This report is a summary of observations and survey results from the Hands-on Sub-regional Workshop on Gender Mainstreaming and Rural Energy Development held in Kiribati from 11 to 17 October 2007. The survey was conducted on approximately 50 households in five Villages located on two outer-islands. The primary focus of the survey was on the current energy sources used for lighting and a gender component on resource ownership and activities.
# TABLE CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. INTRODUCTION</td>
<td>3</td>
</tr>
<tr>
<td>B. WORKSHOP ACTIVITIES</td>
<td>4</td>
</tr>
<tr>
<td>C. LESSONS LEARNT</td>
<td>14</td>
</tr>
<tr>
<td>D. CONCLUSIONS</td>
<td>14</td>
</tr>
<tr>
<td>ANNEXES</td>
<td></td>
</tr>
<tr>
<td>Annex 1 – Lists of Participants</td>
<td>15</td>
</tr>
<tr>
<td>Annex 2 – Final Programme</td>
<td>17</td>
</tr>
<tr>
<td>Annex 3 – Energy Survey Forms</td>
<td>19</td>
</tr>
<tr>
<td>Annex 4 – Gender Analysis Survey Report</td>
<td>22</td>
</tr>
<tr>
<td>Annex 5 – Outputs of the Workshop and Participants’ Evaluation</td>
<td>26</td>
</tr>
</tbody>
</table>
A. INTRODUCTION

Kiribati hosted the ‘Hands-On Sub-regional Workshop on Gender Mainstreaming in Rural Energy Development’ for energy and gender officials as well as rural energy entrepreneurs from four Pacific Island Countries (PICs) – Tonga, Tuvalu, Solomon Islands and Kiribati. It was conducted from 11 to 18 October 2007 at the Parliament House in Tarawa, the capital island with two separate field studies on energy & gender survey tours carried out in two rural communities as part of the workshop’s investigative and extension work. Funding assistance was provided by the Technical Centre for Agricultural and Rural Co-operation (CTA), based in the Netherlands.

The underlying objective of the workshop was to canvass and reinforce awareness of the role that gender mainstreaming plays in rural energy development in PICs. At the same time, it was part of Pacific Islands Applied Geoscience Commission’s (SOPAC) continued effort at integrating peoples of the PICs into acknowledging and practising gender mainstreaming into their overall developmental needs and activities. An add on activity of the workshop featured SOPAC’s promotion of a small solar LED lighting system to two rural communities visited as a potential rural energy development tool, a separate report developed on this rural energy initiative. The small LED systems, and the like technologies showcased, both in its operation and cost effectiveness including its potential impact on the economic activities of members of gender – women, men and children. These two communities were Maiana and Northern part of Tarawa Island.

Two participants attended from Tonga and Tuvalu while one represented the Solomon Islands. Kiribati made up the rest of the participants’ numbers comprising of two from the Energy Department, one each participant from the Kiribati Solar Energy Company (KSEC), the Ministry of Internal and Social Affairs (MISA) and the National Women’s Group (AMAK). It should be pointed out that these countries were the remaining countries from the Pacific region, who had yet to participate in the Pacific and Energy and Gender (PEG) Network gender mainstreaming workshops. The participant from the Solomon Islands was invited specifically to share and exchange information & experience on his commercial activities in the Solomon Islands: his own ‘Willies Electrical Company’ operates an expanding commercial energy business in a number of rural districts of the Solomon Islands. The workshop was also strategised to become an open forum to facilitate exchange of practical knowledge and experience between the Kiribati Solar Energy Company (KSEC), the Willies Electrical Company and other participants on the small solar home systems that were to be introduced to the rural communities of Kiribati and the Solomon Islands.

Both the Willies Electrical Company and the KSEC are partners with SOPAC in a Renewable Energy and Energy Efficiency (REEEP) funded regional project called – the Pacific Micro Energy Services company (PMESCOs). The list of participants is attached as Annex 1.

Attached as Annex 2, is the Programme for the workshop. Annex 3 contains the Energy Survey Questionnaire. One of the core outputs of this workshop, beside awareness on Gender mainstreaming and Gender roles in rural energy development, is the Gender Analysis Report attached as Annex 4. The workshop’s evaluation is presented as Annex 5.
The workshop begun with a Welcome and Opening statement delivered by the Deputy Secretary of the Ministry of Works and Energy who addressed the participants on behalf of the Kiribati Government. Rupeni Mario, Energy Adviser to SOPAC, responded on behalf of SOPAC and the organisers, thanking the Government of Kiribati for hosting the workshop and providing inputs into the logistics and preparation of the workshop.

The workshop proper begun with a presentation by Ms Yogita Bhikabhai, on ‘Gender Mainstreaming’, followed by group discussions. Outcomes of the presentations and deliberations on the various gender aspects and issues are presented below as Part B of this report.

B. ACTIVITIES

**Day 1: Thursday Afternoon**

**Session: Theme – Introduction to Gender**

1.1 Presentation by Ms Yogita Chandra:

The presentation, which subsequently led to group discussions, evolved around gender definitions, gender roles in the context of PICs, gender in energy planning and gender mainstreaming into energy development projects. The presentation was reinforced with group exercises and selected case studies from ENERGIA’s Commissioned Training Manual: ‘The Gender Face of Energy’.

1.2 Ms Chandra expounded on the universally-accepted definitions of gender and sex, gender terminologies – norms, relations, roles, etc. Their relevant aspects and practices were introduced through the case studies 1.1.1 and 1.1.2 from the ENERGIA manual.

1.3 Case study 1.1.1: Gender roles in Fiji

1.3 Outcome of Case Study Discussion:

a) The group deliberated on two ways on how Gender perspective are analysed in the Pacific islands. Firstly women have distinct roles to that of men with the men traditionally accepted as ‘bosses’ (heads) of a household. However new views and responsibilities such as women working in offices have changed the gender role in a household. It is becoming an acceptable concept that both men and women share views and responsibilities. Having women in offices have empowered them and could have contributed to change in roles of women in a household, community and at national level.

b) At the community level, old men are always at the forefront, taking the lead in the community consultations and women are generally restricted. But in churches, women and men equals. Although western lifestyles and norms (compared to subsistence lifestyle) along with Christianity influence, are increasingly changing the face of gender roles in some ways, they still have limited impact on the culture. The culture remains intact albeit the changing responsibility and roles in a household unit.

1.4 Case study 1.1.2: Men’s and Women’s views on gender roles in Solomon Islands

1.4 Outcome of Case Study Discussion:

Both men and women share responsibilities and recognise the distinctiveness in the differing roles of each gender – men, women and children. It was recognised that the problems with a gender biased project and usually women missing out in the decision making in the Solomon Islands was based on the following issues:

a) Because all developmental projects have monetary value, men tend to make decisions without consultation with women. More often than not, women do not participate in most decisions made either at family or community levels; the logging industry in the Solomon Islands is a classic example where project planning, formulation and consultations occur without inputs from the womenfolk. Their implementation and intended successes always turned to failure and with unfavourable end results.

b) Nowadays custom and culture are becoming synonymous and changing in the Solomon Islands. Usually youth are drivers of these changes in culture as they get to hear and learn new ways and information about developmental issues during their visits to town areas.

c) However, although women continue to stay at home and in the process continue to be left out of any decision and/or consultative process, the Solomon Island participant revealed that women are now assuming interest and more involvement in climate change issues. With his renewable energy projects, whole family units are embracing them as a family responsibility and this kind of response is working well for both supplier and users alike.

d) The case study demonstrated how projects failed, in most instances, because women were ignored in the initial consultation process of their development.

e) Energy project planning and initial consultation should be done at the community level. Any project proposal should be identified and formulated by the community with every information revealed and shared at the village level. A collective decision is required to allow the sharing of responsibilities and active participation of all genders at the village or community level.

The solution to the case study was that men and women should be part of the decision making for a project to be viable, effective and sustainable.

Session: Theme: Critical Roles of Gender:

2.1 The descriptive of this session is to develop further understanding of the changing nature of gender roles within and between societies be means of concepts from Exercise 1.2.2.

Exercise 1.2.2: Adopting Energy Interventions in a village.

2.2 Outcome of Case Study Discussion: Renewable Energy such as biogas was used for cooking and lighting. However, timing, on the operation of the biogas, as set by men was from 8 - 10 am. The timing was appropriate for men but was not suitable for women. The disadvantages of the biogas use are that:

a) Technology provided did not meet the needs of the women (who are responsible for the cooking) due to lack of proper consultation.
b) Women were not consulted regarding the Biogas cooking times. At 8-10am women are out in their gardens and miss out on the use of the biogas.

c) Women still need to collect firewood and at the same time also collect dung cakes for the biogas. Therefore the women were not happy about the project.

Advantages of biogas
a) Reduce Greenhouse gas emissions responsible for causing climate change.
b) Smokeless therefore improves health of women.

**Solution:** The Energy planner should have consulted both men and women where they can reach consensus on the timing and use the biogas. Gender roles or gender needs analysis were not identified nor carried out.

**Exercise: 1.2.3: Meeting Women’s Needs in Energy Project.**

2.3 **Outcome of Case Study Discussion:**

a) The project description in exercise 1.2.3 was to develop energy efficient stove for cooking. This case study showed two different objectives and opinions for the different stakeholders. The first is that the government wants to reduce the use of electricity for cooking to save fuel. Women want to use energy efficient stove for cooking to reduce smoke and health hazard.

b) The underlying reason for the lack of success in helping women in this project was that government has a different objective to that of the women. The government’s intention was an energy efficient stove so that women reduce use of electric stove and save fuel. They did not consult women in the initial set up of the project.

c) Some alternative means of meeting women’s needs more effectively by the project should have included:

- Carry out proper consultation with women – to actually understand women’s needs.
- Introduce the technology and know-how or capacity building for women on the uses and application of the technology.

**Session 3 Theme: Gender mainstreaming versus the Women – Only approach.**

3.1 **Definitions of Gender-Related Concepts**
The following relevant concepts were explained:

3.1.1 *Women-Only*’ projects are *gender biased projects targeted to and implemented by women*;

3.1.2 *Gender Mainstreaming* means bringing awareness of gender differences into every project and dealing with these differences in a sensitive way;

3.1.3 Both *mainstreaming* and the ‘*women-Only*’ approach have their advantages and disadvantages.
The introduction to gender mainstreaming versus the Women – Only approach was done in group discussions using Case study 1.3.1 and 1.3.3. The objective of the exercise is to understand the advantages and disadvantages of mainstreaming and “women - Only approach.

**Questions for Group discussion:**

**What type of approach is applied in the project case?**
**What are the supporting conditions that make you decide the type of approach?**

<table>
<thead>
<tr>
<th>Case 1.3.1: A successful “Women - Only” energy project. Micro Hydro Electricity Project in Solomon Islands</th>
</tr>
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</table>

**Summary:** A successful project implemented by women such as the Micro Hydro Electricity in the Solomon Islands empowered women in providing better environment for cooking. Through the project, women are no longer using firewood for cooking but instead used electricity supplied from the hydro energy project.

Other benefits of the project were the use of more electrical appliances; more time was available for additional income generating activities. These are the pull factors for people to stay at the village.

The approach was Gender biased (Women - Only project) at the beginning and then later Gender Mainstreaming when men became involved in its implementation as the project progressed. Ultimately, the project became a community based project (both genders included).

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<tr>
<th>Case 1.3.3: Solar Refrigeration Project at Driti Village, Bua Fiji Islands</th>
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**Summary:** The project was initially started as an Aquaculture project. This was initiated by the Ministry of Women and Culture with assistance provided by the Fisheries Department, University of the South Pacific (USP) and Secretariat of the Pacific Community (SPC). There were 6 freshwater ponds developed and the project was initially looked after by the village headman and after a few years of operation it was handed over to the women. The next year, after, a visit by the Department of Energy (DoE), a Solar Refrigeration System was installed.

The type of approach used in this project was Gender Biased when initially developed by the Ministry of Women to cater for the women’s need to obtain protein for the family. It was also Gender aware as it was initially looked after by the village headman but then handed over to the women. With the installation of the solar refrigerator, the approach taken was Gender blind as it was by this time not introduced for the exclusive use of either men or women, but for the community.
Session 4: Theme: Relating Energy to Gender Goals:

The objective was to identify the difference between practical, productive gender needs and strategic interests in energy projects. This was also carried out in group work discussion.

Case studies used were 1.4.1/1.4.4 & 1.4.5.

ENERGY & GENDER

PRODUCTIVE:
- Fishing;
- Weaving;
- Copra.

PRACTICAL:
- Gathering at the meeting place;
- Cooking with kerosene stove;
- Food drying.

STRATEGIC:
- Transportation;
- Radio/tapes/DVDs;
- Studying – Education.

Session 5: Gender analytical tools

The gender analytical tool was introduced to provide an overview of the type of tools that can be used in analysing gender roles and its relevance in the rural energy planning.

Day 2: – Preparation of Field Trip Questionnaires

The proposed questionnaires prepared by SOPAC were presented to the participants for review and particularly to refine and tune it in to the cultural context.

Besides being culturally-sensitive, a sample data from 50 sample-households was to be randomly selected as sufficient MESCOs project to be distributed between Maiana (40 households) and North Tarawa (10 households). Raw data from these 50 samples were to form the basis of the Gender Energy Needs analysis that will subsequently be incorporated into the design and development of the eventual MESCOs project for Kirbati.

In the afternoon, participants departed for Maiana arriving late that afternoon.

Day 3: Field Survey (all day)

The participants were divided into two groups of seven. Each group was tasked to survey two villages each. Villages surveyed were Tekaranga, Tebanga, Buota and Bubutei: with surveys distributed into one village in the morning and the second village surveyed in the afternoon. Two prominent members of the Island council, Island Chief Councillor and the Island Council Clerk were each assigned to escort/guide one survey team into the target villages. The number of households...
targeted prior travelling to Maiana of 40 households fell short due to delays in the village meeting halls from which the surveyors were unable to release themselves. In total, 36 households were interviewed. In all villages, the participants were welcomed into the villages with morning teas and lunches.

Both groups were invited back by elders of their respective designated villages and hosted to a village-organised thank-you feast/dinner and twisting before returning to the main island – South Tarawa the next day, Sunday 14th November, 2007.
Day 4: Return from Maiana Island to South Tarawa

Day 5: Visit to North Tarawa

The energy and gender survey in North Tarawa was carried out through individual household surveys and then all groups converged on return at the meeting hall (maneaba) for a 'questions and answer’ session. The group was welcomed on arrival with garlands and lunch.

The questions raised were mainly on the sustainability of the system, the costs and the accessibility of the small solar LED lights. All information provided as requested. At the household level both men, women, elderly and children participated during the interview of the survey but at the community level, questions asked were by men only and this revealed the true colours of the Pacific culture where men are always at the forefront of the discussions while women listened.

Day 6: Session 1:

Debriefing and Analysis:

The debriefing and analysis of the trip to the two rural areas was led by Rupeni Mario from SOPAC.

As a follow on from the ‘Introduction to the Energy and Gender’ discussions, this session allowed the participants to develop a proposed project and to apply their knowledge on gender mainstreaming into an energy project for the two rural areas visited – Maiana and North Tarawa.

The first activity is the listing of all energy-related observations during the field trip.
A list of all Energy related activities from both the two rural communities visited were listed and itemised as follows:

ENERGY USE IN MAIANA

- Solar – Lighting, communication, water pump
- Firewood (Biomass) – cooking
- Generator – (diesel/petrol)
- Kerosene – stove, lantern lamp, bottle lamp, pressure lamp
- Light Emitting Diode (LED) torch – recharge
- Open fire – cooking
- Torch – disposable battery
- Solar Energy – drying fish/copra
- Communication – radio/using disposable batteries

ENERGY USE IN NORTH TARAWA

- Solar – Lighting, communication, water pump
- Petrol – vehicles, lighting, video, fishing, cooking, entertainment
- Biomass – cooking, lighting, mosquito coil
- Kerosene – lighting, cooking, studying
- Torch – Lighting, Fishing
- Food – solar drying of fish
- Batteries – torch, radio, lighting, communication

DAY 6- Session 2

ENERGY AND GENDER

PRODUCTIVE:

- Cutting copra
- Fishing (selling of fish)
- Handicraft – weaving, etc
- Baking
- Entertainment (theatre)
- Canteen (use solar energy)
PRACTICAL:

- Collection of coconuts
- Making handicrafts
- Baking bread
- Manual Water pump
- Cooking
- Fishing

STRATEGIC:

- More time for study/socialising
- Meetings
- Solar Street lights

DAY 6 – Session 3:

GENDER MAINSTREAMING IN RURAL ENERGY DEVELOPMENT

Leading questions asked:

1. What do you understand by the terms Gender Mainstreaming in Rural Energy Development
2. Give two examples of gender mainstreamed activities from your observations
3. How has energy contributed to rural community development in Maiana and North Tarawa? List two observations each

Discussions:

Gender mainstreaming is bringing men and women together in partnership when and if using Renewable Energy is used for rural development. It can also be described as differentiating the roles of all people in the community (men, women, children, youth and elderly) during the project planning stage of the project development.

The gender mainstreamed activities at the two communities visited was the use of solar lighting for fish catch preparations and preserving. The use of solar lighting at night allowed women to preserve the fish and then to sell it the next day. The specific gender roles can be illustrated in the use of biomass for cooking, where men and children roles are to collect firewood while women’s role is to cook food using firewood (biomass).

The use of energy has contributed a lot to the development of the rural communities visited. The use of petroleum products for sea transportation between the islands creates income generating...
activities while at the same time creates local jobs. In addition the use of solar street lighting in North Tarawa has allowed men and women to socialise more often with family and as a community. At the same time, the direct use of solar drying of fish for preservation has created an opportunity for women to sell and generate income to the household. The solar lighting system has also contributed to the betterment of education as children are able to do their homework and study better with solar lighting. Elderly people were able to socialise and entertain their family by playing cards at night and to a certain degree, people’s social status seems to be enhanced simply by virtue of owning a solar lighting system.

DAY 6 – Session 4:

**Development of rural energy projects using concepts notes and energy and gender perspective learnt from field trips.**

Gender concept and analysis is relevant if incorporated into rural energy development. However one needs a cautious approach while maintaining sensitivity to the traditional social power structure. What is important though is that any rural energy project conceived should meet the basic needs of the community.

- So what is gender mainstreaming?
  Gender mainstreaming is about empowering, developing and building capacity for both men and women, while maintaining the social essence of the community. It is also about replicating modern energy technology locally and the need to design a project to target and benefit a community:

  Examples include:
  a) Introducing a wood stove: makes life in the kitchen easier;
  b) Use of solar pump reduces working hours and hardship;
  c) Gender aspects are incorporated into the existing project;
  d) Solar Sewing concept: training of women to sew using solar power generates more income activities and provides a platform for sustainable development.

![Figure 14. One of the rural energy project concepts and budget developed.](image)
C. LESSONS LEARNT:

The participants provided an overview of the lessons learnt. The following issues and concerns were mentioned:

- Appreciation of the culture of the pacific islander – Pacific Islands are willing to share of information, learn to and listen to others;
- There were some disappoints in some ways of organizing the workshop;
- Even though the concept of gender is included in most of the RE work, particularly where solar electricity has provided electricity for sewing in Solomon Islands, it was not initially recognized as part of the project. But now the solar energy entrepreneurs are able to identify the roles of gender into a particular project;
- There is a need to mainstream gender in development;
- Also should address the youth;
- The participants learnt different communities culture;
- The project proposal and concept development was well received and it is one of the topics that participants want to engage further with.

D. CONCLUSIONS

This sub-regional workshop was slightly different to the usual gender workshop carried out earlier this year. It built-in a rural energy project of solar LED lighting into the gender mainstreaming and analysis tool. The methodology of field visits in rural communities identifying energy and gender needs provided useful insights. As part of these, gender and energy needs were then later developed into a project proposal thus meeting the objective of this workshop - Gender mainstreaming into rural energy development. The advantages of this approach are that energy and gender needs are identified at the initial stages, and that energy planners are aware of the situation on the ground before developing a project proposal. The Hands-On practical part of the project was incorporated into the workshop programme and that the final output and further planning and development of the PMESCOs will include both the gender analysis needs. For example, the number of lights (LED lights) needed at home identified by women should be four and not two as initially thought.

Due to limited time during this workshop, it would have benefited the community particularly women, to know more about the benefits of solar energy. It may be anticipated that training on the maintenance and use of solar energy systems can be implemented at a later stage. If both men and women are trained on the installation and maintenance of any energy technology introduced in the community, projects have a much higher chance of sustainability and replication.
Annex 1: Participants at the Hands-On Sub-Regional Workshop on Gender Mainstreaming in Rural Energy Development 11-18 October 2007 Maiana Island, Kiribati

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### Annex 2: Final Programme – Hands-on, Sub-regional Workshop
**Gender Mainstreaming and Rural Energy Development**
*11– 18 October 2007, Maiana Island, Kiribati*

#### Day 1 Thursday 11th October

<table>
<thead>
<tr>
<th>Time</th>
<th>Sessions /Activities</th>
<th>Objectives</th>
<th>Facilitator /Presenter</th>
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<tbody>
<tr>
<td>10:30 am</td>
<td>Arrival in Tarawa &amp; to the Hotel</td>
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<td>12.00</td>
<td>Lunch</td>
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<tr>
<td>1:00</td>
<td>Opening Session for the Workshop</td>
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<td>EPU, SEC &amp; SOPAC</td>
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<td></td>
<td>Prayer &amp; Welcome, Introduction of Participants &amp; Resource Personnel</td>
<td>To highlight and share information on some of the in-country energy and gender related activities.</td>
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<td></td>
<td>Photo Session</td>
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<tr>
<td>1.30</td>
<td>Country Presentations</td>
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<td>PICs Representatives</td>
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<td></td>
<td>Solomon Islands, Tonga, Tuvalu &amp; Kiribati, Discussions in plenary</td>
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<td>2.00</td>
<td>Introducing participants to gender</td>
<td>Clear definitions of gender &amp; sex, gender terminology – norms, relations, roles, etc.</td>
<td>SOPAC</td>
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<td></td>
<td>Group work (1.1 of Manual)</td>
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<tr>
<td></td>
<td>Case Study – (1.1.1 &amp; 1.1.2 of Manual), Discussions in plenary</td>
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<tr>
<td>2.30</td>
<td>Why Is Gender Important In Energy</td>
<td>Further the understanding of the changing nature of gender roles within /between societies</td>
<td>SOPAC</td>
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<td>Group work,</td>
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<tr>
<td></td>
<td>Case Study 1.2.2 &amp; 1.2.3</td>
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<td></td>
<td>Summary &amp; discussions in plenary</td>
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<tr>
<td>3.00</td>
<td>Afternoon Tea</td>
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<tr>
<td>3.30</td>
<td>Gender Mainstreaming Versus the Women-Only Approach</td>
<td>Understand the advantages and disadvantages of mainstreaming and “women-only” approach</td>
<td>SOPAC</td>
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<td>Group work,</td>
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<tr>
<td></td>
<td>Case study 1.3.1 &amp; 1.3.3</td>
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<tr>
<td>4.00</td>
<td>Relating Energy to Gender Goals</td>
<td>To identify the difference between practical, productive gender needs and strategic interests in energy projects.</td>
<td>SOPAC</td>
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<td></td>
<td>Group Work</td>
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<tr>
<td></td>
<td>Case Study 1.4.1/ 1.4.2 &amp; 4.5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.30 – 5.30</td>
<td>Gender Analytical Tools; topics to include:</td>
<td>Introduce the analytical tools through hands-on activities at 2 villages.</td>
<td>SOPAC</td>
</tr>
<tr>
<td></td>
<td>framework for gender analytic tools</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**END OF DAY 1**

#### Day 2 Friday 12th October

<table>
<thead>
<tr>
<th>Time</th>
<th>Sessions /Activities</th>
<th>Objectives</th>
<th>Facilitator /Presenter</th>
</tr>
</thead>
<tbody>
<tr>
<td>8.30</td>
<td>Questionnaires – Preparation of Field Trip</td>
<td>Field Survey</td>
<td>SOPAC</td>
</tr>
<tr>
<td>10.30</td>
<td>Morning Tea</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11.00</td>
<td>Questionnaires – Administration</td>
<td>Field Survey</td>
<td>SOPAC</td>
</tr>
<tr>
<td>1:00 pm</td>
<td>Lunch</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2:00</td>
<td>Field Trip - Airport</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.00</td>
<td>Travel to the island of Maiana – By air</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**END OF DAY 2**
### Day 3 Saturday 13th October

<table>
<thead>
<tr>
<th>Time</th>
<th>Sessions /Activities</th>
<th>Objectives</th>
<th>Facilitator /Presenter</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:00 am</td>
<td>Travel to Villages - Field Survey begins</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1:00 pm</td>
<td>Session with island /village representatives &amp; Lunch</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.00</td>
<td>Continue Field Survey</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

END OF DAY 3

### Day 4 Sunday 14th October

<table>
<thead>
<tr>
<th>Time</th>
<th>Sessions /Activities</th>
<th>Objectives</th>
<th>Facilitator /Presenter</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00 am</td>
<td>Church Service</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12:00 noon</td>
<td>Lunch</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.00 pm</td>
<td>Discussion of information gathered during the site visits</td>
<td>Get some feedback on the initial responses to the analytical tools.</td>
<td></td>
</tr>
<tr>
<td>4.00</td>
<td>Back to Tarawa by Air</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

END OF DAY 4

### Day 5 Monday 15th October

<table>
<thead>
<tr>
<th>Time</th>
<th>Sessions /Activities</th>
<th>Objectives</th>
<th>Facilitator /Presenter</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00 am</td>
<td>Leave for North Tarawa by boat (1 hour)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9:00 am</td>
<td>Field Survey</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12:00</td>
<td>Lunch</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3:00 pm</td>
<td>Leave for Tarawa by boat (2 hours)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

END OF DAY 5

### Day 6 Tuesday 16th October

<table>
<thead>
<tr>
<th>Time</th>
<th>Sessions /Activities</th>
<th>Objectives</th>
<th>Facilitator /Presenter</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:00 am</td>
<td>Finalise outputs from the field work</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1:00 pm</td>
<td>Lunch</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2:00 pm</td>
<td>Analyse Outputs</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

END OF DAY 6

### Day 7 Wednesday 17th October

<table>
<thead>
<tr>
<th>Time</th>
<th>Sessions /Activities</th>
<th>Objectives</th>
<th>Facilitator /Presenter</th>
</tr>
</thead>
<tbody>
<tr>
<td>9.00</td>
<td>Conclusion of the Workshop</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Summary of sessions /activities, presentations of outputs from the field work</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Plenary discussions, Near future activities</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Vote of thanks</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12:00</td>
<td>Lunch</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

WORKSHOP ENDS
Annex 3: Energy and Survey Questionnaires

Rural Lighting Energy Questionnaire

Island/Province: ……………………………..
Village: …………………………………………….

1. Kerosene/Spirit
   a. Amount of Kerosene Used: ……………….. (litres /bottles) Week [ ] Month [ ]
   b. Amount of Spirit Used: ……………………… (litres /bottles) Week [ ] Month [ ]
   c. Cost of Kerosene: AU$……………(per litre /bottle)
   d. Cost of Spirit: AU$……………... (per litre /bottle)

2. Candles
   a. Amount Used: …………………… (candles) per [ ] Week [ ] Month [ ] Year
   b. Cost: $………………………per pack of …………… candles

3. Batteries
   a. Do you use disposable batteries? [ ]Yes [ ]No


<table>
<thead>
<tr>
<th>Size/Rating-Voltage</th>
<th>Cost (SB$/battery)</th>
<th>Number/Month</th>
<th>Purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

4. Generators
   a. Do you have a generator for your household? (diesel/petrol)
   b. How much fuel do you normally use per night/week? (litres /bottles)
   c. How much do you normally spent on fuel for the generator? (SB$ per week or month)
   d. How do you maintain your generator? (yourself?) How much do you normally spent on maintenance? (say monthly)

5. Future Energy Use and Demand
   a. Who normally makes decisions for lighting in your home?
      Men   Women  Youth   Children  Elderly
   b. Would you like to have access to better lighting such as from solar PV systems? Why?

<table>
<thead>
<tr>
<th>Gender</th>
<th>Expected Benefits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Men</td>
<td></td>
</tr>
<tr>
<td>Women</td>
<td></td>
</tr>
<tr>
<td>Youth /Children</td>
<td></td>
</tr>
<tr>
<td>Elderly</td>
<td></td>
</tr>
</tbody>
</table>

c. Would you like to own the solar system?
d. How much can you afford to pay per month/week for the solar system? – SB$

6. Household Activities

a. Is your household engaged in income generating activities?

b. Household Income Activities

- Salary/Wages (Govt/Prov.)
- Sales of fish
- Sales of handicraft
- Copra
- Remittance from overseas
- Remittance from relatives (urban areas)
- Farming
- Sewing

Household Income Activities

- Salary/Wages (Govt/Prov.)
- Farming
- Sales of fish
- Sales of handicraft
- Copra
- Remittance from overseas
- Remittance from relatives (urban areas)

C. Who has access and control of resources?

<table>
<thead>
<tr>
<th>Gender</th>
<th>Time</th>
<th>Activity</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Men</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Women</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Youth</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Children</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elderly</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Gender</th>
<th>Appliance</th>
<th>Purpose? Why?</th>
<th>Can you buy them? (Source of funds)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Men</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Women</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Youth</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Children</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elderly</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

e. If you are not engaged in income generating activities, what are the main obstacles?

- No time
- No experience
- Difficulty in access to market
- No electricity
- No initial capital costs/Resources
- No need
- Sickly
- No experience in sewing/handicraft
- No lights at night
- No support from family
- No experience in sewing/handicraft

f. If you have AUD 500.00, what would you spend on? i.e. priority

- Food
- Education
- Energy
- Social
- Church
- Income Activities
g. How many lights do you need? ____ For which purposes?

- Cooking
- Studying
- Productive Activities
- Social Meetings

h. Do you like the small light Solar PV systems?

i. Who makes decision on energy use?

7. Final Remarks
Kindly thank the respondent for his/her time and attention to this rural lighting energy survey. Ask the respondent if there is anything else he/she would like to add or remark.

………………………………………………………………………………………………………………………………………………
………………………………………………………………………………………………………………………………………………
………………………………………………………………………………………………………………………………………………
Annex 4: Gender Analysis Survey Report

SURVEY

The survey questionnaire was structured into three categories: (i) types of energy sources and associated costs for lighting; (ii) income generating activities; and (iii) gender-related energy issues.

Maiana Island

Maiana is an island in the northern Kiribati group. It has an area of 15.9 km$^2$ and a population of 1,192$^2$ (585 males and 607 females) with 354 households. Participants were divided into 2 groups of 7 people to cover 4 villages. The villages considered for the survey were Tebanga, Takaranga, Bubutei and Buota.

Map of Tarawa Island and Maiana

<table>
<thead>
<tr>
<th>Categories</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Location</td>
<td>Maiana Island</td>
</tr>
<tr>
<td>Number of households</td>
<td>Tabanga Village – 17 households</td>
</tr>
<tr>
<td></td>
<td>Takaranga Village – 22 households</td>
</tr>
<tr>
<td></td>
<td>Bubutei Village – 88 households</td>
</tr>
<tr>
<td></td>
<td>Buota Village – 30 households</td>
</tr>
<tr>
<td>Income generation activities</td>
<td>Cutting copra, selling fish, small businesses, selling handicraft, government /island council workers</td>
</tr>
<tr>
<td>Others</td>
<td>Contrary to the general trend of Gilbertese legends, the people of Tebanga claim that the Maungatabu maneaba (public meeting house) had its origin at their village.</td>
</tr>
</tbody>
</table>

$^2$ 2005 Census
**Energy Details**

<table>
<thead>
<tr>
<th>Energy Source</th>
<th>Information</th>
<th>Additional Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kerosene</td>
<td>$1.20 per litre</td>
<td>Kerosene is used in hurricane lanterns and “bottled wigs” for lighting purposes. Kerosene is also used in stoves particularly for baking.</td>
</tr>
<tr>
<td>Batteries (disposal)</td>
<td>• D-size @ $1.20 each&lt;br&gt; • AA-size @ $0.70 – $1.00 each</td>
<td>These are the most commonly used batteries for radio and torches. On an average they last from 2-3 weeks to 2-3 months, depending on the usage.</td>
</tr>
<tr>
<td>Petrol 2-stroke oil</td>
<td>$1.40 per litre&lt;br&gt;$20.00 per litre</td>
<td>Petrol is used for generators, motorbikes and mixed with 2-stroke oil (to form premix) for the outboard motors.</td>
</tr>
<tr>
<td>Solar PV</td>
<td>$9.00 per month</td>
<td>The solar PV systems are for lighting purposes only. In addition to the SEC systems there are a number of privately own systems which are not properly installed and maintained.</td>
</tr>
</tbody>
</table>

**Additional Information**

<table>
<thead>
<tr>
<th>Categories</th>
<th>Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total number of households interviewed in Maiana</td>
<td>34 households</td>
</tr>
<tr>
<td>Households that own a generator</td>
<td>10 households; $10-20 a week for fuel</td>
</tr>
<tr>
<td>Households having a SEC solar PV system</td>
<td>34 households</td>
</tr>
<tr>
<td>Obstacles to income generating activities</td>
<td>Lack/limited access to markets; no capital; no experience;</td>
</tr>
<tr>
<td>Makes decision for lighting</td>
<td>9 households men only; 6 households women only; 19 households both men &amp; women</td>
</tr>
<tr>
<td>Access/ownership of resources</td>
<td>Generally, both men &amp; women have access to all available resources such as land, energy, biomass, etc</td>
</tr>
<tr>
<td>Benefits from lighting</td>
<td>Social activities, studying, weaving, cleaning fish after night fishing, cooking</td>
</tr>
</tbody>
</table>

**North Tarawa**

Tarawa is located at approximately latitude 1°22'47" N, longitude 173°09'06" E. Tarawa consists of around 24 larger islets, of which at least 8 are inhabited. The largest islet (South Tarawa) extends from Bonriki (southeast corner of the atoll) along the entire south side but Betio of the lagoon to Bairiki. A causeway now connects Bairiki to Betio (Japanese causeway). The largest town, Bikenibeu, and the only airport on Tarawa, Bonriki International Airport, are on South Tarawa. North Tarawa or Tarawa-ieta refers to all the islets on the east side, north of Bonriki.

---

3 The currency used in Kiribati is the Australian Dollar (AUD)
## Village Details

<table>
<thead>
<tr>
<th>Categories</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Location</td>
<td>North Tarawa</td>
</tr>
<tr>
<td>Number of households</td>
<td>Tearinibai Village – 51 households</td>
</tr>
<tr>
<td>Income generation activities</td>
<td>Cutting copra, selling fish, small businesses, selling handicraft,</td>
</tr>
<tr>
<td></td>
<td>government /island council workers, selling bread</td>
</tr>
<tr>
<td>Others</td>
<td>Tarawa is an atoll in the central Pacific Ocean, previously the capital of</td>
</tr>
<tr>
<td></td>
<td>the former British colony of the Gilbert and Ellice Islands. It is the</td>
</tr>
<tr>
<td></td>
<td>location of the capital of the Republic of Kiribati, South Tarawa. The</td>
</tr>
<tr>
<td></td>
<td>islands are known by outsiders as being the site of the Battle of Tarawa</td>
</tr>
<tr>
<td></td>
<td>during World War II.</td>
</tr>
</tbody>
</table>

## Energy Details

<table>
<thead>
<tr>
<th>Energy Source</th>
<th>Information</th>
<th>Additional Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kerosene</td>
<td>$1.20 per litre</td>
<td>Kerosene is used in hurricane lanterns and “bottled wigs” for lighting purposes. Kerosene is also used in stoves particularly for baking.</td>
</tr>
</tbody>
</table>
| Batteries     | D-size @ $1.20 each  
AA-size @ $0.70 – $1.00 each | These are the most commonly used batteries for radio and torches. On an average they last from 2-3 weeks to 2-3 months, depending on the usage. |
| Petrol 2-stroke oil | $1.40 per litre  
$1.80 per litre (2% oil mix – 1 litre costs $1.40 plus $0.40) | Petrol is used for generators, motorbikes and mixed with 2/4 stroke oil (to form premix) for the outboard motors. |
| Solar PV      | $9.00 per month | The solar PV systems are for lighting purposes only. In addition to the SEC systems there are a number of privately own systems which are not properly installed and maintained. |

## Additional Information

<table>
<thead>
<tr>
<th>Categories</th>
<th>Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total number of households interviewed in</td>
<td>10 households</td>
</tr>
<tr>
<td>North Tarawa</td>
<td></td>
</tr>
<tr>
<td>Households that own a generator</td>
<td>2 households; $15-20 per week on fuel</td>
</tr>
<tr>
<td>Households having a SEC solar PV system.</td>
<td>10 households</td>
</tr>
<tr>
<td>Obstacles to income generating activities</td>
<td>Lack/limited access to markets; no capital; no experience;</td>
</tr>
<tr>
<td>Makes decision for lighting</td>
<td>4 households – men only; 6 households men &amp; women</td>
</tr>
<tr>
<td>Access/ownership of resources</td>
<td>Generally, both men &amp; women have access to all available resources</td>
</tr>
<tr>
<td>Benefits from lighting</td>
<td>Social activities, studying, weaving, cleaning fish after night fishing,</td>
</tr>
<tr>
<td></td>
<td>cooking</td>
</tr>
</tbody>
</table>

---

*The currency used in Kiribati is the Australian Dollar (AUD)*
Conclusion

The field work enabled participants to put into practice some of the theory and concepts demonstrated in the case studies during the introductory stage of the workshop.

Information gathered shows that the gender components are determined by the existing social, traditional and cultural aspects of the society. Resource ownership such as land, water and biomass does not seem to be an issue in the two societies covered in the field trip as these are all available almost equally to both men and women. In terms of energy, 57% of households interviewed revealed that decisions made are done collectively, that is by both men and women. On energy use, the usual norm where women do the cooking still exists – this also extends to income generating activities such as baking bread to sell. 27% of the households interviewed in the two societies have either access to either a petrol or diesel.
Annex 5: Outputs of the Workshop

There was no formal output statement adopted at the workshop but the key outputs of the workshop were the gender analysis on rural energy communities visited for Maiana and Tearinibai (North Tarawa) and the workshop evaluation below.

Participant's evaluation of the Kiribati Hands – On Sub-Regional Workshop on Gender Mainstreaming in Rural Energy Development:

There were eight evaluation forms received out of the thirteen participants as three of the Kiribati participants were not able to attend the last part of the workshop due to personal and work commitments. The responses are as follows:

Section 1: General Observation of the workshop:

<table>
<thead>
<tr>
<th>Rating</th>
<th>Statement</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1</td>
<td>Overall you were satisfied with the workshop</td>
<td>4</td>
<td>4</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>1.2</td>
<td>Your initial expectations were met</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>1.3</td>
<td>You acquired new knowledge useful for carrying out your job more effectively</td>
<td>4</td>
<td>4</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>1.4</td>
<td>You acquired new contacts which will be useful for exchanging information and acquire new knowledge</td>
<td>5</td>
<td>3</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>1.5</td>
<td>The outcome of the workshop meets the set objective</td>
<td>4</td>
<td>3</td>
<td>1</td>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>

Other comments:

- The achievement of the objective was not clear at the beginning of the workshop.
- I had no idea what Gender mainstreaming means but now I understand.
- I learn new concepts, terms and contacts from this workshop.
- The workshop gives us a better understanding on how to identify rural community needs and to meet their needs.
- The workshop elaborated gender mainstreaming and rural development.
Section 2: Programme

<table>
<thead>
<tr>
<th>Rating</th>
<th>Statement</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.01</td>
<td>Day 1: Energy and Gender presentations and Group Work</td>
<td>4</td>
<td>4</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>2.02</td>
<td>Day 2: Questionnaire Preparation and Field Work Preparation</td>
<td>2</td>
<td>3</td>
<td>2</td>
<td>-</td>
<td>1</td>
</tr>
<tr>
<td>2.03</td>
<td>Day 3: Field Work (Maiana)</td>
<td>5</td>
<td>2</td>
<td>-</td>
<td>-</td>
<td>1</td>
</tr>
<tr>
<td>2.04</td>
<td>Day 4: Field Work (Maiana) – trip home</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.05</td>
<td>Day 5: Field Work (North Tarawa)</td>
<td>4</td>
<td>2</td>
<td>-1</td>
<td>-</td>
<td>1</td>
</tr>
<tr>
<td>2.06</td>
<td>Day 6 Questionnaire Analysis</td>
<td>4</td>
<td>3</td>
<td>-</td>
<td>-</td>
<td>1</td>
</tr>
<tr>
<td>2.07</td>
<td>The information presented was new to you.</td>
<td>5</td>
<td>2</td>
<td>1</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>2.08</td>
<td>The information presented was relevant to you</td>
<td>1</td>
<td>5</td>
<td>2</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

Other comments:—

- One participant, a trainee from the Willies Electrical Company rated most of the above questions as No.5 as it is his first time to attend such a workshop and also he missed the practical sessions or the field trips.
- The focus on gender was not clear when presenting the solar technology.
- Did not realise that the gender aspects are being included in his/her work.
- More convenience for local participants.
- The interaction between the participants themselves and facilitators were rated as very good.
- That women and men can still work together regardless of differences and these can be improved more through training and programme.

3. Areas that were insufficiently treated:

- How to link the Gender and the solar technology
- Project concepts and proposals
- Technical design of the solar system and un-preparedness in the solar technology presentation

4. Most useful sessions:

- Project Document and Concept proposal
- Energy and Gender presentations and Group work
- Energy and Gender survey on the outer islands
- Questionnaire preparation and finding best ways to conduct survey on outer islands
- Project preparation and write up
- Surveying on the outer islands
5. Methodology

<table>
<thead>
<tr>
<th>Rating</th>
<th>Statement</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
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</thead>
<tbody>
<tr>
<td>3.1</td>
<td>Presentation methods were appropriate</td>
<td>4</td>
<td>4</td>
<td>-</td>
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</tr>
<tr>
<td>3.2</td>
<td>Presentations were clear</td>
<td>3</td>
<td>4</td>
<td>1</td>
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<tr>
<td>3.3</td>
<td>The pace during the workshop was adequate</td>
<td>2</td>
<td>6</td>
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<tr>
<td>3.4</td>
<td>Duration was adequate</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>3.5</td>
<td>Intensity was satisfactory</td>
<td>3</td>
<td>3</td>
<td>1</td>
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6. Logistics

<table>
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<th>3</th>
<th>4</th>
<th>5</th>
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</thead>
<tbody>
<tr>
<td>4.1</td>
<td>Background information was timely and sufficient</td>
<td>4</td>
<td>2</td>
<td>1</td>
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<tr>
<td>4.2</td>
<td>The organizations of your trip was satisfactory</td>
<td>4</td>
<td>4</td>
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<tr>
<td>4.3</td>
<td>Accommodation was satisfactory</td>
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<td>3</td>
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<tr>
<td>4.4</td>
<td>In general, the working condition were acceptable</td>
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<tr>
<td>4.5</td>
<td>Workshop facilities were adequate (equipment/material)</td>
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<tr>
<td>4.</td>
<td>Catering conditions were satisfactory</td>
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</table>

Other comments:–

- Everything was well organised.
- Interesting to see the local people, the way they respect and treat the participants.
- Field work experience was exciting and enjoyable and most of all useful.
- Advance notice/announcement of workshop/meeting to facilitate country preparations.
- Limited resources can still keep you going, regardless of any other obstacles.

Follow up Actions:

- Conduct workshop to maintain knowledge.
- Proper project write up for countries.
- New workshop for Pacific Islands.
- Update to PEG members of what is going on.