

Fiji Regional Validation Workshop

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

Workshop Report



12th – 13th November 2020

Holiday Inn

Suva

Acronyms and Abbreviations

CCDA	Climate Change and Development Authority (PNG)
CPA	Central Provincial Administration
DLLGPA	Department of Local Level Government and Provincial Affairs
DOE	Department of Energy
EE	Energy Efficiency
GE	Green Economy
GGGI	Global Green Growth Institute
KOICA	Korean International Cooperation Agency
LG	Learners Guide
MCTTT	Ministry of Commerce, Trade, Tourism, and Transport
MRMD	Ministry of Rural and Marine Development
PIDF	Pacific Island Development Forum
RE	Renewable Energy
TG	Trainer Guide

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1. 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 was 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 throughout the identified communities.

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

Green Economy Modules:

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

Renewable Energy Modules:

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

In Fiji, the Pilot Community Training was conducted in September 2020 to assessment the applicability of the draft 10 modules to the selected communities. The feedbacks and suggestions of the communities as well as the national trainers were welcomes and noted to improve the modules. Hence, this report is to outline the outcomes of the regional workshop conducted on the 12th and 13th November 2020 in which the regional counterparts of the project in Solomons Islands, Vanuatu, and PNG had all connected remotely to.

The workshop was attended by all the regional project partners which includes the national trainers and coordinators from Fiji, Vanuatu, Solomon Islands and Vanuatu, and PNG. Also present were representatives from the Korean Embassy, KOICA, GGGI, PIDF and the consultants who are consolidating the feedbacks and comments finalize the ten (10) training modules for this project. There has been two

(2) previous sequence of reviews and feedbacks regarding the modules and this will be the final phase of feedbacks from stakeholders.

2. Regional Workshop Objectives

The main objectives of the Regional Workshop include;

- Report on each country status in terms of project implementation,
- Inform workshop participants on the community feedbacks from pilot trainings conducted recently in each of the four countries implementing the project, and
- Participants review and validate communities' feedback on each training module to enable the finalization and customization of the 10 training modules.

3. Workshop Participants

Below is a list of participants that had attend this regional workshop both those in Fiji including our counterparts connected virtually online on MS Teams from the region. There were 20 participants from Fiji, 8 participants connected from PNG, 3 participants connected from Solomon Islands, and 7 participants connected from Vanuatu. A total of 38 participants in total both in Fiji and virtually online. There were 8 women (40%) participating from Fiji out of a total of 20 participants and a total of 11 women that participating in the workshop altogether, equivalent to an overall women attendance of 29% during the workshop.

Table 1: List of Workshop Participants

Country	Participant	Organization	Gender
Fiji	H.E Shin-Hee Cho	Ambassador, Republic of Korea	Female
	Choi Yon Jae	KOICA	Male
	Joji Wata	DOE, Fiji	Male
	Ruci Davela	Min. of Rural & Maritime Development	Female
	Raikaki Tikoivavalagi	Centre for Appropriate Technology & Development	Male
	Sunia Biu	Centre for Appropriate Technology & Development	Male
	Afsrin Ali	PIDF	Female
	Marilyn Tagicakibau	PIDF	Female
	Amb. Solo Mara	PIDF	Male
	Arti Chand	PIDF	Female
	Spencer Robinson	PIDF	Male
	Alifereti Tawake	Fiji Locally Managed Marine Network/ Trainer	Male
	Ana Laqereqeretabua	Consultant - GGGI	Female
	Krishnil Ram	Consultant - GGGI	Male
	Daniel Munoz-Smith	GGGI	Male

	Katerina Syngellakis	GGGI	Female
	Mohammed Tazil	GGGI	Male
	Ulaiasi Butukoro	GGGI	Male
	Rosi Banuve	GGGI	Female
	Ashreal Prasad	GGGI	Male
PNG	Benjamin Keni	GGGI	Male
	Hobert Asari	Solar Solutions, PNG	Male
	Olive Baloiloi	SD ESG/SNPS, UPNG	Male
	Danny Nekitel	CCDA	Male
	Ahreyeong Oh	Korean Embassy, PNG	
	Murray Konido	CPA	Male
	Nicholas Tokum	Trainer	Male
	Jennifer Nila	GGGI	Female
Solomon Islands	Douglas Laukiki	Trainer	Male
			Male
	Hamptan Pitu	Solomon Islands Project Coordinator	
	Richard Bapo	Ministry of Mines, Energy and Rural Electrification	Male
Vanuatu	Devo Wari	DLA	
	Doreen Leona	Dept. of Energy	Female
	Hellen Wilson Tom	NGEF	Female
	Ian Iercet	Dept. of Energy	Male
	Gary Erick	Dept. of Energy	Male
	John Boar	Trainer	Male
	Paul Kaun	GGGI	Male

4.0 Workshop Opening

Welcome Address: Ms. H.E. Shin-Hee Cho, Korean Ambassador to Fiji

The opening welcome address was delivered by Her Excellency Shin-Hee Cho the Korean Ambassador to Fiji. Ms. Cho acknowledged the efforts of GGGI and PIDF in supporting the Korean Government through KOICA for the progress of work so far for this regional program. Ms. Cho highlighted the importance of a consolidated



effort in ensuring that our communities in Fiji and the Pacific have access to training that enhances community resilience and sustainable ways of living. Ms. Cho also emphasized the important role of key stakeholders to continuously build the necessary capacity for our remote communities to have relevant skills to respond to the impact of climate change in a knowledgeable manner. The Korean Government will continue to support Fiji in implementing renewable technologies projects for rural and remote communities achieving its carbon emission targets. Ms. Cho wished the participants well in their deliberations throughout the workshop to validate and finalize the 10 modules that will be discussed during the two (2) day workshop.

4.1 Project Overview

4.1 Project Objective and Details

Mr. Tazil gave a brief presentation on the project progress so far and what is the timeline of certain milestones of the project moving into 2021. He also highlighted to the participants the expected process for the validation sessions of each modules. Mr. Tazil mentioned that the key outcomes of the workshop is the validation of suggestions and feedbacks received from communities and trainers on the 10 modules. The validated comments and suggestions will be incorporated into the 10



modules and will be finalized by the consultants for the main training in 2021.

5.0 Validation of Feedbacks from the participant

5.1 Feedback on GE General Principles

Subject	Comments
Content	<ul style="list-style-type: none"> Yes, the content is ok well developed.
Relevance of activities	<ul style="list-style-type: none"> The content is very relevant and outlines contextualized issues on the subject. Activities needs to have application-based questions. Mining is not done in all Pacific island countries. Circular economy explanation can include 4R concept which is commonly known and used in Fiji.
Synchronization	<ul style="list-style-type: none"> Sync is ok between LG and TG. A glossary is needed.
Technical Jargon	<ul style="list-style-type: none"> its ok. There show be a simplified explanation of the jargons, so it is understandable for low literacy level person(s).
Illustration and Pictures	<ul style="list-style-type: none"> Need high resolution pictures. Have short illustrations and locally successful project pictures from Fiji.
Other comments	<ul style="list-style-type: none"> Agree to have colored contents throughout the modules. Scientific terms in the modules will require an awareness strategy on the iTaukei interpretation of the language and will need to be recognized and accepted universally. E.g. the climate change glossary with GIZ on renewable energy and technologies. SDG pillars should include “spirituality” as part of its component. Page 31 #8. How does decent work lead to economic growth?

5.2 Trainers feedback on RE General Principles

Subject	Comments
Content	<ul style="list-style-type: none"> Yes, the content is good and well developed. Needs to highlight RE targets of Pacific island countries or can be MSG countries only, to given communities a self-reflection on the importance of their efforts. E.g. Fiji has a target of 100% renewable generation by 2036.
Relevance of activities	<ul style="list-style-type: none"> Very relevant to the communities with applicable technologies in Fiji. Videos can also be added with links. Needs to have contextualized simplified information. Question to be applied based.
Synchronization	<ul style="list-style-type: none"> Sync is ok between LG and TG. Needs to address missing content.
Technical Jargon	<ul style="list-style-type: none"> Technical jargon is ok.

	<ul style="list-style-type: none"> • There should be a simplified explanation of the jargons, so it is understandable for low literacy level person(s).
Illustration and Pictures	<ul style="list-style-type: none"> • Need high resolution pictures • Have short illustrations and locally successful project pictures from Fiji as well as animations. • Pictures need to be contextualized to Fiji.
Other comments	<ul style="list-style-type: none"> • There needs to be a clear and strong linkage between the SDG pillars and the other modules. This should be a standard comment for this module including all the other modules*. • This are existing norms in local context. • Have a list of partners to be identified needs to be highlighted in the content. • What is the capacity building outcome that link it to climate change? • There can be simple recommendations such as planting mangroves can be described.

5.3 Trainers feedback on Renewable Financial Management

Subject	Comments
Content	<ul style="list-style-type: none"> • Content is too focused on financial sourcing for renewable projects.
Relevance of activities	<ul style="list-style-type: none"> • Need to consider the application of “sustaining a renewable project in a rural community”. This should to be added into the content i.e. there is not too much focus on project financing/sourcing but nothing on what existing mechanism could be identified that can be used locally to ensure financial management of renewable projects e.g. Village Cooperative concepts/scheme. • Bookkeeping and a recommended financial structure of the renewable project could be considered.
Synchronization	<ul style="list-style-type: none"> • There is good sync between with LG and TG
Illustration and Pictures	<ul style="list-style-type: none"> • Illustration and pictures are ok.
Other comments	<ul style="list-style-type: none"> • Financial management of existing Village Corporative scheme could be used as an example for activities for implementation in this module.

5.4 Trainers feedback on Inclusive Development

Subject	Comments
Content	<ul style="list-style-type: none"> • Definition of the key terms needs to be included. • There needs be emphasis of SDG pillars as the basis for inclusive development as the subject can be easily taken out of context as a gender-based subject. Hence can cause a tense atmosphere of discussion and engagement. • There needs to be activities that recognizes existing inclusivity norms in the communities and not only tasks of men and women.
Relevance of activities	<ul style="list-style-type: none"> • Sensitivity can be downplayed in terms of its linkage to SDGs. Again “spirituality” can play an important part as well in the process.

	<ul style="list-style-type: none"> The level of social involvement of different groups in the communities can be part of the content. i.e. youths, etc. Identification of the vulnerable groups and what areas of need to enable more involvement from them. Activities can be simplified to link inclusive development to all other modules.
Synchronization	<ul style="list-style-type: none"> Definition of the key terms to be illustrated in the LG Need to have simplified activities in the content.
Technical Jargon	<ul style="list-style-type: none"> Jargons used are ok
Illustration and Pictures	<ul style="list-style-type: none"> Pictures and illustrations are ok but include pictures of village-based communities and vulnerable groups i.e. children, disable person(s).
Other comments	<ul style="list-style-type: none"> Yes, the subject is very relevant, but it can also be sensitized if the trainer misinterprets the contents.

5.5 Trainers feedback on Energy Efficiency

Subject	Comments
Content	<ul style="list-style-type: none"> The content was adequate and appropriate. Based on the trainers' time of execution of the existing content, it took only half a day to deliver. Hence, the other half of the day can be used for energy audit activities of households (this may take half day) in groups. Rocket stove project has been implemented in local communities in Fiji by Ministry of Women. Cooking stove energy efficiency application can be used as examples. Consideration for the use of local based materials i.e. bamboos for Activities needs to include application-based questions i.e. what the energy efficient technologies are current available locally. Need to highlight energy efficiency targets of MSG countries to give audience a sense of ownership in practicing energy efficiency.
Relevance of activities	<ul style="list-style-type: none"> Biomass pellet example is not relevant to Pacific communities but can be noted. In additional to role play, the community can discuss ways to improve EE from an application point of view as a community. This could be part of planning or guidelines of EE for households.
Synchronization	<ul style="list-style-type: none"> There is good sync between LG and TG
Technical Jargon	<ul style="list-style-type: none"> Some of the definition needs to be a bit more cleared.
Illustration and Pictures	<ul style="list-style-type: none"> Use of Fiji based pictures and illustrations
Other comments	<ul style="list-style-type: none"> None.

5.6 Trainers feedback on Solar in the Community

Subject	Comments
Content	<ul style="list-style-type: none"> Yes, content very relevant.

	<ul style="list-style-type: none"> Trainers needs to identify who are the advanced level audience in the training. These pupils can provide needed support during group activities as additional mentors (within the training) to those that may need extra support to understand the subject of solar. There needs to be more hands-on time for participants. Videos step by step process for connections needs to be included. Safety tips must be emphasized with striking “red” color Sizing of the systems can be included.
Relevance of activities	<ul style="list-style-type: none"> Yes, content is very relevant. Activities to be contextualized to the community in terms of their experiences of solar technology. E.g. one of the training participants mentioned that he imported a 1kW system from China, but the system did not work after installation. There was no warranty for the system. There could be discussion-based activities.
Synchronization	<ul style="list-style-type: none"> There is good synchronization between TG and LG.
Technical Jargon	<ul style="list-style-type: none"> Technical terms need to be simplified in the content There needs to be emphasis on trainers to monitor level of understanding during the process. Revision of concepts would also help in testing the level of knowledge transfer.
Illustration and Pictures	<ul style="list-style-type: none"> Pictures and illustrations are ok.
Other comments	<ul style="list-style-type: none"> None.

5.7 Trainers feedback on Solar O&M Basics

Subject	Comments
Content	<ul style="list-style-type: none"> Yes, very relevant and well detailed with discussion. There needs to be more hands-on time for participants. Videos step by step process for connections needs to be included. Sizing of the systems to be part of the module. Activities needs to be application based i.e. to discussion what are the existing solar maintenance practice/challenges and how this could be improved.
Relevance of activities	<ul style="list-style-type: none"> Yes, quite relevant for communities. Activities to be contextualized to the community needs in terms of their experiences of solar technology. E.g. one of the training participants mentioned that he imported a 1kW system from China, but the system did not work after installation. There was no warranty for the system. Perhaps activities to measure the communities SWOT on the subject. Technical terms need to be improved in the content.
Synchronization	<ul style="list-style-type: none"> Yes, there is a good sync between TG and LG.
Technical Jargon	<ul style="list-style-type: none"> All good but need emphasis of the trainer to monitor the level of transfer of knowledge.
Illustration and Pictures	<ul style="list-style-type: none"> Illustrations and Pictures are good.

Other comments	<ul style="list-style-type: none"> • Training needs to be opened up to everyone, particularly youth, etc. • Can be a 1.5 to 2-day module. • Additional solar kits for the activities is needed.
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5.8 Trainers feedback on Pico-Hydro in the Community

Subject	Comments
Content	<ul style="list-style-type: none"> • Content is adequate and good. • Link of video from the pico-hydro Solomon Islands example to be part of the content. • More hands-on time is needed. • Field visit of a hydro site if possible.
Relevance of activities	<ul style="list-style-type: none"> • Relevant is adequate and good. • The repetition of the solar components in this module, strengthens their understanding of solar systems and how renewables technologies can be related.
Synchronization	<ul style="list-style-type: none"> • There is good synchronization between TG and LG.
Technical Jargon	<ul style="list-style-type: none"> • Needs to be simplified as hydro is still a relatively complex technology given mechanical and electrical engineering are both applied in this module.
Illustration and Pictures	<ul style="list-style-type: none"> • Illustration and pictures are ok.
Other comments	<ul style="list-style-type: none"> • None

5.9 Trainers feedback on Pico-Hydro O&M Basics

Subject	Comments
Content	<ul style="list-style-type: none"> • Content is adequate and good. • Safety needs to be emphasized with color coding “red” and use of large fonts for visibility. • First Aid process needs to be part of the activities. OHS covering safety.
Relevance of activities	<ul style="list-style-type: none"> • Content are relevant and good. • The repetition of the solar components in this module strengthens the understanding of solar systems. •
Synchronization	<ul style="list-style-type: none"> • There is good synchronization between TG and LG.
Technical Jargon	<ul style="list-style-type: none"> • Relevant and ok, since the module should only focus on relevant participants.
Illustration and Pictures	<ul style="list-style-type: none"> • Illustration and pictures are ok.
Other comments	<ul style="list-style-type: none"> • None

5.10 Trainers feedback on Green Business Basics

Subject	Comments
Content	<ul style="list-style-type: none"> • Based on the Fiji pilot community training experience, the content will need to be improved.
Relevance of activities	

	<ul style="list-style-type: none"> • Its abit theoretical in nature and needs to be more practical/contextualized in nature. • There needs to be linkage between green business and SDG sustainability pillars. • The ideas expressed needs to be abit more coordinated arranged in the content i.e. has to “have a flow” • More illustration of how to do a green business is needed. • Local examples of green business like Keyasi Solar Business using Corporative Business model can be referenced. • Examples from other countries i.e. Asian can be used as reference because it may not necessarily be applicable in Fiji or the Pacific. • There need to be a connection between this module and Renewable Financial Management. • Connect MCTTT ateca.rounds@govnet.gov.fj and MRMD rverebasaga@govnet.gov.fj regarding community-based business programs in Fiji. • Activity can use an existing business in the community and how it could be made greener. • Make a comparison of identified existing green business model and existing non green business model. • Have activities on basic bookkeeping and financial statements of non-green business and green business to allow better applicability of the module. • Needs to be more relevant for community-based applications
Synchronization	<ul style="list-style-type: none"> • Adjustments needed based on new comments above
Technical Jargon	<ul style="list-style-type: none"> • Needs to be simplified.
Illustration and Pictures	<ul style="list-style-type: none"> • Illustration, examples and pictures needs to be Pacific based not too much of Asian applications.
Other comments	<ul style="list-style-type: none"> • Have list of local or Pacific suppliers/competitors of certain green business models. This would allow follow on knowledge gathering for those that are interested in certain topics or types of businesses.





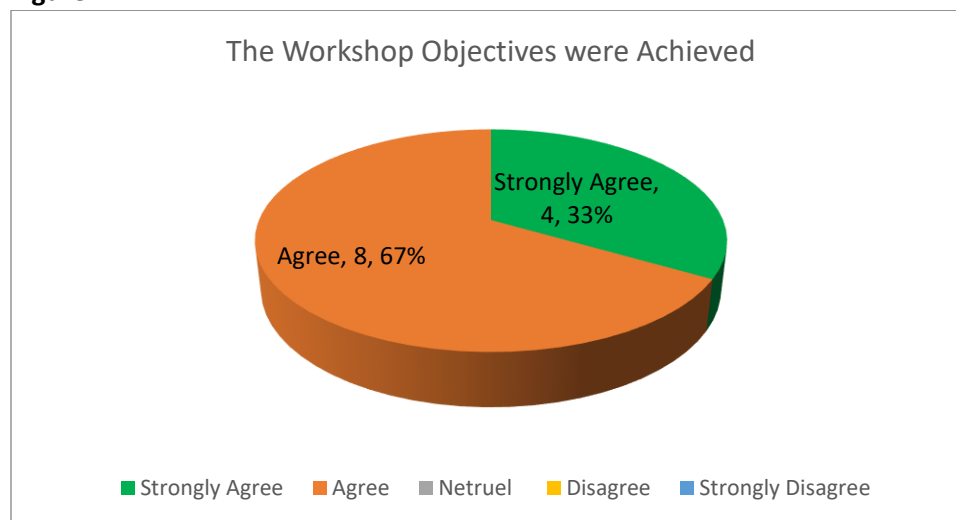
Pictures above shows participants engaging in discussions to review and validate feedbacks from trainers and communities for the 10 modules.

6.0 Evaluation Result

After the validations for all the modules were completed, each participant was given a time to reflect and discuss on what were their takeaways from the two (2) day workshop. Thereafter, before the conclusion of the workshop, participants were requested to give their evaluation of the two (2) days validation workshop based on the evaluation form. The results reflect the questions and answers on the form filled up by each participant.

6.1 Workshop Objective

Figure 1.



Based on evaluations received, all of the participants agreed that the workshop objectives were achieved but 33% strongly agreed to this as shown in Figure 1.

6.2 Workshop Activities and Facilitation

The participants indicated that all of them gained a better understanding of the 10 modules and topics discussed regarding each module as shown in Figure 2 below.

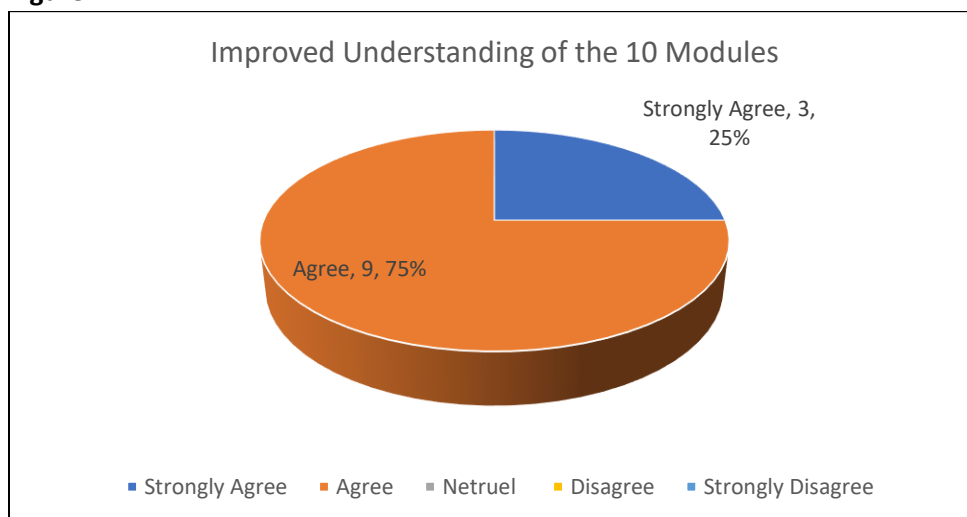
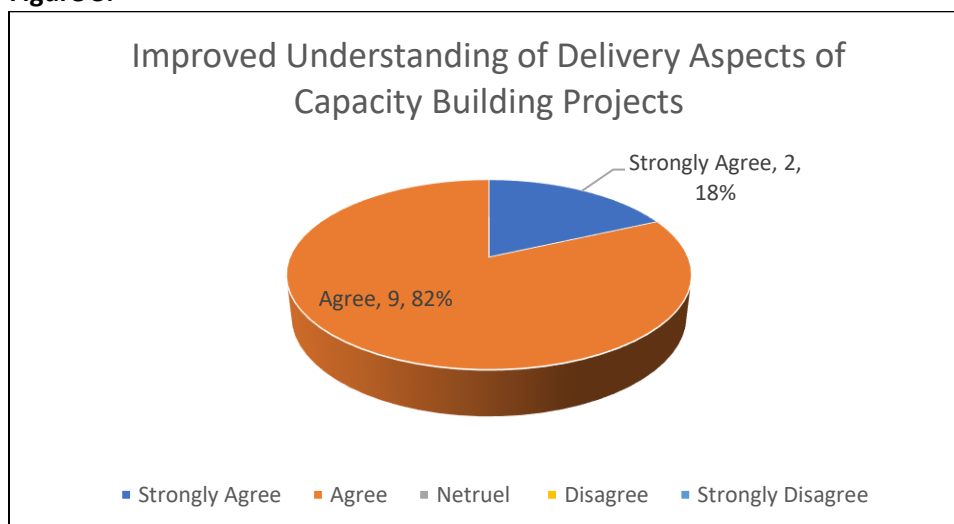
Figure 2.**Figure 3.**

Figure 3: shows that all the participants felt that they had an improved understanding of the delivery required for the 10 modules to have an effective capacity building projects in a remote community setting.

Figure 4.

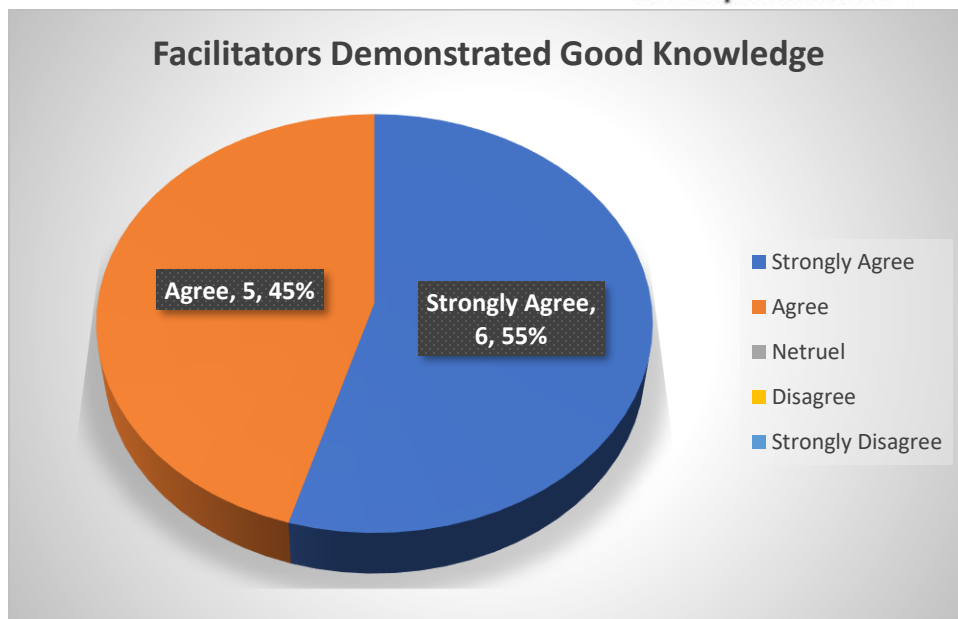


Figure 4: shows that majority of the participants (55%) felt that the facilitators had demonstrated good knowledge of the requirements for the 10 modules for the communities.

6.3 Overall Workshop Appraisal

Figure 5.

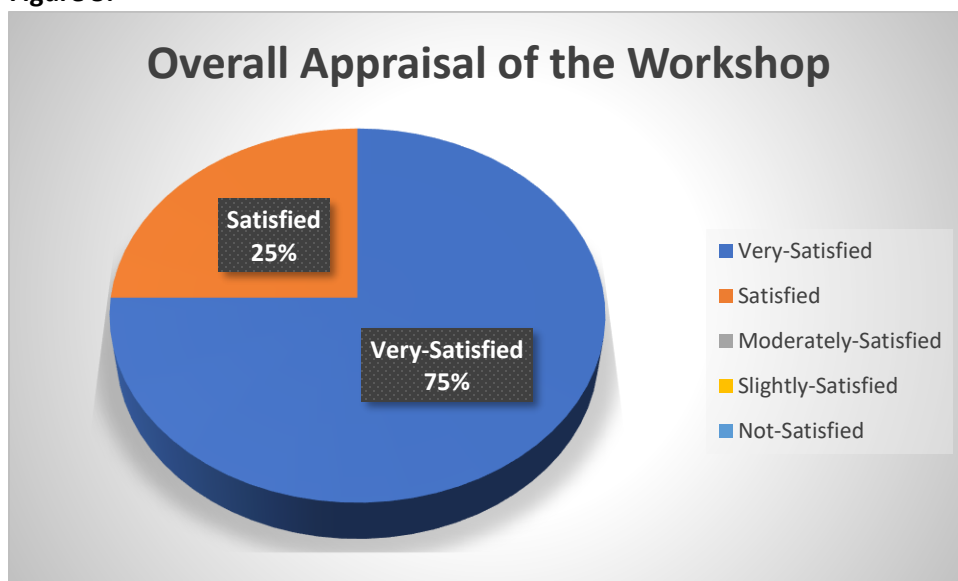


Figure 5: shows that all the all the participants were satisfied with the overall appraisal of the workshop. However, it was encouraging to note that 75% of the participants felt this way.

7.0 Conclusion

To concluded, the workshop was well organized and given that it was delivered on a semi-virtual setting, efforts from the project team to coordinate all the virtual logistics in a timely and coordinated manner was acknowledged.

Over the two (2) day workshop, all comments and feedbacks received from the participants were very useful and quite detailed in terms of understanding and addressing community based applications in the 10 modules. Also the need to ensure that materials and illustrations are based on Pacific context .This will be reflected in the final versions of the training modules.

The responses received in this workshop will be consolidated by the consultants to improve the content of the 10 modules and this will be reviewed by the project team before it is finalized and executed for the main community training in 2021.

Appendix 1: Regional Workshop Schedule

Program				
Day One – Thursday 12 th November 2020				
Fiji		Port Vila & Honiara	Port Moresby	Schedule
9.30am – 10.30am		8.30am – 9.00am	7.30am – 8.00am	Registration and Morning Tea
10.00am – 10.05am		9.00am – 9.05am	8.00am – 8.05am	Opening Devotion - Ulaisi Butukoro, GGGI
10.05am – 10.10am		9.05am – 9.10am	8.05am – 8.10am	Welcome Address - Mr. Daniel Munoz-Smith, GGGI
10.10am – 10.20am		9.10am – 9.20am	8.10am – 8.20am	Opening Remarks - H.E Cho Shin-hee, Korean Ambassador to Fiji (TBC)
10.20am – 10.30am		9.20am – 9.30am	8.20am – 8.30am	Guest Speaker - Mr. Solo Mara, Secretary General, Pacific Islands Development Forum (PIDF, TBC)
10.30am – 10.45am		9.30am – 9.45am	8.30am – 8.45am	Introductions
10.45am – 11.00am		9.45am – 10.00am	8.45am – 9.00am	Group Photo Session
11.00am – 11.20am		10.00am – 10.20am	9.00am – 9.20am	Regional Project Overview and Update - Mr. Mohammed Tazil, Regional Officer, GGGI
11.20am – 11.40am		10.20am – 10.40am	9.20am – 9.40am	Fiji Project Overview and Details - Mr. Ulaisi Butukoro, Fiji Project Coordinator, GGGI
11.40am – 12.00pm		10.40am – 11.00am	9.40am – 10.00am	Vanuatu Project Overview and details - Mr. Paul Kaun, Vanuatu Project Coordinator, GGGI
12.00pm – 12.20pm		11.00am – 11.20am	10.00am – 10.20am	Solomon Islands Project Overview and details - Mr. Hampton Pitu, SI Project Coordinator, GGGI
12.20pm – 12.40pm		11.20am – 11.40am	10.20am – 10.40am	PNG Project Overview and Details - Benjamin Keni, PNG Project Coordinator, GGGI
12.40pm – 1.30pm		11.40am – 12.30pm	10.40am – 11.30am	LUNCH
1.30pm – 2.15pm		12.30pm – 1.15pm	11.30am – 12.15pm	Breakout Session 1 - Validation of Feedback “RE General Principles” Module
2.15pm – 3.00pm		1.15pm – 2.00pm	12.15pm – 1.00pm	Breakout Session 2

			- Validation of Feedback from “GE General Principles” Module
3.00pm – 3.10pm	2.00pm – 2.10pm	1.10pm – 1.10pm	Afternoon Tea
3.10pm – 3.55pm	2.10pm – 2.55pm	1.10pm – 1.55pm	Breakout Session 3 - Validation of Feedback from “RE Financial Management” Module
3.55pm – 4.40pm	2.55pm – 3.40pm	1.55pm – 2.40pm	Breakout Session 4 - Validation of Feedback from “Energy Efficiency” Module
4.40pm – 5.00pm	3.40pm – 4.00pm	2.40pm – 3.00pm	Wrap up of Day 1 - Afsrin Ali, PIDF
Program			
Day Two – Friday 13th November 2020			
Fiji	Port Vila/Honiara	Port Moresby	Schedule
9.30am – 10.00am	8.30am – 9.00am	7.30am – 8.00am	Registration and Morning Tea
10.00am – 10.10am	9.00am – 9.10am	8.00am – 8.10am	Review Day 1 - Mohammed Tazil (GGGI)
10.10am – 10.55am	9.10am – 9.55am	8.10am – 8.55am	Breakout Session 5 - Validation of Feedback from “Inclusive Development” Module
10.55am – 11.40am	9.55am – 10.40am	8.55am – 9.40am	Breakout Session 6 - Validation of Feedback from “Solar in the Community” Module
11.40am – 12.25pm	10.40am – 11.25am	9.40am – 10.25am	Breakout Session 7 - Validation of Feedback from “Solar O&M Basics” Module
12.25pm – 1.10pm	11.25am – 12.10pm	10.25am – 11.10am	Breakout Session 8 - Validation of Feedback from “Green Business Basics” Module
1.10pm – 2.00pm	12.10pm – 1.00pm	11.10am – 12.00pm	LUNCH
2.00pm – 2.45pm	1.00pm – 1.45pm	12.00pm – 12.45pm	Breakout Session 9 - Validation of Feedback from “Pico-Hydro in the Community” Module
2.45pm – 3.15pm	1.45pm – 2.15pm	12.45pm – 1.15pm	Breakout Session 10 - Validation of Feedback from “Pico-Hydro O&M Basics” Module
3.15pm – 3.30pm	2.15pm – 2.30pm	1.15pm – 1.30pm	Afternoon Tea
3.30pm – 4.00pm	2.30pm – 3.00pm	1.30pm – 2.00pm	Wrap up of Day 2 - Afsrin Ali, PIDF

Appendix 2: Fiji Project Update Presentation

Fiji Project Overview

Ulaiasi Butukoro
Fiji Project Coordinator



Fiji Program Schedule



Fiji National Workshop – July 2019



Final Selected Sites for Fiji – 1 change from Needs Assessment

Name of Community	No. of Household	Population	Island	Province	RE Related Projects
Rukua village	47	179	Beqa	Rewa	Solar Hybrid System – JICA/Fiji Government
Nacula village	140	476	Nacula	Ba	Solar Home System, Earmarked FREF
Daku and Dravuwalu	69	268	Kadavu	Kadavu	Diesel Generator, Solar Home System, Earmarked FREF
Navukailagi and Qarani	57	227	Gau	Lomaliviti	Diesel Generator, Solar Home Systems, Earmarked FREF
Vunisea	103	460	Kadavu	Kadavu	Solar Hybrid System – Micro grid (UAE/Fiji Government)
Namara	44	172	Kadavu	Kadavu	Solar Hybrid System – Woonjin/Fiji Government
Bukuya	143	706	Viti Levu Highlands	Ba	Micro Hydro System – China Government/Fiji Government
Buca and Tukavesi	115	564	Vanua Levu	Cakaudrove	Micro Hydro System, Solar Home Systems – Israel Government/Fiji Government
Tutu	48	240	Taveuni	Cakaudrove	Mini Hydro System, Solar Home Systems – China Government/Fiji Government

List of Potential Key Partners

No.	GE Partners	RE Partners
1	Department of Cooperative, MCTTT	PacTVET, USP
2	Pac Tafe, USP	Department of Energy, MIMS
3		Faculty of Science, Technology and Environment
4	Fiji National University, Narere	
5	Fiji Locally Managed Marine Area Network,	
6	Centre of Appropriate Technology, MIA	
7	ITaukei Affairs Board, Ministry of iTaukei Affairs	

Pre Implementation Survey – November 2019



Objective

- Interview approximately 10% of beneficiaries
- Confirm the actual communities and target groups
- Confirm baseline data
 - Only 3 selected sites surveyed as sample size: 1. Rukua, 2. Nacula, 3. Bukuya

Survey Findings

- 756 participants expected to be trained (41% women)
- Communities more knowledge of RE (9% - no knowledge) than GE (39% - no knowledge).
- Need to redefine context of vulnerable group (disabled and elderly – 7%), the inclusion of women and children will increase numbers.
- Additional 2 communities expected to be trained for each site
- Centralized school facility as training venue
- Traditional protocols and cultural norms needs to be observed
- Training delivery in iTaukei is essential
- Use of more pictorials for training content can be effective
- Roko Tui's office essential for mobilizing logistics to sites



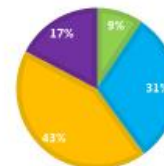
GREEN ECONOMY KNOWLEDGE LEVEL

None Low Medium High



RENEWABLE ENERGY KNOWLEDGE LEVEL

None Low Medium High



Fiji Virtual ToT Workshop – May 2020



Objective

- Introduce project to selected national trainers
- Train and receive feedbacks from national trainers on Solar in the Community and Solar O&M

Feedbacks – Solar in the Community

- Train using common iTaukei dialect language
- Consistency in illustrations on trainer's guide to be reflected in learner's workbook
- Incorporation of safe tips for safety disclaimers
- Have a response-based approach rather than readymade answers
- Observe circumstance of audience/community to adjust content according to their needs.
- Have simplified illustrations and diagrams
- Sharing experiences on specific topics can be useful
- Identify knowledgeable participants to provide support in certain activities



Feedbacks – Solar O&M

- Needs to be for 2 days for more hands-on time
- Have multiple set ups for demos
- Have videos included into presentations
- Have fault findings activities
- Have pre-requisite for participants to qualify



General Feedbacks

Identify individuals
beforehand with TNK
Liaising with iTaukei
Affairs Board essential
for ease of logistics



Fiji Pilot Community Training at Rukua Village, Beqa Island – September 2020

- 2 weeks programme
- 271 participants
- 39% women attendance

Training Programme

Date	Module	Lead Trainer	Support Trainers
14 th September 2020	Green Economy General Principles	Alifereti Tawake	Ulaiasi Butukoro
15 th September 2020	Renewable Energy General Principles	Alifereti Tawake	Ulaiasi Butukoro
16 th September 2020	Green Business Basics	Alifereti Tawake	Ulaiasi Butukoro
17 th September 2020	Solar in the Community	Alifereti Tawake	Ulaiasi Butukoro
18 th September 2020	Solar O&M Basics	Ulaiasi Butukoro	Alifereti Tawake
21 st September 2020	Inclusive Development	Alifereti Tawake	Ulaiasi Butukoro
22 nd September 2020	Energy Efficiency	Alifereti Tawake	Ulaiasi Butukoro
23 rd September 2020	Pico-Hydro in the Community	Alifereti Tawake	Ulaiasi Butukoro
24 th September 2020	Pico-Hydro O&M basics	Ulaiasi Butukoro	Alifereti Tawake
25 th September 2020	RE Financial Management	Ulaiasi Butukoro	Alifereti Tawake

Daily Schedule



Day / Time	Session
8.00 – 8.20 am	Participant Registration
8.20 – 8.30 am	Devotion/
8.30 – 10.00 am	Daily Session 1 - Project presentation
10.00 – 10.30 am	Morning Tea break
10.30 – 1.00 pm	Daily Session 2
1.00 – 2.00 pm	Lunch
2.00 – 3.30 pm	Daily Session 3
3.30 – 3.50 pm	Refreshment break
3.50 – 5.00 pm	Daily Session 4
	Closing
7.00 – 10.00pm	Talanoa Session



Most common Feedbacks for all Modules

- Translations to iTaukei
- Workbook need to be enough for participants
- Pictures (high resolution) and examples to be contextualized to Fiji/Pacific.
- Illustrations of concepts to be contextualized to MSG community setting
- Provision of pen and paper foolscap for participants.
- Projector is a need for effective delivery.
- Workbook to be coloured copy.
- Double check content on trainer guide and workbook. Some content is missing in workbook.
- Workbook to be with a Table of Content
- Have a Glossary for both LG and TG
- For technical modules, more hands-on time needed
- Have videos of step by step on technical topics.
- Where needed basic formulae to be included



Specific Feedbacks

- Training to be done in a community setting and not as an academic setting (freely expression their thoughts)
- Technical modules needs to provide more details for ease of understanding concepts
- Simplify vocabularies into simple iTaukei understanding (limitation in iTaukei language)
- Teachers need to incorporate contents into school curriculums
- Agriculture and fisheries needs to be part of GE module components due to its significant livelihood impact.





Linkages identified for the Modules

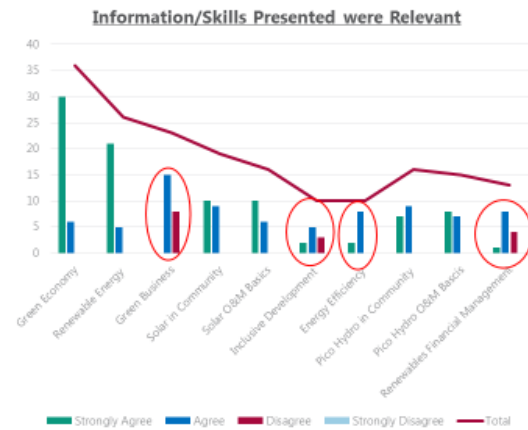
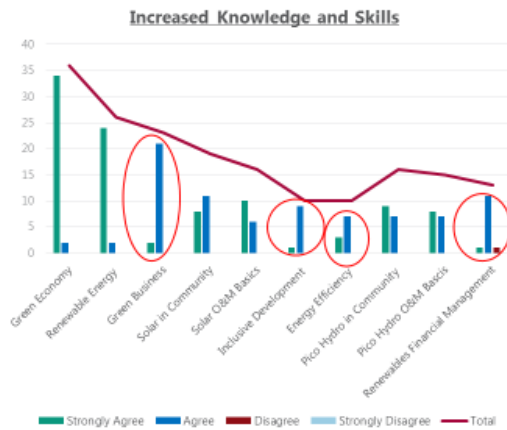
- GE modules to be implemented first in sequence
- There needs to be a linkage between all other modules to the SDG's and Sustainability Pillars outlined in GE modules
- Linkages between contents of GE and RE modules (eg. Inclusive Development to Green Economy module)
- Spirituality needs to be incorporated into the sustainability pillars (social, economic, environment, and spirituality)*



Training Adjustment Approach Made

- Activities adjusted to village-based situation to leverage applicability of modules to village-based planning on concepts learned
- Different literacy levels – training with training

Training Evaluation



Overall Rating of Training





Modules for Additional Edits

- **Inclusive Development**
 - Linkage with other green economy modules
- **Green Business Basics**
 - More details on financial literacy i.e. bookkeeping, profit and loss, etc.
- **Energy Efficiency**
 - Energy audit related content and activities
- **Renewable Finance Management**
 - Application based
 - To cover both GE and RE (not RE alone)



Thank You, Vinaka, Dhanyavad!!

