

# The Marshall Islands: Women and Youth Skills Empowerment and Resilience Project

## Terms of Reference for Project Implementation and Management Services

### ACRONYMS

ADB	–	Asian Development Bank
ADF	–	Asian Development Fund
CMI	–	College of the Marshall Islands
CSO	–	civil society organization
DMF	–	design and monitoring framework
GAP	–	gender action plan
MOCIA	–	Ministry of Culture and Internal Affairs
MOFBPS	–	Ministry of Finance, Banking and Postal Services
PAM	–	project administration manual
PIMS	–	project implementation and management support
PSEAH	–	prevent sexual exploitation, abuse and harassment
TOR	–	terms of reference

## TABLE OF CONTENTS

<b>A.</b>	Background	3
<b>B.</b>	Project Description	3
<b>C.</b>	Project Implementation Arrangements	6
<b>D.</b>	Objective and Purpose of the Assignment	6
<b>E.</b>	Scope of Work	8
<b>F.</b>	Qualification and Experience Requirements	11
<b>G.</b>	Surveys and Studies	15
<b>H.</b>	Outputs and Deliverables	15
<b>I.</b>	Contribution by MOCIA	17
<b>J.</b>	Financial Proposal	17
	<b>APPENDIX 1: DRAFT PROJECT IMPLEMENTATION PLAN</b>	<b>19</b>
	<b>APPENDIX 2: DETAILED TERMS OF REFERENCE FOR KEY AND NON-KEY EXPERTS</b>	<b>24</b>
	<b>APPENDIX 3: DRAFT PROJECT ORGANIZATIONAL CHART</b>	<b>32</b>
	<b>APPENDIX 4: DRAFT FINANCIAL MANAGEMENT ACTION PLAN</b>	<b>33</b>
	<b>APPENDIX 5: ANTICORRUPTION POLICY AND ANTICIPATED ACTIVITIES</b>	<b>34</b>
	<b>APPENDIX 6: DRAFT DESIGN AND MONITORING FRAMEWORK</b>	<b>36</b>
	<b>APPENDIX 7: DRAFT GENDER ASSESSMENT AND ACTION PLAN</b>	<b>41</b>
	<b>APPENDIX 8: DRAFT PROCUREMENT PLAN</b>	<b>48</b>

## A. Background

1. Women and youth in the Marshall Islands face an uncertain future. Only one in three adult women participate in the workforce, and two out of five young people are not in employment, education, or training.<sup>1</sup> Rates of gender-based violence are high, and women start families young, perpetuating a cycle of poverty and inequality that impacts national socioeconomic outcomes.<sup>2</sup> Extended families and communities are shrinking as people leave the country for better jobs and education, which weakens social ties and traditional support mechanisms. The impact of climate change, particularly sea level rise, threatens to reshape their way of life. To build the resilience of some of the most vulnerable community members in the Marshall Islands, the proposed project will increase access to livelihood training opportunities and support services for women and at-risk youth, including through new facilities and targeted skills development and support programs.

## B. Project Description

2. The Republic of the Marshall Islands requested assistance from the Asian Development Bank (ADB) to finance a social protection project with the outcome of increasing skills, empowerment and resilience of vulnerable women and at-risk young people. The Women and Youth, Skills, Empowerment, and Resilience Project will be considered by the ADB Board of Directors in November 2024. The project is estimated to cost \$21.84 million. The Government of the Marshall Islands has requested a grant not exceeding \$19.70 million from ADB's Asian Development Fund (ADF) Special Funds resources to help finance the project, including \$13.7 million from the ADF 13 thematic pool, under its strategic area on achieving the sustainable development goal 5 transformative gender agenda. The Ministry of Finance, Banking, and Postal Services (MOFBPS) is the executing agency for the project and the Ministry of Culture and Internal Affairs (MOCIA) is the implementing agency.

3. The project is aligned with the following impacts: (i) an enabling and sustainable environment built where all youth develop their full capacity and contribute meaningfully to sustainable development (National Youth Policy 2021–2025);<sup>3</sup> and (ii) gender equality and the empowerment of women progressed, with the meaningful involvement and contributions of all development sectors and civil society (National Gender Mainstreaming Policy).<sup>4</sup> The project will have the following outcome: vulnerable women's and youth's skills, resilience, and empowerment increased.<sup>5</sup> There will be three outputs:

4. **Output 1: Climate-resilient infrastructure assets for women and youth upgraded and expanded.** With partial support from the Asian Development Fund 13 thematic pool, under its strategic area on achieving the Sustainable Development Goal 5 transformative gender agenda, this output will upgrade, construct, and equip facilities in Majuro to support access to training and support services for vulnerable women and at-risk youth. This includes renovating an existing building that was previously a skills training center and constructing a new disability-accessible two-story facility beside it to create an expanded women's center. The center will have large, multipurpose indoor open spaces to be used for skills training, education, and community events. The center will house the offices of the government's Gender in Development Division and center

---

<sup>1</sup> Government of the Marshall Islands. 2021. *The Marshall Islands Labor Market Monograph—HIES 2019-2020: Draft Report Outline*.

<sup>2</sup> Community Development Division, Ministry of Culture and Internal Affairs, and the Economic Policy and Planning and Statistics Office. 2018. *Gender Equality Where do we Stand? Republic of the Marshall Islands*.

<sup>3</sup> Government of the Marshall Islands. 2021. *National Youth Policy 2021–2025*. Majuro.

<sup>4</sup> Government of the Marshall Islands. 2015. *National Gender Mainstreaming Policy*. Majuro.

<sup>5</sup> The design and monitoring framework is in the Appendix.

operations staff, including counseling services. It will also include operating spaces for two women-focused civil society organizations (CSO): (i) Women United Together Marshall Islands, the country's main provider of gender based violence survivor services; and (ii) the Kora Fund, which supports women's economic empowerment through microcredit loans and training. The project will reconstruct a community-built seawall close to the expanded women's center to help protect the new facility as well as nearby youth and education facilities.<sup>6</sup> To support college students with young children, the project will construct family-friendly facilities at the College of the Marshall Islands (CMI) including (i) a childcare center and playground for the children of students and staff, (ii) a family-friendly study area, (iii) a safe breastfeeding room, (iv) a family-friendly training space with a play area, and (v) a parent bathroom with baby-changing equipment.<sup>7</sup> The project will also install solar panels and battery systems on the new and upgraded facilities, provide vehicles to be used for women and youth services provision,<sup>8</sup> and prepare risk-informed operations and maintenance plans and procedures.

**5. Output 2: Women's and youth's skills for livelihood improvement enhanced.** This output will include the delivery of skills training and related support activities for vulnerable women, teenage girls and boys, and at-risk youth in urban and rural Majuro, people with disabilities, LGBTQI+ and other marginalized groups, as well as in the neighboring islands. With support from the ADF thematic pool, the project will support a monthly calendar of activities that will be delivered at the women's center (output 1), including (i) informal skills training, in areas such as financial literacy, basic bookkeeping, business planning, food safety, computer skills, and short-course vocational training; (ii) support groups and counseling sessions; (iii) careers and employment drop-in sessions, including marketing and business mentoring, (iv) health and wellness activities; (v) education sessions on topics such as parenting skills, gender-based violence, and/or youth and women's rights; (vi) traditional elder and youth storytelling discussions, (vii) craft workshops and cultural activities; (viii) networking events; and (ix) handicrafts, food, and retail market days. The ADF 13 thematic pool will also fund the design and piloting of a poverty graduation program, which will combine skills training, mentoring, seed grants, and access to microfinance while at the same time aiming to address negative gender and power dynamics in households.<sup>9</sup> Participants will include existing cash transfer recipients (vulnerable mothers with young children living in Majuro) who are beneficiaries of the World Bank Early Childhood Development Project.<sup>10</sup> The output will also deliver targeted livelihood training programs for small groups of vulnerable women and youth living in or from rural Majuro atoll and neighboring islands and atolls. These will focus on improving food security, diversifying women's livelihoods and income, and building resilience to climate and other external shocks.

---

<sup>6</sup> The sea wall will help to protect buildings owned and used by Waan Aelon in Majel, a nongovernment organization that delivers skills training to at-risk youth in traditional canoe building and life skills, and administration buildings used by the Ministry of Education, Sports, and Training.

<sup>7</sup> The College of the Marshall Islands is the national community college offering a range of degrees and certificate programs.

<sup>8</sup> Mini buses will be provided to MOEST to own, operate, and maintain during school hours. The mini buses will be available for MOCIA to use at other times of the day to transport participants to and from the women's center, at a small agreed fee.

<sup>9</sup> The poverty graduation program is a holistic, time-bound, and carefully sequenced set of interventions to lift households from poverty through (i) social assistance to support immediate needs, such as subsistence and health services; (ii) livelihood promotion through localized market assessment and household-level enterprise and/or employment matching; (iii) financial inclusion through financial literacy and improved access to savings and financial services to promote economic resilience; and (iv) social empowerment by improving social dynamics in families and communities. Participants from programs are expected to "graduate" from poverty. The pilot will work with local nongovernment organization Kora fund which provides microcredit to women.

<sup>10</sup> World Bank. [MULTISECTORAL EARLY CHILDHOOD DEVELOPMENT PROJECT](#).

6. The output will also facilitate the participation of a small group of at-risk young men from neighboring islands in foundational literacy, numeracy, and soft skills, along with traditional canoe-building skills. The canoes built as part of the project will be gifted to the neighboring islands or atoll local governments to be used by communities as a form of zero-carbon transport. To help address existing social and gender norms, the soft skills components will incorporate awareness raising and discussions on issues of gender-based violence, family planning, challenging gender norms and peer pressure about masculinity, understanding of consent and consequences, and shared responsibility for unpaid care work. The project will conduct frequent outreach activities to identify and recruit vulnerable women and youth for project programs, collaborating closely with other government departments, schools, health centers, village leaders, and CSOs, including faith-based organizations and churches. After participating in activities and programs, the project will communicate with vulnerable participants and offer help and support to navigate their next steps in terms of employment, training, or health and wellbeing referrals. The project will complete evaluation studies to inform the design of future livelihood programs, and to share the learning outcomes of the long-term livelihood programs.

7. **Output 3: Capacity of government and civil society organizations to implement women’s and youth empowerment activities strengthened.** Partly funded by the ADF 13 thematic pool, this output will strengthen the capacity of key stakeholders to deliver support services to vulnerable women and youth. This will include professional development for management and staff working in gender and youth affairs within MOCIA, by providing training and mentoring by long-term gender and youth advisors. Youth and women councils will be reestablished, and government staff from other ministries will be trained in gender equality and women’s empowerment programming. The output will also provide training to CSOs delivering services to women and youth on topics such as fundraising, communications strategies and channels, and long-term climate risk sustainability and future planning. The project will support the government in developing a new national childcare policy, regulations, and procedures. The output will support the design and implementation of gender and youth events, such as a (i) youth arts and music festival; (ii) women and youth entrepreneurship expo; (iii) a “She Leads: Women Driving Climate Resilience” symposium; or (iv) a conference on the value of unpaid care work, featuring male champions, and interactive and engaging sessions to discuss gender norms related to unpaid care responsibilities.

8. The project will ensure that technical expertise is engaged to effectively design targeted skills development training to improve livelihoods, food security, and resilience for women and youth, including those living in rural areas and neighboring islands and atolls. Implementation will be supported by local training providers with previous experience in training delivery in remote areas. The government has committed to taking on recurrent operating costs for the women’s center in year 5 and year 6 of the project implementation period, ensuring that budgetary processes and commitments are in place to avoid the center being underutilized after the project. MOCIA will allocate an annual training budget and the project includes the development of a collection of business and livelihood development training packages, including instructions and teaching and learning materials, to continue with the delivery of training programs at the women’s center after the project concludes. The project will develop operation and maintenance plans for project facilities, including cost-recovery mechanisms, such as renting out the training spaces for private events to development partners, international organizations, and for private functions etc. It will not be a cost-recovery mechanism to rent out the training center to RMI NGOs and CSOs and government ministries.

9. Firms are encouraged to review all project documents uploaded to the ADB website when preparing their proposals: <https://www.adb.org/projects/56192-001/main>

### **C. Project Implementation Arrangements**

10. While MOFBPS will be the executing agency and MOCIA will be the implementing agency, a project steering committee will be established, comprising relevant agencies and stakeholders, to oversee and guide project implementation. ADB will have observer status on the project steering committee to ensure appropriate action is taken on project implementation issues. MOCIA, with support from the Community Development Division and the project implementation and management support team, will procure all works, goods, consulting, and non-consulting services in accordance with the ADB Procurement Policy (2017, as amended from time to time) and the Procurement Regulations for ADB Borrowers (2017, as amended from time to time). Key stakeholders may be involved in the evaluation of consulting and construction-related procurement and the approval of the detailed engineering designs for the family-friendly facilities (at CMI) and the sea wall. MOCIA will work closely with all key stakeholders. Implementation arrangements are summarized in Appendix 1.

11. The project will engage multiple consulting services to support all outputs. Key consulting firm contracts include: i) project implementation and management support consultants (this Terms of Reference [TOR]), and ii) design and construction supervision services for all planned infrastructure developments (separate TOR, with approximately 82 person-months). The indicative procurement plan, outlining individual consultant recruitment, is in Appendix 2).

12. This TOR is only for the recruitment of a consulting organization to undertake project implementation and management support (PIMS). Contract terms will include a payment schedule comprised of remuneration for personnel on an inputs basis and remuneration for all other operational expenses on an outputs basis. This will be agreed upon during contract negotiations.

### **D. Objective and Purpose of the Assignment**

13. The PIMS firm will be engaged to implement project activities and manage the delivery and reporting of the project, including procurement, financial management, and monitoring and evaluation, working closely with MOCIA and key stakeholders. The PIMS firm will manage day-to-day operations and serve as mentors to government staff, providing capacity building to ensure sustainable project outcomes beyond the project period. Emphasis will be placed on knowledge transfer, particularly in community center management and operations, financial management, procurement, and monitoring and evaluation processes. The PIMS will be responsible to help ensure government and ADB policies and regulations are complied with, and that the project is implemented to meet agreed outputs, indicators, and targets within the project implementation period.

14. In their technical proposals, firms are encouraged to provide a detailed discussion on their approach for both the project management and project implementation components of their assignment as the PIMS. The PIMS firm will ensure that gender equality and social inclusion are integrated into all aspects of project implementation, including capacity building, infrastructure design, and livelihood training programs. The firm will report regularly on progress toward gender and inclusion targets outlined in the Gender Action Plan (GAP). The PIMS firm is encouraged to introduce digital solutions to enhance project monitoring and communication, including online project management tools, digital dashboards for real-time tracking of project indicators, and mobile applications to engage with community stakeholders. These tools will streamline project processes and provide transparent reporting mechanisms.

### **a. Summary of Consulting Inputs**

15. An indicative minimum total of 442 person-months of key consulting services, including 95 person-months of international key experts and 347 person-months of national key experts, will be recruited through a firm to provide project implementation and management support services. The contract end date will be the same as the project completion date on 31 December 2030, and the project is a time-based contract. The firm will be selected using quality- and cost-based selection procedures with a quality to cost ratio of 80:20. The selected firm shall have proven qualifications and project experience in the field of gender and youth development, particularly in designing and delivering informal livelihood and entrepreneurial training programs and support programs to out-of-school youth and vulnerable women. Firms and organizations that have existing training programs targeting at-risk youth and vulnerable women that can be delivered would be an advantage. Firms and organizations should have substantial experience with management of donor-funded development projects, preferably in the Pacific region.

16. PIMS team members will be engaged on full-time or intermittent basis, both in-country and remotely. The PIMS will report to the MOCIA Project Director. Indicative positions and minimum input to be provided for the PIMS team are provided in Table 1. Detailed indicative lists of tasks for each consultant are in Appendix 2. Due to the multiple areas of responsibilities and demands that MOCIA manages, the Gender Specialist/Team Leader is expected to be full-time and in-country for at least the first four years of the contract. Alternative arrangements where the team leader and technical advisor are fly-in and fly-out have not worked as well on other development partner-funded projects in the Marshall Islands. To strengthen the implementation framework, the PIMS firm will establish concrete work plans, implementation schedules, and deliverables for each specialist, ensuring their inputs result in expected outputs in a timely manner. The firm will also develop and implement accountability measures or coordination mechanisms, especially between international and national team members and project-contracted consultants. Each key expert will be responsible for coordination in their specific technical area, with the Gender Specialist/Team Leader, supported by the Project Manager, leading overall coordination efforts across the team. The PIMS Firm will establish a matrix of roles and responsibilities to ensure effective coordination among team members and stakeholders.

**Table 1: Key Consulting Positions**

<b>Key Positions</b>	<b>Number</b>	<b>Minimum Person months</b>
<b>International</b>		
Gender Specialist/Team Leader (This position is expected to be full-time and in-country for at least the first four years).	1	60
Accounting and Financial Management Specialist	1	12
Procurement Specialist	1	12
Prevention of Sexual Exploitation and Harassment Specialist	1	3
Monitoring and Evaluation Specialist	1	8
<b>Total International</b>		<b>95</b>
<b>National</b>		
National Project Manager/Deputy Team Leader	1	65
Senior Accountant	1	60
Senior Procurement Officer	1	36
Junior Procurement Officer	1	60
Training Coordinator	1	60
Monitoring and Evaluation Officer	1	60
National Communications Officer	1	6
<b>Total National Key Experts</b>		<b>347</b>
<b>Estimated Total</b>		<b>442</b>

**E. Scope of Work**

17. The PIMS firm will be responsible for the overall day- to-day operation and management, AND implement key activities and outputs of the project in accordance with the requirements of the project documents, the ADB applicable policies and regulations, and the government policies and regulations. In particular, under the authority of the MOCIA Project Director, the PIMS firm will undertake the following tasks (but not be limited to) [also refer to the detailed tasks per team member in Appendix 2]:

- (i) provide overall coordination, administration, and management of the project. Develop and implement accountability measures or coordination mechanisms,



particularly between international and national team members and project-contracted consultants, to ensure effective collaboration and communication.

- (ii) Develop and implement a RACI matrix (Responsible, Accountable, Consulted, and Informed) to clearly define roles and responsibilities for all stakeholders, including the executing agency (MOFBPS), the implementing agency (MOCIA), the PIMS firm, and contracted organizations, as well as CMI, Ministry of Education, Youth and Sports, WAM, Public Service Commission, etc. This matrix will ensure clarity in decision-making and accountability;
- (iii) prepare detailed implementation plans, schedules, and reporting arrangements for overall project execution and implementation activities. Ensure that these plans are regularly updated and communicated to all stakeholders;
- (iv) prepare concrete and annual work plans and budgets including implementation schedules with procurement activities, and disbursement schedules. Ensure alignment with project objectives and stakeholder expectations;
- (v) establish and maintain a robust project performance, monitoring, and evaluation system to monitor the progress of the project implementation, including designing the system, collecting data, and reporting on key performance indicators to ensure the project stays on track. At a minimum, this system should monitor objectives, outcome, input, and output indicators as outlined in the design and monitoring framework (DMF), and gender action plan (GAP);
- (vi) develop and maintain comprehensive reporting procedures to the government, the PSC, and the ADB. These reports should cover all aspects of project implementation, including technical, financial, economic, procurement, gender, capacity building, and safeguards;
- (vii) manage and implement all procurement activities required for the project, including for civil works construction, the provision of goods, individual consultants, consulting firms, and non-consulting services. This includes preparing tender documents, formulating tender evaluation criteria, tendering, and bid evaluation, preparing TORs, annual training plan and recruitment of training providers, preparing requests for expressions of interest, shortlisting, preparing requests for proposal documents, contract environmental management plans, and conducting the evaluation of technical and financial proposals in accordance with the ADB Procurement Policy and Regulations (2017) and the government policies and requirements. Work closely with financial management staff and team members to align procurement with disbursement schedules when needed (i.e. advance account);
- (viii) coordinate, monitor, and manage the work of all consulting firms, works contractors, civil society organizations, equipment and goods suppliers, non-consulting services, and institutions and individuals contracted to support project implementation activities. Ensure effective communication and collaboration among all stakeholders;
- (ix) ensure compliance by all contracted organizations, companies, and individuals with their contracts, and the requirements of the project including the project administration manual (PAM), GAP, environmental management plans, contractor environmental management plans, as well as MOFBPS and MOCIA requirements, key stakeholder requirements, and ADB policies and procedures. Provide guidance and support to ensure adherence to these standards;

- (x) provide guidance and ensure communication and coordination between and among the PIMS team, contracted organizations and individuals, and government and other key stakeholders. Design and deliver approaches to achieve cross-sector coordination, especially between MOCIA and finance, CMI, education, and health, and strengthen the implementation framework;
- (xi) establish and act as a secretariat for a training advisory committee;
- (xii) ensure activities are inclusive and conduct outreach activities with vulnerable groups, and realize the aim to empower marginalized groups, including people with disabilities and LGBTQI+ individuals. Prioritize gender equality and social inclusion across all project components, ensuring that all activities comply with the GAP;
- (xiii) research, design and implement a comprehensive annual training and capacity building plan for women, youth, civil society organizations, MOCIA staff (under outputs 2 and 3) in close collaboration with participants (MOCIA, the women's center staff, training advisory committee, CSOs, women's center members/participants, youth and vulnerable groups. Prepare detailed cost estimates to release funds to the project advance accounts and ensure the training and capacity building plan meets the needs of vulnerable women and youth and marginalized groups. Prepare, monitor and evaluate capacity-building and training indicators (activities and targets) that are in addition to the overall project indicators;
- (xiv) implement training activities on the annual training and capacity building plan (output 2 and 3). This includes the development of a collection of skills and livelihood training programs for the women's center to own and be able to regularly deliver beyond the project (copyright should belong to MOCIA, unless otherwise agreed). Undertake all procurement and coordination for outsourced activities on the annual training and capacity building program;
- (xv) establish and support the operations of the women's center to support vulnerable women and youth. This includes organizing and supervising renovations, recruiting and training staff, procuring furniture and equipment, setting up the client case management and monitoring systems, developing operating policies and procedures and center management systems, establishing health and safety protocols, and performing all other related tasks;
- (xvi) design and implement gender and youth events (output 3), and design and implement the revitalization of the youth council and gender advisory committees (output 3);
- (xvii) undertake planning and design, implement activities, and monitor and evaluate the GAP, and PSEAH requirements, expanding activities where possible, working closely with contracted organizations and individuals;
- (xviii) ensure that all procurement activities are in full compliance with ADB's Procurement Policy (2017) and will conduct regular internal audits. Submit compliance reports quarterly, outlining adherence to procurement regulations, financial disbursement processes, and the project's anti-corruption policies.
- (xix) monitor and facilitate project compliance with ADB and government policies and requirements on financial, anti-corruption and integrity, environmental and social safeguards, PSEAH, and gender aspects;

- (xx) serve as the focal point for coordination with the project steering committee, and all key project stakeholders, ADB, civil society, and contracted organizations and individuals;
- (xxi) prepare and submit progress reports, GAP, and safeguards monitoring reports to MOCIA, MOFBPS, and ADB;
- (xxii) ensure effective financial management and accounting for the project, including developing and implementing disbursement and cash management procedures and documentation, financial procedures with appropriate internal controls and reporting for each specific source of funding;
- (xxiii) prepare withdrawal and replenishment applications, direct payment applications, and liquidation of advance accounts;
- (xxiv) facilitate timely audit of project accounts. Ensure that all financial and procurement activities are in full compliance with ADB's Procurement Policy (2017) and will conduct regular internal audits. Compliance reports will be submitted semi-annually, outlining adherence to procurement regulations, financial disbursement processes, and the project's anti-corruption policies.;
- (xxv) serve as secretariat of project steering committee and elevate issues and critical decisions to the MOCIA Project Director, as needed;
- (xxvi) develop and deliver a sustainability plan that focuses on knowledge transfer to local staff, ensuring that the skills and systems developed during the project can be sustained by MOCIA and other stakeholders after the project concludes. This includes ongoing capacity building in procurement, financial management, and monitoring and evaluation;
- (xxvii) prepare and organize the project inception mission, project review missions, midterm review, and project completion missions;
- (xxviii) develop and maintain a risk management plan, identifying potential risks related to procurement, financial management, stakeholder coordination, and implementation delays. This plan will include risk mitigation strategies and an escalation matrix to ensure that key issues are elevated to MOCIA and ADB management as needed. A quarterly risk review will be conducted as part of the progress report submission;
- (xxix) prepare monthly (or as agreed) and quarterly progress reports including GAP monitoring reports, semiannual safeguard monitoring reports, and annual progress reports; and
- (xxx) prepare the draft and final project completion reports.

## **F. Qualification and Experience Requirements**

18. The minimum qualifications and work experience required of the international and national experts are summarized in Table 2 below. To foster diversity and innovation, consulting firms are encouraged to prioritize team members who can connect well with the beneficiaries of the project. The evaluation and scoring of CVs will focus on relevant experience rather than the total number of years of professional or general work experience.

19. All PIMS team members are expected to also have
- (i) highly developed strategy, analytical, written and oral communication skills,

- (ii) emotional intelligence and interpersonal skills, with the ability to work effectively with individuals at all levels of an organization and from diverse backgrounds in a participatory way,
- (iii) demonstrated ability to share knowledge, build relationships, mentor and coach people to develop skills appropriate for the context, preferably in an international development context,
- (iv) integrity with ethical values and standards, and
- (v) demonstrated understanding of or experience in applying gender equality in work practices or programming.

**Table 2: Qualification Requirements and Tasks of Key Consultants**

	Key Expert	Min. Person Month	Qualifications	Required Experience
<b>Key International Experts</b>				
	Gender Specialist /Team Leader  (This position is expected to be full-time and in-country for at least the first four years).	60	<ul style="list-style-type: none"> <li>• Advanced degree in international development, gender, project management, or related field.</li> </ul>	<ul style="list-style-type: none"> <li>• At least 8 years of experience in gender projects.</li> <li>• Proven record in successfully managing gender equality programs or projects, preferably in multilateral-financed programs, with sound financial management, effective personnel and team leadership, and stakeholder management experience.</li> <li>• Previous technical experience in women and youth skills development and empowerment projects or operating women's centers highly desired.</li> <li>• Experience with ADB-financed or development-funded projects will be highly desired.</li> <li>• Experience in the Pacific region preferred.</li> <li>•</li> </ul>
ii)	Accounting and Financial Management Specialist	12	<ul style="list-style-type: none"> <li>• Advanced degree in financial management, accounting, or related field.</li> <li>• A recognized professional accountancy qualification is required (e.g., CPA/CA/ACCA/CFA).</li> </ul>	<ul style="list-style-type: none"> <li>• At least 8 years of experience in financial management or accounting.</li> <li>• A minimum of 5-6 years of experience in implementation and management of the financial management processes and systems within a development project.</li> <li>• Experience as a financial management specialist on other ADB- or donor-funded projects.</li> <li>• Experience in the Pacific region preferred.</li> </ul>
iii)	Procurement Specialist	12	<ul style="list-style-type: none"> <li>• Advanced degree in procurement, commerce, engineering, economics, or related field.</li> </ul>	<ul style="list-style-type: none"> <li>• At least 8 years of general experience in procurement.</li> <li>• A minimum of 5-6 years demonstrated experience in public procurement.</li> <li>• Experience as a procurement specialist on ADB or other donor-funded project.</li> <li>• Experience in the Pacific region preferred.</li> <li>• A demonstrated understanding of, or direct experience in anti-corruption strategies, and mitigating collision and conflict of interest.</li> </ul>

	<b>Key Expert</b>	<b>Min. Person Month</b>	<b>Qualifications</b>	<b>Required Experience</b>
iv)	Prevention of Sexual Exploitation and Harassment Specialist (PSEAH)	3	<ul style="list-style-type: none"> <li>Advanced degree in gender studies, humanitarian affairs, human rights, law, social work, public health, development studies, and/or other related social science disciplines.</li> </ul>	<ul style="list-style-type: none"> <li>At least 5 years of relevant work experience in the field of gender-based violence and PSEAH.</li> <li>Demonstrated experience in the field of designing and implementing actions to prevent SEAH in support services for vulnerable groups and/or construction projects.</li> <li>Experience as a PSEAH specialist on another ADB-funded or donor-funded project.</li> <li>Experience working in Pacific settings is highly valued.</li> </ul>
v)	Monitoring and Evaluation Specialist	8	<ul style="list-style-type: none"> <li>Advanced degree in monitoring and evaluation or a relevant field such as economics, international development, public policy, statistics, social sciences</li> </ul>	<ul style="list-style-type: none"> <li>At least 7 years' experience as an M&amp;E specialist working in the international development sector.</li> <li>Experience setting up complicated data gathering and monitoring systems.</li> <li>Experience on an ADB-funded project designing and monitoring indicators.</li> <li>Experience in the Pacific is desired.</li> </ul>
<b>Key National Experts</b>				
i)	National Project Manager /Deputy Team Leader	65	<ul style="list-style-type: none"> <li>Degree in international development, project management or related field.</li> </ul>	<ul style="list-style-type: none"> <li>At least 6 years of general experience in project coordination.</li> <li>Experience as deputy team leader and/or project manager within a development-funded project/program is desirable.</li> <li>Previous work experience in the gender and youth sector will be highly desired.</li> <li>Written and spoken fluency in English language is essential.</li> </ul>
ii)	Senior Accountant	60	<ul style="list-style-type: none"> <li>Degree in financial management, accounting or related field.</li> </ul>	<ul style="list-style-type: none"> <li>At least 6 years of general work experience.</li> <li>At least 4 years of experience in financial management or an accounting position.</li> <li>Previous work experience on development-funded projects is desired.</li> <li>Written and spoken fluency in English language is essential.</li> </ul>
iii)	Senior Procurement Officer	36	<ul style="list-style-type: none"> <li>Degree in engineering, economics, procurement or related field.</li> </ul>	<ul style="list-style-type: none"> <li>At least 6 years of general work experience.</li> <li>At least 4 years of experience in supporting procurement activities.</li> <li>Previous work experience working within a multinational team is desired.</li> <li>Written and spoken fluency in English language is essential.</li> </ul>

	Key Expert	Min. Person Month	Qualifications	Required Experience
iv)	Junior Procurement Officer	60	<ul style="list-style-type: none"> <li>Degree in engineering, economics, procurement or related field</li> </ul>	<ul style="list-style-type: none"> <li>At least 4 years of general work experience.</li> <li>At least 2 years of experience in supporting procurement activities.</li> <li>Previous work experience working within a multinational team is desired.</li> <li>Written and spoken fluency in English language is essential</li> </ul>
v)	Training Coordinator	60	<ul style="list-style-type: none"> <li>Degree in relevant subject.</li> </ul>	<ul style="list-style-type: none"> <li>At least 6 years of general work experience.</li> <li>At least 3 years of experience in planning, organizing, and implementing training programs.</li> <li>Previous work experience working within a multinational team is desired.</li> <li>Written and spoken fluency in English language is essential</li> </ul>
vi)	Monitoring and Evaluation Officer	60	<ul style="list-style-type: none"> <li>Degree in gender studies, anthropology, sociology, development studies, or other related field.</li> </ul>	<ul style="list-style-type: none"> <li>At least 6 years of general work experience.</li> <li>At least 3 years of experience in quantitative and qualitative monitoring approaches,</li> <li>Experience in developing monitoring results plans and progress reporting.</li> <li>Previous work experience working within a multinational team is desired.</li> <li>Written and spoken fluency in English language is essential</li> </ul>
vii)	National Communications Officer	6	<ul style="list-style-type: none"> <li>Degree in marketing, mass communication, journalism, community development or related field.</li> </ul>	<ul style="list-style-type: none"> <li>At least 6 years of general work experience.</li> <li>At least 3 years of relevant work experience in communications.</li> <li>Experience in developing communications' outputs such as updating social media, press releases and donor reporting.</li> <li>Previous work experience working within a multinational team is desired.</li> <li>Written and spoken fluency in English language is essential.</li> </ul>

## b. Technical and Administrative Staff

20. The consultant firm is required to provide all technical and administrative staff deemed necessary to carry out the assignment and ensure full autonomy of the team for the assignment. The firm's proposal must include a full list of technical and administrative personnel that will be provided to the project.<sup>11</sup> The consultant firm is responsible to ensure that the technical and administrative personnel are sufficient and effective in carrying out its functions. The cost of technical and administrative staff must be included in the financial proposal to be reimbursable.

<sup>11</sup> Only the positions need to be indicated in the proposal.

## **G. Surveys and Studies**

21. As part of its methodology, the PIMS consultant must identify all studies and surveys that will be required to carry out the assignment, as well as a proposed approach for carrying out such surveys and studies. Summary technical specifications for such studies must be included in the proposal. The PIMS consultant may elect to carry out surveys and studies with its own personnel or if it does not have in-house capability to do so, to subcontract the said surveys and studies to a specialized contractor(s). In case the PIMS consultant wishes to subcontract all or part of the surveys to a contractor(s), a proposition will be submitted to MOCIA for approval prior to signing of the sub-contract. The proposition must contain all necessary details including experience and qualifications of the proposed contractor(s) for review by MOCIA. It is understood that the PIMS consultant will remain fully responsible for the work and the quality output of its sub-contractors.

## **H. Outputs and Deliverables**

22. The PIMS consultant must prepare and submit the following outputs and deliverables. This list is not exhaustive and may be amended during project implementation to include additional reports, surveys, and data, as required. The format of the outputs and deliverables will be decided during the inception period. All deliverables, including monthly and quarterly progress reports, financial statements, and monitoring reports, will follow ADB's prescribed format. The PIMS firm will provide raw data in accessible formats, ensuring that both MOCIA and ADB can audit and review all documentation. Templates for these reports will be agreed upon during the inception phase.

23. All deliverables are required to follow the ADB Handbook of Style and Usage 2017 Edition. Deliverables must be authentic work, with proper citation of sources. Deliverables will be provided as soft copies in MS Word, AutoCAD and other native file formats, as relevant, as well as in PDF formats. Hard copies will be provided to MOCIA and ADB according to the numbers agreed at inception. Upon submission of the final report, the consulting firm shall provide to MOCIA and ADB all raw data (drawings, models, calculations, etc.) in their native format and other universally readable format, as relevant. The data shall be submitted with a full inventory of all information provided.

24. Each deliverable will be reviewed by MOCIA, and ADB in parallel, who will be required to provide comments within 20 working days after the submission. If no comments are received, the deliverable will be considered approved. Consulting firms are to expect that there may be a need for several rounds of drafts and reviews to meet the requirements of quality deliverables.

### **a. Inception Report**

25. Within 4 weeks of mobilization, the PIMS firm will provide an inception report detailing the plan and program of work for the PIMS team. The inception report will identify issues that need clarification or decision by MOCIA and ADB and propose courses of action. The inception report will confirm or identify any required modification to the methodology, work program, implementation schedules, and specialists schedule, for approval of MOCIA. The inception report will also present the proposed format for the monthly and quarterly progress reports, the monthly financial reports as well as the proposed semi-annual safeguard monitoring reports, and the project performance and monitoring and evaluation system. Templates for all reports will be submitted and endorsed by MOCIA and ADB, as part of the inception report. The PIMS firm is to collaboratively create an escalation matrix and a RASCI (Responsible, Accountable, Supportive, Consulted, and Informed) matrix or similar tool that delineates various work areas and decision-

making stages to prevent ambiguity in decision-making processes. The escalation matrix and the RASCI matrix should be included in the inception report.

#### **b. Monthly and Quarterly Progress Reports**

26. Within 5 days from the end of each calendar month and 15 days from the end of each calendar quarter, the PIMS firm will submit progress reports. The quarterly report will summarize the main observations of the monthly reports and will serve as a basis for the submission to MOCIA and ADB. It will also feature the GAP quarterly monitoring report. The content of the progress reports will be determined and agreed with MOCIA during the inception phase.

#### **c. Mid-term Report**

27. The PIMS Firm will prepare a mid-term report one month in advance of the ADB mid-term review mission. The mid-term report will serve as a basis for discussion between the ADB mission and MOCIA. The mid-term report will present updated project records and documentation including PAM, procurement plan, GAP, environmental management plans, and other social safeguard plans, and will provide an update to the project work program and schedules.

#### **d. Semi-annual Safeguards Monitoring Reports**

28. The PIMS Firm will prepare semi-annual safeguard monitoring reports in compliance with ADB safeguard requirements, and those specified in the project-specific safeguards plans. The format and content of the semi-annual safeguard monitoring report will be agreed during inception.

#### **e. Financial Statements**

29. Within a quarter of the closing of the fiscal year, the PIMS Firm will prepare annual project financial statements in accordance with financial reporting standards acceptable to ADB and will submit the annual financial statements for audit.

#### **f. Specific Non-Reporting Related Outputs and Deliverables**

30. There will also be outputs and deliverables related to the implementation of key project activities, including updated safeguards documents based on detailed engineering designs, and outputs and deliverables indicated in the project description, DMF, GAP, usually indicated as the responsibility of MOCIA (unless covered by another contract, in which case the PIMS Firm will provide management and oversight). The list of deliverables and outputs should be detailed in the inception report, and agreed by MOCIA and ADB.

#### **g. Draft and Final Project Activity Report**

31. One month prior to the completion of the assignment, the PIMS consultant will prepare and submit a draft project activity report to MOCIA. The project activity report will contain a complete history of the assignment, including discussion of major challenges encountered and solutions found. Additional content of the final report will be determined during the inception phase in collaboration with MOCIA. All documents and material prepared during the assignment will be provided as attachments to the final report. Comments obtained from the MOCIA on the draft final report will be incorporated in the final report and will be submitted within one month of completion of the assignment.



**Table 3: Schedule of Reporting**

	<b>Output</b>	<b>Due Dates</b>
a)	<b>Inception Report</b>	8 weeks after mobilization
b)	<b>Monthly Progress Reports</b>	Within 5 days from the end of each calendar month
c)	<b>Quarterly Progress Reports</b>	Within 15 days from the end of each calendar quarter
d)	<b>Semi-annual Safeguard Monitoring Reports</b>	To be attached to the second and fourth quarter quarterly progress reports every year.
e)	<b>Annual Project Financial Statements</b>	Within a quarter of the closing of the fiscal years
f)	<b>Mid-term Report</b>	4 weeks prior to the ADB mid-term review mission.
g)	<b>Other project outputs and deliverables</b>	As agreed in the project inception phase.
h)	<b>Draft and Final Activity Reports</b>	Draft Final Activity Report will be submitted one month prior to the completion of the assignment. The Final Activity Report, incorporating comments from the MOCIA and ADB, will be submitted 1 month after receipt of comments.

## **I. Contribution by MOCIA**

32. Prior to mobilization, MOCIA will make available all relevant existing reports (in both soft and hard copies when available), data and information relevant to the project. MOCIA will facilitate access of the PIMS firm to other government agencies for communications, collection of relevant information, data, documents, and other activities related to the consultant's assignment.

33. The PIMS firm will need to provide its own office space, internet, telephone, insurance, subsistence, computers, and consumables, and make provision for domestic travel, office administration and other costs to fulfil the consultancy services. These costs can come from provisional sums. Firms are advised to review the draft procurement plan for the other consulting roles that are costed and included in the project design that will support the implementation of the project. This includes staff for the women's center.

## **J. Financial Proposal**

34. The PIMS firm must provide a full financial proposal for the assignment, including a summary of costs, remuneration, breakdown of remuneration, and social charges in the forms provided. The cost of key experts, non-key experts, and technical and administrative staff must be included in the financial proposal.

35. Provisional sums must cover the implementation of the Output 3 gender and youth events to be implemented under the project, costs related to youth council and gender advisory meetings and trainings under Output 3, client relationship software and center management software for the successful operation of the women's center, community dialogue and consultations required across all outputs, a tracer study for the College of the Marshall Islands, and other required

monitoring and evaluation data collection, and other surveys, studies, and reports required during the project implementation.

## APPENDIX 1: DRAFT PROJECT IMPLEMENTATION PLAN

Activities	Year 1 2025				Year 2 2026				Year 3 2027				Year 4 2028				Year 5 2029				Year 6 2030			
	Q 1	Q 2	Q 3	Q 4	Q 1	Q 2	Q 3	Q 4	Q 1	Q 2	Q 3	Q 4	Q 1	Q 2	Q 3	Q 4	Q 1	Q 2	Q 3	Q 4	Q 1	Q 2	Q 3	Q 4
<b>A. Design and Monitoring Framework</b>																								
<b>Output 1: Climate-resilient infrastructure assets for women and youth upgraded and expanded</b>																								
1.1 Develop gender-responsive and disability inclusive detailed engineering designs for the women's center, childcare center and family-friendly facilities, and seawall, and update safeguards documents																								
1.2 Renovate and furnish the women's center existing building, including signage board																								
1.3 Prepare risk-informed operation and maintenance plans for the renovated women's center and train all staff																								
1.4 Demolish existing buildings and construct the childcare center and family-friendly facilities at CMI, and provide furniture and equipment																								
1.5 Reconstruct the seawall and revetment																								
1.6 Relocate affected offices and the resource center, demolish existing buildings, and construct the women's center extension, and provide furniture and equipment																								
1.7 Develop the childcare center business model and risk-informed operation and maintenance procedures																								
1.8 Deliver training to CMI childcare center staff and provide																								

Activities	Year 1 2025				Year 2 2026				Year 3 2027				Year 4 2028				Year 5 2029				Year 6 2030			
	Q 1	Q 2	Q 3	Q 4	Q 1	Q 2	Q 3	Q 4	Q 1	Q 2	Q 3	Q 4	Q 1	Q 2	Q 3	Q 4	Q 1	Q 2	Q 3	Q 4	Q 1	Q 2	Q 3	Q 4
technical advice to operate of the center																								
1.9 Update risk-informed operation and maintenance plans for the extended women's center																								
<b>Output 2: Women's and youth's skills for livelihood improvement enhanced</b>																								
2.1 Form the training advisory committee and hold regular meetings																								
2.2 Design and implement the annual training program																								
2.3 Design and implement the women's center customer / client registration and management system, to support monitoring and evaluation, and accounting system for groups to rent space for events, and provide training to staff																								
2.4 Develop a collection of training and resource materials to be used in regular training, and continually update the collection and training content																								
2.5 Develop and implement the monthly calendar of events for the women's center																								
2.6 Design, deliver and evaluate training for at-risk young men from a range of neighboring islands in foundational literacy, numeracy, and soft skills, along with traditional canoe-building skills																								

Activities	Year 1 2025				Year 2 2026				Year 3 2027				Year 4 2028				Year 5 2029				Year 6 2030			
	Q 1	Q 2	Q 3	Q 4	Q 1	Q 2	Q 3	Q 4	Q 1	Q 2	Q 3	Q 4	Q 1	Q 2	Q 3	Q 4	Q 1	Q 2	Q 3	Q 4	Q 1	Q 2	Q 3	Q 4
2.7 Design and deliver targeted livelihood training programs for small groups of vulnerable women and youth living in or from rural Majuro atoll and neighboring islands and atolls																								
2.8 Design, deliver, and evaluate the pilot poverty graduation program																								
<b>Output 3: Capacity of government and civil society organizations to implement women’s and youth’s empowerment activities strengthened</b>																								
3.1 Conduct a needs assessment and prepare and implement a professional development plan for MOCIA senior and technical staff conducted																								
3.2 Update MOCIA Gender in Development Division and Youth Services Bureau roles descriptions																								
3.3 Develop the National childcare policy, regulations and procedures and seek endorsement																								
3.4 Conduct a mapping of existing support and demand for youth and women’s programs, and a training needs assessment and prepare and deliver a capacity building training plan to strengthen CSOs focused on women and youth																								
3.5 Revitalize and hold regular gatherings for the youth council and gender taskforce																								

Activities	Year 1 2025				Year 2 2026				Year 3 2027				Year 4 2028				Year 5 2029				Year 6 2030							
	Q 1	Q 2	Q 3	Q 4	Q 1	Q 2	Q 3	Q 4	Q 1	Q 2	Q 3	Q 4	Q 1	Q 2	Q 3	Q 4	Q 1	Q 2	Q 3	Q 4	Q 1	Q 2	Q 3	Q 4				
3.6 Design and deliver youth and gender focused events																												
3.7 Update MOCIA operating principles, policies and procedures																												
3.8 Conduct training for government agency staff on gender equality and women's empowerment and transformative gender agenda																												
<b>B. Management Activities</b>																												
M.1 Recruit and sign contracts for the PIMS and prepare work plans																												
M.2 Complete all major procurement activities																												
M.3 Establish project accounts and manage during implementation																												
M.4 Develop and implement the Stakeholder Participation and Communications Strategy and Plan																												
M.5 Establish the project grievance redress mechanisms and procedures to identify potential conflict of interest																												
M.6 Develop and implement procedures and an action plan to prevent and respond to SEAH and child protection during the project																												
M.7 Establish project performance and management system and financial management system																												

Activities	Year 1 2025				Year 2 2026				Year 3 2027				Year 4 2028				Year 5 2029				Year 6 2030			
	Q 1	Q 2	Q 3	Q 4	Q 1	Q 2	Q 3	Q 4	Q 1	Q 2	Q 3	Q 4	Q 1	Q 2	Q 3	Q 4	Q 1	Q 2	Q 3	Q 4	Q 1	Q 2	Q 3	Q 4
M.8 Regularly monitor and supervise all activities and management contracts																								
M.9 Implement and monitor the gender action plan																								
M.10 Carry out regular accounting and annual audits				A				A				A				A				A				A
M. 11 Prepare and submit quarterly progress reports, GAP monitoring reports, and semi-annual safeguards monitoring reports																								
M.12 Participate in ADB review missions																								
M.13 Purchase project-support vehicles for use by women and youth-focused services																								
M.14 Undertake project evaluation, including gender impacts, and completion report																								

Source: Asian Development Bank estimates.

## **APPENDIX 2: DETAILED INDICATIVE TERMS OF REFERENCE FOR KEY AND NON-KEY EXPERTS**



Qualification Requirements	Indicative Key Tasks
<b>Project Implementation and Management Support Core Technical Specialists</b>	
<b>Gender Specialist/Team Leader (International)</b>	<p>Key tasks include but are not limited to the following:</p> <ul style="list-style-type: none"> <li>• establish concrete work plans, implementation schedules, and deliverables for each specialist, and ensure their inputs result in expected outputs in a timely manner to support IA;</li> <li>• supervise the work of all PIMS team members and contracted organizations, companies, and individuals funded by the project;</li> <li>• lead and coordinate project activities resulting in effective and timely delivery of required project activities to the highest quality;</li> <li>• provide technical guidance in gender and youth development, particularly as a gender specialist, to all project activities and to MOCIA, when requested;</li> <li>• prepare monthly financial reports of outputs of PIMS and lead the preparation of quarterly project progress reports with inputs from relevant consultants and stakeholders;</li> <li>• provide oversight to all project activities, ensuring compliance with grant covenant, PAM, including the government and ADB applicable policies and guidelines to the project;</li> <li>• oversee risk management of the project;</li> <li>• lead in the establishment and operations of the women’s center;</li> <li>• develop operation and maintenance plans for project facilities, including cost-recovery mechanisms, such as renting out the training spaces for private events;</li> <li>• lead in the design and implementation of gender and youth events;</li> <li>• lead in the preparation and implementation of the annual training plans;</li> <li>• support MOCIA to reestablish youth and women councils;</li> <li>• help to train government staff from other ministries in gender equality and women’s empowerment programming;</li> <li>• lead in implementing mitigation actions related to integrity and anti-corruption risks;</li> <li>• provide capacity support to the Gender in Development Division and Youth Bureau in MOCIA;</li> <li>• coordinate across other agencies and relevant institutions and development partners to ensure that all project activities are undertaken in close coordination with other relevant programs in the country;</li> <li>• advise the project on national policy relevant to the project;</li> <li>• prepare the mid-term review, measuring progress of the project against the DMF, identifying unexpected results and their impacts and lessons learned to inform the remaining implementation;</li> <li>• prepare the completion report; and</li> <li>• assist in all activities related to governance of the project.</li> </ul>

<p><b>Accounting and Financial Management Specialist (International)</b></p>	<p>Supported by a national specialist, key tasks include but are not limited to the following:</p> <ul style="list-style-type: none"> <li>• ensure that the project’s accounting software is set up and operating effectively and can produce the required finance reports;</li> <li>• lead on the preparation of annual project financial statements;</li> <li>• support budgeting, payment and reporting activities for the project, using ADB systems and in partnership with MOFBPS and MOCIA relevant finance departments;</li> <li>• provide mentoring and capacity development of staff working within the MOCIA Finance Department, particularly to build capability to deliver finance requirements in compliance with ADB policies, requirements, and systems;</li> <li>• support the project to implement the project financial management action plan, recommendations from external auditors and actions from ADB missions;</li> <li>• manage/support the audit processes;</li> <li>• liaise with ADB to endorse international invoices for payment; and</li> <li>• liaise with ADB to authorize payments for local invoices.</li> </ul>
--	---

<p><b>Procurement Specialist (International)</b></p>	<p>Supported by a national specialist, key tasks include but are not limited to the following:</p> <ul style="list-style-type: none"> <li>• support procurement activities for the project to be managed in accordance with ADB procurement policy and in partnership with MOFBPS and MOCIA departments;</li> <li>• provide mentoring and capacity development for MOCIA procurement, particularly in the area of ADB procurement policy;</li> <li>• build the data/information requirements to support good procurement decisions;</li> <li>• prepare and implement a project performance management system, and put in place guides and frameworks needed for successful project implementation;</li> <li>• ensure that training in procurement policies, procedures and regulations are provided to counterparts and all other MOCIA staff involved in procurement;</li> <li>• ensure procurement planning is fully integrated into IA annual planning and support MOCIA in the planning, development, implementation and monitoring of the annual procurement plan and budget execution;</li> <li>• ensure MOCIA officials fully understand the quantum, responsibilities, accountabilities and risks associated with procurement using ADB funding;</li> <li>• consider cross-cutting themes such as GEDSI and climate change in procurement;</li> <li>• support MOCIA to assess the capacity of contractors and suppliers and provide training for them in the ADB procurement system;</li> <li>• support contract administration;</li> <li>• design and implement actions to prevent integrity and corruption risks during procurement and contract management, including conflict of interest and collusion;</li> <li>• contribute to contract management and monitoring and reporting the outcomes associated with subcontractors;</li> <li>• maintain close working relationships with key stakeholders including ADB to ensure work is progressed, responsive to the changing demands of MOCIA, MOFBPS and ADB; and</li> <li>• provide training and mentoring to key staff within MOCIA and support improvements in MOCIA's procurement systems and processes.</li> </ul>
<p><b>Prevention of Sexual Exploitation and Harassment (PSEAH) Specialist (International)</b></p>	<p>Key tasks include but are not limited to the following:</p> <ul style="list-style-type: none"> <li>• conduct a SEAH risk assessment for the project;</li> <li>• develop a PSEAH grievance redress mechanism and standard operating procedures for the project;</li> <li>• develop a tool to identify project specific areas for attention and support based on the risk assessment,</li> <li>• develop a training plan, and design and deliver training on SEAH prevention, mitigation, and response for key stakeholders (MOCIA, CMI, contracted organizations, companies and individuals);</li> <li>• prepare service mapping of gender based violence / SEAH services in Majuro and make recommendations for appropriate incorporation of SEAH reporting and case handling into grievance redress mechanism; and</li> <li>• complete community engagement and awareness activities required.</li> </ul>

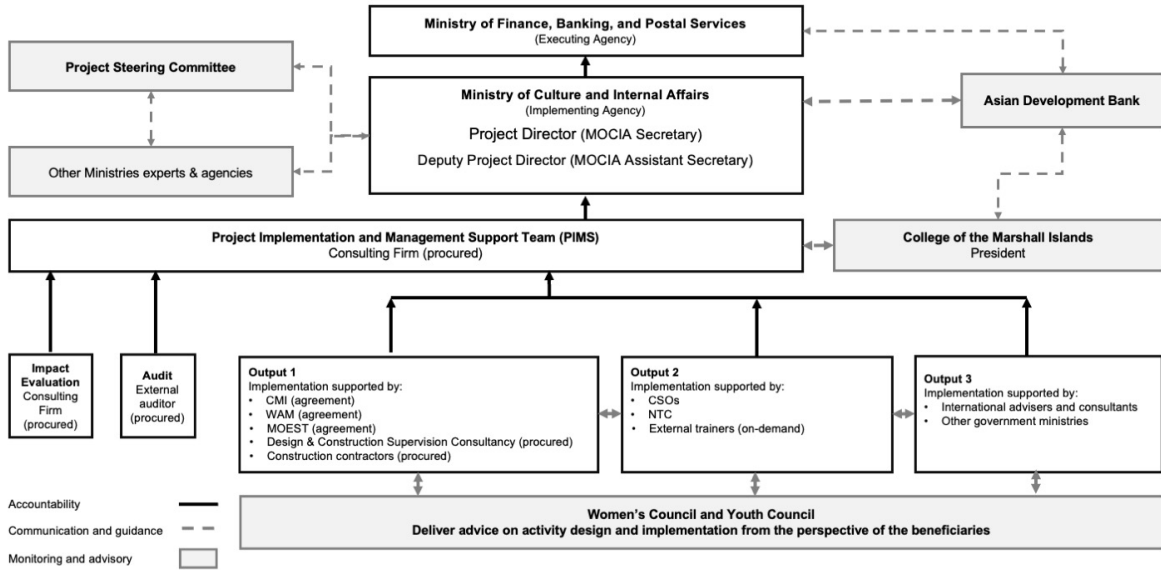
<p><b>Monitoring and Evaluation Specialist (International)</b></p>	<p>The Monitoring and Evaluation Specialist will design and implement a comprehensive M&amp;E system. The system will track progress against key performance indicators for project outputs, outcomes, and impact, with an emphasis on adaptive management to address implementation challenges in real-time. Key tasks include but are not limited to the following:</p> <ul style="list-style-type: none"> <li>• fully design all tools and methodology to monitor and evaluate the project, including against the project's indicators, including DMF and GAP indicators;</li> <li>• design and help to implement the comprehensive client case management and monitoring system for the women's center;</li> <li>• support the PIMS team to report against DMF and GAP;</li> <li>• support the recruitment and management of the impact evaluation consultants for the poverty graduation program;</li> <li>• provide monitoring and evaluation advice, support and mentoring to MOCIA;</li> <li>• support the PIMS team to monitor the DMF and GAP; and</li> <li>• help to prepare the regular reporting templates, the mid-term review report and project completion report.</li> </ul>
<p><b>Project Manager/Deputy Team Leader (National)</b></p>	<p>The Project Manager/Deputy Team Leader will support the International Gender Specialist to manage the project, with the key tasks to include but are not limited to the following:</p> <ul style="list-style-type: none"> <li>• help to establish concrete work plans, implementation schedules, and deliverables for each specialist, and ensuring their inputs result into expected outputs in a timely manner to support IA;</li> <li>• oversee and help to supervise the work of all specialists and outsourced organizations for effective and timely delivery of required tasks;</li> <li>• prepare monthly financial reports of outputs of the PIMS team;</li> <li>• lead the preparation of monthly (or as agreed) and quarterly project progress reports with inputs from relevant consultants and stakeholders;</li> <li>• provide oversight role in ensuring compliance with grant covenants and PAM, including the government and ADB applicable policies and guidelines;</li> <li>• help to oversee risk management of the project;</li> <li>• advise the project on national policy relevant to the project;</li> <li>• help to prepare mid-term review reports;</li> <li>• help to design and implement of gender and youth events;</li> <li>• support MOCIA to deliver requirements for the project;</li> <li>• take on leadership of the PIMS if the International Gender Specialist is on leave; and</li> <li>• Assist in all activities related to the management and governance of the project.</li> </ul>

<p><b>Senior Accountant (national)</b></p>	<p>The Senior Accountant will support the PIMS and MOCIA to ensure that the project's accounts system are set up and operating effectively and will conduct knowledge transfer to staff in the MOCIA finance unit. Key tasks include but are not limited to the following:</p> <ul style="list-style-type: none"> <li>• prepare and update supplementary project financial management guidelines;</li> <li>• ensure that all project registers are set up and working effectively (including advance registers, contract registers, asset registers);</li> <li>• prepare withdrawal applications, prepare six-month forecasts and request advances of ADB funds,</li> <li>• prepare monthly finance reports and other regular finance reports, and help to draft quarterly project progress reports;</li> <li>• support budgeting, payment and reporting activities for the project, using ADB systems and in partnership with MOCIA and MOFBPS relevant finance departments; and</li> <li>• ensure skills transfer to MOCIA and MOFBPS finance staff through on-the-job training.</li> </ul>
<p><b>Senior Procurement Officer (national) and Junior Procurement Officer (national)</b></p>	<p>The national procurement officers will support MOCIA to ensure that all aspects of the project procurement processes are set up and operating effectively and conduct knowledge transfer to staff in the MOCIA procurement unit. Key tasks include but are not limited to the following:</p> <ul style="list-style-type: none"> <li>• prepare and update supplementary project procurement guidelines;</li> <li>• help to design and implement all procurement activities required under the project;</li> <li>• ensure that all project procurement record templates are set up and working effectively;</li> <li>• prepare procurement reports as required;</li> <li>• update the procurement plan annually;</li> <li>• support the design of the annual training plan;</li> <li>• support budgeting, milestone approval, payment requests and reporting activities for the project, using ADB systems and in partnership with MOCIA and MOFBPS relevant procurement departments; and</li> <li>• transfer skills and knowledge to MOCIA procurement staff.</li> </ul>

<p><b>Training Coordinator (national)</b></p>	<p>Key tasks include but are not limited to the following:</p> <ul style="list-style-type: none"> <li>• prepare a training framework and guide for the project, including checklists;</li> <li>• support the PIMS in preparing the design and conduct of a training needs assessment for output 3;</li> <li>• conduct annual training needs assessments for output 2 target participants;</li> <li>• help to establish the training advisory group;</li> <li>• lead in the preparation of an annual training plan for women, youth, civil society and MOCIA staff (output 2 &amp; 3), including detailed cost estimates, working closely with the Gender Specialist and other technical specialists, following consultations and guidance from the training advisory group;</li> <li>• ensure that the annual training plan is cost-effective, meets that needs of participants, and has good outcomes;</li> <li>• coordinate all arrangements to implement the annual training plan;</li> <li>• coordinate the development of a collection of training programs that can be regularly implemented by women’s center staff;</li> <li>• help to deliver training programs when needed;</li> <li>• use online resources to maximize training opportunities, such as YouTube, etc.</li> <li>• establish, design and implement communications for all project training programs (outputs 2 &amp; 3) in order to attract targeted participants;</li> <li>• help to gather data from training programs to monitor, evaluate and report, and contribute to writing project reports; and</li> <li>• transfer skills and knowledge to MOCIA and women’s center staff in designing and delivering training and build confidence and effectiveness.</li> </ul>
<p><b>Monitoring and Evaluation Officer (national)</b></p>	<p>Key tasks include but are not limited to the following:</p> <ul style="list-style-type: none"> <li>• help to design all monitoring and evaluation tools and methodologies</li> <li>• implement all of the required actions to gather and analyse data required for monitoring, reporting, and evaluation</li> <li>• regularly monitor the project against the project performance management system, DMF, GAP and other related performance indicators and tools;</li> <li>• help to draft all project progress and completion reports;</li> <li>• provide monitoring and evaluation advice, support and mentoring to MOCIA; and</li> <li>• design and implement the project grievance redress mechanism.</li> </ul>

<p><b>National Communications Officer (national)</b></p>	<p>Key tasks include but are not limited to the following:</p> <ul style="list-style-type: none"> <li>• working closely with MOCIA, prepare a project stakeholder participation and communication strategy and plan, including a stakeholder analysis, ensuring compliance with ADB's Access to Information Policy and government requirements, and in alignment with ADB's guide Strengthening Participation for Development Results;</li> <li>• establish all project communication tools, templates, social media channels, and other methods required to implement the plan;</li> <li>• train and transfer skills to PIMS team, MOCIA and the women's center staff in design and implementing project-related communications;</li> <li>• prepare several radio spots to promote the project;</li> <li>• contribute to early project progress reports, particularly relating to communications actions; and</li> <li>• help to design the project grievance redress mechanism.</li> </ul>
--	--

### APPENDIX 3: DRAFT PROJECT ORGANIZATIONAL CHART



CMI = College of Marshall Islands; CSOs =civil society organizations; MOEST = Ministry of Education, Sports, and Training; NTC = National Training Council; WAM = Waan Aelōñ in Majel.  
 Source: Asian Development Bank.



## APPENDIX 4: DRAFT FINANCIAL MANAGEMENT ACTION PLAN

Risk description	Mitigation Actions	Risk rating	Responsibility	Timeframe
Implementing entity/staffing: MOCIA has no prior experience implementing ADB-funded projects	<p>Creation of Project Implementation and Monitoring Support (PIMS) under the supervision of MOCIA, which will include a dedicated accountant and a financial management specialist.</p> <p>Training on ADB disbursement and financial management guidelines and procedures will be provided during project inception, and during implementation when needed.</p>	Substantial	MOCIA	By project effectiveness
Internal audit: No internal audit function within MOCIA	IAO at MOFBPS will include the project on its annual internal audit plan.	Substantial	MOFBPS /MOCIA	During project implementation
External audit: Potential audit delays for project	<p>The preparation of the project financial statements (PFS) will be performed by a dedicated accountant and financial management specialist under the PIMS. PFS should be prepared timely, two months after fiscal year end.</p> <p>In addition, project accounts will be audited by independent auditors acceptable to ADB, and the project will finance the cost of audits. OAG or the outsource auditor should be appointed prior to fiscal year end.</p>	Substantial	MOCIA/PIMS	<p>Preparation of PFS should be completed two months after end of each fiscal year.</p> <p>Recruitment of auditor will be 6 months before end of each fiscal year</p>
Information systems: Lack of financial reporting system	PIMS will establish the project accounts using an off-the-shelf accounting software, which will be funded by the project.	Substantial	MOCIA/PIMS	3 months after project effectiveness

ADB = Asian Development Bank; IAO = Internal Audit Office; MOCIA = Ministry of Culture and Internal Affairs; MOFBPS = Ministry of Finance, Banking, and Postal Services; OAG = Office of the Auditor General; PIMS = project implementation and management support.  
Source: Asian Development Bank.

## APPENDIX 5: ANTICORRUPTION POLICY AND ANTICIPATED ACTIVITIES

Implementation of the project shall adhere to ADB's Anticorruption Policy (1998) and Integrity Principles and Guidelines (2015), both as amended from time to time. ADB has the right to investigate, directly or through its agents, any violations of the Anticorruption Policy relating to the project. All contracts financed by ADB shall include provisions specifying that (i) the contracts are ADB financed; (ii) ADB's Anticorruption Policy and Integrity Principles and Guidelines apply; (iii) the executing and implementing agencies and all project contractors, suppliers, consultants (including lead firms and sub-consultants), and other service providers shall permit ADB to review and inspect their accounts and records and other documents relating to the bid submission and contract performance and to have them audited by auditors appointed by ADB; and (iv) the project contractors, suppliers, consultants (including lead firms and sub-consultants), and other service providers undertake that no fees, gratuities, rebates, gifts, commissions, or other payments other than those shown in the bid have been offered, given, or received in connection with the procurement process or in the contract execution. Individuals and entities on ADB's complete Sanctions List<sup>12</sup> are ineligible to participate in ADB-financed, -administered, and -supported activity and cannot be awarded any contracts under the project.<sup>13</sup> ADB's Office of Anticorruption and Integrity's endorsement should be sought and obtained prior to the effectivity of, or approving, any contract variation involving a debarred or temporarily suspended firm or individual in ADB's complete Sanctions List, regardless of the nature or cost of contract variation.

Underpinned by ADB's zero tolerance for corruption, the Office of Anticorruption and Integrity aligns with ADB's commitment to strengthen governance across Asia and the Pacific. To report a complaint of integrity violations to ADB's Office of Anticorruption and Integrity, please visit <https://www.adb.org/integrity/report-violations#accordion-0-2>.

To support these efforts, relevant provisions are included in the grant agreement and the bidding documents for the project. To mitigate fraud and corruption risks the following mitigation measures will be implemented: (i) the PIMS will be recruited to support MOCIA to implement the project through continued capacity building support and provision of supplementary skill sets; (ii) ADB will provide training on disbursement procedures and reporting requirements to MOFBPS, MOCIA, and PIMS during project inception, and refreshers (as needed); (iii) ADB's OAI will conduct trainings on ADB's Anticorruption Policy to MOFBPS, MOCIA, and PIMS at project inception, and at least once during the project implementation (or, if needed, more frequently); (iv) regular financial audits will be undertaken by an independent auditor; and (v) MOFBPS will have oversight of the project financials through its expenditure and commitment control systems.

To mitigate conflict-of-interest (COI) risk: (i) all officials and experts from MOFBPS, MOCIA, and PIMS involved in the project implementation will be required to submit COI declarations both periodically and at specific milestone events (such as initiation and conclusion of procurement, review, acceptance and processing of invoices, acceptance/approval of project outputs, project monitoring and progress reporting); (ii) whenever a potential, actual or perceived COI is identified, MOFBPS and/or MOCIA, as appropriate, will consult with ADB's OAI with regards to necessary mitigation measures; (iii) the project's grievance redress mechanism will establish a channel to report suspected COIs to MOFBPS, MOCIA, and ADB; and (iv) ADB's OAI will include the COI and its escalation topics in the anticorruption trainings that will be delivered during project inception and implementation.

---

<sup>12</sup> ADB. [Sanctions List](#); and ADB. [Frequently Asked Questions on ADB Sanctions](#).

<sup>13</sup> ADB. [Procurement Regulations for ADB Borrowers](#); and ADB. [Office of Anticorruption and Integrity](#).



## APPENDIX 6: DRAFT DESIGN AND MONITORING FRAMEWORK

### Impacts the Project is Aligned with

An enabling and sustainable environment built where all youth develop their full capacity and contribute meaningfully to sustainable development (*National Youth Policy 2021–2025*).<sup>a</sup>

Gender equality and the empowerment of women progressed, with the meaningful involvement and contributions of all development sectors and civil society (*National Gender Mainstreaming Policy*).<sup>b</sup>

### Impacts the Project is Aligned with

An enabling and sustainable environment built where all youth develop their full capacity and contribute meaningfully to sustainable development (*National Youth Policy 2021–2025*).<sup>a</sup>

Gender equality and the empowerment of women progressed, with the meaningful involvement and contributions of all development sectors and civil society (*National Gender Mainstreaming Policy*).<sup>b</sup>

Results Chain	Performance Indicators	Data Sources and Reporting Mechanisms	Risks and Critical Assumptions
<p><b>Outcome</b></p> <p>Vulnerable women’s and youth’s skills, resilience, and empowerment increased.<sup>c</sup></p>	<p>a. By 2031, at least 250 women reported an increase in at least one area: increased income, agency for decision-making, and confidence to take an action for the future [data disaggregated by disability] (2024 baseline: not applicable) (OP 1.1.1, 2.2, 2.5.1)</p> <p>b. By 2031, at least 1,200 young people reported an increase in at least one area related to their income-earning potential: knowledge, attitude, or practice [data disaggregated by sex, age, disability and location] (2024 baseline: not applicable) (OP 1.1.1, 2.2)</p> <p>c. By 2031, fewer than 15% of students who drop out of studies at the College of the Marshall Islands reported the reason being due to childcare responsibilities [data disaggregated by sex] (2022 baseline: 25% of students that dropped out reported childcare)</p>	<p>a–b. Implementing agency annual participant baseline and endline survey reports<sup>d</sup></p> <p>c. College of the Marshall Islands annual tracer study reports of dropouts after the childcare center and family-friendly facilities have opened</p>	<p>A: The government remains committed to support youth and women’s training and support services</p>

Results Chain	Performance Indicators	Data Sources and Reporting Mechanisms	Risks and Critical Assumptions
	responsibilities as the main reason for dropping out) (OP 1.1.1, 2.2)		
<p><b>Outputs</b></p> <p>1. Climate-resilient infrastructure assets for women and youth upgraded and expanded</p> <p>2. Women's and youth's skills for livelihood improvement enhanced</p>	<p>1a. By 2028, one gender-responsive, and disability accessible center constructed with climate-resilient features for women and youth programs<sup>e</sup> (2024 baseline: 0) (OP 1.1, 1.3.1, 2.1.4, 2.5.2, 3.2.1, 3.2.5)</p> <p>1b. By 2028, one gender-responsive, and disability accessible childcare center and one family-friendly training space constructed with climate-resilient features, at the College of the Marshall Islands<sup>f</sup> (2024 baseline: 0) (OP 1.1, 1.3.1, 2.1.4, 2.5.2, 3.2.1, 3.2.5)</p> <p>1c. By 2029, gender-responsive, and climate and disaster-risk informed operation and maintenance plans and procedures for the childcare center and women's center implemented (2024 baseline: not applicable) (OP 1.1, 2.1.4)</p> <p>2a. By 2030, at least 400 skills and livelihood training, and learning and networking events delivered at the women's center (2024 baseline: 0) (OP 1.1.1, 2.1.1, 3.2)</p> <p>2b. By 2030, at least 150 young people from rural and neighboring island areas (of whom at least 100 are young</p>	<p>1a–b. Implementing agency quarterly project progress reports, and implementing agency project completion report</p> <p>1.c Implementing agency and other government agencies approved operation and maintenance plans and procedures, minutes or letter endorsing plans, implementing agency quarterly project progress reports</p> <p>2a. Implementing agency (i) quarterly project progress reports, (ii) women's center training and event enrollment data, and (iii) project completion report</p> <p>2b. Implementing agency (i) quarterly project progress reports, and (ii) women's center training</p>	<p>A: Project implementation is supported by intra- and interagency coordination and cooperation</p> <p>R: High staff turnover of key government officials and staff adversely affects project implementation and capacity strengthening efforts</p> <p>R: Procurement of quality goods and services necessary for implementation is hampered by limited market competition</p>

Results Chain	Performance Indicators	Data Sources and Reporting Mechanisms	Risks and Critical Assumptions
<p>3. Capacity of government and civil society organizations to implement women's and youth's empowerment activities strengthened</p>	<p>women) who completed project-supported livelihood skills training reported improved skills (2024 baseline: 0) (OP 1.1.1, 2.1.1, 3.2)</p> <p>2c. By 2030, at least 30 young women who completed the pilot poverty graduation program reported improved skills and knowledge on entrepreneurship (2024 baseline: 0) (OP 2.2)</p> <p>3a. By 2030, at least 70% of MOCIA management, gender, and youth staff (of whom at least 70% are women) participated in professional development activities and demonstrated enhanced capacity to implement programs (2024 baseline: not applicable) (OP 1.1.1, OP 6.1)</p> <p>3b. By 2030, 80% of staff from at least three youth and women's focused CSOs that participated in training reported increased knowledge and skills to strengthen their organization's operations [data disaggregated by sex] (2024 Baseline: 0) (OP 1.1, 2.2)</p> <p>3c. By 2028, national childcare regulations, policies, and procedures developed (2024 baseline: childcare guidelines drafted) (OP 1.3.3, 2.3.2)</p>	<p>and event enrollment data; annual participant baseline and endline survey reports</p> <p>2c. Implementing agency (i) quarterly project progress reports, (ii) poverty graduation program participation data, (iii) external evaluation report, and (iv) annual participant baseline and endline survey reports</p> <p>3a. Implementing agency's (i) annual participant baseline and endline survey reports, (ii) quarterly project progress reports and (iii) project completion report</p> <p>3b. Implementing agency (i) quarterly project progress reports, (ii) project completion report, (iii) post-training survey report of CSO staff participants</p> <p>3c. Copy of national-level policies and procedures and email correspondence from the implementing agency</p>	

### **Key Activities with Milestones**

#### **1. Climate-resilient infrastructure assets for women and youth upgraded and expanded**

- 1.1 Existing building renovated and furnished to be used as initial space for women's center (Q1 2026)
- 1.2 Women's center climate and disaster-risk informed operation and maintenance plans and procedures developed and endorsed (Q1 2026)
- 1.3 Detailed engineering designs for infrastructure assets developed and endorsed (Q1 2026)
- 1.4 Seawall reconstructed (Q2 2027)
- 1.5 Existing buildings demolished, and women's center, childcare center, and family-friendly facilities at CMI constructed and equipped (Q4 2027)
- 1.6 Climate and disaster-risk informed operation and maintenance plans and procedures for the childcare center and family friendly facilities developed and endorsed (Q1 2028)
- 1.7 Women's center climate and disaster-risk informed operation and maintenance plans and procedures updated and endorsed (Q3 2028)

#### **2. Women's and youth's skills for livelihood improvement enhanced**

- 2.1 Women's center training advisory group formed (Q4 2025)
- 2.2 Canoe building livelihood program designed and delivered (Q2 2029)
- 2.3 Livelihood training for rural and neighboring island women and youth designed and implemented (Q2 2030)
- 2.4 Pilot poverty graduation program designed and implemented (Q3 2030)
- 2.5 Women's center client registration and management system established and implemented, and women's center staff trained (Q4 2030)
- 2.6 Collection of training and resource materials designed and regularly updated for the women's center (Q4 2030)
- 2.7 Annual training plan and monthly schedule of activities for the women's center developed and implemented (Q4 2030)

#### **3. Capacity of government and civil society organizations to implement women's and youth's empowerment activities strengthened**

- 3.1 National childcare procedures and policies drafted and submitted to MOCIA (Q3 2027)
- 3.2 Government agencies staff training on gender equality and women's empowerment and transformative gender agenda delivered (Q4 2028)
- 3.3 Mapping of existing support and demand, and CSO needs assessment and analysis undertaken and capacity building plan for CSOs focused on women and youth service delivery developed and targeted capacity building training for CSOs implemented (Q1 2029)
- 3.4 Needs assessment updated and professional development plan of MOCIA senior and technical staff prepared and implemented, including updating key performance indicators, operating principles, policies, and procedures strengthened (Q4 2029)
- 3.5 Youth Council and Gender Council revitalized with regular meetings (Q3 2030)

### **Project Management Activities**

- Recruit and contract the project implementation and management team and prepare work plans (Q2 2025)
- Establish project accounts and manage during implementation (Q3 2025)
- Recruit and contract the design and construction supervision team and prepare work plans (Q3 2025)
- Establish the project grievance mechanism (Q4 2025)
- Complete all other procurement activities (Q4 2028)
- Establish the PPMS and regularly monitor and supervise all activities and contracts (Q4 2030)
- Carry out regular accounting and annual audits (Q4 2030)
- Prepare and submit timely progress and monitoring reports (Q4 2030)
- Undertake project evaluation (Q4 2030)

### **Inputs**

- ADB: \$19.7 million (grant)
- Government: \$2.14 million

A = assumption, ADB = Asian Development Bank, CMI = College of Marshall Islands, CSO = civil society organization, DMF = design and monitoring framework, MOCIA = Ministry of Culture and Internal Affairs, OP = operational priority, PPMS = project performance management system, Q = quarter, R = risk.

- <sup>a</sup> Government of the Marshall Islands. 2021. *National Youth Policy 2021–2025*.
- <sup>b</sup> Government of the Marshall Islands. 2015. *National Gender Mainstreaming Policy*.
- <sup>c</sup> In this DMF, youth are defined as aged 14–29 years. Vulnerable youth and women are defined as individuals who face heightened risks and challenges that may impede their well-being, opportunities, and access to resources. This vulnerability can stem from various factors, including socioeconomic disadvantage, marginalization, discrimination, lack of access to education and healthcare, environmental threats such as climate change impacts, and limited economic opportunities. Vulnerable youth and women may include those living in poverty, affected by violence or exploitation, lacking social support networks, living with disabilities, or belonging to minority communities.
- <sup>d</sup> Endline surveys to be done in 6 months after completion of the training or series of support services.
- <sup>e</sup> Gender-responsive designs in the women’s center will include but not be limited to a children’s play area, kitchen, separate and secure bathrooms with baby change tables and menstrual hygiene management facilities, well-lit pathways and entrances with security cameras, and climate control systems. Climate-resilient features include rainwater runoff management, on-site water storage tanks, back-up power supply, and ventilation and air conditioning, and designed and built following updated national building codes and standards, which includes minimum elevation and specifications to withstand future wind loads.
- <sup>f</sup> This will include a family-friendly study area, a private breastfeeding room, and a parent bathroom with baby-changing equipment. The training space will include dedicated play zones with toys, books, and activities, soft flooring and child-proofed and modular furniture, safety gates, and a small kitchenette with a microwave, refrigerator, and sink. Climate-resilient features include rainwater runoff management, on-site water storage tanks, backup power supply, and ventilation and air conditioning, and designed and built following updated national building codes and standards, which include minimum elevation and specifications to withstand future wind loads.

Source: Asian Development Bank estimates.



## APPENDIX 7: DRAFT GENDER ASSESSMENT AND ACTION PLAN

### GENDER ASSESSMENT

**Gender mainstreaming category:** Gender Equity Theme

#### 1. Key Issues.

##### **Opportunities for livelihood skills development and income generation for women and adolescent girls.**

The 2021 Republic of Marshall Islands (RMI) census data reports significant gender disparity in terms of labor force participation, economic activity.<sup>a</sup> An estimated 45.2% of young women and 37.1% of young men were not in education, employment, or training (NEET) in 2019. About 66.2% of women aged 15 years and older report being unemployed or outside the labor force compared to 43% of men. The high rate of female unemployment was compounded by the 2015–2016 El Niño-induced drought, which significantly impacted women's income generating activities due to material supply issues.<sup>b</sup> Historically, the education sector has paid more attention to delivering formal education in RMI, offering limited opportunities for informal livelihood skills development and income generation, especially for vulnerable women and at-risk youth. Women in Majuro and rural Majuro Atoll identified key barriers for livelihoods and business development, including current lack of entrepreneurship and business skills training opportunities in RMI, access to know-how, and capital, as well as confidence and leadership skills.

**Adolescent pregnancy and early marriage.** Adolescent pregnancy and lack of accessible and affordable family planning, and knowledge among youth, are significant issues in the RMI. The country has a high rate of adolescent pregnancy, with data recording that 14–17% of all births between 2016–2018 were from young women under 20 years.<sup>c</sup> According to the World Bank Data, the adolescent birth rate (number of births per 1,000 women aged 15–19) in the RMI was 57 in 2022, which is a significantly higher than the East Asia and Pacific average of 22/1,000.<sup>d</sup> The consequences of adolescent pregnancy can have lasting socioeconomic impact on the family, including education attainment, employment, and economic opportunities.<sup>e</sup> The minimum legal age for marriage for both males and females is 18 years, with no exceptions allowed. However, in 2020, the Convention on the Elimination of All Forms of Discrimination against Women Committee expressed concern over the absence of a minimum age requirement for customary marriages and recommended strict application of the minimum age for all marriages be applied to all marriages through an amendment to Section 434 of the Births, Deaths and Marriage Registration Act.<sup>e</sup> The concern is also regarding the practice when pregnancy is the leading cause of customary marriages.

**Gender based violence.** The RMI National Study on Family Health and Safety conducted in 2014 highlighted gender-based violence as a significant issue in RMI.<sup>f</sup> About 18% of women aged 15-49 reported experiencing physical and/or sexual violence by a current or former intimate partner in the 12 months prior to the survey.<sup>f</sup> This is higher than the global average of 27%.<sup>g</sup> The study found that a considerable proportion of women in RMI have experienced violence in its different forms, including: sexual violence (13%) of women have experienced sexual violence by a person other than a partner since the age of 15 and prevalence of lifetime sexual violence was highest among women with elementary or no education (26%); economic abuse (27%) of women have experienced at least one act of economic abuse by a partner in their lifetime; physical partner violence was the highest among women aged 15–24, with 38% reporting such violence in the 12 months prior to the interview. Many women who experience intimate partner violence do not report it or seek help, data suggests that 54% of women did not disclose their experiences to anyone, indicating a need for greater awareness and support services for survivors. Additionally, 64% of children aged 1–4 years were subjected to at least one form of psychological or physical punishment by household members during the month preceding the survey, corroborated by mothers or caregivers (69%) who reported believing that physical punishment was a necessary part of child-rearing, with little difference between boys (62%) and girls (61%) in parental use of violence for discipline. The study also found that the majority of women believed that a man has good reason to hit his wife in at least one situation: "if she doesn't complete her housework (65%)," "if she disobeys him (71%)," or "if she has been unfaithful (75%)". The lack of women in the police force, with only 11 women officers compared to 164 men, presents a barrier for women seeking to report violence and abuse.<sup>h</sup> An even smaller fraction is pursued in court through either the criminal or civil process.

**Social and gender norms** have a significant impact on women's decision making and economic empowerment. Traditionally the Marshall Islands is a matrilineal society in which land rights are inherited through the women's line and women are accorded respect, leadership and decision-making roles, however more recent change comes with a shift in traditional arrangements and norms.<sup>b</sup> While traditionally upon marriage a man would move to the woman's house and community, today, husbands are less likely to move to join their wives' families after marriage

and so women have become less likely to live on their own land, weakening women's land rights, living away from the context in which they experience respect, power, and protection, and support system. The 2011 national census reported that only 26% of households now are headed by women.<sup>i</sup> Changes in social and gender norms and attitudes toward women's roles, due to globalization and colonialism, create barriers for women's success in life. Patriarchal values place women in subordinate roles to men and lead to low levels of female participation in the labor force, government, and household decision-making processes.

**Access to childcare and its impact on education outcomes.** After other student demographic and academic preparation characteristics were controlled for, female students had a 44% probability of persisting to a second year in the College of the Marshall Islands, compared to 58% probability for male students.<sup>j</sup> In 2022, 25% of students (male and female) who left their studies before completion reported childcare as the reason for not continuing education. Lack of appropriate childcare puts pressure on young women to drop out to care for their own children, as well as younger siblings, nieces and nephews placed in their care. There have been reports during consultations, that young women swap rosters, so they do not miss class. Consultations and focus groups with young women surfaced a need for a childcare center in Majuro and that the lack of childcare is a barrier to their ability to continue education, employment, and livelihood pursuits.

**Project benefits.** A new childcare center and family-friendly facilities will enable more women with young children to continue their education and advance their livelihood potential with improved access to skills training and continued learning opportunities. Soft skills trainings focused on preventing GBV, sharing responsibilities for unpaid care work, and reducing adolescent pregnancy as well as a targeted shift in social norms surrounding women's ability and to work in nontraditional occupations, will build an empowered cohort of Marshallese females with increased opportunity to pursue diverse livelihood and employment options, and increased confidence to take on leadership positions, and business opportunities. New and diversified livelihood skills development, targeted particularly to vulnerable women and at-risk youth, will lift Marshallese families out of poverty, as well as enable many young Marshallese women who have dropped out of school and the work force due to adolescent pregnancy, care responsibilities, and lack of education and skills to build more resilient futures for themselves, their communities, and Marshall Islands society.

**Key actions.** Project incorporates gender designs to support gender equality and women's empowerment and promote transformative change. Project will upgrade, construct, and equip climate resilient and gender responsive facilities in Majuro to support access to training and services for vulnerable women and at-risk youth. These include establishing a new women's center focused on delivering livelihood skills training and support services for women and youth in Majuro and outer islands, and a new childcare center and family friendly study room and training center space to support students at the College of the Marshall Islands with childcare burdens to continue their studies. The project will further support development of the national Childcare policy, regulations and standards for public, private and community-based childcare facilities, and services. To improve women and girls' skills, capacity, and confidence, the project will support systems including delivering training, mentoring, seed grants, childcare support, and access to counselors, and strengthen women and girls' networks, including through the piloting of the first graduation program in the Pacific Region.

The project will also strengthen the capacity of the Ministry of Culture and Internal Affairs (MOIC), as well as other key stakeholders including civil society organizations (CSOs) delivering women and youth focused programs and services, to deliver programming focused on vulnerable women and youth including professional development, coaching, and mentoring, systems for sex-disaggregated data collection, analysis and informed decision-making, fundraising, and cross-sector collaboration. Establishment and capacity building of women and youth advisory support committees in MOCIA will enhance women and youth's meaningful and proactive participation in government programming and decision-making processes. The project will further support development of MOCIA operating principles and procedures, including a code of conduct, training on standards of conduct and standard operating procedures (SOP) on GBV and SEAH in gender and youth programming.

## 2. Key implementation arrangements.

- The project's planning, implementing, management and support (PIMS) unit gender specialist will be responsible for ensuring gender action plan (GAP) implementation and monitoring and reporting. In addition, all PIMS experts will have responsibility to lead gender equality and women's empowerment in their respective areas throughout project implementation.
- The GAP will be implemented and monitored regularly with sex-disaggregated data and qualitative information collected for quarterly GAP implementation reports as part of the quarterly progress reports for submission to the Asian Development Bank (ADB).
- All contract packages for the PIMS experts and individually recruited specialists, design and contract supervision firm, and the construction firm(s) will all include requirements for the contractor to understand and implement relevant GAP targets and activities and meet ADB requirements to prevent and address sexual

exploitation, abuse and harassment (SEAH), including a code of conduct for behavior on-site and in the community, and mandatory training for all personnel on conduct of behavior.

- A gender specialist will lead GAP implementation, monitoring and reporting. Resources will be allocated to implement training programs and conduct gender strategic reviews of the GAP designs and activities.
- Several nongovernment organizations (NGOs) will have roles in the project's activities, including: (i) Wan Aelon in Majel (WAM) whose sea wall will be rebuilt, and who will deliver the canoe building livelihood program to at-risk youth and provide 12 canoes to outer-island communities to support community livelihood activities; (ii) The Kora im an kil Fund (Kora Fund) who will be relocated to the MOCIA women's center offices and their capacity will be increased to provide vulnerable women who receive microcredit loans with in-demand entrepreneurship skills livelihood training and business development and mentoring support services; (iii) Women United Together Marshall Islands (WUTMI) will be relocated to the Women's Center offices and will be providing counselling services to women and young women visiting the women's center.

### 3. Negative Impact and Risks

- Potential adverse impacts on women and/or girls or potential to widen gender inequality: Potential negative impacts may include an increase in SEAH incidents due to the influx of construction workers into the project communities. To manage this risk, contractors will be required to have in place a code of conduct that meets ADB established good practice and all workers on-site, including contractors and security, must undergo appropriate training. Communities will also receive awareness-raising training and information sessions. SEAH response and reporting systems will be established to respond if an incident occurs. The College of Marshall Islands (CMI) campus is equipped with 24/7 surveillance cameras that monitor the entire area, which will help enhance security and ensure safety for students and children on campus. Communities and students will also receive awareness-raising training and information sessions. SEAH response and reporting systems will be established to respond if an SEAH incident occurs.
- Increased levels of GBV and the increased assertion of women remaining in domestic contexts as men perceive increased female participation in livelihood trainings as threatening their own sense of masculinity and positionality. Mitigation strategies include involving WUTMI in the training advisory committee, including male support groups within activities held at the training venues, and leading community conversations on gender equality and women's empowerment. The project's monitoring and evaluation (M&E) system will include a discrete focus on monitoring any unintended negative outcomes on women participants in courses and poverty graduation program being delivered at the MOCIA women's center. Two counselors' services will be available for women and children in Women's Center and WUTMI.

4. **Monitoring and reporting.** Gender equality actions will be monitored by MOCIA PIMS. The PIMS will prepare and distribute to the ADB reports disaggregated by gender including baseline and tracer studies, quarterly PIMS project progress reports against all explicit project gender equality activities as well as other project outputs, an annual pilot evaluation report against all explicit project gender equality activities as well as other project outputs. The PIMS will also facilitate MOCIA quarterly project reports with a discrete focus on gender equality outcomes.

## GENDER ACTION PLAN

Performance Indicators (activities and targets)	Contract Package Number	Responsibility	Implementation Timeline
<b>Outcome: Vulnerable women's and youth's skills, resilience and empowerment increased</b>			
<b>GAP Target 1. (DMF Outcome Target a.)</b> By 2031, at least 250 women reported an increase in at least one area: increased income, agency for decision-making, <sup>k</sup> and confidence to take an action for the future (2024 baseline: not applicable)		MOCIA & PIMS	Y2–fY6
<b>GAP Target 2. (DMF Outcome Target b.)</b> By 2031, at least 1,500 young people (sex-, age- and location-disaggregated) reported an increase in at least one area related to their income-earning potential: knowledge, skills, or confidence (2024 baseline: not applicable)		MOCIA, CMI, & PIMS	Y2–Y6
<b>GAP Target 3. (DMF Outcome Target c)</b> By 2031, at least 10% decrease in student dropout rates due to		MOCIA & PIMS	Y4–Y6

childcare responsibilities in College of the Marshall Islands (sex-disaggregated) (2022 baseline: 25% of students reported childcare responsibilities as the main reason for dropping out)			
<b>Output 1: Climate-resilient facilities for women and youth empowerment upgraded and expanded.</b>			
<b>GAP Activity 1.</b> By 2026, gender-responsive and disability inclusive detailed engineering designs for Women's Center and Childcare center and family friendly facility in CMI developed (2024 baseline: 0)	CS-02	MOCIA, CMI, PIMS	Y1-Y2
<b>GAP Activity 2.</b> By 2026 procedures and action plan to prevent and respond to SEAH and child safeguarding during the project construction works and at the new facilities developed and implemented (2024 baseline: 0)	CS-01	MOCIA, CMI, PIMS	Y1-Y2
<b>GAP Activity 3.</b> Bidding documents and contractor contracts include compliance mechanisms to mitigate risks of SEAH and child protection issues.	CS-01	MOCIA, CMI, PIMS	Y1-Y2
<b>GAP Target 4.</b> All contractors' personnel and construction supervision consultants' personnel sign a code of conduct to set standards for behavior on site and within the community, including prevention of SEAH, and child protection.	CS-01	PIMS, Contractors, CSC	Y2-Y3
<b>GAP Target 5.</b> All contractors' personnel and management and project management consultants and construction supervisions consultants receive an induction and annual refresher training on gender equality, social inclusion, PSEAH and child protection prior to commencement of infrastructure work. (2023 baseline: N/A)	CS-01	PIMS, Contractors CSC	Y2-Y3
<b>GAP Target 6.</b> Training provided for all project contractors personnel on OHS, HIV, health, and Code of Conduct/Standards of behavior.	CS-01 and CS-02	PIMS, Contractors CSC	Y1-Y3
<b>GAP Target 7.</b> At least 30% of the Grievance Redress Mechanism Committee members are women.	CS-01 and CS-02	PIMS	Y1-Y5
<b>GAP Activity 4.</b> SEAH risk management undertaken on women's center and CMI project site, including (i) SEAH risk assessment; (ii) SEAH reporting, and response mechanism documented in a standard operating procedure, and included in the project's Grievance Mechanism; (iii) training developed on the SEAH SOP for contractors, supervision consultants, and CMI and Women's Center staff.	CS-01	PIMS, MOCIA and CMI	Y1-Y2
<b>GAP Activity 5.</b> Community awareness materials and activities plan developed and implemented to raise awareness on Women Center activities, benefits, and results.	CS-01	MOCIA, PIMS, Participating NGOs	Y1-Y5
<b>GAP Target 8.</b> At least six awareness raising events in CMI to improve knowledge on prevention and response to sexual exploitation, abuse, and harassment conducted	CS-01	MOCIA, CMI, CSC	Y2-Y4

<b>GAP Target 9 (DMF 1a).</b> By 2028, a climate-resilient, gender-responsive, and disability accessible women's center constructed (2024 baseline: not applicable)	CW-03	MOCIA, PIMS	Y3
<b>GAP Target 10 (DMF 1b).</b> By 2028, a climate-resilient, gender-responsive, and disability accessible childcare center <sup>1</sup> and family-friendly facilities constructed at the College of the Marshall Islands (2024 baseline:)	CW-02	CMI, PIMS	Y3
<b>GAP Target 11 (DMF Target 1c)</b> By 2029, gender-responsive, and climate and disaster-risk informed operations and maintenance plans and procedures for the childcare center and women's center developed, endorsed, and implemented (2024 baseline: not applicable)	CS-02	MOCIA, PIMS	Y2
<b>GAP Target 12.</b> All staff involved in operation and maintenance trained on new plans and procedures	CS-02	DSC, PIMS	Y2–Y3
<b>Output 2: Skills and livelihood development activities implemented.</b>			
<b>GAP Target 13.</b> By 2025, a training advisory group (with at least 60% women) formed to endorse annual training plans (2024 baseline: 0).	CS-01	MOCIA & PIMS	Y1
<b>GAP Target 14. (DMF 2a).</b> By 2030, at least 400 project-supported skills and livelihood training, and learning and networking events delivered at the women's center (2024 baseline: 0)	Multiple	MOCIA, Women's Center & PIMS	Y2–Y5
<b>GAP Target 15.</b> At least 1,000 women and girls participated in at least 2 training and learning activities at the women's center.	Multiple	MOCIA, Women's Center & PIMS	Y2–Y6
<b>GAP Target 16. (DMF 2b.)</b> By 2030, at least 150 young people from rural and neighboring island areas (of whom at least 100 are young women) who completed project-supported livelihood skills training reported improved skills (2024 baseline: 0) (2024 baseline: 0)	CS10-13	MOCIA & PIMS	Q4 2031
<b>GAP Activity 6.</b> Women's Center Facebook developed and maintained with training and events programs and timeline, membership information and collection of training and resource materials	CS-01	MOCIA, Women's Center & PIMS	Y1–Y2 Y2–Y6
<b>GAP Target 17. (DMF 2c.)</b> By 2030, at least 30 young women <sup>m</sup> who completed the pilot poverty graduation program reported improved skills and knowledge on entrepreneurship (2024 baseline: 0)	CS-14	MOCIA & PIMS	Y3–Y4
<b>GAP Target 18.</b> By 2031, at least 50 gender-responsive and socially inclusive career drop-in sessions for women's career planning and development implemented in the women's center	Budgeted annual training program	MOCIA & PIMS	Y2–Y5
<b>GAP Activity 7.</b> By 2031, an evaluation report prepared to assess the impact of the pilot poverty graduation program and at least one other project-supported long-term training program (2024 baseline: 0)	CS-04	MOCIA & PIMS	Y6

<b>Output 3: Capacity of government and civil society organizations to implement youth and women's empowerment activities strengthened</b>			
<b>GAP Activity 8.</b> By 2026, a plan for professional development with implementation timeline and KPIs developed (2024 baseline: 0)	CS-01 and individual consultants	MOCIA & PIMS	Y1–Y2
<b>GAP Target 19. (DMF 3a.)</b> By 2030, at least 70% of MOCIA management, gender, and youth staff (of whom at least 70% are women) participated in professional development activities and demonstrated enhanced capacity to implement programs <sup>n</sup> (2024 baseline: not applicable) (2024 baseline: 0)	Budgeted annual training program	MOCIA, PIMS	Y1–Y5
<b>GAP Activity 9.</b> By 2027, MOCIA operating principles and procedures, including a code of conduct, training on standards of conduct and standard operating procedures developed.	CS-08	MOCIA & PIMS	Y2–Y3
<b>GAP Activity 10.</b> By 2026 Gender in Development Division and Youth Services Bureau personnel job descriptions updated (2024 N/A)	CS-08	MOCIA & PIMS	Y1–Y2
<b>GAP Activity 11.</b> By 2027, Training plan and materials for capacity building for local CSOs, informed by training needs analysis developed (2024 baseline: 0)	CS-01	MOCIA, PIMS	Y2–Y3
<b>GAP Target 20 (DMF 3b.)</b> By 2031, 80% staff from at least three youth and women's focused CSOs that participated in training reported increased knowledge and skills to strengthen their organization's operations (2024 Baseline: 0)	Budgeted annual training program	MOCIA, PIMS, Participating NGOs	Y5
<b>GAP Activity 12. (DMF 3c).</b> By 2028, national childcare regulations, policies, and procedures drafted and submitted to MOCIA management (2024 baseline: childcare guidelines drafted)	CS-05	MOCIA, PIMS	Y2–Y4
<b>GAP Activity 13.</b> By 2026, a national gender advisory committee reestablished and operationalized by MOCIA (2024 baseline: no operational committee or taskforce)	CS-01	MOCIA & PIMS	Y2, Y3–Y5
<b>GAP Activity 14.</b> By 2032, at least 30 government agencies staff trained on gender equality and women's empowerment and transformative gender agenda (2024 baseline: 0)	CS-01	MOCIA & PIMS	Y1–Y5
<b>GAP Target 21.</b> By 2031, at least 3 national project-supported women or youth events held (2024 baseline: N/A)	CS-01	MOCIA & PIMS	Y2–Y5
<p><b>Project Management and GAP implementation support:</b>  Gender specialist to be employed by MOCIA (under the PIMS) to manage implementation, monitoring, and reporting of the GAP. MOCIA will ensure that the gender specialist reports the progress of GAP activities to the government and ADB through quarterly project progress reports, with reporting data disaggregated by sex to track progress of gender indicators in the DMF and GAP. Gender specialist will be responsible for supporting the GAP implementation and revisions, if required, including conducting gender training workshops and establishment of sex-disaggregated indicators for project performance and monitoring framework.</p>			

DMF = design and monitoring framework, Y = year.

<sup>a</sup> Republic of Marshall Islands. 2021. *Census Report Volume 1: Basic Tables and Administrative Report*.

- <sup>b</sup> United Nations Entity for Gender Equality and the Empowerment of Women. 2022. *Gender Equality Brief for the Republic of Marshall Islands*.
- <sup>c</sup> Republic of the Marshall Islands. Ministry of Health. 2016. *National Reproductive Health Policy and Strategy 2016-2018*.
- <sup>d</sup> World Bank. DataBank. [Adolescent fertility rate \(births per 1,000 women ages 15–19\) – Marshall Islands](#) (accessed on 27 June 2024).
- <sup>e</sup> United Nation Convention on the Elimination of All forms of Discrimination against Women. Committee on the Elimination of Discrimination against Women. 2018. *Concluding Observations on the Combined Initial to Third Periodic Reports of the Marshall islands*.
- <sup>f</sup> Government of the Marshall Islands. 2014. *National Study on Family Health and Safety*.
- <sup>g</sup> World Health Organization. [GLOBAL DATABASE ON THE PREVALENCE OF VIOLENCE AGAINST WOMEN](#).
- <sup>h</sup> Asian Development Bank. 2020. *Marshall Islands Gender Equality Overview*.
- <sup>i</sup> Republic of the Marshall Islands. 2011. *Census Report*. There was no data available in the *2021 Census Report Volume 1: Basic Tables and Administrative Report* at the time of preparing this document.
- <sup>j</sup> College of the Marshall Islands. 2022. *Addressing the Gender Gaps in First-Year Success at the College of the Marshall Islands*.
- <sup>k</sup> Making decisions jointly or solely on their health, and/or education, and/or livelihoods.
- <sup>l</sup> CMI childcare facility and service delivery will be guided by draft recommendations of the childcare guidelines developed by ESSP, World Bank, March 2024.
- <sup>m</sup> Forty women will enter the program. The project aims at 75% success rate, with at least 30 women to complete the program.
- <sup>n</sup> This will include professional development for management and staff working in gender and youth affairs within MOCIA, by providing training and mentoring by long-term gender and youth advisors.
- Source: Asian Development Bank estimates.

## APPENDIX 8: DRAFT PROCUREMENT PLAN

Basic Data	
Project Name: Women and Youth Skills, Empowerment and Resilience Project	
Project Number: 56192-001	Approval Number:
Country: The Republic of the Marshall Islands	Executing Agency: Ministry of Finance, Banking and Postal Services
Procurement Risk: Substantial	Implementing Agency: Ministry of Culture and Internal Affairs
Project Financing Amount: US\$ 21,840,000 ADB Financing: US\$ 19,700,000 Government Financing US\$ 2,140,000	Project Closing Date: 31 December 2030
Date of First Procurement Plan: June 2024	Date of this Procurement Plan: June 2024
Procurement Plan Duration: 18 months	Related to COVID-19 response efforts: No
Advance contracting: Yes	Use of e-procurement (e-GP): No

### A. Methods, Review and Procurement Plan

Except as the Asian Development Bank (ADB) may otherwise agree, the following methods shall apply to procurement of goods, works, nonconsulting services, and consulting services.

Procurement of Goods, Works and Nonconsulting Services	
Method	Comments
Open Competitive Bidding (OCB) with national advertisement for procurement of Goods	GD-01, GD-02, GD-03, GD-05 ADB Standard Bidding Document (SBD) for goods will be used
Open Competitive Bidding (OCB) with national advertisement for procurement of Works	CW-01, CW-02, CW-03 ADB Standard Bidding Document (SBD) for works – small contracts will be used

Consulting Services	
Method	Comments
Quality- and Cost-Based Selection (QCBS)	CS-01 and CS-02 ADB Request for Proposal (RFP) for the Recruitment of Consulting Firms will be used
Consultants' Qualifications Selection (CQS)	CS-03, CS-04, CS-10, CS-11, CS-12, CS-13, CS-14, CS-15 ADB Request for Proposal (RFP) for the Recruitment of Consulting Firms will be used



Single Source Selection (SSS)	CS-16 and CS-17 ADB Request for Proposal (RFP) for the Recruitment of Consulting Firms will be used
Individual Consultant Selection (ICS)	CS-05, CS-06, CS-07, CS-08, CS-09, CS-16 and CS-17 ADB Recruitment of Individual Consultants by Executing Agencies will be used

## B. List of Active Procurement Packages (Contracts)

The following table lists goods, works, non-consulting, and consulting services contracts for which the procurement activity is either ongoing or expected to commence within the procurement plan's duration.

Goods, Works and Non-consulting Services							
Package Number	General Description	Estimated Value (\$)	Procurement Method	Review	Bidding Procedure	Advertisement Date (quarter/year)	Comments
GD-01	Equipment and Furniture for Existing Building for Women's Center	22,147	OCB (national)	Prior Review	1S1E	Q3 2025	Non-Consulting Services: No Advertising: National No. Of Contracts: 1 Prequalification of Bidders: No, Domestic Preference Applicable: No, Advance Contracting: No, Bidding document: ADB SBD for Goods Complexity Level: 1
GD-02	Vehicles: 1. Three Mini-Buses for Trainees and Students 2. One Flatbed Truck for WAM	270,000 90,000	OCB (national)	Post Review (sampling) candidate	1S1E	Q3 2025	Non-Consulting Services: No, Advertising: National, No. Of Contracts: 1, Prequalification of Bidders: No, Domestic Preference Applicable: No, Advance Contracting:

Goods, Works and Non-consulting Services							
							No, Bidding document: ADB SBD for Goods Complexity Level: 1
CW-01	Renovation of Existing Building for Women's Center	287,430	OCB (national)	Prior Review	1S1E	Q3 2025	Non-Consulting Services: No, Advertising: National, Number of contracts: 1, Prequalification of bidders: No, Domestic preference applicable: No, Advance contracting: No, Bidding document: ADB SBD for Works, Complexity Level: 1
CW-02	Construction of Childcare Family-friendly Study Space & Training Center	2,701,645	OCB (national)	Prior Review	1S1E	Q4 2025	Non-Consulting Services: No, Advertising: National, Number of contracts: 1, Prequalification of bidders: No, Domestic preference applicable: No, Advance contracting: No, Bidding document: ADB SBD for Works, Complexity Level: 1

Goods, Works and Non-consulting Services							
CW-03	Construction of New Building for Women's Center and Reconstruction of Sea Wall near WAM	Lot 1 (Women's Center): 2,245,662  Lot 2 (Sea Wall): 1,547,935	OCB (national)	Prior Review	1S1E	Q1 2026	Non-Consulting Services: No, Advertising: National, Number of contracts: 2, Prequalification of bidders: No, Domestic preference applicable: No, Advance contracting: No, Bidding document: ADB SBD for Works, Complexity Level: 1

Consulting Services							
Package Number	General Description	Estimated Value (\$)	Selection Method	Review	Type of Proposal	Advertisement Date (quarter/year)	Comments
CS-01	Project Implementation and Management Support (PIMS) Service	4,190,210	QCBS	Prior Review	FTP	Q3 2024	Non-Consulting Services: No, Type: Firm, Source: International, Quality-Cost = 90:10, Number of contracts: 1, Shortlisting of consultants: Yes Domestic preference applicable: No, Advance contracting: Yes, Bidding document: ADB SRFP for Consulting Services, Complexity Level: 1 Estimated person-months: 444 (International - 99, National - 345)

Consulting Services							
Package Number	General Description	Estimated Value (\$)	Selection Method	Review	Type of Proposal	Advertisement Date (quarter/year)	Comments
CS-02	Detailed Engineering Design and Construction Supervision (DCS) consultants	1,523,719	QCBS	Prior Review	FTP	Q3 2024	Non-Consulting Services: No, Type: Firm, Source: International, Quality-Cost = 90:10, Number of contracts: 1, Shortlisting of consultants: Yes Domestic preference applicable: No, Advance contracting: Yes, Bidding document: ADB SRFP for Consulting Services, Complexity Level: 1 Estimated person-months: 82
CS-03	Project Audit Service Audit to be performed for FYs 1-6	156,000	CQS	Post Review (sampling) candidate	STP	Q3 2025	Non-Consulting Services: No, Type: Firm, Source: International, Number of contracts: 1, Shortlisting of consultants: Yes Domestic preference applicable: No, Advance contracting: No, Bidding document: ADB SRFP for Consulting Services, Complexity Level: 1 Estimated person-months: 6

Consulting Services							
Package Number	General Description	Estimated Value (\$)	Selection Method	Review	Type of Proposal	Advertisement Date (quarter/year)	Comments
CS-04	Impact Evaluation Service	209,200	CQS	Post Review (sampling) candidate	STP	Q3 2025	Non-Consulting Services: No, Type: Firm, Source: International, Number of contracts: 1, Shortlisting of consultants: Yes Domestic preference applicable: No, Advance contracting: No, Bidding document: ADB SRFP for Consulting Services, Complexity Level: 1 Estimated person months: 23 (International - 8, National - 15)
CS-05	Childcare Policy Expert	59,780	ICS	Post Review (sampling) candidate	N/A	Q1 2025	Non-Consulting Services: No, Type: Individual, Source: International, Expertise: Childcare policy Estimated person-months: 3
CS-06	Childcare Management Specialist	155,430	ICS	Post Review (sampling) candidate	N/A	Q2 2025	Non-Consulting Services: No, Type: Individual, Source: International, Expertise: Childcare business process and operations Estimated person-months: 10
CS-07	Economic Empowerment Training Specialist	228,360	ICS	Post Review (sampling) candidate	N/A	Q2 2025	Non-Consulting Services: No, Type: Individual, Source: International, Expertise: Training Estimated person-months: 11

Consulting Services							
Package Number	General Description	Estimated Value (\$)	Selection Method	Review	Type of Proposal	Advertisement Date (quarter/year)	Comments
CS-08	Institutional Strengthening Specialist	224,970	ICS	Post Review (sampling) candidate	N/A	Q2 2025	Non-Consulting Services: No, Type: Individual, Source: International, Expertise: Institutional Strengthening Estimated person-months: 12
CS-09	Youth Development Advisor	322,080	ICS	Post Review (sampling) candidate	N/A	Q3 2025	Non-Consulting Services: No, Type: Individual, Source: International, Expertise: Youth Development Estimated person-months: 18
CS-10	National Youth Development Officer	279,839	ICS			Q2 2025	Non-Consulting Services: No, Type: Individual, Source: national, Expertise: Youth Development Estimated person-months: 60
CS-11	National Gender Officer	279,839	ICS			Q2 2025	Non-Consulting Services: No, Type: Individual, Source: national, Expertise: Gender Estimated person-months: 60

### C. List of Indicative Packages and Contracts

The following table lists goods, works, non-consulting and consulting services contracts for which procurement activity is expected to commence beyond the procurement plan duration and over the life of the project (i.e., those expected beyond the current procurement plan duration).

<b>Goods and Works</b>						
<b>Package No.</b>	<b>General Description</b>	<b>Estimated Value (\$)</b>	<b>Procurement Method</b>	<b>Review</b>	<b>Bidding Procedure</b>	<b>Comments</b>
GD-03	Equipment and Furniture for Childcare Family-friendly Study Space & Training Center	84,722	OCB (national)	Post Review (sampling) candidate	1S1E	Non-Consulting Services: No Advertising: National No. Of Contracts: 1 Prequalification of Bidders: No, Domestic Preference Applicable: No, Advance Contracting: No, Bidding document: ADB SBD for Goods Complexity Level: 1
GD-04	Equipment and Furniture for the New Building for Women's Center	78,064	OCB (national)	Post Review (sampling) candidate	1S1E	Non-Consulting Services: No Advertising: National No. Of Contracts: 1 Prequalification of Bidders: No, Domestic Preference Applicable: No, Advance Contracting: No, Bidding document: ADB SBD for Goods Complexity Level: 1
GD-05	Equipment for Canoe Building Livelihood Program through WAM	186,000	OCB (national)	Post Review (sampling) candidate	1S1E	Non-Consulting Services: No Advertising: National No. Of Contracts: 1 Prequalification of Bidders: No, Domestic Preference Applicable: No, Advance Contracting: No, Bidding document: ADB SBD for Goods Complexity Level: 1

<b>Consulting Services</b>						
<b>Package No.</b>	<b>General Description</b>	<b>Estimated Value (in US\$)</b>	<b>Selection Method</b>	<b>Review</b>	<b>Type of Proposal</b>	<b>Comments</b>
CS-12	Year 3 Targeted Livelihood Training Program for Rural Majuro Atoll and Neighboring Island Villagers	180,000	CQS	Post Review (sampling) candidate	STP	Non-Consulting Services: No, Type: Firm, Source: International, Number of contracts: 1, Shortlisting of consultants: Yes Domestic preference applicable: No, Advance contracting: No, Bidding document: ADB SRFP for Consulting Services, Complexity Level: 1 Estimated person-months: 24

<b>Consulting Services</b>						
<b>Package No.</b>	<b>General Description</b>	<b>Estimated Value (in US\$)</b>	<b>Selection Method</b>	<b>Review</b>	<b>Type of Proposal</b>	<b>Comments</b>
CS-13	Year 4 Targeted Livelihood Training Program for Rural Majuro Atoll and Neighboring Island Villagers	180,000	CQS	Post Review (sampling) candidate	STP	Non-Consulting Services: No, Type: Firm, Source: International, Number of contracts: 1, Shortlisting of consultants: Yes Domestic preference applicable: No, Advance contracting: No, Bidding document: ADB SRFP for Consulting Services, Complexity Level: 1 Estimated person-months: 24
CS-14	Year 5 Targeted Livelihood Training Program for Rural Majuro Atoll and Neighboring Island Villagers	180,000	CQS	Post Review (sampling) candidate	STP	Non-Consulting Services: No, Type: Firm, Source: International, Number of contracts: 1, Shortlisting of consultants: Yes Domestic preference applicable: No, Advance contracting: No, Bidding document: ADB SRFP for Consulting Services, Complexity Level: 1 Estimated person-months: 24
CS-15	Year 6 Targeted Livelihood Training Program for Rural Majuro Atoll and Neighboring Island Villagers	180,000	CQS	Post Review (sampling) candidate	STP	Non-Consulting Services: No, Type: Firm, Source: International, Number of contracts: 1, Shortlisting of consultants: Yes Domestic preference applicable: No, Advance contracting: No, Bidding document: ADB SRFP for Consulting Services, Complexity Level: 1 Estimated person-months: 24
CS-16	Poverty Graduation Program Service	282,580	SSS	Prior Review	STP	Non-Consulting Services: No, Type: Firm, Source: National Direct contract with Kora Fund as this is the only organization offering the service Number of Contracts: 1, Shortlisting of consultants: No Domestic preference applicable: No, Advance contracting: No, Bidding document: ADB SRFP for Consulting Services, Complexity Level: 4 Estimated person-months: 82



Consulting Services						
Package No.	General Description	Estimated Value (in US\$)	Selection Method	Review	Type of Proposal	Comments
CS-17	Canoe Building Livelihood Program Service	252,776	SSS	Prior Review	STP	Non-Consulting Services: No, Type: Firm, Source: National Direct contract with WAM as this is the only organization offering the service Number of Contracts: 1, Shortlisting of consultants: No Domestic preference applicable: No, Advance contracting: No, Bidding document: ADB SRFP for Consulting Services, Complexity Level: 4 Estimated person-months: 65
CS-18	Graduation Program Advisor	175,430	ICS	Post Review (sampling) candidate	N/A	Non-Consulting Services: No, Type: Individual, Source: International, Expertise: Graduation Program Estimated person-months: 11
CS-19	Gender Advisor	413,640	ICS	Post Review (sampling) candidate	N/A	Non-Consulting Services: No, Type: Individual, Source: International, Expertise: Gender Estimated person-months: 24
CS-20	Village Savings and Loan Association Expert/ Trainer	41,320	ICS	Post Review (sampling) candidate	N/A	Non-Consulting Services: No, Type: Individual, Source: International, Expertise: Estimated person-months: 2

#### D. List of Awarded and Completed Contracts

The following table lists the awarded contracts and completed contracts for goods, works, nonconsulting, and consulting services.

Goods, Works and Nonconsulting Services					
Package Number	General Description	Contract Value	Date of ADB Approval of Contract Award	Date of Completion	Comments

#### Consulting Services

Package Number	General Description	Contract Value	Date of ADB Approval of Contract Award	Date of Completion	Comments

**E. Non-ADB Financing**

The following table lists goods, works, nonconsulting, and consulting services contracts over the life of the project, financed by non-ADB sources.

<b>Goods, Works and Nonconsulting Services</b>				
General Description	Estimated Value (cumulative, \$)	Estimated Number of Contracts	Procurement Method	Comments <sup>13</sup>

<b>Consulting Services</b>				
General Description	Estimated Value (cumulative, \$)	Estimated Number of Contracts	Recruitment Method	Comments

# RMI: Women and Youth Skills, Empowerment and Resilience Project Initial Draft Design Briefs

## Table of Contents

<b>WOMEN’S CENTER FOCUSED ON SKILLS TRAINING AND LIVELIHOOD DEVELOPMENT IS BUILT AND OPERATIONALIZED.....</b>	<b>4</b>
KEY STAKEHOLDERS .....	4
MOA REQUIREMENTS .....	4
FUNDING SOURCE .....	4
KEY BENEFICIARIES .....	4
SHORT DESCRIPTION.....	4
LONG DESCRIPTION .....	5
IDENTIFIED NEED .....	8
RELEVANT KEY ORGANIZATIONS/AGENCIES .....	12
PROPOSED ACTIVITIES: OUTPUT 1:.....	13
<i>Output 1: Infrastructure for the MoCIA women’s center including offices for women and youth focused activities built.</i> .....	13
PROPOSED ACTIVITIES: OUTPUT 2: .....	17
<i>Output 2: Skills, livelihood and entrepreneurship training courses, drop-in sessions and events for women developed and delivered at the MoCIA Women’s Center.</i> .....	17
JUSTIFICATION .....	31
KEY DECISION POINTS .....	32
POLICY ALIGNMENT.....	32
ARCHITECTURE & ENGINEERING.....	33
KEY SAFEGUARDS ISSUES AND MITIGATION.....	34
CLIMATE RESILIENCE .....	35
PROCUREMENT DETAILS .....	37
IMPLEMENTATION SCHEDULE.....	38
<b>CMI CHILDCARE CENTER IS BUILT AND A FAMILY FRIENDLY STUDY AREA AND FAMILY FRIENDLY TRAINING SPACE UPGRADED AND EXPANDED. ....</b>	<b>40</b>
KEY STAKEHOLDERS .....	40
MOA REQUIREMENTS .....	40
FUNDING SOURCE .....	40
KEY BENEFICIARIES .....	40
SHORT DESCRIPTION.....	40
LONG DESCRIPTION .....	40
IDENTIFIED NEED & JUSTIFICATION .....	42
RELEVANT KEY ORGANIZATIONS/AGENCIES .....	43
PROPOSED ACTIVITIES: OUTPUT 1:.....	43
<i>Output 1: Infrastructure for a CMI Childcare Center and Family Friendly Study Space and Family Friendly Training Center built.</i> .....	43
OUTPUT 2: PROPOSED ACTIVITIES .....	49

OUTPUT 3: PROPOSED ACTIVITIES .....	49
JUSTIFICATION .....	50
KEY DECISION POINTS .....	50
POLICY ALIGNMENT .....	51
ENGINEERING.....	52
KEY SAFEGUARDS ISSUES AND MITIGATION: .....	52
CLIMATE RESILIENCE .....	53
PROCUREMENT DETAILS .....	55
IMPLEMENTATION SCHEDULE.....	56
<b>WAM’S SEAWALL IS REBUILT, AND WAM VEHICLE IS PROVIDED, ENABLING WAM TO RESUME SKILLS TRAINING TO AT-RISK YOUTH. ....</b>	<b>57</b>
KEY STAKEHOLDERS .....	57
MOA REQUIREMENTS .....	57
FUNDING SOURCE .....	57
KEY BENEFICIARIES .....	57
SHORT DESCRIPTION.....	57
LONG DESCRIPTION .....	57
IDENTIFIED NEED .....	59
RELEVANT KEY ORGANIZATIONS/AGENCIES .....	61
PROPOSED ACTIVITIES: OUTPUT 1 .....	61
<i>Output 1: Infrastructure for a new WAM seawall is built.....</i>	<i>61</i>
PROPOSED ACTIVITIES: OUTPUT 2 .....	62
PROPOSED ACTIVITIES: OUTPUT 3 .....	63
JUSTIFICATION .....	63
KEY DECISION POINTS .....	64
POLICY ALIGNMENT .....	64
ENGINEERING.....	65
KEY SAFEGUARDS ISSUES AND MITIGATION.....	65
CLIMATE RESILIENCE .....	66
PROCUREMENT DETAILS .....	68
IMPLEMENTATION SCHEDULE.....	68
<b>THE INTERNAL CAPACITY OF MOCIA AS WELL AS OTHER GOVERNMENT MINISTRIES AND CIVIL SOCIETY ORGANIZATIONS TO IMPLEMENT YOUTH AND WOMEN’S EMPOWERMENT ACTIVITIES STRENGTHENED. ....</b>	<b>69</b>
KEY STAKEHOLDERS .....	69
MOA REQUIREMENTS .....	69
FUNDING SOURCE .....	69
KEY BENEFICIARIES .....	69
SHORT DESCRIPTION.....	69
LONG DESCRIPTION .....	70
IDENTIFIED NEED .....	71
RELEVANT KEY ORGANIZATIONS/AGENCIES .....	72
PROPOSED ACTIVITIES: OUTPUT 1 .....	75
PROPOSED ACTIVITIES: OUTPUT 2 .....	75

PROPOSED ACTIVITIES: OUTPUT 3 .....	75
<i>Output 3: The capacity of MoCIA staff, other government staff, NGO and CSO staff to provide women and youth focused programming strengthened.</i> .....	75
JUSTIFICATION .....	86
KEY DECISION POINTS .....	87
POLICY ALIGNMENT .....	87
KEY SAFEGUARDS ISSUES AND MITIGATION.....	88
PROCUREMENT DETAILS .....	89
IMPLEMENTATION SCHEDULE.....	89

DRAFT

## **Women's Center focused on skills training and livelihood development is built and operationalized**

### **Key Stakeholders**

MoCIA, Kora Fund, WUTMI

### **MOA requirements**

MOA between MoCIA and PSS

### **Funding Source**

ADF 13 Thematic Pool's strategic area supporting Sustainable Development Goal 5's transformative gender agenda.

### **Key Beneficiaries**

- Women and young women, many of whom are vulnerable, and lacking livelihood skills and income generating opportunities.
- It is estimated that starting following the light renovation of the 'pink building' in year 1 of the project, the project has the potential to reach 600 women per year (15 trainings annually x 10 participants per year), 800 women (10 women per session) per year who attend an annual total of 80 bi-weekly career information drop-in sessions; and 1600 participants attending women's center events including guest speakers, information nights, and networking events (8 monthly events, totalling 80 events annually, 20 participants per event); 400 participants in women's center weekly market days (40 market days annually, 10 participants per market day); 200 recipients of private counselling at the women's center (20 private sessions per month, totalling 200 private sessions annually. 1-2 people per private session).
- Starting in the first quarter of Year 2 of the project and continuing for 18 months (until Year 3 in the 2nd quarter) the pilot Kora Fund Graduation Program will target a cohort of 50 women including young mothers with young children, living in hardship, who are currently participants of a government cash-transfer program, financed by the World Bank.
- Additional Marshallese including vulnerable at-risk youth participating in NGO activities run by WUTMI, WAM and other organizations will benefit from use of the large new training space in the extension building.
- New offices will benefit approximately 32 MoCIA, PSS, WUTMI and Kora Fund staff members who deliver programs to women and youth.
- The buses will benefit 100 LSA students daily, and another 200 staff, visitors and special guests of the women's center and PSS compound who will use the bus for their programming and events each year.
- Starting in Year 3 the project will benefit 120 women and youth living in rural Majuro and neighboring islands.

### **Short description**

- A new women's center is built to deliver informal skills training including (i) informal skills training, in areas such as financial literacy, basic bookkeeping, business planning, food safety, computer skills, and short-course vocational training, (ii) support groups and counseling sessions, (iii) careers and employment drop-in sessions, including marketing and business mentoring, (iv) health and wellness activities, (v) education sessions, on topics such as

parenting skills or women’s rights, (vi) traditional elder and youth storytelling discussions, (vii) craft workshops and cultural activities, (viii) networking events, and (ix) handicrafts, food, and retail market days. It will also include an enclosed space for breast feeding mothers and a play area where women can leave young children while they attend programs. Included in the new center is office space for government and CSO staff focused on implementing women and youth focused services. The project will also pilot a gender transformative graduation program for women and their households to lift them out of poverty.

## Long Description

- The MoCIA women’s center will be a vibrant, busy, exciting place delivering informal skills training and related support services, health and wellness activities, and arts and cultural activities for vulnerable women and at-risk youth (young men and young women) in Majuro. It will support a monthly calendar of activities delivered at the women’s center which can include informal skills training such as in areas of financial literacy, basic bookkeeping, food safety, computer skills, sewing, small engine repair, catering, landscaping, handicraft making, jewelry making amongst others. It can also provide trainings on marketing, product packaging and e-commerce, and business mentoring. Participants will also be able to access support groups and private counselling sessions as well as career and employment advice and drop-in career support sessions. The vibrancy of the women’s center will additionally be created through craft workshops and market days, cultural activities, networking events, guest speakers and the provision of inspiration, comradery, encouragement, and confidence building. The project will also design and deliver a pilot poverty graduation program, which combines skills training, mentoring, seed money, and access to micro-credit, while at the same time aiming to address negative gender dynamics in households.<sup>4</sup>
- MoCIA staff and women’s organizations in RMI have long had plans and dreams to revitalize a no longer operational and currently mostly vacant Women’s Training Center ‘pink building’ and transform it into a vibrant and impactful Women’s Center in Majuro.
- There are currently no centers or community centers specifically for the use of women and young people in Majuro nor specific community spaces where vulnerable people can access safe spaces to develop skills, build their businesses, exchange ideas, receive mentoring and counselling, network, share stories, or take a class.
- The Women’s Center will be established in the ‘pink building’, as well as a proposed new 2 story extension building with a new training space as well as offices.
- The ‘pink building’ was originally built using ADB funding for The Marshall Islands: Skills Training and Vocational Education Project (September 2000 - October 2005).<sup>1</sup>
- It is a one-story building 44ft by 32ft in size. It currently has a kitchen, training space, two offices, toilet, and storage space.
- The building is in relatively good shape with no need for support strengthening.
- The center is currently being used by Senator Daisy Alik Momotaro who was nominated by President Heine in January 2024 to be the Presidential Envoy (PE) responsible for increasing government focus on issues of gender, children and youth. She is the sole user of the office and she is also frequently away travelling.

---

<sup>1</sup> ADB Independent Evaluation. 2012. *The Marshall Islands: Skills Training and Vocational Education Project Performance Evaluation Report*.

- The Marshall Islands: Skills Training and Vocational Education project was approved for \$9.1 million USD and its main objective was to improve skills training to provide well-trained workers needed for sustained economic and social development. The project consisted of four components i. development of a career awareness program, ii. skills training improvement iii. Enhanced skills training opportunities for women and youth iv. Institutional strengthening. The project was canceled due to significant failings in the due diligence, design and implementation phases. The ADB Independent Evaluation report<sup>2</sup> characterizes the project as unsuccessful and assessed less than relevant. The report details many reasons for the project's lack of success including:
    - Duplication and lack of properly sequenced training programs
    - Poor clarity of roles and responsibilities among training providers.
    - Project preparatory technical assistance was not undertaken which could have provided a comprehensive understanding of TVET issues and problems in the RMI.
    - A project completion report mission was not fielded which could have shed light on the adequacy of preparation and design.
    - The link between quality basic education and voc-tech and college education was not appreciated and considered in the project designed.
    - The project components seem to have been hastily assembled without considering issues and problems.
    - The absorptive capacity of the Ministry of Education as both executing agency and implementing agency was not considered.
    - The quality of the project framework was poor and lacked clarity in terms of the links between outputs, outcome and impact.
    - The performance indicators and targets for the impact and outcome were not defined.
    - Limited progress was achieved in making the project responsive to requirements of its beneficiaries and private sector employers.
    - Facilities were built but underutilized and used for reasons other than the project's original intentions.
    - Business plans for the facilities were not carried out.
    - Minimal or no cost-recovery mechanisms to cover the operating and maintenance cost of project facilities.
    - Institutional arrangements among key agencies and institutions was poorly coordinated
    - Project lacked a proper sequencing of training programs and duplication efforts.
    - Trainings lacked strategic direction.
  - The consultants are aware of these failings in the former ADB project and have included activities throughout the proposed WYSER project to mitigate for this. For example, the proposed WYSER project proposes both short term and long-term capacity building of the implementing agency; a robust DMF with performance indicators and targets for impact and outcome evaluation; technical assistance for the development of business plans for the facilities being built, and due diligence has been prioritized and emphasized throughout the project design with repeated and frequent stakeholder engagement and consultations.
  - The project proposes to deliver targeted employment or livelihood creation programs for small groups of vulnerable women and youth living in or from rural Majuro and neighboring islands
-



and atolls. These are expected to have a focus on improving food security, diversifying income, and building climate resiliency.

- It has been a long-held ambition of Kora Fund founders, including the current RMI President Heine, to build a ‘one stop shop’ for their micro-credit loan recipients that offers recipients additional entrepreneurship support through community livelihood programs which include livelihood skills and life-skills training opportunities as well as close mentoring. This vision aligns with a multi-faceted empowerment program referred to as the graduation approach, or sometimes called a cash plus or economic inclusion program. A Graduation approach consists of a comprehensive set of interventions that when bundled together, address the multi-dimensional vulnerabilities and barriers that poor households face and build their resilience.
- The project will work alongside the Kora fund to pilot a Graduation Approach project at the women’s center. The Graduation Pilot will be a holistic, gender-transformative livelihood development program designed to systematically address specific needs, opportunities, and potential risks that women and their households face to achieve economic empowerment. It will consist of activities across five Graduation pillars in a strategic sequence within 18 months to empower poor women and their households with the skills, knowledge, tools, access to resources, livelihoods, and self-confidence to place themselves on an upward trajectory and eventually 'graduate' out of poverty.
- This proposed pilot will be the first ever Graduation program pilot in the country and the region.
- Evaluations from multiple countries have demonstrated that the Graduation approach has positive impacts on food security, consumption, income, savings, assets, financial inclusion, and physical and mental health<sup>3</sup> and can generate sustainable impacts that outlast the duration of the program. Research indicates that multi-faceted economic empowerment programs such as the graduation approach can reduce GBV, especially for young women.<sup>4</sup> Studies also show that girls whose mothers engaged in graduation programs experienced reductions in fertility and delayed marriage until their twenties.<sup>5</sup> Additionally, cash transfers to women without additional community livelihood programs such as skills training and mentorship, increased sexual intimate partner violence (IPV) by 6 percentage points, while cash transfers to women receiving community livelihood programs, in addition to the cash transfer, reduced sexual IPV by 13 percentage points.<sup>6</sup>
- The project’s Graduation pilot will have specific measures to build capacities of poor and vulnerable women, particularly young mothers, and their households.
- The pilot will deliver deliberate activities to address specific needs, opportunities, and potential risks that women face to achieve economic empowerment including life-skills that lead to

---

<sup>3</sup> Banerjee, Abhijit, Esther Duflo, Nathanael Goldberg, Dean Karlan, Robert Osei, William Parienté, Jeremy Shapiro, Bram Thuysbaert, and Christopher Udry. “A multifaceted program causes lasting progress for the very poor: Evidence from six countries.” 348, no. 6236 (2015). 772-788.

<sup>4</sup>The World Bank Gender Group and the Gender Innovation Lab. #1 *Policy Lessons On Reducing Gender-Based Violence*. Washington.

<sup>5</sup>The World Bank Gender Group and the Gender Innovation Lab. #1 *Policy Lessons On Reducing Gender-Based Violence*. Washington.

<sup>6</sup> The World Bank Gender Group and the Gender Innovation Lab. #1 *Policy Lessons On Reducing Gender-Based Violence*. Washington.

greater confidence, resilience, and decision-making power, and activities that meaningfully engage the partners of the participants to reduce gender inequalities.

- Financial literacy training and linkage to financial services will improve awareness and access to financial products and planning tools, and thereby, increase financial resilience and savings.<sup>7</sup>
- Pilot participants will include women participating in the existing Kora Fund micro-credit scheme, as well as new participants, including at-risk mothers with young children who are recipients of cash transfers from the Multisectoral Early Childhood Development Project supported by the World Bank.
- Data from the Graduation Pilot can be used as evidence for governments and organizations to increase uptake of policies and such integrated approaches addressing underlying causes of gender inequality.

### Identified Need

- Data from 2021 shows that out of a total population of Marshallese aged 15 years old and older (27,197), 14,900 or 54.8% report being unemployed (1,371) or outside the labour force (13,529).<sup>8</sup>
- The need for women to gain training and livelihood skills is clearly reported in the 2021 RMI census data which shows significant gender disparity in terms of economic activity:<sup>9</sup> out of a total population of Marshallese women aged 15 years old and older (13,396), 8,873, or 66.2%, report being unemployed (587) or outside the labour force (8,286); compared to that of men, which is out of a total population of Marshallese men aged 15 years old and over (13,801), 6,027, or 43.6%, report being unemployed (784) or outside the labor force (5,243).
- In 2019, roughly 41% of youth were not in employment, education, or training, with higher rates for young women (45%) compared to young men (37%), and higher rates in outer islands (45%) than urban areas (40%).<sup>10</sup>
- The 2015-2016 El Niño-induced drought in the Marshall Islands significantly impacted women's economic lives, leading to a drop in income from handcrafts due to material supply issues.<sup>11</sup>
- In 2019, 7.2% of the population lived below the poverty line.<sup>12</sup>

<sup>7</sup> The design of the pilot will be tailored to the unique social and cultural norms. During implementation, impact evaluation and tracer studies will contribute to the body of knowledge and promote replicability. It will include household development plans that include action items to address unequal gender dynamics.

<sup>8</sup> Republic of Marshall Islands 2021 Census Report Volume 1: Basic Tables and Administrative Report

<sup>9</sup> Republic of Marshall Islands 2021 Census Report Volume 1: Basic Tables and Administrative Report

<sup>10</sup> Government of the Marshall Islands. 2021. The Marshall Islands Labour Market Monograph—Household Income and Expenditure Survey 2019–2020: Draft Report Outline. Majuro.

<sup>11</sup> Gender Equality Brief for the Republic of Marshall Islands | Publications | UN Women – Asia-Pacific accessed 11/4/2021.

<sup>12</sup> International Labor Organization (2022) Asia–Pacific Employment and Social Outlook Rethinking sectoral strategies for 2022 a human-centered future of work. [https://www.ilo.org/wcmsp5/groups/public/---dgreports/---dcomm/---publ/documents/publication/wcms\\_862410.pdf](https://www.ilo.org/wcmsp5/groups/public/---dgreports/---dcomm/---publ/documents/publication/wcms_862410.pdf)

- Focus groups in both Majuro and rural Majuro Atoll during the December mission identified an eagerness amongst undereducated and unemployed women to start their own businesses, but a lack of know-how, courage, and capital prevents them from doing so.
- Focus groups and interviews also surfaced that women and young women who are engaged in handicraft production want trainings in e-commerce, packaging, and selling. Consultants were repeatedly told of a large demand amongst the US Marshallese diaspora for Marshallese handicrafts, and that a woven bag can be sold for \$300.00 USD. During consultations the team learned that the few who sell through e-commerce are currently unable to meet the demand.
- Historically, the sector has paid more attention to formal education, with limited targeted interventions to support livelihood pathways for women, especially young women, and vulnerable youth.
- An ADB Report and Recommendation of the President to the Board of Directors on a Proposed Loan for the ADB Skills Training and Education Project (2000)<sup>13</sup> reported the following:
  - Hardly any formal or non-formal skills training was available at that time in the rural neighboring islands.
  - The social impact assessment carried out by their mission in two neighboring islands revealed that the primary training needs of women in the neighboring islands are not being addressed.
  - Women’s needs are in areas such as improvement of food production, health and nutrition, and income generation.
  - The report proposed the need for a community outreach program for women, especially for mothers unable to attend regular training.
  - Consultations during the consultancy team’s missions to RMI in December 2023 and March 2024 revealed that much of the content of this needs assessment still applies.
  - CMI has centers in two neighboring islands - Wotje and Jaluit and a sub center in Santo, but they do not have training space or training facilities (just a lecture room and computer lab). The training opportunities they can offer are only theory and not practical skills trainings. A lack of available qualified trainers to deliver training programs in the neighboring islands, challenges of transporting equipment and supplies, have also made rural course delivery by CMI often not possible and funds previously earmarked for rural training have been channeled back to Majuro.<sup>14</sup>
- Efforts are underway by a small number of organizations to improve access and quality of informal training and education such as:

### **National Training Council (NTC)**

- In 2022 NTC delivered the following trainings:<sup>15</sup>
  - Training and Employment Preparation Program, established and supported by the Support Program. The program focused on the needs of Majuro, Ebeye, and the Outer

<sup>13</sup> ADB. 2000. *Report and Recommendation of the President to the Board of Directors on a Proposed Loan to the RMI for the skills training and vocational education project.*

<sup>14</sup> From email correspondence with Rigieta Lord, Dean Workforce, Adult and Vocational Education Services, College of the Marshall Islands April 2025.

<sup>15</sup> National Training Council. 2022. *NTC FY2022 Annual Report.*

Islands and included auto mechanic and other TVET courses in Majuro and Ebeye to traditional handicrafts and sustainable livelihoods on the Outer Islands. Completed training programs included Spa training with 5 males and 5 females (8 hired), culinary training with 1 male and 10 females (all hired), and restaurant training with 9 males and 2 females. The total for the TVET program was 15 males and 17 females. TVET Fundamentals in Majuro included Automotive electric and welding with 31 males and 4 females, and Automotive and carpentry with 16 males and 0 females.

- The 2022 boot camp, implemented by CMI, had an enrollment of 31 males and 4 females. Despite being small, the enrollment of 4 females was considered a huge success. The total enrollment for the boot camp in Ebeye and Majuro was 51.
  - The 2022 internship program had 66 males and 22 females, with 16 hires (13 males and 3 females).
  - In Ebeye, 32 interns (27 males and 5 females) participated, with 5 hires (3 males and 2 females).
- In 2021 NTC funded 14 training programs, with 57% allocated to Technical and Vocational Education and Training (TVET), 7% to Basic Education and life skills, and 36% to sustainable livelihood and income generation programs.<sup>16</sup> Trainings included the following:
- Training programs in Hair salon training, nursing, small gas training, CMI Sea Safety, Automotive, and Enerose training (store). Sex disaggregated data for participants was 40 males and 28 females in Majuro and 12 females and 22 males in Ebeye.
  - Solar training, funded by the national Energy Office from Renewable Capacity Building funds, included Mejatatto Solar Community Training with 17 males and 9 females, Uliga Community solar training with 11 males and 2 females, and Ebeye Solar PV Training with 11 males and 0 females. The Mejatatto Training aimed to educate the community about solar lighting systems and provide maintenance skills for home solar systems. Uliga training focused on training 10 unemployed youths on basic preventative maintenance skills for solar freeze systems. Ebeye's training targeted 11 unemployed youths who had completed a 3-month internship.
  - 98 interns were supported in 2021, with 7 youths gaining employment in Ebeye and 3 in Majuro after training.
- In 2020 NTC delivered the following trainings in Majuro & Ebeye:<sup>17</sup>
- The Career Readiness and Internship program had 10 males and 10 females, all of whom were employed.
  - CMI Nurse Internship program had 3 males and 3 females, with 4 hired.
  - Solar training had 20 males and 3 females.
  - Tourism Management program had 10 males and 7 females.
  - Cert IV in Accounting had 5 males and 8 females.
  - Cert IV in Management had 2 males and 10 females.
  - Construction training had 10 males and 2 females.
  - Welding had 12 participants, Electrical had 1 participant, and Automotive had 13 males.
  - Ebeye Construction had 11 males, and Ebeye Automotive had 10 males, with 6 employed from this group.

<sup>16</sup> National Training Council. 2021. *NTC FY20-21 Annual Report*.

<sup>17</sup> National Training Council. 2020. *NTC FY2020 Annual Report*.

- In 2020 NTC delivered the following Life Skills and TVET Training programs in neighboring islands:<sup>18</sup>
  - Namdrick Sewing: 30 Females, 0 males
  - Milli Fish net repair: 20 males, 0 females
  - Red Cross basic life skills: 175 males, 175 females
  - Laura Sewing: 15 males, 0 females
  - Ageltake Automotive training: 13 males, 0 females
  - Majuro Sewing: 13 participants
  - Jabat Handicrafts: 15 females, 0 males
  - Mejit Canoe building: 15 males
  - Red Cross training was conducted at 6 outer islands: Enwetak, Uterik, Wotto, Ujae, Aur, and Lib. These skills are aimed at securing employment or entrepreneurship opportunities.
  - NTC The 2020 Internship program in Majuro had 45 males and 24 females, while Ebeye had 39 males and 7 females, with 20 employed from a total of 115 participants.

#### **College of the Marshall Islands (CMI):**

- In 2024, CMI provides an 8-week Boot Camp on Automotive and Welding in Ebeye (funded through an NTC grant) in partnership with Fiji National University (FNU). FNU provides the trainer because there are no qualified TVET trainers on island for this training activity.
- In 2022 CMI developed 2 new TVET certificate programs, Pell eligible, specifically for employees on Kwajalein based on the Training Needs Assessment that was conducted. The program has not been fully implemented because participants (workers at Kwajalein) have dropped out or withdrawn due to conflicts with work schedule, as well as demanding requirements to complete math's and english modules.
- In 2022 CMI received a grant from NTC to implement TVET trainings in the neighboring islands. Including training just for women in jewelry making with reusable items; training on sewing women's reusable hygiene products; agriculture and cooking training in neighboring islands where Adult Basic Education programs are delivered. The program budget in 2022, the first year of the program was \$330,000, in 2023 it was reduced by 50%, and in 2024 no budget was allocated by the government to run it. Reasons are: CMI could not find a qualified trainer on island to deliver the program; transporting equipment and supplies was also a challenge.<sup>19</sup>

#### **International Organization for Migration (IOM)**

IOM has delivered the following trainings in the neighboring islands:

- Reverse osmosis training
- Handwashing training
- Training for coconut processing
- They have also funded people's pitches for tourism ideas.

#### **Office of Commerce, Information and Tourism (OCIT)**

OCIT has previously planned to offer entrepreneurship trainings in the neighboring islands which would include handicraft training followed by entrepreneurship training. They could not find enough people to deliver this program and so it never went ahead.

<sup>18</sup> National Training Council. 2020. *NTC FY2020 Annual Report*.

<sup>19</sup> From email correspondence with Rigieta Lord, Dean Workforce Adult and Vocational Education Services, College of the Marshall Islands. April 3, 2024.

- According to various civil society and government actors (such as Kora Fund, Marshall Islands Banking Council (MIBC), Life Skills Academy (LSA), etc.) engaging young women early on through training that build marketable skills such as technical skills training (handicraft, weaving and fishing), soft skills, and foundational skills (basic problem solving, numeracy, etc.) would be a pragmatic way to promote women's participation in the labor force. Additionally, financial literacy, coaching and mentorship were also identified as effective ways to build confidence among youth, particularly young women and disadvantaged youth.
- It will be the first time an ADB-financed project has piloted a transformative gender graduation program in the Pacific.
- Informal training for women and youth do not routinely offer participants additional community livelihood activities, as is being proposed by this project, such as added entrepreneurship skills training, confidence building and encouragement, career planning and mentorship.
- The long-term capacity supplementation for government and CSOs (Output 3) will strengthen project sustainability, along with collaborations with stakeholders (public and private sector, CSOs, and faith-based organizations).
- Working closely with NGOs focused on women and youth will be crucial to the success of the MoCIA women's center including the Kora fund (already described) and Women United Together Marshall Islands (WUTMI) also described above.

### Relevant Key Organizations/agencies

- **Women United Together Marshall Islands (WUTMI):** WUTMI is an NGO dedicated to advancing women's empowerment and gender equality in the RMI. Founded in 1987 by a group of committed gender advocates, including current President Hilda Heine, WUTMI operates as a grassroots organization, engaging with women across all 24 major communities in the RMI. The organization's primary services encompass gender mainstreaming, substance abuse prevention, support for survivors of domestic violence, and referrals for HIV/STI/TB cases. In 2016, WUTMI launched "Weto in Mour," a comprehensive gender-based violence (GBV) support service that includes a hotline, face-to-face counseling, emotional support, education on gender-based violence and women's rights, assistance in accessing police and health services, legal advice, help in obtaining protection orders, emergency financial aid, transportation, and accommodation. WUTMI currently operates from rented offices in a supermarket. In 2024 they had 5 full time staff including the WUTMI director, CFO, a counselor, two childhood development program staff, and 6 part time staff who support other activities such as their young parents' program. Their operating budget for 2023 was \$128,400.00 USD (operations and organization costs), with an additional administration and overhead budget of \$228,400.00 USD. This does not include staff costs.
- **The Kora im an kil Fund (Kora Fund):** The Kora Im An Ki Fund Inc. (Kora Fund) is a local non-for-profit organization that provides small loans to vulnerable women and girls from a Business Start-up Loan Revolving Fund with the aim to enhance their economic empowerment and financial independence. It was founded due to the challenges faced by RMI women to access loans to start businesses, including the need for credit check,

verification from employers, and collateral for loans. Initially a project under WUTMI, it transitioned into its own NGO in early 2022. In collaboration with the Bank of Marshall Islands, the Kora Fund offers the country's lowest interest rates, facilitating women's entrepreneurial ventures. The organization, still in its early stages, received a US \$1 million loan from Taiwan, which has been invested to provide small loans to women. Thus far, the Kora Fund has disbursed over \$300,000 US in grants, benefiting women in Majuro and Ebeye.

- **National Training Council (NTC):** NTC's mission is to equip residents of the Marshall Islands with the skills and attributes needed for gainful employment and to contribute to a more vibrant economy that is less dependent on foreign workers. NTC is donor funded and uses its funding to provide grants to NGOs and training providers to deliver skills-based training. NTC also runs an Employment Preparation Center and Employment Preparation Program (EPP) which is currently receiving strengthening support from the World Bank ESSP project.<sup>20</sup>
- **Office of Commerce, Investment and Tourism (OCIT):** OCIT is a government agency designed to develop and implement social and economic development programs and projects for the betterment of the economic and social conditions of Marshallese. OCIT encourages the development of investments and operates business enterprises on behalf of the government in conjunction with other government agencies and private enterprises or on its own. OCIT delivers business startup training programs, entrepreneurial development training, financial literacy, business plan proposal development, professional training-investment promotion, women entrepreneurial development in tourism and traditional arts, green micro tourism business schemes for women, training in digitizing businesses.

## **Proposed activities: Output 1:**

### **Output 1: Infrastructure for the MoCIA women's center including offices for women and youth focused activities built.**

#### **1.1.1 Existing 'pink building' lightly renovated.**

- The 'pink building' is an existing 44ft x 32 ft (13.4m x 9.75m) 1 story building with 2 offices, a training room, 2 storage rooms, and a 2-toilet bathroom.
- It will be lightly renovated including:
  - Renovation of kitchen with new cupboards and shelves for storage.
  - Renovated bathrooms from 2 toilets to an accessible bathroom/ toilet for people with disabilities.
  - Renovated interior with new linoleum flooring and painting of interior with mold/mildew resistant paint.
  - Fixing electrical faults
  - Installing additional water tank.
  - Repairing roof gutters and roof leaks.
  - Connection to water tanks of new office building.
  - Evaluating and repairing electrical system.

#### **1.1.2 Women's center new extension built.**

- A new detached 2-story 'women's center extension' with a maximum usable building footprint of 470m<sup>2</sup> per floor (total build area maximum of 990m<sup>2</sup>).

---

<sup>20</sup> Education and Skills Strengthening Project overview.

- The ground floor will contain:
  - Large open concept training and event room (170m<sup>2</sup>) capacity 60 people.
  - Large conference room with movable room divider (35m<sup>2</sup>).
  - Large kitchen for food preparation (26m<sup>2</sup>) capacity 40 people with storage/ pantry.
  - Common storage space for training and event room materials.
  - 1 men's toilets (people with disability accessible) and 2 women's toilets, and 1 disability accessible toilet.
  - 1 shower.
  - Reception area
  - Enclosed Kids Play area and space for breastfeeding (10m<sup>2</sup>).
  - Ramp to the 1<sup>st</sup> floor sloped for people with disabilities.
  - Staircase to the 1<sup>st</sup> floor.
  - Exterior covered walkway.
  - Exterior walkway connection with existing 'pink building' (accessible for people with disabilities).
  
- The first floor will contain:
  - MoCIA counseling room
  - MoCIA office for 6 staff (30m<sup>2</sup>)
  - PSS office for 6 staff (25m<sup>2</sup>)
  - PSS resource center that also serves as a teacher workspace (18m<sup>2</sup>)
  - Kora Fund office for 2 staff (18m<sup>2</sup>)
  - WUTMI office for Director and CFO (18m<sup>2</sup>)
  - WUTMI flexible office for 6 staff (39m<sup>2</sup>)
  - WUTMI counselling room
  - WUTMI early childhood development program office for 2 staff (18m<sup>2</sup>)
  - 2 female toilet (1 sized for persons with disability), 1 male toilet (size for persons with disabilities).
  - Common storage space.
  
- The building will be made climate and disaster resilient.

### **1.1.3 Furniture and fittings for the women's center provided.**

- 'Pink Building' furniture and fittings will include:
  - 2 desks and chairs
  - 10 foldable tables
  - 30 foldable chairs
  - 1 projector, 1 TV, 1 sound system.
  - 2 printers
  - 2 computers
  - Office equipment, pens, papers, stapler, paper clips
  - White board and white board markers.
  - Generator and backup generator
  - 1 microwave, 1 fridge and freezer, 1 oven and stove, 1 sink, coffee maker, kettle.
  - Cooking equipment
  - Cutlery and dinnerware (cups, plates, bowls)
  - First Aid equipment
  - Cleaning and maintenance supplies



- Toys for baby and preschooler age include age-appropriate books, puzzles, blocks, and games.
  - Baby Change Table to go in one toilet
  - Light fixtures throughout
- Extension furniture and fittings will include:
- 26 computer workstations/ desks and chairs
  - 2 tables with 8 chairs to furnish 2 counselling rooms
  - 2 board tables and 24 chairs
  - Movable divider for conference room
  - 3 projector, 3 TV, 3 sound system (2 in ground floor conference room, 1 in training space).
  - 60 folding chairs
  - 20 folding tables
  - 3 printers
  - Office equipment, pens, papers, stapler, paper clips
  - 4 White board and white board markers.
  - 1 Generator and 1 backup generator
  - 1 microwave, 1 fridge and freezer, 1 oven and stove, 1 sink, coffee maker, kettle.
  - Cooking equipment
  - Cutlery and dinnerware (cups, plates, bowls) for 60
  - First Aid equipment
  - Cleaning and maintenance supplies
  - Toys for baby and preschooler age include age-appropriate books, puzzles, blocks, and games.
  - Toys for baby and preschooler age include age appropriate books, puzzles, blocks, and games.
  - Baby change table to go in one toilet on ground floor
  - Two chairs for breastfeeding mothers to go in enclosed children’s play area.
  - 1 table and chair for receptionist
  - Light fixtures throughout.

#### **1.1.4 Five staff members hired to manage and run the center and programming**

- Staff are hired to run daytime, evening and weekend programming to make the women’s training center a lively and vibrant space.
- The project will hire the following national staff:
- 1 women’s center manager with management experience
  - 1 center staff with informal life-skills training delivery experience (such as financial literacy, confidence building, women’s empowerment) to help coordinate and run life-skills trainings.
  - 1 center staff with accounting experience to help coordinate training space rental.
  - 1 dual role staff receptionist and childminder
  - 1 women and youth counsellor.
- The project will provide soft skills training to 3 center staff in:
- confidence building
  - women’s empowerment,
  - GBV prevention,
  - pregnancy prevention

- The project will provide the counsellor with a short online training course focused on women and youth issues.
- The MoCIA Women’s Center will be managed by the MoCIA Gender in Development Division.
- The large open concept MoCIA training space can be rented out to companies or development partners for events and consultations. This will generate revenue which can be allocated to staff salaries.
- Costs will be allocated as follows:
  - **Programming Cost Support:** provided by the project, starting after the ‘pink building’ is renovated until the end of the project.
  - **Staffing costs:** covered by the project starting after the ‘pink building’ is renovated until the end of Year 3 of the project then costs transitioned to MoCIA.
  - **Operating and building Maintenance Costs:** including utilities, water, cleaning, services, repairs after renovations/ construction will be covered by MoCIA throughout the entire project.
  - **Basic Supplies:** such as paper, toilet paper, cleaning supplies and tea will be covered by the project starting after the ‘pink building’ is renovated until the end of Year 3 of the project or end of project.

#### **1.1.6 Women’s center operating procedures developed.**

- The project will provide support to center staff to develop a set of operating procedures.
- These will include:
  - women’s center organizational structure and role descriptions
  - women’s center mission and vision
  - activity budget and budgeting system
  - scheduling systems for trainings and event scheduling
  - systems for renting out training spaces and receiving payments
  - participant data collecting system such as sign in sheet and base-line surveys.
  - health and safety protocols and procedures
  - emergency response procedures
  - code of conduct for participants
  - conflict resolution
  - facility management procedures

#### **1.1.8 PSS compound (Women’s Center, WAM, LSA, PSS) is provided with a transport resource.**

- 3 new 15-seater buses are provided to help Government ministries (MoCIA and PSS) and NGOs (WAM, Kora Fund, WUTMI) focused on implementing youth and women activities by easily and safely transporting students, trainees, participants, special guests, and visitors.
- During school day hours the buses will be used by the Life Skills Academy, a secondary school located in the PSS compound to safely transport students to and from school. The buses can be used by MoCIA, PSS, WAM, WUTMI and Kora Fund to transport trainees, participants, students, and visitors after school hours and on weekends.
- Buses can be procured in year 1 of the project.

- The PSS compound is responsible for maintenance and operations of the buses.
- PSS bus drivers are vetted and trained in PSEAH.
- PSS is responsible for scheduling the borrowing of the bus and driver between government and NGOs in the PSS compound.
- PSS will also be responsible for assessing cost of fuel per trip and receiving payment for use.

## **Proposed Activities: Output 2:**

### **Output 2: Skills, livelihood and entrepreneurship training courses, drop-in sessions and events for women developed and delivered at the MoCIA Women’s Center.**

#### **2.1.1 Livelihood training courses developed and delivered**

- The project will build up a library of 20+ trainings of a variety of different subject matters.
- By the completion of the project the Women’s Center staff will be able to choose, based on current need and desire, which trainings they will want to deliver that month.
- The center will purchase needed equipment and materials to support participants in livelihood skills training courses to start their own businesses such as sewing machines and materials, jewelry making tools and materials, handicraft supplies, landscaping tools, cleaning tools etc.
- 20 laptops will be provided for use by participants engaging in online learning, working on CVs etc. A lockable charging cabinet will also be provided to keep the laptops secure.
- Some courses will begin delivery in Year 1 after completion of light renovations of the ‘Pink Building’, while others will follow upon completion of the extension building in Year 3 of the project.
- A train the trainers approach will be used to build national capacity and increase sustainability of the project. This will include training Women’s center staff to lead, facilitate and manage some course content and training programs.
- The topics for the trainings will be demand driven responding to the needs and desires of women and youth, as well as responding to the needs of industry. Where possible participants who have completed trainings will be matched to a vacancy and need suggested by specific industry and public sector stakeholders.
- Training offerings will be divided into three categories:
  - Vocational training courses: providing livelihood trainings and income generation opportunities.
  - Enabling courses: providing needed skills and knowledge to operate a business (for participants who have already acquired a skill).
  - Life Skills courses: providing interpersonal skills to build healthy relationships, live healthy lives, and build abilities and competencies to reduce GBV, increase female empowerment, confidence, and gender equality.
- Topics for vocational training courses could include:
  - sewing and garment manufacturing (school uniform, special occasion matching outfits, reusable menstrual products)
  - home-baking and catering
  - backyard agriculture
  - small electronics repair (including boat motor repair; HVAC repair and solar repair)

- food safety / food preparation / catering business
  - gardening /landscaping business
  - agriculture and food security/ nutrition
  - cleaning / cleaning business
  - jewelry making out of recycled materials
- Topics for enabling courses could include:
- product packaging for handicrafts
  - digital marketing and making a website
  - e-commerce
  - basic business training (concepts and pricing)
  - basic bookkeeping
  - entrepreneurship
- Topics for life skills trainings could include:
- setting goals and decision making (personal vs family needs)
  - women’s leadership training
  - awareness raising (GBV prevention and pregnancy prevention).
  - climate-aware entrepreneurship
  - information on pathways to further education and livelihood training resources
  - information on grant, micro-business, and business loan opportunities, and loan opportunities specifically for women.
  - financial literacy (informal and formal savings and financial discipline)
  - household budgeting
  - food security livelihood
  - income diversification
  - sustainable and climate-resilient livelihood pathways.
  - confidence building.
  - Food safety
  - Computer skills
- Participants at the center will also have access to the following support services:
- Private counselling sessions
  - Career guidance and counselling drop-in sessions
  - Support groups
  - Traditional elders and storytelling discussions
  - Health and wellness activities such as education sessions on topics such as parenting skills, women’s rights, combatting negative gender norms and stereotypes and negative gender dynamics in households, and adolescent pregnancy reduction.
- Aside from trainings, the women’s center will also be made into a vibrant and exciting place through weekly activities and events. Events could include:
- Craft workshops
  - Cultural events and activities
  - Networking events
  - Handicrafts, jewelry, food, and retail market days.
  - Shark Tank – business idea / product pitching event critiqued by experts.

- Inspiration spotlights with guest talks, videos and displays showcasing innovative and interesting products being created by women and youth in international contexts.
  - Alcohol Anonymous for women
- Cooperatives such as handicraft cooperatives or sewing cooperatives could be set up at the women’s center with guidance from the project.
  - Some activities at the women’s center can charge a fee, to help generate income for the women’s center. For example, weekly for fee yoga or Zumba classes for people who can afford it. The training space in the new women’s center extension can be rented out to development partners, international organizations for meetings and workshops.
  - Trainings and events will take place at the Women’s Center in Majuro.
  - Activities at the Women’s Center can begin in year 1 following the renovation of the ‘pink building’, and expanded once the extension has been completed.
  - Activities and trainings can be organized in a monthly calendar format with each day or half day of the week dedicated to a specific course or activity or event. For example:

Monday AM Monday PM	Sewing Livelihood Training Program Career and job advice drop-in
Tuesday AM Tuesday PM	Kora Fund programming Financial Literacy Training
Wednesday AM Wednesday PM	Product packaging and e-commerce training Storytelling
Thursday AM Thursday PM	Food Preparation and catering training Networking event
Friday AM Friday PM	Kora Fund Programming Business Plan drop-in session
Saturday AM Saturday PM	‘Market Day’- sell your products! Career and job advice drop-in Yoga class Drop-In
Sunday	Closed

\*Center closure and center staff breaks can follow the school holiday calendar.

- When the extension building is open this schedule could include multiple trainings running concurrently in the different spaces.
- Women’s center staff will update social media and the women’s center notice board regularly to publicize events and activities.

### **2.1.2 The National Training Council (NTC) delivers bi-weekly drop-in sessions focused on career guidance.**

- The project will provide support for the center to bring in The National Training Council (NTC) to provide bi-weekly drop-in sessions. Drop-in sessions could focus on:
  - Career guidance including guidance such as CV writing, interview preparation, assessment preparation, career mapping as well as information on education and program opportunities.
  - Strengthening the applications of community leaders and individuals applying to NTC for training funding, particularly now that the application has gone digital.

### **2.1.3 Women’s Center staff organize and run events each month**

- The project will provide the women’s center with funds to run events each month at the women’s center until the end of the project. Events could include:
  - networking events with entrepreneurs
  - a monthly business clothing / interview clothing swap or borrow program.
  - guest speakers focused on women entrepreneurs, women in leadership, women in TVET, female success stories etc.
  - ‘shark tank’ event where entrepreneurship experts are panelists that advise presenters on product development.
  - Showcasing women’s success events
  - Story-telling events

### **2.1.4 A Graduation Program pilot designed and implemented.**

- A Graduation Program for 18 months, targeting 50 women and their households, will be designed and piloted at the Women’s Center.
- The 50 women participants will consist of:
  - 25 existing recipients of Kora Fund loans
  - At least 25 at risk young mothers who are beneficiaries of cash transfers from the Multisectoral Early Childhood Development Project supported by the World Bank.
- Selection criteria for pilot participants will be the following:
  - Mandatory criteria: Located in Majuro
  - At least 25 women: At-risk mothers with young children who are beneficiaries of cash transfers from the Multisectoral Early Childhood Development Project supported by the World Bank (as they have already been selected as women from poor households)
  - Preferred criteria: Women living in rural areas of Majuro
  - Preferred criteria: Women from households with multiple vulnerabilities such as single parent household, household with multiple children, household that recently experienced major loss of asset, household that do not receive any remittance or allowances.
- The Selection Process for the pilot participants will be the following:
  - The pilot will apply part of the selection process that the Kora Fund currently has in place. It is a two-step process to identify potential applicants for small loans: i)

outreach in rural and remote communities with high levels of poverty to share about Kora Fund's work and offer to provide small loans to women to start their own business and ii) encourage women from poor households interested in pursuing their own business from such areas to apply for the loans.

- In the case of this pilot, in step (ii) during community visits, women will be encouraged to participate in the program by sharing about the program activities and its potential benefits (training, access to small loan to start business, coaching and regular mentoring).
  - In addition to those two steps, Coaches will conduct a home visit of each interested woman (recruited through the community visits in step (i)) and conduct a survey to collect detailed information about the socio-economic status of each household. This will include demographic information as well as information about any equipment/gadgets they own (e.g. mobile phone, television, refrigerator, etc.), sources of income, savings, loans and their purpose, any livelihood support they may have received, past livelihood experiences, among others.
  - The final list of 50 women to participate in the Kora Fund Graduation Pilot will be selected by the Kora Fund based on the survey findings, identifying women who are most in need of the support.
- The Design Features of the Kora Fund Graduation Pilot span across the five ADB Graduation pillars of (livelihoods promotion, financial inclusion, social empowerment, social protection, and coaching and mentorship):

#### **Pillar 1. Livelihoods Promotion**

- **Livelihood selection.** The program will provide guidance to participants through a consultative process led by the Coach to select a suitable business based on participant's skills, knowledge, past experiences, and preferences. The business options offered will be informed by a market assessment.<sup>21</sup>
- **Business Plan preparation.** The program (through Coaches) will provide guidance and support to the participants to develop a basic Business Plan to help them identify prerequisites for the selected business, how they plan to run it, staffing needs, cost estimates, among others.
- **Business Skills Training.** The program will provide business skills training focused on basic business concepts such as pricing goods or services, book keeping, marketing, etc. This will be provided directly by the Women's Center with support from the Coach, who will coordinate, support enrollment, and monitor participation of pilot participants. Coaches will also attend the training for their own knowledge and so that they are able to reinforce the lessons learned during coaching sessions.
- **Technical Training on specific livelihood.** The program will provide participants with technical training on their specific livelihood such as tailoring, handicrafts, gardening/landscaping, repairs, etc. This will be provided directly by the Women's Center with support from the Coach, who will coordinate, support enrollment, and monitor participation of pilot participants.

<sup>21</sup> A localized market assessment will be conducted by a consultant financed through the ADB project. It will recommend a menu of 8-10 livelihood options that are most suitable, feasible, and profitable for poor households. It will include the analysis of local markets, types of goods and services in demand, livelihoods that are climate-resilient, and are tailored to the realities of women in poor households (such as mobility restrictions, care responsibilities, etc.). It will also outline the requirements to operate each recommend livelihood such as necessary inputs, raw materials, tools, equipment, and training.

- **Small loans.** Kora Fund will provide small loans to the participants to start a new business or enhance an existing business. Loans will only be disbursed after participants have successfully completed the business skills training.
- **Linkage with market actors.** The program through Coaches will facilitate linkage with relevant market actors such as suppliers/vendors, buyers, associations as relevant to the business of the participants.

## **Pillar 2. Financial Inclusion**

- i. **Financial Literacy Training.** The program will provide financial literacy training on topics such as how to track spending and earnings within the household, how to develop household budget, how to do financial planning for the future, among others. This will be provided directly by the Women's Center with support from the Coach, who will coordinate, support enrollment, and monitor participation of pilot participants. Coaches will also attend the training for their own knowledge and so that they are able to reinforce the lessons learned during coaching sessions.
- ii. **Savings Group.** At the beginning of program implementation, all participants will be grouped into savings group, facilitated by the Coaches with support from the Business Officer, so that the participants can save regularly and take loans when needed.<sup>22</sup> The Coaches will attend regular savings group meetings throughout the pilot duration to monitor and ensure smooth running of the savings group.
- iii. **Linkage to financial services.** The program through Coaches will facilitate linkage to financial services such as microfinance or others based on the needs of the household.

## **Pillar 3. Social Empowerment**

- i. **Community sensitization meeting.** Before the implementation of the pilot, Kora Fund will organize community sensitization meetings in neighborhoods where selected participants are based to share objectives and activities of the program.<sup>23</sup> This will be facilitated by the Program Manager with support from the Coaches and will offer a platform for community members, including participants' family members to raise any questions or concerns they might have regarding the program.
- ii. **Life Skills training.** All participants will receive life skills training - one topic every month throughout the pilot duration. It will be focused on social and health topics relevant to the Marshall Islands context such as disaster risks and preparedness; communicable and non-communicable diseases; water, sanitation, and hygiene practices; food and nutrition; violence against women and children; effective communication skills, among others. The life skills training will be provided directly by the Women's Center with support from

---

<sup>22</sup> An expert on savings group (consultant financed by the ADB project) will build capacity of Kora Fund on how to establish, manage, and monitor savings group.

<sup>23</sup> The community sensitization activity conducted in the *Niger Adaptive Safety Nets Project* supported by the World Bank helped to enhance gender attitudes and perceptions regarding women's economic participation at the community level. In Niger, the activity consisted of the projection of a video depicting a short fictional story followed by a discussion with the larger community to raise awareness of social norms and foster support to beneficiaries. *Source: Bossuroy, Thomas; Goldstein, Markus; Karlan, Dean; Kazianga, Harounan; Pariente, William; Premand, Patrick; Thomas, Catherine; Udry, Christopher; Vaillant, Julia; Wright, Kelsey. 2021. Pathways Out of Extreme Poverty: Tackling Psychosocial and Capital Constraints with a Multi-faceted Social Protection Program in Niger. Policy Research Working Paper; No. 9562. © World Bank, Washington, DC.*



Coaches to coordinate, support enrollment, and monitor participation of pilot participants. Coaches will attend all life skills training for their own knowledge and so that they are able to reinforce the lessons learned during coaching sessions.

- iii. **Men-only community workshops.**<sup>24</sup> The program will provide men-only community workshops focused on topics such as gender and power, fatherhood, decision-making, navigating relationships and intimate partner violence, male engagement in reproductive and maternal health for partners of program participants. This workshop will be provided directly by the Women's Center. The goal of the men-only sessions will not be to "tell" the male participants of the session how "they should" or "should not" behave but to encourage them to reflect, question, and analyze their own experiences and to identify their factors that influence their decision-making and vulnerabilities. Such men-only workshops will provide a safe space where men are encouraged to reflect critically about gender roles, norms, and relationships and address gender inequality within the household.
- iv. **Men and Women community workshops.** The program will provide men and women community workshops focused on topics such as gender norms and gender roles, communication and couple negotiation, decision making and planning, budgeting, positive parenting, and healthy relationships for pilot participants and their partners. This workshop will be also be provided directly by the Women's Center. The goal of such joint sessions is for male members of the household to see the benefits of a 'strategic alliance' needed between men and women to meet all the needs of the household and redistribute care work more fairly within households in order to bolster household economic development. Such joint sessions are a way to demonstrate continued engagement of men and other household members (not just at the start of the program) to secure their buy-in and support program participants. Such deliberate efforts also reflect the program's priority to make it a household approach.
- v. **Peer networks.** All the participants through their Coach will be linked to peer groups and networks to build their social capital and promote peer-to-peer learning.

#### **Pillar 4. Social Protection**

- i. **Access to basic services.** During household monitoring, Coaches will be responsible for assessing if the basic needs of the household are being met and provide guidance and referrals if they are not and need to access additional support. They will facilitate linkage to basic services and resources such as health services, education, legal and psychosocial support. Coaches will also facilitate access to any grants or allowances that the participating households may be eligible for.

#### **Pillar 5. Coaching & Mentorship**

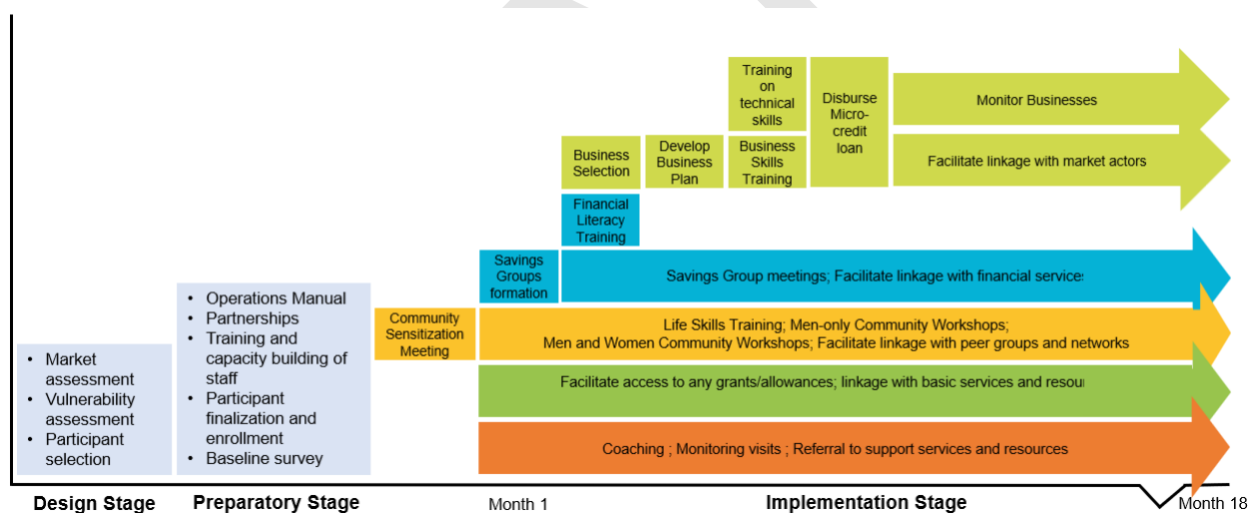
- i. **Coaching Session.** Coaches will conduct biweekly coaching sessions to reinforce key messages from different training so that the participants are reminded of what they have learnt and how they can use it in their lives.

---

<sup>24</sup> The limited evidence from nascent field of research on engaging men in programs that promote women's economic empowerment is mixed on the impact of engaging men. However, there are encouraging results when program sought to shift perceived norms among men about the acceptability of women's work. *Source: Pierotti, Rachael Susan; Delavallade, Clara Anne; Brar, Rajdev Kaur. Engaging Men for Women's Economic Empowerment: Overview of the Evidence (English). Africa Gender Policy Briefs Washington, D.C.: World Bank Group.*

- ii. **Regularly monitoring of the socio-economic situation.** Coaches will visit the participants assigned to them twice or more in a month.
- One visit will be dedicated to monitoring the overall wellbeing of the household and conducting coaching session. This will involve collecting and recording monitoring data on their overall wellbeing such as health of the household members, their ability to save regularly, household incomes and expenses.
  - Another visit will be dedicated to monitoring the progress the business supported by the program such as identifying any challenges they may be facing; any additional support or guidance needed and provide guidance or refer to resources accordingly.
- iii. **Provide tailored support and guidance.** By closely monitoring the households, based on their situation, specific needs or challenges that they may be experiencing, the coaches will provide tailored support and guidance. They will refer the participants to support services and resources accordingly for any additional support needed. For example, referral to women’s organization if they see incidence of domestic violence so that women can receive legal or psychosocial support.

The diagram below depicts the sequencing of the Kora Fund Graduation Pilot program.



The following table includes details of the implementer and frequency of each intervention of the Kora Fund Graduation Pilot program.

Pilot Activities	Who delivers the activities	Frequency
<b>Graduation Pillar: Livelihoods Promotion</b>		
Market assessment (to identify livelihood options most suitable for women in the RMI)	Consultant financed by ADB project	One-time assessment
Support on Business selection (among the livelihood options recommended by market assessment)	Kora Fund (Coach)	One-time

Support to prepare Business Plan	Kora Fund (Coach)	One-time
Seed Capital to set up a new or enhance an existing business	Kora Fund	One-time
Basic Business Skills Training	Women's Center	2-3 full days
Training on technical skills specific to the business	Women's Center	Depends on the specific skill (may last 3-5 full days)
Facilitate linkage with relevant market actors	Kora Fund (Coach)	Throughout the pilot duration
<b>Graduation Pillar: Financial Inclusion</b>		
Financial literacy training	Women's Center	3 full days
Form and oversee savings groups to access savings and loan mechanism (Village Savings and Loans Associations)	Kora Fund (Coach)	Throughout the pilot duration
Facilitate linkage with financial services	Kora Fund (Coach)	Throughout the pilot duration
<b>Graduation Pillar: Social Empowerment</b>		
Community sensitization meeting	Kora Fund (Facilitated by Program Manager with support from Coaches)	One-time; Half day meeting
Life skills training focused on soft skills (e.g. communication skills, conflict resolution, etc.) and basic social and health topics (e.g. food and nutrition, communicable and non-communicable diseases, disaster preparedness, sexual and reproductive health, family planning, maternal health, etc.)	Women's Center	Total topics = 15 (1-2hrs per topic)
Men-only community workshops focused on: gender and power, fatherhood, decision-making, navigating relationships and intimate partner violence, male engagement in reproductive and maternal health for partners of pilot participants	Women's Center	Total topics = 5 (2-3hrs per topic)
Men and women community workshops focused on: gender norms and gender roles, communication and couple negotiation, decision making and planning, budgeting, positive parenting, and healthy relationships for pilot participants and their partners.	Women's Center	Total topics = 6 (2-3hrs per topic)
Facilitate linkage with peer groups and networks	Kora Fund (Coach)	Throughout the pilot duration
<b>Graduation Pillar: Social Protection</b>		
Facilitate access to any grants or allowances that they may be eligible for	Kora Fund (Coach)	Throughout the pilot duration
Facilitate linkage with basic services and resources	Kora Fund (Coach)	Throughout the pilot duration
<b>Graduation Pillar: Coaching &amp; Mentorship</b>		

Bi-weekly coaching session to provide tailored support and reinforce key lessons from different trainings	Kora Fund (Coach)	2 coaching sessions per month
Regular monitoring of household welfare and the business supported by the program	Kora Fund (Coach)	Throughout the pilot duration
Refer to support services and resources as needed	Kora Fund (Coach)	Throughout the pilot duration

- The Graduation pilot will also aim to reduce shocks experienced by vulnerable families due to climate crisis (flooding, droughts, storms, heat waves etc.) The pilot will:
  - promote diversified livelihoods in the graduation approach
  - enable families to draw on external resources when they face reduction in income such as accessing new financing/ financing that is shock responsive or insurance for shocks, anticipatory cash transfers.
  - link participants to health services and other services (cooling chambers, emergency centers that support during times of crisis.
  - Add climate resilience coaching to curriculum.

### **2.1.5 Outreach skills livelihood trainings developed and piloted**

- The project will support the design of 5 one to two-week livelihood training courses specifically to be delivered to women and youth from rural Majuro atoll and the neighboring islands.
- The project will support the delivery of each course 3 times throughout the duration of the project (total 15 courses delivered).
- Trainings will be in-person, in community, for 5 hours per day to allow for care burdens.
- The trainings will focus on delivering demand driven skills leading to income generation.
- The trainings will be free for participants.
- For each training course the project will support training two national trainers to lead in-country trainings. The nationals will then go on to lead future subsequent course delivery to add to the sustainability of the activity.
- Participants will be given equipment and tools to help them start their livelihood activities (ex: sewing machines, tools, etc.).
- Trainings could take place at the Women’s Center if improvements to implementing trainings in rural areas have not improved before project implementation, including challenges with transporting equipment to rural areas, high cost of food and accommodation in rural areas, and local politics and conflicts around ownership of trainings and training equipment that have historically clouded the delivery of trainings.
- Trainings carried out in rural areas and neighboring islands could be delivered in community centers rather than churches to make them inclusive to all residents regardless of religious denomination.

- Trainings carried out in rural areas and neighboring islands need to put into place agreements with the local government to outline ownership and use of any equipment brought in by the project. Agreements should especially ensure that project participants have ownership of livelihood tools and equipment they have been trained to use (such as sewing machines and tools).
- Trainings carried out in rural areas and neighboring islands can transport equipment such as shade tent, chairs, folding tables, tools and other equipment by government regulated boat which departs once every 3-6 months from Majuro. Alternatively, a boat can be chartered.
- It is possible to hire a vehicle in the rural areas and neighboring islands to transport people or equipment but sufficient petrol for the duration of the trip has to be brought with from Majuro, or organized for its purchase in advance.
- Based on in person consultations and review of needs assessment reports<sup>25</sup> 4 courses could be:

**i. Packaging and E-commerce Strategies**

An in person 1 week (5 day) 5 hours per day course to teach women how to package their handicrafts (and other goods for sale) and develop e-commerce pathways and strategies to sell their goods overseas, especially to Marshallese diaspora living in the US.

Participants will be provided with some locally resourced packaging materials to help them get started.

- Course Outline could include:
  - **Day 1:** Product Packaging: Packaging is an integral part of the product because it protects it, makes it easy to transport, and can be used to promote it. Topics to be discussed include: materials used, design the packaging, print or hand write information and logo, and packaging assembly.
  - **Day 2:** Work on your product packaging design and make a prototype.
  - **Day 3:** E-commerce strategies: Learn about the ecommerce strategy that works best for RMI (shopify, etsy, email campaign + square payment or E-transfer link or paypal).  
Marketing strategies: Learn different product marketing strategies from using social media to radio to newspaper adds.
  - **Day 4:** Set up each participant's E-commerce strategy.
  - **Day 5:** Financial Literacy and Household Savings strategies are taught and presented. A household savings tool is given to participants (specifically designed notebook, or phone app). Each participant practices inputting into the notebook or app.

---

<sup>25</sup>World Bank Education and Skills Strengthening Project. 2023. *Skills Profiling and Gap Analysis Report*; College of the Marshall Islands Kwajalein Training Needs Assessment Inception Report 2020,

## ii. **Sewing**

An in person 1 week (5 day) 5 hours per day course to teach women how to sew products for both personal consumption and sale especially in-demand school uniforms, and matching outfits for birthday parties, weddings, and other special occasions, and reusable feminine hygiene products.

Each participant will receive a sewing machine, and some thread and material to help them get started, as well as several patterns for dresses, button down shirts, pants, school uniforms, and reusable menstrual hygiene products.

This course can then be followed by taking the packaging and e-commerce training course.

Course Outline could include:

- **Day 1:** Introduction to sewing machine, mechanics and how to use it, maintain it, problem solve, and how to store your sewing machine safely and securely.
- **Day 2:** Introduction to clothing sewing patterns, how to measure bodies for bespoke clothes, how to make your own patterns.
- **Day 3:** Participants will be guided through the process of sewing one piece of clothing.
- **Day 4:** Introduction to menstrual hygiene pattern and participants will be guided through the process of sewing a reusable menstrual hygiene product.
- **Day 5:** Strategies for product marketing and sales are given. Participants will be taught financial literacy and household savings strategies. A household savings tool is given to participants (specifically designed notebook, or phone app). Each participant practices inputting into the notebook or app.

## iii. **Jewelry Making from reusable materials**

An in person 1 week (5 day) 5 hours per day course to teach women how to make innovative and exciting new jewelry products from reusable easily obtained materials for sale.

Each participant will be given some reusable materials to help them start their jewelry making journey as well as needed jewelry making tools like plyers and scissors and earring backings, necklace and bracelet clasps etc.

This course can then be followed by taking the packaging and e-commerce training course.

Course Outline could include:

- **Day 1:** Introduction to jewelry making, different types of jewelry, showing some international examples (safety pin jewelry from, flattened coke can jewelry etc. brainstorming ideas for new types of RMI jewelry using local materials.

- **Day 2:** Participants each design and make an earring prototype using local reusable materials.
- **Day 3:** Participants each design and make a necklace prototype local reusable material.
- **Day 4:** Participants each design and make another type of jewelry product using local materials prototype is designed using local reusable materials
- **Day 5:** Strategies for product marketing and sales are given. Participants will be taught financial literacy and household savings strategies. A household savings tool is given to participants (specifically designed notebook, or phone app). Each participant practices inputting into the notebook or app.

**iv. Agriculture and reducing food insecurity training**

An in person 2 week (10 instruction days) 5 hours per day course to teach women and youth agriculture and backyard gardening skills. Increased agricultural products can be privately consumed to reduce food insecurity and can be bartered and sold for income generation.

Each participant will be provided with gardening tools and seeds needed to establish and maintain their gardens.

Topics can include:

- Land rights
- Food insecurity
- access to water
- how to handle pests
- recommended tools
- what crops to grow and how much space do they need
- when to harvest
- how to store food items
- how to sell food at market

**v. Boat and Small Engine repair**

An in person 2 week (10 instruction) 5 hours per day course to teach women and youth how to repair small engines including boat engines.

Each participant will be provided with a tool kit including the tools needed to continue to do small engine repair work.

Course Modules could include:

**Week 1: small engine repair**

**Module 1: Small Engine Repair**

**Basic Principles of Small Engine Repair**

- Career Opportunities in the Field
- Tools and Safety
- The Basics of Small Engine Design
- Typical Small Engine Maintenance and Repair Tasks
- Some Small-Engine-Powered Machines and How They Work

**Module 2: Small Engine Repair  
Servicing Small Gas Engines Part 1**

- Safety in the Small Engine Shop
- Tools and Measuring Instruments
- Fasteners; Sealants; Gaskets
- Fundamentals of Electricity, Magnetism and Electronics
- Principles of Engine Operation
- Two-Cycle and Four-Cycle Engines
- Engine Components
- Measuring Engine Performance

**Module 3: Small Engine Repair  
Servicing Small Gas Engines Part 2**

- Fuel Supply, Air Induction and Emissions
- Carburetion
- Ignition Systems
- Lubrication Systems
- Cooling Systems
- Preventative Maintenance
- Troubleshooting
- Fuel System Servicing
- Ignition and Electrical System Servicing

**Module 4: Small Engine Repair  
Servicing Small Gas Engines Part 3**

- Engine Disassembly and Inspection
- Cylinder, Crankshaft and Piston Service
- Camshaft and Valve Train Service
- Engine Reassembly and Break-In
- Lawn and Brush Equipment
- Lawn and Garden Tractors
- Snow Throwers
- Personal Watercraft
- Career Opportunities
- Steps to Certification

**Week 2: Boat Engine repair**

**Module 1: problem diagnosis**

- How to diagnose and deal with common problems in engines and propulsion maintenance of diesel and gasoline engine vessels.

**Module 3: boat motor repair**

- Apply skills from week 1 to repair boat motors

**Module 3: boat motor maintenance**

- Learn maintenance skills of diesel and gasoline engine vessels.

**Last Day: Starting your own small engine repair business**

- Charging an appropriate fee



- Financial literacy and savings skills
- Advertising and promoting your service
- Information on further skills training opportunities and qualifications

**Other course ideas for outreach training courses include:**

- sustainable and climate-resilient livelihood pathways
- home-baking and catering
- backyard agriculture

**All training programs will additionally offer units on:**

- climate-aware entrepreneurship
- financial literacy and savings
- information on pathways to further education and livelihood training resources
- information on grant, micro-business, and business loan opportunities, and loan opportunities specifically for women.
- income diversification
- sustainable and climate-resilient livelihood pathways
- food security livelihood
- income diversification

**Other training ideas include:**

- tour-guiding with a focus on historical and cultural activities
- hospitality for hotel and restaurants
- customer service
- culinary
- furniture making using local materials (eg. Coconuts)
- make money from renting out your room / house

**Proposed Activities: Output 3**

N/A

**Justification**

- There is a gap in RMI for spaces for vulnerable women and youth to engage in livelihood skills activities, voice their opinions, build their confidence, empower themselves and one another, and receive guidance and mentorship and counselling.
- No other development partner is designing or delivering a women's center in RMI.
- To date, CMI and NTC have not facilitated or implemented any informal, short-term training courses specifically for women.
- CMI has recently consulted with the Mayors Association to develop short TVET skills programs such as agriculture, small engines repair, HVAC, but no budget was allocated in 2024 fiscal year for this program.
- The World Bank ESSP TVET training needs assessment report (2023)<sup>26</sup> recommends several skills needed in RMI such as green TVET including solar energy generation and distribution:

---

<sup>26</sup> Education and Skills Strengthening Project (ESSP). 2023. *Republic of the Marshall Islands Training Needs Assessment*. Majuro.

small engine repairs including boat engines, water pumps, generators, and lawn mowers. The report did not report on the skills needs specifically for neighboring islands and rural women. Due diligence conducted by IBF's gender expert with women in rural Majuro atoll revealed additional need and interest in product packaging and digital marketing of handicrafts and other items, handicrafts production, sewing and garment manufacturing, sewing of reusable feminine hygiene products, catering, and backyard agriculture. Discussions also revealed desire for financial literacy, as well as information on pathways to further education and livelihood training resources and information on grant, micro-business, and business loan opportunities.

- Women's economic empowerment and supporting women to fulfill their rights to establish an economic enterprise and engage in economic activities, access markets, financial services, and social protection has been shown to help prevent violence against women.
- Training offerings will also be relevant for Marshallese migrating to the US to work or start businesses there.

### Key Decision Points

- The selection of the proposed activities occurred during a stakeholder decision making workshop in Majuro on March 20th, 2024.<sup>27</sup>
- During the stakeholder decision making workshop, stakeholders ranked the proposed Women's Center as number 3 out of a total of 13 proposed activities.
- Stakeholders ranked the proposed Women's Center as their first-choice activity for the use of GEN funding.
- Stakeholders chose to wrap a proposed separate activity of "outreach skills training in rural areas of Majuro atoll and neighboring islands" into the women's center programming rather than developing it as a stand-alone activity. This was due to the proposed new women's center's aim to provide informal skills training to women including vulnerable women.

### Policy Alignment

- The project is aligned with the Pacific Approach 2021–2025, specifically supporting inclusive growth by tackling skills barriers and strengthening social assistance.<sup>28</sup>

---

<sup>27</sup>During the stakeholder decision making workshop stakeholders ranked a long list of 13 activities (proposed by the consultancy team after due diligence activities) from the most preferred to the least preferred based on i. alignment with government priorities, ii. government desirability of activity, and iii. breadth of impact to beneficiaries. Activities were also grouped into three categories according to their funding sources (ADF, GEN, and mix ADF and GEN). The result of the selection was a list of 8 preferred activities. During the mission the IBF consulting team shortened the list once more following additional due diligence of activities being implemented by other development partners and activities seen as not aligned with future government plans. This process led to a shorter list of 5 key activities to propose to ADB for funding.

<sup>28</sup>The country partnership strategy equivalent for the RMI is the Pacific Approach. ADB. 2021. Pacific Approach, 2021–2025. Manila.

- This aligns with Gender Equality Act 2019,<sup>29</sup> specifically to secure gender equality and non-discrimination in the area of education.
- It also aligns with 1.2 Education and Training in the Social and Culture Pillar of the National Strategic Plan 2020-2030 which states its goal as: inclusive and equitable education and lifelong learning opportunities for all.<sup>30</sup>
- The National Gender Mainstreaming Policy of the RMI promotes gender equality and empowering women. It focuses on strengthening institutional capacity, eliminating gender-based violence, ensuring equitable participation in economic development and decision-making, and supporting women's access to education, employment, and resources.<sup>31</sup>
- The establishment of this type of center aligns with the Domestic Violence and Protection Act 2018 (originally adopted in 2011).
- This activity also aligns with a fund used by MoCIA relating to GBV prevention and response services.

## Architecture & Engineering

### Existing 'Pink Building' Light Renovation

- Architectural renovation of the existing building (13.4m by 9.75m) will be performed.
- A rapid engineering assessment shall be performed to determine the level of climate and disaster resilience the existing building currently has; with recommendations for targeted or full building strengthening to risk inform the donor and government stakeholders. The strengthening works are excluded from this proposal.
- Design and construction shall be performed in accordance with national laws, regulations, standards, and codes. The basis of design and construction shall utilize the draft RMI National Building Code and the International Code Council Building Code. The designer shall consult national stakeholders and prepare a design criteria document for all disciplines listing all standards and design parameters; integrating and specifying the climate scenario selected. Where hazard parameters are not addressed by the building codes and standards, the consultant shall perform a desktop review of literature and integrate this into the design criteria document.

### New Women's Center Extension Building

- Construction of a new detached 2-story 'women's center extension' with a maximum usable building footprint of ~470 m<sup>2</sup> per floor (Total built area maximum of ~990 m<sup>2</sup>). See preliminary concept drawings.
- The building design shall integrate the following key design philosophies of 1) natural ventilation and lighting (Air-conditioning shall be eliminated and/or be of a very limited nature), 2) Low energy consumption (energy efficient systems), 3) Low-maintenance and operations costs 4) Prevention of mold/mildew, 5) High corrosion resistance of architectural, structural, and MEP components and equipment, 6) Resilience and climate

<sup>29</sup> Government of the Marshall Islands. 2019. *Gender Equality Act, 2019*. Majuro.

<sup>30</sup> Marshall Islands Government. *National Strategic Plan 2020-2030 Republic of the Marshall Islands*.

<sup>31</sup> Government of the Marshall Islands. 2019. *Gender Equality Act, 2019*. Majuro.

change adaptation in accordance with standards and codes, 7) Buildable with local labor, 8) Gender sensitive, accessible for persons with disabilities and child and mother-friendly, and 9) Conducive to a safe and productive work and learning environment.

- The building is assumed to be a concrete framed structure with reinforced fully grouted concrete masonry walls supported by isolated concrete pad footings. A sloped timber truss roof with powder coated sheeting that allows natural ventilation/cooling of the building and be able to support the weight of photovoltaic panels. The designs shall adapt the standard PMU school drawings/specifications/BOQs to the site and use; and perform all necessary calculations and reports utilizing the aforementioned codes and standards.
- Design and construction shall be performed in accordance with national laws, regulations, standards, and codes. The basis of design shall utilize the draft RMI National Building Code and the International Code Council Building Code. The designer shall consult national stakeholders and prepare a design criteria document for all disciplines listing all standards and design parameters; integrating and specifying the climate scenario selected. Where hazard parameters are not addressed by the building codes and standards, the consultant shall perform a desktop review of literature and integrate this into the design criteria document.
- The ground floor and equipment shall be set at an elevation at or above the design flood height (including sea level rise and wave action) as per the building codes and standards.
- The PREL building is planned to be partially demolished to accommodate a new building; with a closure wall reconstructed. If new building can be designed to avoid partial demolition of PREL building this is preferred.

### **Key Safeguards Issues and Mitigation**

Demolition and disposal of material particularly in relationship to the MoCIA Women Centre Extension and Refurbishment

- Implementation of health and safety best practice management for workers and community for asbestos and any other potential hazardous materials
- Implementation of a traffic management plan for works in the roadways
- Noise controls during construction at MoCIA Women Centre especially during work hours
- Impacts on the Physical Environment
- Impacts on the Biological Environment

Gender-based violence (GBV) is a prevalent issue in the Marshall Islands.

- CEMP to include Codes of Conduct for all workers and staff
- GBV Training for workers
- GBV Refreshers during onsite toolbox sessions

Land Issues.

The project will not require additional land acquisition.

- There will be no involuntary resettlement impacts.
- All the civil works and construction activities will be on government leased lands.
- There will also be no physical or economic displacement impacts as a result of the project.

#### Consultations.

Consultations with relevant RMI Government agencies were undertaken during missions in 2022, 2023, and in 2024 as part of the original project preparation.

- A stakeholder engagement program with relevant village communities is planned partly aimed at providing public awareness and soliciting comments and questions.
- Communications will be in both in the local language and in English.
- The local radio station will be invited to stream live the consultations to ensure broad awareness of other communities and the outer islands.

### Climate Resilience

Climate /Disaster Hazard	Likelihood (include justification)	Consequence (include justification)	Potential Risk Reduction Measures	Indicative Cost of Measures
Increasing Temperature	Frequent and regular – clear historical and projected increase in mean and maximum temperatures	Moderate – the increase in the order of a few degrees for both project mean and maximum temperature is unlikely to have a significant effect on the building structure	Provision for ventilation and air conditioning is considered however, specification of cooling systems should consider the future cooling requirements, based on projected future increases in temperature, increasing the resilience of all sites due to increasing temperatures. Particularly sensitive equipment may benefit from being situated in areas with better access to air conditioning to maintain safe operating temperatures. Where possible, equipment should be selected that is able to operate in hotter conditions, in line with the expected rise in temperature. Temperature within the new building (or renovated buildings) therefore shall be considered through allowing for natural ventilation and air conditioning in some select areas of the renovated buildings as required. The primary power supply will need to be provided through a connection to the mains power supply operated by the Marshalls Energy Company (MEC). To allow continued supply of power to the sites during outages, two (2 No.) back-up generators will be installed, with weatherproof canopies which shall support power supply matters to ensure water supply from desalination and groundwater sources.	\$1,000's
Increasing Rainfall	Common – evidence of increase rainfall	Moderate – Potential to overwhelm drainage system	Excessive intensive rainfall runoff will be managed through the site drainage system (offsite) however detailed design should ensure that it is sized to	\$100's - \$1000's

Climate /Disaster Hazard	Likelihood (include justification)	Consequence (include justification)	Potential Risk Reduction Measures	Indicative Cost of Measures
	intensity (flash floods)	for short periods resulting in flash flooding impacts occurring.	convey runoff from projected future rainfall events. Regarding road access, during heavy rain events, the water level may become very high and unsafe for vehicles (bus/quad bike etc).	
Drought and Water Resource	Although meteorological drought is expected to increase in frequency, the site is on a reticulated water supply and not directly dependent upon rainwater harvesting techniques.	Minimal – Disruptions to a system for less than a week	The water supply for the 2 main (non-sea wall construction sites) will be from a mains connection to the existing MEC supply (desalination plant and groundwater). On-site water storage tanks must be proposed to store mains water during outages, however, the storage that these will provide is not quantified, so no assessment of their adequacy to meet water shortage periods can be undertaken. Rainwater harvesting should be considered as an option for filling the storage tanks and or supplying water for non-potable uses e.g. flushing toilets.	\$100's - \$1000's
Increase in Tropical Typhoon severity	Common projected increase in frequency expected (year)	Significant - High cost to repair or replace	New buildings proposed at sites 1 and 2, will remain with limit state wind speed noted above. The minimum wind loads will be developed using Australian Standard AS1170 and will take into account a number of factors including but not limited to the expected design life, importance level, consequence of failure for importance levels and annual probability exceedance. Adhere to RMI building code advice and details as required.	\$ 10,000 - 100,000's
Storm Surge (Coastal Inundation (1 in 20 year wave on the 2070 mean sea level)	Common regular inundation from King Tides	Significant – located directly on the shoreline, without suitable current sea wall protection, the site remains at significant risk from coastal surge events	Whilst not directly on the shoreline, there is still a risk of coastal inundation at this site. A specific coastal modelling study is undertaken to determine flood pathway corridors and from this, determine the extent of engineering works needed plus crest heights for existing/new seawalls to protect infrastructure in the vicinity of all proposed sites. The proposed crest height increase of circa 12 inches appears to be a sensible estimate at this juncture to use within preliminary designs. Drainage aspects will however need to be embraced robustly within any future design to ensure that flash flood (and wave overtopping) water conveyance matters are addressed. Also, locate utility fittings above flood levels.	\$100,000's
Sea Level Rise	Frequent and regular - Latest predictions suggest a 0.25m increase in SLR by 2040 and 0.5m by 2070	Significant – whilst site is not directly on the shoreline, without sea wall protection nearby, the site remains at risk from SLR in	Whilst not directly on the shoreline, there is still a risk of SLR at this site. A specific coastal modelling study is undertaken to determine flood pathway corridors and from this, determine the extent of engineering works needed plus crest heights for existing/new	\$100,000's

Climate /Disaster Hazard	Likelihood (include justification)	Consequence (include justification)	Potential Risk Reduction Measures	Indicative Cost of Measures
		combination with coastal surge/extreme wave events.	seawalls to protect infrastructure in the vicinity of all proposed sites. The proposed crest height increase of circa 12 inches appears to sensible estimate at this juncture to use within preliminary designs. Locate utility fittings above flood levels. Enhancement of seawalls as proposed in the RMI NAP (2023). See Annex A of the CDRA for design details.	
Tsunami	Very rare	Significant	Adhere to RMI building code advice and details for seismic construction needs	\$100,000's

## Procurement Details

### Procurement of Women's Center livelihood trainings

- There are several training options:
  - i. Direct contract a provider to deliver the training
  - ii. Purchase an off the shelf training from a company or organization that is administered to women's center participants by a women's center staff member.
  - iii. Sign up for an online training program from an institution or organization, administered to a group of participants by a women's center staff member.
  - iv. Fund the curriculum development of a specific course and its delivery.

<b>A Women's Center focused on skills training and livelihood development is built and operationalized.</b>	
<i>Output 1: Infrastructure for the MoCIA women's center including offices for women and youth focused activities built.</i>	
1.1.1 Renovate existing 'pink building' lightly	RFQ method with national bidding will be utilized
1.1.2 Construct Women's center new extension	OCB method with international bidding will be utilized
1.1.3 Procure furniture and fittings for the women's center	RFQ method with national bidding will be utilized
1.1.4 Hire five staff members to manage and run the center and programming	Individual national consultant selection method will be utilized
1.1.5 Provide an all-terrain vehicle and trailer to deliver outreach skills livelihood training to vulnerable women in rural Majuro Atoll and neighboring islands	RFQ method with national bidding will be utilized
1.1.7 Design and construction supervision	An international consulting firm will be selected following cost and quality based selection method with

	Full Technical Proposal format. The procurement package will go under advance contracting
1.1.8 Project management support	An international consulting firm will be selected following cost and quality based selection method with Full Technical Proposal format. The procurement package will go under advance contracting
<i>Output 2: Skills, livelihood and entrepreneurship training courses, drop-in sessions and events for women developed and delivered at the MoCIA Women's Center</i>	
2.1.3 Design and implement a pilot Poverty Graduation Program	Following Single Sources Selection method direct contract with Kora Fund
2.1.4 Multi-year training programs at Women's Center, Rural Areas and Outer Islands including annual training plan	An international consulting firm will be selected following cost and quality based selection method with Full Technical Proposal format.

### Implementation Schedule

- 1.1.1 Existing 'pink building' lightly renovated: Commence implementing in Year 1, Q3 and complete in Year 1, Q4
- 1.1.2 Women's center new extension built: Commence implementing in Year 1, Q4 and complete in Year 3, Q2
- 1.1.3 Furniture and fittings for the women's center provided: Commence implementing in Year 3, Q1 and complete in Year 3, Q2
- 1.1.4 Five staff members hired to manage and run the center and programming: Commence implementing in Year 1, Q3 and complete in Year 1, Q4
- 1.1.5 Women's center operating procedures developed: Commence implementing in Year 1, Q4 and complete in Year 2, Q2
- 1.1.6 An all-terrain vehicle and trailer to deliver outreach skills livelihood training (proposed activity 2.1.5) to vulnerable women in rural Majuro Atoll and neighboring islands provided: Commence implementing in Year 3, Q1 and complete in Year 3, Q2
- 1.1.7 PSS compound (Women's Center, WAM, LSA, PSS) is provided with a transport resource: Commence implementing in Year 3, Q1 and complete in Year 3, Q2
- 2.1.1 Livelihood training courses developed and delivered: Commence implementing in Year 2, Q1 and complete in Year 6, Q4
- 2.1.2 The National Training Council (NTC) delivers bi-weekly drop-in sessions focused on career guidance: Commence implementing in Year 2, Q1 and complete in Year 6, Q4
- 2.1.3 A Graduation Program pilot designed and implemented: Commence implementing in Year 2, Q3 and complete in Year 3, Q4



- 2.1.4 Women's Center staff organize and run events each month: Commence implementing in Year 2, Q1 and complete in Year 6, Q4
- 2.1.5 Outreach skills livelihood trainings developed and piloted: Commence implementing in Year 2, Q3 and complete in Year 6, Q4

DRAFT

## **CMI Childcare Center is built and a Family Friendly Study Area and Family Friendly Training Space upgraded and expanded.**

### **Key Stakeholders**

College of the Marshall Islands (CMI)

### **MOA requirements**

Between MoCIA and CMI

### **Funding Source**

Asian Development Fund 13 (ADF) 13 Thematic Pool's strategic area supporting Sustainable Development Goal 5's transformative gender agenda.

### **Key Beneficiaries**

- Total Beneficiaries 2,505 during the lifespan of the project.
- CMI students with young children.
- Space depending, CMI staff and teachers with young children.
- It is estimated that the project will reach 50 families each year
- 955 CMI students use the family friendly study-space per year (roughly 50% of the student body (1911 total students per semester);
- 1500 people will use the training space per year (15 trainings hosted in a 10 month period x 10 participants per training)

### **Short description**

- Family friendly facilities at CMI constructed to include a new childcare center and fenced in playground, family friendly training space with parent bathroom and baby changing equipment and a family friendly study area with toy areas, safe and private breastfeeding room, and parent bathroom with baby changing equipment. This is to reduce the number of young parents dropping out of certificate and degree programs due to the lack of childcare, and to remove one of the many barriers young people in RMI face in continuing their education and pathways to livelihood opportunities.<sup>32</sup>

### **Long Description**

- The College of the Marshall (CMI) Islands has had a long-standing plan to offer childcare services to its students, however lack of sufficient finances for infrastructure has meant it has not been able to do so.
- CMI's vision is to create a childcare center managed and operated by CMI staff to provide needed services to support the many young parents at CMI, as well as faculty and staff,

---

<sup>32</sup> College of the Marshall Islands data reports that in 2022, 25% of students who left their studies before completion reported childcare as the reason. College of the Marshall Islands. *Addressing the gender gaps in first-year success at the College of the Marshall Islands: Why are first-year female students at the College of the Marshall Islands less likely to persist into a second year?*

who struggle juggling school responsibilities and childcare burdens. CMI data has shown that this struggle leads to leaving school before course completion.<sup>33</sup>

- To show their commitment to this proposed activity, CMI will invest 1.5million into the ADB implementation of the CMI childcare center.
- CMI does not plan to charge students fees for using the childcare center services and aims to cover the costs from their operating budgets.
- The need for childcare in RMI is significant as the Public School System (PSS) operates kindergartens for children aged four-six years, but no childcare centers or daycares.
- Several years ago the Chamber of Commerce proposed a plan to a donor for private businesses to establish a childcare center in RMI. The effort was stalled due to the lack of government rules and regulations, leading the donor to withdraw its support.<sup>34</sup>
- In 2019, a private childcare center was established in the Delap area of Majuro. The business thrived with many families enrolling their young children and paying the fees. The customers were the children of parents working full time at places like CMI and in the government. The business ultimately closed due to the owner not having applied for a work permit.<sup>35</sup>
- The proposed RMI Childcare Guidelines outline that childcare center staff must have at the minimum an academic qualification such as a diploma or degree related to working with children in the ECE environment.<sup>36</sup>
- In RMI, the University of the South Pacific (USP) RMI campus offers a Bachelor of Education in Early Childhood Education and Care (ECEC), as well as a Diploma in ECEC. There will be a pool of educated and qualified staff for the childcare center to draw on.
- The childcare center could also be used for teaching practicums for USP ECEC degree and diploma students.
- CMI space is also limited in its study and training facilities for students. It currently has a student room that combines recreational activities (ping pong) with study spaces.
- CMI as well as the general Majuro training providers landscape currently lacks affordable and sufficient training space. The current CMI training space, situated on the first floor of the proposed childcare center and family friendly study area and family friendly training space lacks structural integrity and needs to be torn down and built new.

---

<sup>33</sup> College of the Marshall Islands. 2022. *Addressing the gender gaps in first-year success at the College of the Marshall Islands: Why are first-year female students at the College of the Marshall Islands less likely to persist into a second year?*

<sup>34</sup> As per email correspondence with Eunice Borero, Grants and Operations Manager Marshall Islands Chamber of Commerce April 16, 2024.

<sup>35</sup> As per email correspondence with Eunice Borero, Grants and Operations Manager Marshall Islands Chamber of Commerce April 16, 2024.

<sup>36</sup> The World Bank. 2024. *Childcare Guidelines Final Report- ESSP RMI*. Majuro.

## Identified Need & Justification

- In RMI, the Public School System (PSS) operates kindergartens for children aged four-six years, but no childcare centers or daycares.
- Currently there are no institutions providing formal childcare services in RMI.
- The CMI 2022 Annual Report states that 26% of students have children who live with the student and depend upon them for their care.<sup>37</sup>
- Sex disaggregated course completion rates for Spring Semester 2022 is 65% of females and 66% of males (35% drop out rate for females and 34% for males); Summer Semester 2022 is 78% females and 74% males (22% drop out rate for females and 26% males).<sup>38</sup>
- College of the Marshall Islands data reports that in 2022, 25% of students (male and female) who left their studies before completion reported childcare as the reason.<sup>39</sup>
- Lack of appropriate childcare puts pressure on young women to drop out to care for their own children, as well as younger siblings, nieces and nephews placed in their care.<sup>40</sup> Sometimes, young women swap rosters so they do not miss class.<sup>41</sup>
- Consultations and focus groups with young women surfaced a need for a childcare center in Majuro and that lack of childcare is a barrier to their ability to continue education and livelihood pursuits. They explained that one consequence of high out migration rates to the US is a lack of extended family members available to help women with childcare.
- The World Bank Childcare Guidelines Landscape Analysis report (released in March 2024) states that the public believes young children need to have a high-quality learning environment (premises) that have buildings that meet the required standards of operation.<sup>42</sup>
- While there currently is no government policy on childcare in RMI, and the absence of childcare guidelines has been hindering the operation of childcare centers,<sup>43</sup> a World Bank Childcare Guidelines Final report,<sup>44</sup> suggesting proposed rules and regulations for RMI childcare centers has been given to MOCIA for review and future drafting.<sup>45</sup> Stakeholders are advocating the government to pass these rules and regulations soon so that childcare centers in RMI can be operationalized.

---

<sup>37</sup> College of the Marshall Islands Annual Report 2022.

<sup>38</sup> College of the Marshall Islands Annual Report 2022.

<sup>39</sup> College of the Marshall Islands. 2022. *Addressing the gender gaps in first-year success at the College of the Marshall Islands: Why are first-year female students at the College of the Marshall Islands less likely to persist into a second year?*

<sup>40</sup> Community Development Division, Ministry of Culture and Internal Affairs, and the Economic Policy and Planning and Statistics Office. 2018. *Gender Equality Where do we Stand? Republic of the Marshall Islands*. Majuro.

<sup>41</sup> The World Bank. 2024. *Childcare Guidelines Mid-Term Report: Landscape/SitAn Analysis- ESSP RMI*. Majuro.

<sup>42</sup> In lieu of national standards, CMI would adopt US standard / regulations. As per email correspondence with Dr. Elizabeth Switaj, CMI interim President April 22, 2024.

<sup>43</sup> The World Bank. 2024. *Childcare Guidelines Final Report- ESSP RMI*. Majuro.

<sup>44</sup> The World Bank. 2024. *Childcare Guidelines Final Report- ESSP RMI*. Majuro.

<sup>45</sup> As per email correspondence with ECE expert Lavinia Tiko, author of the RMI Childcare center landscape report and Childcare center Rules and Regulations proposal report, April 2024.

## Relevant Key Organizations/agencies

- CMI is one of two formal education options for post-secondary study in RMI (the other is the University of the Pacific RMI campus). CMI offers associate and some degree programs in nursing, education, liberal arts, business, architecture and science, technology, and math's, amongst others, as well as offering formal vocational training programs including certificates in carpentry, maritime, construction and automotive service technology. CMI also offers an adult basic education program (ABE) where young people without high school diplomas can gain a GED equivalency certificate, as well as a youth corps program which gives young people without high school diplomas internship opportunities, as well as a workforce development training which offers training in topics related to business management as well as working in formal workplaces.<sup>46</sup>
- CMI enrolment figures for 2022 academic year show Fall 2022 semester with 1082 part time students and 829 full time students, and Spring 2022 semester with 1218 part time students and 845 full time students.
- Sex disaggregated data reports that the Fall 2022 semester had 50% female enrolment and 50% male enrolment; Spring 2022 semester enrolment had 53% female enrolment and 47% male enrolment; and summer 2022 semester.
- The CMI 2022 Annual Report states that the average age of a CMI student is 22.5.<sup>47</sup>

## Proposed activities: Output 1:

### Output 1: Infrastructure for a CMI Childcare Center and Family Friendly Study Space and Family Friendly Training Center built.

#### 1.2.1 Existing building rebuilt to create a childcare center and family friendly study area and family friendly training space.

- The two existing non-engineered buildings (mix of container and adhoc timber construction) will be demolished and construction of a new 2-story building will be built in its place; with a maximum usable building footprint of 520m<sup>2</sup> per floor (total built area maximum of 1050m<sup>2</sup>). A playground area shall be integrated as part of site development. to accommodate on the ground floor the childcare center and the family friendly study space, and on the first floor the family friendly training center.
- CMI will staff and run the childcare center and also supervise the use of the family friendly study area and the family friendly training space.
- CMI will oversee and pay for building maintenance and care of the site.
- The building will be made climate and disaster resilient.

<sup>46</sup> CMI website [https://www.cmi.edu/college\\_programs/workforce-development-training/](https://www.cmi.edu/college_programs/workforce-development-training/) accessed April 16 2024.

<sup>47</sup> College of the Marshall Islands Annual Report 2022.

- The childcare center on the ground floor will include:
  - 2 spaces - Infant space and toddler and preschooler space each with sleeping room.
  - Toddler and kids and staff toilets and baby change areas
  - shower
  - access to safe and private breastfeeding space
  - baby and toddler and preschooler sleeping rooms
  - laundry area
  - kitchen (fridge/sink, washing area, microwave)
  - staff and administration area
  - outdoor fenced in playground with sandpit.
  - Ramp to 1<sup>st</sup> floor sloped for persons with disabilities
  - Staircase to the 1<sup>st</sup> floor
  - Exterior covered walkway.
  
- The family friendly study area on the ground floor will include:
  - A large room to be used for CMI students to study.
  - A private room for breastfeeding to be used by CMI students, and mothers of babies in the childcare center
  - male and female toilets with space for baby change area
  - a small inside play area with indoor toys and books for babies and preschool age kids.
  
- The family friendly training space on the first floor will include:
  - Large open concept training space / event room.
  - Common storage for training and event room materials
  - 1 men's toilet (persons with disability accessible) and 1 women's toilet (persons with disability accessible) with space for baby change area
  - A small inside play area with indoor toys and books for babies and preschool age kids
  - A covered bridge connecting the training space to the CMI library.
  
- This activity can begin in Year 1 of the project.

### **1.2.2 Fittings and items to outfit the childcare center and family friendly study space and family friendly training space provided.**

- The childcare center furniture will include:
  - Toys for outdoor activities (spades, buckets, toy trucks and cars).
  - Indoor toys will include books, arts and craft supplies, sensory bins, and other age and developmentally appropriate toys.
  - 8 child sized tables ( 6 children per table)
  - 40 toddler sized chairs
  - 35 mats or cots for sleeping.
  - 2 baby change tables
  
- Furniture for the family friendly training space on the first floor will include:
  - 1 large board table
  - 26 folding chairs,

- Baby change table
- Toys will include some books and building blocks and games for babies and preschoolers.
- Furniture for the family friendly study area will include:
  - 1 long table for group work for 12 students
  - 6 individual desks
  - 18 folding chairs
  - Toys will include some books and building blocks and games.

### 1.2.3 Childcare business plan and operating procedures developed.

The childcare center will be partitioned into 3 areas. Area 1 will accommodate a maximum of 8 infants (baby-15 months old) at a ratio of 1:4 staff. Area 2 will accommodate a maximum of 25 toddlers (12-36 months) and preschoolers (3-4 years old) at a ratio of 1:15 staff.<sup>48</sup>

- Total children at one time will be 33.
- CMI will staff and run the CMI Childcare center. This includes hiring:
  - 1 fulltime childcare center manager
  - 3 fulltime childcare center staff
  - 1 fulltime childcare center staff floater
  - 1 fulltime childcare center cook or chef
  - 1 part-time childcare center cleaner.

Total staff will be 6.

A CMI childcare center business plan with operating procedures that include detailed center registration processes, policies, quality standard requirements and maintenance plans are developed.

MoCIA is in the early stages of establishing an RMI National Childcare Policy. The CMI childcare center will follow this policy. If the National Childcare Policy has not passed in time for the opening of the CMI childcare, CMI agrees to follow guidelines and policies from the US.<sup>49</sup>

MoCIA is in the early stages of establishing a process for issuing childcare center permits. If this process is not in place in time to open the childcare center, CMI would obtain a standard employment visa (there is only one category at present in RMI). This takes 1-3 months once documents have been submitted.<sup>50</sup>

The detailed CMI business plan would additionally be aligned with the following policies:

- College of the Marshall Islands Act of 1992.<sup>51</sup>

<sup>48</sup> PSS delivered kindergarten starts at 5 years old.

<sup>49</sup> As per email communication with Dr. Elizabeth Switaj, CMI interim President: the plan is for Internal Affairs to issue permits, but there is no clear guideline or timeline of how that would be done. We would have no problem following guidelines from another country if needed; it's probably best to stick with US guidelines in parallel to our accreditation. April 22, 2024.

<sup>50</sup> As per communication with Dr. Elizabeth Switaj, CMI interim President April 22, 2024.

<sup>51</sup> College of the Marshall Islands Act of 1992 (14 MIRC Ch.2).

- RMI Child Rights Protection Act of 2015.<sup>52</sup>
- RMI Child Rights Protection Amendment Act 2022.<sup>53</sup>
- RMI Policy for Early Childhood Development (PfECD) 2023.<sup>54</sup>
- RMI Child Protection Policy (draft not yet complete).

The detailed CMI business plan will follow RMI procedures and policies for childcare centers, outlined in the 2024 childcare center Rules and Regulations proposal report (policy not yet written), which outlines the following:

#### Center Registration Process.<sup>55</sup>

- register center with appropriate government ministry (maybe MOCIA).
- Include in registration the following documents: proposed daily program, proposed learning framework, needs assessment form, lease agreement or proof of ownership, or permission to occupy premises / land.
- Agree to site visit by government officer.
- Agree to health inspection to obtain Health Clearance Certificate.
- Receive provisional registration certificate (valid for one year) from completing.
- Agree to regular monitoring by government officer including monitoring: the general care of children, administrative system and the financial system of the center.
- If satisfactory to the government officer a full registration is issued (valid for 2 years).
- The center will be monitored by relevant personnel appointed by the government for 2 years. This will include quality assurance assessments.

The center's policies could include the following:<sup>56</sup>

- Environment/ Premises/ Equipment/ Resources:
  - The environment must have both indoor and outdoor space for activities and play (sandpit, swings etc.) The equipment must be developmentally appropriate, safe and risk free for all young children.
  - Building and the whole premises must be safe and hygienically acceptable meeting RMI health care standards, policies and accompanying procedures. This includes a fire hydrant and the safety alarm.
  - The whole environment must be disability inclusive.
  - Indoor and outdoor space must be spacious for children to move around easily.
- Health, Safety and Nutrition
  - Health snacks/healthy meals must be provided to all children everyday (either by parents or the center)
  - Center must have in the program a monthly health visit from a medical team to do checks with young children.
  - Center must have readily available the contact details of the health personnel should there be a need at the center.
  - All children to have a medical report card.

<sup>52</sup> Republic of the Marshall Islands. *Child Rights Protection Act 2015*.

<sup>53</sup> Republic of the Marshall Islands. *Child Rights Protection Amendment Act 2022*.

<sup>54</sup> UNICEF. 2023. *Republic of the Marshall Islands Policy for Early Childhood Development*.

<sup>55</sup> Tiko, Lavinia. 2024 Childcare center Rules and Regulations proposal report.

<sup>56</sup> Tiko, Lavinia. 2024 Childcare center Rules and Regulations proposal report.



- All teachers must be qualified, minimum qualification of a certificate level. Having a degree qualification would be best.
- Provision for staff development, onsite training and professional learning.
- Curriculum/ Learning Activities
- Young children must be provided with appropriate curriculum and effective learning program to assist in their holistic development. One that is developmentally, and culturally appropriate, and also enhances social and emotional learning.
- Curriculum must enhance cultural diversity and respects children's individuality.
- Working with Families and Communities
- Families, especially parents and grandparents must be involved in the center, since they are child's familiar face/s.
- The service is part of the community, and there must be good relationship between the service provider and the communities at large.
- Management
- Administrative system must be well in place to ensure effective and efficient management of the facility and its activities.
- Documents like policies and procedures and all-important administrative paperwork must be systematically stored in a safe place for easy access. This includes admission and exit policies, incidents etc.

The center's quality standards (QS) requirements could include:<sup>57</sup>

- Curriculum
  - Offer curriculum that is culturally and developmentally appropriate and supports children's development across domains.
  - Curriculum could be self-initiated or use approved curriculum frameworks such as Head Start, Reggio Emilia, Montessori (which emphasize self-direct play, exploration of materials, and project-based learning).
  - Emphasize importance of play based learning activities that are engaging, culturally relevant, and support exploration.
  - Foster love of playing, including love of outdoor exploration through play.
  - Integrate Marshallese cultural values and practices into the childcare environment such as traditional stories, songs and activities.
  - Incorporate traditional music and art into the curriculum to foster cultural identity in young children.
  - Staff use curriculum documents that are anti-biased. Each child has a portfolio to record their learning.
- Child Observation and Assessment
  - Individual children are assessed, and the results used to guide curriculum plan and implementation.
  - Keep written assessment and observation records.
- Developmental Screening
  - All young children are screened to help recognize children's milestones and possible developmental delays or concerns enabling early intervention and needs.
  - Keep written screening records.

---

<sup>57</sup> Tiko, Lavinia. 2024 Childcare center Rules and Regulations proposal report.

- Parents/ Family Partnership
  - Parents and families are welcomed to the center.
  - Parents and families are encouraged to have regular communication and collaboration between childcare providers and families by using daily reports to inform parents about their child's activities and needs.
  - Acknowledge importance in RMI of extended family support and incorporate ways for families to be involved.
  
- Health and Nutrition
  - A qualified chef provides nutritious meals in the center.
  - Dedicated safe space for breastfeeding women is provided.
  - Flexible pick-up and drop-off times are considered to accommodate breastfeeding mothers' needs.
  - Train staff on importance of breastfeeding and how to support mothers in this practice (adapt UNICEF training programs on supporting mothers in childcare settings).
  
- Physical Environment (Indoor and Outdoor)
  - Indoor and outdoor environments are safe and health complaint and meet the RMI building standard checklist.
  - Facility standards meet basic health and safety requirements for childcare settings including sanitation, proper ventilation, and age-appropriate toys and equipment.
  - A checklist is provided to be checked as evidence.
  
- Relationship
  - Provide professional development opportunities to parents and stakeholders of the childcare settings.
  - Collaborate with community leaders, parents, and potential childcare providers in the development an implementation of the childcare guidelines.
  - Explore government support mechanisms such as subsidies, or tax breaks to encourage the development of quality childcare facilities.
  
- Ratio/Group Size
  - Establish ratio for developmental / or age group. Reference the widely used age groups in USA. The following is one example:
    - Infants (baby-15 months) ratio 1:4. Maximum class size 8.
    - Toddler (12-36 months) ratio 1:6. Maximum class size 10.
    - Preschool (3-4 years) ratio 1:15 Maximum class size 15.
  
- Qualifications of Staff
  - Staffs must have an academic qualification such as a diploma or degree related to working with children in the ECE environment.
  - Center develops its own minimum qualification requirement for childcare providers focusing on child development knowledge, safety training, and cultural sensitivity. Could adapt the Australian National Quality Framework for Early Childhood Education and Care.
  
- Professional Development

- Teachers must at least complete 6-10 hours in topics related to ECE (could be child development, anti-bias curriculum, learning foundations, literacy and numeracy etc).
  - Establish training programs for childcare providers to enhance their skills and knowledge. Professional development programs offered in other countries can be adapted and used.
  - Certificate of participation/ attendance provided.
- Culture and Identity
    - Invite elders into the setting and use local resources to support culturally nuanced learning and development of the young child.
  - Diversity, Equity and Inclusion
    - Encourage inclusion of all young children and staff. This is in the terms of admission and employment. All persons must be treated without any discrimination.
  - Governance and Leadership
    - Have in place written description and responsibilities of all roles, across all staff.
  - Policies and Procedures
    - Policies and procedures are used to govern the childcare setting.
  - Quality Improvement Plan (QIP)
    - An annual Quality Improvement Plan (AQIP) with outcomes to identify areas that need strengthening is developed and implemented.

The center's maintenance plan could include:

- Indoor and outdoor facility maintenance
- Furniture and fittings maintenance
- Daily and weekly cleaning processes.

The business plan and operating procedures will be culturally and contextually relevant. A short guide will be prepared in Marshallese and English to support other interested organizations to start childcare centers in RMI. The business plan and operating procedures will strengthen organizational links between CMI childcare center and other key government stakeholders and civil society organizations. For example, CMI childcare recipients can be connected to Women United Together Marshall Islands (WUTMI) young parenting program which can be delivered at the MoCIA Women's Center, or perhaps after hours at CMI childcare center by WUTMI staff. This Activity can begin in Year 1 of the project.

### **Output 2: Proposed Activities**

N/A

### **Output 3: Proposed Activities**

N/A

## Justification

- RMI has a high rate of adolescent pregnancy -58 births per 1000 young women are aged 15-19 years old.<sup>58</sup>
- Adolescent pregnancy is reported as a significant barrier for young women not completing school.
- CMI data reports that in 2022, 25% of students (male and female) who left their studies before completion reported childcare as the reason.<sup>59</sup>
- CMI data reports that male students have a 58% probability to persist to a second year of college, while females have a 44% probability. One reason given is childcare burden.<sup>60</sup>
- CMI has space on campus allocated to be a childcare center as well as giving \$1.5 million USD to the project towards infrastructure costs.
- Focus group data during December mission surfaced lack of access to childcare as one reason young women do not continue their education at CMI.
- Seeing the demand for childcare in RMI, the government is in the early stages of setting up childcare registration processes and procedures and policies.
- The World Bank Education Sector Strategic Program (ESSP) has delivered an RMI childcare center landscape analysis and RMI *childcare center policy and procedure guidelines* (released in March 2024). The proposal offers guidelines to the government consisting of recommendations for registration, and quality standards and a monitoring system for childcare centers.
- ESSP does not itself have sufficient budget to build the childcare center facility and so the proposed project will support and expand ESSP objectives.
- MoCIA has recently been tasked with writing the childcare registration process and childcare policy and processes. The project (in output 3) is proposing to offer MoCIA technical assistance to support this.

## Key Decision Points

- The selection of the proposed activities occurred during a stakeholder decision making workshop in Majuro on March 20th, 2024.<sup>61</sup>

---

<sup>58</sup> Adolescent fertility rate (births per 1,000 women ages 15-19) - Marshall Islands | Data (worldbank.org) accessed 11/4/2024

<sup>59</sup> College of the Marshall Islands. 2022. *Addressing the gender gaps in first-year success at the College of the Marshall Islands: Why are first-year female students at the College of the Marshall Islands less likely to persist into a second year?*

<sup>60</sup> Institute of Education Sciences. 2021. *Demographic and Academic Characteristics Associated with College Readiness and Early College Success in the Republic of the Marshall Islands.*

<sup>61</sup> During the stakeholder decision making workshop stakeholders ranked a long list of 13 activities (proposed by the consultancy team after due diligence activities) from the most preferred to the least preferred based on i. alignment with government priorities, ii. government desirability of activity, and iii. breadth of impact to beneficiaries. Activities

- During the stakeholder decision making workshop, stakeholders ranked the proposed CMI Childcare Center activity as number 8 out of a total of 13 proposed activities.
- Stakeholders ranked the proposed CMI Childcare Center as their second-choice activity for the use of GEN funding.

## Policy Alignment

- Stakeholders are hopeful that a government Childcare policy will be drafted and put in place in 2024. MoCIA is charged with this task.<sup>62</sup>
- RMI is one of the 15 Pacific Island Countries and territories participating in the Pacific Regional Council for Early Childhood Development, which has thus far endorsed a ten-point action plan, the Pasifika Call to Action on ECD.<sup>63</sup>
- This proposed project activity contributes to the policy objective of improving early childhood development of the RMI National Strategic Plan (NSP) 2020-2030 under the strategic area of Education and Training.<sup>64</sup>
- It contributes to Activity 1.7.8 of the CMI Strategic Plan 2022: Conduct a study to find leading reasons to why students are failing to-complete in 2 or 3 years at CMI. Develop a plan to address these challenges and-increase student completion rates.<sup>65</sup>
- It also contributes to Activity 4.7.18 of the CMI Strategic Plan 2022: Conduct a needs assessment for new facilities including more learning-spaces, dormitory space and cafeteria for Uliga campus.<sup>66</sup>
- The proposed activity will also contribute towards Early Childhood Development (ECD) as an output for the Sustainable Development Goals, mainly Goal 4.2 “by 2030, ensure that all girls and boys have access to quality early childhood development, care and pre-primary education so that they are ready for primary education”.<sup>67</sup>
- The proposed activity links with the vision and mission expressed in the 2023 Policy for Early Childhood Development (PfECD)<sup>68</sup> that says “nurturing our children to flourish with the future where all children are educated, healthy, resilient, and confident, enjoy love, joy, and care,

---

were also grouped into three categories according to their funding sources (ADF, GEN, and mix ADF and GEN). The result of the selection was a list of 8 preferred activities. During the mission the IBF consulting team shortened the list once more following additional due diligence of activities being implemented by other development partners and activities seen as not aligned with future government plans. This process led to a shorter list of 5 key activities to propose to ADB for funding.

<sup>62</sup> Confirmed through email correspondence with Rubida Alik, MoCIA Community Services. They are waiting on the drafting of the April 23, 2024.

<sup>63</sup> UNICEF. 2023. *15 Pacific Island governments endorse the inclusion of Action Point 10 to the Pasifika Call to Action on Early Childhood Development*.

<sup>64</sup> Government of the Marshall Islands. 2020. *National Strategic Plan 2020-2030*. Majuro.

<sup>65</sup> College of the Marshall Islands. Updated March 2022. *The College of the Marshall Islands Bujen Kollejar Strategic Plan 2019-2023*. Majuro

<sup>66</sup> College of the Marshall Islands. Updated March 2022. *The College of the Marshall Islands Bujen Kollejar Strategic Plan 2019-2023*. Majuro

<sup>67</sup> Sustainable Development Solutions Network. 2023. *Sustainable Development Report 2023*. Implementing the SDG Stimulus

<sup>68</sup> UNICEF. 2023. *Republic of the Marshall Islands Policy for Early Childhood Development*.

are inspired to realize their full potential, securely anchored on Marshallese culture, values and traditions.”

## Engineering

- Two existing non-engineered buildings (mix of container and adhoc timber construction) was originally proposed. The facilities were considered un-engineered, not compliant with building code requirements, not considered disaster and climate resilient, and of insufficient floor area and quality for the requested use.
- Construction of a new 2-story childcare and training building with a maximum usable building footprint of ~520 m<sup>2</sup> per floor (Total built area maximum of ~1050 m<sup>2</sup>). See preliminary concept drawings.
- The building design shall integrate the following key design philosophies of 1) natural ventilation and lighting (Air-conditioning shall be eliminated and/or be of a very limited nature), 2) Low energy consumption (energy efficient systems), 3) Low-maintenance and operations costs 4) Prevention of mold/mildew, 5) High corrosion resistance of architectural, structural, and MEP components and equipment, 6) Resilience and climate change adaptation in accordance with standards and codes, 7) Buildable with local labor, 8) Gender sensitive, accessible for persons with disabilities and child and mother-friendly, and 9) Conducive to a safe and productive work and learning environment.
- The building is assumed to be a concrete framed structure with reinforced fully grouted concrete masonry walls supported by isolated concrete pad footings. A sloped timber truss roof with powder coated sheeting that allows natural ventilation/cooling of the building and be able to support the weight of photovoltaic panels. The designs shall adapt the standard PMU school drawings/specifications/BOQs to the site and use; and perform all necessary calculations and reports utilizing the aforementioned codes and standards.
- Design and construction shall be performed in accordance with national laws, regulations, standards, and codes. The basis of design shall utilize the draft RMI National Building Code and the International Code Council Building Code. The designer shall consult national stakeholders and prepare a design criteria document for all disciplines listing all standards and design parameters; integrating and specifying the climate scenario selected. Where hazard parameters are not addressed by the building codes and standards, the consultant shall perform a desktop review of literature and integrate this into the design criteria document.
- The ground floor and equipment shall be set at an elevation at or above the design flood height (including sea level rise and wave action) as per the building codes and standards.

## Key Safeguards Issues and Mitigation:

Demolition and disposal of material particularly in relationship to the CMI Family and Daycare Centre

- Implementation of health and safety best practice management for workers and community for asbestos and any other potential hazardous materials
- Implementation of a traffic management plan for works in the roadways

- Noise controls during construction at CMI especially during school hours
- Impacts on the Physical Environment
- Impacts on the Biological Environment

Gender-based violence (GBV) is a prevalent issue in the Marshall Islands.

- CEMP to include Codes of Conduct for all workers and staff
- GBV Training for workers
- GBV Refreshers during onsite toolbox sessions

Land Issues.

The project will not require additional land acquisition.

- There will be no involuntary resettlement impacts.
- All the civil works and construction activities will be on government leased lands.
- There will also be no physical or economic displacement impacts as a result of the project.

Consultations.

Consultations with relevant RMI Government agencies were undertaken during missions in 2022, 2023, and in 2024 as part of the original project preparation.

- A stakeholder engagement program with relevant village communities is planned partly aimed at providing public awareness and soliciting comments and questions.
- Communications will be in both in the local language and in English.
- The local radio station will be invited to stream live the consultations to ensure broad awareness of other communities and the outer islands.

## Climate Resilience

Climate /Disaster Hazard	Likelihood (include justification)	Consequence (include justification)	Potential Risk Reduction Measures	Indicative Cost of Measures
Increasing Temperature	Frequent and regular – clear historical and projected increase in mean and maximum temperatures	Moderate – the increase in the order of a few degrees for both project mean and maximum temperature is unlikely to have a significant effect on the building structure	Provision for ventilation and air conditioning is considered however, specification of cooling systems should consider the future cooling requirements, based on projected future increases in temperature, increasing the resilience of all sites due to increasing temperatures. Particularly sensitive equipment may benefit from being situated in areas with better access to air conditioning to maintain safe operating temperatures. Where possible, equipment should be selected that is able to operate in hotter conditions, in line with the expected rise in temperature.	\$1,000's

Climate /Disaster Hazard	Likelihood (include justification)	Consequence (include justification)	Potential Risk Reduction Measures	Indicative Cost of Measures
			Temperature within the new building (or renovated buildings) therefore shall be considered through allowing for natural ventilation and air conditioning in some select areas of the renovated buildings as required. The primary power supply will need to be provided through a connection to the mains power supply operated by the Marshalls Energy Company (MEC). To allow continued supply of power to the sites during outages, two (2 No.) back-up generators will be installed, with weatherproof canopies which shall support power supply matters to ensure water supply from desalination and groundwater sources.	
Increasing Rainfall	Common – evidence of increase rainfall intensity (flash floods)	Moderate – Potential to overwhelm drainage system for short periods resulting in flash flooding impacts occurring.	Excessive intensive rainfall runoff will be managed through the site drainage system (offsite) however detailed design should ensure that it is sized to convey runoff from projected future rainfall events. Regarding road access, during heavy rain events, the water level may become very high and unsafe for vehicles (bus/quad bike etc).	\$100's - \$1000's
Drought and Water Resource	Although meteorological drought is expected to increase in frequency, the site is on a reticulated water supply and not directly dependent upon rainwater harvesting techniques.	Minimal – Disruptions to a system for less than a week	The water supply for the 2 main (non-sea wall construction sites) will be from a mains connection to the existing MEC supply (desalination plant and groundwater). On-site water storage tanks must be proposed to store mains water during outages, however, the storage that these will provide is not quantified, so no assessment of their adequacy to meet water shortage periods can be undertaken. Rainwater harvesting should be considered as an option for filling the storage tanks and or supplying water for non-potable uses e.g. flushing toilets.	\$100's - \$1000's
Increase in Tropical Typhoon severity	Common – projected increase in frequency expected (year on year)	Significant - High cost to repair or replace	New buildings proposed at sites 1 and 2, will remain with limit state wind speed noted above. The minimum wind loads will be developed using Australian Standard AS1170 and will take into account a number of factors including but not limited to the expected design life, importance level, consequence of failure for importance levels and annual probability exceedance. Adhere to RMI building code advice and details as required.	\$ 10,000 - 100,000's
Storm Surge (Coastal Inundation (1 in 20 year wave on the	Common – regular inundation from King Tides	Significant – whilst site is not directly on the shoreline, without sea wall	Whilst not directly on the shoreline, there is still a risk of coastal inundation at this site. A specific coastal modelling study is undertaken to determine flood pathway corridors and	\$100,000's



Climate /Disaster Hazard	Likelihood (include justification)	Consequence (include justification)	Potential Risk Reduction Measures	Indicative Cost of Measures
2070 mean sea level)		protection nearby, CMI building remains at risk from coastal surge events	from this, determine the extent of engineering works needed plus crest heights for existing/new seawalls to protect infrastructure in the vicinity of all proposed sites. The proposed crest height increase of circa 12 inches appears to sensible estimate at this juncture to use within preliminary designs. Drainage aspects will however need to be embraced robustly within any future design to ensure that flash flood (and wave overtopping) water conveyance matters are addressed. Also, locate utility fittings above flood levels.	
Sea Level Rise	Frequent and regular - Latest predictions suggest a 0.25m increase in SLR by 2040 and 0.5m by 2070	Significant – whilst site is not directly on the shoreline, without sea wall protection nearby, CMI building remains at risk from SLR in tandem with coastal surge events	Whilst not directly on the shoreline, there is still a risk of SLR at this site. A specific coastal modelling study is undertaken to determine flood pathway corridors and from this, determine the extent of engineering works needed plus crest heights for existing/new seawalls to protect infrastructure in the vicinity of all proposed sites. The proposed crest height increase of circa 12 inches appears to sensible estimate at this juncture to use within preliminary designs. Locate utility fittings above flood levels. Enhancement of seawalls as proposed in the RMI NAP (2023). See Annex A of the CDRA for design details.	\$1,000,000's
Tsunami	Very rare -	Significant	Adhere to RMI building code advice and details for seismic construction needs	\$100,000's

## Procurement Details

<b>CMI Childcare Center is built and a Family Friendly Study Area and Family Friendly Training Space upgraded and expanded.</b>	
<i>Output 1: Build infrastructure for a CMI Childcare Center and Family Friendly Study Space and Family Friendly Training Center</i>	
1.2.1 Rebuild existing building to create a childcare center and family friendly study area and family friendly training space	OCB method with international bidding will be utilized
1.2.2 Provide fittings and items to outfit the childcare center and family friendly study space and family friendly training space	RFQ method with national bidding will be utilized
1.2.3 Develop Childcare business plan and operating procedures	An international consulting firm will be selected following cost and quality based selection method with Full Technical Proposal format.

**Implementation Schedule**

- 1.2.1 Existing building rebuilt to create a childcare center and family friendly study area and family friendly training space: Commence implementing in Year 1, Q3 and complete in Year 3, Q2
- 1.2.2 Fittings and items to outfit the childcare center and family friendly study space and family friendly training space provided: Commence implementing in Year 3, Q1 and complete in Year 3, Q2
- 1.2.3 Childcare business plan and operating procedures developed: Commence implementing in Year 3, Q1 and complete in Year 3, Q2

## **WAM's seawall is rebuilt, and WAM vehicle is provided, enabling WAM to resume skills training to at-risk youth.**

### **Key Stakeholders**

Wan Aelon in Majel (WAM)

### **MOA requirements**

Memorandum of Agreement between WAM and PSS

### **Funding Source**

ADB Special Funds resources (ADF grant)

### **Key Beneficiaries**

- Total Beneficiaries 2,389 over the lifespan of the project
- At-risk young men and young women from neighboring islands.
- Neighboring island communities.
- The seawall will protect WAM assets as well as approximately 50 workshop participants per year/ 11 full time staff, and approximately 250 other young people and visitors who visit WAM as part of their 'drop-in' programming organized through school trips and NGOs and other organizations.
- The canoe building / decarbonizing the lagoon marine transport project will reach 12 youth from neighboring islands, as well as the residents of 12 neighboring island communities who are gifted the canoes.
- Each of the 12 trainees will train at least 10 sailors (men and women) to operate these boats, which will be used by community members for livelihood activities such as fishing, gathering handicraft materials and transporting goods for sale.
- The wall will also protect the MoCIA Women's Center assets including the renovated 'pink building' and the new 2 story extension as well as the greater Ministry of Education / Public School Sector compound.

### **Short description**

The project will rebuild WAM's existing seawall to protect WAM and MoCIA Women's Center assets, provide WAM with a new transport vehicle to help WAM resume its delivery of sustainable vocational skills training and life-skills training to undereducated and unemployed youth many of whom are engaging in substance use and other at-risk behaviors. The project will also support WAM's delivery of a new canoe building workshop which builds canoes in half their normal speed.

### **Long Description**

- WAM is a well-respected and highly successful NGO servicing at-risk youth particularly school dropouts ages 16-25, many of whom are engaging in substance abuse. WAM offers two programs, one in vocational skills training and canoe building for youth from neighboring islands, and one in vocational skills training and life skills training and

coaching for youth in Majuro atoll. Trainings focus on woodworking skills and some electrical training, coupled with life skills training and job interview preparation, literacy and numeracy. Youth are also provided with opportunities for behavior counselling and mental health counselling by a US certified mental health professional. Youth are also support with pathway information to further trainings and education programs such as GED equivalency program and ABE program at CMI, as well as the option of a two-week internship opportunity in companies and offices.

- WAM operates a drop-in-center space for school trips and interested visitors to observe canoe building and speak with the trainers and staff.
- Importantly, WAM is the only RMI organization currently delivering non-institutional vocational skills training specifically to at-risk youth.
- WAM currently only has capacity to train 50 youth each year, focusing on quality not quantity. But each year +200 youth apply for their programs.
- WAM is mostly attended by young men. However, numbers of female participants are increasing, the last session had five females out of fifty participants.
- A fire in 2022 has disabled WAM's ability to provide trainings as the fire burned its training facility, WAM offices and its iconic A- frame culturally significant canoe house.<sup>69</sup>
- WAM buildings and training center are located at the edge of the lagoon, separated from the water by a piece of reclaimed land and an existing seawall.
- WAM's location adjacent to the lagoon leaves the site vulnerable to climate change. The current site experiences a degree of wave overtopping at least once a year. This will increase considerably with increases in sea level rise (CDRA, this project).
- There is also a projected increase in tropical typhoon severity with a projected increase in frequency expected (year on year) (CDRA, this project).
- An existing land reclamation/ seawall was built to protect WAM assets from sea level rise, King Tides and flooding.
- The existing non-engineered land reclamation seawall has a total length of 4.95m. The wall has failed in certain locations with signs of ground settlement. The wall is likely to fail in the near future.
- The wall was built by WAM trainers with materials donated by Big Box hardware stores.
- WAM's transport vehicle was also damaged in the 2022 fire.
- Historically WAM has used a flatbed truck to transport participants in WAM programming to WAM as taxi fare is prohibitively expensive for many participants.

---

<sup>69</sup> Johnson, G. (2022, March 3) Fire wrecks canoe center - The Marshall Islands Journal

- WAM has also historically used the flatbed truck to transport lumber and other building materials and goods such as lumber, plywood, and other building materials needed for trainings and building canoes.
- Access to a flatbed truck relieves WAM from paying expensive lumber and building materials delivery fees.

### Identified Need

- The unengineered land reclamation/ seawall is in poor condition and will likely fail in the near future. The wall requires replacement to protect WAM infrastructure assets and may provide additional protection to the existing and new women’s center.
- WAM’s vehicle was damaged in a 2022 fire and so WAM currently has no means to transport lumber and building materials to their site neither for their own rebuilding of their infrastructure damaged in the fire, and for transporting lumber and plywood for their canoe building and training programs.
- They also have no means to transport future program participants to their site once WAM programming is resumed.
- WAM offers unique programming in RMI with a near 100% success rate of placing Majuro based graduates of its programs into jobs or formal training /further education programs.<sup>70</sup>
- In 2019, roughly 41% of RMI youth were not in employment, education, or training, with higher rates for young women (45%) compared to young men (37%).<sup>71</sup> Due mainly to limited education, training, and skills, some youth end up unemployed or in low-paying jobs, contributing to increased levels of substance abuse and crime.<sup>72</sup>
- RMI employers complain about young jobseekers’ lack of foundational and soft skills, such as problem-solving skills and conflict management.<sup>73</sup>
- WAM programming is dedicated to improving the future employability opportunities for at-risk youth, exposing youth to their culture, giving youth strategies for climate change resilience and adaptation.
- The new WAM proposed ‘Decarbonizing the lagoon marine transport program’ is a continuation of a Sustainable Sea Transport boatbuilding workshop that were originally funded by the German government through the GIZ and has also received funding by the RMI National Energy Office.
- The program focuses on building wind powered canoes to provide cleaner and more climate responsible transport option for personal and livelihood use in the neighboring

<sup>70</sup> Consultation with Alson Kelen, WAM Director, December 2024. No hard data is available.

<sup>71</sup>Government of the Marshall Islands. 2021. The Marshall Islands Labour Market Monograph—Household Income and Expenditure Survey 2019–2020: Draft Report Outline. Majuro.

<sup>72</sup>Government of the Marshall Islands. 2021. National Youth Policy 2021–2025. Majuro.

<sup>73</sup>World Bank. 2020. Project Appraisal Document for RMI Education and Skills Strengthening Project. Washington,DC.

island atolls. The program aligns with WAM's overall focus of canoe building and reducing the reliance on expensive fuel polluting motor propelled boats.

- The total of 12 boats (2 programs) will be built and sailed back to the neighboring islands and gifted to the communities for their livelihood use.
- The boats will be used by communities for livelihood activities including fishing, collecting materials for handicraft production, to transport goods for sale from one community to the other, or taxi service for hire. Additionally, the boats can be used travel between atoll communities for food, medicine, health checkup.
- The boats were intentionally designed so that all members of a community can sail them including women and girls, engendering female independence and self-reliance.
- The boats are designed to last up to 20 years if properly maintained. Boats will be maintained by the expert boat builders and youth who participated in the WAM programming.
- Each boat can transport close to 20 people or about 1-5 tons of weight.
- Community members can use these boats instead of relying on motor boats that need petrol that is sometimes unaffordable (currently 13-15 dollars per gallon) or takes time to find. They use wind energy and are thus cleaner for the environment than motorboats that use fossil fuel.
- The program aims to deliver three workshops over a three-year period at WAM in Majuro. Details are the following:
  - Each training program will run for six-months including three months on-hand building sessions at WAM, two months sea-trials and sailing training, and one month preparation for the WAM team.
  - Each training program will be led by 3 of WAMs staff who are experienced canoe builders.
  - Each training program will bring 6 youth from 6 different neighboring island communities to Majuro for the program.
  - WAM participants in this training program will also have access to services provided by WAM such as substance abuse counselling, mentoring, life-skills programming as well as career guidance and internship placement opportunities
  - All materials will be sourced locally.
- The total reach of two courses will be:
  - 18 youth from neighboring islands brought to WAM to learn canoe building skills.
  - Additional 180 women and youth and children in the neighboring islands will be taught boat sailing skills by the 24 WAM project participants when they return to their home communities.
  - 6 WAM trainers will learn new boat building skills from 6 boat building experts brought to WAM from the neighboring islands.

- 12 neighboring island communities will own the boats for the purpose of livelihood use.
- The Activity can begin in Year 2 of the project, once the seawall rehabilitation is complete.

### **Relevant Key Organizations/agencies**

- Wan Aelon in Majel (WAM) is grassroots, non-government organization delivering vocational (carpentry and woodworking) and life skills training to at-risk youth through the building and sailing of traditional outrigger canoes. The program additionally addresses social problems affecting Marshallese youth by providing programming and counseling for youth struggling with substance use. The program offers participants career guidance and internship opportunities as well. The WAM program is over 30 years old, a mainstay of the RMI NGO and CSO world and the leading organization servicing at-risk youth. WAM is also one of the few programs that focuses on keeping Marshallese culture alive by connecting young members of the current generation with the old. The canoes built during the program are sailed to the neighboring islands and donated for community use.
- Each year WAM trains 50 at-risk youth who go through 2 WAM cohorts per year (25 per cohort).
- WAM has 11 full time staff.
- Between 2021-2024 their operations budget ranged between \$150,000-\$250,000 USD per year (each year is different depending on the additional programming that they offer and the amounts of funding they receive).

### **Proposed activities: Output 1**

#### **Output 1: Infrastructure for a new WAM seawall is built**

##### **1.3.1 WAM seawall demolished and built new**

- An existing land reclamation/ WAM's existing seawall demolished.
- A new compliant Seawall L1 sloping coastal protection structure with Basalton Quattroblocks of 40cm height as armor protection built; with a 30cm tall concrete wall on top with drainage. Soil behind new wall to be properly compacted.
- Adding to the existing ramp a new low sloping canoe ramp to facilitate safe and ease of access of canoes.
- Additional 30cm tall concrete wall south and south-east of the WAM structure to provide additional height for coastal protection.

This activity could start in year 1.

### **1.3.2 A vehicle for transporting trainees and goods provided.**

- The project will provide WAM with a customized flatbed truck.
- The truck will be outfitted with folding seats and seatbelts to accommodate 40 passengers.
- The truck will be outfitted with protective cover to transport trainees as well as goods.

This could be provided in year 1.

## **Proposed Activities: Output 2**

### **Output 2: Canoe building livelihood program course for at-risk youth delivered at WAM**

#### **2.2.1 WAM's canoe building livelihood program course delivered.**

- The project supports WAM's delivery of a canoe building training program / decarbonizing the lagoon marine transport program which is a continuation of the Sustainable Sea Transport boatbuilding workshops that were originally funded by the German government through the GIZ and has also received funding by the RMI National Energy Office.
- WAM's program aims to deliver three 6-month long training courses, one per year for three years at WAM in Majuro. Details are the following:
  - Each training program will run for six-months including three months on-hand building sessions at WAM, two months sea-trials and sailing training, and one month preparation for the WAM team.
  - Each training program will be led by 3 of WAMs staff who are experienced canoe builders.
  - In total, the 3 courses will train 12 at-risk youth boatbuilders (4 per course) who originate from 3 atolls/ neighboring islands.
  - 12 boats will be built (1 per youth). The boats will be sailed back to the neighboring islands / atolls and gifted to the communities for their use.
  - The total reach of three courses will be 12 youth and 12 neighboring island communities who will have use of the boats.
- The project will support:
  - the salaries of personnel delivering the 3 trainings for a total of 18 months (6 months per year over a duration of 3 years). This includes planning phase, implementation phase and evaluation phase for the following staff:
    - Project manager
    - Project
    - Financial Officer
    - Lead Trainer
    - 5 trainers / canoe builders
  - Materials and equipment for the delivery of three workshops, which include building a total of 12 canoes.



- Stipends and transport cost for trainees.
- New tools
- Program administration costs including:
  - transportation/ fuel
  - utility
  - media and communications
  - a graduation ceremony event
- WAM participants in this training program will additionally have access to services provided by WAM such as substance abuse counselling, mentoring, life-skills programming as well as career guidance and internship placement opportunities.
- WAM participants, especially male youth, will participate in curriculum focused on reducing gender-based violence and building gender equality. Currently, WAM invites WUTMI and Red Cross to deliver such trainings in the first 3 weeks of every canoe building program.
- This activity could begin in year 3, following the completion of the seawall rehabilitation.

### **Proposed Activities: Output 3**

N/A

### **Justification**

- The existing WAM land reclamation wall / seawall was not designed or built by certified engineers nor meets current requirements for sea level mitigation (CDRA, this project).
- The existing seawall was built as a ‘wall’ and not specifically as a ‘seawall’ (CDRA, this project) as such it will not protect against sea surges as well as a sea wall would that has been designed for sea level mitigation.
- Flooding without a strong seawall puts WAM assets at risk.
- Flooding in this area without a strong WAM seawall also puts proposed new Women’s Center assets at risk.
- Due to fire damage to its main training center, WAM is currently not able offer trainings to at-risk-youth. WAM trainers are in the process of rebuilding the training center building, again relying on donations of materials. The process is slowed by not having affordable or ‘free’ transport to deliver the needed materials as they build. This is slowing down their rebuild process, and ultimately delaying when they will be able to resume their programming.
- WAM is an NGO that depends on funding sources to run its training programs. This activity would be enabling WAM to deliver successful canoe building programs which was funded previously by the German Government.
- The break in WAM programming due to lack of operational infrastructure has left a significant gap in the services available to at-risk Marshallese youth.

- The cost of transportation in the neighboring islands is unsustainable and is one of the barriers preventing people from making a decent living. Boats will help close the gap on poverty and hunger as well as reduce use of fossil fuels.

### Key Decision Points

- The selection of the proposed activities occurred during a stakeholder decision making workshop in Majuro on March 20th, 2024.<sup>74</sup>
- During the stakeholder decision making workshop, stakeholders ranked supporting the rebuilding of WAM infrastructure as number 5 out of a total of 13 proposed activities.
- Stakeholders ranked supporting the rebuilding of WAM infrastructure as their second-choice activity for the use of ADF pool funds.

### Policy Alignment

- Support for rebuilding damaged WAM infrastructure, enabling WAM to continue to offer training courses to at-risk youth contributes to Goal 6 of the Education Sector Plan 2020-2023, namely, to strengthen opportunities for out of school youth and young adults through the National Training Council and NGOs such as WAM.<sup>75</sup>
- Support for WAM aligns with the National Strategic Plan (NSP) Education and Training strategic area of 2020-2030 under Social and Culture Pillar. One of the objectives of this strategic area is to ‘address TVET and workforce development issues’.<sup>76</sup>
- Building a new seawall aligns with a priority area of the National Adaptation Plan to increase coastal protection through building seawalls. The purpose of “coastal protection is not only to preserve existing infrastructure but also to enhance the adaptability of national and local government agencies to climate change, boost disaster risk reduction, and encourage resilient investments”.<sup>77</sup>
- Rebuilding WAM infrastructure will contribute to ADB’s Strategy 2030 operational priority 1, 2, and 6,<sup>78</sup> responding to the call for differentiated approaches in fragile and conflict-affected situations through the use of strength-based methods to enhance young people’s connection to their Marshallese identity.<sup>79</sup>

<sup>74</sup>During the stakeholder decision making workshop stakeholders ranked a long list of 13 activities (proposed by the consultancy team after due diligence activities) from the most preferred to the least preferred based on i. alignment with government priorities, ii. government desirability of activity, and iii. breadth of impact to beneficiaries. Activities were also grouped into three categories according to their funding sources (ADF, GEN, and mix ADF and GEN). The result of the selection was a list of 8 preferred activities. During the mission the IBF consulting team shortened the list once more following additional due diligence of activities being implemented by other development partners and activities seen as not aligned with future government plans. This process led to a shorter list of 5 key activities to propose to ADB for funding.

<sup>75</sup> The Government of the Marshall Islands. 2020. *Education Sector Plan Republic of the Marshall Islands 2020-2023*. Majuro.

<sup>76</sup> The Government of the Marshall Islands. 2020. *Marshall Islands National Strategic Plan 2020-2030*. Majuro.

<sup>77</sup> Ministry of the Environment. 2023. *The National Adaptation Plan: Responding to the Impact of Climate Change*, Majuro. P 61

<sup>78</sup>ADB. 2018. Strategy 2030: Achieving a Prosperous, Inclusive, Resilient, and Sustainable Asia and the Pacific. Manila. Operational priority 1 is ‘addressing remaining poverty and reducing inequalities’, 2 is ‘accelerating progress in gender equality, and 6 is ‘strengthening governance and institutional capacity’.

<sup>79</sup>The strength-based approach focuses on the positive attributes of a person or a group, rather than the negative. Secretariat of the Pacific Community 2015. Pacific Youth Development Framework 2014–2023. Suva.

## Engineering

- WAM's ~41m long existing land reclamation / seawall is an unengineered wall that has failed in numerous locations with signs of ground settlement and corrosion. The wall is likely to fail in the near future. The original intention of the wall appears to be for coastal protection and minimizing coastal erosion to protect WAM infrastructure assets.
- To address this challenge, the existing land reclamation / seawall shall be demolished and replaced with a new compliant L1 sloping coastal protection structure; with a 30 cm tall concrete wall on top with drainage. Soil behind new wall to be properly compacted. In addition the existing canoe ramp shall be modified for a lower slope to facilitate safe and easy access of canoes. See preliminary concept drawings.
- Adding a 30cm tall concrete wall south and south-east of the WAM structure to provide additional height for coastal protection.
- The Type L1 coastal protection structure is appropriate for general application along the lagoon coast integrating sea level rise and is one of the least expensive options. The proposed solution is in alignment with the "Coastal Vulnerability Assessment for Majuro Atoll (CVA)" Technical report produced by Deltares in 2022.
- The Type L1 sloping coastal protection structure is built from Basalton Quattroblocks of 40 cm height as armour protection. It is placed on a thin filter layer that is placed on top of a geotextile. Below the geotextile, dredged sand is used. A 5 m wide 60-300 kg double layer toe protection holds the lower end at place. It should be noted that if local rock of sufficient large size is available, the 60-300 kg toe protection could be extended on top of the slope in place of the Basalton blocks, which could lead to cost savings. The design is based on having a 10 l/s/m mean wave overtopping discharge during a 10-year return period event including 50 cm of sea level rise. (Deltares 2022)
- Design and construction shall be performed in accordance with national laws, regulations, standards, and codes. The basis of design shall utilize the draft RMI National Building Code, the International Code Council Building Code, and PIANC, CIRIA, and USACE standards. The designer shall consult national stakeholders and prepare a design criteria document for all disciplines listing all standards and design parameters; integrating and specifying the climate scenario selected. Where hazard parameters are not addressed by the building codes and standards, the consultant shall perform a desktop review of literature and integrate this into the design criteria document.

## Key Safeguards Issues and Mitigation

Demolition and disposal of material particularly in relationship to the WAM Seawall

---

- Implementation of health and safety best practice management for workers and community for asbestos and any other potential hazardous materials
- Implementation of a traffic management plan for works in the roadways
- Noise controls during construction at WAM seawall area especially during work hours
- Impacts on the Physical Environment
- Impacts on the Biological Environment

Gender-based violence (GBV) is a prevalent issue in the Marshall Islands.

- CEMP to include Codes of Conduct for all workers and staff
- GBV Training for workers
- GBV Refreshers during onsite toolbox sessions

Land Issues.

The project will not require additional land acquisition.

- There will be no involuntary resettlement impacts.
- All the civil works and construction activities will be on government leased lands.
- There will also be no physical or economic displacement impacts as a result of the project.

Consultations.

Consultations with relevant RMI Government agencies were undertaken during missions in 2022, 2023, and in 2024 as part of the original project preparation.

- A stakeholder engagement program with relevant village communities is planned partly aimed at providing public awareness and soliciting comments and questions.
- Communications will be in both in the local language and in English.
- The local radio station will be invited to stream live the consultations to ensure broad awareness of other communities and the outer islands.

## Climate Resilience

Climate /Disaster Hazard	Likelihood (include justification)	Consequence (include justification)	Potential Risk Reduction Measures	Indicative Cost of Measures
Increasing Temperature	Frequent and regular – clear historical and projected increase in mean and maximum temperatures	Minimal – the increase in the order of a few degrees for both project mean and maximum temperature is unlikely to have any effect on the seawall structure	Not anything to build into a seawall design.	\$100's
Increasing Rainfall	Common – evidence of increase rainfall intensity (flash floods)	Minor – Potential to overwhelm seawall drains from landward	Ensure drainage design within the seawall accounts for projected future increases in rainfall intensity.	\$100's - \$1000's

Climate /Disaster Hazard	Likelihood (include justification)	Consequence (include justification)	Potential Risk Reduction Measures	Indicative Cost of Measures
		side for short periods.		
Drought and Water Resource	Rare	Minimal – Disruptions to a system for less than a week	Not anything to build into a seawall design.	\$100's
Increase in Tropical Typhoon severity	Common – projected increase in frequency expected (year on year)	Significant - High cost to seawall repair or replace	Adhere to RMI building code advice and details. Advisory to increase crest level by circa 12 inches to accommodate and address storm wave overtopping.	\$ 10,000 - 100,000's
Storm Surge (Coastal Inundation (1 in 20 year wave on the 2070 mean sea level))	Common – regular inundation from King Tides	Significant – High cost to seawall repair or replace	Drainage (wave overtopping plus precipitation) often is overlooked in the design of coastal defences on atoll nations. It appears that this is totally missing from the reclaimed land area. The robustness of the reclaimed platform also appears to be weak and hence significant engineering and foundational works are likely to be required at this site. Adherence to the RMI NAP recommendations, advice and details is needed. Advisory to increase crest level by circa 12 inches to accommodate and address storm wave overtopping.	\$100,000's
Sea Level Rise	Frequent and regular - Latest predictions suggest a 0.25m increase in SLR by 2040 and 0.5m by 2070	Significant – without sea wall protection, WAM building remains at risk from SLR in tandem with coastal surge events	WAM's location adjacent to the lagoon leaves the site vulnerable to king tides and sea level rise and makes it vulnerable to climate change. A specific coastal modelling study is undertaken to determine flood pathway corridors and from this, determine the extent of engineering works needed plus crest heights for existing/new seawalls to protect infrastructure in the vicinity of all proposed sites. The proposed crest height increase of circa 12 inches appears to sensible estimate at this juncture to use within preliminary designs. Locate utility fittings above flood levels. Enhancement of seawalls	\$1,000,000's

Climate /Disaster Hazard	Likelihood (include justification)	Consequence (include justification)	Potential Risk Reduction Measures	Indicative Cost of Measures
			as proposed in the RMI NAP (2023). See Annex A of the CDRA for design details.	
Tsunami	Very rare	Significant	Adhere to RMI building code advice and details for seismic construction needs	\$100,000's

## Procurement Details

<b>WAM's infrastructure is rebuilt seawall is rebuilt, and WAM vehicle is provided, enabling WAM to resume skills training to at-risk youth.</b>	
<i>Output 1: Infrastructure for a new WAM seawall is built</i>	
1.3.1 Construct new seawall demolished and built new	RFQ method with national bidding will be utilized
1.3.2 Provide vehicle for transporting trainees and goods provided	RFQ method with national bidding will be utilized

## Implementation Schedule

- 1.3.1 WAM seawall demolished and built new: Commence implementing in Year 1, Q4 and complete in Year 2, Q4
- 1.3.2 A vehicle for transporting trainees and goods provided: Commence implementing in Year 3, Q1 and complete in Year 3, Q2
- 1.3.3 WAM's decarbonizing the lagoon marine transport project is delivered: Commence implementing in Year 3, Q2 and complete in Year 6, Q1

## **The internal capacity of MOCIA as well as other government ministries and civil society organizations to implement youth and women's empowerment activities strengthened.**

### **Key Stakeholders**

MOCIA, RMI government, CSOs

### **MOA requirements**

None

### **Funding Source**

ADF 13 Thematic Pool's strategic area supporting Sustainable Development Goal 5's transformative gender agenda.

### **Key Beneficiaries**

- Total estimated beneficiaries is 1270 for the duration of this project.
- It is estimated that starting in Year 1 of the project through until end of year 3 of the project 4 MoCIA senior management staff including the secretary and assistant secretary will receive training.
- It is estimated that starting in Year 1 of the project through to end of Year 2 of the project 4 MoCIA staff working in the Youth Bureau and Gender in Development Division will receive training.
- The project will train 10-15 selected staff from NGOs and CSOs focused on implementing women and youth focused programming.
- Starting in Year 3 of the project 10-15 selected civil servants in government ministries will be trained in gender mainstreaming.
- Starting in Year 2 of the project, the project will train 30 volunteer youth for the YSB youth council.
- Starting in Year 2 of the project, the project will convene 12 women to a women's working group.
- It is estimated that development of MoCIA organizational operating policies and procedures will reach 60 MoCIA staff.
- Capacity building of MoCIA staff to implement gender and youth programming will have wide reach throughout Majuro communities.
- Gender and Youth events will have wide reach throughout Majuro and RMI (estimated 300 youth per event, x 4 events).
- Childcare regulations will have wide reach throughout Majuro.

### **Short description**

- The internal capacity of MoCIA as well as other government ministries and civil society organizations to implement youth and women's empowerment activities is strengthened through professional development activities such as trainings focused on how to design and implement gender responsive and climate-resilient approaches within their work, and technical assistance on fundraising and strategic planning.

## Long Description

- The Ministry of Culture and Internal Affairs (MoCIA) has had a checkered past. It was established in 1979 and expanded in 1995 when the RMI cabinet approved a merger between the Ministry of Internal Affairs (MOIA) and the Ministry of Social Affairs. At the time of expansion the merged ministry became responsible for 15 key programs and services. A report by the Auditor General in 2016 made found that several programs were not aligned with the ministry's mission and recommended changes.
- In the previous term of government (2000-2024), no less than three ministers assumed responsibility for MOCIA, a new Secretary was appointed in May 2023, two deputy secretaries nominated for the November 2023 elections, as well as other senior staff, therefore needing to vacate their positions, leaving a vacuum in the leadership and management of all divisions for more than a quarter of the fiscal year, many positions became vacant, some of them yet to be filled, including key leadership positions.<sup>80</sup>
- In most instances, MOCIA's infrastructure, plant and equipment is below the acceptable standards of a safe and healthy workplace, with the exception of some of the branches situated away from the main office, and where external support has been secured to provide for those services.<sup>81</sup>
- The Secretary of the Ministry is normally assisted by two Assistant Secretaries in the areas of Administration and Local Government Affairs, and in the area of Culture and Social Affairs. Currently the assistant secretary position in the area of Culture and Social Affairs is vacant.
- In the reporting period between October 2022 to October 2023, the Gender in Development Office experienced several major challenges that prevented it to carry out most of its functions, and primarily the main objective prescribed by the office mandate of overseeing the Gender Policy implementation plan of action. Considerable shortage of staff caused by inability to fill positions, and health concerns by team members, have severely limited the capacity of the office to play a significant role in the empowerment of women in the Marshall Islands.<sup>82</sup>
- Marking International Women's Day 2024, President Heine delivered a keynote speech at the ADB Headquarters in Manila articulating the importance of investing in women's leadership to advance climate solutions and shedding light on Marshall Islands progress in empowering women and girls.<sup>83</sup>
- In January 2024, President Heine appointed Senator Daisy Alik-Momotaro as the Presidential Envoy responsible for working with the Ministry of Culture and Internal Affairs to increase government focus on issues of gender, children and youth.
- MoCIA's 2022-2023 annual review states that the crucial work of MoCIA's Community Development Division is the focal point for the ministry in order to take on a leading role in the protection of human rights, the advancement of women's status in society, striving

---

<sup>80</sup> Borgese, Nic. 2024. MOCIA Rapid Internal Review Report, March 2024.

<sup>81</sup> Borgese, Nic. 2024. MOCIA Rapid Internal Review Report, March 2024.

<sup>82</sup> MoCIA Annual report 2022-2023.

<sup>83</sup> ADB <https://www.adb.org/news/events/international-womens-day-2024-invest-her-increase-impact> accessed April 25, 2024.



towards gender equality, the protection of children's rights and addressing youth-related issues and development and the enhancement in the quality of life of people living with disabilities and senior Marshallese.<sup>84</sup>

- The Progressing Gender Equality in Pacific (PGE) Phase II project, supported by SPC-Human Rights and Social Development and funded by the Australian Government includes proposed scope to work on improving the Gender Mainstreaming Policy and providing MoCIA's strategy for the implementation of the Gender Equality Act 2019. The project was meant to be implemented and completed by 2023, but consultations with MoCIA have revealed that it has not yet started. According to SPS HRSD RMI officer Kathryn Relang, implementation of the program has been delayed due to staff turnover, unstable leadership and the SPC procurement process.<sup>85</sup> Consultations reveal little risk of duplication as the project's proposed activities will focus on the gender equality act, not the gender mainstreaming policy. The project's efforts towards MoCIA capacity building can strengthen the efforts of PGE as well.
- The capacity of MoCIA as well as other key stakeholders to deliver support services to vulnerable women and youth. This will include professional development for management and staff working in gender and youth affairs, by providing training and mentoring by long-term gender and youth advisors within the Ministry of Culture and Internal Affairs. Youth and women councils will be re-established, and gender focal persons will be identified and trained across government ministries. Training will also be provided to NGOs and CSOs delivering services to youth and women in topics such as fundraising and communications and long-term sustainability planning. The government will be supported to develop new gender and youth-related policies and plans. A national communications campaign focused on encouraging women to enter non-traditional occupations will also be designed and delivered.

## Identified Need

- Consultations with Gender in Development Division (GID) staff and Youth Services Bureau staff (YSB) surfaced need for project support for the following:
  - to develop roles and internal procedures.
  - for more technical training with regards to youth issues and gender.<sup>86</sup>
  - to rebuild important collaborations such as the once very active youth council and gender equality act stakeholder group
  - more training and capacity building in data collection.
  - to strengthen stakeholder relationships.
- YSB report the following needs:
  - update the National Youth Policy 2021<sup>87</sup> which is set to expire in 2025.
  - Implement the priorities set out in the National Youth Policy 2021

<sup>84</sup> MoCIA Annual Report 2022-2023.

<sup>85</sup> As per communication with Kathryn Relang, Human Rights and Social Development RMI Focal Officer. April 9-17th 2024.

<sup>86</sup> Consultations revealed that a Gender Equity Act Implementation plan is underway as part of a Pacific Women Leadership grant, with funds from the Australian Embassy, as part of the Micronesia Women conference and in preparation for the Triennial Pacific Women Conference. Their gender training for the MoCIA team has been limited, with most focus on capacity building of WUTMI (from correspondence with Caroline Reid, Australian Embassy in Majuro RMI).

<sup>87</sup> Government of the Republic of the Marshall Islands (GRMI). 2021. *National Youth Policy 2021-2025*. Majuro.

- Increase collaboration and networking with youth focused services such as CMI, PSS, WAM, NTC, WUTMI.
  - Provide guidance to youth focused services on the Youth Policy 2021
  - Look for grants to help the organization run programming
  - Continue collaborations with Ministry of Health (MOHH) to develop and deliver family life (sex education) curriculum in schools and to out of school youth in the Out of School programming.
  - Plan the national men's day events and activities.
  - Draft a youth employment policy
- GID reported the following needs:
    - implement the Gender Equality Act 2019
    - update the Gender Mainstreaming Policy which has expired.
    - mainstream gender across government ministries and partners
    - embed long-term advisers within key government agencies.
    - improve gender service delivery focused on sexual and reproductive rights, gender-based violence (GBV), girls' livelihood pathways and gender budgeting.
    - run events.
    - build monitoring and evaluation processes for gender equality amongst partners and stakeholders.
  - In the 2022-2023 Annual Report, MoCIA reports the need to have set data-based system in place and capable IT staffs to operate a future centralized data based.
  - MoCIA reports ongoing goals to improve the quality of personnel, and consequently of services provided.<sup>88</sup>
  - The Annual Report records recent achievements in this regard as:
    - Developing and updating all personnel job descriptions
    - Developing Personnel Attendance Policy
    - Developing Personnel Confidentiality Policy
    - Developing Public Service Commission Policies
    - Developing orientation procedures for new employees
    - Developing and managing budgets for all departments
    - Managing and implementing the Ministry's overall human resources policies set out in the annual work plans and strategic plans
    - Monitoring the performance of departmental staff to ensure adherence to specific roles and functions
  - Only one of these achievements has been completed to date, the developing the Personnel Attendance Policy.<sup>89</sup>

## Relevant Key Organizations/agencies

### Ministry of Culture and Internal Affairs

<sup>88</sup> MoCIA Annual Report 2022-2023.

<sup>89</sup> Email communication with Nik Bourgesse. April 25, 2024.

- The Ministry of Culture and Internal Affairs (MoCIA) is one of ten ministries in the RMI government.
- It was established in 1979 and expanded in 1995 when the RMI cabinet approved a merger between the Ministry of Internal Affairs (MOIA) and the Ministry of Social Affairs.
- MoCIA's mission statement is “to provide efficient and effective services which promote and advance the cultural and social rights of the people of the Marshall Islands.”<sup>90</sup>
- MoCIA is staffed by 60 public servants currently led by Secretary Brenda Alic who provides the overall management and leadership in administering the affairs of the Ministry.
- MoCIA currently comprises the following program areas:
  - Local Government Affairs
  - V7AB Radio Station
  - Community Development Division
  - Human Rights Office
  - Gender in Development Division
  - Youth Services Bureau
  - Disability Coordination Office
  - Senior Citizens Affairs
  - Electoral Administration
  - Central Adoption Authority
  - Registrar's Office
  - Cultural and Historic Preservation Office
  - Ebeye Office
  - Alele Museum, Public Library and National Archives.
- MoCIA's operating budget for 2021 was \$3.9 million, it has a projected operating budget for 2024 of \$4.0 million.

### **MoCIA, The Gender in Development Division**

- The Gender in Development Division (GID) has two staff: the Gender Manager, and the Gender Coordinator, 1 position the women's center training manager is vacant.
- The GID had an operating budget for 2022-2023 of \$49,547 with a projected budget of 49,673 for 2024.
- The GID are mandated with: Overseeing the implementation of the Gender Act 2019.
- The MoCIA Annual Report 2022-2023 sets out the following future work plan for the Gender in Development Division:
  - Conduct training on Gender Equality and Social Inclusion

---

<sup>90</sup> MoCIA Annual Report 2022-2023.

- Regional and International commitments, which include hosting the 15th Triennial Pacific Women Conference 2024
- Strengthening National Policies and Legislation
- Coordinate the setup of a community engagement mobile team with relevant partners
- Develop a Gender Equality Analysis Report on the Status of Women in the RMI to strengthen Gender Equality Community engagement response and related services
- Develop and implement the Gender Equality data assessment research strategy plan with the community engagement mobile team
- Conduct a gender sensitive community engagement through focus group interviews and discussion to determine the different aspects of women economic empowerment opportunities and challenges for accessibility to better health and education service
- Develop a framework and conduct a data analysis on community engagement findings, and
- Conduct a Community Engagement Reflection and lesson learned workshop to inform the next roll out of interventions and validate data analysis in collaboration with the mobile team

### **MoCIA, Youth Services Bureau**

- The Youth Services Bureau (YSP) has two staff: the Manager Youth Services, and Youth Services Coordinator.
- YSB had an operating budget for 2022-2023 of \$41,673 with a projected budget of 41,673 for 2024.
- YSB is mandated with: policy drafting and implementation that encourages a multi-sectorial approach to addressing youth related issues through mainstreaming of youth needs and priorities in a national development planning and sector plans.<sup>91</sup>
- The MoCIA Annual Report 2022-2023 sets out the following future work plan for YSB:
  - Increase in family and community support and guidance
  - Improve access to education and training
  - Increase and improve opportunities for youth employment
  - Health
  - Alcohol and drug abuse
  - Juvenile crime
  - Manit (culture/traditions)
  - Youth participation
  - Leadership and governance, and
  - Climate change and human rights

---

<sup>91</sup> MoCIA Annual Report 2022-2023.

**Proposed Activities: Output 1**

N/A

**Proposed Activities: Output 2**

N/A

**Proposed Activities: Output 3**

**Output 3: The capacity of MoCIA staff, other government staff, NGO and CSO staff to provide women and youth focused programming strengthened.**

**3.1.1 Professional training and coaching provided to MoCIA leadership and senior management.**

- Targeted professional training provided to strengthen the professional capacity of MoCIA leadership.
- The project will support the delivery at MoCIA of training courses such as these:
  - vi. **Successful Strategic Plan Implementation Course**, Strategy Management Consulting (SME).<sup>92</sup>
    - An on-line course comprised of 26 lessons which include short video modules, practical implementation steps, and materials for team to work on collaboratively.
    - MoCIA staff can spend up to 1 year to complete the course from time of enrollment.
    - Course Chapters could include:
      - Chapter 1: Introduction and understanding importance of strategic plan
      - Chapter 2 Best practices for setting goals
      - Chapter 3 Communication in strategic plan implementation
      - Chapter 4: Change Management practices
      - Chapter 5: Techniques for key task prioritizations
      - Chapter 6: What is a successful Team Charter?
      - Chapter 7: Creating an Effective Organizational Chart
      - Chapter 8: Implementation Planning and increasing accountability
      - Chapter 9: Conclusion and creating a plan for continued success.
  - Upon completion of the course MoCIA could receive technical assistance from the project to develop the following documents:
    - An updated, relevant, and precise organizational chart to be submitted to approval to the PSC and Cabinet.<sup>93</sup>

<sup>92</sup> Find program information here <https://courses.smstrategy.net/courses/successful-strategic-plan-implementation> accessed April 26, 2024.

<sup>93</sup> MoCIA's current organizational chart is from 2021 with listed positions that are not active. Requests were made multiple times for a new organizational chart, it is still in early stages of development.

- A comprehensive and visionary work plan for the Gender in Development Division and the Youth Services Bureau. The plans will clearly outline at least 5 goals for each, and map out the specific tasks, assign the specific staff roles, and timelines needed to achieve them. The plans will be realistic considering staff capacity, in order to create a culture of success.
  - An examination and possible revision of the ministry's name from Ministry of Culture and Internal Affairs, the result of the 1995 merger between the Ministry of Internal Affairs (MOIA) and the Ministry of Social Affairs, to a name better suited to the vision and goals of the current ministry. It is possible that the ministry could choose to focus on one of culture of internal affairs.
- This could be implemented in Year 1 of the project.

**vii. Executive Women in Leadership and Management Program, Yale Leadership and Management Program<sup>94</sup>**

- A 6-week on-line course (6-8 hours per week) course with weekly modules and flexible learning.
- The co-conveners of the online course are experts in organizational theory with a focus on how individual's backgrounds, professional identities, and organizational positions affect their relationships to existing structures and the strategies they pursue to change them.
- Course Modules could include:
  - Module 1: Values driven leadership
  - Module 2 Self-knowledge and self-mastery
  - Module 3 Leading growth through experimentation
  - Module 4: Emotionally intelligent feedback
  - Module 5: Networks and structures of innovation
  - Module 6: Positive leadership.
- This could be implemented in Year 2 of the project.

**viii. Cultivating Ethical Company Culture Course, Course One – Introduction to Behavioral Ethics, The University of Texas at Austin, Texas Executive Education.<sup>95</sup>**

- An on-line course presented in modular format in digestible 15-20 minutes.

<sup>94</sup> Find program information here [https://online-shortcourses.som.yale.edu/presentations/lp/yale-som-execed-womens-leadership-online-program/?cid=20179320380&utm\\_contentid=659478434296&ef\\_id=c:659478434296\\_d:c\\_n:g\\_ti:kwd-17922372\\_p:k:leadership%20development%20program\\_m:p\\_a:154606847252&qad\\_source=1&qclid=CjwKCAjwoa2xBhACEiwA1sb1BJA\\_6a133jUu4QHmh4LV9z\\_YX57r\\_Gs5CeH5LKWYiLfw3FcCNGEqBoCbYQAvD\\_BwE&qclsrc=aw.ds](https://online-shortcourses.som.yale.edu/presentations/lp/yale-som-execed-womens-leadership-online-program/?cid=20179320380&utm_contentid=659478434296&ef_id=c:659478434296_d:c_n:g_ti:kwd-17922372_p:k:leadership%20development%20program_m:p_a:154606847252&qad_source=1&qclid=CjwKCAjwoa2xBhACEiwA1sb1BJA_6a133jUu4QHmh4LV9z_YX57r_Gs5CeH5LKWYiLfw3FcCNGEqBoCbYQAvD_BwE&qclsrc=aw.ds) accessed April 26, 2024.

<sup>95</sup> Course details can be found here <https://www.mccombs.utexas.edu/execed/for-individuals/classes/leadership-and-management/cultivating-ethical-company-culture/> Accessed April 26 2024.

- MoCIA staff can take up to 1 year to complete course from time of enrolment.
- Short research-based videos and case studies followed by multiple choice questions to reinforce and test learning. Also includes discussion questions ideal for small group or team dialogue.
- This ethics training program provides instruction on the psychological biases, organizational pressures, and situational factors that can cause even the best of us to err. The courses provide a foundation in behavior ethics education to enable both individual employees and entire organizations to become more adept at spotting ethical issues before they arise or blow-up. Course Modules could include:
  - Module 1: Moral Illusions
  - Module 2 Rationalizations
  - Module 3 Obedience to Authority
  - Module 4: Role Morality
  - Module 5: Ethical Fading
- This could be implemented in Year 3 of the project.

### **3.1.2 MoCIA operating principles and procedures developed and/or updated and Gender in Development Division and Youth Services Bureau personnel job descriptions updated**

- Coaching and mentoring will be provided to a selected staff to develop Standard Operating Principles (SPO) for the ministry, MoCIA policies and procedures, and to update personnel job descriptions.
- Since MoCIA does not have a dedicated HR office, they could appoint a small team (4 people) from the current pool of staff and/or with the help of students / interns to develop the following:
  - I. MoCIA operating principles developed**
    - A detailed Standard Operating Procedure (SOP) Manual that includes all aspects of its work as mandated, its tasks and processes, identifying lines of responsibilities, quality control measures and revisions.
    - A code of conduct is to be included detailing clear policies and procedures related to interpersonal relationships.
  - II. MoCIA policies and Procedures developed**
    - A clear, relevant and applicable set of Policies and Procedures that outline the principles, rules, and guidelines governing the ministry's operations, and detailed instructions that specify the steps to be followed by every employee to carry out tasks and process for all Divisions.

- Policies and Procedures to be prioritized are those that mitigate risks, protect staff and the public, and address inappropriate behavior in the workplace (ex bullying, sexism, harassment).

### **III. MoCIA Gender in Development Division and Youth Services Bureau personnel job descriptions updated**

- Current personnel job descriptions are updated for clarity, detail and relevance to the scope of the work assigned.

### **3.1.2 Training, Coaching and mentoring provided to strengthen capacity of the Gender in Development Division and Youth Services Bureau staff.**

- Training, coaching and mentoring could be provided to strengthen the capacity of staff of the Gender in Development Division and Youth Services Bureau to fulfill their mandate.
- Knowledge content could be delivered, and coaching and mentoring for MoCIA staff to write or revise relevant documents will also be provided in the following 3 areas:

#### **i. Gender Training**

- 3 Short (2-4 hour) trainings could be provided to refresh or introduce to Gender in Development Division and Youth Services Bureau staff the following topics:
  - What is gender equality? What is gender mainstreaming? What is empowering women?
  - How to empower gender equality in leadership?
  - Understanding the Gender Equality Act 2019.
  - RMI key gender issues (such as: GBV, adolescent pregnancy, care burdens, limited WASH facilities, access to education).

This could be delivered in year 1 of the project

#### **ii. Data Collection and Analysis Training**

- 3 short (2-4 hour) trainings could be provided to teach:
  - Explore different quantitative data collection tools including survey and form design.
  - Explore different qualitative data collection tools including semi-structured interview design, focus group design, taking pictures, collecting stories, observing.
  - Learn about data integrity and safeguarding data and defining who has access to it.
  - Learn data analysis techniques, how to aggregate and glean actionable insights
  - Learn how to report data findings clearly.
- Mentoring could be provided to the Gender in Division Bureau to:
  - Conduct 1 focus group discussion to determine different aspects of women economic empowerment opportunities and challenges for accessibility and write a short analysis report.
  - Conduct 5 key informant interviews focused on gendered challenges for accessibility to better health and education service and write a short analysis report.
- Mentoring will be provided to YSB to:



- Conduct 1 focus group discussion to determine different aspects of youth economic empowerment opportunities and challenges for accessibility and write a short analysis report.
- Conduct 5 key informant interviews focused on youth challenges for accessibility to better health and education service and write a short analysis report.

- This could be delivered in year 1 of the project

### iii. Policy updating

Coaching and mentoring will be provided to the GID and YSB staff to develop proposed drafts or proposed updates where needed to the following policies:

- Propose updates for the National Youth Policy 2021<sup>96</sup> which expires in 2025.
- Assess the need to develop a National Youth Act and develop a proposed draft accordingly.
- Support Progressing Gender Equality in Pacific (PGEP) project run by SPC to update the Gender Equality Act (2019)<sup>97</sup>
- Assess the Gender Mainstreaming Policy 2015 which is expired for areas needing future revision and propose changes accordingly.
- This can be started in Year 2 of the project.

### 3.1.4 RMI childcare regulations and procedures and policies drafted

- Technical assistance will be provided to MoCIA to draft RMI's first childcare regulations, procedures and policies.
- A World Bank ESSP RMI Childcare Guidelines Final Report can be used to support this drafting.<sup>98</sup>

### 3.1.5 MoCIA Gender in Development Division and Youth Services Bureau stakeholder collaborations strengthened.

- The project will support MoCIA Gender in Development Division and Youth Services Bureau (YSB) to build or revitalize the following two stakeholder collaborations:

#### i. A previously active youth council revitalized

- The YSB Youth council is formed to bring together RMI youth from across Majuro with the aim of:
  - strengthening civic engagement,
  - building future RMI leaders, especially female leaders
  - transfer knowledge,

<sup>96</sup> Government of the Republic of the Marshall Islands (GRMI). 2021. *National Youth Policy 2021-2025*. Majuro.

<sup>97</sup> Republic of the Marshall Islands. 2019. *Gender Equality Act, 2019*. Majuro.

<sup>98</sup> The World Bank. 2024. *Childcare Guidelines Final Report- ESSP RMI*. Majuro.

- build awareness on youth related issues,
  - advise MoCIA in the development and implementation of its youth focused activities (such as youth events, youth communication plans, national youth policy 2021 update etc.)
- The youth council will consist of approximately 30 volunteer youth including 20 youth (10 young men, 10 young women) from Majuro, and 10 youth (5 young men, and 5 young women) who travel from neighboring islands to Majuro for council meetings.
  - The Council meets quarterly each year, with a 2-day meeting scheduled over a weekend period.
  - The Council can meet in the new MoCIA women’s center.
  - The YSB will set the agenda and organize guest speakers or awareness building sessions on particular youth related topics and facilitate group work sessions aimed at advising government on its development and implementation of youth focused activities.
  - Transport (project funded PSS compound buses) is provided to 20 Majuro youth to and from the council meeting.
  - Boat transport to Majuro and back to neighboring islands is provided for 10 youth.
  - Accommodation in a school dormitory is provided for 10 youth for 2 nights.
  - Stipends for food for 2 days and 2 days of travel is provided for 10 youth.
  - Meals and light refreshments are provided during the two-day council meeting.
  - This activity can start in in year 2 of the project.
  - MoCIA will assume responsibility for funding ongoing costs after project completion.

**ii. A women’s working group created**

- A MoCIA Gender in Development Division women’s working group is formed.
- The working group consists of 12 female members. This includes 10 women (including at least 4 women under the age of 35) from the RMI government, CSOs, NGOs, Education and private sectors, whose work or background focused on gender and women, and at least 2 women from the public.
- MoCIA Gender in Division will select the volunteer participants. Individual involvement can change each year.
- All women will be based in Majuro.
- The Women’s Working Group will meet four times per year.

- The aim of the Women’s Working Group is to
  - strengthening civic engagement,
  - build future RMI leaders, especially female leaders
  - advise MoCIA in the development and implementation of its gender focused activities and programs (such as gender events, gender focused communication campaigns, GBV prevention activities, and Gender Act revision suggestions etc).
- The Gender in Development Division will set the agenda and help facilitate the conversation.
- Time will be allocated to discussion as well as writing, revising and commenting on what is presented to them by Mocia gender in development division staff.
- Coffee and light refreshments are provided during the meeting.
- The Working Group can convene at the ‘Pink Building’.
- This activity can begin in Year 1 of the project.
- MoCIA will assume responsibility for funding ongoing costs after year 3 of the project.

### **3.1.6 Government staff trained in gender equality and mainstreaming.**

- The project will support the building of human capital by training government staff in gender equality and mainstreaming.
- The project will support MoCIA’s Gender in Development Division to select a total of approximately 10-15 government staff to receive training, one or two from each of the following ministries:
  - Office of the President President’s Office
  - Ministry of Health and Human Services
  - Ministry of Education, Sports and Training
  - Ministry of Foreign Affairs and Trade
  - Ministry of Justice, Immigration and Labor.
- The project will support MoCIA’s Gender in Development Division to coordinate the trainings and organize for the selected and trained government staff to disseminate information learned at the trainings, to discuss gender relevant issues to their ministry, and to plan activities in their ministry from a gendered lens.
- The responsibilities of these gender trained government staff could be to:
  - Support the RMI government to improve civil servant’s understanding of gender concepts such as gender mainstreaming and gender equality.
  - Increase civil servant knowledge about the issues in RMI that impact gender empowerment and gender equality (harmful gender norms, GBV, unequal opportunity for women, care burdens etc.)
  - Support the RMI government to focus on mainstreaming a gender perspective in government, especially in policy development, and in promoting gender equality

and the empowerment of all women and girls in government activities and programs.

- Provide guidance and information to government staff on global gender-related topics and share access to essential information including national statistics and policies related to gender balance as well as international examples and case studies.
  - Create enabling environments for women, especially young women in government ministries.
  - Advocate for the improvement of the status of women amongst colleagues.
  - Monitor and report on the progress and challenges related to gender balance goals within their ministry.
  - Promote the use of sex-disaggregated data and gender-sensitive research.
- The following trainings and opportunities could be provided to increase gender knowledge of select government staff:

### **i. Introduction to Gender Responsiveness Workshop**

- An introductory 2-day full time intensive gender responsive governance workshop will be delivered. The workshop could include:

#### **Day 1: Teaching gender responsive governance (i.e. mainstreaming a gender perspective in policy development)**

- promoting gender equality and the empowerment of all women and girls
- legal and policy frameworks for gender equality
- monitoring and evaluation for gender equality.

#### **Networking Event**

-A lunch time event can be organized to give people the opportunity to network and develop cross-sector relationships.

#### **Day 2: Focusing on Specific Skill Set Training and Program Design**

- focus on specific skill set training, such as sexual and reproductive rights, gender-based violence, girls' livelihood pathways, to guide civil servants to design and implement transformative change initiatives within government and selected organizations.<sup>20</sup>
- Strengthen civil servants' capacity to design and implement transformative change
- initiatives within government and selected organizations.<sup>20</sup>
- The training will be filmed, edited, and turned into on-line content to be used to train future civil servants.
- Other free online courses related to gender could be used in further trainings such as:
  - **Gender and Development, Deakin University via Future Learn.**<sup>99</sup>

---

<sup>99</sup> More information here <https://www.classcentral.com/course/gender-and-development-8584> accessed April 26 2024.

A free online course that explores why gender matters in contemporary international and community development.

- **Gender and Development: Critical Theories and Approaches, Deakin University via Future Learn.**<sup>100</sup>

A free online course outlining the United Nations' Sustainable Development Goals, one goal being gender equality.

- **Social Norms, Social Change I: Coursera/ University of Pennsylvania.**<sup>101</sup>

A free online course discussing social norms, the rules that glue societies together. It teaches how to diagnose social norms, and how to distinguish them from other social constructs, like customs or conventions. These distinctions are crucial for effective policy interventions aimed to create new, beneficial norms or eliminate harmful ones.

- **Gender Equality: Coursera/ The University of Western Australia.**<sup>102</sup>

A free online course discussing social norms, the rules that glue societies together. It teaches how to diagnose social norms, and how to distinguish them from other social constructs, like customs or conventions. These distinctions are crucial for effective policy interventions aimed to create new, beneficial norms or eliminate harmful ones.

- Meetings and trainings can take place in the MoCIA women's center
- This activity can begin in year 2 of the project.

This activity can start in Year 3 of the project.

### **3.1.7 Two Youth and Two Gender Events planned and delivered.**

- The project will support MoCIA Gender in Development Division and Youth Services Bureau to plan and run two gender focused events and two youth focused events during the duration of the project.

#### **i. MoCIA Gender Focused Events**

- Two gender-focused events will be developed and implemented to foster dialogue, advocacy and action, raise awareness, and promote gender equality and a mainstreaming of discussing issues related to gender.
- Gender focused events could include:
  - A gender themed conference or workshop or symposium every two years attended by men and women that bring together activists, policymakers, researchers, and community members to discuss strategies pertaining to issues important to women such as:
    - 'She Leads': Women Driving Climate Resilience

<sup>100</sup> More information here <https://www.classcentral.com/course/gender-studies-the-university-of-iceland-gender-a-121169> accessed April 26 2024.

<sup>101</sup> More information <https://www.coursera.org/learn/norms> accessed April 26 2024.

<sup>102</sup> More information <https://www.coursera.org/learn/gender-equality> accessed April 26 2024.

- Value of unpaid care work, featuring male champions
- Interactive and engaging sessions to discuss gender norms related to unpaid care responsibilities
- increasing female leadership
- women’s health
- women in the workforce
- gender diversity, inclusivity and sensitivity in society
- intersection between gender and climate change
- women in science, technology, engineering and mathematics fields.
- A March (women and men) advocating for women’s rights, gender equality and other social issues.
- Public fairs and festivals with opportunities for women to sell their products, showcase their businesses and services.
- A Celebration of Women’s Successes Day or event where Marshallese women’s success stories are showcased and highlighted through media, video, print, art, poetry, photos, radio, guest speakers, writing and drawing competitions.
- Awareness events at booths, schools, or community events on topics such as:
  - Gender Equality
  - GBV prevention
  - Nutrition and food-security
  - Climate resilience
- International Women’s Day Celebration on March 8<sup>th</sup> to commemorate the achievements and success of the RMI gender equality advocacy movement.
- Women’s Health Week aimed at raising awareness about women’s health issues and promoting healthy lifestyles.
- Girls’ education campaigns focused on promoting access to education for girls, especially in vocational skills and TVET, empowering them to reach their full potential.

## ii. MoCIA Youth Focused Events

- Two youth-focused events will be developed and implemented to engage young people, empower them and give them opportunity to grow, and to raise RMI awareness about issues related to their lives.
- Youth focused events could include:
  - A Youth Festival with opportunities for youth to sell their products and showcase their businesses and services, bands and battle of the bands competitions, dance troupes, art displays, poetry slam readings, food stalls, concert.
  - A youth themed conference or workshop every two years attended by youth to bring together activists, policymakers, researchers, and other members of the wider community to discuss strategies pertaining to issues impacting RMI youth such as:
    - Unemployment
    - Out-migration
    - Adolescent pregnancy
    - Substance abuse
    - Mental Health Struggles
    - Parenting young children as a young person

- Sexual Health
- Family Planning
- Climate Resilience
- Food Security
- Career Guidance
- Developing youth led environmental action campaigns
- A Youth Sports Tournament to provide opportunities for young athletes to compete, build teamwork skills and stay active.
- A Youth entrepreneurship expo where young entrepreneurs can showcase their products and innovations and can network with private sector stakeholders and business owners.
- A Youth Music and Arts festival to celebrate RMI youth creativity and talent (music, art, dance, theatre, writing).
- This Activity can begin in year 1 of the project.

### **3.1.9 Organizational capacity of non-government organizations and civil society organizations focused on women and youth strengthened.**

- Technical assistance provided to strengthen the organizational capacity of staff at NGOs and CSOs such as WAM, WUTMI, Kora Fund, Youth To Youth In Health, Jo Jikum etc.
- Up to 2 staff from each organization will be invited to attend, for a maximum of 20 participants.
- The project will support the delivery of 4 courses.
- Each course will comprise of 4 modules delivered in the mornings 9am-12pm over a 2 week period.
- Based on identified needs at the time, the 4 courses could include:
  - i. Digital Communication Training**
    - Exploring different communication options including digital (having an organization websites, using social media) and non-digital (flyers, posters, radio ads).
    - Developing effective communication strategies to raise awareness and mobilize support.
    - At the end of the training, participants will develop a communications plan and strategy defining their targeted groups, their messages, and their preferred communication medium.
  - ii. Fundraising Training**
    - Explore different fundraising strategies and techniques including running fundraising events such as galas, silent auctions, raffles, a sponsored relay, race or sports tournament such as a canoe race, crowdfunding.
    - Write effective grant proposals and soliciting donations

- Build relationships with donors and cultivating long-term partnerships
- At the end of the training, participants will develop a plan for one fundraising event for their organization.

### **iii. Data Collection and Data Analysis Training (EPPSO)**

- Explore different quantitative data collection tools including survey and form design.
- Explore different qualitative data collection tools including semi-structured interview design, focus group design, taking pictures, collecting stories, observing.
- Learn about data integrity and safeguarding data and defining who has access to it.
- Learn data analysis techniques, how to aggregate and glean actionable insights.
- Learn how to report data findings clearly.
- At the end of the training, participants will design and conduct either one focus group on a topic related to their organization, or 5 key informant interviews and write a short analytic report on their findings.

### **iv. Climate Risk Sustainability and Future planning Training**

- Explore knowledge, skills and tools to assess climate risks for your organization
- Explore linkages between climate change, sustainable development and the Sustainable Development Goals (SDGs)
- Identify climate-related risks and vulnerabilities for the sector
- Develop adaptation strategies and action plans
- Identify synergies and trade-offs between climate action and other development priorities.
- Learn about Green Infrastructure and the role of nature-based solutions for climate resilience (green roofs).

## **Justification**

- MoCIA has low capacity both human and technical and is a ministry that has been historically underfunded. Consultations revealed that the Youth Services Bureau and Gender in Development Division are understaffed, under-resourced, and need technical assistance to strengthen the ministry's operating procedures and staff capacity to implement their mandates.



- There is no single legislation or statute that defines the core purpose of MoCIA.<sup>103</sup> The work of MoCIA is guided by 15 Government Acts and a number of international conventions.<sup>104</sup>
- There is a need for MoCIA to develop and implement internal policies and procedures.<sup>105</sup>
- The National Youth Policy 2021<sup>106</sup> expires in 2025.
- There is no National Youth Act.
- The Gender Mainstream policy 2015 is expired and needs updating.

### Key Decision Points

The selection of the proposed activities occurred during a stakeholder decision making workshop in Majuro on March 20th, 2024.<sup>107</sup>

- During the stakeholder decision making workshop, stakeholders ranked the proposed activity to strengthen MoCIA's internal capacity activity as number 1 out of a total of 13 proposed activities.
- Stakeholders ranked the proposed strengthening of MoCIA's internal capacity activity as their first-choice activity for the use of GEN funding mixed with ADF funding.
- Stakeholders chose to wrap the proposed communications campaigns activity into the MoCIA capacity building activity rather than it being a stand-alone activity (attached to MOHH for example).

### Policy Alignment

- This proposed activity aligns with the Gender Equality Act, 2019<sup>108</sup>
- Additionally, this activity aligns with the RMI National Gender Mainstreaming Policy<sup>109</sup> contributing to all its five priority outcomes (1) Strengthened capacity across the government to deliver gender-responsive programs and services; (2) Secure family

<sup>103</sup> Office of the Auditor-General. 2016. Performance Review of Functions Administered by the Ministry of Internal Affairs.

<sup>104</sup> MoCIA Annual Report 2022-2023.

<sup>105</sup> Office of the Auditor-General. 2016. Performance Review of Functions Administered by the Ministry of Internal Affairs.

<sup>106</sup> Government of the Republic of the Marshall Islands (GRMI). 2021. *National Youth Policy 2021-2025*. Majuro.

<sup>107</sup> During the stakeholder decision making workshop stakeholders ranked a long list of 13 activities (proposed by the consultancy team after due diligence activities) from the most preferred to the least preferred based on i. alignment with government priorities, ii. government desirability of activity, and iii. breadth of impact to beneficiaries. Activities were also grouped into three categories according to their funding sources (ADF, GEN, and mix ADF and GEN). The result of the selection was a list of 8 preferred activities. During the mission the IBF consulting team shortened the list once more following additional due diligence of activities being implemented by other development partners and activities seen as not aligned with future government plans. This process led to a shorter list of 5 key activities to propose to ADB for funding.

<sup>108</sup> Government of the Marshall Islands. 2019. *Gender Equality Act, 2019*. Majuro.

<sup>109</sup> Government of the Marshall Islands. 2015. *National Gender Mainstreaming Policy of the Republic of the Marshall Islands*. Majuro.

wellbeing; (3) Elimination of gender-based violence and protection and care of survivors; (4) Enabling environment for equitable participation in, and benefit from, economic development; (5) Equitable participation of women and men in decision-making.

## Key Safeguards Issues and Mitigation

- The key concerns of the socio-economic environment in the Republic of the Marshall Islands are high youth unemployment, with higher rates for young women, high women's unemployment, poverty, and the threat of rising sea levels.
- The Youth Skills Development and Employment Project in the Republic of the Marshall Islands aims to address the high unemployment rates among youth and women.
- Women's unemployment is a concern in the Marshall Islands, with higher rates than men.
- Women's annual wages are \$3000 less than those of men in the same occupations.
- Only 6.1% of seats in parliament were held by women as of February 2021.
- In 2018, 19.3% of women aged 15-49 years reported that they had been subject to physical and/or sexual violence by a current or former intimate partner in the previous 12 months.
- High Youth unemployment

### Mitigation Efforts

- Community Consultations and Communication strategy to inform public regarding issues
- Provide opportunities for communities to provide feedback and complaints through the project Grievance Redress Mechanism
- Implementing skills development programs for women and youth, which will provide various types of informal skills training and related programs for women and youth in urban and rural Majuro, as well as the outer islands.
- Communication campaigns and events on gender-based violence (including increased vulnerability for women due to extreme climate events), and women in TVET and green jobs.
- Support the government in developing new gender and youth policies and plans, peer-reviewed for gender sensitivity and climate resilience.
- Youth and women councils will be revived, and gender focal points designated and trained across government ministries.
- Training for youth and women civil society organizations in fundraising and online presence, sustainability, and future planning considering climate change risks.

Gender-based violence (GBV) is a prevalent issue in the Marshall Islands.

The project aims to address this issue by implementing interventions to reduce harmful social and gender norms that inhibit young women's economic empowerment.

- The project will help the Ministry of Culture and Internal Affairs (MoCIA) to create and implement communication campaigns and events on gender-based violence, including higher risk for women due to extreme climate events.
- Impacts on the Socio-economic Environment

## Procurement Details

<b>The internal capacity of MOCIA as well as other government ministries and civil society organizations to implement youth and women's empowerment activities strengthened</b>	
<i>Output 3: Strengthen the capacity of MoCIA staff, other government staff, NGO and CSO staff to provide women and youth focused programming</i>	
3.1.1 Professional training and coaching provided to MoCIA leadership and senior management.	Consultants hired under PIMS will provide necessary support
3.1.2 Develop MoCIA operating principles and procedures on Gender in Development Division and Youth Services Bureau personnel and update job descriptions	Consultants hired under PIMS will provide necessary support
3.1.3 Provide training, coaching, and mentoring to strengthen capacity of the Gender in Development Division and Youth Services Bureau staff	Consultants hired under PIMS will provide necessary support
3.1.4 Strengthen MoCIA Gender in Development Division and Youth Services Bureau stakeholder collaborations	Consultants hired under PIMS will provide necessary support
3.1.5 Identify and train embedded gender focal points within key government agencies in gender-responsiveness	Consultants hired under PIMS will provide necessary support
3.1.6 Plan and deliver two youth and two gender events	An international consulting firm will be selected following consultants' quality selection method with simplified technical proposal format.
3.1.7 Design and implement a national communications campaign to reduce critical social barriers to women's access to non-traditional professions, and an accompanying community dialogue session	An international consulting firm will be selected following consultants' quality selection method with simplified technical proposal format.
3.1.8 Strengthen organizational capacity of non-government organizations and civil society organizations focused on women and youth	Consultants hired under PIMS will provide necessary support

## Implementation Schedule

- 3.1.1 Professional training and coaching provided to MoCIA leadership and senior management: Commence implementing in Year 1, Q4 and complete in Year 6, Q2
- 3.1.2 MoCIA operating principles and procedures developed and Gender in Development Division and Youth Services Bureau personnel job descriptions updated: Commence implementing in Year 2, Q2 and complete in Year 2, Q4
- 3.1.3 Training, Coaching and mentoring provided to strengthen capacity of the Gender in Development Division and Youth Services Bureau staff: Commence implementing in Year 2, Q2 and complete in Year 6, Q2
- 3.1.4 RMI childcare regulations and procedures and policies drafted: Commence implementing in Year 2, Q2 and complete in Year 3, Q2
- 3.1.5 MoCIA Gender in Development Division and Youth Services Bureau stakeholder collaborations strengthened: Commence implementing in Year 2, Q4 and complete in Year 6, Q4
- 3.1.6 Embedded gender focal points within key government agencies are identified and trained in gender-responsiveness: Commence implementing in Year 3, Q2 and complete in Year 5, Q2

- 3.1.7 Two Youth and Two Gender Events planned and delivered: Commence implementing in Year 3, Q1 and complete in Year 6, Q2
- 3.1.8 A National communications campaign to reduce critical social barriers to women's access to non-traditional professions, and an accompanying community dialogue session co-designed and delivered: Commence implementing in Year 3, Q4 and complete in Year 4, Q4
- 3.1.9 Organizational capacity of non-government organizations and civil society organizations focused on women and youth strengthened: Commence implementing in Year 3, Q4 and complete in Year 5, Q1

DRAFT