

Gender and social inclusion in the ACSE programme

Contents

Executive summary	2
Introduction	3
Gender and social inclusion at the programme level	3
Programme logframe	3
Gender knowledge brief	4
Gender and social inclusion within the projects.....	4
Project design.....	4
Gender analysis.....	5
Gender-inclusive activities	7
Gender-responsive interventions	8
Lessons learnt on gender and social inclusion.....	9
Conclusion.....	10
Appendix 1. Analysis of project documents for gender and social inclusion	12

Executive summary

The Adapting to Climate Change and Sustainable Energy (ACSE) programme comprised 22 projects in 15 Pacific island countries. The projects were implemented between 2016 and 2020, with gender as a cross-cutting theme. This report examines how gender and social inclusion were integrated into the programme and projects. It is based on a retrospective analysis of programme and project documentation, supplemented by conversations with key programme and project staff and advisors.

The ACSE programme logframe was gender responsive, with elements designed to support the promotion of gender equality. There was strong gender awareness within the GIZ programme team, and GIZ's gender specialist was available for consultation during project planning stages. Project design was guided by the programme team, and supported by a 'Guide to project design document preparation'. The programme team promoted best practice approaches for gender-responsive projects, such as gender analyses, gender-sensitive project logframes, interventions that enhanced gender equality, and collection and use of sex-disaggregated data. The project design document template included gender prompts, to promote the inclusion of gender-oriented actions.

However, despite these efforts, requirements for addressing gender within projects were not explicit, and decisions on the priority given and approaches taken were left to the project teams. This inevitably led to variable results in terms of gender responsiveness of projects.

Gender analysis is a key tool for designing and developing gender-responsive projects. Recommended best practice is to carry out a gender analysis during the early, planning phase of a project, to inform the rest of the project. Several ACSE projects carried out gender analyses but not all were during the early stages. Some projects included gender dimensions in their baseline studies. However, even including the projects that included gender in baseline studies, more than half of the projects did not carry out any kind of gender analysis at any stage in the project.

Many (possibly all) of the projects had 'gender-inclusive' activities. These were meetings, workshops, committees or other project activities or events that included both women and men (and often youth). Including women, men and youth in project activities is essential, however this may not be enough to challenge gender imbalances.

Gender-responsive activities aim to actively address gender inequality to ensure equal project benefits to all social groups. Several of the ACSE projects included gender-responsive objectives or outcomes in their logframes, and these projects correspondingly reported gender-responsive interventions. Examples include skill building for women and youth, developing new income-generating activities for women, and promoting women in positions traditionally held by men, such as senior management roles.

Lessons learnt by programme and project staff relating to gender and social inclusion include:

- The need for gender training early in a programme, and also support throughout
- The need for training in gender analysis specifically, which is a key tool for understanding gender and providing the basis for gender-responsive projects, and
- The need to articulate clear expectations on gender at the start of programme development, and in project design guidance.

Introduction

The Adapting to Climate Change and Sustainable Energy (ACSE) programme comprised 22 projects in 15 Pacific island countries. The programme, funded by the European Union, aimed to strengthen capacities to cope with the adverse effects of climate change and to enhance energy security at national, provincial, local and community levels. The projects were implemented between 2016 and 2020, with GIZ providing administrative and technical support, training and in-country mentoring. Projects fell into two broad categories – ‘facilitation’ projects aimed at the enabling environment, for example addressing planning, policy or legislation around climate change adaptation or sustainable energy; and ‘practical’ projects that supported adaptation to climate change – for example by improving water security, food security or coastal zone management – or promoted adoption of sustainable energy, for example installation of solar or hybrid energy systems.

This report examines gender and social inclusion in the ACSE programme and projects. It is based on a retrospective analysis of available programme and project documentation, supplemented by conversations with key programme and project staff and advisors (Appendix 1).

Definitions

Gender refers to the social, behavioural, and cultural attributes, expectations, and norms associated with being male or female.

Gender equality is founded on the concept that all humans are free to develop their personal abilities and make choices without being limited by stereotypical, prejudiced and rigid gender roles. There should be no discrimination on the grounds of gender in the allocation of resources or benefits, or in the provision of access to and use of services.

Project activities are **gender-sensitive** when they recognise, and raise awareness and consideration of the different needs and constraints of individuals based on their gender. **Gender-responsive** activities seek to include remedial action beyond creating gender awareness, and to achieve equal project benefits to all social groups.

From ACSE knowledge brief *Gender-sensitive approaches in EU-GIZ ACSE*.

Gender and social inclusion at the programme level

Programme logframe

Gender was a cross-cutting theme for the ACSE programme. This is reflected in the wording of the programme purpose – ‘To strengthen the PACPs¹ capacity to adapt to the adverse effects of climate change and to enhance their energy security at national, provincial and local/community level, *addressing the different impact on men and women*’ (italics added). An indicator of achievement at this high level was ‘Number of interventions which promote the involvement of women in climate change adaptation / sustainable energy management processes’. The type of intervention is described as ‘gender assessment/study and analysis, or workshops/trainings, or establishment of a body with fair participation and or carrying out relevant event.’

¹ Pacific African, Caribbean, and Pacific states.

Gender was also highlighted in the results area focused on climate change adaptation – ‘Enhanced enabling environment and communities’ adaptive capacity to cope with climate change challenges (*including gender-specific challenges*)’. While the second results area (‘Cost-effectiveness and efficiency of energy systems are improved and dependence on fossil fuels is reduced’) did not specifically mention gender, both results areas had a gender-specific indicator – ‘Number of interventions which enhance gender equality’. ‘Enhance gender equality’ is defined as ‘where a project demonstrates an intervention at the activity level on the equality of roles for decision making, e.g. Establishment of gender neutral decision making body; Gender assessment influencing infrastructure, policy, plan and legislative design; Trainings/ Workshops/ Consultations’.

The programme logframe can be described as gender responsive, as it included elements designed to support the promotion of gender equality.

Gender knowledge brief

As part of programme support to the ACSE projects, in May 2018 the ACSE programme published a knowledge brief titled *Gender-sensitive approaches in EU-GIZ ACSE*. The key messages from the knowledge brief were:

- EU-GIZ ACSE has employed a gender-oriented approach in the planning of all projects
- Gender-sensitive consultations are a best practice to ensure needs of both, women and men, are taken into account
- Additional gender-sensitive approaches are used for specific project goals
- Results from consultations must be included in the realisation of project activities and construction measures

The brief identified the following challenges when implementing gender-oriented approaches:

- Including relevant results from consultations in designs and operational realisation of construction measures
- Lack of awareness, personnel capacity and scope to carry gender-oriented activities forward, and
- Remote locations of project sites may impede approaches for participatory gender action and monitoring.

Gender and social inclusion within the projects

Project design

Project design was guided by the GIZ programme team, and supported by the ‘Guide to project design document preparation’. GIZ’s gender specialist was available for consultation during project planning stages.

Projects developed logframes that aligned with the ACSE programme logframe, which was gender responsive as noted above. The programme team promoted best practice approaches for gender sensitivity and gender-responsive projects, such as gender analyses, gender-responsive project logframes (including gender-sensitive outcomes and indicators), interventions that enhanced gender equality, and collection and use of sex-disaggregated data.

The project design document template included several gender prompts, for example in stakeholder consultations, “It would be expected that both men and women, young and the elderly, and other vulnerable groups would be consulted in a meaningful way”; and for the proposed solution, “Submissions should demonstrate how the chosen solution promotes gender and social inclusion.” However, the guidance was general and there were no explicit requirements for gender approaches or gender-responsive activities. Project teams were referred to the *Pacific Gender and Climate Change Toolkit*² for tools to help them address gender and social inclusion.

However, despite these efforts, requirements for addressing gender within projects were not explicit, and decisions on the priority given and approaches taken were left to the project teams. This inevitably led to variable results in terms of gender responsiveness of projects.

Gender analysis

Gender analysis is a key tool in designing and developing gender-responsive projects. According to the *Pacific Gender and Climate Change Toolkit*:

Gender analysis is a process of examining the roles, knowledge, capacity and assets of women and men, as the first step in planning efficient development strategies, programmes and projects that address both men’s and women’s needs, and reduce the inequalities that exist between them. Gender analysis is used to design, implement, monitor and evaluate programme [and project] interventions and policy decisions to make sure the diverse needs of women and men are addressed, that gender inequality is tackled, and that programmes do not exacerbate gender inequality.

Recommended best practice is to carry out a gender analysis during the early, planning phase of a project, to inform the rest of the project steps. Partners and stakeholders should also be brought on board with the gender-sensitive approach:

Integrating gender into this early phase of the climate risk management process is crucial for the success of any climate change initiative. The institutions responsible for coordinating and steering the programme, project or policy should identify and plan for the type of support they require in integrating gender throughout the various phases of the cycle. Partners should be chosen that can provide that support. If necessary, awareness raising and training should be provided to stakeholders to ensure that from the outset, there is a common understanding about gender equality and its relevance within the climate change context.

However, the toolkit notes:

It is often the case that a gender analysis is not conducted at the beginning of the project, and if it is done, it is tagged on as an afterthought. This misses a good opportunity to gather information and knowledge to help strengthen project design and make outcomes more effective.

Several ACSE projects carried out gender analyses but not all were during the early stages. Some projects included gender dimensions in their baseline studies. However, even including the projects that included gender in baseline studies, more than half of the projects did not carry out any kind of gender analysis at any stage in the project.

² Developed in 2013 by regional partners SPC, SPREP, GIZ, German Cooperation, UN Women, PACC, Australian Aid, UNDP and Gender CC.

The Sustainable Energy Hybrid Power Project in Fiji carried out gender assessments at all three project sites during the early phase of the project. The assessments were in the form of gender-inclusive consultations – with separate groups of women, men and youth – to achieve a gender-sensitive understanding of the needs, expectations, concerns and opportunities with regards to the proposed interventions. The findings were then used to inform the project implementation and monitoring (see Case Study 1).

The project in Kiribati which brought solar power to three boarding schools combined gender analysis with energy needs assessments at each school, early in the project. This resulted in adaptation of the solar installations, for example, positioning of the solar panels. The project also included women in training, and continued to consult women, men and youth throughout project implementation.

The second project in Kiribati, on ‘Land use and coastal areas vulnerability and adaptation assessment’, worked to promote broad engagement with the project communities to enhance their understanding of the predicted impacts of climate change on their coastlines. In December 2017, several months after project implementation began, the project held a gender action planning workshop. Attended by the project technical team and key partners from the Lands Division, Minerals Division, and Environment and Conservation Division, the workshop aimed to “strengthen gender inclusiveness and equality in project ground works in particular participation and contribution of women to the field of land use mapping and coastal areas vulnerability assessments.” This may have been late in the project cycle for best practice, but helped raise awareness among the government staff of the need to include women and their views in coastal land use and planning.

The two ACSE projects in the Federated States of Micronesia shared a gender analysis, but this also took place later in the project cycle. According to the report: “The gender analysis occurred after the determination of all project components, apart from the awareness campaign.” Acknowledging that this limited its usefulness, the report suggested a possible future project to focus on reducing gender inequalities, and offered the following guidance:

Table 6: Gender responsiveness and pointers for future projects

Expectation	Pointers
Systematic integration of gender considerations	Gender capacity within the project team and a focus on opportunities to enhance gender equality from inception
Gender balance in decision-making	This will typically occur through broadening project reference groups as well as supporting key players such as the Utility companies to mainstream gender in both the company and board
Gender-responsive implementation	Maintain a focus on gender indicators, use consultation to ensure responsiveness, include responsiveness in training
Capturing gender impacts in monitoring and evaluation	SMART indicators and consistent reporting against them.

Although they did not complete full gender analyses, several projects included gender dimensions in their baseline studies. These included the Integrated Water and Sustainable Energy (IWASE) project in Papua New Guinea and the Integrated Action for Resilience and Adaptation (IA4RA) to climate change in the Raumoco Watershed project in Timor-Leste.

Case Study 1: Sustainable Energy Hybrid Power Project, Fiji

Gender-inclusive consultations

One of the ACSE projects in Fiji focused on supply and installation of solar–diesel hybrid power systems for Nakoro Village, Yasawa High School and Kioa Island, and training in operation and maintenance, financial management, and other needed skills. At each site, the project began with feasibility and gender inclusion studies as part of the design process. The gender studies took the form of consultations with separate groups of women, men and youth. The consultations focused on energy use, concerns, opportunities and needs relating to the planned hybrid systems. The Nakoro Village report explains that: “The result is a thorough overview of current energy use in the village that can be used to inform the project baseline and the capacity planning of the new system. Furthermore, the answers from the focus groups help to achieve a gender-sensitive understanding of the needs, expectations, concerns and opportunities with regards to the new system, and how it may interact with daily life in the village. Results from the consultation are well suited to inform the design of the system as well as the further implementation and evaluation of the project.”

The findings from the consultations informed the project activities, so that the views of women, men and youth were all taken into account when making decisions. For example, the location of the communal street lights in the village, and the location of the electrical power point in the houses/hall, took into account the needs and preferences of the different groups.

Gender-inclusive activities

Many (possibly all) of the projects had ‘gender-inclusive’ activities. These were meetings, workshops, committees or other project activities or events that included both women and men (and often youth). For example, in Tonga the Hihifo Community Committee had “strong representation of women”; in the Vanuatu aquaculture project “4 gender inclusive trainings were conducted with government officers and community members at Eton and Mangaliliu communities (total 19 women and 36 men trained)”; and in the Cook Islands Northern Water Project, “Women and youth were included in initial and post-project stakeholder analysis of vulnerabilities” and “Women were included in island consultations”.

Including women, men and youth in project activities is essential, however this may not be enough to challenge gender imbalances. The evaluators of the Tonga coastal protection project noted that “While women, men and youth were widely engaged in the project, there were few gender specific actions.”

According to the *Pacific Gender and Climate Change Toolkit*, “Including women in consultation is a good first step; however it is also necessary to make their participation meaningful. This may mean holding separate discussion groups for men and women, or having a female facilitator with whom women may be more comfortable.”

Gender-responsive interventions

As defined earlier, gender-responsive activities go beyond creating gender awareness, and aim to actively address gender inequality to ensure equal project benefits to all social groups.

Several of the ACSE projects included gender-responsive objectives or outcomes in their logframes, and these projects correspondingly reported gender-responsive interventions in pursuit of these objectives or outcomes.

For example, one of the projects in Timor Leste, ‘Integrated Action for Resilience and Adaptation (IA4RA) to climate change in the Raumoco Watershed project’, had a youth-focused outcome – ‘Increased involvement of 150 young people in climate-resilient and sustainable livelihood systems’. Activities to achieve this included youth permaculture training – a seven-day ‘Perma-Youth Camp’ where 12 young people (six male and six female) learned about permaculture and its application in their communities.

Similarly, the Sustainable Energy Hybrid Power Project in Fiji had social inclusion studies as a specific output, prompting the gender consultations that then fed into the project design.

The second ACSE project in Fiji, ‘Planned relocation of Narikoso village and Waciwaci District School’, included a gender-responsive outcome – ‘Increased income generating sources for women’ – with indicator ‘50% of women in Narikoso have an additional 2 new sources of income’. The project documented several training courses for women and youth (in collaboration with FAO’s Action Against Desertification project), for example floriculture and poultry keeping training for women, and apiculture (bee keeping) training for youths.

In Vanuatu, the ACSE project that focused on freshwater aquaculture reported three women in senior or management positions within the government aquaculture division at the end of the project, compared with none at the start. This and other equality-enhancing results from this project are captured in the project impact assessment report, and were well supported by a gender-responsive logframe.

Project evaluators of one of the ACSE projects in Tonga noted that “This topic [gender] was difficult to grapple with”, but nonetheless “women, men and youth were widely engaged in the project”. The project aimed to improve coastal protection through both ‘hard’ and ‘soft’ measures, and reported several activities specifically for youth (an eight-day training on mangroves, and short training courses in coastal management and leadership), and a two-day ‘gender action’ workshop attended by 60 members of the Hihifo community (see Case Study 2 below).

None of the ‘enabling environment’-focused projects (i.e. Nauru ‘Institutional strengthening & capacity building: establishing appropriate policies, regulations and legislations for the energy sector’, Samoa ‘Energy Bill and Sustainable Energy’ and Tonga ‘Climate Finance and Joint National Action Plan for Climate Change and Disaster Management (JNAP II’) described specific gender-responsive interventions. This may be due to a common misconception, as explained in the *Pacific Gender & Climate Change Toolkit*:

Climate change strategies or programmes are often assumed to be gender neutral – benefitting everyone equally. However, when programmes do not acknowledge the differences between people, and the social, economic, cultural and political inequalities that exist between men and women, there is a high risk of inducing discrimination and or exacerbating vulnerability (i.e. maladaptation).

Case Study 2. Coastal Protection in Western Tongatapu

Empowering women, and strengthening capabilities for resilience

A two-day workshop in 2018 focused on women’s empowerment within the context of coastal protection in the Hihifo District of Tongatapu. There were 60 participants (44 women and 16 men) from six communities in the low-lying coastal area, where coastal erosion is an ongoing problem. The workshop began by exploring the roles of women in their communities, their contributions to the resilience and sustainability of their communities, and how these capacities can be supported and enhanced. The participants developed workplans for their six villages, to address some of their identified coastal erosion problems, and they learned from a mangrove expert about planting coastal trees and mangroves as a coastal protection measure.

The Tonga Community Development Trust facilitated the workshop, and the knowledge and experience of their resource people contributed to its success. The 83-year-old Deputy Director of the Trust led the session on the Tongan way of life and the role of women, sharing her extensive knowledge and many years of experience. The leader of the Amatakiloa a Fafine programme also contributed her broad experience on working with women and building relationships between women’s groups. The Amatakiloa programme began in 1978 and part of its work is strengthening women’s groups as a way to increase resilience to climate change and disasters, as well as improving health and promoting income-generating opportunities. Feedback from the workshop participants revealed that they had learned a lot about coastal protection measures, had gained ownership of the problems their villages were facing, and had improved motivation to solve these issues.

Lessons learnt on gender and social inclusion

Lessons learnt relating to gender and social inclusion are captured in various programme and project reports. Lessons relate to both programme management and project planning and implementation.

A key opportunity for project teams to share their experiences was the regional peer learning workshop held in November 2018, roughly halfway through many of the projects. This brought together project practitioners to share their experiences, best practices, success stories and lessons learnt. ‘Gender and social inclusion’ was one of the themes during a workshop session, and the following experiences were shared on this subject.

A general ‘lesson learnt’ on social inclusion and decision-making:

The use of ‘community committee models’, which include youth and women representatives, allow for diversity of views and solutions. For example, in Narikoso, Fiji, the water committee in Narikoso had a women’s and youth representative on it. This model worked well as different views and ideas from the community were brought together to solve problems

which affected the whole community. Due to the success of this model the community will be replicate it for its disaster committee.

On gender analysis:

Understanding how to carry out a gender analysis during the feasibility assessment of the project is important to help capture the differentiated needs of different beneficiaries. Such analyses can significantly affect the system design or its placement and management within a community.

Undertaking detailed gender analysis and cost benefit analysis work in the community, as the project team (rather than separately being undertaken by consultants) was a really valuable planning tool that worked well for project. This approach, I think represents a best practice approach to fine-tuning and checking the efficacy of an intended action.

On engaging youth:

The creation of the youth and child-centred events can help to engage the wider community. For example, in the Hihifo District of Tonga, the project's coastal clean-up, which specifically targeted youth from Hihifo district from the age of 12 and upwards, also resulted in attracting the youth's parents, siblings and friends to the clean-up event.

As a general best practice:

Inclusion of a diversity of people in projects (women, men, children and youth) is important to ensure that the needs and views of all beneficiaries are being considered in design and implementation processes.

The final Steering Committee Meeting, in November 2019, gave the Steering Committee and programme team an opportunity to reflect on their experiences and lessons from the ACSE programme. The programme team presented the following lessons on gender:

- Gender obligations must be clearer in project design documents or implementation plans, and projects held to account to achieve them.
- ACSE and project teams needed gender training to help them better select and implement gender actions.
- Gender interventions could have been better contextualized for projects.
- Gender should be integrated throughout the project.

Conclusion

As noted by project evaluators in Tonga, gender is difficult to grapple with. With encouragement from the donor (the EU) and strong gender awareness within the GIZ programme team, gender was part of the ACSE conversation from the beginning. However, translating this into gender-responsive projects was challenging. While there were good examples of gender-responsive activities within the ACSE projects, there were also some missed opportunities.

Most or all of the projects had 'gender-inclusive' activities, that is, both women and men were involved in meetings, consultations and committees. However, significantly fewer had interventions that actively addressed gender imbalances. The projects that recognized the importance of gender

early on and developed a gender-responsive logframe correspondingly reported interventions that actively promoted gender equality.

The lessons learnt by project and programme teams indicate some ways forward for future programmes. Articulating clear expectations on gender at the start of programme development, and including this in project design guidance, is important. Gender training early in the programme, but also support throughout, is also needed. Gender analysis is a key tool to help understanding on gender differences and needs – which should be the basis for gender-responsive projects.

The *Pacific Gender and Climate Change Toolkit* recommends mainstreaming gender into climate change projects, that is, systematically integrating gender into every step of the project cycle.

Mainstreaming gender by carrying out gender analyses to inform critical stages in programme, project and policy development will ensure that the needs of all groups are considered, ultimately strengthening community resilience to climate change.

From the *Pacific Gender and Climate Change Toolkit*

Appendix 1. Analysis of project documents for gender and social inclusion

Project code	Project country and title	Gender-sensitive outcomes or indicators in the project logframe?	Gender assessment or analysis carried out?	Gender-inclusive or responsive interventions	Other relevant information
CK1	Cook Islands – Northern Water Project Phase 2	Yes – ‘Enhance capacity of the IGs employees, Communities including women and youths to carryout water tank repairs’	No	<ul style="list-style-type: none"> • Women and youth included in initial and post-project stakeholder analysis of vulnerabilities • Women included in island consultations • Work experience for school pupils in construction works 	
FJ03	Fiji – Sustainable Energy Hybrid Power Project (FSEHPP)	Yes – ‘Number of men and women operating and maintaining the solar hybrid system at Nakoro’	Yes – for all three project sites		Need for social inclusion recognised at output level in the project logframe: Output 1: Feasibility and social inclusion studies and design of Solar PV hybrid systems (Nakoro village) produced
FJ04	Fiji – Planned relocation of Narikoso village and Waciwaci District School	‘Number of men and women trained on piggery management’ and ‘50 % of women in Narikoso have an additional 2 new sources of income’		Training in alternative livelihood options for Narikoso community, including women and youth groups (in collaboration with FAO’s ADD – Action Against Desertification project). Included for example: apiculture training for youth; poultry project for women; floriculture for women	

Project code	Project country and title	Gender-sensitive outcomes or indicators in the project logframe?	Gender assessment or analysis carried out?	Gender-inclusive or responsive interventions	Other relevant information
FSM06	Federated States of Micronesia – Protecting Islands through Learning and Leading in Adaptation and Renewable Energy Education programme (PILLAR-Ed) and Enhancing investments in small-scale renewable energy technologies	No	Yes. (But – ‘The gender analysis occurred after the determination of all project components, apart from the awareness campaign. The original project document envisaged that a specific gender analysis would be conducted on net metering at the beginning of the project where results and recommendation will be incorporated to the project activities’)	None evident: see gender analysis report	From the gender analysis: ‘ACSE focusses on energy conservation and resilience in droughts, largely through addressing infrastructure in schools. As such <i>no projects have the empowerment of women and girls or vulnerable groups as a principal target</i> and only the water tanks have a strong potential to contribute towards gender equality as they aim to increase the resilience of atoll populations in times of drought.’ [italics added]
FSM07	Federated States of Micronesia – Enhancing Investments in Renewable Energy Technologies and Energy Efficiency		Covered in the same report as FSM06		

Project code	Project country and title	Gender-sensitive outcomes or indicators in the project logframe?	Gender assessment or analysis carried out?	Gender-inclusive or responsive interventions	Other relevant information
KI08	Kiribati – Solar Boarding Schools	'Number of female and male qualified technicians'	Yes – gender combined with energy needs assessments at each school	Gender assessment influenced solar installation Gender-inclusive training	Women were specifically consulted on the siting of solar panels and systems and their needs in terms of energy use priorities. These consultations strongly influenced the siting of solar panels and energy uses. For example, on Tabuaeran and Teraina Islands, the original plan was to mount solar panels on the ground, on one island this would have been over the women's meeting area. After consultations were held, the panels for the systems on both islands were roof-mounted to save on limited space and to not interfere with existing uses of those spaces.
KI09	Kiribati – Land use and coastal areas vulnerability and adaptation assessment	No	Gender planning workshop held (Dec 2017) and 'gender action plan' developed	'4 interventions in total: 1 Gender planning workshop 3 gender-balanced community participatory mapping exercises but also including female GIS technicians as part of the government training team'	The gender action plan was a planning tool where government staff agreed on how the project teams, and government staff in the future, would include women and their views in their coastal land use and mapping assessments on the outer islands.

Project code	Project country and title	Gender-sensitive outcomes or indicators in the project logframe?	Gender assessment or analysis carried out?	Gender-inclusive or responsive interventions	Other relevant information
NR14	Nauru – Institutional strengthening & capacity building: establishing appropriate policies, regulations and legislations for the energy sector	No	No	No	From end-of-project evaluation: “This Project supporting NERM implementation, by its nature and technical focus on institutional strengthening and development of energy regulations and PV standards, does not have a direct impact on gender equality. Since Nauru is fully electrified, all power customers, including all members of households, men and women, will equally benefit from designed transparent NUC regulations and PV standards...”
NI17	Niue – Alofi Wastewater Project	No	No	Consultation workshops with the two village councils and village members of public. Women part of the Village Councils who are intimately involved in the selection of recipients for household wastewater systems.	Household demographic information included in household survey report

Project code	Project country and title	Gender-sensitive outcomes or indicators in the project logframe?	Gender assessment or analysis carried out?	Gender-inclusive or responsive interventions	Other relevant information
PL19	Palau – Enhancing Sustainable Livelihoods through Demonstration of Environmentally Friendly Integrated Food Production Systems in Palau for Sustainable Land Management and Climate Change/El Niño Mitigation	No	Yes. “During the assessment of the pilot sites, preliminary data on gender was gathered. Additional information was collected during a feedback session and training. In addition, structured interviews were conducted by ACSE Project staff with the selected farmers on their farms [four family farms and a farmers’ association]. The list of questions for the interviews can be found below. Additional follow-up questions were asked to clarify some answers. The interviewers also viewed the selected farmers’ farms.”	“Gender analysis and six gender-sensitive trainings”	No sex-disaggregated data evident
PNG22	Papua New Guinea – Integrated Water and Sustainable Energy (IWASE) project	No	Baseline ‘KAP’ (knowledge, attitudes, practices) survey (March 2018) included “needs of women and children, including people living with disabilities”. Respondents included heads of 77 households (all male) and focus groups which included women, but there is limited sex-disaggregated information in the report	<ul style="list-style-type: none"> • Women were encouraged to participate in the initial project design and regular community project meetings. • Women were consulted in the location of water collection points and streetlights • Women were included in volunteer groups in construction works 	End-of-project KAP survey report (planned for early November) will include sex-disaggregated data

Project code	Project country and title	Gender-sensitive outcomes or indicators in the project logframe?	Gender assessment or analysis carried out?	Gender-inclusive or responsive interventions	Other relevant information
RMI23	Republic of the Marshall Islands – Improving Water Supply Resilience for the Outer Island High Schools	No			
SAM24	Samoa – Energy Bill and Sustainable Energy	No	No		According to internal mid-term review there are several women on the project team, and in development of the energy legislation there were broad consultations including with women’s groups, youth groups, vulnerable people and the Ministry of Women; but no disaggregation of data
SI26	Solomon Islands – Replacing diesel-powered generation mini-grids in large boarding schools in Solomon Islands with solar hybrid generation	No	No	“Gender Survey was not achieved, as there was not enough time to carry out the survey as project has come to its end. However, outdoor security lighting has been installed into the school compound because of consultations with women so female students can feel safer moving around the school campus at night.”	Sex-disaggregated data not collected
SI27	Solomon Islands – Increased capacity to support Solar Electricity	Yes – ‘# of students in the RE course that have completed 1 or 2 years of study of the 2 year degree (gender disaggregated)’	No	From the final evaluation report: “...no gender-specific actions were taken”	

Project code	Project country and title	Gender-sensitive outcomes or indicators in the project logframe?	Gender assessment or analysis carried out?	Gender-inclusive or responsive interventions	Other relevant information
TL28	Timor-Leste – Securing Clean Water for a Climate Resilient Future (SCWCRF) project	Yes – ‘-50% decreases in time spent by women and children on collecting clean water’ and ‘At least 300 women from the 3 target villages understand how to treat water properly’	No	<ul style="list-style-type: none"> • Inclusion of women mandated under the Community Action Plan (CAP) regulatory process. • Women included in the CAP workshops • Women included in the financial management and water treatment training 	
TL29	Timor-Leste – Integrated Action for Resilience and Adaptation (IA4RA) to climate change in the Raumoco Watershed project	Yes, e.g. ‘Number of women and men provided access to good seeds’ and ‘Number of women and men implementing rainwater collection/drip irrigation system for vegetable/cash crop production’	Thorough baseline study included gender dimensions, but survey findings not disaggregated	<ul style="list-style-type: none"> • Involvement of women and youth in designing, building and managing farm groups • Involvement of women and youth in agro-ecological training and climate field schools 	One objective (of three) focuses on youth, and youth were targeted for some interventions, e.g. youth permaculture training: 12 young people (six young women and six young men) participated in a seven-day ‘Perma-Youth Camp’.

Project code	Project country and title	Gender-sensitive outcomes or indicators in the project logframe?	Gender assessment or analysis carried out?	Gender-inclusive or responsive interventions	Other relevant information
TO31	Tonga – Climate Finance and Joint National Action Plan for Climate Change and Disaster Management (JNAP) II	No	No	None	<p>From final evaluation: “No gender specific actions were taken” and “Gender was not a strong point of this project and perhaps more could have been done better if the project, and team, had planned gender specific actions early into activities, for example, into the Terms of Reference for the JNAPII consultant.”</p> <p>Women were integral to the JNAP consultation process as most directors of departments in Tonga, who were consulted and involved in the planning workshops, are women. Gender-specific objectives could have been developed for JNAP itself, thus helping direct the consultations in that direction, but were not.</p>

Project code	Project country and title	Gender-sensitive outcomes or indicators in the project logframe?	Gender assessment or analysis carried out?	Gender-inclusive or responsive interventions	Other relevant information
TO32	Tonga – Coastal Protection in Western Tongatapu	No	No	Two-day gender action training workshop (women’s empowerment training) carried out in 2018	<p>Youth were also targeted for some interventions, e.g. an 8-day training on mangroves (importance, management, nursery management etc.) (eight young women, seven young men); a one-day training on coastal management; and a one-day training on leadership and coastal management</p> <p>From final evaluation report: “While women, men and youth were widely engaged in the project, there were few gender specific actions. This topic was difficult to grapple with, though the representation of women on the Hihifo Coastal Committee was strong.”</p>
TV33	Tuvalu – Sustainable Community-Based Biogas Schemes for Domestic Energy and Improved Livelihoods	Yes – e.g. ‘Number of household representatives that have successfully completed relevant TVET trainings (disaggregated by programme, island, gender and age)	None found	Training courses – “...equal representation from both male and female and age group ranged from 18 to 70 years old”	

Project code	Project country and title	Gender-sensitive outcomes or indicators in the project logframe?	Gender assessment or analysis carried out?	Gender-inclusive or responsive interventions	Other relevant information
VU35	Vanuatu – Freshwater Aquaculture Trials and Governance	Yes – ‘Active participation of women and men in routine pond activities’, ‘Number of ponds managed by women’s groups’, ‘Number of women employed in government in aquaculture sector’ and ‘Number of women participants in trainings’	No	<p>From final project report: ‘4 gender inclusive trainings were conducted with government officers and community members at Eton and Mangaliliu communities’ (total 19 women and 36 men trained)</p> <p>Also, ‘At the start of the project there were no women employed in the aquaculture division. Through activism in this project, 3 women were employed in the aquaculture division in technical roles by the end of the project: 1. Manager of Aquaculture and Research 2. Principal Freshwater Aquaculture Officer 3. Fisheries Officer – Freshwater Aquaculture.’</p>	Some info on impacts on women in the project impact report (under Social impacts) – however this report is not gender-sensitive, i.e. no info on sex of respondents, no disaggregated data etc.
VU36	Vanuatu – Solar, Biogas and Climate Early Warning System (CLEWS)	No	No		