

Life Skills & Work Readiness Training Delivery Report

(Community Benefit Sharing Project – Phase 2)

1. Report Information

Training Title	Work Skills & Work Readiness Training
Project / Contract Reference	
Dates	12-16 August 2025
Location / Venue	Verakuji Village
Trainer(s) Name(s) & Organization	Katherine Sanga (Trainer)
Report Submission Date	19/08/2025



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Executive Summary

The Life Skills and Work Readiness training was delivered in the Vera Kuji and Manahi community, located in central Guadalcanal. Manahi sits strategically along three major development corridors: the Tina Hydro Development Project, Guadalcanal Plains Palm Oil Limited (GPPOL), and Gold Ridge Mining. The nearby village of Verakuji, with a population of over 200, lies approximately 2 kilometers from the Tina Hydro site.

This training targeted youth aged 18 and above, equipping them with essential life skills and foundational knowledge to prepare for employment opportunities. The program aimed to empower participants to support their families and contribute meaningfully to their communities. It also provided practical guidance to help them pursue job opportunities—whether through the Tina Hydro Development, HEC, or other businesses operating in the region.

By strengthening their readiness for work and enhancing their understanding of employment pathways, the training supports long-term community resilience and inclusive development.

Key activities

The Life Skills and Work Readiness Training delivered in Manahi village was based on a structured curriculum developed by the implementing company as part of its community contribution initiative. The training utilized the Work Skills and Readiness Manual, which includes seven core modules designed to build personal development, employment readiness, and community awareness.

Participants completed the following modules:

1. Understanding Ourselves and Others – Exploring self-awareness, personal values, and interpersonal relationships
2. Caring for Your Health – Promoting physical, mental, and emotional well-being
3. Understanding Gender – Encouraging respect, equity, and inclusive attitudes
4. Protecting Our Environment – Fostering environmental responsibility and sustainable practices
5. Seeking Work Opportunities – Identifying job pathways and preparing for employment
6. Building Workplace Soft Skills – Strengthening communication, teamwork, and problem-solving
7. Workplace Rules and Procedures – Understanding workplace expectations, rights, and responsibilities

The training was delivered face-to-face over five days, using a mix of interactive and inclusive methods tailored to the village context. These included:

- Lecture sessions to introduce key concepts
- Group discussions to encourage peer learning and shared experiences

- Collaborative group work to apply skills in practical scenarios
- Daily reflection and feedback to reinforce learning and adapt to participant needs

This approach ensured that participants were actively engaged and able to connect the training content to their personal goals, community roles, and future employment aspirations.

1. Program Overview

The Life Skills and Work Readiness Training was delivered over five days in the Manahi community, located in central Guadalcanal near key development projects including the Tina Hydro Renewable Development Project (THRDP), GPPOL, and Gold Ridge Mining. The training targeted youth aged 18 and above, aiming to build essential workplace competencies, foster self-awareness and confidence, promote environmental responsibility, and guide participants in identifying and pursuing employment opportunities.

By participating in this program, community members enhanced their readiness for both formal and informal employment, with a particular focus on opportunities linked to THRDP and other local industries.

Upon completion of the training, participants were offered post-training support services, including:

- Employment assistance and job coaching
- CV and application letter development
- Interview preparation and guidance

These services are designed to help participants transition successfully into the workforce and contribute meaningfully to their families, communities, and local development initiatives.

2. Objectives of the Training

Training Objectives by Module

Module	Title	Key Objectives
1	Understanding Ourselves and Others	<ul style="list-style-type: none">- Build self-awareness and positive relationships- Set personal goals and reflect on values- Learn to respect and accept others
2	Caring for Your Health	<ul style="list-style-type: none">- Practice better hygiene and nutrition- Promote family health and well-being- Understand risks of alcohol and drug abuse
3	Understanding Gender	<ul style="list-style-type: none">- Explore gender roles and equality- Recognize and prevent gender-based violence- Value everyone's rights and dignity
4	Protecting Our Environment	<ul style="list-style-type: none">- Understand key environmental issues- Learn how to keep surroundings clean and safe- Promote sustainable practices in the community
5	Seeking Work Opportunities	<ul style="list-style-type: none">- Learn how to search for jobs- Identify opportunities at THRDP, THL/HCC,

Module	Title	Key Objectives
		and other employers - Set employment goals and pathways
6	Building Workplace Soft Skills	- Develop communication, leadership, and teamwork - Strengthen problem-solving, decision-making, and time management - Prepare for workplace challenges
7	Workplace Rules and Procedures	- Understand workplace expectations and behaviours - Learn about health and safety standards - Get support for CVs, application letters, and interview preparation

3. Target Audience & Participant Profile

No. of participants: Total: 31 | **Male:20** | **Female: 11** -From or first day we have 31 participants and then some reduce to 26 participants.

Background:

The training will engage approximately 300 community members from CBSP communities in Malango and Bahomea, with a commitment to gender equity—at least 50% of participants will be women.

Selection Criteria

Participants will be selected based on the following:

- Voluntary Commitment: Must agree to participate in the full 5-day training and adhere to training norms.
- Unemployed & Low-Income: Priority given to individuals without regular work or income.
- Limited Formal Education: Not currently enrolled in school and with minimal access to formal education or training.
- Work Readiness: Willing to engage in employment opportunities under THRDP or externally.
- Inclusive Access: Open to men, women, youth (16–29 years), and people with disabilities, ensuring equitable participation.
- Community Endorsement: Must be recommended by community leaders in consultation with Community Liaison Officers (CLOs).
- Respectful Participation: Must agree to uphold training standards and refrain from disruptive behavior.

4. Training Content Delivered

We delivered the training using the following

- ✓ Presentations (e.g., PowerPoint slides, visual aids)
- ✓ Videos
- ✓ Documents (manuals, handouts, PDFs)
- ✓ Interactive Modules (simulations, quizzes)
- ✓ Live Instruction (classroom sessions)
- ✓ Assessments (exercises, case studies)

4.1. Methodology

- Lecture
- Group work & discussions
- Role plays
- Practical exercises

4.2. Materials Used

Materials used during work skills and readiness training are designed to help participants develop practical abilities, professional habits, and confidence for entering or re-entering the workforce. These materials vary depending on the industry, audience, and training format.

Printed & Digital Resources

- **Workbooks and manuals:** Step-by-step guides on job search, resume writing, interview prep, and workplace etiquette.
- **Handouts:** Quick reference sheets on soft skills, time management, and communication.

Interactive Materials

- **Role-play scripts:** Used for practicing interviews, conflict resolution, or workplace conversations.
- **Group activities:** Team-building exercises, brainstorming sessions, or collaborative problem-solving.
- **Case studies:** Real-world examples to analyze and discuss workplace challenges.

Assessment Tools

- **Skills checklists:** To track progress in areas like communication, punctuality, and professionalism.
- **Quizzes and tests:** To evaluate understanding of concepts and readiness for employment.
- **Feedback forms:** For trainers and peers to provide constructive input.

Career Development Materials

- **Resume templates** and cover letter samples
- **Job application forms** and mock interview questions
- **Career planning worksheets** and goal-setting tools

These materials aim to build both **hard skills** (like computer literacy or technical know-how) and **soft skills** (like attitude, adaptability, and teamwork). If you're designing or participating in a training program, I can help tailor materials to your specific goals or audience. Want to dive into examples for a particular industry or age group?

5. Participant Details

5.1 Participants analysis

Managikiki Training Participant List			
No.	Name	Gender	Age
1	Mary Tura	Female	18
2	Malisah Bua	Female	20
3	Melinta Bosa	Female	23
4	Elizabeth Rina	Female	25
5	Wendy Anita	Female	26
6	Lina Jelina	Female	26
7	Melana Soloni (Melona)	Female	28
8	Justina Grace	Female	30
9	Gillian Jerus	Female	31
10	Pamela Tia	Female	34
11	Debora Dora	Female	38
12	Sidan Rubin	Male	18
13	Samuel Bosa	Male	18
14	Hamuel Ngisi	Male	19
15	Caleb Bosa	Male	20
16	Moses Ringi Lati	Male	20
17	Jerus Daniel	Male	25
18	Gabriel Bobo	Male	26
19	Andrew Tapa	Male	29
20	Aldrin Kano	Male	29
21	Nahshon Aldrin Lua	Male	30
22	Timothy Hendry	Male	31
23	Wilfred Bua	Male	32
24	Haggith Miller Pilo	Male	37
25	Austin Searer	Male	39
26	Emmanuel Rati	Male	40

27	Elizah Bosah	Male	42
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Gender Analysis		
Male Youth	Female Youth	Total Youth
9	7	16
Male Adult	Female Adult	Total Adult
7	4	11

5.2 Attendance Summary

We start off with 31 participants during our first day, however, participants are missing classes and also, they turn up but did not register their names despite reminder has been given.

Day	Male	Female	Total
1	20	11	31
2	13	10	23
3	11	8	18
4	13	9	22
5	11	8	19

(Full signed attendance sheet in Annex 1)

4.2 Special Needs / Inclusion Measures

In a community setting, Special Needs / Inclusion Measures focus on making sure that everyone—regardless of ability—can participate fully in community life, programs, and services. These measures are especially important in places like local training centers, youth programs, health outreach, cultural events, and employment readiness workshops.

Inclusion Measures in a Community Context

Physical Accessibility

- Ramps, handrails, and wide doorways for wheelchair users
- Accessible toilets and seating areas
- Clear signage with visual symbols or braille

Communication Support

- Sign language interpreters or captioning for events

- Materials in multiple formats (audio, large print, easy read)
- Multilingual resources if the community is linguistically diverse

Program Adaptations

- Flexible activities that accommodate different learning styles or physical abilities
- Smaller group sizes or one-on-one support
- Inclusive sports, arts, or vocational training that allow everyone to contribute

Staff Training & Awareness

- Sensitivity and inclusion training for volunteers and staff
- Understanding of disability rights and respectful language
- Clear protocols for supporting individuals with behavioral or emotional needs

Community Engagement

- Involving people with disabilities in planning and decision-making
- Feedback channels to hear from marginalized voices
- Outreach to families and caregivers to build trust and participation

Why It Matters

Inclusion measures in a community setting help build belonging, dignity, and opportunity. They ensure that no one is left out—whether it's a young person with autism joining a youth group, or an elder with mobility challenges attending a health workshop.

If you're working on a specific community program, I'd love to help you design inclusive strategies or materials tailored to your local needs. Want to explore examples for youth, elders, or employment training?

6. Training Delivery Process

Training Introduction Summary



The training commenced with a warm welcome and opening remarks by Mr. Lionel, followed by a brief overview from Mr. Titus representing the Tina Hydro Office. Both speakers emphasized the importance of the Life Skills and Work Readiness Training and its relevance to upcoming opportunities under the THRDP and other opportunities that might be available that the participants see fit in to their knowledge and skills.

Following the official welcome, the facilitation team introduced themselves, outlining their roles and responsibilities in delivering the training. This was followed by a participant introduction round, allowing everyone to share their names, backgrounds, and expectations for the training.

This introductory session helped establish a respectful and inclusive learning environment, setting the tone for active engagement throughout the day.

5.1 Daily Session Summary



Day 1: Understanding Ourselves

Session Focus: Understanding Ourselves

By the end of Day 1, participants were able to:

- Recognize their personal strengths and areas for growth
- Identify skills they are confident in
- Articulate short-term goals and personal motivations

Key Activities and Learning Highlights

Activity	Purpose	Participant Experience
<i>Getting to Know You</i>	Build rapport and energize group	Participants enjoyed discovering shared traits and felt more connected
<i>Module Introduction</i>	Set the tone for the 5-day journey	Participants understood the importance of self-awareness in job readiness
<i>Discussion: What is Self-Understanding?</i>	Explore the meaning of knowing oneself	<p>Responses included “knowing what I’m good at,” “how I behave,” and “how I introduce myself”</p> 
<i>Strengths vs. Weaknesses</i>	Help participants reflect on their qualities	Participants identified traits like “hardworking” and “gets angry easily” and discussed them openly
<i>My Portrait Activity</i>	Visual self-reflection on strengths and weaknesses	Participants drew themselves and listed personal strengths and challenges; sharing in pairs built confidence
<i>Goals and Aspirations</i>	Encourage forward-thinking and motivation	<p>Participants shared goals such as “get a job,” “learn computer skills,” and “support my family”</p> 
<i>Wrap-Up Discussion</i>	Reinforce key takeaways and	Participants felt more confident about their strengths and how to present themselves in interviews

Activity	Purpose	Participant Experience
	link to job readiness	

Participant Reflections

- "I didn't know I had so many strengths until I wrote them down."
- "It's good to talk about our goals. I want to work and help my family."
- "I feel more confident now to introduce myself."
- It helps us know that we are different and have many strengths and weakness also

Session 2. Focus: Self-Confidence and Positive Attitude

Learning Objectives Achieved

By the end of this session, participants were able to:

- ✓ Understand what self-confidence means and why it matters
- ✓ Identify behaviors and attitudes that reflect confidence and positivity
- ✓ Practice expressing themselves with confidence in group settings

Key Activities and Learning Highlights

Activity	Purpose	Participant Experience
<i>Confidence Circle</i>	Icebreaker to build trust and openness	Participants shared personal achievements and encouraged each other
<i>Discussion: What is Self-Confidence?</i>	Define and explore the concept	Participants described confidence as "believing in yourself," "not being shy," and "trying even when unsure"
<i>Positive Attitude Brainstorm</i>	Identify traits of a positive mindset	Traits included "being respectful," "smiling," "helping others," and "not giving up"
<i>Role Play: Confident vs. Unconfident Behavior</i>	Demonstrate and reflect on body language and tone	Participants acted out scenarios and discussed how posture, eye contact, and speech affect perception
<i>Confidence Builder Statements</i>	Practice affirmations and positive self-talk	Participants wrote and shared statements like "I am capable," "I can learn," and "I am proud of myself"
<i>Wrap-Up Reflection</i>	Reinforce key takeaways and link to job readiness	Participants discussed how confidence helps in interviews, teamwork, and learning new skills

Participant Reflections

- “Confidence is trying even when you’re scared.”
- “I learned that smiling and standing tall makes people listen to you.”
- “I feel more ready to speak in front of others now.”


Session 2.3: Taking Responsibility

Learning Objectives Achieved

By the end of this session, participants were able to:

- Share what motivates them to feel good about their actions
- Explain the importance of taking responsibility at home, work, and in the community
- List practical ways to build personal responsibility

Key Activities and Learning Highlights

Activity	Purpose	Participant Experience
<i>Session Introduction</i>	Link self-esteem to responsibility	Participants reflected on how responsibility builds trust and confidence
<i>Group Discussion: What is Responsibility?</i>	Define and explore the concept	Participants described responsibility as “owning your actions,” “being accountable,” and “doing what’s right” 
<i>Responsibility Game</i>	Interactive decision-making exercise	Participants responded to five real-life scenarios by physically choosing YES or NO, sparking active discussion
<i>Debrief: Signs of Avoiding Responsibility</i>	Identify negative behaviours	Participants recognized patterns like blaming others, making excuses, and ignoring community duties

Activity	Purpose	Participant Experience
<i>Discussion: Why Responsibility Matters</i>	Reflect on personal and social impact	Participants linked responsibility to trust, growth, and community respect
<i>Scenario Reflection: How to Act Responsibly</i>	Reframe negative behaviours	Participants proposed alternative actions for three “NO” scenarios, showing empathy and accountability
<i>Commitment Statements</i>	Encourage ownership of training journey	Participants wrote personal pledges such as “I commit to being punctual” and “I will participate fully”
<i>Wrap-Up Reflection</i>	Reinforce key takeaways	Participants shared how the session helped them understand themselves and their role in shaping positive outcomes

Participant Reflections

- “Taking responsibility means not blaming others.”
- “I learned that even small actions like throwing rubbish matter.”
- “I want to be someone others can trust.”

Session 2.1: Personal Hygiene and Grooming



Learning Objectives Achieved

By the end of this session, participants were able to:

- Explain the meaning and importance of good personal hygiene and grooming
- Describe examples of good vs. poor hygiene and appearance practices
- Understand how poor hygiene and grooming can affect employment opportunities

Key Activities and Learning Highlights

Activity	Purpose	Participant Experience
<i>Session Introduction</i>	Set context and relevance	Participants reflected on how hygiene affects job interviews, customer trust, and health
<i>Class Brainstorm</i>	Identify good hygiene	Participants shared examples like bathing daily, brushing teeth, wearing clean clothes, and trimming nails

Activity	Purpose	Participant Experience
	and grooming practices	
<i>Group Activity: Problem/Solution Analysis</i>	Analyze hygiene issues using visual aids	Using images of a bus conductor and market vendor, groups identified poor hygiene practices and proposed solutions
<i>Impact on Work Discussion</i>	Link hygiene to employment outcomes	Participants discussed how poor hygiene affects hiring, customer attraction, income, and job retention
<i>Group Report Back</i>	Share insights and reflect	Groups presented their findings and connected hygiene to broader workplace expectations 
<i>Debrief and Summary</i>	Reinforce key messages	Facilitator emphasized that good hygiene is about daily habits, not money, and is essential in all professions

Participant Reflections

- “Even if you wear nice clothes, if you smell bad, people won’t want to work with you.”
- “I didn’t know that brushing teeth every day can help you get a job.”
- “We need to plan ahead—wash our clothes and buy soap.”
- There are factor that also can contribute to why people don’t swim and can affect us not maintain hygiene and that is we don’t have water.


Session 2.2: Nutrition and Balanced Diet


Learning Objectives Achieved

By the end of this session, participants were able to:

- Recognize the importance of a nutritious and balanced diet
- Identify and categorize foods into the three food groups plus drinks/liquids
- Plan a balanced meal using locally available food items in Solomon Islands

Key Activities and Learning Highlights

Activity	Purpose	Participant Experience
<i>Session Introduction</i>	Set context for nutrition in Solomon Islands	Participants reflected on traditional diets vs. modern convenience foods and their impact on health
<i>Discussion: 3 Food Groups + Water</i>	Introduce core nutrition concepts	Participants learned about Energy, Body-Building, Protective foods, and the importance of water
<i>Class Brainstorm</i>	Categorize food items	<p>Participants identified healthy and unhealthy foods in each group, using local examples</p> 
<i>Group Activity A: Food Card Sorting</i>	Reinforce food group knowledge	Groups sorted food cards into categories and labelled them as healthy or unhealthy, correcting errors collaboratively
<i>Group Activity B:</i>	Apply learning to real-life	Groups created balanced meal plans using local foods and presented their ideas to the class

Activity	Purpose	Participant Experience
<i>Meal Planning</i>	meal design	
<i>Wrap-Up Discussion</i>	Reinforce key messages	Participants discussed how to eat well on a budget and the value of backyard gardens and local food sources

Participant Reflections

- “I didn’t know noodles had so little nutrition.”
- “We can grow our own vegetables and eat healthy without spending much.”
- “The ocean and garden are like our bank—we can eat or sell what we grow.”

Session 2.4: Exercise and Sleep


Learning Objectives Achieved

By the end of this session, participants were able to:

- Recognize the importance of exercise and sleep for physical, mental, and emotional health
- Understand recommended weekly exercise and nightly sleep durations
- Reflect on their own habits and identify areas for improvement
- Develop strategies to improve energy levels and workplace readiness

Key Activities and Learning Highlights

Activity	Purpose	Participant Experience
<i>Session Introduction</i>	Set context for lifestyle changes	Participants reflected on how modern habits differ from traditional active lifestyles
<i>Discussion: How Much Exercise?</i>	Introduce healthy	Participants learned that 30 minutes of medium-intensity activity, 4–5 days/week, supports health and work readiness

Activity	Purpose	Participant Experience
	activity guidelines	
<i>Group Exercise: Heart Rate Challenge</i>	Experience medium-intensity movement	Participants engaged in jumping, dancing, and other activities to feel the difference in heart rate and energy
<i>Class Brainstorm: Examples and Benefits</i>	Identify types and benefits of exercise	<p>Participants listed activities like gardening, walking, and sports, and discussed benefits like strength, mood, and focus</p> 
<i>Discussion: Sleep and Recharge</i>	Connect sleep to energy and performance	Participants learned that sleep repairs the body, supports learning, and helps manage emotions—like charging a phone battery
<i>Sleep Check Activity</i>	Reflect on personal sleep habits	Participants stood up if they had enough sleep, prompting discussion on barriers and solutions
<i>Wrap-Up</i>	Reinforce key messages	Facilitator emphasized the link between healthy habits and employment readiness, encouraging routine and self-care

Participant Reflections

- “I didn’t know sleep helps you think better.”
- “Exercise makes me feel more awake and happier.”
- “I want to walk more and sleep earlier.”

Day 2:

Recap from day 1 sessions:

Participants respond:

- ✓ We learn about ourselves
- ✓ Hygiene
- ✓ We learn about exercise and sleep
- ✓ Important of balance diet




Session 2.4: Drug and Alcohol Use


Learning Objectives Achieved

By the end of this session, participants were able to:

- Describe common types and effects of drugs and alcohol
- Understand the stages of use and the dangers of misuse and addiction
- Identify personal and community impacts of substance abuse
- Explore protective factors and harm reduction strategies
- Learn how to support others and seek help

Key Activities and Learning Highlights

Activity	Purpose	Participant Experience
<i>Session Introduction</i>	Set context and learning goals	Participants reflected on substance use in their communities and its relevance to employment and wellbeing
<i>Class Brainstorm: Common Substances</i>	Identify local examples	<p>Participants listed alcohols (e.g. kwaso, beer) and drugs (e.g. betel nut, marijuana, kava), and discussed legal vs. illegal, taboo, and effects</p> 
<i>Impact Table Discussion</i>	Explore consequences of use	Participants analyzed the physical, emotional, and social impacts of kwaso, betel nut, and kava
<i>Stages of Use Discussion</i>	Understand progression from experimentation to addiction	Participants recognized how casual use can lead to dependence and affect daily functioning
<i>Group Activity: Problem Tree</i>	Visualize causes and consequences	Groups created trees showing roots (causes), trunk (use), and branches (impacts), then presented and discussed their findings

Activity	Purpose	Participant Experience
		
<i>Harm Reduction and Support Strategies</i>	Learn practical ways to reduce risk and help others	Participants explored safe practices, positive environments, and the “3 D’s” (Delay, Distract, Decide)
<i>Wrap-Up Discussion</i>	Reinforce key messages	Facilitator emphasized the importance of awareness, support, and seeking help through CBSP2 or youth counselors

Participant Reflections

- “Kwaso can destroy your body and your family.”
- “Even betel nut can be addictive and cause health problems.”
- “We need to help our friends and not judge them.”

Session 3.1: Sex and Gender Roles

Learning Objectives Achieved

By the end of this session, participants were able to:

- Describe the difference between biological sex and gender
- Identify gender roles and expectations in their communities
- Reflect on how societal norms shape perceptions of men and women

Key Activities and Learning Highlights

Activity	Purpose	Participant Experience
<i>Icebreaker Riddle</i>	Challenge assumptions about gender roles	Participants were surprised to learn the surgeon was the mother, prompting reflection on gender stereotypes
<i>Group Activity: What Makes a Man or Woman</i>	Explore community perceptions	Groups listed traits and roles associated with men and women, revealing strong social norms and expectations
<i>Discussion: Sex vs. Gender</i>	Clarify definitions and differences	Participants learned that sex refers to biological traits, while gender refers to roles and behaviors shaped by society
<i>Follow-Up Activity: Mark the List</i>	Distinguish between learned roles and biological traits	Participants crossed out gendered traits and circled biological ones, realizing many roles are not fixed
<i>Reflection Discussion</i>	Encourage personal insight and respectful dialogue	Participants shared what surprised them, what they learned, and how their views may have shifted

Participant Reflections

- “I thought only men could be doctors.”
- “Some things we say are for men or women can actually be done by both.”
- “Gender roles are taught—we can change them.”

Session 3.2: Gender Inequality

Learning Objectives Achieved

By the end of this session, participants were able to:

- ✓ Describe gender inequality and its impacts
- ✓ Identify how gender inequality affects people at home, in the community, and at work
- ✓ List practical ways to promote gender equality

Key Activities and Learning Highlights

Activity	Purpose	Participant Experience
<i>Visual Discussion: Equality vs. Equity</i>	Introduce the concept of fairness and support	Participants interpreted images showing equal vs. equitable treatment, linking them to gender inequality

Activity	Purpose	Participant Experience
<i>Yes/No Voting Game</i>	Explore personal experiences of gender inequality	Participants responded to statements about family, education, and work, revealing disparities and prompting reflection
<i>Small Group Debrief</i>	Process emotional responses and insights	Participants shared how the activity made them feel and discussed examples of inequality in their own lives
<i>Open Discussion: Forms and Solutions</i>	Identify real-life examples and brainstorm solutions	Participants named unfair expectations and suggested ways to promote fairness in homes, communities, and workplaces

Participant Reflections

- “My grandfather went to school, but my grandmother stayed home.”
- “I didn’t realize how many things women are expected to do without help.”
- “We need to teach boys and girls the same values.”

Session 3.3: Gender-Based Violence (GBV) and Where to Find Help

Learning Objectives Achieved

By the end of this session, participants were able to:

- ✓ Define gender-based violence and its types
- ✓ Understand GBV statistics and the role of the Family Protection Act (FPA) in Solomon Islands
- ✓ Identify where to find help and support services for violence or abuse

Key Activities and Learning Highlights

Activity	Purpose	Participant Experience
<i>Discussion: What is GBV?</i>	Define gender-based and domestic violence	Participants shared community experiences and learned that GBV includes emotional, physical, sexual, and economic abuse
<i>Facts About Violence in Solomon Islands</i>	Contextualize GBV locally and globally	Participants learned that women are disproportionately affected, and violence often comes from someone they know

Activity	Purpose	Participant Experience
<i>Group Activity: Types of Violence</i>	Identify and understand different forms of abuse	<p>Participants listed examples and learned how each type is recognized under the Family Protection Act</p> 
<i>Case Study: Linda and Peter's Stories</i>	Apply learning to real-life scenarios	Groups acted as judges, analyzed abuse types, and discussed legal and emotional implications for both men and women
<i>Video Reflection: Ending Violence</i>	Inspire community action and male leadership	Participants watched Jumi Man Save Endim Vaelans We Men Can End Violence and discussed the role of men in ending violence

Where to Find Help

Participants were informed about local support services including:

- Family Support Centre (FSC)
- Ministry of Women, Youth, Children and Family Affairs
- Police Domestic Violence Unit
- Community leaders and church-based support networks

Participant Reflections

- “I didn’t know emotional abuse was also violence.”
- “Even men can be victims, but they don’t speak up.”
- “It’s important to know where to get help.”


Session 4.1: Caring for Our Environment


Learning Objectives Achieved

By the end of this session, participants were able to:

- Define what “environment” includes and its importance to daily life
- Identify common environmental problems caused by human activity
- Describe causes and effects of harmful practices
- Suggest practical actions to care for and protect the environment

Key Activities and Learning Highlights

Activity	Purpose	Participant Experience
<i>Brainstorm: What is Environment?</i>	Build foundational understanding	Participants listed elements of the environment and discussed how human activity affects nature
<i>Picture Analysis: Environmental Problems</i>	Identify local issues visually	Participants recognized familiar problems such as logging, mining, rubbish, and overharvesting
<i>Group Activity: Problem Tree</i>	Analyze causes, effects, and solutions	<p>Participants worked in groups to map out environmental issues using a tree diagram, showing deep understanding of root causes and community impacts</p> 

Activity	Purpose	Participant Experience
		
<i>Commitment Pledge</i>	Encourage personal responsibility	Each participant drew or wrote three actions they will take to care for the environment

Environmental Issues Explored

Issue	Causes (Roots)	Impacts (Branches)	Solutions (Sky)
Waste and Littering	Lack of bins, bad habits, irregular collection	Disease, flooding, dirty streets	More bins, education, fines, composting
Logging and Mining	Pressure for money, poor agreements, corruption	Water pollution, land damage, social tension	Community unity, reforestation, sustainable practices
Misuse of Natural Resources	Overharvesting, lack of awareness, shortcuts	Food scarcity, poor soil, relocation	Community rules, awareness, crop rotation, climate-resilient gardening

Participant Reflections

- “We need to stop throwing rubbish in the river.”
- “Logging brings money but also problems for our land.”
- “I will plant more trees and teach my siblings not to litter.”

Session 4.2: Climate Change

Learning Objectives Achieved

By the end of this session, participants were able to:

- Describe climate change and its causes
- Explain how human activity contributes to climate change
- Identify local impacts of climate change
- Suggest ways communities can respond and adapt

Key Activities and Learning Highlights

Activity	Purpose	Participant Experience
<i>Brainstorm: What is Climate Change?</i>	Build foundational understanding	Participants shared definitions and causes, including fossil fuels, deforestation, and rising temperatures
<i>Discussion: Local Impacts</i>	Connect global issue to local realities	Participants identified flooding, food insecurity, coastal erosion, and water shortages as key impacts
<i>Video Reflection: “This is My Home”</i>	Deepen emotional and cultural understanding	Participants watched stories from Manawai Bay (Malaita) and reflected on loss of land, livelihoods, and community resilience
<i>Group Discussion</i>	Encourage peer learning and local relevance	Participants shared examples from their own communities and brainstormed adaptation strategies

Video Integration and Reflections

Participants viewed [Loss and Damage in Solomon Islands](#) — a short film produced by Oxfam and SICAN featuring Solomon Islanders sharing personal stories of climate-related loss and adaptation. This video was chosen for its strong local relevance and emotional impact.

Discussion Highlights:

- Communities are losing land to sea-level rise and erosion
- Traditional food sources and water access are under threat
- Adaptation includes planting swamp taro, relocating homes, and community-led awareness

Session 4.3: Disaster Risk Preparedness

Learning Objectives Achieved

By the end of this session, participants were able to:

- List common natural disasters in Solomon Islands
- Identify risks to people, property, and livelihoods
- Describe how to prepare for disasters (preparedness)
- Explain safety practices during and after disasters (response)

Key Activities and Learning Highlights

Activity	Purpose	Participant Experience
<i>Brainstorm: Disaster Risks</i>	Identify local hazards	Participants listed floods, earthquakes, cyclones, landslides, and tsunamis as common threats
<i>Story Sharing: 2014 Honiara Flood</i>	Connect learning to lived experience	Participants shared personal stories of loss, displacement, and community impact.
<i>Group Activity: Disaster Preparedness & Response</i>	Develop practical strategies	Groups analyzed assigned disasters (flood, cyclone, earthquake) and presented impacts, preparedness actions, and safety practices
<i>Wrap-Up Discussion</i>	Reinforce key messages	Participants committed to household planning, early warning awareness, and helping vulnerable community members

Disaster Preparedness and Response Summary

Disaster	Impacts	Preparedness Actions	Response Practices
Earthquake	Building collapse, injury, fire, tsunami risk	Build on firm ground, secure heavy items, prepare emergency kits	Drop-Cover-Hold, stay calm, evacuate safely, avoid damaged buildings
Flood	Loss of homes, crops, water contamination	Build away from flood zones, clear drains, store valuables high	Evacuate early, avoid floodwaters, protect water sources, dry and sanitize homes
Cyclone	Strong winds, flooding, infrastructure damage	Strengthen homes, store food/water, protect documents	Stay indoors, monitor alerts, help children and elderly, avoid debris

Participant Reflections

- “We didn’t know what to do during the flood — now we can prepare better.”
- “I will talk to my family about making an evacuation plan.”
- “Helping children and old people is important during disasters.”

Day 3: Module 5. Seeking Work Opportunities

Session 5.1: Setting Goals

Learning Objectives Achieved

By the end of this session, participants were able to:

- Understand what a goal is and why goal setting matters
- Differentiate between short-term and long-term goals
- Learn the SMART goal framework
- Practice writing personal and career-related SMART goals

Key Activities and Learning Highlights

Activity	Purpose	Participant Experience
<i>Visioning Exercise: “Me and My Family – 3 Years from Now”</i>	Encourage future thinking and personal reflection	Participants drew or wrote their aspirations for 2028, including employment, education, housing, and family wellbeing
<i>Discussion: What is a Goal?</i>	Define goals and their types	Participants learned the difference between short-term and long-term goals
<i>SMART Goal Framework</i>	Teach structured goal setting	Participants were introduced to SMART goals (Specific, Measurable, Achievable, Relevant, Time-bound) and practiced writing their own
<i>Goal Writing and Sharing</i>	Apply learning to real-life aspirations	Participants selected one personal goal and wrote a SMART goal statement with steps; examples were shared and refined in plenary

Examples of Participant SMART Goals

Goal Statement	Steps to Achieve
“To start a small poultry business by 2028 to support my family’s income.”	1. Learn basic poultry care; 2. Save money for chicks and feed; 3. Build a small coop; 4. Sell eggs locally

Goal Statement	Steps to Achieve
“To become a qualified mechanic and work in a garage in Honiara.”	1. Enroll in vocational training; 2. Complete certification; 3. Apply to garages; 4. Gain experience and build reputation
“To help my children stay in school and finish Form 5 by 2028.”	1. Save for school fees; 2. Support homework and attendance; 3. Attend parent meetings; 4. Monitor progress regularly

Participant Reflections

- “Writing my goal helped me see what I need to do step by step.”
- “I want to work and earn money so my children can go to school.”
- “I didn’t know how to plan before—now I have a clear goal.”

Session 5.2: Finding Work and Job Search

Learning Objectives Achieved

By the end of this session, participants were able to:

- List key steps to begin a job search
- Identify places and platforms to look for work
- Understand the documents needed to apply for formal employment

Key Activities and Learning Highlights

Activity	Purpose	Participant Experience
<i>Opening Discussion: Job Search Experience</i>	Connect learning to real-life efforts	Participants shared past experiences and challenges in finding work
<i>Work Self-Assessment</i>	Reflect on readiness and interests	Participants explored their strengths, preferred work types, and areas for growth
<i>Group Brainstorm: Job Search Strategies</i>	Identify practical steps and resources	Groups discussed where to find jobs, what documents are needed, and how to gain experience
<i>Debrief and Summary</i>	Reinforce key messages	Participants learned about networking, volunteering, and the “hidden job market” where many jobs are not advertised

Job Search Resources Shared

Participants were introduced to local and online platforms for job hunting, including:

- Pasifiki HR – A Solomon Islands-based job portal with listings across sectors

View current job listings on Pasifiki HR

- Company websites – e.g. Solomon Airlines, GPPOL, Gold Ridge Mining
- Facebook pages – Local business and recruitment pages
- Community noticeboards – Churches, youth centers, and market stalls
- Wontok networks – Family, friends, and neighbors often share job leads

Documents Needed for Formal Work

Participants listed and discussed key documents required when applying for jobs:

- Curriculum Vitae (CV)
- Cover letter or application letter
- Reference contacts or letters
- Valid ID (e.g. voter card, birth certificate)
- Police clearance
- Medical check (if required)
- Copies of education/training certificates

Participant Reflections

- “I didn’t know volunteering could help me get a job.”
- “I will ask my uncle to help me write a CV.”
- “Now I know where to look for jobs online.”

Session 5.3: Working Opportunities at THRDP THL/HCC

Learning Objectives Achieved

By the end of this session, participants were able to:

- Understand the objectives and structure of the THRDP project
- Identify potential work opportunities under THRDP, THL, and HCC
- Recognize key skills and competencies required for employment
- Describe the application process for selected roles

Session Format and Highlights

Segment	Details
<i>Introduction</i>	Overview of session goals and guest speakers
<i>Presentation by THRDP/THL/HCC Representatives</i>	Covered project background, employment pathways, and recruitment procedures
<i>Open Discussion & Q&A</i>	Participants asked questions about job types, qualifications, and how to apply
<i>Wrap-up</i>	Summary of key insights and participant reflections

Work Opportunities Shared

Representatives outlined various roles available under the THRDP and related entities, including:

- Dum Truck Operator
- Security
- Safety Officer
- Construction Support Roles
- Site construction Helper

These roles are often linked to infrastructure development, community outreach, and project implementation.

Skills and Competency Requirements

Participants learned that successful applicants typically need:

- Basic literacy and numeracy
- Good communication and teamwork skills
- Reliability and punctuality
- Specific technical skills (depending on the role)
- Willingness to learn and follow instructions

Soft skills such as respect, honesty, and community-mindedness were emphasized as equally important.

Application Procedures Explained

Representatives walked participants through the application process:

1. Job Advertisement – Posted on noticeboards, Pasifiki HR, or Solomon Islands Government Portal
2. Document Preparation – CV, cover letter, ID, references, certificates
3. Submission – Via email, in-person delivery, or online portals
4. Interview Process – May include written tests or group interviews
5. Selection and Onboarding – Successful candidates receive orientation and training

Participant Reflections

- “I didn’t know THRDP had so many job types.”
- “Now I understand what skills I need to work on.”
- “I will check Pasifiki HR and ask my uncle about openings.”

Session 5.4: Writing CVs, Reference Letters, and Cover Letters



What We Learned Today

- A CV tells employers about your skills, experience, and education — even informal work and community roles count!
- A reference letter supports your application by showing how others trust your work and character.
- A cover letter explains why you’re interested in a job and how your skills match the job ad.
- You can include life experiences, volunteering, and training in your CV — not just formal jobs.

- References can be teachers, supervisors, church leaders, or anyone who knows your work ethic.
- You can write an Expression of Interest (EOI) letter to show interest in a company even if no job is advertised.

What We Practiced

- ✓ Identified our own skills and experiences using checklists
- ✓ Drafted CVs using a step-by-step template
- ✓ Reviewed a real reference letter and discussed what makes it strong
- ✓ Wrote cover letters in response to a job ad for a Security Guard
- ✓ Learned how to write an EOI letter for jobs that aren't advertised

What Participants Said

- “I didn't know I could include church and community work in my CV.”
- “Now I understand what a reference letter should say.”
- “Writing the cover letter helped me see how to match my skills to the job.”

Key Messages

- ✓ Everyone has something to include in a CV — your experiences matter.
- ✓ Reference letters help employers trust you — choose someone who knows your work.
- ✓ Cover letters show why you're a good fit — always match your skills to the job ad.
- ✓ You can keep working on your CV and letters after training — support is available through the CBSP2 Training and Jobs Officer

Session 5.5: Job Interview Skills

First impressions matter — employers often decide in the first 30 seconds!

- ✓ Preparing for an interview includes knowing the job, dressing well, and practicing answers.
- ✓ Good hygiene, clean clothes, and respectful behavior help you stand out.
- ✓ You need to be confident and speak clearly about your skills and experience.
- ✓ Being shy is common, but in an interview you must promote yourself — it's not showing off, it's showing readiness

What We Practiced

- ✓ Watched a role play showing a strong and weak job interview — and discussed the differences.
- ✓ Talked about how to prepare: researching the job, dressing properly, arriving on time, and being polite.

- ✓ Practiced answering common interview questions in pairs, imagining we were applying to THL.
- ✓ Learned how to talk about our strengths, past experiences, and why we want the job.

What Participants Said

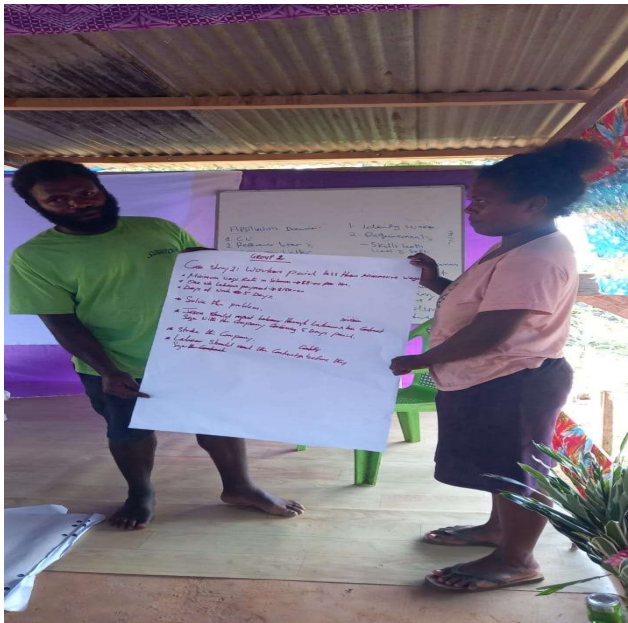
- “I didn’t know the first 30 seconds were so important.”
- “I feel more confident now that I’ve practiced.”
- “I will prepare better next time and dress properly.”

Key Messages

- ✓ Prepare before the interview — know the job and practice your answers.
- ✓ Dress cleanly and respectfully — appearance matters.
- ✓ Speak clearly and confidently — show your interest and skills.
- ✓ Promote yourself — employers want to know what you can do.
- ✓ Practice makes you better — keep practicing with friends or family.

Session 5.6: Labour Laws of Solomon Islands

What We Learned Today



- ✓ Labour laws protect workers from unfair treatment and ensure fair pay, safe conditions, and respectful workplaces.

- ✓ The Solomon Islands Employment Act outlines rights like minimum wage, working hours, leave entitlements, and protection from unfair dismissal.
- ✓ Employers must follow legal standards, and workers have the right to speak up if those standards are not met.
- ✓ Child labour, underpayment, and unfair dismissal are against the law — and there are places to report these issues.

What We Discussed

- ✓ Common labour law topics: minimum wage, age limits for work, fair treatment, and workplace safety.
- ✓ Real-life case studies helped us understand how the law applies in situations like underage employment, unfair pay, and absenteeism.
- ✓ Labour laws are important because they protect both workers and employers, and help create fair workplaces.



Where to Get Help

- ❖ Public Solicitor's Office (PSO) – Free legal help for employment issues
Located in Honiara | Visit PSO Website
- ❖ Labour Division – MCILI – Handles complaints, explains rights, and manages disputes
Located at Ministry of Commerce | Visit Labour Division

What Participants Said

- “I didn’t know there was a minimum wage law.”
- “Now I know where to go if I’m treated unfairly.”
- “Even if I haven’t worked before, I have rights when I start.”

Key Messages

- You have rights as a worker — and you don't have to accept unfair treatment.
- Labour laws protect you from being underpaid, overworked, or dismissed unfairly.
- If something feels wrong at work, you can get help from PSO or the Labour Division.
- Knowing your rights helps you work with confidence and dignity

Session 5.7: Starting Income Generating Activities

What We Learned Today

Income Generating Projects (IGPs) are small-scale activities that help individuals or families earn money, often using existing skills, interests, or local resources.

- ✓ IGPs are different from formal businesses — they are usually simpler, community-based, and focused on meeting basic income needs.
- ✓ Planning is key: identifying a good idea, checking if it's marketable, and knowing what resources and skills are needed.

Key Concepts Discussed

- IGP vs. Business:
- IGPs are often informal, small-scale, and started with limited capital.
- Businesses are more formal, often registered, and aim for larger profits.
- Examples of IGPs in Solomon Islands:
- Selling cooked food, handicrafts, poultry, vegetable farming, tailoring, roadside stalls, fish smoking, and coconut oil production.
- In rural areas: cocoa drying, honey production, piggery, and weaving mats.

Case Study Reflection

Participants explored real-life stories like Hilda's IGP and discussed:

- What made the project successful or not.
- Factors like community support, market demand, and personal commitment.
- Many noted that success often depends on planning, teamwork, and understanding customer needs.

Group Exercise Highlights

- Participants brainstormed IGP ideas in pairs and posted them on the board.
- Common ideas included:
- Selling cooked food at market
- Making and selling shell jewelry
- Backyard poultry
- Growing vegetables for sale
- Each group selected one idea and used the IGP Planning Worksheet to outline:
- Target market
- Resources needed (capital, materials, people)
- Skills required

Participant Reflections

“It was easy to think of ideas, but hard to know how much money we need.”

- “We need more help to understand how to find customers.”
- “I want to try my idea, but I need training on how to manage money.”

Steps to Start an IGP

1. Make a list of ideas based on your skills, interests, and community needs
2. Choose one idea and check if people will buy it
3. Identify your target market
4. List the resources and skills needed
5. Plan carefully to avoid wasting time and money

Next Steps

- Participants interested in pursuing an IGP can attend the 5-day Financial Literacy Training offered by the project.
- Details and schedules are available from the Training and Jobs Officer.

Day 4:

Session 6.1: Leadership

What We Learned Today

- Leadership is about guiding, motivating, and supporting others to achieve a shared goal.
- Anyone can be a leader — in their family, community, or workplace.
- Effective leaders demonstrate qualities like responsibility, communication, fairness, and respect.
- Leadership is not just about giving orders — it's about building trust, solving problems, and encouraging participation.

Warm-Up Role Play Reflection

- The role play showed how poor leadership (lateness, lack of responsibility) can affect group morale and project outcomes.
- Participants identified that good leaders should be present, reliable, and supportive.
- Leadership is not just a title — it's about actions and accountability.

Spider Web Game Insights

- Participants shared ideas on leadership qualities and actions:
- Who can be a leader? Anyone willing to take responsibility
- Qualities of a good leader: Honest, respectful, good listener, fair, confident
- What leaders do: Organize, guide, communicate, solve problems
- What leaders should avoid: Being selfish, ignoring others, showing favoritism
- The web symbolized connection and shared responsibility — if one person lets go, the whole structure changes.

Discussion Highlights

- Leadership is not limited to formal roles — it can be practiced in everyday life.
- Effective leaders in Solomon Islands often emerge from community groups, churches, and family networks.
- Leadership is about service, not power — helping others succeed is a key trait.

Personal Reflections

- Participants reflected on how they can apply leadership qualities:

- “I will be more responsible in my group and make sure everyone knows their tasks.”
- “I want to be a better listener at home and in my community.”
- “I will try to solve problems instead of blaming others.”

Key Messages

- Leadership is about motivating and guiding others toward a common goal.
- Anyone can be a leader — leadership starts with small actions.
- Good leaders communicate clearly, solve problems, and build teamwork.
- Leadership involves responsibility, respect, and encouraging others to participate.

Session 6.2: Effective Communication

What We Learned Today

- Communication is the process of sending and receiving messages through speaking, listening, writing, and body language.
- Effective communication is essential in the workplace, at home, and in the community.
- Miscommunication can lead to confusion, mistakes, and conflict — clear messages and active listening help avoid this.
- Assertiveness is a key communication skill that helps us express ourselves confidently and respectfully.

Warm-Up Reflections

- A silent room felt strange and disconnected.
- Everyone talking at once felt chaotic and confusing.
- These examples showed that communication needs balance — speaking and listening must work together.

Message Relay Game Insights

- Messages changed as they were passed along — some details were lost or added.
- People interpret messages differently, especially when they rely on memory or unclear instructions.
- Lesson: We must listen carefully, clarify messages, and avoid assumptions.

Essential Communication Skills Discussed

- Speaking clearly
- Active listening
- Reading and understanding written messages
- Using respectful body language
- Asking questions when unsure

Participants shared which skills they use most and which ones they find hardest — many said listening and asking questions were challenging but important.

Assertiveness Practice

- Assertiveness means expressing your thoughts honestly and respectfully.
- It's not aggressive or passive — it's confident and clear.
- Examples shared:
- Asking for clarification when instructions are unclear
- Explaining your side during group discussions
- Being honest during job interviews about your skills and limits

Key Messages

- Communication is more than talking — it's about understanding and being understood.
- Clear communication helps avoid mistakes and builds trust.
- Assertiveness helps you speak up respectfully and take responsibility for your actions.
- Practice active listening and assertiveness in your daily life — they are powerful tools for success.

Session 6.3: Problem Solving and Decision Making

What We Learned Today

- Problem solving is the process of identifying challenges and finding workable solutions.

- Decision making is choosing the best solution from available options, considering consequences and impact.
- These skills are essential in daily life, community work, and future employment — especially in projects like CAUSE or other job opportunities.

Key Concepts Discussed

Problem Solving

- Common problems shared by participants included: lack of money, family disputes, late salary payments, and poor waste management.
- Participants learned a step-by-step approach to solving problems:
 1. Identify the problem
 2. Understand the causes
 3. Identify who is affected
 4. Explore possible solutions
 5. Choose the best solution
 6. Take action

Case Study Practice

- Participants worked in groups to analyze two real-life community problems:
- Case 1: Theft due to poverty and conflict between neighbors
- Case 2: Poor participation and unpaid contributions for community ladder maintenance
- Each group identified the problem, causes, affected parties, and proposed solutions.
- They practiced evaluating options and selecting the most effective solution.

Decision Making

- ✓ Decision making is the process of choosing the best solution after analyzing options.
- ✓ Participants discussed how decisions can have long-term effects and must be made carefully.
- ✓ They learned to weigh pros and cons before deciding and to consider fairness, impact, and feasibility.

Participant Reflections

- ✓ “We must think before we act, especially when solving problems in our community.”
- ✓ “I learned that not all solutions are good — we need to choose the one that helps everyone.”

- ✓ “Sometimes we act on feelings, but it’s better to think through the steps.”

Key Messages

- ✓ Problems are normal — what matters is how we respond.
- ✓ Solving problems requires clear thinking, teamwork, and planning.
- ✓ Good decisions are based on facts, fairness, and understanding consequences.
- ✓ These skills help us become better leaders, workers, and community members.

Session 6.4: Teamwork

What We Learned Today

- ✓ Teamwork means working together with others to achieve a shared goal.
- ✓ In the workplace, teamwork is essential — no one works alone, and success depends on cooperation.
- ✓ Effective teams communicate well, share responsibilities, and support each other.
- ✓ Challenges like poor communication or lack of participation can weaken a team, but they can be overcome with planning and respect.

Key Concepts Discussed

A team is more than a group — it’s people working together with a common purpose.

- ✓ Everyone has a role to play, and each person’s effort contributes to the final result.
- ✓ Teamwork is a core work readiness skill needed in projects like CAUSE and other employment opportunities.

Group Reflections

- “We worked better when we listened to each other.”
- “At first we were confused, but once we agreed on a plan, things improved.”
- “Teamwork is not just about doing — it’s about planning and helping each other.”

Building Strong Teams

Participants shared ways to build effective teamwork:

- Set clear goals
- Include everyone in decision-making
- Share tasks fairly
- Communicate regularly
- Respect each other’s ideas

Key Messages

- Teamwork is essential in any workplace — success depends on everyone working together.
- Good teams are built on trust, respect, communication, and shared goals.
- Every member matters — when one fails, the team struggles; when all contribute, the team succeeds.

Session 6.5: Time Management

What We Learned Today

- Time management is the ability to plan and use your time wisely to complete tasks and meet responsibilities.
- Managing time well helps you be punctual, productive, and balanced — especially important in the workplace.
- Everyone has the same 24 hours — how we use it makes the difference.

Key Concepts Discussed

Understanding Time Use

- Participants mapped their daily activities to see how they spend time.
- They identified busy and unproductive periods, and reflected on how to improve their daily routines.
- Common challenges included late arrivals due to traffic, chores, or poor planning — often referred to as “solo time.”

Why Time Management Matters

- ✓ Helps improve work performance and meet deadlines
- ✓ Builds confidence and self-discipline
- ✓ Supports work-life balance and reduces stress
- ✓ Makes you more reliable and respected in the workplace

Time Mapping Activity

Participants worked in pairs to fill out a time mapping form.

- They reviewed their schedules and identified areas for improvement.
- Many realized they could adjust their routines to be more productive and punctual.

Tips for Managing Time Effectively

- ✓ Plan your day ahead
- ✓ Prioritize important tasks
- ✓ Avoid time-wasters (e.g., distractions, procrastination)
- ✓ Set reminders and stick to schedules
- ✓ Leave early to avoid being late
- ✓ Balance work and personal time

Participant Reflections

- “I didn’t realize how much time I spend on chores before work.”
- “If I plan better, I can arrive on time and still help at home.”
- “I want to be more disciplined with my time so I can do more.”

Key Messages

- ✓ Time is limited — we can’t make more of it, but we can use it better.
- ✓ Managing time helps you be punctual, finish tasks, and feel more in control.
- ✓ Being organized and reliable builds trust and improves your chances of success at work.

Session 6.6: Anger Management

What We Learned Today

- ✓ Anger is a normal emotion, but how we respond to it matters.
 - ✓ Triggers of anger can come from home, community, or workplace situations.
 - ✓ Managing anger peacefully helps protect relationships, avoid conflict, and maintain professionalism.
- Talking to someone you trust can help you calm down and think clearly.

What Makes People Angry?

Participants shared common triggers:

- ✓ Being disrespected or ignored
- ✓ Unfair treatment at work
- ✓ Family stress or unmet expectations
- ✓ Seeing others break rules or behave badly

Understanding Anger

- ✓ Anger is a strong emotional reaction to perceived injustice, frustration, or hurt.
- ✓ It can lead to shouting, violence, or withdrawal if not managed well.
- ✓ Recognizing signs of anger (e.g. clenched fists, raised voice, fast heartbeat) helps us respond calmly.

Case Study & Role Play Highlights

Participants explored two real-life scenarios:

- ✓ Mary’s Story: Confronting her son for drinking during school hours

- ✓ Joe's Story: Feeling unfairly treated by his group leader

Groups acted out the situations and discussed peaceful ways to manage anger:

- ✓ Take deep breaths and pause before reacting
- ✓ Use calm words to express feelings
- ✓ Seek help from a trusted person or leader
- ✓ Avoid violence or shouting — it makes things worse

Participant Reflections

- "I learned that walking away can be better than shouting."
- "Sometimes I get angry fast — now I know I can talk to someone instead."
- "We need to control our anger at work so we don't lose our job."

Key Messages

- Anger is normal, but we must control how we react.
- Avoid violence or insults — use peaceful ways to express your feelings.
- Talk to someone you trust when you feel overwhelmed.
- Managing anger helps you stay calm, solve problems, and protect relationships.

Session 6.7: Respecting Differences and Including Everyone

What We Learned Today

- ✓ Everyone is different—by gender, age, religion, language, and background.
- ✓ Respecting differences helps us live and work peacefully together.
- ✓ Inclusion means making sure no one is left out—especially vulnerable groups.
- ✓ Human rights belong to everyone, regardless of ability, status, or background.

Key Concepts Discussed

Understanding Differences

- ✓ We observed visible differences among participants—gender, age, religion, province, and language.
- ✓ Differences are natural and valuable. They bring new ideas, strengths, and perspectives.
- ✓ Exclusion makes people feel sad, unwanted, or unimportant.

Pop-up Group Activity

Participants grouped themselves by gender, age, religion, province, and language.

Reflections included:

- “It felt good to find my group.”
- “It felt lonely when I didn’t fit into any group.”

This helped highlight how exclusion feels and why inclusion matters.

Group Discussions

Participants explored:

- Benefits of Differences: More ideas, creativity, and learning from each other
- Challenges of Differences: Misunderstanding, prejudice, and exclusion
- Living Peacefully Together: Respect, tolerance, fairness, and teamwork

Human Rights

- Human rights are basic freedoms and protections for all people.
- Everyone—including the poor, elderly, disabled, and marginalized—has rights.
- Respecting rights means treating others fairly and including them in decisions.

Who Is Often Left Out?

Participants identified groups often excluded:

- ✓ People with disabilities
- ✓ Poor or illiterate individuals
- ✓ Elderly or youth
- ✓ Women in male-dominated spaces
- ✓ People from remote provinces

These groups are called vulnerable groups. They are often forgotten in meetings, decisions, and job opportunities.

Promoting Inclusion

Groups suggested ways to overcome exclusion:

- Invite vulnerable groups to meetings and activities
- Educate the community about their rights and needs
- Elect them to leadership roles
- Listen to their ideas and include their voices in decisions

This aligns with national efforts like the Solomon Islands Inclusive Education Manual which promotes respect, collaboration, and access for all learners.

Key Messages

- Differences are normal and valuable—respect them.
- Inclusion means no one is left out.
- Human rights belong to everyone.
- We all have a role in creating fair, tolerant, and inclusive communities.

Day 5: Module 7. Workplace Rules and Procedures

Session 7.1: Basic Rules and Procedures in the Workplace

What We Learned Today

- Workplace rules help things run smoothly and show that you are a reliable, respectful worker.
- Even in informal jobs like market stalls or construction sites, basic rules matter.
- Good behavior at work builds trust and opens doors to future opportunities.

Key Concepts Discussed

Why Rules Matter

- Rules protect safety, improve teamwork, and help avoid conflict.
- Following rules shows respect for your employer, co-workers, and customers.
- In the Solomon Islands, labor laws also protect workers' rights and outline employer responsibilities.

Common Workplace Rules

Participants identified key rules:

- ✓ Be on time
- ✓ Dress appropriate
- ✓ Be polite to customers and co-workers
- ✓ Follow safety instructions
- ✓ Ask questions if unsure
- ✓ Respect tools and property

These rules apply across both formal and informal sectors, and are supported by national labor standards.

Role Play Practice

Participants acted out real-life workplace situations:

- ✓ Arriving late to work
- ✓ Handling an angry customer
- ✓ Not knowing how to clean a machine

Key takeaways:

- ✓ Be honest and take responsibility
- ✓ Stay calm and respectful
- ✓ Ask for help when unsure

Participant Reflections

- “I didn’t know asking questions was part of good workplace behavior.”
- “Being late affects others too—I’ll try to be early.”
- “Respecting tools shows you care about your job.”

Key Messages

- ✓ Good habits like punctuality, politeness, and safety awareness make you a valuable worker.
- ✓ Employers notice reliable behavior—even in small jobs.
- ✓ Workplace rules are not just about control—they help everyone succeed.

Session 7.2: Workplace Health and Safety

What We Learned Today

- ✓ Workplace health and safety means protecting ourselves and others from harm while working.
- ✓ Hazards can cause injury, illness, or damage—but we can reduce risks by following safety rules.
- ✓ Wearing PPE and using tools correctly helps prevent accidents.
- ✓ Safe storage of tools and awareness of environmental standards are part of responsible work behavior.

Understanding Hazards

Participants examined a workplace photo and identified risks such as:

- ✓ Slippery floors, cluttered areas, exposed wires, poor lifting techniques
- ✓ Possible injuries: falls, cuts, burns, poisoning, or being hit by machinery
- ✓ Prevention strategies: wearing PPE, following safety rules, staying alert

Key Message:

- ✓ Hazards are everywhere—but with awareness and preparation, we can stay safe.

Workplace Health and Safety Basics

Participants shared their understanding of health and safety. We discussed:

- ✓ Safety protects lives, improves productivity, and builds trust
- ✓ Employers and workers share responsibility for safety
- ✓ Solomon Islands law (Safety at Work Act 1982) requires safe workplaces and proper training

PPE and Tool Demonstration

Participants practiced identifying and using:

- ✓ PPEs: helmets, gloves, goggles, gum boots, safety vests, ear muffs
- ✓ Tools: wheelbarrow, hammer, shovel, crowbar, tape measure.
- ✓ Each group demonstrated correct usage and shared reflections:
- ✓ “I didn’t know ear muffs protect hearing from loud machines.”
- ✓ “Wearing boots can stop injuries from falling tools.”

Safe Storage of Tools

Participants reviewed tool storage images and discussed:

- ✓ What they liked: organized shelves, labeled tools, clean spaces
- ✓ What they can improve: keeping tools dry, locked, and out of children’s reach

Key Message:

- ✓ Safe storage prevents accidents and keeps tools in good condition.

Environmental and Social Standards

We introduced the World Bank’s Environmental and Social Framework (ESF), used in CBSP2 projects:

- ESF helps avoid harm to people and the environment
- THRDP has an Environmental and Social Officer to monitor safety compliance
- Participants watched a short video on applying ESF in Pacific projects

For more details, visit the Solomon Islands Labour Division’s Health and Safety page.

Key Messages

- Safety is everyone’s responsibility—at home, in the community, and at work
- PPE protects you from injury—wear it properly
- Use tools correctly and store them safely
- Follow workplace safety rules and environmental standards
- A safe worker is a smart worker—and employers notice good habits

Session 7.3: Handling Grievances

What We Learned Today

- ✓ A grievance is a formal complaint about unfair treatment or a problem affecting someone at work or in the community.
- ✓ Grievances can be about safety, discrimination, unfair decisions, or poor working conditions.
- ✓ CBSP2 has a clear system for receiving and resolving grievances through the Community Liaison Officer (CLO).
- ✓ Everyone has the right to speak up respectfully and seek help when something feels wrong.

Understanding Grievances

Participants shared their ideas of what a grievance is. We discussed:

- ✓ Grievances can be personal or group concerns
- ✓ Common types include: unfair treatment, unsafe conditions, exclusion, or broken promises
- ✓ Raising a grievance helps protect rights and improve fairness

Key Message:

A grievance is not complaining—it's standing up for fairness and safety.

Daily Summary – Session 7.3: Handling Grievances

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Key Message: A grievance is not complaining—it’s standing up for fairness and safety.
CBSP2 Grievance Mechanism

The CLO presented the CBSP2 grievance process:

- Complaints can be made verbally or in writing using the Complaints Response/Resolution Form
- Grievances are recorded, investigated, and responded to within a set timeframe
- Real-life examples were shared, showing how CBSP2 resolved issues like land disputes, safety concerns, and community misunderstandings

This aligns with broader systems in Solomon Islands, such as:

- The Office of the Ombudsman for government-related complaints
- The Labour Division’s dispute resolution process, which includes conciliation and mediation for workplace issues
- The World Bank-supported Community Governance and Grievance Management Project, which strengthens local dispute handling in rural areas

Participant Reflections

- “I didn’t know there was a form to report problems.”
- “It’s good that CBSP2 listens and responds.”
- “I feel more confident to speak up if something goes wrong.”

Key Messages

- A grievance is a way to raise concerns respectfully and seek solutions
- CBSP2 has a fair and transparent system to handle complaints
- Everyone has the right to be heard—whether it’s about safety, fairness, or inclusion
- Handling grievances properly builds trust and improves community projects

5.2 Guest Speakers

HEC presentation on job opportunity and how each one can access that opportunity.

5.3 Challenges & How They Were Addressed

Challenge	How It Was Addressed
Low literacy levels among participants	Used visual aids, paired high-literacy with low-literacy learners, simplified handouts
Late arrivals or absenteeism	Reinforced importance of punctuality in time management sessions, adjusted start times slightly

Challenge	How It Was Addressed
Sensitive topics (e.g. gender, GBV) caused discomfort	Created safe spaces for sharing, used role plays and anonymous reflection tools
Limited understanding of workplace norms	Used real-life scenarios, role plays, and invited guest speakers from THRDP/CBSP2
Participants hesitant to speak up	Used small group discussions, peer-led activities, and encouraged sharing through drawings or storytelling
Lack of familiarity with tools or PPE	Provided hands-on demonstrations and practice sessions with real equipment

7. Outcomes & Results

7.1 Knowledge & Skills Gained

1. Increased Job Preparedness Among Youth
 - Participants (ages 18+) demonstrated improved understanding of how to seek employment, especially with nearby projects like Tina Hydro, HEC, GPPOL, and Gold Ridge Mining.
 - Many expressed greater confidence in preparing resumes, attending interviews, and understanding workplace expectations.
2. Strengthened Self-Awareness and Communication
 - Through Module 1, youth reflected on personal values and relationships, leading to more respectful and cooperative group interactions.
 - Participants showed growth in expressing ideas clearly and listening actively during discussions and group work.
3. Improved Health Awareness and Practice.
 - Module 2 helped participants recognize the importance of physical and mental well-being.
 - Several committed to adopting healthier habits and supporting peers in making positive lifestyle choices.
4. Enhanced Understanding of Gender and Inclusion
 - Module 3 sparked meaningful conversations around gender roles and respect.
 - Participants acknowledged the need for inclusive attitudes in both family, community and workplace settings.
5. Greater Environmental Awareness
 - Module 4 encouraged youth to consider the environmental impact of development projects.
 - Many expressed interests in contributing to sustainable practices within their community.
6. Development of Key Soft Skills for the Workplace
 - Module 6 activities boosted teamwork, problem-solving, and adaptability.
 - Participants practiced these skills during group tasks and reflected on how they apply in real job settings.

7. Familiarity with Workplace Rules and Procedures

- Module 7 clarified workplace norms, safety protocols, and employee rights.
- Youth reported feeling more prepared to enter formal employment environments with realistic expectations.

8. Strengthened Community and Family Engagement

- The training reinforced the role of youth in supporting their families and contributing to village development.
- Participants expressed pride in gaining skills that benefit both personal growth and community resilience.

8. Practical Job Application Skills

- Participants learned how to develop a professional Curriculum Vitae (CV) and write effective application letters tailored to local job opportunities.
- 25 participants completed draft CVs and letters during the training, which they can now use to apply for roles with Tina Hydro, HEC, or other employers.

This outcome reflects tangible progress in employment readiness and supports long-term job-seeking success.

2.2 Evidence of Learning

(see attached summary reports)

Pre- and post-test results summary

6.3 Participant Feedback

(Summary of evaluation forms – details in Annex 2)

7. Recommendation

For Future Training:

- **Focus on Practical Skills:** The report recommends providing hands-on demonstrations and practice sessions with real equipment to address a lack of familiarity with tools or personal protective equipment (PPE).
- **Adapt to Literacy Levels:** Use visual aids, simplify handouts, and pair participants with different literacy levels to accommodate low literacy.
- **Address Sensitive Topics Carefully:** Create safe spaces for sharing and use tools like role-plays and anonymous reflection to address discomfort related to sensitive topics like gender and gender-based violence (GBV).
- **Manage Attendance Issues:** The report notes late arrivals and absenteeism. Reinforce the importance of punctuality in time management sessions to address this challenge.
- **Increase Participant Engagement:** To address participants' hesitation to speak up, the report suggests using small group discussions, peer-led activities, and encouraging sharing through drawings or storytelling.

- **Build Understanding of Workplace Norms:** Use real-life scenarios, role-plays, and invite guest speakers from local projects like THRDP/CBSP2 to help participants understand workplace norms.

For Participants:

- **Commitment to Full Participation:** The report's selection criteria require a voluntary commitment to participate in the full five-day training and adhere to training norms.
- **Actively Seek Employment:** Participants should apply their new skills by actively pursuing job opportunities, including those with projects like the Tina Hydro Development Project (THRDP), HEC, or other businesses in the region.
- **Utilize Post-Training Support:** Participants should take advantage of the post-training services offered, such as employment assistance, job coaching, CV and application letter development, and interview preparation.
- **Demonstrate Work Readiness:** The report emphasizes that participants must be willing to engage in employment opportunities under the THRDP or externally.
- **Be Respectful and Responsible:** Participants are expected to uphold training standards and refrain from disruptive behaviour. The training also encouraged them to take responsibility for their actions and contribute to their community

8. Annexes

Annex 1: Signed Attendance Sheets



Participants List from
Day 1-5_Classroll.pdf

Annex 2: Participant Evaluation Forms Summary



Final Evaluation
Report.pdf

Annex 3: Photos (with captions and consent)



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Annex 4: Pre/Post-Test Results



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