

Sustainable Human Development Program

[2019] PROJECT ACCOMPLISHMENT REPORT

I. Project Information

Project Code: HDRGR

Project Title: Collaborative Initiative of the Department of Energy and the Development Academy of the Philippines for the Promotion of Energy Efficiency and Conservation in All Energy-Demand Sectors

Project Start: March 20, 2017

Project End: May 19, 2019

Project Price: P15,000,000.00

Client Organization: Department of Energy (DOE)

II. Project Team

Project Manager: Mary M. Sagapan

Team Members : Marites Solomon, Leah Lina O. Marquez, Melonie Tejol, RL Jerlyn Oliva, Ron Allan Entrebillo, Peter Khallil F. Ferrer, Jasmine May J. Sabado, Noel Pelle, Editha Estanislao, Jenneffer Casalan, Anatalia SD Barawidan, Carolyn Ruby Pilar L. Rivera, Rodel DV Castillo, Armin James Kraft

Supervising Fellow: Dorothea Boy-Navarro

Project Director: Dorothea C. Boy-Navarro

Consultants/ Resource Persons: Mr. Raul Caceres, Engr. Job Jacob Gonzales, and Andrea Carla Dorotan

I. Project Details

Project Description

Republic Act No. 7638, Section 5 mandates the Department of Energy (DOE) to formulate and implement programs, including a system of providing incentives and penalties for the judicious and efficient use of energy in all energy-consuming sector of the economy. They endeavor to ensure the delivery of secure, sustainable, sufficient, affordable, and environment-friendly energy to all economic sectors, in line with its overall vision of promoting a better quality of life for the Filipino people.

The Philippine Energy Plan (PEP) 2012 to 2030 includes the National Energy Efficiency and Conservation Program (NEECP), which aims to reduce the country’s energy demand by 10% or a yearly average reduction of 2,956 Kilotonne of Oil Equivalent (KTOE) based on the country’s final demand forecast from 2012 to 2030 .

The program is being implemented by the DOE’s Energy Utilization Management Bureau (EUMB) particularly the Energy Efficiency and Conservation Division (EE&CD). The EE&CD programs and projects aim to promote the efficient and judicious utilization of energy mainly to help secure sustainable energy supply through demand–side programs and projects. As an offshoot of the implementation of its programs and activities, the EE&CD contributes to



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	<p>the protection of the environment through a direct reduction in carbon dioxide emission; hence, it supports the climate change mitigation initiatives of the country and the global community.</p> <p>Regarding this, the EUMB has requested the Development Academy of the Philippines (DAP) to provide technical assistance to sustain the conduct of Facilitators’ Training on Energy Efficiency and Conservation on "<i>Usapang Klima at Enerhiya</i>" (UKE) for secondary school teachers and science coordinators and a seminar-workshops on the promotion and mainstreaming energy efficiency and conservation program for LGUs such that this can be included in their action plans. A continuous capacity building of the officers and staff of the DOE Energy Efficiency and Conservation Division will also be part of DAP’s technical assistance.</p>
Project Objective	<p>The scope of the technical assistance will cover the pursuit of the DOE’s National Energy Efficiency and Conservation Program (NEECP) through the implementation of a sectoral and LGU level energy efficiency and conservation interventions. Concretely, household sectors will be reached through project interventions at the level of the schools, while communities can participate and be benefited through LGU-level EE&C mainstreaming interventions. The project, by cascading national programs to the ground level, is expected to contribute to the achievement of about 10% of the energy savings targets through demand-side management approach.</p> <p>Specifically, the project aims to:</p> <ol style="list-style-type: none">1. Promote and ensure the adoption of energy savings and efficient practices among high school students and schools through the conduct of behavioral change-based energy efficiency and conservation sessions facilitated by teachers;2. Mainstream energy efficiency and conservation in all energy-demand sectors in the LGU development plans; and3. Enhance capacity and team harmony in the DOE-EUMB.
Focus Area	Professional Education, Sustainable Human Development
Project Type	Technical Assistance, Training
Project Beneficiary	LGUs, Teachers, students, and general public
Regional Coverage	National

II. Project Accomplishments

Key Activities Implemented	<p>The major activities conducted for the project were the following:</p> <ol style="list-style-type: none">1. Conduct of two (2) batches Facilitators Training on Usapang Klima at Enerhiya (UKE) for Secondary Teachers.
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	<ol style="list-style-type: none"> 2. Conduct of Fora (four batches) on EE&C and Climate Change for High School students. 3. Monitoring & documentation of Usapan sessions and results. 4. Conduct five batches of seminar workshops on mainstreaming energy efficiency and conservation for 67 LGUs for the development of EE&C plans. 5. Conduct of on-site monitoring of EE&C Action Plans and provide technical assistance to LGUs. 6. Conduct of DOE – EUMB assessment and planning sessions for 2017. 7. Conduct of TNA and Basic Course on Project Management. 8. Conduct of one priority training based on the results of the conducted TNA. 9. Conduct of Year-end Assessment and Planning Workshop for 2018. 10. Energy Summit for Energy Conservation Officers on December 11, 2018 . 11. Conduct of Consultation Workshop on EE&C Law on March 26 to 27, 2019.
Major Outputs	<p>The following were the major outputs of the activities conducted:</p> <ol style="list-style-type: none"> a. Draft MOU between DOE and DepEd; b. Documentation Reports of the major activities conducted; c. Documentation reports of the planning workshops; d. UKE Modules and Handbook; e. TNA Tool on Project Management, and f. Project Terminal Reports consist of the Components 1, 2 and 3 and Over-all Project Terminal report.
Project Outcome/Impact	<p>The initial impact of the project was the increased awareness and the actions being undertaken by the LGUs, schools and other stakeholders on implementing energy and conservation measures.</p>
Lessons Learned	<p>This section draws the lessons and insights from the implementation of the project.</p> <ol style="list-style-type: none"> 1. Faithful conduct of project activities indicated in the approved proposal and MOA. This is very important for effective delivery of quality outputs. It prevents duplication of efforts, loss of time, additional expenses, and delays in project implementation. 2. Conduct of regular meeting with the Department of Energy project counterpart is very important. This was able to address emerging concerns in project implementation especially unplanned activities. It is very crucial for both parties to agree on the activities and strategies to conduct the project activities and deliver the expected outputs. 3. Need for a request letter from DOE for the conduct of other project-related activities not included in the MOA and proposal. This will ensure that all activities conducted was supported and approved by the DOE. The request letters should be available in

development academy of the philippines

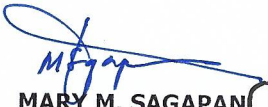
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	<p>case the COA will require it during the audit. While this is a band-aid solution to issues resulting from additional and unexpected activities, it is recommended to include with best effort, all other potential activities in the proposal and MOA for future projects. For major changes, it might be better to formally request for and agree on a one-time restructured project with all the changes needed and have this approved as a supplemental MOA.</p> <p>4. Need to agree on the final schedules of project activities such EUMB Planning Workshop and work for its on-time implementation. This will prevent additional expenses to be incurred and delay in the conduct of other project activities.</p> <p>5. Partner with concerned agencies/office for the conduct of important activities. This is for the project activities involving LGUs e.g. Mainstreaming EE&C activities. As suggested by the LGU participants, invitation letters duly endorsed by the DILG will ensure participation of the LGUs. For activities involving schools, private or public, there's a need to partner with DepEd and concerned private schools' organizations to ensure participation of the invited schools. The organizers will also be informed of the school activities and consider these on setting schedules of the project activities.</p>
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III. Attachments

- Summary of Evaluation for Course and Resource Person (for training program) – *please see attached*
- Certificate of Project Closure (for all completed projects) - *N/A*

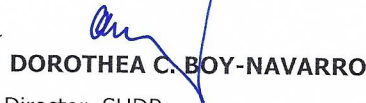
Prepared by:


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Noted:


MARITES D. SOLOMON
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DOROTHEA C. BOY-NAVARRO
Director, SHDP

Notes:

1. Project details on Section I-III can be generated thru PMIS based on PMs Inputs.
2. Project Managers are required to accomplish Section IV & provide Section V to reflect results of project implementation
3. Project Managers can update/adjust the pre-filled sections(I-III) based on actual data