often quite costly to install, such as the geothermal energy in North of Efate with further tests still required to determine the capacity of the resource. He further confirmed that a solar project which was set up in his own village in South West Bay in Malekula costs about VT60 million.



Day two training. Presentation on Renewable Energy general principles; group work and presentation of the activity from the group, and group photo.

3.2.3 Community comments, feedback and recommendation on “Green Business Basics” Day Three

“There were two commonly used radio in the country before our independence and even to the late 90’s. These brands were National and Philips. Before the independence, my father had one in the home. That brand was the National. I bought the other brand, Philips, during my first year in the teaching field. Comparing these two brand radios, I found that National was even better than Philips because the energy used in Philips is higher than the National.” A retired government teacher said.

The retired Teacher who comes from Bangkir village said that there will be more and more products coming from towns to the village. A lot of those products will either help save the environment and the community or destroy it. He stressed that even with what his community is facing at the moment from what has been brought into the village is causing a lot of problems and his village is facing the negative impacts of these. Seeing the impacts, the village has met and set up their own by-laws. Here are few of what they have:

- a. At 9:00 every night noise is cut down and people should be in their respective yards
- b. Saturday is the only day for their market sales.
- c. Every day after lunch, 5 tongs from the bell is rang indicating 20 vatu sales from the villages.
- d. Every Thursday of the week is assigned for community work. A work that is either requested by the Area Administrator, Provincial government and or village chiefs.
- e. The water source that supply water to the community is ban from entering, clearing bushes for gardening and cutting of big trees.
- f. Woman are highly encouraged to start businesses and get involved with partnership program with other businesses from other villages.

“I therefore strongly encourage other village leaders to take time to evaluate and monitor their village in terms of population, social activities done by youths, the effects of climate change and agricultural practices, and if need make similar practices Bangkir village has set this one up and if we can do it then you can do it as well. We want to create a model village so that other villages can do the same thing we are currently doing.” He said.

One of the clean source of energy that can be used in this area is the solar energy. It will not only provide light in the home but also provide cooking and heating using correct appliances at home.

An elderly woman stressed the importance of using water sensibly at home. She said, *“Women are the most users of water in the home. She said in our village the water supply is not reliable. In my home we received water 1 time only in one week through gravity fed water piping system. We use the water for cooking and drinking. But my question is that whether the water is safe to drink or cooking? I don’t know but I wish if I could have a clarification on this.”*

A common practice for waste disposal is that all items are dumped in one dump site. Both biodegradable and non-biodegradable resources are put together in the same place and burned. It is a long-time practice and is still being practiced today.

In Bangkir village, a story was told by the retired teacher that a member of the village has a flooded battery that needed distilled water for refilling. However, due to unavailability of distilled water in the village, he resorted to using water collected in bamboo stalks instead and this has proven to work well, and the battery still works till today. This was done three years ago.



Participants for Day Three training workshop.



3.2.4 Community comments, feedback and recommendation on “Inclusive Development”- Day Ten

This module was the last module for the training workshop. It was presented on Friday the 25th of September. Though there were no comments specific to improvement of the document, the participants felt that this is a very interesting module which highlights inherited traditional practices and norms that disadvantaged women, in particular in the community, who consequently are confined only to certain roles and responsibilities and excluded in decision making in the community. Furthermore, the training module was also in a way had provided another perspective how they perceive other disadvantaged groups, especially the disable people, who are always been regarded as having physical limitations with negative references.

The feedback from the participants are stated below:

- There should have been more participants especially women attending to this training.
- A female representative from Bangkir village suggested that all community groupings should attend to this training. *“I am representing the sector of disabilities in the community. I am not physically disable but my husband is. He is lame from birth. He couldn’t walk. There was no lady in the community who would want to marry him because of his statues but I felt sorry for him and love him even to marry him. And I raised his beautiful children who are now grownups.”* She emotionally said. Talking of the responsibility at home, she said, *“I took all responsibilities for both male and female and I count it as a task that everyone,*

regardless of gender, is able to do.” “My husband also can do the work that women are doing. He can do laundry, dishes, wash babies and even build houses with the physical statues he has,” She continued.

There was a huge discussion on this topic with regards to the cultures and responsibilities that are performed at home. Our culture fashioned us to perform our roles individually. It says that woman and girls are supposed to do such work as:

- Cooking, laundry, collecting firewood, bathing babies or siblings, brushing dishes
- Not involved in drinking kava
- Not allowed to stand in front of men and talk or preach
- Helping men in garden and planting
- doing market sales in town or main centers

On the other side of the coin, men or boys’ roles are:

- Do gardening and finding food for the families
- Story telling with friends
- Drinking kava
- Cutting copra

However, time is changing and with the new technologies that is rising so rapidly, the roles are turning to change. Both men and women are doing tasks that help build their lives together.



The module on “Inclusive Development” was presented in the last day which was followed by the official closing by the Area Secretary, assistant to the Area Administrator

3.2.5 Community comments, feedback and recommendation on “Energy Efficiency” Day Six

General comments on this topic:

- 1- 2.2 And 2.3, should content different examples of Primary & secondary sources and commercial & non-commercial source of energy. Can a table be drawn to show and list these differences?
- 2- *“For the past 5 days, discussions on renewable energy and green business and has found out that we are currently and slowly moving out from traditional norms and practices and adopting new practices with introduction of new technologies. Let us be mindful that whatever we contributing to the atmosphere have both negative and positive impacts to our environment and the atmosphere.”* Said the retired teacher from Bangkir village.





Group activities and presentation on day six training workshop. Bottom left is the group photo.

3.2.6 Community comments, feedback and recommendation on “Solar in the Community” -Day Five

The session was well-attended by community leaders, such as chiefs, church leaders, women representatives and the Provincial Area Secretary. The participants were quite impressed of the training content and most of them confirmed that this is the first training of its kind that is being held in the community. The training is quite timely as many of the homes now are using solar systems, and this training will enable the to be able to operate and maintain their solar systems.



Participants of Day 6 workshop



3.2.7 Community comments, feedback and recommendation on “Solar O&M Basics” Day Four

After the PowerPoint presentation with the group, there was a demonstration set outside for display and explanation of different components of the solar system was clear. An activity for the participants, where one of the cables was deliberately loosened to simulate a fault, and participants were asked to identify the problem. After a few attempts, the participants were able to diagnose the problem, when the light bulb finally turned on.

- The two main types of solar module set up in the village are Mono-S and Poly-Si
- There must be more example of how to calculate the amount of voltage/amps/power. Examples that participants are assigned to do for their practical
- During the training, there was a participant who is a qualified electrician. He can be an assistant to the community at large when help is need from individual home or any institution in the community.



Demonstration and practical outside the training venue. A qualified technician is assisting the practical.



Day 4 participants in the conference room (left). Participants proudly post for group photo with their draft module (right).

3.2.8 Community comments, feedback and recommendation on “Pico-Hydro in the Community” Day 7

A member of Bangkir village who worked with the Digicel Company to set up the telecommunication tower in Malekula suggested that:

- The clamp and multi-meter used during the practical was too general for all participants to get and remember everything. *“We need more and more practical to handle, test and read every reading so that we can better understand how the machines work, and tell the difference between voltage, amps and continuity reading works.”*
- *“We wanted to see different parts of the Pico-Hydro. Seeing pictures of the parts mean little compare to the real parts where we can see real ones, handle and test for ourselves.”* He added.

A chief in the community said that theory side of this training is presented and explained very well but it needs demonstration so that all participants can fully understand how it works and gives results. It is important that we ourselves handle the task. Most people learn more when they touch or handle a practical task after an explanation.



Pictures of group presentation (top left). The two young men participated in the training and the group photo posting with their draft training module.



Group Photo: Day 7



3.2.9 Community comments, feedback and recommendation on “Pico-Hydro O&M Basics” Day Eight



Group photo of the training on Pico-Hydro. Even though there was a death in the village of Bangkir, the training continued till 4:30pm.

3.2.10 Community comments, feedback and recommendation on “RE Financial Management”- Day Nine

“As we speak, the overall significant aspect of these two weeks training is money”, said one of the participants, a member of village chief. “Almost every household have solar in their homes to give light. However, as far as money is concern, it is important to know how to manage the money you are generating and how you can spend on the items that can contribute to safeguard our environment and generate fund to us.” He continued.

A questioned was raised by the Area Secretary asking for the available donor who can help in funding such project in the rural community. *“If I want to find assistance for this project, where should I go? I mean where they offices located in Port Vila?”* He said. The PC clearly explained where these offices are located in Port Vila. They have application forms to which community have to fill them up and submitted it directly to the offices for consideration. Otherwise the Department of Foreign Affairs and Internal Affairs have forms for project that community can easily apply for. The provincial HQ and the area administration office should also have these forms for project.



Participants proudly post for photo outside the Area Administrator office in Tisman. The Area Secretary, front left sitting. He was helpful to the training arrangement while the Area Administrator was away for the whole of two weeks.

4.0 Training Survey results

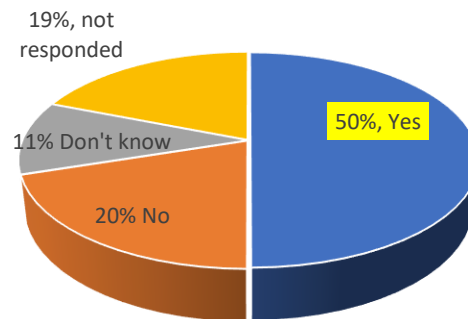
Stated below are the results of the evaluation that were filled up during the training workshop. The results reflect the questions and answers on the form filled by each participant. Note that on the first week of the training, there was no pre evaluation sheets filled up on Monday the 14th of September, and also on Wednesday the 23rd of September.

Below are the results of the evaluations for the two weeks training workshop in Tisman.

4.1 Pre-Training Survey results

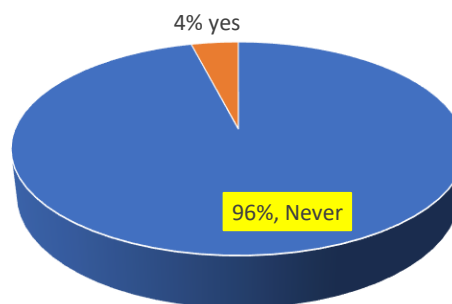
4.1.1. Trening ia ie stret folem wok we yu sta mekem (Is the training suited to what you are doing in the community?)

Pre-Training Responses on Suitability of Training Modules



4.1.2. Yu atendem wan trening olsem finis (Have you attended similar training before?)

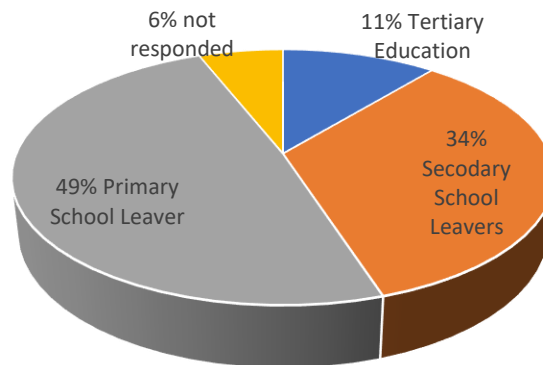
Participants' Participated in Past Similar Trainings



*

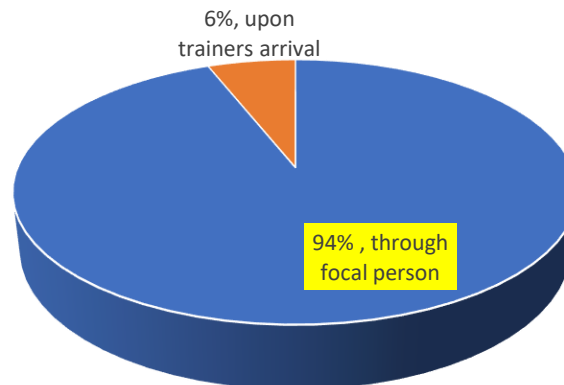
4.1.3. Level lo save blo yu (educational background) (What is your educational background?)

Participants' Education Level



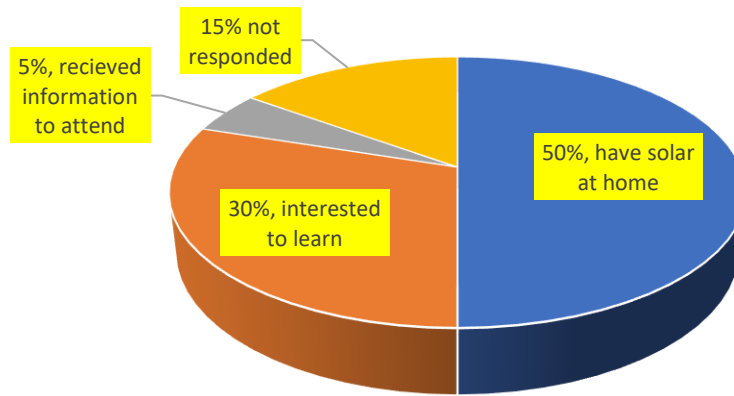
4.1.4. Hao nao yu save se bae trening ia ie stap lo ples ia? (How do you know this training is going to be held in here?)

How Participants Knew about the Workshop



4.1.5. From wanem nao yu wantem kam atendem trening ia? (Why you are attending this training?)

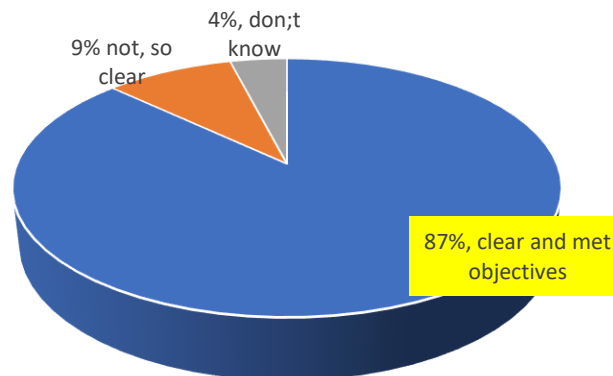
Participants' Reasons for Attending Training



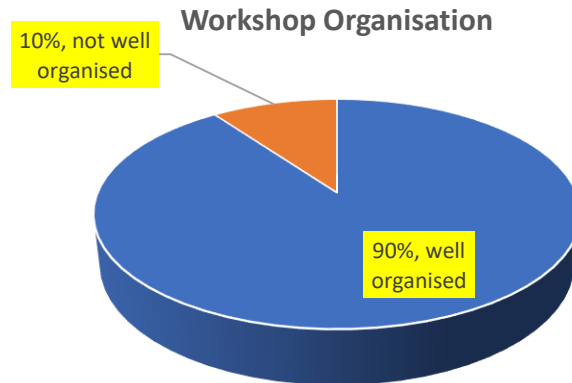
4.2 Post-Training Survey results

4.2.1. Objektiv blo woksop ia ie klia mo mi mitim evriwan. (Workshop objectives were stated clearly and met.)

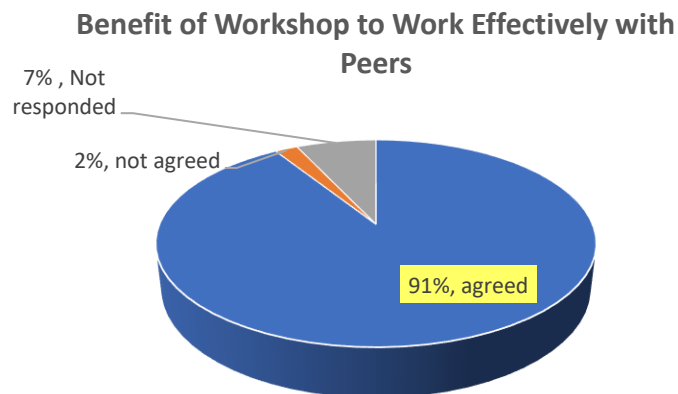
Clarity of Workshop Objectives



4.2.2. Woksop ia oli okenaesem gud. (The workshop was well organized.)

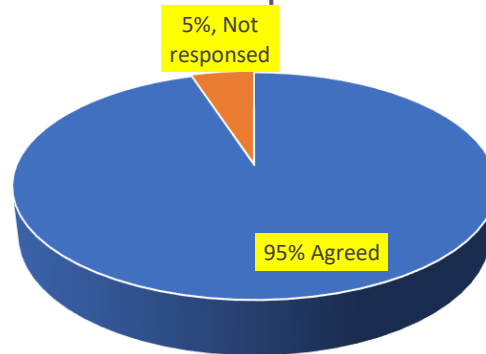


4.2.3. Woksop ia I helpem mi blo save olsem wanem mi save wok gud wetem ol fren blo mi. (The workshop helped me to learn how to work effectively with my peers in a workshop setting.)

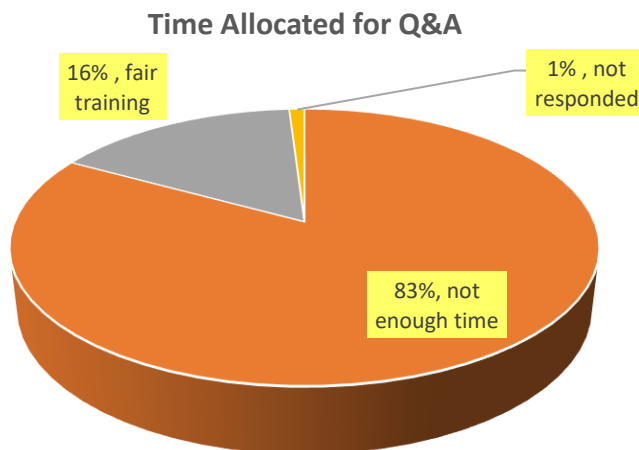


4.2.4. Infomeisen mo skil we ie kamaot ie stret mo yusful. (The information and/or skills presented were relevant and useful.)

Information/skills Presented Relevant and Useful to Participants



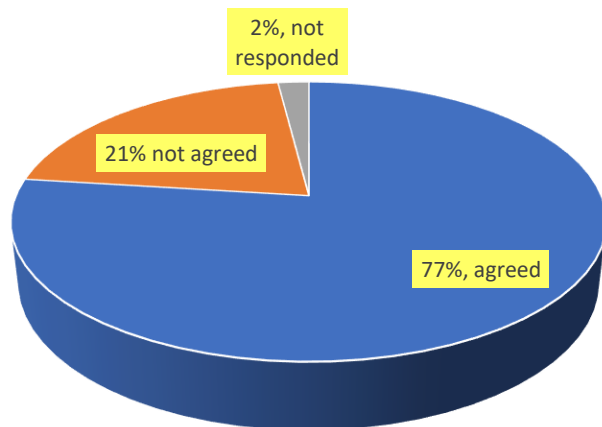
4.2.5. Trena ie givim plenty taem blo kwesten mo ansa we mi satisfae wetem. (The presenter(s) provided adequate time for questions and answered them satisfactorily.)



83% of the participants felt that the not enough time is allocated for participants go through the training materials, however, most participants are satisfied with responses provided by the trainers

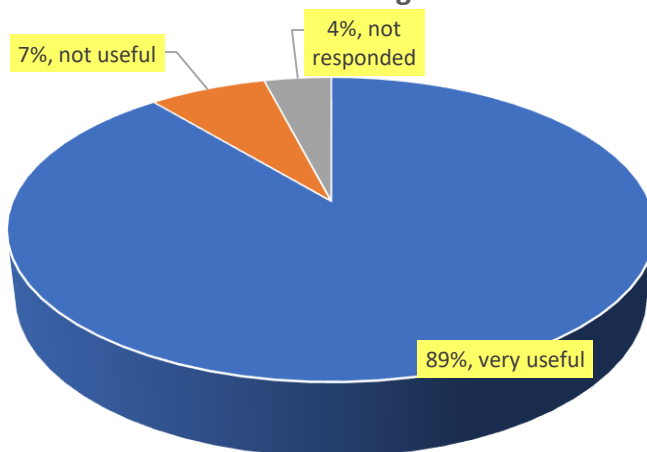
4.2.6. Trena ie givim stret save mo teknik we komiuniti wetem ol teknikel man oli save andastanem gud. (The presenter(s) modeled student-centered learning strategies and techniques both for community and ????)

Trainers ability Model Student-Centered Learning



4.2.9. Ol materiel we mi karem lo trening ia hemi yusful tumas lo mi. (The materials provided were useful for training in Solar O&M Basics.)

Usefulness of Training Materials



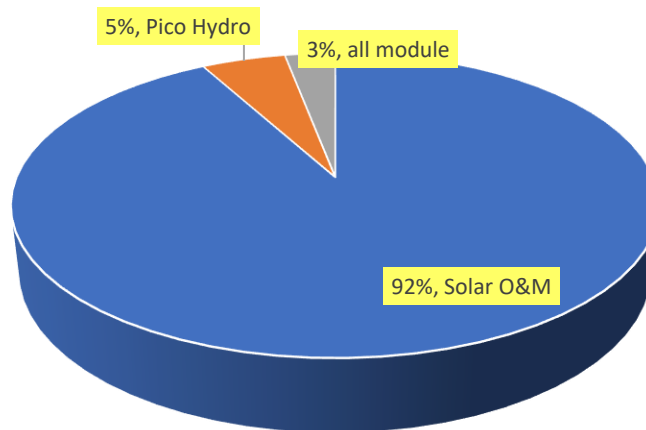
*

4.2.10. Trening modul ia ie stret blo ranem lo level blo komiuniti. (The manuals were appropriate for the training at community level.)

*100% agreed

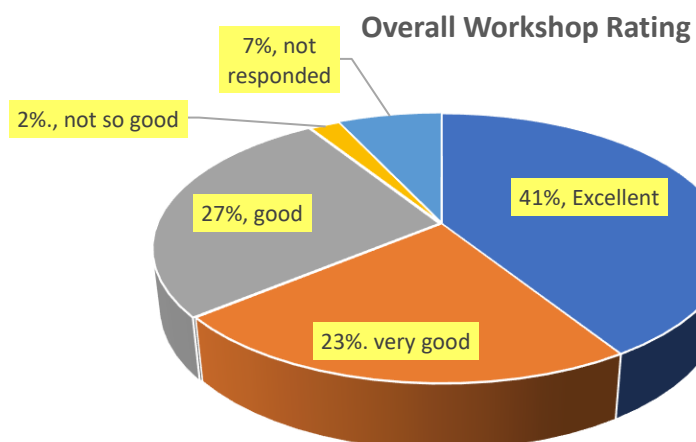
4.2.11. Wanem eria o topik we yu ting se yu wantem karem moa trening lo hem: (Areas/topics about which you would like to receive further training.)

Training Module which Participants want more time on



*

4.2.12. Wanem tingting blo yu lo saed blo trening modul ia? Yu laekem o no? Givim risen from wanem yu ansa olsem: (How would you rate this workshop? Excellent/Very Good/Good/Not Good). Reason)



4.2.13. Raetem tingting blo yu lo trening modul ia mo wanem nao yu ting se bae mifala ie impruv moa lo hem? (Suggestions for improving this training modules.)

*91% Solar in the community and Solar O&M are two main modules that the participants wants to learn more. They want to be their own solar installer, operation and maintenance person in their own home.

4.2.14. Lanwij blo trening ia ie stret lo u o no? (What language suits you for this training?)

*100% agreed for Bislama;

5.0 Conclusion

The training took 10 working days altogether. Although there were disruptions during the last two days of the workshop due to a death in the community, the team managed to deliver the two remaining training modules.

The workshop turnout was quite good, with 199 people in attendance, of whom 133 were men and 86 were women, giving a ratio of 43% women in attendance, most of whom hold leadership positions in the community. We also had around 10 elderly participants (more than 60 years old) who attended workshop, three of whom are women. Though there was a great potential to get more youths participated in the workshop, unfortunately, only 6 of them participated, as many of them were not informed nor invited to attend. Among other vulnerable groups who have attended, were two disable people, a male and a female.

We also had more than 10 business owners, both men and women as well as small commercial farmers. Among the 7 government employees who have attended, 5 were schoolteachers, a nurse and a provincial area secretary. Out of these 7, 3 of whom were women.

On the overall, the participants highly rated the workshop and recommended a second-round of training to be conducted in Tisman. Some of them specifically requested that the trainings be conducted at village setting rather than at the area level so that more participants could attend.

The trainers felt that training did meet its objectives, by the participants' workshop turnout and the feedback received from them, though majority of the participants felt that the duration of the training was too short. The lessons learned from this pilot workshop will help in better coordinating and organization of workshops to be conducted next year.

The trainers acknowledge the teamwork, at both the regional and national level so that this national pilot trainings were successfully conducted. The community cooperation and strong partnership with community leaders contributed positively to good turnout of participants during the workshop, as well as logistical support plus community engagement for catering was also very helpful. Hence, the trainers acknowledge the community leaders who helped coordinated event and hoped that next year's workshop organization would be better and that more participants will be able to attend the workshop.

6.0 Appendices

6.1 List of Participants attending each training session

Day One Participants



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Development Forum



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GE & RE Pilot Training, Tisman Community

Malekula.

Daily Registration Form

Date: Monday 14/sept 20

Module Title: GE Basic Principles

Position

No	Name	Contact	Community	Signature
1	F Vebpai	woman leader	Rerep	
2	M Masing Bob	Jif (5213440)	Tanperper	
3	F Vivian Susrup	president	RE-Rep	
4	F ANNA - Patrick	CONV.N. president	MBANGKIR	
5	F MINNIE TAGO	Shop Keeper	PANKUMO	
6	M Eddie Bawa	Jif - (5312937)	MBANKIR	
7	M Paul Esau	chief (535508)	Rerep	
8	F WINNIE JOHN	Donor (leader)	Rerep	
9	M KENSIE SUSRUP	(Chief)	Rerep	
10	M Moses Setak	sc - principal	Tisman school	
11	M Almaro Marah	Deputy Principal	Tisman School	
12	M SAGARI BATE	Chief	MBANKIR	
13	M Ronny Siltambang	Student	Ramber	
14	M NOEL BATHIK	Student	MBANKIR	
15	M MAWA - BORAN KEN VANDIA	Farmer	RE-Rep	
16	F MARITHA TETE	FINFINGER	PANKUMO	
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Day Two Participants



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Pacific Islands
Development Forum



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Cooperation Agency

GE & RE Pilot Training, Tisman Community

Malekula.


Daily Registration Form

Date: 15 SEPTEMBER 2020


Module Title: RENEWABLE ENERGY GENERAL PRINCIPLE

No	Name	POSITION	Contact	Community	Signature
1	M Kelson Tolish	Teacher	Tisman P. School	Tisman P. School	[Signature]
2	M Kelson Ngav Ngav	Chief	Tisman SOUTH EAST	Tisman SOUTH EAST	[Signature]
3	M Naulo Bob	Teacher	Tisman P. School	Tisman P. School	[Signature]
4	F Vivian H. Sim	Nurse	Tisman Dispensary	Tisman Dispensary	[Signature]
5	M KEVIN Andrew	Farmer	Regar Tisman	Regar Tisman	[Signature]
6	F RETU VABIC	Gardener	BANCIR Tisman	BANCIR Tisman	[Signature]
7	F MORIE JOHN	Gardener	BANCIR Tisman	BANCIR Tisman	[Signature]
8	M STEPHEN BARANGRENGYANU	CHIEF	REREP S/E MA	REREP S/E MA	[Signature]
9	M L YAN G. W.	IT Court. IT	PAUKUNO	PAUKUNO	[Signature]
10	F GLADYS JAMES	Red Mama	MBANKIR	MBANKIR	[Signature]
11	M Rottick Albert	Gardener	Rerep	Rerep	[Signature]
12	M EDWAIN Manlau	Gardener	Rongikiri Tisman	Rongikiri Tisman	[Signature]
13	M EDWIN Manlau	CEO	Xuluq	Xuluq	[Signature]
14	M ALICK SANDY	Chief	PAUKUNO	PAUKUNO	[Signature]
15	M EIDIE BAHE	Jrf	MBANKIR	MBANKIR	[Signature]
16	M JOSEPH ALBERT	JIFF	RORISE	RORISE	[Signature]
17	M GARRON BARANGRENGYANU	Elder	Rerep	Rerep	[Signature]
18	M MATA KELIP	Chief	Regar	Regar	[Signature]
19	M JOSEPH MELIP	Chief	Regar	Regar	[Signature]
20	M MATEUA KELIP	Pastor	Regar	Regar	[Signature]
21	F RACHEL BOB	Teacher	Rerep	Rerep	[Signature]
22	M WILLIAM JIMY	Chief	PAUKUNO	PAUKUNO	[Signature]
23					
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Day Three Participants



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Pacific Islands
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Cooperation Agency

GE & RE Pilot Training, Tisman Community

Malekula.

Daily Registration Form

Date: Wednesday 16 Sept 20

Module Title: Green Business Basics

No	Name	Contact	Community	Signature
1	M Eddie Balu	MF	MBANKIR	
2	M Ephraim Manku	Gardner	MBANKIR	
3	F RUBBIE-SIMEON	SHOP-KEEPER	PANKUMO	
4	F NORAH - PETER	GARDENER	MBANKIR	
5	F Kathleen DAVID	Gardener	Bankir	
6	M Sindone - John	Gardener	REREP	
7	F Jenny - Steward	Gardener	REREP	
8	M Bill - GAUM	Shop-gardener	PANKUMO	
9	M Stephen Nansak	Teacher	Bankir	
10	M Garden Barangrang	Fama	REREP	
11	M Elder WANGNE BUSUP	Famer	REREP	
12	M Walter Keleb	Shopkeeper	REREP	
13	M James ALIA	Ecology	Bankir	
14	M James ADAP	Driver	MBANKIR	
15	M PHILIP ADAP	DRIVER	MBANKIR	
16	F NELLY PAUL	Gardner	REREP	
17	F DRICILLA SORUP	Storekeeper	Bankir	
18	F MERIE PATRICK	Tem Teacher	Bankir	
19	F HENRY - FRED	BUSINESS	PANKUMO	
20	M Lenny Hana	Gardner	REREP	
21	M WILLIE FRED AVOK	Gardner	REREP	
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Day Four Participants



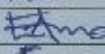
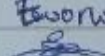

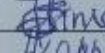
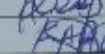
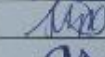
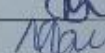






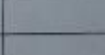

GE & RE Pilot Training, Tisman Community

Malekula.




Daily Registration Form

Date: 17th Sept 2020

Module Title: Solar Operations and Maintenance Basic

F/M			TITLE			
No	Name	M/F	-Contact	Community	Signature	
1	M	Eddie Bahe	M	jif	Maakir	
2	M	Gideon Hovv	M	Gardener	Rekep	
3	F	Sattley Tolish		Teacher	Winton	
4	F	Espal Aman		house wife	Bongkiv	
5	M	ERICK worwobu		Gardener	Pankumo	
6	M	Solomon		Gardener	Pankumo	
7	M	Glen		Electrician	Pankumo	
8	M	Graham Hombang		chief	Pankumo	
9	M	Kennedy Kelep		carpenter	Pankumo	
10	F	KEIROLINE		house wife	Mbankir	
11	F	Hellen. malachai		Teacher	Mbankir	
12	M	Mason massing tele		farmer	Mbankir	
13	M	EPHRAIM Manlaut		Gardner	Mbankir	
14	M	PHILIP AILAP		DRIVER	Mbankir	
15	M	John Rowanus		Gardner	Mbankir	
16	M	Karikie JOHN		Gardner	Mbankir	
17	M	Ienc7 Hovv7		Subsistence form	Rekep	
18	M	Edwin Hovv		Ac	Xitua	
19	M	Namo Bob		teacher	Tisman	
20	M	Peter Aroek		Gardner	Rekep	
21	M	Karlson Blang		Gardner	Rekep	
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Day Five Participants

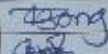



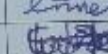
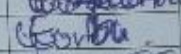
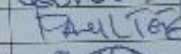

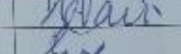


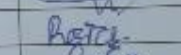
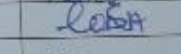
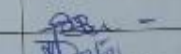
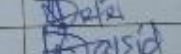
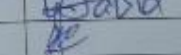
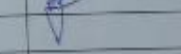

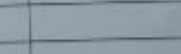
GE & RE Pilot Training, Tisman Community

Malekula.


Daily Registration Form


Date: Friday 18 Sept 20


Module Title: Solar In the Community

M/F	No	Name	CONTACT	Community	Signature
F	1	Florina Bongkaekar	Shop Manager	Pankumo	
M	2	Garen Bannangbang	Gardener	Rerep	
F	3	Kelelen Jacob	Gardener	Bangkir	
F	4	Leton Simelion	Gardener	Pankumo	
F	5	ANNIE Tsong	Gardener	Pankumo	
F	6	ROSIE JURINI	Gardener	Pankumo	
M	7	ERICK wongwoby	Gardener	Pankumo	
M	8	BORLENG PAUL TETE	Taxes	Pankumo	
M	9	PHILIP DAIAM NGOLU	Councilor	Black Sand, Pongai	
M	10	KPHENIM MAMUAI	Gardener	MBongkwe	
M	11	LENCY HARRY	GARDENER	REJAR	
M	12	WELLY ANDREW	Farmworker	Resan	
M	13	EDWIN DAMRA	XCS	Kidua	
F	14	RETA VARIO	GARDENER	BANGKIR	
F	15	Lona Kelep	Gardener	Pankumo	
F	16	Sackun Susup	Gardener	Rereb	
F	17	NORAH DAI	Gardener	BANKIR	
F	18	KATHLEEN DAIN	Gardener	BANKIR	
M	19	LOISINO ATPATAN	Gardener	VAO	
	20				
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Day Six Participants


 Pacific Islands
Development Forum


 Pacific Islands
Development Forum


 Korea International
Cooperation Agency

GE & RE Pilot Training, Tisman Community

Malekula.

Daily Registration Form

Date: 21/09/2020

Module Title: ENERGY EFFICIENCY BASICS.

M/F	Name	Position	Community	Signature
1 M	EDRAIM Manlae	Gardener	MBangkir	[Signature]
2 M	Barang Rengumy	Gardener	Rerep	[Signature]
3 M	ALLOS AMAN	Gardener	MBangkir	[Signature]
4 F	Jefly N. Melip	Gardener	Rerep	[Signature]
5 F	ELSIE. Ranson	Gardener	Rerep	[Signature]
6 F	Felopo: Mark	Gardener	Rerep	[Signature]
7 F	ROSIE: Simeon	House wife	Pankumo	[Signature]
8 F	Nanon: Shem	House wife	Pankumo	[Signature]
9 F	Alice: Peter	House wife	Rerep	[Signature]
10 F	ANNIE BONG	Garden	Pankumo	[Signature]
11 F	D-Socklyn Susup	Garden	Rerep	[Signature]
12 F	Ruth- Kelep	Gardener	Rerep	[Signature]
13 F	Rubby Simeon	Shop-keeper	Pankumo	[Signature]
14 M	Alck Sander Patik	Chief	Pankumo	[Signature]
15 M	Sally Oset	Chief	Bangkir	[Signature]
16 M	Eddie Bahe	if	MBankir	[Signature]
17 M	Wlsino	Student	VAO	[Signature]
18 M	JAMES ALIAP	Elder	MBANKIR	[Signature]
19 M	Kenay Subrup	Chief	Rerep	[Signature]
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Day Seven Participants

GE & RE Pilot Training, Tisman Community

Malekula.

Daily Registration Form

Date: Tuesday 22 Sept 20

Module Title: Pico - Hydro In the Community

M/F

Position

No	Name	Contact	Community	Signature
1	Mary KPhwain: Manlau	Gardener	M Bangkir	Mary
2	M Terry: Tom	Gardener	Rene	Terry
3	M ALUOS AMAN	GARDEN	M Bangkir	Aluos
4	M Wilhelmina Sheson	Farmer	Pankumo	Wilhelmina
5	F Elaine Yhem	Gardener	Pankumo	Elaine
6	F Genevieve Keler	Gardener	Rejo	Genevieve
7	M Mick Sando Patick	Chief	Pankumo	Mick
8	F ESTELIN ATES	C.L.C	Rene	Estelin
9	M Eddie Bahe	Inf	M Bangkir	Eddie
10	M Noel Battick	Student	Wany RERE	Noel
11	M Laisino Atetun	Student	VRO	Laisino
12	F Patu VABIE	Gardener	Bangkir	Patu
13	M Song Maelia	Student	Bangkir	Song
14	M Mika Keler	Farmer	Bangkir	Mika
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Day Eight Participants



Pacific Islands
Development Forum



Pacific Islands
Development Forum



KOICA
Korea International
Cooperation Agency

GE & RE Pilot Training, Tisman Community

Malekula.

Daily Registration Form

Date: Wednesday 23 Sept 20

Module Title: Pico-Hydro Operations & Maintenance Basics

F/M	No	Name	Position	Community	Signature
	1	Ruth Kelep	TELEK	ReJar	[Signature]
	2	SUSIE	Gardener	ReJar	[Signature]
	3	TESSY	Gardener	ReJar	[Signature]
	4	ROSE	Gardener	ReJar	[Signature]
	5	ESTER	Gardener	ReJar	[Signature]
	6	MATHER	Gardener	ReJar	[Signature]
	7	POSTIE	KIN	PANKOMO	[Signature]
	8	ELLA HARRY	Gardener	ReJar	[Signature]
	9	NASI RUBEN	Gardener	ReJar	[Signature]
	10	Letang Merifar	Gardener	ReJar	[Signature]
	11	Florina Bongkaekae	Shopkeeper	Pankomo	[Signature]
	12	Aptu	Farmer	ReJar	[Signature]
	13	Louisingo Atetun	Student	Vao	[Signature]
	14	Wingwey Simon	Farmer	Koma	[Signature]
	15	Leton Simaeon	Gardener	Pankomo	[Signature]
	16	Minnie Taso	Gardener	Pankomo	[Signature]
	17	Sacklyn Susup	Gardener	Rereb	[Signature]
	18	Estelyn Sam	Gardener	Rereb	[Signature]
	19	Mary Garau	Gardener	Rereb	[Signature]
	20	ATES Sam	Gardener	Rereb	[Signature]
	21	E. Langhe Susup	Gardener	Rereb	[Signature]
	22	Alalasa Susup	Gardener	Rereb	[Signature]
	23	E. Willi Mwak	Gardener	Rereb	[Signature]
	24	Terie Tomy	Gardener	Rereb	[Signature]
	25	Noel Battick	Learn Student	Louny	[Signature]
	26				
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Day Nine participants





















GE & RE Pilot Training, Tisman Community

Malekula,


Daily Registration Form

Date: 24/09/20


Module Title: Renewable Finance Management

No	Name	Contact	Community	Signature
1 M	Eddie Bais	Jif	Mbakur	
2 M	STEPHEN BARANGONGUVA	Jif	BEREP	
3 M	ERICK WORWOKU	Gardener	Pomkemo	
4 FM	RETU VARIK	GARDENER	BANGKIR	
5 F	KEPELEN JACOB	Gardener	Bangkir	
6 F	ESTELIN ADES	Gardens	Perop	
7 F	Michael William	Gardener	Pandeur	
8 F	ELSIE B	Gardener	Perop	
9 M	Steven Barangonguva	Farmia	Perop	
10 M	Luisino Alpatun	Student	Yao	
11 M	Noel Bathick	Student	houmy	
12 F	ENCY FRED	Gardener	Pandaur	
13 F	RUTHA GRAM	Gardener	Pandeur	
14 F	LITAS GRAM	Gardener	Pandeur	
15 F	ROSSIE JURIN	Gardener	Pandeur	
16 F	Annie Jimmy	House wife	Pandeur	
17 M	LENCY Harry	Gardener	Rabar	
18 M	TERRY TOM	Gardener	Said coner	
19 F	RUBBY SIMEON	SHOP KEEPER	Pankumo	
20 M	EDWIN MANSON	SOCKERY	AULUA	
21				
22				
23				
24				
25				
26				


Day Ten Participants



Pacific Islands
Development Forum



Pacific Islands
Development Forum



KOICA
Korea International
Cooperation Agency



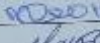



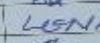
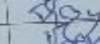
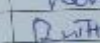
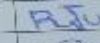



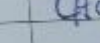
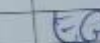
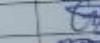
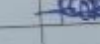

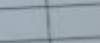



GE & RE Pilot Training, Tisman Community

Malekula.

Daily Registration Form

Date: 25th Sept. 2020

Module Title: Capacity Building For Rural Energy Access Inclusive Development Module

No	Name	Contact	Community	Signature
1 M	Edie Raha	jit	Klaskir	
2 M	STEPHEN BARANG RENGWU	jit	Rerep	
3 M	ERICK WOIWOKU	Gardener	Pankumo	
4 F	Michael William	Gardener	Padeura	
5 F	NANCY NAO	Gardener	Rerep	
6 F	Edwin Namun	Clb	Xulu	
7 F	EPELEN JACOB	Subsistence farmer	Uluwaka	
8 F	ESTELYN ATE	Gardener	Rerep	
9 F	ROSE VARIE	GARDENER	BANGIR	
10 F	LENNEX AVONG	GARDENER	BANGIR	
11 M	TERRY TOM	Subsistence	Rejar	
12 F	BENITA LENCZ	Subsistence	Pankumo	
13 F	RUTHA GANI	Gardener	Pankumo	
14 F	ROSI JURIN	Gardener	Pankumo	
15 F	D. Sockup, Sockup	Gardener	Rerep	
16 M	KENNY SUSUP	jit	Rerep	
17 M	FRANKY SIMEON	Student	Pankumo	
18 F	RUBBY GREN	Housewife	Pankumo	
19 M	ERIC HARRY	Gardener	Rejar	
20 M	ANDREW		Rerep	
21 F	ELY GAREN	Housewife	Rerep	
22 M	GAREN RANGVANU	Gardener	Rerep	
23				
24				
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6.2 Contacts of Important people in the Community

Name	Designation and Village	Contact Details
Eddie Navong	Chief, Bangir	5312937
Seth Susurup	Clerk, Tisman Presbytery Session	5460844
Soso Lito	Area Administrator	5343204
Florina Bongkakae	Business Owner/Youth Leader	

6.2 Pre-training survey form

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

Date blo trening: _____

Taetel blo module ia: _____

Reaction Survey Form of Training Manuals

Name: _____	Village: _____
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	Trening ia ie stret folem wok we yu sta mekem					
2	Yu atendem wan trening olsem vinis					
3	Yu gat sam idea vinis lo trening modul ia					
4	Level lo save blo yu (educational background)					

5. Hao nao yu save se bae trening ia ie stap lo ples ia?

6. From wanem nao yu wantem kam atendem trening ia?

1. Tank yu tumas

6.3 Post-training survey form

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

Date blo trening: _____

Taetel blo module ia: _____

Workshop Evaluation Form

Name: _____ Village: _____
Email: _____ Phone: _____

2. 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. Objektiv blo woksop ia ie klia mo mi mitim evriwan.	4	3	2	1
2. Woksop ia oli okenaesem gud.	4	3	2	1
3. Woksop ia I helpem mi blo save olsem wanem mi save wok gud wetem ol fren blo mi.	4	3	2	1
4. Infomeisen mo skil we ie kamaot ie stret mo yusful.	4	3	2	1
5. Trena ie givim plenty taem blo kwesten mo ansa we mi satisfae wetem.	4	3	2	1

6. Trena ie givim stret save mo teknik we komiuniti wetem ol teknikel man oli save andastanem gud	4 3 2 1
7. Trening ia ie givim moa save mo skil lo mi.	4 3 2 1
8. Trena ie alaoem mi blo wok mo lanem samting wetem ol narafala man.	4 3 2 1
9. Ol materiel we mi karem lo trening ia hemi yusful tumas lo mi.	4 3 2 1
10. Trening modul ia ie stret blo ranem lo level blo komiuniti.	4 3 2 1

11. Givim tingting blo yu lo trening ia. (please check one)	<input type="checkbox"/> Excellent <input type="checkbox"/> Good <input type="checkbox"/> Very Good <input type="checkbox"/> Not Good
3. 12. Wanem eria o topik we yu ting se yu wantem karem moa trening lo hem:	
13. Wanem tingting blo yu lo saed blo trening modul ia? Yu laekem o no? Givim risen from wanem yu ansa olsem:	
14. Raetem tingting blo yu lo trening modul ia mo wanem nao yu ting se bae mifala ie impruv moa lo hem?	
15. Lanwij blo trening ia ie stret lo u o no?	