



Develop and Execute Training Program & Coaching for Women in Solar Renewable Energy

Contract No. GUYSOL-C2-009-2024

Final Report

Prepared for:
Guyana Power and Light

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Executive Summary

This report represents the final deliverable of the Guyana Utility-Scale Solar Photovoltaic Program; a transformative initiative aimed at advancing renewable energy development in the region. Under Contract No. GUYSQL-C2-009-2024, this project is designed to not only expand the adoption of solar energy but also to foster inclusivity within the sector.

The results of the survey show that the program participants gained technical skills, increased confidence, clearer career direction, and greater awareness of their strengths and opportunities in solar energy. Hands-on training was rated as the most valuable component, with requests for expanded practical sessions in future cohorts. Overall satisfaction was high, and participants indicated they would recommend the program to others.

1.0 Project Overview and Objectives

The **Guyana Utility-Scale Solar Photovoltaic Program (GUYSQL)** is funded through the Guyana-Norway partnership, with financing administered under the policies of the Inter-American Development Bank (IDB). The program aims to expand the use of renewable energy (RE) by investing in utility-scale solar photovoltaic (PV) and Battery Energy Storage Systems (BESS). These initiatives will help reduce CO₂ emissions, lower electricity generation costs, and support the country's transition to sustainable energy sources. As part of the project, GUYSQL plans to construct multiple solar farms, including two in Region 2 (Essequibo Coast), three in Region 10 (Linden), and three in Berbice—one in Region 5 and two in Region 6.

Despite progress in recent years, women's participation in Guyana's labor force remains significantly lower than that of men, ranking among the lowest in the Latin America and Caribbean (LAC) region. The COVID-19 pandemic further widened this gap, as women faced increased unemployment and greater domestic responsibilities. Between the first quarter of 2020 and 2021, the unemployment rate for men rose from 11.7% to 13.3%, while for women, it jumped from 14.4% to 19.1%. This highlights the need for targeted workforce development programs, particularly in the renewable energy sector, to enhance women's economic inclusion and create opportunities within the growing clean energy industry.

A key component of the program focuses on the development and execution of a specialized training and coaching initiative for women in solar renewable energy. The goal was to support GUYSQL and by extension Guyana's renewable energy sector in developing and delivering training programs for trainers and stakeholders and for women in solar PV installation with paid apprenticeship.

The approach to training and coaching included:

1. In-class training of 5-week curriculum, focusing on essential technical skills for solar PV installation, including health and safety knowledge according to OSHA standards for working at heights and with electricity, job readiness, and climate justice, based on updated international standards; combined with practical application: Face-to-face training with lab or real-life solar installation settings.
2. Cg/mentoring of primary trainees: Conducted via an online platform.

2.0 Activities Implemented

This section provides a chronological summary of all major activities implemented under the Primary Participant Technical Training Programme and the Train-the-Trainer Programme, including subsequent coaching phases and the integration of Batch 3 participants. The summary outlines key milestones, instructional delivery periods, assessments, coaching engagements, and reporting deliverables. A table can be found in Appendix C.

The programme commenced with stakeholder mobilization and curriculum confirmation, followed by the sequential delivery of technical PV training to Batch 1 and Batch 2 participants. Practical lab components and knowledge assessments were integrated throughout the training period to ensure competency-based progression.

The coaching phase was implemented from June 13th 2025 to January 16th 2026, concurrently and expanded to include Batch 3 participants that were onboarded in November 2025 (Appendix A-3). Coaching sessions addressed life planning, career development, workplace ethics, conflict management, and professional conduct. Participation tracking and quiz completion data were recorded and incorporated into the programme monitoring framework.

The trainees included primary stakeholders from May 6 and concluded on June 11, 2025, and secondary stakeholders from April 28 to May 4, 2025. The women made up the primary stakeholders, and the Trainers comprised the secondary renewable energy stakeholders within the energy sector and the technical vocational institutes. The participants came from the following agencies: Guyana Power and Light Inc. (GPL), Hinterland Electrification Company Inc. (HECI), Government Technical Institute (GTI), Essequibo Technical Institute, New Amsterdam Technical Institute, Linden Technical Institute, Linden Electricity Company Inc (LECI), Mahaicony Technical and Vocational Training Center.



Image 1: Technicians from key agencies within the energy sector and the technical and vocational institutes

The program for the primary beneficiaries began with one week of online instruction, covering foundational topics in solar PV and electrical safety. This was followed by in-person, hands-on training delivered at three key technical institutions:

- **Linden Technical Institute** (Region 10)
- **New Amsterdam Technical Institute** (Region 6)
- **Essequibo Technical Institute** (Region 2)

3.0 Outputs Delivered

3.1 Train-the-Trainer Component

Outputs

- 2 NABCEP-aligned technical courses delivered (see Appendix F)
- 30 technicians enrolled in the Train-the-Trainer pathway
- 17 participants completed full course requirements
- Online and hands-on training modalities delivered
- GSI issued certificates issued to 17 qualifying participants upon completion of training

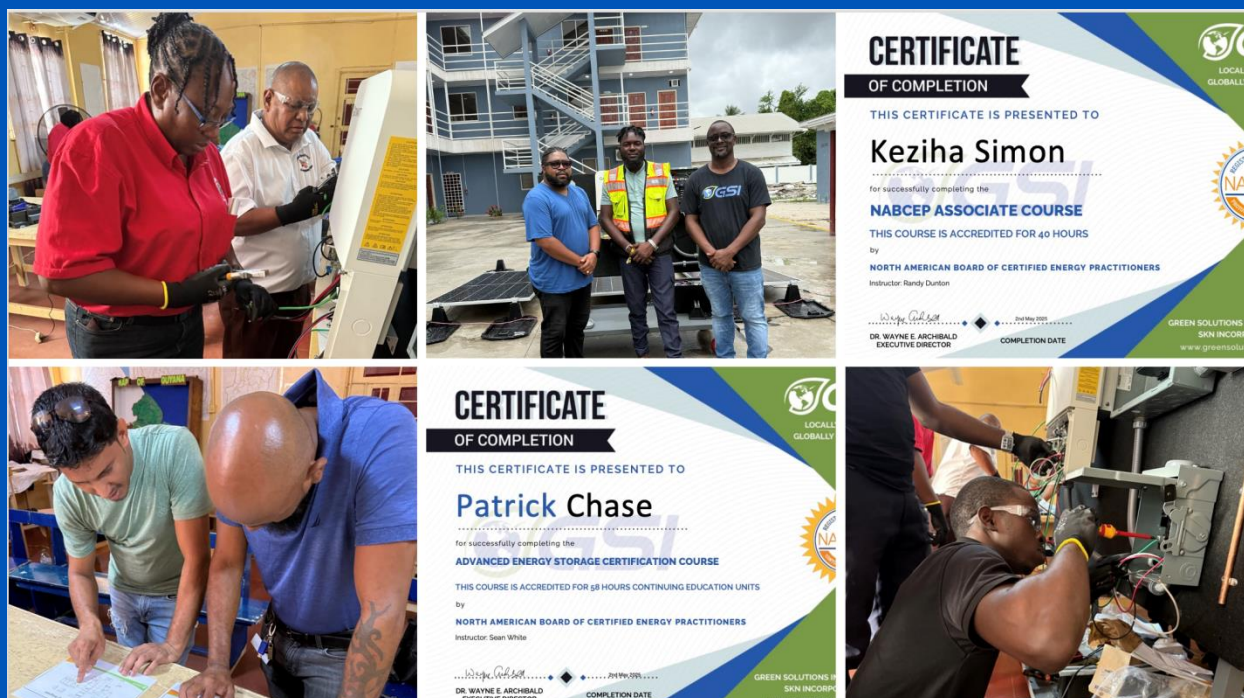


Image 2: Photos showing students involved in Hands-on training and completion certificates

3.1.2 Summary

OUTPUTS	OUTCOMES	IMPACT
• 2 NABCEP-aligned courses delivered • 30 technicians trained • Online + hands-on training • Certificates issued • Assessments & reporting completed	• Improved PV & ESS technical skills • Expanded certified-ready workforce • Stronger technical institutions • Local trainers replicating programs • Foundation for women's training scale-up	• Supports national solar & BESS rollout • Reduced emissions & energy costs • Sustainable local solar expertise • Reduced reliance on foreign specialists • Greater gender inclusion in energy

3.2 Outputs Delivered for Primary Beneficiaries

- Training delivered in Regions 2, 6, and 10 (see Appendix G)
- 5-week (200-hour) blended training programme implemented
- Classroom instruction combined with hands-on laboratory sessions
- Mobile training laboratory rotated regionally to ensure equitable access

- Curriculum focused on PV design, system sizing, installation and troubleshooting
- 53 participants enrolled; 39 successfully completed the full programme
- NABCEP-aligned assessments administered and passed
- Transition of participants into an 8-month structured coaching and apprenticeship pathway



Image 3: Regional hands-on exercises

3.2.1 Summary

PROGRAM DELIVERY	KEY OUTCOMES	IMPACT
• Training delivered in Regions 2, 6 & 10 • 5-week (200-hour) blended program • Classroom + hands-on labs • Mobile training lab rotation • Focus on PV design, sizing, installation, commissioning & troubleshooting	• 39 of 53 participants completed program • 39 completed NABCEP-aligned assessments • 39 transitioned to 8-month coaching and apprenticeship • Direct pipeline to utility-scale PV projects • Institutional capacity strengthened	• All participants were women • Advanced gender equity in energy sector • Built confidence & leadership pathways • Created project-ready local workforce • Supports national renewable energy goals

4.0 Outcomes and Results

4.1 Immediate Outcomes

As a result of the Train-the-Trainer implementation, a core group of 30 trained instructors are now equipped to deliver NABCEP-aligned curriculum within their respective institutions. Participants demonstrated improved competency in curriculum delivery, practical lab facilitation, technical PV design and installation instruction, and assessment methodologies. The 17 participants who completed full technical requirements strengthened the pool of advanced trainers capable of supporting replication and mentoring additional cohorts.

The Women's initiative created a direct workforce pipeline to utility-scale photovoltaic projects by transitioning graduates into an 8-month coaching and apprenticeship phase. Institutional capacity was strengthened across participating regions through improved training infrastructure, standardized assessment methods, and the deployment of a mobile lab model. The programme contributed to the development of a project-ready local workforce capable of supporting large-scale renewable energy implementation.

4.2 Summary of Assessment Tools Utilized During Training and Coaching

A structured monitoring and evaluation framework was implemented to ensure that outcomes were measurable, documented, and aligned with defined technical and professional competencies. The assessment approach integrated baseline diagnostics, formative technical evaluations, practical laboratory competency assessments, and coaching performance tracking. At programme inception, participants completed a baseline diagnostic assessment to evaluate prior knowledge of photovoltaic (PV) systems, electrical fundamentals, safety standards, and mathematical calculations relevant to system sizing and load analysis.

Each participant was registered on the designated online learning platform and received an orientation session to ensure they were comfortable navigating its features and course structure. The course was delivered in a self-paced format, with participants expected to complete four of the fifteen chapters per week to maintain steady progress and meet the training timeline.

To reinforce learning and ensure content retention, chapter-based assessments were integrated into the platform. At the end of each chapter, participants were required to complete a mandatory quiz that tested their understanding of the material. Successful completion of each quiz was necessary before gaining access to the next chapter, ensuring sequential learning and mastery of key concepts.

In addition to the online theoretical assessments, participants across all regions were also evaluated through practical, hands-on assessments designed to demonstrate their ability to apply

learned skills in real-world contexts. These practical assessment activities are detailed in Appendix E of this report.

4.3 Evidence of Skills Acquisition and Capacity Development

4.3.1 Measurable Results

The evaluation measured participants' technical skills in 10 areas. Participants were asked to select the option that best represented their answer on a scale from "1 = Strongly Disagree" to "5 = Strongly Agree", for the following:

Application of Solar Energy

- 94% of the respondents agree or strongly agree that they understand how solar radiation is converted to electricity using PV technology.
- 97% of the respondents agree or strongly agree that they can describe different types of solar energy systems (off-grid, grid-tied, hybrid).
- 88% of the respondents agree or strongly agree that they can identify common applications of PV systems in residential, commercial, and utility sectors. (12% neither agree nor disagree with the statement.)

Safety

- 97% of the respondents agree or strongly agree that they can identify basic electrical hazards and how to mitigate them.
- 88% of the respondents agree or strongly agree that they understand OSHA requirements for working at heights, with ladders, and around electricity.
- 97% of the respondents agree or strongly agree that they can explain lockout/tagout procedures and personal protective equipment (PPE).
- 97% of the respondents agree or strongly agree that they can recognize fire safety and battery safety best practices.

Electricity Basics

- 87% of the respondents agree or strongly agree that they understand voltage, current, resistance, and power (Ohm's Law and Watt's Law).
- 94% of the respondents agree or strongly agree that they can distinguish between AC and DC power.
- 97% of the respondents agree or strongly agree that they can interpret basic circuit configurations (series, parallel, and combination circuits).
- 84% of the respondents agree or strongly agree that they can calculate power, energy, and efficiency.

Solar Energy Fundamentals

- 93% of the respondents agree or strongly agree that they understand solar irradiance and insolation and their units.
- 84% of the respondents agree or strongly agree that they can use tools and methods to measure or estimate solar resource.
- 91% of the respondents agree or strongly agree that they understand how shading, orientation, and tilt affect system performance.
- 73% of the respondents agree or strongly agree that can interpret sun path diagrams and azimuth angles. (27% of respondents neither disagree nor agree with this statement.)

PV Module Fundamentals

- 85% of the respondents agree or strongly agree that they can identify different PV module technologies (monocrystalline, polycrystalline, thin-film).
- 88% of the respondents agree or strongly agree that they understand the electrical characteristics of PV modules (IV curves, VOC, ISC, etc.).
- 91% of the respondents agree or strongly agree that they understand how to read PV module nameplates and specification sheets.

System Components

- 100% of the respondents agree or strongly agree that they can identify and describe the role of key system components: inverters, charge controllers, batteries, disconnects, grounding systems, etc.
- 94% of the respondents agree or strongly agree that they understand the differences between string, micro, and hybrid inverters.
- 97% of the respondents agree or strongly agree that they understand inverter efficiency and Maximum Power Point Tracking (MPPT).

System Sizing and Design

- 76% of the respondents agree or strongly agree that they can calculate load demands and system energy production. (24% neither disagree nor agree with the statement.)
- 91% of the respondents agree or strongly agree that they can perform basic sizing of PV arrays, inverters, and battery banks.
- 97% of the respondents agree or strongly agree that they understand factors that impact system sizing (climate, shading, roof area).
- 79% of the respondents agree or strongly agree that they can use site assessment tools to optimize design.

Performance Analysis and Troubleshooting

- 94% of the respondents agree or strongly agree that they understand basic system monitoring techniques.
- 94% of the respondents agree or strongly agree that they can identify common PV system faults and how to troubleshoot them.
- 88% of the respondents agree or strongly agree that they can use tools such as multimeters and IV curve tracers for diagnostics.

Electrical and Mechanical Installation

- 67% of the respondents agree or strongly agree that they can interpret wiring diagrams and system schematics. (33% neither disagree nor agree with the statement.)
- 91% of the respondents agree or strongly agree that they understand conductor sizing, overcurrent protection, and voltage drop.
- 100% of the respondents agree or strongly agree that they understand grounding and bonding requirements.

Codes and Standards

- 88% of the respondents agree or strongly agree that they understand the role of the National Electrical Code (NEC) in PV system design and installation.
- 76% of the respondents agree or strongly agree that they can identify key code sections applicable to PV (NEC Articles 690, 705, etc.). (30% neither disagree nor agree with the statement.)
- 76% of the respondents agree or strongly agree that they can recognize relevant industry standards (UL, IEEE, etc.) (12% strongly disagree or disagree with the statement.)
- 81% of the respondents agree or strongly agree that they understand inspection and permitting processes. (16% neither disagree nor agree with the statement.)

4.3.2 Documented Success Stories

Qualitative evidence supports measurable outcomes. Participants with limited prior exposure to photovoltaic systems progressed to independently performing wiring tasks and system configuration exercises by programme completion. The all-women learning environment fostered peer support, enhanced teamwork, and strengthened confidence in technical skill application.

5.0 Participation and Beneficiary Engagement

5.1 Overview of Participation

Participation was structured across multiple regions to ensure geographic inclusivity and broaden access to women traditionally underrepresented in the technical energy workforce.

Participants in both programs demonstrated improved competency in curriculum delivery, practical lab facilitation, technical PV design and installation instruction, and assessment methodologies.

The Women in Energy programme achieved a completion rate of 73 percent (39 of 53 participants), with all successful participants passing NABCEP-aligned assessments. Participants demonstrated measurable improvement in technical proficiency, including system design, installation best practices, commissioning procedures, and troubleshooting techniques. The blended instructional

model strengthened applied competence and increased participant readiness for real-world deployment.

Targeted mitigation strategies were implemented to address challenges related to time management, internet connectivity, and equipment access. These measures contributed to maintaining high retention and equitable participation throughout the programme.

5.2 Gender Inclusion and Women's Empowerment

The programme achieved a 100% female participation rate, directly addressing gender disparities within Guyana's energy workforce. Participants represented diverse socioeconomic and geographic backgrounds, ensuring inclusive access to technical training opportunities.

Gender-responsive design features included a supportive all-women training environment, integrated coaching and mentorship sessions, flexible scheduling accommodations, and structured guidance toward professional certification pathways.

Beyond technical skills acquisition, the programme strengthened participants' professional identity and confidence, enhancing readiness for employment, apprenticeship, or entrepreneurial pathways within the renewable energy sector.

5.3 Train-the-Trainers Engagement and Institutional Strengthening

A total of 17 instructors from partner institutions participated in the Train-the-Trainers component. This component focused on curriculum alignment, laboratory standardization, assessment calibration, and quality assurance practices.

By strengthening instructional capacity, the programme ensured knowledge transfer beyond the life of the contract, contributing to institutional sustainability and long-term renewable energy workforce development.

5.4 Structured Guidance Toward Graduation

Participants advanced through an integrated learning sequence consisting of online foundational modules, in-person hands-on laboratory immersion, structured coaching and mentorship sessions, and certification preparation.

Attendance tracking, formative assessments, lab performance evaluations, and coaching participation logs were used to monitor progression and ensure competency-based graduation. Certificates were issued to participants who successfully completed both the technical and coaching components, signifying demonstrated competency and professional readiness. See Appendix H.

5.5 Contribution to Results Framework

Participation and beneficiary engagement outcomes directly support the programme's results chain, contributing to measurable outputs, intermediate outcomes, and long-term impact in strengthening gender inclusion within Guyana's clean energy workforce.

6.0 Implementation Challenges and Mitigation

Participants were asked to identify challenges encountered during the programme and how those challenges were addressed. While most participants reported positive experiences, several common themes emerged.

1. Time Management and Competing Responsibilities

Many participants reported difficulty balancing the training programme with academic studies, employment obligations, personal responsibilities, and in some cases relocation for training. Some participants were also enrolled in other courses simultaneously.

Mitigation Measures: Participants created structured study schedules, programme staff demonstrated flexibility where possible, and peer support within the cohort helped improve accountability and encouragement.

2. Mathematical Calculations and Technical Concepts

A recurring challenge involved PV system calculations, Ohm's Law, code interpretation, system sizing, and reading wiring diagrams. Several participants initially struggled with mathematical applications and technical terminology.

Mitigation Measures: Instructors provided simplified explanations, step-by-step demonstrations, additional practice problems, and peer-to-peer study support. Access to downloadable modules also allowed participants to review materials independently.

3. Digital Access and Internet Connectivity

Some participants experienced limited internet access at home, lack of personal laptops, and reliance on public internet sources or shared mobile hotspots.

Mitigation Measures: Participants used cafés and libraries for coursework completion, shared connectivity with classmates, and benefited from flexibility in submission timelines when necessary.

4. Practical and Hands-On Challenges

Participants noted initial unfamiliarity with tools and equipment, difficulty working with safety gloves, limited hands-on practice in some sessions, and balancing theory with practical application.

Mitigation Measures: Increased instructor supervision, repeated demonstrations, structured lab

activities, and a supportive all-women cohort environment helped build confidence and technical competence.

5. Teamwork and Group Dynamics

Some participants reported initial challenges with teamwork and communication within groups. Mitigation Measures: Active facilitation by instructors and structured collaborative exercises improved group cohesion over time.

6. Instructional Delivery Preferences

A few participants expressed preferences for reading modules rather than watching certain online videos and initially felt overwhelmed by the volume of technical content. Mitigation Measures: Access to downloadable materials and instructor clarification during in-person sessions supported varied learning styles.

7. Logistical and Welfare Concerns

Isolated concerns included food quality during training and relocation accommodation costs. These were limited but noted for consideration in future programme cycles.

Overall Observation

A significant number of participants reported no major challenges, citing strong instructor support, peer collaboration, and a safe and encouraging learning environment as key strengths of the programme.

7.0 Lessons Learned and Recommendations

1. Full Deployment of Mobile Labs Enhances Training Quality

Ensuring a complete complement of mobile laboratory equipment and tools is available in each region for the full duration of training would significantly enhance consistency and practical engagement. While the rotating lab model increased access, extended regional deployment would allow for deeper hands-on repetition and skill reinforcement.

Recommendation: Allocate sufficient equipment resources to maintain full lab functionality in each training location throughout the programme cycle.

2. Incorporating In-Person Coaching Improves Engagement

While virtual coaching provided flexibility and accessibility, participants expressed that in-person coaching sessions would foster stronger relationships, deeper engagement, and improved mentorship outcomes.

Recommendation: Integrate periodic in-person coaching sessions or regional workshops into the coaching framework to strengthen connection and impact.

3. Greater Instructor Involvement During Apprenticeship

Participants would benefit from having the same solar PV instructors involved during the apprenticeship and installation phases. This continuity reinforces classroom learning and ensures technical standards are consistently applied in field settings.

Recommendation: Align instructional teams with apprenticeship site activities to bridge theory and practical deployment.

4. Structured Logbooks Improve Professional Development

The introduction of a structured logbook or training journal would enhance participants' ability to document practical hours, project involvement, technical observations, and reflective learning. This would also strengthen reporting and certification pathways.

Recommendation: Implement a standardized training logbook system for future cohorts to support documentation, performance tracking, and professional portfolio development.

5. Access to Digital Devices Strengthens Learning Outcomes

Limited access to laptops and digital devices during training constrained participants' ability to conduct research, complete spreadsheets, review design software, and practice documentation skills.

Recommendation: Provide structured access to laptops or digital workstations as part of the daily training environment to enhance digital literacy, technical research capacity, and reporting competence.

6. Ongoing Mentorship Strengthens Long-Term Impact

Participants and trainers expressed the need for continued mentorship and peer-learning engagement beyond the formal training period. Sustained support structures increase retention, confidence, and professional growth.

Recommendation: Develop a structured mentorship and alumni engagement framework for the women's cohort, including follow-up technical clinics, peer-learning forums, networking sessions, and career development guidance to sustain long-term impact.

APPENDIX A: GUYSOL Solar PV Training Program

Solar PV Training Component - Participant Register and Withdrawals

This appendix forms part of the final report under the Guyana Utility-Scale Solar Photovoltaic (GUYSOL) Program and documents the registered participants and recorded withdrawals for transparency and reporting purposes in line with IDB-funded project requirements.

A.1 Registered Participants

#	Email	First Name	Last Name	Location
1	tellishageorge23@gmail.com	Tellisha	George	Region 10
2	mellyf37@gmail.com	Melissa	Forde	Region 10
3	marshalltiff89@gmail.com	Tiffany	Marshall	Region 10
4	winseena.welcome@gmail.com	Winseena	Welcome	Region 10
5	otishaross23@gmail.com	Otisha	Ross	Region 10
6	si_garraway27@yahoo.com	Shamica	Garraway	Region 10
7	jaelhowardlj@gmail.com	Jael	Howard	Region 10
8	cynthia12@gmail.com	Cynthia	Chance	Region 10
9	allayahmunroe@gmail.com	Allayah	Munroe	Region 10
10	aaliyahdey16@gmail.com	Alliyah	Dey	Region 10
11	abisoyajuannia171@gmail.com	Juannia A	Campbell	Region 5
12	hindsjamace1311@gmail.com	Jamace	Hinds	Region 6
13	mariehusain666@gmail.com	Marieamma	Dasenmangarazon	Region 6
14	Sangeetakassim@yahoo.com	Sangeeta	Budhu	Region 6
15	daguiarcassie33@gmail.com	Cassie	D'Aguiar	Region 6
16	priyabachangobin0208@gmail.com	Priya	Bachan	Region 5
17	Richardsonaalyiah1@icloud.com	Aalyiah	Richardson	Region 6
18	reneeliverpool7@gmail.com	Renee	Liverpool	Region 5
19	Latchmijaggnanan@gmail.com	Latchmi	Jaggnanan	Region 5
20	damalijohn7@gmail.com	Damali	John	Region 5
21	subrinafordyce7@gmail.com	Joana	Fordyce	Region 5
22	tassiana33@icloud.com	Tassiana	Shepherd	Region 5
23	dfraser423@gmail.com	Delecia	Fraser	Region 5
24	zacmanrice123@gmail.com	Keisha	Prince	Region 6
25	sopheabaksh60@gmail.com	Sophea A.	Baksh	Region 5
26	padmaisuardin0@gmail.com	Padma	Isuardin	Region 2
27	Donitakadesh@gmail.com	Daisea	Adams	Region 2
28	denisetull84@gmail.com	Denise	Tull	Region 2
29	trishagopal87@gmail.com	Kamala	Gopal	Region 2
30	smallbreanna66@gmail.com	Breanna	Small	Region 2
31	nalinipesaud@icloud.com	Nalini	Persaud	Region 2
32	s64723169@gmail.com	Onieka	Brummell	Region 2
33	chryselnorton@yahoo.com	Chrysel	Norton	Region 2
34	dawn90427@gmail.com	Dawn	Henry	Region 2
35	hindsdestiny2@gmail.com	Destiny	Hinds	Region 4
36	andreahendricks09@gmail.com	Andrea	Hendricks	Region 4
37	lmchalmers16@gmail.com	Latoya	Chalmers	Region 4
38	rajnipersaud246@gmail.com	Rajni	Persaud	Region 4

39	aaron.tn99@gmail.com	Tia	Aaron	Region 4
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A.2 Withdrawn Participants

The following participants were originally registered in the program but did not complete it, having formally withdrawn during the course of the training.

#	Name	Location
1	Seline Fredricks	Region 2
2	Nansly Rupert	Region 2
3	Susan Paul	Region 2
4	Taniesha Stanley	Region 5
5	Makieda Bacchus	Region 5
6	Danielle Norton	Region 2
7	Lashauna Lowe	Region 2
8	Neelam Beshnu	Region 2
9	Rayshanna Deochan	Region 2
10	Rebina Danny	Region 2
11	Deawattie Persaud	Region 2
12	TharishmaRamkoomar	Region 2
13	Trashawn McDonald	Region 6

Note: These withdrawals were noted and documented as part of the program's participant tracking and reporting process in accordance with GUY SOL and IDB reporting standards.

A.3 Coaching component participant completion

#	First Name	Last Name	Office
1	Tellisha	George	Region 10
2	Melissa	Forde	Region 10
3	Tiffany	Marshall	Region 10
4	Winseena	Welcome	Region 10
5	Otisha	Ross	Region 10
6	Shamica	Garraway	Region 10
7	Jael	Howard	Region 10
8	Cyntoria	Chance	Region 10
9	Allayah	Munroe	Region 10
10	Juannia	Campbell	Region 5
11	Jamace	Hinds	Region 6
12	Marieamma	Dasenmangarazon	Region 6

13	Sangeeta	Budhu	Region 6
14	Priya	Bachan	Region 5
15	Aalyiah	Richardson	Region 6
16	Renee	Liverpool	Region 5
17	Latchmi	Jaggnanan	Region 5
18	Joana	Fordyce	Region 5
19	Keisha	Prince	Region 6
20	Sophea A.	Baksh	Region 5
21	Padma	Isuardin	Region 2
22	Daisea	Adams	Region 2
23	Denise	Tull	Region 2
24	Kamala	Gopal	Region 2
25	Breanna	Small	Region 2
26	Nalini	Persaud	Region 2
27	Onieka	Brummell	Region 2
28	Chrysel	Norton	Region 2
29	Dawn	Henry	Region 2
30	Destiny	Hinds	Region 4
31	Andrea	Hendricks	Region 4
32	Latoya	Chalmers	Region 4
33	Rajni	Persaud	Region 4
34	Tia	Aaron	Region 4
35	Kisendeo	Sewnarine	Batch 3
36	Joel	Dazzell	Batch 3
37	Diana	Harris	Batch 3
38	Oneila	Brock	Batch 3
39	Saraah	Watson	Batch 3
40	Canisha	Primo	Batch 3
41	Feona	Cumberbatch	Batch 3
42	Gabriel	Gilkes	Batch 3
43	Davindra	Bridgmohan	Batch 3

The following individuals did not complete the coaching sessions

Aaaliyah Dey
Cassie D'Aguiar
Damaili John

Appendix B: Train-the-Trainer Participant Training Status

Institution	Name	Email	Status
1.Essequibo TI	Richard Kortwright	kortwrightanthony@gmail.com	Complete
2.Essequibo TI	Emroy Pearson	pearsonemroy@gmail.com	Complete
3.Essequibo TI	Mahindra Chattergoon	mahindrachattergoon25@gmail.com	Incomplete
4.Georgetown TI	Alvin Kissoon	alvinkissoon94@gmail.com	Not Started
5.Georgetown TI	Karamchand Seenanan	karamchandvj@gmail.com	Complete
6.Georgetown TI	Moteelal Bisnauth	mbisnauth@yahoo.com	Complete
7.Georgetown TI	Wayne Harris	gtischool3@gmail.com	Complete
8.Georgetown TI	Rae Murray	raemurray06@gmail.com	Complete
9.GPL	Lon Mc Bean	mcbeanfe@yahoo.com	Incomplete
10.GPL	Colin Hodge	chodge@gplinc.com	Incomplete
11.GPL	Patrick Chase	pchase@gplinc.com	Complete
12.GPL	Tatya-Na Ramdyhan	tramdyhan@gplinc.com	Incomplete
13.GPL	Keziha Simon	skeziha@gmail.com	Complete
14.GPL	Hugh Peru	hperu@gplinc.com	Incomplete
15.GPL	Kowalski Etwah	ketwah@gplinc.com	Introduction
16.GPL	Kelvin Jamnah	kelvin.jamnah@yahoo.com	Complete
17.HECI	Du-wane Downer	duwanedowner@gmail.com	Complete
18.HECI	Fazal McPherson	fazalmac2010@gmail.com	Complete
19.HECI	Frederick Cort	cort_martin@yahoo.com	Complete
20.LECI	Chriswayne Allicock	chrisallicock2@gmail.com	Incomplete
21.LECI	Franklyn Kingston	franklynkingston@gmail.com	Incomplete
22.Linden TI	Michelle Allicock	michellegrandisonallicock@gmail.com	Complete
23.Linden TI	Shaunette Shipley	shaunetteshipley73@gmail.com	Complete
24.Linden TI	Delker Johnson	timyay500@gmail.com	Complete
25.Mahaicony TVTC	Rupesh Singh	rupesh.singh01000@gmail.com	Incomplete
26.Mahaicony TVTC	Sheldon Jaigoo	sheldonjaigoo@gmail.com	Complete
27.Mahaicony TVTC	Mohamed Azharudeen Amjad	amjadazhar54@gmail.com	Complete
28.Mahaicony TVTC	Odel Fordyce	odelfordyce290@gmail.com	Incomplete
29.NATI	Shahad Husain	shahadhusain995@gmail.com	Incomplete

Appendix C: Activities Implemented

DELIVERABLE	TIMELINE- MONTHS																date							
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16								
Contract Signingand Mobilization																								
Phase 1: Inception Mission																								
Kick-off meeting																	01/27							
Participant survey/Self-assessment																								
Develop Coaching/learning website																								
Inception Report	Δ																02/10							
Prepare mobile lab and shipping	Δ																02/10							
Receipt of Training Lab Equipment		Δ															03/24							
Phase 2: Curriculum Preparation																								
Solar PV and Coaching Modules																	02/10							
Phase 3: Training Implementation																								
Online orientation for Batch 1																	03/24							
Delivery of In-person Training-Region 4																	04/01							
Reporting				Δ													05/02							
Delivery of In-person Training Region 2,5/6, 10																	05/05							
Reporting						Δ											06/06							
Phase 4: Coaching and Mentoring (Apprentice)																	06/09							
Personal Development								Δ									07/11							
Conflict Management and Career Development										Δ							08/13							
Entrepreneurship												Δ					10/15							
Prepareand submitfinalReport														Δ			01/31							

Appendix D: Media and Documentation

See below Dropbox links for media content and documentation:

Learning Materials: <https://www.dropbox.com/scl/fo/eqs10j63mruiulae5gp7p/ANmGxdhjMI-rVRSu-4NuB8?rlkey=is0rbctn2ro19cippy5j9u770&st=ihlxuc6s&dl=0>

Field Trip Region 2:

https://www.dropbox.com/scl/fo/jmi5ysirmz6gonqb29cap/ADqmojln53j6KX_HEsBo2uQ?rlkey=asmu8h7ycxurnkgydmamzaqn&st=unws03ea&dl=0

Region 2: Hands-On training:

https://www.dropbox.com/scl/fo/g6fxdkz1oqx1jvsjp7rp5/AAacIcYnP_SRIfuLdu47t7Q?rlkey=nq5q15fi9nk45lduh93f1klrm&e=1&st=hqa8i8rw&dl=0

Region 6: Hands-On training:

<https://www.dropbox.com/scl/fo/2um01rjoes83q6njtt1w2/AEqEm-ywfe-1JG49aqAHvis?rlkey=3py77w7ynx9n4s1us8rsmvtd8&st=x1ouyzqp&dl=0>

Region 10: Hands-On:

<https://www.dropbox.com/scl/fo/ps27bd9azx1juvey7clr6/AMvR3gYYmucbUwq4iojTiJ0?rlkey=tr399cwglp5ib5sohsawiiqzk&e=1&st=t4dh5ks8&dl=0>

Region 4: Hands-On

<https://www.dropbox.com/scl/fo/88agk15e209fxy7et4g97/ANKMOvgXld7SWRHFfi6Va0NI?rlkey=236sqp00im51khophld8pl4ny&e=1&st=lxxx6l0e&dl=0>

Professional Videos:

<https://www.dropbox.com/scl/fo/vr34clu6e6ven45c8qstc/AFro4H25MRSNGM0vSuhaaNc?rlkey=3j3ot3gsf5f6z9rdxv2xbk5vh&e=1&st=875ggytt&dl=0>

Appendix E: Grouped Hands-On Practical Assessments – All regions

This appendix summarizes the grouped hands-on practical activities completed by the women participants during the GUY SOL training program. Activities have been categorized based on technical skill areas and training objectives.

Irradiance and Site Analysis

- - Hands-on irradiance measurements: global, direct and indirect
- - Irradiance measurements with Solar Module in the sun
- - Introduction to the Solar Pathfinder and shade analysis
- - Taking a solar panel out in the light and analyzing shade effects
- - Solar Pathfinder readings
- - Site survey

Wiring and Electrical Skills

- - MC4 connector assembly
- - Wire stripping practice
- - Wire pulling practice
- - Disassembly and rewiring of Utility-interactive training lab
- - Disassembly and rewiring of the Off-grid training lab
- - Wire management and stripping practice
- - Resistance and Continuity Testing Exercises

System Assembly and Testing

- - Assembled 1-module on racking system
- - Array assembly practice
- - System startup procedures
- - Array electrical testing
- - Performance verification
- - Troubleshooting
- - Monitoring and maintenance

Battery and Module Configuration

- - Series and parallel connections of batteries
- - Series and parallel connections of solar modules
- - Series Parallel Battery Exercises

Safety and Grounding

- - Array grounding
- - Guided walk-through of stand-alone wiring diagrams

Tools and Equipment Use

- - Training on proper tool usage
- - Build lab

Field Exposure and Walkthroughs

- - Tour of array and inverter and array for Region 2

Appendix F: Solar PV Topics for Secondary Participants: Train-the-Trainer Participants

1. Course Introduction
2. Introduction to Photovoltaics
3. Solar Radiation
4. Site Survey
5. System Components
6. Sizing (Exercise & Homework)
7. Cells, Modules & Arrays
8. Reinforcement Activities (Videos)
9. Batteries
10. Charge Controllers
11. Bus Stop Light Project & Midterm
12. Inverters
13. System Sizing and Mechanical Design
14. Electrical Design, Codes, and Testing
15. Commissioning, Troubleshooting, and Economics
16. PV Tools
17. PV Safety
18. Installation Study
19. Field Trip
20. Course Conclusion
21. Energy Storage System Components
22. System Configurations (AC-Coupled & DC-Coupled)
23. Load Analysis and Critical Loads
24. Battery Capacity Sizing
25. Electrical Integration
26. Codes and Standards (NEC 706, 480, 690)
27. Safety and Risk Management
28. Installation Best Practices
29. Commissioning and System Testing
30. Monitoring and Maintenance
31. Troubleshooting Energy Storage Systems
32. Economics and Applications of Energy Storage
33. Case Studies of Solar + Storage Systems

Appendix G: Solar PV and Coaching topics for Primary Participants

1. Course Introduction
2. Introduction to Photovoltaics
3. Solar Radiation
4. Site Survey
5. System Components
6. Sizing (Exercise & Homework)
7. Cells, Modules & Arrays
8. Reinforcement Activities (Videos)
9. Batteries
10. Charge Controllers
11. Bus Stop Light Project & Midterm
12. Inverters
13. System Sizing and Mechanical Design
14. Electrical Design, Codes, and Testing
15. Commissioning, Troubleshooting, and Economics
16. PV Tools
17. PV Safety
18. Installation Study
19. Field Trip
20. Course Conclusion

As part of our commitment to capacity building and sustained engagement, we successfully implemented a comprehensive suite of learning modules designed to support both the personal and professional/entrepreneurial development of the women participating in the program.

- Self-Esteem
- Effective Workplace Communication
- Decision Making
- Workplace Etiquette
- Planning for Personal Success
- Leadership and Personal Influence
- Financial Literacy
- Life Career Development Planning
- Life Career Management Skills
- Employability Skills
- Getting that Job
- Ethics in the Workplace
- Tolerating Differences
- Managing Conflicts
- Entrepreneurship
- Marketing and Leadership
- Entrepreneurship Development

Appendix H: Certificates for Women in Energy and Coaching

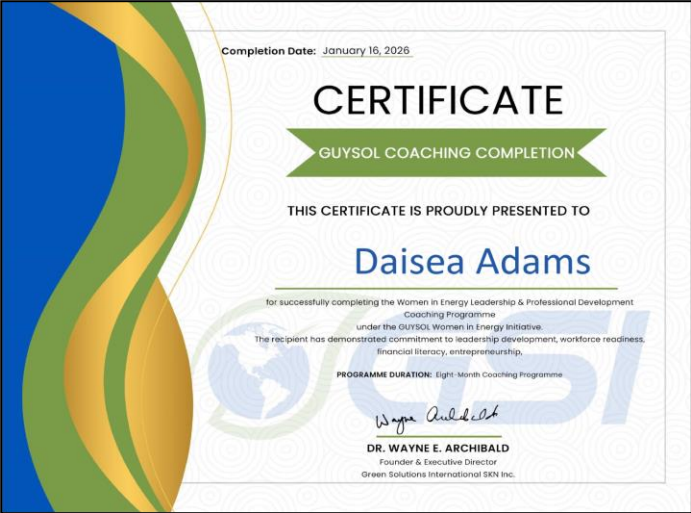














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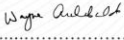
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by

NORTH AMERICAN BOARD OF CERTIFIED ENERGY PRACTITIONERS

Instructor: Sean White



July 11, 2025

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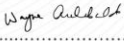
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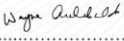
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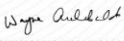
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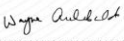
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Appendix J: Certificates for Women in Energy Participants



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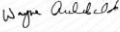
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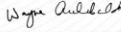
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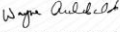
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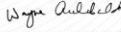
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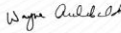
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NORTH AMERICAN BOARD OF CERTIFIED ENERGY PRACTITIONERS

Instructor: Randy Dunton



September 5, 2025

COMPLETION DATE

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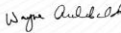
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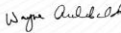
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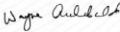
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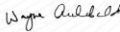
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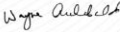
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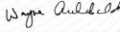
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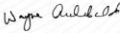
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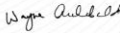
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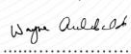
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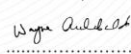
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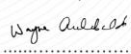
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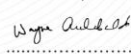
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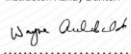
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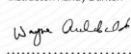
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