



EU-GIZ ACSE Project Final Evaluation Report Federated States of Micronesia

*Project Title: Protecting islands through Learning and Leading in
Adaptation and Renewable energy Education programme (PILLAR-
Ed)*

FA: 81207079

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1. Purpose of Evaluation

The purpose of the final project evaluation was to confirm how effective the project delivered and achieved its commitments set out in the project agreement. From the exercise, the project evaluators reflect on outcomes, impact, lessons learned, best practices, success stories and the effectiveness of their project delivery.

2. Modality of Evaluation

Evaluation of the project was conducted internally by the SPC ACSE Project Team, Koin Etuati and Frank Vukikomoala with support from SPC's GEM Finance Officer, Ms Shanupriya Sharma provided financial details.

The Report was then circulated to the FSM Team for comments. This include SPC MRO and to R&D focal points. This time, MR Hubert Yamada was replaced by Ms Vanessa Freda, Assistant Secretary R&D.

3. Achievement Summary

Project Component	Major Achievement
Component 1 –[O1] Increased community knowledge on climate change adaptation and sustainable energy	<ul style="list-style-type: none"> • Informed communities on sustainable energy options and climate change adaptation measures <ul style="list-style-type: none"> ○ Energy efficiency booklet developed ○ GIZ Fact sheets on climate change distributed to Kosrae Schools ○ Retrofit works on replacing inefficient lights and ACs demonstrated the knowledge on saving energy and its impacts to climate change through reducing use and consumption of fossil fuel that powers electricity
Component 2-[O2] Increased use of sustainable energy measures, where feasible, in schools in the FSM	<ul style="list-style-type: none"> • 6 schools in Kosrae was audited to identify energy wastages • Energy audit training was undertaken in which 10 male and 1 female from Kosrae DOE participated. • Retrofitting works were undertaken and completed at the 6 schools
Component 3-[O3] Increased use of sustainable energy measures at the FSM national government buildings	<ul style="list-style-type: none"> • FSM national government buildings in Palikir retrofitted with energy efficient measures based on recommendations from the 2016 UNDP Energy Audit conducted by IIEC. • Additional 54 ACs was procured to further reduce cooling load consumption for the National government, Palikir Building • Energy efficiency retrofitting extended to other government buildings within Palikir utilising spare LED tube lights.
Component 4 – [O4] Increased adaptation measures related to potential climate change impacts	<ul style="list-style-type: none"> • 7 schools were assessed for water storage resilience in the lower Morlocks due to water shortages.

	<ul style="list-style-type: none"> 6 schools supplied with additional water tanks and increasing the average water reserve for drinking from 22 days to 39 days.
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4. Expenditure Review

- Finance Officer presents a summary of the overall expenditure.
- Each team member presents an overview of the budget component for which he/she is responsible.
- Key points from the presentations are summarised.

Component	Key budget points
General Situation	<p>The project spent Euro 421,761.58 at end of project.</p> <p>The project had remaining fund at closure – -Euro 14,327.42</p> <p>Reasons for underspend: The last set of activities tagged for February to April 2020, was impacted by the COVID 19 Pandemic where travel restrictions were imposed and not allowing for the completion of the remaining activities: -</p> <ol style="list-style-type: none"> 1. Water tank inspection in the schools at lower Mortlocks Chuuk. 2. Impact studies; and 3. Awareness

Please answer the following questions:

- Describe, in brief, the financial management system employed in this project?

SPC's Financial Management Information System (FMIS) is Microsoft Dynamics (Navision). It is a multi-currency system with EURO currency as our base currency. As part of the Navision System, SPC had built a Jobs Module that came into effect from 1st April 2019.

The Job module allows SPC to keep track on a Job Card (Project) of the various costs associated with purchases, usage of resources and advance of funds received from a Donor for a specific project. The Job Card provides project managers with a financial tool to set up, monitor and manage projects.

The Job Card is defined by three different levels:-

- The first level of the Job Card is where general information is entered and maintained. This includes Donor name, start and End date, Project Manager etc.
- The second level records the job tasks allowing SPC to break the project up into different tasks (budget lines) and sub tasks
- The third level stores the job planning lines and is where SPC can store budget periods and values. The job planning lines capture expected revenue (Line type: Billable) as well as budget (line type: Budget) against the task. The sum of all the job planning lines, with a line type Budget, provides the total budget for the Job Card. The sum of all job planning lines, with a line type Billable, provides the total amount of expected advances from the Donor for the Job Card.

Key reports generated through SPC's FMIS and currently provided to management;

- a) monthly financial performance review (management accounts);
- b) donor financial reports; and
- c) self-generated project financial reports available to all staff through ProgNav 2019.

SPC maintains a finance manual that formalises payment and disbursement process. The SPC annual financial statement is audited by a professional external auditor conforming to International Public Sector Accounting Standards (IPSAS)

- What were the main advantages of the financial management system?

SPC's FMIS ensures effective financial control and accountability which support the respective projects to:

- Better manage their budget allocations (Core, Programme, Project); and
- Forecast all budgets with greater accuracy into the future

This will enable Divisions and external stakeholders to access consistent financial information at all stages of the projects and to extract all relevant reports when needed.

For the Project Team, There are two ProgNav Reporting Templates available. This include.

- Budget Management Report. This allows for a comparison between yearly budget and actual expenditure (both in EURO and donor currency)
- Cash Management report. This allows to get information on a Projects Opening and Closing balance and the availability of funds left to be spent.
- What were the main challenges of the financial management system?

Major challenges observed was more to do with project staff awareness and understanding of the processes which at times contributed to the delay in facilitation of a payment process. This includes the following: -

- Informing of vendors on the timely issuance of invoices
- Need to inform Vendors of SPC processes payments and timing – 15days for Payments and 30 days for consultancies
- Follow-ups to payment being undertaken to vendor and project staff being notified of status.

- Did you encounter any major problems with the financial management system?

No

- What did you do to overcome these challenges?

Not Applicable

5. The Objective

Achieving the objective of the project as set out in the Financing Agreement, or subsequent amendment thereto, is the core responsibility of the contracted implementing partner but is a responsibility shared by all in the project team.

Questions	Responses
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What is the stated objective in the Financing Agreement?	Increase the resilience of communities to climate change impacts and contribute to sustainable development by increasing awareness and use of sustainable energy.
Is the project today still consistent with the objective as set out in the Financing Agreement?	Yes
If so, in what ways is the project consistent with the objective?	<p>Activities delivered by the project was consistent with the general essence of the objective</p> <ul style="list-style-type: none"> ○ Water tank procurement and installation is consistent and support the climate change impacts towards water resilience. ○ Also replacing inefficient to more energy efficient appliances contributes to sustainable development goal 7 – Sustainable Energy and communities understanding of saving energy contributes to impacts of climate change.
Were there any risks to achieving the stated objective? If so, list them.	<ol style="list-style-type: none"> 1. Late start to project – a lesson learnt of the importance of working closely with the NAO to get the endorsement of congress. This caused a delay of over a year 2. Unforeseen impact to Covid-19 Pandemic affecting activity closure and inspection of water tanks 3. Change in management team within SPC and GIZ as well. 4. Availability of local counterparts for sourcing local materials or services within the project budget 5. Limited human resources and services options that government could offer to assist with project delivery e.g no government boats available to deliver items for remote areas, power rely on private sectors, more expensive and projects delivery seem to be of less importance.

6. Overall Achievement and Project Impact

Brief narrative story that summaries the overall achievement and impact. 200 words

Include description of operating environment.

The project conducted a preliminary audit of three (3) Elementary Schools¹ and a detailed energy audit of the Kosrae High School in the Kosrae State and a walkthrough audit of two schools² not included in the detailed and Preliminary Audits, with the aim to reduce energy costs within the schools and to educate the wider community about energy saving opportunities. The audit culminated in the procurement of energy efficient lights and air-conditioners to help the schools realise important cost and energy savings.

¹ Malem, Tafunsak and Lelu

² Utwe and Sansrik

The project developed a booklet on Energy Efficiency for schools and households for distribution by the FSM Department of Education on the lessons learnt from the audit exercise, and energy saving opportunities that are common to all schools across the 4 states of FSM.

The team procured energy efficient lighting and air conditioners to upgrade government buildings within the Capital of FSM (Palikir), and the installation of these materials completed. The impact study assessments on these retrofit is to be completed.

The project completed assessments of the water infrastructure in the lower Mortlocks region of Chuuk State. The Mortlocks region comprises of a number of atoll island schools and the project in collaboration with local stakeholders selected schools; Ettal Elementary School on Ettal island, Moch Elementary School on Moch island, Oneop Elementary School on ONEop island, Lekinioch Elementary School and Nomwenomu Jr High School on Lekinioch island, MORTlocks High Schools on Satowan island and Kuttu Elementary School on Kuttu island, where water security is a major issue. The Project procured 24 of 1,500 gallons water tanks distributed to the 7 schools according to their needs. The project also procured water tank infrastructure and accessories and the communities contributed to the installations that enabled the important upgrading to the water infrastructure for the school communities and more-so to improving water security.

The project contract ended at the end of November 2018 but a no-cost contract extensions has been granted three times until April 2020.

7. Results

Description	Indicator	Baseline	Target	Result	Validation
Objectives Increase resilience of communities to climate change impacts and contribute to sustainable development by increasing awareness and use of sustainable energy options	Improved resilience of participating communities and schools to CC impacts	No ACSE intervention in these communities and schools	8 communities/schools and FSM national governments participating in CC adaptation and SE measures	<p>Increase resilience to climate change impacts (drought) in the Chuuk lower Mortlocks 6 schools supplied with additional 24 x 1500 gallons water tanks</p> <p>SE measures included EE retrofits at the National Palikir building (30 ACs, 40 High Bay LED Luminaires, 1170 LED T8 tube lights)</p> <p>Participation in SE by 5 schools (Kosrae High School, Tafunsak Elementary School, Lelu Elementary school, Utwe Elementary School and Sansrik Elementary School, DOE Conference Room) and 1 Government Building in Kosrae retrofitted with Energy efficient appliances (LED lights LED lamps and energy efficient ACs)</p>	<p>181120 FSM 6 Water tanks Capacity Assessment in the Mortlocks – Chuuk State</p> <p>191201 FSM 6 Water tanks and accessories delivery report _DOE Chuuk</p> <p>200702 FSM 6 Inspection Report _ Water tanks installation_ Lower Mortlock Chuuk</p> <p>190608 FSM6 Palikir Govt Building Installation Report</p> <p>200415 FSM 6 Installation Report _EE appliances retrofit Kosrae schools</p>

Outcome A Increased community knowledge on climate change adaptation and sustainable energy	Informed communities on SE options and CC adaptation measures	Minimum information on SE and CC adaptation available to communities	Participating communities and general public are well informed about CC adaptation and SE options	Energy Audit training undertaken in 2018 targeting participating communities only	180525 FSM6 Energy Audit-Hands-on Training Report
	Number of community members are more aware of climate change adaptation and sustainable energy	Community members are more aware of climate change adaptation and sustainable energy	Community members are more aware of climate change adaptation and sustainable energy	Awareness activities were not undertaken but booklet developed on Energy Efficiency Handbook for Schools and Communities (distribute to Kosrae DOE and TC&I)	200430 FSM6 Energy Efficiency Handbook for Schools and Communities Draft V3.
Output A Educational and awareness materials on sustainable energy options and climate change adaptation measures developed, published and disseminated to participating communities	Developed: 8 pull up banners; 1 conference banner (6mx1m); brochures 1 A4-3 folds and A3-3 folds; 2 posters; 2 flyers (1-sided); 2 promotional stickers; 8 bill boards; 4 newsletters; 8 media releases	Selected communities don't have access to such education and awareness materials on sustainable energy options and climate change adaptation measures	7000 printed information in the form of leaflets, brochures, newsletters, etc in English and local languages	Not achieved from ACSE but achieved through the sister programme – CCPIR ACSE maintained PPT that could be used for future awareness raising on energy efficiency	180522 FSM6 Air Conditioning _PPT 180522 FSM6 Energy Auditing_ PPT 180522 FSM6 Energy Management_ PPT
	Number of curriculums contains CCA & SE	Number of curriculums contains CCA & SE	Number of curriculums contains CCA & SE	Not achieved from ACSE but achieved through the sister programme – CCPIR	200430 FSM6 Energy Efficiency Handbook for Schools and
	Number of materials printed	No new materials	7000 materials printed	No printing of materials	
	Number of products produced	0 new materials	9	Energy Efficiency Handbook for Schools and Communities booklet drafted.	
	Number of materials translated	No new materials	All materials translated	Not achieved but the curriculum content has been	

				translated (with sister programme- CCPIR)	Communities Draft V3.
Outcome B Increased use of sustainable energy measures, where feasible, in schools in the FSM	4 schools undergoing energy Audits and energy efficiency retrofitting	No energy audits and no EE retrofitting	Practical demonstration of SE and options such as EE in selected schools	4 schools were Audited with 2 additional schools assessed by the project management team. Only 5 retrofitted as one school was to be renovated.	181115 FSM 6 Kosrae Schools energy Audit Final Report
	Number of energy efficiency measures integrated to schools	0 Number of energy efficiency measures integrated to schools	4 schools with 100% energy efficiency lighting	Training on Basic energy auditing undertaken of which 11 teachers and employees from Kosrae DOE participated. 5 schools have 100% energy efficiency lighting	180525 FSM6 Energy Audit- Hands-on Training Report 200415 FSM6 Installation Report – Energy Efficiency Kosrae School
Output B Installation of sustainable energy measures in selected schools across the FSM	4 energy audits conducted in 4 schools; EE retrofitting completed in 4 schools; at least 10% reduction in electricity bills	No energy audits conducted and no EE retrofitting in participating schools	4 energy audits conducted and 4 schools with EE retrofitting works completed with 10% energy saving	4 schools conducted energy audits – 3 Preliminary Energy Audits and 1 School a Detailed Energy Audit	181115 FSM 6 Kosrae Schools energy Audit Final Report
	Number of schools upgraded from inefficiency to efficiency inverter	Number of schools upgraded from inefficiency to efficiency inverter	4 schools upgraded from inefficiency to efficiency inverter	4 schools and 1 office (DOE) upgraded from inefficiency to efficient inverter	200415 FSM6 Installation Report – Energy Efficiency Kosrae Schools
	Number of energy audits completed	0 Number of energy audits completed	6 schools energy audits completed	4 schools audited	
	Number of schools retrofitted	0 Number of schools retrofitted	5 schools retrofitted	5 schools and 1 Government building retrofitted	

Outcome C Increased use of sustainable energy measures at FSM national government building	All FSM national governments building in Palikir retrofitted with energy efficient measures	Energy audit conducted but no EE retrofitting	Demonstrated SE measures in governments buildings for future replications in other premises	SE measures included EE retrofits at the National Palikir building: 30 Energy efficient ACs, 40 High Bay LED Luminaires, 1170 LED T8tube lights)	190608 FSM6 - Palikir Govt Building Installation Report
	% of led tube lighting in 1 target campus	Some level of led tube lighting in 1 target campus	100% led tube lighting in 1 target campus		190608 FSM6 - Palikir Govt Building Installation Report
Output C Installation of sustainable energy measures in the FSM national government buildings in Palikir	EE retrofitting completed in FSM national government buildings in Palikir; 10% reduction in electricity bills	Only energy audit conducted; no EE retrofitting in FSM national government premises	EE retrofitting works completed with 10% energy savings	National Complex retrofitted. Impact assessment currently being undertaken to assess the 10% savings.	190608 FSM6 - Palikir Govt Building Installation Report
	Number of SE measures installed in the FSM national government buildings in Palikir	Number of SE measures installed in the FSM national government buildings in Palikir	Number of SE measures installed in the FSM national government buildings in Palikir	<ul style="list-style-type: none"> • 30 inverter type AC units installed. • 36 high bay LED luminaries installed at congress and supreme court • 1170 Tube lights installed 	190608 FSM6 - Palikir Govt Building Installation Report Asset Register
Outcome D Increased adaptation measures related to potential climate change impacts (Water Infrastructures)	4 schools/ communities with climate change adaptation intervention results – access to water	Poor access to water at participating schools/communities	Accessible safe drinking water for communities	6 schools have increased water storage security days for drinking.	180615 FSM6 Wash in School Baseline Data Oneop ES 180615 FSM6 Wash in School Baseline Data_Mortlocks HS 180615 FSM6 Wash in School Baseline Data Kuttu ES

					<p>180615 fsm 6 Wash in School Baseline Data Satowan ES</p> <p>180615 FSM6 Wash in School Baseline Data Lekinioch ES and Nomowonemu Jr</p> <p>180615 FSM6 Wash in School Baseline Data Ettal ES</p>
	Number of schools with enhanced infrastructures and governance	Some form of infrastructures and governance in place	4 schools infrastructures and governance enhanced	6 schools have improved water infrastructure with 24 water tank with bases and water cutters improvements	<p>180724 FSM6 Selection of Schools _ Water tanks PPT</p> <p>181120 FSM6 Water tanks Capacity Assessment in the Mortlocks_ Chuuk State</p> <p>191120 TOR Water tanks and Accessories Delivery Report _ Chuuk DOE</p> <p>200702 FSM6 Inspection Report _Water tanks Installation_ Lower Mortlock Schools _ Chuuk</p>

Output D Climate change adaptation intervention such as rainwater harvesting and storage systems improvement in schools /communities across the FSM	4 schools /communities with improved rainwater harvesting and storage systems	No water systems in participating schools /communities	Access to safe drinking water improved in 4 schools /communities	Water storage reserve for safe drinking of 3 GALLON PER CHILD increased from average of 22 to 39 days.	190125 FSM6 - Water Tank Capacity Assessment_ Mortlocks
	Number of schools with improved access to safe drinking water	No water systems in participating schools /communities	4 schools /communities with improved rainwater harvesting and storage systems	6 schools have increased days of water storage.	200702 FSM6 Inspection Report _Water tanks Installation_ Lower Mortlock Schools _ Chuuk

Table X – Validation Products

Annexes	Project Start Up and Management
	141209_FSM_Concept Note_FSM6
	150119_FSM_Concept Note Evaluation-FSM6
	150422_EU-GIZ ACSE_FSM-MoU
	161207_EU-GIZ ACSE_FSM6-FA-Eng-81207079
	161207_EU-GIZ ACSE_FSM6-FA-Ger-81207079
	161207_EU-GIZ ACSE_FSM6-SA-81207079
	161207_EU-GIZ ACSE_PDD-FSM06-81207079
	Project Results & Validation
	160630 FSM6 UNDP Energy Audit
	161230 FSM 6& FSM7 Project Technical Report No.1
	170213 FSM6 & FSM7 Project Technical Report 2
	180101 FSM6 -Kosrae Schools Energy Audit_TOR
	180123 FSM School Energy Audit_ RFQ Evaluation Report
	180312 FSM6 Schools Energy Audit Contract_Northmore Gordon Ltd
	180522 FSM6 Air Conditioning _PPT
	180522 FSM6 Energy Auditing _ PPT
	180522 FSM6 Energy Management _PPT
	180522 FSM6 Lighting _PPT
	180615 FMS6_Wash in School-Baseline Data_Ettal ES
	180615 FMS6_Wash in School-Baseline Data_Kuttu ES
	180615 FMS6_Wash in School-Baseline Data_Lekinioch ES and Nomwonemu Jr
	180615 FMS6_Wash in School-Baseline Data_Moch Community School
	180615 FMS6_Wash in School-Baseline Data_Mortlocks HS
	180615 FMS6_Wash in School-Baseline Data_Oneop ES
	180615 FMS6_Wash in School-Baseline Data_Satowan ES
	180724 FSM6 Selection of schools_Water Tanks_PPT
	180801 FSM6 Project Technical Report 2
	180829 FSM6&FSM7 - PSC Meeting Minute No. 2
	180901 FSM6 Project Technical Report 3
	181008 FSM6 Request Letter of Extension_30 Sept. 2019_SPC
	181115 FSM6 _Kosrae Schools Energy Audit Final Report

	181120 FSM6&7 Gender Analysis
	181129 FSM6 Supply of EE Appliances _ Kosrae Schools _RFP
	189531 FSM6 Kosrae Energy Auditing Hands-on Training Report
	190125 FSM6 -Water Tank Capacity Assessment_ Mortlocks
	190131 FSM6 Supply of EE Appliances_Kosrae Schools _RFP Evaluation Report
	190207 FSM6_ Water tank Basements_RFP_SPC
	190314 FSM6&FSM7 - PSC Meeting Minute
	190415 FSM6_Supply and Delivery _Rainwater Tanks& Materials_Appurtenances_RFP_SPC
	190603 FSM6 Project Technical Report 4
	190608 FSM6 - Palikir Govt Building Installation Report
	190731 FSM6 - Request Letter of Extension _31 Dec. 2019_SPC
	191125 FSM6 Technical Report 5
	191204 FSM6 -Request Letter of Extension_SPC_30 Apr. 2020_SPC
	191601 FSM6 Kosrae Schools Retrofitting _LOA_SPC_ FSM R&D _ Kosrae DOE
	200221 FSM6_ FA 81207079_Addendum 3
	200520 FSM6 Technical Progress Report 6_Annexes
	181112 FSM6_ FA 81207079_Addendum 1
	191029 FSM6_ FA 81207079_Addendum 2
	190430 FSM6 Energy Efficiency Handbook –Schools and Domestic Households Draft V3
	200415 FSM6 Installation Report – Energy Efficiency Kosrae School
	200702 FSM6 Inspection Report _Water tanks Installation_ Lower Mortlock Schools _ Chuuk
	200817 FSM6 Assets external transfer SPC_ FSM R&D _ PILLAR-ED FINAL
	200520 FSM6 Final Evaluation Report
	200520 FSM6 Final Project Report

7. Project Management

There are a great many things to think about when managing a project. Staff and team considerations, government systems and decisions, technical matters (risk management) interacting with stakeholders and departments, reporting, time management, financial management and accountability.

A. The Team

- *How productive did the team feel, individually and together?*
- *Were communications within the team strong, fair, not so good, needed improvement over time?*
- *How were the decision making processes in the team? Were they clear, agreed to, needed some change?*
- *Discuss what worked and what did not and make notes.*
- *Discuss what could have worked better.*
- *Summarise the lessons learnt from working in a team.*

What worked	What could have worked better	Key recommendations
Collaborations – Project team consulting other projects and partners e.g learning of the RENI project experience made the water tank procurement activity for the Mortlocks possible.	Strengthened coordination in having the Project team stationed together – (PM in Fiji, Technical person in Fiji, Advisor in Fiji & FSM, Finance and Admin in Fiji, Project officer in FSM)	Need for Partnership Agreements (SPC and R&D and States EWG) to avoid miscommunication and strengthen coordination effort.
Weekly update meetings on project which started later in the project implementation	Terms of reference for the project assistant located in FSM could have been better defined to clearly set out her role being the focal person on the ground.	Defining the roles and responsibilities of the project implementation arrangement between SPC and GIZ during inception to avoid confusion and duplication of efforts.
Internal communication within team (SPC and GIZ) flexibility in making changes	Project implementation arrangement – SPC, GIZ and R&D could have been better defined.	Produce a clear TOR to define the role and also empower Steering Committee to better advice project management team
Working with local stakeholders to implement the project giving ownership of the project to the stakeholders e.g - Chuuk DOE assisting with procurement and inspection of water tank materials; Communities in Mortlock installing the water tanks; Kosrae DOE undertaking the retrofitting works at the schools	A lot of assumptions on the National Government assistance such as co-sharing of the boat charter of government vessels however it was not possible to engage national government support as they have other priorities.	

B. Communications

For each of the following target audiences, answer the following questions:

B.1 Government

Questions	Responses
Who were the main target audiences in government?	<ul style="list-style-type: none"> All civil servant occupying the national government complex in Palikir Teachers and students of public schools in Kosrae and Mortlocks in Chuuk. Communities in the public schools have access to water. Employees from Kosrae and Chuuk DOE
Was information sharing good and consistent between the project and the rest of government?	<ul style="list-style-type: none"> There was close engagement with the project focal point Mr Hubert Yamada – Assistant Secretary Resource and Development. Worked with Department of Telecommunication and Infrastructure for retrofitting work at Palikir Building Worked with Department of Education in Kosrae and Chuuk for installation work (EE and Water tank installation)
Did the project produce the right/enough communication products and were they getting to the target audience in government?	<ul style="list-style-type: none"> No. Project did not get to undertake the relevant advocacy work however all the awareness materials were produced only.
List any improvements that were made or could have been made.	Opportunity to share the stories on the impacts of the EE retrofit work at Palikir and at the Kosrae Schools including the water infrastructure improvements in the lower Mortlock schools.

B.2 External Stakeholders

Questions	Responses
Who were the external stakeholders?	<ol style="list-style-type: none"> Local suppliers – ACE hardware, One World Plaza, HT& Sons, Kosrae Department of Education Chuuk Department of Education TC&I (Telecommunication and Infrastructure Department) Utilities – Pohnpei Utilities Corporation DECCEM – Department of Environment, Climate Change and Emergency
Was information sharing good and consistent between the project and external stakeholders?	Yes – Project ensured to reach out to the external stakeholders as part to complementing efforts or add value to already completed, existing and upcoming projects.
Did the project produce the right/enough communication products and did they get to the external stakeholders?	<ul style="list-style-type: none"> Flash Drives with logos and messages “Save water and energy efficiency “developed and distributed. RFQ on water tanks and EE appliances sent out to external stakeholders

	<ul style="list-style-type: none"> Shared project information with other stakeholders on work done in the Mortlocks and Kosrae e.g DECEM
List any improvements that were made or could have been made.	<ul style="list-style-type: none"> Should have done awareness materials at the start of the project and to distribute to the States during visits. Hire a local consultant to do a media coverage and communication work as part of the visits to the State

B.3 Contract holder

Questions	Responses
Who is the contract holder/s?	GIZ European Union (EU) SPC (FSM's Implementing Partner)
Was information sharing good and consistent between the project and the contract holder/s?	Yes – the project worked closely with the GIZ Advisers based in Pohnpei and at the Suva office.
Did the project produce the right/enough communication products and did they get to the contract holder/s?	Not enough communication products produced.
List any improvements that were or could have been made.	More press release on the work e.g project procurement of EE appliances and retrofit into schools and national government buildings, environmental impacts

C. Decision-making processes within the team and with others

Questions	Responses
Write down what worked.	<ul style="list-style-type: none"> Communication and getting to make decision on activity implementation among the project management team. (SPC & GIZ) Implementing activities with the endorsement and support of R&D
Write down what did not work.	<ul style="list-style-type: none"> Flooding the country focal point (R&D) with emails on the various status of the project activity implementation leading to miscommunication issues at times. This was later resolved over the weekly meeting to provide updates to the country focal point. Getting effective contribution from the Project Steering Committee. Meeting was more like an update of the project Lack of sharing of timely and important/relevance information from R&D, e.g detailed Audit Report done by IIEC – UNDP in 2016 was not shared with SPC team to guide the retrofit work at Palikir building, only the Preliminary report provided

	<ul style="list-style-type: none"> • There was no clear hand over of the specifics of the works in particular where water tanks or EE appliances should be installed and retrofit due to dis-connect from assessment work and collection of baseline information to the retrofit and finishing work.
Take time now to discuss what could have been done better to improve on decision-making processes.	<ul style="list-style-type: none"> • Internally within SPC – improved the Project Officer’s ability to make decisions with MRO’s guidance as the Project Manager was based in Suva. This is related to logistics, meeting arrangements, release of solar systems. • Within Project Team (SPC and GIZ) and SPC and Focal Point (R&D) more interaction and exchange of information. • Project implementation arrangement – SPC, MRO & GIZ. GIZ Adviser sometimes have different opinions to the R&D and this sometimes-caused some confusions on some deliveries. SPC is an implementing partner but GIZ advises on the implementation.

D. Processes for recording and managing issues and risk

Questions	Responses
Discuss how the team managed issues and risks. Did the system work?	<p>There was always open communication between SPC, GIZ and the country focal office. Issues were communicated on and attended to.</p> <p>In terms of risk, delay in the implementation of the project.</p> <ul style="list-style-type: none"> • Remoteness of the Island mainly in Chuuk, ACSE team relied on second hand information from DOE and UNICEF which took some time • Lack of local vendors to support procure of appliances such as EE appliances & water tanks, limited availability of vessels to deliver materials to remote islands. The project had to charter a private boat which took so long as well. • Due to COVID 19, inspection work is also delayed, however, the project depends on Chuuk DOE to provide information on installation work. Project team is reaching out to other department such as DECEM.
Summarise what did not work.	Risks and issues not logged into but discussed with team members.
Did the project use an issues table to record and track issues, risks and solutions? If so, was it an effective project management tool?	<ul style="list-style-type: none"> • No however issues were captured in the progress report. • SPC is currently in the process of undertaking a process mapping approach.

E. Financial controls and budget management

Discuss how the financials are controlled and shared across the team.

Questions	Responses
Describe how the system worked.	<ul style="list-style-type: none"> Financial reports were done 6 monthly RFQ and bids for procurements of appliances are vetted against budget and Finance cross check with budget
Write down what the main challenges were.	<ul style="list-style-type: none"> Major challenges have always been due to delays to vendor payments. Getting local vendors in FSM to participate in RFQs for supply of materials.
Discuss what you did to improve the system.	<p>Staff on the ground were better informed to cut down preparation and backstopping activities to hasten the process such as</p> <ol style="list-style-type: none"> Vendor registration and update into SPC database Quote and invoice submission Inspection reports submission Communication to vendors made clear that processing of payment will take 15-30 days rather than the mindset of assuring the undertaking of payment is within a week.

F. Record keeping

Questions	Responses
Where did the team keep its records?	<ul style="list-style-type: none"> Digital records - Within SPC Shared Drives; finalised versions are saved and made available in the PRDR; Financial records are filed, scanned and saved within SPC financial processes.
Does the team centralise and backup the records?	Yes
Is there anything on individual computers that should go into a central project folder?	All folders and documents from individual computers are backup and transferred to the SPC shared drive.

G. Annex 7 Technical Reporting

Questions	Responses
Were project reports submitted in a timely manner?	Not timely due to staff turnover within SPC staff
What could the team have done to improve the efficiency of reporting?	Shared workload with other team members in terms of reporting and also have clear terms of

	reference on the reports drafting, finalisation and dissemination.
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8. Gender

Questions	Responses
How did the project integrate gender considerations into its work?	During the pre-planning phase for activity implementation, Gender consideration were always considered if the activity relates to this cross cutting aspect like participation in trainings. There is a gender analysis report done for both FSM 6 and FSM 7.
Did the team disaggregate the project data by gender?	Yes in cases where the opportunity presented itself.
Did the team make any proper analyses from these disaggregated data? Was this data subsequently used in the project afterward?	No analyses was undertaken on disaggregated data collected from the trainings or assessments. However there is opportunity to share this data in future assessments or studies. Data and information will be captured in the impact

9. Media and Visibility

Questions	Responses
What media and visibility did the project undertake? Please list them.	Labels with logos put on the ACs and lights and water tanks Fact sheets/Briefs provided about the project
Is there something in the way you did this work that you would have done differently?	<ul style="list-style-type: none"> • Timing to conduct visibility products not enough • Team focussed on implementation and limited capacity on visibility • Installation work in the States (Pohnpei, Kosrae and Chuuk) dragged on that it was not completed in a timely manner that could have prompted the need for a media release
Did you learn anything in particular from the process undertaking these media and visibility actions?	Media person recruited in mid-year to stock take need for the media and visibility Limited support from GIZ to push this work from countries and implementing partners. Felt that there was no monitoring of the media and visibility work from GIZ throughout the project implementation.

11. Sustainability

Questions	Responses
What should sustainability look like in this project?	Continuity of efforts being supported by upcoming activities and or projects in FSM

What elements of this project are you sure will help ensure the sustainability of the outcomes?	<ul style="list-style-type: none"> • Lessons learnt and good practices • Awareness materials developed • Recommendations and Findings from activities undertaken – Audit Reports, Impacts Assessment report
What elements may not be sustainable?	None as most activities have long term benefits
What else can we the team do to create sustainability in the project?	Reach out to upcoming projects to support and continue the initiative.

Session 12 - Legacy

Questions	Responses
What do you personally feel is your legacy in this project?	If seen from the lens on the last impression of the Project delivery to FSM, I would say that at the national level the impact of the project will not be felt much; however at the community or stake holder level, the project will have some form of impact. There is awareness and appreciation from the beneficiaries - occupants of the Palikir complex building, schools in Kosrae and Mortlock in Chuuk.