

# SOLKAS Youth Livelihoods Road Map

for youth entrepreneurship relevant  
to climate change



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





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**Prepared for:** SOLKAS  
project Solomon Islands.



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# Acronyms

ACOM	Church of Melanesia
APTC	Australia Pacific Training coalition
C-BED	Community based Enterprise Development
CBSI	Central Bank of Solomon Islands
CSA	Climate Smart Agriculture
GCF	Green Climate Fund
GEDSI	Gender Equality Disability and Social Inclusion
ILO	International Labour Organisation
KGA	Kastom Gaden Association
LLA	Locally Led Adaption
M&E	Monitor and Evaluation
NbS	Nature Based Solutions
NGO	Non Government Organisation
RGLSC	Rural Training Centre Graduate Livelihood Support Coordinator
RTC	Rural Training Centre
SIG	Solomon Islands Government
SOLKAS	Solomon Islands Knowledge-Action-Sustainability for Resilient Villages (SOLSKAS) Project
SPC	Secretariat of the Pacific Community
SIARTC	Solomon Islands Association of Rural Training Centres
SITESA	Solomon Islands Tertiary Education and Skills Authority
TOR	Terms of Reference
VC	Value Chain
WARA	West 'Are'Are Rokotaniken Association
YECA	Youth Economic Climate Action
YECI	Youth Entrepreneurs Council - Solomon Islands

# CONTENT

ACRONYMS .....	IV
CONTENT .....	V
EXECUTIVE SUMMARY .....	1
INTRODUCTION .....	3
THEME 1: ESTABLISH YOUTH RESILIENT LIVELIHOOD INCUBATORS.....	5
How: .....	5
Key activities of the RGLSC are:.....	5
Service providers.....	8
Making rural livelihoods attractive for young people .....	8
THEME 2: UTILISE A VALUE CHAIN APPROACH.....	9
Selecting the value chains to focus on.....	9
Value chain mapping .....	11
Value chain strengthening .....	11
THEME 3: RESOURCE MOBILISATION FOR YOUTH (AND COORDINATION) .....	13
THEME 4: A BALANCE OF GROUP VERSUS INDIVIDUAL SUPPORT	19
Groups.....	19
How the Roadmap supports the SOLKAS project proposal.....	21
ANNEX .....	23
Annex 1: Draft TOR for value chain mapping.....	24
Annex 2: Application form: RTC graduates to participate in RTC graduate climate resilient enterprise support scheme .....	25

Annex 3: Climate change and agriculture curriculum for Rural Training Centres (RTCs).....	26
Curriculum overview.....	26
Assessment and feedback.....	26
Resources and materials.....	26
Integrated curriculum themes .....	27
Interdisciplinary approach.....	27
Action-oriented learning.....	27
Localised learning .....	27
Hands-on activities.....	27
Community engagement.....	27
Flipped classroom guide .....	27
Week 1–2: Understanding climate change.....	28
Week 3: Local impacts of climate change .....	29
Week 4: Risk and vulnerability.....	29
Week 5: Adaption and mitigation .....	30
Week 6-7: Practical adaption solutions .....	31
Week 8: Diversifying food production .....	33
Week 9: Nature-based solutions (NbS) .....	34
Week 10: Climate resilient crops and agroforestry .....	35
Week 11: Youth action and communication.....	35
Week 12: Final project and evaluation.....	36
ANNEX 4: Entrepreneurship and financial literacy curriculum materials for Rural Training Centres (RTCs).....	37
Make use of other existing resources .....	37
Curriculum checklist: financial literacy & agribusiness skills development for Rural Training Centres.....	38
Section 1: Financial literacy skills development.....	38
Section 2: Agribusiness skills development .....	39
Section 3: Integrated and supporting elements.....	41
Flipped classroom .....	42
Week 1: Seeing agriculture as a business.....	42
Week 2: Generating enterprise ideas.....	42
Week 3: Basic financial literacy .....	42
Week 4: Financial planning and savings.....	42
Week 5: Land and sustainable climate resilient practices .....	43
Week 6: Enterprise planning and record keeping.....	43
Week 7: Production and climate adaptation.....	43
Week 8: Access to markets.....	43
Week 9: Diversification and resilience.....	43
Week 10: Savings groups, credit access and financial service access .....	43
Week 11: Enterprise growth and leadership.....	44
Week 12: Final enterprise pitch and family transition plan .....	44
Annex 5: Curriculum materials for rural training centres on youth leadership .....	45
Annex 6: Suggested package of climate and enterprise training resources for Solomon Islands of relevance for RTCs .....	47



# Executive summary

The SOLKAS Youth Livelihoods Roadmap provides direction for supporting climate-resilient youth livelihoods and entrepreneurship in rural Solomon Islands. The roadmap is structured around four thematic focus areas:

- **Theme 1: Establish Youth Resilient Livelihood Incubators**

This theme proposes establishing **decentralised, rural-based incubator models** within each province, potentially centred around Rural Training Centres (RTCs).

The goal is to help youth overcome barriers and establish successful climate-resilient enterprises where they live. This involves providing **mentoring, technical support, and micro grants**, particularly to RTC graduates.

Key activities include resourcing an RTC Graduate Livelihood Support Coordinator (RGLSC), mapping and tracking graduates, administering a **climate-resilient enterprise support scheme** with potential grants and requiring climate resilience in plans, contracting service providers for support, monitoring progress, providing capacity support to RTCs on climate change adaptation, establishing RTC enrollment scholarships for isolated youth, ensuring training in **financial management, 'farming as a business', and leadership**, and supporting savings accounts.

- **Theme 2: Utilise a Value Chain Approach**

This theme focuses on connecting with the private sector, from village traders to larger enterprises, to **strengthen and expand value chains** and identify opportunities for youth engagement. It moves beyond viewing youth enterprises in isolation.

Key activities include conducting a **Portfolio analysis** to select priority value chains based on criteria like climate resilience, suitability for girls, and potential for innovation. A **Value Chain (VC) mapping process** is then carried out to identify constraints, opportunities, and the roles of actors, with a focus on making the chain **more climate resilient**. Findings are discussed in participatory workshops to develop a **value chain strengthening investment plan**.

- **Theme 3: Resource Mobilisation (and Coordination)**

Recognising that information on existing programs and resources is not easily accessible, this theme aims to **coordinate diverse organisations and resources**(government, NGOs, private sector, etc.) that can support youth enterprises and value chain actors. This involves establishing mechanisms for **mobilising existing government services and programs** into target areas. The goal is for youth to utilise a wide range of services, increasing their understanding of available options for sustainable enterprise development.

- **Theme 4: Balancing Group versus Individual Support**

This theme suggests a balanced approach: using **groups for climate action and social capital development**, while focusing **enterprise and family-based support primarily on individuals**. It notes that forcing groups to run income-generating enterprises is often unsuccessful.

Youth groups and associations can play important roles, such as proposing **Nature Based Solutions**, being contracted for value chain services (e.g., pruning, nurseries) to earn income for their social goals, or acting as **convenors for training and awareness**.

The individual youth support scheme described in Theme 1 is the main focus for individual support.



# Introduction

This roadmap aims to give direction to SOLKAS on how to work with youth and other stakeholders to:

- enable targeted youth to develop sustainable livelihood opportunities (SOLKAS output 2.4)
- enable Youth to have increased skills and a supporting environment for resilient livelihoods (SOLKAS Output 1.3).

The road map has been developed based on the learning from the research conducted in early 2025 and then the planning in a stakeholder workshops held in Honiara in April 2025. It has been further updated based on feedback from the SOLKAS team in May 2025.

The research conducted clearly shows that the **priority gaps are not new curriculum or training materials for youth but rather the right type of support services and the enabling environment to allow resilient youth enterprises and livelihoods to succeed in rural areas.** This is best addressed using an approach across an entire value chain rather than looking at youth and village based enterprises in isolation.

The road map suggests how to engage and support rural training centres, the private sector and other service providers to address the gaps and build on the opportunities identified in the research report.

We propose a **decentralised rural based approach to the roll out of the youth livelihood incubator(s).** This will be centred as a hub around rural based RTC in the SOLKAS wards connected with service providers (including where appropriate the RTCs themselves) extending value chain identified services, training, finance support, mentoring and start-up grants to establish youth enterprises.

The proposed youth livelihoods program respond to the SOLKAS 3 key pillars.

SOLKAS pillar	How the road map address this area
<b>Knowledge</b>	Targeted communities — including RTC graduates (young men and women), other youth, their families, and wider communities — gain a clearer understanding of current and future climate change impacts and how these affect their lives. They are equipped with the knowledge and skills to strengthen local resilience and livelihoods, with attention to the specific vulnerabilities and coping strategies of women, men, girls, and boys.
<b>Action</b>	Targeted youth, RTCs, private sector actors, and service providers are mobilised to address value chain barriers that limit RTC graduates from establishing climate-resilient enterprises. Improved coordination enables tracking and support of youth-led businesses, while key institutional gaps within RTCs — especially those affecting female students — are addressed. The approach focuses on practical, village-based enterprise learning and support.
<b>Sustainability</b>	Sustainability   Youth livelihoods are designed to be resilient and, where possible, based on nature-based solutions. By working with existing stakeholders such as SIARTC, RTCs, value chain partners, and government service providers, the roadmap supports a coordinated approach that fosters long-term, sustainable livelihoods in the face of climate change.

The road map is presented under four Thematic Focus Areas:

1. Establish youth resilience hubs.
2. Utilise a Value chain approach.
3. Resource mobilisation for youth (and coordination).
4. Balancing group versus individual support.

Each is described following with key activities.



# Theme 1: Establish youth resilient livelihood incubators

## How:

1. Resource an **RTC Graduate Livelihood Support Coordinator (RGLSC)** as a **full time position within SIARTC that is responsible for the livelihood incubator program.** (initially funded by SOLKAS but with the aim of it eventually being supported under recurrent SIG support to SIARTC)

## Key activities of the RGLSC are:

2. Establish and implement a **system to map and track RTC graduates** (current and past but who are still youth) who reside in the SOLKAS target wards (they could be graduates from RTC within the target wards or graduates from other RTC such as those with national intake but who reside in the target wards). This mapping would serve as a baseline on RTC **graduates** and their enterprise/ livelihood status and also identify the main target group for the enterprise support scheme under SOLKAS.

How this might be resourced to be determined in consultation with SIARTC and their member RTC but might include field surveys, radio programs (to encourage RTC graduates to register), new procedures for collecting information and tracking graduates each year within the RTC system.

3. Establish and administer an **RTC graduate climate resilient enterprise support scheme** working with the RTCs where the graduates come from.
  - a. A process (ideally annual) for individual RTC graduates to apply for support that would require integrating climate resilience into their livelihood plans. This should be a SIMPLE process for the graduate to express interest to take part (see ANNEX 2).

It could include grants of SBD\$5000-\$10,000 (building on the successful Bamford-SIARTC model — which would include a signed commitment of their family members to support the youth in areas such as access to land if required and to support the enterprise in general) combined with contracted support to the youth to deliver needed additional requirements.

This support would be delivered by service provider(s).

- b. Screening of applications and selection of youth RTC graduates to join the youth **climate resilient enterprise support scheme**. Ideally the RTC where the youth did their training should have some role in the selection process, but SOLKAS would need to determine who else should be involved and what would be the mechanisms for administering the applications, decision making process and administration of the fund. There are various models that could be considered the key principle being accessible, effective, not bureaucratic, but still have adequate controls and accountability.
- c. Contracting of service provider(s) to deliver required training, mentoring, and technical support to the graduates and other actors on the target value chains (identified in value chain mapping— see Theme 2) — effectively a decentralised incubator service. The service providers could also include the RTCs themselves if they wished to develop community follow up and support services for their graduates, NGOs with capacity to deliver in that area and private sector enterprises with expertise or commercial operations (eg cocoa or virgin coconut oil exporters) in that value chain or service areas. The aim would be to **strengthen a community based web between youths and their families and communities to local RTCs and the private sector and markets**. SOLKAS will need to explore the best way to contract and manage service providers able to cover the target value chains, provinces and wards. Probably this would be done through a transparent process directly by SOLKAS with some involvement of the RGLSC and other stakeholders.
- d. Monitor progress of the graduates through field-based monitoring and follow up visits — some of this would be done by service providers but SIARTC should have a budget to carry out their own direct monitoring of a sample of enterprise support scheme recipients each year ideally in a participatory format involving their member RTCs and youth themselves. Share and disseminate the learning to improve the program but also to give feedback to RTCs themselves to improve their training of youths.

#### 4. Capacity support to target RTC within SOLKAS wards

- a. Develop and pilot an **action-oriented program to expand knowledge about climate change and practical adaptation options** to strengthen resilience for RTCs. Conduct training for target RTC teachers coordinated by SIARTC and involving SITESA to jointly develop the training package (we have suggested a component of this as the curriculum guide and flipped classroom in Annex 3).

Procure relevant existing manuals and training resources as a resource package for all RTCs (see Annex 6 for suggested list). The training package would give the RTCs a toolbox to adapt in order to work with students to learn about climate change, resilience and establish practical field-based training and practical on site models in adaptation and nature based solutions at each RTC.

The process could consider involving *farmer schools* and other active lead farmers with *innovative climate resilient farming models* as mentors and training sites.

- b. **Enhance opportunities for females to join RTC programs** either through special short courses or upgrading of RTC facilities to enable suitable accommodation and learning environments that keep female students safe.
- c. A national workshop of SIARTC members to support RTCs to learn from the Tutu Training Centre Fiji model (ideally with resource people from Tutu). The workshop would reflect on earlier attempts to adapt this model. It would develop a SIARTC approach to ensuring family and community support of RTC students before they come to the centre and staged livelihood establishment while they are attending training. This could progressively link to 3 above. The aim is a more staged exit from the RTC with livelihoods being established at the same time as training as well as other features such as savings earned from RTC based livelihood activities which in the long term could replace the need for start up grants.
- d. **Establish RTC enrolment scholarships for youth from isolated areas** (higher percentage of girls) supported by SOLKAS to attend upgraded RTC training programs that include the climate resilient package in (a) above. These youth would then have the opportunity to apply for the youth enterprise support scheme when they graduate but potentially in a more integrated way where they start to establish their home based enterprise during the period of their training.

This would complement existing industry targeted SIG TVET scholarships which often miss out on those from the most remote and isolated communities and are not focused on village enterprise development or climate resilience. Ideally the scholarship would be administered through a SIARTC — RTC based mechanism to make it accessible to these more remote and isolated areas.

## Service providers

The service providers (see table in the next Theme 2) will likely provide specific technical inputs relevant to the value chain (Theme 2 below). In addition to those technical VC support areas, at a minimum the service providers would ensure that each graduate received some additional training (either community based or short courses at RTC or other venues) to cover basic skills training in the following areas:

- financial management and literacy
- farming as a business — how to analyse a product cost and expenses and compare it to other business options — how to keep business records
- leadership and women empowerment / gender equality
- support each youth to establish a savings account either with a bank, micro credit/savings scheme or mobile money (e.g. M-Silen).

## Making rural livelihoods attractive for young people

SOLKAS would complement the program through an awareness and media campaign:

1. Facebook and other social media experience sharing of youth (boys and girls) engaging in interesting livelihoods and climate change resilience, innovation and environmental restoration activities.
2. Advertising and promotion of the graduate enterprise program would use the stories, images, quotes from above to develop information campaigns that make youth aware of the opportunities in RTCs for skills development for village based enterprises and the support scheme for youth enterprise establishment. Could be integrated with climate change, resilience and youth and female leadership messages.

The livelihood support scheme will need to be costed by SOLKAS in more detail to determine its scale. We would suggest as a benchmark **target for SOLKAS wards of at least 100 young people per year supported under the RTC graduate climate resilient enterprise support scheme - expanding each year.** At present there are estimated to be 4000 RTC graduates per year nationally from 56+ RTCs plus about 14,000 who graduate from RTC short courses.

# Theme 2: Utilise a value chain approach



We found there are many opportunities to link with the private sector ranging from small farmers and traders at the village level through to larger enterprises at provincial capital and Honiara. This could be both in the form of using private sector actors as service providers to strengthen and expand the value chains that supply products they need to effectively reach youth AND/OR identifying service provider key gaps and opportunities through value chain mapping and addressing this in a coordinated way.

## Selecting the value chains to focus on

How:

SOLKAS — involving other stakeholders as appropriate — should **conduct a Portfolio analysis of the livelihood options identified in the research** (and additional livelihoods that may be specific to a given province etc) from the 5 provinces:

- Guadalcanal
- Makira
- Malaita
- Isabel
- Temotu
- Central.

**Portfolio analysis tool:** The criteria can be adapted by SOLKAS, but as a starting point we suggest some here:

Value chains	Support climate change resilience	Sustainability to girls / females	Relevant to very isolated areas including inland communities	Potential to take to scale	Province specific relevance (put province or part of province where it is highly relevant)	Potential for innovation and nature based solutions (e.g. agroforestry)	Other criteria	Total score
VC 1								
VC 2								
VC 3 etc.								

The ideas would be to map value chains and give a score for each criteria from 1-3.

The aim is not necessarily to select only the highest scoring — although some high scoring ones would be selected, but rather to have a mix of value chains that provides a good coverage of all the criteria.

Value chains to consider in the portfolio analysis — we would suggest choosing 4-6.

The outcome of the portfolio analysis exercise would be **priority value chains for each province or multiple provinces**. We suggest this work would be carried out by SOLKAS with input from government stakeholders.

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
Other value chains suggested: <ul style="list-style-type: none"> <li>• solar power lighting and charging systems supply and maintenance as well as renewable energy supply models</li> <li>• Kava</li> <li>• dried fruits</li> <li>• Nambo (breadfruit)</li> <li>• medical marijuana</li> <li>• infrastructure</li> <li>• water supply systems</li> <li>• charcoal and fuel efficient / smoke reduced cooking systems.</li> </ul>	SOLKAS review suggestions
Mangrove and forest ecosystems	Suggested following comments



## Value chain mapping

When the priority value chains have been selected a VC mapping process should be carried out — probably by selected service providers with experience in this area (see suggested TOR for the mapping in ANNEX 1). This would usually involve a physical journey along the value chain from producers, through to the market with discussions with men, women, youth, private sector and other stakeholders along the way.

Importantly it should include:

- producers (farmers)
- processors; traders
- transport providers
- other value adders and input suppliers
- market vendors or exporters
- consumers.

The mapping would look at opportunities and constraints at all stages with a particular (but not sole) focus on youth engagement at each stage. The mapping should also focus on opportunities to make the value chain more climate resilient and where possible nature positive. We would suggest the mapping adapt some of the methodologies of *making markets work for the poor*<sup>1</sup> into a ‘making markets work for young people’ approach.

The service provider / consultant would produce a draft value chain mapping report.

This would then be presented in a participatory workshop conducted for each target value chain with representatives from all the important value chain actors at all stages invited. The workshop would update the list of opportunities and priority constraints from the mapping and who should be involved to overcome them and prioritise what needs to be done.

## Value chain strengthening

The outcome would be a **value chain strengthening for youth and resilience investment plan for SOLKAS** for each VC. SOLKAS would need to make decisions on which of the VC actions it will support through a prioritisation and resource allocation process (and also aim to coordinate with other actors who may also be addressing the same value chains to encourage them to also consider the youth enterprise and climate resilience opportunities).

<sup>1</sup> <https://springfieldcentre.com/wp-content/uploads/2014/09/2014-09-M4P-Operational-Guide-with-watermark1.pdf>

SOLKAS would need to determine the mechanism but likely some kind of call for proposals would ensure where the VC strengthening requirements would be put to tender for service providers to deliver the required inputs in each province. This could take the form of sharing the key needs for value chain strengthening and asking service providers for proposals which might address all or specific parts of the VC based on their expertise.

It is likely each value chain would have a mix of service providers that would need coordination and monitoring by SOLKAS advisers - potentially involving the SIARTC RGLSC.



## Theme 3: Resource mobilisation for youth (and coordination)

There are many resources both training, manuals, programs and financing opportunities that could potentially be useful for training of youth in resilient enterprises and livelihoods or other value chain actors targeted for making those value chains accessible for youth enterprises.

A common challenge expressed was that information about these diverse programs and resources is not easy to know about and then take the required steps to take part or access. Therefore Theme 3 of the road map concerns **coordination of all the different organisations and resources that could potentially be useful for youth training** (from our table in the research report).

SOLKAS will need to establish what mechanism it would use for mobilising existing government services and programs into the SOLKAS target groups and areas. It is likely this would involve some of the new SOLKAS advisor positions, key ministries and the new SIARTC position working in a coordinated way. They would **develop an operational framework for coordination**. But whatever the approach this should be a goal — **to see the livelihood support services of the various ministries being utilised by youth and other value chain actors within the target wards of SOLKAS**.

The key indicator of success would be that a wide range of actors are involved in delivering youth enterprise services and that youth via the RTCs have increased understanding of the various services and options available and collectively they are leading to more sustainable and successful youth enterprise development in rural areas.

Potential service provide (should be seen as a working document to be expanded)	Services they can provide (as indicated in research phase)
<b>YECSI</b>	Support entrepreneurship for youth and business under 5 years of business training and mentorship and partnerships with stakeholders.
<b>Kastom Gaden</b>	<ul style="list-style-type: none"> <li>• conduct participatory climate risk analysis</li> <li>• training in climate smart agriculture methods</li> <li>• also working on breadfruit and other species agroforestry development as climate resilient model</li> <li>• access to network of lead farmers</li> <li>• production of planting materials</li> <li>• access to network of farmer schools.</li> </ul>
<b>Rokotanikeni Women Association</b>	<p>West 'Are'Are Rokotanikeni Association (WARA) has a strong foundation in financial literacy and savings management, making it an excellent resource for rural savings clubs.</p> <p>Financial Literacy Workshops in remote villages to ensure financial education reaches those without easy access to urban centres.</p> <p>Pair experienced savings club members with new participants to provide guidance and encouragement.</p> <p>Establish small loan programs within the savings club to support members in starting businesses or handling emergencies.</p> <p>WARA has already made a significant impact, and expanding these initiatives could further strengthen financial inclusion in rural communities.</p>
<b>SIARTC</b>	<p>Coordinating body for the Rural Vocational Training Centres (RTCs), non-formal educational institutions for young men and women.</p> <p>RTC trainees graduates with the appropriate knowledge and practical skills for self-sufficiency, productivity and responsible citizenship within the rural community.</p>
<b>KPSI</b>	Support with installing of Direct Micro Expeller (DME), training and mentoring, and provide market access
<b>National Youth Congress, Youth Economic Climate Action (YECA)</b>	<p>Governance and leadership training.</p> <p>Support the economical empowerment of young people while addressing the impact of the climate crisis among youths.</p>
<b>Provincial Youth Council</b>	Coordinating program and activities for youth in the province down to wards and villages.
<b>Church of Melanesian (ACOM)</b>	Leadership training for youths.

Potential service provide (should be seen as a working document to be expanded)	Services they can provide (as indicated in research phase)
<b>Gwaunafiu Farmer Field Schools</b>	Organic/sustainable agriculture farming practice. Reforestation.
<b>Airahu Rural Training Centre</b>	Providing training courses for youths on: <ul style="list-style-type: none"> <li>• agriculture</li> <li>• carpentry</li> <li>• lifeskills</li> <li>• mechanic.</li> </ul>
<b>World Vision SI</b>	Increase household economic resilience through improved food security training programs, sustainable livelihoods and access to loans and credit, organising and support of community groups. Nutrition sensitive agriculture.
<b>Plan International</b>	Working with children and communities to build their capacity to plan for and respond to the effects of climate change and natural hazards.
<b>Ngaliqaraqara RTC</b>	Providing training courses on: <ul style="list-style-type: none"> <li>• agriculture</li> <li>• carpentry</li> <li>• lifeskills</li> <li>• mechanic.</li> </ul>

Government Department	Policy / focus area	Services
<b>Ministry of Women, Youth, Children and Family Affairs</b>	The Youth Development Division manages the Solomon Island Government's priorities for Youth Development and Empowerment in the country.	<ul style="list-style-type: none"> <li>• micro qualification training</li> <li>• micro coaching</li> <li>• registration of youth groups.</li> </ul>
<b>Ministry of Agriculture and Lands</b>	An approach that helps farmers adapt to climate change while improving productivity and sustainability.	<p>Production</p> <ul style="list-style-type: none"> <li>• high yield varieties</li> <li>• rehabilitation of coconut and and cocoa plantations</li> <li>• technical support on pest and disease</li> <li>• harvesting and processing</li> <li>• harvesting</li> <li>• quality (certification)</li> <li>• bio-security</li> <li>• food hygiene/safety standard.</li> </ul> <p>Climate-smart agriculture</p> <p>Young professional interns.</p>
<b>Ministry of Education</b>	Policy goals include strategies to: <ul style="list-style-type: none"> <li>i. address social inclusion, cultural and economic barriers that deprive children, youth and adults of education and quality learning</li> <li>ii. funding strategies to address the situation of groups of marginalised children, youth and adults</li> <li>iii. address exclusion; and</li> <li>iv. encourage lifelong learning.</li> </ul>	<ul style="list-style-type: none"> <li>• micro qualification program for youths</li> <li>• TVET scholarship.</li> </ul>
<b>Ministry of Commerce, Industry, Labour and Immigration</b>	Policy Objectives include promoting entrepreneurship with a focus on women and youths.	<ul style="list-style-type: none"> <li>• export &amp; marketing information</li> <li>• training for SME for youths</li> <li>• loans for SME</li> <li>• micro coaching</li> <li>• business registration.</li> </ul>
<b>Ministry of Fisheries and Marine Resources</b>	Supporting community-based fisheries management involving women and youth in management, monitoring and sustainable livelihoods.	Technical training for seaweed farmers and good management practices for marine resources.

Government Department	Policy / focus area	Services
<b>Ministry of Provincial Government and Institutional Strengthening</b>	Empower Provincial Governments and local governance institutions to effectively deliver services at the provincial and community levels.	Governance training for Ward Development Committees.
<b>Ministry of Rural Development</b>	<ol style="list-style-type: none"> <li>1. Support preparation of the Constituency Development Profiles and Plans in close consultations with Constituencies.</li> <li>2. Oversee project planning, design, appraisal and implementation with respect to the Project Planning Guidelines and provide technical support to constituencies when needed.</li> </ol>	<p>Write—Shop—Training and workshop to develop proposals.</p> <p>Support livelihood activities in constituencies.</p>
<b>Ministry of Climate Change</b>	.Focuses on equipping stakeholders with skills to use the Solomon Islands Integrated Vulnerability Assessment (SIIVA) Tool, which helps assess climate vulnerability and adaptation needs.	<ul style="list-style-type: none"> <li>• technical support (training and community based climate resilience</li> <li>• Write—Shop—Training and workshop to develop proposal</li> <li>• technical input on curriculum development for secondary schools.</li> <li>• Climate Change Assessment Training</li> <li>• carry out country-wide climate change awareness and advocacy all year round.</li> </ul>

Under the resource mobilisation for youth and coordination theme the youth enterprise support program would seek to mobilise government resources in relation to existing policies and strategies. The Table below outlines some of these mapped during the research phase.

Solomon Island Government	SIG policy	Objective	Strategies
<b>Ministry of Commerce, Industries, labour and immigration</b>	Small Micro Policy — improving economic opportunities and livelihoods of the Solomon Islands.	Policy 2: Promote a culture of entrepreneurship among Solomon Islanders.	Review a TVET provision strategy, how TVET contributes towards start-ups, improve opportunity for youth and women through self-employment and demonstratively leads to mass job creation within all spheres of the economy.  Introduce a component of entrepreneurship training into school and TVET curricula  Introduce a youth entrepreneur course in existing associations of out-of-school or vulnerable youth interested in starting their own business.
<b>Ministry of Women, Youth, Children and Family Affairs</b>	National Youth Policy — 2017-2030  Priority policy outcome: 1. Educational empowerment 2. Youth employment.	Priority policy outcome: 1. Ensure all students leaving the education system at any level are adequately equipped with appropriate skills sets to make them work-ready and help them engage effectively in the market labour.  2. Establish a youth employment, empowerment and young entrepreneurs program	Advocate for and ensure establishment of youth education and empowerment program that focuses on bridging the skill-gaps of youths to actively participate in socio-economic activities.  Focus on assisting young people to obtain employment, provide support to young entrepreneurs in business registration etc.
<b>Central Bank of Solomon Islands</b>		Focuses on equipping stakeholders with skills to use the Solomon Islands Integrated Vulnerability Assessment (SIIVA) Tool, which helps assess climate vulnerability and adaptation needs.	<ul style="list-style-type: none"> <li>technical support (training and community based climate resilience</li> <li>Write—Shop—Training and workshop to develop proposal</li> <li>technical input on curriculum development for secondary schools.</li> <li>Climate Change Assessment Training</li> <li>carry out country-wide climate change awareness and advocacy all year round.</li> </ul>



# Theme 4: A balance of group versus individual support

Our suggested approach under theme 4 is:

- groups for climate resilience actions such as nature based solutions and social capital actions
- individual for enterprise / family based support (with climate resilient technologies / approaches).

The RTC graduate support for enterprise development would primarily be **targeted at individual youths working with their families.**

The individual youth support scheme is described in Theme 1 above and would be the main focus of individual support. Groups — formal and informal — can be targeted for other activities explained under this theme.

## Groups

The research phase found that **forcing groups to establish themselves and attempt to run income generating enterprises is a known failure path.** Income generation should mostly focus on individual youth enterprises with their families. But youth groups and associations (formal and informal) can have an important role:

1. Youth groups could put forward proposals to carry out nature based solutions to enhance resilience and gain new skills and income at the same time.
2. Youth groups could be contracted to carry out identified value chain services that are out of reach for individuals to achieve.
  - a. eg working groups to carry out radical pruning and shade reduction on private cocoa plots (which individual youth would then manage)
  - b. establish nurseries to supply planting materials e.g. cocoa / coconut varieties or new crop varieties
  - c. these activities could be one off periods where the youths earn income for their groups and put it into their social goals

3. Youth groups as convenors of training, awareness and learning on youth enterprises including the various priority topics e.g. business skills, financial literacy, technical training on specific value chains.

SOLKAS will need to discuss how groups would be supported. Presumably there would be a similar application and screening process, the priorities would be identified in the value chain mapping. .

Collectively the four themes aim to overcome the major challenges to youth enterprise documented in the research summarised in the table below:

Key challenge and need	Tally
<ul style="list-style-type: none"> <li>financial management skills</li> <li>better business and home management of finance</li> <li>lack of financial literacy</li> <li>how to do a business plan.</li> </ul>	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 the garden with family like in the past.	1

## How the Roadmap supports the SOLKAS project proposal

The SOLKAS Roadmap Report functions as an operational blueprint that directly supports the implementation of the SOLKAS Project Proposal submitted to the Green Climate Fund (GCF). It does this by:

- 1. Translating strategic objectives into action**

The roadmap breaks down the SOLKAS proposal's high-level goals—Knowledge, Action, and Sustainability—into clear, phased implementation steps tailored to Solomon Islands' rural and remote communities.

- 2. Operationalising the theory of change**

It provides practical guidance to ensure the SOLKAS Theory of Change becomes actionable at the local level, detailing how youth, RTCs, families, and community leaders can actively participate in climate resilience activities.

- 3. Localising and sequencing activities**

The roadmap aligns proposed activities with a sequenced, place-based delivery model, anchored in the Rural Training Centres (RTCs) and community structures, which is essential for the SOLKAS project's community-based adaptation and livelihood goals.

- 4. Strengthening youth engagement and livelihood pathways**

Through mechanisms like the Youth Climate Resilient Livelihoods Incubator, the roadmap provides the tools and institutional linkages to turn the proposal's focus on youth entrepreneurship into reality.

- 5. Embedding gender, inclusion, and traditional knowledge**

The roadmap outlines how training and adaptation activities will be gender-sensitive and inclusive of indigenous knowledge, directly reflecting the GCF proposal's emphasis on GEDSI (gender equality, disability, and social inclusion) and locally led adaptation (LLA).

- 6. Providing a monitoring backbone**

It supports performance monitoring by linking training and enterprise support to trackable milestones—essential for demonstrating impact and sustainability, as required in the proposal's logframe and M&E framework.

### Next steps for SOLKAS:

1. Detailed costing of the livelihood support scheme.
2. Conduct Portfolio analysis to select priority value chains.
3. Carry out Value Chain Mapping for selected VCs.
4. Develop Value Chain Investment Plans.
5. Establish mechanisms for contracting service providers.
6. Develop the operational framework for resource mobilisation and coordination.
7. Resource the RGLSC position.
8. Begin mapping and tracking RTC graduates.
9. Develop and pilot the climate change/adaptation curriculum for RTCs.
10. Develop the action-oriented program for RTC capacity support.
11. Explore and establish the RTC enrolment scholarship program.
12. Initiate the awareness and media campaign.

# Annex



The Annex has the following resources:

1. DRAFT TOR for value chain mapping.
2. Application form for RTC graduates to participate in RTC graduate climate resilient enterprise support scheme.
3. Climate change and agriculture curriculum for Rural Training Centres (RTCs).
4. Entrepreneurship and financial literacy curriculum materials for Rural Training Centres (RTCs).
5. Curriculum materials for rural training centres on youth leadership.
6. Suggested package of climate and enterprise training resources for Solomon Islands of relevance for RTCs.

## Annex 1: Draft TOR for value chain mapping

The consultant / service provider will carry out the following:

**For each agreed value chain the following activities will occur:**

The service provider will travel along the value chain ideally in all the provinces to be involved as there will be province specific differences starting from producers (farmers/fishers etc), through to traders, transport providers, processors, markets, and consumers

**At each step the service provider will discuss with actors involved at that step:**

- what are the constraints and opportunities of the given value chain
- what is the value of products at that point in the value chain
- what are specific constraints and opportunities for youth involvement
- assess the roles that youth and women currently have (or not) in the key value chains, what skills they possess, and which skills they would require to efficiently operate in these value chains for maximum benefits
- at each step of the chain, what is the role of the private sector
- at each step of the chain, what is the role of government and other agencies
- what are the supporting functions required for the value chain to function
- inform key participants that they will be invited to a value chain workshop where the results of the survey they are taking part in will be presented and discussed
- reducing post harvest loss could also be explored
- consider the role of water in the value chain and if there are climate or other vulnerabilities whether there is a value chain opportunities to address this e.g. micro irrigation, water tank supply etc.

**The VC mapping should also:**

- consider the role of farmer schools
- map and share information on other enterprise / SME support services.

Value chain mapping should also identify market access opportunities and in particular look at supporting enterprises that open up new market outlets at the community level — e.g. traders or ‘middle men’ that are needed to enable village level sales of produce.

The data from this ground survey of VC will be presented in a **workshop of value chain stakeholders**.

The workshop would add further data and perspectives on:

1. VC constraints, opportunities and solutions.
2. It could include a participatory SWOT analysis.
3. Discuss how to make the value chain more climate resilient and ideally nature positive — opportunities and constraints
4. Identify roles if applicable for youth groups to carry out value chain strengthening activities (such as labour based cocoa plantation rehabilitation or catchment restoration etc)
5. Identify how the youth enterprise support scheme will best function within this VC .

The workshop would then **prioritise the areas for SOLKAS intervention**. Leading to a value chain investment plan. It's likely the value chain actions would be delivered by a range of service providers including govt, NGO, RTC and private sector and these could begin to be identified during the stakeholder workshop.

## Annex 2: Application form: RTC graduates to participate in RTC graduate climate resilient enterprise support scheme

SECTION 1: Personal information	
Full name:	Date of birth:
Address:	Gender: .....
Email:	Phone No.:
SECTION 2: RTC graduation details	
Name of RTC attended:	Year of graduation:
Course/program completed:	
Skills & competences acquired:	
SECTION 3: Business proposal	
Proposed business name (if applicable):	
Type of enterprise: (e.g., Farming, Fisheries, Sustainable Construction, Agro-processing, etc.)	
Brief description of the enterprise:	
How will your enterprise promote or be climate resilience?	
Expected social and economic benefits:	
Challenges you anticipate & possible solutions:	
SECTION 4: Financial support and resources	
Estimated startup costs:	
Funding already secured including your own contribution (if any):	
Support needed from the scheme: (technical support, financial aid, training, mentorship, etc.)	
SECTION 5: Declaration	
I certify that the information provided in this application is true and accurate. I understand that any false information may result in the rejection of my application.	
Signature:	Date:
Supporting documents required (attach copies):	
<input type="checkbox"/> Copy of RTC Certificate	<input type="checkbox"/> Business Proposal (if applicable).. <input type="checkbox"/> Family support letter
<p><b>In the village:</b> Each trainee must be able to obtain sufficient land in the village for establishing his home project farm and have security of tenure on this land. Formal purchase or leasing is rarely possible, so that at least a written agreement must be obtained from parents, land owners, and chiefs. Below is an example of a written agreement.</p> <p><b>Example:</b> We, the undersigned, agree to give _____ (insert: trainee's name) enough _____ (insert: land or other resources to support) to conduct their enterprise with our full support for as long as he/she continues. Signed: _____</p>	



## Annex 3: Climate change and agriculture curriculum for Rural Training Centres (RTCs)

This curriculum guide is designed as a framework for use with vocational students in Rural Training Centres (RTCs) in Solomon Islands. It integrates climate change awareness with practical adaptation strategies, particularly in agriculture and rural development.

The framework recognises that many RTCs do not utilise formal curriculum materials and many instructors are hands-on practitioners and not necessarily formally trained teachers.

The guide is to give ideas but instructors should adapt it based on their own timelines, the resources of the RTC and the context and needs of the students.

The materials take the format of:

- curriculum overview
- integrated curriculum themes
- flipped classroom format.

### Curriculum overview

See weekly lesson suggestion on page 28.

### Assessment and feedback

- evaluating students on climate literacy
- encouraging reflective discussions and debates
- tracking progress on sustainability initiatives.

### Resources and materials

- using reliable sources like
  - [UN CC: Learn](#) and
  - [Stanford Climate Change Curriculum](#)
- incorporating UNESCO's [Greening Curriculum Guidance](#)
- accessing scientific data and case studies
- secondary — Climate Change Curriculum
- SINU-SNRAS Climate change, Soil and Water
- use simple, visual learning materials
- provide mobile-friendly digital resources for remote access
- partner with local organisations, NGOs for educational support
- [OSU's Youth Climate Change Curriculum](#).



## Integrated curriculum themes

### Core Concepts

- understanding climate systems and greenhouse gases (CO<sub>2</sub>, CH<sub>4</sub>, N<sub>2</sub>O, CFCs)
- causes and effects of global warming, with Solomon Islands examples
- human impacts on climate (e.g., deforestation, fossil fuels, land use)
- climate change mitigation and adaptation strategies, with local government and NGO initiatives.

### Interdisciplinary approach

- linking climate change to economics, policy, and social justice
- encouraging cross-disciplinary student projects

### Action-oriented learning

- carbon footprint calculations (theory and activity)
- community-based sustainability projects (e.g., rainwater systems, composting)
- group project: Students propose climate solutions for their village.

### Localised learning

- teach rural-specific climate impacts (agriculture, water, fishing)
- field visits and community observation reports
- incorporate traditional ecological knowledge (TEK).

### Hands-on activities

- tree planting and conservation activities
- workshops on sustainable farming and water conservation
- youth-led climate action initiatives
- climate-smart agriculture demonstrations (mulching, agroforestry).

### Community engagement

- involve local leaders/elders in discussions and storytelling
- encourage youth policy input
- use media/storytelling projects to document local climate issues.

### Flipped classroom guide

Flipped Classroom Curriculum: Climate Change & Agriculture for RTCs

This section presents the topic in a flipped classroom format which trainers may find easier to utilise and adapt.

## Week 1–2: Understanding climate change

### Purpose:

Participants will learn about climate change, its causes and its effects in the Solomon Islands.

### Outcomes:

...by the end of the sessions, participants will be able to:

- **explain:** What is climate change?
- **explain:** What causes climate change?
- **list** greenhouse gases (CO<sub>2</sub>, CH<sub>4</sub>, N<sub>2</sub>O, CFCs)
- **describe** global warming: causes and effects
- **outline** climate change scenarios (Solomon Islands case studies).

### Trainer notes

- **use visual aids** for the greenhouse effect
- **encourage sharing** of personal experiences
- **provide printed or digital copies** of case studies or develop chart paper stories as a group and paste on wall.

### Pre-class learning

- **read:** 'What is Climate Change?' and 'Causes of Climate Change'
- **watch:** video – 'Climate Change in the Pacific'

### In-class activities

- **group discussion:** weather changes in students' villages
- **reflect:** write 3 changes in local weather patterns you've observed in your lifetime.
- **draw:** draw the greenhouse effect diagram
- **case study discussion:** flooding in Guadalcanal / drought in Temotu (or other relevant examples based on instructor and student experiences)
- **summaries:** discussion on what participants have learnt about climate change and its causes and effects



### Video resources on climate change in the Pacific

1. **Vanishing Islands: Climate Change in the Pacific**
  - **link:** watch on YouTube: <https://youtu.be/D94Tq2mcMzs?si=Vk5uw4ref8b8OfWn>
  - **description:** This documentary explores how rising sea levels and intensified cyclones are affecting Pacific Island communities, leading to the loss of land and displacement of populations.
2. **Adapting to Climate Change in the Small Pacific Islands: Looking Forward**
  - **link:** watch on SPC GEM: [https://youtu.be/6Yu-3UX1eps?si=6z\\_BE\\_UYoYXIdODt](https://youtu.be/6Yu-3UX1eps?si=6z_BE_UYoYXIdODt)
  - **description:** Produced by the Secretariat of the Pacific Community, this video showcases adaptation strategies employed by small Pacific Island nations to combat climate change impacts.
3. **Climate Change — The Pacific**
  - **link:** watch on MFAT: <https://youtu.be/WkD61UO9eJQ?si=PLsmOQAVcYZzz1Oz>
  - **description:** presented by the New Zealand Ministry of Foreign Affairs and Trade, this video discusses collaborative efforts between New Zealand and Pacific nations to address climate change challenges.
  - These videos can serve as valuable resources for your students, providing real-world examples of climate change impacts and adaptation strategies in the Pacific region.

## Week 3: Local impacts of climate change

### Purpose:

Participants will learn about what the low impacts of climate change are.

### Outcomes:

...by the end of the sessions, participants will be able to:

- **explain** how sea level rise and saltwater intrusion happens
- **explain** the impacts on agriculture and fisheries
- **describe** how deforestation and biodiversity loss occurs
- **explain** the importances of health and water security.

### Trainer notes

- **coordinate** site visit logistics early
- **facilitate** safety briefing before fieldwork.

### Pre-class learning

- **read:** 'Sea Level Rise & Saltwater Intrusion'
- **identify:** local examples of climate impacts.

### In-class activities

- **field visit** to a coastal or riverbank erosion site
- **write** an observation report on a local climate impact.

## Week 4: Risk and vulnerability

### Purpose:

Participants will learn about climate change risks and community vulnerabilities and be able to know how to assess the early warning signs and prepare for any risks.

### Outcomes:

...by the end of the sessions, participants will be able to:

- **explain** climate-related risks
- **map** community vulnerability mapping
- **list** disaster preparedness and early warning systems.

### Trainer notes

- **use** coloured pens and flip charts for mapping
- **invite** guest speaker from disaster management office if possible.

### Pre-class learning

- **read:** Introduction to climate risk and vulnerability
- **sketch** a simple map of your home village with potential hazards.

### In-class activities

- **map:** students home villages and local hazards
- **role play:** early warning and disaster response scenarios.

## Week 5: Adaption and mitigation

### Purpose:

Participants will learn about the low impacts of climate change and their strategies.

### Outcomes:

...by the end of the sessions, participants will be able to:

- **explain** the difference: What is adaptation? What is mitigation?
- **describe** the difference between short-term coping vs long-term strategies
- **explain** the role of government and local policy
- **describe** how Indigenous knowledge can help in adaptation.

### Trainer notes

- arrange for community elder to speak about traditional climate responses
- use visual aids to differentiate adaptation vs mitigation.

### Pre-class learning

- **read:** difference between adaptation and mitigation
- **watch:** short video on traditional knowledge and climate change.

### In-class activities

- **guest speaker:** traditional leader or elder shares climate practices
- **group discussion:** local solutions for climate resilience
- **create poster:** adaptation vs Mitigation examples from Solomon Islands
- **write:** one example of local coping/adaption strategy.

Certainly! For your Week 5 flipped classroom curriculum focusing on traditional knowledge and climate change in the Pacific, here are some impactful video resources:



### Video resources on climate change in the Pacific

1. Traditional Knowledge of Weather & Climate in the Pacific
  - **link:** watch on YouTube: <https://youtu.be/mkCcAOU8bGo?si=b00SVzmh8v80xvls>
  - **description:** this video explores how Pacific communities have developed skills to build coping strategies for extreme weather and climate events by closely observing their local environment.
2. The Forgotten Pacific Documentary
  - **link:** watch TheCoconetTV: [https://youtu.be/cvCMGuly79A?si=y\\_d6WC-fzLpyY4z4](https://youtu.be/cvCMGuly79A?si=y_d6WC-fzLpyY4z4)
  - **description:** this documentary travels to five Pacific islands to discover how communities are weaving indigenous knowledge into the modern-day fight to adapt, rebuild, and save their islands from climate change.
3. Traditional Knowledge and Science— SPC's 2022 highlights
  - **link:** watch on YouTube: [https://youtu.be/I0G-Qea9hUE?si=9z\\_Clk0UOMnQmKls](https://youtu.be/I0G-Qea9hUE?si=9z_Clk0UOMnQmKls)
  - **description:** this video looks at efforts underway to compile a database of traditional knowledge related to weather and climate in the Pacific.

These videos can serve as valuable resources for your students, providing real-world examples of how traditional knowledge is being utilized to combat climate change in the Pacific region.

## Week 6-7: Practical adaption solutions

### Purpose:

Participants will learn about climate-smart agriculture and their planting .

### Outcomes:

...by the end of the sessions, participants will be able to:

- **describe** what climate-smart agriculture (CSA) is
- **explain** what an agroforestry systems is
- **list** rainwater harvesting and soil moisture management techniques
- **describe** how to develop a riverbank and mangrove planting system.

### Trainer notes

- gather compost materials before class (leaves, food scraps, coconut husk)
- use diagrams of agroforestry layouts tailored to local tree and crop types.

### Pre-class learning

- **read:** basics of climate-smart agriculture and agroforestry
- **watch:** video on rainwater harvesting.

### In-class activities:

- **build** a composting system utilising local materials
- **design** a simple agroforestry model using Solomon Islands crops
- **demonstrate** planting techniques for resilient crops (e.g. swamp taro, cassava and breadfruit).



## Video resources and case studies

### Rainwater harvesting in the Pacific

1. Rainwater harvesting in Vav'u, Tonga
  - **source:** Secretariat of the Pacific Community (SPC)
  - **description:** this video showcases a UNEP pilot project in Vava'u, Tonga, highlighting community involvement in constructing rainwater harvesting systems and promoting sustainable water management practices.
  - **link:** [SPC Rainwater Harvesting Video](#)
2. Rainwater harvesting in the Pacific Islands
  - **source:** NUWAO
  - **description:** an informative video discussing various rainwater harvesting techniques suitable for Pacific Island communities, emphasizing traditional methods and modern adaptations.
  - **link:** [NUWAO Rainwater Harvesting](#)

## Week 6-7: Practical adaption solutions (cont.)

### Case studies: catchment rainwater infiltration in timor Leste

1. Water catchment development in Lakufao community
  - **source:** UNDP Timor-Leste
  - **description:** this case study details how the construction of infiltration ponds and water catchment systems improved water availability for the Lakufao community, supporting agriculture and daily needs.
  - **link:** [UNDP Lakufao Project](#)
2. Strengthening timor's resilience to climate change
  - **source:** UNDP
  - **description:** a video highlighting efforts to enhance community resilience in Timor-Leste through integrated water resource management, including rainwater harvesting and catchment restoration.
  - **link:** UNDP Climate Resilience Video: <https://youtu.be/Vq3DUkOBioU?si=Bx5bJSwLfpjndUVj>

### Additional technical resources

- rainwater harvesting methods — educational animation
  - **description:** an animated video explaining various rainwater harvesting methods, suitable for educational purposes and to facilitate understanding among students
  - **link:** rainwater harvesting animation: <https://youtu.be/61kN3AaH4XY?si=5znwX4tcOsLW6Re1>
- rainwater harvesting guidelines for Pacific Island countries
  - **source:** SPREP
  - **description:** a comprehensive guide providing best practices and technical information on designing and implementing rainwater harvesting systems in Pacific Island contexts
  - **link:** SPREP Rainwater Harvesting Guidelines: <https://library.sprep.org/content/harvesting-heavens-guidelines-rainwater-harvesting-pacific-island-countries-1>

These resources can be integrated into your curriculum to provide students with practical insights and real-world examples of rainwater harvesting and catchment management in similar environmental and cultural contexts.

### Observe: existing farming practices at home or village

## Week 8: Diversifying food production

### Purpose:

Participants will learn about climate-smart agriculture and their planting .

### Outcomes:

...by the end of the sessions, participants will be able to:

- **describe** what food security is and it's link to climate change
- **list** suitable root crops and legumes to develop integrated gardens
- **describe** the importance of livelihood diversification.

### Trainer notes

- **discuss** nutrition, food security and resilience link
- **use** local examples of garden layouts from nearby villages.

### Pre-class learning

- **read:** importance of root crops, legumes and integrated gardens
- **list:** 5 crops your family grows and how climate has affected them
- **discuss** varieties of each crop.

### In-class activities

- **walk:** community garden visit and audit diversity
- **activity:** group designs a food-secure garden model
- **workshop:** seed saving techniques using local species.

## Week 9: Nature-based solutions (NbS)

### Purpose:

Participants will learn about the benefits of nature-based solutions.

### Outcomes:

...by the end of the sessions, participants will be able to:

- **explain:** What are NbS?
- **explain** the importance of mangroves, forests and reefs
- **demonstrate** reforestation and riverbank stabilisation.

### Trainer notes

- **coordinate** tree planting site with community leader
- **ensure** vetiver slips are available or substitute with local species.

### Pre-class learning

- **read:** What are NbS? Examples from Pacific Islands
- **watch:** video on mangrove importance and forest restoration.

### In-class activities:

- **event:** tree planting and mulching demonstration
- **build:** Vetiver grass barriers on nearby slope or garden bed
- **debrief:** discuss benefits of NbS in local context.



### Video resources

For Week 9 of your flipped classroom curriculum focusing on nature-based solutions (NbS), here are two video resources highlighting mangrove and forest restoration efforts in the Solomon Islands:

#### Mangrove restoration in the Solomon Islands

**Video:** Community-led Mangrove Regeneration:

<https://youtu.be/Wdhlw1UY7YE?si=Yvhc0okjh6mLoyvf>

**Overview:** This video showcases how communities in the Solomon Islands are employing Farmer Managed Natural Regeneration (FMNR) techniques to restore and protect mangrove ecosystems. It emphasises the role of local knowledge and community engagement in successful mangrove rehabilitation efforts.

#### Forest restoration and sustainable timber practices

**Video:** Solomon Islands: The Quest for Sustainable Timber and Forest Conservation

<https://youtu.be/9SjxfWF4Ydg?si=aJbeFa4af7CGdZpt>

**Overview:** This documentary delves into the challenges of deforestation in the Solomon Islands and explores initiatives aimed at sustainable timber production and forest conservation. It highlights the importance of balancing economic needs with environmental preservation.

These videos provide valuable insights into local efforts and strategies for ecosystem restoration and can serve as effective educational tools for your students.



## Week 10: Climate resilient crops and agroforestry

### Purpose:

Participants will learn about climate-smart agriculture and their planting patterns. .

### Outcomes:

...by the end of the sessions, participants will be able to:

- **list** resilient crop characteristics
- **describe** how to integrate trees and crops
- **describe** how to provide shade management and soil enrichment

### Trainer notes

- **print** photos or draw examples of agroforestry systems
- **highlight** integration of fruit trees, legumes and soil crops.

### Pre-class learning

- **read:** characteristics of resilient crops like swamp taro and breadfruit (drought/flood-tolerant)
- **research:** what trees and crops grow well together in your area?

### In-class activities

- **design:** a simple agroforestry model for a local hillside farm
- **visit:** agroforestry demonstration site or local example of a multi-story agroforest
- **practice:** mulching and soil enrichment using compost and biochar or Gliricidia alley cropping.

## Week 11: Youth action and communication

### Purpose:

Participants will learn about the use of media in youth climate change advocacy. .

### Outcomes:

...by the end of the sessions, participants will be able to:

- **list** ways of including youth in climate policy
- **demonstrate** the use of storytelling and media
- **describe** the components for successful community climate planning.

### Trainer notes

- **use** mobile phones to capture stories (with permission)
- **encourage** teamwork and youth voice on climate issues.

### Pre-class learning

- **read:** youth roles in climate action in Solomon Islands
- **prepare:** story or photo idea about climate in your community.

### In-class activities

- **create:** short photo or video story on climate change impacts
- **roleplay:** youth-led mock climate meeting or dialogue
- **brainstorm:** local awareness campaign ideas.

## Week 12: Final project and evaluation

### Purpose:

Participants will be able to present their group project for evaluation.

### Outcomes:

...by the end of the sessions, participants will be able to:

- **demonstrate:** by presenting their group adaptation project
- **discuss:** reflection and feedback.

### Pre-class learning

- **reflect:** what did you learn and what action will you take?
- **prepare:** notes for group project presentation.

### Trainer notes

- **encourage** creativity in presentations (skit, map, model)
- **facilitate** respectful peer review and feedback session.

### In-class activities

- **present:** group adaptation project (garden, poster, model)
- **evaluate:** peer feedback and group discussion.

## ANNEX 4: Entrepreneurship and financial literacy curriculum materials for Rural Training Centres (RTCs)

The curriculum framework recognises that many RTCs do not utilise formal curriculum materials and many instructors are hands-on practitioners and not necessarily formally trained teachers. The guide is to give ideas but instructors should adapt it based on their own timelines, the resources of the RTC and the context and needs of the students.

### Make use of other existing resources

The financial literacy and agribusiness model of training at RTCs should build on the following existing resources:

**1. APTC materials developed with 8 RTCs in agribusiness**

The Australia Pacific Training Coalition (APTC) collaborates with Rural Training Centres (RTCs) in the Solomon Islands to enhance vocational training, including agribusiness. For more information, visit the APTC Solomon Islands Country Office: [APTC Solomon Islands Country Office](#)

**2. ILO — Community-Based Enterprise Development (C-BED) Manual**

The International Labour Organization (ILO) offers the Community-Based Enterprise Development (C-BED) program, which supports individuals in starting or improving businesses in underserved communities. Access the program details here: [ILO C-BED Program](#)

**3. Setting up and managing a small enterprise: A Guide for the Pacific — Live & Learn organisation.**

Live & Learn Environmental Education provides a manual to support the establishment of small enterprises in Pacific communities. Download the guide here: [Setting Up and Managing a Small Enterprise](#)

**4. West ‘Are’Are Rokotanikeni Women — Savings Club Manual**

The West ‘Are’Are Rokotanikeni Association (WARA) has developed a manual to guide the establishment and management of women’s savings clubs. Access the manual here: [WARA Savings Club Manual](#)

**5. CBSI and ACCOM RTCs Financial Education Manual**

The Central Bank of Solomon Islands (CBSI) has developed financial education resources in collaboration with the Anglican Church of Melanesia (ACOM) for Rural Training Centres. Explore the initiatives here: [CBSI Financial Inclusion Initiatives](#)

**6. Model developed by Geoff Bamford on the Tutu Model**

The Tutu Rural Training Centre model, developed with contributions from Geoff Bamford, focuses on non-formal adult education for self-employment in agriculture. Learn more about the model here:

Tutu Rural Training Centre: Lessons in Non-Formal Adult Education

It can also consider the 2023, SITESA accredited SIAGB30123 Certificate III in Agribusiness, qualifications under its new National Skills Packages framework. This qualification is designed to equip learners with practical skills in sustainable agriculture, farm management, and agribusiness operations, aligning with the Solomon Islands' industry support goals.

## Curriculum checklist: financial literacy & agribusiness skills development for Rural Training Centres

This is a checklist curriculum for Rural Training Centres (RTCs) focusing on financial literacy and agribusiness skills development for youth in the Solomon Islands. The checklist draws upon various recommendations and descriptions of existing or needed training programs and objectives for rural youth, particularly within the context of RTCs and livelihood development.

**Objective:** To equip rural youth with the practical financial and agricultural skills necessary for successful self-employment and sustainable livelihoods in their local communities.

### Section 1: Financial literacy skills development

#### Basic Financial management:

- understand family finances and make informed financial decisions
- develop skills for managing both household and business finances
- learn basic numeracy skills specifically for practical farm management requirements
- practice counting crops in the ground
- learn to calculate costs and returns for farming enterprises
- improve record keeping and management skills for successful self-employment.
- develop skills in financial planning and budgeting for small businesses
- understand the principles of agribusiness in farming, recognising investment potential in production, and planning for better agricultural outcomes.

#### Savings and Investment:

- provide a mechanism to accumulate savings for investment
- learn about the importance of savings for capital and working capital in developing commercial agriculture
- establish personal savings accounts
- aim for a specific savings goal (e.g., a personal savings account with a balance over SBD3,000).

### Access to finance:

- address the lack of access to credit and start-up funds
- understand mechanisms for accessing finance or concessional loans, noting requirements like formal registration or collateral
- explore experiences with credit schemes and grants.

### Integrating financial training:

- incorporate financial education into the curriculum using a participatory approach and step-by-step guides
- develop an in-depth financial course that is compulsory for students, focusing on promoting financial capability
- teach how to achieve specific financial targets (e.g., SBD 5000 through management classes at the beginning of the course.

## Section 2: Agribusiness skills development

### Farming as a business:

- help participants see agriculture as a business and their daily calling.
- emphasise that farming is not just a role to play, but a daily call that will empower them.
- make informed decisions on what to grow based on an understanding of the market.

### Practical farming techniques and land management:

- focus on environmentally sustainable agriculture
- implement sustainable farming practices that enhance soil fertility
- teach the importance of land, with the main message being that ‘we are the users of the land and our livelihood depends on it’
- explain how land naturally improves itself, including the role of big trees and legume trees in maintaining soil fertility
- discuss challenges farmers face as land users, including available land issues.
- cover topics like seed saving, diversification, and production of appropriate planting materials
- address pest and disease management of crops
- learn modern and traditional skills relevant to farming and self-reliance in rural village environments
- include practical skills like growing food, building housing and local infrastructure, and caring for the home.

### Crop production and enterprise mix:

- base farming enterprises on agronomically suitable crops that have well-established marketing systems in place
- focus on crops with established private sector marketing systems, such as taro and kava
- teach specific crop targets, such as growing over 150 stems of 2-year kava and over 150 stems of 1-year kava (or less than 1 year kava) on their own land
- learn about specific climate adaptation innovations like using rows of drains between sweet potato strips to increase production during high rainfall
- include value chain analysis for crops like cocoa, covering production, processing, market access, finance, transport, and climate vulnerability
- offer training in cocoa rehabilitation linked to potential international labour opportunities
- consider livestock like poultry.

### Market access and business development:

- address the challenge of access to markets and market information
- teach about different markets (e.g., market/retail shop, clothing resellers, food processing, handicrafts, digital market)
- understand how to set up and manage a small enterprise
- encourage linking youth entrepreneurship to increasing climate resilience over time
- learn about available planting materials, including climate-resilient varieties, for food security and livelihoods.
- provide guidance on effective planning for better agricultural outcomes
- explore opportunities for women entrepreneurs, including increased access to finance.

### Climate change integration:

- increase understanding of what climate change means for rural youth and their adaptation options
- conduct participatory climate risk analysis training
- teach climate-smart agriculture methods
- include climate change as a subject in the curriculum.

## Section 3: Integrated and supporting elements

### Human development and life skills:

- accept who they are and work toward their dream through the utilisation of their own land
- learn about human relationships, leadership, and making a positive contribution to their world
- develop parenting skills and leadership for village life.

### Practical learning and application:

- emphasise learning by doing
- have students work on commercial plots at the centre and establish similar plots at home before graduation
- ensure training is relevant to local experience and taught based on culturally accepted practice.

### Community and family engagement:

- secure parental and family participation and support in the training program
- obtain written consent from parents and village chiefs for land access
- have family and community support agreements in place before training
- develop a model of transition back to village-based enterprise through and at the end of training.

### Support systems:

- address the challenge of providing follow-up support to graduates
- consider ongoing monitoring and mentorship
- investigate possibilities for mentoring support at RTCs, potentially involving experienced farmers or trainers from other institutions
- strengthen linkages with industry and relevant ministries.

### Curriculum design and delivery:

- develop relevant curricula for practical subjects
- ensure sufficient flexibility to respond to the needs of the constituents
- integrate vocational training into the formal education system rather than leaving it solely to rural and vocational training centres
- align training programs to focus on skills and competencies required for economic and social development in Solomon Islands
- tailor training to the local context and community needs
- address literacy and numeracy challenges among students through foundational skills training
- ensure trainers have adequate capacity, ongoing mentoring, and support.

This checklist incorporates elements identified as important for relevant and sustainable livelihood development for rural youth in the Solomon Islands, drawing from the challenges faced by existing programs and the desired outcomes for graduates. It emphasizes practical application, connection to local markets, and building resilience in the face of challenges like climate change.

## Flipped classroom

As an option for adapting these materials into RTCs, we present the topic here as a Flipped Classroom Curriculum: Agribusiness, Financial Literacy & Entrepreneurship for RTCs

**Objective:** To equip rural youth with the practical financial and agricultural skills necessary for successful self-employment and sustainable livelihoods in their local communities.

### Week 1: Seeing agriculture as a business

- **pre-class:** read case studies from Tutu RTC and APTC agribusiness models
- **in-class:** map local agri-activities and discuss farming as a calling
- **trainer notes:** emphasize self-reliance, introduce business mindset.

### Week 2: Generating enterprise ideas

- **pre-class:** review ILO C-BED exercises on idea generation
- **in-class:** identify local needs and match with skills/resources
- **trainer notes:** encourage social and green business concepts.

### Week 3: Basic financial literacy

- **pre-class:** CBSI-ACOM basics of budgeting, income, and expenses
- **in-class:** practice keeping farm records, cost/return calculation
- **trainer notes:** include crop counting, savings targets (e.g., SBD 3,000).

### Week 4: Financial planning and savings

- **pre-class:** explore the WARA (or similar local) model for youth/family savings groups
- **in-class:** budget for a start-up farm or micro-enterprise
- **trainer notes:** explore real saving mechanisms and goals.



## Week 5: Land and sustainable climate resilient practices

- **pre-class:** discuss land ownership and ecological roles and custodianship (trees, legumes)
- **in-class:** identify soil fertility strategies using local knowledge
- **trainer notes:** emphasise land stewardship and climate-smart farming.

## Week 6: Enterprise planning and record keeping

- **pre-class:** explore the Live & Learn module on managing a small enterprise
- **in-class:** create simplified business model canvas by each student
- **trainer notes:** link record keeping to financial decision-making.

## Week 7: Production and climate adaptation

- **pre-class:** learn drainage and planting systems for wet seasons
- **in-class:** plan for crops like kava, taro, cocoa (150+ stems for root crops or kava as targets)
- **trainer notes:** include pest/disease, seed saving, varietal selection.

## Week 8: Access to markets

- **pre-class:** explore market access barriers and transport challenges and possible solutions
- **in-class:** map value chains and simulate selling to buyers
- **trainer notes:** highlight women's enterprise and climate resilience links.

## Week 9: Diversification and resilience

- **pre-class:** discuss diversified gardens and livestock (e.g. diverse crop varieties and their role, integrated livestock cropping systems, agroforestry)
- **in-class:** plan integrated food crops and income systems. (crop diversity)
- **trainer notes:** highlight adaptation strategies and climate-smart agriculture.

## Week 10: Savings groups, credit access and financial service access

- **pre-class:** compare savings groups, microloans, grants and financial service
- **in-class:** simulate running a village savings club and how to access financial service (savings groups, bank & MSeleni)
- **trainer notes:** explain credit eligibility, collateral, registration and risks.

## Week 11: Enterprise growth and leadership

- **pre-class:** define success and reflect on personal/family goals
- **in-class:** develop expansion plans; pitch improved business ideas
- **trainer notes:** add leadership and governance, communication and gender inclusion.

## Week 12: Final enterprise pitch and family transition plan

- **pre-class:** prepare project presentations and transition strategy
- **in-class:** present to peers, trainers, family reps and service providers, receive feedback
- **trainer notes:** include parent/chief support agreements for land use.

## Annex 5: Curriculum materials for rural training centres on youth leadership

The curriculum framework recognises that many RTCs do not utilise formal curriculum materials and many instructors are hands-on practitioners and not necessarily formally trained teachers. The guide is to give ideas but instructors should adapt it based on their own timelines, the resources of the RTC and the context and needs of the students.

### Curriculum format for RTC students (flipped classroom focused on youth leadership and rural enterprise)

#### Curriculum context

Designed around a flipped classroom model, this curriculum leverages the RTC oscillation model, where students alternate between the training centre and their home villages. This allows for:

- theoretical learning and discussion at the centre
- practical application and community engagement at home

#### Core principles of the flipped RTC curriculum

- **place-based learning:** tailored to the geographic and cultural context
- **centre-village oscillation:** Students apply learning in real-world home environments
- **self-employment focus:** emphasising local, land-based enterprise over wage jobs
- **practical and action-oriented:** hands-on learning, real enterprise creation
- **holistic development:** supporting self-sufficiency, character, and values
- **flexibility:** adaptable to local needs and unforeseen events
- **local language:** delivered in participants' vernacular
- **dedicated support:** long-term mentoring and follow-up in the community

#### Curriculum structure

Each module includes:

1. RTC session (theory/discussion)
2. Village/home activity (application/observation)
3. RTC session (reflection/refinement).

#### Module example: leadership and community role

RTC session:

- explore leadership types (traditional/modern)
- discuss youth exclusion (and specifically girls exclusion) and potential for change

- address barriers for girls (e.g., safety, limited voice, issues of access and control)
- build leadership skills: communication, organising, responsibility
- discuss citizenship and youth's role in development

#### Village activity:

- observe how decisions are made at home/in the village
- engage elders in conversation about youth roles
- attend or participate in a decision-making space

#### RTC reflection:

- share village experiences and obstacles
- role-play scenarios and practice leadership skills
- plan personal actions to increase leadership and participation

### Other key modules in flipped format

#### Rural enterprise development

- centre: Farming as a business, markets, planning, budgeting
- village: Market survey, land/site identification, family consultation, savings
- centre: Business plan development, refinement, finance access.

#### Practical and sustainable agriculture

- centre: Climate-smart methods, soil management, vocational skills
- village: Apply techniques, experiment with planting, engage mentors
- centre: Evaluate outcomes, troubleshoot, improve methods.

#### Human development and life skills

- centre: relationships, values, health, safety, women's empowerment
- village: practice skills in family life, reflect on personal goals
- centre: peer reflection, life plan development.

### Key supporting elements

- staff capacity: skilled, trusted, and mentored facilitators
- community engagement: parents/chiefs involved in consent and support
- follow-up & extension: Regular home visits for mentoring
- financial support: Youth savings schemes, small grants, scholarships
- curriculum resources: simple language, practical guides, culturally relevant
- visibility & awareness: share youth success stories, especially girls' leadership and climate resilience
- partnerships: with ministries, industry, schools, and support services.

## Annex 6: Suggested package of climate and enterprise training resources for Solomon Islands of relevance for RTCs

### **Sustainable farming systems as an economically viable enterprise**

- access here: [https://pacificfarmers.com/wp-content/uploads/2022/09/Module-8-Sustainable-and-economically-viable-enterprise\\_250822.pdf](https://pacificfarmers.com/wp-content/uploads/2022/09/Module-8-Sustainable-and-economically-viable-enterprise_250822.pdf)

### **Community-Based Enterprise Development (C-BED) – Basic Financial Literacy (ILO)**

A peer-learning training manual designed to introduce basic money management and budgeting to entrepreneurs in underserved communities.

- access here: <https://www.ilo.org/publications/community-based-entrepreneurship-development-c-bed-manual-basic-financial>

### **Community-Based Enterprise Development (C-BED) – Orientation to Entrepreneurship (ILO)**

An entry-level entrepreneurship toolkit supporting business ideation, planning, and foundational skills using participatory methods.

- access here: <https://learninghub.ilo.org/program/Community-Based-Enterprise-Development-C-BED>

### **SIART Agri-Business Training Manual**

Developed by the SIART Project and Ministry of Agriculture, this manual builds institutional capacity in sustainable agriculture and agribusiness.

- access here: <https://solomons.gov.sb/the-siart-project-conducts-institutional-capacity-building-workshops-with-agricultural-stakeholders-to-develop-the-ministry-of-agriculture-and-livestock-staff-training-manual/>

### **SIBEC Financial Training Manual Package**

Provides tools and training for financial literacy and business planning for small and medium enterprises.

- access here: <https://www.commerce.gov.sb/directories/industrial-project-estates/sisbec.html>

### **CBSI and ACOM Financial Literacy Curriculum for RTCs**

A joint initiative of CBSI and the Church of Melanesia to deliver contextual financial education in rural training centres.

- access here: <https://www.cbsi.com.sb/financial-inclusion/financial-inclusion-initiatives/>

### **Farm Technology: Protecting Food Security through Adaptation to Climate Change in Melanesia (Live & Learn)**

A practical guide supporting farmers in adopting climate-smart technologies and sustainable practices across Melanesian countries.

- access here: <https://livelearn.org/resources/farm-technology-protecting-food-security-through-adaptation-to-climate-change-in-melanesia/>

**Agriculture Value Chain Guide for the Pacific Islands (PIFON)**

Produced by PIFON, this guide helps agricultural stakeholders understand and improve value chains in the Pacific context.

- access here: <https://pacificfarmers.com/resources/value-chain-guide/>

**Helping Small Farmers Think About Better Growing and Marketing (FAO Pacific)**

Part of FAO's Pacific Farm Management Series, this manual supports smallholder farmers in farm planning, marketing, and management.

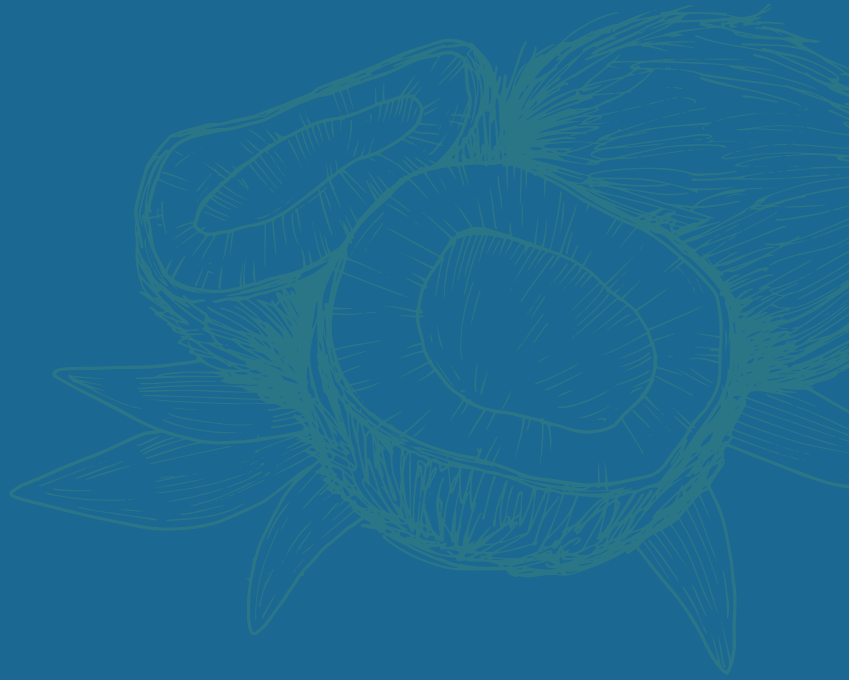
- access here: <https://www.fao.org/3/a-i5382e.pdf>

**Community Seed Saving (KGA)**

Developed by Kastom Gaden Association (KGA), this guide outlines how to conserve, store, and manage traditional seed varieties for climate resilience.

- access here: <https://kastomgaden.org/training/community-seed-saving/>





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