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EU PacTVET

European Union Pacific Technical and Vocational Education and Training on Sustainable Energy and Climate Change Adaptation Project

Annual Report FOR YEAR 2

European Union Pacific Technical and Vocational Education and Training on Sustainable Energy and Climate Change Adaptation Project (EU PacTVET)

**Title of the Project:**

European Union Pacific Technical and Vocational Education and Training on Sustainable Energy and Climate Change Adaptation Project (EU PacTVET)

Duration:

53 months

Reporting Period:

1st August 2015 – 31st July 2016 (Year 2)

Contract Number:

FED/2014/347-438

Key Implementing Units:

The Secretariat of the Pacific Community; and The University of the South Pacific.

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EU PacTVET

European Union Pacific Technical and Vocational Education and
Training on Sustainable Energy and Climate Change Adaptation Project

Annual Report FOR YEAR 2

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Glossary

ACSE:	Adapting to Climate Change and Sustainable Energy
APQN:	Asia-Pacific Quality Network
CCA:	Climate Change Adaptation
CCCPIR:	Coping with Climate Change in the Pacific Islands Region
CROP:	Council of Regional Organisations in the Pacific
DRM/DRR:	Disaster Risk Management/ Reduction
EDD:	Economic Development Division (of the SPC)
EQAP:	Educational Quality Assessment Programme
EU PacTVET:	European Union Pacific Technical and Vocational Education and Training on Sustainable Energy and Climate Change Adaptation Project
EU GCCA:	European Union Global Climate Change Alliance
FHEC:	Fiji Higher Education Commission
FNU:	Fiji National University
FRDP:	Framework for Resilience Development in the Pacific
ISAC:	Industry Standards Advisory Committee
IVA:	Integrated Vulnerability Assessment
IWRM:	Integrated Water Resource Management
HEI:	Higher Education Institution
PaCE-SD:	Pacific Centre for Energy and Sustainable Development
P-ACP:	Pacific – African Caribbean and Pacific
PATVET:	Pacific Association of Technical Vocational Education and Training
PIC:	Pacific Island Country
PIPSO:	Pacific Islands Private Sector Organisation
PRFRP:	Pacific Regional Federation for Resilience Professionals
PSA:	Pacific Power Association
PMU:	Project Management Unit
PTL:	Project Team Leader
SE:	Sustainable Energy
SEIAPI:	Sustainable Energy Industry Association of the Pacific Islands
SPC:	The Pacific Community
TAFE:	Technical and Further Education
TNGA:	Training Needs and Gap Analysis
ToT:	Training of trainers
TVET:	Technical and Vocational Education and Training
UNISDR:	United Nations International Strategy for Disaster Reduction
USP:	The University of the South Pacific

Key Milestones

2015

AUGUST

- USP –SPC Finance Agreement signed
- All project staff on board
- FHEC engaged to lead the development of the TVET qualifications in SE and CCA
- Two ToT's held for TVET Certificate level CC/DRR course in Vanuatu

SEPTEMBER

- Three-way partnership agreement signed between SPC, USP and the Government of Timor Leste
- Final in-country consultative workshop to identify training needs for SE and CCA for Timor Leste
- Final Synthesis report for the Training Needs and Gap Analysis completed
- Project interns on board

OCTOBER

- EU-PacTVET Regional Inception meeting held
- Over 100 participants
 - Endorsement of country TNGA priorities;
 - Consensus for development of REGIONAL
 - Qualifications in CCA and SE

NOVEMBER

- Project supports Integrated Vulnerability Assessment (IVA) Training in Fiji for Northern community and provincial representatives
- Formation of the Fiji National Industry Standards Advisory Groups for SE and CCA (ISACs)

DECEMBER

- ISAC meetings commence to provide technical input into qualifications
- 2016 Draft Work plans developed in consultation with countries

2016

JANUARY

- Regional countries invited to join ISACs
- Online platform “Basecamp” set up for regional ISACs discussions

FEBRUARY

- PMU works with countries to complete 2016 work plans and identification of partner training providers
- Ongoing discussions with EQAP on a proposed regional accreditation process

MARCH

- Regional ISACs continue to provide input into the development of the SE and CCA qualifications
- Proposed change of term from CCA to “Resilience (CCA & DRR) qualifications

MAY

Regional ISAC meetings held with three global-firsts achieved:

1. Provisional regional rather than national agreement on government sanctioned qualifications – Regional Certificates 1-4 in Sustainable Energy and Regional Certificates 1-4 in Resilience (Climate Change Adaptation and Disaster Risk Reduction);
2. The development of formal qualifications at levels 1-4 (on the Pacific Qualifications Framework) which cover the subject areas of climate change adaptation and disaster risk reduction;
3. The recognition and professionalization of a “Resilience Sector”.

JUNE

- FHEC and PMU continue to finalise qualifications based on comments made from Regional ISAC meetings

JULY

- Generic procurement plans for countries established
- Resilience qualifications (Levels 1-4) completed with final comments from regional ISACs sought; SE qualifications in the final stages of completion;
- Project wins Research Impact award for a paper presented at the Symposium on Climate Change Adaptation in the Pacific region.



01

Summary of all project progress

(1st August 2014-31st July 2016)

1 Summary of Project progress (1st August 2014-31st July 2016)

The Contribution Agreement (Contract Number: FED/2014/347-438) between the European Union and the Pacific Community was signed on the 1st August 2014. The European Union Pacific Technical and Vocational Education and Training on Sustainable Energy and Climate Change Adaptation (EU PacTVET) project is component three within the broader Adapting to Climate Change and Sustainable Energy (ACSE) programme. The EU PacTVET project builds on the recognition that energy security and climate change are major issues that are currently hindering the social, environmental and economic development of Pacific ACP (P-ACP) countries. While there are promising renewable energy opportunities, about 7 million people out of the region's 10 million still do not have access to electricity. Additionally, the Pacific Region is among the most vulnerable to climate change.

The **general objective** of this project is to enhance sustainable livelihoods in P-ACPs. Sustainable livelihoods are a high priority for Pacific Island communities and governments alike. They are central to current development policy including resource management and conservation but also in emerging policy to meet threats such as climate change.

The **purpose** of the project is to enhance and/or create P-ACPs' regional and national capacity of, and technical expertise to respond to climate change adaptation (CCA) and sustainable energy (SE) challenges.

During its first year of the project (1st August 2014 – 31st July 2015), the project achieved the following:

- The project press launch in December 2014 resulted in regional and international press coverage for the project.
- All project staff were recruited during the first year of the project.
- The training needs and gap analysis (TNGA) progressed well:
 - ✓ An internet-based regional literature survey was completed.
 - ✓ 1 subject based consultancy was completed (SE).
 - ✓ A consultation methodology was developed by the project, and 12 out of 15 in-country consultations were completed using that methodology.
 - ✓ 12 countries have identified their stakeholders including: technical and vocational educational and training (TVET) institutions and education providers, trade and industry bodies, and government.

- ✓ Mapping informal and formal TVET courses and training providers is complete in 12 out of 15 countries.
- ✓ A consultancy has been undertaken to oversee the TNGA at the Fiji National University (FNU).
- ✓ A consultancy has been undertaken on meteorological and hydrological services training.
- The project established a partnership with the Fiji Higher Education Commission for developing TVET competencies (levels I, II, III, IV) and 2 new qualifications in the areas of Resilience (CCA & DRR) and SE. These will be ground-breaking in the areas of CCA and disaster risk reduction (DRR).
- The project began working with USP Pacific TAFE to develop structures for accreditation of appropriate project outputs with USP Senate.
- The project began working with the Educational Quality Assessment Programme (EQAP) (formerly the Secretariat of the Pacific Board of Educational Quality) to ensure regional recognition of qualifications – exploring the development of a business model for accreditation of ad-hoc competency based trainings delivered by unregistered Higher Education Institutes' (HEIs) (e.g. Red Cross training).
- A partnership with the Vanuatu Rural Development Training Centre Association and the Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) Coping with Climate Change in the Pacific Island Region (SPC/ GIZ CCCPIR) Programme was established to provide 2 training of trainers events for climate change adaptation competencies (levels 1 & 2) in Vanuatu. **This is a regional and possibly global first for formal education on climate change adaptation.**
- Coordination and collaboration mechanisms were established across and between implementing organisations

And finally for Year 1, a Financing Agreement between implementing agencies USP and SPC was agreed on 27th July 2015 and signed in early August 2015.

Year 2 key activities and outcomes implemented from August 1st 2015 to July 31st, 2016 are presented below under each specific project result area. Also highlighted are the adaptive management steps that have been taken to address the challenges faced under the project components.

Year 2 started on a positive note with the signing of the Finance Agreement between USP and SPC and the full recruitment of all project staff in August, 2015. In addition, under the Global Project Management component, a total of 6 internships were offered over the course of year 2. The internships comprised 3-month attachments with time shared between USP and SPC.

The Coordination Committee met 5 times over the reporting period and has proved to be a very positive mechanism to promote the communication, progress reporting and timely and efficient guidance to project issues.

The Communications strategy was refined since the last reporting period and continued to be successfully implemented in providing media coverage for project activities. There is now a project website as part of the wider Pacific Regional Data Repository (PRDR) Sustainable Energy For All (SE4All) database. Additionally, there is a project Facebook page which already has over 200 followers. Major activities of the project within the reporting period were extensively covered through FB as well as on print media.

Under Results Area 1, the training needs consultations for all 15 P-ACP countries was finalised in end-September. The first three-way agreement between SPC, USP and the Republic of Timor Leste's National Directorate for Climate Change was signed in September. Two consultancies were undertaken for the project within the reporting period to support the training needs assessment.

Two further events were attended/organised by the project team in efforts to discuss the skills and competencies to be included in the CCA/DRR qualifications.

The project inception meeting was held on October 8-9, 2015 in Suva, Fiji. At this meeting, endorsement was obtained on country TNGA priorities and there was consensus for the development of regional qualifications in Climate Change Adaptation and Sustainable Energy.

As part of Results Area 2, the project engaged the Fiji Higher Education Commission (FHEC) from August 2015 to lead the development of the CCA and SE qualifications. The Industry Standards Advisory Committees (ISAC) for both SE and CCA were set up and included regional representation to deliberate on the content of the qualifications. Regional participation was possible via an on-line system called "Basecamp".

The final meeting of the regional ISAC was held from 16-19th May, 2016 with three global firsts including provisional regional rather than national agreement on government sanctioned qualifications; development of formal qualifications at levels 1-4 (on the Pacific

Qualifications Framework) which cover the subject areas of climate change adaptation and disaster risk reduction, and the recognition and professionalization of a "Resilience Sector" via the creation of a Pacific Regional Federation of Resilience Professionals. The PRFRP is the forum/network at regional/international level linking trainers and educators as well as the industry personnel for accreditation and quality assurance aspect of Resilience qualifications.

The project funded and participated in a number of initiatives as a means to support the development of benchmarks and competency standards for CCA/DRM and SE:

- Integrated Vulnerability Assessment (IVA) Training Workshop held in Savusavu in November.
- Integrated Vulnerability Assessment (IVA) Regional Training Workshop held in Tonga in February, 2016. Sarah Hemstock, attended the workshop with the aim of testing the training approach and gaining input to inform the development of competencies related to the job role of a community vulnerability officer.
- Solomon Island Micro-hydropower Training Workshop to upskill Technical Institutions trainers on practical and theoretical skills on micro-hydropower (MH) designing, construction, operation and maintenance

An FNU representative was engaged to undertake work in developing the SE and CCA programs. He is also exploring ways in which the project can build on the existing TVET courses from FNU in relation to SE course development.

The project supported 18 Tuvalu trainers from July 2016 from schools and relevant line Ministries to undertake the Certificate 4 in Professional Training Assessment and Evaluation from USP to become certified trainers. The project also provided support towards the trialling of Climate Change Adaptation/DRR competencies and Training of Trainers at Level 1 on the Vanuatu Qualifications Framework. Two trainings were held in August and September targeting trainers from the Vanuatu Institute for Teacher Education (VITE), the Curriculum Development Centre (CDU) and the In-Service Unit (ISU) (Education Department).

Under Results Area 3, Countries were included in the whole process of the development of the qualifications. At the time of writing this report, the Resilience qualifications (Levels 1-4) were completed. SE qualifications Levels 1 and 2 were near completion. Associated delays meant that countries cannot yet select the specific courses for integration in-country.

Networks were strengthened and formed under Result Area 4– these included the Training Needs consultations in all 15 countries the establishment of national networks of practitioners in TVET for SE and Resilience from the

government, NGOs, private sector and communities. Additionally the Regional Inception meeting provided an ideal opportunity to strengthen the networks for SE, CCA and Education across the 15-project member countries.

In addition, the establishment of the regional ISACs and the resulting acceptance of the Pacific Federation of Resilience Professionals (PFRP) has indeed established the national and regional networks of SE and CCA in the region. It is anticipated that the PFRP will become part of the implementation arm of the FRDP.

The attendance of the PacTVET project team of a number of conferences and meeting resulted in a number of key achievements. The paper presentation from Symposium on CCA in the Pacific region won a special award for likely impact it will have in the PICs, and will be included as an impact factor rated book chapter on CCA on the PIR published by Springer. At the time of writing this report, a joint paper co-authored by members of the PacTVET project has been published in the highly ranked Australasian Journal of Disaster and Trauma Studies. The paper is titled "Accredited qualifications for capacity development in Disaster Risk Reduction and Climate Change Adaptation".

Three global-firsts have been achieved:

1. Provisional regional rather than national agreement on government sanctioned qualifications – Regional Certificates 1-4 in Sustainable Energy and Regional Certificates 1-4 in Resilience (Climate Change Adaptation and Disaster Risk Reduction);
2. The development of formal qualifications at levels 1-4 (on the Pacific Qualifications Framework) which cover the subject areas of climate change adaptation and disaster risk reduction;

The recognition and professionalization of a "Resilience Sector".





02

**Context of the Action: brief
description of the project**

2 Context of the Action: brief description of the project

Arguably one of the key barriers to improving P-ACP countries' energy security status and resilience to climate change impacts is the lack of local and regional capacity and expertise which are the results of the absence of sustainable training programmes and the absence of trained staff and well-resourced and equipped training institutions to deliver on the required training programmes.

The significance of capacity building on sustainable energy and climate change to the sustainable development of the P-ACP countries can be seen by the endorsement by the Forum Leaders of the Framework for Action on Energy Security in the Pacific (FAESP) and the Pacific Islands Framework for Action on Climate Change (PIFACC). Both frameworks have themes on Capacity Building, Education, Training and Awareness with outcomes of:

- Increased awareness and understanding of sustainable energy and climate change issues among communities and other stakeholders
- Strengthened capacity to monitor and assess impacts of sustainable energy and climate change interventions
- Strengthened capacity to identify, design and implement effective sustainable energy and climate change measures

The project is being implemented by the Secretariat of the Pacific Community (SPC) in partnership with the

University of the South Pacific (USP) over a period of 53 months from August 2014 with an overall budget of EUR 6.1 million. It will achieve the following results:

1. Assess national training needs in SE and CCA and existing informal and formal TVET training courses and training and education providers are identified and strengthened
2. Develop and implement benchmarks, competency standards and courses on Training of Trainers (ToT) and create a pool of national trainers
3. Develop and establish training courses and support facilities within TVET institutions
4. Strengthen networking in SE and CCA

The project is being implemented in a sequential approach. Result 1 activities has provided a more detailed/clearer understanding of countries' needs and their requirements from the project. The activities under Results 2 and 3 are being tailored to the country needs identified through the activities 1.1 to 1.3. The activities therefore presented in Annex 1 of the Contribution Agreement are indicative and may vary from country to country. As outlined in the Contribution Agreement, the activities can be regarded as a "menu" from which the appropriate activities for each country will be selected once the national and regional strategies have been elaborated under Result 1. These activities will run in parallel in all the 15 P-ACPs.



03 **Project Progress to Date and Pending Activities**

Governance Structure and Global Project Management

- Difficulties encountered and measures undertaken to address them



Governance Structure and Global Project Management

1. Staff Recruitment

The final position under the Project Management Unit was filled on 10th August, 2015. Dr. Tess Martin commenced as the Senior Lecturer TVET and is based at USP.

1.1 Internships

A total of 6 internships were offered over the course of year 2. The internships comprised 3-month attachments with time shared between USP and SPC. The initial 4 internships commenced in October 2015 in the areas of Agriculture, Fisheries, Forestry and Media & Communications, 2 of which were extended for additional terms up to July 2016. An additional 2 interns commenced in May 2016 in the areas of Media & Communications and Finance, and are currently serving 2nd terms under the internships.

1.2 Consultancies

A number of consultancies were undertaken for the project within the reporting period to support the implementation of project activities:

- a) Development of certificate level courses for Sustainable Energy and Climate Change Adaptation for Pacific ACP countries – Mr. Viliame Sakiti (21st June 2015 – 30th September 2016 on 3-monthly contracts)
- b) USP Finance Consultant – Ms. Nolyn Singh (29th July 2015 – 30th November 2016 on 3-monthly contracts)
- c) Vanuatu Training of Trainers – Mr. Charles Pierce (20th July – 30th September, 2015)
- d) Met Services Training Needs Analysis – Nadraki Holdings (20th July – 31st August, 2015)

2. Project Coordination

2.1 Coordination Committee

The PacTVET project Coordination Committee was set up to expedite progress. The Committee has a similar constitution to the “Management Group” that is articulated in the Contribution Agreement, but meets more regularly than the Management Group. The Committee has met 5 times within the reporting period.

2.2 Internal Coordination

To aid in internal coordination across SPC, the PTL participates in the Climate Change and Disaster Risk Management Manager's Committee and CCDRM Working Group at SPC. The PTL is a member of the Project Management Committee of the EUGCCA project at USP.

To aid in the coordination between USP PACE-SD and SPC EDD, PacTVET project staff are invited to participate in the USP PACE-SD staff meetings. In reciprocation, the USP PACE-SD were invited to participate in the annual retreat of the SPC EDD held in August 2016. These are all part of efforts to promote inclusivity and transparency between the two organisations.

3. Agreements

3.1 Modification to Contribution Agreement

A modification to the EU-PacTVET contribution agreement was sent to the EU Fiji office in May. The addendum primarily focuses on clarifying the partial payment of a Financial Officers salary.

3.2 Finance Agreement

The Finance Agreement between USP and SPC was signed on 6th August, 2015 following which the first tranche of payment to USP was made in September after a project bank account was opened by USP.

4. Visibility

The Communications strategy was refined since the last reporting period and is attached at Annex 1. It has continued to be successfully implemented in providing media coverage for project activities. A number of key activities have been undertaken to assist with the dissemination of project publications and activities:

There is now a project website as part of the wider Pacific Regional Data Repository (PRDR) Sustainable Energy For All (SE4All) database:

<http://prdrse4all.spc.int/production/node/4/content/pactvet-pacific-technical-and-vocational-education-and-training-sustainable-energy> All reports and publications of the project are available at this link.

Additionally, there is a project Facebook page which already has over 200 followers:

<https://www.facebook.com/EU-PacTVET-1631891010406041/?ref=hl> Major activities of the project within the reporting period were extensively covered through FB as well as on print media.

The Project has won the Research Impact award for a paper presented at the Symposium on Climate Change Adaptation in the Pacific Region. The Symposium was held in Lautoka on 27th – 28th July. The Project Team Leader presented on the paper titled "A case for formal education in the technical, vocational education and training (TVET) sector for climate change adaptation and disaster risk reduction in the Pacific islands region". The paper won a special award for likely impact it will have in the PICs, and will be included as an impact factor rated book chapter on CCA on the PIR published by Springer.

Global Project Management Challenges and Solutions

The biggest challenge that the project was faced with within this reporting period was in the implementation of the "D+3" under the EU requirements of the project contribution agreement. This is where all contracting and expenses for projects are to be fully spent or committed within a 3-year term – in the case of PacTVET which is a 53-month project, the period for total project spending under "D+3" would be from 31st July, 2014 – 31st July, 2017. Given that USP is an implementing partner in the project, the "D+3" requirements also applies to us in terms of procurement of services. The project continues to liaise with the EU office on clarifying issues on D+3. The project Finance officers from USP PACE and SPC EDD both attended the EU Project Management training held on 12th May, 2016 which included discussions around D+3. Given the number of EU funded projects at SPC, the organization is taking an institutional approach in exploring avenues for working within the D+3 compliance on procurement of services.

03

Project Progress to Date and Pending Activities

Result Area 1

Assess national training needs in SE and CCA and existing informal and formal TVET training courses and training and education providers are identified and strengthened

- Difficulties encountered and measures undertaken to address them

Result Area 1

Assess national training needs in SE and CCA and existing informal and formal TVET training courses and training and education providers are identified and strengthened

Planned Activities (Year 2)	Activities Accomplished
1.1 Training Needs and Gap Analysis (TNGA)	<p>Two consultancies to undertake Training Needs Assessment were completed, one on Meteorological and Hydrological Services and the other on curriculum development and regional TVET.</p> <ol style="list-style-type: none"> 1. Mapping of existing informal and formal TVET CCA and SE training courses and training providers were, and the existing level of capacity to meet current demand (including TVET qualification frameworks, curricula and accreditation guidelines and identification of delivery modes) was completed for remaining 3 P-ACP countries (Nauru, Tonga and Timor Leste). 2. Two conferences were attended by the Project team as part of efforts further gauge the skills and competencies to include in the TVET qualifications in relation to CCA/DRR: <ul style="list-style-type: none"> • Coinciding with the Pacific Regional Disaster Resilience Meeting held in Suva on the week of 26-30 October, a PacTVET side-event was held over lunch on the 26th of October for National Disaster Management Officers and other interested stakeholders. The main purpose of the event was to provide an overview of the project, and to discuss the skills and competencies that should be included in the TVET training programme, based on the prepared existing draft competency framework from SPC-GSD. • PacTVET had good representation at the Fiji National Climate Change Symposium (Levuka) in the first week of September. It was noted to look at the alignment of work with CCCPIR on CCA competencies for levels 1 & 2 and EUGCCA V&A and loss and damage toolkits with appropriate outcomes from the Levuka meeting. <p><i>This activity has since been completed. Individual country reports for all 15 P-ACP countries, and the Regional Synthesis Report can be obtained from http://prdrse4all.spc.int/production/node/4/content/pactvet-pacific-technical-and-vocational-education-and-training-sustainable-energy</i></p>
1.2 Signing of partnership agreements	<p>A three-way Memorandum of Agreement was signed between SPC, USP and the Timor Leste's National Directorate for Climate Change in September 2015. Agreements with other partner training institutions were since put on hold while the contracting issues were being clarified in accordance with the EU D+3 compliance.</p>
1.3 TVET Inception Phase Workshop/s	<p>EU-PacTVET Project Inception Meeting – October 8-9, 2015</p> <p>The Inception meeting was held in Suva, Fiji, and held back to back with two GIZ meetings - ACSE Component 1 and Coping with Climate Change in the Pacific Islands Region (CCCPIR) programmes. A total of 116 participants attended the meeting which included high-level national government representatives from the Climate Change Adaptation, Sustainable Energy and Education sectors including TVET Training providers from the region, development partners and CROP agencies. The main objective of the meeting was to present the findings of the Gap analysis and Training Needs Assessment under the Project over the preceding 5-months, and to identify and endorse priority areas for programming. There was agreement to develop qualifications regionally, covering the nationally identified priority areas. In addition, the process for Recognition of Prior Learning was raised as a strategy that could be considered and incorporated in the developments by EU PacTVET.</p> <p><i>The meeting report is at http://prdrse4all.spc.int/production/node/4/content/pactvet-pacific-technical-and-vocational-education-and-training-sustainable-energy</i></p>

Result Area 1 Challenges and Solutions

The key issue again is the D+3 compliance of the EU, as all partnership agreements have been put on hold to clarify issues and work out amicable ways of moving forward – see discussion under Global Project Management Challenges and Solutions.

Matrix of progress against objectively verifiable indicators

Intervention logic	Objectively verifiable indicators of achievement	Sources and means of verification as per original logframe	Progress against the PacTVET logical framework (1 st August 2014 - 31 st July 2016)
<p>Result 1: National training needs in SE and CCA are assessed and existing informal and formal TVET training courses and training and education providers are identified</p>	<ul style="list-style-type: none"> • 15 National Training Needs Assessment and Gap Analysis reports and 1 regional synthesis are produced during the inception phase including project baseline • Inception Workshop Completed and workplans developed and agreed • At least 18 MoUs are signed with participating countries and partners organisations and training institutions. 	<ul style="list-style-type: none"> • Training Needs and Gap Analysis (TNGA) Reports • Baseline • Inception Phase Report • Project MOUs 	<p>TNGA Reports: 15 National TNGA's; Existing Market Supply and Demand for Meteorological and Hydrological Services (TVET); Training Needs/Gap Analysis on Sustainable Energy in Pacific ACP Countries - Current Training Report. Baseline: These reports outline there are no formal TVET sector courses on CCA or DRR.</p> <p>Inception Phase Reports: Synthesis Report 2015; EU PacTVET : Project Inception Meeting Report;</p> <p>Project MoUs/Partnerships: Gov. Timor Leste; Gov. Tuvalu; Fiji Higher Education Commission; Educational Quality Assessment Program; Pacific RE&EE Centre (Gov. of the Kingdom of Tonga); Fiji National University.</p> <p>All reports can be accessed here: http://prdrse4all.spc.int/node/4/content/pactvet-pacific-technical-and-vocational-education-and-training-sustainable-energy</p>

03

Project Progress to Date and Pending Activities

Result Area 2

Develop and implement benchmarks, competency standards and courses on Training of Trainers (ToT) and create a pool of national trainers

- Difficulties encountered and measures undertaken to address them

Result Area 2

Develop and implement benchmarks, competency standards and courses on Training of Trainers (ToT) and create a pool of national trainers

Planned Activities (Year 2)	Activities Accomplished
2.1 Develop benchmarks, competency standards, unit descriptions	<ol style="list-style-type: none"><li data-bbox="416 374 1445 1187">1. The project has engaged the Fiji Higher Education Commission (FHEC) from August 2015 to lead the development of the CCA and SE qualifications. An initial scoping exercise by consultations with relevant organisations was completed in November. The Industry Standards Advisory Committees (ISAC) for both SE and CCA were set up (including invites for nominations for regional representation from all 15 P-ACPs) and commenced a series of meetings from December 2015 to deliberate on the content of the qualifications. Regional participation was possible via an on-line system called "Basecamp". The final meeting of the regional ISAC was held from 16-19th May and was run concurrently with the Educational Quality Assessment Program (EQAP) regional meeting. At this meeting, the following outcomes were achieved:<ul style="list-style-type: none"><li data-bbox="475 831 1445 981">• Provisional regional rather than national agreement on government sanctioned qualifications – Regional Certificates 1-4 in Sustainable Energy and Regional Certificates 1-4 in Resilience (Climate Change Adaptation and Disaster Risk Reduction);<li data-bbox="475 992 1445 1104">• The development of formal qualifications at levels 1-4 (on the Pacific Qualifications Framework) which cover the subject areas of climate change adaptation and disaster risk reduction;<li data-bbox="475 1115 1445 1187">• The recognition and professionalization of a "Resilience Sector" via the creation of a Pacific Regional Federation of Resilience Professionals. At the time of writing this report, the Resilience (CCA and DRM) certificate Levels 1-4 have been finalized and completed. SE certificate Levels 1 and 2 have also been completed which Levels 3 and 4 were still in progress.<li data-bbox="416 1328 1445 1727">2. The project funded and participated in a number of initiatives as a means to support the development of benchmarks and competency standards for CCA/DRM and SE:<ul style="list-style-type: none"><li data-bbox="475 1413 1445 1727">• The project provided support to the Integrated Vulnerability Assessment (IVA) Training Workshop held in Savusavu in November. The workshop was led by the USP EUGCCA project and the Ministry of Foreign Affairs with the objective to train the participants in understanding and applying the new Community IVA tool which is an alternative tool to the previously used VA community tool. Dr. Tess Martin (Senior Lecturer PacTVET) attended the workshop with the aim of gaining input to inform the development of competencies related to the job role of a community vulnerability officer.<li data-bbox="416 1753 1445 2051">3 Support was also rendered to the Integrated Vulnerability Assessment (IVA) Regional Training Workshop held in Tonga in February, 2016. The objective was to train regional participants from the 15 P-ACP countries in understanding and applying the new Community IVA tool. Team Leader, Sarah Hemstock, attended the workshop with the aim of testing the training approach and gaining input to) production and who can incorporate micro-hydropower training in their technical training institutes now or in the near future. The purpose of the micro-hydropower training workshop at the Bulelavata micro-hydropower site was to:

- i. Upskill Technical Institutions Trainers on practical and theoretical skills on micro-hydropower (MH) designing, construction, operation and maintenance;
- ii. Learn how the community of Bulelavata manage the operation of the micro-hydropower that last for 15 years
- iii. Equip technical trainers with the required knowledge on micro-hydropower (as in i & ii above) so that they would be able to develop or mainstream micro-hydro (MH) into their existing course related to sustainable energy. The PacTVET Project provided support for 8 participants to attend the training.

The opportunity was also taken to follow up with the Dean of the Institute of Technology and Maritime Studies of the Solomon Islands National University (SINU), and the Energy Division, about the setting up of Diploma in RE Course and Diploma in Refrigeration and Air-Conditioning Course.

4) The project has engaged the Fiji Higher Education Commission (FHEC) to lead the development of the CCA and SE qualifications – the scoping exercise by visiting the relevant different organisations was completed from November - December. The Industry Standards Advisory Committees (ISAC) for both SE and CCA have been set up (including invites for nominations for regional representation from all 15 P-ACPs). Regional participation is currently via an on-line system called “Basecamp”. The regional ISAC is planned for 16-19th May and will run concurrently with the Educational Quality Assessment Program (EQAP) regional meeting and back-to-back with the Asia Pacific Quality Network meeting. The ISACs have held 6 meetings during this reporting period – including “visiting” SE practitioners in Fiji. It is anticipated that these meetings of the ISACs will be held on consecutive weeks up to April as the development of the national qualifications are being progressed. The Regional representatives are providing information on the skills needed in the SE and CCA sectors in their own countries so that the developed qualifications can meet the specific needs of each country and can strongly address capacity building in the region. Regional representatives can join meetings of the ISACs through online discussions and will attend the final meeting in May here in Fiji. A list of international experts has also been compiled with the intention that they will bring their skills to the development of the qualifications and additionally provide international credibility for the resulting skill-sets and qualifications (Annex 6).

5) Items related to the FHEC Consultancy:

- i. A series of joint EU PacTVET, USP Pacific TAFE and EQAP meetings have been convened for deliberation of the National Qualifications.
- ii. A series of meetings with SPC GCCA PSIS project team (including the GCCA PSIS Roadshow in December), and representatives from SPC Geosciences Division and USP Pacific TAFE will ensure that teaching material and training experiences developed as part as GCCA PSIS will be incorporated into the new qualifications skill sets and competencies. Pacific TAFE, GCCA PSIS and SPC Geosciences Division are all represented on the FHEC ISACS.
- iii. Various meetings have been held with the following partners - Pacific Power Association (PPA), World Bank, EQAP, and the Sustainable Energy Industry Association of the Pacific Islands (SEIAPI) and the EU Delegation. The outcome of these meetings is to ensure that there are linkages rather than overlaps with EU PacTVET and the up-and-coming World Bank project “Regional Sustainable Energy Industry

- Biomass/biogas and Operations and Maintenance of large Solar farms has become a priority and should also be included.

All the areas listed above can be included in the development of Regional Qualifications in SE at levels 1 through 4 on the Pacific Qualifications Framework as “skill sets” which is currently being undertaken by FHEC on behalf of the EU PacTVET project. Skills sets have become part of training delivery in Australia for the SE industry. These are based on electricians being trained in specific “skills sets” (for example, grid connect systems, off grid systems) to meet the needs of the industry. From the PPAs perspective, there is also a need for Certificates III and Certificates IV in Sustainable Energy and for units of competency on Sustainable Energy to be included in basic electricians training. This can also be incorporated into the work EU PacTVET is undertaking with the FHEC and new courses can be developed or existing ones modified in conjunction with the World Bank/ PPA project.

PPA & SEIAPI noted that the SE industry in the Pacific is mobile with technicians from companies working in many countries. From SEIAPI’s point of view, more consistency with regard to training is required across the region. EU PacTVET is working with EQAP to put regional accreditation systems in place.

For the SEIAPI/PPA Industry certification/accreditation program it is hoped that all partners can put systems in place which enable technicians to first obtain their training at a TVET institute that is offering training and assessment based on the competency standards developed and accredited regional. SEIAPI/PPA requires that competency standards meet industry needs and has an active role on the FHEC ISAC. A regional, industry-based certification of technicians and accreditation of companies will ensure that trained technicians install systems correctly and that companies provide ongoing service to the owners of systems. To maintain their certification a technician will be required to undertake ongoing learning under a Professional Development point system. As time goes on the industry will require more short and refresher courses either run by TVETS or Industry to allow the ongoing training by the SEIAPI/PPA/EQAP industry certified technicians.

PPA working with organisations such as IUCN to launch the guidelines on standard connection - Solar Energy Guidelines - which will be incorporated into course material by EU PacTVET & SEIAPI. Additionally, to improve the sustainability of the regional qualification/skill set approach it would be advisable that all installations (including donor projects) use regionally qualified technicians. Additionally, it is hoped that national legislation will eventually require that all apparatus will be fitted by a suitably qualified technician.

ISAC progress has been slow and several meetings were cancelled due to TC Winston.

6) Activities covered by consultancy with FNU representative:

The consultant has been undertaking work in developing the SE and CCA programs. He is also exploring ways in which the project can build on the existing TVET courses from FNU in relation to SE course development.

<p>2.2 Develop accreditation strategy and train pool of accreditors</p>	<ul style="list-style-type: none"> iv. Additional outcomes from the May Regional ISACs meeting in Nadi included: v. Provisional endorsement from countries for the process presented whereby EQAP would be the accrediting body of regional qualifications. Samoa, Tonga, PNG, Solomon Islands & Vanuatu indicated a need to discuss further in country with the key stakeholders to ensure that they could give full support. vi. The meeting agreed to the broad approach to submit an application to the EQAP in order to deliver the regional qualifications in SE and Resilience. However, the internal processes within countries on the approach would need to be clarified from countries – whether Training Providers from countries who want to deliver qualifications will have to apply directly to EQAP OR to a national accreditation body before it goes through EQAP. vii. Discussion with countries on the support needed to train the trainers for these TVET levels. viii. The Pacific Federation of Resilience Professionals (PFRP) was supported at the Nadi Regional ISACs meeting as the regional industry association for resilience to achieve sustainable outcomes in skills development, education, training and employment for CCA and DRR to align closely with regional and national needs and priorities. One of the main goals of this Federation will be to support the professionalization of CCA and DRR and to support the institutionalization of training in these areas. This also includes the support of competencies development and the qualification and accreditation process and to keep a registered of certified professionals. Additionally, the Federation will be a support mechanism to provide resource material for the training, including providing the latest results from research and technological development to update training materials. It was agreed that the EU PacTVET project provide initial support for the secretariat of the Federation and to establish a sustainable plan for its continuation after project exit.
<p>2.3 Develop pathways and link trainers and educators</p>	<p>The SE and Resilience qualifications sit on Levels 1-4 of the 10-level architecture of the Pacific Qualifications Framework and will enable the opportunity to progress educational levels if desired. Regionally accredited qualifications through EQAP (SEE 2.2) enable the employability of people with these qualifications throughout the region.</p> <p>The PFRP is the forum/network at regional/international level linking trainers and educators as well at the industry personnel for accreditation and quality assurance aspect of Resilience qualifications.</p> <p>Similarly, the project is working with the Sustainable Energy Industry Association of the Pacific Islands (SEIAPI) for the</p>
<p>2.4 Deliver ToT courses to institutional trainers and educators</p>	<p>The project is supporting 18 Tuvalu trainers from July 2016 from schools and relevant line Ministries to undertake the Certificate 4 in Professional Training Assessment and Evaluation from USP to become certified trainers. Participant selection was undertaken by the Tuvalu Ministry of Education.</p> <p>Vanuatu Training of Trainers - The project provided support towards finalizing and trialing of Climate Change Adaptation/DRR competencies and Training of Trainers at Level 1 on the Vanuatu Qualifications Framework. Two trainings were held in August and September targeting trainers from the Vanuatu Institute for Teacher Education (VITE), the Curriculum Development Centre (CDU) and the In-Service Unit (ISU) (Education Department).</p> <p>Vanuatu government is now working with the project and GIZ to formally accredit this qualification through the Vanuatu Qualifications Framework as part of its priorities for the project.</p>

- Symposium on Climate Change Adaptation in the Pacific Region – The Symposium was held in Lautoka on 27th – 28th July. Sarah presented on the paper titled “A case for formal education in the technical, vocational education and training (TVET) sector for climate change adaptation and disaster risk reduction in the Pacific islands region”.
- European Conference on Education – Sarah participated at the IAFOR European Conference on Education in England on 29 June- 3 July. The objectives of this mission were:
 - o To input to result area 4 (Networking) and raise the profile and credibility of EU PacTVET project outputs via:
 - o Represent the EU PacTVET project at the European Conference on Education.
 - o Present the “Pacific Regional Federation of Resilience Professionals” (FCCAP) concept in an attempt to establish authority and credibility of planned new qualifications and competencies.
- She presented a paper on “Establishing international accreditation for regionally developed TVET qualifications in Climate Change Adaptation and Disaster Risk Management for 15 Pacific nations”.
- A series of networking meetings were also held in an effort to create potentially beneficial partnerships for research initiatives, qualification accreditation, course development and recognition of an EU PacTVET initiative under Result Area 4 – the Pacific Regional Federation for Resilience Practitioners.
- The Team Leader attended the CTCN meeting in February in Tonga. The CTCN is the operational arm of the UNFCCC Technology Mechanism, hosted by the UN Environment Programme (UNEP) and the UN Industrial Development Organization (UNIDO). The Centre promotes the accelerated transfer of environmentally sound technologies for low carbon and climate resilient development at the request of developing countries. The CTCN provides technology solutions, capacity building and advice on policy, legal and regulatory frameworks tailored to the needs of individual countries. It is anticipated that the attached 2 concept notes (Annex 6) will form the basis of the proposal furthering the aims of PacTVET, which is to be submitted to CTCN for action.

Matrix of progress against objectively verifiable indicators

Intervention logic	Objectively verifiable indicators of achievement	Sources and means of verification as per original logframe	Progress against the PacTVET logical framework (1 st August 2014 - 31 st July 2016)
Result 2: Benchmarks, competency standards and courses on Training of Trainers (ToT) are developed and implemented and a pool of national trainers is created	<ul style="list-style-type: none"> • 10 new or adapted CCA and SE competency standards and/or qualifications and/or accreditation pathways endorsed by (national) qualification boards • 10 generic or specific industry ToT courses in SE and CCA are either strengthened, expanded or developed • At least 20 trainers are trained to deliver new and adapted courses • At least 20 accreditors are trained to provide accreditation` 	<ul style="list-style-type: none"> • National Qualification and Accreditation Standards or Frameworks • National Project Reports • Regional Progress and Monitoring Reports 	<p>8 new “Regional” qualifications (Certificate Levels 1-4 in “Resilience (CCA and DRR)” and “Sustainable Energy”. Each SE qualification contains a minimum of 6 competency unit standards. Each Resilience qualification contains a minimum of 8 competency unit standards. Content for SE 3&4 has yet to be endorsed by the ISAC. Details: http://prdrse4all.spc.int/node/4/content/pactvet-pacific-technical-and-vocational-education-and-training-sustainable-energy (EU PacTVET ISAC Meeting 1.1)</p> <p>Training of Trainers - 2 Integrated Vulnerability Assessment (IVA) Training Workshops (Fiji and Tonga); Micro-hydropower Training Workshop (Solomon Islands); 2 x Training of Trainers to deliver Certificate 1 in Resilience were held in August and September 2015 in Vanuatu. Training reports: http://prdrse4all.spc.int/node/4/content/pactvet-pacific-technical-and-vocational-education-and-training-sustainable-energy</p> <p>18 people selected by the Government of Tuvalu Ministry of Education are currently taking the USP Pacific TAFE Cert IV in Training and Assessment. They will then be trained assessors.</p>



03

Project Progress to Date and Pending Activities

Result Area 3

Develop and establish training courses and support facilities within TVET institutions

- *Difficulties encountered and measures undertaken to address them*

Result Area 3	
Develop and establish training courses and support facilities within TVET institutions	
Planned Activities (Year 2)	Activities Accomplished
3.1 Develop other specific courses based on country demands	<p>Countries have been included in the whole process of the development of the qualifications. Apart from each country's priority training needs identified from the TNGA exercise, countries were invited in January 2016 to be part of the Regional Industry Standards Advisory Committee to ensure that their respective country's needs were incorporated into the regional qualifications.</p> <p>At the time of writing this report, the Resilience qualifications (Levels 1-4) were completed. SE qualifications Levels 1 and 2 were near completion. Associated delays explained under RA2 has meant that countries cannot yet select the specific courses for integration in-country.</p>
3.2 Verify sustainable learning pathways	This will be undertaken in Year 3
3.3 Convene roundtables to go over experiences, identify further gaps, issues, etc.	To be undertaken in Year 3
3.4 Support training infrastructure and equip TVET providers	<p>Training providers have been identified for all countries. Solomon Islands and Tuvalu have identified the courses and training equipment required in-country. Once other countries have selected competencies/skill sets/ qualifications they want to deliver in their respective countries, training equipment requirements will be identified and associated agreements and procurement plans developed.</p> <p>Generic procurement plans have been developed in this regard for countries based on each country's allocation. The specific details for equipment to be procured will be confirmed once countries select their choice of courses for delivery from the completed qualifications.</p>
Result Area 3 Challenges and Solutions	
<ol style="list-style-type: none"> Delays in the development and completion of the regional qualifications in turn delayed the time at which countries can select the relevant competencies/skillsets/qualifications most appropriate for their training providers and the overall logistical planning and procurement of resources for countries. D+3 has affected implementation of 3.4 and further explained under "Global Project Management Challenges and Solutions". 	



Matrix of progress against objectively verifiable indicators

Intervention logic	Objectively verifiable indicators of achievement	Sources and means of verification as per original logframe	Progress against the PacTVET logical framework (1 st August 2014 - 31 st July 2016)
<p>Result 3: Developed and established training courses and support facilities within TVET institutions</p>	<ul style="list-style-type: none"> • At least 6 TVET providers are equipped and offer new or adapted SE and CCA courses • Increase in number people enrolled and trained through TVET courses in SE and CCA in the Region • Report on Learning Pathways and sustainability of the SE and CCA modules / courses • Tracer studies completed indicating TVET qualified persons career paths. 	<ul style="list-style-type: none"> • National Project Reports • National TVET course enrolment and trained statistics • Learning Pathways Report • Tracer Studies 	<p>TNGA Reports: 15 National TNGA's; Existing Market Supply and Demand for Meteorological and Hydrological Services (TVET); Training Needs/ Gap Analysis on Sustainable Energy in Pacific ACP Countries - Current Training Report.</p> <p>Learning pathways are outlined in each qualification Workplace Manual.</p>



03 Project Progress to Date and Pending Activities

Result Area 4

Strengthen networking in SE and CCA

- *Difficulties encountered and measures undertaken to address them*

Result Area 4

Strengthen networking in SE and CCA

Planned Activities (Year 2)	Activities Accomplished
<p>4.1 Implementation and establishment of learning communities and networks of practitioners</p>	<p>The Training Needs consultations in all 15 countries that was undertaken through the 4th quarter of year 1 to quarter 1 of year 2 enabled the establishment of national networks of practitioners in TVET for SE and Resilience from the government, NGOs, private sector and communities.</p> <p>The Regional Inception meeting reported in RA 1.3 provided an ideal opportunity to strengthen the networks for SE, CCA and Education across the 15-project member countries. Participants to the meeting included senior focal agencies from the relevant three sectors. It also enabled the opportunity for these stakeholders to meet and collaborate with other regional and international development partners based in Suva in October.</p> <p>In addition, the establishment of the regional ISACs and the resulting acceptance of the Pacific Federation of Resilience Professionals (PFRP) (see 2.2 & 2.3) has indeed established the national and regional networks of SE and CCA in the region. It is anticipated that the PRFRP will become part of the implementation arm of the FRDP.</p>
<p>4.2 Identify gaps in networking to strengthen communications between national TVET providers</p>	<p>The identification of partner training providers for the project was done through a consultative process with stakeholders in each country. In each case, oversight of the process was done through the relevant government ministries as focal point (Education or Climate Change or Energy). The establishment of networks identified in 4.1 over the year 2 reporting period has encouraged the more coordinated efforts across the different sectors to come to mutual consensus towards the development of SE and Resilience qualifications.</p>
<p>4.3 Promote inter TVET information and experience exchange and inter-institution ToT provisions on SE and CCA</p>	<p>As part of efforts to promote project activities and exchange of information, a number of key presentations and attendance of key conferences were undertaken in year 2:</p> <ul style="list-style-type: none"> • UNISDR Science and Technology conference on the Implementation of the Sendai Framework for Disaster Risk Reduction 2015-2030 (27-29 January, 2016 – Geneva, Switzerland). The project was an organizing partner of the conference. • The Project Team Leader and Senior Lecturer Climate Change Adaptation participated in the London International Conference on Education on November 9 – 11, 2015. They also took the opportunity to provide a “two-way” forum for information/ experience sharing and networking for EU PacTVET Result Area 4 (focusing on CCA and SE) with European Learning institutions from 12th – 25th November. The project was also presented to other stakeholders from academic and research institutions during this visit (Bristol University, Cabot Institute; Cardiff University; University of London, University College, Imperial College, Grantham Institute; Public Health England. One of the outcomes from this was an invitation to participate at the UNISDR Science and Technology Conference for the implementation of the Sendai Framework for Disaster Risk Reduction 2015-2030. • Asia-Pacific Quality Network (APQN) conference – The conference was held on 26-27 May, 2016 in Natadola. The main involvement of the PacTVET team included: <ul style="list-style-type: none"> ○ Presentation under the Parallel Session 2 on Day 1 of the Conference under the title “Changing Climate for Quality Assured Regional Qualifications in the Pacific: An innovative collaboration (EU-PacTVET & EQAP)”. ○ Presentations during Parallel Session 3 under the title “Establishing the need for and sustainability of accredited and quality assured TVET qualifications for climate change adaptation and disaster risk management in the Pacific islands”. ○ As part of the Result Area 4 on networking, all of the PMU were involved in building networks with participants from Asia-Pacific and beyond. • Pacific Update - The conference was held on 18-19 July at the USP Japan-Pacific ICT Centre. Tess presented a paper in the Climate Change Adaptation & Education session titled, “Quality assured TVET Qualifications in Resilience for the Pacific Islands Region”.

4.3 Promote inter TVET information and experience exchange and inter-institution ToT provisions on SE and CCA

- Symposium on Climate Change Adaptation in the Pacific Region – The Symposium was held in Lautoka on 27th – 28th July. Sarah presented on the paper titled “A case for formal education in the technical, vocational education and training (TVET) sector for climate change adaptation and disaster risk reduction in the Pacific islands region”.
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 - Represent the EU PacTVET project at the European Conference on Education.
 - Present the “Pacific Regional Federation of Resilience Professionals” (FCCAP) concept in an attempt to establish authority and credibility of planned new qualifications and competencies.

She presented a paper on “Establishing international accreditation for regionally developed TVET qualifications in Climate Change Adaptation and Disaster Risk Management for 15 Pacific nations”.

- The Team Leader attended the CTCN meeting in February in Tonga. The CTCN is the operational arm of the UNFCCC Technology Mechanism, hosted by the UN Environment Programme (UNEP) and the UN Industrial Development Organization (UNIDO). The Centre promotes the accelerated transfer of environmentally sound technologies for low carbon and climate resilient development at the request of developing countries. The CTCN provides technology solutions, capacity building and advice on policy, legal and regulatory frameworks tailored to the needs of individual countries. It is anticipated that the attached 2 concept notes (Annex 6) will form the basis of the proposal furthering the aims of PacTVET, which is to be submitted to CTCN for action.
- The Team Leader traveled to Europe in March to attend a number of follow-up activities (from UNISDR January 2016 and LICE November 2015 conferences) with a number of key ranked institutions from the UK to gather support for the project and boost the project’s credibility; these included:
 - March 24-28 – Meetings with key international stakeholders from London on the set up of a Federation of Climate Change Adaptation Practitioners (FCCAP) from March 24 – 28. The FCCAP is something the EU PacTVET is proposing under our Result Area 4 (networking) as an accreditation/validation of training organisation as well as a register of “certified” practitioners. This is a huge “missing piece” and would assist P-ACP countries overcome the accreditation issues identified at the project’s October inception meeting and assist with what PacTVET is trying to do with CCA (i.e. pioneering a whole new TVET sector).
 - 30th March - modelling meeting on Land use in Europe. Dr. Hemstock was invited to work with the Imperial College from London to specifically look at how it can be made relevant to the Pacific with the possibility of integrating any resulting tools into course and teaching materials to support project management, carbon flow auditing and INDCs.
 - 1-5th April – meetings with international resource persons that the project is supporting to the planned PACTVET finalization of SE and CCA qualifications meeting in May.

A number of key achievements have resulted from these international networking activities:

1. The paper presentation from Symposium on CCA in the Pacific region won a special award for likely impact it will have in the PICs, and will be included as an impact factor rated book chapter on CCA on the PIR published by Springer.
2. At the time of writing this report, A joint paper co-authored by members of the PacTVET project has been and with the Lead author being Dr. Hemstock was published in the highly ranked Australasian Journal of Disaster and Trauma Studies. The paper is titled “Accredited qualifications for capacity development in Disaster Risk Reduction and Climate Change Adaptation”.

<p>4.4 Establish sub-networks with PATVET for SE and CCA practitioners at the TVET and informal education level depending on demand</p>	<p>This is an ongoing process. The project collaborated with the PATVET focal point to support the World TVET conference in August 2016 in Suva, Fiji. Dr. Tess Martin from the PMU has been invited to be part of the Organising Committee for the conference.</p> <p>The project is also collaborating with with CCCPIR, UNDP Pacific Integrated Water Resource Management (IWRM), PPA World Bank project, USP GCCA project (V&A assessment toolkits), SPC GCCA project (CBA, logframe, proposal writing), AusAID PEARL (Pacific Emergency and Response Logistics)-training focus, IUCN –Hydro training.</p> <p>A series of discussions and a meeting was held with GIZ and EU Delegation representatives following the ACSE October 2015 meetings in order to forge closer ties between EU PacTVET the educational component of the GIZ project “Coping with Climate Change in the Pacific Islands Region”. This is to enable some of the policy related priorities of the EU PacTVET October 2015 Inception Meeting to eventuate. To that end, a joint concept note was developed. This is discussed further under Result Area 4.</p>
<p>4.5 Link PATVET and individual institutions into the SE and CCA networks</p>	<p>This is an ongoing process.</p>

Result Area 4 Challenges and Solutions

There are no major challenges in this RA. After the initial challenges the project was faced with in establishing contact with PATVET, the joint collaboration towards the World TVET conference has gained mileage for both the project and PATVET. The project anticipates to pursue this in year 3.

The acknowledgement of PacTVET achievement thus far from national, regional and international partners is encouraging for the project.

Matrix of progress against objectively verifiable indicators

Intervention logic	Objectively verifiable indicators of achievement	Sources and means of verification as per original logframe	Progress against the PacTVET logical framework (1 st August 2014 - 31 st July 2016)
<p>Result 4: CCA and SE training networks are strengthened</p>	<ul style="list-style-type: none"> • Number of accreditation and learning communities/ networks established • Number of new links between regional and individual institutions into SE and CCA networks • CCA/SE Information, Knowledge and Technical Resource Portals and Websites 	<ul style="list-style-type: none"> • National Project Reports • Regional Progress and Monitoring Reports 	<p>A new industry advisory/ network organisation has been established – the Pacific Regional Federation of Resilience Professionals.</p> <p>Regional Report: European Union Pacific Technical and Vocational Education and Training Project - A sustainable model for capacity development for CCA and DRR sectors</p>



04 | **Lessons Learnt**

4. Lessons Learnt

1. A partnership of this nature (USP & SPC) is pioneering for CROP agencies, the first of its kind that is a much-needed, collaborative approach by regional organisations to tackle climate change adaptation and mitigation issues to benefit all Pacific people; "This partnership has proven to be an asset to the project bringing together the skills and knowledge of both regional institutions.
2. Ensuring continuous and transparent communication between the two partner institutions and with the EU is vital to ensure that SPC and EU criteria are met. The formation and regular convening of the Coordination Committee has been instrumental in ensuring that all parties were kept abreast of progress. In addition, the Committee was able to provide guidance on any issues flagged to it within the reporting period.
3. SPC and USP's Finance and Administrative sections have been challenged to explore the most viable options to working around the "D+3" issue. This has been an ongoing issue but once the most suitable process is identified, this will pave the way for future EU funded projects that will need to be D+3 compliant.
4. Building partnerships and commitment from relevant stakeholders particularly from countries will ensure the timely and effective implementation for the project.
5. The importance of national, regional and international networking initiatives is important to promote the exchange of information, collaboration and linkages towards further funding opportunities.
6. The inclusiveness of all stakeholders from across the 15 P-ACP countries in the qualifications development process is encouraged to promote the feeling of ownership of the qualifications from countries.
7. The training needs and gap analysis in all 15 P-ACP countries revealed a demand for "professionalization of the resilience sector". A key finding was that genuine capacity development is rarely achieved without formal education.
8. Sustainability of the SE qualification developed by this initiative will be ensured by the partnerships with the Sustainable Energy Industry Advisory Association of the Pacific Islands (SEIAPI) who will maintain and up-date the qualifications after the closure of EU PacTVET.
9. Sustainability of the Resilience qualifications will be ensured by the instigating a new industry advisory association for the Resilience sector – the Pacific Regional Federation of Resilience Practitioners.





05 | **Changes introduced in implementation**

5. Changes introduced in implementation

There were no significant changes introduced to the implementation of the project for this reporting period. However, it is anticipated that changes will have to be made following the October 2016 Steering Committee Meeting.

With regard to Training of Trainers, the 2016 Steering Committee Meeting emphasized the need for certified trainers to deliver courses within identified training providers. When the project was initially developed, it was thought that equipment would be the main focus for support to countries to assist with delivery. However, following consultations for the needs and gap analysis and the 2016 Steering Committee Meeting, many countries identified that equipment was provided for by other funding sources, and the real needs were less tangible such as ToT, course materials, learning resources – “softer” services that fall under the sub-contracts and consultancy budget line. It is anticipated that an addendum to the Contribution Agreement budget to reflect this need will be required. At the 2016 Steering Committee, the EU response to this was that the EU would try to support this as the Training of Trainers is a critical component of the project.

With regard to needs identified in Result Area 1 (national training needs and gaps assessments) and the fact that the project is being implemented in a sequential approach, the Contribution Agreement indicates that activities in Result Areas 2, 3 and 4 can be regarded

as a “menu” from which appropriate activities for each country can be selected once the national and regional strategies have been elaborated under Result 1. Additionally, in the contribution agreement the logframe is described in Annex 1 as **“Draft Logical Framework for the Action – Technical and Vocational Education and Training for Sustainable Energy and Climate Change Adaptation (TVET SECCA). This Logframe is subject to be changed based on the outcomes of the gap analysis and is to be adopted at the Inception Workshop.”** The logframe needs to be updated based on final identified country needs and activities due to the sequential approach of the project. The logframe is anticipated to be finalized in the last quarter of Year 3. The current logframe is not designed in a way to show the progress and innovative actions and deliverables of the project, however, a new logframe will be developed with project partners and adopted at the next steering committee. A regional approach to qualification accreditation was taken based on the TNGA, only 5 of the 15 P-ACP countries have national accreditation agencies. Regional accreditation of qualifications is presented as an option in the CA Annex 1, but not mentioned in the logframe. Therefore the logframe needs amending.

Additionally, due to the delays in completing the regional accreditation of the qualifications, a request for a no-cost project extension is anticipated.



06

**Financial
Progress and
Work plan**

Financial Progress Year 2

<i>Interim Statement of Income and Expenditure for the period 1 August 2015 - 31 July 2016</i>			
DONOR:	EUROPEAN COMMISSION		
PROJECT TITLE:	TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING ON SUSTAINABLE ENERGY AND CLIMATE CHANGE ADAPTATION (TVET)		
CONTRACT REFERENCE:	FED/2014/347-438		
SPC REFERENCE:	EEBZ01XS EEBZ02XS		
REPORTING CURRENCY:	EURO		
Income	INCOME PERIOD		
	01/08/2015 to 31/07/2016		
	EURO		
<u>Grant</u>			
Balance carried over from 1st Tranche (EU:1st pre-financing-TVET EUR1,388,794)			1,087,603.00
Total Grant available for reporting period			1,087,603.00
Expenditure	CA budget balance from Year 1	EXPENDITURE PERIOD 1/08/2015 to 31/07/2016	BUDGET IN EURO
		Year 2	Budget Available
Salaries			
Team Leader	237,733	91,349	146,384
Sustainable Energy Adviser	129,855	79,436	50,419
1 Senior Lecturer (TVET)	198,000	45,723	152,277
1 Senior Lecturer (CCA)	180,885	40,428	140,457
1 Regional Project Coordinator (USP)	96,368	21,146	75,222
Project Administrator	42,541	12,759	29,782
Finance Officer (SPC)	80,040	25,704	54,336
Subtotal Project Staff	965,422	316,545	648,877
Travel and subsistence costs	476,297	257,278	219,019
Training costs	139,301	70,568	68,733
Equipment and services	2,060,778	20,164	2,040,614
Consumables and other supplies	303,310	57,008	246,302
Subcontracts/consultancies	1,112,553	132,382	980,171
Monitoring and Evaluation	226,300	221	226,079
Project financial audit	13,680	0	13,680
Dissemination of results / visibility	121,807	16,134	105,673
Subtotal for Activity	4,454,026	553,755	3,900,271
Total Direct Expenditures	5,419,448	870,300	4,549,148
Indirect costs (7%)	379,361	60,921	318,440
Total Expenditure	5,798,809	931,221	4,867,588
Surplus available before commitments		156,382	
Commitment		104,954	
Surplus of funds available after commitments		51,428	

Notes:

Exchange rate for reporting in Euro is 0.4044

Total Project Expenditure 1st August 2014 - 31 July 2016

Draft Statement of Income and Expenditure for the period 1 August 2014 - 31 July 2016						
DONOR:		EUROPEAN COMMISSION				
PROJECT TITLE:		TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING ON SUSTAINABLE ENERGY AND CLIMATE CHANGE ADAPTATION (TVET)				
CONTRACT REFERENCE:		FED/2014/347-438				
SPC REFERENCE:		EEBZ01XS EEBZ02XS				
REPORTING CURRENCY:		EURO				
Income		INCOME PERIOD 01/08/2014 to 31/07/2016				
		FJD	EURO			
<u>Grant</u>						
1st Tranche (EU:1st pre-financing-TVET EUR1,388,794)		3,434,208.70	1,388,794.00			
Total Grant received in reporting period		3,434,208.70	1,388,794.00			
Expenditure		Budget as per CA	EXPENDITURE PERIOD 1/08/2014 to 31/07/2016		BUDGET IN EURO	
			FJD	EURO	Budget Variance	
					Actual against budget %	
Salaries						
Team Leader		283,200	338,319	136,816	-146,384	48%
Sustainable Energy Adviser		190,000	345,948	139,901	-50,099	74%
1 Senior Lecturer (TVET)		198,000	113,063	45,723	-152,277	23%
1 Senior Lecturer (CCA)		198,000	142,293	57,543	-140,457	29%
1 Regional Project Coordinator (USP)		106,500	77,344	31,278	-75,222	29%
Project Administrator / Finance Officer (SPC)		51,800	53,653	21,697	-30,103	42%
Finance Officer (SPC)		96,200	103,520	41,863	-54,337	44%
Subtotal Project Staff		1,123,700	1,174,140	474,821	-648,879	42%
Travel and subsistence costs		551,500	822,160	332,482	-219,018	60%
Training costs		152,300	206,645	83,567	-68,733	55%
Equipment and services		2,072,740	79,440	32,126	-2,040,614	2%
Consumables and other supplies		308,200	153,062	61,898	-246,302	20%
Subcontracts/consultancies		1,129,013	368,056	148,842	-980,171	13%
Monitoring and Evaluation		226,300	546	221	-226,079	0%
Project financial audit		13,680	0	0	-13,680	0%
Dissemination of results / visibility		123,502	44,088	17,829	-105,673	14%
Subtotal for Activity		4,577,235	1,673,997	676,965	-3,900,270	15%
Total Direct Expenditures		5,700,935	2,848,137	1,151,786	-4,549,149	-80%
Indirect costs (7%)		399,065	199,370	80,625	318,440	20%
Total Expenditure		6,100,000	3,047,507	1,232,411	-4,230,709	20%
Surplus available before commitments				156,383		
Commitment			259,530	104,954		
Surplus of funds available after commitments				51,429		

Notes:

Exchange rate for reporting in Euro is 0.40

Year 3 Work Plan and objectively verifiable indicators of achievement:

Budget

		Year 3											
		Mth 1	2	3	4	5	6	7	8	9	10	11	12
Result 1	Signing of the ACSE CA & FA												
	ACSE Inception Workshop												
	Signing of the CA for the ACSE TVET Component												
	Staff Recruitment												
	Training Needs and Gaps Analysis												
	Signing of partnership agreements												
	TVET Inception Phase Workshop												
Result 2	Develop benchmarks, competency standards and unit descriptions												
	Develop accreditation strategy and train pool of accreditors												
	Develop pathways and link trainers and educators												
	Deliver ToT courses to institutional trainers and educators												
Result 3	Develop other specific courses based on country demands												
	Verify sustainable learning pathways												
	Convene roundtables to go over experiences, identify further gaps, issues etc												
	Support training infrastructure and equip TVET providers												
Result 4	Implementation and establishment of learning communities and networks of practitioners												
	Identify gaps in networking to strengthen communications between national TVET providers												
	Promote inter TVET information and experience exchange, staff exchange and inter-institution ToT provisions on SE and CCA												
	Establish sub-networks with PATVET for SE and CCA practitioners at the TVET and informal education level depending on demand												
	Link PATVET and individual institutions into the SE and CCA networks												

Year 3 Budget and Work plan

Year 3 Budget:

European Union PactVET Project		
Year 3 Budget for Tranche Request		
Budget Lines of Direct Eligible Costs	Year 3	Overall Budget as per CA
Team Leader	68300	€ 283,200.00
Sustainable Energy Adviser	45000	€ 190,000.00
Senior Lecturer (TVET)	49500	€ 198,000.00
Senior Lecturer (CCA)	49500	€ 198,000.00
Regional Project Coordinator	26600	€ 106,500.00
Project Administrator *	12950	€ 51,800.00
Finance Officer *	24050	€ 96,200.00
Total Project Staff	275900	€ 1,123,700.00
Travel and subsistence costs	192630	€ 551,500.00
Training costs	47100	€ 152,300.00
Equipment and services	461320	€ 2,072,740.00
Consumables and other supplies	95000	€ 308,200.00
Subcontracts/consultancies	425470	€ 1,129,013.00
Monitoring and Evaluation	53700	€ 226,300.00
Project financial audit	3600	€ 13,680.00
Dissemination of results / visibility	44120	€ 123,501.00
Total direct costs	1598840	€ 5,700,934.00
Eligible indirect costs @ 7%	111919	€ 399,066.00
TOTAL	1710759	€ 6,100,000.00

Indicators

Intervention logic	Objectively verifiable indicators of achievement	Sources and means of verification as per original logframe
Result 1: National training needs in SE and CCA are assessed and existing informal and formal TVET training courses and training and education providers are identified	<ul style="list-style-type: none"> • 15 National Training Needs Assessment and Gap Analysis reports and 1 regional synthesis are produced during the inception phase including project baseline • Inception Workshop Completed and workplans developed and agreed • At least 18 MoUs are signed with participating countries and partners organisations and training institutions. 	<ul style="list-style-type: none"> • Training Needs and Gap Analysis (TNGA) Reports • Baseline • Inception Phase Report • Project MOUs
Result 2: Benchmarks, competency standards and courses on Training of Trainers (ToT) are developed and implemented and a pool of national trainers is created	<ul style="list-style-type: none"> • 10 new or adapted CCA and SE competency standards and/or qualifications and/or accreditation pathways endorsed by (national) qualification boards • 10 generic or specific industry ToT courses in SE and CCA are either strengthened, expanded or developed • At least 20 trainers are trained to deliver new and adapted courses • At least 20 accreditors are trained to provide accreditation` 	<ul style="list-style-type: none"> • National Qualification and Accreditation Standards or Frameworks • National Project Reports • Regional Progress and Monitoring Reports
Result 3: Developed and established training courses and support facilities within TVET institutions	<ul style="list-style-type: none"> • At least 6 TVET providers are equipped and offer new or adapted SE and CCA courses • Increase in number people enrolled and trained through TVET courses in SE and CCA in the Region • Report on Learning Pathways and sustainability of the SE and CCA modules / courses • Tracer studies completed indicating TVET qualified persons career paths. 	<ul style="list-style-type: none"> • National Project Reports • National TVET course enrolment and trained statistics • Learning Pathways Report • Tracer Studies
Result 4: CCA and SE training networks are strengthened	<ul style="list-style-type: none"> • Number of accreditation and learning communities/ networks established • Number of new links between regional and individual institutions into SE and CCA networks • CCA/SE Information, Knowledge and Technical Resource Portals and Websites 	<ul style="list-style-type: none"> • National Project Reports • Regional Progress and Monitoring Reports



**ANNEX 1 – Draft EU
PacTVET Gender
Equality Strategy**



ANNEX 1 – PacTVET Gender Equality Strategy

PacTVET Gender Equality Strategy for Capacity Building in Skills Development for Climate Change Adaptation (CCA) and Sustainable Energy (SE), 2016-2018.

Prepared by Linda Vaike and Sarah L Hemstock with assistance from the Project Management Unit (PMU), and with contributions from Soma Chakrabarti Fezzardi

Gender in P-ACP region

Pacific Technical Vocational Education and Training (TVET) institutions within the P-ACP Region have proven to be an essential capacity building platform, providing human resources equipped with necessary skills to operate domestic industries. Despite the growing number of people attending technical and vocational schools, gender inequality still remains an issue. Domestic industries within the P-ACP region are highly dominated by males with women representing a very small percentage of the workforce; this can be attributed to many factors. Traditionally, women and men have specific expected roles in societies; these 'gender roles' influence the choices people make with regards to their academic and professional career. Despite many efforts globally to reduce gender gaps in access to economic and environmental resources, as well as tackle social and legal discrimination against women and girls and their disproportionate burden of unpaid work, these gaps persist. These factors, together with violence against women and girls, have slowed down economic and sustainable development in most of the P-ACP countries.

Climate change impacts and natural disasters further exacerbate existing social challenges in P-ACP countries. They have placed more and heavier burdens on communities already facing social problems and has further increased gender gaps. Women, girls, the elderly and the disabled are particularly vulnerable to the impacts of climate change. On the other hand, they are also potential change agents with untapped potential in terms of unique knowledge and adaptation priorities.

Adapting to Climate Change and Sustainable Energy (ACSE) Programme and European Union Pacific Technical and Vocational Education and Training on Sustainable Energy and Climate Change Adaptation (PacTVET)

The Adapting to Climate Change and Sustainable Energy (ACSE) Programme aims to enhance sustainable livelihoods in P-ACPs. Sustainable livelihoods are a high priority for the Pacific Island communities and governments alike. They are central to current development policy including resource management and conservation but also in emerging policy to meet threats such as climate change. The program will strengthen the PACP's capacity to adapt to the adverse effects of climate change and to enhance their energy security at national, provincial and local/community level.

The European Union Pacific Technical and Vocational Education and Training on Sustainable Energy and Climate Change Adaptation (PacTVET) project is the third component of the broader Adapting to Climate Change and Sustainable Energy (ACSE) Regional Programme. The project builds on the recognition that energy security and climate change are major issues that are currently hindering the social, environmental and economic development of Pacific ACP (P-ACP) countries.

The PacTVET Project aims to promote the use of sustainable energy sources by building capacity and skills in 15 P-ACP countries, and specifically to facilitate the establishment of the sustainable, regular, widely-available,

accredited nationally appropriate training programs in SE and CCA at the TVET level to enhance the technical skills available within P-ACPs across a variety of economic and social sectors.

The project recognizes the active role women and girls continue to play in the energy sector and the huge contribution they can make in transforming economies through the use of sustainable energy sources, whether it is for domestic cooking and electrification or wider industrial services. It also recognized that without an active gender strategy based on gender analysis to understand gender roles and gaps, and concrete actions to address these gaps, change is unlikely to take place.

Gender Equality in TVET Institutions in the P-ACP Region: current status

The PacTVET Project carried out research (2015) in the P-ACP Region to gather information on the gender composition and investigate underlying issues in the various TVET institutions. Results of this study confirmed that most TVET institutions in the region are male dominated with only few women and girls enrolling in the different programmes offered by the institutions. Enrollment records from most institutions investigated in this study show a higher male to female ratio. For example, enrollment records for 27 TVET institutions in the Solomon Islands in 2015 showed that out of a total of 2,747 students, only 646 students are females while the rest are males. This accounts for a 1:3 male to female ratio (Solomon Islands MEHR Statistics 2015). In other words, women account for about 24% of all students. Similarly, statistics from the Tonga Institute of Science and Technology Trade Programme showed that out of a total of 356 students who enrolled only 23 (less than 7%) were females. The low ratio of female to male enrollment was also evident in most TVET institutions in the P-ACP region.

Another trend is that not all women and girls that are enrolled in a particular programmes end up graduating. While this is true for all certificate levels (Levels 1 to 4), it contributes to far fewer females reaching Level 1 and continuing on to higher education levels. This also contributes to gender inequality in the region's industrial workforce.

Gender segregation is also evident, where women and men opt for sectors that are traditionally associated with their sex. For example, statistics obtained from TVET Institutions in the region confirmed that women and girls tend to have a higher participation in institutions offering competency units and programmes for nursing, cooking, tourism and hospitality, horticulture and cosmetology. Men, on the other hand, tend to dominate institutions offering programmes involving skilled industrial and construction trades.

In summary, the total proportion of women and girls joining and graduating from TVET institutions regionally is well below the total number required to achieve equal gender balance in TVET institutions and the overall TVET sector, and gender segregation may be blocking both women and men from accessing economic opportunities. Negative implications include women's unequal access to economic opportunities, which constitute an important climate change adaptation strategy i.e. diversifying livelihoods and increasing household assets that can help to buffer climate change and land degradation. Where women end up as heads of household e.g. because of male economic migration away to urban areas, they are caught in a vicious circle of having no time or money with which to care for themselves or their families.

Policy framework for gender strategy

This gender strategy is developed in realization of the European Union's (EU) strong commitment to promoting gender equality in all external relations and beyond development cooperation. Specifically it contributes to the EU commitment to *'(e)qual rights enjoyed by women to participate in and influence decision-making processes on*

*climate and environmental issues*¹.

The strategy also seeks to uphold key regional and global commitments on gender equality including:

- Convention on the Elimination of All Forms of Discrimination against Women (CEDAW, 1979),
- UN Framework Convention on Climate Change (1994) and various decisions within this process that favour women's advancement
- Beijing Platform for Action (1995)
- Hyogo Framework for Action (2005)
- UN Sustainable Development Goals (SDGs, 2015), notably SDG 5 on gender.

This strategy also seeks to uphold the values and goals of the Pacific Community (SPC) – a community of members that are committed to the principles of good governance, the defence and promotion of gender equality and human rights, and to ensuring that the needs of the most vulnerable in our societies are at the forefront of its work.

Project gender strategy: vision, objective and actions

The vision of this gender strategy is the 'equal participation of men and women in the TVET sector in the region so as to strengthen the capacity of and expertise within P-ACPs of both males and females to effectively respond to energy security and climate change adaptation challenges'. The gender strategy also supports the closing of gender gaps in climate change adaptation and environmental decision making at the household and community levels by equipping women as men with the skills and confidence to contribute.

The objective is to '**promote the equal participation of men and women in the PacTVET SE and CCA training programmes throughout the P-ACP region**'. This objective will be delivered through specific actions, and paying attention to both implementation processes and opportunities as well as outcomes or benefits for women and men.

This strategy will focus particularly on Result Area 3 focusing on the "development and establishment of training courses and support facilities within TVET institutions". For this to be fully realized, certain verifiable indicators needs to be achieved.

Supporting actions are set out below.

Action 1: Undertake survey amongst current women and men at TVET institutions to identify barriers and enabling factors. This will enable the identification of barriers in the home, community, TVET institutions and external factors (policy, culture and prevailing gender norms). The emphasis will be on identifying the main barriers that can be tackled by the Project or by partners within the timeframe. Experience shows that typical barriers to women accessing education and training opportunities include:

- Inaccessible/ unsafe access to venue
- Inappropriate timing of courses given women's care roles
- Lack of childcare
- Perceptions that subject is for men and prevailing culture is unwelcoming to women
- Perceptions that the course (tutor, venue, content, timing) is biased against women
- Perceptions that they will be discriminated against after the course in searching for work
- Lack of money if they are single or do not make decisions on household expenditure
- Lack of special measures to attract women.

1

'Gender Equality and Women's Empowerment: Transforming the Lives of Girls and Women through EU External Relations 2016-2020'. European Commission. 2015.

For the PacTVET Project, the variable indicators includes:

- ❖ At least 6 TVET Providers are equipped and offer new and adapted SE and CCA courses in the region. These providers should promote an environment that encourages gender inclusive culture and equal participation of both males and females.
- ❖ Increased number of people, comprising of both males and females, enrolled and trained through TVET courses in SE and CCA in the region.

Outcome 1: Promote an environment in identified TVET institutions that encourage gender-inclusive culture and equal participation of both males and females.

Action 1:

1.1: Promote a Gender Neutral and Inclusivity Culture in Institutions offering SE and CCA TVET courses.

“Inclusive education not only provides the best educational environment but also contributes to breaking down barriers and challenging stereotypes.” (Commonwealth Secretariat 2008)

TVET institutions provide a good avenue to promote and encourage gender equality if they are strategically placed to do so. Traditional norms and cultures have always influenced the courses girls and boys enroll in. In TVET institutions, boys tend to dominate courses that involve hard labor in the

In order to achieve this, institutions, teachers and trainers need to be gender neutral. Institutions need to provide an environment that is gender inclusive, gender neutral and supportive of inclusive language.

Strategic Entry Points:

- PacTVET will raise awareness within identified institutions on the importance of promoting gender-inclusive culture within their learning environment.
- PacTVET will ensure equal participation of both males and females in the training of trainer program.
- PacTVET will work with identified institutions to promote and empower women to advocate for increased participation of women and girls in TVET for SE and CCA.
- PacTVET will work with stakeholders to ensure that SE and CCA courses, trainer and teaching materials eliminate all sexist stereotyping.

1.2: Achieve Gender Equality and Equal Participation of Boys and Girls involved in TVET for SE and CCA.

Raising awareness on gender equality is very crucial for the Pacific Region if gender equality is to be fully realized. Awareness raising is an important means of communication. Raising awareness on gender equality will ensure information sharing and exchange. It helps improve mutual understanding and can help mobilize communities and societies to bring attitude and behavioral change to a far reaching audience.

Strategic Entry Points:

- PacTVET will work with identified institutions to raise awareness on the benefits of having equality in the training courses for SE and CCA.
- PacTVET will work with identified institutions to raise awareness on gender equality.

Outcome 2: Increased number of people, comprising of both males and females, enrolled and trained through TVET courses in SE and CCA in the region.

Action 2:

2.1: Promote Equal Gender Composition in the TVET sector.

“Equality between women and men is a matter of human rights and a condition for social justice and is also a necessary and fundamental Prerequisite for equality, development and peace” Beijing platform for Action.” (UN Fourth Conference on Women)

TVET institutions in the P-ACP region have always been seen as a secondary option in people’s educational and career pathway. TVET institutions are mostly male dominated resulting in an industrial workforce comprising of almost all men. This is partly driven by individual choices but mainly by the sociocultural influences on gender. Although women and men play varying crucial roles in societies, traditional norms and attitudes still influence the choices people make. For the P-ACP region, norms and values differ between and within countries. Traditional norms and values also induce gender stereotypes for boys and girls in the subjects and courses they take up in school and the overall decision of whether or not to attend any formal training. More work needs to be done to bridge gender inequality in the formal education sector including the TVET sector.

Strategic Entry Points:

- PacTVET will work with identified institutions to increase the number of both males and females enrolled in SE and CCA courses across Certificate Levels 1 to 4.
- PacTVET will work with identified institutions to encourage the enrollment of women and girls in SE and CCA courses across Certificate Levels 1 to 4.
- PacTVET will work with identified institutions to develop incentives that will encourage increased enrollment of both males and females in SE and CCA courses.

2.2: Empower women and girls to enroll in TVET courses for SE and CCA.

“Empowering women to participate fully in economic life across all sectors is essential to build stronger economies, achieve internationally agreed goals for development and sustainability, and improve the quality of life for women, men, families and communities.” (UN Women)

Women can contribute positively to society, nation building and overall sustainable development. Recognizing the important contributions women can make will enable people to appreciate the role of women in any form of development. Many societies in the P-ACP region do not fully acknowledge the important roles women continue

to play. This realization is important if women are to be politically, socially and economically empowered. Climate change and disasters, coupled with other social problems continue to marginalize women in the P-ACP Region and deprive many of access to important human rights. Despite this, women continue to play important roles in the region in terms of adaptation. Although such efforts, when occurring at the community level, go unnoticed, they hold valuable lessons that can help build resilience to climate change, disasters and other social problems. The PacTVET Project seeks to empower women and girls to drive their own decisions by building their capacity through TVET.

Strategic Entry Points

- PacTVET will work with identified institutions to empower women and girls to enroll in SE and CCA courses.
- PacTVET will ensure that the role of women in SE and CCA are integrated into their units.

Implementing the Gender Equality Strategy

The PacTVET Project recognizes that in order to achieve the outcomes of this strategy all stakeholders need to collaborate. The project can only do much if TVET institutions are placed in a position to encourage equal participation of men and women. TVET institutions are similarly dependent on other stakeholders (local communities, governments, churches, primary and secondary schools etc) to achieve equal participation of men and women in their schools and programmes.

In the P-ACP region, special emphasis should be made on further empowering women to take on equal roles in societies and to be able to contribute effectively to decision making at all levels. When women are empowered they have the ability to influence and shape decisions to reflect and address their special needs. This aspect is particularly important in the context of climate change adaptation and sustainable energy pathways. Empowering women is crucial if gender equality is to be realized particularly in higher education. Equal participation of boys and girls should be reinforced in primary and secondary schools.

Promoting equal participation of both men and women in the TVET should be at the center of all interventions and should be integrated into institutional policies and plans across all sectors. The project also recognizes that in order to achieve equal participation of males and females in the TVET sector, significant transformations will have to be made in the way people perceive certain subjects offered in the institutions



ANNEX 2 – UPDATED COMMUNICATIONS STRATEGY

Appendix 2 Year 2 Report (August 2016- August 2017)



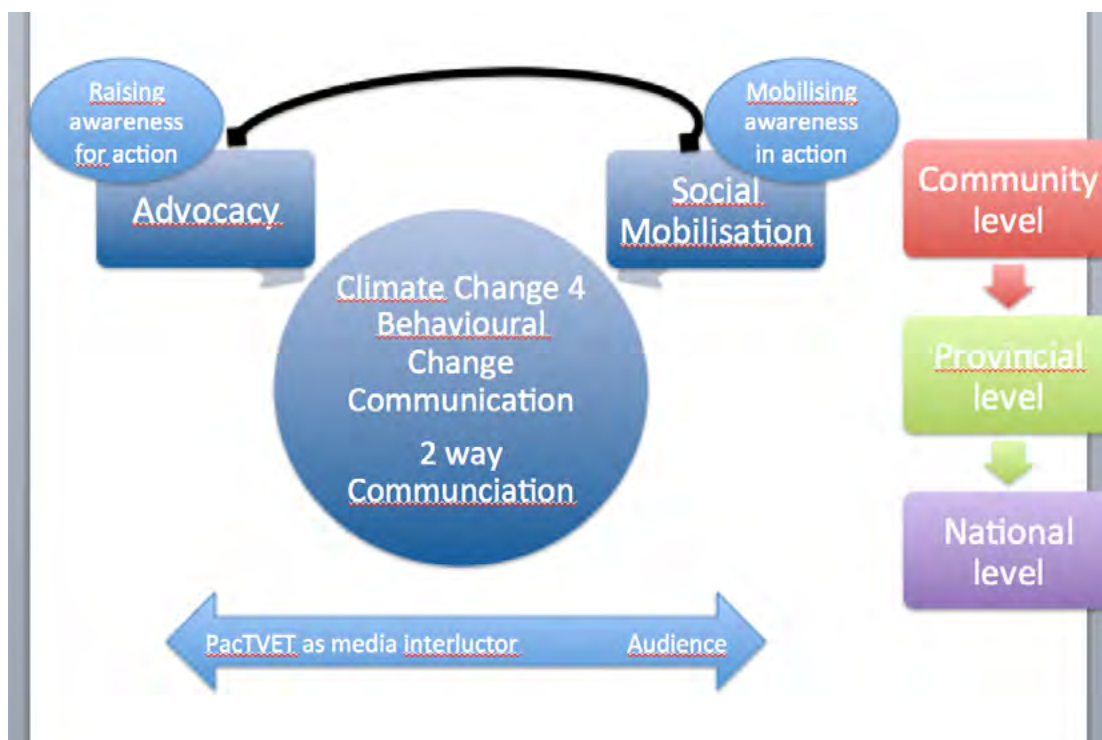
Communications Strategy Current Situation/Background

European Union Pacific Technical and Vocational Education and Training on Sustainable Energy and Climate Change Adaptation Project (EU PacTVET) Communications Strategy

(This is an updated strategy document based on the USP EUGCCA project media and communications strategy – recognized by PACMAS as the region’s most effective climate change communicator. This strategy will be further amended as project activities are developed and implemented to allow for maximum visibility of project achievements and outputs and the EU’s support for the action. The strategy will be further refined to incorporate information and communication activities designed to raise awareness amongst specific and/or general audiences).

Structure Plan

The Communications Strategy is a document as per the following plan structure:



1. Background

(Source: ACSE Joint Press Release – EU, GIZ, PIFS, May 2014; PacTVET Joint Press Release – PIFS, SPC, USP, Dec 2014)

The Adapting to Climate Change and Sustainable Energy (ACSE) programme will promote energy security solutions at national, provincial and community levels. The programme will include interventions to implement appropriate adaptation practices and technologies in food security, coastal management, water security, and improving access to energy.

The Pacific Island Forum Secretariat (PIFS) has been involved in the programme design by coordinating inputs from other CROP agencies and Forum Island Countries.

“The challenges of effective sustainable development and being able to respond to major global problems like climate change and to build country resilience are among the priority issues of the region and, as we see today, development partners must ensure their supporting efforts are properly coordinated and that their responses to country needs are delivered effectively,” PIFS Secretary General Tuiloma Neroni Slade said (May, 2014).

All 15 P-ACPs (Cook Islands, Federated States of Micronesia (FSM), Fiji, Kiribati, Nauru, Niue, Palau, Papua New Guinea, Republic of Marshall Islands (RMI), Samoa, Solomon Islands, Timor-Leste, Tonga, Tuvalu and Vanuatu) will benefit from this project supporting vulnerable nations in the region to adapt to the impacts of climate change, through promoting sustainable livelihoods and reducing reliance on fossil fuels.

Working with Pacific Islands Countries and Territories to cope with the adverse impacts of climate change and increase their sustainable energy production is a priority for the EU. The ACSE Programme forms part of the EU’s broader engagement on climate change adaptation, sustainable energy and disaster risk management in the region, which includes, amongst others, programmes such as the Global Climate Change Alliance (GCCA) implemented by the Secretariat of the Pacific Community and the University of the South Pacific, the ACP-EU Building Safety and Resilience in the Pacific (BSRP) programme, and the North Pacific Renewable Energy Project (NORTH-REP).

“The European Union is committed to promoting sustainable livelihoods in Pacific Island Countries and strengthening country capacities to adapt to the adverse effects of climate change and enhance their energy security”, EU Ambassador Andrew Jacobs said at the signing of the Agreement to Support Climate Change Adaptation and Sustainable Energy in Fiji, May, 2014.

The European Union Pacific Technical and Vocational Education and Training on Sustainable Energy and Climate Change Adaptation (EU PacTVET) project is Component 3 of the broader Adapting to Climate Change and Sustainable Energy (ACSE) programme. This project to address the social, environmental and economic impact of energy security and climate change on Pacific African Caribbean Pacific (PACP) countries was launched in Suva today.

Supported by the European Union, the EU PacTVET project aims to enhance PACPs’ regional and national capacity and technical expertise to respond to climate change adaptation (CCA) and sustainable energy (SE) challenges.

The EUR 6.1 million (F\$11.9m) project is being implemented over 53 months (from August 1st, 2014) by the Secretariat of the Pacific Community (SPC), in partnership with the University of the South Pacific (USP). Ambassador Jacobs congratulated the SPC and USP on their collaboration on the EU PacTVET project saying it was a first for an EU-supported project. “PacTVET signals a much-needed, collaborative approach by regional organisations to tackle climate change adaptation and mitigation issues to benefit all Pacific people,” he said.

EU PacTVET aims to enhance sustainable livelihoods in PACPs. Sustainable livelihoods are a high priority for Pacific Island communities and governments alike. They are central to current and emerging development policy, including resource management and conservation and to meet threats such as climate change.

2. Current Situation

(Source: Pacific Energiser Issue 21 p7. Aug 2016)

Pacific region endorses world’s first TVET programmes in resilience

Members from the education and training sector across the Pacific region have provisionally endorsed new technical and vocational education and training (TVET) programmes in the areas of resilience (climate change adaptation and disaster risk reduction) and sustainable energy.

This news was given by Dr Sarah Hemstock, team leader of the European Union Pacific Technical and Vocational Education and Training on Sustainable Energy and Climate Change Adaptation (EU PacTVET) project, a EUR 6.5 million project running from 2014 to 2018 and co-implemented by the University of the South Pacific and the Pacific Community, in partnership with the European Union.

Speaking at the Regional Industry Standards Advisory Committee for Climate Change Adaptation and Sustainable Energy (ISACs) meeting in Nadi, Fiji on 19 May 2016, Dr Hemstock said that this is a double world first in TVET education.

‘These programmes will not only be the first ever TVET courses in resilience in the world, but also the first ever resilience programme with regional accreditation’, she said.

Dr Hemstock added that having a wide range of industry and education sector representatives endorsing the courses shows the need to address climate change, disaster risk reduction and energy challenges at the national and regional levels across the Pacific.

The project initiative was commended by the consultant to the Fiji Higher Education Commission Mr Viliame Rabici, who said that regional qualifications would give people a greater understanding of how climate change impacts are different in different Pacific countries. 'Climate change impacts us all differently in the region, and each country will be able to bring their expertise to the courses because of the case studies in their own nations', he said.

Ms Violet Gereda, ISACs representative for Papua New Guinea, said that being the first countries in the world to provisionally endorse resilience TVET programmes was a bold step that was important for both the people of PNG, and the Pacific region as a whole.

'Our people must be made aware, and be educated on how these issues can be properly planned and managed towards disaster risks reduction as early as possible to minimise greater impact while experiencing natural disasters and its causes', she said.

The regional ISACs meeting included members from 15 Pacific countries: Fiji, PNG, Tonga, Samoa, Solomon Islands, Vanuatu, Niue, Nauru, Palau, the Federated States of Micronesia, Cook Islands, Marshall Islands, Kiribati, Tuvalu, and Timor Leste (East Timor).

The meeting, which began on 16 May, came to a close on 19 May with final discussions focused on the methods of delivering the services to the Pacific countries, which would be customised to each country's needs and at the same time enable the benefits of regionalism.

3. PacTVET Project Objectives

The project builds on the recognition that energy security and climate change are major issues that are currently hindering the social, environmental and economic development of Pacific ACP (P-ACP) countries. While there are promising renewable energy opportunities, about 7 million people out of the region's 10 million still do not have access to electricity. Additionally, the Pacific Region is among the most vulnerable to climate change.

The general objective of this project is to enhance sustainable livelihoods in P-ACPs. Sustainable livelihoods are a high priority for Pacific Island communities and governments alike. They are central to current development policy including resource management and conservation but also in emerging policy to meet threats such as climate change.

The purpose of the project is to enhance and/or create P-ACPs' regional and national capacity of, and technical expertise to respond to climate change adaptation (CCA), disaster risk resilience and sustainable energy (SE) challenges.

In essence, this communications strategy's performance monitoring aligns to the purpose and objective of the project as well as the national, regional and global strategic priority areas of the European Commission, The Pacific Community (SPC), USP, and that of the relevant Governments of the 15 Pacific ACP countries (by virtue of membership to CROP agencies).

The significance of capacity building on sustainable energy and climate change to the sustainable development of the P-ACP countries can be seen by the endorsement by the Forum Leaders of the Framework for Action on Energy Security in the Pacific (FAESP) and the Pacific Islands Framework for Action on Climate Change (PIFACC). Both frameworks have themes on Capacity Building, Education, Training and Awareness with outcomes of:

- Increased awareness and understanding of sustainable energy and climate change issues among communities and other stakeholders
 - Strengthened capacity to monitor and assess impacts of sustainable energy and climate change interventions
 - Strengthened capacity to identify, design and implement effective sustainable energy and climate change measures.
- The project is specifically supportive of the following objective stated in the Memorandum of Understanding of the Joint Pacific-EU Initiative on Climate Change:
- Strengthen research and development and capacity building

efforts to build human capital in PACP countries to address and sustain climate change programmes in the Pacific. Beneficiary Countries: Cook Islands, Fiji, Kiribati, Marshall Islands, Federated States of Micronesia, Nauru, Niue, Palau, Papua New Guinea, Samoa, Solomon Islands, Kingdom of Tonga, Tuvalu, Vanuatu and Timor Leste (East Timor).

4. Communications Objectives

Information on climate risks communicated in clear and relevant terms and through credible sources is essential for mobilising decision makers across the project communities and societies to take actions that will enhance their capacity and willingness to adapt to climate change and implement sustainable energy initiatives. An informed public is better able to begin planning and adapting for a likely future of more prevalent and more severe droughts, floods heavy downpours, and a potentially diminished flow of ecosystem goods and services that support and sustain current livelihoods and national and regional development.

The harder part will be the bringing about of a behaviour change for adaptation, and for this to be achieved, there will have to be sustained communication through traditional and non-traditional methods, including participatory solution finding and engagement with a variety of communities (including donors) and stakeholders (from grassroots to regional decision makers).

As climate change is a global problem and education is a regional issue with wider ranging impacts, it is essential that the climate change messages (including those surrounding sustainable energy and adaptation) are communicated successfully with many different groups including community members, partners, opinion formers, and stakeholders.

Increasing the awareness and understanding of climate change across a wide range of vocations will be important in building and sustaining the climate resilience of Pacific islands countries. Of particular importance will be building the competencies of skilled trades (for example, plumbers, electricians,

builders, design and engineering trades) that are involved in the design, construction and maintenance of important infrastructure (for example, buildings, water supply and drainage, transport and energy among others). Training could also be provided in other areas, such as agricultural extension workers, food processing and storage industries, fisheries and transport service sectors. The role of communications for this project is to create positive change at all levels by using a combination of advocacy, social mobilisation and behaviour change communication linked to programme interventions to create and sustain improved livelihoods.

This document draws on the experiences and lessons learned through climate change awareness raising projects in the Pacific particularly those at SPC and with particular reference to the USP EUGCCA project (recognized by the AusAid PACMAS study as the most effective climate change communicator).

The communications strategy will lead and support the development of proactive and effective communications for the SPC-USP PacTVET project. This should also promote coordination across all aspects of the project. All communications and visibility strategies developed and implemented will be in line with the publication "COMMUNICATION AND VISIBILITY MANUAL for European Union External Actions 2010", and USP and SPC requirements.

Responsibility for the communications strategy

Currently (August 2016), the Communications Lead is the Communications intern support consultant for the Project (Currently Mr. Emmanuel Duane Mar), working under the directive of the Project Management Team who are responsible for the formulation and delivery of the Communications Strategy by actively, and demonstrably, applying its principles to the PacTVET project. Support is currently provided by SPC and PaCE-SD media and communications officers. Key communication principles

- Communication will be open, honest and factual and directed to the target audience.
- All communication – spoken, written, and electronic – will be clear, easily understood, timely and up to date.

- Communication will take multiple forms to try and reach the target audience.
- Two-way communication will be encouraged and facilitated – particularly as a function of the Training Needs and Gap Analysis.
- All communication will be in line with the COMMUNICATION AND VISIBILITY MANUAL for European Union External Actions 2010; and will additionally comply with SPC's and USP's respective media engagement requirements.

Relevance of the Communications Strategy:

- Strengthen and enable effective stakeholder engagements – with particular reference to the Training Needs and Gap Analysis./
- To facilitate the understanding of climate change adaptation (CCA) and sustainable energy (SE) at the grassroots community level
- To facilitate change in community behaviour and perceptions where necessary – particularly in regard to the status and understanding of SE & CCA TVET
- To demonstrate the successes of the Project and the EU support for the action to the Pacific and globally

Communications Goal:

To support the delivery of the PacTVET project in the 15 P-ACP countries through the use of effective communications tools that will:

- raise the profile of climate change adaptation and sustainable energy TVET;
- raise the profile of project outputs and activities; and
- promote the understanding of the role of the EU in supporting this action.

This will involve public relations, producing awareness materials, advertising project outputs (such as competencies, frameworks and courses), lobbying tools and developing/maintaining a project website to capture results and best practices of activities under the project. The following communications

objectives will be pursued to achieve this goal.

Communications Objectives:

External

- Media coverage of climate change adaptation and sustainable energy TVET stories is increased by 10% from current levels over the period Aug 2016-Aug 2017.
- From Aug 2016 - Aug 2017, all major meetings/events involving the major beneficiaries of the EU PacTVET Project be given as much mainstream media coverage as possible, with media releases to be organised prior to events highlighting important topics for media attention.
- From Aug 2016- Jul 2017 the Pacific Community (SPC) media monitoring protocol is to be followed and updated for all PacTVET activities, and improved upon compared to the previous year..
- From Aug 2016- Aug 2017 a database of local, regional and international media contacts with specific interest in the PacTVET project will be established and functioning in all 15 project countries in the project ambit.
- Across the region, project stakeholders are identified and informed of all project activities and outputs on a quarterly basis.
- From the current baseline, there is a better understanding by stakeholders, CROP agencies and donors of the project activities and outputs; and analogous activities and synergies are highlighted in all the 15 countries. This will for part of the Training Needs and Gap Analysis.
- By 2017, the Project Website on the Pacific Regional Data Repository, will be widely available and easily accessible to all stakeholders, with additional information on project outputs and activities on additional internal portals (such as the SPREP Pacific Climate Change Portal for example), which will be regularly monitored and evaluated.

- By 2016 a distribution strategy is designed and implemented in all P-ACPs for the distribution of awareness materials related to project outputs and activities.
- From the second half of 2015, initial findings from the Training Needs and Gap Analysis are evaluated for its potential to be used by decision makers. The strategies and analysis will be promoted to strengthen evidence-based demand-side provision of TVET education based around climate change adaptation and sustainable energy at the national and regional policy/governmental level, and at the donor strategy level.
- Throughout the duration of the project - the design and production of strategic promotional materials and their appropriate distribution and use throughout the 15 countries.
- From the period Aug 2016 - Aug 2017 the current communications strategy is reviewed with lessons learnt incorporated.
- (Please refer to the table below "Achieving Internal Communications Objectives" for further detail).

Internal

- By August 2016 the project communications strategy is conceptualised, designed and implemented. "Draft" status is removed.
- By June 2015 all project staff and in-country representatives (PaCE-SD In-Country Coordinators and SPC Focal Points engaged in PacTVET activities) have an understanding of this communications strategy and how it complements their work.
- USP and SPC are both large "international organisations". By June 2015 an effective strategy to communicate and coordinate across faculties and divisions will be operational. At this stage the development of a "coordination" committee is being explored that will draw on expertise from interested

professionals from across USP and SPC. This, in turn, will lead to improved communications across the organisations.

- (Please refer to the table below "Achieving External Communications Objectives" for further detail).

5. Target Audience

Tips for effective communication

(source: USP EUGCCA project Media and Communications Strategy)

Identify target audience/s

Information should be clear and relevant to the audience. Over-riding message may be the same but the method or tone could differ. The needs of the audience should be paramount.

Simple and complete

Straightforward communication is best - avoid the use of jargon at all times. Communication should be inclusive and accessible to all the strategically targeted audience.

Mix and match approach

Different approaches suit different situations and different audiences. The approach chosen will have the audience and impact required in mind. For example, face to face meetings are best when the potential impact of the change is significant and requires the audience to own the change and influence others. However, in certain cases, when one is part of an email group on C.C responding to queries posted to the group and identifying lessons learnt from the project is a good way to share lessons learnt with stakeholders.

Internal Audience

- SPC & USP project Staff
- In County Coordinators, Focal Points and National Authorising Officers.

External Audiences, Current and Potential

In addition to the comprehensive database of project stakeholders, the general population includes the following current and potential audiences

- Donors
- Governments
- Partner CSO's and NGO's

- Department of Environment
- Ministry of Foreign Affairs
- Ministry of Education and related national commissions
- Regional organisations
- Users of Social Media
- Information portals (such as UNDPs Solution Exchange for the Climate Change and Development Community, Earth Journalism Network, Biodiversity Media Alliance, Climate Change Media Alliance, CAN adaptation, UNFCCC network and policy network, Climate Change Portal, DRM Portal, Education Commission websites, Cap4Dev)
- Academic institutions [TVET and Tertiary Students and teachers]

6. Possible Messages and Target Audiences

Climate change is a complex and multi-faceted issue, requiring understanding and input at diverse levels. This communications strategy will target key audience groups at appropriate level. Identified messages around project results and outputs will be framed appropriately through ongoing discussion with the project partners and stakeholders.

6.1 Audiences

6.1.1 National Policy Makers (e.g. education, environment, agriculture, forestry, fisheries, meteorology and energy sectors)

Adaptation to climate change and the provision of sustainable energy will require human capacity building, effective planning, policymaking and strong leadership. For this to happen, planners and policy makers need to be equipped with up to date knowledge and needs-based assessments to enable appropriate planning and the necessary means and education provision from grassroots to tertiary level to action adaptation.

6.1.2 Private Sector, business and industry

Any national level activity based around demand-driven TVET provision will require support, commitment and action from business and industry.

Engagement of the private sector by building a sense of corporate responsibility is essential.

6.1.3 Civil Society (including tertiary, TVET and non-formal education providers)

A significant proportion of awareness and advocacy work is carried out by civil society organisations. These groups will need to be made aware of the PaCTVET project and encouraged to engage in activities fitting their respective organization mandates.

6.1.4 Media

The national, regional and international media are an essential tool for sharing information on adaptation at a number of levels of society. The media can play a powerful advocacy role for TVET education, climate change adaptation and sustainable energy provision. The “traditional” media must be well-informed and aware of the Pacific region’s overall needs in this area – clear communications will be devised to facilitate this. In order to take full advantage of the outreach the mainstream media has, both nationally and regionally, an effective mailing list should be created for the purposes of notification of events, as well as circulation of media releases.

6.1.5 CROP Agencies

The support, financial and technical, of these agencies will assist countries to take practical steps in terms of formulating and implementing project activities.

Ensure meaningful collaboration between CROP agencies to ensure enhanced mechanisms for addressing project issues and human capacity building across the region without duplication.

6.1.6 International Community and donors.

The support and engagement of the international community is imperative in the ongoing global climate negotiations for reduced carbon emissions and sustainable energy provision as well as in supporting funding mechanisms for appropriate adaptation and improved livelihoods. The donor community needs to be well informed on matters of human capacity to cope with climate change and should rely on a needs-based approach to strategy development and implementation. With regard to the Training Needs and Gap Analysis, our feedback to the donor community – particularly the EU - should enhance this needs-based approach.

6.1.7 Schools.

Engagement of young people at an early stage is a proven effective tool for raising awareness, building human capacity and sensitising communities to social and environmental issues. Good quality, jargon-free information for teachers will help to make climate change better understood – an example of this is the teaching material that has been integrated into the school curriculum “Learning About Climate Change The Pacific Way” in several P-ACPs (GIZ/SPC). Schools to participate in programmes and activities that highlight adaptation to climate change and sustainable energy issues.

6.2 Partnerships

Strong, well-coordinated partnerships with non-government entities will be essential for the success of the project. These partners will need to be engaged and are covered under Result Area 4 of the “Description of the Action”.

1 Communications Mix and Promotion

External Communications

Radio

- Write and supervise distribution of press kits and news releases [this includes very basic & simplified information on climate change and the project]
- Book interviews and appearances
- Feed stories and ideas for live coverage
- Do taped interviews
- Line up taped interviews
- Develop ideas and book project representative for live broadcasts
- Provide materials for station website – includes basic Q&A information on the project

Television

- Write and supervise distribution of news kits and news releases
- Book appearances for talk back shows
- Work with special projects editors on ideas for special features
- Feed stories and ideas for live coverage
- Provide materials for station website
- Provide information for taped coverage

- Provide information and incentive ideas for live coverage and coordinate with crews
- Work with special projects editors on ideas for documentaries
- Schedule strategic 30 seconds advertisements placements for project outputs and activities
- Create 30-45 second insert for USP PACE-SD profile video.
- Create 90 second video detailing project purpose and objectives based on longer documentary (15minutes max duration).

Daily, Weekly and Monthly Newspapers, Magazines

- Provide copy and information for TV and public access channels
- Write and supervise distribution of press kits and news releases
- Feed ideas to business editors
- Feed ideas to environment and education editors
- Contact picture desks on photo opportunities
- Feed stories and ideas for live coverage
- Provide materials for publication website
- Schedule strategic attention grabbing ads in the local and regional dailies [FT, FS, Mai Life Magazine for Fiji, Islands Business for regional]

Publications

Research, write, design and supervise production of publications developed to reach each of the target audiences with the appropriate message as well as continue to develop and maintain the project stakeholders lists of contacts, prospective contacts and industry leaders, internal audiences, relevant government departments and the media.

Information Dissemination Options

• **Newsletters**

To be distributed by internal mail, regular mail and/or email to stakeholders/working groups, a quarterly newsletter to business and civic, community, lawmakers, local, regional and state political leaders, advisory committees, friends and staff. Focus is on contribution

of the project to the educational, economic and social welfare of the community and includes features on organizational success stories, programs and courses designed to help others, articles which position the project and its partners as a significant contributing force to addressing climate change adaptation and sustainable energy issues, and as partners with business and government in an overall contribution to community capacity development.

- **Descriptive Brochures and Fliers**

Provide information on specific programmes available through the project. Distribute brochures and fliers to target the public including prospective students, business and industry, current and prospective donors, and various public and private entities.

To distribute via hand, mail, email, social media networks and special groups on facebook. The sustainability of print media will need to be assessed on a case by case basis.

- **Promotional Materials**

Produce appropriate promotional materials as needed, including invitations, t-shirts, hand-outs, letters, etc. Development and delivery of appropriate printed materials packages as needed for direct mail and/or personal contact.

- **Video and Website Materials**

In the ongoing effort to more effectively reach the target audience with information about the project, explore opportunities for Internet access, including the development of a project website and publicising the website access information/address through a launch. During the life of the project, small video recordings can be and posted on line – these may also be useful for the development of teaching materials and on-line educational resources. The project website will serve as a link to the external network so the structure and content will need to be devised appropriately. Regular updates will be done so that there is always fresh content available.

- **Social Media:**

Alongside, the current EU PacTVET Facebook and Twitter profiles, existing SPC and USP PaCE-SD facebook, twitter, Blog and linkedIn page will be utilized to update followers on project activities. These four accounts could be used to increase traffic

into the project website. Whenever new information is uploaded to the official website it should be fed into the two social networking accounts.

- **Peer to Peer Communications**

While it is important for the external audience to know what we are doing, it is also equally important for the internal audience to know what is happening in each of the countries. A platform where information and lessons learnt is shared can be created under google apps (which is something USP already uses for its students). These platforms allow for exchange of information through video, written text and voice. The creation of the facebook group for the PMU and project partners can be explored by the Communications consultant - most people would rather create a facebook alert/messenger account on their phones as opposed to work emails. Since this is a complex project and the PMU is dispersed across multiple sites, ease of communication is essential for project coordination. The facebook group allows for the upload of WORD documents and .PDF documents as well. Information shared over these platforms is secure.

- **Media stunts**

A media stunt is an event designed to attract media attention by providing a good photo opportunity. An effective stunt doesn't necessarily require extensive props or an elaborate set-up. The objective is simply to provide a visual illustration which can be easily described in a sentence or understood in one glance at a photo.

Media stunt options:

- Flash mob
- A call to action by a National Leader
- Twitter movement
- Photo Ops

- **Photo Book / On-line Picture Library**

During the life of the project, photographs will be taken in all the 15 countries. A database will need to be created so that there is a readily available avenue for the project staff and the public to access project related photos from the region. In addition to this, a 'photo book' can be designed and printed as a limited edition highlighting project successes

in the region. This can be printed on a hard cover and an official launch can be done to promote it.

• **Display Opportunities**

In order to establish and maintain a highly visible public image, it is important to identify opportunities for project representation at the various forums.

The forums can include:

- Networking cocktail
- Panel discussion
- Workshops
- USP Open Day
- UN Climate Change meetings
- Pacific Arts Festival
- Melanesian Arts Festival
- Melanesian Spearhead Group meetings
- Hibiscus Festival
- Book/Report Launches
- Career expos
- Trade shows

In order to take advantage of these opportunities the project should:

- Create trade show display booth
- Arrange for booth setup at trade shows, career expos, schools, workshops etc.
- Develop materials and incentives to draw people to trade show booth (stickers, t-shirts, etc)
- Train staff on booth set up, to include obtaining contacts for follow-up and evaluation
- Develop materials and incentives to draw customers to trade show booths
- Make speeches as required
- Regular opinion pieces or feature articles in the dailies to be done by project staff

Internal Communications

- An internal forum for all project staff to be created to allow for an easier flow of information sharing. Explore the option of Google apps or Facebook to facilitate this.
- Regular email updates of scheduled activities (before & after) to be circulated by the officer responsible.
- Before project information is sent out ALL

staff and partners are to be well informed of activities and outcomes.

2 Budget

As defined in the Contribution Agreement.

3 Being on Brand

Presenting our brand correctly is crucial. This means being consistent with logos, typefaces, slogan, colours, and “on-brand” with our key messages and the way we use words and images on all applications.

The EU logo will be used alongside all products and materials. All branded products will adhere to SPC, USP and EU branding guidelines. Any other partner and donor logos will be displayed in accordance with prior established agreements.

Please visit: http://ec.europa.eu/europeaid/work/visibility/index_en.htm for a copy of the EU communications manual

4 Evaluating Success

Performance Measures:

Increased awareness and exposure resulting in increased support from:

- relevant government departments
- partner civil society organisations
- partner non-governmental organisations
- education institutions


The Media monitoring evaluation should show:

- increased awareness and heightened support and enthusiasm for the project through media coverage, letters to the editor, increased traffic to project website (once established)
- Increased interest from potential project partners, CROP agencies and the media on the project

10 Communications Strategy Outputs for this reporting Period

Activity: Project Press Launch - This strategy recognises the importance of the public relations role of each project partner and the donor in promoting the project through public events.

- Deliverable: As a result of this, news articles were written about the project and launch. It also demonstrated the coming together of CROP agencies and donors. The launch also provided an opportunity to begin identifying project stakeholders.
- Activity: Strong and well coordinated partnerships with stakeholders.
- Deliverable: Informal discussions and meetings are already underway with a variety of stakeholders for the creation of project partnerships and awareness of the project and its potential.
- Activity: Networking Opportunities
- Deliverable: Through various workshops and meetings staff representing the project are able to talk more about the project and explore opportunities for collaboration and also share best practices. E.g. University of Fiji and University of Alicante MSC Renewable Energy launch; WASH research workshop; Communicating Climate Change Practicum; Hawaii Renewable Energy Conference – Focus on Small Island States; PACE NET + Brenham workshop.
- Activity: Media Relations
- Deliverable 1: A press release regarding the launch of the project was developed and disseminated to the media - 2015.
- Deliverable 2: A regional circular announcing the project and prospective activities covering contacts in all 15 countries implementing the project has been disseminated. As the project activities progress this list will be expanded and used to frequently engage the media - 2015.
- Deliverable 3: A media release has been disseminated to the media regarding the May 2016 Regional Industry Standards Advisory Committee Meeting in Nadi, Fiji - 2016.
- Deliverable 4: A regional article detailing the projects accomplishments in the areas of TVET education, both in climate change adaptation, as well as sustainable development are to be released before December 2016.



ANNEX 3 – The Pacific Regional Federation for Resilience Professionals (PRFRP

The Pacific Regional Federation for Resilience Professionals (PRFRP)

professionalising a united, diverse and resilient Pacific regional sustainable development industry and practice

Purpose:

To be a united and diverse Pacific regional industry association for resilience to achieve sustainable outcomes in skills development, education, training and employment for climate change adaptation and disaster risk reduction / management to align closely with regional and national needs and priorities.

This will be achieved through:

- collective, collaborative and effective representation in industry and government affairs,
- an industry Certification Scheme for practitioners that sets the benchmark of quality for the Resilience (climate change adaptation CCA and disaster risk reduction /management (DRR/DRM)) sectors,
- administering a Resilience Industry Skills Advisory Committee (ISAC) to facilitate reviews and updates of education and training curriculum and practices in resilience, and
- providing support through professional advice and services

Objectives:

- To promote and facilitate an enabling environment for sustainable community climate change adaptation, disaster risk reduction /management, and the maintenance of ecosystem services.
- To raise the profile of climate change adaptation and disaster risk reduction /management and their linkages to development across a broad range of sectors e.g. Ridge to Reef Ecosystems Management.
- To enhance the professionalism of practitioners in the diverse fields of CCA/ DRR/DRM.

- To facilitate transition from ad-hoc and non-formal training provision on CCA/ DRR/DRM via promoting formal provision of relevant qualifications and qualified training providers.
- To adopt and promote standards and environmentally sound practices for sustainable CCA/DRR/DRM products and services - including the use of appropriate strategies, technologies and resources.
- To promote the development of qualifications and quality training through TVET to meet industry standards and the changing environment.
- To support and advocate the process of recognition of prior learning as a valid and quality assured process for the certification of resilience practitioners and accredited CCA/DRR/DRM qualifications/ skillsets/competencies.
- To maintain a register of certified professional resilience practitioners.
- To provide a code of ethics for resilience practitioners to abide by.
- To promote relationships with relevant stakeholders (including multi-lateral and bilateral donors), international agencies and government ministries and departments to promote the use of best practices in CCA/DRR/DRM.
- Other functions appropriate in relation to the promotion and professionalization of CCA/DRR/DRM (including environmental change, maintenance of ecosystem services, poverty alleviation including food and water security and remote social economic development).

Five Year Mission:

To create an enabling environment in the Pacific region for the application of climate change adaptation and disaster risk reduction /management best practices to support all communities to develop sustainably.

Achieving the Five Year Mission:

Working with the EU Pacific Technical Vocational Education and Training in Sustainable Energy and Climate Change Adaptation Project (EU PacTVET) and the GEF Pacific IW Ridge to Reef Project (GEF Pacific IW R2R), the focus of the PRFRP will be to serve the needs in the P-ACP region. The following outputs are expected to be achieved:

- Conduct the inaugural Federation meeting for the Pacific region
- Identify existing and potential stakeholders who actively support the purpose of the Federation- noted that due to links with the EU-PacTVET and GEF Pacific R2R project, initial emphasis will be placed on Pacific – African, Caribbean and Pacific (P-ACP) stakeholders.
- To develop an organisation constitution and/or articles of association and register the PRFRP as a not-for-profit entity within the P-ACP region.
- Form the relevant committees (e.g. Executive, Industry Skills Advisory, Membership committee, Practitioner Certification).
- Develop a structure for the Federation including secretariat services to provide administrative support.
- Develop a business plan, including fee structure, for the first 5 years of operation.
- Develop a certification scheme for Resilience Professionals.
- Actively support an accredited recognition system for informal and non-formal learning in Resilience.
- Administration and governance of delivery of PRFRP endorsed TVET competencies and qualifications.
- ISAC (Resilience) development and endorsement of TVET competencies, skillsets and qualifications (to be accredited by EQAP).
- ISAC (Resilience) endorsement of The Education and Quality Assessment

Programme initiatives in developing regional policy and practices.

- Co-ordination of forums and skill seminars for Practitioners and the Resilience/ Sustainable Development industry.
- Provide consultation services on regulatory compliance, education and training development, community and public awareness matters
- Research and identify best practices and standards that could be adopted in the P-ACP region.

Five year Impact:

- “Professionalisation” of climate change adaptation and disaster risk reduction / management practice – focusing on the P-ACP region.
- Increased focus and drive toward quality of climate change adaptation and disaster risk reduction /management education and training through PRFR and regionally endorsed accredited competencies, skillsets and qualifications.
- Quality process for certification of resilience professionals.
- Coordinated and collective promotion by all members of the Federation of agreed evidence-based best practices.

Indirect benefits:

- Improved environmental change project effectiveness.
- Poverty alleviation via effective sustainable development strategies and improved livelihoods.
- Positive vehicle for greater cross sectoral integration and coordination improving cost effectiveness and sustainability of capacity development.
- Migration with dignity.
- Improved national and regional education and training systems which incorporate an effective recognition system (RPL) to be applied in all areas of learning.

- Improved focus on 'regionalism' for sustainable development (including CCA/DRM/DRR/ and ecosystem services in education and training)

Membership:

Non-Governmental Organisations, training institutes; Universities; private sector green and sustainable environment focused businesses; industry associations, utilities; government departments; multi-lateral and bi-lateral donors; international agencies; individuals.

Benefits of Membership: Aside from playing an instrumental role in shaping regional and national policy and practices for issues concerning 'resilience', PRFRP also provides a diverse range of member benefits including: practitioner certification, professional development, workshops, events, and a platform for collective Resilience intelligence.

For further information on the PRFRP including membership forms, please contact:

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EU PacTVET

European Union Pacific Technical and Vocational Education and Training on Sustainable Energy and Climate Change Adaptation Project

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