



Module 4 - Trainers Guide

Inclusive Development

ENGLISH SOLOMON ISLANDS

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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 learn the significance of being inclusive when working towards ensuring access to renewable energy and improving energy efficiency.

Why Inclusive Development?

Solomon Islands, Fiji, Vanuatu and Papua New Guinea are part of the United Nations member states, who have 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, are 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, studies have shown that it will not be possible to meet targets for; affordable, reliable, sustainable, and modern energy access for all by 2030, without specific attention to the inclusion of everyone's differing energy needs, of; women, youths, marginalized groups, and etc.

The 17 SDGs as given in Figure 1 below:

FIGURE 1: Sustainable Development Goals ²



Relevant to this module 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, learners 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; and
- Map out a way forward for inclusivity in Renewable Energy Project

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

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

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 5 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.

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

Learners 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 – 10.45 Am	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, such as People Living with A Disability, and 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 to be passed on to the learners.

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.

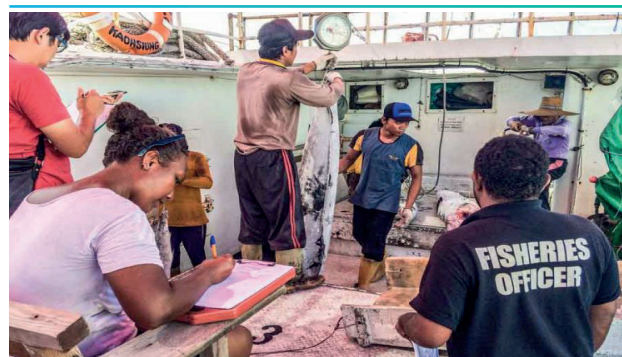
Governments have also committed themselves to specific human rights instruments, that address issues of inequality, such as the; Convention for the Elimination of all forms of Discrimination against Women (CEDAW)⁵, the Beijing Platform for Action, the Convention of the Rights of the Child (CRC) and as 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, 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.

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.

FIGURE 3: FFA'S Tuna Pacific - FFA to increase focus on gender equality and social inclusion in Pacific fisheries⁶



3.1 Link between Inclusion and Green Growth

The Solomon Islands National Development Strategy 2016-2035 maps out the strategic direction for future development, and sets out the long-term vision, mission and objectives that reflect the aspirations of all Solomon Islanders. The NDS 2016-2035 revolves around two key areas: social and economic livelihoods and aims at "Improving the Social and Economic Livelihoods of all Solomon Islanders". Government policies that aim at lifting Solomon Islands out of fragility and instability have been developed around one main objective, that all Solomon Islanders are provided with equal opportunities and access to services. The Solomon Islands remains committed to meeting obligations under the Convention the Elimination of All Forms of Discrimination Against Women ("CEDAW"), International Convention on the Elimination of All Forms of Racial Discrimination ("ICERD") and Convention on the Rights of Persons with Disabilities ("CRPD").⁷ The government currently has a draft Renewable Energy Investment Plan, and has embarked on a number of actions, which resulted in increased use of renewable energy technologies, improved energy security and reductions in greenhouse gas emissions. These technologies are used for solar photovoltaic farming and hydropower 59 generation. The Solomon Islands Government has now planned to roll out more of these renewable energy technologies over the next few years.

Inclusive Development is necessary to ensure that development benefits reach all sections of the population and takes into consideration the specific needs of women and different vulnerable groups.

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

⁶ Source: Pacific Community, <https://www.spc.int/events/fisheries-observer-covid-19-protocols-and-mitigations-training>

⁷ Solomon Islands Voluntary National Review, Solomon Islands Government, June 2020, https://sustainabledevelopment.un.org/content/documents/26795VNR_2020_Solomon_Report.pdf

FIGURE 4: UNDP Solomon Islands, Inclusion of all citizens on Province Consultations on the Traditional Governance Bill⁸



3.2 Why Inclusion is Important in Energy⁹

Energy projects target the use of energy in communities. These communities include men, women, children, the elderly, 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 one or more of the following objectives:

- 1. 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.
- 2. 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 area. Increases women's independent income, 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 investment in efficient energy appliances and fuels. Energy enterprises also offer opportunities for women as well as men.

3. 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, recognizes that women are the most involved in food gathering, 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.

4. 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 the 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 highlights 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.¹⁰

A 5-year research program on Gender and Energy, coordinated by ENERGIA and published in 2019 explored; gender, energy, and poverty linkages in 6 thematic areas, such as, electrification, 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.

⁸ Source: UNDP Solomon Islands Facebook page.

⁹ Adapted from Gender Mainstreaming in Energy Projects; A Practical Handbook; ENERGIA International Network on Gender & Sustainable Energy, 2011, https://www.climateinvestmentfunds.org/sites/cif_enc/files/knowledge-documents/mainstreaming_gender_in_energy_projects_a_practical_hand_book.pdf

¹⁰ 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

- 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 relations¹¹

FIGURE 5: UNCDF- Vicky Veo, Solomon Islands -Benefitting off the SPBD Solar Energy Loan¹²



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:

1. An understanding of existing gender roles,
2. Women's access to resources, which determines their involvement in energy system supply chains,
3. An understanding of women's productive roles, and how modern energy services contribute to women's empowerment, and
4. 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 6: IUCN- Reflection on Gender, Fisheries and Managing the Environment in the Solomon Islands¹³



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 a 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 a male is expected, to carry the family name throughout his life. A child that is born a female; is expected to marry and extend the fathers relationships 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.

¹¹ 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

¹² Erica Lee, Pacific Financial Inclusion Programme (PFIP) administered by UNCDF, 2018, <https://www.uncdf.org/article/6277/lighting-a-brighter-future-for-families-in-the-solomon-islands>

¹³ Source: IUCN, "Reflections on gender, fisheries and managing the environment: Solomon Islands case study, September 2019, <https://www.iucn.org/news/commission-environmental-economic-and-social-policy/201909/reflections-gender-fisheries-and-managing-environment-solomon-islands-case-study>

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 and men's lives.

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 7: 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, needs, 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 decision making.

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

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

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 Fiji in 2016, 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 trainers to be aware that discussions on gender relations and gender roles, can be uncomfortable discussions to have in a community, especially with men. This is why 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.

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 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. There are 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 generating 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 8: Women in Energy¹⁶



¹⁶ Pacific Power Association, PPA'S Gender Portal, August 2018, <https://www.ppa.org.fj/gender-portal/>

Women's strategic needs are:

1. Generally, to do with addressing issues related to decision making and systems which tend to be biased against women.
2. 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.
3. Those needs that could change or alter gender balance in a community.

Case Study: Women's Participation in Hydro Project

A community in Maewo, on the Province of Panamá 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 also 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 had costed, and the difference would be kept by the cooperative.

Funds raised were distributed at the end of the year to buy school supplies for the next year and also 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 the involvement of women in energy-system supply chains is good for women and their families, and it is also good for business.

FIGURE 9 AND FIGURE 10: Grid extension works on Talise Hydro Project, Maewo¹⁷



¹⁷ 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-ca-902a8a1d6a.html

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, be trained as 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 emission, 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.¹⁸

FIGURE 11: PM Opens Solar Electrification Training Centre in Nadogo, Macuata¹⁹



18 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>

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.¹⁹

FIGURE 12: People with Disability Solomon Islands (NGO)²⁰



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 learners to recognize them and be more committed and intentional, in including persons living with disabilities in consultations and ensuring they can access the energy services provided.

¹⁹ Framework for Rights of Persons with Disabilities, Pacific Islands Forum Secretariat; <https://www.forumsec.org/framework-for-rights-of-persons-with-disability/>

²⁰ Source: Adapted from Pacific Community updates, <https://www.spc.int/updates/news/2018/05/disabled-persons-organisations-explore-strategies-to-promote-disability>

5

Youth

The 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 youths 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 is 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 the minimal change in the overall status of youths. Youth populations are marginalized from mainstream development efforts, which has created a 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.²¹

FIGURE 13: Global citizen report stated that just 7% of Girls complete Secondary School in the Solomon Islands²²



²¹ 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

²² Global Citizen, "Just 7% of Girls Complete Secondary School in the Solomon Islands: Report", <https://www.globalcitizen.org/en/content/girls-complete-secondary-school-solomon-islands/>



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 trainers are aware of this group of people and are inquisitive about how communities treat their elderly.

A report on Population Aging conducted by United Nations Population Fund (UNFPA) in 2010,²³ noted that in the Pacific, the extended family is the main care provider 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 elderly increases.²³

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.

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 guiding participants to make their own judgments about; how inclusive they are, ways in which they may become more inclusive, and developing a community plan for inclusion.

FIGURE 14: An elder in Nagoibe village, Solomon Islands²⁴



²³ 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>

²⁴ Adapted from Pacifica Environews, <https://pasifika.news/2021/04/mangrove-planting-could-help-protect-solomon-islands-community-against-rising-sea-level/>

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 leadership roles in the community groups"

The team also had the opportunity of talking with the 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 focused group discussion. 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 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. In Vinmavis for instance, most women were busy 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 villagers, with more women participated in the survey than men. – Vanuatu Pre Implementation Survey

Women's participation in the interview was overwhelming, and it shows that they are willing to help the project in achieving its KPIs as per the above graphs and table analysis. Population wise, the sample surveyed sites had a good number of populations with different groups and community structures and it also covers the specific 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 awareness 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 because it does not seek to pass on specific technical knowledge, but rather to 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, and that the environment for learning is supportive and that all of the participants, particularly women and youths 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 Trainers 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 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:

1. Participants introduce themselves
2. To start positive group discussion
3. 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.

1. Ask each participant to find out the following from each other.
2. What is their partners' name?
3. What is their role in the community?
4. Share some information about their family
5. What do they hope to learn from the workshop?
6. What energy sources do they use at home?

Facilitator Role

1. Have the learners returned to the large group?
2. Ask them to introduce each other to the group and share information on the person they paired with,

3. 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.
4. Facilitator to make a note of the different groups in the room and to remain flexible at all times.
5. At this point the facilitator can draw attention to representatives from the churches, who may be in the room and also highlight the social/governance structures that exist in the community

At the end of this activity:

1. The group starts to talk to each other and feel comfortable
2. Participants learn something specific about each other and their families and the community structures that exist
3. Participants practice listening skills and accurate reporting
4. The trainer gets a sense of the types of energy sources used in the community

SESSION 2: BREAKING DOWN COMMUNITY STRUCTURE²⁵

The purpose of this session is to generate discussion amongst members of the community, of inclusive practices in community processes and to explore 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 the limitations faced by women. The participatory activity in this session seeks to take the participants on a journey of discovering how inclusive community practices are, and to encourage them to think about ways that they could be more inclusive. At the end of this session learners/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')

²⁵ Modified from Toolkit for Reflective Practice in Supporting Community Led Child Protection Processes, Training Tools, Child Resilience Alliance; September, 2018, <https://resource-centre.savethechildren.net/library/toolkit-reflective-practice-supporting-community-led-child-protection-processes>.

ACTIVITY 2: ROLE PLAY

The role play will reflect the interaction between a facilitator 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):

1. Rearrange the seating (5 min)
2. Select people to play the role of
 - GGGI staff (1),
 - Chief (1), and
 - Community members (10).
3. 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 group time to understand and prepare for their roles in the role play. (15 min.)
4. Enable the two groups to conduct the role play in which the facilitator works with community members to decide, how they intend to introduce engaging women in the consultation (15 min.)
5. 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 this 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

1. 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.
2. 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.
3. 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 Guide and respond to the questions, before you as the facilitator begin the discussions.

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

1. What positive things did the GGGI staff do, to enable participation?
2. Thinking about what happened in the inner circle, how would you describe the group process, during this discussion?
3. Then ask questions about inclusion, adjusting the order to what had been said in response to the questions above:
4. Do you think; this is a strong process or a weak process in terms of enabling the community to decide which income generating activity to implement? Why?
5. If participants are slow to point out issues, you could ask 'Did the community members who were present participate equally in the discussion?

6. What role did the Chief play? Was this really a community decision

7. Who was missing from this discussion or not participating in it?

8. Why is it important for a process of community decision making to be inclusive?

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

The trainer can say:

The role play reflected what usually happens when development workers come into a community, and how the community facilitates a development worker when they visit. 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 ROLES²⁶

The purpose of this session is to help 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 Trainers Guide, to guide these discussions.

Trainer/Facilitator could say: From this activity, it is clear that men and women have 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, by 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 guide the discussions back to the purpose of this exercise, which is to enable learners 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 must ask learners 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:

1. List all the activities identified in the time use survey
2. Indicate the profile of people performing this activity: gender and age
3. Indicate the resources used –technology, tools, animals, etc.
4. 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's Workbook.

What does the activity tell you about the different roles in the community?

What would be some of the things that would stop men from helping women and vice versa?

²⁶ Modified from SPC, Gender & Aquaculture Analysis Framework, 2018, <https://spccfstore1.blob.core.windows.net/digitalibrary-docs/files/6f/6fb6f143327036dc27c9a41a3d-4fd361.pdf?sv=2015-12-11&sr>

How can communities be more inclusive or share roles more equally?

The facilitator can conclude this session by summarizing the discussions and 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.

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

FIGURE 15: A community meeting to discuss marine resource management, Western Province, Solomon Islands²⁷



27 World Fish-Considering Gender: Practical guidance for rural development initiatives in Solomon Islands, http://pubs.iclarm.net/resource_centre/2017-22.pdf

SESSION 4: GROUP ACTIVITY ON ACCESS TO RESOURCES²⁸

Accessing resources is important in improving people's lives. In this instance, we are looking particularly at energy resources but for inclusive development it is useful to look at all the resources; 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 people's capacities to access (make use of) and "control" (deciding for the use of this resource) resources.

Accessing and controlling resources, impact 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 the Solomon Islands, 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.

How to use this tool?

Step 1: Ask learners 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: The 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.

1. 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 16: The World Bank – Improving Living Standards for the rural majority of Solomon Islands²⁹



²⁸ Modified from SPC, Gender & Aquaculture Analysis Framework, 2018, <https://spccfpstore1.blob.core.windows.net/digitalibrary-docs/files/6f/6fb6f143327036dc27c9a41a3d-4fd361.pdf?sv=2015-12-11&sr>

²⁹ Eric Johnson, "Improving Living Standards for the Rural Majority of Solomon Islands, August 2015, <https://www.worldbank.org/en/results/2012/04/18/solomon-islands-rural-development-program>

SESSION 5: GROUP ACTIVITY ON COMMUNITY DECISION MAKING³⁰

The Purpose of this activity is to identify what are the decision-making mechanism(s) in the communities, in the household, 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 affect their lives significantly.

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 men.

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 are heard.

How to use this tool?

The following set of questions could be asked, but the 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?

1. What issues are discussed in each decision-making body?
2. Who is involved in each body (gender, ethnic profile, age, etc.)?
3. How are decisions made?
4. Who is not involved in the decision-making body?
5. Why are they not involved in the decision making?
6. What are the decision-making processes in the household?
7. What issues are discussed?
8. Who is involved in the decision making?
9. Who makes the final decision if there is disagreement?
10. Who is not involved in the decision-making process?
11. 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, youths and vulnerable groups are not consulted.

The purpose of this activity is for learners 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 by involving everyone concerned in consultation and decision making. Equal participation is a key principle of inclusive development.

³⁰ Modified from SPC, Gender & Aquaculture Analysis Framework, 2018

SESSION 6: GALLERY WALK AND DISCUSSION ON INCLUSIVE DEVELOPMENT IN RENEWABLE ENERGY³¹

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:

1. 3 decks of 25 or so index cards, each and writing pens
2. relatively large space, with walls on which cards can adhere to walls
3. or be displayed on the ground
4. 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 sticky 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.

1. 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"
2. 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

1. 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 when they have completed their assignment. When they have, ask each group to designate one person 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.
2. Through discussion and from referring to their Learner Guide, 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.).
3. 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.)

³¹ Modified from Toolkit for Reflective Practice in Supporting Community Led Child Protection Processes, Training Tools, Child Resilience Alliance; September 2018, <https://community-ledcp.org/toolkit>

4. Lastly, 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.

1. 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:

1. What common elements came up in regard to inclusive development?
2. Thinking about inclusive development, were there elements or aspects that seem more important than others, or that were somehow underemphasized in the exercise?
3. Thinking about the obstacles to inclusive development, how strong and widespread are these?
4. 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. 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:

1. 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
2. Women, men, youth, and vulnerable groups do not have access to the same resources
3. Women, men, youth, and vulnerable groups are not equally involved in decision making
4. 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
5. 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:

1. A stronger commitment to consult with all representatives of vulnerable groups, before any decisions is made
2. Taking 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 GGGI staff, your aim to help the community take a decision about which income generating 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 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 begin the meeting and hand it over 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 they might need many more discussions before the community agrees which issue to address.

Early on in the discussion, you should remind learners that during the learning phase (ethnography), they had identified three income generating activity, this included: – collecting money from fish sold at the nearby market, funds from the women's cooperative association and a levy to be paid by each household. Remind participants, 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 generating 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 seek 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 generating 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, and then hand it to the GGGI staff to oversee the meeting.

Your role is to lead and control this discussion. After the GGGI staff invites views from the community, step forward immediately and present your views on how 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 was 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 you 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 be 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 management, and use of the solar technology. Read the 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 don't have electricity in their village. Mario is a fisherman and has to be out to 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 at hours 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 also 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 neighbors' 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 out the fire, but most of Salote's books were ruined by the fire. Lilly was now too afraid to use the kerosene lamp. Late that evening Sala 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 the 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 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 have to 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 have to 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 doesn't work? And also, the solar system is going to 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's a great idea Sala. I'm 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:

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

Answer: Some important questions they need to ask are:

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

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

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



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