

# Resilient youth livelihoods for climate change

lessons learned and opportunities



**Report by:**  
Claudine Watoto, Inia Barry  
and Tony Jansen, April 2025





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An activity of SOLKAS: The project is delivered by Save The Children in partnership with the Ministry of Environment, Climate Change, Disaster Management and Meteorology; the Ministry of Fisheries and Marine Resources; and Ministry of Women, Youth, Children and Family Affairs.



GREEN  
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# Acronyms

GDP	Gross Domestic Product
KGA	Kastom Gaden Association
MAL	Ministry of Agriculture and Lands
MCILI	Ministry of Commerce, Industry, Labour and Immigration
MECDM	Ministry of Environment, Climate Change, Disaster Management and Meteorology
MWYCFA	Ministry of Women, Youth, Children and Family Affairs
MRD	Ministry of Rural Development
NBS	Nature Based Solutions
NGO	Non Government Organisation
RTC	Rural Training Centre
SIG	Solomon Islands Government
SOLKAS	Solomon Islands Knowledge-Action-Sustainability for Resilient Villages (SOLSKAS) Project
SIARTC	Solomon Islands Association of Rural Training Centres
SITESA	Solomon Islands Tertiary Education and Skills Authority
WDC	Ward Development Committee



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# Research and scoping findings

This report is supported by the SOLKAS project as part of the *Youth and Climate Resilient Livelihoods Consultant — Research and Training* activity which is carried out by TerraCircle.

The report presents the findings from a desk-based literature review and key informant interviews to collect and analyse relevant information and data on viable businesses targeting youth as it relates to markets, value chain, opportunities and the capabilities of the private sectors on social development entrepreneurship and best practices in the region. Field work was conducted from January to March 2025 in Honiara, Makira and Malaita.

Key informant interviews involved:

- communities, Government Agencies
- NGOs, Church Based groups
- Youth Organisation
- Rural Training Centres
- formal and information youth groups
- relevant private sector business with a focus on youth.

The semi structured interviews and focus group discussions conducted were guided by a checklist. Qualitative data was analysed using coding for main themes and these themes are expanded and presented in this report under the focus areas for the research phase of the consultancy.

Findings are presented using density tables which present the number of references in the field research discussions to findings. Where relevant the findings were compared with a literature review.

122 people were interviewed over 10 days in the field in Makira and Malaita provinces using semi structured interviews or focus group discussions. Where possible focus group discussions had separated male and female participants.

This included:

- visits to 3 RTC and SIARTC as well as one informal training centre
- six private sector enterprises
- 21 government and non government institutions, agencies and
- projects involved in youth training.

The results were presented to a workshop in Honiara containing a mix of people invited from government and other agencies who discussed the findings.

Their discussion and feedback was used as a further layer of data to the report. The participants then developed thematic priorities to move forward into a plan for SOLKAS which is presented in a separate roadmap document (see Annex 1 — People Consulted).

This research has been conducted to inform the development of a ‘roadmap’ or plan to support climate resilient youth enterprise development in the wards where the SOLKAS project is operating.

Our approach has been to map and speak to existing training providers, existing training materials/publications and entrepreneurship pathways for youth and seek pathways to build on and strengthen and better interconnect what already exists rather than reinvent the wheel. We believe this is more realistic and more likely to be sustained.



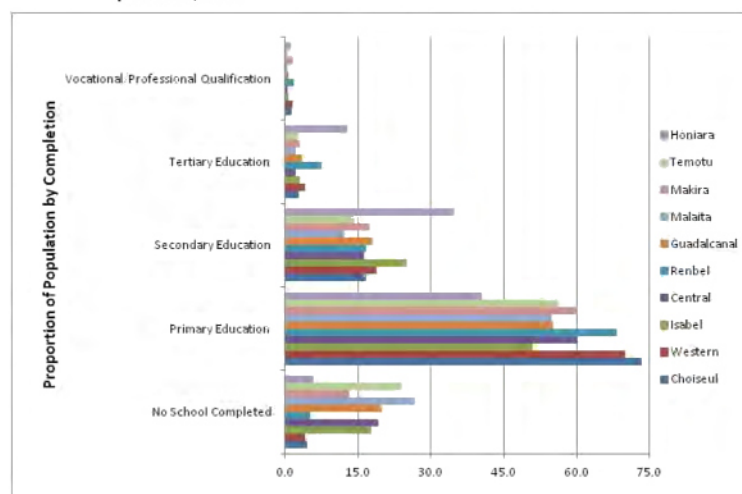
# Findings

## Viable business for youth — what works (and what are the opportunities)

Solomon Islands has a large informal sector. In the rural areas, where 74% of the population resides (556,000 people in rural areas in 2024), formal employment is almost non-existent apart from government officers such as teachers and nurses posted to rural schools, health facilities.

The main source of economic activity is small-scale agriculture (30% of GDP although likely largely undercounted as significant subsistence and locally traded production is not recorded in GDP). Agriculture is carried out in household units and produces crops for both consumption, social obligations and market. Rural enterprise by necessity is diverse and multi-faceted to deal with limited market access and reduce risk. It is better understood with a livelihood framework rather than employment by enterprises. The opportunity to generate income is constrained by unreliable and costly access to markets and limited access to basic services including modern energy, roads / transport and communications.

Youth (defined by SIG as aged 15-34 years) have limited education and livelihood opportunities, particularly in rural areas. Seventy percent of the population is under 35 years. The education system cannot cater to all of them, let alone formal employment. A minority of students complete secondary school, particularly in rural areas (<25% in 2009). This youth bulge is a challenge and opportunity for Solomon Islands development and how it confronts climate change. Many young people feel pressure to move to urban areas — mostly Honiara — for employment (Fleming, 2015). Infrastructure and service development remain concentrated in urban centres, further exacerbating challenges and frustrations for many (Fito'o, 2012 in Egan 2020). The table below shows the declining participation at each subsequent level of the education system - significantly worse in provincial areas compared to Honiara.

**Figure 6.3 Population aged 12 and over by highest education completion rate and province, 2009**

Source: Solomon Islands National Statistics Office, Solomon Islands Population and Housing Census 2009

*Chart: Population aged 12 and over by highest education completion rate and province 2009; Source: Bateman et al 2014*

While there have been gains in gender equality in formal education, females are further constrained in their participation in the formal economy — for example 54% of Solomon Islands females report they carry out unpaid labour (Bateman et al 2014).

In general, targeting livelihood opportunities that are suited to young women can help to counter the additional barriers that young women face including violence, reduced mobility and generally being second class citizens compared to men.

Providing rural training centres (RTC) with facilities that keep young women safe and specialised roles or small employment opportunities could help (Hooper 2021).

Field interviews identified a wide range (14) of current rural livelihoods engaged in by young people (this is by no means comprehensive of opportunities across rural areas but a good sample of what is possible). They are already considered successful by those interviewed in some locations but there are barriers to success (explored in subsequent sections of this report). We have taken this list from field conversations as a good snapshot to explore youth enterprise opportunities.

Many of these livelihoods could potentially be expanded to other youth and their linkages with value chain actors strengthened to enable more successful access and likelihood of success to other young people.

This is summarised in the table on the next page.

Youth Livelihoods that Work	Density tally
Cocoa	13
Pigs and small livestock	6
Fresh produce marketing; Household or kitchen gardens / slash and mulch and fixed site agriculture	5
Betel nut / smoke	4
Seaweed	3
Village carpentry / furniture making	3
Fishing	2
Food processing and value adding	2
Copra	2
Forest restoration / riverbank restoration	2
Seed saving, fish ponds and sewing business	1 each

The livelihood activity identified as the most promising for youth is cocoa including both production as well as operating cocoa fermentary and driers.

This was followed by:

- small livestock (mostly pigs but also chickens)
- fresh produce marketing including through production in more easily accessible household / kitchen gardens and innovations in food crop production to fixed site models compared to traditional shifting cultivation (which is under production pressure in many areas— itself a climate vulnerability).

A third group of livelihoods that some youth engage in was found to be:

- trade in betel nut and tobacco
- seaweed farming and
- village enterprises such as carpentry and furniture making.

The fourth level of youth livelihoods mentioned were:

- fishing
- food processing and value adding
- copra
- forest and river bank restoration.

Seed saving, fish ponds and sewing enterprises were mentioned once each.

The main ones are discussed briefly below.

## Discussion

As a general observation across livelihoods, marketing done outside the village (where the youth reside) is reported to be not much practised by young people. Main opportunities are therefore likely to be those livelihoods and enterprises that can link to value chain activities within or close to the village level.

Value chains may need to be strengthened to increase the range of opportunities to do this - this is discussed more in the section on value chains.

## Cocoa

Cocoa appears to be a very promising livelihood activity for young people and for young men / boys in particular. Cocoa prices are currently high and are expected to stay that way for some time due to strong global demand and constraints in some other major producer countries in West Africa. In 2024, Solomon Islands exported 5,000 metric tons (MT) of bulk cocoa, generating an impressive SBD \$261 million, marking a staggering 196% increase from the SBD \$88 million recorded in 2023 for 4,220MT (SIG 2025<sup>2</sup>).

Cocoa based production enterprise includes planting new cocoa plantations (takes 2-3 years for production to commence) through rehabilitating or better managing existing trees. There is strong potential for rehabilitation work as there are many abandoned or poorly managed existing cocoa trees across rural areas of Solomon Islands that can rapidly be returned to production with 'radical pruning' methods. Cocoa is grown under partial shade which opens up opportunities for more diverse agroforestry systems and secondary tree crops that can serve other functions.

Cocoa livelihoods also included the sale of wet beans (by growers) through to enterprises to ferment and dry cocoa beans for on sale to exporters. Many farmers prefer to sell wet beans for rapid (but lower income) although some larger farmers invest in fermentation and drying equipment - sometimes supported by exporters. For smaller scale farmers they will sell wet beans to wet bean buyers who then ferment, dry and on-sell usually to Honiara based exporters.

Wet bean buyers require cash flow / capital to make purchases on the spot from farmers and hold the fermented and dried cocoa beans until they can reach the exporters (a delicate balance of making use of limited shipping options and volume and storage capacity).

In general cocoa was more often reported as a male youth livelihood although there were some mentions of females being involved (women provide their labour to most agriculture activities but in the case of enterprise leadership we are looking for who is leading the enterprise activity). This included a Tawani (Makira) women group who ran a cocoa drier for two years buying wet beans but then eventually closed due to poor management (a common challenge that needs capacity building — see section below).

<sup>1</sup> <https://solomons.gov.sb/cocoa-industry-injects-sbd-261-million-into-the-solomon-islands-economy-in-2024-a-remarkable-increase-from-2023/>

## Pigs and small livestock

Small livestock was highlighted in interviews as being a good livelihood opportunity for girls and women. Livestock are kept by 75% of households (SI Smallholder Ag 2009). It does not require land on a significant scale or land ownership (which often rests with men) and can be located close to the house. Livestock feeding is closely tied to food garden production, cooking and household food waste (all contribute to livestock feed) which are all typical gender role driven responsibilities of women/girls.

Small scale piggery and to a lesser extent local breeds of poultry can be housed in pens made from local materials (also can be made from mixed imported materials particularly fencing), fed on local food from gardens and wild harvested ingredients. There is ready and consistent demand within rural areas for pigs in particular for weddings and ceremonies and to a lesser extent chickens and eggs (which can make an important contribution to nutrition) in most rural areas. They form an effective means of building capital and saving for many rural households (as the asset cannot be cashed in until it is fully grown providing a traditional way to avoid wantok pressures).

There is good potential for young farmers (girls and boys) to be engaged to enter into livestock production such as piggery and poultry although training on animal nutrition and animal management must be emphasised (free ranging pigs in particular can threaten food gardens and food security and cause conflict). Chickens are kept in low input- low output systems in villages. There is good opportunity to improve production through better management and use of multi purpose birds for meat and eggs. (Bourke et al 2006)

## Fresh produce marketing

Sale of food crops — root crops and vegetables, greens and fruits — is an important livelihood for many Solomon Islanders and in particular for women. Production of staple crops is estimated to be at least 430,000 tonnes per year of which sweet potato is the most important, which has been conservatively valued at SBD\$411 million per year (Bourke et al 2006). This is the largest agriculture sector but is usually not reflected in formal statistics as almost all production is traded domestically.

There are interesting opportunities as seen at Guanafu Farmer School (see case study box) to integrate this with more climate resilient farming approaches such as alternatives to or complementary to shifting cultivation or agroforestry systems. In this way young people can also feel they are doing something new, interesting and relevant rather than just engaging in subsistence farming. Women also mentioned that it can be a good activity to build market houses and improve local facilities for sale of produce in rural areas.

Access to urban markets for fresh produce is a consistent problem and where it is dependent on outboard motor travel over long distances is often not profitable.

Specific livelihoods around different types of crops each have their advantages and disadvantages which vary according to distance from the market but there are many good opportunities in many locations.

The key advantage of this livelihood is that it also contributes to household food security and nutritional health provided consumption is included in the plan (a different problem is that there is evidence that many households sell their garden produce where they have market access in order to purchase less healthy processed imported foods contributing to the diabetes crisis in Solomon Islands).

There is potential to increase production for sale of fresh produce for places that have reasonable cost access to Honiara or smaller provincial centres. Local rural markets often around schools (especially boarding schools) or health facilities or provincial sub centres can also provide important cash flow despite small amounts earned.

Sweet potato represented about 65% of all food crop production in Solomon Islands in 2004 (Bourke et al., 2006).

Working on fresh produce livelihoods can also provide opportunities to strengthen climate resilience through expanding diversity and testing new crops and production systems.

## Betel nut

Betel nut is a resilient livelihood in terms of production of the betel nut palm and leaf. There are complex supply chains and multiple traders with many opportunities for young people to engage in trade. Similar for tobacco trade which includes some level of local production. Both products are often ignored as they are drugs with negative health consequences for consumers and could be controversial for donor support.

However, betel nut stalls are spaces where youth are able to mix with one another and chat and sometimes can talk about their own goals and aspirations and often positive interactions (it is often seen externally as negative). Despite the lack of other youth spaces, betel nut stalls have emerged as a youth driven solution to provide spaces despite often negative social perceptions (Hooper 2021).

## Seaweed

Seaweed farming is an emerging livelihood opportunity in many areas that have the right conditions in lagoons for seaweed production. Markets appear positive (there is at least one company in Honiara buying all that can be produced) and farmers seem to be pleased with the return on their efforts. It is not capital intensive and may be an area to support wider livelihood expansion. It involves production in shallow lagoons and then harvesting and drying which has potential for drying enterprises similar to wet bean buyers of cocoa. Both young men and young women can engage in this activity.

Links to buyers is important but the dried product can be stored for long periods and so can work for areas with irregular shipping connections. Farms are vulnerable to storms and other pest and disease like any crop.

WWF and PLAN international were mentioned as having promoted seaweed in the past along with WORLD FISH in some communities. The main current buyer appears to be JQY who is currently buying and exporting.

## Village carpentry and furniture making

A few mentions were made of enterprises like building houses or making furniture. This can be a positive livelihood for youth with the right skills — skills often learned at RTCs. There is usually an investment cost for tools and access to energy for power tools can be a constraint for furniture making although there are models using hand tools.

This list is not extensive but they illustrate the range of opportunities and later constraints will also be discussed. Other livelihoods were mentioned that are likely to follow similar patterns such as fish ponds, seed production and a sewing business.

## Copra

Copra production is a vital part of rural life and significantly contributes to the local economy. With a well-developed value chain, families, individuals, and community groups play a crucial role in generating national revenue through this industry. 40,000 rural producers of copra in which rural copra traders estimated 200 SME scale business. (SICCI 2023).

In 2024, local farmers sold a total of 14,000 metric tonnes of copra at an average price of \$5 per kilogram, generating an impressive \$70 million for the rural economy. This growth has greatly benefited farmers, offering substantial income opportunities while strengthening the Solomon Islands' position in the global copra market. (CEMA 2024) — Youths from Tawarodo and Boro'one Training Centre engage in its production as a source of income. With the rise in copra prices, both youths and communities continue to actively produce copra. In Tawarodo, the youths highlight that making soap and virgin oil was a good income for their families. Some of the youths and women have a good knowledge on how to produce local soap and virgin oil.

Although copra production yields strong economic returns, many coconut plantations are aging and require extensive rehabilitation. While farmers continue harvesting from older plantations, replanting is essential to sustain long-term production. This process could see active involvement of young people in rehabilitation efforts to revitalize the industry and ensure its future growth.

Kokonut Pacific Solomon Islands (KPSI) is a social enterprise that for nearly two decades has aimed to revitalise the Solomon Islands' smallholder coconut industry, while building sustainable village livelihoods. Now 17 years old, KPSI started out by producing virgin coconut oil and has now expanded to produce other items such as soap, body oils and scrubs, lip balms and tuna in coconut oil. KPSI has worked hard to scale a local commerce that began in the provinces of Makira Ulawa, Malaita and Guadalcanal. Villagers supply coconuts to village families that have purchased equipment from the company to set up their own businesses to produce VCO (virgin coconut oil), thereby creating more employment opportunities for their fellow villagers. In 2024, KPSI expand its product into cocoa powder, in 2023, World Vision purchased sun-dried cocoa beans from the Women's Savings group in Makira/ Ulawa Province in partnership with World Vision and Malaita Province.

## Forest restoration

There were a couple of mentions of youth engaging in environmental restoration either through planting forests and riverbank restoration or mangroves. This has a strong relevance for SOLKAS and climate resilience.

There may be opportunities to engage youth in environmental activities that do not necessarily generate income now but give youth a community/family supported purpose and allow them to contribute to their communities in meaningful ways. This could help to address what some see as a gap in the formal approach to education which has led to loss of traditional knowledge about what forests offer, instead focussing on its short-term economic value and displacing people as a result (Kabutaulaka, 2017).

Kastom Gaden Association (KGA) had experiences with a youth training program where they were trained in agroforestry and successfully established alley cropping pilots for root crop production and planted mixed indigenous timber trees.

Monitoring showed that youth were motivated to do this work even though it did not generate short or even medium term income but it gave them something meaningful to do for their communities.

The KGA model included family agreements before the youth went for training, ensuring that the family supported them, gave them access to land and valued their work on their return. (KGA — internal report 2003<sup>2</sup>). This has some similarity to the Tutu Training centre model where families and community leaders must pre-commit their support to youths before they join RTC training programs (see RTC section).

Workshop participants added the following list of relevant youth livelihoods:

- entrepreneurship – market / retail shop
- clothing resellers
- process kava
- casual labour ( informal activities)
- sport event — promoting side stall markets
- food processing (taro/ banana chip)
- crushing mill for coconut oil production
- digital market: e-commerce
- crab farming example in Small Malaita
- handicrafts.

The roadmap will propose an analysis tool to select priority value chains from which some of these options will be able to be included.

<sup>2</sup> <https://terracircle.org.au/sustainable-livelihood-for-rural-youth-project-report/>



# Role of rural training centres

## ...and how they engage with youth enterprise and livelihoods

‘There are ex RTC in our communities but most are not doing what they learned.’  
...community leader, Makira.

Rural Training Centres (RTCs) are informal vocational institutions that sit outside of the dominant education paradigm by aiming to prepare young people for local livelihoods. Through informal and vocational learning, they offer alternative pathways, supporting self derived and locally based skills and livelihoods. RTCs were positively viewed at a community level. They were considered to fill a gap left by the formal education system, support local livelihoods and help stem the flow of urban migration. They also offer an opportunity to support women in existing gender roles, as well as expand existing cultural educational boundaries.

The main courses offered in most of the RTCs are:

- agriculture
- carpentry
- light and heavy mechanics
- life skills.

Some selected RTCs offered courses in hospitality, electrical, accounting and bookkeeping.

In Ila village a former student at Ngaliqaraqara RTC shared his experience after graduating in carpentry he stayed back at home and made furniture to sell in the nearby schools and also households in the village.

He also built houses for his family and others who hired him. He is happy that the training provided equipped him with skills that enable him to earn income for his family.

The transfer of practical knowledge and skills is the main area of the focus in the vocational centres where students learn by doing. The question on how to support the student after graduating is still a challenge where RTC don't have the resources to monitor how many students are practising the skills they learned.

It appears that the majority of rural youths are early school 'dropouts' (in reality 'pushouts' as exams in form 3,5 and 6 restrict a limited number of places and force students out of school). Many youth therefore have low formal education and skills and may have limited literacy and numeracy skills. This is exacerbated by high population growth rates which has led to 'youth bulge' that has often been associated with conflict and civil unrest. Solomon Islands schooling has either been marking time or even going slightly backwards as population growth has expanded faster than school places (Narsey 2022)

Table 5.3 Diagonal cohort dropout rates from previous level (2016 to 2019) (%)				
	2017	2018	2019	Aver. 2017-19
Year 1	-10	-16	-19	-15
Year 2	-6	-10	-14	-10
Year 3	-2	-6	-8	-5
Year 4	-6	-8	-9	-7
Year 5	-6	-9	-11	-9
Year 6	-14	-17	-15	-15
Year 7	-11	-12	-10	-11
Year 8	-8	-7	-11	-9
Year 9	-7	-9	-13	-10
Year 10	-23	-21	-24	-22
Year 11	-10	-14	-15	-13
Year 12	-40	-40	-41	-40
Year 13	-80	-81	-88	-83
Source: Estimated from Table 5.2				

Table 5.4 Progress and Dropout Rates (2016-2019) (%)		
	Progress rates	Dropout rates
Year 4	81	-19
Year 5	80	-20
Year 6	73	-27
Year 7	70	-30
Year 8	68	-32
Year 9	72	-28
Year 10	64	-36
Year 11	62	-38
Year 12	40	-60
Year 13	7	-93
Source: derived from above tables.		

Source: Narsey 2022

The RTC and Community Base Training Centres (CBTC) are one of the few opportunities available for further training of those youths who leave the formal education system and who reside in rural areas.

**RTCs therefore should be considered an important component of supporting youth to have livelihoods resilient to climate change.**

The Solomon Island Association of Vocational Rural Training Centres (SIARTC) which was collectively established by the 5 main churches under the Solomon Islands Christian Association in 1992, is now running and managing at least 33 RTC who are members of SIARTC (some reports mentioned up to 85) producing about 4000 graduates each year (SIARTC coordinator interview). A typical RTC might provide short term training to around 130 trainees each.

RTC are mostly run by churches and the private sector but now are partly supported by SIG through MEHRD who provide partial grants and full teacher salaries. This has been a significant and important contribution to their sustainability (Narsey 2022). Churches have their own focal points for vocational training and the coordination of their respective networks of RTCS and provide some financial support. RTCs are very diverse and effectively form a grass roots community driven response to youth training and skills development.

SITESA has been established under a SIG act 2017 and one of its aims is to support the provision of tertiary education and skills development (e.g. develop capacity at SINU and RTCs). MEHRD has a minimum standard for RTCs. SIG funded Rural Training Centres to SBD\$28 million in 2021. Most goes to salary and the balance to operational costs which can be high for remote training centres. SIARTC also receives an operational grant from SIG through the MEHRD budget.

Access to quality education and vocational training remains a major obstacle for rural youth mentioned in many interviews. There was much mention of the high rate of school drop out and what happens to those who drop out on the pathway to completing high school and then tertiary education. Only a small number of these may enter an RTC.

The team visited and interviewed (where possible) staff and students from three Rural Training Centres in Makira/ Ulawa Province. SIARTC staff in Honiara were also interviewed and joined the roadmap workshop. Rural Training Centres can play a significant role in empowering youths and offer an alternative pathway to learn and grow.

The following issues and opportunities were mentioned concerning the role of RTCs and RTC graduates in youth entrepreneurship:

Youth Livelihoods that Work	Density tally
Some RTC graduates are able to succeed in establishing livelihoods or gaining employment	4
RTC graduates not able to put in practice what they learned	3
RTC graduates received no follow up support	2
Low enrolment and lack of facilities for girls at RTC	1
Agribusiness is not offered	1
No curriculum (Guanafiu Informal Farmer School)	1

## RTC success

The contribution RTCs provide to their students aims to create a skilled workforce from young people who did not succeed in formal education, contribute to the development of their communities and address local needs and empower young people to take sense of responsibility in their communities. A few examples are included below to illustrate how youth can succeed following RTC training.

### **Some positive example of how RTC play a role to empower, confidence and building a bright future of youths are these examples from field work in Makira:**

Tawarodo youths are mostly youth graduates from RTCs, SINU and primary school students. They formed their youth group and have taken up community building activities such as assisting with health Centre maintenance, supporting old age elderly in their community and raising income from their own farm to sustain their youth program.

Joylyn Kabanato, completed her training with Nawote RTC. With little resources she has started her sewing business in her village. She sews school uniforms and dresses for women. She hope to employ ex graduate girls with her business if she have enough income from her small business.

A young Ex RTC graduate, in West Wainoni, started up a small team of village building contractors, to build decent homes for families.

## Small grants to support RTC graduates

One of the many challenges Rural Training Centre (RTC) graduates face is the sustainability of skills and knowledge they have after the completion of their two-year skills training. The late Director of the Solomon Islands Association of Rural Training Centres (SIARTC ) Billy Mae handed over a small grant scheme to the coordinator of Bareho Women floral sewing project at Bareho near Seghe in Marovo, Western Province and the Coordinator of Tawataha Graduates OBM Servicing, Repair, and maintenance program in East Are'are.

"These small activities contribute to the development of our graduates to fully utilise their practical skills for the rural community developments and benefit and create an opportunity for our youths to remain out in our rural communities and utilise their skills to avoid being drifted over to our urban centres," There is a need for local graduates to be empowered when they leave the schools with the skills they have to participate in the development of the rural sector whilst it is evident that some did find employment with the private sector in our urban setting. he said.

The Bareho women's group is established at Bareho community near Seghe and they do floral, screen printing, sewing, and painting of billboards and banners for church groups and the communities. Floral and screen printing is becoming very popular and demanding and the women of Bareho community have been running and providing training for other women in the community.

Tawataha group does training on OBM engines, chainsaws, and generators that are been sent over to their garage at Tawataha. Both boys and girls have established the workshop garage to serve the communities in that region. Tawataha Graduates OBM servicing and repair maintenance group have established some years back after all the youths have graduated and decided to run an OBM workshop garage. They do the servicing and maintenance of all OBM engines in the community and the female graduate that coordinates the group is pleased with the support of the new training equipment.

The support of the training equipment helped to set up both activities to empower RTC graduates.

The support will enable them to continue to have the skills and get on to do something that will sustain their livelihood.

The small empowerment grant scheme is from SBD\$5000 to SBD\$10,000 established in partnership with SIARTC and a foundation of the late Geoffrey Bamford from Adelaide in Australia. A working committee appointed by SIARTC supports 10 projects a year and they have been supporting local RTC graduates since 2009.

**SOURCE:**

<https://www.solomonstarnews.com/rtc-graduates-benefit-from-support/>

## RTC graduates not able to put into practice what they learned

This challenge of RTC graduates unable to put into practice their skills learned at the RTC and establishing an enterprise was expressed in two ways:

1. As lack of access to resources at the RTCs;
2. And / or when they return home limits their ability to compete in the job market or succeed as rural entrepreneurs.

In the wards visited it was found that many ex-graduates of Rural Training Centres, despite acquiring valuable skills, are unable to fully utilize their knowledge due to:

- insufficient resources
- limited access to credit and financial support
- lack of follow up and mentoring.

(This is reinforced by the general challenges youth enterprises face discussed in the next section).

This makes it difficult for these ex-graduates to start or expand and continue their enterprise.

Regardless of gender, RTCs were seen as the main, and sometimes only, avenue of opportunity for young people to work towards a higher standing in their local communities. RTC graduates therefore had various means to 'become someone' in their own contexts (Hooper 2021). Supporting this process of graduates returning home and establishing small enterprise has great potential.

The experience of the successful and widely recognised Tutu Training Centre in Fiji and its expansion to Napil training centre in Vanuatu has been the importance of steps being taken by families and communities to commit to support youths when they return from the RTC and establish farming enterprises.

The course has been highly effective with up to 90% of its graduates returning to their villages to continue with the development of their projects (Bamford 2012). In the case of Napil Training centre in Tanna in Vanuatu students obtain written consent from their parents and village leaders that give them access to land for the duration of the course.

The Tutu model involves students working on commercial plots at the centre while at the same time they establish similar commercial plots in their home villages meaning they have commercial farms in operation at home at the time of graduation. Students are also required to establish savings accounts before coming to the RTC (McGregor and Matairatu 2014).

This might indicate a need to have better family and community support agreement in place before training and also to have in place a model of transition back to village based enterprise through and at the end of the training.

## RTC graduates received no follow up support

There is a strong feeling that young people need follow up support if they are to succeed in new livelihoods after attending RTC training. This is backed up by findings of the Tutu rural training centre in Fiji (mentioned above) and the SIARTC experience with graduate small grants.

Stakeholders (community leaders, government agencies, NGOS and private sector) all agreed that some form of mentoring and follow up is important to support students who graduate from RTCs back in their home communities.

In some cases this needs to include technical support to overcome specific challenges that they may face and not have enough knowledge and skills from the RTC to overcome. In other cases it might be to negotiate access to resources or just to provide encouragement, motivation and support.

In one study, the vast majority of RTC students interviewed see few opportunities to support themselves and their families in a rural community setting (Hooper 2021).

## Low enrollment and lack of facilities for girls at RTC

A TVET study found that families prioritise boys' education over girls who are often left to '..cook at home'. Some people in interviews and in the literature mentioned lack of infrastructure to safely accommodate girls. This seems to be supported by the literature which reports the overwhelming majority of RTC staff are male and female enrollment is significantly less than males.

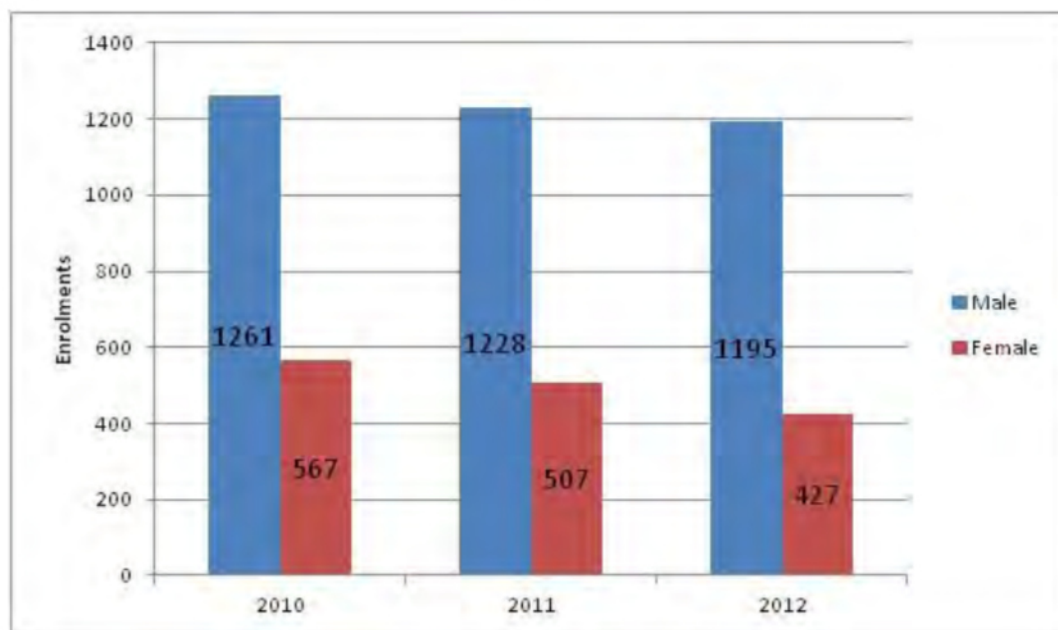
Female enrollment in VRTC TVET program declined by 9 per cent over 3 years - down to 36%. The overall decline in female enrollment in VRTCS is significant (Bard et al Financing of TVET 2014).

In one of our visits to Ngaliqaraqara, the approach the agriculture teachers have taken is to train students on real practical experience of what plot of land to make an income. It comes with the measurement of the land like 50x30 to plant vegetables or root crops.

During the harvest the students have to travel to Auki to sell the produce. The income earned from the farming activity is saved until the student graduates.

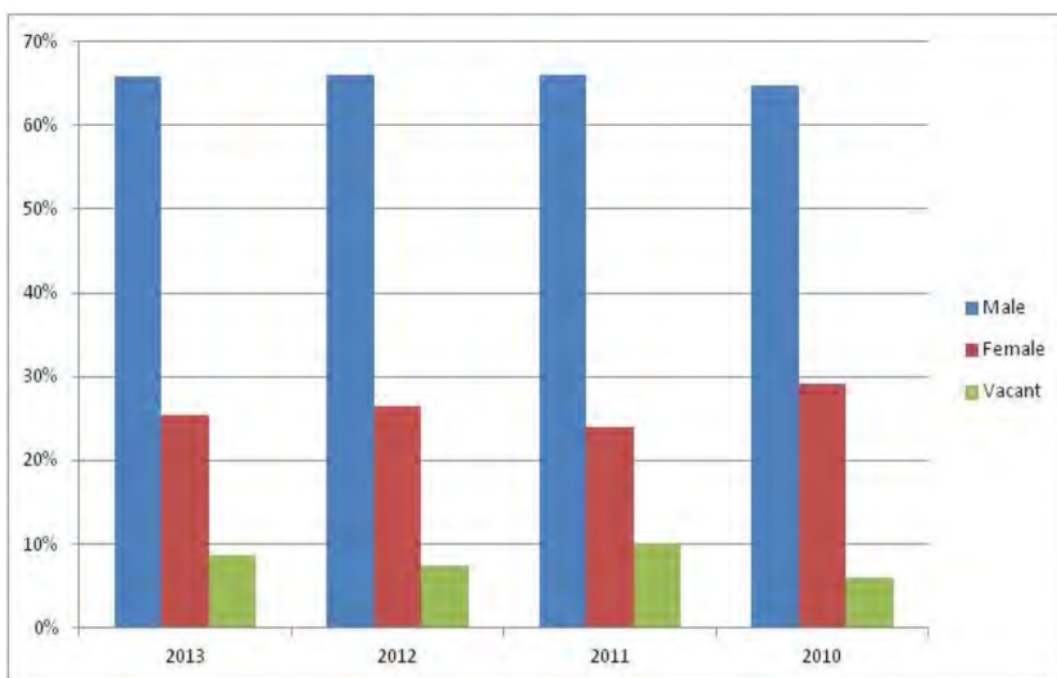
Part of the income they buy tools for the student and they were given seed money to start their farming business in their home. It was a very successful story for the school during the graduation.

**Figure 9.6 Enrolments in VRTC by gender, 2010–2012**



Source: SIEMIS TVET data, 2010–2012, MEHRD

**Figure 8.10 VRTC teaching staff by gender, 2010–2013**



Source: MEHRD, 2010–2013, Teaching Service Data

Many girls in particular are left behind in terms of opportunities to establish enterprises - both by families who prioritise education of boys and by institutions who fail to meet the needs and provide the spaces for girls education. Some leaders mentioned that the education system is not really fit for purpose - it only provides education for a small minority who make their way into formal employment.

## Lack of agribusiness curriculum and other curriculum gaps

RTC staff confirmed that there is no Agri-business including relevant business courses or content offered. They felt climate change should be developed as a subject but is not currently covered. Although the new certificate program in a limited selected number of RTC is offering this agribusiness topic, this is part of a process of establishing certificate III training courses that are oriented to industry rather than village level job creation.

Rural youth face significant challenges, including their tendency to migrate to urban centres in search of paid employment. Improving the education system in rural areas including vocational training could reduce the number of young people migrating to Honiara and reduce the associated social issues (Hooper 2021).

There is limited support for youth who fall through the institutions. They often end up spending time in detrimental spaces and struggle with mental health. Society is responsible for marginalising, disempowering and labelling youth negatively as failures and drop outs (Hooper 2021).

Workshop participants were concerned about focussing too strongly only on RTC graduates as there are many other youth in the rural areas who are not RTC graduates but also need support and have few options. There is potential to support more informal initiatives to extend training support to rural youth.

Kastom Gaden Association (KGA) has supported a network of lead farmers to establish what are called 'farmer schools'. These are led by a passionate lead farmer who wants to demonstrate and train local people — often youth — in how to improve agriculture (see box on the next page).

This takes various forms and may include short workshops, attachments and practicals. There is no curriculum, usually no classroom, and training is hands-on in the field.

There have been positive experiences of this model that empowers local farmer leaders and innovators to share their knowledge and experience with others to improve agriculture. KGA has also introduced the farmer field school model championed by FAO with some success.

This is a more structured approach based on a group of farmers attending regular field based classes through an entire crop cycle to learn better crop management practices.



## Gwaunafiu Farmer School— a locally led initiative to train rural people in agriculture

Informal RTC such as Gwaunafiu Farmer School in central Malaita highlands have very good potential. Key challenges are lack of facilities to expand, lack of resources, but appear to be generating results.

*'What Lionel and his farmer school is doing is the solution for all highland communities' - young farmers.*

The farmer school is using their own sourced materials from Kastom Gaden and Taiwan Farm -

Wilfred Asa We found that young people are interested and have their own farm as a results of coming to the farmer school. . He is happy with the results from his work and his mum is the one who goes to market to sell his produce. Learning from the field school have motivated him to have his own farm

Walter Qalo-another young farmer interviewed mentioned that what Lionel and his school are doing is the solution for highland farmers especially youths.

*'Young people don't need to travel and look for a job as we have land to use to grow food for consumption and sell. Interested in what the Gwaunafiu farmers have been doing.'*

Quote quote from Wilson " *If you are willing, everything will be fine*" passionate youth tilting the land.

Leslie Sanga- Working with Lionel on the farmer school is important where documentation on the trials is crucial in any farming activity. Slash and plant research is one of the research activities Gwaunafiu farmer field school have been doing. Soil improvement is one of the key areas the school had been advocating and promoting and through the research we have seen the results and that makes people to adopt the ideas of slash and plant

It was found that marketing online for taro is an initiative Leslie has been doing to support highland farmers to sell their produce.

## SIG and TVET

As mentioned, SIG is supporting RTCs through grants and support of staff salaries under the MEHRD. SIG spends about 25% of the overall government budget on education. However the TVET contribution is small with a four year average of 3%. The government has a high level of funding for scholarships at SINU but minimal allocation of scholarships for TVET although a current Australian Aid supported project S4EG is supporting its expansion and the provision of certificate III accredited vocational training more oriented to formal employment.

Churches also have budgets for TVET. Funding issues are seen as inhibiting the future role of VRTC. However strengths include nationwide distribution of RTCs and ability to reach people in remote and rural areas and a peak body (SIARTC). It has been suggested that competitive funding for RTCs who want to expand their services into areas with proven labour market needs could be supported. (Bateman et al 2014)

The Solomon Islands Tertiary Education and Skills Authority (SITESA) was formed to directly support RTCs alongside other TVET entities. The focus is on expanding government scholarships to selected accredited RTCs (previously the scholarships went only to SINU). This is seen as positive in terms of enhancing the status of some RTC but there are concerns it will create a divide between RTCs and drive some to be more technical skill providers for formal employment in industry or for overseas labour force requirements both of which are only able to support a very limited number of places. There is concern their work has overlooked the informal Church roots from which the RTCs emerged and the support and relationships they have with local communities. (Hooper 2021)

### Case study: Vatu: A case for holistic 'sustainability'

Vatu RTC in Guadalcanal offers a compelling case for how 'sustainable development' may be conceptualised in a more holistic manner. Conversations with RTC staff show a collective mentality that is targeted, where possible, at local solutions for local challenges. This approach is evident in all aspects of Vatu's operations, with a priority on internal staff growth, resources and even infrastructure.

Most staff at the institution are graduates of Vatu that were retained as instructors following their studies, helping sustain Vatu's internal culture. As noted by Fleming (2015), Vatu staff have built the institution from the ground up, using local knowledge and materials to facilitate teaching, and construct housing and classrooms. At the same time, Vatu staff have accessed, and learnt from, external knowledge in the last five years in ways that support local practice.

Where these learnings have been relevant to them, such as in organic farming and more effective education techniques, Vatu staff have incorporated external 'knowledge' into their own context in a way that supports local practice. 'Development' programming has effectively supported these local priorities.

## Youth involvement in decision making

Community leaders often do not give space for youth in decision making and so they react with anti social activities. Village leaders can be unhelpful and even discourage youth and youth groups. Ward development committee (WDC) is present and has youth representatives although they lack awareness of their role and of understanding the role of the WDC.

These structures have potential to play an important role in resilient youth livelihood development. There has been an aim to involve youth and women in these structures. It is an existing system in place already. But in practice stakeholders felt it would not be the ideal structure to use to select youth for enterprise support under SOLKAS.

**Table: Rural Training Centres under Church and Provincial Education Authority**

Education Service Provider	Rural Training Centres	Province
Anglican Church of Melanesia	Airahu RTC	Malaita
	Pama Vocational Training Centre	Makira/Ulawa
	Garanga RTC	Isabel
	Kolaoro	Isabel
	Luasalo	Temotu
	Bishop Koete	Bishop Koete
SSEC	Nawote RTC	Makira/Ulawa
	Suva RTC	Guadalcanal
	Kaotave RTC	Guadalcanal
	Bethesda	Guadalcanal
	Ngaligagara	Malaita
	Ararat	Malaita
	Arao	Malaita
SDA	Batuna RTC	Western
	Afutara RTC	Malaita
Catholic	St Dominic RTC	Western
	Vatu RTC	Guadalcanal
	St Martin RTC	Guadalcanal
	St Anna RTC	Western
	Divit RTC	Guadalcanal
	John BOSCO	Western
	Don Bosco –Henderson	Guadalcanal
	Don Bosco- Tetere	Guadalcanal
	Don Bosco –Gizo RTC	Western
	San Isidro	Guadalcanal
	Nana RTC	Makira/Ulawa
	Manivovo RTC	Makira/Ulawa
United Church	Tambaka RTC	Western
	Seghe	Western
	Tarakukure	Choiseul
Private Owned	BUSTIC Vocational	Makira/ Ulawa
Malaita Province	Nalikekero	Maliata
	APSP- Malaita Institute of Technology	Malaita
Malaita Province	Tuvaruhu	HCC
	Jackson Faisi	HCC

# Private sector opportunities

Just 21% of Solomon Islanders are formally employed and of this only 13% in the formal private sector (the balance being public sector employees) (SIG Census 2009). The vast majority of jobs are in the informal sector with agriculture the most significant private sector activity in the form of smallholder farmers. The reality is that there is not the demand in industry at present for those who graduate from formal institutions in the Solomon Islands, while there is a demand for relevant community skills. (Egan 2020)

There are however opportunities to use a value chain approach to build linkages with the private sector typically based in Honiara where there are opportunities for supply of produce / products from rural areas.

Stakeholders were largely unanimous that SOLKAS should focus on rural enterprise opportunities at the village level as formal private sector jobs are too few and far between and the needs of the formal sector are already being addressed through the accredited vocational training initiative of SIG and donors.



Field work identified cocoa as a potentially important value chain for youth livelihoods and enterprise development. There are a number of important private sector enterprises in the cocoa sector. Cocoa plantation rehabilitation is a labour intensive need in many communities.

There may be opportunities to work with cocoa exporters both to build skills and expand production and processing of cocoa. This could range from simple partnerships and mentoring of more experienced older farmers to less experienced but interested youth through to private sector value chain partnerships.

Important local cocoa private sector actors who were mentioned or included in our interviews include:

## C-Corps

C- Corps one of the major buyer of cocoa in Makira/ Ulawa, Malaita and Guadalcanal Province. Being a consistent market leader in the Solomon Islands. C-Corps has established a price incentive scheme to reward farmers for quality cocoa.

## ST Cocoa Exporter

ST Cocoa Exporters is a company working as an agent for Holland Commodities. ST Cocoa Exporters is usually one of the major market shareholders, an active member of the industry working group established business.

## Catliro Cocoa Exporter and Processor

Catliro commodities a locally owned cocoa producer and exporter in Solomon Islands, Catliro operates a 99 hectare cocoa farm in Guadalcanal and worked with almost 200 small holders farmers of Makira and Isabel. Most of Cathliro produced high quality coca beans.

Currently, Cathliro processed high quality chocolates, cocoa powder and beside the company more into processing of dried fruits and nuts. Cathliro purchased pineapple from Guadalcanal and Malaita farmers.

Cathliro offers extension training to cocoa farmers they worked with. Training on Pest and disease, plantation sanitation, quality control and distribution of seedlings to its farmer's network.

Cathliro export to the UK and Europe. With the high demand from their overseas market, Catliro made arrangements with other cocoa buyers to supply them with dried cocoa beans.

## Arania

Arania is another company working as an agent for Holland Commodities. Arania buys most of their cocoa from Malaita and have invested in the farmers through extension, driers and cash flow.

## Kokonut Pacific

Kokonut Pacific is one of the major buyers of high value virgin coconut oil and cocoa in Malaita and most of the provinces. They have direct partnership with the local buyers of cocoa and coconut in the provinces. Direct Micro Expelling (DME) is the method of using a cold press to process coconuts into oil.

This initiative seeks to strengthen smallholder coconut industries by integrating modern technology and fostering partnerships with local communities. KPSI equips farmers with essential training and implements strategies like collecting products from the wharf and transporting them to their warehouse.

This approach simplifies logistics for rural farmers, easing transportation and freight challenges, and ensuring a more efficient supply chain.

To meet international market standards, KPSI audits all Direct Micro Expelling (DME) processors, ensuring they achieve organic certification. The KPSI model provides support and training, production and purchase, sustainability and market system and development.

The SIG mentions the following actors as having important roles in the cocoa sector - indicating the need for more in depth value chain mapping for target value chains than was possible or in the scope of this study:

- CEMA Trading as Solomon Commodities
- BK Cocoa Enterprises
- ST Exporter
- OBO Export Agencies
- Solomon Commodity Export Ltd
- Chan Wings Ltd

### Youth selling Virgin Coconut Oil to Kokonut Pacific for many years

KPSI is a social enterprise that for nearly two decades has aimed to revitalise the Solomon Islands' smallholder coconut industry, while building sustainable village livelihoods. Now 17 years old, KPSI started out by producing virgin coconut oil and has now expanded to produce other items such as soap, body oils and scrubs, lip balms and tuna in coconut oil.

KPSI has worked hard to scale a local commerce that began in the provinces of Makira Ulawa, Malaita and Guadalcanal. Villagers supply coconuts to village families that have purchased equipment from the company to set up their own businesses to produce VCO [virgin coconut oil], thereby creating more employment opportunities for their fellow villagers.

In 2024, KPSI expanded its product into cocoa powder, in 2023, World Vision has been purchasing sun-dried cocoa beans from the Savings group in Makira/ Ulawa Province in partnership with World Vision and Malaita Province.

- P-Tech & Pro Services
- Jamcop Co. Ltd
- David Kebu Family Cocoa Enterprise
- CATHLIRO Cocoa Development Ltd
- Martin & Brothers Enterprises
- Solfresh Products
- CCS Ltd
- Pacifiki HR
- LF & Sons Enterprises
- Unity Cocoa Enterprise
- Kaprikonia Trading Co. Ltd
- CAML Solomon Trading Ltd.

In the coconut sector there are also many private sector enterprises:

Value Chain Actors	Tally
Rural copra traders	200 SME scale businesses
Small copra mill	11 SME
Large copra millers/ export of oil and copra meal	4 medium businesses
Copra exporters	3 medium and large businesses
VCO operator	1 exporter and 40 DME
Coconut exporters — mature and drinking nuts	1 medium business

*Sourced: SICCI website 2025*

A similar process of private sector mapping should be undertaken once specific value chains are identified for SOLKAS.

The stakeholder workshop participants identified ten key roles that can be played by the private sector to support youth livelihoods.

Role of private sector:

1. Network
2. Mentoring and coaching
3. Partnership
4. PPP — private, public partnership
5. Capacity Building Training
6. Market Access ( buying of products)
7. Advocate on infrastructure issues
8. Promote digital marketing
9. Supplying of raw materials
10. Export of products.

# Youth livelihoods— what doesn't work (challenges)

Youth face many challenges to establish enterprises in the village even if trained at an RTC. Relatives may drain start up funds or income by requesting jobs and money. Jealousy is a common barrier, making individuals unwilling to start or maintain ventures because they attract envy or criticism (Chevalier 2001). These and other barriers need to be understood and overcome.

Universal education targets in Solomon Islands in the secondary school (SDG4) are unlikely to be met by 2030 but gender equality in the formal school systems is considered good (50% for students although not for staffing). Noting that gender equality has not been achieved in RTCs. However drop out rates are much higher in provinces and more remote areas leading to increasing inequality between urban and rural secondary progression level (Narsey 2022).

The table below summarises the many challenges mentioned in field work discussions that youth face in establishing viable youth enterprises and livelihoods. Some of these prioritised challenges can potentially form the focus of the SOLKAS response areas to support more successful youth enterprises.

Key challenge and need	Tally
Financial management skills; better business and home management of finance; lack of financial literacy; how to do a business plan	9
Leadership skills particularly for girls / women	7
Access to market / lack of infrastructure and isolation of communities; isolation of communities and limited opportunities and infrastructure	6
Management of savings groups or micro finance / training in their operation and sustaining them	3
Early marriage / unplanned pregnancy / domestic violence	2
Need for more knowledge and understanding of climate change and adaptation options	1
Land disputes and access to land	1
Loss of traditional knowledge / youth are not learning from the elderly	1
Young people not interested in working garden with family like in the past	1

This finding aligns with the literature review - for example increasing self employment requires a major deployment of resources to provide training, credit and marketing (Chevalier 2001)

## Financial management

Youth have limited knowledge of how to use their money wisely. They could benefit from more financial literacy and equipping them with tools to analyse and understand their income and expenses both for their enterprise and at a personal level in household budgeting. This can also be applied to develop skills to better understand business opportunities and the gross margins around different choices they have to earn income. In general they have no access to facilities to save money even if they wanted to. Social pressures and poor spending decisions tend to mean little is saved which becomes a constraint for any enterprise that needs ongoing cash flow to be viable e.g. for restocking, purchasing supplies, shipping etc.

An EU credit scheme that disbursed funds to RTC graduates through RTC had a poor rate of return on investment (in part due to the income earning opportunities in rural areas) and high failure rates (in part due to poor support from credit managers) (Chevalier 2001). More recent experiences of smaller scale grants distributed through SIARTC have had a better success rate (SIARTC 2018).

Further opportunities to expand business by women entrepreneurs include increased access to finance, (WORLD BANK 2012) Prior to accessing finance youth need to have a reasonable foundation of financial management skills.

## Leadership skills

Particularly relevant for women and girls. Youth are not usually participating in community decision making structures - they are generally excluded. Women (including young women) are very active in community work but not leadership and decision making. Youth even when given spaces in decision making structures are not always equipped with the skills to take leadership opportunities.

Problem relating to leadership and quality of youth activity and of support by community for youths to participate and lead activities were common issues, lacking of schooling, and educational opportunities especially for young girls and issues raised as concern for young girls are leadership and education awareness

Youth aspire to make change and help their communities and villages. They have little chance of finding formal employment but youth are largely silenced and have little role of voice in decision making (HOOPER 2021) O'Collins (2021). SIG has restricted involvement of youth in decision making

Lack of local champions and leadership was seen as a reason for many projects to fail. The 'project' had become synonymous with personal benefit and gaming the system (EVANS 2019). It is important that youth enterprises are given the right

labels and terminology - probably best not to use the word 'project' which tends to be associated with handouts and failure.

## Access to market and reasonable cost transport

Lack of cash circulating within rural communities has an impact on small local markets in rural communities. For instance, in Ugi, Makira, most of the garden crops especially yam (*Dioscorea alata*) and pana often go to waste. They find it difficult to market their produce due to low cash circulation in the village and high cost of fuel to reach other distant markets. While there are potential opportunities in terms of agriculture and marine identified, such efforts can fail from lack of rural infrastructures, marketing outlets and transport. This is particularly the case for more rural remote communities such as Ugi.

Getting to markets, particularly with fresh produce is very challenging in many places. Despite the high cost it can be a waste of time going to small markets in smaller provincial urban centres as there is not enough demand and produce can be unsold and unable to cover the expense to reach the market. None the less small economies do exist around provincial centres and sub centres where there are salaried government workers and around institutions such as boarding secondary schools where farmers can earn a modest income in more remote areas where there are few other choices. Some marketing was reported to PSS schools. There may be further opportunities to supply boarding schools with local food and processed products.

## Management of savings and credit groups

For enterprise to be successful there is a need to save money and savings are the first step toward establishing successful micro finance schemes. There are examples of these working successfully mostly within women's groups. There is potential to explore how these schemes can be expanded to include more young people. There are also new initiatives with mobile money that may make savings and financial transactions more accessible and this should be explored (eg m-silen of Telekom).

Access to market information remains a challenge.

This includes the concept of farming as a business where farmers make informed decisions on what to grow based on an understanding of the market. This challenge links to some of the financial literacy issues mentioned above.

## Lack of infrastructure

Infrastructure constraints are severe in rural areas of Solomon Islands. Those mentioned include: mobile network only reaching some areas and with poor and unreliable service; Lack of regular shipping service; Lack of roads apart from logging roads. Access to modern energy is extremely limited as is access to services. In total these infrastructure gaps place major restrictions on business success.

## Remoteness

Youth in more remote areas have less choices in terms of enterprise options. In some places they may have almost none. Nonetheless there are opportunities to engage in the subsistence economy and or in strengthening resilience through nature based solutions. In some location strengthening self reliance may be the best option and the most likely to increase resilience. These areas are difficult to reach and often forgotten.

This is contrasted by the finding that in many interventions to support youth engage in a narrow range, arguably those with the least demonstrated need. Due to the many rules and requirements those who access support can be far from marginal - they are more often connected, urbane, education and confident (EVANS, D (2019)

## Early marriage and domestic violence

Youth talked about getting married when they were not ready for the responsibility. Unplanned pregnancy leading to early marriage is often the driver of this. People who are not ready to have and manage a family are in that situation too young and this can place further pressure on their ability to establish livelihoods.

Women often attend RTC closer to home and are recalled for family obligations. 64% of partnered women have been subject to abuse and 37% of women and girls have been sexually abused before age 15 . Water and sanitation facilities that cater for girls are essential. Safe accommodation for boarding, safety from violence and sexual abuse. Suggesting a second chance system could be effective for girls to catch up for bad luck and bad choices. For out of school youth and adults. (WORLD BANK - 2012)

Contribute to socio-economic pressure, increase household demand on livelihood

## Awareness of climate change

Some literature points to the danger of too much awareness. Many projects have an over emphasis on poorly executed awareness programs over concerted development. There is a broader frustration that outsiders will visit communities with various agendas and conduct awareness, collect information and leave without any subsequent follow up or tangible benefit. Many efforts to be innovative or foster entrepreneurship are based on weak or non-existent evidence. (Lee -2019). Other research has found that awareness and education on climate change can help communities to have stronger commitment to conservation and management of resources such as reefs and forests (Ha'apio et al, 2017). It would make sense for climate change awareness to be closely tied to practical adaptation actions under SOLKAS. See next section on climate change and youth livelihoods.

## Value chain specific technical challenges

There were multiple mentions of specific technical challenges that affect youth enterprise.

The main ones are discussed here:

Technical challenge	Tally
Cocoa rehabilitation / pruning; processing; establishing viable wet bean purchase enterprises; investment in improved drying facilities	5

Cocoa rehabilitation and pruning is one of the issues raised by farmers and local buyers, farmers lack the knowledge and skills to rehabilitate their cocoa farm. For example when to start pruning plants and proper tools for pruning. Most farmers use a knife to do the pruning which is not the right tool to use. The technical knowledge in managing the crop in their farm is important for farmers in rural areas in farm management practices for cocoa.

Harvesting at the right time when the crop is ready is important, the local buyers experienced that when buying wet beans they found that farmers harvest cocoa beans that are not ready. When they dry their beans they found out a lot of rejected bean which affect their business, This happens during the peak period where everyone wants to fill their bag to sell to local buyers. This is an area that needs proper training for farmers.

Establishing viable wet bean purchase enterprises is an opportunity for rural youths which could be either male or female.

Investment in proper drying facilities is crucial for farmers as some farmers still use old driers but in order to produce quality beans farmers need to be trained on improved drier facilities such such climate resilient drier.

Technical challenge	Tally
Livestock feed/ nutrition / livestock health	3

Livestock feed/ nutrition is an opportunity for youths to start an enterprise and also important to get proper training on different livestock. Many farmers use imported feed to feed their livestock but can also look at potential local feed ingredients that can be used for feeding their livestock. Livestock health training for youths/farmers should be provided by technical experts from MAL or any private sector that specialize in livestock.

Technical challenge	Tally
Marine resource management	2

Marine resource management training should be focussed targeting youths in coastal areas. People living in coastal areas rely heavily on sea food for protein and in order for harvesting marine resources sustainably proper training should be provided. Increase in population is another challenge which we need to protect our marine resources using the act to protect marine resources.

Technical challenge	Tally
Pest and disease of crops	1

The challenge of pest and disease of crops is evident since many farmers start to use external inputs in farming. The challenge of using the same plot of land over time also contributes to pest and disease affecting the crops. Organic farming or sustainable agriculture practice is proved to be working well in pest and disease management. Gwaunafiu farmer school has experience in their trial that using sustainable agriculture or organic farming practice brings better results in their farm.

Training on how to use fertilizer and pesticide is important for farmers to know the advantages and disadvantages of using external inputs in farming. Organic farming or sustainable agriculture practice should be promoted and encourage youth to be part of the network.

Technical challenge	Tally
Seed saving, diversification, production of appropriate planting materials	2

Seed saving, diversification and production of appropriate planting materials is a way for farmers as they become self reliant with the planting materials. The traditional knowledge of seed saving is eroding fast since farmers rely heavily on imported seed for growing vegetables. Kastom Gaden with the Planting Material Network(PMN) promoted and trained farmers how to save their own seeds and also the root crop bulking centre for production of planting material to be shared to farmers. The approach also helps to identify climate-resilient planting materials. Ongoing training and support to individual farmers or farmer field school on such approach will help farmers to easily access seeds, suckers and planting materials.

# Climate change and youth livelihoods

During field work when discussing climate change this was a common response: Many rural youth as well as the wider community have limited understanding of what climate change will mean and even less idea of what their adaptation options could be. This increased awareness of climate change is an important gap.

Communities have combined accumulated traditional knowledge and modern technologies to improve the resilience of their cropping systems by adopting a ‘no regrets’ approach to decision making. ‘No-regrets’ actions can be justified from an economical, environmental and social perspective whether or not climate change impacts and other natural hazards occur. Such actions increase the resilience of a system including its ability to deal with multiple hazards in an efficient, equitable and timely manner. In the context of agriculture and food security, one example of a no-regrets action is pursuing crop diversification through intercropping and crop rotation. Planting a high diversity of crops has no adverse impacts but increases the likelihood of at least one crop surviving if a hazard strikes.

Another technique for reducing food insecurity is selecting and adopting crops that have resilient features, making them beneficial for increasing food security. Through these and other techniques, Pacific Island communities have managed to stabilise crop yields, reduce losses and damages and reduce the risk of food insecurity. (IESE et al, 2019)

In order to support youth enterprises with climate change resilience it makes sense to look at each enterprise opportunity and whether it can contribute to this concept of resilience and diversity. During the stakeholder workshop we asked participants what makes a youth livelihood climate resilient.

The following ideas were shared:

1. Utilise climate resilient farming methods.
2. Ensure there is a clear climate rationale for each livelihood activity supported
3. Diversification — on all levels — diversify livelihoods and income sources, biological diversity, utilise diverse approaches and diverse culturally relevant responses to youth needs.

4. Capacity building for youth.
5. Inter generational collaboration and building on traditional knowledge.
6. Resilience through linking existing and new private sector with youth enterprises
7. Accessibility to resources, markets, finance and materials.
8. Tend to have one of two problems — lack of technical capacity or lack of finance.
9. Beneficial to have an association of some type with good governance.
10. Individual versus community/ group based activity tension that needs to be clarified.
11. Diverse options — consider the framework of ministry of climate change which takes an integrated approach to climate change resilience that considers:
  - utilise nature based solutions (NBS)
  - infrastructure plus services
  - finance
  - governance
  - capacity building.

This list can be used to form guidance to climate resilient enterprise criteria in the roadmap.

In the field, we observed examples of climate adaptation innovation that involved young people in different ways. These examples point to how youth entrepreneurship can be linked to increasing climate resilience over time:

- **rows of drains between sweet potato strips** at Gwaunafiu Farmer School have increased production during high rainfall periods when sweet potato often produces very poorly under traditional cultivation methods
- **slash and plant:** Lionel Maeliu at Gwaunafiu farmer school promotes more intensive and sustainable land use that includes aspects of agroforestry, reduces or eliminates burning and reduces soil erosion
- **changing farming systems and innovation in farming** can be interesting for young people and can also be part of the process of climate change adaptation
- **fish farming** — is relevant both as alternative to sea fish pressures and stresses but also as protein source for inland communities — the farmer school is promoting tilapia — tilapia fish farming courses has been piloted in Malaita in partnership with the Waikato Institute of Technology International Development Services (WINTEC, 2017 — leaders that attended START leadership training suggest this work has been successful and is an interesting development in Solomon Islands vocational training (Hooper 2021)
- **Farmer Field trials**
- **reforestation** with native species.

## World vision work with Tawarodo village, Makira on replanting of mangroves as an example of community resilience and environmental stewardship in action

Tawarondo and Maenipua villages in Ugi, Makira/Ulawa Province have been facing rising sea levels, leading to saltwater intrusion inland. Concerned about the impact, community leaders from both villages sought assistance from the World Vision field office in Kirakira. In response, World Vision launched a climate change program to support the affected communities.

A village committee set up to assist World Vision with mangrove planting and continuous monitoring of the plant growth. World Vision worked with one of the villages in the main land of Makira, Waimasi a Tipokia settlement to source mangrove planting materials.

Through this initiative, they collaborated with the villages to plant mangroves, a natural solution to mitigate the direct effects of rising sea levels and protect the environment.

## Youth Livelihoods and climate risk

The table below examines the youth entrepreneurship successes mentioned in the interviews and analyses if these are likely to be climate change resilient and what opportunities there are to further strengthen them as climate resilient livelihoods.

The table below is really just a first look at this issue of resilience / risk and opportunities to strengthen resilience through each livelihood option. This should be explored in more detail and more nuanced to the local level during implementation by SOLKAS.

Youth livelihoods	Level of climate resilience	What can be done to make it more resilient
Cocoa	High	Diversify into agroforestry systems . for example could utilise indigenous nuts for shade - considerable investment by private sector is leading to emerging opportunities for growers and processors of canarium nuts.
Pigs and small livestock	High	Need careful management of livestock health and disease; local production would reduce dependence on potentially vulnerable feed imports.

Youth livelihoods	Level of climate resilience	What can be done to make it more resilient
Fresh produce marketing; Household gardens / slash and mulch and fixed site agriculture	Medium	Food production systems are vulnerable to climate change but also essential to food security. Many opportunities exist to increase resilience eg soil fertility improvement, erosion control, diversification. Vulnerable to extreme weather. Potential to process and value add products for market link resilience and also potentially for food security and nutrition.
Betel Nut/ smoke	High	Highly resilient crops — betel nut palm and leaf. Lime production uses coral reefs.
Seaweed	Medium	Provides an important opportunity to diversify marine livelihoods and can take pressure off other marine resources. Vulnerable to cyclones.
Village carpentry / furniture making	Medium	Good to consider the source of the timber being used and if it is a sustainable harvested source. In any case it represents significant value adding compared to logging.
Fishing	Low	Coral reef die back are likely to be early impacts of climate change. None the less fish will remain an important part of food security. There is evidence of declining fish availability due to over exploitation in Solomon Islands. (Gillet and Tati 2018) and this is and will be compounded by increased sea temperature, ocean acidification and sea level rise.
Food processing and value adding	High	Actual products may be vulnerable to climate impacts but value adding in itself is a resilience strategy that can buffer climate impacts and extreme events.
Copra	High	Likely to be quite resilient although coconuts can be vulnerable to cyclones and coastal erosion.
Forest restoration / riverbank restoration	High	Could be very positive effect on resilience. Take care that indigenous species are included.
Seed Saving, fish ponds and sewing business	Mixed	small enterprises that diversify livelihood and in particular are less dependent on agriculture could be an important resilience strategy

Risk may also be reduced by having multiple sources of livelihood and this should be considered. For example limited financial resources limits options to purchase food during crop failure or to for example purchase additional water tanks in areas of water stress. This approach could be expanded to include climate risk analysis for adaptation options and planning. (Boseto 2024 et al)

The roadmap will propose a portfolio analysis tool to help SOLKAS select which types of livelihoods to focus its efforts on.

## A value chain approach

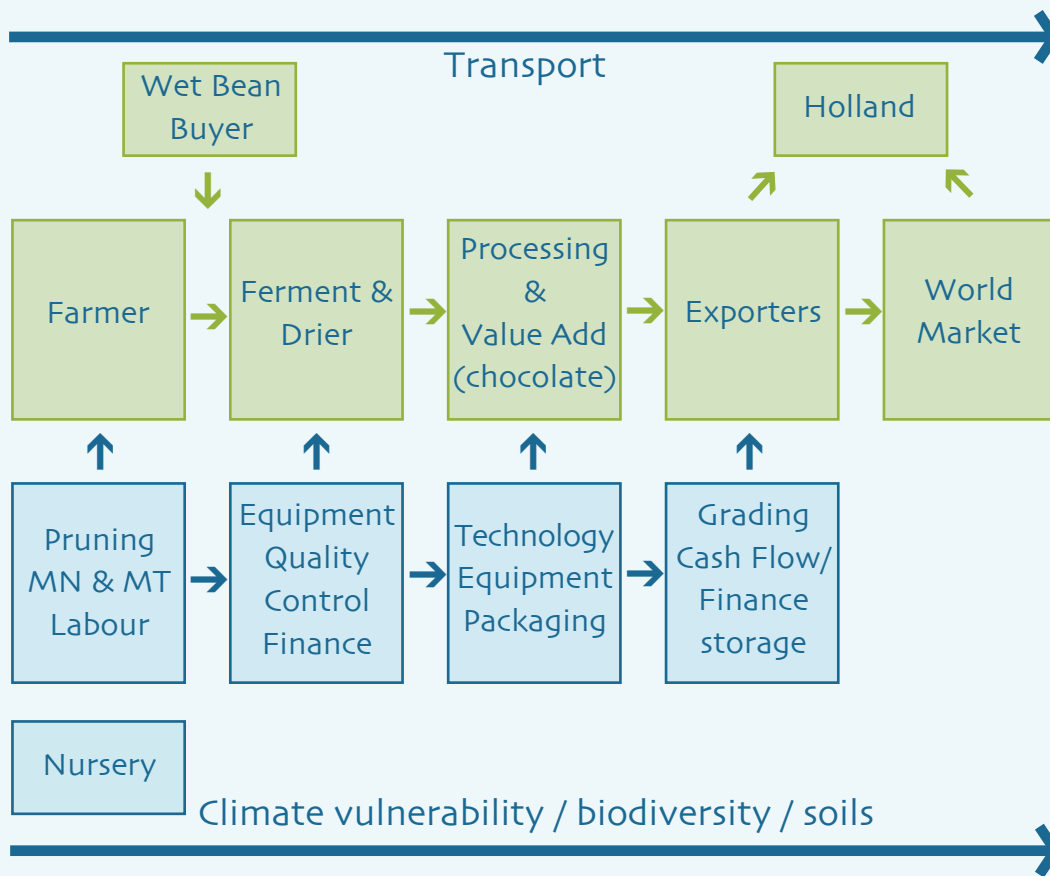
We suggest that a useful framework for understanding youth entrepreneurship opportunities and constraints is participatory value chain mapping and analysis. SOLKAS will need to prioritise which value chains it wishes to focus on. These value chains can then be mapped and ideally constraints and opportunities identified using a participatory approach with value chain actors.

An example is included below which was discussed in the stakeholder workshop of a typical cocoa value chain. The aim of the value chain mapping exercise is to look at each step in the chain and then identify what are the gaps or needs as well as opportunities for supporting youth livelihoods.

In the example, over the page, the steps in a value chain of cocoa were discussed and drawn. Each step was then discussed what are the opportunities and constraints both in general and specifically for youth involvement.

Overall influencing factors or enabling environments were identified — such as transport and climate vulnerability. This is just an example but a process like this can be done through field based mapping of targeted value in specific provinces and then a meeting held with value chain actors to discuss the mapping, add information to it and agree on priority challenges and opportunities and what can be done to overcome them by whom.

## A VALUE CHAIN ANALYSIS OF COCOA...





# Review of existing training packages

## ...in Solomon Islands and the region targeted at appropriate and relevant climate resilient rural livelihoods skills development (identifying gaps)

Only a small minority of youth will proceed from secondary to tertiary education. Many will drop out in primary and then through secondary schools. Secondary school is competitive and students must pass exams to continue to take limited places. Sixty percent are pushed out by form 3 and 85 percent by form five. (Chevalier 2001).

The bulk of youth have been trained for non-existent urban jobs effectively alienating them from their village resource base and branding them as failures (Roughain 2000). There are limited places for vocational training and the curriculum needs to be relevant and applicable to rural life and the semi-subsistence sector (Chevalier 2001).

There has been some increase in access to practical teaching equipment at the RTCs, although there is a discrepancy between courses. Life skills courses at all relevant RTCs remain severely under-resourced for example. (Fleming 2015) and agribusiness and financial literacy are not at the level required to be successful in business enterprise.

In this section we map out different organisations and stakeholders who have resources and programs to support youth enterprise development and how this might be useful to climate change thematic and what the gaps are.

The table was developed during the stakeholder workshop and gaps filled through follow-up interviews and literature review.

## Training package and approaches (existing)

A key challenge for many of these initiatives is that cascading requirements for many of the enterprise support schemes mean that. The youth who most require support are the least likely to access it.

The current vocational training reforms are largely oriented toward the labour market and the formal sector industry needs which is minuscule compared to the informal sector. Government scholarships are flowing to these accredited RTC courses for the first time but are not included training programs that are oriented to ward home enterprise development. This is a significant gap that could be a focus of the SOLKAS program.

In general there is poor coordination between these different programs and varying requirements make accessing them complex and difficult if not impossible for a youth based in a remote rural areas. SOLKAS could consider how to improve coordination and accessibility to the various programs for youth within target wards.

Existing training packages or programs that could be accessed by youth for livelihood development	Appropriate and relevant for climate change?	Skills development it supports	Gaps
Rural Training Centre	Sustainable agriculture or organic farming practices is relevant for climate change.	The practical skills development equipped the student more on hands on training as student learn really skill development that fits in their settings.	The gaps identified in RTC is that everyone is using different training materials from different sources since they don't have the curriculum. Gaps with follow up mentioned in previous section.
Community based training centre and informal locally led initiatives such as farmer schools  Farmer Field School	On field learning helps farmers to do their trials and even innovation to tackle the challenges they are facing. Potential to build on traditional knowledge and practices.	It helps the farmers to be more innovative and ongoing trials motivate farmers with their results.	The involvement of technical experts on areas needs to be verified either on the trials or any innovations is crucial for documentation. Lack resources and facilities to train many.
Ministry of Commerce	Local village entrepreneurs can engage with Govt, NGOs or Private sector Initiatives that support climate adaptation for rural entrepreneurs.	The Ministry of Commerce, in collaboration with SICBEC, offers training programs for small businesses. These initiatives aim to enhance the skills of local entrepreneurs, helping them effectively manage and operate their businesses.	Limited access to resources and without a follow up and on-going monitoring and mentorship. Urban focus less reaches out to rural communities.

Existing training packages or programs that could be accessed by youth for livelihood development	Appropriate and relevant for climate change?	Skills development it supports	Gaps
SIARTC Farmer Agri-Business Manual	Farmers can mitigate the risks of climate change in their business by identifying potential challenges, risks and developing effective management plans to ensure sustainability.	The Agri-Business manual helps farmers grasp the principles of agri-business in farming. It enables them to recognise the investment potential in their production while providing guidance on effective planning for better agricultural outcomes.	Local agricultural experts or experienced farmers conduct hands-on sessions where learners practice new methods may not be available on field. Not yet rolled out to all RTC but could be through RTC staff training.
Financial Education Curriculum for Anglican Church of Melanesia Rural Training Centre.	Relevant for climate change as it helps student on financial education that leads to better management of resources and saving.	A participatory approach with a step-step guide to enhance students' knowledge on financial literacy.	Limited engagement with other RTC service providers and SIARTC. Could be shared more widely.
Setting up and managing a small enterprise. A guide for the Pacific. Live and learn environmental education	Local village entrepreneurs can engage with Govt, NGOs or Private sector Initiatives that support climate adaptation for rural entrepreneurs.	A step by step manual designed to raise awareness of business fundamentals, processes and risk and guide participants on how to conduct a business operation in order to make profit. It also helps to further give participants the understanding of business discipline.	No follow up support and monitoring. Could be useful resource for trainers and RTCs.
ILO Community Based Driven Business Manual	Community-Based Enterprise Development (C-BED) can be highly relevant to climate change by equipping local communities with the skills to develop sustainable businesses that are resilient to environmental challenges.	Community-Based Enterprise Development (C-BED) is a low cost, innovative training programme designed by the International Labour Organization (ILO) to support skills development and empowerment in local communities for improvements in livelihoods, productivity and working conditions. C-BED is unique in that the programme is built around a peer-to-peer, activity based learning method with no role for teachers or experts.	The program is designed for local communities, but expanding its impact to larger regions or integrating it into national policies may require additional resources and coordination. Need to consider if it could be useful at an individual youth enterprise level.

Existing training packages or programs that could be accessed by youth for livelihood development	Appropriate and relevant for climate change?	Skills development it supports	Gaps
Kastom Gaden association farmer and village level training and provision of seeds, planting materials for members who have registered with them have a wide variety of climate resilient and diverse planting materials for food security and livelihoods in agriculture.	conduct participatory climate risk analysis training in climate smart agriculture methods Also working on breadfruit and other species agroforestry development as climate resilient model.	various training manuals network of lead farmers who can conduct training some have climate resilient model gardens do youth targeted training and youth attachments; work with many RTCs on out reach activities. Able to work as service provider.	Documentation of learning is essential for tracking progress, reflecting on experiences, and demonstrating growth Require farmers to join the KGA network. Current activities do not cover all provinces.
SINYC — YECA (Youth Economic and Climate Action) work with the SINYC network for partnerships in capacity building packages currently have specific western province program for girls	These initiatives encourage young entrepreneurs to promote an eco-friendly approach in agro-business in which it does less harm to the environment and become climate resilience.	Encourage youth-led micro-business ventures by providing business development support and services. Foster growth in agribusiness, as well as sustainable green and blue enterprises. Promote skills development initiatives and establish an apprenticeship or training program focused on agribusiness for young individuals. Familiar in service provider role.	Access to resources and technical support can be a challenge if the funding runout.
Matavale Women's Association (UN funded)	Sustainable farming practices and resource management can reduce environmental impact, fostering resilience against climate change.	Have formed groups who are provided with seedling, tools, finance and seed money to establish canteens for the groups. Rationale is to establish a disaster fund for the group.	Long-term financial sustainability may be uncertain. Without continuous income streams, the fund may struggle to support future climate-related emergencies and if there is lacking guidance on sustainable farming techniques, groups may face difficulties adapting to changing environmental conditions.

Existing training packages or programs that could be accessed by youth for livelihood development	Appropriate and relevant for climate change?	Skills development it supports	Gaps
World Vision working on youth and social entrepreneurship	Savings for Transformation is relevant to climate change because it empowers rural women and girls to build financial resilience, which is crucial for adapting to environmental challenges.	Savings for transformation empowers rural women and girls by providing a platform for social and economic advancement. It fosters local planning and the development of sustainable livelihood businesses, enabling participants to build financial independence and create lasting economic opportunities within their communities.	Limited technical capacity in the group poses greater risk towards the sustainability of the project.
Climate Change Division (MECDM)	This program is highly relevant to climate change, as it addresses key aspects of awareness, assessment, research, and coordinated action	SINA adaptation options mapping Conduct awareness and advocacy on climate change and carry out nationwide vulnerable and risk assessment. Conduct research on adaptation and mitigating plans. Develop evidence-based adaptation and mitigation and implementing effective initiatives and coordinating efforts among sectoral ministries and stakeholder.	Stakeholder engagement coordination need to be supported and strengthened.
Church of Melanesia youth as peace builders program	Leaders can use their conflict resolution and leadership skills during negotiation of climate policies and consultations on climate related issues	Work with youth on conflict resolution and leadership.	Need to encourage youth leaders to become climate champions using leadership and conflict resolution skills that can make a huge impact.
Ministry of Rural Development	No information provided on link to climate change — not likely to have a focus	Focussed on the CDF act — is a cash handout in rural areas directed by politicians supported by a political constituency development committee. Support projects at constituency level that could be youth oriented. Could be individual or group.	Some issues over duplication and politicisation of selection committees at constituency level and competing roles with Ward Development Committees.

Existing training packages or programs that could be accessed by youth for livelihood development	Appropriate and relevant for climate change?	Skills development it supports	Gaps
Business Cooperative Division (MCIL)	No information provided on direct link to climate change.	Relevant training for youth. Focus is on SME which has specific definition and does not include companies; facilitate coordination with other ministries and stakeholders including donors and private sector; Provide financial literacy training; establish agribusiness incubation centre to help agribusiness access to finance - funds through the DBSI and central bank with specific access rules around security and formal registration Working on a TOR for an agribusiness incubator with FAO.	BDS services in rural area — have a plan to establish this but no funds Had poor results with grants and so now focuses on loans Business find it hard to meet collateral requirements of loans Must be registered to access concessional loans according to the SME 2016 policy of SIG .
YECSI		Support entrepreneurship for youth and business under 5 years of Business training mentorship; partnerships with stakeholders.	More urban youth driven focus.
Youth development division (MWYCFA)	National Priorities include sustainable development- Strengthening resilience to natural disasters and climate change.	manage SIG priorities for youth in development and empowerment . Support provincial youth desks and other youth organisations through policies support program.	Sectoral coordination and collaboration.
SINYP / SFYDE	Have a boot camp model to pitch business.	Develop policies and strategies for youth. Established youth mechanism with national and provincial governments. Assist in subvention to key youth bodies SIBYC and YECSI. Financial and technical support NYC and provincial youth council. Advise national government on youth priority matters. Establish youth and children centres at provincial level.	

Existing training packages or programs that could be accessed by youth for livelihood development	Appropriate and relevant for climate change?	Skills development it supports	Gaps
Labour market development Ministry of foreign affairs	If cocoa was linked to agroforestry could be part of climate resilient production systems.	Looking at training youth in cocoa rehabilitation prior to going to Australia to work on PALM scheme on understanding they would establish cocoa farmers on their return. MAL has proposed support to plant before the workers leave for 3 years in Australia.	Need to explore and given significant existing resources into labour scheme probably not a priority.
Bamford livelihood grant through SIARTC	Could be relevant depending on the grant focus.	Give \$5000-\$10,000 grants per graduate in fund managed by SIARTC. Has good potential as a model to be expanded under SOLKAS . currently under 10 grants per year so small in scale. Monitoring shows positive results.	Difficulty for some in accessing services due to the remoteness of communities and associated costs of doing so.

## Hubs' of community development

An emerging discussion during the research and the roadmap workshop was around how to facilitate networks that could allow youth to access existing and new resources and successfully establish climate resilient enterprises in their home villages.

Community development models in creating 'hubs' of practice are seen as one promising opportunity that could be relevant for SOLKAS (Green & Haines, 2015). These hubs could be diverse in nature, but can include local institutions, people or organisations that support the needs and interests of communities with whom they operate.

'Development' programming is often channelled through an organisational focal point that is accessible for surrounding areas (Green & Haines, 2015). In the context of the Solomon Islands, RTCs have been shown to be key hubs of contextually-relevant livelihoods development for their communities.

Fleming's work (2015) showed that students and communities perceived RTCs as a key avenue for their own skills and livelihoods development.

Given the capacity of education institutions to be hubs of 'development' in other settings, identifying the nature and purpose of the RTC organisational model is vital to understanding how external programmers might better support them as community development initiatives in the Solomon Islands. (Finn Egan, Victoria University of Wellington, February 2020).

We feel this model of a hub that connects RTCs to a network of RTC graduates (and other youth) in surrounding rural communities and then upwards to external training and resources could be developed for SOLKAS.

Trust and collective action seem to be important in supporting youth to be successful (eg the Tutu model) but are also important for climate adaptation and have been often excluded from other studies. Lack of financial and physical capital is a key driver of vulnerability posing a significant barrier to successful adaptation in Solomon Islands rural communities. (BOSETO et al 2024)

In the context of the Solomon Islands, RTCs have been shown to be key hubs of contextually-relevant livelihoods development for their communities. Fleming's work (2015) showed that students and communities perceived RTCs as a key avenue for their own skills and livelihoods development. Given the capacity of education institutions to be hubs of 'development' in other settings, identifying the nature and purpose of the RTC organisational model is vital to understanding how external programmers might better support them as community development initiatives in the Solomon Islands. (Hooper 2021)

RTCs operate in geographically and contextually diverse places which can require equally diverse modes of operation. This model is intended to show external RTC stakeholders the diversity of purpose for which they operate that extends beyond an economic focus.

In contrast to changes for youth in urban areas, rural communities have been relatively overlooked in the provision of similar support networks. (Hooper 2021)

# Conclusions



The field research, consultation with stakeholders as well as literature review has found:

1. There are many livelihood opportunities that rural youth can engage in. In the report 24 livelihoods have been identified that are currently relevant to rural youth. Some are more appropriate for young men, young women or both and each has a geographical relevance with the most remote and isolated communities having the fewest options.
2. There are very high rates of exit from formal education particularly in rural areas and in any case progress in formal education is not leading to many opportunities for formal employment. Self employment is the logical path for rural based youth.
3. RTCs are among the few rural based training opportunities open to young people and they have established and well supported institutional structures that should be built on. However many RTC graduates are unable to overcome the barriers they face to establish enterprises following training, There are successful examples where this has worked and these need to be learned from. There are some barriers to female participation in RTCS that need to be addressed.
4. Ten main challenges have been identified that need to be addressed to support rural youth enterprise development. The most significant being financial literacy and financial management, access to basic finance services such as savings and investment costs, youth leadership skills, access to the right technical information and skills, and a range of other factors.
5. Climate change has different risk levels for different types of livelihoods. There are also opportunities to enhance livelihood options to be more climate positive in terms of supporting adaptation through nature based solutions. There is evidence that young people and others are already engaged in livelihood innovations that make them more resilient to climate change and climate positive that can be built on.

6. A value chain approach to mapping targeted value chains and understanding the opportunities and constraints for youth livelihoods along the chain as well as strengthening the overall functioning of the value chain is proposed as the approach to take in developing plans to support youth livelihoods in rural areas. Without this approach youth can be unable to overcome the challenges identified .
7. Twenty existing training programs and resources as well as institutions with programs relevant to youth livelihood have been identified. All have potential to be linked to the target value chains and to youth enterprise development. Gaps have been mapped for most as well as opportunities to link to climate resilient livelihoods. Coordination and accessibility due to complex requirements are the key challenges.

The road map workshop developed 3 priority themes that are being developed into recommended actions for the SOLKAS program and this is presented in the SOLKAS Youth Livelihoods Roadmap report.



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