



Module 4 - Trainers Guide

Inclusive Development

ENGLISH - FIJI ISLANDS

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The module was refined by the regional project team, consisting of: Ulaiasi Butukoro (Programme Coordinator, GGGI Fiji), Afsrin Ali (Programme Coordinator, PIDF Fiji), Marilyn Tagicakibau (Director Programmes, PIDF Fiji), Paul Kaun (Senior Officer, GGGI Vanuatu), Jesse Benjamin (Senior Officer, GGGI Vanuatu), Benjamin Keni (Associate, Country Program, GGGI PNG), Hampton Pitu (Project Coordinator, PIDF Solomon Islands) and Alitia Sovunidakua (Intern, GGGI Fiji). Technical guidance and leadership were provided by Mohammed Tazil (Senior Officer- Regional, GGGI), Katerina Syngellakis (Pacific Programme Advisor) and Daniel Muñoz-Smith (Country Representative, Fiji, Kiribati, Tonga and Vanuatu).

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Cover photo: Women fetching water from well. Source: Benjamin Keni, GGGI PNG.

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The Inclusive Development training module is designed to equip trainers and participants to learn the significance of being inclusive when working towards ensuring access to renewable energy and improving energy efficiency.

WHY INCLUSIVE DEVELOPMENT?

Fiji, Vanuatu, Solomon Islands and Papua New Guinea are part of the United Nations member states who have all made a commitment to the Sustainable Development Goals (SDG's) 2030, which promises to leave no one behind, in actions to end poverty, protect the planet and to live in peace and prosperity. It is a commitment to end discrimination and exclusion and

reduce the inequalities and vulnerabilities that leave people behind and undermine the potential of individuals and humanity as a whole.¹

A major cause of people being left behind is the persistent forms of discrimination, including gender discrimination, which leaves individuals, families and whole communities marginalized, and excluded. The SDGs are expected to be implemented by 2030.

In line with Sustainable Development Goal 7, which is to ensure access to affordable, reliable, sustainable, and modern energy for all, studies have shown that it will not be possible to meet its targets by 2030 without specific attention to the inclusion of everyone's differing energy needs of, women, youth, marginalized groups etc.

1 Source: UN Sustainable Development Group, <https://unsdg.un.org/2030-agenda/universal-values/leave-no-one-behind>

There are 17 SDGs as given in Figure 1: Sustainable Development Goals below:

FIGURE 1: Sustainable Development Goals²



Relevant to this module in particular are:

- SDG 5 – Gender Equality
- SDG 10 – Reduced Inequalities

The Inclusive Development training module is designed to equip trainers and participants with an understanding of the relevance of inclusivity in efforts to ensure access to renewable energy, and to improving energy efficiency.

Upon completion of this training module, the learner should:

- Understand Inclusive Development.
- Understand how inclusive the current community structure is.
- Understand ways to increase inclusivity in the community.
- Understand the benefits of inclusivity.
- Map out a way forward for inclusivity in Renewable Energy Project.

HOW TO USE THIS GUIDE?

The trainer guide is provided with the class notes and includes activities which need to be done after each section

of the course. The guide acts as a recommendation only. After seeing the situation on the ground in each community, the experienced trainers may use their judgment to modify their delivery and assessment techniques to achieve better results.

The Trainer Guide provides detailed notes written in the form that can be directly delivered to the learners. However, the very detailed notes are intended to broaden the knowledge of the learner as well. You are not required to read each paragraph from the Trainer Guide, but you are expected to know the materials sufficiently to train others. Firstly, you must know what key concepts the learners need to learn. These are normally called learning outcomes. The learning outcomes are all listed at the start of the Trainer Guide, and you must ensure that at minimum, every learner achieves those 7 learning outcomes. You are required to take at least a week to go over the TG and go through the activities in the Learner Workbook. During the actual training you can refer to the Trainer Guide and explain it to the learners in your own words. If you are unsure of something always refer to the TG notes. Also note to take heed of the time recommended for each session and activity.

In case where learner literacy levels are low, trainers are advised to adapt to the situations and modify activities as appropriate. It is advisable to keep a continuous record of competencies of learners. All competencies are achieved when learners fulfil all learning outcomes.

² Wikimedia commons, "Sustainable Development Goals", https://commons.wikimedia.org/wiki/File:Sustainable_Development_Goals.png

HOW TO CONDUCT ACTIVITIES

- Activities are best done in groups or pairs. It is recommended that in each group there is at least one who is more literate or a more active learner who can help to translate and explain the training contents to learners who are slower to understand.
- You may divide the learners into groups of at least 2 and preferably 3-4 learners and ask them to carry out a rigorous discussion within the group. Some activities can be given to the groups for overnight preparation. The trainer needs to be aware of the dynamics of relationships in the community when dividing learners into groups. Sometimes women and youth are not free to share their views when the men from the communities are present. The trainer should ideally ask learners for their guidance when organising them into groups for discussions.
- Ideally the learners may present the results of their activities to the class and have a class discussion based on their findings.
- It is not necessary that all groups present in the same activity.
- However, it is important that all groups are given opportunity to present or verbally discuss their answers.
- At all times, encourage learners to be interactive and participative in class.
- Learners must be encouraged to be vocal and to contribute actively in class discussions.
- To better improve learning, the learners must be encouraged to strongly inquire about the topics through questions.

- The activities allow trainers to observe if the learners have achieved the learning outcomes. If possible, do keep record of the learner's achievement of learning outcomes so that you can help them learn better. A sample record table is given in this guide.
- Adapt existing activities and/or alternative suitable activities in case the desired literacy levels of learners are not met or the desired resources are not available.

TEACHING TOOLS

The following tools/items may be required to enhance learner learning:

- Laptop/ computer and projector to play videos or present notes to the whole class. This will depend on availability. In case this is not available, you are recommended to take large prints of the key concepts and display to the learners while teaching.
- Provide each learner with pen or pencil, and paper to allow them to participate.
- Whiteboard and markers or black board and chalk can be made available to allow both facilitator and learner to state a point.
- The Learner Progress Record sample given below can be used to observe learners, note their feedback, and assess if they have achieved the specific learning outcome. This recording is useful for both the learner and trainer so you can focus on those who are falling behind. Note there are no marks to be awarded and the record is only to improve learning. This is entirely optional.

TABLE 1: Learner Progress Record

Learner Progress Record (Optional)		Date:
Participant's Name:		
Learning Outcome	Achieved Outcome (Yes or No) and Comments	
1. Understand Inclusive Development		
2. Understand how inclusive the current community structure is		
3. Understand ways to increase inclusivity in the community		
4. Understand the benefits of inclusivity		
5. Map out a way forward for inclusivity in Renewable Energy Project		

SECTION ONE

TABLE 2: Lesson Plan and Time

Time	Session	Learning Outcomes
9am – 9.30am	Session 1 – Workshop Objectives & Introductions.	Who is in the room?
9.30am – 10.30am	Session 2: Group Activity on Breaking down community structure.	Understand how inclusive the current structure is. Identification of different groups in the community and how they relate to each other.
10.30am – 10.45am	Morning Tea	
10.45am – 11.30am	Session 3: Group activity on gender roles.	Identification of who does what in a 24-hour day. Understand ways to increase inclusivity in the community.
11.30am – 12.30pm	Session 4: Group activity on access to resources.	Identification of who has access to what resources within a community/family. Understand ways to increase inclusivity in the community.
12.30pm – 1.30pm	Lunch	
1.30pm – 2.30pm	Session 5: Group activity on Community Decision Making.	Identification of who makes decisions in the community and who is excluded from the decision-making process. Understand ways to increase inclusivity in the community.
2.30pm – 3pm	Open discussion on inclusivity.	Understanding of how inclusive the current community structure is. Highlighting the benefits of inclusivity for renewable energy project.
3pm – 3.15pm	Afternoon Tea	
3.15pm – 4.15pm	Session 6: Mapping out a community action plan on inclusivity in project.	

1

Ice Breaker
Introducing
the Session

Trainers must understand that the learners who are attending the module have taken time from their usual daily activities which sustains their livelihood. Most will also be very nervous and unclear regarding what the module is all about. Hence the trainer must ensure that the learners are comfortable and not too nervous. It is important to make them feel at ease so that they can focus on the module and absorb as much knowledge as possible.

Tell them that this is an informative module and there will be no tests or marks in this. You must inform them that this

module is being run so that they can take the information to help themselves to transition to renewable energy. Even if they do not use it, they can always use the knowledge to help others. In any way this module will better equip them to help grow their communities. Tell them to be at ease and focus on enjoying the day and asking as many questions as they want. Also tell them to not worry too much about complicated things as you will guide them through this.

SECTION TWO

2

What is
Inclusive
Development? _____

Inclusive Development is a development approach that recognizes an agenda beyond growth and income is needed to ensure that the benefits of growth are shared equitably across all parts of society, particularly large groups of vulnerable poor populations.³

As mentioned in Section One – countries have made a commitment to the SDG's which promises to leave no one behind in development. Without a specific focus on the involvement of all actors, particularly women, youth and vulnerable groups, there is widespread inequality.

This module makes specific reference to the inclusion of women, youths, and vulnerable groups including People Living with a Disability including the Aged. It provides context by outlining commitments to gender equality, youth participation, and the inclusion of People Living with Disabilities and the elderly.

Trainers can decide while conducting the training how much of this information is passed on to the participants.

FIGURE 2: Equality and Diversity⁴



³ Shanina van Gent, "Beyond buzzwords: What is Inclusive Development?", Include Knowledge platform on Inclusive Development Policies, August 2017 <https://includeplatform.net/wp-content/uploads/2017/09/Beyond-buzzwords.pdf>

⁴ Source: NHS, "Meeting the workforce race equality challenge", April 2017, <https://www.england.nhs.uk/wp-content/uploads/2017/04/equality-diversity.jpg>

3

Government
Commitments
to Inclusion

The commitment to leave no one behind means that specific attention needs to be given to those who are often left behind in Pacific communities when it comes to development.

There is an acknowledgement that communities are not homogenous in that their members have different roles, status, and entitlements. Baseline surveys of communities generally use the 'household' as the basic unit. This can result in differences between the roles of women and men of various ages and their power relations being overlooked, even though inequality of household members, in terms of decision-making and income sharing, is often at the root of development and environmental issues.

Governments have also committed themselves to specific human rights instruments, that address issues of inequality such as the Convention for the Elimination of all forms of Discrimination against Women (CEDAW) and the Beijing Platform for Action, the Convention of the Rights of the Child (CRC) and as mentioned above the SDG's.

Leaders of the Pacific have committed themselves to the Pacific Leaders Gender Declaration⁵ and to the implementation of specific national policy actions to progress gender equality through gender responsive government programs and policies, decision making, economic empowerment, ending violence against women, and health and education.

Pacific Leaders through the declaration, call for women's leadership in all decision making, increased representation of women in private sector and local level governance boards and committees, targeted support to women entrepreneurs in the formal and informal sectors and the review of legislation that limits women's access to finance, assets, land and productive resources.⁵

Efforts have been made to address gender inclusion in the human dimension of natural resource management, in areas such as fisheries and aquaculture, often in the context of coastal communities.

3.1 Link between Inclusion and Green Growth

Gender equality in Fiji has improved over the last 20 years and research perceive that generally men and women have equal rights in Fiji. The gender gap in literacy and education has narrowed, and in some provinces, girls have outperformed boys in school attendance and grades. Fiji's first National Gender Policy was developed in 2014, which recognizes a vision "to set Fijian society free of all forms of gender-based discrimination and to ensure that both men and women participate fully in and enjoy equitably the development processes and outcomes".⁶

Moreover, the Fiji National Development Plan 2017-2030 strongly advocates and mainstreams the implementations of "critical cross-cutting issues such as climate change, green growth, the environment, gender equality, disability and governance".⁷

The work on gender equality and inclusion is necessary to ensure that the benefits of development reach all sections of the population and takes into consideration the specific needs of different vulnerable groups.

FIGURE 3: Members from the Vanuatu Disability Promotion and Advocacy Association, Vanuatu Red Cross and SANMA Provincial Government presenting the group discussion at the SANMEA and PENAMA Combined Consultations⁸



⁵ Pacific Leaders Gender Equality Declaration, August 2012, Rarotonga, Cook Islands; <https://www.forumsec.org/pacific-leaders-gender-equality-declaration/>

⁶ Ministry of Women, Social Welfare and Poverty Alleviation, "Fiji National Gender Policy", 2014, Fijian Government, <https://www.fiji.gov.fj/getattachment/db294b55-f2ca-4d44-bc81-f832e73cab6c/NATIONAL-GENDER-POLICY-AWARENESS.aspx>

⁷ Ministry of Economy, National Development Plan, Fijian Government, 2017, <https://www.fiji.gov.fj/getattachment/15b0ba03-825e-47f7-bf69-094ad33004dd/5-Year-20-Year-NATIONAL-DEVELOPMENT-PLAN.aspx>

⁸ Adapted from the Daily Post, "Joint Review of National Equality Policy 2015- 2019 and CEDAW", October 2019, https://dailypost.vu/news/joint-review-of-national-gender-equality-policy-2015-2019-and-cedaw/article_cd4af69a-f77d-11e9-b7fa-8f501cee31c2.html

The country needs assessments conducted in each of the four countries as part of this project highlighted the need for the inclusion of women and vulnerable groups in the training. The Assessments noted that women were not included due to the fact that they do not play leadership roles in the community, women were unavailable due to other commitments, they were not made aware of the project or were not informed.

This module has been developed to make sure women and all other marginalized groups in communities are involved in this training as well as decision making in their communities.

FIGURE 4: USAID Ready Project Staff⁹



3.2 Why Inclusion is Important in Energy¹⁰

Energy projects target the use of energy in communities. These communities include men, women, children, the elders, the youths, and other vulnerable groups. Inclusive Development ensures that projects target the needs and priorities of these different groups in a given community. These projects can incorporate the one or more of the following objectives:

- **To improve quality of life** - reduce women's labor and time in activities such as fuel wood collection and processing, carrying water, agricultural labor, food processing, etc., and improve their health. This also

is reflected in time saved in cooking, food processing and fuel collection, provides lighting and enables clean cooking energy, reducing time spent on cooking, water collection and washing.

- **To increase women's productivity and income** - providing women with the energy access needed to work more efficiently and allows women to work in new or emerging areas. Increases women's independent income which greatly helps the household and lifts the standard of living of families in the Pacific. Women and men's increased participation in productive activities, results in more investments in more energy efficient appliances and fuels. Energy enterprises also offer opportunities for women as well as men.
- **To ensure project efficiency and sustainability**, because unless men's and women's needs are properly understood, project interventions may be wrongly targeted and thus fail. Energy projects with poverty reduction as a goal recognize that women are the most involved in food gathering and production and small-scale commercial income generation, thus play a major role in poverty reduction. Household energy technology projects need women's participation as consumers, in maintenance, repair, promotion and extension. Energy projects that already target women may need to consider more strategic processes through gender mainstreaming to ensure sustainability of projects.
- **To promote gender equality and to empower women, youth and vulnerable groups** through interventions and activities that can help them participate in activities and decision making which they have traditionally been excluded from.

A regional review of the Framework for Action for Energy Security in the Pacific (2019) highlights recommendations of a 2017 study to identify the best approach to build resilience in the small, vulnerable Commonwealth Pacific small states by 2050. The chapter on energy recommends amongst others, greater efforts to ensure gender perspectives are genuinely accounted for, rather than cursory references in policies and documents. These recommendations by the report highlight this as one of the ways to overcome significant barriers to improve energy access, energy efficiency, the use of more renewable energy and achieving energy security in the region.¹¹

⁹ Source: DT Global, "Mainstreaming Gender Equity and Social Inclusion into Climate Action", March 2021, <https://dt-global.com/fr/company/blog/march-18th-2021/climate-gesi>

¹⁰ Adapted from Gender Mainstreaming in Energy Projects; A Practical Handbook; ENERGIA International Network on Gender & Sustainable Energy, 2011, https://www.climateinvest-mentfunds.org/sites/cif_enc/files/knowledge-documents/mainstreaming_gender_in_energy_projects_a_practical_hand_book.pdf

¹¹ Peter Johnstone, Review of the Framework for Action on Energy Security in the Pacific, 2019; UNDP, PCREEE, GGGI, October 2019, http://prdrse4all.spc.int/sites/default/files/faesp_report_finalnew.pdf

A 5-year research programme on Gender and Energy coordinated by ENERGIA and published in 2019 explored gender, energy, and poverty linkages in 6 thematic areas such as electricity access, productive uses of energy sector reform, the role of the private sector in scaling up energy access, the political economy of energy sector policies and women's energy entrepreneurship. The research gathered data from 12 countries.

The Key messages from the research indicate that:

- Universal energy access targets are unlikely to be met unless energy policies are aligned to women's as well as men's energy needs, their assets, skills, limitations and capabilities and existing gender norms.
- Involvement of women in energy-system supply chains is good for women and their families and it is good for business.
- Modern energy services for women's productive uses contribute to women's empowerment.
- End-use appliances that deliver modern energy services to reduce hard work and save time can transform gender roles and relations.¹²

3.3 Link between Green Economy and Inclusive Development

These findings when reviewed against this project's main objective to strengthen informed and inclusive decision-making by resource owners and local government officials for integration of Green Economy (GE) and Renewable Energy (RE) into Local Level Planning and to Strengthen Implementation of Renewable Energy (RE) infrastructure for Rural Electrification, reinforces the need for the following issues to be considered:

- An understanding of existing gender roles,
- Women's access to resources which determines their involvement in energy system supply chains,
- An understanding of women's productive roles and how modern energy services contribute to women's empowerment and
- An understanding of how end use appliances can save time and transform gender roles and relations.

This guide seeks to explain the above for the benefit of the trainer and to provide context to the one-day training on Inclusive Development.

FIGURE 5: Women in Energy¹³



3.4 What is Gender?

Gender is a concept that refers to a system of socially defined roles, privileges, attributes and relationships between men and women which are learned and not biologically determined. In simple terms, this means that you are identified male or female at birth due to your biological make up, but gender refers to the expectations that are assigned to males and females by the societies they are born into. E.g., A child who is born male in a village in Fiji is expected to carry the family name throughout his life. A child that is born female is expected to marry and extend the fathers relationships from her father's village to her husband's village etc.

Gender Roles – Roles assigned to men and women by society. Gender roles shape our identity, determining how we are perceived, how we are expected to think and act as women and men. Some of the rationale behind gender roles are biologically based and are perceived as natural. E.g., Child rearing (nurturing and feeding children) is mostly expected of women in most societies as women bear children. However, both women and men take part in the socialization of children, imparting society's norms and values and ways of behaving.¹⁴

Gender Norms – Are the standards and expectations to which men and women generally conform, within a range that defines a particular society, culture and community at a point in time (EIGE, n.d.). An example of gender norms is that women as expected to be feminine in dress and actions, and men are expected to be masculine in actions and dress.

¹² Gender in the transition to sustainable energy for all: From evidence to inclusive policies: ENERGIA International Network on Gender and Sustainable Energy, March 2019, https://www.energia.org/assets/2019/04/Gender-in-the-transition-to-sustainable-energy-for-all-From-evidence-to-inclusive-policies_FINAL.pdf

¹³ Pacific Power Association, PPA'S Gender Portal, August 2018, <https://www.ppa.org.fj/gender-portal/>

¹⁴ Concepts and Issues in Gender & Energy <http://www.africa-adapt.net/media/resources/80/Energia-gender-energy.pdf>

Gender Relations – Like Gender roles are socially determined and are influenced by the same social, cultural, political, and economic expectations. Gender relations are shaped by a range of institutions such as the family and legal systems. Gender relations exist both within the households (private sphere) as well as within the community and workplace (public sphere). An analysis of a given situation based on gender relations differs from one based on gender roles, because it gives more focus to power relations and its connections between women's and men's lives. E.g., The relationship between an iTaukei Manager and iTaukei female staff – the existing recognition through socialization of the dominance of an iTaukei male, is further compounded in the workplace where he is the boss.

Gender Relations – can also be defined as a specific subset of social relations uniting women and men as social groups in a particular community, including how power – and access to/control over resources – is distributed between the sexes (EIGE, 2021). An example of this would be the availability of a sole lantern in the house for lighting. In the evening, the husband wants to play cards with his friends who have come over, the wife wants to do some clothes mending, and the children need to do homework. Who is given preference or priority to use that sole light source can be discussed between the couple? They can both agree that children doing their homework is priority and she will use this time to do her mending as well. This shows that a positive gender dynamic exists in that household because there is inclusivity in decision-making. Alternatively, if the husband, without consultation with his wife, takes the lantern and starts playing cards with his friends, this shows that there is no inclusivity in decision-making or poor gender relations in that household.

Gender equality means that the different behavior, aspirations and needs of women and men are considered, valued, and favored equally. It does not mean that women and men have to become the same, but that their rights, responsibilities, and opportunities will not depend on whether they are born male or female.

Gender equity means fairness of treatment for women and men, according to their respective needs. This may include equal treatment or treatment that is different, but which is considered equivalent in terms of rights, benefits, obligations, and opportunities. E.g., If there are more men in leadership positions at the local government level and there is recognition of the need for women leaders at that level, there could be a provision to reserve 5 leadership positions for women. This could be seen as not a fair treatment by men, but it is necessary to bring about equal representation at local government level.

Another example of gender equity would be including more males in female dominated profession such as nursing, by reserving a number of places at intake for males and encouraging more males to apply for these studies. Equality will be achieved when almost as many males as females are applying at intake.

FIGURE 6: Figure depicting equality between men and women¹⁵



Gender norms – This is how men and women are expected to behave, in relation to their gender roles within a given society. For example, girls and women are generally expected to dress in typically feminine ways and be polite, accommodating, and nurturing.

Gender aware – When people start to see the different gender roles and practices that restrict or enhance women and men's roles.

Gender Blind – The lack of recognition of gender differentials. Usually, people in communities are viewed as including men and women when there is no specific gender targeted activity. Projects refer to communities and fail to recognize that women and men in the communities have very different needs and respond to project interventions differently.

Gender sensitive – Recognizing and being sensitive to the differences and inequities between women's and men's needs, roles, interests, responsibilities, and identities.

Gender neutral – Interventions which does not specifically spell out gender specific roles and is neutral in this regard. Energy interventions can target both men and women equally, so both men and women are involved in the decision-making process.

¹⁵ Europa Global Union, "Equal opportunities", April 2021, <https://www.uni-europa.org/category/equal-opportunities/>.

Gender imbalance – Unequal distribution of women's and men's access to and control of resources, services and benefits, and their participation in activities related production and social reproduction.

Gender mainstreaming – An approach that ensures that gender issues and concerns are included in all planning, policymaking, resource distribution, training, implementation, and monitoring activities. And that all policymakers are aware of the needs of women and men in relation to their roles and responsibilities.

Gender inequality – Biasness against men or women determined by their gender roles, such that women's and men's participation in different social, political, and economic sectors, and in development in general lead to unequal outcomes and benefits. Example: A study conducted in 2016, in Fiji on gender perspectives in aquaculture showed that women were heavily involved in tilapia farming, even on farms owned by men or run by a committee led by men. Women undertook the roles of feeding and cleaning, while men took the lead in pond maintenance and harvesting. All farmers interviewed indicated that maintenance of the pond (including the initial digging) was usually undertaken by men, but these were not frequent events, whereas women carried out feeding every day. Yet the women were often seen as 'helpers' and not as fish farmers.

Gender gaps – Gender gap is the observable (and often measurable) gap between women and men on some important socio-economic indicator (e.g., ownership of property, access to land, enrolment at school, access to efficient cooking stoves, which is seen to be unjust, and therefore presents the clear empirical evidence of the existence of a gender issue.

NOTE

It is important for the trainers to be aware that discussions on gender relations and gender roles can be uncomfortable discussions to have in a community, especially with men. Therefore, an experiential approach to learning is recommended for this module and not a lecture/tutorial approach. Those participating in the workshop are encouraged to learn of inclusive development by doing. This is why the Inclusive Development workshop is mainly activity based.

Trainers are encouraged to highlight the different gender roles after the participants have completed the exercises or activities in the module. This is explained further in the Participants Guide.

3.5 Gender Roles in Energy

A key aspect of understanding gender roles and its relevance to energy is to understand that gender roles have different assigned tasks which have different needs, including energy to be met. These needs are usually divided into practical needs, productive needs, and strategic interests.

Practical needs: Addressing practical needs does not affect gender relations.

Interventions to meet practical needs aim to make women's and men's lives easier and more pleasant, but do not challenge the accustomed tasks and roles of women and men in the household or in society, or their gender relations. They do not upset the traditional balance of power between men and women. They are mainly needs related to activities that keep the household running and the family's daily survival ensured, which can also include improving household income. Examples of meeting women's practical needs are cooking appliances or solar lighting in the kitchen to help her cook. The solar lighting makes her life easier but does not affect the dynamics of gender relations.

Productive needs: This may affect gender relations by including women in economic generation activities resulting in an improvement of women's status in the family.

In addition to their reproductive work many women are engaged in productive activities that earn income. Many of these activities may be an extension of household tasks, for example cooking food for sale or making clothes at home for sale to others. As she starts to generate income, she gains more respect from family members.

Strategic Interests: Addressing strategic interests aims to transform gender relations to improve women's societal position.

Strategic interests relate to interests that may change women's position in society and which help them gain more equality with men and transform gender relations. Men also have strategic interests, for example, they may embrace changes in economic generation and welcome women's inclusion in certain areas, if they know it will assist them, or meet general society or household needs.

FIGURE 7: Women participating in Pilot training in Fiji¹⁶

Women's strategic needs are:

- Generally, to do with addressing issues related to decision making and systems which tend to be biased against women.
- For example, women earning an income through an enterprise have been found to increase their status, accompanied by greater influence in decision making and control over resources, within their family and community.
- Those needs that could change or alter gender balance in a community.

FIGURE 8: Solar Energy Improving Living Standards¹⁷

CASE STUDY: WOMEN'S PARTICIPATION IN HYDRO PROJECT

A community in Maewo on the Province of Penama in Vanuatu is in negotiations with the Energy Department for the installation of a Hydro plant in the community to support the electrification of a few villages. While the community leaders

believe that they can sustain the installation and operation of the Hydro Unit, stakeholders are concerned about the sustainability and maintenance due to the costs involved. The community support themselves through subsistence farming and benefit from remittances from family members living and working in Port Vila and other urban centers. During the preliminary stages of the development, a team travelled to the community to conduct consultations to find out about the different roles of the men and women in the community and if there were any opportunities to build on existing initiatives to support the Hydro project. Consultations were conducted with women and men separately recognizing that women would hold back from speaking publicly in a consultation that involved men and would defer to the men to speak on behalf of the community. The team were keen to hear from the women directly and had preliminary meetings with the representatives from the different women's church groups in the community, to seek their support with mobilizing as many women as possible to be part of the consultations. During the consultations, the women highlighted the types of activities they were involved in, which included a weekly women's market and a Cooperative group that most of the women were a part of. The women would bring their produce to the market once a week, the produce would be sold for a slightly higher price than what the women costed at, and the difference would be kept by the cooperative.

FIGURE 9 AND FIGURE 10: Grid extension works on Talise Hydro Project, Maewo¹⁸

¹⁶ Picture by: Ulaiasi Butukoro, GGCI

¹⁷ Source: The Fijian Government, "Solar Energy Improves Living Standards", June 2013, <https://www.fiji.gov.fj/getattachment/a636429a-7472-4fc2-abf0-ff51b7685fdd/SOLAR-ENERGY-IMPROVES-LIVING-STANDARDS.aspx?width=450>

¹⁸ Vanuatu Post, Work continues on Talise Hydro, Maewo, March 2018, https://dailypost.vu/news/work-continues-on-talise-hydro-maewo/article_b98f7035-855b-5b49-93e0-ca902a8a1d6a.html



The funds raised were distributed, at the end of the year to buy school supplies for the next year and to support families during the Christmas period. The team recognized this as an opportunity that could support the sustainability and maintenance of the Hydro Project and made these recommendations to the Project. This case study reflects the importance of consulting with women in the development of any community project and it also highlights the key role women play in community development. These roles and women's contributions can often be missed out, if the project does not intentionally seek to consult with the women in any community. This also confirms one of the findings of the ENERGIA research that involvement of women in energy-system supply chains is good for women and their families and it is good for business.

CASE STUDY: BAREFOOT COLLEGE

In recognition of the key role of women as agents of change, the Fiji Women Barefoot Solar Engineers project has seen 10 grandmothers from remote villages in Fiji become trained solar engineers equipped to fabricate, install, use, repair and maintain solar units.

The "Women Solar Engineer" initiative implemented by the Department of Women and funded by the Government of India ITECH Programme is to build local capacity and electrify poor, "off-the-grid" communities with clean, low-cost solar energy. The grandmothers from Fiji were trained at Barefoot College in India which recognizes the untapped potential of "marginalized" women and gives them a stronger role in their communities by training them to be solar engineers. The College has trained grandmothers from African and Asian countries with communities transformed through this solar lighting program.

The Department of Women recognizes the impact of solar lighting in the community allowing rural families to extend their workday into the evening hours. According to a report from the DoW, many villages where solar lights are installed see an increase in their activity levels. The solar project has helped students in the village to study at night and improvements seen in their education status. Women and girls have also benefited in cleaning, washing, and cooking at night. Solar energy in the past 5 years has saved thousands of dollars on kerosene expenses for the villages.

The solar grandmother project has harnessed solar energy not only to provide light but also to create employment for the unemployable, to boost income for the poor, to save the environment by reducing carbon emissions, and most importantly, to provide self-reliant solutions within village life.

The DoW recognizes women's distinct roles also provide skills and knowledge with their contributions fundamental to development in remote villages. It is expected that the Solar Grandmothers will continue to expand their knowledge and expertise to train other grandmothers in Fiji and the Pacific region. Renewable energy is the only way forward for the future and Solar Home Systems are at the frontline of bridging the energy gap of the nation.¹⁹

FIGURE 11: PM Opens Solar Electrification Training Centre in Nadogo, Macuata²⁰



19 UN WOMEN Asia and the Pacific, "Transforming lives and Empowering women through Lighting up communities with Solar Energy", (Fiji Barefoot College Case Study) 2012, <https://asiapacific.unwomen.org/en/news-and-events/stories/2012/11/transforming-lives-and-empowering-women-through-lighting-up-communities-with-solar-energy>

20 Josaia Ralago, "PM Opens Solar Electrification Training Centre", adapted from The Fiji Sun, <https://fijisun.com.fj/2017/03/05/pm-opens-solar-electrification-training-centre/>

4

**Persons Living
with Disabilities
in the Pacific** —————

Pacific Leaders are committed to protect, promote and fulfill the rights of persons with disabilities through their endorsement of The [Pacific Framework for the Rights of Persons with Disabilities](#). The Framework has five broad goals:

1. Livelihoods – promote opportunities through inclusive economic development and decent work.
2. Mainstreaming – ensure the rights of persons with disabilities are included in development strategies, national and local policies, and community services.
3. Leadership and Enabling Environment – Develop leadership and an enabling environment for rights-based disability inclusive development.
4. Disaster Risk Management – Include persons with a disability in climate change adaptation measures and disaster risk management plans and policies.
5. Evidence – Strengthen disability research statistics and analysis.²¹

Nearly 15% of the total population in Pacific Island countries (1.7 million people) are living with a disability and are noted to be among the poorest and most marginalized members of their communities.

The Framework recognizes the need for the inclusion of Persons Living with Disabilities in the national development process through full partnerships with organizations of people with disabilities and other concerned agencies. This collaborative approach is necessary to ensure people with disabilities experience acceptance in Pacific societies.

For the benefits of this training, it may not be possible to include persons living with disabilities during the training, but the trainer can draw attention to this marginalized group during the activity on understanding how inclusive the current community structure is and understanding ways to increase inclusivity in the community.

The Framework makes mention of the cultural and social barriers that deter full participation of persons with disabilities that could result in discriminatory practices.

Trainers need to be mindful of these barriers and assist participants to recognize them and be more committed and intentional by including persons living with disabilities in consultations and ensuring they access the energy services provided.

FIGURE 12: Participants at the 6th Pacific Disabilities Forum (PDF) forum²²



21 Framework for Rights of Persons with Disabilities, Pacific Islands Forum Secretariat; <https://www.forumsec.org/framework-for-rights-of-persons-with-disability/>

22 Source: Fijian Government Facebook page, February 2019, https://www.facebook.com/FijianGovernment/photos/a.207535979279345/2338042362895352/?comment_id=2339411269425128

5

Youth

Pacific Ministers of Youth and Sport endorsed a Pacific Youth Development Framework (PYDF) at the third meeting of Ministers in New Caledonia in 2013. The regional framework was recognized as a priority in the regional development agenda recognizing and understanding the situation of youth in the Pacific and the need for a coordinated approach to promote priority youth issues with greater emphasis in regional and national development agendas.

It is known that more than half of the region's population of 10 million, across 22 countries and territories, is under the age of 25. This segment of the population is growing fast, placing huge and increasing demographic pressures on basic resources and core services. Average youth unemployment rates in the Pacific are 23% compared with a global average of 12.6%.

The Framework recognizes the lack of targeted investment required to meet the needs of all young people in the Pacific and there has been minimal change in the overall status of youth. Youth populations are marginalized from mainstream development efforts, which has created development burden and hindered the region's progress.

Key youth populations marginalized from mainstream development efforts include:

- young people who are not in education, employment, and training.
- young women.
- rural youth.
- young people with disabilities.
- youth who are discriminated against because of their sexual orientation or gender identity and expression.²³

FIGURE 13: Youth Project Coordinators of Vanuatu²⁴



FIGURE 14: Participants at the Fiji National Youth Climate Action Summit²⁵



Trainers need to be mindful of these barriers and assist participants to recognize them and be more committed and intentional by including youth, particularly those mentioned above in consultations and ensuring they access the energy services provided.

²³ Pacific Youth Development Framework 2014 – 2023, Secretariat of the Pacific Community https://www.spc.int/sites/default/files/resources/2018-05/Pacific_Youth_Development_Framework.pdf

²⁴ Adapted from the Daily Post, "UNFPA injects Vt17 million support to boost Youth Development in Vanuatu, October 2019, https://dailypost.vu/news/unfpa-injects-vt17-million-support-to-boost-youth-development-in-vanuatu/article_02abdb84-e94f-11e9-8ee9-7bec86e4d220.html

²⁵ UNICEFPACIFIC, Stephen, March 2021, <https://www.unicef.org/pacificislands/press-releases/hundreds-fijian-youth-add-their-voice-national-summit-nations-climate-agenda>

6

Elderly

Another vulnerable group that has been marginalized are the elderly. This may not be true in many rural Pacific communities who value their elderly and are committed to caring for the old, but it is important that the trainer is aware of this group of people and be inquisitive about how communities treat their elderly.

A report on Population Aging conducted by United Nations Population Fund (UNFPA) in 2010 noted that in the Pacific, the extended family is the main provider of care and social security for the elderly and while family solidarity remains strong it is weakening in urban areas and in those areas affected by out-migration. The report recommends that Governments will need to develop ways to supplement family care with more formal institutional care as the number of elderlies grow.²⁶

FIGURE 15: Elderly Fijians in an Institutional Care Facility²⁷



Now that the trainer has a sound understanding of regional commitments to the inclusion of the different vulnerable groups, the specific linkages between gender and energy and the importance of inclusion to ensure targets are met, this guide now looks at the recommended training program for the learning on Inclusive Development.

FIGURE 16: Mark Tomase an elderly in the community²⁸



Inclusivity is not an easy subject to discuss with communities as there could be resistance from community leaders who do not take kindly to external parties dictating how they should live in a community. This module, therefore, focuses on engaging participants in activities and helping them to arrive at an understanding of the learning outcomes, guided by the trainer/facilitator. This module is therefore different as it draws from the knowledge of the community and facilitates learning through activities and guides the participants to make their own judgments about how inclusive they are, ways in which they may become more inclusive and developing a community development plan, for inclusion.

²⁶ Population Aging in the Pacific Region, A Situation Analysis, UNFPA Pacific, 2010 <https://pacific.unfpa.org/sites/default/files/pub-pdf/Ageingpopulation20.10.10.pdf>

²⁷ Source: Radio New Zealand, "Fiji to address shortage of caregivers for elderly demand", February 2019, <https://www.rnz.co.nz/international/pacific-news/382573/fiji-to-address-shortage-of-caregivers-for-elderly-demand>

²⁸ Source: IFRC, Reconnecting families in Vanuatu after cyclone Pam, April 2015, <https://www.ifrc.org/en/news-and-media/news-stories/asia-pacific/vanuatu/reconnecting-families-in-vanuatu-after-cyclone-pam-68367/>

BOX 1 contains excerpts from the Pre-Implementation Surveys conducted and reveals the lack of participation by women in all countries.

BOX 1

“Of the 80 heads interviewed, 20 (25%) were females (women and girls) and 60 (75 %) were males (men and boys). Most females did not participate in the survey. It was males who dominated because not many females play a leadership role in the community groups.”

The team also had the chance of chatting with women and girls separately, but most were shy and couldn't speak. It was noted that a mixture of male and female in our team will help a lot when it comes to focus group discussions. Perhaps we should consider having separate group discussions because of cultural barriers between genders – PNG Pre Implementation Survey.

Women's participation in the survey was also a challenge, as some women were unavailable due to other family commitments, or the lack of awareness caused by poor internal communication beforehand that they needed to be interviewed during the survey date. – Fiji Pre Implementation Survey.

The main challenge for getting women to participate in the survey, especially in villages of Malao, Tisman and Vanmavis, was because most women were not well-informed in advance of the survey and therefore not many of them were available for the survey. In Vinmavis for instance, most women were tight up in preparing meals for the men doing construction works on one of their church meeting houses during the survey date. Most interviews were instead conducted with men who were sitting around the construction site. In Hog Harbor, the village was more organized, and more women participated in the survey than men. – Vanuatu Pre Implementation Survey.

Women's participation in the interview is also overwhelming and it shows that they are willing to form the avenue that will certainly help the project in achieving its KPIs as per the above graphs and table analysis. Population wise the sample surveyed sites has a good number of populations with different groups and community structures and it also covers the required percentage that the survey requires. – Solomon Islands Pre-Implementation Survey.

SECTION THREE

Session 1: Workshop Objectives and Introductions

The purpose of this first session is to set the tone for the whole day, to outline the objectives of the inclusive development module and to position this module within the context of the overall project on Capacity Building for Rural Energy Access. As the trainer and facilitator of this session, your objective for this session is to ensure that all of the participants walk away with a clear understanding of inclusive development, an understanding of some of the gaps in inclusivity within their community and a clear way forward on how the implementation of the rural energy access project can be carried out in a more inclusive way, recognizing the specific context of the community.

It is important to recognize that this module is different from the other technical modules under the project as this module does not seek to pass on specific technical knowledge but rather take the community on a journey of awareness to discover the way they currently operate, how they do things based on specific gender roles, how inclusive the community is and how things can be improved to include all the different groups in the community who stand to benefit from the RE project.

The trainer/facilitator has a responsibility to ensure that all of the participants in the workshop feel comfortable to express their opinions freely and openly, that the environment for learning is supportive and that all of the participants, particularly women and youth are participating fully in the workshop.

Given the dynamics of Pacific communities, the trainer/facilitator needs to recognize that men tend to dominate public spaces and discussions and therefore a concerted effort needs to be made to ensure inclusivity is practiced in the delivery of this module.

This Trainer Guide provides detailed information on Pacific Governments commitments to inclusivity, and it is important that the trainer familiarizes themselves with this content before conducting the session.

Facilitator/Trainer could say: Welcome to this workshop. In this workshop we will take you on a journey to look at inclusive development. In other words, we will look at how the renewable energy project that is being implemented in your community benefits everyone in the community, including vulnerable groups. We will take a look at the way, the community currently operates, the different roles that different groups in the community play and how inclusive it currently is. Does everyone benefit equally? Does everyone have equal access to resources and is everyone involved in decision making? At the end of the day, we will develop some recommended ways forward to include vulnerable groups and ensure they benefit equally from the renewable energy project.

ACTIVITY 1: INTRODUCING EACH OTHER

Purpose:

- Participants introduce themselves.
- To start positive group discussion.
- To start to get a sense of what energy sources they use at home.

Time: 10 to 15 minutes' dependent on size of group.

a) Invite each participant to choose a partner.

- Ask each participant to find out the following from each other.
- What is their partner's name?
- What is their role in the community?
- Share some information about their family.
- What do they hope to learn from the workshop?
- What energy sources do they use at home?

Facilitator Role

- Have participants return to the large group.
- Ask them to introduce each other to the group and share information on the person they paired with.
- Ask each participant to write names on to the name tag provided. If the facilitator recognizes that this may be a problem for some community members, then the facilitator can offer to write participants name.
- Facilitator to make a note of the different groups in the room and to remain flexible at all times.

At the end of this activity:

- The group starts to talk to each other and feel comfortable.
- Participants learn something specific about each other and their families.
- Participant's practice listening skills and accurate reporting.
- The trainer gets a sense of the types of energy sources used in the community.

Session 2: Breaking Down Community Structure²⁹

The purpose of this session is to create awareness amongst members of the community of non-inclusive practices in community processes and to encourage an intentional approach towards the inclusion of vulnerable groups in community processes. The pre-implementation surveys conducted highlighted the lack of women's involvement and participation in activities at the community level and limitations faced by women. The participatory activity in this session seeks to take the participants on a journey of discovering how non inclusive community practices are and to encourage them to think about ways that they could be more inclusive. At the end of this session participants/ participants should understand how inclusive or non-inclusive their community structure is.

PROGRAM

Time: 60 mins.

No. of Participants: Over 20 people, ideally.

Materials needed: 1 role sheet for the facilitator - 2 copies of the role sheets for the community members (Annex 1).

Relatively large space, with room for 12 people seated in a circle, with the rest of the people arranged in a wider circle so that everyone can observe what is happening in the inner circle (the 'fishbowl').

ACTIVITY 2: ROLE PLAY

The role play will reflect the interaction between a facilitator from GGGI and members of a community. The setting is a community meeting convened to discuss what renewable energy intervention will be supported by GGGI in the community. The role play is designed to highlight the usual practice of meetings with whoever is available and often the men of the community which is often convenient for the village but not always inclusive. Through the role play the members of the community should be able to identify a more inclusive way of consultations.

The activities will include five steps (time frames are approximate):

- Rearrange the seating. (5 min.).
- Select people to play the role of
 - GGGI staff (1),
 - Chief (1), and
 - community members (10).
- Role play preparation: Ask each group to divide people up according to the different roles for each group (see instructions and handouts on the following pages). Allow the groups time to understand and prepare for their roles in the role play. (15 min.)
- Enable the two groups to conduct the role play in which the facilitator works with community members to decide which how they intend to introduce engaging women in the consultation. (15 min.)
- Facilitate reflection and discussion with participants, no longer playing the roles that had been assigned. (30 min.)

Step 1: Rearrange the space

Organize the space into two concentric circles. In the inner circle will be 12 seated participants who take part in a 'community discussion'. The other participants will surround this first circle, enabling everyone to observe what is happening in the inner circle (the 'fishbowl').

Step 2: Role Assignment

Select participants to play the role of GGGI staff (1), Chief (1), and community members (10). The rest of the participants are observers/reflectors.

Step 3: Preparation

Read the Setting aloud, so everyone will know what the role play is about.

Setting: A facilitator from Global Green Growth Institute wants to conduct a participatory meeting in which a community

decides how to generate income for the maintenance of the new village solar system project. Previously, GGGI had conducted a pre-implementation survey in which community members had identified the following 3 ways to generate income. These included – collecting money from fish sold at the nearby market; funds from the women's cooperative association, a levy to be paid by each household. Those findings have already been fed back to the community, which is a small, relatively traditional, rural village. The community members understand that a staff member from GGGI will come to help them to decide which income generating initiative should be supported and carried out.

The GGGI staff is visiting the community mid-day during the week and has respectfully asked the Chief of the village to convene a community discussion about this. The Chief and the community people understand they will need to select one of these income generating activities, and they are eager to partner with GGGI. The Chief and the Town Crier went house to house to ask everyone to attend the meeting, which will be held in the traditional meeting space outside the Chief's hut. The Chief will welcome the facilitator, who will then begin their work with the community.

Trainer/Facilitator to ask the Chief and community members to stay in the room by themselves to prepare for their roles, without being overheard by others. Meanwhile, the facilitator goes to a separate area, while the other workshop participants stretch their legs outside for several minutes.

Trainer Facilitator to distribute the role sheets (Annex 1) not letting the GGGI staff see the roles of the Chief and community members.

Trainer/Facilitator to allow time so the participants can decide how to best play their respective roles. The GGGI staff can do this on his or her own (and ask questions of the trainer). For the Chief and community members, the important thing is that the Chief leads and dominates the discussion. The trainer can brief the chief accordingly.

Step 4: Enable the Role Play

- a. Before bringing the facilitator in, have the Chief and community members take their seats in the inner circle. Invite others (observers) to sit around but outside of the inner circle and to pay attention to the group process.
- b. Invite the GGGI staff in- he or she is just arriving in the village and will be greeted by the Chief, thus beginning the role play.
- c. Let the role play continue for about 15 min. before you step in to say 'Cut!' and begin the discussion.

Step 5: Facilitate a Reflection and Discussion

Ask the participants to refer to their Learner Guides and respond to the questions before you as the facilitator begin the discussions.

After 10 minutes, start the discussion by asking the following questions:

- What positive things did the GGGI staff do to enable participation?
- Thinking about what happened in the inner circle, how would you describe the group process during this discussion?
- Do you think this is a strong process or a weak process in terms of enabling the community to decide which income generation activity to implement? Why?
- If participants are slow to point out issues, you could ask 'Did the community members who were present participate equally in this discussion?'

- What role did the Chief play? Was this really a community decision making process, how many community members were not present?
- Who was missing from this discussion or not participating in it?
- Why is it important for a process of community decision making to be inclusive?

At the end of this session participants/participants should understand how inclusive or non-inclusive their community structure is.

The trainer can say:

That role play reflected what usually happens when development workers come into a community. Often, they consult with just a few specific people or whoever is available at the time. A lot of groups that we are discussing in this module are not included – women, youth, persons Living with a disability and the elderly. Without everyone's involvement and contribution, not all energy needs will be met.

NOTE

This discussion may continue straight into the following discussion (see next tool), which may also be done as a follow-on session to this one but after taking a break.

Session 3: Group Activity on Gender Roles³⁰

The purpose of this session is to help the participants understand the division of labor and gender roles in communities and households and identify how the renewable energy technology can support women and vulnerable groups to alleviate their workload.

Duration: 45 minutes.

Number of participants:

Step 1: Rearrange the space.

Divide the room into separate groups of males and females. Depending on the numbers divide the male and females into groups of 4.

Step 2: Provide each group of 4 with two blank Time Use Survey forms and ask them to fill in one form for male roles and another form for female roles.

In their groups of 4, they are to discuss the activities men and women carry out in a 24-hour day, reflecting on the activities carried out by the men and women in their households and fill in the form in hourly slots accordingly.

The tool will help to identify who does what in the family, household and community in a 24-hour day.

Men and women usually carry out different activities and have different roles, responsibilities and tasks.

After 20 minutes invite a participant from each group to share their thoughts on the time use survey.

Guide the discussion with the following questions:

- What were they able to identify?
- What activities do men do in a 24-hour day in the home and in the village?
- What do women do?
- What are their thoughts about what men and women do?

Trainer can refer to the descriptions of Gender Roles and Gender Relations in the Trainer Guide to guide these discussions.

Trainer/Facilitator could say: From this activity, it is clear that men and women do different roles during a 24-hour day. These are called gender roles as they are roles assigned to men and women by society. Gender roles shape our identity, determining how we are perceived, how we are expected to think and act as women and men. We can also see that women tend to do a lot more than men in a 24-hour day. It is possible to equally distribute the burden of care by men being involved in some of the work that only women do. Let's discuss this. What are some ways that the roles can be shared equally between men and women?

The facilitator is to bring the discussions back to the purpose of this exercise which is to enable participants/participants to understand ways to increase inclusivity in the community. Let's have a look at the next activity.

For the second part of the activity the trainer is to ask the learner to refer to the form in the learner handbook and ask them to think about the following 3 things and to complete the form accordingly:

- List all the activities identified in the time use survey.
- Indicate the profile of people performing this activity: gender and age.
- Indicate the resources used – technology, tools, animals, etc.
- Indicate the skills and knowledge necessary to achieve this activity.

After 20 minutes, the Facilitator/Trainer is to create a discussion by asking the following questions which are in the Learner Book:

- What does the activity tell you about the different roles in the community?
- Can men do what women do? Can women do what men do?
- What would be some of the things that would stop men from helping women and vice versa?
- How can communities be more inclusive or share roles more equally?

³⁰ Modified from SPC, Gender & Aquaculture Analysis Framework, 2018, <https://spccfpstore1.blob.core.windows.net/digitallibrary-docs/files/6f/6fb6f143327036dc-27c9a41a3d4fd361.pdf?sv=2015-12-11&sr>

The facilitator can conclude this session by summarizing the discussions and again highlighting gender roles, gender relations and community expectations are often what stops communities from being inclusive. Communities and individual families need to be aware of these biases and move towards being more inclusive in how they live their lives.

FIGURE 17: Communities need to realize how inclusive or non-inclusive their community structure is³¹



This activity re-emphasizes an understanding of how inclusive or non-inclusive their community structure is.

FIGURE 18: Having a shared responsibly to benefit the community³²



31 Picture by Ulaiasi Butukoro, GGGL.

32 Photo by Aporosa Draunbaka, The Fiji Sun, "Fish Galore at Vadravadra, Gau Yavirau", <https://fijisun.com.fj/2020/12/31/fish-galore-at-vadravadra-gau-yavirau/>

Session 4: Group activity on Access to Resources³³

Accessing resources in an important way of improving people's life. In this instance, we are looking particularly at energy resources but for inclusive development it is useful to look at all the economic resources, livestock, a house, a market, transportation, tools, human resources; it could also be information, skills, knowledge, decision making power, land, or an institution such as a cooperative.

Gender and ethnic profile could greatly impact on peoples capacities to access (make use of) and "control" (deciding for the use of this resource) resources.

Accessing and controlling resources impact on people's use of natural resources. For example, poor households use an important amount of fuel wood because they do not have alternatives for cooking and heating; and, in some parts of Fiji, this can impact negatively on the biodiversity of the area.

Being more aware of men and women's access and control over resources will help to identify who is more vulnerable and deprived from accessing resources.

Analyzing the level of access and control in a community or family provides opportunities to, develop awareness among the communities about the consequences of women's lack of control over resources, and find appropriate strategies to improve the management of natural resources.

- What are you able to identify from the activity?
- What do women have access and control over?
- What do men have access and control over?
- Is it the same? Is it inclusive?
- How can communities be more inclusive in the access and control of resources?

At the end of the discussions, the facilitator can summarize the discussions and highlight some of the ways to increase inclusivity in the community, which is the purpose of this session.

FIGURE 19³⁴ AND FIGURE 20³⁵:
Fiji – Inclusive access and control of natural resources for communities



HOW TO USE THIS TOOL?

Step 1: Ask the participants to review the list of all resources the household and the community have. Add to these resources if necessary.

Step 2: Determine to which extent men and women access (use) each resource. If there is variation base on traditional roles etc., identify the differences.

Step 3: Determine to which extent men and women control (decide for the use of the resource and impose this decision on others) each resource.

Step 4: Facilitator is to lead a discussion on who has access to what resources and reflect on how inclusive the community is guided by the following questions in the Learner Guide.

³³ Modified from SPC, Gender & Aquaculture Analysis Framework, 2018, <https://spccfpstore1.blob.core.windows.net/digitalibrary-docs/files/6f/6fb6f143327036dc-27c9a41a3d4fd361.pdf?sv=2015-12-11&sr>

³⁴ Photo by Baljeet Singh, The Fiji Sun, June 2019, <https://www.fijitimes.com.fj/nawaqadamu-villagers-joined-to-national-water-supply-system/>

³⁵ Picture by: Ulaiaisi Butukoro, GGGI.

Session 5:

Group activity on Community Decision Making³⁶

The Purpose of this activity is to identify what the decision-making mechanism(s) in the communities and/or in the household are, and the level of participation of men and women in those mechanisms.

Decision making mechanisms could greatly influence people's capacity to access and manage resources, including natural resources. Women, youth, and vulnerable groups are often excluded from decision making bodies therefore, their needs are not always properly addressed, and the decisions made could even significantly affect their life.

This tool could be useful to identify how to improve decision making processes in communities and in households to make sure that women, youth and vulnerable groups participate in the decision making with me.

The information collected with this tool could be useful to understand if there are similar decision-making structures across other village subgroups by clan and build on these existing mechanisms to ensure women, youth and vulnerable groups are represented and their issues and concerns get heard.

HOW TO USE THIS TOOL?

The following set of questions could be asked but questions may need to be tailored accordingly. Divide the group into groups of males and females and further divide the gendered groups into 4. In their small groups, encourage discussion, the sharing of ideas and listening. What are the decision-making mechanisms in the community?

- What issues are discussed in each decision-making body?
- Who is involved in each body (gender, ethnic profile, age, etc.)?
- How are decisions made?
- Who is not involved in the decision-making body?
- Why are they not involved in the decision making?
- What are the decision-making processes in the household?
- What issues are discussed?
- Who is involved in the decision making?
- Who take the final decision if there is disagreement?
- Who is not involved in the decision-making process?
- Why are they not involved in the decision making?

Decision making mechanisms	Issues discussed	Who is involved		Process of decision making
		Women	Men	

Ask each group to report back and have a discussion for 30 minutes on some of the feedback from the groups.

The trainer is to highlight that in most communities and villages in the Pacific, men make the decisions and women, and youth and vulnerable groups are not consulted.

The purpose of this activity is for participants to identify through the activity who makes decisions in the community and who is excluded from the decision-making process and to understand ways to increase inclusivity in the community is by involving everyone concerned in consultations and decision making. Equal participation is a key principle of inclusive development.

FIGURE 21: Women's participation at the highest levels of decision making³⁷



³⁷ Photo by Minfo News, adapted from Mailife, "10 Women in Fijian Parliament", November 2018, <https://www.mailife.com.fj/10-women-in-fijian-parliament/>

Session 6:

Gallery Walk and Discussion on Inclusive Development in Renewable Energy³⁸

Purpose

The purpose of this gallery walk, and discussion is to summarize the findings from the day i.e., discussions on access to resources, decision making and gender roles and start to bring these findings together to help develop a plan on how the community can be more inclusive.

Time: 75 min.

No. of Participants: Over 25 people, ideally.

Materials needed:

- 3 decks of 25 or so index cards, each and writing pens.
- relatively large space, with walls on which cards can adhere to walls.
- or be displayed on the ground.
- material for sticking cards to the wall, if relevant.

Facilitator's Notes:

From the discussions during the day and from all the activities we have started to realize how inclusive or not inclusive our communities are. We have also discussed some of the things that promotes or limits inclusive development.

The activity involves 5 steps, with approximate time frames as indicated below:

Step 1: (5 min.)

Assign participants to three groups of approximately equal size, giving 15-20 index cards to each group and assigning them to particular spaces.

To divide participants into three groups of approximately equal size (ideally, about 8-10 people per group; use more small groups for a large number of people) on a random basis, ask people to count off as 'one', 'two', or 'three'. Then ask all the

'ones' to stand together, all the 'twos' to stand together, and all the 'threes' to stand together. Give each group about 20 index cards, several markers, and sticking material for attaching the cards to the wall, if relevant.

Step 2: (5 min.)

Give the groups their three-part assignment while they stand in their respective areas.

Invite each group to move to a space, where there is a way of displaying the index cards once they have been written on. At the center of the display space, place a card that says "INCLUSIVE DEVELOPMENT".

Speaking loudly so everyone in the room can hear, tell the groups that they have three tasks.

- Each group should take a few minutes and identify five main elements of inclusive development. They should write each one on a separate card and place the cards in a circle around the card saying "INCLUSIVE DEVELOPMENT".
- Each group should identify five things that block or limit inclusive development. Each item should be written on a separate card and placed in a column on the wall to the left of the inclusive development card.
- Each group should identify five things that promote or encourage inclusive development. Each item should be written on a separate card and placed in a column on the wall to the right of the inclusive development card.

Step 3: (30-35 min.)

Groups complete their assigned tasks.

- During this time (30-35 minutes), walk around to each group, make sure they have understood the instructions, and answer any questions. Ask the group to indicate to the facilitator when they have completed their assignment. When they have, ask each group to designate one person

³⁸ Modified from Toolkit for Reflective Practice in Supporting Community Led Child Protection Processes, Training Tools, Child Resilience Alliance; September 2018, <https://communityled-cp.org/toolkit>

as a 'discussant' who will stay by the group's cards to share (not defend) the thinking of the group when others come to read their cards.

- Through discussion and from referring to their learner guides, each group highlights key elements of inclusive development and places them on the wall or the ground surrounding the term inclusive development (10-15 min.).
- Each group also generates five things that are obstacles to inclusive development writing each on a card and placing the cards in a column to the left of 'community ownership' (10 min.).
- Last, each group also generates five things that promote or enable inclusive development, writing each on a card and placing the cards in a column to the right of inclusive development (10 min.).

Step 4: (30 min.)

- Gallery walk. (15 min) Groups leave their own station and walk around to other stations to view and discuss the work of other groups, leaving one member behind to explain the thinking of one's own group.
- Plenary discussion while standing. (15 min.) Invite everyone except the three discussants to leave their own group and visit the other group sites to read their work. Ask them to pay attention to the differences in the descriptors used by the three groups and differences in how the cards were placed as well. Remind people to read the items that block and promote inclusive development too, and to feel free to talk and discuss as they move around with others. Invite people to 'mix it up' and talk with lots of people, breaking out of their own group as they walk around and learn what other groups have done.

Step 5. Group Discussion

With everyone still standing, announce that now there is time for reflection and larger group discussion. Ask questions such as:

- What common elements came up in regard to inclusive development?
- Thinking about inclusive development, were there elements or aspects that seem more important than others or that were somehow underemphasized in the exercise?

- Thinking about the obstacles to inclusive development, how strong and widespread are these?
- Are there steps that could be taken to change them?
- Thinking about the things that promote or enable inclusive development, do agencies and practitioners do enough of these to promote inclusive development?

On seeing and recognizing the weight of this obstacle, some participants may become a bit despondent or feel overwhelmed and hopeless. It is wise to use this as an opportunity to remind participants that everything is in a constant state of change. While we seek to hold on to things and keep things as they are, the success of the community is in including everyone's voices, embracing different views, and always considering what is best for the people. It is important that participants see steps that could be taken, even if they are not part of a long-term social change process.

Trainer/Facilitator can summarize these discussions by highlighting some of the common elements that came up in these discussions such as:

- The different roles that women and men have, and those women do more than men, but men can help by taking on more of what the women do.
- Women, men, youth, and vulnerable groups do not have access to the same resources.
- Women, men, youth, and vulnerable groups are not equally involved in decision making.
- Frequently identified obstacle is convenience, fast turnaround time, can't find the women, women always busy, youth out at the plantation, not their place, culture, tradition.
- Sometimes development agencies do not push for an inclusive approach.

The trainer can encourage the community to use what they have identified through these activities to be more inclusive in their approach. This could include:

- A stronger commitment to consult with all representatives of vulnerable groups before any decisions are made.
- Taking the time to seek out the vulnerable groups and making sure they are always involved in development initiatives.

ANNEX 1: ACTIVITY 2 ROLES

GGGI staff Role

As the GGGI staff, you aim to help the community take a decision about which income generation initiative the community will address through its own action. During this meeting, you want to respect the Chief, who had organized this meeting at your request. You feel strongly that having the Chief on board with this process will enable it to win community support, to be 'legitimate' in the eyes of the community, and to be sustainable. Wanting to make the Chief happy, you sometimes let him speak more than you really think he should be speaking.

Following custom, the Chief will open the meeting and then hand off to you. To begin the discussion, you should thank the Chief for having called the meeting and thank the community members for coming. There is no pressure for the community to take a decision today, as you recognize that there may need to be many discussions before the community agrees which issue to address.

Early in the discussion, you should remind the participants that during the learning phase (ethnography), they had identified three income generation activities. These included – collecting money from fish sold at the nearby market; funds from the women's cooperative association, a levy to be paid by each household. Remind participants, too, that there are no right, or wrong answers and that each person's opinion matters.

With these points in mind, you ask the community 'which income generation activity should be implemented, you ask various participants, including children, what they think.

Chief's Role

As the respected leader of your people, you are a take-charge person and see yourself as speaking for the community. You like when community members speak, but you like it even more when they show respect to you and even defer to your judgment.

You open this role play by welcoming the facilitator to the village again. Before handing over to him or her, you state that to help the community decide which income generation initiative to implement, you have brought together most of the key people in the village--the opinion leaders and people who are most able to make good decisions. You invite each person to introduce themselves. Then you turn to the GGGI staff and say 'Now it is your meeting--please go ahead.

Your role is to lead and control this discussion. After the GGGI staff invites views of the community, step forward immediately and present your view that the funds from the women's cooperative should be used. You highlight that the women have been able to buy dishes for the community hall and do other things with the funds, so the initiative is established. You let others speak to some extent, yet you are so excited that you keep interrupting or jumping in to assert your own views, even though there has been no consultation with the women.

Community Members' Roles

At the beginning of the role play, the Chief will ask each of you to introduce yourself briefly to the facilitator by saying your name and who you are (as in 'I am John, the Chief's nephew. I'm a farmer.'). You are all highly respectful of your Chief and always let him speak first and interrupt whenever he wants to. You want to express your views yet are eager to agree with the Chief.

Most of you are parents and adults. Please choose among yourselves which of the following roles you wish to play: - two of you are relatives of the Chief- two of you are teenagers, and you remain silent during the meeting, deferring to the Chief if you are asked anything directly.

Three of you think the funds need to come from the fishing done by men – four of you think there needs to a levy on all households even though some of the poor families will not be able to afford the levy – three of you think the funds from the women's cooperative needs to be used, but the women need to be consulted first.

ANNEX 2: OPTIONAL ROLE PLAY

The purpose of the exercise is to get all members of the community to appreciate the key role women play in decision making and, in the management, and use of the solar technology. Read them this case study and help them answer the questions. You may need to animate the narration to make the dialogues more realistic.

How women bring about change

Sala and her husband Mario live in Afio, on Malaita with their 3 children. They do not have electricity in their village. Mario is a fisherman and has to be out at sea before sunrise to catch the finest fish and deliver to the fishery station with the only ice room on the island. Sometimes Mario brings the smaller fish home for cooking. They have 3 children, Lilly aged 9, Timoci

aged 10 and Salote aged 13 who all go to a school that is about 4 km away from their house. It is about an hour's walk from their home to the school. They also have a large garden at home. Lots of sweet potatoes, yams, cabbage, and tomatoes for their daily needs. Mario's elderly parents also live with them. Mario works hard and normally has a lot of other things to do such as repairing the boat, getting ice, taking passengers to other islands in his boat in evenings. Sala is equally busy with looking after Mario's parents, taking care of the house, looking after the children, and keeping up with community obligations.

One evening their 13-year-old daughter Salote was studying using the kerosene lamp. The smell of kerosene filled the house as they had 3 lamps lit that night. Mario was yet to return from a neighbor's place where he had gone for some grog. Their 9-year-old, Lilly complained a lot as the smell of kerosene made her feel sick. An argument broke out between the kids because Timoci and Salote both wanted to use the lamp. Lilly jokingly picked the lamp and ran around playfully as she wanted to play. As they chased each other around the house, the lamp suddenly fell from her hands, landed on the map which caught fire instantly. Salote yelled for help and the neighbors rushed to put the fire out but most of Salote's books were ruined by the fire. Lilly was now too afraid to use the kerosene lamp. Late that evening Salote told Mario about an idea.

Mario: Relax – no one got burnt, I will get her new books by end of this week. Why are you worried?

Sala: I think it is time we stop using these kerosene lamps in our house.

Mario: What? Are you crazy – what will we use?

Sala: Well, I noticed that Lusi and her family recently bought a solar system and now they have the lights at night like the hotels. They even have a fridge to keep their fish and food longer. Also, their eldest Tima has started doing well in school since she can study easily in the bright light.

Mario: Wow, you have been paying so much attention to Lusi recently. You women are always (Sala interrupts).

Sala: What do you mean "you women".

Mario: Umm.

Sala: We women must drive the change because we feel how life is without electricity. I have to wake up when it is dark and light that smelly kerosene lamp and cook the food. I have to take care to store the extra food and fish, so it does not go bad and make us sick. I have to make sure the kids' homework is done in the dim light of the lamps. I must save money to spend on kerosene.

Mario: Ok I agree we need to get solar system. I would like to have a solar powered freezer to keep our fish. But Jone has been telling me that the solar he bought stopped working in a week. What if it goes bad or does not work? The solar system will cost us money.

Sala: Oh my god. Let's try at least. We can save a bit of the money you make from the fish you sell each week and if we save every week now until Christmas, we should have enough for a system and don't worry about the maintenance. I hear the women from one of the villages on the other side of the island are trained to maintain these systems. One of them went to India for training. I hear they offer solar training these days. I will go and attend one of these sessions so I can learn some more. And I can also help fix the other systems in the village and we can make some extra money.

Mario: That is a great idea Sala. I am so glad we are able to agree on this and I am happy to take care of the kids and my parents when you need to go for training on the solar system.

End of role play

After the story has ended, get the participants into groups, and help them think of all they have learnt and ask them to help Sala answer these two questions again:

- What things should Sala and Mario look for when buying a home PV system?

Answer: Some important questions they need to ask are:

- How much does it cost?
- How much is the voltage, current or power rating?
- Do you provide warranty – for what period of time?
- Can you show me the voltage (in case of battery)?
- Can you test to see if this works (in case if lights)?
- Do you have replacements of these?
- Do they come with an instruction manual?
- Can you show me how to use it or install it?

How should Sala and the women take care of the solar PV system, so it lasts longer?

- Inspect PV arrays for any signs of physical damage, such as impacts or fractures.
- Surface must be clean, un-damaged, clean any dirt or debris.
- Soiling loss increases at tilt angle decreases. Ensure that panels are not flat and have some tilt.







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