

Training Evaluation Report:

Third Round of Regional Training on Environmental Impact Assessment, Stakeholder Engagement and Social Impact Assessment in the Pacific



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Executive Summary

The third round of online regional training on enhancing knowledge and understanding of key E&S professionals and practitioners on best practices for managing risks and impacts associated with an effective EIA process as well as meeting the requirements of environmental and social safeguards in development projects across the region was successfully carried out between March and May of 2022. The training covered participants from 18 countries, namely, Samoa, Fiji, Solomon Is, American Samoa, Tuvalu, Kiribati, Tonga, Vanuatu, Niue, PNG, Cook Islands, Australia, Nauru, Federated States of Micronesia, Marshall Islands, New Caledonia, New Zealand and Guam recording a total of 641 participants registered for all 9 training modules. However, about 60% (384) completed the online training evaluation on survey monkey from 11 PICs, namely Cook Islands, Federated States of Micronesia, Fiji, Kiribati, Niue, Papua New Guinea, Samoa, Solomon Islands, Tonga, Tuvalu and Vanuatu. This is the data from which this evaluation reporting is based upon.

The regional training expanded beyond the target audience to include other professionals and practitioners from across various organizations that included: Pacific Island national Governments, private sector, international organizations, state-owned enterprise, university and research institutions. This is attributed to the vast network among participants and trainers when sharing the invitation or call to register for the regional training. In hindsight, this approach proved very useful as it ensured a good turn-up of participants rather than relying solely on a few targeted groups of EIA and Safeguard professionals.

The following results are presented:

- 54% of participants were male, 45% female and 1% did not answer. Most participants were employed with national Governments and State-Owned Enterprises.
- 99% of respondents agree that the training topic and contents were useful for their work. 98% responded that their learning objectives for all nine modules were fully met while only 2% indicated that it did not fulfill their expectations.
- 56% of respondents were **very** satisfied with another 40% registering satisfied while 3% were neither satisfied nor dissatisfied; bringing together an overall total of 96% deemed satisfied with all 9 training modules.
- Approximately 94% of respondents voted to continue with virtual training platforms for future PLP-ESS trainings compared to 1% who disagreed and another 5% that were unsure. Those who did not support future virtual trainings preferred face-to-face workshops.
- The majority of respondents at approximately 59% found the use of Zoom training as being excellent while 39% of respondents found it to be relatively good. Only 2% recorded having had poor experiences throughout all nine training sessions.
- An overwhelming percentage of respondents at 91% recorded their preference for Zoom Training, followed by MS Teams at only 4% and Webex at 3%. The high value recorded for Zoom indicates that participants deemed it as the top preference for delivering future virtual training across the Pacific region.
- 100% percent of respondents recorded significant learning took place after each training session; many registered significant learning by improving their knowledge base across 5 levels: (1) very poor knowledge; to (2) poor knowledge; to (3) okay knowledge; to (4) good knowledge; to (5) very good knowledge.

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1. Introduction

The Secretariat of the Pacific Regional Environment Programme (SPREP), the World Bank (WB), Asian Development Bank (ADB) and the University of the South Pacific (USP) collaborated jointly to deliver regional trainings on enhancing knowledge and understanding of key E&S professionals and practitioners on best practices for managing risks and impacts associated with an effective EIA process as well as meeting the requirements of environmental and social safeguards in development projects across the region. Due to the worldwide COVID pandemic and resulting country border closures, trainings for the third and final round were organized and delivered virtually through the Pacific Learning Partnership for Environmental and Social Sustainability (PLP-ESS) between the months of March to May 2022.

2. Objectives of the Training

The regional training is aimed at acquiring knowledge and skills necessary for professionals and practitioners in the field of environmental and social management to successfully perform their job or task. This includes changes in specific areas of knowledge, abilities, skills, behavior and attitudes in-order to prepare for better job performance. The basic concept behind the regional training is for participants to gain necessary knowledge and understanding about best practices in administering the EIA process and the Environment and Social Safeguards Policies and Standards that are currently being promoted by SPREP, WB, ADB and USP. The third round of regional training is a continuation of trainings earmarked under the PLP-ESS capacity building programme. While the first round of training focused on the delivery of introducing the concepts, processes and tools for EIA stakeholder engagement and social impact assessments in the Pacific region, the second and third rounds of training focused on a variety of additional topics that relate to EIA management as well as the broader issues that are relevant to environmental and social sustainability which are addressed by the World Bank and Asian Development Bank's safeguard policies and standards.

3. Training Evaluation

Training evaluations were carried out with the view of identifying areas for improvements, and to justify its effectiveness and the use of resources, inclusive of time spent to deliver the regional training over a period of 9 weeks. Participants were invited to complete their training evaluations on survey monkey; a url link was provided to them at the end of each training session.

This report will use data collected from nine individual training evaluation reports generated by survey monkey; attempting to combine data for analysis in-order to provide an overview assessment of the effectiveness of regional training. The combine analysis will help to answer the key question of whether the goals of the regional training were achieved and if not, what sort of improvements can be adjusted to ensure success with future trainings.

4. Training Programme

The regional training was carried out from the 30th March to the 25th May, 2022. The training was carried out through nine (9) modules in duration of 1 module per week over a 9 weeks' timeframe. Each module was delivered through Zoom training virtual platform. The duration of one training session is approximately 90 minutes.

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The full training programme is provided below:

Date/2022	Module	Trainers/Presenters
30 March	Module 17: Introduction to the Pacific Regional Infrastructure Facility's [PRIF] Shared Approach for Management of Environmental and Social Risks Impacts for Pacific Island Countries	<ul style="list-style-type: none"> Ms. Jean Williams, Principal Environment Specialist, ADB Ms. Rachele Marburg, Senior Social Development Specialist, WB Mr. Meapelo Maiai, PRIF Technical Assistance Officer ADB/PRIF
5 April	Module 18: Cumulative Environmental Impact Assessment	<ul style="list-style-type: none"> Professor Richard Morgan, Chair, NZAIA Dr. Nick Taylor, Core Member, NZAIA
13 April	Module 19: Certified Environmental Practitioner Schemes: A look at the Environment Institute of Australia and New Zealand's Qualification Accreditation Scheme	<ul style="list-style-type: none"> Mr. Lachlan Wilkinson, Advisory Council Member, EIANZ
20 April	Module 20: Managing development risks and impacts on biodiversity and protected areas in the Pacific	<ul style="list-style-type: none"> Ms. Natasa Vetma, Senior Environmental Specialist, WB Dr. Hilda Sakiti-Waqa, Senior Lecturer, PaCE-SD, USP
27 April	Module 21: Waste management and pollution control throughout the project life cycle in the Pacific	<ul style="list-style-type: none"> Ms. Bonnie Cavanaugh, Environmental Specialist WB Ms. Rieko Kubota, Senior Environmental Engineer, WB Mr. Alan Sewell, Environmental Specialist Consultant, ADB Mr. Bradley Nolan, Project Manager, PacWaste, SPREP
3 May	Module 22: Management Information Systems to Support EIA and Safeguard Management in the Pacific – SPREP Knowledge Portals	<ul style="list-style-type: none"> Mr. Paul Anderson, Project Manager, INFORM, SPREP Ms. Lagi Reupena, Environmental Data Officer, INFORM, SPREP
11 May	Module 23: Grievance Redress Mechanism (GRM): A case study from the Pacific	<ul style="list-style-type: none"> Mr. Thomas Callander, Social Development Specialist, WB Ms. Rachele Marburg, Senior Social Development Specialist, WB
18 May	Module 24: Management Information Systems to Support EIA and Safeguard Management in the Pacific – SPREP Knowledge Portals	<ul style="list-style-type: none"> Ms. Miraneta Hazelman, Manager, Knowledge Management, SPREP Mr. Vainuupo Jungblut, Protected Areas Officer, SPREP Mr. Josef Pisi, Invasive Species PRISMSS Associate, SPREP
25 May	Module 25: Occupational Health and Safety for Contractor Companies: An outline of OHS obligations for employers, and employees or sub-contractors	<ul style="list-style-type: none"> Dr. Nathalie Staelens, Senior Environmental Specialist, World Bank Ms. Rosie Davey, Senior Environmental Specialist, World Bank

5. Training Audience

The regional training is designed as an introductory course for national EIA regulators (EIA administrator and staff) and the World Bank local project staff in Pacific Island Countries.

6. Trainers

The regional trainers are:

NZAIA

- 1) Professor Richard Morgan, Chair, NZAIA and Professor Emeritus, University of Otago
- 2) Dr. Nick Taylor, Past President and Core Member, NZAIA

EIANZ

- 3) Mr. Lachlan Wilkinson, Advisory Council Member, Environment Institute of Australia and New Zealand

SPREP

- 4) Mr. Bradley Nolan, Project Manager, PacWaste Plus, Waste Management and Pollution Control Programme
- 5) Mr. Paul Anderson, Project Manager, INFORM, Environmental Monitoring and Governance Programme
- 6) Ms. Lagi Reupena, INFORM Project Environmental Data Officer, Environmental Monitoring and Governance Programme
- 7) Ms. Miraneta Hazelman, Manager, Knowledge Management, Governance and Operations
- 8) Mr. Vainuupo Jungblut, Protected Areas Officer, Island and Oceans Ecosystems Programme
- 9) Mr. Josef Pisi, Invasive Species PRISMSS Associate, Island and Oceans Ecosystems Programme

World Bank

- 10) Ms. Rachele Marburg, Senior Social Development Specialist
- 11) Ms. Natasa Vetma, Senior Environmental Specialist
- 12) Ms. Bonnie Cavanaugh, Environmental Specialist
- 13) Ms. Rieko Kubota, Senior Environmental Engineer
- 14) Mr. Thomas Callander, Social Development Specialist
- 15) Dr. Nathalie Staelens, Senior Environmental Specialist
- 16) Ms. Rosie Davey, Senior Environmental Specialist

Asian Development Bank

- 17) Ms. Jean Williams, Principal Environment Specialist
- 18) Mr. Meapelo Maiai, PRIF Technical Assistance Officer
- 19) Mr. Alan Sewell, Environmental Specialist Consultant

University of the South Pacific

- 20) Dr. Hilda Sakiti-Waqa, Senior Lecturer, Pacific Centre for Environment & Sustainable Development

7. Evaluation Methodology

7.1 Training Survey

All nine (9) training modules were evaluated through the use of an online questionnaire designed and delivered through survey monkey. Participants were asked to complete the training evaluation at the end of each training module. Participants' emails were added to survey monkey for automated transmission of the survey link which

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enabled tracking of those who completed the survey. Those who completed the survey were issued with training certificates.

The online survey questionnaire contained 16 questions. The questions were designed to capture both qualitative and quantitative data; at least 6 open-ended and 10 closed-ended questions. The following table lists the order of questions as they appear in the questionnaire:

Question 1:	Please select your country?
Question 2	Please state your organization?
Question 3	Gender. How do you identify?
Question 4	Did you find the training topic and presentation useful for your work?
Question 5	Please rate your knowledge on EIA & Social Impact Assessment before the training?
Question 6	Please rate your knowledge on EIA & Social Impact Assessment after the training?
Question 7	How are you going to use the learning or knowledge gain from this training in your line of work?
Question 8	Did the training content (i.e. presentations) help you achieve your learning expectations for this module?
Question 9	How satisfied are you with the response from the presenters during Questions & Answers?
Question 10	Would you recommend continuing with the use of virtual training as a modality for delivering training in the region?
Question 11	How was your experience using Zoom for the training?
Question 12	Please choose your preferred virtual training platform and explain why?
Question 13	What other topics would you like to propose for future training?
Question 14	How did you find out about this training?
Question 15	Would you be interested to participate in future training on specific topics not covered in this module?
Question 16	Any final comments or feedback?

7.2 Kirkpatrick's Four Level Training Evaluation Model

There are several approaches used to measure the effectiveness of training. The training evaluation will follow the logic applied by the Kirkpatrick's Four Levels of Training Evaluation approach, albeit in a simpler form that allocates the questions asked to the Kirkpatrick's four layers of: (1) Participant Reaction; (2) Participant Learning; (3) [Behavior] Knowledge Transfer; and (4) Organizational Impact. It should be noted that only 3 levels will be evaluated in this report; the exclusion of level 4 is attributed to reasons of practicality – the primary scope of the survey focuses in finding out about participants learning of the training topics rather than the impact in the organizations as result of their learning. This may be included in future training evaluations but will require careful planning to ensure an appropriate methodology is used to carry out a proper study for organizational impact.

Table 1 below illustrates the levels and their description together with the allocation of questions that were asked in the survey. Not all questions posed in the survey are applicable to the 4 levels. The questions are not allocated in the order of sequence that they appear in the questionnaire but by the nature of the question and its relation to one of the four levels.

Table 1: Kirkpatrick's Four Layers of Training Evaluation

Level	Measure	Description	Survey Questions
1	Participant Reaction	Reaction evaluation is how the participants felt about	❖ Q4: Did you find the training topic and presentation useful for your work?

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		the training or learning experience.	<ul style="list-style-type: none"> ❖ Q9: How satisfied are you with the responses from the presenters during Questions & Answers? ❖ Q10: Would you recommend continuing with the use of virtual training as a modality for delivering training in the region? ❖ Q11: How was your experience using Zoom for the training? ❖ Q12: Please choose your preferred virtual training platform and explain why?
2	Participant Learning	Learning evaluation is the measurement (qualitative/quantitative) of the increase of knowledge – before and after the training.	<ul style="list-style-type: none"> ❖ Q5: Please rate your knowledge on the topic before the training? ❖ Q6: Please rate your knowledge on the topic after the training? ❖ Q8: Did the training content (i.e. presentations) help you achieve your learning expectations for this module? ❖ Q13: What other topics would you like to propose for future training?
3	Knowledge Transfer	Behavior evaluation is the extent of applied learning back on the job (after the training) – implementation.	<ul style="list-style-type: none"> ❖ Q7: How are you going to use the learning or knowledge gain from this training in your line of work?
4	Organizational Impact	Results evaluation is the effect on the business or environment by the trainee. This evaluation measures the success of the training program.	Not Applicable.

8. Results

8.1 Respondent Profile

A total of 384 responses to the online survey were received across all nine training modules. There is evidence to point that majority of respondents are the same participants who attended all nine modules and completed the online evaluations at the end of each training module.

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Table 2: Number of Respondents to the Evaluation Vs Number of Registered Participants

Module	Total Number of Respondents to Online Survey	Total Number of Participants Registered on Zoom	Total Number of Participants Not Completing Online Survey	Percentage of Participants that Completed the Online Training Evaluation
17	48	87	39	55%
18	48	90	42	53%
19	32	71	39	45%
20	45	72	27	63%
21	55	90	35	61%
22	49	59	10	83%
23	44	62	18	71%
24	26	55	29	47%
25	37	55	18	67%
Total	384	641	257	
Average	43	71	29	

Interpretation of Table 2: The above table shows that a total of 641 participants registered for all nine training modules; about 60% (384) completed the online training evaluations. Modules 19 and 24 (in green colored box) data shows that less people completed the training evaluation compared to the number of participants that registered on Zoom training. Conversely, more participants completed the online training evaluations for modules 17, 18, 20, 21, 22, 23 and 25 (in pink colored box) in proportion to the number of participants who registered on Zoom training. This could be attributed to issues affecting internet connectivity at the country level or busy schedule that may affect people's willingness to complete the training evaluation. For this final round, more participants completed the online survey compared to the first 2 rounds at 45% and 50% respectively. The average number of respondents is 41 and average number of participants is 71 which are higher than those recorded for Round 1 (31 and 69) and Round 2 (25 and 51).

Data Confidence: There is a high level of confidence with the accuracy of the number of participants that attended the 9 training sessions which is captured and stored in the Zoom online registration log, however, as experienced in the first round of training, it is likely that group conferencing was taking place. This meant that multiple people (who did not register) participated through a single computer or laptop of a person who registered and received the livestream linked from Zoom. In this case, we assume that group conferencing is a viable training modality in the Pacific, however, to reduce margin of error, future trainings will need to ensure all participants are registered.

8.2 Country Participation

A total of 13 Countries responded by completing the online training evaluation. With the exception of Australia and New Zealand, responses were recorded from 11 Pacific Island Countries and showcased below in Table 3. A total of 384 respondents were recorded across all nine training evaluations. Annex B provides table of all participants and their attendance across the nine (9) training modules. It also lists their country and organization along with their professional designation and contact details. The registration data captured participants from 18 countries, Samoa, Fiji, Solomon Is, American Samoa, Tuvalu, Kiribati, Tonga, Vanuatu, Niue, PNG, Cook Islands, Australia, Nauru, Federated States of Micronesia, Marshall Islands, New Caledonia, New Zealand and Guam. It is to be noted here

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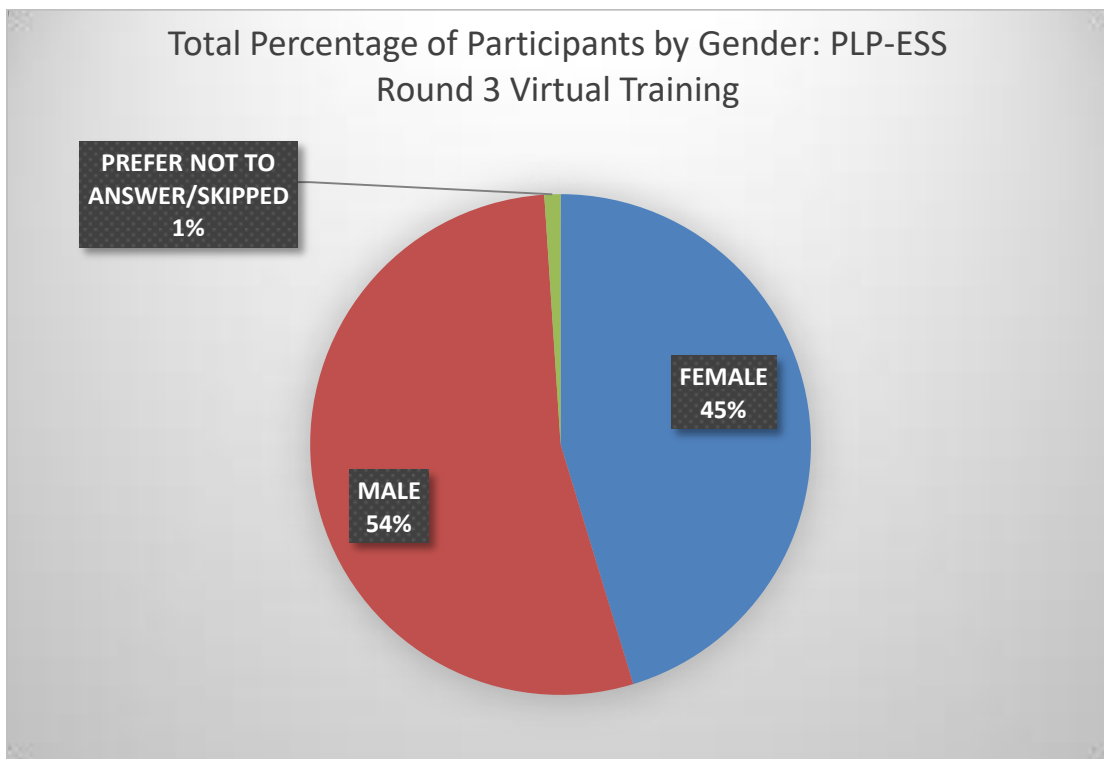
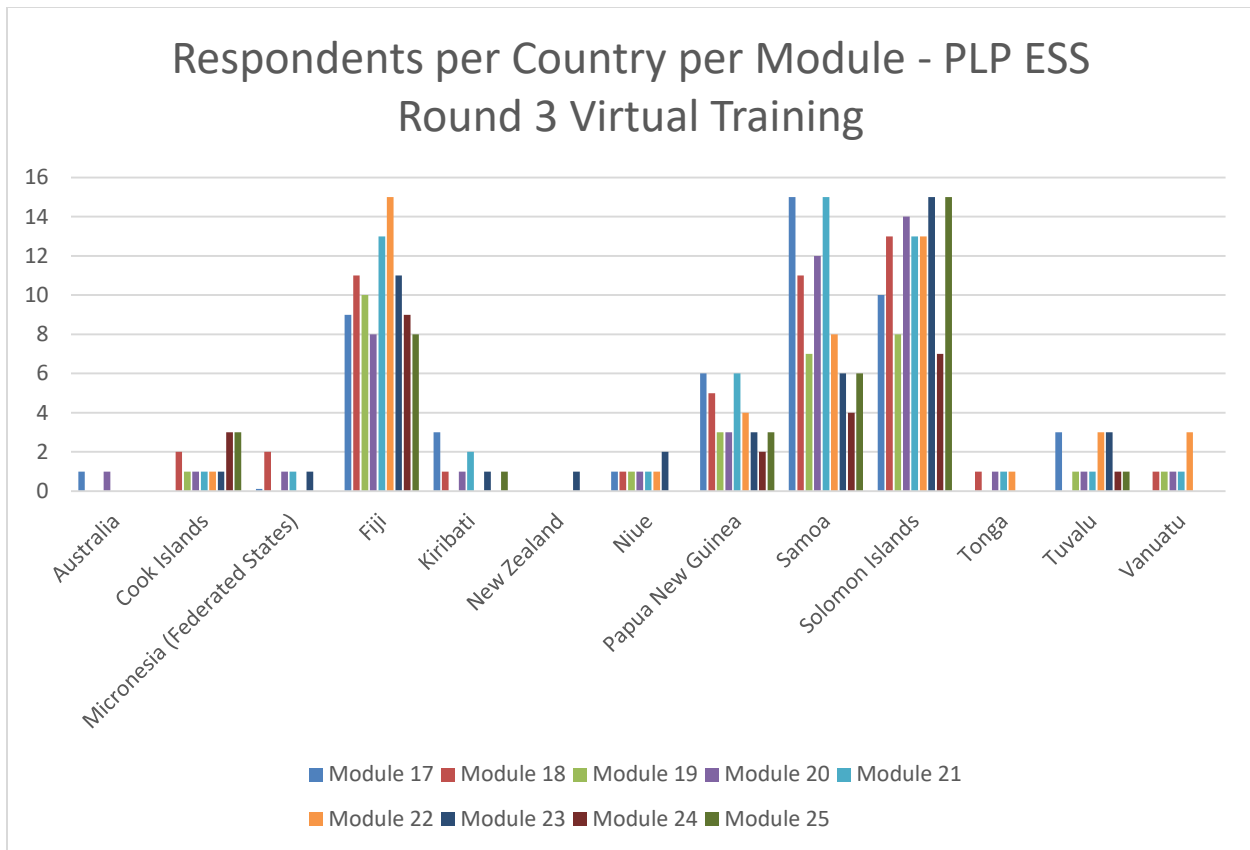
that island country participation has increased significantly in this final round compared to the first 2 rounds. First time respondents since beginning of the PLP-ESS trainings were from Cook Islands and Tonga. First time participants joined from American Samoa, Cook Islands, New Caledonia and Guam indicates the PLP-ESS awareness and promotion in the Pacific region is increasing (refer Annex B).

Table 3: Countries that Completed the Training Evaluation

Graphic representation of the modules is provided in Annex A.

Country	Australia	Cook Islands	Micronesia (Federated States)	Fiji	Kiribati	New Zealand	Niue	Papua New Guinea	Samoa	Solomon Islands	Tonga	Tuvalu	Vanuatu
Module 17	1	0	0	9	3	0	1	6	15	10	0	3	0
Module 18	0	2	2	11	1	0	1	5	11	13	1	0	1
Module 19	0	1	0	10	0	0	1	3	7	8	0	1	1
Module 20	1	1	1	8	1	0	1	3	12	14	1	1	1
Module 21	0	1	1	13	2	0	1	6	15	13	1	1	1
Module 22	0	1	0	15	0	0	1	4	8	13	1	3	3
Module 23	0	1	1	11	1	1	2	3	6	15	0	3	0
Module 24	0	3	0	9	0	0	0	2	4	7	0	1	0
Module 25	0	3	0	8	1	0	0	3	6	15	0	1	0
Total	2	13	5	94	9	1	8	35	84	108	4	14	7

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Graph 1 Breakdown of participant based on gender. Note results show some of the participants attended more than 1 module.

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Interpretation of Table 3:

- Pacific:
 - By country, Solomon Islands fielded the most participation (108), followed closely by Fiji (94) and Samoa (84).
 - By Sub-Region, Melanesia was mostly represented through Papua New Guinea (35), Solomon Islands (108), Fiji (94) and Vanuatu (7), bringing a total number of participants at 244 for all nine modules. Polynesia came second with Cook Islands, Kiribati, Samoa, Niue, Tonga and Tuvalu registering a total number of participations at 132. Micronesia was least represented among the sub-regions, with a total number of participants at 5 and only from the Federated States of Micronesia.
- Australia fielded 2 participations and New Zealand had 1 participant across all nine modules.
- Approximately 54% of participants were male, 45% were female and 1% preferred not to answer.

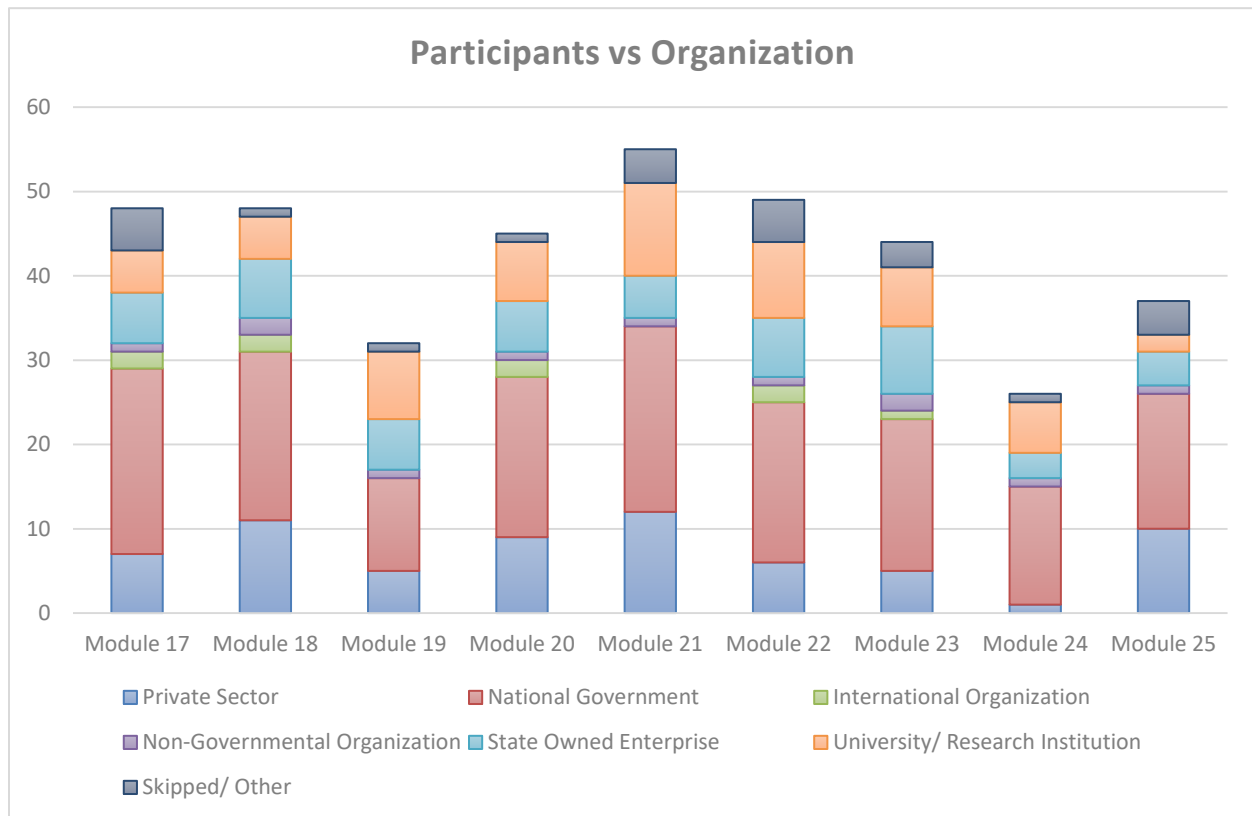
8.3 Participating Organizations or Institutions.

Table 4 below shows the number of participants that attended the nine training modules and their respective organization or institution. Information recorded in the 'Others' column are extracted from specific comments or additional information provided by participants.

Table 4: Number of Participants Per Organization/Institutions

	Private Sector	National Government	International Organization	Non-Governmental Organization	State Owned Enterprise	University/ Research Institution	Skipped / Other	Others
Module 17	7	22	2	1	6	5	5	<ul style="list-style-type: none"> •Freelance Environment Consultant •Project Support Team •Private Public Enterprise
Module 18	11	20	2	2	7	5	1	<ul style="list-style-type: none"> •No responses
Module 19	5	11	0	1	6	8	1	<ul style="list-style-type: none"> •Consultant
Module 20	9	19	2	1	6	7	1	<ul style="list-style-type: none"> •Government Project Support Team
Module 21	12	22	0	1	5	11	4	<ul style="list-style-type: none"> •Government Project Support Team
Module 22	6	19	2	1	7	9	5	<ul style="list-style-type: none"> •Consultant •Government Project Support Team •Public Private Partnership •MID/MCA Project Support Team
Module 23	5	18	1	2	8	7	3	<ul style="list-style-type: none"> •Water project under the Ministry of Infrastructure & Sustainable Energy •Government Project Support Team •Public Private Partnership
Module 24	1	14	0	1	3	6	1	<ul style="list-style-type: none"> •Tina Hydropower Development Project
Module 25	10	16	0	1	4	2	4	<ul style="list-style-type: none"> •Government Project Support Team •Public Private Partnership
Total	66	161	9	11	52	60	25	

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Interpretation of Table 4:

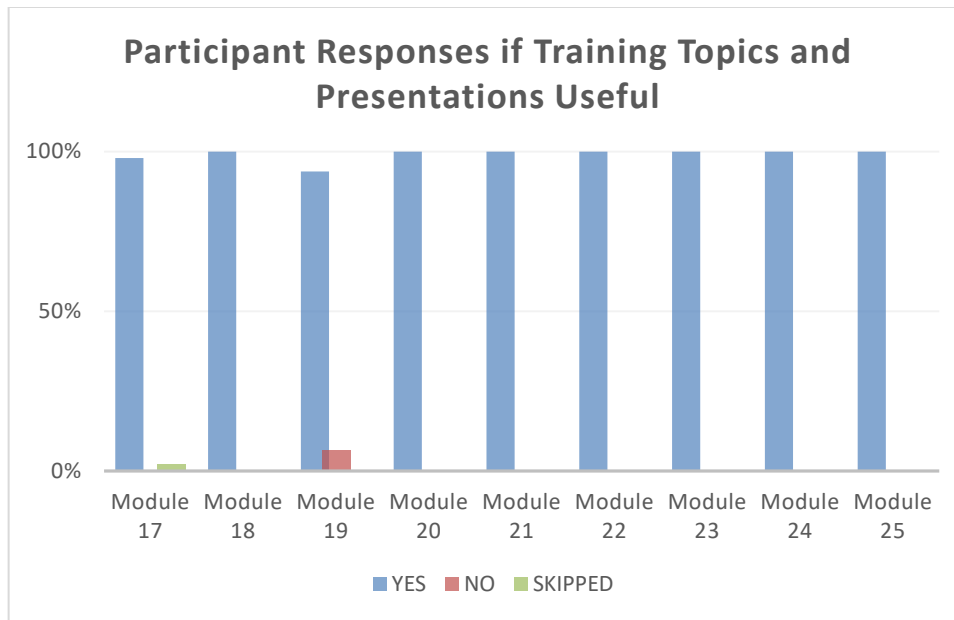
- The regional training was attended mostly by staff/officials of national Governments of Pacific Island Countries. A combine total of 213 participations was recorded from National Governments (161) and State Owned Enterprises (52).
- The Private Sector and NGO participations came second in place at 77, followed by 60 participations from a university of research institution, and lastly, 9 participations from an international organization.
- Important to note the interests registered from the private sector, NGOs and SOEs for inclusion in future training.

8.4 Participant Reaction (Level 1):

This evaluation level captures the immediate reaction of the participants about the regional training. It assesses the learner's (participants) satisfaction with the training. For this level 1 assessment, only questions 4, 9, and 10 will be cross examined to determine the participant's reaction. This is due to the nature of these questions as they relate to personal opinions about the training topics, probing satisfaction levels, and seeking preferences or recommendations by participants as to whether to continue with virtual trainings in the near future.

- ❖ **Q4:** Did you find the training topics and presentations useful for your work?

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Interpretation:

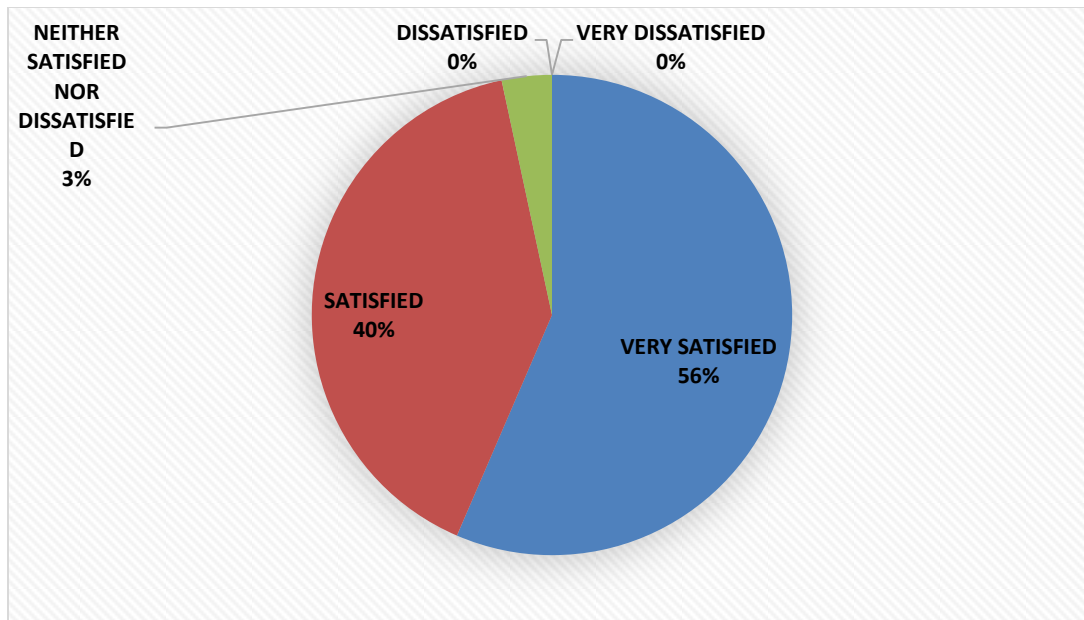
- The majority of respondents at 99% (381) of the online evaluation survey **agreed** that the training topics and presentations were useful for their work.
- Although majority respondents agreed, 2 participants recorded No for Module 19 on Certified Environmental Practitioner Schemes as may not be relevant to their profession. One respondent did not provide an answer to this for Module 17.

Q9: How satisfied are you with the responses from the presenters during Questions & Answers?

Table 5: Number of Participants Vs Satisfaction

Module 17					Module 18					Module 19					Module 20									
23	23	3	0	0	25	22	1	0	0	20	10	3	0	0	27	14	4	0	0					
Module 21					Module 22					Module 23					Module 24									
29	26	0	0	0	28	21	0	0	0	28	16	0	0	0	11	14	1	0	0					
Module 25																								
27	9	1	0	0																				
Key																								
Very Satisfied																								
Satisfied																								
Neither Satisfied Nor Dissatisfied																								
Dissatisfied																								
Very Dissatisfied																								

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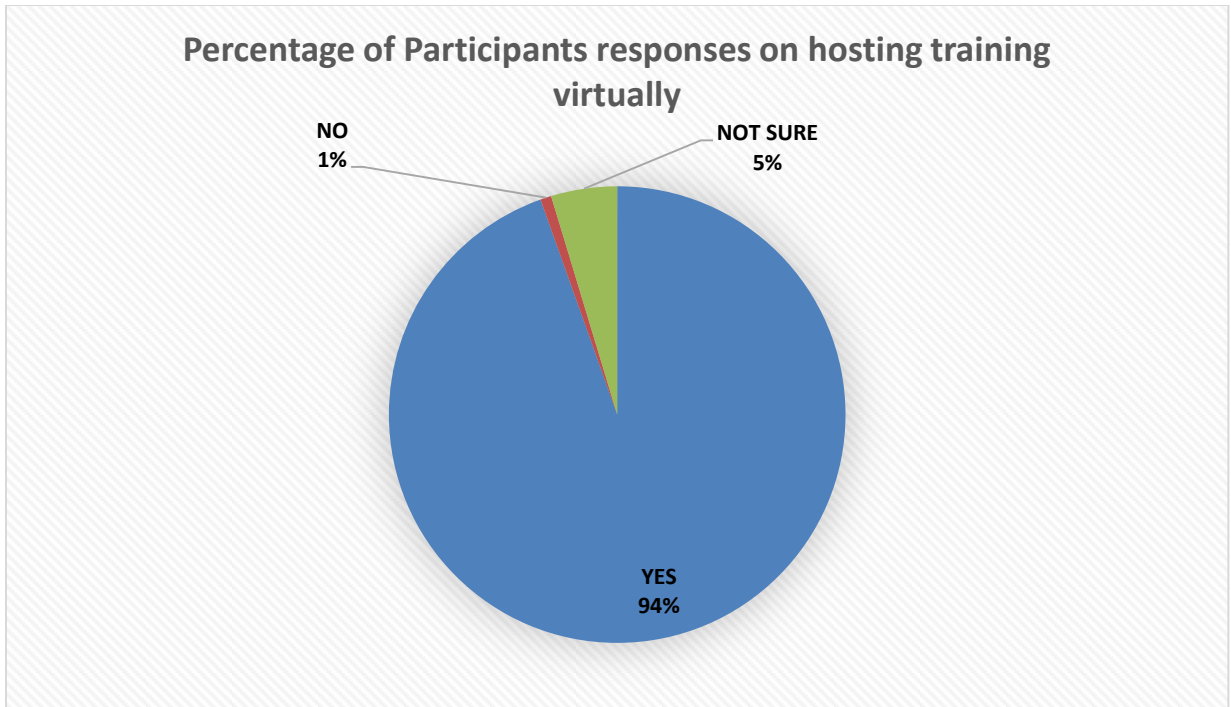
Interpretation of Table 5:

- Approximately two hundred and eighteen (218) participants or 56% of participants recorded that they were very satisfied with the virtual regional training; followed by one hundred and fifty five (155) or forty percent (40%) who were satisfied while only thirteen (13) or three percent (3%) was neither satisfied nor dissatisfied.

Q10: Would you recommend continuing with the use of virtual training as a modality for delivering training in the region?

Table 6: Number of Participants Who Voted for Future Virtual Training

Module 17	Module 18	Module 19	Module 20	Module 21	Module 22	Module 23	Module 24
47	45	31	45	51	46	38	24
1	1	0	0	1	0	0	0
1	2	2	0	3	3	5	2
Module 25							
37	0	0					
Key							
Yes : Total Number of Participants =				364 Participants			
No : Total Number of Participants =				3 Participants			
Not Sure : Total Number of Participants =				18 Participants			



Interpretation of Table 6:

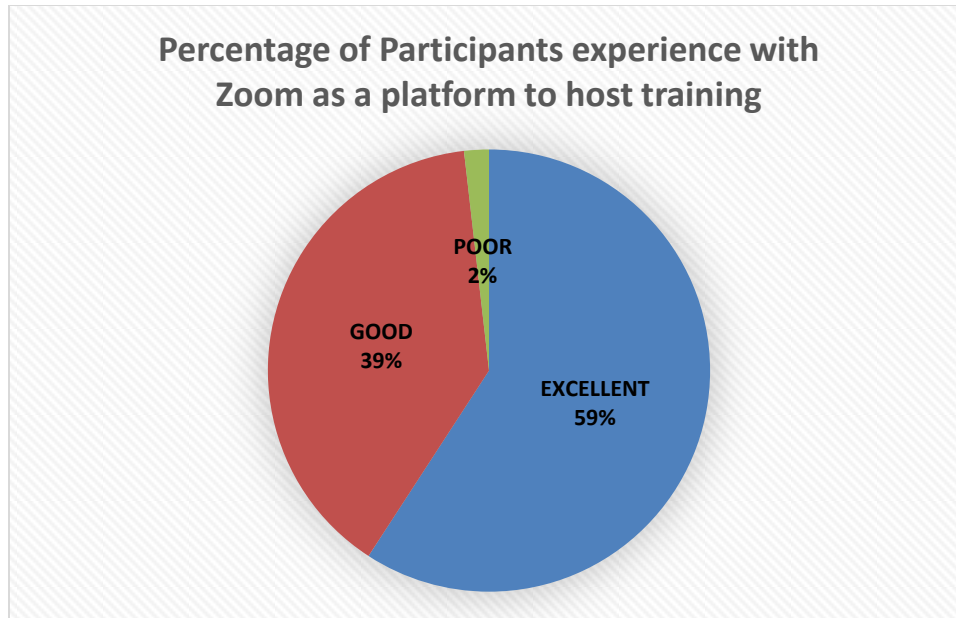
- Approximately ninety six percent (94%) voted to continue with virtual training platforms for future PLP-ESS trainings compared to only one percent (1%) who disagreed and another five percent (5%) that were unsure.

Q11: How was your experience using Zoom for the training?

Table 7: Participants Experience with Zoom Training

Module 17	Module 18	Module 19	Module 20	Module 21	Module 22	Module 23	Module 24																
19	29	1	27	19	2	18	15	0	27	18	1	37	17	1	33	16	0	28	15	1	14	12	0
Module 25																							
26	10	1																					
Key																							
Excellent			: Total Number of Participants =															229 Participants					
Good			: Total Number of Participants =															151 Participants					
Poor			: Total Number of Participants=															7 Participant					

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Interpretation of Table 7:

- Approximately fifty nine percent (59%) found the use of Zoom virtual platform training as being excellent while thirty nine percent (39%) found it to be relatively good. Only two percent (2%) recorded having had poor experiences for some of the training sessions. Most of the respondents found the Zoom virtual platform easy, convenient, accessible and user friendly during the training and especially practical and effective during the limitations of the COVID lockdowns. The most prevalent concern raised by respondents is not about the Zoom virtual platform but related to connectivity issues. Poor internet connection due to low bandwidth and high internet traffic experienced in some of the islands caused disruptions to the video and audio lives and made it difficult for respondents to fully engage in the sessions. However, they did find the recordings of the training sessions uploaded to the PNEA webpage very useful to catch up on what they missed out during the live sessions. Furthermore, some respondents commented that face to face training is still more effective for learning given specific country needs that requires time as well as in-depth interaction to assist them in their work.

Q12: Please choose your preferred virtual training platform and explain why?

Table 8: Preferred Virtual Training Platform

Webex Training	Zoom	MS Teams	Skype	GoToWebinar	Others
10	352	17	0	5	1
Ranking in Order of Preference					
1	Zoom				
2	MS Teams				
3	WebEx Training				
4	GoToWebinar				
5	Others				
0	Skype				

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Interpretation of Table 8:

- Approximately ninety one percent (91%) of participants recorded their preference for Zoom Training, followed by MS Teams, registering only four percent (4%) and Webex at only three percent (3%). The high value recorded for Zoom means that participants deemed this platform as their top preference for delivering future virtual training across the Pacific region.

8.5 Participant Learning (Level 2):

- This level of evaluation seeks to understand how much participants have really learned as a direct result of having participated in the virtual regional training. For this level 2 assessment, only questions 5, 6 and 8 will be cross examined to determine participants learning growth.
- The variance of growth in learning across the modules can be extracted by comparing the number of participants that recorded their answers in the 5 pre-selected categories of very good, good, okay, poor and very poor – before and after the training. Growth is registered when the number of participants increases across the 5 categories. Movement between the 5 categories can be interpreted as learning, provided that its progressive and not regressive. For example, growth in learning is achieved when the number of participants with very good knowledge increases. This is not necessarily the same with those that have okay knowledge. Data shows that in almost all cases, those with a starting baseline of having an okay knowledge reduces after the training. This makes sense as more participants move from having an okay knowledge to having a very good knowledge of the training topic at the end of each training session. For participants with very poor knowledge of the training topic before the training, data shows that their numbers disappear entirely – meaning that they have learned more after the training and thus move on to having an okay knowledge or very good knowledge after the training.
- In essence, the learning curve implies movement from having very poor knowledge, to okay, to having very good knowledge of the training topic after the training has been completed.

Q5: Please rate your knowledge on EIA & Social Impact Assessment before the training?

Q6: Please rate your knowledge on EIA & Social Impact Assessment after the training?

Table 9: Number of Participants vs. Learning Before and After

Module 17					Module 18					Module 19																			
Before		After			Before		After			Before		After																	
4	21	19	3	1	11	27	11	0	0	6	21	17	3	1	20	24	4	0	0	5	15	10	1	2	15	14	4	0	0
Module 20					Module 21					Module 22																			
Before		After			Before		After			Before		After																	
6	21	15	4	0	25	16	5	0	0	12	21	18	4	0	28	22	5	0	0	6	19	19	4	1	22	22	5	0	0
Module 23					Module 24					Module 25																			
Before		After			Before		After			Before		After																	
4	22	16	2	0	22	20	2	0	0	0	14	10	1	1	8	16	2	0	0	4	23	8	2	0	27	9	1	0	0

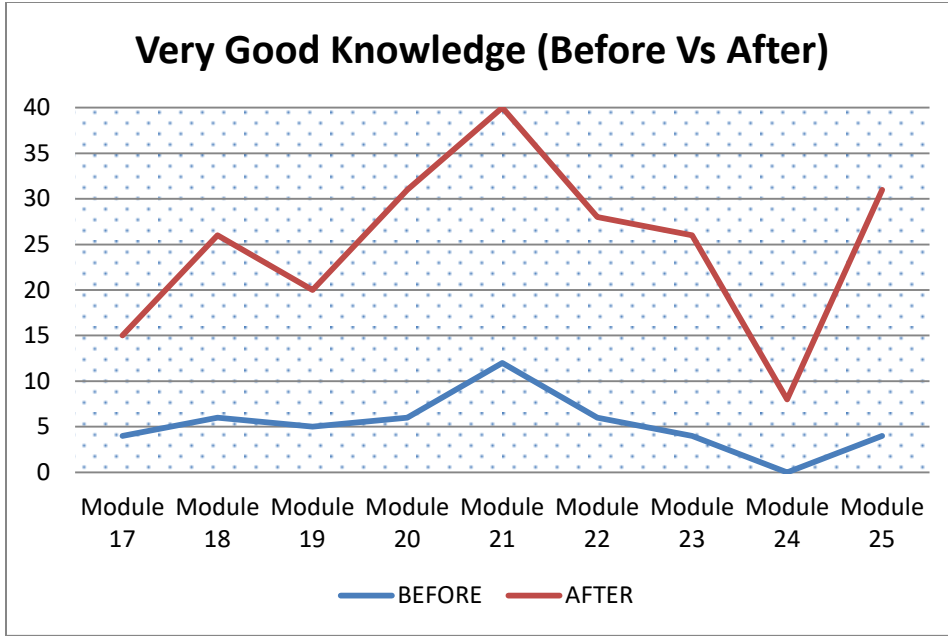
Key	
	Very Good Knowledge
	Good Knowledge
	Ok Knowledge
	Poor Knowledge
	Very Poor Knowledge

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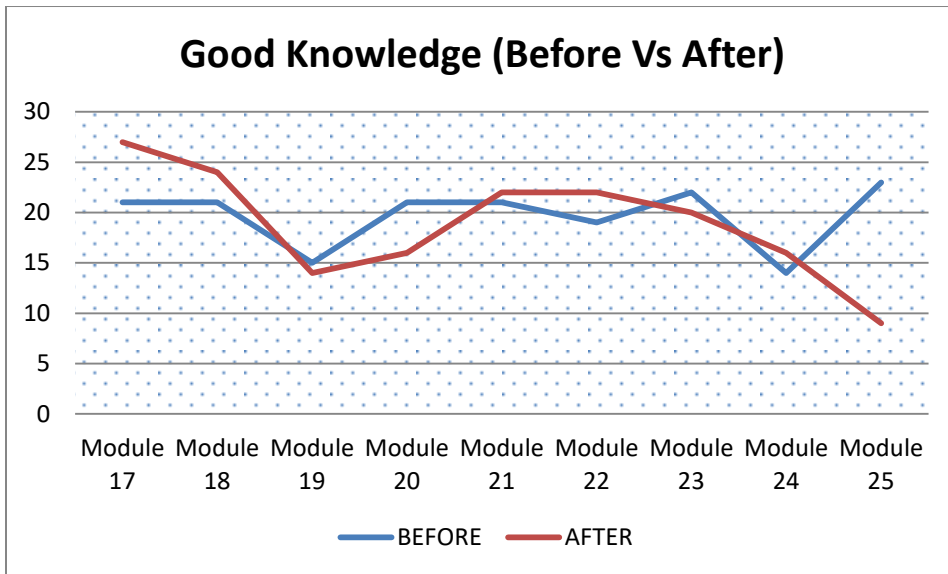
Table 10: Variance in Learning Growth

Module 17					Module 18					Module 19					Module 20				
+7	+6	-8	-3	-1	+14	+3	-13	-3	-1	+10	-1	-6	-1	-2	+19	-5	-10	-4	0
Module 21					Module 22					Module 23					Module 24				
+16	+1	-13	-4	0	+16	+3	-14	-4	-1	+18	-2	-14	-2	0	+8	+2	-8	-1	-1
Module 25																			
+23	-14	-7	-2	0															
Key																			
	Indicates consistent growth in learning with more people recording their increasing knowledge after receiving training. The positive value shows the actual number of participants with very good knowledge of the training topic have increased after the training. More than half of the modules, seven of them, gained 10 and more respondents with very good knowledge after the training with Module 25 gaining 23 respondents and the highest positive variant recorded.																		
	Indicates continued growth in learning with most people recording their improving knowledge after receiving training. The positive value shows the actual number of participants with good knowledge of the training topic have increased after the training. For example, at the end of module 17 training session, a total of six participants were added on top of the starting 21 – bringing the total to 27 participants who recorded having good knowledge after the training. Therefore, a variance of 6 participants was recorded.																		
	Indicates movement of participants between having an ok knowledge and a very good knowledge of the training topic. Learning can happen when movement is recorded across the 5 categories – meaning that participants can improve their learning simply by moving from having a poor knowledge to okay, from okay to good knowledge. Learning is therefore relative. For example, those with poor knowledge of the training topic will record learning and move to having an okay knowledge while those who recorded their baseline knowledge as being okay will learn more and then record having very good knowledge after the training is completed.																		
	Indicates improving knowledge as negative value shows participants who recorded having poor knowledge before the training were no longer recorded after the session. For example, module 17 recorded 3 respondents with poor knowledge before the training. This value reduced to zero after the training meaning that the 3 participants have learned more and either move up to having an okay knowledge, good knowledge or very good knowledge.																		
	Indicates increasing knowledge after training. The negative value shows the number of participants who recorded having no knowledge before the training had disappeared entirely. For example, module 17 recorded 1 participant with very poor knowledge before the training. This value reduced to zero after the training meaning that the 1 participant has learned more and either move up to having an okay knowledge, good knowledge or very good knowledge.																		

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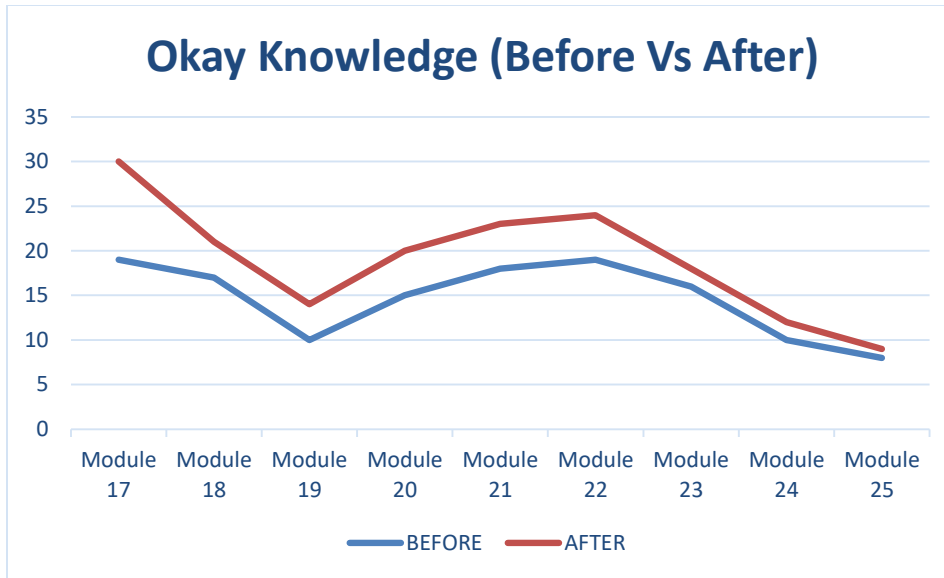


Graph 1: Shows numbers are very high for participants with 'very good knowledge' after the training was implemented particularly for all modules.

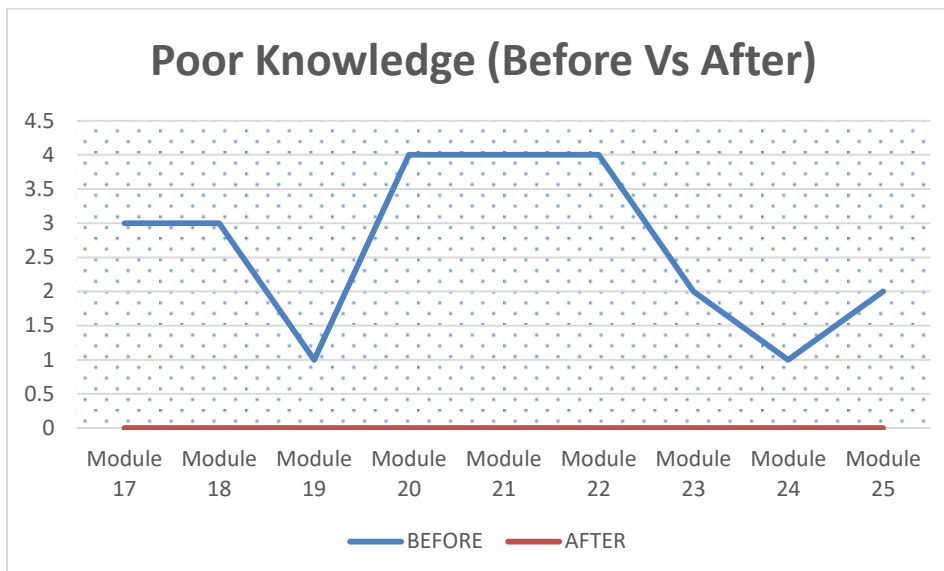


Graph 2: Shows that majority of respondents have gained very good knowledge after the training. Where the red line is lower than the blue line for modules 19, 20, 23 and 25, the majority of those respondents have gained very good knowledge post training as shown in Graph 1 above.

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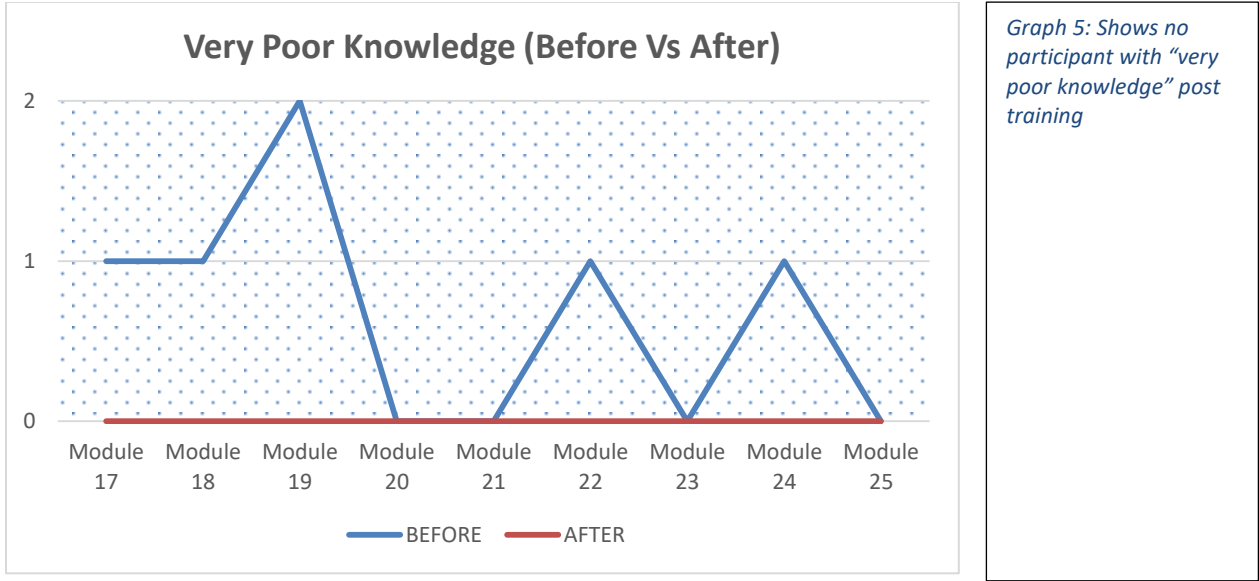


Graph 2: Shows numbers are higher for participants with "okay knowledge" post training. Participants from poor knowledge and very poor knowledge give rise to the numbers here after the training was implemented.



Graph 3: Shows zero participants with poor knowledge post training

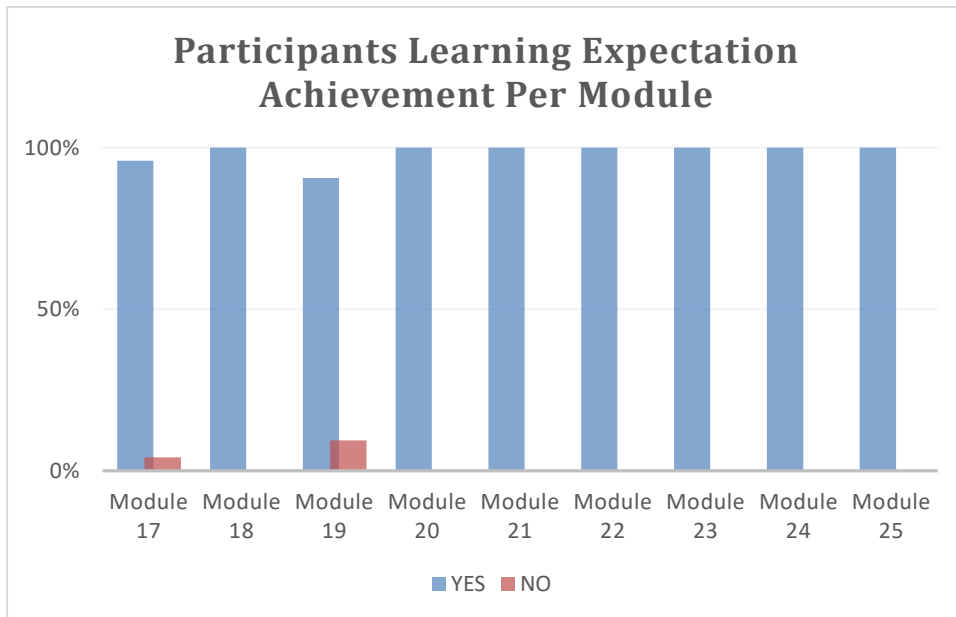
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Interpretation:

- 100% percent of respondents recorded significant learning took place after each training session; many registered significant learning by improving their knowledge base across 5 levels: (1) very poor knowledge; to (2) poor knowledge; to (3) okay knowledge; to (4) good knowledge; to (5) very good knowledge.

Q8: Did the training content (i.e presentations) help you achieve your learning expectations for this module?



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Interpretation:

- The majority of respondents approximately 98% (378) of the online evaluation survey **agreed** that the training content were aligned to their learning expectations for all nine modules while only 2% (6) did not achieve their learning expectations.

Knowledge Transfer (Level 3): This level of assessment helps to determine how learning from the regional training will be applied to the workplace. Question 7 in the online survey specifically asks participants about how they will use the learning or knowledge gained in their line of work. Majority (about 34%) responded that they will apply the knowledge gained from the training to the due application of the EIA process including preparation of EIA reports and all sub-management plans. Secondly approximately 22% responses were to the application to project management in the area of safeguards monitoring and evaluation of Donor funded projects. The third most common response (about 19%) was for application to the proper review of EIA reports, compliance monitoring and enforcement specifically in the administration of Environment Management Plans. This was followed by 13% of respondents indicating that they will apply it to capacity building and sharing the knowledge within their workplace. This was closely followed by approximately 12% sharing that this will be used for academic or EIA research and further learning. As this is an open-ended question, responses are both subjective and qualitative; despite the significant volume of responses received, certain common themes of learning appear in the following order:

9. Future Training Topics

Question 13 of the survey requested participants to provide suggested topics that they would like to propose for future training. The following table provides responses that were recorded after each training module. It should be noted that participants requested more case studies from the Pacific region for all future training – this helps to relate better within the context of Pacific social, economic and governance settings to deliver infrastructure development and follow up in-depth training of topics covered under PLP-ESS.

Module 17:	<ul style="list-style-type: none">• Climate Change• Reviewing EIA reports• Compensation• Strategic Environment Assessment• Performing EIA baseline surveys, processes, data collection needed and associated tasks• Water resource management and construction works management• Risk Assessments• Marine Litter and Management• More detailed learning/in depth training of the Shared Approach• Environmental Risks & Mitigation for Projects/Developments• Monitoring of environmental impacts during project implementation• Monitoring and Evaluation tools to work through the exercises• Environmental site visit procedure and steps• Identification of coastal structures threatening the coastal environment• Environment and social monitoring for PRIF projects• Social Risk Analysis/Assessment and Options Assessment
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	<ul style="list-style-type: none"> • Procurement • How to involve more women in project activities • Strengthening biodiversity conservation and sustainable development into country EIAs • EIA for coastal or oceanic developments • Evidence based strategies • Basic Project Management – Certificate training • Donor financed projects/grants management training • ESMP reporting for Quarterly and Semi-Annual Reports • Application of Shared Approach to different project scenarios • Contractor supervision training in High Risk Projects
Module 18:	<ul style="list-style-type: none"> • EIA procedure and reporting • Conducting on-site inspections • Baseline surveys • Environmental and social monitoring for projects • Practical exercises to apply knowledge gained from training • Environmental pollution • Compensation • Environment/Climate Change/Renewable energy EIAs in Pacific context • EIA enforcement in the Pacific and ways to effectively enforce EIA in projects • Infrastructure sustainability studies • EMPs • SEAs related to government policies and legislations • Project life cycle analysis • Traditional knowledge and Climate Change • Waste management • BMP and OMAS • Risk Assessment as part of response to Cumulative Impact Assessment • Legislative reforms as a result of addressing environmental impacts from developments • Country Environmental systems and other major international donor funded infrastructure projects and their environmental compliance and gaps and lessons learnt • Basic Project Management – Certificate training • Water quality testing, basic analysis/interpretation of environmental parameters • Spatial Assessment • Follow up training/more on EIA
Module 19:	<ul style="list-style-type: none"> • Environmental screening at initial stage of a project • Baseline surveys • Planetary health • Ethics for planners or consultants, local versus international regulations/legislation, which one prevails if a donor-funded project • Bidding document requirements and costs • Laboratory work or accreditation • Comparing EIA process and reports and which meets the Australia and NZ standards • Waste management • EIA practical experiences with current projects • Discussions to focus on how people's attitude can change to uphold values important to society against influences that are adversely impacting the natural environment • Project Environment and Social Commitment Plan • EIA process

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	<ul style="list-style-type: none"> • Environmental compensation • Refresher on cumulative effects, EMMP and EIA report writing
Module 20:	<ul style="list-style-type: none"> • ESIA reporting • Recommendations for Core Competencies – EHS • Social Impact Assessment • Resettlement Action Plan for projects • Health impact assessment and link to EIA and SIA • Baseline surveys • Blue Economy and Green Economy impacts via Climate Change and researches being carried out in the Pacific region • Environmental management and sustainability • Biodiversity impacts assessment • Monitoring and evaluation of projects • WB Environmental and Social Framework • Follow up trainings • Compensation • Cultural heritage mapping and Cultural heritage management strategies • Strategic Environmental Assessment • Waste management in the Pacific • Offset management methods and techniques with case studies/Biodiversity offset • Cultural impact assessment • Pacific contextual applications • Remote sensing/GIS • Basic Project Management – Certificate training • Sustainable development • Taxonomic training • Calculating environmental bonds for development projects • Fire ecology and water management (technical parameters) • Collaboration of networks • Follow up training
Module 21:	<ul style="list-style-type: none"> • Managing and remediating oil spills • Follow up training • Bidding document contracts • Environmental law/legislation • Environmental screening/survey • Gender Action Plan (GAP) throughout project life cycle • Environment Baseline studies, Environmental bonds calculations, Performance bonds • ESS and case studies • Biodiversity Assessment Valuation on environmental impacts • Refresher on EIA and EMMP • Preparation of PEAR according to Government and Donor requirements and addressing any gaps • Occupational and Health Safety • Code of Practices for specific ESS standards used by ADB and WB • Improvements on coastal seawall from rising sea levels • Importance of and role of engaging a collaborative approach amongst different stakeholders and practitioners to identify common challenges in the field and finding solutions • Geohazards

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	<ul style="list-style-type: none"> • Waste management/pollution impacts of developments, types of waste and sewage management • Food safety • Wastewater treatment case studies • Social and Cultural Assessment and reporting • Compensation assessments and determination of Environmental values for compensation • Basic Project Management – Certificate training • Cultural Impact Assessment • Risk assessment on potential environmental and health impacts • Case studies where application of tools at a local level
Module 22:	<ul style="list-style-type: none"> • EIA reporting under different Donor organizations • Health Impact Assessment • Project screening forms and on-site data collection • Shared experiences with other practitioners • Pacific case studies to learn challenges and benefits in EIAs • Basic Project Management – Certificate training • Environmental Risk Assessment and application to real case scenarios • Biodiversity offset process and assessment and how to develop a Biodiversity offset policy for countries who do not have one and are willing to pursue it • Development of an Information Management System for a project and case studies • Baseline survey • Logistics management of GAP in projects • MS Teams • How to write a training manual for contractors on safeguards • Standard report template for EIAs or Baseline studies • Post Disaster Relocation and Resettlement caused by tsunami, volcanic eruption, landslide – good practices and challenges • Renewable energy • Compensation for environmental damage • Groundwater as a natural resource • Refresher on EMMP and Monitoring and Audit of WB funded projects processes • Application and challenges of seabed exploration/mining in the Pacific • Follow-up training on the Portal E-Learning • How national EIA processes be made more efficient without bridging national regulations/legislations • Environment related modules • Waste management • How to protect coastal environment and mangroves
Module 23:	<ul style="list-style-type: none"> • CESMP requirements • EIA and compensation • Country examples and translating learning modules into real life situations • Environment assessment of project site • ESS and Nature Base Solutions (NBS) • Case studies in the Solomon Islands • EIA Baseline Surveys • Designing GRM for mining projects • Environmental laws/legislations • Follow up training on GRM

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	<ul style="list-style-type: none"> • Consultation trainings prior to project commencement to avoid any social issues when works begin • ESS-EIA, SIA, Health and Safety • GBV training • Health Impact Assessment • Understanding Grievance Redress service process at WB level • Preparation of TORs suitable for development type • Traditional Indigenous Knowledge, cultural or traditional forms/modes/methods of fishing in the Pacific • Environment related training • Designing community driven project systems, monitoring and implementation in remote locations with little infrastructure or communications • Access Benefit Sharing Mechanism • Basic Project Management – Certificate training • Lenders safeguard requirements for different project types on customary land versus Government registered land • Short course training for future EIA practitioners in the Pacific and practitioner certification recognized internationally • Community engagement tools and case studies • More case studies of Pacific islands issues and identifying areas of improvement
Module 24:	<ul style="list-style-type: none"> • Baseline surveys • Environment Risk Management Techniques • EIA and compensation • Environment related topics • Incorporating COVID 19 in project activities • GIS in mapping EIA and area of social impacts • Basic Project Management – Certificate training • Risk assessment • Gender base violence in project areas • Rating of projects compliance in scope of lenders versus Government policies • Foreshore protection • Environment consultation with stakeholders • Environmental management to improve work experience • Wastewater management
Module 25:	<ul style="list-style-type: none"> • ESS-EIA more in-depth training • Maritime Safety/Safety at sea • Cause-effect analysis • Baseline surveys • Community consultation for projects • Follow up training on OHS • Environment-Health linkages • Training of trainers in various safeguards related topics • CEMP or CESMP requirements • Repercussions of non-compliance to OHS and long term impacts • Cumulative Impact Assessments • Compensation of environmental damage • Project awareness for environmental protection • Basic Project Management – Certificate training

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	<ul style="list-style-type: none">• Hazardous waste handling• Marine environment• How to document E&S instruments• Risk matrix using likelihood and consequences examples• Cultural impact assessment in EIA
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10. Conclusion

This report concludes that the third round of regional virtual training on EIA, Stakeholder Engagement and Social Impact Assessment in the Pacific carried out between March and May of 2022 was successfully implemented. The analysis of the combined data collected from nine training evaluations show that the regional training covered 11 Pacific Island Countries with a wide range of stakeholders, inclusive of EIA and Safeguard professionals and practitioners in Pacific Island Governments, private sectors, NGOs, state-owned enterprises, university and research institutions.

All participants found the training contents to be relevant and applicable to their work. Majority of them showed satisfaction with the modules and their contents, including endorsements for additional training using Zoom.

The virtual regional training was highly effective in achieving its 3 objectives. Data shows that majority of participants significantly improved their knowledge and understanding about the EIA process after completing the full 9 training modules. Therefore, the report concludes that the regional training was relevant and effective in contributing towards the strengthening of environmental and social management systems and practices in the Pacific region.

11. Recommendations

The report recommends the following:

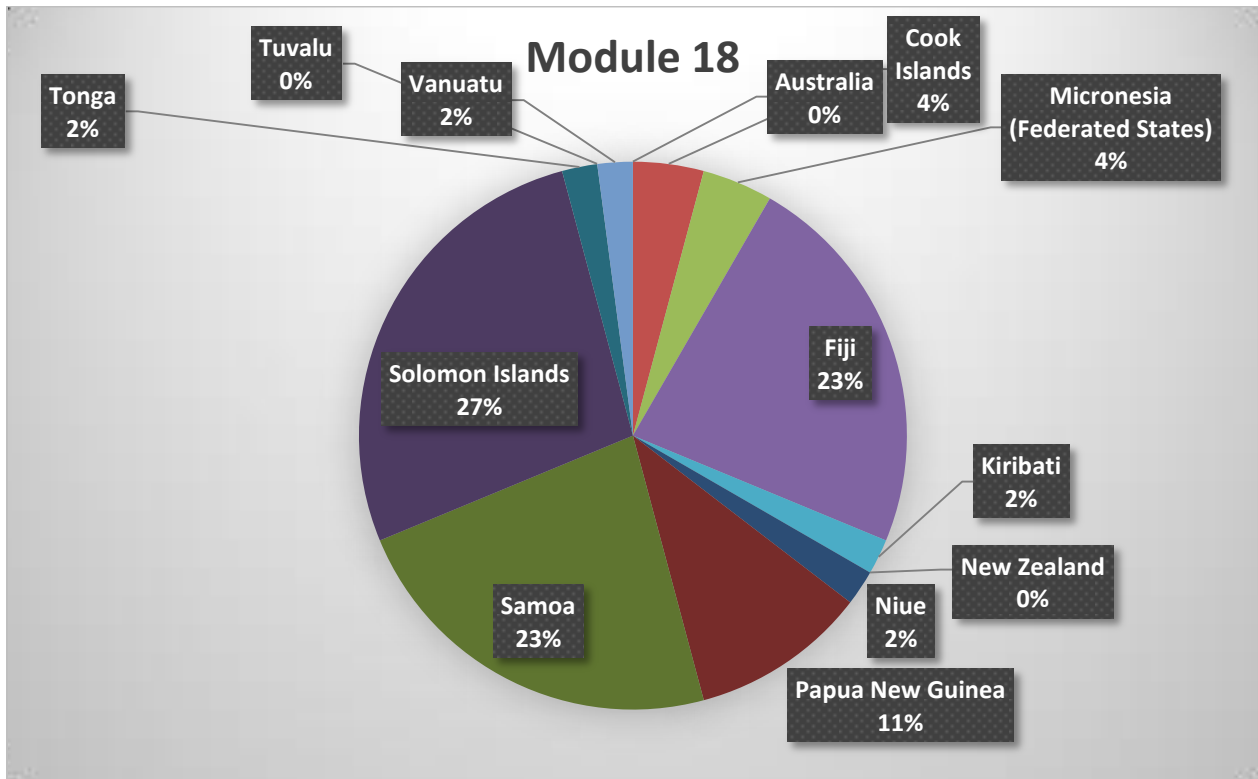
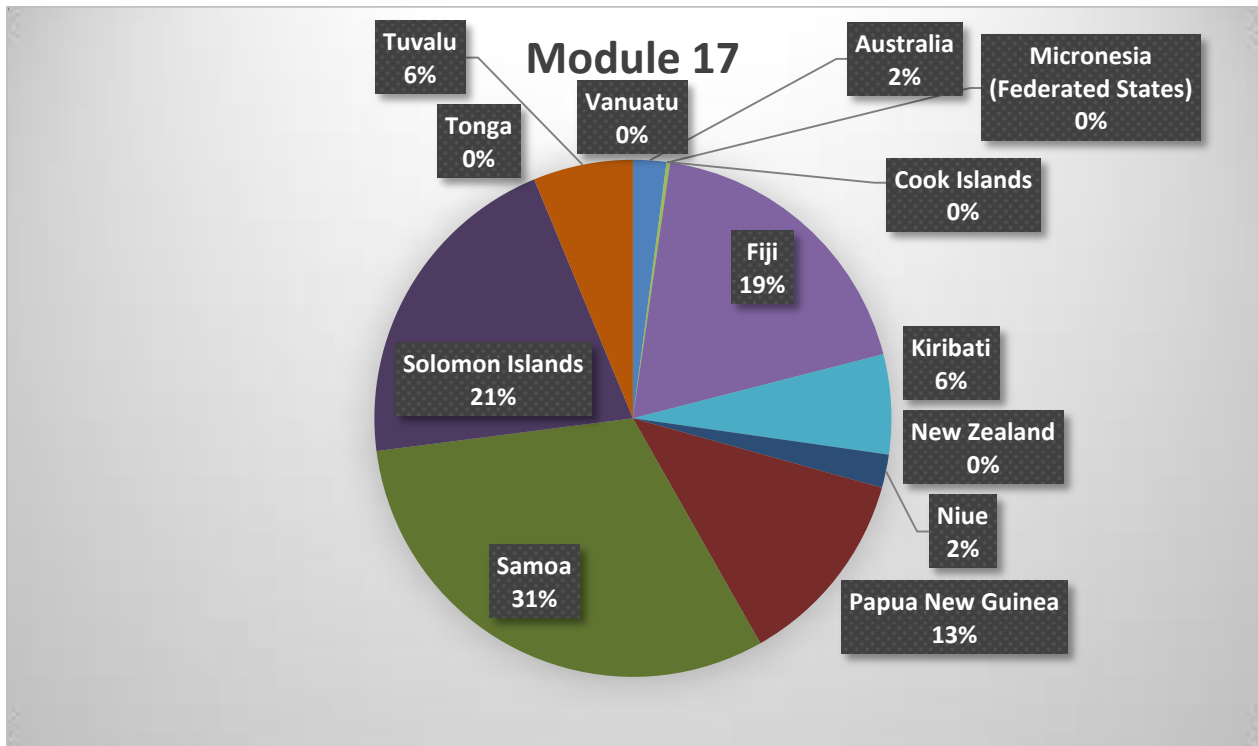
1. Carry out follow up trainings and in depth learning of all modules covered in the 3 rounds or develop new training topics using suggestions (referred to all 9 survey monkey evaluation reports) by participants for future trainings.
2. Include (seek out) participants from Palau, American Samoa, New Caledonia, Guam, French Polynesia, Tokelau and Timor Leste in any future regional trainings. This is in addition to the 12 Pacific Island Countries that were represented and completed the online survey in the first, second and third round of trainings from Federated States of Micronesia, Fiji, Kiribati, Republic of the Marshall Islands, Niue, Papua New Guinea, Samoa, Solomon Islands, Vanuatu, Tuvalu, Cook Islands and Tonga.
3. Future virtual trainings should explore the use of both Zoom and MS Teams, with the view of identifying the most user-friendly and effective tool for holding virtual webinars in the Pacific. Using a mixture of two web platforms ensures options, and their use will lead to increasing familiarity among participants in the region.
4. Future virtual trainings to explore the use of post training assessments / quizzes to assess training effectiveness of training materials.

12. Lessons Learned

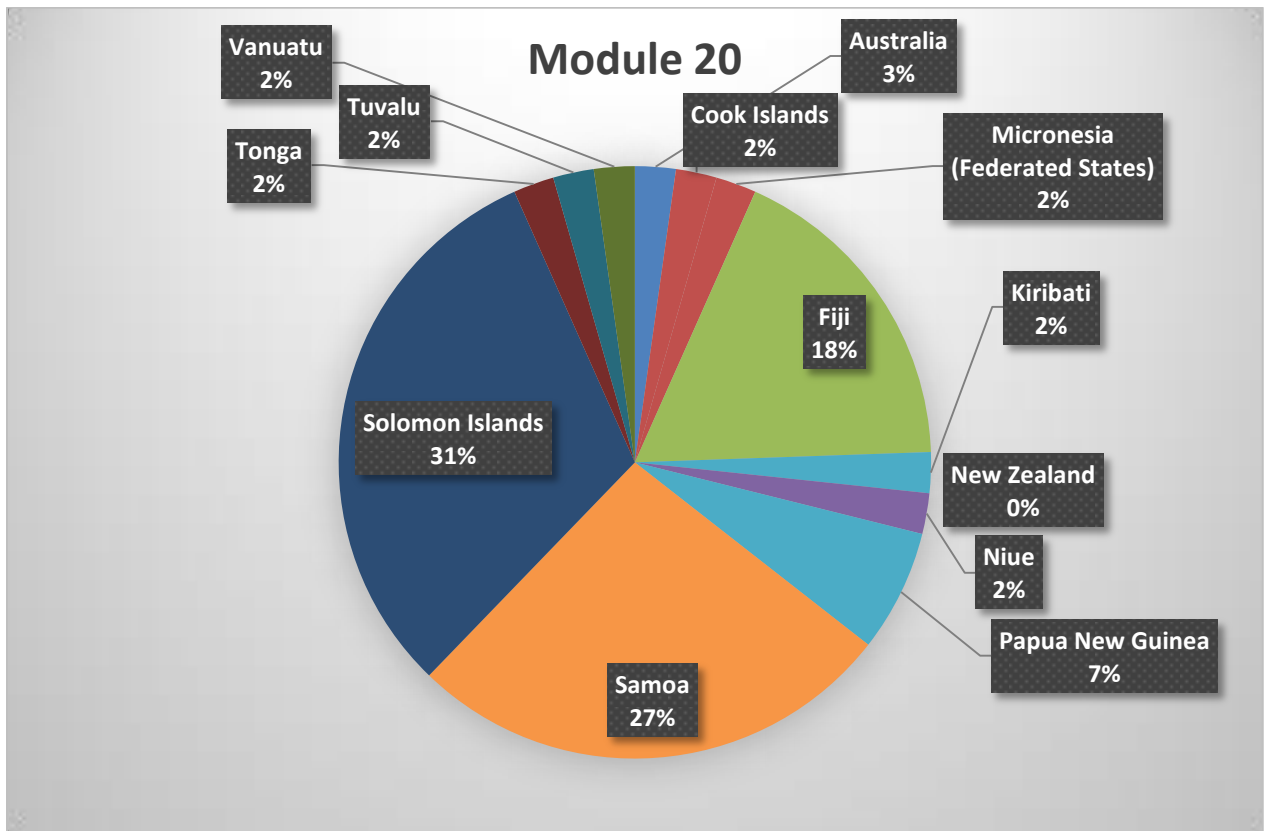
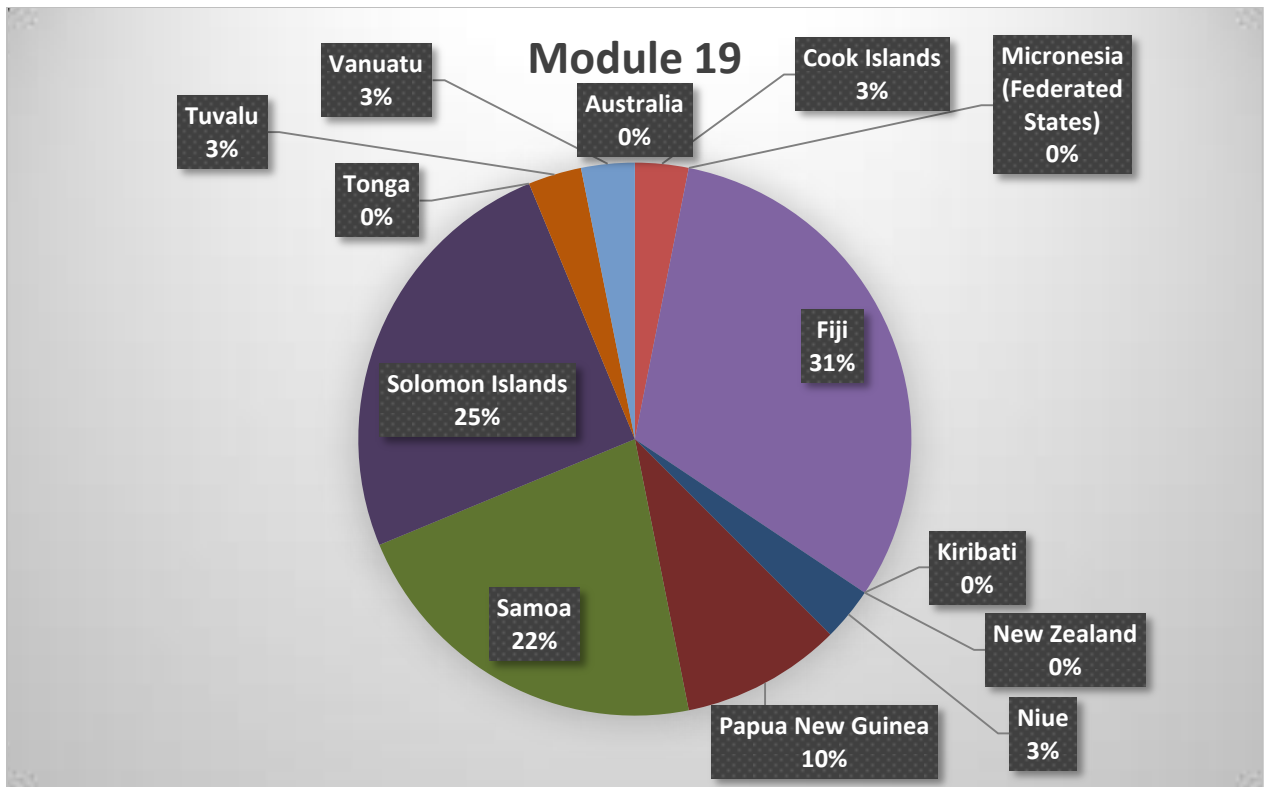
The following lessons are captured in this report for improving planning and preparations of future trainings:

- a) Prepare pamphlets and flyers about future regional trainings and ensure details on the registrations process are included.
- b) Circulate invitations and informational materials about future trainings such as pamphlets and brochures/flyers as early as possible to relevant Government ministries, local authorities, NGOs, educational institutions and private sector. Use social media platforms and existing networks of PLP-ESS partners (i.e. SPREP, WB, ADB and USP) to share invitations.
- c) Secure early support of IT staff to be made available for future trainings. Having an IT person available during live streaming will help to address troubleshooting issues when necessary.
- d) Carry out multiple trials using webinar platform systems and include multiple people from different countries in the region to test connectivity. Ensure that trainers are all connected as well.
- e) Ensure that all settings are in the correct order to allow participants to view chats or questions during live streaming.
- f) Assign roles for moderator, presenters, note takers, and IT support during the webinar. A moderator cannot be a presenter at the same time during a training session. Roles have to be carried out separately by different people.
- g) Sharing of questions by the participants to be well coordinated amongst the team during the webinar. This will help the moderator to sequence the questions in proper order as it appears on the screen and also give time to presenters to think about their responses.
- h) PLP-ESS Partners should attend and be visible in all training sessions - participants will take the training seriously and accord it with the proper appreciation that it deserves.

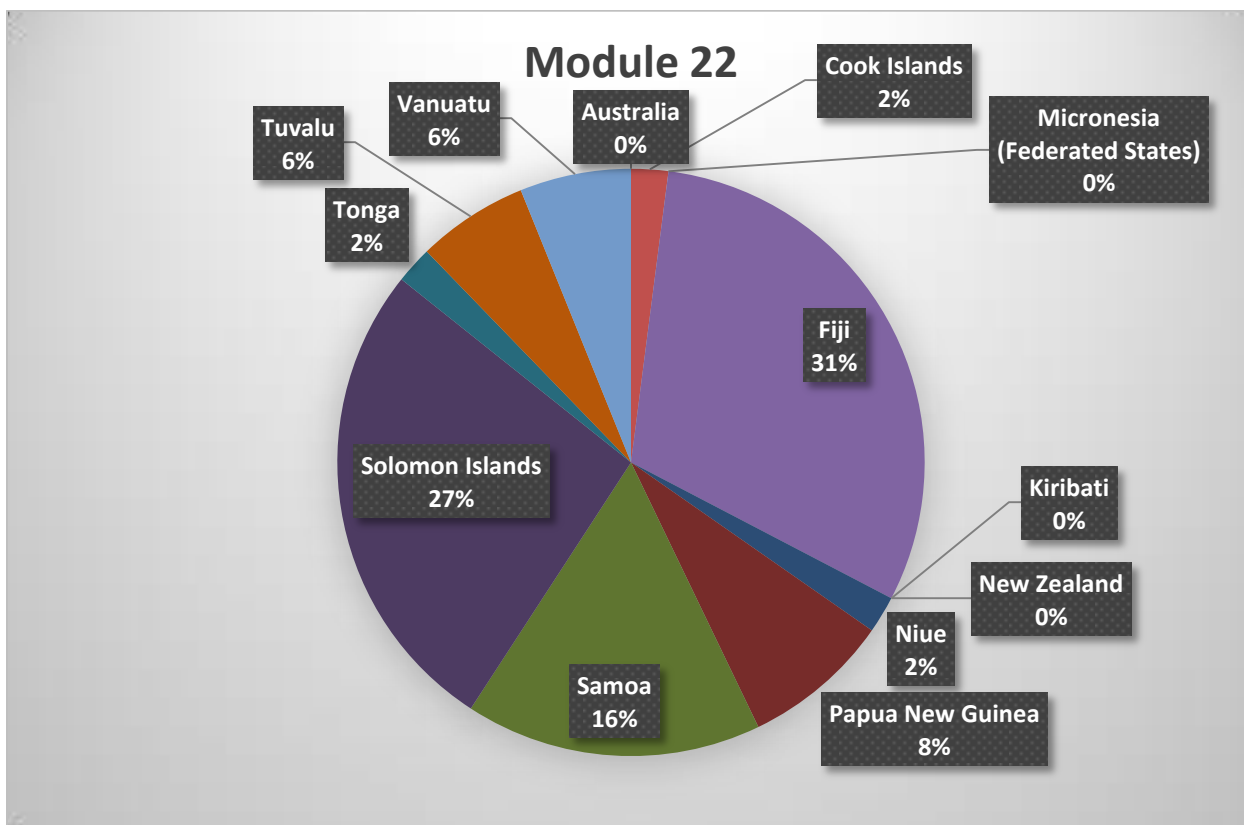
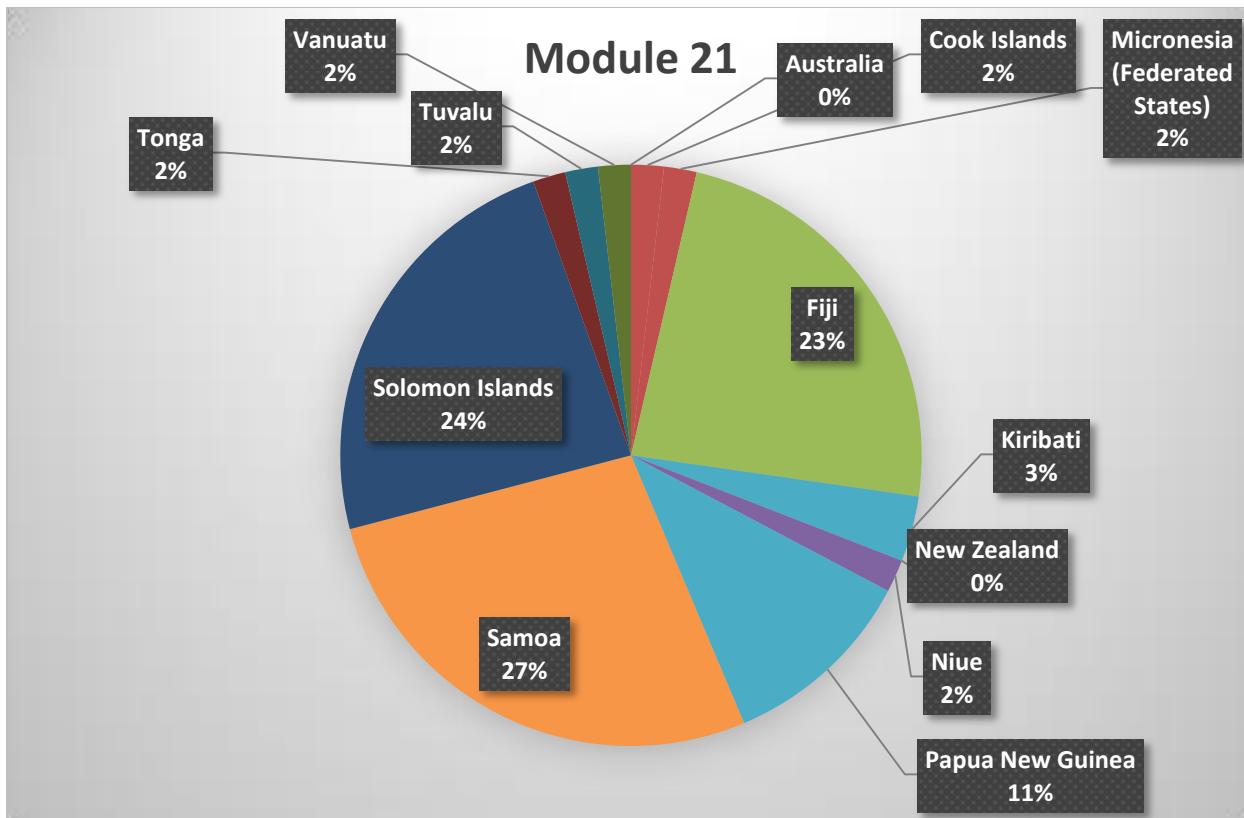
Annex A: Country Participants vs Modules



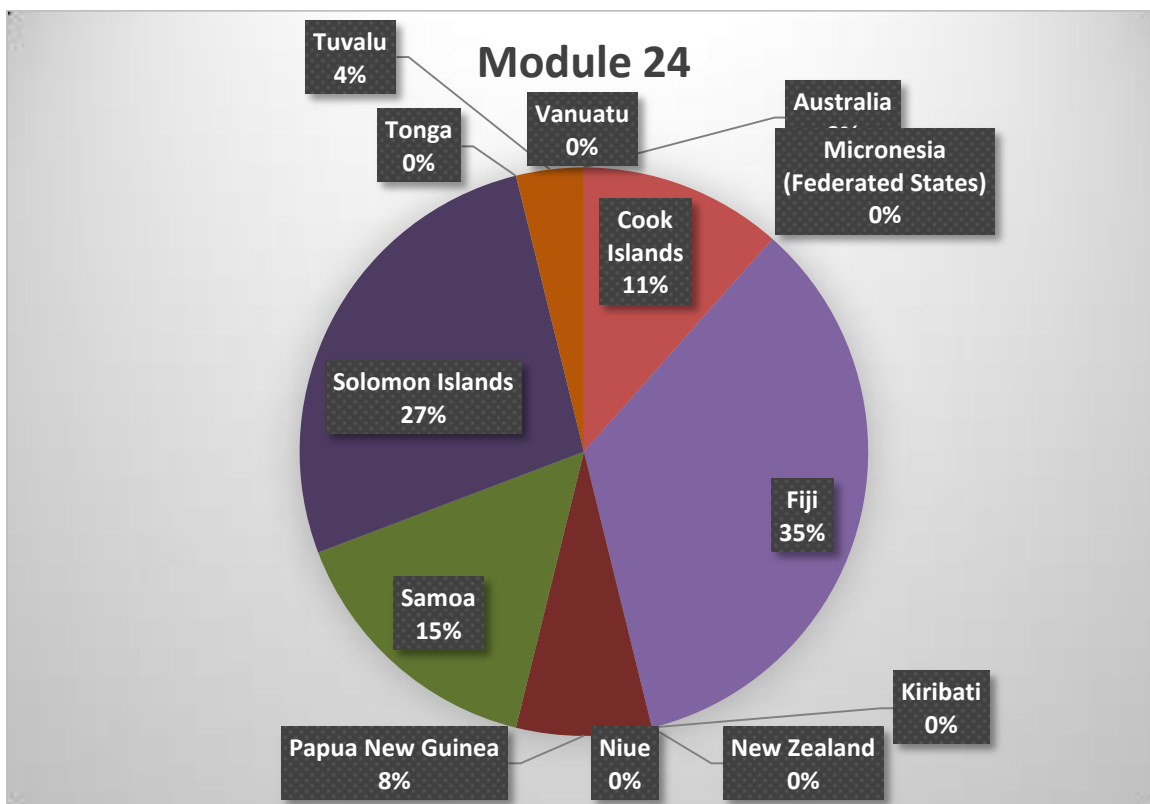
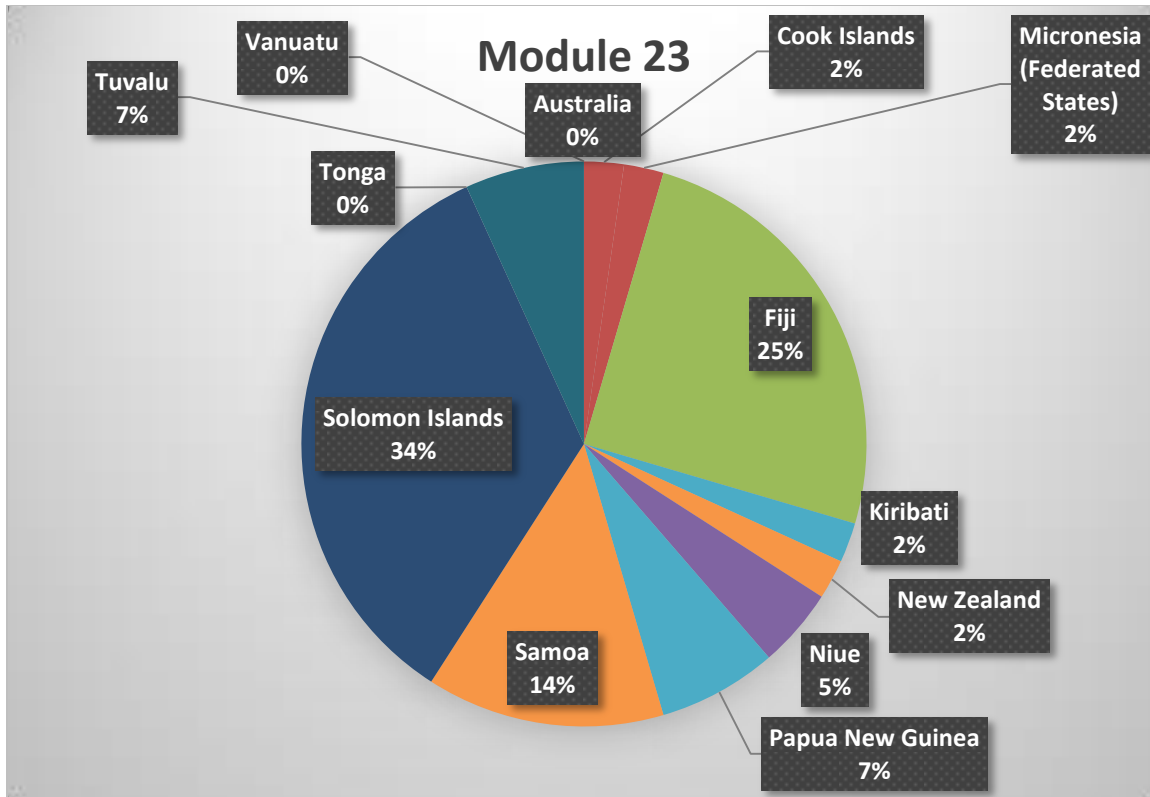
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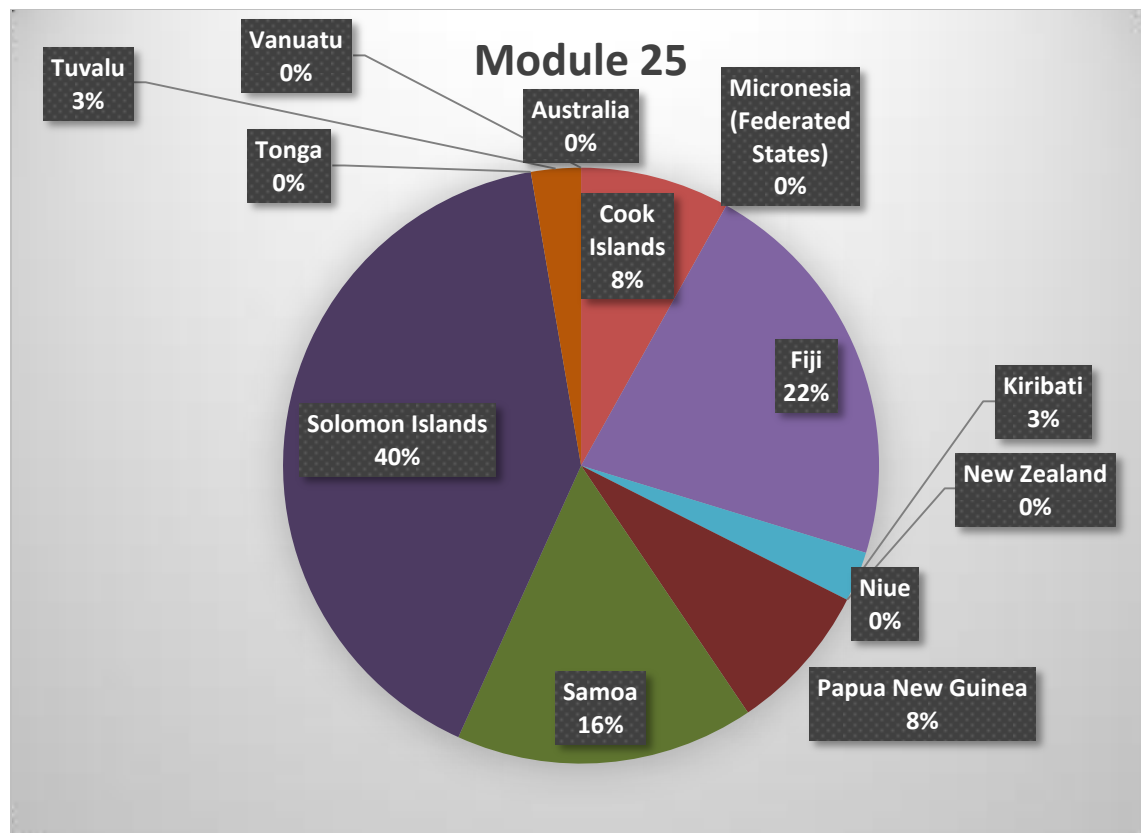
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Annex B: List of participants across modules (Round 3)

Name	Gender (F/M)	Country	Organization	Position/Contact	M17	M18	M19	M20	M21	M22	M23	M24	M25	Total
A														
1. Abe Kupa	Male	Samoa	KEW Consult Ltd	Project Manager abe@kew.com.ws	x	√	x	x	x	x	x	x	x	1/9
2. Adi Veniana Tikonavuli	Female	Fiji	University of the South Pacific	Student venianatiko@gmail.com	x	x	√	x	x	x	x	x	x	1/9
3. Agape Amituanai	Female	Samoa	Ministry of Health	Medical Doctor agapesimale@gmail.com	√	x	x	x	x	x	x	x	x	1/9
4. Agnes Atkin	Female	Solomon Is	Solomon Is. Water Authority	Land Management Officer aatkin@solomonwater.com.sb	√	√	x	√	√	x	√	√	x	6/9
5. Agnetha Vave-Karamui	Female	Solomon Is	Ministry of Environment	Climate Change Officer AVave-Karamui@mecm.gov.sb	x	x	√	x	x	x	x	x	x	1/9
6. Akanisi Varani	Female	Fiji	Fiji National University	Assistant Instructor in Refrigeration and Air Conditioning akanisi.varani@fnu.ac.fj	x	x	√	x	x	x	x	x	x	1/9
7. Aleksandra Sesepasara	Female	American Samoa	American Samoa Power Authority	Water Project Engineer aleksandra@aspower.com	x	x	√	x	x	x	x	x	x	1/9
8. Alitaake Geraldine Alefaio	Female	Tuvalu	Department of Environment	Environment Assistant Officer Land Degradation Sector allyalefaio@gmail.com	√	√	√	√	√	√	√	√	√	9/9
9. Allen Gwao Junior	Male	Solomon Is	Solomon Water	Assistant Land Management Officer agwao@solomonwater.com.sb	x	x	x	x	x	x	√	x	x	1/9
10. Alveen Deo	Male	Fiji	Fiji Roads Authority	Programme Manager Alveen.Deo@fijiroads.org	x	x	√	x	x	x	x	x	x	1/9
11. Amelia Turagabeci	Female	Fiji	Fiji National University	Academic amelia.turagabeci@fnu.ac.fj	x	√	√	√	√	√	√	√	√	8/9
12. Aminiasi Solomone Baleicakau	Male	Fiji	Fiji Roads Authority	Valuer Email: aminiasi.solomone@fijiroads.org Ph: +679 999 2261	√	√	√	√	√	√	√	√	√	9/9
13. Amon Timan	Male	Kiribati	Ministry of Infrastructure & Sustainable Energy	Community Engagement Specialist South Tarawa Water Supply Project amon.timan@gmail.com	√	√	√	√	√	√	√	√	√	9/9
14. Ana Bing Fonua	Female	Tonga	Ministry of Infrastructure	Project Coordinator – Bridge & Port Project anabingfonua676@gmail.com	√	√	√	√	√	√	√	√	√	9/9
15. Anasaini Moala	Female	Fiji	Fiji National University	Research Officer adi.moala@fnu.ac.fj	x	x	√	x	x	√	x	√	x	3/9

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16.	Andrea Tora	Female	Tonga	Individual Consultant	Civil/Environmental Engineer andreatora13@gmail.com	x	√	x	x	x	x	√	x	√	3/9
17.	Andrew Tukana	Male	Fiji	Wildlife Conservation Society Fiji Country Program	Project Manager atukana@wcs.org	x	x	√	x	x	x	x	x	x	1/9
18.	Anelisa Auelua	Female	Samoa	Land Transport Authority	Principal Public Relations Officer ikareva@hotmail.com	√	x	√	x	x	x	x	x	x	2/9
19.	Angellyn Panidao Kilivisi	Female	Solomon Is	Solomon Is Water Authority	Planning and Analysis Team Leader akilivisi@gmail.com	√	√	√	√	√	x	√	√	√	8/9
20.	Ann Tosiro	Female	Vanuatu	Public Works Department	Senior Safeguards Officer atosiro@vanuatu.gov.vu	x	x	x	x	x	x	√	x	x	1/9
21.	Annmarie Aholima	Female	Niue	Government of Niue	Project Management and Coordination Unit Annmarie.aholima@mail.gov.nu	x	x	x	x	x	√	√	x	x	2/9
22.	Anna Camaraikoro	Female	Fiji	Fiji National University	Student annvalaibulu@yahoo.com	x	x	x	√	x	x	x	x	x	1/9
23.	Anna Valaibulu	Female	Fiji	Fiji Water Authority	Environmental Specialist annvalaibulu@yahoo.com	x	x	x	x	√	√	√	x	x	3/9
24.	Annie Tuisuga	Female	Samoa	Scientific Research Organization of Samoa	Research Scientist Email: annie.tuisuga@srosmanagement.org.ws Ph: +685 7632623	√	√	√	√	√	√	√	x	√	8/9
25.	Anthony Mulipola	Male	Samoa	SROS	HR Officer anthony.mulipola@sros.org.ws	x	x	x	x	x	x	x	x	√	1/9
26.	Anupriya Narayan	Female	Fiji	Fiji National University	Assistant Instructor- CSIS anupriya.narayan@fnu.ac.fj	x	x	√	√	x	x	x	x	x	2/9
27.	Asaeli Naika	Male	Fiji	Fiji National University	Assistant Lecturer in Food Science asaelineaika@gmail.com	x	x	x	√	√	x	x	x	x	2/9
28.	Ashneeta Chandra	Female	Fiji	Fiji National University	Assistant Lecture ashneeta.chandra@fnu.ac.fj	x	√	√	x	x	x	x	x	x	2/9
29.	Asivorosi Naicovitabua	Female	Fiji	Fiji National University	Instructor - Marine Engineer asivorosi.naicovitab@fnu.ac.fj	x	√	x	√	x	x	√	√	x	4/9
30.	Atelaite Lupe Matoto	Female	Tonga	Ministry of Meteorology, Energy, Information, Disaster Management, Environment, Climate Change and	Director of Environment Department of Environment lupe.matoto@gmail.com	x	x	x	x	x	√	x	x	x	1/9

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42.	Christopher Felix	Male	Federated States of Micronesia (Chuuk)	University Chuuk State Environmental Protection Agency	taleicema@gmail.com Manager of Water and Wastewater Management Program Email: chrisfelix.chuukepa@gmail.com Ph: + 691 931 0335	√	√	√	√	x	x	x	x	x	4/9
43.	Claire Aneterea	Female	Kiribati	South Tarawa Water Supply Project.	Community Engagement Specialist canterea@gmail.com	x	x	x	x	x	x	x	x	√	1/9
44.	Colleen Peacock	Female	Marshall Is	Government of the Marshall Islands	Safeguards Advisor colleen@tautai.com	x	x	x	x	x	x	√	x	x	1/9
45.	Colman Otmar	Male	PNG	Consultant	Environmental Professional (Energy Sector) colman.otmar@gmail.com	√	x	x	x	x	x	x	x	x	1/9
46.	Czarina Iese Stowers	Female	Samoa	Ministry of Natural Resources and Environment	Principal Terrestrial Biodiversity Conservation Officer czarina.stowers@mnre.gov.ws	x	x	x	√	x	x	x	x	x	1/9
D															
47.	Darius Tofa	Male	Samoa	Ministry of Agriculture and Fisheries	Principal Safeguards Officer darius.tofa@maf.gov.ws	√	x	√	x	√	√	√	√	√	7/9
48.	David Elisara	Male	Samoa	MWTI	Senior Urban Management Officer david.elisara@mwti.gov.ws	x	x	x	x	x	√	x	x	x	1/9
49.	David Yeeting	Male	Kiribati	FAO	Project Manager david.yeeting@fao.org	x	x	x	√	x	x	x	x	x	1/9
50.	Debra Kereseke	Female	Solomon Is	Ministry of Environment, Climate Change, Disaster Management and Meteorology	Deputy Director Environment DKereseke@meccdm.gov.sb	x	x	x	x	√	x	x	√	x	1/9
51.	Della Savaiinaea Siomia	Female	Samoa	Ministry of Works, Transport & Infrastructure	Principal Compliance Monitoring and Enforcement Officer della.savaiinaea@mwti.gov.ws	√	√	√	√	√	√	√	√	√	9/9
52.	Derwin Ovita	Male	Solomon Is	Tina Hydropower Limited	Environment and Social Site Supervisor enviro.social.s@tinahydropower.com.sb	√	√	√	√	√	x	√	x	√	7/9
53.	Diro Gabi	Male	PNG	Department of Works & Highways	Snr Environmental Monitoring Officer dgabi@works.gov.pg	x	x	x	x	x	√	√	√	√	4/9
54.	Ditoga Kabukeinama	Male	Fiji	Fiji National University	Lecturer ditoga.kabukanamala@fnu.ac.fj	x	x	x	x	x	√	x	√	x	2/9

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la															
55.	Divesh Sami	Male	Fiji	NRW Macallan	Engineer rahuldivesh7@gmail.com	√	√	x	x	√	x	x	√	x	4/9
56.	Djamil Abdelaziz	Male	New Caledonia	Gouvernement Nouvelle-Calédonie	Chief of Project Standards and Regulation in Construction Industry djamil.abdelaziz@gouv.ncx	x	x	√	√	x	x	x	x	x	2/9
57.	Donsean Mori	Male	Federated States of Micronesia	Private Company	Director Email: donsean@gmail.com Ph: +691 9316674	√	√	√	√	x	x	√	√	√	7/9
58.	Dulcie Wong Sin Simanu	Female	Samoa	Samoa Tourism Authority	Policy and Sector Coordination Manager dulcie@samoa.travel	√	x	x	x	x	x	x	x	x	1/9
E															
59.	Edgar Pollard	Male	Solomon Is	SES	Director edgar@pasifikhr.com	X	√	x	x	x	x	x	x	x	1/9
60.	Edmond Junior Bate'e	Male	Solomon Is	Hyundai Engineering Co., Ltd (HEC)	Environmental and Social Supervisor Tina River Hydropower Development Project edmond.hecltd20@gmail.com	x	x	x	x	x	x	x	x	√	1/9
61.	Edward Danitofea	Male	Solomon Is	Ministry of Environment Climate Change Disaster Management and Meteorology	Chief Environment Officer edanitofea@mecdm.gov.sb edward.danitofea@gmail.com	x	√	√	√	√	√	√	x	√	7/9
62.	Edwin Koveke	Male	Solomon Is	Solomon Islands Rural Development Program	Environment Specialist Edwin.koveke@gmail.com	√	√	√	√	√	√	√	√	√	9/9
63.	Eileen Williams	Female	Samoa	Ministry of Works, Transport & Infrastructure	Strategic Planning officer eileen.williams@mwti.gov.ws	√	x	x	x	x	x	x	x	x	1/9
64.	Elenoa Vulikasavau	Female	Fiji	Fiji National University	Tutor Elleynoy@gmail.com	x	x	√	x	x	x	x	x	x	1/9
65.	Eliki Ceinaturaga	Male	Fiji	Fiji Roads Authority	Email: eliki.ceinaturaga@fijiroads.org	√	√	√	√	√	√	√	x	√	8/9
66.	Elizabeth Munro	Female	Cook Is	National Environment Service	Biodiversity officer elizabeth.munro@cookislands.gov.ck	x	x	x	√	x	x	x	x	x	1/9
67.	Elizabeth Toomata	Female	Samoa	MWTI	Principal Officer, Land Transport Division elizabeth.toomata@mwti.gov.ws	x	x	x	√	√	√	√	x	x	4/9

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					Disaster Management and Meteorology										
82.	Fiaalii Pula	Male	Samoa	Land Transport Authority	Engineering Officer Design fialii.pula@lta.gov.ws	x	x	x	x	x	√	x	x	x	1/9
83.	Fiti Laupua	Female	Samoa	Scientific Research Organization of Samoa	Senior Research Scientist Email: fiti.laupua@sros.org.ws Ph: +685 20664	x	x	x	√	√	√	√	√	x	5/9
G															
84.	Gade Waqa	Male	Fiji	Fiji National University	Head of C-POND gade.waqa@fnu.ac.fj	x	x	√	x	√	x	x	x	x	2/9
85.	Garry Venus	Male	NZ	RMI Government - DIDA, Ministry of Finance	Safeguards Advisor gazza700@gmail.com	x	x	√	√	x	x	x	x	x	2/9
86.	George Kikolo	Male	Solomon Is	Tina Hydropower Limited	Electrical Assistant edmaelzkiks@gmail.com	x	√	x	x	x	x	x	x	x	1/9
87.	Gerdi Raimon	Female	Kiribati	Ministry of Environment, Lands and Agricultural Development	Environment Officer g.raimon@melad.gov.ki	√	x	x	x	x	x	x	x	x	1/9
88.	Godwin Koroa	Male	Nauru	Nauru Maritime and Ports Authority	Environment Officer godwinkoroa@gmail.com	√	x	x	x	x	x	x	x	√	2/9
89.	Grace Anipale	Female	Samoa	Land Transport Authority	Procurement Assistant marshahan6@gmail.com	√	√	√	√	√	√	x	x	x	6/9
90.	Grace Laulala	Female	Samoa	Ministry of Natural Resources & Environment	Principal Land Development Officer grace.laulala@mnre.gov.ws	x	√	x	x	x	√	x	x	x	2/9
91.	Grace Simpson	Female	Fiji	Argo Environmental	Environmental Scientist gazekeresi@gmail.com	x	x	x	x	x	x	√	x	x	1/9
92.	Graham Waka	Male	Vanuatu	Public Works Department	RIMS Officer gswaka@vanuatu.gov.vu	x	x	√	√	x	x	x	x	x	2/9
93.	Gwen Samau	Female	Samoa	Land Transport Authority	Junior Environmental Safeguard Officer gwen.samau@lta.gov.ws	√	√	√	√	x	√	√	x	√	7/9
H															
94.	Haden Talagi	Male	Niue	Environment Agency	Director haden.talagi@mail.gov.nu	x	x	x	x	√	√	x	√	x	3/9
95.	Hanipale Matulino	Male	Samoa	Samoa Airport Authority	Principal Operation hmatulino@saa.ws	x	x	x	x	√	√	√	√	x	4/9

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Environment														
142. Lamese Saamu	Male	Tuvalu	SOLAN Consultancy	Manager jzonester@gmail.com	x	√	√	x	√	x	x	x	x	3/9
143. Lani Naqasima	Female	Fiji	Fiji National University	Instructor iragusuloto@gmail.com	x	√	√	x	x	x	x	x	x	2/9
144. Lapo Winston	Male	Solomon Is	Solomon Power	Environment Officer winston.lapo@solomonpower.com.sb	√	√	x	x	√	x	x	x	√	4/9
145. Lavenia Tawake	Female	Fiji	University of the South Pacific	Regional Coordinator (TVET) Pacific Centre for Environment and Sustainable Development Email: lavenie.tawake@usp.ac.fj	√	√	√	√	√	√	√	√	√	9/9
146. Lei Crichton	Female	Samoa	No data	hopeynlc@gmail.com	x	x	√	x	x	x	x	x	x	1/9
147. Lekima Copeland	Female	Fiji	University of the South Pacific	lekima.copeland@gmail.com	x	x	√	√	√	√	√	√	√	7/9
148. Lena Porte	Female	Nauru	Department of Commerce, Industry and Environment	A/Environment Governance Manager preciousporte26@gmail.com	√	√	√	x	√	x	√	x	√	6/9
149. Lency Muna	Female	Fiji	The University of Fiji	Assistant Lecturer lencymuna797@gmail.com	√	√	√	√	√	√	√	√	√	9/9
150. Lilian Danitofea	Female	Solomon Is	Ministry of Mines, Energy & Rural Electrification	Senior Tenement Officer ldanitofea@mmer.gov.sb	√	√	√	√	√	√	√	√	√	9/9
151. Lilian Jacina Penaia	Female	Samoa	Ministry of Finance	Principal Energy Officer Energy Division lilian.penaia@mof.gov.ws	√	x	x	x	√	x	x	x	√	3/9
152. Lisa Teama	Female	Solomon Is	Solomon Power	Assistant Environment Officer lisa.teama@solomonpower.com.sb lisa.j.teama@gmail.com	√	√	√	√	√	√	√	√	√	9/9
153. Litiana Qalokece Saraqia	Female	Fiji	Fiji National University	Lecturer litiana.saraqia@fnu.ac.fj	x	x	x	x	√	x	√	x	x	2/9
154. Liu Lafaele	Male	American Samoa	Environmental Protection Authority	Outreach Coordinator liu.lafaele@epa.as.gov	√	x	x	x	x	x	x	x	x	1/9
155. Loisi Tongia	Female	Tonga	Environment Tonga	rois.daufaa16@gmail.com	x	x	x	x	x	√	x	x	x	1/9
156. Lovine Leauanae	Female	Samoa	Samoa Tourism Authority	Planning & Development Officer lovine@samoa.travel	√	x	x	x	x	x	x	x	x	1/9
157. Luanne Losi-Yawingu	Female	PNG	TSSP	Environmental Safeguards, Climate Change & Disaster Resilience Advisor	√	x	√	x	x	√	x	√	x	4/9

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				LLosi-yawinqu@pngtssp.com											
158. Luke Smith	Male	Australia	PRIF	Infrastructure Economist lsmith@theprif.org	√	x	x	x	x	√	x	x	x	2/9	
159. Lusua Matairakula	Female	Fiji	SPTO	Project Assistant lmatairakula@spto.org	√	x	x	x	x	x	x	√	x	2/9	
160. Lute Mundia	Female	Samoa	Land Transport Authority	Senior Engineering Officer lutemundia@gmail.com	√	x	x	x	x	x	x	x	x	1/9	
161. Lynsey Talagi	Female	Niue	Department of Transport	Maritime Manager lynsey.talagi@mail.gov.nu	√	√	√	√	√	√	√	√	x	8/9	
M															
162. Madeline Taylor	Female	Australia	Macquarie University	Senior Lecturer madeline.taylor@mq.edu.au	x	√	x	x	x	x	x	x	x	1/9	
163. Malakai Kaufusi	Male	Tonga	World Bank Liaison Office	Safeguards Specialist Email: malakai.kaufusi@gmail.com Ph:+ 650 5394834	√	√	√	√	√	√	√	x	√	8/9	
164. Malakai Finau	Male	Fiji	Fiji National University	Instructor mala15finau@gmail.com	x	x	x	x	x	x	x	√	x	1/9	
165. Malakai T Tadulala	Male	Fiji	Fiji National University	Academic Researcher HDR malakaitadulala@outlook.com	√	√	√	√	√	√	√	x	√	8/9	
166. Malama Jasmine Siamomua	Female	Samoa	Think Environment Consult	Principal Consultant Email: thinkenvconsult@gmail.com Ph:+685 7570963	√	√	√	√	√	x	√	x	√	7/9	
167. Malcolm Esera	Male	Samoa	Land Transport Authority	Contract Engineer malcolm.esera@lta.gov.ws	√	x	√	x	x	x	x	x	x	2/9	
168. Malone Chu Ling	Male	Samoa	Scientific Research Organization of Samoa	Email: malonechuling@sros.org.w Ph: +685 7780571	x	x	x	√	x	x	x	x	x	1/9	
169. Mandria Angelic Natalie Sua	Female	Samoa	Consultant	Manager msua002@gmail.com	x	x	√	√	√	√	x	x	x	4/9	
170. Margaret Rimoni	Female	Samoa	Pacific Applied Sciences Consult	Environmental and Social Safeguards Consultant margaret@pasc.ws	√	√	√	√	√	√	√	x	√	8/9	
171. Marista Kapini	Female	Solomon Is	Consultant	National Environmental and Social Safeguards Specialist Short Term Consultant kapinimarista@gmail.com	√	√	√	√	√	√	√	√	√	9/9	
172. Matereti Sukanaivalu	Female	Fiji	Fiji National University	Lecturer matereti.sukanaivalu@fnu.ac.fj	x	√	√	√	√	√	√	√	√	8/9	
173. Matthew	Male	Cook Is	National	NES Compliance officer	x	x	x	x	x	x	x	√	√	2/9	

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215. Reea Binatake Aluta	Female	Kiribati	Ministry of Employment and Human Resource	Occupational Health and Safety Inspector reea.binataake@gmail.com	x	x	x	x	x	x	x	x	x	√	1/9
216. Reeves B	Male	Samoa	Ministry of Health	Medical laboratory technician reevesb@health.gov.ws lehxcube21@gmail.com	x	x	x	√	x	x	x	x	x	x	1/9
217. Relinta Manaka	Female	Solomon Is	Solomon Water	Community Liaison Officer rmanaka@solomonwater.com.sb	x	x	x	x	x	x	√	x	x	1/9	
218. Reuben Kausea	Male	Tuvalu	Department of Environment	Information and Knowledge management & Assistant EIA Officer pelekausea@gmail.com	√	√	√	x	x	x	x	x	x	3/9	
219. Richard Vladimir Ale	Male	Samoa	Land Transport Authority	Part timer deathesus@gmail.com	√	√	x	x	√	√	√	√	√	7/9	
220. Robin Tolpare	Female	PNG	National Lands Department	Development Assessment Planner rtolpare69@gmail.com	x	x	√	x	x	x	x	x	x	1/9	
221. Robson Hevalao	Male	Solomon Is	Ministry of Fisheries and Marine Resources	Development Manager rhevalao.2015@gmail.com	x	x	x	x	x	√	x	x	x	1/9	
222. Rodney Mulipola	Male	Samoa	Scientific Research Organization of Samoa	Email: rodneymulipola92@gmail.com Ph: +685 20664	x	x	x	√	x	√	x	√	x	3/9	
223. Roini Tovia-Tasesa	Female	Samoa	Ministry of Works, Transport and Infrastructure	Principal Safeguard Officer roini.tovia@mwti.gov.ws	√	x	x	x	x	x	√	x	x	2/9	
224. Rokonimaueu Eritaia	Male	Kiribati	Ministry of Environment, Lands and Agricultural Development	Agricultural Environment License Officer Environment & Conservation Division r.eritaia@melad.gov.ki	√	x	x	x	x	x	x	x	x	1/9	
225. Roland Pharkatonu	Male	Solomon Is	No data	Student rjpharkatonu@gmail.com	x	x	x	x	√	√	√	√	√	5/9	
226. Romano Naituku	Male	Fiji	Fiji National University	Assistant Instructor romano.naituku@fnu.ac.fj	x	x	x	x	√	x	x	x	x	1/9	
227. Roselyn Strickland	Female	Cook Is	National Environment Service	roselyn.strickland@cookislands.gov.ck	x	x	x	x	x	√	x	x	x	1/9	
228. Rosemary	Female	Fiji	USP	Marine Projects Officer	x	x	x	x	√	√	√	√	x	5/9	

Pacific Learning Partnership for Environmental and Social Sustainability, (PLP-ESS)

Dautei				Institute of Applied Sciences rosemary_dautei@usp.ac.fj											
229. Roshan Abeyesundera	Male	Fiji	Fiji Ports Corporation Limited	Chief Financial Officer roshan@fijiports.com.fj	√	√	√	√	√	√	√	x	√	8/9	
230. Ruth Ramoifuila	Female	Solomon Is	Solomon Water	Communications Coordinator rramoifuila@solomonwater.com.sb	x	x	x	x	x	x	√	x	√	2/9	
S															
231. Saeala Pisi	Female	Tuvalu	Department of Environment	EIA Officer saealapisi2810@gmail.com	x	√	√	x	x	x	√	x	x	3/9	
232. Sailas Tipayamb	Male	Papua New Guinea	Water PNG Ltd	Environment Officer Email: stipayamb@waterpng.com.pg Ph: + 675 73112326	x	x	√	√	√	√	x	x	x	4/9	
233. Sally Pita	Female	Solomon Islands	MID/MCA Project Support Team	National Environmental Safeguards Officer Email: lausofilia@gmail.com Ph: +677 7472587	√	√	√	√	√	√	√	√	√	9/9	
234. Samson Helka	Male	Papua New Guinea	Rural Service Delivery Project- Department of Provincial & Local Government Affairs	Rural Infrastructure and Safeguards Specialist Email: samsonhelka44@gmail.com Ph: +675 78301617	√	√	√	x	√	√	√	√	√	8/9	
235. Samuel Gene	Male	Papua New Guinea	Rural Service Delivery Project- Department of Provincial & Local Government Affairs	Capacity Building Officer Email: samuel.gene821@gmail.com Ph: +677 20449	√	√	√	√	√	√	√	√	√	9/9	
236. Samuela Tawakedrau	Male	Solomon Is.	Tina Hydropower Limited	E&S Manager enviro.social.m@tinahydropower.com.sb	√	√	√	√	√	√	√	x	√	8/9	
237. Sanjesh Deo	Male	Fiji	Strategic Consultants Planning & Engineering Pacific Pte Ltd, SCOPE Pacific	Civil Engineer sdeo@scopepacific.com	√	x	x	x	x	x	x	x	x	1/9	
238. Sateesh	Male	Fiji	Fiji National	Principal Lecturer in Civil Engineering	x	√	√	x	√	x	x	x	x	3/9	

Pacific Learning Partnership for Environmental and Social Sustainability, (PLP-ESS)

Kumar Pisini			University	sateesh.pisini@fnu.ac.fj											
239. Saul Nol	Male	PNG	Metallurgical Corporation of China	HSE Manager ultunge@gmail.com	x	x	√	√	√	x	√	√	√	√	6/9
240. Sekove Vadei	Male	Fiji	Fiji National University	Technician sekove.vadei@fnu.ac.fj	x	√	x	x	x	x	x	x	x	x	1/9
241. Selai Vakaloloma	Female	Fiji	Fiji Ports Corporation Limited	Acting Environment & Sustainability Officer selai@fijiports.com.fj	√	√	√	√	√	√	√	√	√	√	9/9
242. Selema Drokamaisau	Female	Fiji	Fiji National University	assistant Instructor selema.d@fnu.ac.fj	x	x	√	x	x	x	x	x	x	x	1/9
243. Setoa Apo	Male	Samoa	Ministry of Natural Resources and Environment	Principal Solid Waste Management Officer setoa.apo@mnre.gov.ws	x	x	x	x	√	x	x	x	x	x	1/9
244. Shaanarlei Ward-Iteli	Female	Samoa	GEF PMU	Safeguards Officer schmidtshaana@gmail.com	√	√	√	√	√	x	√	x	x	x	6/9
245. Shalendra Gounden	Female	Fiji	Fiji National University	Director Estates and Facilities shalendra.gounden@fnu.ac.fj	x	x	√	x	√	x	x	x	x	x	2/9
246. Shaun Williams	Male	New Zealand	NIWA Taihoro Nukurangi	Group Manager - Environmental Hazards shaun.williams@niwa.co.nz	√	x	x	x	x	x	x	x	x	x	1/9
247. Shilvee Prasad	Female	Fiji	Fiji National University	Assistant Lecturer shilvee.prasad@fnu.ac.fj	x	x	x	x	√	x	x	x	x	x	1/9
248. Shinya Abe	Male	Fiji	Japan International Cooperation Agency	Advisor on Disaster Risk Reduction shinya.abe27@gmail.com	√	x	x	x	x	x	x	x	x	x	1/9
249. Shiva Krishna Goundar	Female	Fiji	Titan Civil	Design Engineer shivagoundar23@gmail.com	x	x	x	√	√	√	√	√	√	√	6/9
250. Sikeli Gavididi	Male	Fiji	Fiji National University	WISH Fiji Water Lab Technician sikeli.gavididi@fnu.ac.fj	x	x	√	x	x	x	x	x	x	x	1/9
251. Simon Nakaiban	Male	PNG	Kairak Centre for Sustainable Rural Development, Papua New Guinea University of Natural Resources & Environment	Advocacy & Awareness Coordinator simonnakaiban@gmail.com	√	√	√	√	√	√	√	√	x	√	8/9
252. Sione Tukia	Male	Tonga	MEIDECC	Chief Environmentalist	x	x	x	x	x	√	x	x	x	x	1/9

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292. Walter Work	Male	Fiji	Fiji National University	Technician workwalter1@gmail.com	x	x	x	x	√	x	x	x	x	1/9
293. Wendy Lee	Female	New Zealand	PNG Rural Primary Health Services Delivery Project	Social Safeguards Specialist wendypauaeke@gmail.com	√	x	x	x	x	√	√	x	x	3/9
294. Wendy Mark	Female	Solomon Is	Private Consultant	Environment and Social Safeguards Officer wmark2007@gmail.com	x	√	√	√	√	√	√	x	√	7/9
295. Wendy Beti	Female	Solomon Is	Ministry of Environment	Senior Environment Officer wendiipolobeti@gmail.com	x	x	x	x	√	√	√	x	√	4/9
296. Whaykhaan Yeeting	Female	Kiribati	MELAD - ECD	Environment Inspector w.yeeting@melad.gov.ki	√	√	x	√	√	x	x	x	x	4/9
297. Williams Ganileo	Male	Vanuatu	GANILEO EIA and GIS Consultant	Manager wganileo@vanuatu.gov.vu ganileo@gmail.com	x	√	x	√	√	x	√	x	x	4/9
298. Wilmer Kilmete	Male	Federated States of Micronesia	National Government	National Safeguards Coordinator Email: wkilmete@yahoo.com Ph: + 691 920 3918	x	x	x	x	x	x	√	x	x	1/9
299. Winston Lapo	Male	Solomon Is	Solomon Power	Safeguard's Officer winston.lapo@solomonpower.com.sb	x	x	x	x	x	x	x	√	x	1/9
X														
None														
Y														
300. Yashni Devi	Female	Fiji	Fiji National University	Assistant Instructor yashni.devi@fnu.ac.fj	x	x	√	√	√	√	√	√	√	7/9
301. Yogesh Kamal Raju	Male	Fiji	Fiji Roads Authority	Programme Manager Email: yogesh.raju@gmail.com Ph: +679 8939550	x	√	x	x	x	x	x	x	x	1/9
302. Yumi Crisostomo	Female	Marshall Islands	Ministry of Finance	Focal Point World Bank Portfolio, Central Implementation Unit/Ebeye mikefamilystore@gmail.com	√	x	x	x	x	x	√	x	√	3/9
Z														
303. Zafiya Shamim	Female	Fiji	Fiji Roads Authority	Email: zafiya.shamim@fijiroads.org Ph: +679 9275960	x		x	x	x	x	x	x	√	1/9
304. Zeprina Fale	Female	New Zealand	Bluespur Consulting Ltd	Director zeprina@bluespurconsulting.co.nz	x	x	x	x	√	x	x	x	x	1/9