Conducting a **gender-responsive** Technology Needs Assessment

**Webinar**
18/03/2020
1PM-2PM CET

Sara Trærup – UNEP DTU Partnership
Jiska de Groot – University of Cape Town
Karina Larsen – Climate Technology Center & Network (CTCN)
Moderated by Léa Jehl Le Manceau – UNEP DTU Partnership

Technology Needs Assessment
Agenda of the webinar

1. Introduction to the webinar

2. Introduction to the Technology Needs Assessment (TNA) project

3. Guidance for a gender-responsive TNA

4. Successful examples of gender mainstreaming in climate technology processes

5. Q & A session
GDPR Principles:
- Lawfulness
- Fairness
- Transparency
- Data minimization
- Storage limitation
- Accuracy
- Integrity and Confidentiality
Sara Trærup is a development professional with robust experience in project and team management, as well as research and advisory based work in the fields of climate change, technologies and sustainable development.

Since joining UNEP DTU in 2005, Sara Trærup has supported developing countries in identifying their technology needs, and helped build capacity for accessing finance for implementing these technologies. She is both the global project manager for the TNA project and regional coordinator for Africa.

Sara has a background in agricultural economics, and a PhD in socioeconomic aspects of climate change adaptation.

Karina Larsen is responsible for the CTCN’s communications and outreach strategy. She also manages the knowledge management system which aims to facilitate sharing of technology information among climate stakeholders.

As Gender Focal Point, Karina advises and supports the Secretariat on the implementation of gender mainstreaming within CTCN operations. Ms. Larsen has over twenty years’ experience in global environment and health issues, with previous positions at UNFPA; the Council of Women World Leaders; the Office of the Prime Minister of Iceland, and the American Cancer Society.

Jiska De Groot is an energy and development geographer based at the ACDI. She holds a PhD in Human Geography focused on renewable energy and stakeholder engagement, an MSc in International Development Studies and a MA in Cultural Anthropology. In her current position as Senior Researcher at the ACDI, her work focuses on the human dimension of sustainable energy access, energy poverty, gender and capacity building.

She has a strong interest in conducting research that is policy-and practice-relevant with a focus on achieving local development benefits, and assisting with local change processes, for example, through co-design and employing participatory approaches. In addition to her research, Jiska leads the capacity building component of the DFID-funded Transforming Energy Access Programme and is coordinator of the support centre of the Technology Needs Assessment for Anglophone African countries.
Role of the Technology Needs Assessments in the Nationally Determined Contributions

Sara Trærup (slmt@dtu.dk)
What are the Technology Needs Assessments?  
- *climate technology pathways for implementing the Paris Agreement*

TNAs are a set of activities that identify and analyse mitigation and adaptation technology priorities of developing countries

- country driven, implemented by national TNA teams
- stakeholder involvement
- capacity building
- align with national development objectives
- explore synergies with other national processes, strive towards implementation of NDCs

➤ *Funded by the Global Environment Facility, implemented by UN Environment through UNEP DTU Partnership*
Capacity building for each step of the process

- National, regional and global capacity building workshops
- Regional centres of excellence
- Technical support missions
- Guidebooks, sectors and methodologies
- Help desk
ENSURING A GENDER RESPONSIVE TNA

Jiska de Groot
OUTLINE

1. Introduction: Gender, Gender responsiveness in climate change and the TNA
2. Gender in the setup of the TNA
3. Gender in the Technology Prioritisation Process
4. The Technology Prioritisation Process
5. Gender in the Barrier Analysis and Enabling Frameworks
6. The Technology Action Plan (TAP): How to show your TNA is Gender Responsive?
7. Conclusion: what next?
Women and men are experiencing climate change differently, as gender inequalities persist around the world, affecting the ability of individuals and communities to adapt.

Recognising the important contributions of women as decision makers, stakeholders, educators, carers and experts across sectors and at all levels can lead to successful, long-term solutions to climate change.

Women have proven to be leading the way towards more equitable and sustainable solutions to climate change. Across sectors, women’s innovations and expertise have transformed lives and livelihoods, and increased climate resilience and overall well-being.

Global negotiations have increasingly reflected the growing understanding of gender considerations in climate decision making over the last eight years. Continued progress towards gender equality at COP21 can help achieve successful climate action.

Gender? What exactly is Gender?

The social, behavioural and cultural attributes, expectations and norms associated with being male or female. This is a set of culturally specific characteristics defining the social behaviour of women and men, boys and girls, and the relationships between them. So gender is about WOMEN AND MEN!
## Illustrating the Gender Gap

<table>
<thead>
<tr>
<th>Gender Gaps Around the World</th>
<th>Climate Change Impacts</th>
<th>Impacts Exacerbate Gender Inequities</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Poverty</strong></td>
<td><strong>Crop Failure</strong></td>
<td>- Women experience increased agricultural work and overall household food production burden</td>
</tr>
<tr>
<td>Over 50% of the 1.5 billion people living on $1 a day or less are women (Source: UNFPA)</td>
<td><strong>Fuel Shortage</strong></td>
<td>- Many women in developing countries can spend 2-9 hours a day collecting fuel and fodder, and performing cooking chores</td>
</tr>
<tr>
<td><strong>Water</strong></td>
<td><strong>Water Scarcity</strong></td>
<td>- Increased burden on women walking further distances to access safe water, impacts the education and economic stability</td>
</tr>
<tr>
<td>On average women and children spend 8 or more hours per day collecting water (Source: UN Women)</td>
<td><strong>Natural Disaster</strong></td>
<td>- Women have a higher incidence of mortality in natural disasters; women can suffer from an increased threat of sexual violence</td>
</tr>
<tr>
<td><strong>Governance</strong></td>
<td><strong>Disease</strong></td>
<td>- As caregivers women often experience an increased burden for caring for young, sick and elderly as well as lack of access to health care facilities</td>
</tr>
<tr>
<td>Globally, women are 16.7% of government ministers, 19.5% of parliamentarians, and 9% heads of state (Source: IPU)</td>
<td><strong>Displacement</strong></td>
<td>- Forced migration could exacerbate women's vulnerability</td>
</tr>
<tr>
<td><strong>Food</strong></td>
<td><strong>Conflict</strong></td>
<td>- While men are more likely to be killed or injured in fighting, women suffer greatly from other consequences of conflict, such as rape, violence, anxiety and depression</td>
</tr>
<tr>
<td>Women produce over 80% of food in some countries (Source: FAO)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Literacy</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Two thirds of the 774 million illiterate adults worldwide are women (Source: UNESCO)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Land</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Women own just 2% of the world’s land (Source: UN Women)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Source: Women’s Environment and Development Organization – WEDO
<table>
<thead>
<tr>
<th>Gender concepts</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gender equity</td>
<td>The process of being fair to women and men. To ensure equity, measures often need to be taken to compensate (or reduce) disparities derived from historical and social disadvantages that prevent women and men from otherwise operating on an equitable basis. Equity leads to equality.</td>
</tr>
<tr>
<td>Gender responsive</td>
<td>Due consideration being given to gender norms, roles and relations and to addressing inequalities generated by unequal norms, roles and relations through remedial action beyond creating gender awareness.</td>
</tr>
<tr>
<td>Gender mainstreaming</td>
<td>The process of assessing the implications for women and men respectively of any planned action, including legislation, policies or programmes, in all areas and at all levels. This is a strategy for making women’s as well as men’s concerns and experiences an integral dimension of the design, implementation, monitoring and evaluation of policies and programmes in all political, economic and social spheres so that women and men benefit equally and inequalities are not perpetuated. The ultimate goal is to achieve gender equality.</td>
</tr>
<tr>
<td>Gender roles</td>
<td>The social and behavioural norms that, within a specific culture, are widely considered to be socially appropriate for individuals of a specific sex. These often determine the traditional responsibilities and tasks assigned to men, women, boys and girls (see gender division of labour). Gender-specific roles are often conditioned by household structure, access to resources, specific impacts of the global economy, conflicts and disasters, and other locally relevant factors such as ecological conditions. Like gender itself, gender roles can evolve over time, in particular through the empowerment of women and the transformation of masculinities.</td>
</tr>
</tbody>
</table>
WHY IS IT IMPORTANT TO TAKE GENDER INTO ACCOUNT IN A PROCESS LIKE THE TNA?

Gender mainstreaming is a process that can help TNA country teams integrate gender issues into their assessments at all levels. Gender analyses are a way in which TNA teams can

a) understand how gender roles, responsibilities and inequalities may affect the effectiveness of the TNA process and the sustainability of its results;

b) design and implement technology projects inclusively, that is, in such a way that they will close gender inequality gaps in climate-related technology transfer and implementation, so that both women and men benefit from development and are equitably empowered

c) Get your technology action plans funded…. 
Mainstreaming gender in the TNA process will result in better outcomes.

Inclusion of gender is increasingly becoming a requirement for receiving climate change and development funding, and therefore, essential to the TNA.

Effective mainstreaming of gender in climate change mitigation and adaptation requires planning and resources, to ensure that general principles are translated into action.

Please note that this applies both at the level of TNA teams and the TNA process more broadly.

To help you with this process, a detailed gender guidance has been prepared, which you can access online. The guidance will help the TNA teams to apply a gender lens to their sector and technology prioritization, barrier analysis, and integrate gender considerations in their TAP and project ideas.
2. SETUP AND PREPARATION OF THE TNA

There are two key aspects that need to be considered in setting up and preparing the TNA process:

1. **Composition of the TNA team in relation to gender.** More specifically, it is important to ensure that there is a good gender balance in the TNA team. What roles are fulfilled by men and women respectively in the TNA process, and how might this affect outcomes? To illustrate, during stakeholder consultations or interviews, women from certain groups might not feel comfortable responding to questions from men. This shows the importance of TNA teams having a good balance of both men and women to cover their various tasks.

2. **The gender expertise present in the country team,** including setting up a TNA National Steering Committee to ensure that gender targets are met nationally. Selecting team members with knowledge of gender equality
3. GENDER IN THE TECHNOLOGY PRIORITISATION PROCESS

The background research

At a national level the question is

**Where does the TNA sit with existing country policies, strategies and best practices for climate change and gender?**

Down to sector level the following key question needs to be asked:

**How does the TNA process relate to gender equality processes at national level for each of the chosen sectors and subsectors, and how can the TNA help achieve gender goals in specific sectors and sub-sectors?**
## SOME PRACTICAL STEPS IN THE BACKGROUND ASSESSMENT

<table>
<thead>
<tr>
<th>Level</th>
<th>What type of documents to review</th>
<th>How do these documents help you in mainstreaming gender considerations?</th>
</tr>
</thead>
<tbody>
<tr>
<td>International level</td>
<td>SDG implementation documents (e.g. in relation to SDG 5 on gender goal; but also corresponding goals such as SDG 13 on climate change; SDG 7 on Energy, SDG 1 on Poverty, SDG 6 on Water and Sanitation; SDG 11 on Sustainable Cities) UNFCCC documentation</td>
<td>International contextual information on gender and other development goals that are of influence to the TNA objectives.</td>
</tr>
<tr>
<td>National level</td>
<td>Quantitative and qualitative data, including demographic and health surveys, country data from World Bank, UN and Government, gender analyses and assessments, and research papers that relate to gender and climate change.</td>
<td></td>
</tr>
<tr>
<td>Sectoral level</td>
<td>Programme, project or organisational documents related to TNA sectors, gender baseline studies report for TNA sectors, monitoring and evaluation plans and reports for TNA sectors; barrier and opportunity reports for TNA sectors Third party gender studies, gender analyses, assessments and research papers</td>
<td>Understanding the gender context in which TNA sectors are identified; understanding the gender dynamics in adaptation and mitigation sectors; and whether/how gender considerations have been integrated into planning in the sector Qualitative, contextual information on gender within the TNA sectors.</td>
</tr>
</tbody>
</table>
Integration of gender considerations in the account of the national context, in the form of a written summary of development priorities and goals, intended for distribution to stakeholders and inclusion in the TNA report on Identification and Prioritisation of Technologies.

Inclusion of gender expertise in the constitution of sectoral workgroups.
4. THE TECHNOLOGY PRIORISATION PROCESS

Important questions to be considered in this process (and integrated into the fact sheet) are:

1. Does this technology have the potential to address gender inequalities?
2. How can it contribute to achieving gender equality? What is the expected magnitude of the impact?
GENDER INCLUDED IN THE TECHNOLOGY PRIORITISATION

Identify and categorise technologies, including familiarisation

GENDER: assess gender in the background study and conduct a gender analysis of the technologies.

Assess technologies through MCA

GENDER: include a gender criterion to assess each technology option.

Make final decision

GENDER: ensure gender-sensitive stakeholder engagement in decision-making process; and consider the gender analysis conducted to inform the final decision.

Output: Prioritised list of technologies for adaptation for highest priority subsectors

GENDER: this needs to include a clear indication of gender responsiveness and gender information presented in the prioritised list.
Example criteria for mitigation (Sri Lanka), energy sector, gender incorporated

<table>
<thead>
<tr>
<th>Category</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Costs</td>
<td>Cost of Energy Conversion Facility (C)</td>
</tr>
<tr>
<td>Benefits</td>
<td>Economic</td>
</tr>
<tr>
<td></td>
<td>Local Economic Benefit (LEB)</td>
</tr>
<tr>
<td></td>
<td>Local Share of Technology (LST)</td>
</tr>
<tr>
<td>Social</td>
<td>Direct Employment (DE)</td>
</tr>
<tr>
<td></td>
<td>Potential for Gender Impacts (GI)</td>
</tr>
<tr>
<td></td>
<td>Skill and Capacity Development (SCD)</td>
</tr>
<tr>
<td></td>
<td>Energy Security (ES)</td>
</tr>
<tr>
<td>Environmental</td>
<td>GHG Emission Reduction (GHGR)</td>
</tr>
<tr>
<td></td>
<td>Positive Local Environmental Impacts (PLEI)</td>
</tr>
</tbody>
</table>

Example criteria for adaptation, water sector, gender incorporated

<table>
<thead>
<tr>
<th>Category</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Costs</td>
<td>Cost of technology and Capital maintenance (C)</td>
</tr>
<tr>
<td>Benefits</td>
<td>Economic</td>
</tr>
<tr>
<td></td>
<td>Local Economic Benefit (LEB)</td>
</tr>
<tr>
<td></td>
<td>Extent of application (EXT)</td>
</tr>
<tr>
<td>Social</td>
<td>Acceptance of the technology (ACC)</td>
</tr>
<tr>
<td></td>
<td>Potential for Gender Impacts (GI)</td>
</tr>
<tr>
<td></td>
<td>Skill and Capacity Development (SCD)</td>
</tr>
<tr>
<td></td>
<td>Capacity to increase water supply (CAP)</td>
</tr>
<tr>
<td>Environmental</td>
<td>Negative Environmental Impact (NEI)</td>
</tr>
<tr>
<td></td>
<td>Capacity to increase water efficient use (EFF)</td>
</tr>
</tbody>
</table>
The gender assessment of each of the technologies will inform the assessment of this criterion, which is then included in the performance matrix.

The scoring for the gender criterion should reflect the strength of the technology in achieving gender equality.

The input for scoring each technology comes from the technology fact sheets and relevant stakeholders, including the sectoral working groups, consultants, validation workshops and desktop studies. The teams need to determine themselves how much weight they will give to this criterion and in their stakeholder engagement figure out what the scoring should be.

However, to ensure that gender is accounted for in any TNA assessment, gender should have a minimum weighting of 5%!
A range of stakeholders alongside expert opinion need to be sought during this analysis to ensure that gender has been taken sufficiently into account. This is best achieved in sectoral working groups in which gender is presented alongside other relevant information.
5. GENDER IN THE BARRIER ANALYSIS AND ENABLING FRAMEWORKS

- Gender-related barriers need to be discussed within the broader barrier analysis process.
- The enabling framework will, by implementing specific policies and activities, scale up climate change mitigation and adaptation activities that will improve gender equality.
- The table shows a few examples of how such barriers may be addressed through enabling frameworks.

<table>
<thead>
<tr>
<th>Type of goods</th>
<th>Technology example</th>
<th>Possible barrier</th>
<th>Gender responsive approach</th>
</tr>
</thead>
<tbody>
<tr>
<td>Consumer goods</td>
<td>Improved biomass cookstove</td>
<td>Success demand depends on consumer awareness and acceptance, which may be low among the women who are using the stove as it requires behaviour change</td>
<td>e.g. awareness campaign of the health and climate benefits of improved biomass cookstoves targeting women, who generally are the cooks in the household.</td>
</tr>
<tr>
<td>Capital goods</td>
<td>Small hydropower plants</td>
<td>Relative high capital cost, which makes it difficult for women to access, as they often have less access to capital.</td>
<td>e.g. provide subsidies for women who have less access to finance.</td>
</tr>
<tr>
<td>Publicly provided goods</td>
<td>Mass transport system</td>
<td>Public ownership or ownership by large company, in which women are often underrepresented.</td>
<td>e.g. ensure representation of women in ownership, for example by setting quota.</td>
</tr>
<tr>
<td>Other non-market goods</td>
<td>Daily and seasonal weather forecast for agriculture through mobile phones</td>
<td>Ownership of cell-phones, where among the poor, men generally have main access to the phone.</td>
<td>e.g. delivery mode, for example, via radio, promote uptake of mobile phones among female subsistence</td>
</tr>
</tbody>
</table>
### CREATING AN ENABLING FRAMEWORK FOR GENDER IN THE TNA

<table>
<thead>
<tr>
<th>Enabling environment element</th>
<th>Areas of influence</th>
<th>Examples of barriers addressed</th>
</tr>
</thead>
<tbody>
<tr>
<td>National macroeconomic conditions</td>
<td>Tax, subsidies and tariff regime subsidies</td>
<td>High cost of capital and interest rate – addressed by providing subsidies for women to access financing for technology</td>
</tr>
<tr>
<td>Human, organisational and institutional capacity</td>
<td>Capacity building programmes of organisations and institutions</td>
<td>For gender, ensure that the capacity building programme is representative of both genders. This can be achieved e.g. by gender quota.</td>
</tr>
<tr>
<td>Research and technological capacity</td>
<td>Publicly funded research, development and training programmes</td>
<td>Often a low representation of women in STEM degrees. To be achieved by stimulating women into STEM degrees, e.g. by marketing the area and creating an incentive structure</td>
</tr>
<tr>
<td>Social and cultural</td>
<td>Information dissemination, outreach and awareness-raising campaigns</td>
<td>Promote awareness raising in a gender sensitive manner, e.g. by targeted women and men in their respective areas of interest.</td>
</tr>
</tbody>
</table>

The enabling environment broader than just the implementation of technology, as it also includes the capacity of various stakeholders.

TNA teams need to think about how an enabling environment can be created in which gender equality is increased alongside the implementation of climate change adaptation and mitigation measures.

This may include regulation, market-creation/stimulation, gender-specific support such as subsidies and quota, and financing.
6. THE TECHNOLOGY ACTION PLAN (TAP): HOW TO SHOW YOUR TNA IS GENDER RESPONSIVE?

The Technology Action Plan specifies:
- how to implement measures for technology implementation
- who is responsible and when
- how to secure funding.

The TAP thus provides an important opportunity to ensure that gender is incorporated in the technology implementation in the TNA country!

To achieve this, the TAP needs to demonstrate tangible evidence that the project actively contributes to achieving specific gender equality, such as set out in SDG 5.

The goals of incorporating gender into the TAP are:
- to identify a set of concrete gender-related actions needed for the successful implementation of technology in the country
- an indicative budget for gender-mainstreaming as part of an investment proposal for each technology, which can be considered for funding by potential public and/or private funders
- to ensure that these two goals are achieved when developing their TAPs, TNA teams need to report on gender issues in all components of the TAP.
7 STEPS FOR INCLUDING GENDER IN THE TAP

**Step 1:** the scale and ambition of the envisaged technology transfer is discussed, which should include a well-defined ambition for gender.

**Step 2:** identify and characterize the actions needed to realize this ambition, including a timeframe, the required resources, and an inclusive, multi-stakeholder process. The gender-related steps in this process are:

a) Descriptions of barriers and of measures to overcome barriers, in which the gender-related barriers identified in the Barrier Analysis and Enabling Framework are revisited and included in the TAP.

b) The selection of actions that refer to the gender-related measures identified during the Barrier Analysis and Enabling Frameworks. It is important to include the most important gender-related measures in the TAP.

c) Identifying gender-related activities for the selected actions, that is, the specific things that need to be done to make an action work in the context of gender.

d) Develop project ideas in which the potential gender equality benefits are discussed and presented as part of the presentation of the technology.
Step 3: identify the stakeholders to be involved in the implementation of the actions, as well as scheduling and sequencing the specific activities.

Key questions need to be asked, which include: Is there a balanced gender representation among key stakeholders? Is there at least one stakeholder who has the necessary skills and expertise to provide a gender perspective and/or gender perspectives? Are stakeholders willing to seek women’s participation during the implementation?

At this stage, it is also essential to use a gender lens:

a) Who will be involved in carrying out the various activities, based on the questions above?

b) When will the activities take place, including the scheduling and sequencing of specific activities? It is essential that a gender perspective is incorporated into the activities from the beginning.

c) What resources will these stakeholders need to gender-mainstream implementation of the technology
Step 4 consists of two key areas for gender to be detailed:

1. Capacity-building requirements for implementation of the TAP, which provides an excellent opportunity for the TNA team to ensure that a gender perspective is thoroughly mainstreamed into the TAP.

2. Estimating the cost of actions and activities, which involves developing a TAP budget that includes gender. It is important that gender analyses are conducted of the individual budget items.

Step 5 The fifth step covers handling risks, contingency planning, next steps and reporting. The main gender issues in respect of management planning are:

a) will risk be handled in relation to gender (e.g. if the costs of gender mainstreaming are higher than expected)?

b) contingency planning: for each gender-related uncertainty, it is important that a contingency plan be drawn up to address the risk (e.g. a ‘backup’ gender organization may be approached).
**Step 6:** The sixth step is to collect Steps 1-5 into a series of tables, which will be accumulated in a spreadsheet. This is intended to report and track TAP implementation status. The gender-mainstreaming activities described in this guide and the specific actions identified need to be accounted for in the spreadsheet.

**Step 7:** The seventh and final step is to track implementation of the TAP. It is essential that the gender-relevant indicators developed as part of the TAP process are carefully monitored and reported on in order to document the impact of and progress with achieving gender goals.

To operationalize the activities set out in the TAP, a Gender Action Plan can be developed that details the constraints and opportunities for women and men respectively identified during the gender analysis and indicates how these can be fully integrated into the project design. The plan should include:

1. A set of gender-responsive actions that will address the needs of vulnerable women and men in climate action

2. A clear set of gender performance indicators and sex-disaggregated targets against which progress will be measured

THE FIGURE TO THE RIGHT SHOWS THE DIFFERENT STEPS INVOLVED IN THE TAP, TOGETHER WITH WHAT ‘GENDER APPROACH’ IN THE TAP LOOKS LIKE
CONCLUSION – NEXT STEPS FOR GENDER MAINSTREAMING OF THE TNA

For further information, the TNA teams can read and implement the step-by-step approach provided in the *Guidance for a gender-responsive Technology Needs Assessment* to ensure gender is accounted for in their Technology Needs Assessments.

Any questions?
Examples of Gender Mainstreaming in Climate Technology Processes
About Us

CTCN Services

TECHNICAL ASSISTANCE

KNOWLEDGE SHARING

COLLABORATION & NETWORKING

Mitigation

- Reduce GHG Emissions

Adaptation

- Strengthen Climate Resilience

Agriculture & Forestry
- Coastal Zones
- Early Warning & Environmental Assessment
- Human Health
- Infrastructure & Urban Planning
- Marine & Fisheries
- Water

Agriculture
- Carbon Fixation & Abatement
- Energy Efficiency
- Forestry
- Industry
- Renewable Energy
- Transport
- Waste Management
Pakistan: Technology Guidance and Support for Conducting the Technology Needs Assessment (TNA)

- Gender consideration in barrier analysis
- Identification of social benefits of priority technologies, such as:
  - Solar pumps: The technology helps in achieving energy and food security. It can save time for women who retrieve water for drinking and household use. Time saved by women can be utilized for other activities.
  - Biogas: Experience from the region shows that on average biogas saves approximately 2 hours per day per family mainly due to the reduction in time used for collecting biomass and/or preparing dung, cooking and cleaning of utensils.

CTCN was requested by Government of Pakistan to coordinate the implementation of the TNA/TAP

Implementer: UDP
West Africa: Climate resilience in coastal zones

8 West African countries are partnering with the CTCN and the West African Coastal Observation Mission to establish a regional coastal classification system for coastal management utilizing the Coastal Hazard Wheel.

A comprehensive gender analysis reviewed:
- How coastal risks affect communities
- Gender-differentiated vulnerabilities in West African and Cameroon coastal areas
- The countries intended actions to incorporate gender considerations in coastal risk planning and management
- Factors that encourage change in gender roles
Examples: Gender and Energy Technologies

CTCN collaborated with the Energy Resources Institute (TERI) to identify and document best practice examples of women’s empowerment in energy value chains in India and Nepal.

5 case studies

India
- Off-grid solar: Solar PV mini grid
- Improved clean cooking
- Grid connected electricity

Nepal
- Off-grid hydro power
- Grid connected electricity system

https://www.ctc-n.org/news/new-ctcn-publication-women-energy
Sharing knowledge on gender and technologies

- **www.ctc-n.org**: 700 gender and climate case studies, technology descriptions, publications, webinars, and tools searchable by country, sector and cross-cutting issues

- Recent publications:
  - Up-Scaling Gender Just Climate Solutions (CTCN/WGC/WECF, Dec 2019)
Conducting a gender-responsive Technology Needs Assessment

Q&A session

Do you have any question?
Feel free to ask!
Conducting a gender-responsive Technology Needs Assessment

More information about the TNA: https://tech-action.unepdtu.org/

The webinar has been recorded and will be available on the TNA website in the coming days.

If you have any question in relation to this project, feel free to contact Sara Trærup at slmt@dtu.dk