Strategic Framework Fund
2020 Narrative Report

1 March 2021

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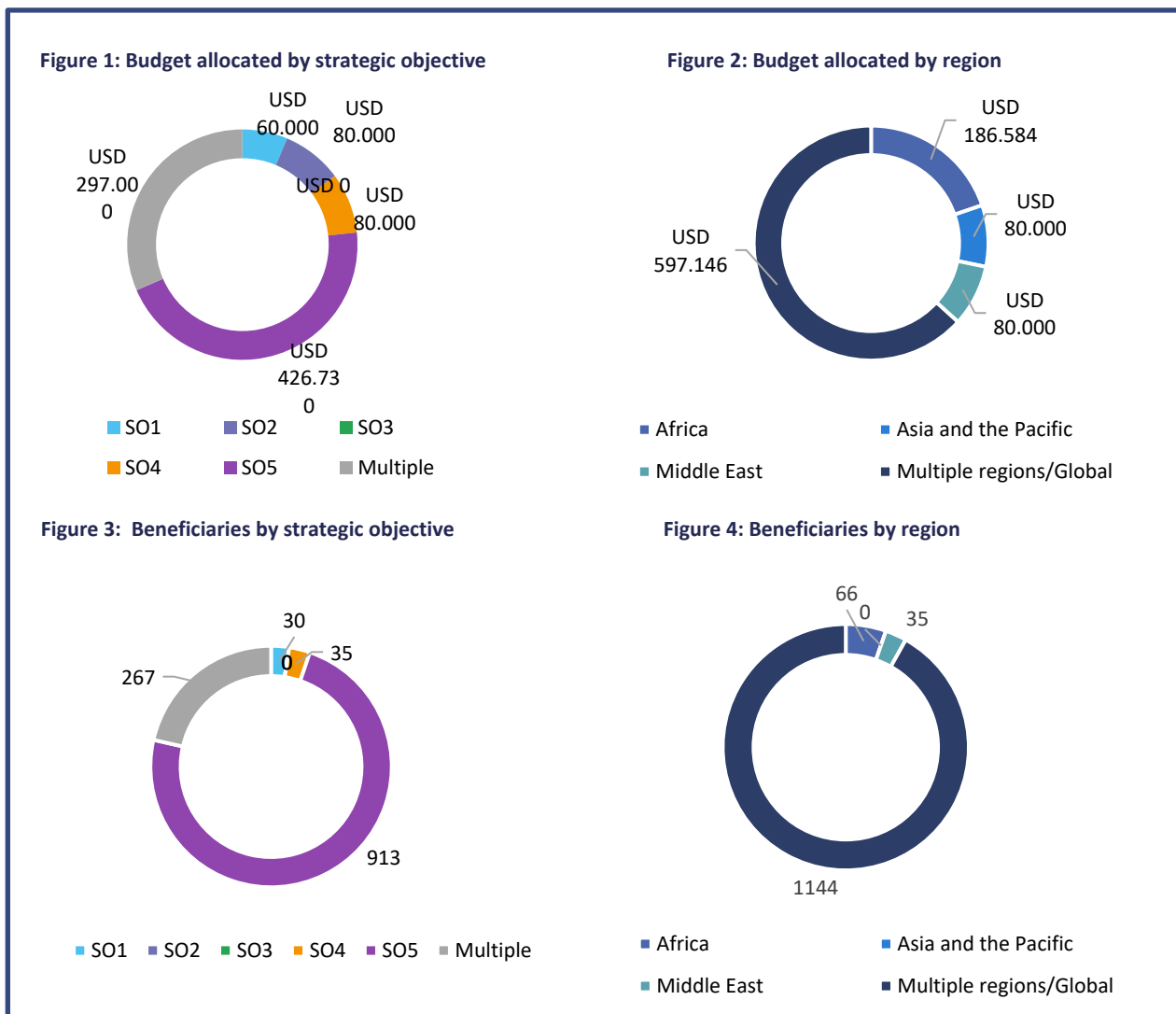## Figures:

1. Introduction

This narrative report of the Strategic Framework Fund (SFF) covers the period from 1 January to 31 December 2020. The report includes an update on incomplete projects from 2019 (Section 2) and a report on allocations awarded in 2020 (Section 3). This is the SFF's first full narrative report covering allocations made from all SFF donors. This narrative report complements a financial report for the same period which has been submitted under separate cover.

2. Update from the 2019 Reporting Cycle

At the end of the 2019 cycle, 11 of 30 SFF-supported projects were still in progress. During 2020, nine of these remaining projects were implemented, as summarized in Table 1 below. Three projects, Implementation of a National NOASP Workshop (Nepal), Introduction to Geospatial Information Technology for Evidence Based Decision-Making (Kenya) and Introduction to Geospatial Information Technology for Disaster Risk Reduction/Management are still in progress.

Table 1: Update on projects/activities recorded in progress as of 31 December 2019

Strategic objective (SO)	Title of project/activity	Source	Allocation (USD)	2019 report	2020 update
SO1: Peace	Towards Shattering the Glass Labyrinth of Female Leadership in National Security Forces	Sida	60,000	Progress	Final
SO2: People	Implementation of a National NOASP Workshop in Nepal	Sida	80,000	n/a – planned for 2020	Progress
SO4: Prosperity	Frontier Technologies for Sustainable Development: Unlocking Women Entrepreneurship through Artificial Intelligence in Afghanistan and Iraq	Sida	80,000	Progress	Final
SO5: Cross-fertilization	Introduction to Geospatial Information Technology for Evidence Based Decision-Making (Kenya)	Qatar*	26,584.89	n/a -- planned for 2020	Progress
	Upgrading StaTact Application	Sida	90,268	Progress	Final
	UN SDG: Learn Stage 2	Sida	159,878	Progress	Final
	Introduction to Geospatial Information Technology for Disaster Risk Reduction/Management	Sida	150,000	Progress	Progress
Multiple strategic objectives	Democratic Governance	Sida	60,000	Progress	Final
	The One UN Climate Change Learning Partnership	Sida	100,000	Progress	Final
	Promoting Gender Mainstreaming and Women's Leadership and Empowerment	Sida	60,000	n/a – planned 2020	Final
	Diplomatic Excellence Programme 2020	Sida	77,000	n/a – planned 2020	Final
Notes and Legend	*Allocation made in 2018				

Figure 1: Budget allocated by strategic objective

USD 60.000
USD 80.000
USD 0
USD 80.000
USD 297.000
USD 426.730

- SO1
- SO2
- SO3
- SO4
- SO5
- Multiple

Figure 2: Budget allocated by region

USD 186.584
USD 80.000
USD 80.000
USD 597.146

- Africa
- Asia and the Pacific
- Middle East
- Multiple regions/Global

Figure 3: Beneficiaries by strategic objective

30
0
35
267
913

- SO1
- SO2
- SO3
- SO4
- SO5
- Multiple

Figure 4: Beneficiaries by region

66
0
35
1144

- Africa
- Asia and the Pacific
- Middle East
- Multiple regions/Global

The allocations in Table 1 supported projects under four of the five objective areas of the strategic framework. As shown in Figure 1, the largest proportion of funds was allocated to projects with links to SO5, followed by multiple strategic objectives (SO). Taken together, projects funded covered 10 of the 17 Sustainable Development Goals (all Goals except SDG 2, SDG 3, SDG 6, SDG 7, SDG 11, SDG 12, and SDG 14).[1] The largest proportion of allocations was made to projects delivered in multiple regions or globally, followed by those for delivery in Africa or for African beneficiaries, as shown in Figure 2.

While most of the allocations were made to support projects related to training-related outputs (with 1,245 individuals benefitting from training events from the above-mentioned allocations), one allocation also funded a project supporting the development of learning platforms, such as the SDG:Learn platform that had 69,951 users. Figures 3 and 4 above show the breakdown of training-related outputs per strategic objective and geographic region. The largest number of beneficiaries to date has come from programming supporting multiple goals and multiple regions, although this distribution may change somewhat with the completion of projects under implementation and planned.

Some early signs of results from training are visible in some cases. The project *"Towards Shattering the Glass Labyrinth of Female Leadership in National Security Forces"* in Burkina Faso led to increased participants' self-esteem and understanding of the range of possibilities they have as women in the national security forces and the

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[1] See Annex 1 for a complete list of SDGs.

importance of their meaningful participation. Moreover, the training immediately boosted participants' motivation, carrier ambitions and gave them a better understanding of the skills, knowledge and experience required to progress and move into leadership positions. Finally, the highly participatory and experiential methods and formats employed contributed to the creation of a strong support network and to strengthening young women's insider knowledge and access to opportunities.

In conjunction with the online course on *"Frontier Technologies for Sustainable Development: Unlocking Women's Entrepreneurship through Artificial Intelligence"* in Afghanistan and Iraq, which received SFF support in 2019, an Impact Story was published in December 2020 to review the results from course participants and to share stories on the most significant changes from three of them. The Impact Story found that while the three participants reported changes to their daily work and an increase in commitment and motivation to continue learning as a result of the course, the transfer of knowledge and skills to their workplaces and notably through the implementation of their respective course business plans proved difficult because of the lack of process support and structures within their respective workplaces.

In the framework of the project *"Upgrading StaTact Application"*, an application that has been redesigned to ensure an improved user experience and functionalities such as the reorganization of key stages into problem statement, problem analysis and action plan stages and the addition of a functional implementation (monitoring) stage, as well as new functionalities, including user panels for national administrators, working group leaders and regular users; good practice library; and a share function. Overall, 851 participants have improved their knowledge of data governance and statistical planning through three editions of the Massive Open Online course on "Data governance for the SDGs". Ninety-two per cent of participant respondents rated the course as overall useful. Moreover, 140 government officials from 37 countries were trained on StaTact, with 97 per cent of workshop participants confirming overall usefulness of StaTact and 93 per cent finding StaTact relevant to their work.

The "UN SDG:Learn Stage 2" initiative, a smart gateway launched in July 2019 by UNITAR and the United Nations System Staff College (UNSSC) with high-level support of the United Nations Deputy Secretary-General, is a means for promoting the accumulated knowledge and building competences related to the SDGs. This project aimed to further upgrade the gateway and increase its outreach and effectiveness. The UN SDG:Learn currently has 59 partners, including UNITAR and UNSSC, and features 280 courses and 151 micro-learning events. It registered 69,951 users as of 31 December 2020, including 54.4 per cent male and 45.6 per cent female, and 242,008 page views. Most of the learners using the gateway were between 18 and 34 years old. A self-evaluation of UNSDG:Learn undertaken in August-September 2020 has produced some of the following evaluation findings, including 79 per cent rated the gateway as useful or extremely useful, and 30 per cent took the learning they have identified and most of them felt this learning was related either to policy coherence, leaving no one behind (LNOB) or gender. Moreover, more than 50 per cent of those learners who took learning applied good practices related to policy coherence, LNOB or gender.

The project "Introduction to Geospatial Information Technology for Disaster Risk Reduction/Management" aimed to provide training participants with Geographic Information System (GIS) and Remote Sensing (RS) methodologies (i.e. risk assessment and satellite based response mapping) related to natural hazard management in for least developed countries, namely Rwanda, Nepal, Tanzania and Republic of Congo. The courses sought to increase women's participation at all levels of DRR planning and decision making, thus they aim to achieve a 50:50 gender ratio. In total, the courses were attended by 62 professionals working in governmental, private and academic organizations in Rwanda, Nepal and Tanzania who wished to strengthen their practical skills in applying geospatial technologies for DRR. Participants appreciated the local case study approach as it allowed them to identify with the content and increased their motivation to come up with innovative solutions to address DRR/M challenges using the available tools. Moreover, they expressed eagerness to learn more and to benefit from future training opportunities. 94 per cent agree of the participants agreed that the training was useful, 71 per cent agreed the information was new to them and 91 per cent agreed the course was relevant to their job.

The individual project reports (final or progress) are compiled in Annex 2 by strategic objective and provide further description on outputs or other results.

3. Status of projects receiving allocations from 1 January – 31 December 2020

During the 2020 reporting period, UNITAR Programme Divisions/Units submitted 33 requests for SFF allocations, 23 of which received allocations (or 70 per cent) for a cumulative amount of $1,521,650. As shown in Table 2 below, the allocations varied widely, from $5,200 to over $270,000 (average $65,000). Projects cover all objective areas of the strategic framework, with the largest proportion of projects covering multiple objectives. Eight of the projects are cross-divisional/programmatic, requiring inter-programme collaboration in design and implementation.

Ten of the 23 projects are completed, 12 are under implementation and one project has not yet begun. Most of the projects under implementation are scheduled to be completed by the end of the second or third quarter of 2021, and one or two by the end of the fourth quarter. Reports of the individual projects are attached as Annex 3.

Table 2: List of projects/activities and allocations made in 2020 by SFF donor source and report status

Strategic objective (SO)	Title of project/activity	Source	Allocation (USD)	Report
SO1: Peace	Digital Design Solution for Young African Women Mediators	Qatar	55,000	Final
	Peacemaking and Conflict Prevention International and Regional Trainings: Transforming Fellowship Preventive Diplomacy and Africa Peacemaking Training Programmes in the COVID-19	Sida	90,000	Final
	Women's Leadership for Peace: Needs assessment, operational plan, and design phases**	Sida	55,000	Progress
	Youth Imp!act for Peace Liberia	Sida	60,976	Progress
S03: Planet	Joint UNITAR/UNICEF online climate change course	Qatar	35,000	Progress
	How to be e-Waste Literate: A Citizen's Approach to Solving the e-Waste Course	Sida	75,000	Progress
	Joint UNITAR/WHO Online Climate Change Negotiations and Health Course**	Sida	54,715	Progress
SO4: Prosperity	Responding to Crisis: Strengthening Finance and Trade Resilience to COVID-19 in Sub-Saharan Africa**	Qatar	55,000	Final
	Leading Inclusive 4IR: Empowering Women in Afghanistan for the Future of Work through Digital Reskilling**	Sida	70,000	Progress
	BUILD BACK BETTER - Sustainable and resilient post-COVID recovery in Latin America: Enhancing Trade and Improving Safety by Strengthening Chemicals and Trade links and bringing countries closer to OECD Standards* Division for Prosperity lead**	Sida	100,000	Progress
SO5: Cross-fertilization	E-learning course on the use of Geospatial Information technologies for Humanitarian assistance	Qatar	55,000	Progress
Multiple strategic objectives	Conflict Prevention and an Early Warning System Development in the Lake Chad Region: Support to the Multinational Joint Task Force (MNJTF) Regional Intelligence Fusion Unit** (SO1, SO5)	Sida	60,000	Final

	Vector-borne disease risk mapping dashboard** (SO2, SO5)	Sida	60,000	Not yet initiated
	Levelling the Playing Field (SO1, SO2, SO3, SO4, SO5)	Qatar & Sida	271,651*	Final
	Diplomatic Excellence, Bhutan (SO1, SO2, SO4, SO5)	Qatar	20,000	Final
	Online Certificate on Essential Professional Skills, Fellowships (SO1, SO2, SO4, SO5)	Qatar	5,200	Final
	e-Learning Fellowships, International Law (SO1, SO2, SO4, SO5)	Sida	5,200	Final
	e-Learning Fellowships – Multilateral Diplomacy and International Law (formerly Kenya) (SO1, SO2, SO4, SO5)	Sida	50,000	Final
	Online Intensive Training Programme in International Law, Pakistan (S01, SO2)	Pakistan	4,998	Final
	Diplomatic Excellence (SO1, SO2, SO5)	Sida	69,000	Progress
	Overcoming Global Challenges through International Law (SO1, SO2, SO4, SO5)	Sida	80,000	Progress
	Ethiopia – Safer Chemicals Management and Gender Mainstreaming (SO2, SO3)	Sida	70,000	Progress
	Strengthening SDG Competencies in the Digital Age**	Sida	120,000	Progress
Notes:	*Allocation made on 19 December 2019 **Cross Divisional/Programme Unit project/activity			

As shown in Figure 5 (page 7), the largest proportion of funds was allocated to projects with links to multiple strategic objectives (SO). While SO2 (People and Social Inclusion) was not addressed through a distinct project, it was part of most projects covering multiple objectives. Taken together, projects funded from the SFF in 2020 were linked to 16 of the 17 SDGs (all Goals except SDG 7 – Ensure access to affordable, reliable, sustainable, and modern energy for all). The largest proportion of allocations was made to projects delivered in multiple regions or globally, followed by those for delivery in Africa or for African beneficiaries, as shown in Figure 6.

Most projects were funded solely through the SFF, although eight projects also received co-financing from the United Nations Fund for Children (UNICEF), the World Health Organization (WHO), the beneficiary countries, the Ministries of Foreign Affairs of Bhutan, Finland and Norway, and the Hiroshima Prefecture. One project reported in-kind support from the Organization for Economic Cooperation and Development (OECD).

Most of the allocations from SFF contributions were made to support projects related to training-related outputs (with 2,394 individuals benefitting from training events in from 2020 allocations. Figures 7 and 8 show the breakdown of training-related outputs per strategic objective and geographic region. As expected, the largest number of beneficiaries to date has come from programming supporting multiple goals and multiple regions. This distribution is not likely to change much as most projects in progress have few remaining activities to be delivered.

Figures 9 and 10 below show the breakdown of certificates per strategic objective and geographic region. As expected, the largest number of certificates to date has come from programming supporting multiple goals and multiple regions. In total, 841 certificates of completion or certificates of participation were issued (35 per cent of beneficiaries trained). This said, some events may not have issued certificates given the characteristics of the events.
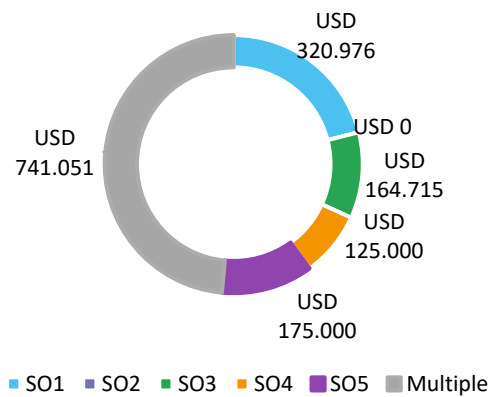
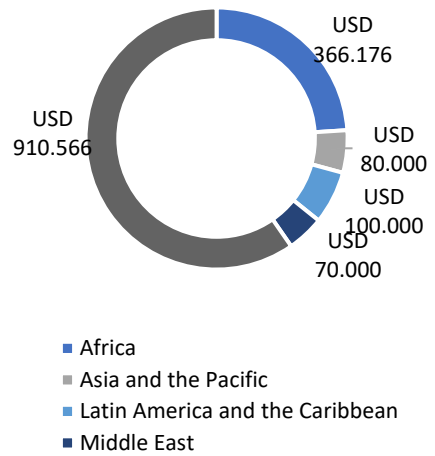**Figure 5: Budget allocated by strategic objective**

USD 320.976
USD 0
USD 164.715
USD 125.000
USD 175.000
USD 741.051

- SO1 ■ SO2 ■ SO3 ■ SO4 ■ SO5 ■ Multiple

Figure 6: Budget allocated by region

USD 366.176
USD 80.000
USD 100.000
USD 70.000
USD 910.566

- Africa
- Asia and the Pacific
- Latin America and the Caribbean
- Middle East

Figure 7: Beneficiaries by strategic objective

107
0 0
118
0
2169

- SO1 ■ SO2 ■ SO3 ■ SO4 ■ SO5 ■ Multiple
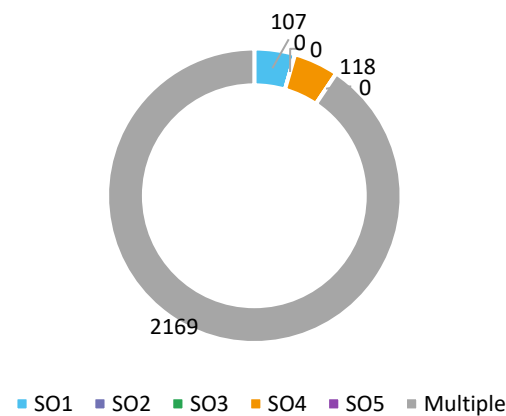
Figure 8: Beneficiaries by region

227
46
0
0
2121

- Africa
- Asia and the Pacific
- Latin America and the Caribbean
- Middle East
- Multiple regions/Global
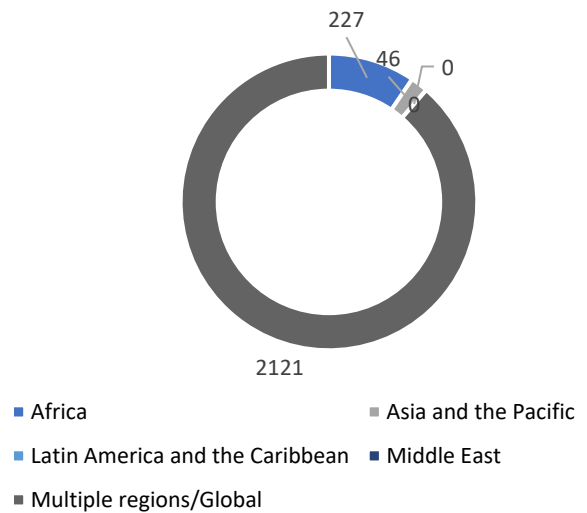
Figure 9: Certificates by strategic objective

61 0
0
90
0
690

- SO1 ■ SO2 ■ SO3 ■ SO4 ■ SO5 ■ Multiple

Figure 10: Certificates by region

160
46
0 0
635

- Africa
- Asia and the Pacific
- Latin America and the Caribbean
- Middle East
- Multiple regions/Global

Figure 11: Women beneficiaries by strategic objective

47 0 38
0   0

1099

■ SO1 ■ SO2 ■ SO3 ■ SO4 ■ SO5 ■ Multiple

Figure 12: Women beneficiaries by region

90   16
        0
        0

1078

■ Africa   ■ Asia and the Pacific

■ Latin America and the Caribbean ■ Middle East

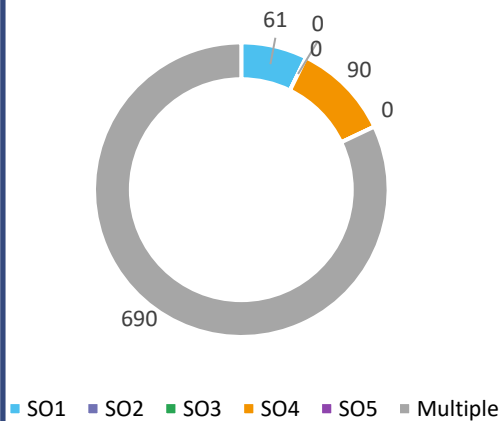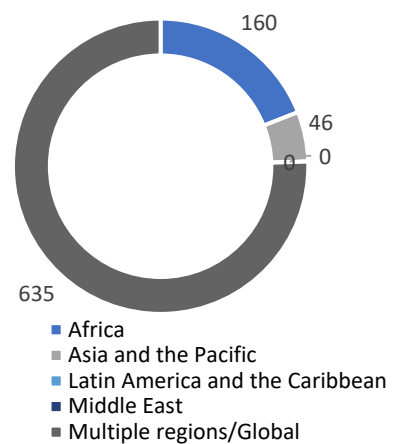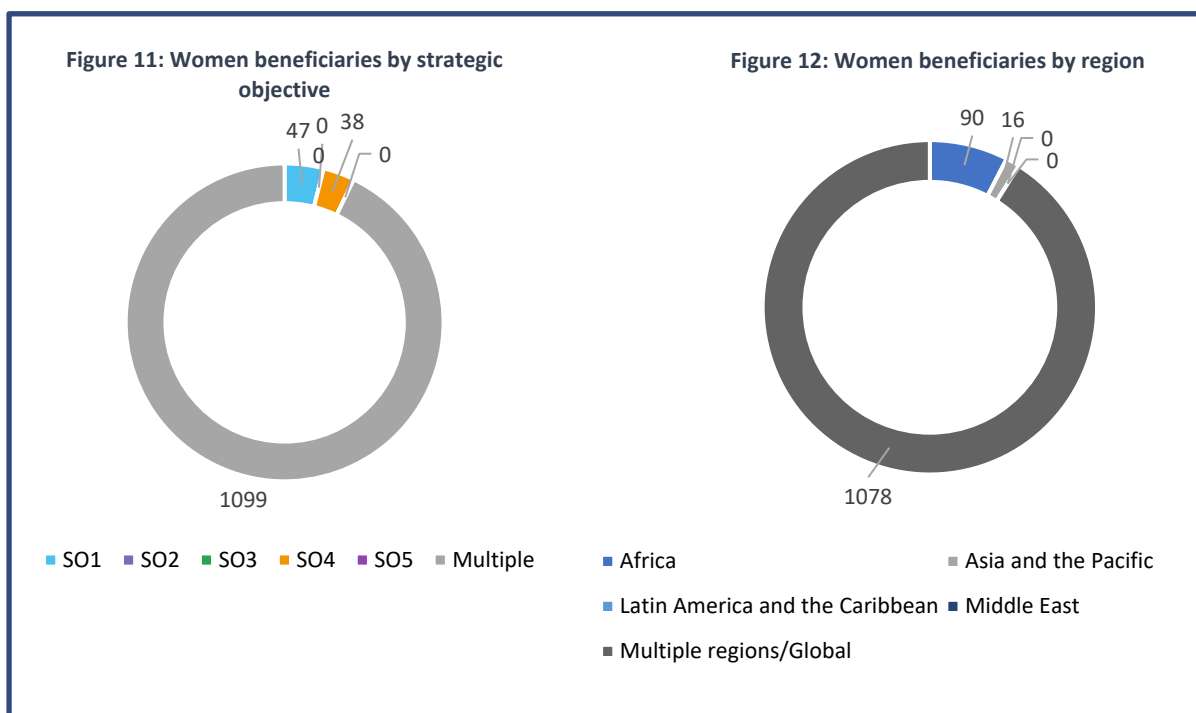■ Multiple regions/Global

Figures 11 and 12 above show the breakdown of women beneficiaries per strategic objective and geographic region. As expected, the largest number of women to date has come from programming supporting multiple goals and multiple regions. In total, 49 per cent or 1,184 of the beneficiaries were women.

3.1 Highlights by Strategic Objective

SO 1: Peace

Promote peaceful, just, and inclusive societies

Training delivered	2 events	Number of participants	107 learners
Training undelivered	2 events	Certificates[1]	61 (participation)
SDG links	4, 5, 8, 10, 16, 17		

Four projects received allocations to promote the strategic objective of supporting institutions to contribute meaningfully to sustainable peace. Of the four projects, two were fully implemented and strengthened knowledge, skills and understanding in peace-related fields of work, including the prevention, analysis, and sustainable resolution of conflicts, as well as enhanced understanding of the challenges facing young African women mediators in efforts to build and sustain peace in their communities. Evidence of knowledge and skills transferred to workplaces includes one participant (Afghanistan Ambassador to the UN) confirming application of frameworks, analysis, and approaches to peace processes in his country; UN peace mission staff in Darfur and Central African Republic utilising programme approaches to reduce tensions between ethnic groups in conflict; and one participant from Libya applying knowledge and skills to a dialogue process among civil society. For further discussion see long reports attached under Annex 4.

SO 3: Planet

Support the conservation, restoration and safeguarding of our planet for present and future generations

Training delivered	0	Number of participants	0
Training undelivered	3 e-courses	Certificates[4]	0
SDG links	1, 2, 3, 4, 5, 6, 8, 9, 10, 11, 12, 13		

Three projects received allocations to promote the strategic objective of supporting the conservation, restoration and safeguarding of our planet for present and future generations, with a focus on fostering a green, low carbon and climate resilient transition. The implementation of the projects is in progress and results from the three e-courses are expected by the end of the second quarter of 2021.

SO 4: Prosperity

Promote inclusive and sustainable economic growth.

Training delivered	1 online course	Number of participants	118
Training undelivered	2	Certificates[5]	90 (completion)
SDG links	3, 4, 5, 6, 8, 10, 11, 12, 17		

Three projects received allocations to promote the strategic objective of helping countries to achieve inclusive and sustainable economic growth. All three projects place a focus on the present COVID-19 pandemic. In one project, 90 participants from Sub-Saharan African countries successfully completed an online training course in December 2020 to enhance capacities to effectively develop and implement policies and decisions to strengthen finance and trade resilience during the global COVID-19 pandemic and health emergencies. As part of the course, participants discussed, researched, and formulated policy recommendations, which were later peer reviewed as part of the training. UNITAR plans to develop an Impact Story to examine if and/or how the recommendations have been implemented and brought about positive change in the second quarter of 2021. The two other projects, Leading Inclusive 4IR: Empowering Women for the Future of Work through Digital Reskilling and Build Back Better: Sustainable Post-COVID Recovery in Latin America are in the implementation and planning stages, respectively, and will be completed before the end of 2021.

SO5: Cross-Fertilization

Optimizing the use of technology and supporting coherence for the 2030 agenda

Training delivered	0	Number of participants	0
Training undelivered	1 e-course	Certificates[7]	0
SDG alignment	11, 13		

One project received an allocation to support the objective of optimizing use of technology for evidence-based decision making by increasing skills and other capacities of national and regional efforts to use satellite derived mapping and GIS for disaster risk reduction, emergency response and territorial planning and monitoring. The course was delayed as a result of the COVID-19 pandemic and is planned to be delivered by the end of March 2021.

Projects Under Multiple Strategic Objectives

Training delivered	23 events	Number of participants	2169 (of which 2081 learners)
Training undelivered	21 events	Certificates[7]	690 (participation)
SDG links	1, 3, 4, 5, 8, 10, 13, 15, 16, 17		

As discussed earlier, the majority of projects funded in 2020 aimed to contribute to multiple strategic objectives. The projects fall into three thematic categories: peace, diplomacy and international law, and chemicals and waste management.

The project related to peace aimed to improve the performance of the Multinational Joint Task Force (MNJTF) by advancing information and management and intelligence structures and procedures and thereby promoting cooperation within MNJTF contributing countries. Requiring inputs from both the Division for Peace and the Division for Research and Satellite Applications (UNOSAT), the project rose awareness on UN intelligence policy, remote sensing, and geospatial information technologies for 20 staff officers deployed to the MNJTF in Cameroon, Chad, Niger, and Nigeria, and ultimately empowering the participants to exert increased influence on methods to work toward the MDJTF's mandated tasks.

The cluster of projects related to diplomacy and international law sought to contribute to SO2.2 (strengthening representation of countries in special situations in institutions of global governance), although the thematic and crosscutting foci of many of the trainings enabled the projects under this cluster to contribute to other strategic objectives as well, such as promoting peace (conflict resolution and mediation); fostering a green-low-carbon and climate-resilient transition; or promoting inclusive, sustainable economic growth. All projects comprised of training that was delivered online, mostly reflecting an executive nature, either to groups of participants from different countries (e.g., through the Levelling the Playing Field or Diplomatic Excellence projects) or targeted to specific countries (e.g., Bhutan, Pakistan). Of this cluster's eight projects, six are implemented and two remain under implementation and are expected to be completed by the second quarter of 2021. As of 31 December 2020, 2,059 stakeholders benefitted from training with enhanced awareness, knowledge and skills.

One project sought to contribute to strengthening the sound and sustainable management of chemicals and waste (SO3.2) and also promote people's well-being, including the protection and empowerment of groups that have

been marginalized and made vulnerable (SO2.1).Specifically, the project aims to contribute to protecting human health and the environment from anthropogenic emissions and releases of mercury and mercury compounds by accelerating the implementation of the Minamata Convention on Mercury. The project was delayed as the initial targeted country declined support. Efforts are underway to re-target the project to Ethiopia, with results expected by the end of the fourth quarter of 2021.

3.2 Implementing Partners

UNITAR issued the following grants to implementing partners:

Table 3: Grants to Implementing Partners

Strategic Objective	Year	Project	Implementing Partner	Grant award	Grant status
SO1	2019	Youth Imp!act for Peace Liberia	Angie Brooks International Center	$33,500	Open
	2020	Towards Shattering the Glass Labyrinth of Female Leadership in National Security Forces project	Ecole de Maintien de la Paix Alioune Blondin Beye	CFA 17,242,023	Open
	2020	Women's Leadership for Peace Process	Geneva Centre for Security Policy	$3,900	Open
SO5	2019	Introduction to Geospatial Information Technology for Disaster Risk Reduction/Management	UN Resident Coordinators Office Nepal	$5,400	Closed

3.3 COVID-19 Implications and risks

The COVID-19 pandemic had implications on the implementation of SFF-supported projects, including cancellation or delays in delivery, and various projects required conversion of in-person training to blended or online formats. One diplomacy-related project targeting participants in Kenya was cancelled and the funds reallocated to supporting an e-workshop on water diplomacy for Sudanese diplomats and issuing fellowship awards to participants from least developed countries and (LDCs) small island developing States (SIDS). Of the 23 SFF supported projects, five were initially planned to be delivered in–person and were converted to online or blended delivery, including the Levelling the Playing Field project comprised of 20 training activities. The other projects included online delivery that was planned pre- or post-COVID-19.

Converting in-person to online delivery has certain benefits, as noted by the Levelling the Playing Field project report in which outreach was increased by close to 100 per cent. Converting in-person to online training is not without risks, however. Weak Internet connections can compromise the effectiveness of delivery with dialogue and exercises, as reported by two projects (Conflict Prevention and Early Warning System Development and Diplomatic Excellence - Bhutan). It was also found that in some training, participants were more reluctant to interact and ask questions and participate as actively as they would have if the training was delivered in-person.

Risks related to grants issued under the SFF are assessed as low, in so far as the grant awards are of relatively low value and the schedule of payments requiring subsequent payments to be based on financial reports of the prior instalment. In 2020, UNITAR strengthened its controls by requiring implementing partners to submit a declaration of honor for the avoidance of conflicts of interest.

3.3 Strategic Enabler Allocation

In addition to the Division/Programme Unit allocations listed in Table 2, an allocation was made for $30,000 from Franklin University to support efforts to strengthen the quality of training and the enhanced application of the Quality Assurance Framework. The allocation supported the development of a Foundation Course on Training Development which will be delivered as a self-paced online course. All UNITAR staff engaged in training-related

programming will be required to take the course as a foundational certification. As of 31 December 2020, the course development is in progress and is scheduled to be finalized by the first quarter of 2021.

4. Independent Evaluation of the SFF

In accordance with its Governing Principles, the SFF will undergo a scheduled independent evaluation in the first half of 2021. The evaluation will assess the relevance, coherence, effectiveness, efficiency, impact, and sustainability of SFF-related programming; identify any problems or challenges that the SFF has encountered; and issue recommendations and lessons to be learned on project design, implementation, and management. The evaluation's purpose is to provide findings and conclusions to meet accountability requirements, and recommendations and lessons learned to contribute to the initiative's improvement and broader organization learning. The scope of the evaluation will cover Programme Division/Unit projects supported from the SFF during 2019 and 2020. The proposed timeframe for the evaluation spans from March 2021 (initial desk review and data collection) to July 2021 (submission of final evaluation report).

5. Visibility and Transparency

UNITAR developed a dedicated page on its website to the SFF (www.unitar.org/partnerships/strategic-framework-fund) to provide visibility to donor partners and transparency on narrative and financial reporting. The page will also include Impact Stories, video testimonials and evaluation reports.

6. Efforts to Mobilize Additional Donor Support

UNITAR continued efforts to mobilize additional donor support to the SFF. The Fund was featured in discussions at the September 2020 Friends of UNITAR Meeting, which is an annual meeting of Geneva-based Ambassadors. The Executive Director thanked existing donors for their support and solicited other donors to consider supporting the instrument. Targeted outreach was also undertaken over the course of the year, including with one existing donor to renew a multi-year pledge. At the Sixty-First Session of the Board of Trustees, the Executive Director reported on the Fund and indicated that efforts to mobilize additional support would continue despite COVID-19 and broader health and economic concerns consuming donor attention in development cooperation. The Board took note of the update on the Fund and Management's request to work with UNITAR to raise the visibility of the Fund and to promote the instrument within its networks.

Annexes
Annex 1: List of SDGs
Annex 2: Summary Reports from 2019 Allocations (Final and Progress)
Annex 3: Summary Reports from 2020 Allocations (Final and Progress)
Annex 4: Long reports referenced in Annexes 2 and 3
Annex 5: List of Directors/Managers/Focal Points overseeing design and implementation of funded projects

About the Strategic Framework Fund

The Strategic Framework Fund (SFF) was established by the UNITAR Board of Trustees in November 2019 as a pooled funding instrument to help UNITAR deliver on its mandate and achieve the objectives of the 2018-2021 strategic framework. The SFF provides UNITAR with increased flexibility and leverage to meet learning and other capacity development needs, with emphasis placed on the needs of individuals, institutions and organizations from countries in special situations, including the least developed countries, the landlocked developing countries, the small island developing States and countries in and emerging from conflict.

Current contributors to the SFF include the Governments of Nigeria, Pakistan, Qatar and Sri Lanka, as well as the Swedish International Development Agency and Franklin University. The 2019 Report of the Secretary-General on UNITAR (E/2019/81) and Economic and Social Council resolution E/Res/2019/13 refer the SFF, with the latter document welcoming the Fund's establishment. Efforts are underway to confirm pledges or follow-up on expressions of interest received from prospective donors.

The administration of the SFF is led by the Office of the Executive Director. Decisions on allocation requests are made by the Executive Director in accordance with the Fund's Guiding Principles. Project design, implementation and reporting are undertaken by Divisions and Programme Units. Financial expenditure reports are prepared by the Finance and Budget Unit on a pooled basis and not by individual donor contribution. Narrative reports are compiled by the Strategic Planning and Performance Division (Planning, Performance Monitoring and Evaluation Unit-PPME). PPME also undertakes an independent evaluation of the SFF on a two-year cycle, beginning in 2021.

Annex 1

List of SDGs

- Goal 1. End poverty in all its forms everywhere
- Goal 2. End hunger, achieve food security and improved nutrition and promote sustainable agriculture
- Goal 3. Ensure healthy lives and promote well-being for all at all ages
- Goal 4. Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all
- Goal 5. Achieve gender equality and empower all women and girls
- Goal 6. Ensure availability and sustainable management of water and sanitation for all
- Goal 7. Ensure access to affordable, reliable, sustainable, and modern energy for all
- Goal 8. Promote sustained, inclusive, and sustainable economic growth, full and productive employment and decent work for all
- Goal 9. Build resilient infrastructure, promote inclusive and sustainable industrialization and foster innovation
- Goal 10. Reduce inequality within and among countries
- Goal 11. Make cities and human settlements inclusive, safe, resilient, and sustainable
- Goal 12. Ensure sustainable consumption and production patterns
- Goal 13. Take urgent action to combat climate change and its impacts*
- Goal 14. Conserve and sustainably use the oceans, seas, and marine resources for sustainable development
- Goal 15. Protect, restore, and promote sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification, and halt and reverse land degradation and halt biodiversity loss
- Goal 16. Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable, and inclusive institutions at all levels
- Goal 17. Strengthen the means of implementation and revitalize the global partnership for sustainable development

Annex 2

Individual Project Narrative Reports

Strategic Objective 1

Strategic Framework Fund

Narrative Report

Project title: Towards Shattering the Glass Labyrinth of Female Leadership in National Security Forces.
UNITAR Division/Programme Unit: Peacekeeping Training Programme Unit
Allocation amount: $ 60.000
Funding source within SFF: Swedish International Development Agency
Other funding: ☐ Yes - Specify amount and source: _____
      ☒ **No**
Project implementation period: 11 September 2019 – 30 April 2020 (period covered in the project)
This report is: ☐ **Progress**
      ☒ **Final**

Project objective	The project was designed to contribute to international, national and local efforts aimed at advancing gender equality and women's meaningful participation in national security forces and peace operations across the African continent – including in leadership positions. It did so by (1) contributing to the existing evidence and knowledge regarding the obstacles to women's meaningful participation in national security forces and peace operations to serve as basis of policy and further remedial action, and (2) fostering the creation of a conducive environment for women's participation and leadership within national security forces and peace operations.
Link to strategic framework	SO1: Promote peace and just and inclusive societies SO 1.1: Support institutions and individuals to contribute meaningfully to sustainable peace.
Link to 2030 Agenda or other 2015 outcome	**SDG(s):** 5; 16 **Target(s):** 5.1, 5.5, 16.1
Targeted country/ countries	Burkina Faso
Concise summary of results achieved	A 2-week event was organized in Ouagadougou from 20 to 30 January 2020, in collaboration with the Ministry of Security of Burkina Faso. The event entailed two components (both designed to advance the implementation of the 2009 National Gender Policy of Burkina Faso): (1) awareness raising, and (2) intergenerational dialogue through a mentoring scheme. The awareness raising activities brought together 60 young women from high schools, universities, and police/gendarmerie academies. The purpose of these activities was to increase awareness on the central role women play in security forces, as well as to gather information on specific barriers to such participation as well as the endogenous factors for overcoming such barriers. Through discussions, roundtables, awareness raising and diffusion of important information regarding the recruitment to national security forces and the reality on the ground, this initiative enhanced the access to national police forces for young Burkinabe women. The second component of the project took shape as a 3 days intergenerational retreat, that benefited 30 women from police and gendarmerie national. This second component brought together young female non-commissioned officers and senior women, who have achieved leadership positions within the police, gendarmerie and/or in deployments with UN peace operations. It fostered information exchange, allowing younger women to gain a better understanding of the path that could lead them to leadership positions, and it generated a strong support system and network of women from the Burkinabe National Security Forces. It allowed them to share experiences and

	knowledge on the meaningful participation of women at all levels of the security forces and to address and find solutions to the existing barriers and obstacles faced by women, from the recruitment into the forces, to deployment and return from deployment into peacekeeping missions.
Describe project effect on direct beneficiary/ beneficiaries	Based on observations and participants direct feedback, the positive effects of the mentorship scheme were multiple: - It increased the participants self-esteem and their understanding of the range of possibilities they have as women in the national security forces and the importance of their meaningful participation. - It immediately boosted participants' motivation, carrier ambitions and gave them a better understanding of the skills, knowledge and experience required to progress and get into leadership positions. - The highly participatory and experiential methods and formats employed contributed to the creation of a strong support network and to strengthening young women's insider knowledge and access to opportunities.
Describe project effects on groups made vulnerable such as women and children, if applicable	On the longer term, this project will expand the pool of Burkinabe women in police forces, including in leadership positions, eligible and willing to be deployed.
Describe implementation challenges (if any)	Delay in signing the Letter of Agreement (LOA) with collaborators led to some delay, mostly linked to logistical aspects of the project implementation, but it didn't create any major disturbance and didn't affect our performance.
If progress report, describe planned activities to bring project to closure	As a follow up to the activities implemented in the first phase of the project, the project team in collaboration with partners in the field envisages the development of an action plan that shall allow the translation of the knowledge gathered into concrete activities that progressively will allow for the "shattering the glass labyrinth of female leadership in national security forces". The action plan will enable the project team to access dedicated funding.

Directions: Please complete as concisely as possible. For final reports, this page should be used as the cover page, with more a more elaborate narrative attached. For progress reports, this cover page may suffice. For both progress and final reports, an updated log frame or results framework should be attached, with actual performance and reasons for variance. See attachment.

Results

Intended impact	Indicator(s)	Performance target(s)	Performance actual	Reasons for Variance
Foster the creation of a conducive environment for women's participation and leadership within national security forces and peace operations.				
Outcomes & outputs				
Outcome 1. Strengthened role of female officers in national security forces	% of increase in enlisted female officers assuming leadership roles	Baseline: 0 Target: 60%	To be determined one year from the end of the project.	
Output 1. Increased awareness among young women of their central role in security forces, as well as of the barriers that may prevent them from accessing the security sector	% of participants attending the awareness raising sessions stating an increased understanding of the importance of women's participation in security forces as well as of the barriers to such participation.	Baseline: 0 Target: 80%	100%	
Output 2. Strengthened support system to enhance women's meaningful participation at all levels in the police and gendarmerie forces (particularly in leadership positions)	% of participants taking part in the retreat endorsing the formalization of the support system	Baseline: 0 Target: 75%	100%	
Output 3. 30 beneficiaries participate to the 3 days intergenerational retreat for women in security forces.	Number of beneficiaries	30	30	
Major activities		**Dates implemented**	**Scheduled to be implemented**	**Comments**
Awareness raising		20.01.2020 – 24.01.2020		
Mentorship scheme		27.01.2020 – 30.01.2020		
Add rows as needed				

Annex 2

Individual Project Narrative Reports

Strategic Objective 2

Strategic Framework Fund

Project Narrative Report Summary

Project title	Nepal NSOAP Workshop
Divisions/Units	SDP
Allocation amount	$80,000
SFF funding source	Sweden (SIDA) 2019
Other funding: ☐ Yes ☒ No	
Project period	Dec 2019 – April 2020 (Postponed due to COVID)
Report: ☒ Progress ☐ Final	Period covered:

Project objective	Implementation of a National NSOAP Workshop in Nepal				
Link to strategic framework objective(s)	SO 2.1 Promote people's well-being, including the protection and empowerment of groups that have been marginalized and are vulnerable				
Link to 2030 Agenda or other 2015 outcome	SDG 3 Targets: 3.1, 3.2, 3.3, 3.4, 3.6, 3.7, 3.8				
Country and beneficiary metrics	Targeted countries:	Participants		Other metrics	
	Nepal	Female		Disability #	
		Male		Other vulnerable #	
		Other		Completion #	
		Not disclosed		Certification #	
	Attach list if more	Total			
Concise summary of results achieved, including how results contributed to helping UNITAR achieve its strategic objectives	All preparations and coordination for the workshop were complete, including lectures and presentation and break-out sessions. Five days prior to the start of the workshop, COVID restrictions were implemented and the Nepal Ministry of Health requested that the workshop be postponed. We are in contact with and awaiting direction from the Nepal Ministry of Health to re-schedule the workshop as they remain enthusiastic to continue the initiative.				
Describe project effect on direct beneficiary/beneficiaries	Planned effect: After completion of the workshop, participants will understand the process of developing and implementing an NSOAP in the national context. Participants will be able to identify the first steps toward developing an NSOAP in Nepal.				
Describe project effects on groups made vulnerable e.g. women, children, disabled, indigenous peoples, if applicable					
Describe implementation challenges, including COVID-19-related challenges, and mitigation efforts	See above				
If progress report, describe planned activities to bring project to closure	Activities postponed and awaiting for COVID restrictions to lift so that activities can be resumed. Awaiting Nepal Ministry of Health direction.				

Directions: Please complete as concisely as possible. For <u>final reports</u>, this page should be used as the cover page, with more a more elaborate narrative attached. For <u>progress reports</u>, this cover page may suffice. For both progress and final reports, an updated log frame or results framework should be attached, with actual performance and reasons for variance. See attachment.

Results

Intended impact	Indicator(s)	Performance (target)	Performance (actual)	Reasons for Variance
Impact <description>				
Outcomes & outputs				
Outcome 1. Workshop				
Output 1.1. content development	Presentations	Presentations completed	done	
Output 1.2. Workshop conducted	Completed workshop with evaluations	Completed workshop	Workshop postponed	COVID restrictions
Output 1.3. <description>				
Add rows as needed				
Major activities		**Dates implemented**	**Scheduled to be implemented**	**Comments**
Workshop		Postponed	Due to determined	Awaiting MOH to reschedule
Add rows as needed				

Annex 2

Individual Project Narrative Reports

Strategic Objective 4

Strategic Framework Fund

Project Narrative Report Summary

Project title	Training Program on 'Frontier Technologies for Sustainable Development: Unlocking Women's Entrepreneurship through Artificial Intelligence (AI) in Afghanistan and Iraq.
Divisions/Units	Division for Prosperity
Allocation amount	$80,000
SFF funding source	Swedish International Development Agency (SIDA)
Other funding: ☐ Yes ☒ No	But in-kind support has been received by the programme from Stanford University, Fuji Xerox (Japan), and others.
Project period	September 2019 to June 2020
Report: ☐ Progress ☒ Final	Period covered: September 2019 to June 2020

Project objective	The objective of the Programme was to build the knowledge, skills, network, and attitudes needed for effective entrepreneurship and leadership of 25 women professionals from public sector, private sector, academia, and civil society organizations in Afghanistan and Iraq. At the end of the Programme, each participant developed a peer-reviewed business model harnessing artificial intelligence that addresses a specific development challenge in their country.
Link to strategic framework objective(s)	SO4. Promote inclusive and sustainable economic growth (4.1 Help countries to achieve inclusive and sustainable economic growth).
Link to 2030 Agenda or other 2015 outcome	• 5 Gender Equality (target 5a, 5b) • 8 Decent work and Economic Growth (target 8.5) • 10 Reduced Inequalities (target 10.2)

Country and beneficiary metrics	Targeted countries:	Participants		Other metrics	
	Afghanistan	Female	35	Disability #	0
	Iraq	Male	0	Other vulnerable #	0
		Other	0	Completion #	28
		Not disclosed	0	Certification #	28
	Attach list if more	Total	35		

| Concise summary of results achieved, including how results contributed to helping UNITAR achieve its strategic objectives | The programme contributed mainly to Strategic Objective 4: Promoting inclusive and sustainable economic growth.

The 28 women successful beneficiaries from Afghanistan and Iraq embarked on a process to develop individual peer-reviewed business model that addressed a specific development challenge in their country or region. This was achieved through intensive 3-month entrepreneurship training (core content from Stanford University), facilitating knowledge and experience sharing (working with private sector experts and local coaches to contextualize the content), and integrating innovative methodologies (providing micro-learning content to the beneficiaries accessible from smart phones). |
|---|---|
| Describe project effect on direct beneficiary/ beneficiaries | Each beneficiary was able to develop and present a peer-reviewed business model that integrates artificial intelligence / digital technologies.

See Impact Story: Frontier Technologies for Sustainable Development: Unlocking Women's Entrepreneurship through Artificial Intelligence in Afghanistan and Iraq |
| Describe project effects on groups made | This programme - by design - focused on women-only beneficiaries from Afghanistan and Iraq to allow greater opportunities for women to build their capacities in |

vulnerable e.g. women, children, disabled, indigenous peoples, if applicable	harnessing digital technologies for their personal development. The training provided an environment to discuss challenges faced by women entrepreneurs from the two countries and explored ways to promote and enhance their economic empowerment.
Describe implementation challenges, including COVID-19-related challenges, and mitigation efforts	Delivering the training and engaging the beneficiaries were challenging due to continuing unrest and political instability, unreliable electricity and internet connection, COVID-19 and security issues associated to inviting women to participate in face-to-face training in the capital. Mitigation efforts include full utilization of Information and Communication Technologies (ICT) to ensure that coordination, learning, and Coaching activities continue despite the multitude of implementation challenges including lockdowns due to COVID-19.
If progress report, describe planned activities to bring project to closure	
Directions: Please complete as concisely as possible. For final reports, this page should be used as the cover page, with more a more elaborate narrative attached. For progress reports, this cover page may suffice. For both progress and final reports, an updated log frame or results framework should be attached, with actual performance and reasons for variance. See attachment.	

Results

Intended impact	Indicator(s)	Performance (target)	Performance (actual)	Reasons for Variance
Greater number of women from diverse sectors and backgrounds harnessing digital technologies for their economic empowerment.	% of women who applied the knowledge learned for their economic advantage or professional development.	80%	89% of the beneficiaries indicated 6 months after the programme completion that they have applied the knowledge in their work. While the long-term impact needs more time to measure, please see attached **Impact Stories** captured 6 months after the programme completion.	
Outcomes & outputs				
Outcome 1. Increased number of women incorporating frontier technologies in entrepreneurship/business models.	Number of participants incorporating frontier technologies on business models.	25 women beneficiaries	28 women from Afghanistan and Iraq were all new to AI before the start of the programme. All of them integrated AI or digital innovation in their business model.	
Output 1.1. Three online courses on Entrepreneurship (delivered in collaboration with Stanford University)	Number of participants completing the Stanford programme.	25 women beneficiaries	28 women from Afghanistan and Iraq completed the Stanford University courses on Cultivating the Entrepreneurial Mindset; Building Business Models; and Empathize and Prototype: A Hands-on Dive into the Key Tools of Design Thinking.	
Output 1.2. Webinar on Introduction to AI (delivered in collaboration with Fuji Xerox, Japan and Amada AI Innovation Laboratory Inc. Inc., Japan)	Number of participants participating in the webinar.	25 women beneficiaries	28 women from Afghanistan and Iraq participated in the webinar and interacted with private sector representatives actively integrating AI in their business operations.	
Output 1.3. Five (5) webinars and Coaching sessions on Business Model and Pitch Deck with 8 local Coaches	Number of participants completing their individual Business Model and Pitch Deck.	25 women beneficiaries	28 women from Afghanistan and Iraq participated in the webinars and Coaching sessions to develop and iterate individual Business Models and Pitch Deck.	
Outcome 2. Greater awareness in promoting gender equality.	Number of participants addressing gender-based challenges on business models.	25 women beneficiaries	28 women from Afghanistan and Iraq designed gender-responsive and peer-reviewed business model.	
Output 2.1. Online course on Gender and the SDGs.	Number of participants completing the online course on Gender and the SDGs.	25 women beneficiaries	28 women from Afghanistan and Iraq were all cognizant on the importance of promoting gender equality.	

Output 2.2. Webinar on Women's Entrepreneurship.	Number of participants participating in the webinar on Women's Entrepreneurship.	25 women beneficiaries	28 women from Afghanistan and Iraq participated in the webinar and exchanged ongoing challenges and solutions across the 2 countries.	
Major activities		**Dates implemented**	**Scheduled to be implemented**	**Comments**
Project, partnership, and content development; Instructional design and beneficiary engagement		September to December 2019		
Three (3) months Online course and mentoring on Developing a Business Model using AI.		January to May 2020		
Webinar on Gender, Entrepreneurship and Frontier Technologies		February 21, 2020		
Peer-Review of Individual Business Models.		April-May 2020		
Evaluation and Reporting		June 2020		

Annex 2

Individual Project Narrative Reports

Strategic Objective 5

Strategic Framework Fund

Project Narrative Report Summary

Project title	Course on the use of Geospatial Information technologies and AI for Disaster Risk Reduction
Divisions/Units	UNOSAT
Allocation amount	$26,584.89
SFF funding source	State of Qatar
Other funding: ☐ Yes	
☒ No	
Project period	is expected to be implemented by the end of July 2021.
Report: ☒ Progress	**Period covered:**
☐ Final	

Project objective	The main aim of the course will be to provide participants with a broad overview on use of Geospatial Information Technology and Artificial intelligence for DRR.
Link to strategic framework objective(s)	**SO 5.1** Optimize the use of technologies, including geospatial technologies, for evidence-based decision making d) Increased skills and capacity of national experts to use satellite derived mapping, GIS and AI for disaster risk reduction and emergency response.
Link to 2030 Agenda or other 2015 outcome	**SDG 11 & 13**: Geospatial Information Technology (GIT) is now being also referred to an "enabling technology" due to the benefit it offers across different application domains. It is a useful tool to support the whole disaster risk management cycle (Prevention/Mitigation, Preparedness, Response and Recovery/Reconstruction) as well as the Agenda 2030 in its entirety.

Country and beneficiary metrics	Targeted countries:	Participants		Other metrics	
	Kenya	Female		Disability #	
		Male		Other vulnerable #	
		Other		Completion #	
		Not disclosed		Certification #	
	Attach list if more	Total			

Concise summary of results achieved, including how results contributed to helping UNITAR achieve its strategic objectives	
Describe project effect on direct beneficiary/ beneficiaries	NA
Describe project effects on groups made vulnerable e.g. women, children, disabled, indigenous peoples, if applicable	NA
Describe implementation challenges, including COVID-19-related challenges, and mitigation efforts	Momentum was lost with project partners because of lack of project lead in respective institutions. Then due to the ongoing pandemic, the UNOSAT Nairobi Office had to close and staff deployed returned to home country hampering meetings envisaged to redefine course details and plans.
If progress report, describe planned	UNOSAT staff returned to Nairobi in February 2021 and will serve as main project interface with the partner organisation. It is envisaged to hold a blended course with UNOSAT staff in

activities to bring project to closure	Nairobi facilitating the course on site and Geneva based colleagues intervening on-line by July 2021.

Directions: Please complete as concisely as possible. For final reports, this page should be used as the cover page, with more a more elaborate narrative attached. For progress reports, this cover page may suffice. For both progress and final reports, an updated log frame or results framework should be attached, with actual performance and reasons for variance. See attachment.

Strategic Framework Fund

Project Narrative Report Summary

Project title	**Upgrading StaTact Application**
Divisions/Units	**Strategic Implementation of the 2030 Agenda Unit**
Allocation amount	**$90,268**
SFF funding source	**Swedish International Development Agency**
Other funding: ☒ Yes ☒ No	Synergy with a Capacity for the 2030 Agenda 2.0 project signed in March 2020 with one of the components supporting StaTact
Project period	
Report: ☐ Progress ☒ Final	**Period covered: 1 September 2019-31 December 2020**

Project objective	To ensure that NSOs using StaTact have improved operational statistical planning processes and managed to address or are making improvements towards addressing priority data gaps impeding successful monitoring on localized SDGs.
Link to strategic framework	SO.5. Promote the indivisible and integrated nature of the 2030 Agenda SO 5.2 Support coherence and evidenced-based policies of the 2030 Agenda
Link to 2030 Agenda or other 2015 outcome	Directly aimed at supporting availability of data for monitoring progress across all SDGs and strengthening of statistical capacities in countries in special situations under Goal 17
Targeted country/ countries	Global platform
Concise summary of results achieved	The StaTact Application has been redesigned to ensure an improved user experience and functionalities such as the reorganization of key stages into problem statement, problem analysis and action plan stages and the adding of a functional implementation (monitoring) stage, as well as new functionalities, incl. user panels for national administrators, working group leaders and regular users, good practice library and sharing function. • 851 participants have improved their knowledge of data governance and statistical planning through 3 editions of Massive Open Online course "Data governance for the SDGs" and 92% of polled participants found the course overall useful. • 140 government officials from 37 countries trained on StaTact • 97% of workshop participants have confirmed the overall usefulness of StaTact • 93% of workshop participants found StaTact relevant to their work • 82% of regional workshop participants have confirmed the effectiveness of StaTact workshop design

Describe project effect on direct beneficiary/ beneficiaries	As of present, 851 course participants, incl. 240 fully certified, have strengthened their knowledge around value of official data, UN Fundamental Principles of Official Statistics, and data governance issues, incl. partnerships and coordination, to inform SDG decision-making processes A further survey of Platform users will be conducted in Dec 2021 – Jan 2022 to provide a basis for assessing the impacts for beneficiaries, the application of knowledge and skills and the use of StaTact.
Describe project effects on groups made vulnerable such as women and children, if applicable	2 out of 4 working groups set up by the Philippine Statistics Authority for the StaTact workshop was dealing directly with data and better understanding of needs of vulnerable groups. StaTact has also potential to help address other gender-related data problems in a context-sensitive manner through improved multi-stakeholder analysis and work planning.
Describe implementation challenges (if any)	The implementation of the upgraded StaTact had been delayed by around 5-6 months compared to the initial timeline due to the first COVID-19 lockdown and the related unavailability of web developers to start working full time on the project during that period, as well as due to the decision to go for a customized application instead of Wordpress after an expert risk assessment with support from UNITAR IT specialist. The pilot workshop had to be held online, with the main limitation being the number of working groups having to be 4 to allow having at least one UNITAR/UNSD facilitator per group. The NSO has therefore decided to limit the participation primarily to its staff, but several participants from Ministry of Education also took part.
If progress report, describe planned activities to bring project to closure	
Directions: Please complete as concisely as possible. For final reports, this page should be used as the cover page, with more a more elaborate narrative attached. For progress reports, this cover page may suffice. For both progress and final reports, an updated log frame or results framework should be attached, with actual performance and reasons for variance. See attachment.	

Reinforcement of the Multinational Joint Task Force (MNJTF) Regional Information Fusion Unit

Background

Lake Chad is encircled by the poorest and least developed parts of Chad, Niger, Cameroon and Nigeria. The area has been severely affected by the rampages of the armed group Boko Haram. The group is based in the state of Borno in Nigeria, but Boko Haram now has factions in all four countries.

The conflict has had severe consequences; infrastructure, markets and homes have been destroyed, people have been forced to flee, and many people have been robbed of their livelihoods. Brutal attacks on civilians are not uncommon, and tens of thousands of people have lost their lives. More than 17 million people are affected by the crisis and over 11 million of the region's inhabitants are in need of humanitarian assistance.

Several places in the area are inaccessible, making the people living in these locations particularly vulnerable. Accessibility has improved over the past year, but continues to be a major problem. In Nigeria, nearly one million people live in areas controlled by Boko Haram and lack access to supplies. Women and children are particularly vulnerable, as well as young men who are in danger of being forcibly recruited by armed groups.

To protect the civilians from the atrocities committed by Boko Haram, and guarantee the stability in the region, the five Lake Chad basin states - Benin, Cameroon, Chad, Niger and Nigeria - established the Multinational Joint Task Force (MNJTF), operating under an AU Peace and Security Council mandate. Its mission is to create a safe and secure environment and facilitate the stabilization in the areas affected by the activities of Boko Haram and other terrorist groups, by using all the necessary means within its capacity.

Since its establishment, the joint force has carried out periodic operations, helping stemming Boko Haram's spread. Yet, despite these achievements, MNJTF faces considerable internal challenges.

The MNJTF suffers considerable structural limitations. Its chain of command is weak, because it comprises units of national forces fighting mainly in their own countries. Many MNJTF troops rotate in and out of the force as national commanders see fit. The under-resourced civilian oversight body, the LCBC, has struggled to exert authority over the force or curb abuses by soldiers who remain accountable to national hierarchies.

Trust among national forces remains weak. This is due to the fact that the MNJTF's component units hail from different military cultures, adhere to different doctrines, use incompatible equipment and speak different languages (English and French). Furthermore, some of their officials also oppose deeper integration.

Despite the existence of a regional information fusion unit, information sharing between MNJTF components is reportedly poor. Even beyond information sharing, cooperation within the MNJTF remains sporadic and personality driven. The formal command structure is reportedly confined in large part to developing joint operations that themselves are not part of an integrated strategy. Participating armies do not always do what they have agreed to in joint plans.

Overall Goal

Against this backdrop, the project contributed to improve the performance of MNJTF (ultimate outcome), by advancing information management and intelligence structures and procedures (intermediate outcomes), hence promoting cooperation within MNJTF contributing countries. Strengthening information management structures and intelligence sharing of the MNJTF build up a stronger cooperation between the regional states, which plays a significant role in early warning and conflict prevention. This included foundational knowledge of the remote sensing and GIS technologies, and how these can be used in a military intelligence framework.

In line with Sida's 2020 focus on life-saving efforts and protection of the most vulnerable people in the conflict area, such as refugees and IDPs, this initiative pre-empted the aggravating impact of armed conflict on the vulnerable populations, and contribute to peace and security in the Lake Chad region.

To achieve the intermediate outcome, the project focuses on:

(i)   Assessing existing information management structures and procedures;
(ii)   Devising a comprehensive capacity building strategy (for stronger information management structures and procedures), focused on:

- Fostering a common vision and operating framework (laws, policies, protocols);
- Building a critical mass of human resources (through targeted recruitment of staff with the right experience and skills, training and other supports);
- Installing the appropriate infrastructure, such as equipment and supplies to facilitate implementation;
- Developing or expanding partnerships to maximize the resources and effectiveness of interventions by bringing together the strengths and assets of different stakeholders;
- Improving the knowledge base and ongoing learning through monitoring and evaluation of interventions; and,
- Increasing technical and financial resources.

Activities

The following activities are conducted:

1. Awareness Raising Workshop to jointly assess existing information management structures and procedures;
2. Joint Planning Workshop to develop a comprehensive capacity building strategy (for stronger information management structures and procedures), including the application of geospatial technology, and to capture elements not envisioned in the initial plan.

Development of a comprehensive capacity building strategy (for stronger information management structures and procedures), including the application of geospatial technology:

To strengthen the information management structures and procedures, this project proposes a number of activities and steps to enhance the event analysis capacity from within the organization as followed:

- Evaluate the current workflow at the Multinational Joint Task Force (MNJTF) Regional Information Fusion Unit for event analysis and determine the optimum workflow to

incorporate the geospatial information technology component to enhance event analysis capacities;

- Determine current gaps in the event analysis process and evaluate how geospatial information technologies or other analytical tools can help to fill the information gaps.
- Build the terms of reference of the future geospatial information technology and intelligence expert(s) which will join the Multinational Joint Task Force (MNJTF) Regional Information Fusion Unit's Situation Room Team by defining the scope and limitations of an activity or area of knowledge;
- Organize an awareness raising workshop for Multinational Joint Task Force (MNJTF) officers on use of Geo-spatial technologies in support of their mission.

Summary of results achieved

1. Assessment of existing information management structures and procedures;

The awareness raising workshop identified a series of gaps pertaining to a) acquisition, b) reporting and c) analysis. To strengthen the information management structures and procedures, a planning workshop was held 14-18 December where future support regarding acquisition, reporting and analysis as well as the introduction of geospatial information technologies were discussed. The planning resulted in an agreement to:

- Develop and deliver training on Information Management (IM) with particular focus on acquisition, reporting and analysis;
- Training will include geospatial information technologies or other analytical tools that contribute towards filling the information gaps. To that end Mine Awareness will be linked to the IM;
- To further assess the workflow within MNJTF and the support provided by the Centre for Coordination and Liaison (entity separate from MNJTF).

2. Development of a comprehensive capacity building strategy (for stronger information management structures and procedures), including the application of geospatial technology:

The development of a realistic capacity building strategy required that the staff officers were fully familiar with the intelligence cycle, as described in the UN Intelligence Handbook. Therefore the workshop had two objectives: 1) Focus on enhancing understanding of the intelligence cycle of staff officers, and 2) Joint understanding of capacity gaps that require further capacity building interventions and training.

To meet these objectives, from 14-18 December, UNITAR conducted a joint planning workshop (JPW) with MNJTF HQ staff in N'Djamena (Chad). The JPW comprised of 20 staff officers deployed in one of the four MNJTF Sector Headquarters to ensure a broad basis for common understanding and validity of outcomes, method an materials. The JWP increased understanding of the four steps of the intelligence cycle (Initiation, Acquisition, Analysis and Dissemination) and how - combined with GIS technologies – it can be used in a military intelligence framework according to the operational conditions in which MNJTF operates.

Throughout the course, the theory was compared with the current realities in order to identify concrete capacity building interventions. In addition, the JWP also discussed the modalities of how transfer knowledge and skills related to the intelligence cycle and GIS technologies. Specifically, the JPW resulted in an agreement that:

- Outlines the prioritized knowledge areas and sequence of delivery;

- Will develop and deliver training on Information Management (IM) with particular focus on acquisition, reporting and analysis;
- The training on IM will be based on the UN Intelligence Policy and materials derived from it, include geospatial information technologies or other analytical tools that contribute towards filling the information gaps. To that end Mine Awareness and and Improvised Explosive Devices (IED) will be linked to the IM;
- Will seek to establish a Training Cell and roster of trainers that are - or have been - deployed with MNJTF;
- That the next steps may entail drafting a ToR and forming a working group for planning and delivery purposes, given the sensitivities related to Information Management;
- Training on Combat Medical First Aid, CIMIC and Improvised Explosive Devices (IED) should be included in future support;
- A further assessment of the impact on workflow at the Multinational Joint Task Force (MNJTF).
- Standardization of training on IM and its sub-components from Force Headquarters (FHQ) - to Sector Headquarters (SHQ) down to Battalion Headquarters (Bn HQ) and unit level;
- Standardization of reporting templates and procedures (collation and filing) at the different levels (see above);
- Develop a training cell within MNJTF FHQ that is supported by UNITAR through TOT
- Support the MNJTF Training Cell to design and deliver frequent training on IM at FHQ and SHQ levels;
- To support the troop contributing countries (TCC) national training centres to deliver trainings at Bn HQ and unit level.

Results

Intended impact	Indicator(s)	Performance target(s)	Performance actual	Reasons for Variance
Safe and security environment in the areas affected by the activities of Boko Haram	Decrease in number of violent incidents by members of Boko Haram	20% decrease of violent incidents	Expected observable performance falls outside the timeframe of this report	N/A at this point in time
Long term outcomes				
Strengthened cooperation among MNJTF contributing countries in the area of information management.	Number of joint operations;	50% increase of joint operations;	Expected observable performance falls outside the timeframe of this report	Due to security reasons, the MNJTF cannot provide information about the number of intelligence reports shared.
	Number of intelligence report shared	50% increase of report sharing	Expected observable performance falls outside the timeframe of this report	Due to security reasons, the MNJTF cannot provide information about the number of intelligence reports shared.
Strengthened capacities of MNJTF personnel to put in place effective information management structures and procedures.	Reliability and validity of information and the source, measured along standard scoring (A1-F6)	20% increase of reliability 50% increase in traceability of information.	Expected observable performance falls outside the timeframe of this report	Dur to security reasons, the MNJTF cannot provide information about the number of intelligence reports shared.
	Quality of analysis reports measured along concrete quality indicators	50% increase in scores	Expected observable performance falls outside the timeframe of this report	Due to security reasons, the MNJTF cannot provide access to their intelligence reports
	Number of reports produced and disseminated	50% increase of production and dissemination	Expected observable performance falls outside the timeframe of this report	Due to security reasons, the MNJTF cannot provide information about the number of intelligence reports shared.
Short term outputs				
Existing information management structures and procedures identified	Number of structures and procedures identified and described	10 structures identified and described	13 structures identified and 10 described	The structures and procedures mainly relate MNJTF. Corresponding data pertaining to the Regional Intelligence Fusion Unit (RIFU) and Centre for Coordination and Liaison (CCL) has no yet been collected.
Comprehensive capacity building strategy developed	Number of capacity building needs identified and prioritized.	10 needs identified and prioritized	12 needs identified and prioritized	

Outputs				
Assessment of existing information management structures and procedures	Number of interviews with staff officers of the MNJTF	8 interviews	10 interviews	
Development of a comprehensive capacity building strategy	Number of participants in the workshop	20 participants	20 participants	
Major activities		**Dates implemented**	**Scheduled to be implemented**	**Comments**
Evaluate the current workflow at the Multinational Joint Task Force (MNJTF) Regional Information Fusion Unit		14-18 December	14-18 December	
Determine current gaps in the event analysis process and evaluate how geospatial information technologies or other analytical tools		14-18 December	14-18 December	
Build the terms of reference of the future geospatial information technology and intelligence expert(s)		14-18 December	14-18 December	
Organize an awareness raising workshop for Multinational Joint Task Force (MNJTF) officers on use of Geo-spatial technologies		14-18 December	14-18 December	

UNSDG:Learn Stage 2

Final Project Report

TARSF003

23 February 2021   **Reporting period: September 2019-December 2020**

Strategic Framework Fund
Narrative Report

Project title: UN SDG:Learn Stage 2
UNITAR Division/Programme Unit: Strategic Implementation of the 2030 Agenda Unit
Allocation amount: $ 159'878.00
Funding source within SFF: Swedish International Development Agency
Other funding: ☒ Yes - Specify amount and source: Synergy with a Capacity for the 2030
<u>**Agenda 2.0 project signed in March 2020 with one of the components supporting UNSDG:Learn**</u>
                    ☐ **No**
Project implementation period: From September 2019 to December 2020
This report is: ☐ Progress
                    ☒ **Final**	

Project objective	To ensure that various constituencies have an improved access to SDG learning most adapted to their needs and contribute to the achievement of the SDGs through the application of the acquired knowledge and skills and related changes in their professional and personal contexts.
Link to strategic framework	SO.5. Promote the indivisible and integrated nature of the 2030 Agenda SO 5.2 Support coherence and evidenced-based policies of the 2030 Agenda
Link to 2030 Agenda or other 2015 outcome	Directly aimed at supporting the cross-cutting implementation of the 2030 Agenda and 17 SDGs.
Targeted country/ countries	Global platform (users from 219 countries, incl. territories).
Concise summary of results achieved	The UN SDG:Learn initiative, a smart gateway launched in July 2019 by UNITAR and UN System Staff College with high-level support of the UN Deputy Secretary-General, is a means for promoting the accumulated knowledge and building competences related to the SDGs. This project aimed to upgrade it further increase the outreach and effectiveness of the Platform. The UN SDG:Learn currently has 59 partners, incl. UNITAR and UNSSC, and features 280 courses and 151 microlearnings. It counted 69,951 users (as of 31 Dec 2020), incl. 54.4 % male and 45.6% female, and 242,008 page views. Most of the learners using the gateway were between 18 and 34 years old. 2 Steering group meetings were held in November 2019 and November 2020 producing annual Roadmaps for 2020 and 2021 respectively. Four social media channels had been set up for UN SDG:Learn (Facebook, Twitter, Instagram and LinkedIn) and all Partners invited to promote UN SDG:Learn through their social media channels following the November 2020 Steering Group meeting. Special landing page on Statistics was set up with UN Statistics Division and Global Network of Institutes of Statistical Training (GIST) and launched on 2 March 2020 during UNStatCom51. It was featured again during the side event related to the UNStatCom52 in February this year. The regional page for UN ESCAP has been updated and interest ahs been expressed by International Organization of Employers and Global Compact to host a special landing page for business. WG on Learning Pathways has developed an initial concept note on assessments. The new user interface with profile-based recommendations and SDG Primer test with

certification had been implemented.

WG on Programming and Evaluation developed a Quality Assurance approach and provided guidance for self-evaluation. The self-evaluation of UNSDG:Learn was conducted in August-September 2020.

WG on Content Distribution has reviewed a suggestion from one of the Partners on APIs and ITU volunteered to be a pilot.

3 microlearnings had been developed with help from professional writer and partners UNSD, OHCHR and UNECE (2 will be launched in March 2021 after the incorporation of the voice-over, and 1 more still requires finalization of both animation and voice-over for launch in April 2021, this remaining work is funded from Capacity for the 2030 Agenda 2.0 project).

User profile, profile-based recommendations system and SDG Primer test with certification implemented

Describe project effect on direct beneficiary/ beneficiaries	A self-evaluation of UNSDG:Learn undertaken in August-September 2020 had produced some of the following evaluation findings complemented by discussions during the 2nd Steering Group meeting include: • The Platform and the initiative seem to be appreciated by both users and Partners: young people felt it was a great resource for their self-development, other users saw it as a useful source in their efforts to raise awareness, educate and engage with local communities on the SDGs. More can be done to promote it to new target audiences and feature more of relevant content. • 79% rated the gateway as useful or extremely useful, and 30% took the learning they have identified and most of them felt this learning was related either to policy coherence, LNOB or gender. • More than 50% of those learners who took learning applied good practices related to policy coherence, LNOB or gender
Describe project effects on groups made vulnerable such as women and children, if applicable	40% of respondents participating in the evaluation of the Platform identified themselves with vulnerable groups, either by being their representative or by working with them. The Platform currently features 25 courses on gender or women related aspects of development as the main focus of the course or as one of the perspectives of a selected development area or issue. UN Women is an active partner of UN SDG Learn and it is expected that the gateway will enable UN Women and other Partners to reach out to broader audiences and promote gender equality through strengthened awareness, knowledge and skills of various stakeholders on gender-related matters and perspectives.
Describe implementation challenges (if any)	As part of the inclusive approach to the further development of UN SDG:Learn, all Partners have been consulted on the Roadmap. While the proposed developments as part of the current project have enjoyed consensus, Partners have also proposed one additional work stream on turning the Platform into a content distribution Platform that requires further consultations and benefits and risk analysis. A Working Group has been set up to review specifically this issue and undertake the analysis of possible risks and benefits given the overall objectives of the Partnership before this suggestion can be given further consideration. There is a volunteer agency but there was no funding for this initiative. Overall, co-creation leads to higher quality but has the disadvantage of creating dependence on partners on timeline and leads sometimes to the concepts that may

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	exceed the scope of the available funding. For this project, when faced with such challenge, the first feasible concept had been implemented and additional funding had been sought for a more ambitious solution.
If <u>progress report</u>, describe planned activities to bring project to closure	

Directions: Please complete as concisely as possible. For <u>final reports</u>, this page should be used as the cover page, with more a more elaborate narrative attached. For <u>progress reports</u>, this cover page may suffice. For both progress and final reports, an updated log frame or results framework should be attached, with actual performance and reasons for variance. See attachment.

Background

This is the final report for the project entitled **"UNSDG:Learn Stage 2"** with a focus on enhancing access to quality SDG learning and covering the period from **September 2019 to December 2020.** This project approved in September 2019 and funded from Strategic Framework Fund Sweden has benefited from synergies with a project launched in March 2020 "**Building Capacity for the 2030 Agenda 2.0"** (2020-2022) funded by the Swiss Development Cooperation and that addresses policy coherence, data - relevant for StaTact - and learning relevant for this project on UNSDG:Learn. This has helped expand some of the project deliverables, i.e., SDG Primer test, certification, and implement a more extensive self-evaluation.

UNITAR, UNSSC and more than 40 other Organizations from among UN and external institutions have joined their forces to launch on 9 July 2019 a new gateway to SDG learning. This initiative is composed of 3 Ps: the Platform, the Partnership and the Programme developed progressively by leveraging the potential for synergies. It aims to reach out to millions of current and potential SDG learners and to enable its users to identify learning products best suited to their needs (please see the enclosed concept note of the initiative).

During the conception phase, the founding partners decided to pursue a staged approach to the development of the Platform and the Programme. The Stage 1 of the initiative was about engaging with a critical mass of the initial Partners and launching an easy-to-use gateway providing an access to the Partners' offers as well as a way to compare the different learning products based on standardized descriptions. This project focused on UNITAR's contribution to Stage 2 of the initiative that aimed to take the Platform to another level and turn it into a truly smart gateway for learning on the SDGs. This was done by developing a more advanced, tailored, profile-based recommendations, assessments and leveraging the expertise and ideas from Partners on how to further upgrade the Platform, promoting the Platform, contributing micro-learning on policy coherence and LNOB.

As the COVID-19 pandemic hit the world in 2020, the achievement of the SDGs had been threatened by rollbacks in a number of areas. At the same time, it has led to a **significant increase of interest in e-learning** by Organizations and individuals. In fact, the number of entitles that starting looking for partnerships or developing e-learning on their own has grown considerably over 2020. The relevance of the UNSDG:Learn has been further confirmed by Partners in their feedback and interest to engage more with the Partnership for mutual learning and co-creation.

Overall objective

To ensure that **various constituencies have an improved access to SDG learning most adapted to their needs** and **contribute to the achievement of the SDGs** through the application of the acquired knowledge and skills and related changes in their professional and personal contexts.

Key results

The **UN SDG:Learn initiative**, a smart gateway launched in July 2019 by UNITAR and UN System Staff College with high-level support of the UN Deputy Secretary-General, is a means for promoting the accumulated knowledge and building competences related to the SDGs. This project aimed to upgrade it further increase the outreach and effectiveness of the Platform.

The UN SDG:Learn currently has **59 partners**, incl. UNITAR and UNSSC, representing different constituencies.

Academia/Universities 11.9%

Private Sector 8.5%

Civil Society/Think Tanks 15.3%

UN and specialized agencies 64.4%

The Platform features **280 courses** and **151 micro-learnings**.

INCREASE IN FEATURED CONTENT

270 COURSES

150 MICROLEARNING

unsdglearn.org

It counted **69,951 users** (as of 31 Dec 2020), incl. 54.4 % male and 45.6% female, and **242,008 page views**.

Gender   17.32% of Total users

■ male   ■ female

46.6%   53.4%
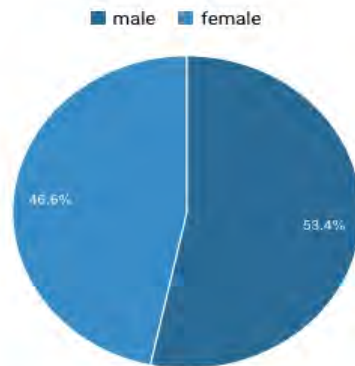
Users came from 219 countries, incl. territories. 52% were from the Asian region, 18.9% from Americas, 16.7% from Africa, and 11.2% from Europe.

1. ■ Asia
2. ■ Americas
3. ■ Africa
4. ■ Europe
5. ■ Oceania
6. ■ (not set)

16.7%   52%   18.9%

Most of the learners using the gateway were between 18 and 34 years old.

unitar
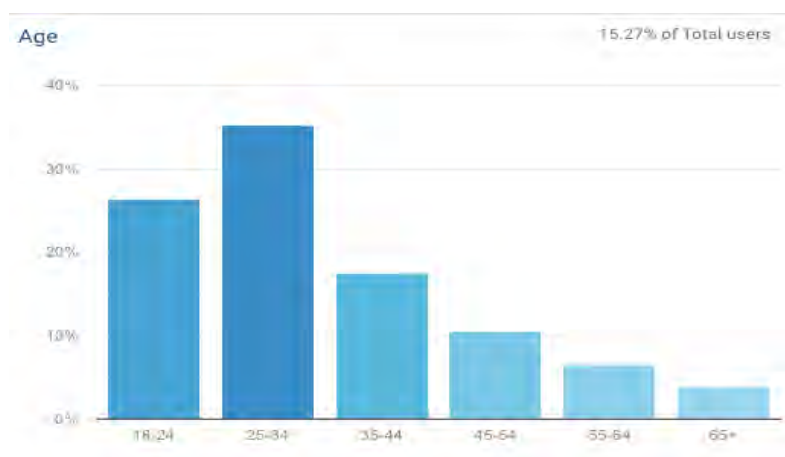
2 Steering Group meetings were held on 21 November 2019 and 25 November 2020 producing **annual Roadmaps for 2020** and **2021** respectively.

Four social media channels had been set up for UN SDG:Learn (Facebook, Twitter, Instagram and LinkedIn) **with more than 14'000 followers** and all Partners invited to promote UN SDG:Learn through their social media channels following the November 2020 Steering Group meeting.

Special landing page on Statistics was set up with UN Statistics Division and Global Network of Institutes of Statistical Training (GIST) and launched on 2 March 2020 during the 51st UN Statistical Commission. It was featured again during the side event related to the 52nd UN Statistical Commission in February this year. The **regional page for UN ESCAP** has been updated. An interest has been expressed by the International Organization of Employers and Global Compact to host a special landing page for business.

Working Group on Learning Pathways has developed **an initial concept note on assessments** laying the foundation for the "programming component" planned in the initial UNSDG:Learn concept note as the space for co-creation for Partners.

Woking Group on Quality Assurance, Programming and Evaluation developed a **Quality Assurance approach** and provided guidance for self-evaluation. The **self-evaluation of UNSDG:Learn w**as conducted in August-September 2020.

Woking Group on Content Distribution has reviewed a suggestion from one of the Partners on APIs. **ITU volunteered to be a pilot**.

3 microlearnings had been developed with the help from professional writer and partners from UNSD, OHCHR and UNECE (2 will be launched in March 2021 after the incorporation of the voice-over, and 1 more still requires finalization of both animation and voice-over for launch in April 2021, this remaining work is funded from Capacity for the 2030 Agenda 2.0 project).

User profile, profile-based recommendations system and **SDG Primer test with certification** have been implemented.

A self-evaluation of UNSDG:Learn undertaken in August-September 2020 had produced some of the following **evaluation findings** complemented by discussions during the 2nd Steering Group meeting include:

- The Platform and the initiative seem to be **appreciated by both users and Partners**: young people felt it was a great resource for their self-development, other users saw it as a useful source in their efforts to raise awareness, educate and engage with local communities on the SDGs. More can be done to promote it to new target audiences and feature more of relevant content.
- **79% rated the gateway as useful or extremely useful**, and **30% took the learning they have identified** and most of them felt this learning was related either to policy coherence, LNOB or gender.
- **More than 50% of those learners** who took learning **applied good practices related to policy coherence, LNOB or gender**.
- **40% of respondents** participating in the evaluation of the Platform **identified themselves with vulnerable groups**, either by being their representative or by working with them.
- The Platform currently features **25 courses on gender or women empowerment related aspects of development** as the main focus of the course or as one of the perspectives of a selected development area or issue.

Steering the Partnership

One of the main objectives was to strengthen the effectiveness of the Platform. This is directly linked to the vibrancy of the Partnership. UNITAR and UNSSC have jointly provided a secretariat for UNSDG:Learn by following up on requests from Partners and learners, leading on the implementation of the 2020 Roadmap, steering the Working Groups and implementing agreed initiatives.

2 Steering Groups meetings were held on 21 November 2019 and 25 November 2020 respectively. Each meeting has led to the adoption of an annual work plan. Close to all deliverables under **the 2020 Roadmap had been implemented** (except for a Steering Committee meeting which was not judged needed due to the intensive work in Working Groups and HLPF side event due to the COVID-19). The first year results for 2020 and evaluation findings had been presented during the 2nd Steering Group meeting in November 2020 and received an overwhelmingly positive feedback from Partners.

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First Steering Group meeting of UN SDG:Learn, November 2019

The three Working Groups met 2 to 4 times each and have brainstormed, provided guidance and validated products and services implemented as a result by UNITAR and UNSSC.

WG on Learning Pathways meetings

1. 6 February 2020
2. 10 June 2020
3. 23 October 2020
4. 2 November 2020

WG on QA, Programming & Evaluation meetings:

1. 11 February 2020
2. 27 May 2020

WG on Content Distribution meetings:

1. 9 March 2020
2. 9 November 2020

The results of the work of the first two Working Groups described in more detail in subsequent sections. In addition, WG on QA, Programming & Evaluation has developed ToRs by May 2020. The WG on Content Distribution had been proposed by one of the Partners to examine the potential of APIs for both distributing the content from the Platform and catching course metadata form Partners platforms. No dedicated funding was available for implementation, but the WG has discussed the concept and ITU volunteered to the first pilot.

Learning Pathways

When the concept of the UNSDG:Learn was designed, the third letter "P" has been added as a placeholder for the work that Partners could do together in addition to making available their respective learning offers through the gateway. One clear area where such joint work has become possible was that related to the design of Learning Pathways.

The Working Group on Learning Pathways met more often than others developing jointly a concept building on the work of various Partners. The recommendations made include the access to the subjective self-assessment of Ubiquity University using the UNESCO SDG competencies, the introduction of objective assessments, the addition of personal learning objective and the tagging of the courses and microlearning.


User interface and "Spotify approach"

The final concept has become too extensive for the implementation in the context of the current project and required the involvement of UNESCO that was not UNSDG:Learn Partner then. As a result, it was decided to break down its implementation in two steps: the first step was the development of the user profile with SDG preferences, recommendations based on preferences, and the development of an assessment environment with the first SDG Primer test and a certification function to increase the attractiveness of the assessments for users. The larger concept had then been further modified and developed under "Strengthening SDG competencies in the digital age" project.

Mapping of courses and microlearning

In follow-up to a request from Partners during the first Steering group meeting, UNITAR undertook the mapping of courses and microlearning in May 2020. Below are the results of the mapping which do not however include some of the new courses. The mapping has allowed UNSDG:Learn Partners to see gas in particular in courses on SDGs 7, 3 and 4 further strengthening the case for follow-up with UNESCO.

Mapping of courses

May 2020

Mapping of microlearning

May 2020
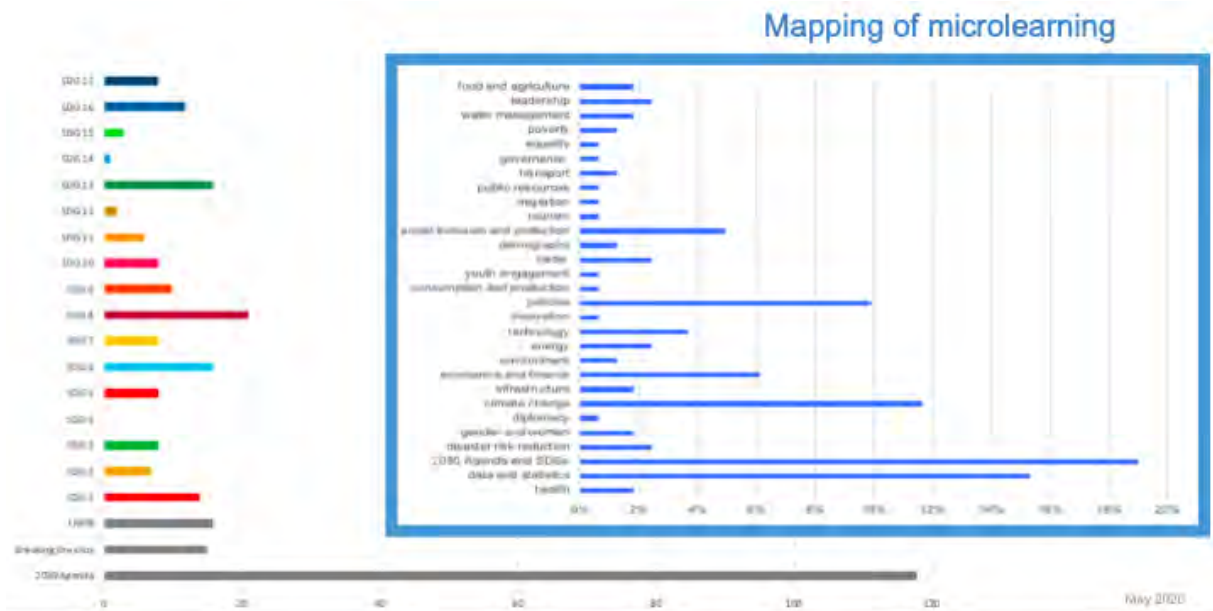
Quality Assurance Framework

As agreed during the first Steering Group meeting, a pledge-based Quality Assurance mechanism had been developed by WG on QA, Porgramming and Evaluation. The text had been cleared by Partners in July 2020 and the pledge function implemented online in November 2020.

Statistics and regional landing pages

One special landing page was created for the statistics community. The page is curated by UN Statistics Division as the Secretariat for the Global Network of Institutes of Statistical Training. GIST members – those who are UNSDG:Learn members and those who are not – contribute their learning to this page. A customized taxonomy has been developed base don the Classification of Statistical Activities to complement the SDGs and types of learning taxonomies. The page was official presented in March 2020 in a side event during the 51st UN Statistical Commission. It was showcased again in February 2021 during the 52nd UNSC side event.

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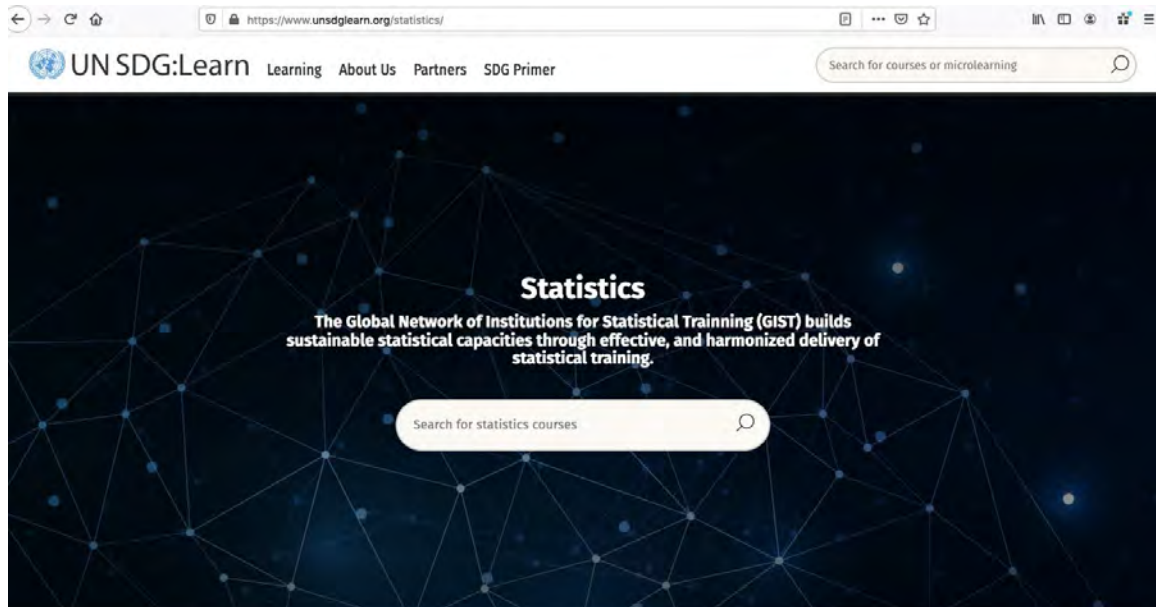
The ESCAP regional page had been modified to include some customized features as the link to the SDG help desk.

The success of the Statistics landing page has prompted an interest among other communities. International Organizations of Employers and Global Compact had expressed an interest in co-curating a similar page for businesses.

Social media campaigns

UNITAR and UNSSC had been promoting the gateway actively through social media. **Four social media channels** had been created on Facebook, Twitter, Instagram, and LinkedIn. Those are being regularly fed by UNITAR and UNSSC.

UNITAR also ran paid social media campaigns:

- from April - Jun 2020 on Facebook, LinkedIn and Google,
- from August – September 2020 on LinkedIn, and
- from August to November 2020 on Facebook.

2 types of campaigns were run on Facebook: to increase the number of followers on the Facebook page (Page Likes) to form a community and to bring traffic to the UNSDGLearn website (Website Clicks).

The number of visitors increased from 20-140 to over 1'000 per day in April - June 2020. Facebook page likes increased from 35 likes in March (before the campaign) to 6'315 in June 2020 and was growing afterward.

Currently, UNSDG:Learn social media channels Facebook, Twitter and LinkedIn are being followed by more than 14'000 followers, including:

Twitter - 326 followers
Facebook - 12 397 followers
LinkedIn - 1142 followers
Instagram - 384 followers
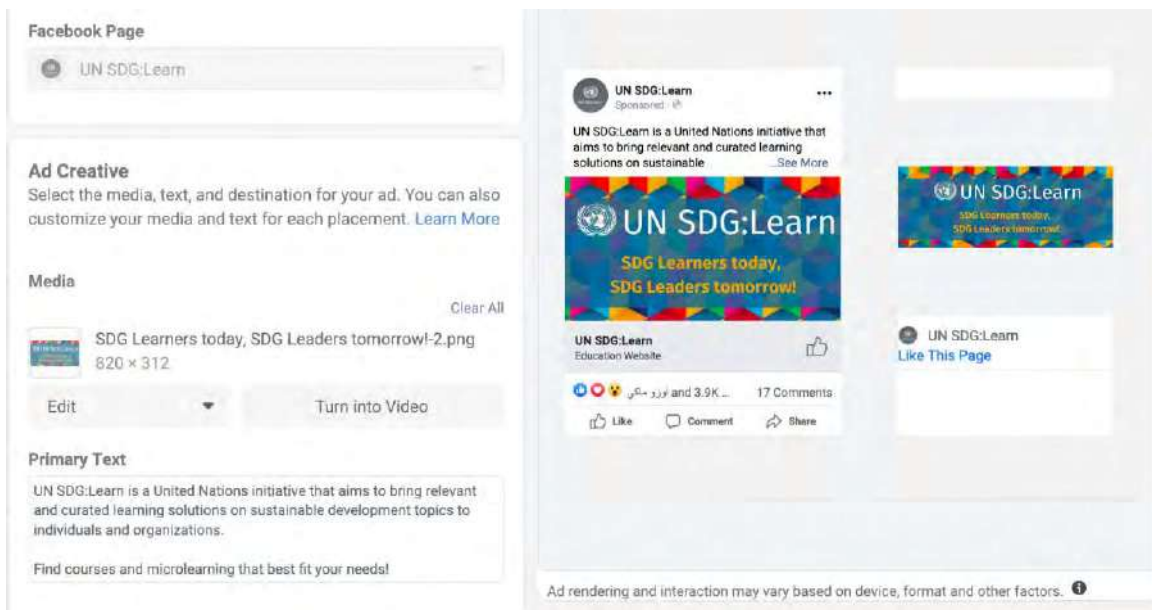
Profile-based recommendations and SDG Primer test

A user profile has been implemented enabling users to select their SDGs of interest. Following a spotify approach, the user is then recommended courses and micro-learning based on his/her pre-selected preferences. As the concept of assessments had been significantly expanded through contributions by various Partners to provide a holistic Learning Pathways approach, a separate project had been required to develop it in more detail and implement (please see "Learning Pathways" section. The first assessment environment had however been implemented under this project featuring the SDG Primer test providing learners with certification instead of the link to recommendations. The latter would be part of a more extensive and complex concept to be implemented under a separate project on SDG competencies in the digital age.

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Self-evaluation

A more extensive self-evaluation has been developed to assess the effectiveness and relevance of the UNSDG:Learn initiative based on guidance from Partners who wanted to use this as an opportunity to get feedback for next stages. The self-evaluation comprised 2 surveys: one for users and 1 for Partners. The surveys ran from August to September 2020. Interviews were also held with several Partners and several learners who expressed their interest in being interviewed. Other data collection methods used were data analytics.

The results of the evaluation should be treated with caution due to a small sample size. 25 representatives from 15 partner organizations participated in the survey. Only 115 users provided their responses. The detailed evaluation report is enclosed. Overall conclusions were:

- The Platform and the initiative seem to be **appreciated by both users and Partners**: young people felt it was a great resource for their self-development, other users saw it as a useful source in their efforts to raise awareness, educate and engage with local communities on the SDGs. More can be done to promote it to new target audiences and feature more of relevant content.
- **79% rated the gateway as useful or extremely useful**, and **30% took the learning they have identified** and most of them felt this learning was related either to policy coherence, LNOB or gender.
- **More than 50% of those learners** who took learning **applied good practices related to policy coherence, LNOB or gender**.
- **40% of respondents** participating in the evaluation of the Platform **identified themselves with vulnerable groups**, either by being their representative or by working with them.
- The Platform currently features **25 courses on gender or women empowerment related aspects of development** as the main focus of the course or as one of the perspectives of a selected development area or issue.

The evaluation has led to a number of recommendations:

- Partners felt that the Platform was particularly useful in **promoting their learning offer but also in learning more about other partners' products**. Some partners were interested in sharing knowledge and collaboration and one called specifically for more co-creation.
- The **expansion of the Platform** was recommended to include new Partners with their existing content and the development of new courses addressing **frontier and emerging issues** or the needs of new constituencies.
- **Free learning should be prioritized** in line with inclusive approaches.
- The Learning Pathways approach has received **overwhelming support as a way to go beyond the marketplace to providing a curated learning service** to thousands of learners around the world.
- There is a sense that **special landing pages such as the one for statisticians** to addressing the needs of different epistemological and practice communities.
- **Boosting communication effort** has been recommended and all Partners were interested in supporting this effort with the backup of their communication departments.

Microlearnings

Given the growing interest in learning videos and a study of successful examples, it has been decided to invest more time and resource in developing high quality videos instead of trying to do

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simple microlearnings and the blog series. The concept notes on both podcasts (UNSSC) and blogs (UNITAR) had been developed initially in 2019 and updated in 2020, and the blog series had been included in a new project with a view to specifically strengthen SDG competencies).

For the development of learning videos, UNITAR has hired a professional storywriter with experience in development topics and teamed up with UN Statistics Division, OHCHR and UNECE to build stories and design animations. The three scenarios had been fully developed (finalized in February due to additional request for changes by partners in January 2021). Animations for 2 of them had been also implemented in December with small changes in January-February 2020. The voice-overs for all three videos are being recorded now for the launch of the first 2 videos in March 2021. The animation for third video is to be developed in March for launch of the video in April 2021. This remaining work is funded from Capacity for the 2030 Agenda 2.0 project).

- "**Hidden Treasures Supermarket**" on Human Rights based approach to data (scenario and animation ready)
- "**Bet on Sustainable Transport**" on Integrated policies and policy coherence (scenario and animation ready)
- "**National Superheroes Office**" to promote trust n official statistics (scenario ready)
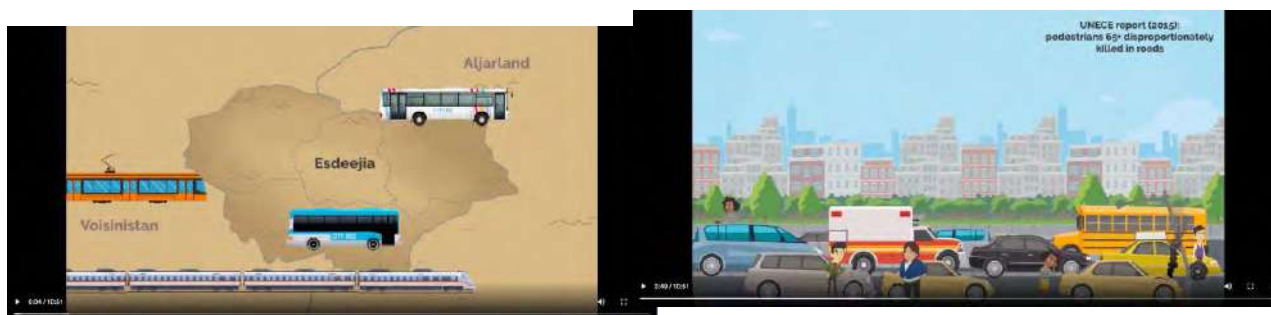
Extracts from "Bet of Sustainable Transport" video

Extracts from "Hidden Treasures Supermarket" video

Conclusions and Way Forward

The **COVID-19 crisis and related social distancing and lockdown measures have considerably increased the interest in online learning**. It was important to position UN SDG:Learn as the key gateway for training and learning related to the SDGs by leveraging social media campaigns and self-evaluation more than initially planned.

The **main project objectives have been achieved** in an environment that has become more favourable to online learning. The number of users has far exceeded what ash been planned but

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more can be done in making them return to the website. They come from different constituencies and the self-evaluation has become a useful source of information about their needs. The Platform seemed to be particularly impactful in promoting learning related to policy coherence and LNOB with a significant share of learners who took courses indicating they were related to either one of these topics or gender.

The year has also been marked by an **active participation of UN SDG:Learn and GIST members** in the collaboration and meetings related to online learning. Many have expressed an interest in being more involved in the Learning Pathways/SDG competencies work or some other co-creation activities.

Two components of two deliverables have undergone some changes where a decision has been made **to emphasize quality rather than quantity**. The Learning Pathways interface includes profile-based recommendations and SDG Primer test while a more complex and comprehensive approach has been proposed by Partner sot the assessment system which has become the object of a separate project on SDG competencies. Secondly, instead of developing 2-3 simple learning bits and a blogs interface, resources had been invested in 3 higher quality learning videos. The blogs web development had been included in the new project to support SDG competencies.

Online learning has demonstrated its strengths in the COVID-19 era, but it is important to ensure the high quality of the learning experience (rather than the quantity). A **smart platform** offering self-assessment services and helping learners better define their choice is **the future of online learning**. The project has successfully laid the ground for this future work that is currently on-going under "Strengthening SDG competencies in the digital age" and "Capacity for the 2030 Agenda 2.0" projects.

Thanks to the **additional funding from the SDC under the "Capacity for the 2030 Agenda 2.0" project spanning into 2022**, UNITAR could not only amplify all of the work described above in 2020 but will also be in a position to **continue the work on UNSDG:Learn, provide secretariat and communication services as well as web maintenance and additional developments such as special landing pages for new constituencies, for example**.

One of the outcomes that had not been measured yet under this project is related to the impact of new learning products on knowledge and its application with regards to policy coherence and LNOB. To measure these indicators for which it was too early to undertake a survey, UNITAR will conduct **a short survey in December 2021 – January 2022**.

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Annex 1. Results

Intended impact	Indicator(s)	Performance target(s)	Performance actual	Reasons for Variance
Impact Various constituencies have an improved access to SDG learning most adapted to their needs and contribute to the achievement of the SDGs through the application of the acquired knowledge and skills and related changes in their professional and personal contexts.	Share of polled users indicating a change in their behaviour or application of specific knowledge & skill they have acquired by taking a course or micro-learning identified through the Platform.	20%	52% of respondents who took courses identified through UNSDGLearn	
Outcomes & outputs				
Outcome 1. UN SDG:Learn users are able to easily and effectively identify the learning corresponding to their needs.	Share of polled users indicating the Platform helped them identify most suitable product in a quick way.	70%	76%	
Output 1. The initial features of the Platform have been improved, i.e., search function and regional pages, as well as new features developed such as special landing pages (for specific target audiences), profile-based recommendations, objective assessment-based recommendations.	Special landing page Improved regional page Profile-based recommendations Objective assessment-based recommendations	1 1 1 1	1 (Statistics) 1 (ESCAP) 1 1*	*Variance relates to objective assessment-based recommendations replaced by SDG Primer test with certification. The overall concept had been expanded and has become a separate project centred around SDG competencies with UNESCO's participation.
Output 2. Roadmap on other features to be developed agreed by the Partners.	Agreed work plan for UN SDG:Learn Partners for 2020	Yes	Yes	
Outcome 2. Various features of the Platform are actively used and it increasingly attracts new audiences.	Share of returning visitors	20% (proposed change from 50%)	11.2%	As the number of visitors exploded between March and May 2020, the share of returning visitors decreased from 19.85% to 11.2%. This may be due massive social media campaigns whereby

				users were interested in checking out but not ready to start learning. On the other hand, the number of returning visitors may increase after the implementation the Learning Pathways interface and increase in microlearning offer.
	Quarterly increase in visits	10%	184% between Jul-Nov 2019 76% between Nov 2019-Feb 2020 454% between Feb-May 2020 52% between May-Aug 2020 31% between Aug-Dec 2020	
	Diversity of constituencies represented by the polled users, i.e. number of stakeholder groups	At least 4-5 different stakeholder groups	At least 7 different stakeholder groups were represented in the survey, i.e., UN, national governments, local government, national and grassroot NGOs, businesses, academia, students	
	Number of countries of location of users	50 countries	216 countries, incl territories	
	Gender ratio (female:male)	50:50	45.6:54.4	
Output 3. Existing Partners leverage the Platform and new Partners join the initiative.	Number of partners who had uploaded additional courses/products since the initial general upload round	5 or more	22	

	in June-July 2019			
	New partners	5 or more	15	
Output 4. Number of Platform users (target TBD based on UN CC:Learn experience in the first two years).	Total number of users	5'000	69'951	
Output 5. Social media actively used to promote the Platform.	Number of followers of UN SDG:Learn social media channels (Facebook, Twitter and LinkedIn)	1'000	14'249, incl. 12'397 for Facebook alone	
Outcome 3. Increased knowledge of policy coherence and LNOB issues and practical applications.	Percentage of polled participants of the new e–learning offer on policy coherence and LNOB agreeing or strongly agreeing that their awareness of these issues have increased	70%	n/a yet	A survey will be conducted Dec 2021-Jan 2022 after the launch of micro-learnings to collect relevant data
Output 6. New learning products such as Blog Series and others developed to explain policy coherence, integrated approach and LNOB and their practical implications to different audiences to be developed by UNITAR.	Number of new micro-learning	2-3	3	Videos will be launched in March-April 2021 (Scenarios and animations are ready for 2 videos, voice-over recording is in progress). 3rd video has scenario, animation and voice-over to be done in March for launch in April 2021. Delays due to feedback from Partners and more ambitious deliverables co-funded by SDC, this remaining work is funded from Capacity for the 2030 Agenda 2.0 project).
Major activities		**Dates implemented**	**Scheduled to be implemented**	**Comments**
UN SDG:Learn Steering Group meeting and Roadmap adoption		21 November 2019		
Regional page for ESCAP updated		January 2020		
Special Landing Page for the Statistical Community implemented with		February 2020		

dedicated taxonomy with UN Statistics Division as substantive custodian and Global Network of Institutes of Statistical Training (GIST)			
WG on Learning Pathways meeting	February, June and October 2020		
A concept note on assessments, competences and learning pathways (the renamed Programming Component to reflect the essence of the work)	February 2020		
WG on QA, Programming and Evaluation meeting	February, June 2020		
Concept notes on the podcast and blog series being finalized	December 2020		
Terms of Reference for WG on Work Programming	March 2020		
Concept note on an initial Evaluation Approach	July 2020		
WG on Content Distribution meeting	March- October 2020		
Blog series launched			No sufficient funding to implement web development under this project as professional writer had been hired for developing 3 other microlearnings (videos). Included in the new project to strengthen SDG competencies
Contributing to other components such as implementation of Quality Assurance Framework and Communication Strategy	April-July 2020		
Running social media campaigns, incl. paid campaigns	April-Dec 2020		New
Implementing the new stage with individual users' profiles and recommendations based on profile, and SDG Primer test as first assessment with certification	September-November 2020		During Learning Pathways WG meeting in June 2021, an updated concept had been presented to UNSDG:Learn Partners based on their earlier feedback related to learner's objectives. This new concept involved a more complex algorithm that has required a separate project and stronger participation of UNESCO. Under this project, a simple assessment system has however been introduced consisting of users' profiles, profiles-based recommendations and SDG Primer test with a certification function. This has contributed to the overall objectives of

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			promoting UNSDG:Learn to larger audiences and improving the abilities of learners to find relevant learning.
Developing several micro-learning bits on policy coherence and LNOB	December 2020 – early February 2021		
Conducting a self-evaluation, incl. a user survey	August-September 2020		
Annual results and evaluation findings presented during 2nd Steering Group meeting in November 2020 whne a new roadmap for 2021 has been developed	November 2020		New

Strategic Framework Fund

Project Narrative Report Summary

Project title	Introduction to Geospatial Information Technology for Disaster Risk Reduction/Management (DRR/M)
Divisions/Units	UNOSAT
Allocation amount	$150,000
SFF funding source	Swedish International Development Agency
Other funding: ☐ Yes ☒ No	
Project period	From 09 November 2019 to 31 December 2020
Report: ☒ Progress ☐ Final	Period covered: 09 November 2019 – 23 February 2021

Project objective	The main aim of the project is to provide training participants with Geographic Information System (GIS) and Remote Sensing (RS) methodologies (i.e. risk assessment and satellite based response mapping) related to natural hazard management in 4 least developed countries, namely Rwanda, Nepal, Tanzania and Republic of Congo. The courses sought to increase women's participation at all levels of DRR planning and decision making, thus they aim to achieve a 50:50 gender ratio.				
Link to strategic framework objective(s)	**SO 5.1** Optimize the use of technologies, including geospatial technologies, for evidence-based decision making d) Increased skills and capacity of national and regional experts to use satellite derived mapping and GIS for disaster risk reduction, emergency response, and territorial planning and monitoring				
Link to 2030 Agenda or other 2015 outcome	**SDG 9 & 13**: Geospatial Information Technology (GIT) is now being referred to as an "enabling technology" due to the benefit it offers across different application domains. It is a useful tool to support the entire disaster risk management cycle (Prevention/Mitigation, Preparedness, Response and Recovery/Reconstruction) as well as the Agenda 2030 in its entirety. **SDG 5**: The link between technology and women's rights is clearly reflected in SDG 5 on gender equality and the empowerment of women, which includes a specific target on using technology to realize women's and girls' empowerment. In addition, according to UNISDR, women are still too often absent from the development of disaster risk reduction strategies and decision-making processes. **The Sendai Framework** underscores that women's participation is critical to effectively managing disaster risk and designing, resourcing and implementing gender-sensitive disaster risk reduction policies, plans and programmes.				
Country and beneficiary metrics	Targeted countries:	Participants		Other metrics	
	Rwanda	Female	27	Disability #	N/A
	Nepal	Male	35	Other vulnerable #	N/A
	Tanzania	Other	N/A	Completion #	58
	Republic of Congo	Not disclosed	N/A	Certification #	58
		Total	62		
Concise summary of results achieved, including how results contributed to helping	The courses provided selected participants with a theoretical understanding of the basic principles of GIS and remote sensing, and knowledge of geographic information technology and earth observation applications for DRR/M using local case studies. Participants were also challenged to solve DRR problems by				

UNITAR achieve its strategic objectives	developing/applying geospatial methodologies and produced maps featuring hazard related data (mostly flood-related). At the end of the course, participants turned in their assignments and presented in front of the class. Participants completed the courses knowing how to: - Define and describe the basic concepts and terminology related to Geospatial Information - Apply basic methods and functionalities of GIS software ArcGIS and QGIS to manage and analyse spatial data, - Identify, search, collect, organize geospatial data/information, - Explain the role of geospatial information technology for enhanced disaster risk management - Use satellite imagery for flood exposure analysis - Undertake the process to create desktop thematic maps to support operational planning and decision making for DRR
Describe project effect on direct beneficiary/ beneficiaries	The courses were attended by 62 professionals working in governmental, private and academic organizations in Rwanda, Nepal and Tanzania who wished to strengthen their practical skills in applying geospatial technologies for DRR. The course in the Republic of Congo is scheduled to take place in February-March 2021. In general, the introductory courses received favourable reviews and feedback from participants who are from various backgrounds and possess different GIT skillsets. Participants appreciated our local case study approach as it allowed them to identify with the content and increased their motivation to come up with innovative solutions to address DRR/M challenges using the available tools. Moreover, they expressed eagerness to learn more and to benefit from future training opportunities. Evaluation Statistics - 62 participants - 44:56 gender balance (44% women) - 94 per cent agree the training was useful - 99 per cent agree that the trainers were effective - 71 per cent agree the information was new to them - 91 per cent agree the course was relevant to their job - 99 per cent would recommend the course to their colleagues
Describe project effects on groups made vulnerable e.g. women, children, disabled, indigenous peoples, if applicable	Women, albeit slightly in the minority, were empowered to use the GIS/Remote sensing knowledge and skills acquired in their work. They expressed enthusiasm during the courses and were industrious and eager for continuous learning and follow-up opportunities.
Describe implementation challenges, including COVID-19-related challenges, and mitigation efforts	Despite efforts to access existing data repositories in Rwanda, the organizers found it difficult to find accurate and pertinent DRR related geospatial information to prepare for the course. Given COVID-19 constraints, a blended approach was used for the training in Nepal with hiring of a local facilitator and remote videoconferencing interventions by instructors at UNOSAT Bangkok Office. Face to face training remain UNOSAT's preferred means of delivery for holistic instruction and support during the course, conditions permitting. Remote learning can pose challenges for instructors as far as monitoring the work of participants, pacing and engagement are concerned. The course in DR Congo was delayed due to lack of response from the partners in country and then by COVID 19 induced constraints. In Tanzania, participants and trainers found that the venue could be improved. Some practical exercises were difficult to complete as a result of the poor network connection (for instance to gather geospatial information from the web based on available open-source data)

If progress report, describe planned activities to bring project to closure	The final web-based course shall be delivered for the benefit of the Republic of Congo during Q1 2021.
Directions: Please complete as concisely as possible. For final reports, this page should be used as the cover page, with more a more elaborate narrative attached. For progress reports, this cover page may suffice. For both progress and final reports, an updated log frame or results framework should be attached, with actual performance and reasons for variance. See attachment.	

Results

Intended impact	Indicator(s)	Performance (target)	Performance (actual)	Reasons for Variance
Enhanced disaster risk reduction and management	Number of institutions confirming using GIT applications in their DRR strategies	**4**	**x**	3 out of 4 trainings delivered so far
Outcomes & outputs				
Training participants have enhanced knowledge and capacity on the use of GIT for DRR/M	Percentage of beneficiaries reporting their intent to use knowledge from the trainings in the feedback survey	70	91	There is some evidence beneficiaries will use the knowledge acquired as the information presented during the course was new to them and was relevant to their job.
Output 1.1. Trainings delivered to beneficiaries from target organizations	Number of beneficiaries completing the course	**60 beneficiaries (20 per course)** (attending at least 70% of the course and completing all 3 deliverables)	58	6% of participants failed to complete the final assignment and were not awarded certificates of participation or completion.
Major activities		**Dates implemented**	**Scheduled to be implemented**	**Comments**
Lecture (PowerPoint presentation)		December 2019, December 2020	Monday : "Introduction to UNOSAT and Training Programme" + "Introduction to Geographic Information Systems"	Agenda for Rwanda course is used as an example. Modules and agendas varied slightly for other courses.
Interactive lecture (PowerPoint presentation + exercise)		December 2019, December 2020	Tuesday : 2x « Introduction to Remote Sensing » + 2x "Gathering Data from Web" Wednesday: "GIT Applications for DRR"	Agenda for Rwanda course is used as an example. Modules and agendas varied slightly for other courses.
GIS Lab Excercise		December 2019, December 2020	Monday : 2 x « Getting familiar with GIS software » Wednesday: "Field data collection (smartphones)" + 2x "GIT applications for DDR (scenario 1- flood)" Thursday: 2x "GIT applications for DDR (scenario 2- Landslide)"	Agenda for Rwanda course is used as an example. Modules and agendas varied slightly for other courses.

Round table & group discussion	December 2019, December 2020	Thursday: "GIT applications for DDR (scenario 1- flood)" + "GIT applications fir DDR (scenario 2- Landslide)"	Agenda for Rwanda course is used as an example. Modules and agendas varied slightly for other courses.
Assignment	December 2019, December 2020	Friday: "From Risk Assessment to Decision Support Services"	Agenda for Rwanda course is used as an example. Modules and agendas varied slightly for other courses.

Photographs

Group photo of particpants on day 1 of the training in Kigali, Rwanda

Instructors offered participants personalized experiences in Rwanda. Here on Day 4.

Participants getting down to work on Day 2 of the Nepal training in Kathmandu
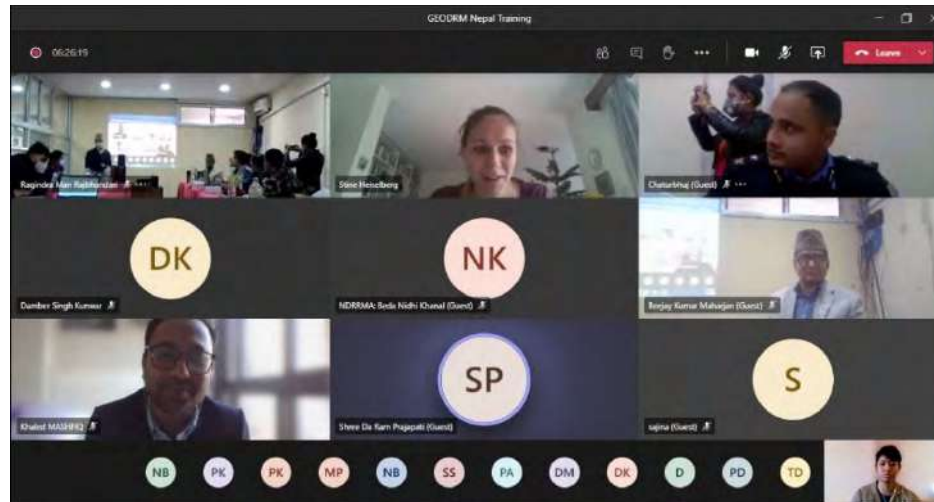
Participants and instructors were brought together thanks to a videoconferencing system for the Nepal training. Here the start of closing ceremony.

Several training participants posing with their certificates in Dodoma, Tanzania

Participants in Dodoma, Tanzania engaged in a hands-on mapping exercise

Related Links

https://www.unitar.org/about/news-stories/news/developing-git-capacity-nepal-disaster-risk-management-and-decision-support

https://twitter.com/UNOSAT/status/1206615059113361408

https://twitter.com/UNOSAT/status/1207327667151917056

https://twitter.com/UNOSAT/status/1207986687500079104

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https://twitter.com/UNOSAT/status/1339228398519021568

https://twitter.com/UNOSAT/status/1339552541542133760

Annex 2

Individual Project Narrative Reports

Multiple Objectives

Strategic Framework Fund

Project Narrative Report Summary

Project title	**Democratic Governance**
Divisions/Units	**Multilateral Diplomacy Programme Unit (MDPU)**
Allocation amount	**$60,000**
SFF funding source	**Swedish International Development Agency (Sida)**
Other funding: ☐ **Yes** ☒ **No**	
Project period	**December 2019 - December 2020**
Report: ☐ **Progress** ☒ **Final**	**Period covered: January to December 2020. The first activity on Democratic Governance was a two-day awareness-raising workshop on business and human rights that was implemented in December 2019 in Geneva. The second activity on the Rule of Law took place online in May 2020.**

Project objective	To strengthen knowledge on the core aspects of the rule of law and its relevance for both the public and the private sectors, paying special attention to the role of women.				
Link to strategic framework objective(s)	SO1, SO2, SO4, SO5.				
Link to 2030 Agenda or other 2015 outcome	SDG15, SDG16, SDG17.				
Country and beneficiary metrics	**Targeted countries:**	**Participants**		**Other metrics**	
	LDC and SIDS in Africa, Asia, Latin America and Middle-East	Female	36	Disability #	
		Male	49	Other vulnerable #	
		Other	1	Completion #	
		Not disclosed	/	Certification #	66
	Attach list if more	Total	86	No Certificate	12
Concise summary of results achieved, including how results contributed to helping UNITAR achieve its strategic objectives	During the second activity on the Rule of Law and Governance, participants' awareness of the relationship between governance and human rights, the general principles of the rule of law, democratic institutions, and common challenges to the rule of law was raised. This was done through a series of interactive online lessons and lecture videos. In addition, participants were invited to take part in a final webinar with the special guest Mr. Fabian Salvioli, the Special Rapporteur on the promotion of truth, justice, reparation and guarantees of non-recurrence. Participants sent questions prior to the webinar that the Special Rapporteur was able to elaborate on during an open discussion with participants. The whole training helped participants gain a thorough understanding of the Rule of Law and its interconnectivity with vital legal issues, with a special attention paid to the role women can play on strengthening the rule of law. The success of this course contributed not only to UNITAR's efforts in strengthening the representation of countries in special situations in institutions of global governance (SO2.2), but also with regard to supporting institutions and individuals to contribute meaningfully to sustainable peace (S01), by raising participants' awareness of the importance of the rule of law, transitional justice and the role women can play in the legal sphere.				
Describe project effect on direct beneficiary/ beneficiaries	The beneficiaries of the training on rule of law and governance expressed gratitude and satisfaction with their participation in this free-of-charge training. They considered the course an enriching tool for their respective careers and indicated that they will use the knowledge acquired in their everyday work. All participants who took the surveys considered the training useful and relevant to their jobs.				
Describe project effects	The majority of the beneficiaries of the training on the rule of law and governance came from developing countries, SIDS, and LDCs (more than 97% of the total number of participants).				

on groups made vulnerable e.g. women, children, disabled, indigenous peoples, if applicable	Specifically, 31% of the participants came from African countries, 11% from the Middle East, and 51% from Asia. The training increased their knowledge on the rule of law and provided them with concrete examples of good practices and legal frameworks with a specific focus on African countries.
Describe implementation challenges, including COVID-19-related challenges, and mitigation efforts	The training on the rule of law and governance was initially planned to take place in person in Addis Ababa, Ethiopia but had to be shifted online due to the quick spread of COVID-19 and related travel restrictions. This necessitated a great adaptability and coordination in a short period of time and under difficult circumstances. However, this shift to an online implementation allowed us to reach participants from all around the world that would not have had the possibility to participate in the training in Ethiopia. However, this in turn raised other challenges related to time change and connectivity issues when the webinar was implemented. A few participants suggested to include a webinar at the end of each week to further engage in interactive discussions with other participants and the expert.
If progress report, describe planned activities to bring project to closure	N/A
Directions: Please complete as concisely as possible. For final reports, this page should be used as the cover page, with more a more elaborate narrative attached. For progress reports, this cover page may suffice. For both progress and final reports, an updated log frame or results framework should be attached, with actual performance and reasons for variance. See attachment.	

Results

Intended impact	Indicator(s)	Performance (target)	Performance (actual)	Reasons for Variance
Provide a holistic vision of the interconnectivity between the rule of law, the fundamental principles of human rights and governance	Percentage of participant who meet or exceed the learning objectives	100%	98%	
Outcomes & outputs				
Outcome 1. Raise awareness on the importance of the rule of law for democratic governance	Percentage of participant who meet or exceed the learning objectives	100%	98%	
Output 1.1. Promote and enhance knowledge of participants on the importance of the rule of law for democratic governance	Number of participants trained and who have received a certificate of participation	120	66	The original target number of participants was calculated on the basis of the implementation of 4 face-to-face workshops. Given the resource allocation, the envisioned number of workshops was first reduced to one (in Addis Ababa) and then changed to online implementation due to the current pandemic. In these new circumstances, 86 participants registered for the training, while 68 accessed the learning platform, and 66 obtained their certificate of participation. In other words, except from two participants, all participants who accessed the learning platform successfully completed the course and received their certificate.
Outcome 2. Improve de capacities of government officials to become more gender sensitive at national levels and understand the role women can play in the entire legal sphere	Percentage of participant who meet or exceed the learning objectives	100%	90,91%	Some participants expressed their will to receive additional reading materials that would have helped them to improve their understanding
Output 2.1. Develop the capacities of government officials to become more gender sensitive at national levels and understand the role women can play in the	Number of participants trained and who have received a certificate of participation	60	66	

entire legal sphere				
Outcome 3. Create a professional space for government officials from different countries to cooperate and address challenges concerning the rule of law and democratic governance	Percentage of participant who meet or exceed the learning objectives	100%	95,22%	
Outcome 4. Achieve wide-reach of awareness and capacity building	Number of countries that conducted training	14	41	This significant difference between the expected and actual number can be explained by the fact that the training was initially intended to be held face-to-face, but ultimately took place online. This allowed participants from a wide variety of regions to take part in the training
Output 4.1. Reach LDC countries in Africa, Asia, the Middles East and Latin America	Number of countries that conducted training	14	41	This significant difference between the expected and actual number can be explained by the fact that the training was initially intended to be held face-to-face, but ultimately took place online. This allowed participants from a wide variety of regions to take part in the training
Major activities		**Dates implemented**	**Scheduled to be implemented**	**Comments**
This course promoted an interactive approach through online lessons and multimedia material, stimulating critical thinking. Each module had its own learning objectives, as well as interactive online lessons, which guided participants through the contents. The lessons were also available in PDF format so participants could work offline. Contents and activities were practice-oriented and under a self-assessment approach, so participants learnt through practical examples and assignments associated with research and case scenarios.		4-24 May 2020	4-24 May 2020	
A final e-workshop has been conducted via the platform Zoom and has been facilitated by an expert on the subject matter. The material presented during the e-workshop was interactive and participants had to submit several assignments to further their knowledge.		25 May 2020	25 May 2020	

Strategic Framework Fund

Project Narrative Report Summary

Project title	Strengthening Knowledge and Skills to Address Climate Change and Advance Sustainable Development
Divisions/Units	Green Development and Climate Change Programme Unit, Division for Planet
Allocation amount	$100,000
SFF funding source	Sweden SIDA
Other funding: ☒ **Yes** ☐ **No**	Co-financing – UN agencies, National Partners, Swiss Government as well as other developing partners interested in promoting climate change learning - $150,000
Project period	01 August 2019 – 31 July 2022
Report: ☒ **Progress** ☐ **Final**	**Period covered:** February 2020-January 2021

Project objective	To support the promotion of climate change learning and the implementation of National Climate Change Learning Strategies in UN CC:Learn partner countries.				
Link to strategic framework objective(s)	SO 3.1, SO 2.1, SO 5.3				
Link to 2030 Agenda or other 2015 outcome	SDGs 4, 5, 13, 17 (particularly, targets: 4.7, 5.5, 13.3, 13.B, 17.3, 17.9)				
Country and beneficiary metrics	**Targeted countries:**	**Participants**		**Other metrics**	
	Kenya	Female	19	Disability #	
	Ethiopia	Male	17	Other vulnerable #	
		Other		Completion #	26
		Not disclosed		Certification #	26
	Attach list if more	Total	36		
Concise summary of results achieved, including how results contributed to helping UNITAR achieve its strategic objectives	In **Kenya**, UNITAR's Division for Planet, as the Secretariat of the One UN Climate Change Learning Partnership (UN CC:Learn), UNITAR's Division for Multilateral Diplomacy, the Foreign Service Academy, Ministry of Foreign Affairs and the Climate Change Directorate, Ministry of Environment and Forestry of Kenya joined forces to develop and deliver a "Climate Diplomacy Online Training Programme". The programme provided 36 Kenyan diplomats, government officials and civil society representatives with training on climate change and climate change diplomacy, the history of negotiations to date and the structure and functioning of the United Nations Framework Convention on Climate Change (UNFCCC). It also built practical and in-depth understanding of negotiation skills and dynamics in the context of United Nations conferences and the UNFCCC process. The programme supported the capacities of the Government of the Republic of Kenya to prepare effectively for the upcoming COP26 of the UNFCCC. By enhancing knowledge and skills of stakeholders involved in international negotiations and national policy development and implementation in the area of climate change, including differentiated impacts and implications (SO 2.1.), in collaboration with national institutions (SO 5.3), the activity contributed to promoting a green, low-carbon and climate-resilient transition (SO 3.1). This is particularly the case as this activity was delivered as part of two broader initiatives - the UN CC:Learn support to the Government of Kenya for the development and implementation of the National Climate Change Learning Strategy, and the established collaboration between the Division for Multilateral Diplomacy and the Ministry of Foreign Affairs of Kenya to build the capacity of Kenyan diplomats on multilateral diplomacy. In **Ethiopia**, UN CC:Learn agreed to continue to support the the government of Ethiopia to integrate climate change into the national curriculum through 1) the review of climate change carrier subject syllabi and 2) the training of textbook authors in charge of integrating climate change into new schoolbooks in Ethiopia. The plans defined in 2019 were revised to

	take into account the constraints brought in by the COVID-19 pandemic. These plans include the provision of internet access to government officials responsible for the development of the syllabi of the climate change carrier subjects, the delivery of online support and the development of online training for textbook authors.
Describe project effect on direct beneficiary/ beneficiaries	In **Kenya**, the diplomats, government officials and civil society representatives that participated in the programme were trained on climate diplomacy. It is expected that, through this additional knowledge and skills, they will be able to better participate in national climate change processes as well as in UNFCCC negotiations.
Describe project effects on groups made vulnerable e.g. women, children, disabled, indigenous peoples, if applicable	While not specifically applicable in this context, the training for **Kenyan** stakeholders registered gender-balanced representation, with 19 women and 17 men. A module focusing specifically on gender and climate change was made available to participants. Trainees were also made aware of the enhanced Lima Work Programme on Gender and its Gender Action Plan adopted at COP25.
Describe implementation challenges, including COVID-19-related challenges, and mitigation efforts	The Climate Diplomacy Training Programme in **Kenya** was originally designed as a face-to-face event to be delivered in Nairobi. Following the COVID-19 pandemic, the training was re-organized as a series of online elements, including participation in live webinars and completion of a series of self-paced e-learning modules. During the delivery of the programme, it was noted that some participants were not familiar with online learning, particularly in a self-paced mode. In addition to the dissemination of detailed information and the organization of a dedicated introductory session, participants required additional support. However, most of them successfully completed the course. Some of those who did not mentioned competing priorities and lack of time due to their professional commitments as an important reason that prevented them from finalizing the required activities. In **Ethiopia**, the planned activities to support the integration of climate change into the national curriculum were re-organized for delivery in the current COVID-19 context. How, their implementation was delayed again due to new challenges in the country, such as long electricity and internet cuts, change in the leadership and priorities for the new Minister of Education, procedural issues, and the explosion of an internal armed conflict, which is still ongoing. UN CC:Learn continues to monitor the evolution of the situation in the country, is in constant contact with the relevant stakeholders and authorities and is ready to advance with the activities as soon as the context will allow. The Ministry of Education and the Environment, Forestry and Climate Commission are now discussing possible ways to continue the activities given the challenges faced (i.e. it may be possible to have blended trainings, with some components online and some face-to-face with strict COVID-19 regulations).
If progress report, describe planned activities to bring project to closure	An impact survey will be disseminated to the participants of the Climate Diplomacy Online Training Programme in **Kenya** during the first half of 2021. Activities in **Ethiopia** will be advanced as allowed by the national context.
Directions: Please complete as concisely as possible. For <u>final reports</u>, this page should be used as the cover page, with more a more elaborate narrative attached. For <u>progress reports</u>, this cover page may suffice. For both progress and final reports, an updated log frame or results framework should be attached, with actual performance and reasons for variance. See attachment.	

Results

Intended impact	Indicator(s)	Performance (target)	Performance (actual)	Reasons for Variance
To build human capacities in developing and transition countries to plan and implement effective climate change actions, with collective and coordinated support of UN agencies and alliances, and other partners**.**	Number of institutions reporting they have stronger individual capacities to implement NAP and NDC related policies and programmes.	**2**	**2 (Foreign Service Academy, Ministry of Foreign Affairs, Climate Change Directorate, Ministry of Environment and Forestry, Kenya)**	
Outcomes & outputs				
Outcome 1. Countries are addressing learning priorities to implement their NDCs and NAPs, working through national education and training institutions.	Number of countries having leveraged additional funding for implementing NAP/NDC relevant learning actions in partner countries.	2 countries	2 countries (Ethiopia, Kenya)	
	Number of national learning institutions with a clear role defined in providing recurrent skills development support for NDC and NAP implementation.	2 institutions	Role of the Foreign Service Academy of Kenya to promote skills development in the area of multilateral diplomacy, including climate diplomacy, strengthened.	Role of the Ministry of Education of Ethiopia to provide climate change education will continue to be strengthened as soon as the national context will allow.
Output 1.1. Financing opportunities for implementing climate change learning strategies identified and effective coordination mechanisms defined.	Number of learning actions implemented	2 actions	1	The learning action in Ethiopia will advance as soon as the national context will allow.
Output 1.2 Strengthened capacities of national and regional learning institutions to effectively deliver climate change learning.	Number of institutions involved in delivering climate change learning activities with support by UN CC:Learn.	2 institutions	1	The learning action in Ethiopia will advance as soon as the national context will allow.
Major activities		**Dates implemented**	**Scheduled to be implemented**	**Comments**
Climate Diplomacy Online Training Programme for diplomats, government officials and civil society representatives in Kenya		13 November – 8 December 2020		

Support to the review of climate change carrier subject syllabi and training for schoolbook developers in Ethiopia		2021	The process of integrating climate change into national curricula is part of the ongoing curriculum reform process. That process has been delayed due to various challenges due to COVID-19, internal conflict as well as the change in the leadership of the Ministry. The subjects earlier identified as carrier subjects for climate change are being reviewed again. Once this process completed, UN CC:Learn will be able to provide support for those subjects that will have climate change content.

Strategic Framework Fund

Project Narrative Report Summary

Project title	**Promoting Gender Mainstreaming and Women's Leadership and Empowerment**
Divisions/Units	**Multilateral Diplomacy Programme Unit (MDPU)**
Allocation amount	**$60,000.00 USD**
SFF funding source	**Swedish International Development Agency (SIDA)**
Other funding: ☐ **Yes** ☒ **No**	
Project period	**May - November 2020**
Report: ☐ **Progress** ☒ **Final**	**Period covered: May to November 2020. The activity was composed of two three-day e-Workshops on Women's Leadership that took place in May and November 2020.**

Project objective	To promote gender equality and women's full and effective participation and leadership at all levels of decision-making and enable participants to build essential personal leadership skills and qualities in order to thrive in leadership positions.
Link to strategic framework objective(s)	SO1, SO2, SO4, SO5.
Link to 2030 Agenda or other 2015 outcome	SDG1; SDG4, SDG5, SDG16, SDG17.

Country and beneficiary metrics	Targeted countries:	Participants		Other metrics	
	Germany, Barbados, Santa Lucia, Ecuador, Iran, Palestine, Peru, Nigeria, France, Namibia, Dutch Caribbean, Afghanistan, Madagascar, Albania, Uganda, Kenya, UAE, Japan, Luxembourg, USA, Italy, South Africa, India, Spain, Canada	Female	58	Disability #	/
		Male	/	Other vulnerable #	/
		Other	/	Completion #	/
		Not disclosed	/	Certification #	54
		Total	58		

Concise summary of results achieved, including how results contributed to helping UNITAR achieve its strategic objectives	In both three-day e-Workshops on Women's Leadership, participants were enabled to increase their sense of personal development as well as personal executive presence and visibility to enhance their career development. The online activities offered space for discussion, experience sharing and questions. The training allowed attendees to gain a deeper understanding of self and social awareness, including aspects like emotional intelligence, (non-)verbal communication techniques and different leadership styles. Through activities in breakout rooms the participants not only learned on a theoretical basis but could directly apply their teamwork and networking skills. Ultimately the course design was aimed at creating a sense of enthusiasm and intrinsic motivation to empower women in leadership roles. In this way the e-Workshops contributed to promoting inclusive and just societies as well as inclusive and sustainable economic growth, two central strategic objectives of UNITAR. Female leaders were empowered ultimately aiming at increasing gender equality worldwide to help putting into practice the Agenda 2020.
Describe project effect on direct beneficiary/ beneficiaries	The beneficiaries of the e-Workshops on Women's Leadership were very satisfied with the outcomes of the training and expressed their gratitude of their participation. They indicated that the e-Workshops were an enriching and valuable experience, allowing them to use and apply the knowledge and skills acquired for their respective careers. In both e-Workshops over 90% of the participants who took the surveys considered the training useful, to be relevant to their jobs and would recommend the e-Workshops to a colleague.
Describe project effects	The beneficiaries of the e-Workshops on Women's Leadership came from 25 different

on groups made vulnerable e.g. women, children, disabled, indigenous peoples, if applicable	countries. Their professional backgrounds were very diverse with participants from the governmental and private sector, NGOs as well as academia. Both e-Workshops were attended exclusively by women, although some participants noted that future editions could include men. The training increased their knowledge and skills on the intersection of gender and leadership, particularly as it applies to different cultural and professional contexts.
Describe implementation challenges, including COVID-19-related challenges, and mitigation efforts	The activities were initially planned and designed to take place in a face-to-face format. Due to the COVID-19 pandemic, the workshops were redesigned and were held entirely online, over Zoom. Initially, some participants seemed to be more reluctant to interact, ask questions and participate as actively as they would have in a face-to-face workshop. This could be partially resolved in the course of the e-Workshops through encouragement by the experts, question and answer sessions and similar. Additionally, some participants faced technical difficulties during the e-Workshops which complicated active participation and interaction.
If progress report, describe planned activities to bring project to closure	N/A
Directions: Please complete as concisely as possible. For final reports, this page should be used as the cover page, with more a more elaborate narrative attached. For progress reports, this cover page may suffice. For both progress and final reports, an updated log frame or results framework should be attached, with actual performance and reasons for variance. See attachment.	

Results

Intended impact	Indicator(s)	Performance (target)	Performance (actual)	Reasons for Variance
To encourage women to take ownership of their roles and drive motivation to further their career prospects	Percentage of participants who meet or exceed the learning objectives	70%	100%	
Outcomes & outputs				
Outcome: Empowering participants in their professional roles by enhancing their understanding of the power of perception, self and social awareness, emotional intelligence and cultural factors for successful leadership	Percentage of participants who meet or exceed the learning objectives	70%	100%	
Output: 54 women completing the e-Workshop and receiving a certificate of participation	Number of participants trained and who have received a certificate of participation	58	54	
Major activities		**Dates implemented**	**Scheduled to be implemented**	**Comments**
UNITAR's e-Workshops on Women's Leadership were delivered via the online platform Zoom from 18 – 20 May and 9 - 11 November 2020. Interactive by nature, the e-Workshops offered space for discussion, experience sharing and reflection. The training allowed participants to increase their knowledge on self- and social awareness, emotional intelligence and different leadership styles, and provided them with the opportunity to exchange their personal leadership experiences and discuss challenges particularly faced by female leaders. After the successful completion of the e-Workshops, 54 participants received a certificate of participation.		18, 19 and 20 May 2020 and 9, 10 and 11 November 2020	18, 19 and 20 May 2020 and 9, 10 and 11 November 2020	The activities were conducted exclusively online due to the COVID-19 pandemic.

Strategic Framework Fund

Project Narrative Report Summary

Project title	**Diplomatic Excellence**
Divisions/Units	**Multilateral Diplomacy Programme Unit (MDPU)**
Allocation amount	**$77,000.00**
SFF funding source	**Swedish International Development Agency (SIDA)**
Other funding: ☐ Yes	
☒ No	
Project period	**October 2019 – December 2020**
Report: ☐ Progress **☒ Final**	**Period covered: October 2019 – December 2020 (Myanmar, Cuba, Marshall Islands and Indonesia)**

Project objective	To familiarize officials from Myanmar, Cuba, Marshall Islands and Indonesia with different dimensions and skills of multilateral diplomacy, international law and climate change diplomacy.				
Link to strategic framework objective(s)	SO1, SO2, SO4, SO5.				
Link to 2030 Agenda or other 2015 outcome	SD1, SDG4, SDG5, SDG8, SDG10, SDG16, SDG17.				
Country and beneficiary metrics	**Targeted countries:**	**Participants**		**Other metrics**	
	Myanmar Cuba Marshall Islands Indonesia	Female	47	Disability #	/
		Male	40	Other vulnerable #	/
		Other	/	Completion #	
		Not disclosed	/	Certification #	86
		Total	87	No certification	1

| **Concise summary of results achieved, including how results contributed to helping UNITAR achieve its strategic objectives** | **Online Workshop on Public Diplomacy in a Multipolar World, Global Diplomacy and International Relations and Diplomatic Report Writing - Myanmar**

During the activity on Public Diplomacy in a Multipolar World, Global Diplomacy and International Relations and Diplomatic Report Writing, participants were able to build and foster their knowledge and skills on public diplomacy, digital diplomacy and the "new normal" as well as different forms and styles of diplomatic report writing. This was done through a four-day (16 hours in total) interactive online workshop that offered space for discussion, experience sharing and critical thinking. The training supported participants in gaining a more thorough and in-depth understanding of the workings of multilateral diplomacy in the 21st century and gave them the opportunity to benefit not only from the experts' expertise, but also from their colleagues' experience on the topic.

The success of this online workshop contributed not only to UNITAR's efforts in supporting and strengthening the equitable representation of countries in global decision-making fora (SO2) by familiarizing officials from Myanmar with different aspects and skills of diplomacy, but it also added to UNITAR's endeavours to promoting peace and just and inclusive societies (SO1) in strengthening the Ministry of Foreign Affairs' capacities in the field of diplomacy.

e-Learning course on Multilateral Diplomacy and International Law - Cuba

Through the six week the self-paced online course participants strengthened their knowledge on three different thematic areas as chosen by the Cuban government: Multilateral Diplomacy, International Humanitarian Law and Protocol. Over 75% of participants successfully completed all course requirements and obtained a certificate of completion.
The success of this course contributed to UNITAR's efforts in strengthening the representation of countries in special situations in institutions of global governance (SO2.2). This course not only provided participants with the necessary substantive knowledge on multilateral diplomacy, international humanitarian law, and on UN Protocol, but also allowed participants to enhance their confidence to participate in multilateral processes.

Online Workshop on the United Nations System and Climate Change Diplomacy – Marshall Islands

During the Online Workshop on the United Nations System and Climate Change Diplomacy, participants were able to build and foster their knowledge of the workings of a multilateral framework such as the United Nations as well as on the history, role and importance of climate change diplomacy. This was done through a three-day (10 hours in total) e-workshop that offered space for discussion, experience sharing and questions. The training allowed attendees to gain a deeper understanding of the dynamics of the United Nations and climate change diplomacy, including aspects like the Sustainable Development Goals, different frameworks and agreements and similar. Through the contribution of short briefings by the International Organization for Migration (IOM), the International Labor Organization (ILO) and the United Nations Office for the Coordination of Humanitarian Affairs (OCHA), participants learned more about the specific entities and were able to ask questions and exchange experiences.
This successfully conducted online workshop contributed to UNITAR's efforts in supporting and strengthening the equitable representation of countries in global decision-making fora (SO2) by familiarizing officials from a SIDS state as the Republic of Marshall Islands with the workings of a multilateral framework such as the UN and with climate change diplomacy. In strengthening the Ministry of Foreign Affairs' capacities in effectively preparing for conferences such as the UNFCCC COP26, the workshop added to UNITAR's endeavours in supporting the safeguarding of our planet (SO4) and promoting just and inclusive societies (SO1).

Workshop on Effective Leadership and Negotiation in Multilateral Diplomacy - Indonesia

During the activity on Effective Leadership and Negotiation in Multilateral Diplomacy, participants were able to build and foster their knowledge and skills in a variety of fields and dimensions of negotiation and leadership skills. This was done through a four-day interactive workshop with 7 hours of training per day that offered space for simulation exercises, |

	discussion and experience sharing. The whole training allowed participants to gain a thorough understanding of the dynamics of negotiation and leadership, as well as relevant diplomatic techniques, tools and skills. The workshop sessions gave the attendees the opportunity to participate in simulation exercises to foster practical experience and use new techniques and skills acquired. The success of this workshop contributed not only to UNITAR's efforts in supporting and strengthening the equitable representation of countries in global decision-making fora (SO2) by familiarizing officials from Indonesia with different aspects and skills of diplomacy, but it also added to UNITAR's endeavours to promoting peace and just and inclusive societies (SO1) in strengthening the Ministry of Foreign Affairs' capacities in the field of diplomacy.
Describe project effect on direct beneficiary/ beneficiaries	The beneficiaries of these activities expressed profound gratitude and satisfaction with their participation in this training. They considered the courses an enriching tool for their respective careers, enabling them to use the knowledge, techniques and skills acquired in their everyday work, especially the younger participants with less experience.
Describe project effects on groups made vulnerable e.g. women, children, disabled, indigenous peoples, if applicable	The beneficiaries of these activities were officials and diplomats from Myanmar, Cuba, Marshall Islands and Indonesia. 54% were female participants and 46% were male participants. The training increased their knowledge and skills of multilateral and public diplomacy, international law, climate change diplomacy and leadership.
Describe implementation challenges, including COVID-19-related challenges, and mitigation efforts	For some participants, the facilitation of the e-workshops via the online platform Zoom was not quite as easy as for others. Some attendees faced challenged in connecting to zoom breakout room exercises and similar. The first activity was scheduled to be implemented face-to-face in Myanmar in March 2020. It was then postponed to November and conducted exclusively online due to the COVID19 pandemic. Initially the training in Cuba had been envisioned as a 2-day training programme focusing on current issues that impact International Law, from the doctrinal and theoretical perspective) including trends in international relations. But given the Covid-19 related travel restrictions, the training was implemented online instead as a self-paced course over a duration of 6 weeks. As a result, more topics could be addressed that were selected by the Cuban government: multilateral diplomacy and international humanitarian law, but also matters of UN Protocol.
If _progress report_, describe planned activities to bring project to closure	N/A
Directions: Please complete as concisely as possible. For _final reports_, this page should be used as the cover page, with more a more elaborate narrative attached. For _progress reports_, this cover page may suffice. For both progress and final reports, an updated log frame or results framework should be attached, with actual performance and reasons for variance. See attachment.	

Results

Online Workshop on Public Diplomacy in a Multipolar World, Global Diplomacy and International Relations and Diplomatic Report Writing - Myanmar

Intended impact	Indicator(s)	Performance (target)	Performance (actual)	Reasons for Variance
Provide a holistic understanding of the concepts of public diplomacy, international relations, digital diplomacy and diplomatic report writing	Percentage of participants who meet or exceed the learning objectives	70%	93%	
Outcomes & outputs				
Outcome 1. Promote knowledge on the basic concepts of public diplomacy and how its practice is evolving	Percentage of participants who meet or exceed the learning objectives	70%	83%	
Output 1.1. Enhanced officials' understanding of public diplomacy, its history and role	Number of participants trained and who have received a certificate of participation	11	10	
Outcome 2. Raise awareness on digital diplomacy and how tools can be applied to enhance the function of diplomats and other professionals	Percentage of participants who meet or exceed the learning objectives	70%	83%	
Output 2.2. Developed the capacities of officials and diplomats in understanding and applying new digital diplomacy tools and techniques	Number of participants trained and who have received a certificate of participation	11	10	
Outcome 3. Promote understanding of different forms and styles of diplomatic writing and reporting in multilateral diplomacy	Percentage of participants who meet or exceed the learning objectives	70%	100%	
Output 3.1. Familiarized participants with different types and styles of reports and supported them in acquiring new techniques and skills	Number of participants trained and who have received a certificate of participation	11	10	

Major activities	Dates implemented	Scheduled to be implemented	Comments
UNITAR's Online Workshop on Public Diplomacy in a Multipolar World, Global Diplomacy and International Relations and Diplomatic Report Writing was delivered via zoom on 15, 16, 26 and 17 December 2020 (4 hours per day, 16 hours of training in total). Interactive by nature, the e-workshops sessions offered space for discussion, experience sharing and reflection on the dimensions of public, global and digital diplomacy as well as interactive sessions on diplomatic report writing and negotiations. Participants received all training material after the e-workshop and 10 out of 11 participants qualified for a certificate of participation at the end of the activity.	15, 16, 26 and 27 October December 2020	March 2020	The activity was scheduled to be implemented face-to-face in Myanmar in March 2020. It was then postponed to November and conducted exclusively online due to the COVID19 pandemic.

e-Learning course on Multilateral Diplomacy and International Law – Cuba

Intended impact	Indicator(s)	Performance (target)	Performance (actual)	Reasons for Variance
Provide a holistic vision on issues that impact International Law	Percentage of participant who meet or exceed the learning objectives	75%	100%	
Outcomes & outputs				
Outcome 1. Raise awareness on the key concepts of public diplomacy	Percentage of participant who meet or exceed the learning objectives	75%	100%	
Output 2 Raise awareness on current practices of cultural diplomacy	Percentage of participant who meet or exceed the learning objectives	75%	90%	
Output 3 Raise awareness on key principles of the modern law of armed conflicts	Percentage of participant who meet or exceed the learning objectives	75%	100%	
Output 4 Raise awareness on requirements for combatant status; who is entitled to prisoner of war status; who is not entitled to such status; finally, who belongs in the	Percentage of participant who meet or exceed the learning objectives	75%	100%	

category of what is sometimes called an 'irregular combatant;				
Output 5 Raise awareness on the significance of UN Protocol in the international context	Percentage of participant who meet or exceed the learning objectives	75%	100%	
Output 6 Raise awareness on the role and responsibilities of the Office of Protocol and Liaison of the United with the role of the Permanent Mission and the Host Country	Percentage of participant who meet or exceed the learning objectives	75%	100%	

Online Workshop on the United Nations System and Climate Change Diplomacy – Marshall Islands

Intended impact	Indicator(s)	Performance (target)	Performance (actual)	Reasons for Variance
Provide a holistic understanding and awareness of the workings of the United Nations, climate change diplomacy and the interconnectivity between the two aspects	Percentage of participants who meet or exceed the learning objectives	70%	100%	
Outcomes & outputs				
Outcome 1. Promote understanding of the United Nations system's structure and functioning, principal organs and their development as well as the history of the UN and its predecessors	Percentage of participants who meet or exceed the learning objectives	70%	78%	
Output 1.1. Raised awareness of over 20 Marshallese officials on the core principles and structures of the United Nations	Number of participants trained and who have received a certificate of participation	22	22	
Outcome 2. Enhance understanding and knowledge of the work of international organizations and institutions like IOM, ILO and OCHA and the rules and principles governing their creations and functioning	Percentage of participants who meet or exceed the learning objectives	70%	78%	

Output 2.1. Implemented three briefing sessions from UN staff to allow attendees to gain a more profound understanding of their workings	Number of implemented briefings by other UN entities and institutions	4	3	
Outcome 3. Raise awareness of the history of negotiations under the UNFCCC, the key landmarks in international climate negotiations and current ongoing developments on the road to COP26	Percentage of participants who meet or exceed the learning objectives	70%	84%	
Output 3.1. Promoted understanding of different dimensions of climate change, taking into account Marshall Islands' position and role	Number of participants trained and who have received a certificate of participation	22	22	
Major activities		**Dates implemented**	**Scheduled to be implemented**	**Comments**
UNITAR's Online Workshop on the United Nations System and Climate Change Diplomacy was delivered via Zoom on 20, 24 and 25 November 2020 (10 hours of training in total). Interactive by nature, the e-workshop sessions offered space for discussion, experience sharing and reflection. The training allowed participants to increase their knowledge on diplomatic skills, new forms of diplomacy and diplomatic report writing, and provided them with concrete examples of application of general principles of diplomacy, with a specific focus on the United Nations System and the role of Marshall Islands as a Small Island Development State (SIDS). All participants received a certificate of participation as well as all relevant materials and presentations from the workshop sessions.		20, 24 and 25 November 2020	20, 24 and 25 November 2020	

Workshop on Effective Leadership and Negotiation in Multilateral Diplomacy   - Indonesia

Intended impact	Indicator(s)	Performance (target)	Performance (actual)	Reasons for Variance
Provide a holistic understanding of the main skills, techniques and tools relevant for negotiation and leadership in multilateral settings	Percentage of participants who meet or exceed the learning objectives	70%	100%	
Outcomes & outputs				

Outcome 1. Raise understanding on how diplomatic negotiations are conducted and on how to identify tensions, differences and conflicts in international contexts	Percentage of participants who meet or exceed the learning objectives	70%	100%	
Output 1.1. Raised awareness of Indonesian officials on how to perform more efficiently as a negotiator and leader	Number of participants trained and who have received a certificate of participation	35	35	
Outcome 2. Promote and enhance participants' knowledge on the functions, expectations and different styles of leadership	Percentage of participants who meet or exceed the learning objectives	70%	100%	
Output 2.2. Developed the capacities of Indonesia's MoFA officials to independently apply leadership and negotiation techniques in a variety of multilateral contexts and scenarios	Number of participants trained and who have received a certificate of participation	35	35	
Major activities		**Dates implemented**	**Scheduled to be implemented**	**Comments**
UNITAR's Workshop on Effective Leadership and Negotiation in Multilateral Diplomacy was conducted in Indonesia's Ministry of Foreign Affairs from 6 – 9 January 2020 (7 hours per day, 28 hours of training in total). Interactive by nature, the workshop offered space for discussion, experience sharing and simulation exercises on different styles and techniques of negotiations, economic diplomacy and leadership. The workshop sessions therefore required active participation throughout. In addition, participants received all training materials after the workshop. All participants received a certificate of participation at the end of the workshop sessions.		6 – 9 January 2020	6 – 9 January 2020	

Annex 3

Individual Project Narrative Reports

Strategic Objective 1

Strategic Framework Fund

Project Narrative Report Summary

Project title	Development of a Digital Solution for Young African Women Mediators
Divisions/Units	Division for Peace/ PTPU
Allocation amount	$55,000
SFF funding source	Qatar 2020
Other funding: ☐ Yes ☒ No	
Project period	03rd June to 09th September 2020
Report: ☐ Progress ☒ Final	

Project objective	Harness digital innovation tools in support of young women mediators on the African continent				
Link to strategic framework objective(s)	The project contributed to the below strategic framework objectives: • SO1: Promote peace and just and inclusive societies • SO1.1: Support institutions and individuals to contribute meaningfully to sustainable peace				
Link to 2030 Agenda or other 2015 outcome	SGG (s): 5 (Gender Equality); 16 (Peace, Justice and Strong Institutions); and 17 (Partnerships for the Goals) Targets: 5.5; 16.1, 16a; 17.16 Promotes holistic, integrated nature of 2030 Agenda				
Country and beneficiary metrics	**Targeted countries:**	**Participants**		**Other metrics**	
	Kenya	Female	34	Disability #	
	Cameroon	Male	11	Other vulnerable #	
	Mali	Other		Completion #	
	Madagascar	Not disclosed		Certification #	
	(List of all 54 targeted countries attached)	Total	46		
Concise summary of results achieved, including how results contributed to helping UNITAR achieve its strategic objectives	Conducted from 03rd June to 09th September 2020 by UNITAR, the pilot project Development of a Digital Solution for Young African Women Mediators meaningfully contributed to achieving UNITAR's strategic objectives on supporting individuals to contribute meaningfully to sustainable peace through: • Enhanced understanding of the challenges facing young African women mediators in their efforts to build and sustain peace in their communities. • Provision of an innovative digital solution that could be developed to meaningfully support the mediation and peacebuilding efforts of young African women mediators. • Development of rapid prototypes of the proposed digital solution in view of its subsequent technical design and implementation. • Enhanced collaboration among youth mediation and peacebuilding networks on the African continent.				
Describe project effect on direct beneficiary/ beneficiaries	The direct beneficiaries of the project are (young) African women, involved in or eager to lead and support mediation and negotiation efforts at the grassroots levels. The project enabled them to be meaningfully included in a groundbreaking pilot project aimed at supporting the amazing work that they do to build and sustain peace in their communities. It provided them with an opportunity to voice out the different challenges they face on the ground through interactive discussion with like-minded				

	young women mediators from across 22 countries on the Africa continent and work collectively on ways to address such issues. Additionally, the project provided direct beneficiaries with a safe platform where they could share their various experiences linked to mediation, marginalization and peacebuilding in their various contexts, thus contributing to the acquisition of informal learning and increased collaboration among beneficiaries. Furthermore, beneficiaries learned, and/or further developed their knowledge and skills on innovative techniques and approaches such as design thinking, rapid prototyping and elevator pitch. The digital skills and the use of innovative online tools and platforms by beneficiaries were enhanced throughout the project period.
Describe project effects on groups made vulnerable e.g. women, children, disabled, indigenous peoples, if applicable	See above
Describe implementation challenges, including COVID-19-related challenges, and mitigation efforts	The main implementation challenge relates the inability to conduct face to face activities due to COVID-19 restrictions. The pilot project therefore adopted mitigation efforts consisting of online-based activities and consultations. As such, the project resorted to the following implementation methodology: 1. Conduct an inclusive needs assessment composed of an online survey and the facilitation of online focus groups sessions with nominated youth focal points from across the African continent to investigate the challenges facing young African women mediators in their efforts for peace as well as the opportunities of developing a digital solution aimed at supporting their work at the grassroots. 2. Lead an internal online prioritization exercise aimed at proposing an innovative digital solution in support of young African mediators based on the outcomes of the inclusive needs assessment. 3. Organize a series of online design thinking workshops with the support of African youth peacebuilding networks to generate innovative ideas as well as rapid prototypes of the proposed digital solution.
If progress report, describe planned activities to bring project to closure	Following this pilot phase funded through the SFF, planned activities to bring project to closure include establishing strategic partnerships and secure funding for the technical design and development of an online community of practice for young African women mediators. The platform will aim to strengthen the knowledge, skills of young African women mediators through continent-wide experience sharing, collaboration and mentorship. Additionally, there will be a need to develop targeted learning offers on mediation and peacebuilding in support of women mediators and peacebuilders from the African continent. Finally, the implementation of the aforementioned activities will require the development of innovative solutions for greater inclusivity and sustainability of the online community of practice.
Directions: Please complete as concisely as possible. For <u>final reports</u>, this page should be used as the cover page, with more a more elaborate narrative attached. For <u>progress reports</u>, this cover page may suffice. For both progress and final reports, an updated log frame or results framework should be attached, with actual performance and reasons for variance. See attachment.	

Strategic Framework Fund

Project Narrative Report Summary

Project title	Peacemaking and Conflict Prevention International and Regional Trainings: Transforming Fellowship Preventive Diplomacy and Africa Peacemaking Training Programmes in the Covid-19
Divisions/Units	UNITAR Programme in Peacemaking and Conflict Prevention
Allocation amount	$90,000
SFF funding source	SIDA
Other funding: ☒ **Yes** ☒ **No**	MFA Finland, MFA Norway
Project period	
Report: ☐ **Progress** Ⅹ **Final**	Period covered: September 2020 – May 2021

Project objective	The overall goal of the Institute's Peacemaking and Conflict Prevention Programme Unit is to strengthen the capacities of Member States, the United Nations, regional organizations, including female officials in all spheres, in the prevention, analysis and sustainable resolution of conflicts to help build more peaceful, just and inclusive societies. These international Fellowship and Africa training programmes address the top goals of the UN Secretary-General – prevention, effective peacemaking, and strengthening regional capacities.				
Link to strategic framework objective(s)	Conflict prevention is the core objective of the UN Charter and the top priority of the UN Secretary-General. These programmes support the Secretary-General's call for "a surge in diplomacy for peace." They will also look at the impact of the pandemic on conflict and the opportunity it presents to build a more inclusive future and be made available in virtual format in order to reach those responsible for prevention and making peace during this challenging period.				
Link to 2030 Agenda or other 2015 outcome	They contribute to and create constructive relationships among key change agents in society to help them achieve SDG Goal 16 by reducing violence and by further strengthening inclusive institutions and governance leading to sustainable peace and development.				
Global Programme Implemented with 41 senior and mid-level Fellows **Africa Regional Training being organized in collaboration with the African Union for 30-35 diplomats across the continent, and UN/AU staff in peace missions.**	**Targeted countries:**	**Participants**		**Other metrics**	
		Female	13	Disability #	
		Male	28	Other vulnerable #	
		Other		Completion #	41
		Not disclosed		Certification #	41
	Attach list if more	Total	41		
Concise summary of results achieved,	41 mid and senior level Fellows carefully selected Fellows from around the world successfully completed the intensive live and online Fellowship Programme in Peacemaking and Preventive Diplomacy. 75% of officials "strongly agreed" the programme was "very useful" and indicated they would use the information acquired. 75% of officials evaluated the content, and the relevance to their work as « excellent. » Very positive feedback has been received from the female and male Fellows from around the world who participated as well as the senior resource persons who				

	taught in the programme. Female Fellows included the Permanent Representative of the African Union to the UN, an Advisor to the Prime Minister of Yemen, senior diplomats from Finland, Mexico, Mongolia, New Zealand, and Romania, Deputy Representative of UNCHR in Ukraine, a Senior Policy Advisor for UNCHR in South Sudan, OHCHR Representative in Libya/UNSMIL, a Head of Section from the EU Delegation to the United Nations in Geneva, several female staff of DPPA including in Security Council Affairs, and a Head of Section in the European Union Delegation to the United Nations in Geneva. Among senior and mid-level male Fellows included Ambassadors from Afghanistan and Costa Rica, a Political Advisor to the Prime Minister in Yemen, senior and mid-level diplomats from Nepal, the Philippines, Romania, Togo, and Uganda, senior staff of OLA, an OHCHR Human Rights Officer in Liberia, DPPA Political Affairs and Mediation officers, and UN peace mission staff in CAR, Darfur, Iraq and Yemen. A Deputy Director-General of the OIC took part saying that with a majority of violent conflicts taking place in OIC countries, the Fellowship Programme was a very important opportunity for him to deepen knowledge and strengthen skills in these vital areas. A number of female and male expert resource persons from both academic and applied settings, including from the highest levels of the United Nations, provided training in quiet diplomacy, conflict analysis, negotiation, mediation, and inclusive peace processes to enhance women's participation. SRSG to the African Union, Ms. Hanna Serwaa Tetteh, spoke on partnership with regional organizations on conflict prevention and peacemaking in another stimulating session on current challenges and structural approaches that can help sustain peace, build more inclusive governance and prevent conflict. She also highlighted some challenges and strategies on the mission she had just undertaken. Gratitude has been expressed for SIDA's important contribution to the SFF Fund which helped make this important programme possible. Please also see the attached narrative report for the SFF SIDA contribution towards the *2020 UNITAR Fellowship Programme in Peacemaking and Conflict Prevention.*
Describe project effect on direct beneficiary/ beneficiaries	Fellows expressed increased confidence in their abilities to engage in conflict analysis and interest-based, problem-solving negotiation and mediation. The Ambassador of Afghanistan to the UN said he immediately applied the frameworks, analysis and approaches to contribute to concurrent efforts in the peace process for his country. UN peace mission staff in Darfur and CAR informed utilizing the programme approaches to reduce tensions between ethnic groups in conflict. A Fellow in Libya applied knowledge and skills from the programme to a dialogue process there among civil society, including female representatives.
Describe project effects on groups made vulnerable e.g. women, children, disabled, indigenous peoples, if applicable	Women are invited to participate in the Fellowship Programme both as Fellows and as senior resource persons. The SRSG to the African Union, Ms. Hanna Tetteh, engaged with Fellows on her peacemaking work and on partnership with the African Union, among other senior female practitioners and academic resource persons.
Describe implementation challenges, including COVID-19-related challenges, and mitigation efforts	The programme was conducted live and online for the first time with excellent feedback. A great deal of planning went into making the programme as smooth-running and interactive as possible with practical sessions on sources of conflict, negotiation and mediation. There were a lower number of female Fellows (normally 40 – 50%) as there were less women recommended during this period and the majority of those who had to cancel due to work or family responsibilities were women during this period, reflecting some of the dynamics of how women have been affected by the pandemic. The nomination materials invited the recommendation of female mid and senior Fellows. The female Fellows who did participate were primarily at a senior level as described above. Half of the selected mediators for the mediation practice component of the programme were women and a number of the senior resource persons contributing were female.

If <u>progress report</u>, describe planned activities to bring project to closure	The international advanced programme has been successfully conducted with the participation of 41 Fellows from around the world. Planning is underway for the dedicated Africa Regional Training Programme for 30-35 officials to take place March/April 2021.
Directions: Please complete as concisely as possible. For <u>final reports</u>, this page should be used as the cover page, with more a more elaborate narrative attached. For <u>progress reports</u>, this cover page may suffice. For both progress and final reports, an updated log frame or results framework should be attached, with actual performance and reasons for variance. See attachment.	

Results

Intended impact	Indicator(s)	Performance (target)	Performance (actual)	Reasons for Variance
The main goal of these tailored peacemaking and conflict prevention programmes is the strengthened knowledge and deepened skills of female and male mid and senior level diplomats from around the world, as well as United Nations and regional organization staff, and officials in Africa in the fields of conflict analysis, interest-based, mutually-beneficial negotiation, and mediation to contribute to peacemaking and conflict prevention efforts at the global and regional level.	Intensive, advanced programme successfully planned and implemented at the international level for senior and mid level officials. Intensive, advanced tailored programme successfully planned and implemented at the regional level in Africa for mid and senior level officials.	**35 - 40** **30-35**	**41** **Planning underway. Programme to be conducted March/April 2021.**	
Outcomes & outputs				
Outcome Mid and senior level female and male diplomats from around the world, UN, and regional organization staff, and officials in Africa trained in conflict analysis, negotiation and mediation.				
Output 1.1.	Senior and mid-level female and male participating officials completing the international training indicate having achieved the learning objectives mostly	75%	95.96%	

	or fully in the areas of conflict analysis, negotiation and mediation.		
Output 1.2.	Female and male representatives of Offices of Presidents and Prime Ministers and Ministries of Foreign Affairs of African states, regional and sub-regional organizations and UN and AU peace operation staff in Africa trained in conflict analysis, negotiation and mediation.	75%	In progress, Regional Training Programme to be conducted April/May 2021	

Major activities	Dates implemented	Scheduled to be implemented	Comments
Fellowship Programme in Peacemaking and Preventive Diplomacy	9 – 20 November 2020		Successfully implemented
Regional Training to Enhance Conflict Prevention and Peacemaking in Africa		Planned for March/April 2021	

Strategic Framework Fund

Project Narrative Report Summary

Project title	Women's Leadership for Peace
Divisions/Units	Division for Peace and Division for Multilateral Diplomacy
Allocation amount	$55,000.00
SFF funding source	Sida
Other funding: ☐ Yes ☒ No	
Project period	October 2020 – March 2021
Report: ☒ Progress ☐ Final	Period covered: October 2020 – March 2021

Project objective	This project will launch a new Women's Leadership for Peace training programme for emerging women leaders in peace and security fields. The programme will aim to respond directly to the unique challenges faced by women in this space and will be designed to fill the identified gap/lack of existing training programmes on women's leadership in peace and security fields.					
Link to strategic framework objective(s)	SO1: Promote peace and just and inclusive societies. SO1.1: Support institutions and individuals to contribute meaningfully to sustainable peace. SO2: Promote people's well-being and support equitable representation of countries in global decision-making fora. SO2.1 Promote people's well-being, including the protection and empowerment of groups that have been marginalized and are vulnerable.					
Link to 2030 Agenda or other 2015 outcome	SDG(s): 5, 16, 17 Target(s): 5.5					
Country and beneficiary metrics	Targeted countries:		Participants		Other metrics	
			Female		Disability #	
			Male		Other vulnerable #	
			Other		Completion #	
			Not disclosed		Certification #	
	Attach list if more		Total			
Concise summary of results achieved, including how results contributed to helping UNITAR achieve its strategic objectives	The leadership training programme has been developed to complement the ongoing global efforts to implement UNSCR 1325 as well as the implementation of UNITAR's strategic objectives SO1 and SO2. Whilst it is well appreciated that women's voices remain critical to achieving sustained peace, the data shows that women remain hugely under-represented in peace-related fora. UNITAR's Women's Leadership for Peace programme will aim to address this gap in women's participation, with the ultimate aim to improve gender balance in peace and security settings. The design of the leadership programme has been guided by a comprehensive needs assessment, completed in 2020, and the identification of key partner institution(s) including the UN Women Training Centre. The continual input and shared ownership of this programme with national/regional partners and relevant academic institutions has been identified as an important factor in the programme development in order to ensure that the programme fully meets the needs of the target audience in regional contexts and the outcomes of the training are harvested in institutional contexts. Strategic national/regional partners identified include the					

	Finnish Crisis Management Centre, Folke Bernadotte Academy (Sweden), European Commission FPI.3, and the African Union.
	The needs assessment highlighted that in order to achieve maximum impact, the leadership programme should comprise of multiple components to create an experiential and transformational 12-month programme for cohorts of 'emerging leaders' identified in consultation with partners. The programme curricula is now in design phase and will include a leadership course, mentorship and buddy systems, an online platform and high-level events.
	Building on the findings of the needs assessment, the course curriculum is currently being developed. The course design is in parts being informed by the Senior Leadership for Peacebuilding (SLPB) course that UNITAR PTPU has been running with the Geneva Centre for Security Policy as well as Interpeace since 12 years. In 2020 this course has been run for the first time in a digital format, given the COVID19 circumstances. The adapted design has proven to create high impact for participants through dedicated peer to peer learning spaces and mentoring opportunities. These findings will inform the design of an online based version of the Women's Leadership for Peace programme. The female SLPB participants served as key informants for the further design of the Women's leadership for Peace programme.
	The design of the course curriculum is being further complemented by a desk review of existing literature, frameworks, and recommendations on leadership within international organisations. This research has led up to design a course that will empower emerging leaders to take the next steps in their career by guiding them through a transformative journey that is based around Clarity, Authenticity, Power, Wellbeing, Connection and Mastering at a societal, organisational, group and individual level. Focusing on this combination of themes and levels will ensure that the course is truly transformative for participants and adaptable to different cohorts depending on their working area within the peace and security context.
	The realisation of this training programme will find synergies with other UNITAR initiatives focusing on women's leadership and empowerment, including in the field of women's leadership in diplomacy, gender and environmental peace, and the proposal to launch a new IHEID/UNITAR Mentorship Hub in Geneva (TBC).
Describe project effect on direct beneficiary/ beneficiaries	The programme will be tailored to the needs of mid-career female professionals working in areas linked to the women, peace and security agenda, peacebuilding, and global security, aspiring to take on leadership roles. Recognising that there is no 'one size fits all' approach, the materials will be designed and tailored with partners to meet the needs of specific beneficiaries, including regional chapters (working with ASEAN, LAC, EU, AU and other partners to provide regional context). Beneficiaries will include women working in government, regional bodies, or other professional capacities, aspiring to take on leadership roles. Some online course materials will also be made available to broader audiences including civil society. After its initial phase, it is envisioned to expand the audience of the programme to include women in other sectors, including but not limited to the private sector. As required, the course materials/curricula may then also be further adapted to meet the needs of mid-career females working in private sector contexts and overcoming conflicts in business contexts.
	Current plans are to run the course for a pilot cohort towards Q2 or Q3 of 2021. This will enable UNITAR to gain invaluable feedback on the course before launching Iteration 1 at the end of Q3/beginning of Q4.
Describe project effects on groups made vulnerable e.g. women, children, disabled, indigenous peoples, if applicable	UNITAR's Women's Leadership for Peace programme will aim to address this gap in women's participation, with the ultimate aim to improve gender balance in peace and security settings.

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Describe implementation challenges, including COVID-19-related challenges, and mitigation efforts	UNITAR has extensive experience in designing learning and training experiences for face-to-face, blended, and online formats. Given current challenges, the programme design has taken into account the need to be adaptable and responsive to COVID-19 measures and policies. Throughout the design and preparation phases, UNITAR's learning and instructional design team have been engaged and have ensured that methodologies and training materials employed are suitable to current and future formats, including online delivery.
If progress report, describe planned activities to bring project to closure	• Finalization of curriculum

Directions: Please complete as concisely as possible. For final reports, this page should be used as the cover page, with more a more elaborate narrative attached. For progress reports, this cover page may suffice. For both progress and final reports, an updated log frame or results framework should be attached, with actual performance and reasons for variance. See attachment.

Strategic Framework Fund

Project Narrative Report Summary

Project title	**Youth Imp!act for Peace Liberia**
Divisions/Units	**Peacekeeping Training Programme Unit**
Allocation amount	**60.975,61 USD**
SFF funding source	**Sida**
Other funding: ☐ Yes	
☒ No	
Project period	**October 2020- 31 March 2021**
Report: ☒ Progress **☐ Final**	**Period covered: October 2020 – 24 February 2021**

Project objective	Empowering youth to contribute meaningfully to their country's economic, social, and environmental vitality, away from crime and violence, as they stabilize their communities.				
Link to strategic framework objective(s)	SO1: Promote peace and just and inclusive societies. SO1.1: Support institutions and individuals to contribute meaningfully to sustainable peace.				
Link to 2030 Agenda or other 2015 outcome	SDG(s): 4; 5; 8; 10; 16; 17 Target(s): 4.4 and 4.7; 5.5; 8.3 and 8.6; 10.2; 16a; 17.16				
Country and beneficiary metrics	**Targeted countries:**	**Participants**		**Other metrics**	
	Liberia	Female		Disability #	
		Male		Other vulnerable #	
		Other		Completion #	
		Not disclosed		Certification #	
	Attach list if more	Total			
Concise summary of results achieved, including how results contributed to helping UNITAR achieve its strategic objectives	Due to a charged environment in Liberia stemming from the December elections, all major training activities has been postponed for implementation in March 2021. So far, the partners laid the groundwork for the roll-out of the training of trainers event and a multiplication phase, to take place in March. These activities, including the establishment of a team of coordinators and trainers at UNITAR and ABIC, the preparation of training materials, the selection of a cohort of participants in the training of trainers, and the securement of facilities for face-to-face and digital delivery of the trainings, will ensure that the project is on schedule to realize the planned activities and contribute to UNITAR's strategic objectives. In order for this initiative to also set the foundation for a self-sustained multiplication system of the capacity building outcomes and to allow for true local ownership of the project's development towards alleviating the statebuilding challenges in Liberia - the partners have also begun reaching out to the donor community in Monrovia to find support for the vision of scaling up activities to the whole country subsequent to the project period.				
Describe project effect on direct beneficiary/ beneficiaries	The project includes two groups of direct beneficiaries; the future trainers (selected from previous Imp!act participants) and in sequence those beneficiaries that the new trainers will engage with. It is expected that the implementation of trainings on these two levels will strengthen the capacities of Liberian youth to actively engage in and contribute to peacebuilding efforts at all levels, through: - Increased awareness of young people with regards to their potential to act as a changemaker/ peacebuilder at the individual and societal level;				

	- Enhanced knowledge and skills of young people to develop project prototypes in the field of peace and sustainable development, and; - Enhanced capacity of selected young people to deliver the imp!act for Peace training programme.
Describe project effects on groups made vulnerable e.g. women, children, disabled, indigenous peoples, if applicable	*Not applicable for the current reporting period.*
Describe implementation challenges, including COVID-19-related challenges, and mitigation efforts	The main challenge in implementation related to the December 8th 2020 National Referendum as well as Senatorial elections in Liberia. As a consequence of the elections, the partner, ABIC, notified UNITAR that the political and societal climate was extremely charged and it was expected that violence would likely erupt prior to and after the referendum, with young people being at the center of these dynamics. Therefore, a request for postponement of activities was submitted to the ED of UNITAR, as circumstances did not allow for the conducive and productive learning environments needed to ensure that the Imp!act trainings would be a success. The postponement was agreed to, and as such the full implementation of the activities were postponed for finalization until 31st March 2021. As for COVID-related challenges, UNITAR and ABIC had already planned for implementation with COVID in mind, and the trainings will take place in a blended delivery between face-to-face activities in Liberia with support of UNITAR digitally. As such, COVID-19 has so far not impacted the implementation plan.
If progress report, describe planned activities to bring project to closure	- Delivery of a training of trainers course (ToT) for the multiplication of the Imp!act for Peace Training Methodology, due 15-19th March 2021, where 6 previous imp!act for peace participants are trained as trainers to multiply the Imp!act for Peace training methodology in Liberia - Delivery of Imp!act for Peace training event for new participants, due 22-26th March 2021, where 30 young Liberians will participate successfully in the event. - Delivery of activities with the aim of securing a long-term partnership for youth empowerment, including presenting a proposal to donors for a 2-year multiplication phase of Imp!act for Peace trainings as well as the establishment of an ecosystem for changemaking,

Directions: Please complete as concisely as possible. For final reports, this page should be used as the cover page, with more a more elaborate narrative attached. For progress reports, this cover page may suffice. For both progress and final reports, an updated log frame or results framework should be attached, with actual performance and reasons for variance. See attachment.

Annex 3

Individual Project Narrative Reports

Strategic Objective 3

Strategic Framework Fund

Project Narrative Report Summary

Project title	Joint UNITAR/UNICEF Online climate change course
Divisions/Units	Green Development and Climate Change Programme Unit, Division for Planet
Allocation amount	$35,000
SFF funding source	Qatar 2020
Other funding: ☒ Yes ☐ No	Co-financing – UNICEF $75,000
Project period	
Report: ☒ Progress ☐ Final	**Period covered:** Up to 31 Dec 2020

Project objective	Support for strengthening UNICEF outreach on climate change through an online course available to all staff on integration of climate change into programming.				
Link to strategic framework objective(s)	S03 on fostering green, low carbon and climate resilient transition				
Link to 2030 Agenda or other 2015 outcome	SDG 1, 2, 13				
Country and beneficiary metrics	**Targeted countries:**	**Participants**		**Other metrics**	
		Female		Disability #	
		Male		Other vulnerable #	
		Other		Completion #	
		Not disclosed		Certification #	
	Attach list if more	Total			
Concise summary of results achieved, including how results contributed to helping UNITAR achieve its strategic objectives	The proposed course has been designed and completed and is currently with UNICEF for final review prior to publishing both on UNICEF and UN CC:Learn learning platforms. A series of webinars remain to be implemented.				
Describe project effect on direct beneficiary/ beneficiaries	The course has not yet been published. However as part of the design process a survey on climate change was circulated internally within UNICEF leading to more than 800 responses. This has led to internal discussion and an interest in the upcoming course.				
Describe project effects on groups made vulnerable e.g. women, children, disabled, indigenous peoples, if applicable	To be determined.				
Describe implementation challenges, including COVID-19-related challenges, and mitigation efforts	Much of the programming language used by UNICEF is difficult to use in a way that is intuitive and understandable. Therefore 'packaging' the course content in ways that can be easily assimilated has proved to be the main challenge.				
If progress report, describe planned activities to bring project to closure	- Final review and approval by UNICEF (Feb 2021) - Publishing of course on CC:learn and Agora learning platforms (Feb 2021) - Hosting of 3 follow up webinars (Up to April 2021) - Evaluation of early results of the course				

Directions: Please complete as concisely as possible. For <u>final reports</u>, this page should be used as the cover page, with more a more elaborate narrative attached. For <u>progress reports</u>, this cover page may suffice. For both progress and final reports, an updated log frame or results framework should be attached, with actual performance and reasons for variance. See attachment.

Strategic Framework Fund

Project Narrative Report Summary

Project title	How to be E-Waste Literate: A citizen's approach to solving the e-waste course
Divisions/Units	Green Development and Climate Change Programme Unit, Division for Planet
Allocation amount	75,000 USD
SFF funding source	SIDA 2020/2021
Other funding: ☐ Yes ☒ No	
Project period	5 October 2020 – 31 March 2021
Report: ☒ Progress ☐ Final	Period covered: 5 October 2020 – 5 February 2021

Project objective	Raise awareness on the negative consequences of e-waste for the environment and human health, while arming participants with the necessary knowledge and tools to minimize their individual contribution to e-waste generation. Ultimately the course aims to create change agents able to take action and promote the sustainable tackling of e-waste.
Link to strategic framework objective(s)	Planet: Support the conservation, restoration and safeguarding of our planet for present and future generations
Link to 2030 Agenda or other 2015 outcome	Capacity development on e-waste contributes to the achievement of the Sustainable Development Goal (SDG) 12, to "ensure sustainable consumption and production patterns," and has linkages to most other SDGs (including 3, 4, 9, 13, 14, 15, 16).

Country and beneficiary metrics	Targeted countries:	Participants		Other metrics	
	Global outreach	Female		Disability #	
		Male		Other vulnerable #	
		Other		Completion #	
		Not disclosed		Certification #	
	Attach list if more	Total			

Concise summary of results achieved, including how results contributed to helping UNITAR achieve its strategic objectives	Expected results: Consumers are the most neglected stakeholder group regarding information and resources on e-waste, yet they most often do not understand or know what to do about e-waste. This course aims to correct this gap and improve the understanding and abilities of consumers to take action to tackle e-waste. At the end of the course, learners will be able to: • Explain, what electronic waste is, and what its impact on the environment and human health is. • Describe the role companies and consumers in reducing e-waste generation through the adoption of circular practices. • Identify ways to use consumer power to influence governments and brands to enable a wider participation of consumers in the circular economy, as well as the sustainability design and production of electronic products. • Involve families, communities, local government representatives to act and minimise e-waste Link to UNITAR strategic objectives: Sustainable e-waste management will contribute to "halting natural resource depletion, reducing the impacts of hazardous chemicals on human health and the environment and combating the adverse impacts of climate change" (UNITAR Strategic Framework, p.9) Progress made: GCP and SCYCLE: 1) have organized a project team, 2) narrowed the scope, objectives, and target audience for the course, 3) drafted a course concept note 4) reached a tentative agreement on the responsibilities of each programme unit, as follows: • SCYCLE: map and reach out to main stakeholders, provide course content, serve as content matter specialist, support course promotion

	• GCP: instructional design support, development of learning materials, integration on learning platform, hosting, maintenance and communication
Describe project effect on direct beneficiary/ beneficiaries	The course should enable learners to adopt changes in behaviour in direction identifying e-waste collection and recycling facilities in their area, utilizing the value within old and/or broken e-products at home (reuse, share, borrow, swap e-products, etc); organising joint petitions to local governments demanding better e-waste management practices; participating in repair cafes and other grass-root organisations making it possible to extend the lifetime of favourite products. Young adults and kids are an important learners group for the course - they are motivated, forward-looking, and important change agents in their family and communities, so the training can be designed in a way that appeals to both young adults and adults
Describe project effects on groups made vulnerable e.g. women, children, disabled, indigenous peoples, if applicable	E-waste often leads to contamination of soil and water and affect predominantly poor communities. Poor, vulnerable people are more likely to be engaged in unsustainable management / recycling of e-waste. Poor and vulnerable people are also more often engaged in the unsustainable resource extraction practices to produce resources for new electronic devices. Increased awareness and improvement of e-waste management will have health, economic and environmental benefits for everyone, but especially so for poor and vulnerable people.
Describe implementation challenges, including COVID-19-related challenges, and mitigation efforts	Delays due to COVID-19 inflicted changes in the work plans of other projects. Focal point in SCYCLE team has left team in January 2021 and is to be replaced.
If progress report, describe planned activities to bring project to closure	1. Complete stakeholder mappings by 31 March 2021 2. Complete learning needs assessment and background research by 30 Apil 2021 3. Develop course syllabus by 31 May 2021 4. Develop course materials by 31 August 2021 5. Implement course on e-learning platform by 31 August 2021 6. Develop communication materials by 31 August 2021 7. Conduct course promotion by 30 September 2021
Directions: Please complete as concisely as possible. For final reports, this page should be used as the cover page, with more a more elaborate narrative attached. For progress reports, this cover page may suffice. For both progress and final reports, an updated log frame or results framework should be attached, with actual performance and reasons for variance. See attachment.	

Results

Intended impact	Indicator(s)	Performance (target)	Performance (actual)	Reasons for Variance
Impact Consumers, especially youth, become change agents able to take action to achieve sustainable tackling of e-waste.		A critical mass of citizens is educated and takes further action to reduce/prevent e-waste.	No progress	Course is still under development
Outcomes & outputs				
Outcome 1. E-learning course "How to be E-Waste Literate" developed to raise awareness on the negative consequences of e-waste for the environment and human health, while arming participants with the necessary knowledge and tools to minimize their individual contribution to e-waste generation.	Course available on UN:CC eLearn platform			
Output 1.1. Stakeholder mapping, including private companies, consumer, or industry groups, to provide input for the course and help course promotion.	Mapping report	Outreach and buy-in from e-companies and stakeholder groups achieved.	Mapping of key stakeholders started	Delays due to COVID-19 inflicted changes in the work plans of other projects. Change of focal point in SCYCLE team.
	Input from stakeholders	Information, case studies and experts made available to support the course development	No progress	Mapping not completed, SCYCLE team's focal point change.
Output 1.2. Course development and implementation	Course materials, such as syllabus, videos, lessons, activities and other.	Course syllabus finalized. Interactive and user-friendly course materials developed	Draft course syllabus	No sufficient progress on output 1.1.
Output 1.3. Course promotion and communication	Communication plan and materials	Large-scale promotion by companies and other stakeholders realized.	No progress	No sufficient progress on output 1.1 and 1.2.
Add rows as needed				
Major activities		**Dates implemented**	**Scheduled to be implemented**	**Comments**
Complete stakeholder mapping		In progress	31 March 2021	
Complete learning needs assessment and background research		In progress	30 April 2021	

Develop course syllabus	Not completed	31 May 2021	
Develop course materials	Not completed	31 August 2021	
Implement course on e-learning platform	Not completed	31 August 2021	
Develop communication materials	Not completed	31 August 2021	
Conduct course promotion	Not completed	30 September 2021	
Add rows as needed			

Strategic Framework Fund

Project Narrative Report Summary

Project title	Joint UNITAR/WHO Online Climate Change Negotiations and Health Course
Divisions/Units	Green Development and Climate Change Programme Unit, Division for Planet
Allocation amount	$54,715 ($29,715 GCP and $25,000 DMD)
SFF funding source	SIDA 2020/2021
Other funding: ☒ Yes ☐ No	Co-financing – WHO $25,000
Project period	24 September 2020 – 30 April 2021
Report: ☒ Progress ☐ Final	**Period covered: 24 September 2020 – 31 January 2021**

Project objective	To build the knowledge of policy-makers, government officials, professionals and the global public to integrate health considerations when taking policy decisions on climate change, and vice versa.				
Link to strategic framework objective(s)	SO3 on supporting the conservation, restoration and safeguarding of our planet for present and future generations, with a specific focus on SO3.1 on fostering a green, low carbon and climate resilient transition.				
Link to 2030 Agenda or other 2015 outcome	SDG 3, SDG 5, SDG 6, SDG 13				
Country and beneficiary metrics	Targeted countries:	Participants		Other metrics	
		Female		Disability #	
		Male		Other vulnerable #	
		Other		Completion #	
		Not disclosed		Certification #	
	Attach list if more	Total			
Concise summary of results achieved, including how results contributed to helping UNITAR achieve its strategic objectives	The development of the e-learning course on *Climate Change Negotiations and Health* is advancing. The syllabus and the storyboard have been developed, building on a set of background materials and with input from WHO and UNITAR's DMD colleagues. The interactive features and the visual identity for the course have been also defined. Online implementation has been initiated and will be completed within the next few weeks. Afterwards, the course will be launched as a free, self-paced learning resource on the UN CC:Learn e-learning platform (www.uncclearn.org). The supporting materials and recordings of two webinars focusing on developing the negotiation skills of a pre-selected group of government officials, whose organization is led by DMD, will be also made available on the platform to anyone interested. The webinars will take place on the platform Zoom. The webinars will be interactive and allow participants to develop not only knowledge, but also practical skills and a helpful negotiation mindset. They will draw on real life negotiation examples related to climate change negotiations and health to showcase how theory can be translated into practice. The material presented in the webinar will be interactive and assignments will be given for participants to further advance their knowledge. Background and supporting materials will be uploaded on the course platform so participants can access them prior to each webinar. By promoting free learning for environment and health professionals as well as the interested public on the linkage between health and climate change, in the context of the COVID-19 pandemic and recovery and of the upcoming UNFCCC negotiations, the activity contributes to inspiring action to "support the conservation, restoration and safeguarding of our planet for present and future generations" (Strategic Objective 3), and particularly to foster a green, low-carbon and climate-resilient transition" (Strategic Objective 3.1).				
Describe project effect on direct beneficiary/ beneficiaries	It is expected that the course will empower participants to better address health within climate change negotiations and national policy processes, as well as to consider climate change in health policies.				

Describe project effects on groups made vulnerable e.g. women, children, disabled, indigenous peoples, if applicable	The course notes that climate change will not impact everyone equally and that disadvantaged communities will be most affected. It also discusses gender and health, indigenous peoples and health, as well as youth and health in the current climate change negotiation streams. Therefore, it is expected that the course will raise awareness of learners on these aspects, for consideration in their decision-making and action.
Describe implementation challenges, including COVID-19-related challenges, and mitigation efforts	The process has been advancing smoothly. As WHO co-financing was only received during the second half of December 2020, the beginning of some of the activities had to be delayed. However, the delay is limited. The course launch and the following webinar delivery will be completed by end of April 2021.
If progress report, describe planned activities to bring project to closure	The first full online draft of the course will be available during the second half of February 2021. Comments will be collected and integrated for launch towards end of February/early March 2021.
Directions: Please complete as concisely as possible. For final reports, this page should be used as the cover page, with more a more elaborate narrative attached. For progress reports, this cover page may suffice. For both progress and final reports, an updated log frame or results framework should be attached, with actual performance and reasons for variance. See attachment.	

Results

Intended impact	Indicator(s)	Performance (target)	Performance (actual)	Reasons for Variance
Outcomes & outputs				
Enhanced the understanding of professionals from a multitude of fields about the interlinkages between climate change and health via the UN CC Learn platform.	Percentage of participants who fully/mostly meet the learning objectives	75%	N/A	Course under development
Improved understanding of professionals from a multitude of fields on the interlinkages between climate change and health.	Number of participants trained and who received a course certificate of participation via the UN CC Learn platform	1,000 (by a year after the launch)	N/A	Course under development
Major activities		**Dates implemented**	**Scheduled to be implemented**	**Comments**
Development of course syllabus		November 2020		
Development of course storyboard		November 2020-January 2021		
Detailed definition of interactivity		January 2021		
Online course implementation		January-February 2021		
Course finalization and launch			February-March 2021	
Webinar facilitation		March 2021	March 2021	

Annex 3

Individual Project Narrative Reports

Strategic Objective 4

Strategic Framework Fund

Project Narrative Report Summary

Project title	Responding to Crisis: Strengthening Finance and Trade Resilience to COVID-19 in Sub-Saharan Africa
Divisions/Units	Division for Prosperity
Allocation amount	$55,000.00
SFF funding source	Qatar
Other funding: ☐ Yes ☒ No	But in-kind support has been received by the programme from the Geneva School of Diplomacy and International Relations (GSD). GSD provided recorded lectures for the programme.
Project period	April to December 2020
Report: ☐ Progress ☒ Final	Period covered: April to December 2020

Project objective	The programme aims to enhance understanding and capacities of public sector officials from Sub-Saharan African countries to effectively develop and implement policies and decisions to strengthen finance and trade resilience during the global pandemic and health emergencies.
Link to strategic framework objective(s)	SO4. Promote inclusive and sustainable economic growth (4.1 Help countries to achieve inclusive and sustainable economic growth).
Link to 2030 Agenda or other 2015 outcome	• 3 Good Health and Wellbeing (target 3.8) • 10 Reduce inequalities (target 10.4) • 17 Partnerships (target 17.9)

Country and beneficiary metrics	Targeted countries:	Participants		Other metrics	
	25 Sub-Saharan African countries	Female	38	Disability #	0
		Male	76	Other vulnerable #	0
		Other	3	Completion #	90
		Not disclosed	0	Certification #	0
		Total	118		

	List of 25 SSA countries where 90 successful participants were coming from: Botswana, Burundi, Cameroon, Central African Republic, Comoros, Democratic Republic of the Congo, Ethiopia, Gambia, Ghana, Guinea (Republic of), Kenya, Liberia, Malawi, Mali, Mozambique, Nigeria, Rwanda, Sierra Leone, South Sudan, Sudan, Tanzania, Togo, Uganda, Zambia, and Zimbabwe.
Concise summary of results achieved, including how results contributed to helping UNITAR achieve its strategic objectives	The programme contributed mainly to Strategic Objective 4: Promoting inclusive and sustainable economic growth. COVID-19 has highlighted severe fragilities and inequalities within and among nations. While the impact varies per country or region, Sub- Saharan African countries face greater risks of negative impacts of the pandemic due to lack of economic resilience and diversification. Recognizing the need to build back better, UNITAR's Division for Prosperity launched a programme in partnership with the Geneva School of Diplomacy and International Relations (GSD) focused on strengthening finance and trade resilience to global pandemics and health emergencies in Sub-Saharan Africa.
Describe project effect on direct beneficiary/ beneficiaries	The programme enhanced public sector officials' understanding of available policy space to address the health, social and economic costs of the virus as an essential tool to respond to the crisis.

	Each beneficiary was assigned to a group to discuss, research, and formulate policy recommendations on how governments should build back better and contribute comprehensively to the achievement of the Sustainable Development Goals. Each groupwork focused on a specific country and were peer-reviewed in a live virtual session.
Describe project effects on groups made vulnerable e.g. women, children, disabled, indigenous peoples, if applicable	The groupwork (policy recommendations) were peer-reviewed specifically on the basis on how it addresses issues relating to poverty alleviation, health safety, MSMEs, food security, gender equality, empowerment of women and youth, informal economy, and internally displaced persons.
Describe implementation challenges, including COVID-19-related challenges, and mitigation efforts	COVID-19 and internet connection in Sub-Saharan Africa were known issues which we have taken into consideration as part of the programme design. We have integrated video recorded lectures, asynchronous training, group work, recorded live webinars, and providing longer time period to accommodate these challenges and other delays. Each participant was given the optimal opportunity to access the training and get the full support from the Experts and Support Team. Some participants who had COVID-19 were able to follow the programme including the live sessions while isolating. Still, there were participants who were unable to complete because of persistent internet connection issues.
If <u>progress report</u>, describe planned activities to bring project to closure	
Directions: Please complete as concisely as possible. For <u>final reports</u>, this page should be used as the cover page, with more a more elaborate narrative attached. For <u>progress reports</u>, this cover page may suffice. For both progress and final reports, an updated log frame or results framework should be attached, with actual performance and reasons for variance. See attachment.	

Results

Intended impact	Indicator(s)	Performance (target)	Performance (actual)	Reasons for Variance
Improved finance and trade resilience to global pandemics and health emergencies.	% of survey respondents indicating that the knowledge learned has been applied in their work to enhance finance and trade resilience in their country.	80%	The programme was completed in December 2020. Impact Story is planned for April 2021.	
Outcomes & outputs				
Outcome 1. Enhanced skills to address the challenges of pandemics, as a risk factor, on finance and trade resilience.	Number of active participants in the programme participating in the live and recorded lectures and groupwork.	90 participants	90 participants actively participated and successfully completed the programme.	
Output 1.1. Develop policy recommendations in addressing finance and trade resilience of a specific Sub-Saharan African country (group work).	Number country policy recommendations developed.	10 countries	15 country policy recommendations were developed.	
Outcome 2. Improved assessment of finance and trade policy decisions and responses that have optimal impact in responding to the COVID-19 pandemic.	Number of participants actively participating in the groupwork peer-review.	90 participants	90 participants actively participated and successfully completed the programme.	
Output 2.1. Peer-review of other policy recommendations from other country groups.	Number of peer-reviews conducted.	10 peer-reviews	15 peer-reviews were conducted.	
Major activities		**Dates implemented**	**Scheduled to be implemented**	**Comments**
Project, partnership, and content development; Instructional design and beneficiary engagement		April to September 2020		
Six (6) weeks online course and mentoring on strengthening trade and finance resilience (with recorded lectures and online discussions).		October to November 2020		
Six webinars/live lectures.		October to November 2020		
Peer-review of policy recommendations.		December 2020		
Evaluation and Reporting		January 2021		

Strategic Framework Fund

Project Narrative Report Summary

Project title	**Leading Inclusive 4IR: Empowering Women in Afghanistan for the Future of Work through Digital Reskilling**
Divisions/Units	**Hiroshima Office;** **Public Finance and Trade Programme**
Allocation amount	**$70,000**
SFF funding source	**(e.g. Sida, Qatar, Sri Lanka) SIDA 2020/21**
Other funding: ☒ Yes **☐ No**	**Hiroshima Prefectural Government ($70,000)**
Project period	**September 2020- December 2021**
Report: ☒ Progress **☐ Final**	**Period covered: September 2020 – February 2021**

Project objective	This targeted online programme will empower and create opportunities for Afghan women, particularly those from the provinces, through building their capacity around 4th Industrial Revolution digital skills. They will be able to code digital products (such as apps) addressing identified needs around gender and the SDGs that can be used in Afghanistan and globally. Combined with gender, social accountability and leadership-focused training and coaching, the Afghan female participants will have the skills and know-how to take their ideas, code them, and use them effectively in their communities to empower others and address such key issues.
Link to strategic framework objective(s)	**SO4. Promote inclusive and sustainable economic growth** **(4.1 Help countries to achieve inclusive and sustainable economic growth).**
Link to 2030 Agenda or other 2015 outcome	**SDG(s): 4, 5, 8** **Target(s):** **Empowering and reskilling women to develop new 4th Industrial Revolution-focused ideas and businesses is cross-cutting, with impacts on Goal 4 (Quality Education), Goal 5 (Gender Equality), and Goal 8 (Decent Work and Economic Growth).**

Country and beneficiary metrics	**Targeted countries:**	**Participants**		**Other metrics**	
	Afghanistan	Female		Disability #	
		Male		Other vulnerable #	
		Other		Completion #	
		Not disclosed		Certification #	
	Attach list if more	Total			

Concise summary of results achieved, including how results contributed to helping UNITAR achieve its strategic objectives	- Progress is made towards the selection of the digital platforms that the programme lessons will be integrated with including Microsoft digital literacy courses and Khan Academy digital coerces in coding and cyber security. - The Afghanistan ministry of telecommunication agreed to make their centres available and accessible for participants to use including the free PCs and free WIFI. - Realsoft company also agreed the use of their big center in Kandahar City, the north province of Afghanistan with all facilities (PC and internet) - We are currently in process oof producing radio spots to be broadcasted all over Afghanistan to encourage women to apply as soon as the application link is published. - Draft application form is finalised to be published in March. - Resource persons withing Afghanistan were identified to be speakers and role models in the webinars.

Describe project effect on direct beneficiary/ beneficiaries	**through the programme women will be upskilled and reskilled to be able to develop digital approaches and solutions to address gender and SDG-related issues which have become more pronounced with the impact of COVID-19.**
Describe project effects on groups made vulnerable e.g. women, children, disabled, indigenous peoples, if applicable	**The project aims to train 1,000 young Afghan women, with particular focus on those located in the rural provinces, from various sectors including public, private, and civil society, who have been affected by COVID-19 and are committed to promoting gender equality and upskilling and reskilling themselves by learning new 4th Industrial Revolution-related digital skillsets.**
Describe implementation challenges, including COVID-19-related challenges, and mitigation efforts	- Delays in Producing courses/lessons due to challenges faced in planning/working with Plural Sight. - Some delays in communication due to COVID-19.
If progress report, describe planned activities to bring project to closure	- Launch the application form. - Finalize the creation of the lesson instances on the ED app. - Select participants and launch the programme.
Directions: Please complete as concisely as possible. For final reports, this page should be used as the cover page, with more a more elaborate narrative attached. For progress reports, this cover page may suffice. For both progress and final reports, an updated log frame or results framework should be attached, with actual performance and reasons for variance. See attachment.	

Results

Intended impact	Indicator(s)	Performance (target)	Performance (actual)	Reasons for Variance
Impact Empowered Afghan women are using new 4IR skills to implement projects addressing gender and SDGs	Number of participants who are using their skills to implement 4IR- based projects	500 Afghan women	**0**	**Programme not launched yet**
Outcomes & outputs				
Outcome 1. Empowered Afghan women develop 4IR digital solutions to address local needs including gender and SDGs	Number of digital solutions developed	250 digital solutions	0	**Programme not launched yet**
Output 1.1. Four-month online programme focusing on relevant 4IR skills, such as coding [Activity 1]	Percentage of participants who have indicated having achieved the learning objectives mostly or fully.	75%	0	**Programme not launched yet**
Output 1.2. Three-month online training and coaching on cybersecurity, gender empowerment and leadership [Activity 2]	Percentage of participants who have indicated having achieved the learning objectives mostly or fully.	75%	0	**Programme not launched yet**
Output 1.3. Five webinars with experts [Activity 3]	Percentage of participants who have indicated having achieved the learning objectives mostly or fully.	75%	0	**Programme not launched yet**
Output 1.4. Networking and mentoring with experts [Activity 4]	Percentage of participants who have indicated having achieved the learning objectives mostly or fully.	75%	0	**Programme not launched yet**
Output 1.5. Lessons Learned and Next Steps [Activity 5]	Partnerships evaluated, lessons learned and Next Steps Evaluated		0	**Programme not launched yet**
Add rows as needed				

Major activities	Dates implemented	Scheduled to be implemented	Comments
SFF request submitted for approval	September 2020		
SFF approved, funding received	October 2020		
Project & Content Development		November2020- March 2021	
Project Implementation (Activities 1, 2, 3, 4, 5)		March – October 2021	
Review and Reporting		November 2021	
Fully implemented & reported, results expected, expenditures made		December 2021	

Strategic Framework Fund

Project Narrative Report Summary

Project title	BUILD BACK BETTER - Sustainable and resilient post-Covid recovery in Latin America: Enhancing Trade and Improving Safety by Strengthening Chemicals and Trade links and bringing countries closer to OECD Standards
Divisions/Units	Division for Prosperity and Planet / Public Finance and Trade + Chemicals and Waste Management units
Allocation amount	$100,000
SFF funding source	SIDA
Other funding: ☐ Yes ☒ No	*The project is currently in the planning stage.*
Project period	January 1, 2021 to December 31, 2021
Report: ☒ Progress ☐ Final	**Period covered:** January 1, 2021 to February 15, 2021

Project objective	The overall objective is to increase national and regional capacity to manage Chemicals Management as per the OECD requirements, bringing countries closer to the OECD standards and more in alignment across the region, as a facilitator of trade.				
Link to strategic framework objective(s)	SO4. Promote inclusive and sustainable economic growth				
Link to 2030 Agenda or other 2015 outcome	SDG 3, 6, 8, 11, 12 and 17				
Country and beneficiary metrics	**Targeted countries:**		**Participants**		**Other metrics**	
			Female		Disability #	
			Male		Other vulnerable #	
			Other		Completion #	
			Not disclosed		Certification #	
	Attach list if more		Total			
Concise summary of results achieved, including how results contributed to helping UNITAR achieve its strategic objectives	The current practices to manage Chemicals in countries poses a series of challenges. Chemicals Management is conducted by different entities which creates difficulties in communicating across agencies. The training will address both the safety and regulatory components of Chemicals as well as the trade, environmental, and economic dimensions. The trade dimension of sound chemicals management will help countries to achieve inclusive and sustainable economic growth. As the project is still at the planning stage, liaising with OECD and potential country beneficiaries, not results yet achieved under the project.				
Describe project effect on direct beneficiary/ beneficiaries	The training will strengthen the beneficiaries' capacity to address both the safety and regulatory components of chemicals as well as the trade, environmental, and economic dimensions.				
Describe project effects on groups made vulnerable e.g. women, children, disabled, indigenous peoples, if applicable	Not applicable.				
Describe implementation challenges, including COVID-19-related	The project is currently in the planning stage.				

challenges, and mitigation efforts	
If <u>progress report</u>, describe planned activities to bring project to closure	Regular coordination with OECD to ensure alignment with their standards. Virtual meetings with OECD have started, and OECD has initiated discussions with.

Directions: Please complete as concisely as possible. For <u>final reports</u>, this page should be used as the cover page, with more a more elaborate narrative attached. For <u>progress reports</u>, this cover page may suffice. For both progress and final reports, an updated log frame or results framework should be attached, with actual performance and reasons for variance. See attachment.

Results

Intended impact	Indicator(s)	Performance (target)	Performance (actual)	Reasons for Variance
Impact: Increased national and regional capacity to manage chemicals as per the OECD requirements facilitates bringing countries closer to the OECD standards in 3 LAC countries and fosters enhanced trading practices	Master plans to bring countries closer to the OECD standards available Training package delivered for trade stakeholders	Capacities built in participating non-OECD countries Dialogues initiated and a training package to introduce trade practitioners to the importance of sound chemicals management	*The project is currently in the planning stage.*	
Outcomes & outputs				
Outcome 1. Efficient information sharing and coordination across sectors	Joint statements; record of activities in the website forum	National plan for industrial chemical management and bringing countries closer to the OECD standards coordinated among key sectors	*The project is currently in the planning stage.*	
Output 1.1. Training packages on legislation, illegal trade of chemicals, standards and industrial chemicals	Training packages	Upgrading presentation of training materials	*The project is currently in the planning stage.*	
Outcome 2. Existing materials revised and updated	Publication of resource materials on the web	Materials formatted and presented using the most up-to-date multimedia technologies	*The project is currently in the planning stage.*	
Output 2.1. Training webinars and workshop report	Training report	Countries trained on chemicals management requirements and able to accelerate bringing them closer to the OECD standards	*The project is currently in the planning stage.*	

Outcome 3. Sectors in countries trained on chemicals management with a special focus on industrial and consumer chemicals and able to prepare realistic master plans to bring countries closer to the OECD standards	Updated master plan for bringing countries closer to the OECD standard	Adequate sectoral understanding of chemicals management facilitates the development of master plan to bring countries closer to the OECD standards	*The project is currently in the planning stage.*	
Output 3.1. Updated master plans for bringing countries closer to the OECD standards	Updated master plans for bringing countries closer to the OECD standards	Realistic and updated plans on bringing countries closer to the OECD standards	*The project is currently in the planning stage.*	
Outcome 4. Good practices identified and disseminated	Report on good practices available	Good practices identified and made available in the UNITAR website on C&W in the LAC region	*The project is currently in the planning stage.*	
Output 4.1. Updated master plans for bringing countries closer to the OECD standards	Updated master plans for bringing countries closer to the OECD standards	Realistic and updated plans on bringing countries closer to the OECD standards	*The project is currently in the planning stage.*	
Outcome 5. Greater appreciation by trade practitioners on the role of trade in strengthening management of chemicals and in fostering economic growth and innovation	Policy recommendations are developed	Adequate sectoral understanding of trade and chemicals management facilitates sustainable economic development	*The project is currently in the planning stage.*	
Output 5.1. Training package in enhancing the role of trade in strengthening management of chemicals and in fostering economic growth and innovation	Delivered as an online course to the beneficially countries	Online course content developed	*The project is currently in the planning stage.*	
Major activities		**Dates implemented**	**Scheduled to be implemented**	**Comments**
Development or update of training packages on legislation, standards, industrial chemicals, and international and regional trade		To be implemented	*The project is currently in the planning stage.*	
Organization of national online training webinars and regional online workshop		To be implemented	*The project is currently in the planning stage.*	
Add rows as needed				

Annex 3

Individual Project Narrative Reports

Strategic Objective 5

Strategic Framework Fund

Project Narrative Report Summary

Project title	E-learning course on the use of Geospatial Information technologies for Humanitarian assistance
Divisions/Units	UNOSAT
Allocation amount	$55,000
SFF funding source	State of Qatar
Other funding: ☒ Yes ☐ No	About $28,660 on Tarsa050
Project period	is expected to be implemented by the end of March 2021.
Report: ☒ Progress ☐ Final	**Period covered:**

Project objective	The main aim of the course was to provide participants with a broad overview on use of Geospatial Information Technology for Humanitarian Assistance, preparing them for the challenges and opportunities in the field of rapid mapping.
Link to strategic framework objective(s)	**SO 5.1** Optimize the use of technologies, including geospatial technologies, for evidence-based decision making d) Increased skills and capacity of national and regional experts to use satellite derived mapping and GIS for disaster risk reduction, emergency response, and territorial planning and monitoring
Link to 2030 Agenda or other 2015 outcome	**SDG 11 & 13**: Geospatial Information Technology (GIT) is now being also referred to an "enabling technology" due to the benefit it offers across different application domains. It is a useful tool to support the whole disaster risk management cycle (Prevention/Mitigation, Preparedness, Response and Recovery/Reconstruction) as well as the Agenda 2030 in its entirety.

Country and beneficiary metrics	Targeted countries:	Participants		Other metrics	
	Globally	Female		Disability #	
		Male		Other vulnerable #	
		Other		Completion #	
		Not disclosed		Certification #	
	Attach list if more	Total			

Concise summary of results achieved, including how results contributed to helping UNITAR achieve its strategic objectives	Building on achievements and results from activities implemented by UNOSAT's rapid mapping service and capacity development activities, this E-learning course will have a larger and farther reach, thus enhancing the knowledge and skills of beneficiaries who become our network of experts. UN agencies and Member States can benefit from UNOSAT's enhanced capacities and services that will be provided by the network of rapid mapper who will be on call following major natural disaster events.
Describe project effect on direct beneficiary/ beneficiaries	The immediate beneficiaries of this e-learning course are officials in the affiliated mapping centers and rapid mapping volunteers worldwide. However, a part of this course would be made publicly available to a broader audience via UN SDG: Learn and would also be used as pre-reading material for UNOSAT's face-to-face workshops. It will therefore also benefit professionals from the international organizations, public and private sector, students, and other interested individuals.
Describe project effects on groups made vulnerable e.g. women, children, disabled, indigenous peoples, if applicable	
Describe implementation challenges, including	Due to the ongoing pandemic, the overall development and implementation of this e-course was delayed. However, it is envisaged to be made publicly available by the end of March 2021.

COVID-19-related challenges, and mitigation efforts	
If progress report, describe planned activities to bring project to closure	The e-course is currently in its final development stage with especially reviews and adjustments being made. It will be implemented by the end of March 2021 and will be self-paced made available online for about 3 months for the participants to go through the material and take the assessments to obtain the certificate of completion after successfully meeting all the requirements.
Directions: Please complete as concisely as possible. For final reports, this page should be used as the cover page, with more a more elaborate narrative attached. For progress reports, this cover page may suffice. For both progress and final reports, an updated log frame or results framework should be attached, with actual performance and reasons for variance. See attachment.	

Results

	SMART targets	Indicators	Means of verification	Assumptions
Impact	Improved resilience to disasters	Reduced human loss from natural disasters by 20%, Reduced economic damages from multi-hazards by 20%, (Baseline=Disaster loss statistics of 2019 Centre for Research on the Epidemiology of Disasters CRED disaster loss database)	Global and national disaster losses databases and reports	Same magnitude and number of hazard events to occur in the same geographic locations compared to baseline year 2019
Outcomes	Enhanced evidence based decision making amongst humanitarian actors during major disaster events by UNOSAT rapid mapping.	70% of high-level stakeholders in member states and regional institutions surveyed agreeing or strongly agreeing that UNOSAT's products have benefitted their decision making related to disaster risk reduction	Surveys administered to end-users at the end of the year	Government officials and humanitarian actors recognize the benefits of geospatial information technology for DRR
	Strengthened knowledge and skills of course participants to create geospatial derived products	Number of learners successfully meeting learning objectives (i.e. achieving at least 80% in the end learning assessment) Baseline= 0, target =100	Training records, including assessment scores	The E-learning course targets correct audiences Selected participants successfully complete the course
	Increased capacity of UNOSAT to deliver geospatial analysis during times of increased demand	20 activations completed by the network of rapid mappers in the first year of the course with demonstrated efficiency in providing services to end-users (Baseline= 0, target =20)	Mapping request database, key informant interviews with selected certified rapid mappers and humanitarian users	At least 20 requests per year submitted to UNOSAT from beneficiary organizations
Outputs	By the end of the E-learning course a minimum of 100 rapid mappers	Minimum of 100 certifications of completion thereby rendering the learner a "Certified UNOSAT Rapid Mapper"	Data from EMS, project activity reports	All learners that have completed the course are competent and willing to be on-call 24/7 to provide rapid mapping support
	By the end of the year (2020), a minimum of 20 timely rapid mapping	Minimum of 20 geospatially derived products timely provided/distributed within 24hrs/72hrs/ 1-2 weeks following a major disaster event. (Baseline=0)	Users feedback reports, project activity reports	Humanitarian stakeholders and end-users are aware of

	products disseminated to end-users following major disaster events in support of the Humanitarian Programme Cycle.			UNOSAT's rapid mapping services
Activities	E-Learning course divided into four modules. • **Module 1:** The role of UNOSAT in supporting the humanitarian assistance worldwide. • **Module 2:** Role of Geospatial Information Technology (GIT) to support decision making during humanitarian emergencies. • **Module 3:** Sources of geospatial data and Geo-Information Systems (GIS) based methodologies for Emergency Response mapping. • **Module 4:** Satellite-based building damage assessment using VHR images in the rapid mapping context			
Input	• Project Funding • Human resources with experience in project management, needs assessments, technical development, capacity development, satellite imagery analysis, communication and outreach from UNOSAT to moderate the course			

Annex 3

Individual Project Narrative Reports

Multiple Objectives

Strategic Framework Fund

Project Narrative Report Summary

Project title	**Conflict Prevention and an Early Warning System Development in the Lake Chad Region: Support to the Multinational Joint Task Force (MNJTF) Regional Information Fusion Unit**
Divisions/Units	**Division for Peace and UNOSAT**
Allocation amount	**$60,000**
SFF funding source	**SIDA**
Other funding: ☐ Yes ☒ No	
Project period	**1 Sept – 31 Dec 2020**
Report: ☐ Progress ☒ Final	**Period covered:**

Project objective	The project objective was to improve the performance of Multinational Joint Task Force (MNJTF), by advancing information management and intelligence structures and procedures, hence promoting cooperation within MNJTF contributing countries. In addition, the project aimed at providing staff officers of the MNJTF with basic knowledge and skills of the remote sensing and GIS technologies, and how these can be used in a military intelligence framework				
Link to strategic framework objective(s)	**SO 1.1** Support institutions and individuals to contribute meaningfully to sustainable peace **SO 5.1** Optimize the use of technologies, including geospatial technologies, for evidence-based decision making				
Link to 2030 Agenda or other 2015 outcome	The main SDG that can be linked to this training is **SDG 16: Peace, Justice and Strong Institutions.** As Geospatial Information Technology (GIT) is referred to as an "enabling technology" due to the benefit it offers across different application domains, it is a useful tool to support most SDGs.				
Country and beneficiary metrics	Targeted countries:	**Participants**		**Other metrics**	
	Chad	Female	0	Disability #	0
	Nigeria	Male	20	Other vulnerable #	0
	Niger	Other	0	Completion #	20
	Cameroon	Not disclosed	0	Certification #	20
	Attach list if more	Total	20		
Concise summary of results achieved, including how results contributed to helping UNITAR achieve its strategic objectives	To strengthen the information management structures and procedures, an Awareness raising Workshop (ARW) was held 7-11 September where future support and the introduction of geospatial information technologies were discussed. The workshop mapped the applicability of the UN Military Peacekeeping Intelligence Handbook with respect to MNJTF's information management structures and procedures. The workshop identified reporting structures and procedures within the MNJTF along with a series of gaps pertaining to **a)** acquisition, **b)** reporting and **c)** analysis. Based on the results from the ARW, a joint planning workshop (JPW) with members of MNJTF HQ staff was held 14-18 December 2020. The JPW resulted in an agreement to: - Develop and deliver training on Information Management (IM) with particular focus on acquisition, reporting and analysis; - Include geospatial information technologies and other analytical tools that contribute towards filling the information gaps in the training. - Provide MNJTF with an example of tactical maps for review and potential use in IM trainings - Mine Awareness and Improvised Explosive Devices (IED) will be linked to the IM; - Finalize ToR and a working group for planning and delivery purposes, given the sensitivities related to Information Management;				

	- Include training on Combat Medical First Aid, CIMIC and IED in future support; - Assess the impact on workflow at the Multinational Joint Task Force (MNJTF). - Review variation in needs driven by changes in operational conditions and implementation of the Mission Plan.
Describe project effect on direct beneficiary/ beneficiaries	Primary beneficiaries of the Awareness Raising Workshop were 20 staff officers deployed at the MNJTF SHQs in Chad, Nigeria, Niger or Cameroon. After the workshop, the staff officers returned to their sectors with enhanced knowledge UN Intelligence Policy and material related to the intelligence cycle, remote sensing and GIS technologies. The workshop clarified some of the internal structures and procedures of MNJTF, while also strengthened relations between the officers deployed at the different sectors leading to enhanced collaboration and intelligence sharing between sectors as an immediate result. The JPW deepened the understanding of how the UN Intelligence policy and materials apply to the branches' work at Sector- and Force levels and to MNJTF as a whole. Through participatory approach to the planning process, the participants were empowered to exert increased influence on methods to meet their tasks and ultimately to work toward the MNJTF's mandated tasks. The project expanded its acceptance from Force Commander's Office to a broader base of the MNJTF.
Describe project effects on groups made vulnerable e.g. women, children, disabled, indigenous peoples, if applicable	Strengthening information management structures and intelligence sharing of the MNJTF build up a stronger cooperation between the regional states, which would play a significant role in early warning and conflict prevention. This initiative pre-empted the aggravating impact of armed conflict on the vulnerable populations and contribute to peace and security in the Lake Chad region.
Describe implementation challenges, including COVID-19-related challenges, and mitigation efforts	- Weak internet connectivity made it difficult to organize a dialogue with a UNOSAT colleague sitting in Geneva - Low end computers made it difficult for participants to perform some of the practical activities
If progress report, describe planned activities to bring project to closure	n/a
Directions: Please complete as concisely as possible. For final reports, this page should be used as the cover page, with more a more elaborate narrative attached. For progress reports, this cover page may suffice. For both progress and final reports, an updated log frame or results framework should be attached, with actual performance and reasons for variance. See attachment.	

Reinforcement of the Multinational Joint Task Force (MNJTF) Regional Information Fusion Unit

Background

Lake Chad is encircled by the poorest and least developed parts of Chad, Niger, Cameroon and Nigeria. The area has been severely affected by the rampages of the armed group Boko Haram. The group is based in the state of Borno in Nigeria, but Boko Haram now has factions in all four countries.

The conflict has had severe consequences; infrastructure, markets and homes have been destroyed, people have been forced to flee, and many people have been robbed of their livelihoods. Brutal attacks on civilians are not uncommon, and tens of thousands of people have lost their lives. More than 17 million people are affected by the crisis and over 11 million of the region's inhabitants are in need of humanitarian assistance.

Several places in the area are inaccessible, making the people living in these locations particularly vulnerable. Accessibility has improved over the past year, but continues to be a major problem. In Nigeria, nearly one million people live in areas controlled by Boko Haram and lack access to supplies. Women and children are particularly vulnerable, as well as young men who are in danger of being forcibly recruited by armed groups.

To protect the civilians from the atrocities committed by Boko Haram, and guarantee the stability in the region, the five Lake Chad basin states - Benin, Cameroon, Chad, Niger and Nigeria - established the Multinational Joint Task Force (MNJTF), operating under an AU Peace and Security Council mandate. Its mission is to create a safe and secure environment and facilitate the stabilization in the areas affected by the activities of Boko Haram and other terrorist groups, by using all the necessary means within its capacity.

Since its establishment, the joint force has carried out periodic operations, helping stemming Boko Haram's spread. Yet, despite these achievements, MNJTF faces considerable internal challenges.

The MNJTF suffers considerable structural limitations. Its chain of command is weak, because it comprises units of national forces fighting mainly in their own countries. Many MNJTF troops rotate in and out of the force as national commanders see fit. The under-resourced civilian oversight body, the LCBC, has struggled to exert authority over the force or curb abuses by soldiers who remain accountable to national hierarchies.

Trust among national forces remains weak. This is due to the fact that the MNJTF's component units hail from different military cultures, adhere to different doctrines, use incompatible equipment and speak different languages (English and French). Furthermore, some of their officials also oppose deeper integration.

Despite the existence of a regional information fusion unit, information sharing between MNJTF components is reportedly poor. Even beyond information sharing, cooperation within the MNJTF remains sporadic and personality driven. The formal command structure is reportedly confined in large part to developing joint operations that themselves are not part of an integrated strategy. Participating armies do not always do what they have agreed to in joint plans.

Overall Goal

Against this backdrop, the project contributed to improve the performance of MNJTF (ultimate outcome), by advancing information management and intelligence structures and procedures (intermediate outcomes), hence promoting cooperation within MNJTF contributing countries. Strengthening information management structures and intelligence sharing of the MNJTF build up a stronger cooperation between the regional states, which plays a significant role in early warning and conflict prevention. This included foundational knowledge of the remote sensing and GIS technologies, and how these can be used in a military intelligence framework.

In line with Sida's 2020 focus on life-saving efforts and protection of the most vulnerable people in the conflict area, such as refugees and IDPs, this initiative pre-empted the aggravating impact of armed conflict on the vulnerable populations, and contribute to peace and security in the Lake Chad region.

To achieve the intermediate outcome, the project focuses on:

(i)   Assessing existing information management structures and procedures;
(ii)   Devising a comprehensive capacity building strategy (for stronger information management structures and procedures), focused on:

- Fostering a common vision and operating framework (laws, policies, protocols);
- Building a critical mass of human resources (through targeted recruitment of staff with the right experience and skills, training and other supports);
- Installing the appropriate infrastructure, such as equipment and supplies to facilitate implementation;
- Developing or expanding partnerships to maximize the resources and effectiveness of interventions by bringing together the strengths and assets of different stakeholders;
- Improving the knowledge base and ongoing learning through monitoring and evaluation of interventions; and,
- Increasing technical and financial resources.

Activities

The following activities are conducted:

1. Awareness Raising Workshop to jointly assess existing information management structures and procedures;
2. Joint Planning Workshop to develop a comprehensive capacity building strategy (for stronger information management structures and procedures), including the application of geospatial technology, and to capture elements not envisioned in the initial plan.

Development of a comprehensive capacity building strategy (for stronger information management structures and procedures), including the application of geospatial technology:

To strengthen the information management structures and procedures, this project proposes a number of activities and steps to enhance the event analysis capacity from within the organization as followed:

- Evaluate the current workflow at the Multinational Joint Task Force (MNJTF) Regional Information Fusion Unit for event analysis and determine the optimum workflow to

incorporate the geospatial information technology component to enhance event analysis capacities;

- Determine current gaps in the event analysis process and evaluate how geospatial information technologies or other analytical tools can help to fill the information gaps.
- Build the terms of reference of the future geospatial information technology and intelligence expert(s) which will join the Multinational Joint Task Force (MNJTF) Regional Information Fusion Unit's Situation Room Team by defining the scope and limitations of an activity or area of knowledge;
- Organize an awareness raising workshop for Multinational Joint Task Force (MNJTF) officers on use of Geo-spatial technologies in support of their mission.

Summary of results achieved

1. Assessment of existing information management structures and procedures;

The awareness raising workshop identified a series of gaps pertaining to a) acquisition, b) reporting and c) analysis. To strengthen the information management structures and procedures, a planning workshop was held 14-18 December where future support regarding acquisition, reporting and analysis as well as the introduction of geospatial information technologies were discussed. The planning resulted in an agreement to:

- Develop and deliver training on Information Management (IM) with particular focus on acquisition, reporting and analysis;
- Training will include geospatial information technologies or other analytical tools that contribute towards filling the information gaps. To that end Mine Awareness will be linked to the IM;
- To further assess the workflow within MNJTF and the support provided by the Centre for Coordination and Liaison (entity separate from MNJTF).

2. Development of a comprehensive capacity building strategy (for stronger information management structures and procedures), including the application of geospatial technology:

The development of a realistic capacity building strategy required that the staff officers were fully familiar with the intelligence cycle, as described in the UN Intelligence Handbook. Therefore the workshop had two objectives: 1) Focus on enhancing understanding of the intelligence cycle of staff officers, and 2) Joint understanding of capacity gaps that require further capacity building interventions and training.

To meet these objectives, from 14-18 December, UNITAR conducted a joint planning workshop (JPW) with MNJTF HQ staff in N'Djamena (Chad). The JPW comprised of 20 staff officers deployed in one of the four MNJTF Sector Headquarters to ensure a broad basis for common understanding and validity of outcomes, method an materials. The JWP increased understanding of the four steps of the intelligence cycle (Initiation, Acquisition, Analysis and Dissemination) and how - combined with GIS technologies – it can be used in a military intelligence framework according to the operational conditions in which MNJTF operates.

Throughout the course, the theory was compared with the current realities in order to identify concrete capacity building interventions. In addition, the JWP also discussed the modalities of how transfer knowledge and skills related to the intelligence cycle and GIS technologies. Specifically, the JPW resulted in an agreement that:

- Outlines the prioritized knowledge areas and sequence of delivery;

- Will develop and deliver training on Information Management (IM) with particular focus on acquisition, reporting and analysis;
- The training on IM will be based on the UN Intelligence Policy and materials derived from it, include geospatial information technologies or other analytical tools that contribute towards filling the information gaps. To that end Mine Awareness and and Improvised Explosive Devices (IED) will be linked to the IM;
- Will seek to establish a Training Cell and roster of trainers that are - or have been - deployed with MNJTF;
- That the next steps may entail drafting a ToR and forming a working group for planning and delivery purposes, given the sensitivities related to Information Management;
- Training on Combat Medical First Aid, CIMIC and Improvised Explosive Devices (IED) should be included in future support;
- A further assessment of the impact on workflow at the Multinational Joint Task Force (MNJTF).
- Standardization of training on IM and its sub-components from Force Headquarters (FHQ) - to Sector Headquarters (SHQ) down to Battalion Headquarters (Bn HQ) and unit level;
- Standardization of reporting templates and procedures (collation and filing) at the different levels (see above);
- Develop a training cell within MNJTF FHQ that is supported by UNITAR through TOT
- Support the MNJTF Training Cell to design and deliver frequent training on IM at FHQ and SHQ levels;
- To support the troop contributing countries (TCC) national training centres to deliver trainings at Bn HQ and unit level.

Results

Intended impact	Indicator(s)	Performance target(s)	Performance actual	Reasons for Variance
Safe and security environment in the areas affected by the activities of Boko Haram	Decrease in number of violent incidents by members of Boko Haram	20% decrease of violent incidents	Expected observable performance falls outside the timeframe of this report	N/A at this point in time
Long term outcomes				
Strengthened cooperation among MNJTF contributing countries in the area of information management.	Number of joint operations;	50% increase of joint operations;	Expected observable performance falls outside the timeframe of this report	Due to security reasons, the MNJTF cannot provide information about the number of intelligence reports shared.
	Number of intelligence report shared	50% increase of report sharing	Expected observable performance falls outside the timeframe of this report	Due to security reasons, the MNJTF cannot provide information about the number of intelligence reports shared.
Strengthened capacities of MNJTF personnel to put in place effective information management structures and procedures.	Reliability and validity of information and the source, measured along standard scoring (A1-F6)	20% increase of reliability 50% increase in traceability of information.	Expected observable performance falls outside the timeframe of this report	Dur to security reasons, the MNJTF cannot provide information about the number of intelligence reports shared.
	Quality of analysis reports measured along concrete quality indicators	50% increase in scores	Expected observable performance falls outside the timeframe of this report	Due to security reasons, the MNJTF cannot provide access to their intelligence reports
	Number of reports produced and disseminated	50% increase of production and dissemination	Expected observable performance falls outside the timeframe of this report	Due to security reasons, the MNJTF cannot provide information about the number of intelligence reports shared.
Short term outputs				
Existing information management structures and procedures identified	Number of structures and procedures identified and described	10 structures identified and described	13 structures identified and 10 described	The structures and procedures mainly relate MNJTF. Corresponding data pertaining to the Regional Intelligence Fusion Unit (RIFU) and Centre for Coordination and Liaison (CCL) has no yet been collected.
Comprehensive capacity building strategy developed	Number of capacity building needs identified and prioritized.	10 needs identified and prioritized	12 needs identified and prioritized	

Outputs				
Assessment of existing information management structures and procedures	Number of interviews with staff officers of the MNJTF	8 interviews	10 interviews	
Development of a comprehensive capacity building strategy	Number of participants in the workshop	20 participants	20 participants	
Major activities		**Dates implemented**	**Scheduled to be implemented**	**Comments**
Evaluate the current workflow at the Multinational Joint Task Force (MNJTF) Regional Information Fusion Unit		14-18 December	14-18 December	
Determine current gaps in the event analysis process and evaluate how geospatial information technologies or other analytical tools		14-18 December	14-18 December	
Build the terms of reference of the future geospatial information technology and intelligence expert(s)		14-18 December	14-18 December	
Organize an awareness raising workshop for Multinational Joint Task Force (MNJTF) officers on use of Geo-spatial technologies		14-18 December	14-18 December	

Strategic Framework Fund

Project Narrative Report Summary

Project title	SIDA Levelling the Playing Field
Divisions/Units	New York Office
Allocation amount	$271,651
SFF funding source	SIDA
Other funding: ☐ Yes ☒ No	
Project period	1 January 31 December 2020
Report: ☐ Progress ☒ Final	1 January 31 December 2020

Project objective	Capacity building efforts for LDCS and SIDS part of the New York diplomatic community and beyond				
Link to strategic framework objective(s)	**Aligned with SO1 Peace, SO2 People, SO3 Planet, SO4 Prosperity and SO5 Cross Fertilizing knowledge and expertise**				
Link to 2030 Agenda or other 2015 outcome	**SDG1 SDG4 SDG5 SDG 10 SDG15 SDG16 SDG 17 Target(s):**				
Country and beneficiary metrics	Targeted countries:	Participants		Other metrics	
	Least developing Countries	Female	52%	Disability #	n/a
	Small Island Developing States	Male	47%	Other vulnerable #	n/a
		Other	1%	Completion #	1843
		Not disclosed	n/a	Certification #	418
		Total	1843		
Concise summary of results achieved, including how results contributed to helping UNITAR achieve its strategic objectives	Over 1,800 participants attended 20 academic training courses sponsored by SIDA and hosted by 40+ facilitators and tutors. With a focus on gender equality, climate change and supporting the aftermath of the COVID-19 pandemic the planned events to be developed in-person were converted to be held in a digital format in order to maintain the UNITAR NYO's schedule of capacity building trainings. This has helped the UNITAR NYO achieve one of its most critical goals—capacity building and levelling the playing field democratizing training and being able to beneficiaries based in least developing countries.				
Describe project effect on direct beneficiary/ beneficiaries	Participants/beneficiaries were able to engage is a series of trainings that not only reinforced the skills of the diplomats and government officials from LDCs and SIDS but also, complimented their knowledge on Agenda 2030, Core Diplomatic Training, Negotiation mediation, conflict resolution (specifically designed for the COVID-19 era) and how to take into account the effects Climate change to build a better planet.				
Describe project effects on groups made vulnerable e.g. women, children, disabled, indigenous peoples, if applicable	Vulnerable groups—specifically women—were the subject of several targeting trainings designed to provide them with the tools to thrive and succeed in their roles. Gender equality was a core objective of the series both within the panellists selected and the participants involved. An example of this is the introduction of workshops such as our regular series with Columbia Law School with focus on gender topics like "Her Seat at the Table, Women and Self Advocacy" and "Amplification Strategies for Strategic Leadership."				
Describe implementation challenges, including COVID-19-related challenges, and mitigation efforts	This was the first time the UNITAR NYO was forced to hold all of our events exclusively in a digital format. After the pandemic began in March 2020, all events were converted to an online format. However, this allowed us to branch out and engage with participants who otherwise would not have been able to travel to New York to attend events in person. Expanding our base of trainees by almost 100% as well as increasing the amount of countries represented from Least Developing Countries.				

If progress report, describe planned activities to bring project to closure	Attached as annex 1.

Results

Intended impact	Indicator(s)	Performance (target)	Performance (actual)	Reasons for Variance
Impact <description>				
Outcomes & outputs				
Outcome 1.	Attendees registered on list of participants	900	1843	Increment due to online events developed during the pandemic.
Output 2				
	Number of capacity building events	18	20	
Output 3	% of female participants	50%	52%	

Strategic Framework Fund

Project Narrative Report Summary

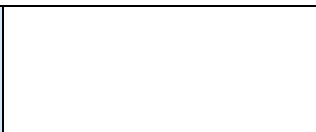|	
Project title	**Diplomatic Excellence**
Divisions/Units	**Multilateral Diplomacy Programme Unit (MDPU)**
Allocation amount	**$20,000.00**
SFF funding source	**Qatar**
Other funding: ☐ **Yes**	
☒ **No**	
Project period	**May 2020 – November 2020**
Report: ☐ **Progress** ☒ **Final**	**Period covered: November 2020. The activity was a four-day e-workshop on Conference Diplomacy and Multilateral Negotiations and took place from 2 – 5 November 2020.**

Project objective	To familiarize officials from Bhutan's Ministry of Foreign Affairs with different dimensions of multilateral conferences and negotiation skills and techniques.				
Link to strategic framework objective(s)	SO1, SO2, SO4, SO5.				
Link to 2030 Agenda or other 2015 outcome	SDG4, SDG5, SDG8, SDG10, SDG16, SDG17.				
Country and beneficiary metrics	**Targeted countries:**	**Participants**		**Other metrics**	
	Bhutan	Female	16	Disability #	/
		Male	30	Other vulnerable #	/
		Other	/	Completion #	
		Not disclosed	/	Certification #	46
		Total	46		
Concise summary of results achieved, including how results contributed to helping UNITAR achieve its strategic objectives	During the activity on Conference Diplomacy and Multilateral Negotiations, participants were able to build and foster their knowledge and skills in a variety of fields and dimensions of multilateral negotiations and conferences. This was done through a four-day interactive e-workshop with 3,5 hours per day that offered space for simulation exercises, discussion and experience sharing. The whole training allowed participants to gain a thorough understanding of the dynamics and dimensions of multilateral conferences, such as within the United Nations, and gave them the opportunity to participate in simulation exercises to foster practical experience and use new techniques and skills acquired. The successful implementation of this online workshop added not only to UNITAR's efforts in supporting and strengthening the equitable representation of countries in global decision-making fora (SO2) by familiarizing officials from Bhutan with different aspects and skills of relevant to multilateral conferences, but it also contributed to UNITAR's endeavours to promoting peace and just and inclusive societies (SO1) in strengthening the Ministry of Foreign Affairs' capacities in the field of multilateral negotiations and conferences.				
Describe project effect on direct beneficiary/ beneficiaries	The beneficiaries of the Online Workshop on Conference Diplomacy and Multilateral Negotiations expressed profound gratitude and satisfaction with their participation in this training. They considered the course an enriching tool for their respective careers, enabling them to use the knowledge, techniques and skills acquired in their everyday work. Especially the younger participants with less experience with multilateral conferences saw the workshop as an excellent opportunity to become more familiar with the processes and dynamics. 100% of the participants who took the surveys considered the training useful and relevant to their jobs.				
Describe project effects on groups made vulnerable e.g. women, children, disabled,	The beneficiaries of the Online Workshop on Conference Diplomacy and Multilateral Negotiations were Bhutanese officials and diplomats serving in different duty stations. Gender parity has not quite been reached, with only 35% of female participants taking part in the training and 65% of male participants. The training increased their knowledge on				

indigenous peoples, if applicable	multilateral conferences and negotiation skills and provided them with concrete examples of conference processes and negotiation techniques, with a specific focus on the United Nations System and the role of Bhutan.
Describe implementation challenges, including COVID-19-related challenges, and mitigation efforts	For some participants, the facilitation of the workshop via the online platform Zoom was not quite as easy as for others. Some attendees faced challenged in connecting to the call, participating in breakout room exercises and similar. The activity was scheduled to be implemented face-to-face in Bhutan in June 2020. It was then postponed to November and conducted exclusively online due to the COVID19 pandemic.
If progress report, describe planned activities to bring project to closure	N/A
Directions: Please complete as concisely as possible. For final reports, this page should be used as the cover page, with more a more elaborate narrative attached. For progress reports, this cover page may suffice. For both progress and final reports, an updated log frame or results framework should be attached, with actual performance and reasons for variance. See attachment.	

Results

Intended impact	Indicator(s)	Performance (target)	Performance (actual)	Reasons for Variance
Provide a holistic understanding of the main techniques, rules and processes of diplomatic negotiation and conferences and its specific requirements within a multilateral framework such as the United Nations	Percentage of participants who meet or exceed the learning objectives	70%	100%	
Outcomes & outputs				
Outcome 1. Raise understanding on how conferences unfold and create an awareness of the value of certain formal and informal processes in advancing delegate objectives	Percentage of participants who meet or exceed the learning objectives	70%	100%	
Output 1.1. Raised awareness of Bhutanese officials on the core principles and structures of multilateral conferences and negotiations.	Number of participants trained and who have received a certificate of participation	46	46	
Outcome 2. Promote and enhance participants' knowledge on different actors involved in multilateral conferences and the institutional framework in which they operate	Percentage of participants who meet or exceed the learning objectives	70%	100%	
Output 2.2. Developed the capacities of Bhutan's MoFA officials to independently apply negotiation techniques in a variety of scenarios relevant to conference settings	Number of participants trained and who have received a certificate of participation	46	46	
Major activities		**Dates implemented**	**Scheduled to be implemented**	**Comments**
UNITAR's Online Workshop on Conference Diplomacy and Multilateral Negotiations was delivered via Zoom from 2 – 5 November 2020 (3,5 hours per day, 14 hours of training in total). Interactive by nature, the e-workshop offered space for discussion, experience sharing and simulation exercises on different forms of multilateral conferences and negotiations. The e-workshop		2 – 5 November 2020	June 2020	The activity was scheduled to be implemented face-to-face in Bhutan in June 2020. It was then postponed to November and conducted exclusively online due to the COVID19 pandemic.

sessions therefore required active participation throughout. In addition, participants received all training materials after the e-workshop. All participants received a certificate of participation at the end of the e-workshop.			

Strategic Framework Fund

Project Narrative Report Summary

Project title	**Online Certificate on Essential Professional Skills**
Divisions/Units	**Multilateral Diplomacy Programme Unit (MDPU)**
Allocation amount	**$5,200.00**
SFF funding source	**Qatar 2020**
Other funding: ☐ **Yes** ☒ **No**	
Project period	**September – October 2020**
Report: ☐ **Progress** ☒ **Final**	**Period covered: September – October 2020. The activity was a four-module e-Workshop programme (48 hours of training) implemented over September and October 2020.**

Project objective	To encourage professionals from different sectors to take ownership of their professional roles and drive motivation to further their career prospects				
Link to strategic framework objective(s)	SO1, SO2, SO4, SO5				
Link to 2030 Agenda or other 2015 outcome	SDG4, SDG8, SDG16				
Country and beneficiary metrics	**Targeted countries:**	**Participants**		**Other metrics**	
	Open Course: Palestine; India	Female	1	Disability #	/
		Male	1	Other vulnerable #	/
		Other	/	Completion #	/
		Not disclosed	/	Certification #	2
		Total	2		
Concise summary of results achieved, including how results contributed to helping UNITAR achieve its strategic objectives	During the Online Certificate on Essential Professional Skills, participants were enabled to increase their sense of personal development as well as personal executive presence and visibility to enhance their career development. This was done through a four-module online programme comprised of e-Workshops taking place over three half-days per week (48 hours in total) that offered space for discussion, experience sharing, and questions. The training allowed attendees to gain a deeper understanding of self and social awareness, including aspects like emotional intelligence, (non-)verbal communication techniques and different negotiation and leadership styles. Through activities in breakout rooms the participants not only learned on a theoretical basis but could directly apply their teamwork and networking skills. Ultimately the course design was aimed at creating a sense of enthusiasm and intrinsic motivation to empower professional and leadership roles. In this way the e-Workshops contributed to promoting inclusive and just societies as well as inclusive and sustainable economic growth, two central strategic objectives of UNITAR. Participants were empowered ultimately aiming at increasing social and gender equality worldwide to help putting into practice the Agenda 2020.				
Describe project effect on direct beneficiary/ beneficiaries	The beneficiaries of the Online Certificate on Essential Professional Skills were very satisfied with the outcomes of the trainings and expressed their gratitude of their participation. They indicated that the programme was an enriching and valuable experience, allowing them to use and apply the knowledge and skills acquired for their respective careers.				
Describe project effects on groups made vulnerable e.g. women, children, disabled, indigenous peoples, if applicable	The beneficiaries of the Online Certificate on Essential Professional Skills came from two (2) different countries: Palestine and India. Their professional backgrounds were very diverse ranging from the governmental to the private sector.				
Describe implementation	Due to the workshops taking place exclusively online, participants seemed to be more reluctant to interact, ask questions and participate as actively as they would have in face-to-				

challenges, including COVID-19-related challenges, and mitigation efforts	face workshops. This could be partially resolved in the course of the programmes through encouragement by the expert, question and answer sessions and similar. Additionally, participants faced technical difficulties during the e-Workshops which further complicated active participation and interaction.
If progress report, describe planned activities to bring project to closure	N/A

Directions: Please complete as concisely as possible. For <u>final reports</u>, this page should be used as the cover page, with more a more elaborate narrative attached. For <u>progress reports</u>, this cover page may suffice. For both progress and final reports, an updated log frame or results framework should be attached, with actual performance and reasons for variance. See attachment.

Results

Intended impact	Indicator(s)	Performance (target)	Performance (actual)	Reasons for Variance
To encourage professionals to take ownership of their roles and drive motivation to further their career prospects	Percentage of participants who meet or exceed the learning objectives	75%	100%	
Outcomes & outputs				
Outcome: Empowering participants in their professional roles by enhancing their understanding of the power of perception, self and social awareness, and emotional intelligence	Percentage of participants who meet or exceed the learning objectives	75%	100%	
Output: two (2) participants completing the online workshop and receiving a certificate of participation	Number of participants trained and who have received a certificate of participation	2	2	
Major activities		**Dates implemented**	**Scheduled to be implemented**	**Comments**
UNITAR's Online Certificate on Essential Professional Skills was delivered via the online platform Zoom from 15 September to 29 October 2020 (48 hours of training in total). Interactive by nature, the e-Workshops offered space for discussion, experience sharing, and reflection. The training allowed participants to increase their knowledge on self- and social awareness, emotional intelligence and different negotiation, communication, and leadership styles, and provided them with the opportunity to exchange their personal professional experiences and discuss challenges particularly faced by leaders. After the successful completion of the online workshops, all participants received a certificate of participation.		15 September – 29 October 2020	15 September – 29 October 2020	

Strategic Framework Fund

Project Narrative Report Summary

Project title	e-Learning Fellowships –International Law
Divisions/Units	Division for Multilateral Diplomacy (DMD)
Allocation amount	$5,200
SFF funding source	Swedish International Development Agency (Sida)
Other funding: ☐ Yes ☒ No	
Project period	May –June 2020
Report: Click here to enter text. ☐ Progress ☒ Final	Period covered: May – June 2020

Project objective	To strengthen knowledge of LDC and SIDS nationals on the core aspects of international law				
Link to strategic framework objective(s)	SO1, SO2, SO4, SO5				
Link to 2030 Agenda or other 2015 outcome	SDG1, SDG4, SDG5, SDG 10, SDG 13, SDG16, SDG17				
Country and beneficiary metrics	**Targeted countries:**	**Participants**		**Other metrics**	
	LDC and SIDS in Africa, Asia, Latin America and Middle-East	Female	1	Disability #	
		Male	1	Other vulnerable #	
		Other		Completion #	2
		Not disclosed	/	Certification #	2
	Attach list if more	Total	2	No Certificate #	0
Concise summary of results achieved, including how results contributed to helping UNITAR achieve its strategic objectives	Two Participants enrolled in **Executive Diploma on International Law in the 21st century (25 May – 05 June 2020) .** The Online Executive Diploma on International Law in the 21st century explored new and cutting-edge legal topics to dynamically inspire participants to become accomplished professionals in their respective field and to provide them with the tools, information, and network they will need to do so. Designed as an online programme and delivered via the medium of zoom, topics covered were as follows: Public International Law; International Environmental Law; Polar Law; Law of Space; International Law of Cyber-Security; Extra-Territorial Use of Force Against Non-State Actors; Cyber Warfare and International Humanitarian Law. At the end of the course, both participants received a certificate of completion. The success of this course contributed not only to UNITAR's efforts in strengthening the representation of countries in special situations in institutions of global governance (SO2.2), but also with regard to supporting institutions and individuals to contribute meaningfully to sustainable peace (S01), as it emphasized the importance o the rule of law and the role women can play in the legal sphere.				
Describe project effect on direct beneficiary/ beneficiaries	The two beneficiaries who participated in DMD's online activities expressed gratitude and satisfaction with their participation in this training free-of-charge. Both participants received a certificate of completion.				
Describe project effects	Both beneficiaries who obtained a fellowship for DMD's e-learning activities came from LDCs				

on groups made vulnerable e.g. women, children, disabled, indigenous peoples, if applicable	and SIDS (100%).
Describe implementation challenges, including COVID-19-related challenges, and mitigation efforts	The online executive diploma was designed as an online activity from the very beginning since the start of the current pandemic to allow that participants across the world could benefit from these training activities.
If progress report, describe planned activities to bring project to closure	
Directions: Please complete as concisely as possible. For final reports, this page should be used as the cover page, with more a more elaborate narrative attached. For progress reports, this cover page may suffice. For both progress and final reports, an updated log frame or results framework should be attached, with actual performance and reasons for variance. See attachment.	

Results

Intended impact	Indicator(s)	Performance (target)	Performance (actual)	Reasons for Variance
Provide a holistic vision of international law	Percentage of participant who meet or exceed the learning objectives	75%	100%	
Outcomes & outputs				
Outcome 1. Raise awareness on the importance of international law	Percentage of participant who meet or exceed the learning objectives	75%	100%	
Output 1.1 Promoted and enhanced knowledge of LDC and SIDS participants on the importance and international law	Number of participants trained and who have received a certificate of participation	2	2	

Strategic Framework Fund

Project Narrative Report Summary

Project title	e-Learning Fellowships – Multilateral Diplomacy and International Law[1]
Divisions/Units	Division for Multilateral Diplomacy (DMD)
Allocation amount	$50,000
SFF funding source	Swedish International Development Agency (Sida)
Other funding: ☐ Yes ☒ No	
Project period	April – December 2020
Report: Click here to enter text. ☐ Progress ☒ Final	Period covered: April – December 2020

Project objective	To strengthen knowledge of LDC and SIDS nationals on the core aspects of multilateral diplomacy and international law				
Link to strategic framework objective(s)	SO1, SO2, SO4, SO5				
Link to 2030 Agenda or other 2015 outcome	SDG1, SDG4, SDG5, SDG 10, SDG 13, SDG16, SDG17				
Country and beneficiary metrics	**Targeted countries:**	**Participants**		**Other metrics**	
	LDC and SIDS in Africa, Asia, Latin America and Middle-East	Female	15	Disability #	
		Male	26	Other vulnerable #	
		Other		Completion #	12
		Not disclosed	/	Participation #	24
	Attach list if more	Total	41	No Certificate #	5
Concise summary of results achieved, including how results contributed to helping UNITAR achieve its strategic objectives	Using the Internet as a training medium, UNITAR's Division for Multilateral Diplomacy brings together participants and trainers in a unique learning environment. All online activities build on UNITAR's wealth of experience in designing and implementing training workshops in diplomacy and multilateral affairs at the country and regional levels. Participants enrolled in the following courses: • **e-Learning course on Overcoming Negotiation Deadlocks (27 April – 24 May 2020)** This course aims to equip participants with practical skills to enhance individual negotiation capacity and lead through situations of deadlock. It will help learners to improve their negotiation performance in order to obtain better outcomes in bilateral and multilateral negotiations, but also to become brokers of agreements when solutions look impossible. A number of leading academics (Prof. William Zartman, Prof. Minh A. Luong, David Koschel) and senior practitioners in the field of international negotiations (President Martti Ahtisaari, numerous senior diplomats) contributed to the development and delivery of this course.				

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[1] Initially, DMD was going to implement a 2-week e-workshop for Kenya nationals (60,000 USD). Unfortunately this activity was cancelled. We informed EDO and it was agreed that the funds allocated to this project were allocated instead to: 1)e-workshop on Water Diplomacy for Sudanese government officials (10,000 USD) and; 2) e-Learning fellowships for LDC and SIDS nationals (50,000 USD).

- **e-Learning course on United Nations Protocol (27 April – 24 May 2020)**
  This e-Learning course aims to provide an overview of United Nations and multilateral protocol practices to guide the protocol practitioners who operate within the Offices of the United Nations at its Headquarters as well as in its numerous field Offices throughout the world. With the help of interactive online exercises, participants will finish the course with a concrete understanding of specific protocol-related situations.

- **Online Diploma in Multilateral Diplomacy (27 April – 31 December 2020)**
  The Online Diploma in Multilateral Diplomacy offers a unique opportunity for both students wanting to pursue a career in international relations, and professionals working in international and regional organizations as well as governmental and non-governmental institutions, to expand their knowledge on international affairs and strengthen their capacities in the field of multilateral diplomacy.

- **e-Learning course on Diplomacy 4.0 - Beyond the Digital Frontier (27 April – 7 June 2020) and (12 October – 22 November 2020)**

  Building up on the Diplomacy 4.0 concept, UNITAR designed its first ever comprehensive e-Learning course tackling the most pressing issues at the intersection of diplomacy and technology. The programme provides its participants with theoretical knowledge and practical skills on how to implement best practices in this field. Its overarching purpose is to prepare participants for the continuously deepening interdependence between diplomacy and technology and equip them with necessary skills to exercise those innovations in practice. The programme further intends to raise awareness about Diplomacy 4.0 to stimulate modernisation of diplomatic practices. It encompasses modules on I) the Neoteric Diplomat, (ii) digital- and cyberdiplomacy, iii) cybersecurity, iv) artificial intelligence, v) internet governance and vi) science diplomacy.

- **E-Workshop on Conducting Diplomacy Digitally (4 - 6 May 2020)**

  In this interactive 3-day e-Workshop participants discovered different themes of Conducting Diplomacy Digitally taking part in highly interactive exercises in order to further increase their understanding of the topic. The e-Workshop sessions particularly focused on the ways in which digital technologies have transformed the international environment in which diplomats and diplomatic services have to function. Participants examined how diplomats, and other international actors, have used digital technologies, concentrating on their successes and their weaknesses. Additionally, more effective ways of using digital technologies in foreign policy analysis, conflict analysis and crisis management were discussed. After the successful competition of the e-Workshop participants were able to develop effective strategies for using digital, and related, technologies to advance diplomatic and other international objectives.

- **E-Workshop on Leadership Skills (12-15 May 2020)**
  This e-workshop enhanced participants' understanding and appreciation of the definition of leadership and the qualities of a strong leader, the differing styles of leadership particular to different cultural contexts, the importance and practice of effective communication skills, techniques and strategies to practice strong leadership in times of crisis, in the process of decision making as well as in risk management. Originally planned in person, the e-workshop was transposed into an online format and faced challenges such as difficulties in relaying non-verbal communication (a key aspect in this workshop). The issue has been resolved by means of additional tools and resources to deliver the message, such as example videos.

- **Executive Diploma on International Law in the 21st century (25 May – 05 June 2020) and (19 – 23 October 2020)**
  The Online Executive Diploma on International Law in the 21st century explored new and cutting-edge legal topics to dynamically inspire participants to become accomplished professionals in their respective field and to provide them with the tools, information, and network they will need to do so. Designed as an online

programme and delivered via the medium of zoom, topics covered were as follows: Public International Law; International Environmental Law; Polar Law; Law of Space; International Law of Cyber-Security; Extra-Territorial Use of Force Against Non-State Actors; Cyber Warfare and International Humanitarian Law.

- **E-Workshop on Negotiation (26 - 28 May 2020)**
  This interactive online workshop taking place during three consecutive half days was meant to provide information and knowledge on the topic Negotiation, covering various skills and techniques.

  It aimed at improving participants' analytical and interpersonal skills in their continual negotiations to make sure they do first things first. It is important to prepare before action, especially when strong coalitions and consensus are needed, and to improve the quality of relationships, before any other action. Negotiating the process and agenda is needed before dealing with problems and issues. In a meeting, negotiators must also communicate effectively, and use effective listening before speaking, asking relevant questions before presenting persuasive arguments. They also need to identify common platforms with others, before they express their own demands. In other words, participants became more aware of how they behave in negotiation contexts, and whether or not they should behave the same way, or differently.

- **E-Workshop on Digital Diplomacy (15 - 18 June 2020)**
  This e-workshop equipped participants with the practical skills to make the best use of digital tools in pursuing diplomatic objectives, as well as a better understanding on how to address the challenges and difficulties digital technologies pose for diplomacy. At the same time, it helped them better understand the broad range of problems being generated in cyberspace and how diplomacy can be applied to managing them. The workshop, enshrined in the Core Diplomatic Training pillar, was originally envisioned to take place in person but was ultimately converted into online format due to the COVID-19 pandemic, with successful result.

- **Online Certificate on Essential Professional Skills (15 September - 29 October 2020)**
  The online certificate consisted of a series of e-workshops targeted to working professionals and individuals seeking to improve their professional skills. The online certificate aimed at reinforcing individuals' transferable professional skills, especially in a time where flexibility and adaptability are key. Participants were able to reskill and upskill through theories and practices on four different professional areas: Leadership and Team Mobilization, Stakeholder Engagement, Negotiation Skills, and Cross-Cultural Communication.

- **E-Workshop on Leadership and Team Mobilization (13 - 15 October 2020)**
  The increase in Volatility, Uncertainty, Complexity, and Ambiguity (VUCA) in today's world means that there is a pivotal need to master one's own high-level management approach in each organisation and work setting. Therefore, the e-Workshop equipped participants to understand their own leadership style and execute it through ad-hoc simulation and group exercises. They managed to work through leadership challenges, strengths, values, and role models. Moreover, through group exercise they were able to acquire pivotal coaching and mentoring skills needed for team mobilization in culturally diverse contexts.

- **E-Workshop on Cross-Cultural Communication (27 - 29 October 2020)**
  Nowadays, as a result of the globalisation process, individuals and organisations constantly need to be engaged in developing their cross-cultural competences in

	order to operate effectively in a multilateral setting and avoid barriers, misunderstandings and prejudices in negotiation and mediation processes. Therefore, the e-Workshop offered unique opportunities to participants through group exercises and simulations, enabling their analytical thinking and allowing them to identify, acquire, and apply tools and techniques for effective cross-cultural communication in multilateral professional environments. At the end of each course, successful participants received a certificate of completion (e-Learning courses) and a certificate of participation (e-workshops).
Describe project effect on direct beneficiary/ beneficiaries	The beneficiaries who participated in DMD's online activities expressed gratitude and satisfaction with their participation in this training free-of-charge. 26 participants received a certificate of participation and 12 participants received a certificate of completion.
Describe project effects on groups made vulnerable e.g. women, children, disabled, indigenous peoples, if applicable	All the beneficiaries who obtained a fellowship for DMD's e-learning activities came from LDCs and SIDS (100%). Specifically, 17 participants came from African countries, 4 from Asia, a 6 from Central and South America and 5 participants from Oceania. 16 female participants benefitted from participating in DMD's activities on multilateral diplomacy and international law.
Describe implementation challenges, including COVID-19-related challenges, and mitigation efforts	These activities were designed as online activities from the very beginning since the start of the current pandemic to allow that participants across the world could benefit from these training activities. Some participants considered the some of the e-workshops as too short to tackle the vast notion of the topic at hand.
If progress report, describe planned activities to bring project to closure	
Directions: Please complete as concisely as possible. For final reports, this page should be used as the cover page, with more a more elaborate narrative attached. For progress reports, this cover page may suffice. For both progress and final reports, an updated log frame or results framework should be attached, with actual performance and reasons for variance. See attachment.	

Results

Intended impact	Indicator(s)	Performance (target)	Performance (actual)	Reasons for Variance
Provide a holistic vision of multilateral diplomacy and international law	Percentage of participant who meet or exceed the learning objectives	75%	100%	
Outcomes & outputs				
Outcome 1. Raise awareness on the importance of multilateral diplomacy and international law	Percentage of participant who meet or exceed the learning objectives	75%	100%	
Output 1.1 Promoted and enhanced knowledge of LDC and SIDS participants on the importance of multilateral diplomacy and international law	Number of participants trained and who have received a certificate of participation	36	41	
Major activities		**Dates implemented**	**Scheduled to be implemented**	**Comments**
UNITAR's online activities are designed to be highly interactive and		• Online Diploma in Multilateral Diplomacy (27		

participatory and included a variety of simulation exercises and pedagogical tools to enable participants to acquire a thorough knowledge and understanding of the core issues on multilateral diplomacy and international law, while also promoting a gender- sensitive approach.	April – 31 December 2020) •e-Learning course on Overcoming Negotiation Deadlocks (27 April – 24 May 2020) •e-Learning course on United Nations Protocol (27 April – 24 May 2020) • e-Learning course on Diplomacy 4.0 - Beyond the Digital Frontier (27 April – 7 June 2020) and (12 October – 22 November 2020) • E-Workshop on Conducting Diplomacy Digitally (4 - 6 May 2020) • E-Workshop on Leadership Skills (12-15 May 2020) • Executive Diploma on International Law in the 21st century (25 May – 05 June 2020) and (19 – 23 October 2020) • E-Workshop on Negotiation (26 - 28 May 2020) • E-Workshop on Digital Diplomacy (15 - 18 June 2020)		

	• Online Certificate on Essential Professional Skills (15 September - 29 October 2020) • E-Workshop on Leadership and Team Mobilization (13 - 15 October 2020) • E-Workshop on Cross-Cultural Communication (27 - 29 October 2020)		

Strategic Framework Fund

Project Narrative Report Summary

Project title	**UNITAR e-Workshop on Water Diplomacy**
Divisions/Units	**Division for Multilateral Diplomacy**
Allocation amount	**$ 10,000**
SFF funding source	**Qatar**
Other funding: ☐ No ☒Yes	**Partially funded by SFF Sweden**
Project period	**26-29 October 2020**
Report: ☐ Progress ☒ Final	**Period covered: 26-29 October 2020**

Project objective	The UNITAR e-Workshop on Water Diplomacy was designed for Sudanese diplomats to strengthen their capacity for the current state of freshwater resources worldwide and within the region, and the need for adequate diplomatic solutions to foster cooperation around the management of water. The e-Workshop aimed to provide knowledge resources, circumstantial experiences, and a cadre of tools to a variety of stakeholders towards enhancing their skills with the aim to assess, prevent, and respond to the tensions arising from extreme situations of water scarcity and mismanagement.				
Link to strategic framework objective(s)	SO1, SO2, SO4, SO5.				
Link to 2030 Agenda or other 2015 outcome	**SDG(s) :** SDG 6.1, SDG 6.4, SDG 6.5, SDG 6.a, SDG 6.b, SDG 13.1.				
Country and beneficiary metrics	**Targeted countries:**	**Participants**		**Other metrics**	
	Sudan	Female	2	Disability #	-
		Male	6	Other vulnerable #	-
		Other	-	Completion #	12
		Not disclosed	4	Certification #	
		Total	12		
Concise summary of results achieved, including how results contributed to helping UNITAR achieve its strategic objectives	The event achieved a very positive feedback from the participants, with a 100% satisfaction rate. Participants learned how to identify global and regional water challenges and the contemporary stressors influencing freshwater availability in the Republic of Sudan. In addition, they learned the mapping of stakeholders and their position within a specific context. Above all, all the participants especially enjoyed understanding the importance of diplomatic methods and cooperation to achieve mutually beneficial problem-to-solution processes, as well as designing negotiation processes and strategies (100%). Regarding the outcome, all the participants who filled the evaluation questionnaire, reported that the programme has improved their knowledge and understanding of the topic, and they are confident they can apply what they have learned to their role (100%). A little over half of them also reported that the workshop covered topics that were new for them and fulfilled their expectations (57,14%). All the participants agreed about the outstanding performance of the trainer to present information and to promote the participation of all learners and stimulate their involvement (100%). The positive outcome of the training contributed to helping UNITAR achieve some of its strategic objectives, by chiefly providing a quality learning opportunity to Sudanese diplomats in order to help their country to achieve inclusive and sustainable economic growth. Additionally, the training aimed to strengthen their knowledge of international cooperation regarding water diplomacy to foster the representation of their country in special situations in institutions of global governance.				

Describe project effect on direct beneficiary/ beneficiaries	After collecting the data from the final survey with the beneficiaries' feedback, the training was perceived as adding tremendous value to the participants' learning and a high awareness of Water Diplomacy. For future e-Workshops, UNITAR will consider extending the duration of the workshop, as there would have been time to cover more case studies relevant to the region and more simulation activities.
Describe project effects on groups made vulnerable e.g. women, children, disabled, indigenous peoples, if applicable	The e-Workshop on Water Diplomacy was delivered to LDC nationals, in this case, to Sudanese diplomats
Describe implementation challenges, including COVID-19-related challenges, and mitigation efforts	Given that the Internet connection in Sudan was not very stable, participants found it more difficult to fully enjoy the e-Workshop. COVID-19 supposed a challenge for this training specifically, as it would have been better to conduct it face to face.
If progress report, describe planned activities to bring project to closure	N/A
Directions: Please complete as concisely as possible. For final reports, this page should be used as the cover page, with more a more elaborate narrative attached. For progress reports, this cover page may suffice. For both progress and final reports, an updated log frame or results framework should be attached, with actual performance and reasons for variance. See attachment.	

Results

Intended impact	Indicator(s)	Performance (target)	Performance (actual)	Reasons for Variance
Impact Strengthen the participants' knowledge and skills in the domains of water diplomacy and water cooperation.	Percentage of participant who found the workshop useful	**100%**	**100%**	
Outcomes & outputs				
Outcome 1. Identify global and regional water challenges (seasonal and spatial water distribution, water scarcity, water conflict);	Percentage of participant who meet or exceed the learning objectives	**100%**	**85,71%**	14,29% of the respondents remained neutral (rating 3) to this question.
Output 1.1. Describe contemporary stressors influencing freshwater availability in the Republic of Sudan and their impact on achieving national security goals;	Percentage of participant who meet or exceed the learning objectives	**100%**	**71,43%**	28,57% of the respondents remained neutral (rating 3) to this question.
Output 1.2. Mapping of Stakeholders and their position within a specific context;	Percentage of participant who meet or exceed the learning objectives	**100%**	**85,74%**	
Output 1.3. Understand water cooperation and how diplomatic methods based on dialogue can potentially encourage mutually beneficial problem-to-solution processes;	Percentage of participant who meet or exceed the learning objectives	**100%**	**100%**	
Output 1.4. Design negotiation processes and strategies, as well as dealing with negotiation deadlocks (Introduction to Game Theory);	Percentage of participant who meet or exceed the learning objectives.	**100%**	**100%**	
	Percentage of participant who meet or exceed the learning			14,29% of the respondents remained neutral

Output 1.5. Get a grip of the legal international framework and state of the art with regards to shared waters.	objectives.	**100%**	**85,71%**	(rating 3) to this question.
Major activities		**Dates implemented**	**Scheduled to be implemented**	**Comments**
e-Workshop on Water Diplomacy		26-29 October 2020	26-29 October 2020	

Strategic Framework Fund

Project Narrative Report Summary

Project title	Online Intensive Training Programme on International Law
Divisions/Units	Multilateral Diplomacy Programme Unit (MDPU)
Allocation amount	$4,998.03
SFF funding source	Government of Pakistan
Other funding: ☐ Yes	
☒ No	
Project period	December 2020
Report: ☐ Progress ☒ Final	Period covered: December 2020. The online intensive training programme on international law was a two-days e-workshop on Asylum, Extradition, and Mutual Legal Assistance that took place from 14 - 15 December 2020.

Project objective	To familiarize mid-career diplomats from Pakistan with notions and concepts of Asylum, Extradition and Mutual Legal Assistance				
Link to strategic framework objective(s)	SO1, SO2.				
Link to 2030 Agenda or other 2015 outcome	SDG10, SDG16, SDG17.				
Country and beneficiary metrics	Targeted countries:	Participants		Other metrics	
	Pakistan	Female	13	Disability #	
		Male	15	Other vulnerable #	
		Other	/	Completion #	
		Not disclosed	/	Certification #	24
		Total	28		
Concise summary of results achieved, including how results contributed to helping UNITAR achieve its strategic objectives	During the activity on asylum, extradition and mutual assistance, participants' awareness of the sources of refugee protection and the interactions between extradition law and asylum law was raised. This was done through a two-days (8 hours in total) interactive e-workshop that offered space for discussion, experience sharing and critical thinking. The whole training helped participants gain a thorough understanding of the interconnectivity between asylum, extradition and mutual assistance, and gave them the opportunity to participate in simulation exercises during the e-workshop. The training has been concluded by a knowledge assessment that participants could take via UNITAR's e-learning platform. They could also find additional materials and re-watch the session recordings via the same platform.				
Describe project effect on direct beneficiary/ beneficiaries	The beneficiaries of the training on asylum, extradition and mutual assistance expressed gratitude and satisfaction with their participation in this government-sponsored training. They considered the course an enriching tool for their respective careers and indicated that they will use the knowledge acquired in their everyday work. 95% of the participants who took the surveys considered the training useful and relevant to their jobs.

The success of this course contributed not only to UNITAR's efforts in strengthening the representation of countries in special situations in institutions of global governance (SO2.2), but also with regard to supporting institutions and individuals to contribute meaningfully to sustainable peace (S01), as it focussed on the highly topical issues of refugee protection and the interactions between extradition law and asylum law. | | | | |
| Describe project effects on groups made vulnerable e.g. women, children, disabled, indigenous peoples, if applicable | The beneficiaries of the training on asylum, extradition and mutual assistance came from Pakistan. Specifically, they were all mid-level diplomats serving in different duty stations. Gender parity has almost been reached, with 46% of female taking part in the training and 54% of male. The training increased their knowledge on asylum, extradition and mutual assistance, and provided them with concrete examples of application of general principles of asylum and legal frameworks, with a specific focus on the instruments ratified by Pakistan. | | | | |

Describe implementation challenges, including COVID-19-related challenges, and mitigation efforts	Some participants considered the two-days of e-workshop as too short to tackle the vast subject of asylum, extradition and mutual assistance. They would have liked more time to notably discuss specific case law, allowing them to dive deeper into the topic.
If <u>progress report</u>, describe planned activities to bring project to closure	N/A

Directions: Please complete as concisely as possible. For <u>final reports</u>, this page should be used as the cover page, with more a more elaborate narrative attached. For <u>progress reports</u>, this cover page may suffice. For both progress and final reports, an updated log frame or results framework should be attached, with actual performance and reasons for variance. See attachment.

Results

Intended impact	Indicator(s)	Performance (target)	Performance (actual)	Reasons for Variance
Provide a holistic vision of the interconnectivity between asylum, extradition and mutual assistance	Percentage of participant who meet or exceed the learning objectives	70%	93%	
Outcomes & outputs				
Outcome 1. Raise awareness on the core principles governing asylum, extradition and mutual assistance in international law	Percentage of participant who meet or exceed the learning objectives	70%	95%	
Output 1.1. Raised awareness of up to 30 Pakistani officials and public service officers on the core principles governing asylum, extradition and mutual assistance in international law	Number of participants trained and who have received a certificate of participation	20	24	
Major activities		**Dates implemented**	**Scheduled to be implemented**	**Comments**
UNITAR's training on "Asylum, extradition and Mutual Legal Assistance" was delivered through e-workshops via the medium of zoom on 14th and 15th December 2020 (8 hours of training in total). Interactive by nature, the e-workshops offered space for discussion, experience sharing and critical reflection on asylum, extradition, and mutual legal assistance. The e-workshop sessions therefore required active participation throughout. In addition, participants were able to re-watch the session recordings, and access additional materials via UNITAR's e-Learning platform. On the e-learning platform participants were also able to access the knowledge assessment which they needed to complete by midnight 18th December 2020 Geneva time to be eligible for a certificate of completion.		14-15 December 2020	14-15 December 2020	
Add rows as needed				

Strategic Framework Fund

Project Narrative Report Summary

Project title	**Diplomatic Excellence**
Divisions/Units	**Multilateral Diplomacy Programme Unit (MDPU)**
Allocation amount	**$ 69,000.00**
SFF funding source	**Swedish International Development Agency (SIDA)**
Other funding: ☐ Yes **☒ No**	
Project period	**November - December 2020**
Report: ☒ Progress **☐ Final**	**This project consisted of activities for the following countries: Ethiopia, Pakistan, Sri Lanka, African francophone countries and Georgia. The activity for Ethiopia consisted in three components:1) a one-day e-workshop on Digital Diplomacy 2)a one-day e-workshop on Cyber Security 3) A two-day e-workshop on Science Diplomacy. The project took place between 30 November and 3 December 2020. The activities for Pakistan are included in a separate report. The activity for Sri Lanka was reported in 2019. The activities for the African francophone countries were implemented in 2020. However, OIF didn't provide UNITAR with evaluation statistics despite our reminders. The activity for Georgia was postponed to March 2021.**

Project objective	The training activity will allow participants to acquire an in-depth understanding of the underlying issues behind the recent technological advancements and will permit participants to adapt their professional and private approaches to the new digital requirements in an effective and consummate manner			
Link to strategic framework objective(s)	SO5.1, SO5.3, SO2.2, SO1.1.			
Link to 2030 Agenda or other 2015 outcome	SDG17, SDG16, SDG4, SDG5, SDG8.			
Country and beneficiary metrics	**Targeted countries:**	**Participants**		**Other metrics**	
	Ethiopia	Female	27	Disability #	/
		Male	68	Other vulnerable #	/
		Other	/	Completion #	95
		Not disclosed	/	Certification #	95
		Total	95		
Concise summary of results achieved, including how results contributed to helping UNITAR achieve its strategic objectives	The event was very successful, with highly positive feedback provided from both the beneficiaries and the organising entities alike. The Ethiopian MOFA expressed its interest in continuing its collaboration with UNITAR based on the success of this event. All respondents were highly pleased with UNITAR's experts' ability to present information; their ability to respond to questions effectively; and to engage the audience. Furthermore, all respondents have indicated that their awareness of the subject matter has increased. All respondents have found the workshop useful and have indicated that they would recommend the training to a colleague in the future. UNITAR looks forward to conducting its High Level e-Workshop on Environmental Diplomacy in the next coming months with the Ethiopian MOFA.			
Describe project effect on direct beneficiary/ beneficiaries	Based on the evaluation, it can be said that participants have met their learning objectives. As such, direct beneficiaries now have a stronger understanding of the evolution of technologies, their effects on the diplomatic environment, which allows them to develop more effective digital strategies in their professional activities. Participants equally can now successfully identify the main actors in cyberspace and understand cyberspace's interconnection with geopolitics. Furthermore, participants developed their ability to triangulate education, research, and leadership while seeking to integrate natural sciences, social sciences, and indigenous knowledge with the aim of building common interests with all stakeholders.			

Describe project effects on groups made vulnerable e.g. women, children, disabled, indigenous peoples, if applicable	A total of 27 female participants benefited from the training sessions on Science Diplomacy, Digital Diplomacy, and Cybersecurity, which were all elements of the Frontier Diplomacy e-workshop. Female participants were especially active during discussion sessions, and their input was highly valued.
Describe implementation challenges, including COVID-19-related challenges, and mitigation efforts	To a small percentage of participants, timezone-related issues were experienced.
If progress report, describe planned activities to bring project to closure	N/A
Directions: Please complete as concisely as possible. For final reports, this page should be used as the cover page, with more a more elaborate narrative attached. For progress reports, this cover page may suffice. For both progress and final reports, an updated log frame or results framework should be attached, with actual performance and reasons for variance. See attachment.	

Results

Intended impact	Indicator(s)	Performance target(s)	Performance actual	Reasons for Variance
Impact Strengthen participants' knowledge and skills in the domains of science diplomacy, digital diplomacy, and cybersecurity.	Percentage of respondents who found the workshop useful	**100%**	**100%**	
Outcomes & outputs				
Outcome 1.				
Output 1.1. Understand how digital technologies have changed, and continue to change, the international environment in which diplomats and other state and non-state actors operate	Percentage of participant who meet or exceed the learning objectives	100%	100%	
Output 1.2. Understand the various digital tools available to conduct diplomacy, how they have been used in the past and their strengths and weaknesses	Percentage of participant who meet or exceed the learning objectives	100%	100%	
Output 1.3. Be able to develop effective strategies for using digital, and related, technologies to advance diplomatic and other international objectives	Percentage of participant who meet or exceed the learning objectives	100%	100%	
Output 1.4. Successfully identify the main actors involved in cybersecurity on the international arena	Percentage of participant who meet or exceed the learning objectives	100%	100%	
Output 1.5. Understand information security and how the cyberspace and geopolitics are intertwined and affect international relations	Percentage of participant who meet or exceed the learning objectives	100%	100%	
Output 1.6. Consider short-term and long-term impacts in their decisionmaking	Percentage of participant who meet or exceed the learning objectives	100%	100%	

Output 1.7. Seek to build common interests with allies and adversaries alike	Percentage of participant who meet or exceed the learning objectives	100%	100%	
Output 1.8. Integrate natural sciences, social sciences, and indigenous knowledge	Percentage of participant who meet or exceed the learning objectives	100%	80%	The small amount of respondents (5) heavily influences the percentages. One responded believes to have 'more or less' met this learning objective.
Output 1.9. Triangulate education, research and leadership	Percentage of participant who meet or exceed the learning objectives	100%	100%	
Output 1.10. Learning from the United Nations Sustainable Development Goals as a pedagogical tool	Percentage of participant who meet or exceed the learning objectives	100%	100%	
Major activities		**Dates implemented**	**Scheduled to be implemented**	**Comments**
UNITAR E-Workshop on Frontier Diplomacy was held from 30 November to 3 December 2020. Interactive by nature, the online training required active participation during the exercises and discussion sessions. All attending participants received a certificate of participation at the end of the activity		30 November -3 December 2020	30 November -3 December 2020	The activity was conducted exclusively online due to the COVID-19 pandemic.

Strategic Framework Fund

Project Narrative Report Summary

Project title	**Overcoming global challenges through International Law**
Divisions/Units	**Multilateral Diplomacy Programme Unit (MDPU)**
Allocation amount	**$80,000**
SFF funding source	**Swedish International Development Agency (Sida)**
Other funding: ☐ Yes ☒ No	
Project period	**September 2020 – June 2021**
Report: ☒ Progress ☐ Final	**Period covered: November 2020. The first activity on overcoming global challenges through international law was a series of training workshops on the rule of law that was implemented in November 2020. The second activity on business and human rights will take place from mid-February to early March 2021 and the third activity on climate change and refugees in May 2021.**

Project objective	To strengthen knowledge on the core aspects of the rule of law and its relevance for both the public and the private sectors, paying special attention to the role of women.				
Link to strategic framework objective(s)	SO1, SO2, SO4, SO5.				
Link to 2030 Agenda or other 2015 outcome	SDG4, SDG5, SDG 8, SDG 10, SDG16, SDG17				
Country and beneficiary metrics	**Targeted countries:**	**Participants**		**Other metrics**	
	LDC and SIDS in Africa, Asia, Latin America and Middle-East	Female	61	Disability #	
		Male	51	Other vulnerable #	
		Other	4	Completion #	55
		Not disclosed	/	Certification #	55
	Attach list if more	Total	116	No certificate	61
Concise summary of results achieved, including how results contributed to helping UNITAR achieve its strategic objectives	Each e-workshop on the rule of law lasted 2 days, 8 hours in total. To allow for a cross-border exchange of knowledge and to enable participants to establish a professional network, each component has included an e-workshop for one of the time zones of the cities of the United National Regional Economic Commission: UNECA and UNESCWA, UNESCAP, UNECLAC (i.e. Addis Ababa, Beirut, Bangkok and Santiago de Chile). In total, 116 participants were admitted to the training, 85 confirmed their interest in taking part, and 55 participated. The whole training helped participants to gain a thorough understanding of the rule of law and its interconnectivity with vital legal issues, with a special attention paid to two different paradigms: the rule of law 'in normal times' and 'in crises and the new normal'. The success of this course contributed not only to UNITAR's efforts in strengthening the representation of countries in special situations in institutions of global governance (SO2.2), but also with regard to supporting institutions and individuals to contribute meaningfully to sustainable peace (S01), as it emphasized the importance o the rule of law and the role women can play in the legal sphere.				
Describe project effect on direct beneficiary/ beneficiaries	The beneficiaries of the training on rule of law expressed gratitude and satisfaction with their participation in this free-of-charge training. They considered the course as an enriching tool in their respective careers and indicated that they will use the knowledge they acquired in their everyday work. 92% of participants that took the surveys considered the training as very useful and responding adequately to their needs and expectations.				
Describe project effects on groups made	The majority of the beneficiaries of the workshop on the rule of law came from developing countries, SIDS, and LDCs (83%). Specifically, 27% of participants came from African				

vulnerable e.g. women, children, disabled, indigenous peoples, if applicable	countries, 12% from the Middle East, 27% from Asia, and 21% from South America. Furthermore, the majority of participants was female (58%). The e-workshops increased their knowledge and enabled them to participate effectively in simulation exercises – giving them insights on the role played by the rule of law in today's world. A special attention was paid to regional practices and instruments depending on the sessions/timezones. The impact of the COVID-19 pandemic on the rule of law has also been discussed.
Describe implementation challenges, including COVID-19-related challenges, and mitigation efforts	Some participants considered the two-days of e-workshops as too short to tackle the vast notion of the rule of law. Especially when discussing the challenges of the rule of law, more experience sharing would have been possible had the time allowed.
If progress report, describe planned activities to bring project to closure	The second activity of the project on overcoming global challenges through International Law will be a series of 6 e-workshops on Business and Human Rights (February 2021) and on Climate Change and Refugees (May 2021). To allow for a cross-border exchange of knowledge and to enable participants to establish a professional network, each activity will include an e-workshop for one of the time zones of the cities of the United National Regional Economic Commission: UNECA and UNESCWA, UNESCAP, UNECLAC (i.e. Addis Ababa, Beirut, Bangkok and Santiago de Chile).
Directions: Please complete as concisely as possible. For final reports, this page should be used as the cover page, with more a more elaborate narrative attached. For progress reports, this cover page may suffice. For both progress and final reports, an updated log frame or results framework should be attached, with actual performance and reasons for variance. See attachment.	

Results

Intended impact	Indicator(s)	Performance (target)	Performance (actual)	Reasons for Variance
Provide a holistic vision of the interconnectivity between the rule of law, the fundamental principles of human rights and governance	Percentage of participant who meet or exceed the learning objectives	75%	92%	
Outcomes & outputs				
Outcome 1. Raise awareness on the importance of the rule of law	Percentage of participant who meet or exceed the learning objectives	75%	92%	
Output 1.1 Promoted and enhanced knowledge of up to 90 participants on the importance the rule of law	Number of participants trained and who have received a certificate of participation	80	55	116 participants were accepted to take part in this training but only 85 confirmed that they would attend and only 55 joined the actual sessions. These participants who were not present in any of the e-workshop sessions were not granted a certificate
Outcome 2. Improve capacities of government officials to become more gender sensitive at national levels and understand the role women can play in the entire legal sphere	Percentage of participant who meet or exceed the learning objectives	75%	93%	
Output 2.1. Create a professional sphere for up to 90 stakeholders from different countries to cooperate and address challenges concerning the rule of law and other relevant legal challenges, such as climate change, human rights and migration	Percentage of participant who meet or exceed the learning objectives	80	55	We received 257 applications in total, but some participants applied twice. We gave the priority to LDCs, SIDs, developing countries, and to the participants coming from the respective region targeted. We admitted 116 participants in the training, 85 confirmed that they would take part but not all of them were present in the e-workshop sessions. However, 41 countries were represented among the present participants and 92% of those who took our surveys indicated that the programme was very useful and responded

Major activities	Dates implemented	Scheduled to be implemented	Comments
			adequately to their needs and expectations
In light of the ongoing global pandemic and related travel restrictions, the training programme was held exclusively online, enabling participants form different countries to join and engage in peer-to-peer learning without necessitating travel. UNITAR's training programmes are designed to be highly interactive and participatory and included a variety of simulation exercises and pedagogical tools to enable participants to acquire a thorough knowledge and understanding of the core legal issues, while also promoting a gender-sensitive approach. The e-workshops were built on the following pedagogical pillars: concept learning (lectures, presentations), court hearing, institutional briefing, experience sharing (panels, working group discussions) and exposure to real world problems and policy choices. Each workshop was help in 2 days (8 hours in total): the first day focused on the rule of law in 'normal times', while the second day touched upon the rule of law 'in crises and the new normal'.	9-10 November 2020 (UNECA/UNESCWA timezone) 16-17 November 2020 (UNESCAP timezone) 23-24 November 2020 (UNECLAC timezone)	9-10 November 2020 (UNECA/UNESCWA timezone) 16-17 November 2020 (UNESCAP timezone) 23-24 November 2020 (UNECLAC timezone)	

Strategic Framework Fund

Project Narrative Report Summary

Project title	Ethiopia – safer chemicals management and gender mainstreaming
Divisions/Units	Chemicals and Waste Management Programme
Allocation amount	$70,000
SFF funding source	Sida
Other funding: ☐ Yes ☒ No	
Project period	October – December 2020
Report: ☒ Progress ☐ Final	**Period covered:** October – December 2020 Planned end date : December 2021

Project objective	The main objectives of the project are (i) to contribute to protecting human health and the environment from anthropogenic emissions and releases of mercury and mercury compounds by accelerating the ratification of the Minamata Convention on Mercury in Ethiopia; and (ii) to develop a gender road map in the ASGM sector for the implementation of the recommendations for risk mitigation and promotion of better living conditions through the strengthening of the gender dimension.
Link to strategic framework objective(s)	*Strategic Objective 3.2: Strengthen the sound and sustainable management of chemicals and waste* *2.1 Promote people's well-being, including the protection and empowerment of groups that have been marginalized and are vulnerable*
Link to 2030 Agenda or other 2015 outcome	**SDG(s):** SDG3: "Ensure healthy lives and promote well-being for all at all ages"(CWM); SDG6: "Ensure availability and sustainable management of water and sanitation for all"; SDG8: "Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all"; SDG11: " Make cities and human settlements inclusive, safe, resilient and sustainable"; SDG12: "Ensure sustainable consumption and production patterns" **Target(s):** Target 3.9: "by 2030, substantially reduce the number of deaths and illnesses from hazardous chemicals and air, water and soil pollution and contamination"; Target 6.3: "by 2030, improve water quality by reducing pollution, eliminating dumping and minimizing release of hazardous chemicals and materials, halving the proportion of untreated wastewater and substantially increasing recycling and safe reuse globally"; Target 8.8 "Protect labour rights and promote safe and secure working environments for all workers, including migrant workers, in particular women migrants, and those in precarious employment"; Target 11.6 "by 2030, reduce the adverse per capita environmental impact of cities, including by paying special attention to air quality and municipal and other waste management"; Target 12.4: "by 2020, achieve the environmentally sound management of chemicals and all wastes throughout their life cycle, in accordance with agreed international frameworks, and significantly reduce their release to air, water and soil in order to minimize their adverse impacts on human health and the environment"

Country and beneficiary metrics	Targeted countries:	Participants		Other metrics	
	Ethiopia	Female		Disability #	
		Male		Other vulnerable #	
		Other		Completion #	
		Not disclosed		Certification #	
	Attach list if more	Total			

Concise summary of results achieved, including how results contributed to helping UNITAR achieve its strategic objectives	Due to change of target country from Sudan (declined support) to Ethiopia, CWM is currently establishing contact with government officials (i.e. Ministry of Environment Forest and ClimateChange of Ethiopia) and identifying national focal points to proceed with national implementation. With regards to the gender roadmap component, initial meeting with MSP Institute has been conducted and MSP agreed to provide support on the development of a gender roadmap in artisanal mining.

Describe project effect on direct beneficiary/ beneficiaries	The project has two major components: 1) ratification of an international convention (on mercury): Beneficiaries will be the whole population, through better management of mercury at the national level. 2) development of a gender roadmap in artisanal mining: Beneficiaries will be groups in vulnerable situations, notably women involved in mining/mining supply chains.
Describe project effects on groups made vulnerable e.g. women, children, disabled, indigenous peoples, if applicable	The artisanal and small-scale gold mining (ASGM) activities have not been extensive to date. Moreover, understanding of the gender dynamics within the mining communities is limited. Most interventions focus solely on the miners (mostly men), and overlook gender dynamics and the different roles that are immediately associated with mining, such as gold panning and burning off of gold-mercury amalgam, where women are more likely to be working. Developing a roadmap to understand the situation and develop targeted activities that mitigate these concerns will be a first in Sudan (and still innovative at the global level).
Describe implementation challenges, including COVID-19-related challenges, and mitigation efforts	The initial targeted country beneficiary (Sudan) withdrew from project implementation as national priorities have changed since submission of SFF proposal. A new country beneficiary, Ethiopia, was identified. We are currently in contact with national focal point from the Ministry of Environment in order to agree upon project components and finalize the agreement for implementation of national activities.
If progress report, describe planned activities to bring project to closure	- Establish contact with national focal points withing the Ministry of Environment Forest and Climate Change of Ethiopia - Plan and agree on project implementation steps and activities - Continue cooperation with MSP Institute to start working on gender roadmap (e.g. drafting ToRs and sign contracts with the institution)
Directions: Please complete as concisely as possible. For <u>final reports</u>, this page should be used as the cover page, with more a more elaborate narrative attached. For <u>progress reports</u>, this cover page may suffice. For both progress and final reports, an updated log frame or results framework should be attached, with actual performance and reasons for variance. See attachment.	

Results

Intended impact	Indicator(s)	Performance target(s)	Performance actual	Reasons for Variance
- Ratification of the Minamata Convention on mercury, leading to implementation of the Convention's provisions - Gender considerations in ASGM are mainstreamed in Ethiopia	- Ratification of the Minamata Convention on mercury, leading to implementation of the Convention's provisions - Gender considerations in ASGM are mainstreamed in Ethiopia	1 ratification of the Minamata Convention 1 study and associated Roadmap available in Ethiopia	n/a	Sudan was initially targeted as project country, however national priorities have changed and the country withdraw form the project. The project will be therefore implemented in Ethiopia. The change of project beneficiary has led to delays in starting activities as originally planned. Currently communication between CWM team and Government of Ethiopia are undergoing to finalize the letter of agreement and workplan of proposed activities.
Outcomes & outputs				
Outcome 1. Domestic Legislation is analysed and drafted to implement and Ratify the Minamata Convention				
Output 1.1. Legal text available and legislation to cover the Minamata Convention on mercury	Legislation does not currently cover the Minamata Convention on mercury	1 legal text is developed to ratify the Convention and implement its provisions domestically	n/a	See above
Outcome 2. Study undertaken to identify key Gender dynamics and issues in ASGM in Ethiopia (focusing on a sample mining area)				
Output 2.1 Draft study to identify key gender dynamics and issues in ASGM	No study currently available	1 study on gender dynamics and issues in ASGM in Ethiopia available	n/a	See above
Outcome 3. Roadmap developed that builds on the ASGM/gender study to propose key activities				
Output 3.1	No roadmap currently available	1 roadmap available	n/a	See above

Draft roadmap of activities to improve ASGM/Gender dynamics in Ethiopia			
Major activities	**Dates implemented**	**Scheduled to be implemented**	**Comments**
Process undertaken to develop a Ratification dossier – legislation for domestic implementation of the Convention and the international ratification	n/a	Jan-Jul 2021	
A study undertaken to identify key Gender dynamics and issues in ASGM in Ethiopia (focusing on a sample mining area)	n/a	Jan-Jun 2021	
Roadmap developed that builds on the ASGM/gender study to propose key activities	n/a	Jun- Nov 2021	

Strategic Framework Fund

Project Narrative Report Summary

Project title	Strengthening SDG competencies in the digital age
Divisions/Units	Strategic Implementation of the 2030 Agenda Unit and Green Development and Climate Change Programme Unit, Division for Planet
Allocation amount	$ 100'000.00 for SIA2030 + $20'000.00 for GCP
SFF funding source	Swedish International Development Agency
Other funding: ☐ Yes ☒ No	
Project period	September 2020 to June 2021
Report: ☒ Progress ☐ Final	**Period covered:** Up to 31 December 2020

Project objective	Establishment of a working self-assessment service for all users of the UNCC:Learn and UNSDG:Learn platforms that will allow them to better understand their needs and find the learning resources that best match those needs.
Link to strategic framework objective(s)	SO3: Planet with a specific focus on SO3.1 on fostering a green, low carbon and climate resilient transition SO.5. Promote the indivisible and integrated nature of the 2030 Agenda SO.5.2. Support coherence and evidenced-based policies of the 2030 Agenda
Link to 2030 Agenda or other 2015 outcome	- SGD 13 - Directly aimed at supporting the cross-cutting implementation of the 2030 Agenda and 17 SDGs. - SDG(s): SDG 4, SDG 17, SDG 12, SDG 13 - Target(s): 4.7, 17.14, 12.8, 13.1, 13.3, 13.b

Country and beneficiary metrics	Targeted countries:		Participants		Other metrics	
	All countries		Female		Disability #	
			Male		Other vulnerable #	
			Other		Completion #	
			Not disclosed		Certification #	
	Attach list if more		Total			

| Concise summary of results achieved, including how results contributed to helping UNITAR achieve its strategic objectives | For UN CC:Learn

The project is in the early stages of conceptualisation. A detailed concept has been developed with a clear timeline prepared. The next steps are detailed below.

For UNSDG:Learn

The concepts for the SDG-competency assessments developed by UNSDG:Learn Working Group on Learning Pathways, incl.

the methodology for personas (mental models) based on qualitative interviews and the brainstormings during two meetings of the UNSDG:Learn Working Group on Learning Pathways, methodological guidance for tagging courses and assessments against cross-cutting SDG competencies, and |

	• the UNSDG:Learn Learning Guidance Architecture assessment architecture defining the connections and the tagging rules (encl. in Annex 2). UNESCO has been directly involved in defining the guidance for tagging learning content against competencies. GCP have been invited to the meetings on the WG on personas and overall learning guidance and assessment architecture. A sample of courses has been selected from UNSDG:Learn platform for simulating the content tagging, and the web concept is in development. Cross-cutting assessments are under development (developed for 3 competencies). Podcasts and blogs interface developed, and the first series prepared for launch in March 2021.
Describe project effect on direct beneficiary/ beneficiaries	For UN CC:Learn: The effect will be to increase user confidence in the CC:Learn platform resulting in more return visits, as well as providing an engaging and personalised entry point for new users. The overall effect will be to strengthen CC:Learn as a global brand in the delivery of climate change literacy. For UNSDG:Learn: A short evaluation will be conducted a couple of months after the launch of the interface. A final evaluation, incl. a user survey, will be conducted in January 2022 to assess the effectiveness of the SDG self-assessment services.
Describe project effects on groups made vulnerable e.g. women, children, disabled, indigenous peoples, if applicable	For UN CC:Learn: The issue of disability is critical to the further evolution of the CC:Learn platform. This will be an important consideration in the detailed design of the proposed self-assessment tool. For UNSDG:Learn: The SDG competencies self-assessment aims to provide opportunities to all global learners to make better decisions on their learning pathways and strengthen SDG competencies. The September 2020 UNSDG:Learn user survey has shown that 40% of all respondents have identified themselves as working with or coming from vulnerable groups. The SDG competencies will therefore help empower representatives of vulnerable groups or help persons working with vulnerable groups strengthen their abilities to create more inclusive processes, better assess the needs of vulnerable groups, advocate for their rights and provide better service.
Describe implementation challenges, including COVID-19-related challenges, and mitigation efforts	For UN CC:Learn: The main challenge will be in the formulation of a clear set of questions (25 in total) that will engage the user and generate a personalized graph visualizing the user's level of literacy in either climate change or green economy.
If progress report, describe planned activities to bring project to closure	For UN CC:Learn • Identify existing plug-ins that could be used in wordpress or moodle • develop visual identify based on CC:Learn branding guidelines but with additional • Creative input • Build and testing of the gadget • Communication and marketing of the gadget through our CC:Learn channels For UNSDG:Learn • Finish the review of existing online tools that perform similar functions (e.g., online IQ tests, political barometer tests, knowledge tests, professional capability assessments, etc.)

	• Implement the web solution for SDG competencies assessments on UNSDG:Learn platform, incl. the tagging system in the back office • Implementing 1-2 cross-cutting SDG assessments and 2-3 specialized assessments • Launch blogs/podcasts series • Tag all courses and microlearning • Implement the web solution for recommending learning pathways • Conduct a short preliminary evaluation • Conduct a final evaluation

Directions: Please complete as concisely as possible. For <u>final reports</u>, this page should be used as the cover page, with more a more elaborate narrative attached. For <u>progress reports</u>, this cover page may suffice. For both progress and final reports, an updated log frame or results framework should be attached, with actual performance and reasons for variance. See attachment.

Results

Intended impact	Indicator(s)	Performance target(s)	Performance actual	Reasons for Variance
Impact Learners around the world have access to self-assessment tools and to effective guided online learning, including courses and micro-learning, and can strengthen both their specialized and cross-cutting SDG competencies.	Share of polled users indicating the comprehensive competency development service has enabled them to make a concrete contribution to the SDGs (e.g., change individual behaviour, process at work or contribute to a specific project).	70% or more	n/a yet	
Outcomes & outputs				
Outcome 1. An effective service is provided to global learners enabling them to self-assess their SDG competencies and receive relevant course recommendations and learning guidance.	Share of polled users evaluating the self-assessment tools as effective. Share of polled users evaluating the recommended learning as relevant.	70% or more 70% or more	n/a yet n/a yet	
Outcome 2. 10'000-12'000 learners having self-assessed competencies within 12-18 months of implementation.	Number of learners having self-assessed competencies within 12-18 months of implementation.	10'000-12'000	n/a yet	
Output 1.				

A methodology for the concept of personas developed through a participatory process.	Share of polled users easily identifying themselves with personas.	70% or more	n/a yet	
	Share of polled users per constituency easily identifying themselves with personas	50% or more	n/a yet	
Output 2. A methodology and interface for SDG competencies self-assessment service developed and implemented on UNSDG:Learn. Specific tailoring will be required for the method to be applied to the UNCC:Learn platform.	Methodologies for competency assessments and to link personas and assessments developed	2	2	
	Share of polled users finding the implemented interface is visually attractive and user-friendly	70% or more	n/a yet	
Output 3. 1-2 cross-cutting competency assessments (tests) and 1-2 specialized competency assessments implemented.	Number of cross-cutting competency assessments (tests)	1-2	1 in progress	
	Number of specialized competency assessments	1-2	not yet	
Output 4. New features on UNSDG:Learn platform to connect assessment with course and micro-learning recommendations.	Tagging system developed and implemented in the back office of UNSDG:Learn	1	0.5*	Tagging system developed but not implemented
	Improvements made to UNSDG:Learn	2 (Solution to catch microlearning from Partners using APIs &	1 (Blogs and Podcast series space)	

		dedicated Blogs and podcast series space for microlearning)		
	Courses and micro-learning tagged	All	Not yet	
	Share of polled users qualifying learning pathways interface implemented in the front office of UNSDG:Learn is clear and easy to use	70% or more	n/a yet	
Output 5. User facing self-assessment tool in place on the UNCC:Learn e-learning platform with the ability to classify individuals into 4 levels of climate change or green economy literacy and to provide basic corresponding advice on learning pathways.				
Outcome 3. Strengthened cross-cutting and Goal-specific competencies of global learners to contribute to the SDGs as a whole and in specific areas, to innovate, design and implement "no one is left behind" solutions, to adapt their lifestyles and projects with sustainability requirements, and to use evidence to guide their decisions.	Share of learners/respondents believe they are better positioned to develop or implement coherent policies and practices aimed at ensuring No One is Left Behind	70% or more	n/a yet	

Output 6. Blogs and Podcast Series launched to address the development of cross-cutting SDG competencies of the general public.	Number of episodes in the blogs series on policy coherence	3-4	Not yet	
Major activities		**Dates implemented**	**Scheduled to be implemented**	**Comments**
Conducting focus groups and/or interviews with global learners to identify personas and needs		September 2020	September 2020	
Review existing online tools that perform similar functions (e.g., online IQ tests, political barometer tests, knowledge tests, professional capability assessments, etc.)		February 2021	September 2020	This review is more useful for the presentation of scoring than for the mental models or tagging per say, and was reschedule to later)
Developing the methodologies for the concepts of personas and SDG competency self-assessments		October-November 2020	October-November 2020	
Implementing features on UNSDG:Learn to increase availability of relevant microlearning and courses to address SDG cross-cutting competencies, i.e., open APIs solution for large partners and blogs/podcasts space		January-April 2021	November-December 2020	API solution depends on the pilot entity. Podcasts had been prepared by UNSSC by January 2021 but it took longer to study compatibility requirements.
Implementation of the web solution for SDG competencies assessments on UNSDG:Learn platform		April-May 2021	November 2020-January 2021 for UNSDG:Learn	It was decided to first run a simulation in excel before the web solution can be finalized, this is why web development will happen in one block after all the parts had been clearly defined and tested.
Implementing 1-2 cross-cutting SDG assessments and 2-3 specialized assessments		December 2020-May 2021	November 2020-February 2021	Tests can only be implemented once the web platform had been adapted.
Development of a tagging system **as part of UNSDG:Learn Learning Guidance Architecture** and implementation in the back office		February-May 2021	February-March 2021	The tagging system had been developed on time, but the implementation will be done at the same time as rest of web development.
Tagging all courses and micro-learning		May-early June 2021	April 2021	Tagging will be done once web development is completed.
Implementation of the web solution for recommending learning pathways		June 2021	May-June 2021	

Conducting a short preliminary evaluation	September 2021	June 2021	Allow some time for users to start using the system launched in June 2021.
Launching a blogs series on policy coherence composed of 3-4 episodes	January-March 2021	November- December 2020	The series will be launched in March following the implementation of the blogs and podcasts space.
Conducting a final evaluation	January 2022	January 2022	

Annex 2.

UNSDG:Learn Working Group on Learning Pathways has conceptualized the **SDG assessments architecture** that includes the following building blocks:

- Mental models (e.g., policy-maker, communicator, business person, etc.) developed based on qualitative interviews with learners/platform users;
- Methodological guidance for tagging courses and assessments against SDG competencies;
- Assessments and assessment reports;
- Recommendations of Learning Pathways based on mental models and assessment results.

This has been presented during the 2nd Steering Group meeting of UNSDG:Learn. The concepts have received an overwhelming support from UNSDG:Learn members. The number of members who expressed their interest in joining the work of the WG on Learning Pathways has increased.
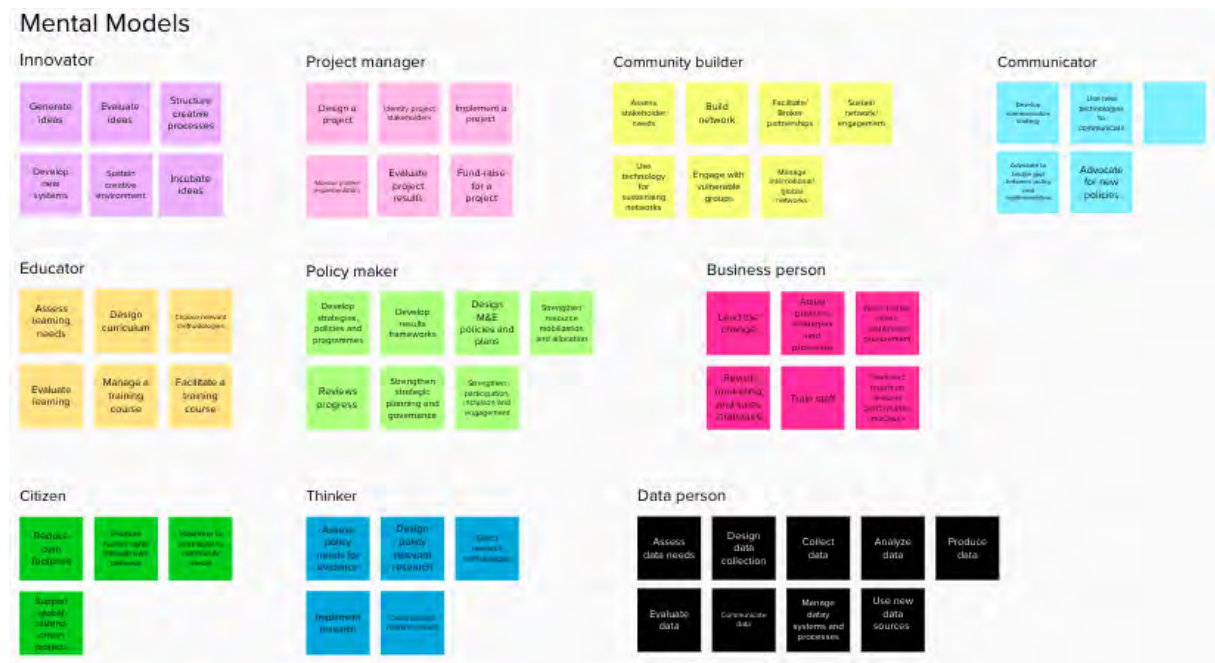

Photo: Mental models developed on Murals by WG on Learning Pathways.
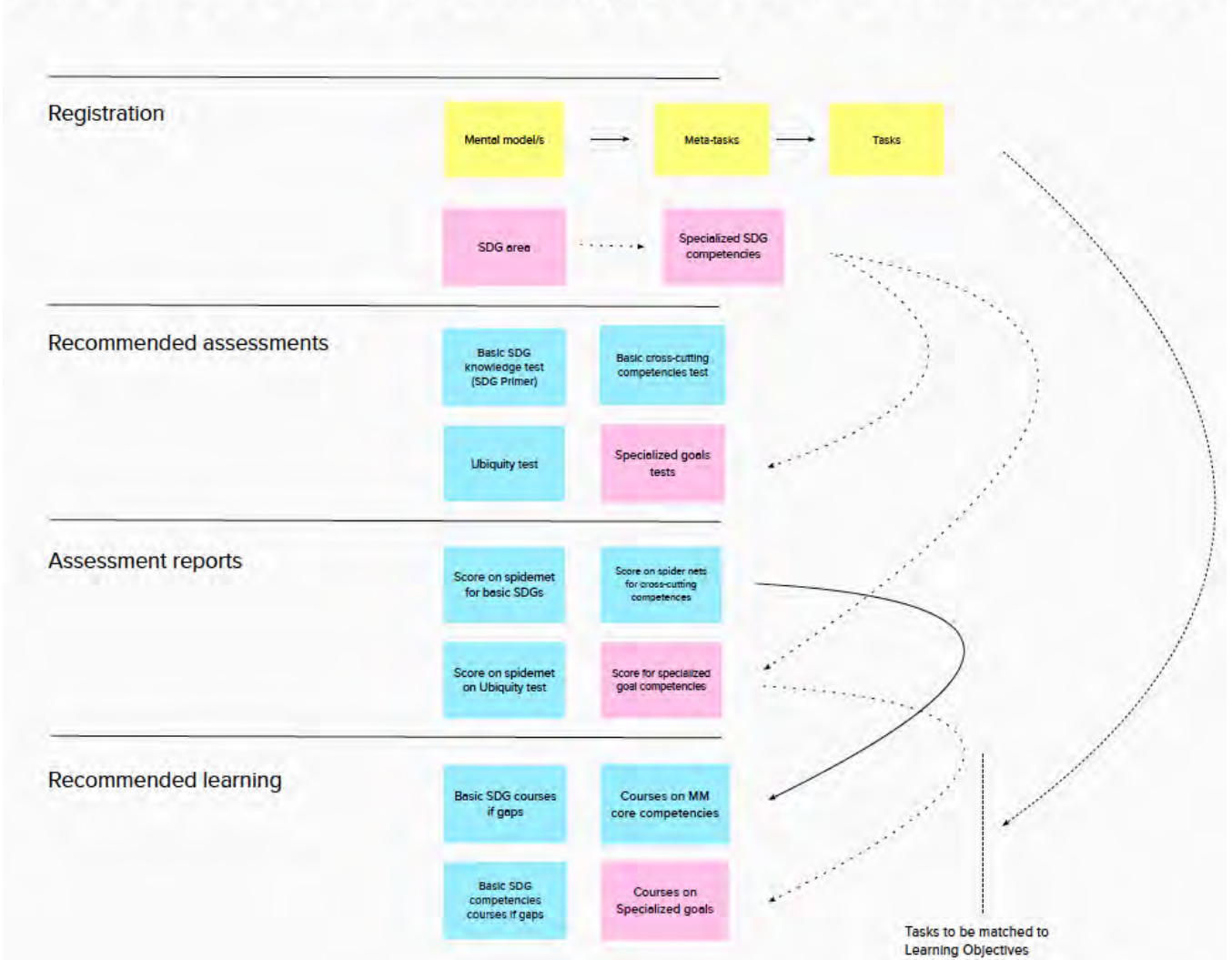
UNSDG:Learn Learning Guidance Architecture

Registration

Mental model/s → Meta-tasks → Tasks

SDG area ·····> Specialized SDG competencies

Recommended assessments

Basic SDG knowledge test (SDG Primer)

Basic cross-cutting competencies test

Ubiquity test

Specialized goals tests

Assessment reports

Score on spidernet for basic SDGs

Score on spider nets for cross-cutting competences

Score on spidernet on Ubiquity test

Score for specialized goal competencies

Recommended learning

Basic SDG courses if gaps

Courses on MM core competencies

Basic SDG competencies courses if gaps

Courses on Specialized goals

Tasks to be matched to Learning Objectives

Photo: Learning Guidance Architecture developed on Murals based on brainstormings by WG on Learning Pathways.

Annex 4

Long reports referenced in Annex 2

Upgrading StaTact Application

Final Project Report

TARSF003

23 February 2021   **Reporting period: September 2019-December 2020**

Strategic Framework Fund

Narrative Report

Project title: Upgrading StaTact Application
UNITAR Division/Programme Unit: Strategic Implementation of the 2030 Agenda Unit
Allocation amount: $ 90'268.00
Funding source within SFF: Swedish International Development Agency
Other funding: ☒ Yes - Specify amount and source: _Synergy with a Capacity for the 2030 Agenda 2.0 project signed in March 2020 with one of the components supporting StaTact_
⬜ No
Project implementation period: From 1 September 2019 to 31 December 2020
This report is: ⬜ Progress
☒ Final

Project objective	To ensure that NSOs using StaTact have improved operational statistical planning processes and managed to address or are making improvements towards addressing priority data gaps impeding successful monitoring on localized SDGs.
Link to strategic framework	SO.5. Promote the indivisible and integrated nature of the 2030 Agenda SO 5.2 Support coherence and evidenced-based policies of the 2030 Agenda
Link to 2030 Agenda or other 2015 outcome	Directly aimed at supporting availability of data for monitoring progress across all SDGs and strengthening of statistical capacities in countries in special situations under Goal 17
Targeted country/ countries	Global platform
Concise summary of results achieved	The StaTact Application has been redesigned to ensure an improved user experience and functionalities such as the reorganization of key stages into problem statement, problem analysis and action plan stages and the adding of a functional implementation (monitoring) stage, as well as new functionalities, incl. user panels for national administrators, working group leaders and regular users, good practice library and sharing function. • 851 participants have improved their knowledge of data governance and statistical planning through 3 editions of Massive Open Online course "Data governance for the SDGs" and 92% of polled participants found the course overall useful. • 140 government officials from 37 countries trained on StaTact • 97% of workshop participants have confirmed the overall usefulness of StaTact • 93% of workshop participants found StaTact relevant to their work • 82% of regional workshop participants have confirmed the effectiveness of StaTact workshop design
Describe project effect on direct beneficiary/ beneficiaries	As of present, 851 course participants, incl. 240 fully certified, have strengthened their knowledge around value of official data, UN Fundamental Principles of Official Statistics, and data governance issues, incl. partnerships and coordination, to inform SDG decision-making processes A further survey of Platform users will be conducted in Dec 2021 – Jan 2022 to provide a basis for assessing the impacts for beneficiaries, the application of knowledge and skills and the use of StaTact.
Describe project effects on groups made vulnerable such as women and	2 out of 4 working groups set up by the Philippine Statistics Authority for the StaTact workshop was dealing directly with data and better understanding of needs of vulnerable groups. StaTact has also potential to help address other gender-related data

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children, if applicable	problems in a context-sensitive manner through improved multi-stakeholder analysis and work planning.
Describe implementation challenges (if any)	The implementation of the upgraded StaTact had been delayed by around 5-6 months compared to the initial timeline due to the first COVID-19 lockdown and the related unavailability of web developers to start working full time on the project during that period, as well as due to the decision to go for a customized application instead of Wordpress after an expert risk assessment with support from UNITAR IT specialist. The pilot workshop had to be held online, with the main limitation being the number of working groups having to be 4 to allow having at least one UNITAR/UNSD facilitator per group. The NSO has therefore decided to limit the participation primarily to its staff, but several participants from Ministry of Education also took part.
If progress report, describe planned activities to bring project to closure	
Directions: Please complete as concisely as possible. For final reports, this page should be used as the cover page, with more a more elaborate narrative attached. For progress reports, this cover page may suffice. For both progress and final reports, an updated log frame or results framework should be attached, with actual performance and reasons for variance. See attachment.	

Background

As the COVID-19 pandemic hit the world in 2020, the achievement of the SDGs had been threatened by rollbacks in a number of areas. At the same time, the crisis has exposed the vulnerabilities of a number of the mainstream systems and policies demonstrating how important it is to have resilience built into all national development plans, policies and strategies guiding the implementation of sustainable development at the country level. While some of the approaches and activities had to be adjusted, the overall importance of supporting strategic planning processes, M&E and availability of robust data for decision-making as well as an access to SDG learning has further increased in importance.

This is the final report for the project entitled **"Upgrading StaTact"** that addresses the data governance related aspects. The report covers the period from **September 2019 to December 2020.** This project approved in September 2019 and funded from Strategic Framework Fund Sweden has benefited from synergies with a project launched in March 2020 "**Building Capacity for the 2030 Agenda 2.0"** (2020-2022) funded by the Swiss Development Cooperation and that addresses policy coherence, data relevant for StaTact and learning relevant for UNSDG:Learn. This has helped expand some of the project deliverables, i.e., a customized solution with higher level of IT security for StaTact, regional workshops and demo case studies, and ensure web maintenance, technical support and promotion of StaTact through the end of 2022.

In 2018, UNITAR has developed in close collaboration with UN Statistics Division a new tool StaTact aimed at supporting short-term statistical planning processes for addressing selected priority SDG data gaps. The tool aims to help achieve concrete results through an improved collaboration between various data producers and users, and the use of a tactical approach by attempting at finding non-costly solutions – often in areas of governance, coordination and partnerships – to ensure there are feasible solutions and they are implemented within the stated timeline, usually 9-12 months.

The tool was moved to the web in early 2019, and expanded to include an initial monitoring stage in summer 2019. It was used by more than 30 countries by now. Overall, the feedback was very positive and several countries have expressed an interest in using for a broader set of data issues bearing in mind its operational nature. An e-learning course was developed in collaboration with UN Statistics Division on data governance to support the use of StaTact through improved understanding of key concepts relevant for its use.

During StaTact workshops, UNITAR and UNSD have been collecting feedback from countries on how to improve its user-friendliness and make it part of the usual toolbox used by NSOs. Those include the mobile phone and downloadable formats, improved project manager panel, visually improved monitoring plan, good practice library, options for sharing experiences with other countries, and an improved monitoring stage. This project helped upgrade the tool by improving the overall user experience and remote work options building on the recommendations from the users and enhance its usefulness to NSOs, particularly those with limited resources, to focus their work in a short run and identify non-costly solutions to urgent data gaps. The advent of the COVID-19 has increased the usefulness of this tool as an online collaborative solution allowing colleagues plan discuss and plan things remotely and address unexpected issues (e.g., impossibility of field work, adjusting annual plan, etc.) in the COVID-19 context.

Overall objective

The overall objective of the project was to ensure that NSOs using StaTact have **improved operational statistical planning processes** and manage to address or are **making improvements towards addressing priority data gaps** impeding successful monitoring on localized SDGs.

Beneficiaries

The **StaTact** is intended **for use by National Statistical Offices** in collaboration with other stakeholders (other members of National Statistical Systems and other data producers, data users and holders). The **e-learning course on data governance for monitoring the SDGs** developed earlier and delivered to support the use of StaTact is **intended for all users** of StaTact as well as other interested learners who want to improve their knowledge of the value of official statistics, UN Fundamental Principles, and good practices in areas of statistical legislation, planning, partnerships and broader data governance systems.

Key results

The **StaTact application**, a short-term statistical planning tool, had been redesigned to improve flows, and user experience and strengthen features necessary for online exchanges and remote collaboration.

StaTact was introduced through **3 regional workshops** in November 2020, **1 national workshop** with the Philippine Statistics Authority in December 2020 and **1 global webinar for Global Network of data officers and statisticians.**

As a result, a total of **140 government officials from 37 countries** have been trained on StaTact and additional UN staff and other data experts learnt about StaTact through Global Network of Data Officers and Statisticians. **97% of participants have confirmed the overall usefulness of StaTact** and 93% of participants found StaTact relevant to their work. 82% of regional workshop participants have confirmed the effectiveness of StaTact workshop design.

851 participants have improved their knowledge of data governance and statistical planning through 3 editions of Massive Open Online course "Introduction to data governance for monitoring the SDGs". **92% of the polled course participants found the course overall useful.**

Redesigned StaTact

The redesign of StaTact has unfolded in 3 stages: review and redesign of the user experience (October-December 2019), development of an interactive prototype (December 2019 - March 2020) and the implementation of the web application (May – November 2020). Thanks to additional funding from a new project funded by SDC as of March 2020 (one of its components contributes to StaTact), it was possible to select a better but more expensive web application solution to meet higher security requirements based on an assessment made with the support of UNITAR IT expert.

The StaTact is organized at 4 levels of administration: platform administrator, national administrator, project manager and an ordinary user. Same person can have different roles with respect to a specific project.

Platform administrator (UNITAR) has the role related to setting up national pages (or pages for international/regional organizations), appointing national administrators, defining the platform metadata and managing the platform. **National administrator** can set up specific projects, appoint project leads, add national indicators and key documents, and create relevant thematic tags for managing the national sub-site. **Project manager** can invite through an online function other stakeholders/persons to join his/her group/project, edit all project relevant content and give editing rights to other group members for specific parts of the project as he/she may deem necessary. **Ordinary users**, i.e., other project members, can comment on each stage of the project through the chat function and edit those sections for which they got editing rights from the project manager. The nationally relevant 3 levels are described in the diagram below.

Each project has **four main stages**: problem statement stage, problem analysis stage, action plan stage and implementation stage. During the **problem statement stage**, the project group defines their measurement or data problem, build a business case to raise support for solving it, and identifies key stakeholders to be involved in the project. Some may already be represented but others may not. The team may think not only of data producers but also of data users and data holders.

During the **problem analysis stage**, the group first defines relevant indicator/s and related data sources they wish to analyse. Based on this choice, they will be able now to analyse these data sources by using as analytical frameworks two key official statistics models: Generic Statistical Business Process Model (GSBPM) and Generic Activity Model for Statistical Organization (GAMSO). These models help to better define the root causes of the data problem the project team is dealing with on the technical and institutional sides and brainstorm on possible solutions to these root cause problems.
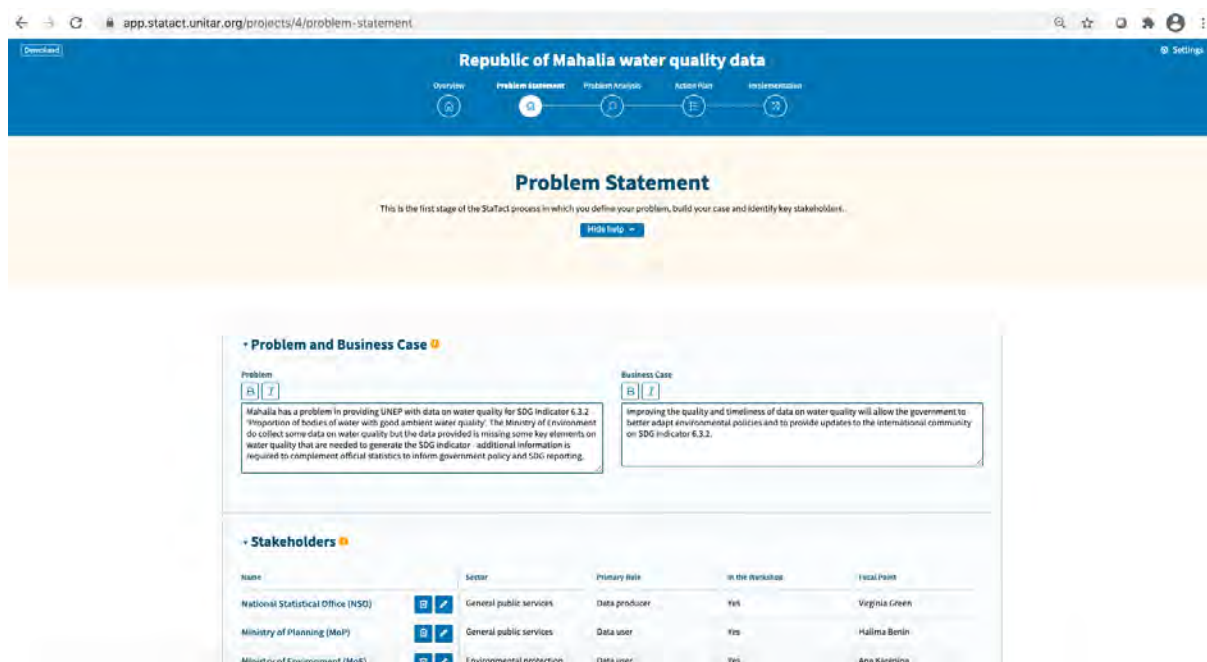
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Photo: StaTact preview.

During the **action plan stage**, the project group defines what it wants to achieve and how it will measure this, confirms the implementation team and designs a detailed action plan based on solutions identified during the previous stage. Each solution is broken down into specific actions at the level of responsible organizations and each action is broken down into specific tasks with responsibilities assigned to individuals this time. The timelines for tasks aggregate into timelines for actions, solutions and the overall plan, and the budgets defined when needed at the level of actions aggregate into resource requirement at the level of solutions and the action plan overall. The action plan versions can be **saved as PDFs** and printed when needed. You can see below the images with a preview of key StaTact stages with the layout showing the Action Plan stage in more detail using a demo project.
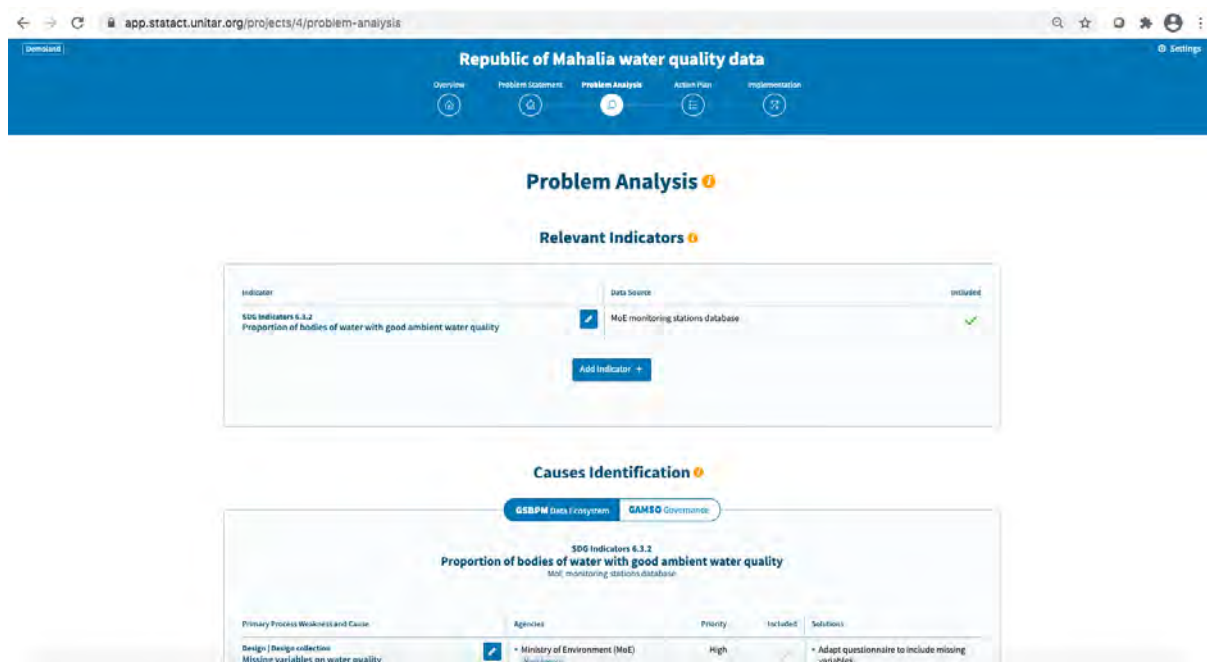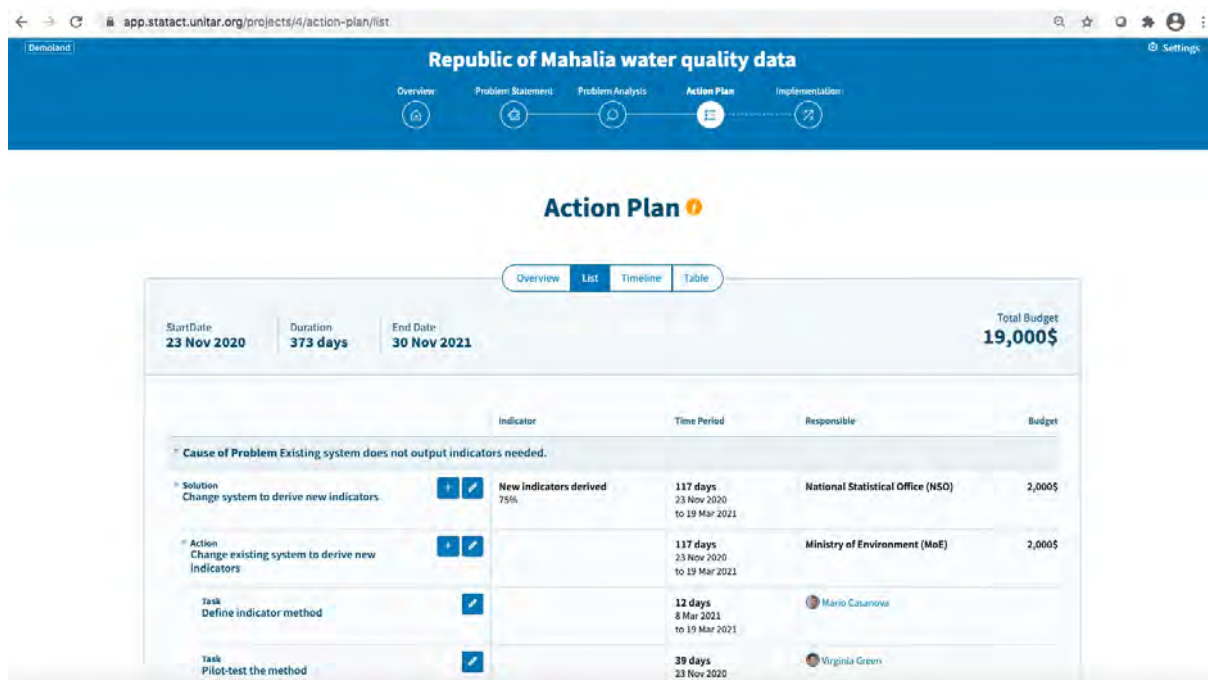

Photo: StaTact preview.

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Photo: StaTact preview.

Once the action plan has been developed, the project moves into **the implementation stage**. During this stage project members can meet for periodic progress review meetings, track progress individually and mark progress (e.g., 50%), full completion, deletion or postponement of a task. They also have an opportunity to give different weights to tasks based on their importance for the achievement of the overall project objective. Tasks that had been cancelled will appear in red and those that have been completed will appear in green. Please see the example of the implementation stage for a demo project in the timeline view.
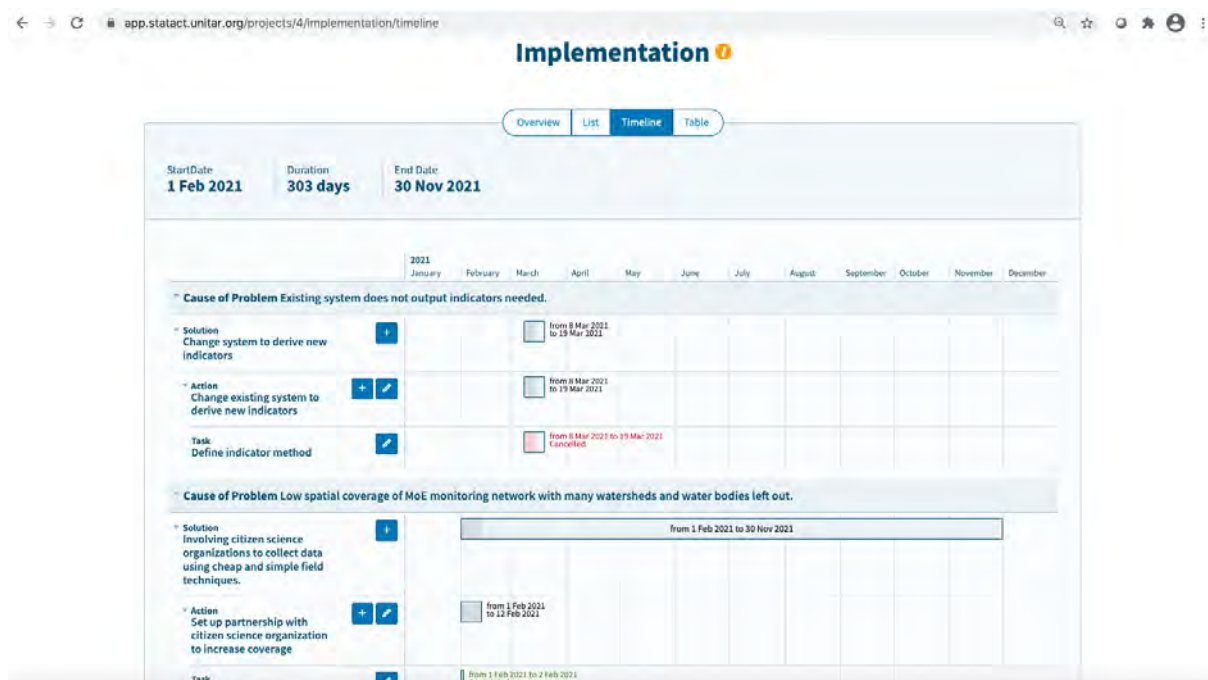

Photo: StaTact preview.

Finally, the upgrade StaTact application has a new functionality whereby project managers can decide to share particularly successful projects (the pdfs of action plans) through the StaTact

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community. This is where one will be able to find projects from other countries that have chosen to share them. They may appear either in fully open access format or just the title with PDF to be shared on demand format.

The implementation of the upgraded StaTact had been delayed by around 5-6 months compared to the initial timeline due to the first COVID-19 lockdown and the related unavailability of web developers to start working full time on the project during that period, as well as by the decision to go for a customized application instead of Wordpress after an expert risk assessment with support from UNITAR IT specialist. The application has however been fully delivered by early November and could be used in the national and regional workshops described below in 2020.

To support the use of StaTact, three editions of the **Massive Open Online course "Introduction to data governance for monitoring the SDGs"** had been conducted to improve the knowledge of UN Fundamental Principles of Official Statistics, the awareness about the purpose and key components of the GSBPM and GAMSO models and the understanding of the StaTact process/key stages. **851 participants have improved their knowledge of data governance and statistical planning** through 3 editions of Massive Open Online course "Data governance for the SDGs". 240 of them obtained course certificates. **74% of the polled course participants** stated that they have achieved the learning objectives and **92% found the course overall useful**.

Piloting upgraded StaTact through a national workshop

The updated StaTact was piloted with the Philippine Statistical Authority on 7, 10 and 11 December 2020 in collaboration with UN Statistics Division and Paris 21, and in connection with ADAPT, a long-term planning tool.

A joint flyer had been developed by UNITAR and PARIS 21 to explain to use of the StaTact and ADAPT tools for statistics planning.
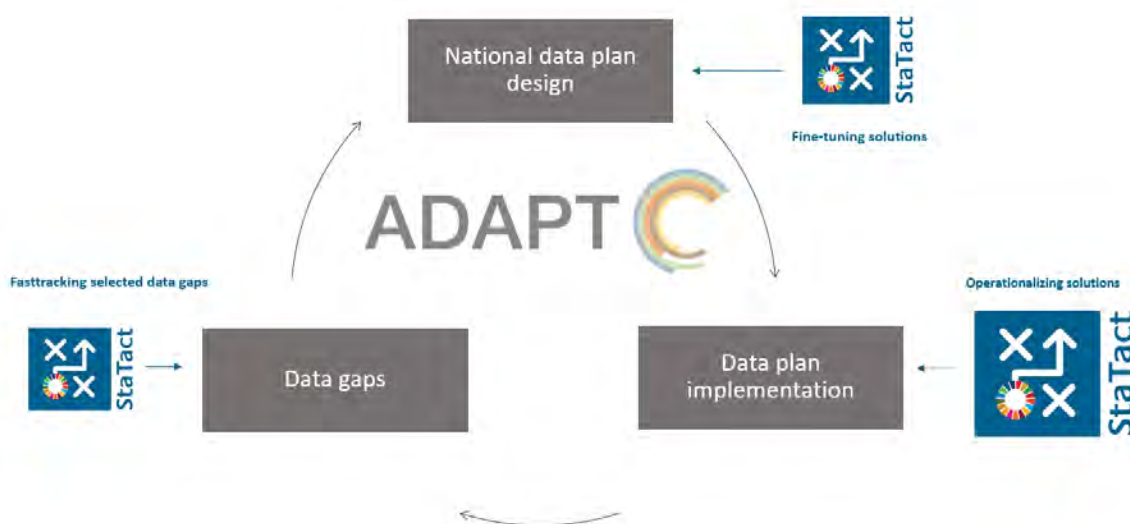
The pilot workshop had to be held online due to the COVID-19 issue. The main limitation was linked to the fact that the length of the workshop days had to be cut in half and it was important to ensure that there is at least 1 UNITAR/UNSD facilitator per Working Group at all times online

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(unlike in the f2f context, where there is more time to explain things during full days and it is possible to move from one group to another). As a result, the number of working groups that was set up was 4 to allow having at least one UNITAR/UNSD facilitator per group (1 UNITAR staff, 2 UNITAR consultants and one UNSD staff). The NSO has therefore decided to limit the participation primarily to its staff and issues of direct relevance to them, but several participants from the broader National Statistical System, and more specifically from the Ministry of Education, also took part.



Photo : StaTact workshop for PSA, December 2020

The pilot ran over 3 half-days spread over 1 week with home assignments and group work online in-between. **21 national government officials**, mostly from PSA, participated in the training. **Four data problems** were discussed:

    a. Strengthening coordination on methodologies and standard setting between local and national levels,

    b. Registries for special population groups,

    c. Data on informal settler families, and

    d. Develop capacities to collect and process educational data.

2 of the groups had been working specifically on **data issues related to vulnerable groups** and their needs.

As a follow to the workshop, the country indicated an interest in delivering a StaTact training to the broader National Statistical System. The results of the feedback are presented below.
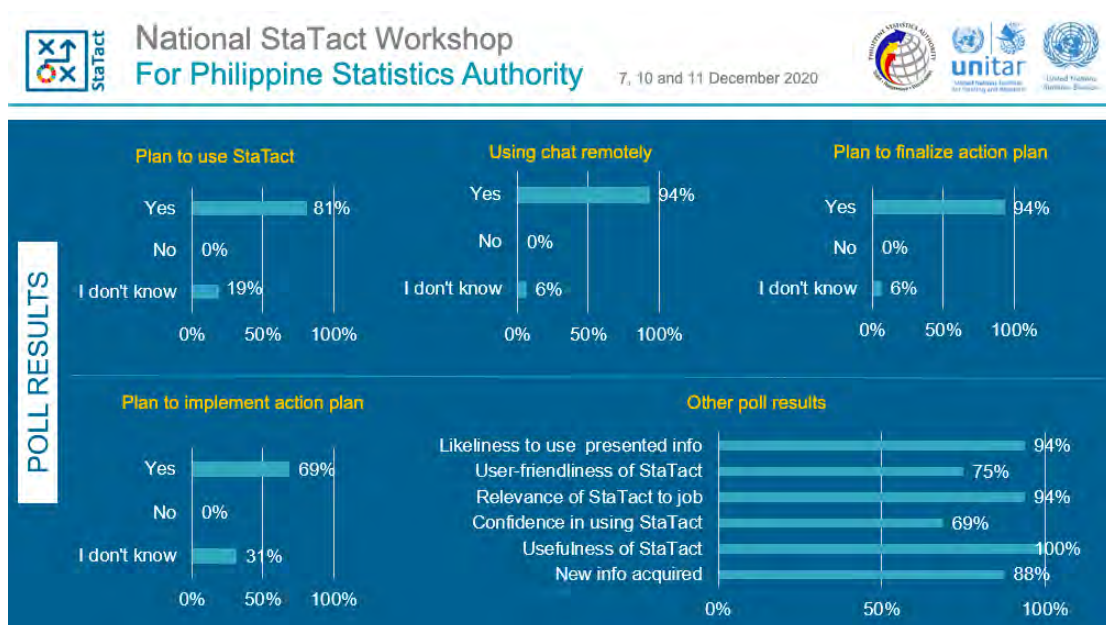
Regional workshops, global webinar, demo case studies and country support

Just before the PSA workshop, in November 2020, **three regional StaTact workshop-style webinars** were conducted for **a total of 36 countries**, incl. 12 from the Latin American region, 8 - from the African region (English-speaking countries) and 16 - from the Asian region. A **total of 113 persons** had been trained, including 58 women and 55 – men.

92% of the participants found the workshops content relevant and 97% found the StaTact overall useful while 82% have confirmed the effectiveness of the webinar design.

Evaluation results from 3 online regional workshops
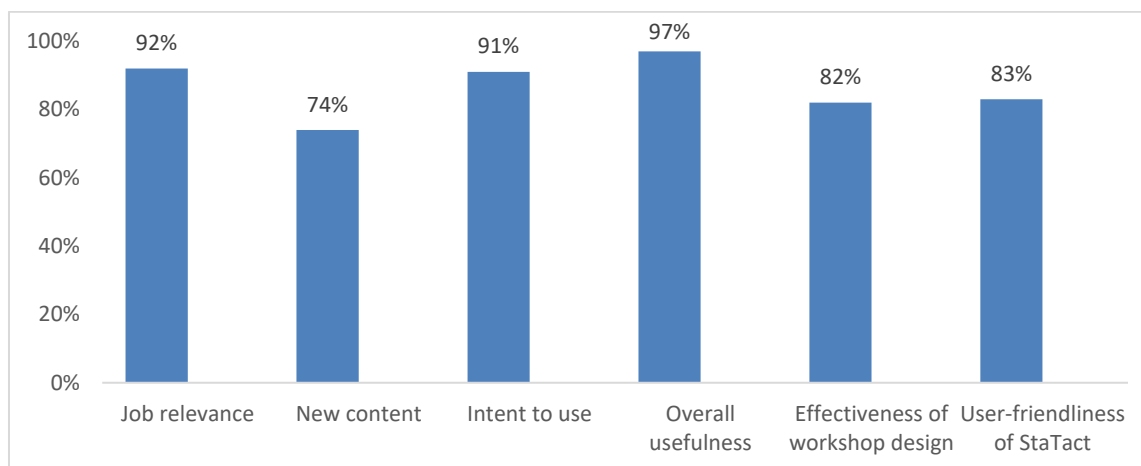
One **global webinar** organized on 8 December 2020 by UN Statistics Division for **the Global Network of Data Officers and Statisticians** focussed specifically on StaTact with the main presentation made by UNITAR.

Four demo case studies were also developed on the StaTact demo page: one on water quality and citizen science data, one on CPI and scanner data, one on mobility and CDR (mobile phone) data, and one on the development of administrative data as some of the developing countries who had censuses upcoming and found themselves in a deadlock were willing to advocate for investing into administrative data more strongly at national level.

In addition, UNITAR has provided support to **Grenada NSO in using StaTact** for developing their national proposal for a World Bank loan application. 6 additional persons had been trained on the new version of StaTact.

The regional workshops, global webinar, four demo case studies and Grenada support had been organized with additional funding support from the SDC-funded project "Capacity for the 2030 Agenda 2.0".

Conclusions and Way Forward

As 2020 was marked by the COVID-19, some of the activities had to be postponed by 5-6 months and the workshops have been fully transformed into the online format.

At the same time, the **COVID-19 crisis and related social distancing and lockdown measures have considerably increased the interest in online learning and collaborative tools**. The relevance of data related learning and StaTact has also increased as a result of the COVID-19. On the one hand, the official statistics community was prompted to **provide close to real-time data, analyse it and communicate it effectively** leveraging new data sources and innovate in the face of fieldwork difficulties. This is where the StaTact application came in handy as the National Statistical Offices had to significantly adjust their work and **shift the focus to short term planning and problem-solving remotely**. The StaTact collaborative environment offered an excellent opportunity for doing so.

Thanks to the **additional funding from the SDC under the "Capacity for the 2030 Agenda 2.0" project spanning into 2022**, UNITAR will be in a position to **continue the work on StaTact and provide not only web maintenance, but also technical advice and promote the StaTact platform through an external website but also additional regional and national events**. One of the recommendations from this project would be for the national workshops that cannot be held face-to-face over 3 full days to increase the number of days whenever possible to 4 or 5. Face-to-face national workshops however may be preferable in the future if the COVID-19 situation permits as they allow more exchange between different members of the National Statistical Systems and may benefit from higher levels and better quality of participation related to better concentration in a 3 full-day format. Once the members of the NSS have had exposure to and have been trained on StaTact, the application can then be used outside of workshop context by working groups as may be required.

To measure those outcomes for which it was too early to undertake a survey, UNITAR will conduct **a short survey in December 2021 – January 2022** to understand how StaTact is being used by countries, whether it contributes to better statistical coordination and what is the share of action plans that had been implemented. Data will also be collected on the application of good practices by the participants of the MOOC "Introduction to data governance for monitoring the SDGs" and included in the survey analysis document.

Annex 1. Results

Intended impact	Indicator(s)	Performance target(s)	Performance actual	Reasons for Variance
Impact NSOs using StaTact have improved operational statistical planning processes and managed to address or are making improvements towards addressing priority data gaps impeding successful monitoring on localized SDGs.	Share of polled users indicating improvements in statistical planning processes or towards addressing priority data gaps in monitoring SDGs a result of using StaTact/e-course on data governance.	20%	n/a yet User survey to be conducted end 2021-beg 2022	
Outcomes & outputs				
Outcome 1. StaTact action plans developed by NSOs are implemented fully or partially and the monitoring tool is actively used.	Share of StaTact action plans developed by NSOs implemented fully or close to fully within the stated timeline	10%	n/a yet	
	Share of StaTact plans developed by NSOs whose implementation reached 30% or more within the stated timeline	50%	n/a yet	
	Share of StaTact Working Groups having met for at least 1 mid-term review meeting	30%	n/a yet User survey to be conducted end 2021-beg 2022	
Outcome 2. UN StaTact methodology is effective in enabling National Statistical Offices and National Statistical Systems to address SDG data gaps.	Share of polled StaTact users indicating they find StaTact useful and effective for addressing	70%	97% of workshop participants have confirmed the overall usefulness of StaTact	

	their priority data gaps related to monitoring SDGs		93% of workshop participants found StaTact relevant to their work

82% of regional workshop participants have confirmed the effectiveness of StaTact workshop design | |
| **Outcome 3.** Increased Improved application of good practices in the area of official data, data governance and coordination, and statistical planning in countries using StaTact and/or countries with NSS members taken a course on Data governance for monitoring the SDGs. | Percentage of polled StaTact and Data governance course users reporting they have introduced changes or applied agreed decisions or good practices n their professional contexts as a result of the StaTact use/course

Share of polled StaTact users who feel that applying StaTact helped improved coordination and communication among different members of national data ecosystem | 70%

70% | n/a yet

n/a yet

User survey to be conducted end 2021-beg 2022 | |
| Output 1. Upgraded StaTact including updated and new functionalities making it more user friendly. | Upgraded StaTact launched

Share of polled users finding it user friendly | Yes

70% | Yes

75% of national workshop participants found StaTact user-friendly | |
| Output 2. National pilot StaTact | N of trained participants | 50 | 140 | The number of the naiotnal workshop |

workshop using the upgraded StaTact conducted with 50 participants trained.				participants was 21. This has however been compensated by a high number of participants trained 3 regional workshops held in November 2020 under SDC-funded project (113) and technical support for Grenada in January 2021 (6) raising the total number of trained persons to 140.
Output 3. A massive open online course on Data governance for the SDGs delivered and recommended to StaTact users, in particular Module 3 showcasing the use of StaTact.	N of course participants N of certified participants	200 50	851 as of Dec 2020 240 as of Dec 2019	
Output 4. StaTact administered and access provided to NSOs and relevant UN organizations.	Number of countries and other users using StaTact informed on the upgrade/profile created	30	37	In addition to sharing the information under current project, 36 countries had been trained through 3 regional online workshops funded by SDC and 1 more through technical meetings (SDC)

Major activities	Dates implemented	Scheduled to be implemented	Comments
Brainstorming meeting to discuss the redesigned concept, incl. updated user experience (improved layout and mobile experience), updated functionalities (action plan and monitoring stage) and introducing new features (user panels for national administrators, working group leaders and regular users, good practice library and sharing function)	October 2019		
Developing a new protype of StaTact application	December 2019		
Delivering Data Governance for SDGs MOOCs 1steditions	August -December 2019		
Developing a joint flyer with PARIS 21 on StaTact and ADAPT	August 2020		PARIS-21 has not made more progress on establishing TaskForce in 2020 but they are discussing this now with UNSD, UNITAR and Regional Commissions.
Developing an interactive prototype	March 2020		
Implementing upgraded StaTact	June - November 2020		
Conducting a pilot national workshop using the upgraded application	December 2020		

Administering the StaTact platform	Continuous		
Delivering Data Governance for SDGs MOOC 2nd edition	March-June 2020		
Promoting the upgraded StaTact platform	November 2020 - continuous		
Introducing StaTact to the Global Network of statisticians and data officers composed of statisticians from specialized agencies and data persons from UNCTs during a dedicated webinar.	December 2020	New	This was proposed by UNSD to promote StaTact more broadly.
Delivering Data Governance for SDGs MOOCs 3rd edition	August -December 2019		
Conducting the preliminary evaluation of the StaTact application use	December 2021- January 2022		The survey will be conducted end Dec 2021 – beg Jan 2022 as it takes time to roll out the application through side events during Regional Forum on Sustainable Development and other avenues in partnership with UNSD and other International Organizations

UN SDG:Learn

REPORT

END-OF-FIRST-YEAR SELF-EVALUATION

7 December 2020

2

Introduction

The report provides a summary of the findings and recommendations resulting from the end-of-first-year self-evaluation conducted by UN SDG:Learn. UN SDG:Learn was launched in July 2019 by UNITAR and UNSSC as a joint initiative to provide a smart gateway to learning resources on the SDGs, drawing on the successful experience of UN CC:Learn, another inter-agency initiative. The 3 key components of the UN SDG:Learn initiative include an online Platform, a Partnership with more than 50 member Organizations and a Programme providing space for collaboration between interested Partners. Benefiting from the overall stewardship of the UN Deputy Secretary-General, the initiative was supported by the joint UN SDG:Learn Secretariat comprising UNITAR and UNSSC representatives. The first Steering Group meeting was held in November 2019 and lead to the adoption of a roadmap for 2020. Three working groups have been created as a result with a focus on "Learning Pathways", "Programming, Quality Assurance, Communications and Evaluation", and "Content Distribution". All the working groups met at least two times and the first group met four times due to the co-creation work it has been undertaking. The results of this self-evaluation will be shared with all Partners and presented during the second Steering Group meeting organized at the end of November 2020.

The initiative is supported by several funding partners such as Switzerland, Sweden, Germany and Qatar. The evaluation of the initiative was identified as an important element to facilitate its improvement, ensure it helps achieve key stated objectives and assess the effectiveness of the initiative.

Scope and objectives of evaluation

The self-evaluation was conducted from August to September 2020, around one year after the launch of UN SDG:Learn, to evaluate the initial results of the initiative in terms of effectiveness, relevance, sustainability and coherence - bearing in mind that this type of initiatives may take a couple of years to get fully up to speed. The objective of the self-evaluation was therefore to improve the understanding of the needs, as well as the profiles and current experience of learners, draw some initial lessons from the initiative based on users' and Partners' feedback and make relevant improvements. It was also expected that this evaluation would shed light on why some potential users or potential course providers are not yet using UN SDG:Learn. In addition, it was expected that data and information collected during this evaluation also would serve an additional purpose, providing a basis for the development of new features such as the "Learning Pathways" interface taking into account users' expectations.

Methodology

Given the small budget of the initial project, the evaluation conducted at the end of the first year was a self-evaluation undertaken by the UN SDG:Learn Secretariat and guided by the Working Group on Programming, Quality Assurance, Communication and Evaluation. It has identified as key stakeholder platform users, UN SDG:Learn Partners as well as course providers and learners who are not yet part of the UN SDG:Learn community.

The following data collection methods have been used:

- Google analytics (total users, user return, geography, users' clicking on the link to go to the Partner page or view resource, most viewed courses/microlearning by SDG, subject and type of learning, regional pages, statistics page/statistical taxonomy, etc.)

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For actual and potential users:

- **User survey** (incl. reduced potential user version) - to be published on the platform and sent through ISSD mailing list and shared on social media channels
- **Evaluation interviews combined with "persona" interviews** with 5-10 volunteering users/potential users representing different constituencies

For actual and potential Partners:

- **Partner survey** – to be sent by email to all Partners
- Evaluation interviews with 3-5 partners (mix of active and less active partners)

Two other data collection methods have been planned but not implemented due to the limitation in time: short survey of non-Partners (learning providers) - to be sent via IISD mailing list, and interviews with non-Partners.

The list of evaluation questions can be consulted in <u>Annex 1</u>. The results of the surveys need to be **treated with caution given relatively small samples** of Partners (23 respondents for 15 Partners against more than 50 Partners) and, particularly **that of users** (115 respondents against 56'000 users) who provided their answers.

Key findings

The Platform and the initiative seem to be appreciated by both users and Partners. Young people starting their careers felt it was a **great resource for their self-development**, and a number of other users saw it as **a useful source in their efforts to raise awareness**, **educate and engage with local communities on the SDGs**. However, **more needs to be done** in making sure it is **promoted to new target audiences** and **features relevant content** since the user-friendliness of the Platform does not necessarily fully translate into most effectively enabling learners to find relevant offers. **40% of respondents also identify themselves with vulnerable groups,** either by being their representative or by working with them.

When asked about subjects of interest or topics on which users could not find courses, the responses seemed to suggest that **the existing courses are relevant but not sufficient in terms of thematic coverage**. There has been an overwhelming interest in finding learning on some frontier topics such as crypto-currency, etc., and some emerging issues such as COVID-19 response and other, but also in project management, monitoring and evaluation, and heritage in the context of the SDGs. In terms of competencies, many participants wanted to strengthen community involvement, storytelling/communication, data and statistics, leadership, teamwork, public speaking, negotiation, systems thinking & anticipatory competencies, training and coaching skills but also technical competencies. Users seemed to be interested in having **more access to educational materials and toolkits they could use in their capacity-building activities**. Partners wanted to see more of **success stories** and **good examples** on the Platform. The **Learning Pathways approach** has received a positive feedback.

Taxonomies are mostly clear and straightforward, both thematic and types of learning, and the Platform is easy to navigate through but **some fine-tuning may be necessary**. On the questions related to access by constituencies, users have appreciated this suggestion and some felt that searching by traditional topics should also be explored. Some Partners felt it may create another level of complexity but others indicated that **special landing pages** could be way forward. Some Partners also indicated that target audience and certification should be clearly stated for each product.

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Partners felt that the Platform was particularly useful in promoting their learning offer but also **in learning more about other partners' products**. Some partners were interested in sharing knowledge and collaboration and one called specifically for **more co-creation**.

There is an interest in **taking courses in other languages** beyond the six UN languages. Partners have agreed with this statement and some recommended the **strengthening of collaboration with regional organizations and universities around the world**.

The Platform was not perceived as creating duplication. Most responses indicated that **there were no other similar Platforms** although there were Platforms with a high number of courses such as SDG Academy whose may not be fully covered.

Partners indicated **overall satisfaction with the work of the Secretariat, with some divergence:** single voices praising an excellent effort or indicating the burden. There was a suggestion related to more concise communication and a more intensive use of modern tools. Furthermore, there has been a great emphasis on strengthening engagement with Partners on the promotion of the Platform through their Organizations and with the help of their communications teams, including an interest in an **editable newsletter**. The Secretariat was invited to further **stimulate the collaboration between Partners**. Some Partners indicated their interest more specifically in **receiving more information and analytics** to understand best the performance of their content.

Recommendations

To ensure the Platform features more relevant content, the **expansion of the Platform to include new Partners** with their existing content and **the development of new courses addressing frontier and emerging issues or the needs of new constituencies** seem to be desirable. As a first step, this could involve the **mapping of the existing offer among non-Partners**, and the **review of the courses under development by UN SDG:Learn Partners**. The mapping of the MOOCs is another one to be followed by a systematic mapping of new external offerings in the future. This issue could be also part of the overall discussion on the **Partnership strategy for UN SDG:Learn**. Furthermore, when existing Partners have not published all their content, a bilateral discussion may be required to understand the obstacles and find solutions. This could also help address the **availability of content in other languages** through new Partnerships with regional organizations and universities around the world.

To ensure the Platform contributes towards leaving no one behind, beyond the linguistic aspects, it is important to address the **accessibility of the learning offer through offline versions of the courses, downloadable and mobile formats, the prioritization of free learning,** encouraging reduced costs, and **conducting a survey to better understand the learning needs of vulnerable groups** and those who work with them.

The development of **special landing pages** should be encouraged and new Partnerships brokered where there are gaps. Two ideas are currently under development: special landing pages for Businesses with special interest in reaching out to SMEs (while also closing gaps for large companies) and that for Youth.

While overall the search design seems to be effective, **some fine-tuning is required** such as creating sections for Goal 17, reviewing the approach to the 2030 Agenda and Breaking the silos tags, inclusion of automated archiving for courses with no specified timelines after one year, with a notification to the course provider, providing descriptions for some terms; adding

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options for including summaries of evaluation results, reviewing the list of categories that should be indicated for each submission by including the price (clearly stating free if no fee), target audience and certification.

Efforts to **strengthen communication via diverse social media channels** such as Twitter and Instagram should continue, including automated course promotion. There is a need to **engage more with Partners and their Communications Departments** to promote the Platform with promotional toolkits and coordinated social media campaigns, develop an **editable newsletter**, and explore the possibility of **involving personalities** from within and outside UN as UN SDG:Learn Champions (e.g., videos with UN Deputy Secretary-General Amina Mohammed, scholars such as Jeffery Sachs, or famous youth leaders, or movie stars). During the Second Steering Group meeting, where the draft evaluation report was presented, several Partners suggested that a Working Group dedicated to Communications may be needed to strengthen the outreach of the Platform.

Efforts with co-creation started within Learning Pathways Working Group should also continue with those Partners who are interested to contribute. In addition, this could be space for exploring the suggestions on **success stories and good examples** as the development of potential joint micro-learning, **practical solutions for people on the ground** and **learning materials that can be used to engage with communities**. Other co-creation could include collaboration on blogs and organic content with the Programming Working Group involving more UN experts. Finally, during the Second Steering Group meeting, several Partners expressed an interest on **collaborating on the development of joint learning courses/resources**.

Space could be created to promote knowledge sharing between Partners through "How-to-webinars" or working around learning issues selected by Partners.

Partners should receive data analytics updates to understand best the performance of the content once the IT solution has been implemented.

The **engagement with Partners interested to collaborate needs to be continued** and further encouraged. The work of the Secretariat could be further strengthened by **exploring new solutions for making communication clear, concise and real-time** (e.g., use of communication platform Slack).

Data analytics

The Platform currently features a total of **270 courses**, and **150 micro-learning** bits. The initial mapping of courses and micro-learning conducted in May 2020 demonstrated that the areas best covered included cross-cutting areas and Goals 1, 2, 5, 6, 8, 13, 16 and 17 , and the areas with gaps included Goals 3, 4, 7, 10, 11, 14 and 15. After the mapping, sever partners provided the content contributing to SDGs 1, 3, 4, 8, 9, 10, 11, 12, 13, 14, 15 and 17. However, the gaps remain in the area of SDG 7 and for microlearning for SDG 4. As the content updates on a regular basis, the mapping would need to be conducted on a regular basis. **59 partners** have joined the initiative and 35 contributed their materials to the gateway. In addition, several regional organizations have the opportunity to contribute to the special landing page on statistics through the Global Network of Institutes for Statistical Training.

As of 9 November 2020, there are **more than 60,000 users** on the platform with the users representing different regions (Figure 1).
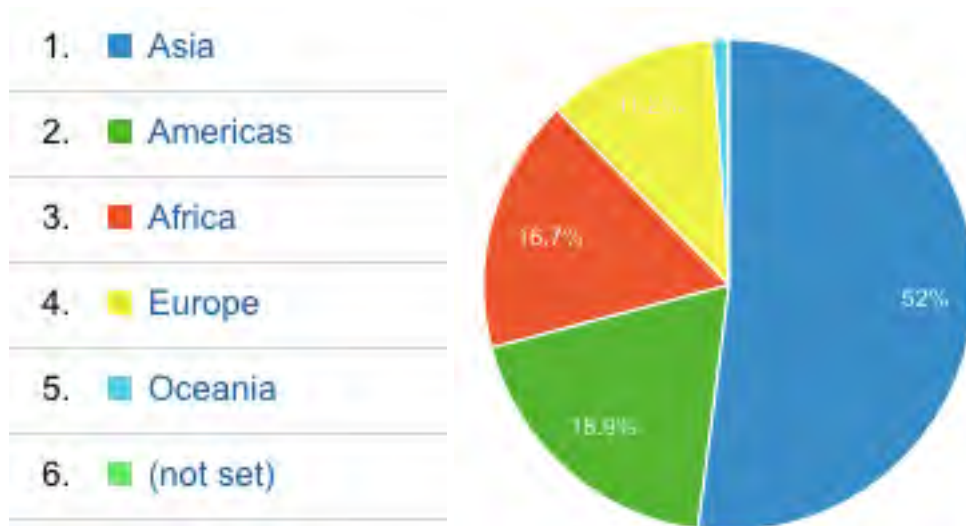
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Figure 1

The number of users has grown sharply starting from March-April 2019 against the backdrop of the the COVID-19 lockdowns in a number of regions and the efforts of UN SDG:Learn Secretariat to promote the Platform through paid social media campaigns.

In regards to the demographics, the platform is used by all ages starting 18 years. It is most popular among the population aged between 25 to 34 years, closely followed by 18 to 24 years. More than half of users live in Asia, with significant shares from the Americas and Africa, and to a lesser extent Europe.
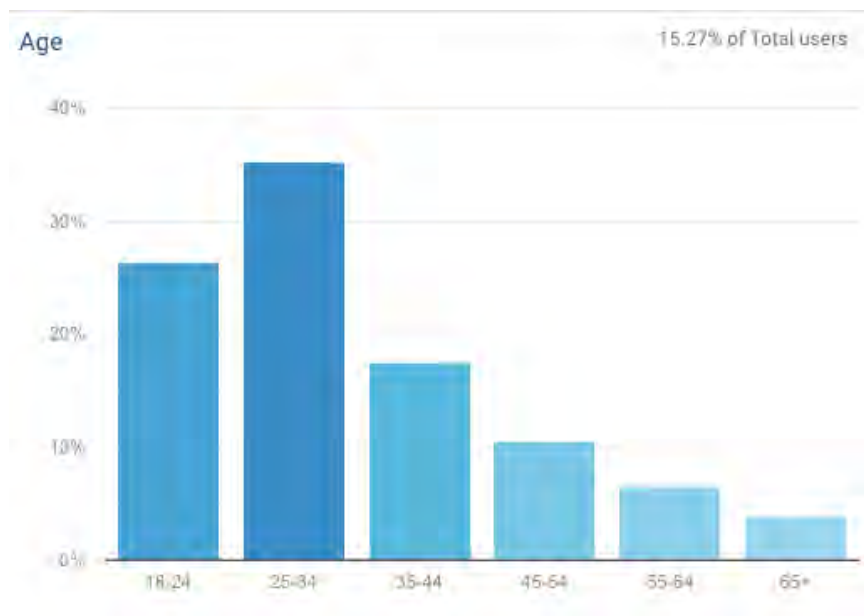

Figure 2

Gender breakdown shows that more male representatives use the platform, although the difference is not particularly prounounced.
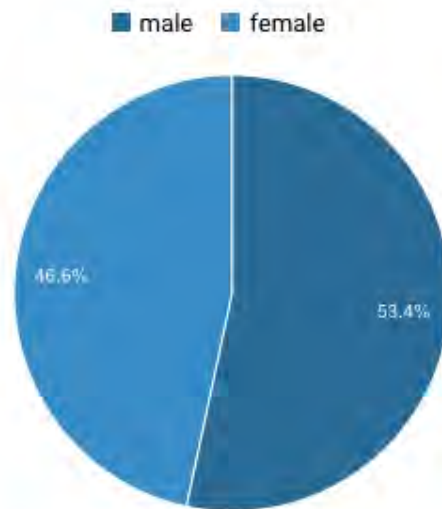
7

■ male ■ female

46.6%

53.4%

Figure 3

A solution will be implemented to help Partners track how the traffic is being driven to their learning platforms.

Analysis of the results of the Partners' feedback

In total, there were **23 responses** to the partner evaluation survey, representing **15 partner organisations**. Regarding how the responding partners use the platform, the SDG area most covered by learning provided by partners was **"2030 Agenda" overall**, accounting for 56% of responses. The individual SDG areas most covered were **SDGs 4 and 5**, with 34% and 31% of responses respectively. **"Breaking the silos" and SDG 7 were not selected** by any respondents as areas covered by their learning (figure 4).

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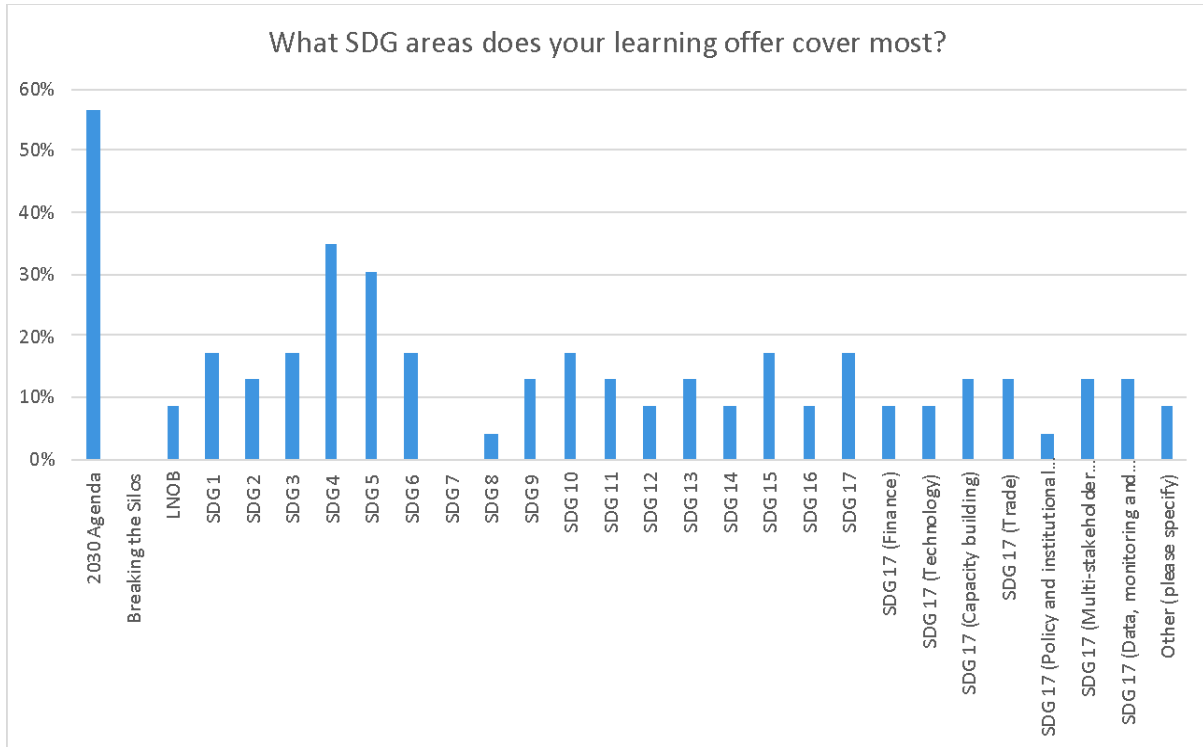
Figure 4

Partners were then asked about the **main added value** they derive from the UN SDG:Learn platform. "Promoting our offering to the broader public" and "learning about courses other organisations are offering" were the two most common responses, each with 72% (figure 5). Half of respondents selected "sharing knowledge and experience with other partners", while none of the respondents considered the platform to add no value.
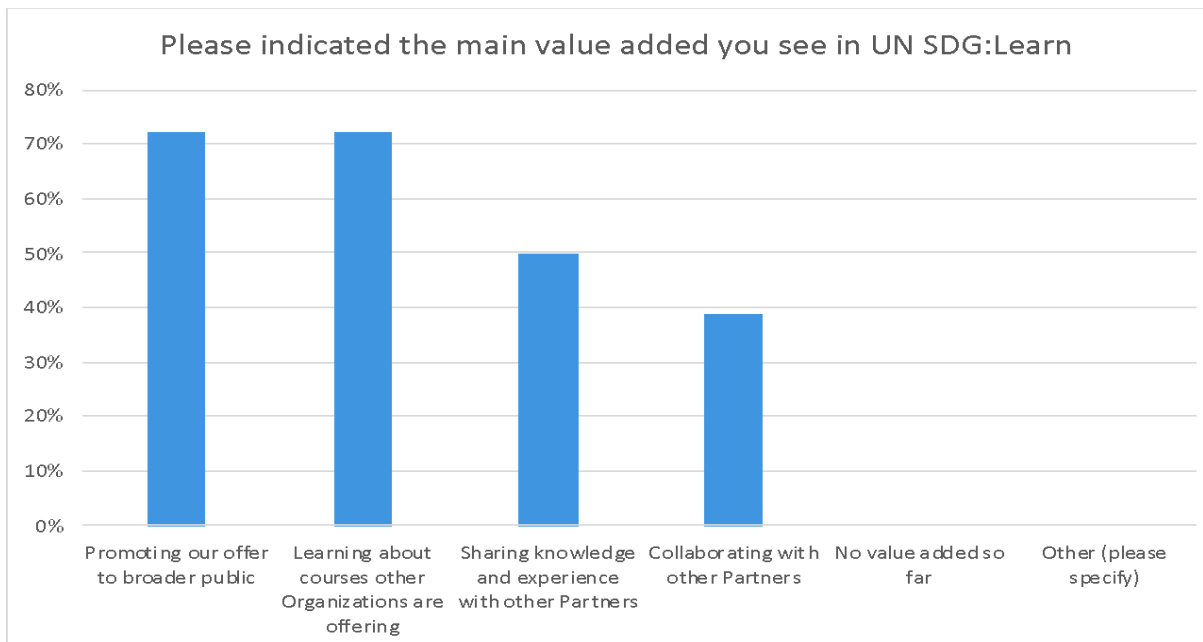

Figure 5

9

Asked to rank the platform on the **criteria of relevance, effectiveness, user-friendliness**, a third of respondents rated UN SDG:Learn as very relevant, and a majority of respondents considered the platform to be very user-friendly and effective for search and comparison. More than 80% of respondents answered that the platform was very or moderately effective in enabling learners to easily identify the most suitable learning course quickly (figure 6). Asked about other platforms they knew of with similar services to UN SDG:Learn, 69% responded that they knew of none, while 25% responded they knew platforms with somewhat similar services. These were listed as the SDG Academy and UNSSC. One participant commented that linkages to the SDG Academy and other providers have not been sufficiently established.
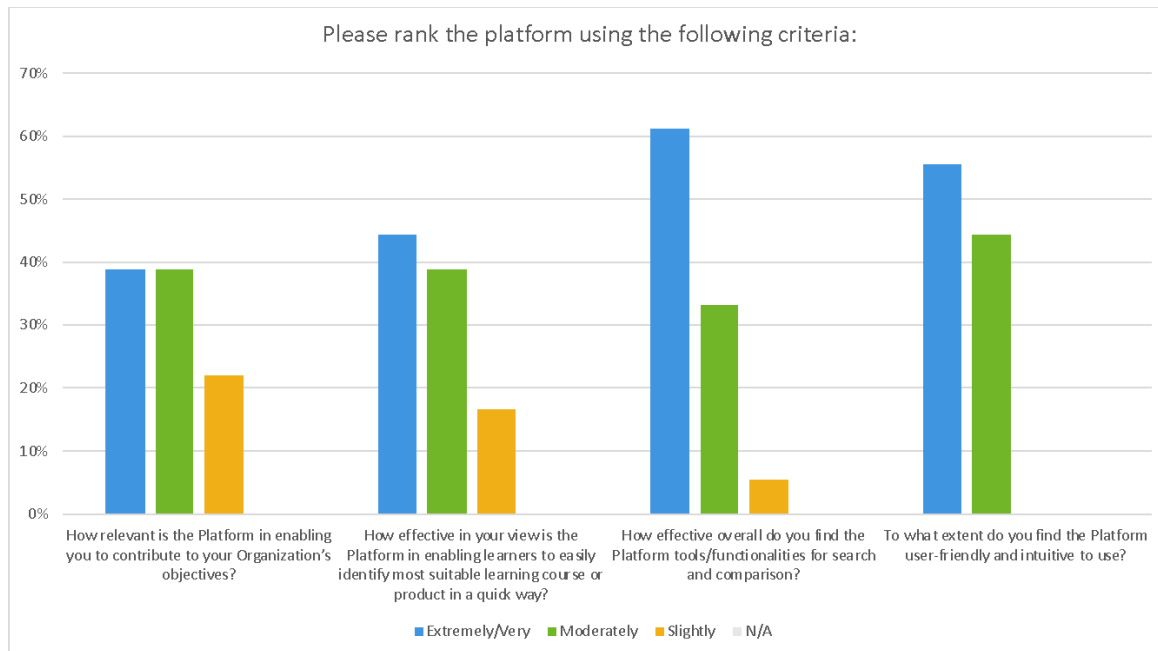

Figure 6

Regarding their satisfaction with the UN SDG:Learn initiative, approximately equal numbers of respondents indicated that they were either very/extremely satisfied or moderately satisfied with the initiative overall and with the current working modalities (figure 7).
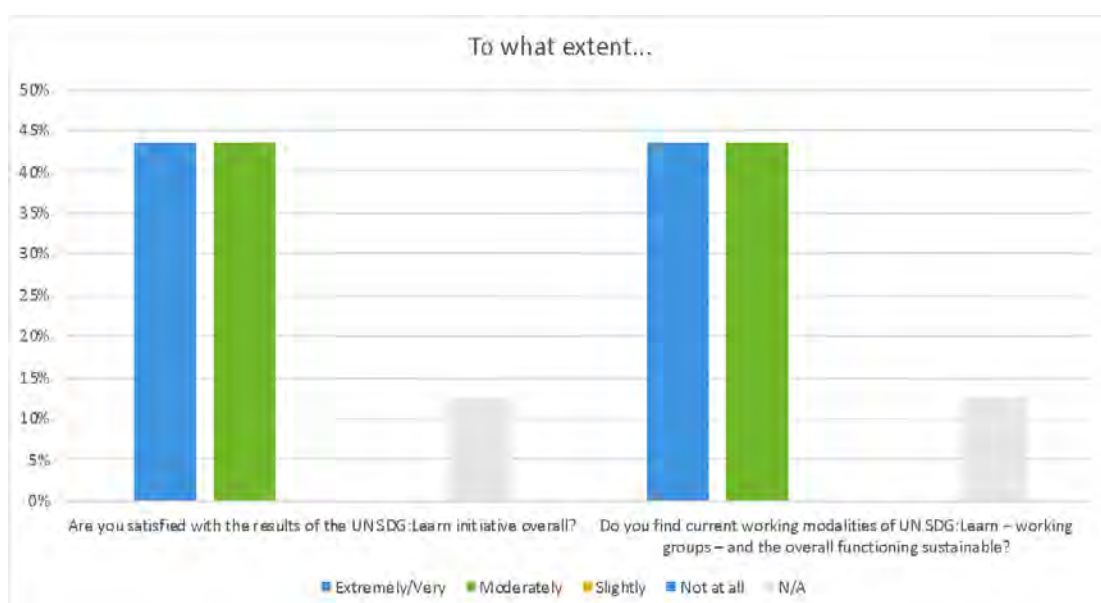

Figure 7

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Taxonomies

Survey participants were then asked a series of questions relating to the thematic taxonomy and types of learning taxonomy used on UN SDG:Learn to categorise learning offers.

On the **thematic taxonomy**, comprising "2030 Agenda", "Breaking the silos", "Leave No One Behind" and "SDGs 1-17", a majority of respondents felt that these categories were **mostly clear and straightforward** (figure 8). However, around 10% of respondents felt that "Breaking the Silos" and "Leave No One Behind" were not clear and straightforward.

A common suggestion to improve the taxonomy was that "**breaking the silos**" was too broad, and not sufficiently differentiated from "**2030 Agenda**". Participants also suggested more precisely defining each term, or creating an article with a list of topical areas.
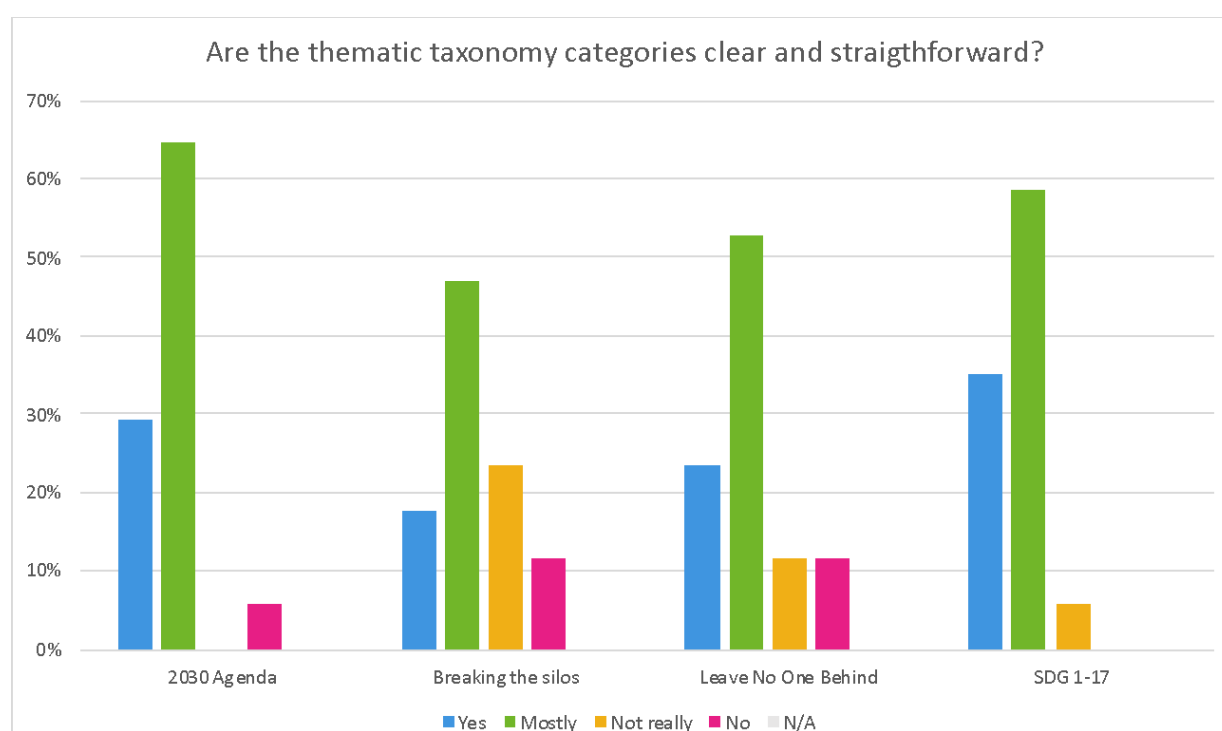

Figure 8

Participants were then asked specific questions regarding the 2030 Agenda and Goal 17 categories. On the "**2030 Agenda**", 35% of respondents answered that the cross-cutting topic "2030 Agenda" should be **limited to courses that only talk about the 2030 Agenda in general**, such as an introductory course, or Stakeholder Engagement for the SDGs. 12% felt the topic should be removed altogether, while 30% expressed that **it should remain as is**.

On the **"Goal 17"**, there was a strong preference (76%) for Goal 17 **to have sub-sections** of finance, technology, capacity building, trade, policy and international coherence, multistakeholder partnerships, data, monitoring, and accountability in the thematic taxonomy.

Turning to the "**types of learning**" taxonomy, participants were asked how clear and straightforward they felt the categories were (figure 9). The majority of respondents felt that the categories were clear and straight-forward.
Respondents were **undecided** on whether an **additional taxonomy based on constituencies** would add value. Reasons cited were that it would require more analysis, only if it does not lead to a long list, and that it depends on how it would be developed.
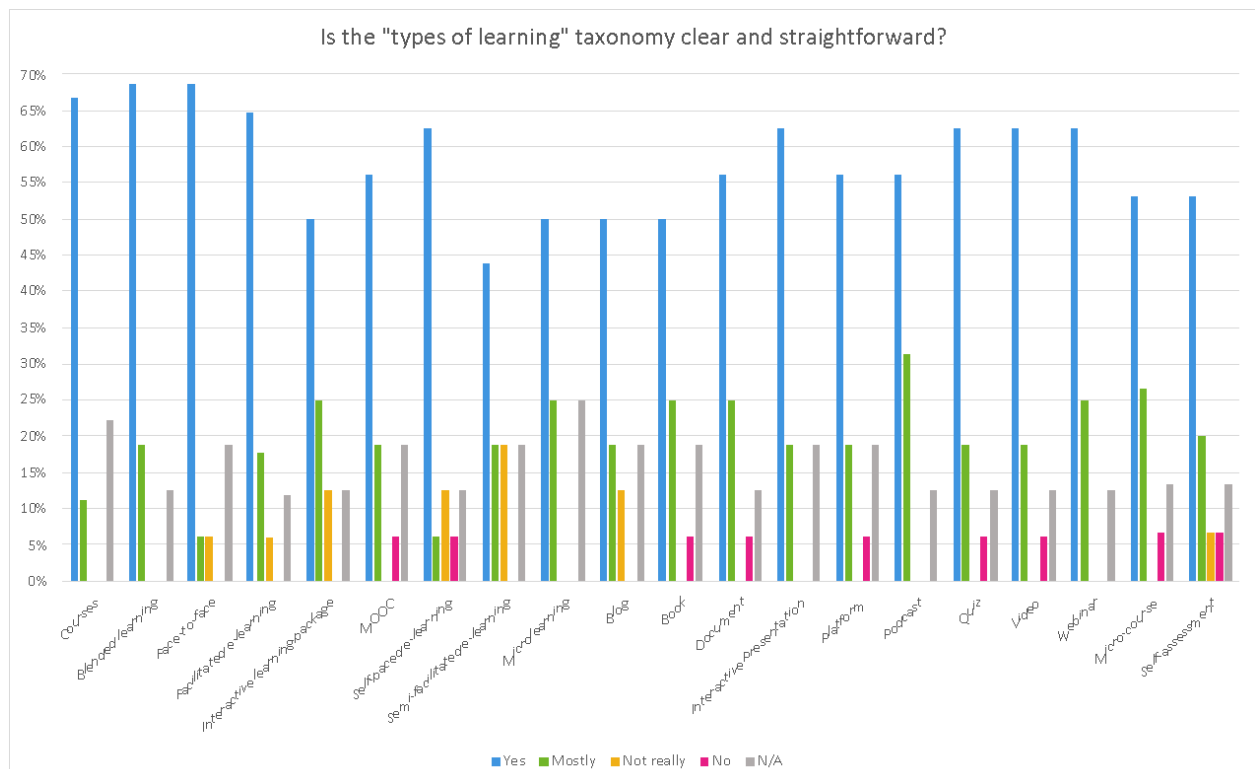
11

Figure 9

Participants were then asked about the timelines and archiving of courses. Regarding courses with no specified timelines, participants overwhelmingly felt that the best way to deal with them was to automatically archive them after one year, with a notification to the course provider.

Communications

Participants were given space to make suggestions regarding improved communications for the UN SDG:Learn platform. Some comments included:
- The communication currently in place from the Secretariat is sufficient. Internal communication in my organization needs to be strengthened for staff and stakeholders.
- Need languages other than English, and also work more closely with the regional UN mechanisms (if not yet explored). Would help if more information is provided on the author of the material to make a best choice as there are many things included.
- Use of public figures to promote the platform.
- Use more diverse social media channels, definitely including Twitter and Instagram; collaborating with partners to amplify outreach.
- Organize "how-to" webinars? Publish some blogs on what a participant will learn from a course.

A common theme was increased engagement with partners:
- Send to the partners the promotional kit, tag the partners, etc.
- Coordinate the campaign with partners.
- Each partner should actively be involved in the promotion of the platform,
- Engage partners more, we are not aware of related communication
- Connect directly with our org Communication & Events chief/team (complements my efforts)

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- Would be good to get some model communications for promotion within our organizations.

Development of new assessments /working group streams

Participants were asked to rate the relevance of the deliverables of the three working groups (Learning Pathways, Programming, Content Distribution). 50% felt that the **Learning Pathways** group was relevant, compared to 43% for **programming**, and only 19% for **content distribution**. 6% felt that the programming and content distribution working groups were not relevant for the objectives of their organisations.
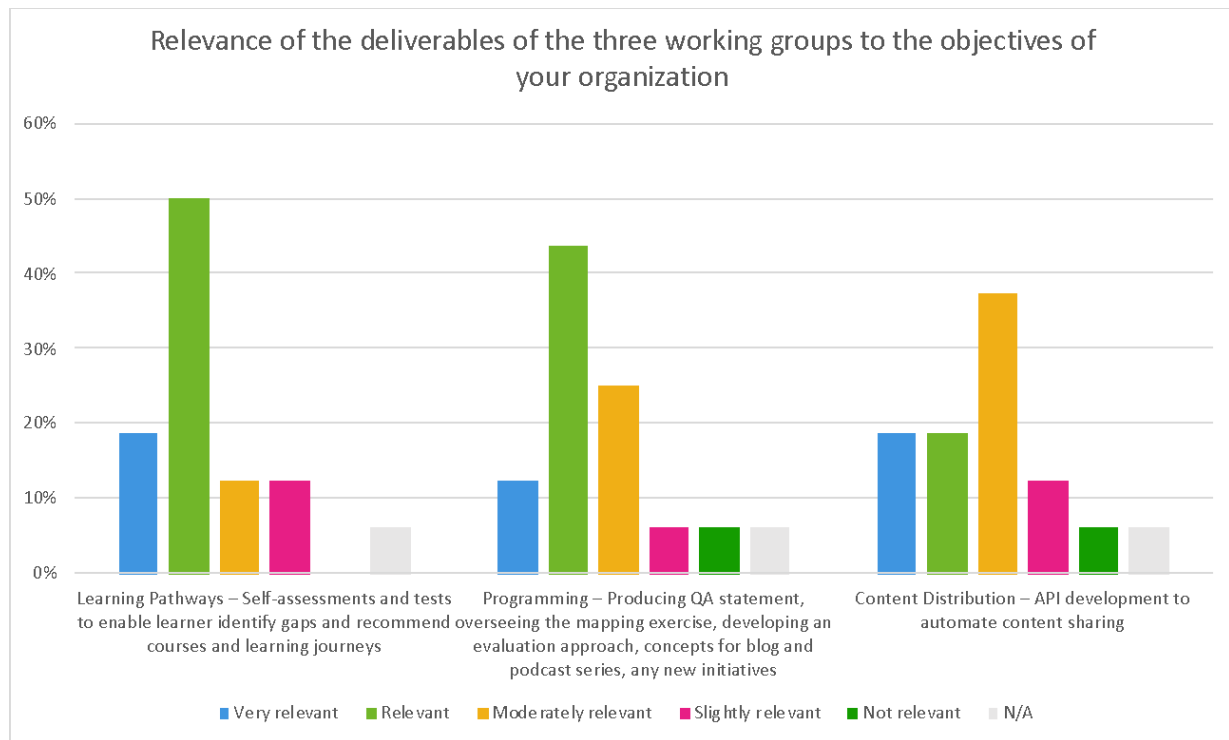
Figure 10

With regards to the **Working Group on Learning Pathways**, participants were then asked for their interest to be involved in the development of the new interface with assessments and recommendations for UN SDG:Learn.

50% of respondents were interested in publishing selected tests or assessments relevant to their area of work, and **just under 20% were interested in collaborating to develop joint assessments** (figure 11). However, a number of participants cited a lack of resources or capacity that prevented them from committing.

13
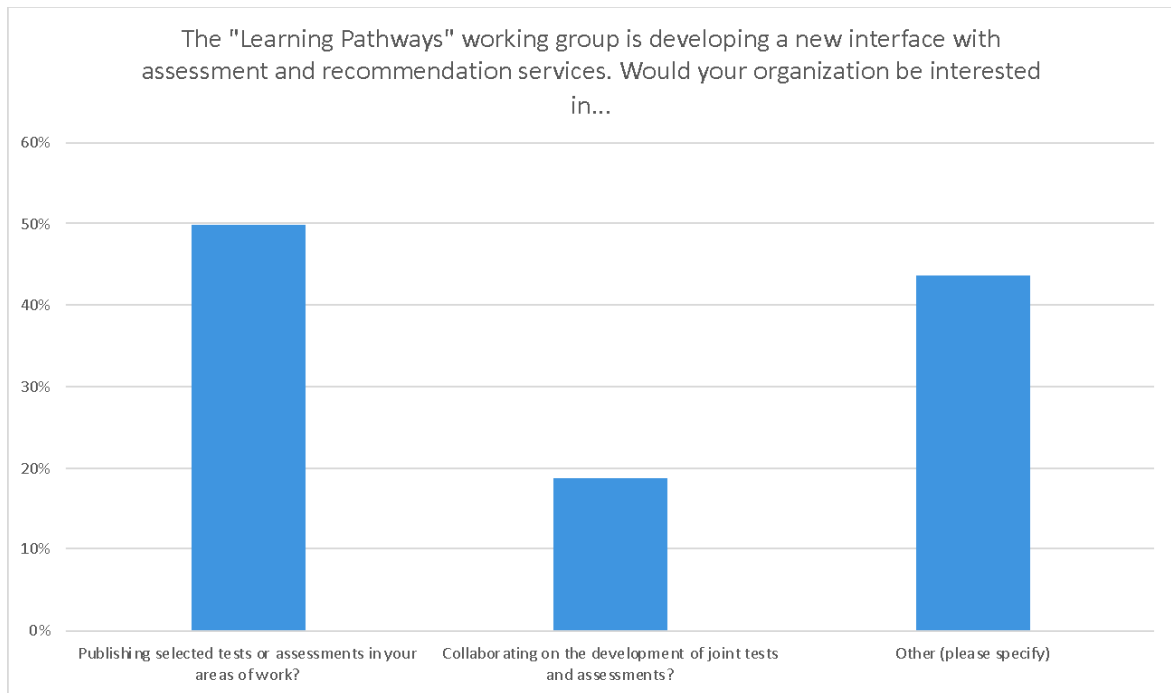
Figure 11

What competencies do your courses or microlearning address?
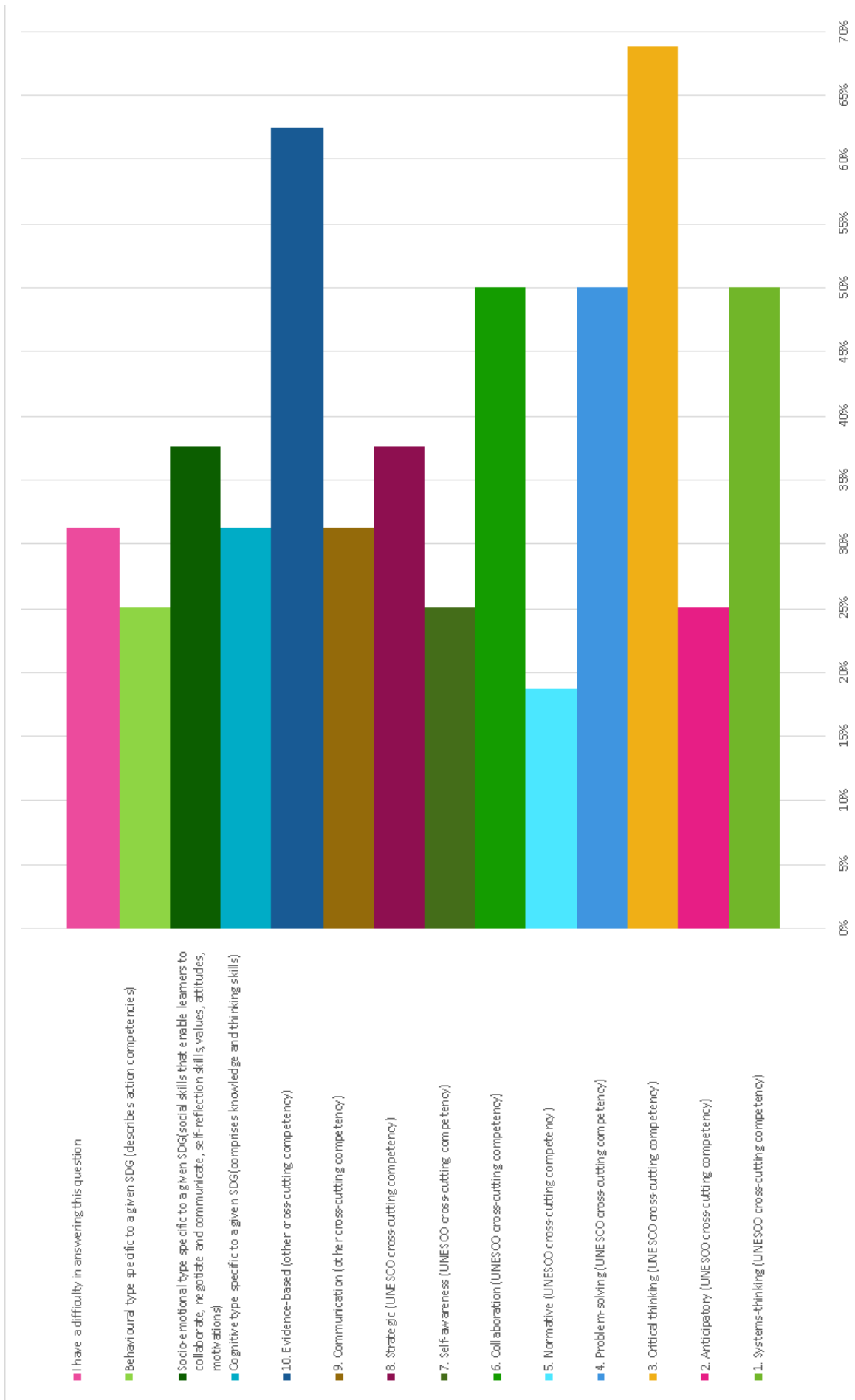
Figure 12

Regarding the competencies that would be most relevant to their courses, the most popular responses were **critical thinking** and **evidence-based**. 50% of respondents also selected **systems thinking, problem-solving**, and **collaboration** as relevant competencies (figure 12).

On the subject of the kind of learning their courses address (declarative-factual, declarative-conceptual, procedural, metacognitive-strategic, metacognitive-conditional, metacognitive-self-knowledge), the most common types of knowledge were **declarative-conceptual** and **procedural** (figure 13). Metacognitive-conditional and metacognitive-self-knowledge were the least common types of knowledge, selected by only 19% of respondents each.
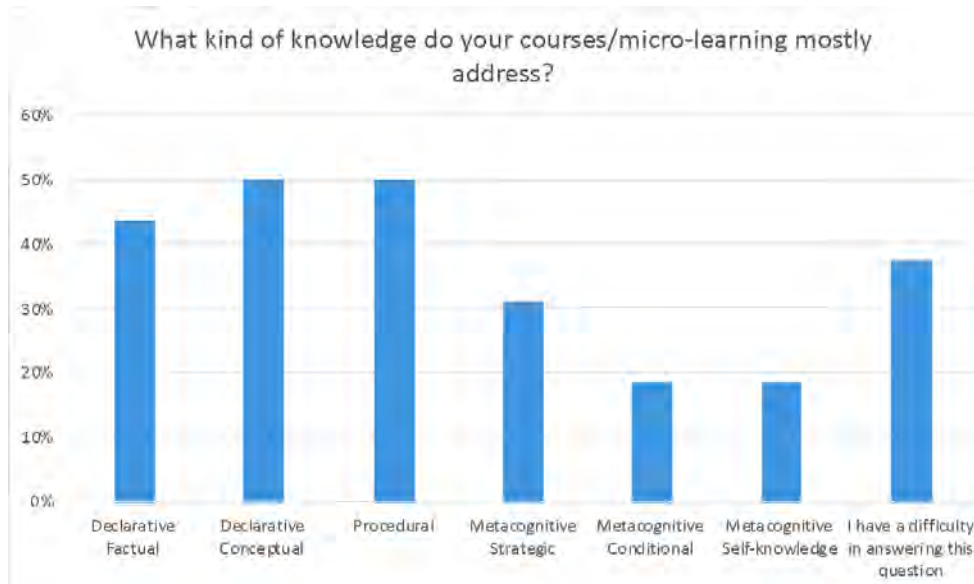
Figure 13

With regards to the **Working Group on Content Distribution**, participants were then asked if they would be interested in using an **API solution** developed by the Working Group to update and share their courses and learning products (figure 14). **25% responded yes**, while 31% responded "other", citing that they would like to know more, or that they couldn't answer the question at this stage because they lacked bespoke courses.

Figure 14

16
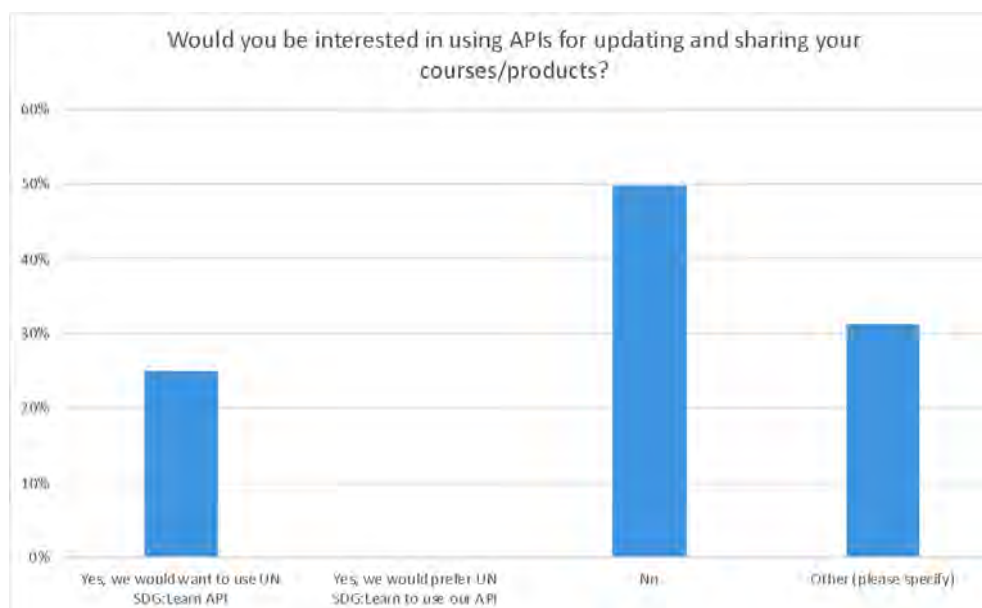
Other services

Asked if they would be interested in a range of other services on UN SDG:Learn, 50% responded positively to the addition of **summaries of evaluation results** for courses to course pages, while 56% were interested in the partnership having an editable newsletter (figure 15).

Figure 15 — Would you be interested in...
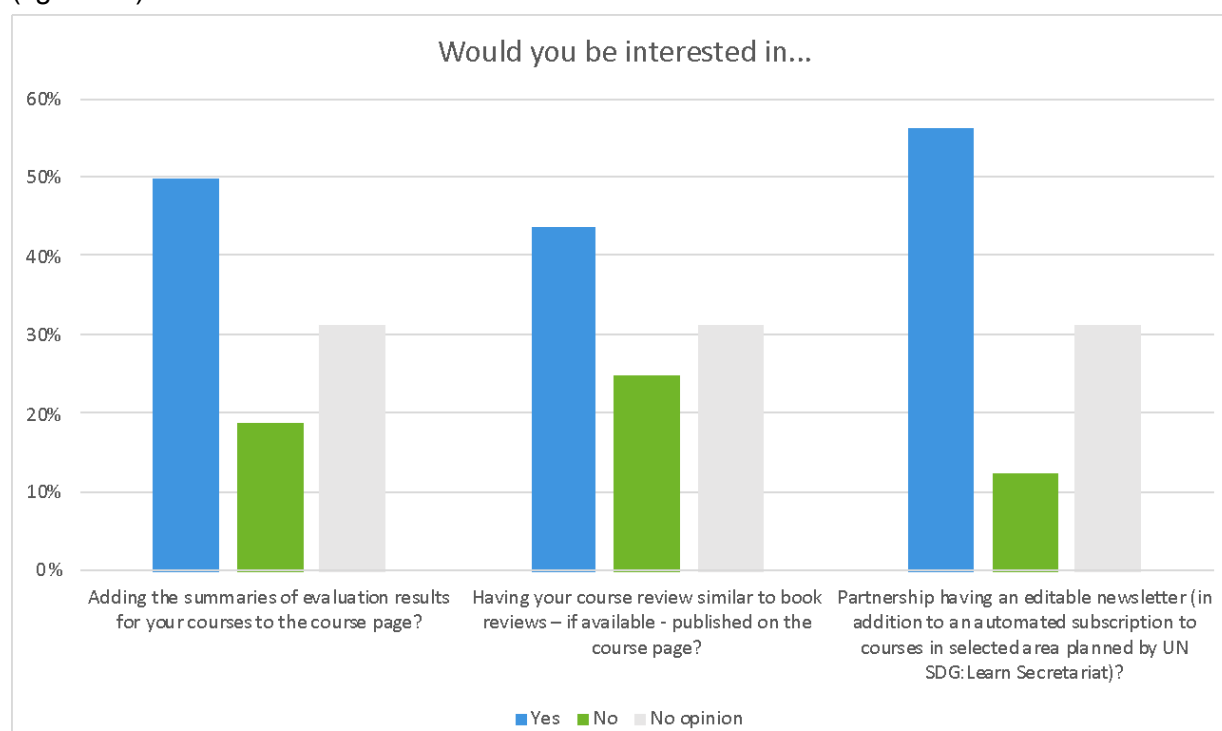
Figure 15

Given a free response, other useful learning related services that participants suggested for UN SDG:Learn included:
- Series of success stories and good examples to learn from.
- Receiving more information and analytics to understand best the performance of the content.
- Provide links to relevant capacity development platforms and fora in the various thematic areas.
- Designation of materials by role, such as for teachers, professors, professionals, and training by target audience.
- A two minute animated video explanation of what the platform is about – the platform is good but more marketing is necessary.
- Target audience and certification should be clearly stated.

The survey closed with a free response on any other suggestions partners had regarding the work of the UN SDG:Learn secretariat, including communication with partners, and the UN SDG:Learn initiative overall.

Responses regarding the Secretariat included:
- Mobile application.
- Facilitate or stimulate collaboration between partners more.
- The communication from the UN SDG: Learn Secretariat has been very efficient.
- The most concise and clear information that can be sent our way would be very appreciated. I'm very interested in analytics and performance.

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- Is there a real-time communication platform like Slack? Email is useful because it's asynchronous, but the added friction also inhibits deeper conversations and connections.
- Centralize the administration and curation. Provide a service, don't give us more work.

Responses on the initiative overall included:
- Quick-learn initiatives.
- Encourage us to co-create.
- More outreach via diverse social media channels, such as Twitter and Instagram.
- Is there targeted outreach when a session is added or about to begin, or outreach around content that relates to a big international event (ie SDG 15 content push during the Summit on Biodiversity)?
- Keep up the good work!
- Real-life good examples and lessons to be learned.
- Identify key (learning) questions from partners so we can jointly try and address them
- We appreciate our partnership and we're happy to continue to collaborate and identify ways to best scale up our efforts and increase our impact together.
- Internally I am trying to strengthen communication around the platform. It is early days yet and we need to get a sense of how popular the platform is for staff before sharing some additional ideas on how the platform can be enriched.

Analysis of the results of the Users' feedback

Composition of respondents:

There were **110 respondents** to the user evaluation survey, representing 60 nationalities from **55 countries**. The results of this survey therefore need to be treated with caution given a much higher "population" size (56'000 users). 60% of respondents were male, 40% were female. The most common age group to which respondents belong was **25-34 years**, closely followed by
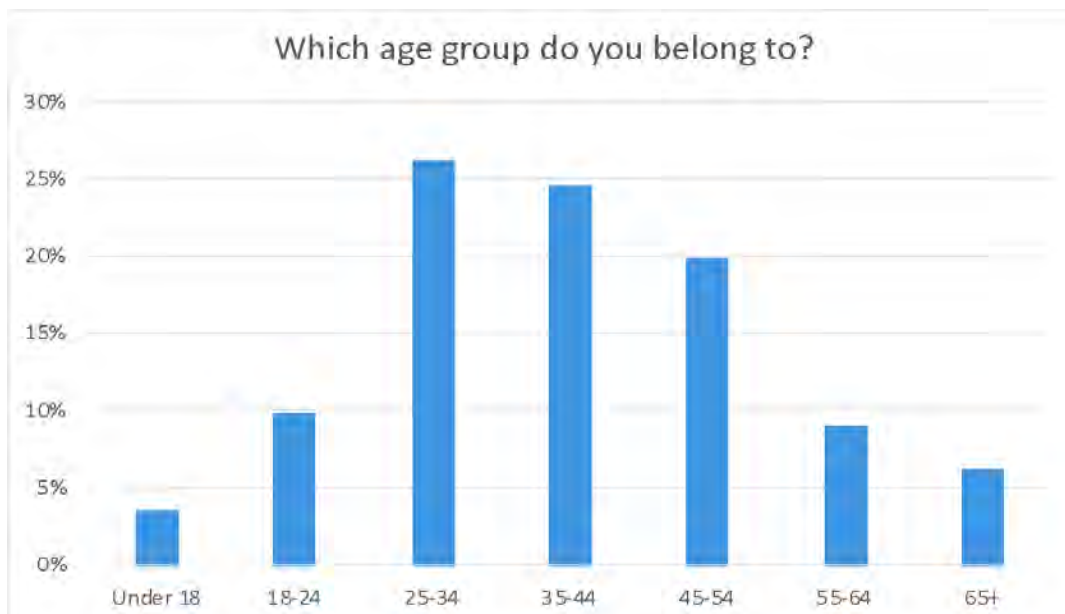
Figure 16

35-44 years. The least represented age group among respondents was under 18, with fewer than 5% of respondents (figure 16).

Most respondents described their background as **UN Global, academia**, or **students** (figure 17). 40% said they had a **direct link to vulnerable groups**, either belonging to or working to support them.
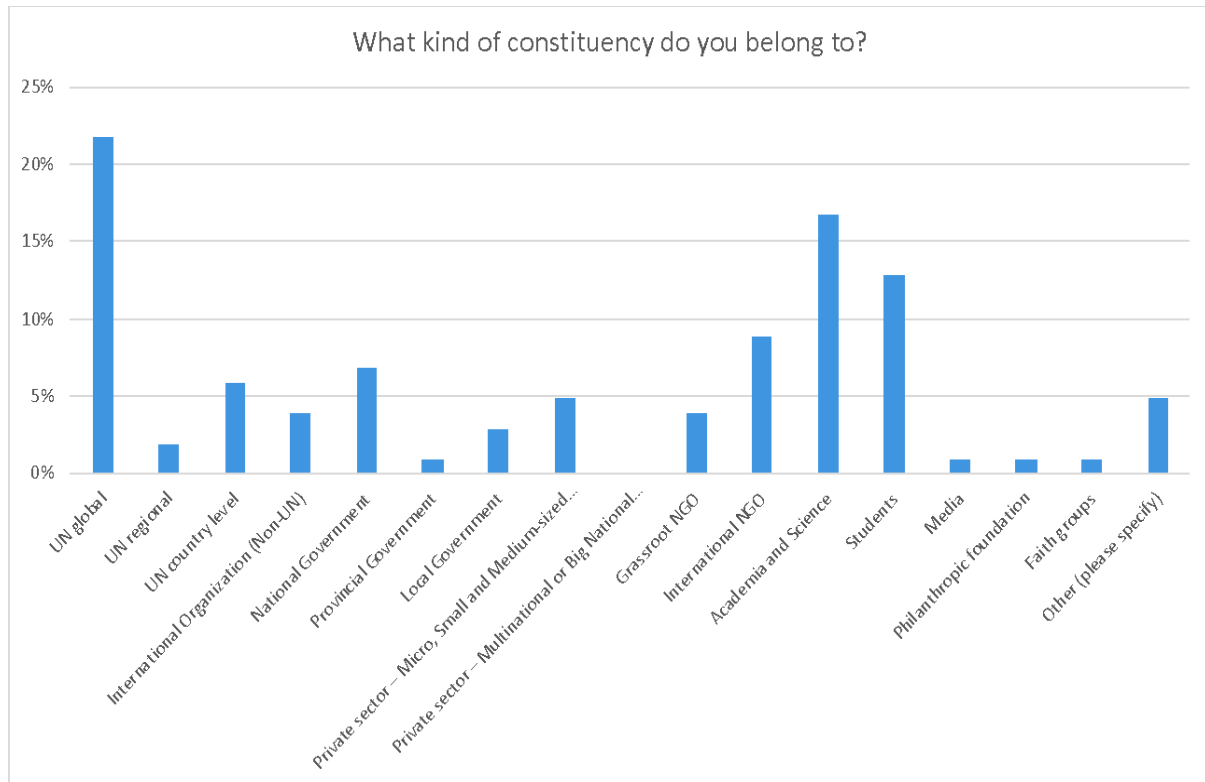
Figure 17

Accessibility

5% of participants considered themselves to have a disability, and the average extent to which the platform met their disability requirements was "moderately".

Interests

Asked which SDG areas interested them the most, most participants responded with **the 2030 Agenda overall**. Of the individual goals, **SDGs 5, 6, 12 and 13** were the most popular (figure 18).
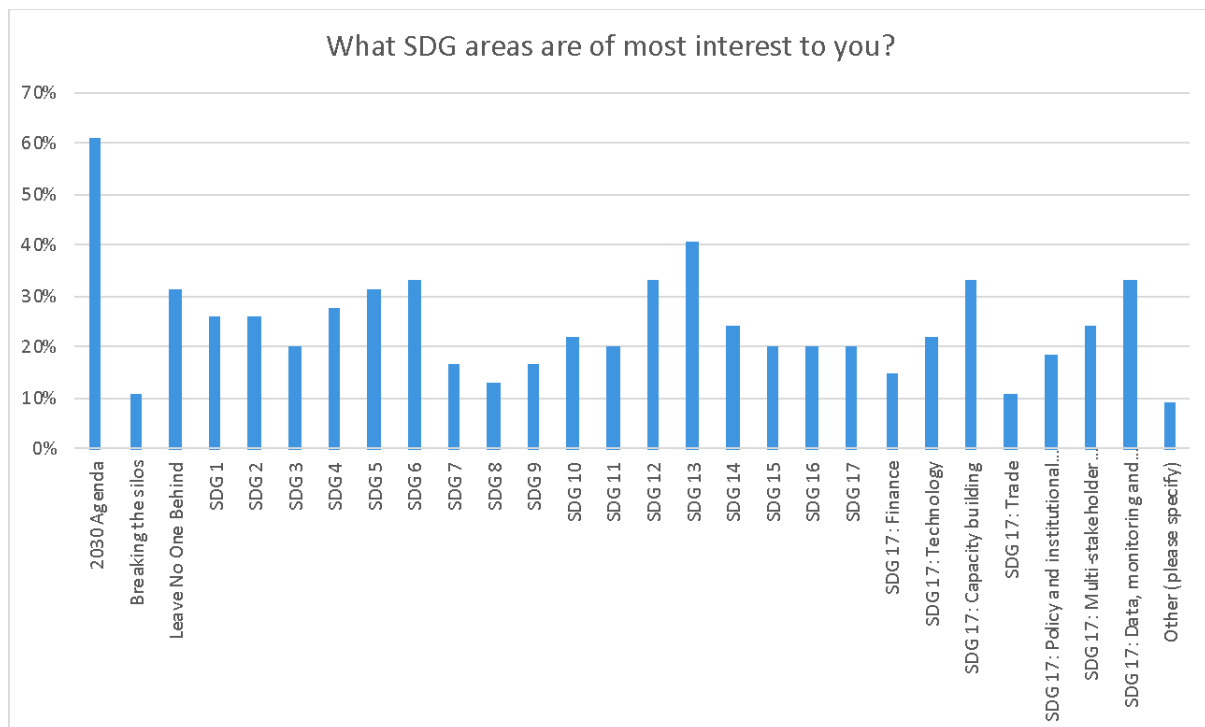
Figure 18

In a free response question on which subjects they would be interested in finding learning offers/products on, the answers included:

- M&E
- Sustainable development
- Resources and capacity
- Health
- Data and statistics
- Technology
- Education
- Economy
- Industries
- Humanitarian
- Peace
- Urban development
- Heritage
- Oceans
- Vulnerable groups
- Agriculture and food security
- Poverty
- Pollution and waste management
- Justice
- Environment
- Tourism
- SDG integration and integrated policies
- Cryptocurrency
- Water resources
- Training and skills development
- Stakeholder engagement
- Governance
- Communication
- Climate change

The types of competencies that participants would like to strengthen in relation to the SDGs were listed as:

- Community involvement
- Storytelling/communication
- Data and statistics
- Leadership
- Teamwork
- Public speaking
- Negotiation

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- Systems thinking competency
- Anticipatory thinking competency
- Training and coaching
- Technical

The types of learning that users were most interested in were **self-paced e-learning** and **documents**, scoring 56% and 57% respectively (figure 19).
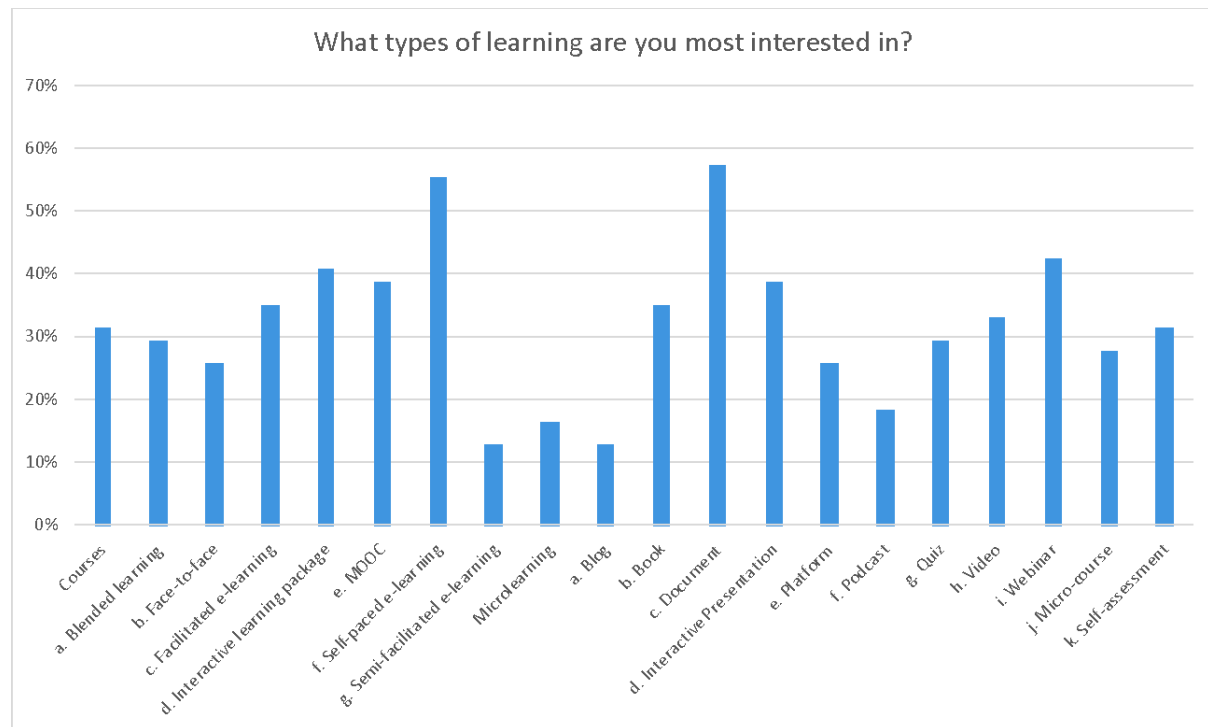
Figure 19

Use of the platform

Participants were then asked a series of questions regarding how they use the UN SDG:Learn platform, including search tags, languages, user-friendliness and whether they had taken any courses.

The **most common search tag** used on the platform was **SDGs**, with over 80% of respondents selecting this (figure 20). The next most popular search tags related to the subject and type of learning. The statistics theme was used by 17% of respondents.
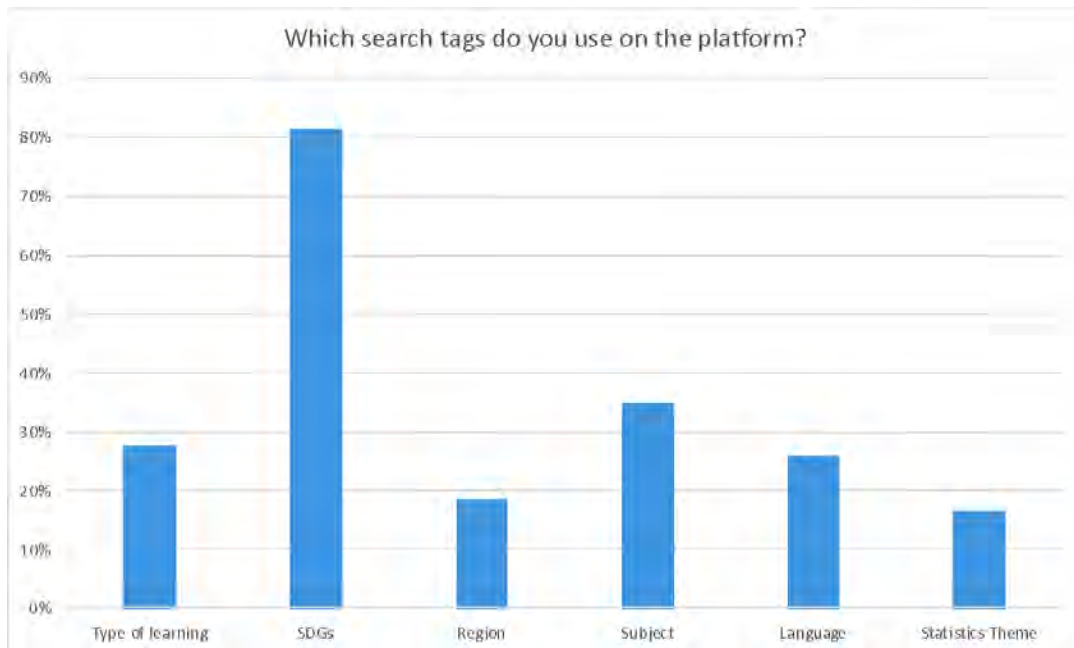
Figure 20

68% of respondents said that there were no topics they wanted to take a course on but couldn't find on the platforms.

The topics that were listed by participants as not being available on the platform included:
- Psychological bases on education.
- Agenda 2030
- Languages and UNDRIP inclusion (child, women, safety)
- Project Management.
- Heritage Preservation.
- Theory of change.
- Social inclusion for prisoners.
- Blue economy, environmental management.
- How wars and conflicts affect climate actions or mitigations.
- Cyber Security.
- SDGs and AI.
- SGVB AND UNV in peacekeeping.
- Indicator wise policy framing.

Other languages that users would like to see included:
- Hindi
- Thai
- Norwegian
- Dari.pashtoo
- Quechua
- Bengali
- Tamil
- French
- Hausa
- Arabic
- Russian
- Pulaar/ Fulfulde
- Tamaceq
- Italian

Asked how relevant, useful, and effective they found the platform:

- 70% found it extremely or very relevant.

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- 79% rated the overall usefulness as extremely or very.
- 57% considered the platform matched their needs extremely or very well, with 28% rating it as moderately.
- The effectiveness of the platform overall was rated effective or very effective by 76% of respondents, and the effectiveness of the functionalities as tools was rated effective or very effective by 71% of respondents.
- 82% of respondents found the existing taxonomies to be clear, while 61% supported the introduction of **a new constituency taxonomy**.
- 96% of respondents agreed that the course and micro-learning descriptions were sufficient for them to make a decision on taking a course.
- 30% of the respondents surveyed said they had taken a course/micro-learning after using the platform.
- 89% of respondents experience no technical problems while using the platform.

Regarding the user-friendliness of the platform, most respondents said they found the platform very user-friendly, up to date, and easy to use (figure 21). Between 30-35% of respondents answered n/a concerning the usability of the platform on a mobile phone or tablet.
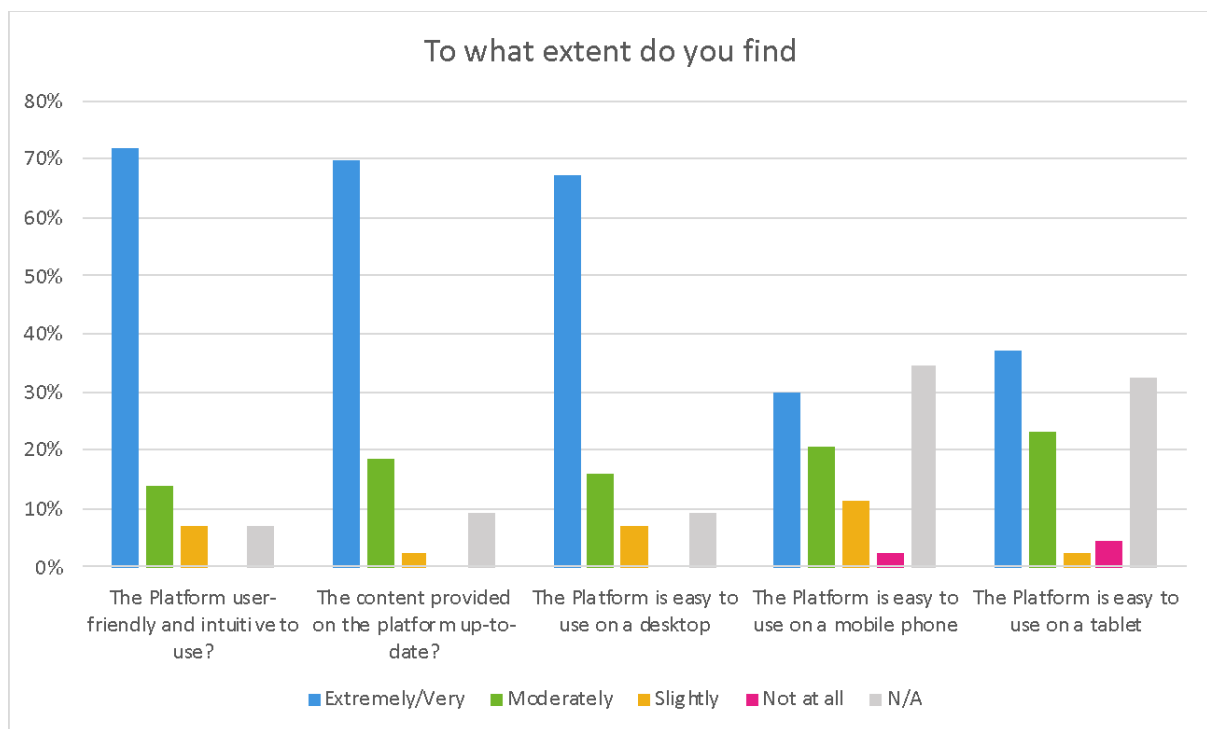
Figure 21

27% of respondents said they had identified and taken courses or learning **on policy coherence** with the help of UN SDG:Learn. Nearly 30% of respondents said they had identified and taken **a course or learning on leave no one behind**, and 23% **on gender equality**.

For those who had taken courses on these topics, around 70% said their awareness related to the concept had very much or moderately increased, while over 65 % said they were very much more confident in developing or implementing coherent policies and practices aimed at ensuring no one is left behind (figure 22). More than 50% indicated they had applied one or more good practices. The responses to these questions need to be treated with caution however, as there was at least one example where the respondent who was also interviewed had said he had not

taken the course but then replied to the above questions leading to no causality. Furthermore, it would be expected that more respondents would gain a better understanding of concepts than being confident in applying the knowledge or actually applying this in practice. The results seem to indicate the opposite.
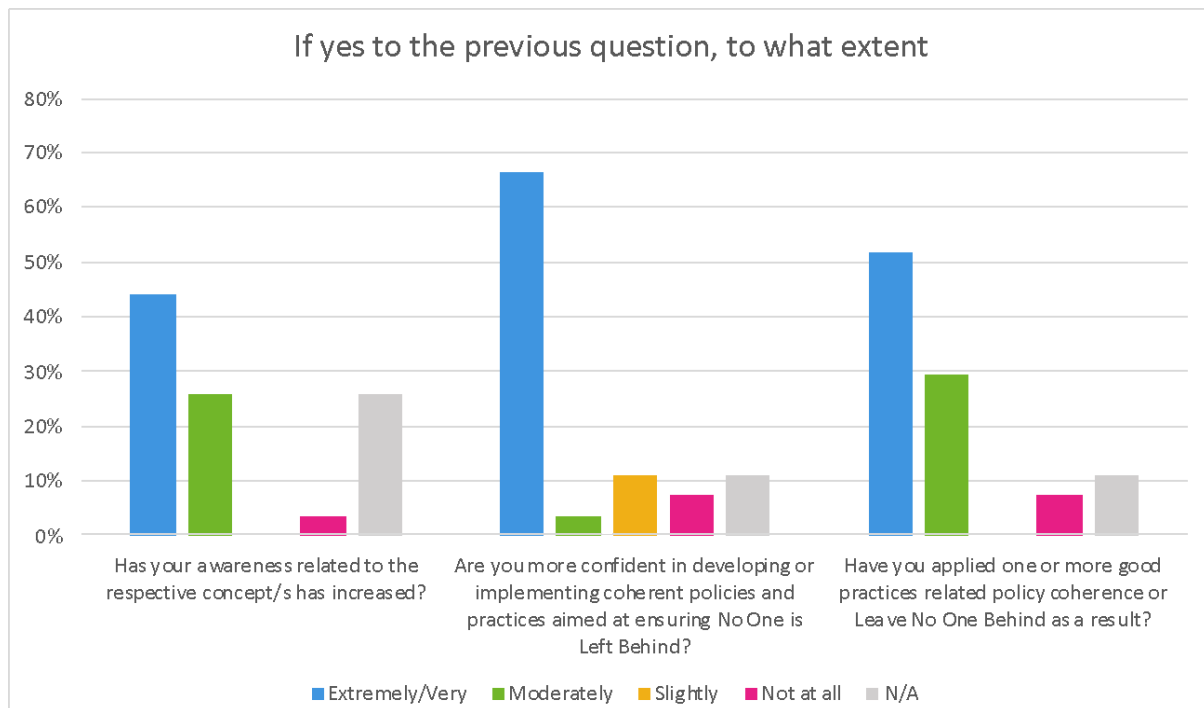
Figure 22

Respondents were then asked for any general improvements they would suggest. Responses included:
- Promote it.
- More courses.
- In developed countries, one of the most prominent barriers is the "Political will". It should be addressed.
- Moodle app on Android and iOS through easy navigation.
- Regular updates should there be any new software or program.
- To compact the Homepage to have all the needed links.
- Overall excellent impression but we need more focus on Knowledge and skill Based training as well as Real Time Dashboard for SDG performance index.

Stories

To close the survey, respondents were asked to share a story or testimonial about their use of the UN SDG:Learn Platform.

- You may want to do some outreach to let UN staff know about this platform.
- UN SDG: Learn was a great way to further my knowledge in Sustainable Cities and Communities during the lockdown. After recently graduating in the beginning of the year, I saw all my job interviews cancelled due to the pandemics. UN SDG: Learn was a great way to improve my curriculum and further my knowledge in topics that interest

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me and would make me a better professional and citizen. And all for free! [UN CC:Learn]

- "The course has allowed me to know the official and valid structure of governance of the data and information that are generated in a country so that the country can make its voluntary reports and measure the progress and contribution with respect to the SDGs.
- My number one testimony is about reducing my carbon footprint which was unknown to me until I took one of the courses.
- In every policy paper we formulate aimed for mainstreaming the equity and justice via the SDG. Other example is in development of methodology for environmental justice indicators - as we did for local governance level.
- Let try to share with this platform about the knowledge and skills I earned it through free online self-paced trainings. I can't conclude all of them here, but let me write what I can memorize of them at this current time,
  1. Earlier I was totally ignorant what SDGs are, in matters of knowledge or skills. But now I have a lot of information, after I studied a number of free of charge online courses from this UN SDGs platform.
  2. Sharing the idea of SDGs capacity building and community transformation to my other colleagues practically.
  3. Global SDGs advocacy networking and communications about community mobilization awareness events implementations.
- I am very proud to get a great opportunity to join this absolute great platform.
- The SDG knowledge and skills learnt were very helpful for my university courses, conference presentations and projects proposals.
- This has expanded my understanding and interest on SDGs. I regard myself a self-appointed SDG Ambassador and integrated them in my teachings and advocate wherever I go. I have also started a campaign on SDG smart communities, focusing on take the SDGs at local communities where it matters the most. I believe that is the only way the realisation of agenda 2030 can be met.
- It is indeed very nice interactive learning approach towards strengthening implementation of SDG 2030.

Short synthesis of feedback from interviews with UN SDG:Learn Partners and users

Four partners have participated in the interviews and around 20 users. Below is a synthesis of their feedback and recommendations, primarily from the partners. User interviewers provided more information relevant for the development of mental models under Learning Pathways and were less focused on the feedback. Partners and users were invited to provide further details where their feedback in the survey required clarifications/further development. Partners were also asked questions related to how to make the initiative more LNOB oriented, what is the relevance of the initiative to their Organization and how to ensure it remains and becomes even more relevant for all Partners beyond 2020.

Vulnerable groups: LNOB

It was suggested that the Platform needs to ensure there is content explicitly designed to meet the needs of vulnerable groups and that a survey with a large number of users might be useful in understanding these needs and what content would be most needed. Other aspects that need

to be taken into account are the accessibility through offline versions of courses, mobile format or other downloadable format. Further, it is crucial to define who these groups are, accounting for some new groups emerging as vulnerable from the COVID-19 pandemic.

Another aspect is related to the cost. Partners should be encouraged to make courses available for free or at reduced costs and the gateway should show the free ones first.

The language issue could be a significant obstacle, and the survey has shown that users are interested in learning in other languages beyond the six UN languages.

Improve relevance for users

The Learning Pathways approach enjoyed support among interviewees. In addition, it was recommended that more emphasis should be placed on a series of success stories, good practices, peer learning on the SDGs.

Users emphasized the importance of learning about practical solutions and community-based approaches.

Other suggestions included a stronger engagement with UN experts who are enthusiastic about helping with knowledge development in their areas.

Furthermore, it was mentioned that the Platform needs to better address emerging issues, such as COVID-19 and others, in learning materials.

Finally, the importance of developing more of quick learning to attract more users, such as short and catchy stories, was highlighted.

User-friendliness

It was noted that some of the vocabulary is specialized for either UN or learning industry and requires explanation by defining each term in an easily accessible glossary.

Another suggestion was to think about organization of the learning around the topics/sectors that SDGs cover (which people are familiar with) – to give an option to find learning by more traditional topic areas and depart from SDG language, e.g. talking about public areas – health department, social care department, education.

It was felt that organizing around audience is also good and could be another way of implementing the above suggestion.

One concrete suggestion was to create a thematic category on emerging issues.

Finally, it was noted that navigation - going from one micro-learning to another - could be smoother.

Partnership strategy & Interest of Partners

Current partners see UN SDG:Learn both as a way of promoting their learning but also learning about what others are doing and being connected and engaged to peers and sharing knowledge.

Some partners are interested in promoting the materials of UN SDGLearn to their staff and other partners who are featured on the platform.

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It would be important to give feedback on the platform itself, e.g. statistics on the level of users (generate some kind of a competition on the level of users – for example out of X courses Y are successful, we have driven so many hits to your site…) and show that it brings added value to each contributor.

To expand relevant offerings and close gaps, the mapping of all relevant course providers (MOOCs by universities) would be useful to see how to expand the Partnership. Systematic potential partner mapping is advised, in addition to mapping of those who work with vulnerable groups. A similar suggestion had been made to address business needs (mapping of the offer). Free MOOCs are also a resource to tap into, but the question remains whether one needs to become a partner to have their resources featured. It was recommended that the Partnership considers reaching out to accredited universities in different parts of the world to diversify the linguistic offer (e.g., ESCWA had a good experience with Oxford University, Lebanese American Universities). One additional suggestion was also to look into what a lot of small companies who offer micro-learning are doing.

Promote the Platform

One specific recommendation to promote the platform would be making videos with or engaging with public figures/celebrities as champions, e.g. UN Deputy Secretary-General Amina Mohammed, scholars such as Jeffery Sachs, youth leaders Malala and Greta Thunberg, or movie stars, etc.

Annex 1

Evaluation questions:

<u>Relevance</u>

- How relevant is the current course offer to users' needs?

  Among aspects to be addressed are:
  Types of users, users' needs – SDG, subject, type of learning, other – existing or new – and to what extent they are met
  Courses/microlearning actually taken after finding them on the Platform (completed or not)
  Gaps in course offerings vis-à-vis users' expectations
  Availability of courses in a preferred language
  Interest in planned new developments: taking assessments on the platform
  Other services that would be appreciated by users
  Continued relevance of workstreams

- How relevant is the Platform to existing and potential Partners?

  Among aspects to be addressed are:
  Partners' needs and expectations vis-à-vis UN SDG:Learn Platform
  Partners' needs and expectations vis-à-vis UN SDG:Learn in general
  Why potential Partners are not joining UN SDG:Learn

<u>Effectiveness</u>

- How effective is the Platform in enabling user to easily find relevant courses?

  Among aspects to be addressed are:
  Clarity of taxonomies for courses and micro-learning, suggestions
  Course descriptions matching course content
  Overall usefulness and user-friendliness

- How effective is the Platform in enabling users to strengthen SDG competencies, and contribute to their achievement?

  Among aspects to be addressed are:
  SDG competencies that users want/need to develop
  Concrete examples of contributions to SDGs as a result of courses/microlearning
  Competences related to policy coherence, LNOB and gender equality

- How effective was the Platform in meeting the learning needs of participants from countries the furthest behind and vulnerable population groups?

  Among aspects to be addressed are:
  Share of participants from LDCs, SIDS and fragile states
  Does it meet the needs of persons with disabilities?

- To what extent is the Partnership progressing towards the achievement of the objectives and targets of the initiative?

<u>Sustainability</u>

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- Will Partners maintain their level of engagement in UN SDG:Learn beyond 2020?

  Among aspects to be addressed are:
  Most effective ways of promoting the Platform
  Effectiveness of social media and platform-related communications
  How well does UN SDG:Learn drive traffic to Partners' offerings?
  Communication with Secretariat experience
  Adequacy of working methods

- How likely are learners to continue using the Platform and recommending it to others?

<u>Coherence</u>

- To what extent does the Platform add value to global and regional capacity development efforts on SDGs and is duplication avoided?

  Among aspects to be addressed are:
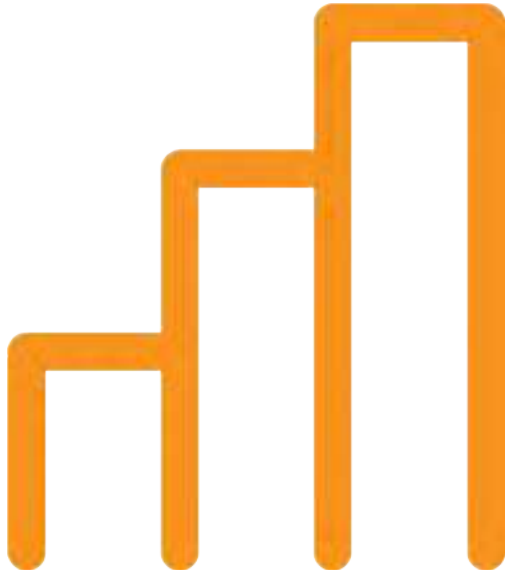 Uniqueness of the Platform
  Presence of possible duplication

- To what extent does the Partnership foster synergies between Partners?

  Among aspects to be addressed are:
  Relevance/Satisfaction with Working Groups' deliverables
  If led to joint initiatives/products between Partners

IMPACT STORY

Frontier Technologies for Sustainable Development: Unlocking Women's Entrepreneurship through Artificial Intelligence in Afghanistan and Iraq

Background

Social entrepreneurship has grown over recent years to offer innovative solutions to development challenges while promoting the generation of livelihoods. This approach could be of great importance for countries in special situations, including countries in or emerging from conflict. UNITAR, , launched the online course **Frontier Technologies for Sustainable Development: Unlocking Women's Entrepreneurship through Artificial Intelligence in Afghanistan and Iraq**, to enhance women's entrepreneurship that contributes to the achievement of the Sustainable Development Goals (SDGs) and that harnesses frontier technologies, especially Artificial Intelligence (AI). The course benefitted from a Swedish International Development Cooperation Agency (Sida) contribution to the UNITAR Strategic Framework Fund.

The programme aimed to uplift women professionals from the public sector, private sector, academia, media, and civil society organizations in Afghanistan and Iraq with new knowledge, skills, networks, and attitudes. In order to achieve these objectives, the course included modules on **entrepreneurship and innovation, artificial intelligence and gender equality and women's empowerment**. A particularity of the programme was its personalized nature. Each participant was asked to develop a peer-reviewed business plan that addressed a specific development challenge in their country or region. The participants were assigned in subgroups or "teams", where they could exchange ideas on their business plans, under the supervision of one of the programme's coaches, who were also Afghan or Iraqi.

The course was delivered over 12 weeks between January and April 2020, and consists of weekly online sessions. Personnel from Stanford University's Innovation and Entrepreneurship Programme, and regional experts acted as mentors. In addition, the programme received technical assistance from Fuji Xerox Co., Ltd., and Amada AI Innovation Laboratory Inc. of Japan.

Out of 35, 28 women between 18 and 40 years old were selected, 13 (46 per cent) from Afghanistan and 15 (54 per cent) from Iraq. The selection process criteria to consider were professional background, motivation, being related to an area of entrepreneurship, SME development, or frontier technology and innovation; and human resource development role in specific areas of professional responsibility

in addressing sustainable development. Furthermore, participants needed to secure their job supervisor's support and commitment to participate in the training.

All participants expressed overall satisfaction with the course, found it to be overall useful and intended to use the knowledge. Moreover, 82 per cent participants indicated that the information was new and 75 per cent that it was relevant to their jobs.

In this Impact Story, we review the results from course participants (and share the stories on the most significant changes to three of them. You can also read related news stories on Tamana and Madina and many more.

Learning objectives and application of knowledge and skills

For this Impact Story we conducted an online survey to understand the changes in behavior of participants seven months after the course. We received feedback from 15 participants (out of 28), representing a response rate of 54 per cent. Most of the survey respondents had a background in either entrpreneurship or project development (47 per cent), or in the technological field (53 per cent), and 24 per cent (equivalent to 4 participants) in both of them. Our in-depth interviews also confirmed that one of the motivations to enroll in the course was to complement their professional backgrounds, gaining knowledge in the area that they were not experienced in or strengthen what they already knew but from a different perspective.

Figure 1: Have you applied or transferred any of the following knowledge/skills to your work?
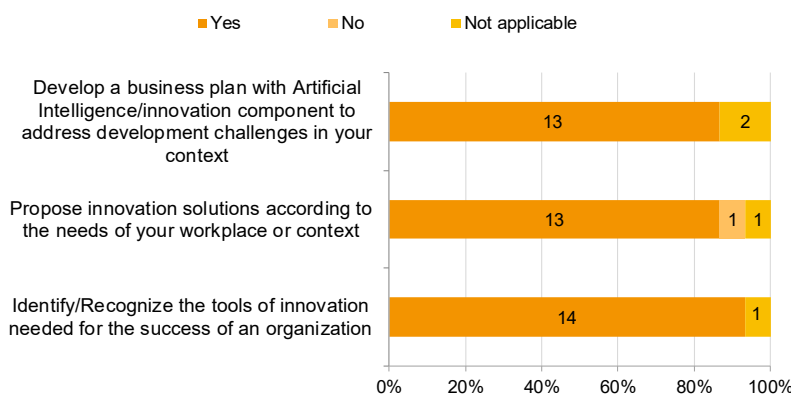
Overall, the application of knowledge and skills acquired in the course to the workplace was high (87 pe cent), except for one of the participants who was unemployed at the moment of the survey. Moroever, all of the participants considered that the transfer of knowledge and skills to the workplace was a consequence of the course, and at least 93 per cent attributed more than 25 percent of the transfer to the course.

However, the survey results suggest that "direct" application of the technical knwoledge/skills was less common, especially for those working with technology. When we asked the participants how they have applied the knowledge and skills in their workplace, the examples were related to changes in their understanding about business design notions and the importance of innovative solutions, or attempts at starting their business plans (that most of them have not been able to implement). Besides two of the participants who have now become coaches for future UNITAR courses, only two others have created marketing strategies for their organizations.

The main challenge for transferring knowledge from the course was the lack of an enabling environment or process support. Thus, support in the workplace is not only important for completing the course but for applying the knowledge after it. On the other hand, the most important enabling factors were confidence, having the opportunity to apply knwoledge and skills, and the importance of the knowledge to job success, respectively. In fact, the participants indicated a confidence of applying the knowledge above 86 per cent for all of the learning objectives. The above mentioned highlights the importance of support at work in the success of knowledge application beyond initial supervisor support at the registration.

Regarding business plan development, one of the participants confirmed to have succesfully implemented her business plan, and 80 per cent indicated that work on their project business plans was continuing after the course, but they have faced many challenges implementing them. As expected, the COVID-19 pandemic was one of the most common reasons for not being able to implement their plans. Other challenges limiting the implementation of the plans are the lack of funds for the initial investment (seed capital) and lack of time due to work or studies. Figure 3 illustrates these challenges.

Figure 2: Did you continue working on your individual business plan?

- 7% I continue working on it and implemented it
- 80% I have worked on it but not implemented it yet
- 13% I did not continue working on it
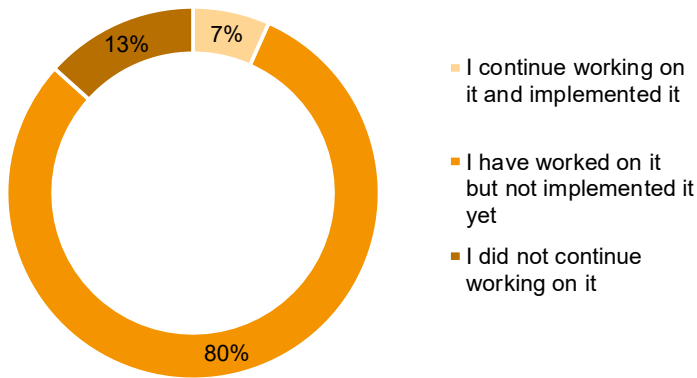
Figure 3. Main challenges for implementing the business plan

Lack of fund/ Initial investment — 4 3 %

COVID-19/Lockdown — 3 6 %

Lack of time for work/study — 2 1 %

Security in the country — 1 4 %

Gain more technical knowledge in AI — 7 %

Searching for the exact problem to solve — 7 %
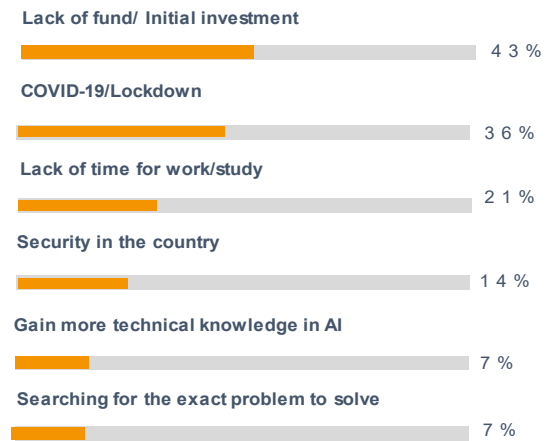
While the business plans tackled development challenges and connected solutions to the SDGs in their environments, especially incorporating barriers faced mostly by women, most of the plans did not incorporate innovation and technology elements in their designs.

Business plan developed by the participants

Digital marketing
Sheeting pricing
Beauty App
Online platform for job seeker
Technology application for rea
Recycle Kabul
AI for mental health
Provision of integrated suppor
Balochi Handicraft
Printing and copying services
Design Institute
IT Training and education
Online Grocery System
Tech learning website
E-learning platform

We had the opportunity to talk with Ms. Sara Mustafa who works as an integration engineer in a telecommunications company in Iraq. She believes that AI might be the future for the telecom sector in Iraq, and she would like to contribute to the growth of AI and data science in her country. Sara has had this wish for a long time but was lacking the entrepreneurship knowledge to lead a project and the opportunities to innovate inside her workplace. When she learned about the UNITAR course through social media, she decided to apply as it addressed her needs at that moment.

Sara found the course's webinars very informative and interactive. During the course she was really immersed and compromised, mainly because of the motivation and support of the programme coordinators throughout the process. The coaches were more difficult to reach because they had other responsibilities outside the course and needed to attend to all the teams' participants.

Creating a business plan was a great opportunity for Sara to study as much as she could and build relationships with other entrepreneurs in Iraq. She **now feels very confident to join webinars and other events related to entrepreneurship and share her ideas about the topic**. Understanding the technical business reports at work is now easier for her. She can now understand better what is behind the numbers and how to interpret margins, profits, and other business terms. The course also changed her perspectives on the future andwhat she would like to do in the next years. AI and data science is something she definitely wants to explore further.

Although the course only had one introductory session on AI, it motivated Sara to continue building her knowledge on AI and data science. While studying her degree in computer sciences, she took a few classes on AI and robotics, but as the field is advancing at a fast pace, continuous learning is needed. For Sara, the more you study the topic, the more encouraged you feel to automatize your daily tasks. For example, **after the course she started to automatize some of her daily tasks at work that allowed her to become more efficient and to complete tasks that usually took her 3 hours in just 15 minutes.** This included for example writing scripts to finding files more easily. This also increased her motiviation at work. While Sara received support from her supervisors to apply for the training, changing fundamental approaches at work by including more innovative AI and machine-learning techniques require a lot of preparation, testing and risk analysis and do not permit her to apply her skills in the short term at her current work.

Her business plan was, of course, related to data science and AI. It is about a mobile application that helps people to get personalized mental health attention in English and Arabic using machine learning for it. As accessing in-person professional psychological attention is difficult where she lives due to the high levels of stigma (people do not want to be seen at hospitals) and the short supply of specialists, Sara had the idea to create an app where people could get treatment in their

own privacies and in their local languages. After the course, she has continued working in her idea but has not yet implemented it, with the main challenges being online banking restrictions, lack of additional personnel to support the app development, and cultural issues such as lack of confidence to share personal data.

In the long-term, Sara aspires to become a leader in AI and hopes that one day she will take the initiative and be able to educate and involve more people in AI, especially youth. She believes many local development challenges can be solved by using AI, it is time for them to conduct research on how to use AI and data science and try to go forward to solving their problems. As a next step, Sara is thinking on applying to a master's degree in data science and use this potential knowledge to implement her project.

Ms. Atiqa Mirzayee

M&E Officer – Aga Khan Foundation

Entrepreneurship and gender equality for local development projects in Afghanistan

Development projects were not new to Atiqa, whose work concentrates on monitoring and evaluating programmes focusing on agriculture, economic inclusion and civil society. In a practical manner, the organization she works for also includes the notions of gender equality in its work, trying to involve women in communal activities to the largest extent possible and contribute to women empowerment (for both, the beneficiaries and the staff). Atiqa, however, had never taken a formal course on entrepreneurship or in women empowerment. Being aware that this knowledge could benefit their daily work, the organization she works for encouraged their employees to participate in the UNITAR course. Her supervisors were also enthusiastic that their employees could obtain a certificate. When Atiqa read the title "Entrepreneurship for women" she did not have any doubts about applying, as the topic was new to her. She considers that her supervisors' support was crucial to completing the course.

Atiqa is passionate about learning new things, and the UNITAR course was no exception. As she does not work on Fridays and Saturdays (weekend days in Afghanistan), she devoted these two days to attend the weekly sessions complete the course readings and work on her business plan. Atiqa found that the course helped her to gain experience in entrepreneurship and gender equality, that she can now apply theme to her work. Part of Atiqa's duties is to introduce and explain the projects to the beneficiaries: what are the projects about, their potential benefits, the activities to be developed, and level of involvement needed from the participants. When going to the field, for example, she can explain the projects better and has **used the knowledge on gender mainstreaming to explain to women about women's rights, the right to work, women's participation in society and community, and how they could earn an income by themselves and become more independent.** Atiqa told us that many women in Afghanistan are excluded from social life, but this is changing and **she wants to contribute to this change.**

Given the good atmosphere at her workplace, Atiqa has shared some of her new knowledge with her colleagues. In fact, Atiqa developed her business plan idea with a colleague who was working in Balochi handicraft as part of the projects in the division for economic inclusion, and received advice from her manager as well. In Afghanistan, Balochi women have the ability to make handicrafts and this is part of their identity, as portrayed in the picture below). Atiqa's project consists of finding a market to sell the handicrafts at a good price in Afghanistan or foreign countries. Even though the project was not related to AI, she chose it for its potential. Working on the handicrafts would keep women busy, give them the possibility to work at home, and allow them to earn an income. They could also share their skills with other women, especially to those who are illiterate or cannot go to school but they could still generate gains. Unfortunately, the COVID-19 pandemic prevented her from continuing with the project.

The support she received from the course coaches greatly helped Atiqa eleaborate her business plan. The participants in her team had a WhatsApp group, where they could share ideas and with their coach or communicate via email. For Atiqa this was highly beneficial, as most of the team members were entrepreneurs, and she could learn a lot from them. Atiqa says she is very thankful

with UNITAR for giving her the chance of participating in a programme directed to women. She hopes she can discuss ideas with other entrepreneurs from different countries in the future.

Ms. Raniya Sarra

Master Student of Computer Engineering

Foreseeing women in technology in Iraq

Raniya Sarra lives in Baghdad, Iraq. Her interest in entrepreneurship started when seeing it develop in her community as people started to head to this field to improve their economic conditions. This is why she had taken two courses and volunteered in projects related to leadership, project management, and innovation even before the UNITAR programme. These experiences impacted her a lot, and Raniya decided to combine it with her professional experience as a computer engineer. This was her main motivation to enroll in the UNITAR course, which she found thanks to a friend's Facebook post.

Raniya has a strong background in technology and already knew about AI. She specializes in information technology, worked on web development and graphic design for five years and was also a university lab instructor before she decided to start a master's degree. While the course's AI session was understandably very introductory for her, she appreciated the quality of the entrepreneurship-related modules facilitated by the Stanford team, and the modules on gender equality. Before the course, she was not that familiar with the concepts of gender equality and empowerment, the SDGs, and how to contribute to the SDGs when developing a project. Raniya also valued the course's methodology and in particular the usefulness of the assignments, the peer-review of the business plan, and the group teamwork, where participants could combine experiences for their business plan development.

The course changed how Raniya thinks when looking for solutions to challenges. Before the course, the solutions she offered were not always applicable, but now she can use the tools provided in the course. It also changes her mindset even in simple tasks that she can use at work and for her studies, as creating daily or monthly schedules. She feels that she is now better organized and using her time more efficiently.

Raniya's experience as a university instructor helped her set the problem statement for the business plan. Raniya realized that many skilled graduated students could not find job opportunities because there was a disconnection between job seekers and suppliers. She also found that this was still more common for women, who usually have fewer networks and then, opportunities to get a job. **Using the five-steps of design thinking methodology[1] she learned about in the course and video and other material from the course, she developed a plan for an application that connects recent graduate students and organizations looking for workers, with a gender component.** Her coach was of great help during the development of her plan and advised her to start small in the beginning. Continuing the plan was difficult, nevertheless, since she still needs to have the right team to implement the idea which is very technical. Moreover, other deterring factors include limitation with the initial investment, and time constraints, considering that she has started a master programme and creating a mock-up requires a lot of time.

Currently, Raniya is completely devoted to her master studies in computer engineering and although she is not volunteering anymore, she believes in the power of giving back to the

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[1] Five steps of design thinking methodology: i) empathizing to gain better understanding; ii) defining the problem; iii) brainstorming solutions; iv) prototyping the best solution; and v) testing the prototype and getting feedback.

community and engaging in small acts to improve the society she lives in. After her graduate studies, she would like to continue pursuing the business plan idea to contribute to employment generation. Raniya has applied for scholarships to study data science abroad and gain the required knowledge to continue her project. As an alternative plan she expressed the possibility of continuing her higher education and start a PhD after her studies to eventually become a professor in data science or leading a business. A motivation that led Raniya to become involved in technology is the few women in leading positions, even though there are female professors and students in the field. She would like to see more women leading the technology and innovation area in her country.

Conclusion

The course was effective to generate knowledge and skills that could be applied to innovative solutions of local needs and challenges following rigorous methodologies. It also helped to reinforce and complement the participant's expertise on entrepreneurship and new technologies. The coordinators' support and the course design (creation of teams and peer-review methodology) were important elements for an adequate generation of knowledge.

The gender equality component was relevant in the creation of the individual business plans, and in some cases, it was incorporated to the participants' day-to-day work experiences.

The application of knowledge and skills within the participants' workplace has been more difficult, however, mostly due to the lack of support and structures within the workplace. Nevertheless, the participants indicated some changes in their daily work, and in their personal lifes. They also have shown themselves more motivated and committed to continue learning and use the acquired skills to implement their long-term goals.

Some initial seed funding or continued follow-up with participants after the course might help participants to implement their business plans, which have been affected by the current unstable environment, and consequently lead to real changes.

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SWEDISH INTERNATIONAL
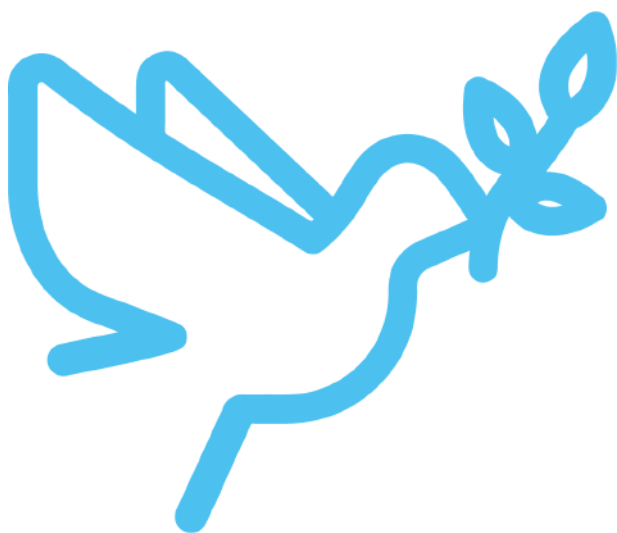DEVELOPMENT COOPERATION AGENCY

Annex 4

Long reports referenced in Annex 3

Pilot Project on the Development of a Digital Solution for Young African Women Mediators

Outcome Report

REFERENCE NUMBER

02 October 2020 Geneva, Switzerland

1. Background and rationale

As formally recognized by the groundbreaking UN Security Council Resolution 1325 (UNSCR 1325), sustainable peace is more likely to be achieved when women and girls are empowered to meaningfully take part in peace process at all levels and in all capacities. Yet, despite several global commitments to increase the representation and participation of women in mediation and peacebuilding processes, women and girls' contribution to peace is often rendered invisible due to limited and inadequate support for their work. While the numbers show that women are still severely underrepresented in formal efforts aimed at building and sustaining peace, in many cases, women already act as mediators in their direct environments, without having access to the tools needed to support their mediation and peacebuilding efforts. Additionally, the novel virus Covid-19 and the measures deemed necessary to control its spread have significantly exacerbated the challenges faced by women mediators and peacebuilders at the grassroots. In fact, the global pandemic has brought to light the urgent need to harvest digital innovation in support of women and girls' contributions to peace to meaningfully contribute to their enhanced participation in peace process from grassroots to global levels and ensure scalability.

Aware of such challenges and with the generous support of the State of Qatar, UNITAR conducted a pilot project aimed at identifying innovative ways to leverage digital innovation in support of women and girls' contributions to peace. The pilot project was particularly designed to investigate the specific mediation and peacebuilding challenges that young African women mediators face in building and sustaining peace in their communities and propose innovative digital solutions that could best support their work. The pilot phase was conducted in collaboration with 4 African youth peacebuilding networks, namely; the Pan-African Youth Union, the Junior Chamber International (JCI) Africa and Middle East, the Commonwealth Youth Peace Ambassadors Network (CYPAN), and the Cameroon Youth Mediators Network – which actively took part in all phases of the project and provided meaningful insights and ideas throughout the process.

This innovative initiative is driven by the 20th anniversary of UNSCR 1325 and in line with several global and continental frameworks, including the African Union (AU) Digital Transformation Strategy (2020-2030) and the AU Agenda 2063. Also, the project is in line with UNITAR's cross-cutting priority on Women's Empowerment in Fragile Contexts – recognising the synergies between SDG 5 (Gender Equality); SDG 16 (Peace, Justice and Strong Institutions); and SDG 17 (Partnerships for the Goals). Furthermore, the project adopted a human-centred and innovative design methodology that not only sought to place the needs of beneficiaries at the core of all efforts geared towards the full implementation of the project, but also enable enhanced collaboration among youth mediation and peacebuilding networks on the African continent.

2. Overview

Conducted from 03rd June to 09th September 2020, the present document reports on a pilot project conducted by UNITAR with the generous support of the state of Qatar and in direct collaboration with 4 youth peacebuilding networks from the African continent. The project successfully achieved its key expected outcomes, namely:

- Enhanced understanding of the challenges facing young African women mediators in their efforts to build and sustain peace in their communities.
- Provision of an innovative digital solution that could be developed to meaningfully support the mediation and peacebuilding efforts of young African women mediators.
- Development of rapid prototypes of the proposed digital solution in view of its subsequent technical design and implementation.

3. Implementation methodology

In light of the challenges resulting from COVID-19 restrictions, the pilot project adopted an innovative design and implementation methodology mainly consisting of online-based activities and consultations. As such, the project resorted to the following implementation methodology:

1. Conduct an inclusive needs assessment composed of an online survey and the facilitation of focus groups sessions with nominated youth focal points from across the African continent

to investigate the challenges facing young African women mediators in their efforts for peace as well as the opportunities of developing a digital solution aimed at supporting their work at the grassroots.

2. Lead an internal online prioritization exercise aimed at proposing an innovative digital solution in support of young African mediators based on the outcomes of the inclusive needs assessment.

3. Organize a series of online design thinking workshops with the support of African youth peacebuilding networks to generate innovative ideas as well as rapid prototypes of the proposed digital solution.

4. Indicators of achievements

a. Enhanced understanding of the challenges and needs of young African women mediators

From June to July 2020, as a first step of the pilot project, UNITAR conducted an inclusive needs assessment with 46 (76% female and 24% male) nominated youth focal points from 22 African countries. The overarching aim of this inclusive need assessment - conducted through questionnaires and online focus groups was to obtain a more refined definition of the challenges faced by young African women working in mediation and peacebuilding on a day to day basis and subsequently identify areas in which a digital solution could make a positive impact. The following paragraph provides a summary of the main outcomes of the needs assessment.

- **Continentwide and cross-functional collaborative culture around mediation and peacebuilding:** The needs assessment identified a significant lack of cooperation and collaboration among stakeholders taking part in or influenced by mediation process at the grassroots as well as a relatively low level of local ownership over the mediation and peacebuilding processes. Furthermore, the process revealed a strong desire of beneficiaries to break isolation and connect with other young women mediators as well as relevant stakeholders from across the African continent to enhance both collective and individual knowledge and skills on mediation and peacebuilding.

- **Limited knowledge and skills on mediation and peacebuilding topics:** The need to strengthen the knowledge and skills of young African women mediators was identified as a cross-cutting theme of the needs assessment. According to participants, although women are actively involved in mediation and peacebuilding in their communities, they often lack the needed knowledge and skills to successfully conduct their activities at the grassroots. Key identified knowledge and skills gap primarily relate to core peacebuilding and mediation topics as well as those pertaining to stakeholder's engagement, gender-specific topics, and advocacy strategies, among others. A knowledge and skills gap were also identified as crucial in supporting the younger generation of women mediators which are often eager to build peace in their communities but lack the necessary tools and guidance to bring their passion for peace into development.

- **Low digital literacy and disproportionate access to internet connectivity/digital devices:** The issues of digital literacy and digital divide and that of access to digital devices was raised several times by participants of the needs assessment as key challenges faced by young African women mediators at the grassroots. Yet, all participants agreed upon the need to leverage new information and communication technologies to elevate the amazing work that many young African women mediators do to build and sustain peace in their communities. Perhaps building on social media features, offline access and the relatively wide usage of smartphones. Implementing such efforts were perceived both as a highly strategic empowerment tool for women mediators and innovative for it could play an important role in mobilizing youth and large audiences for peace.

- **Gender- specific challenges to mediation and peacebuilding at the grassroots:** The issues of stigmatisation and violence endured by women mediators were underlying themes of the needs assessment. In fact, a number of participants argued that even though women are naturally more equipped to be good mediators, local practices and norms significantly limits their contributions to peace. The issue of Sexual and Gender Based Violence was also

mentioned several times as key impediments. These findings stress the importance of including a gender sensitive and women empowerment approach in supporting the work of young African women mediators. Furthermore, it highlights the need for a safe space where women mediators can freely express their problems and find solutions.

b. Proposed digital solution for young African women mediators

Following the inclusive needs assessment conducted from June to July 2020, a thorough analysis of key findings and prioritization exercise was conducted as an internal process to suggest the development of innovative digital solution in support of young African mediators. This process made ever clearer that all meaningful efforts geared towards supporting young African women mediators needed to be holistic and sustainable over time. As such, the proposed digital solution will adopt a three-pillar approach which includes the following main components:

i. The establishment of an online community of practice for young African women mediators

The first component consists in the design and implementation of an online community of practice (CoP). Such a platform will enable the connection of mediators with specialists, experts, networks, partners, stakeholders and other mediators, whether from grassroots to managerial level or from local to transnational level. This will provide a safe space for the mediators who will be able to learn informally about mediation practices, methodology, attitudes, as well as expand their digital skills.

ii. Enhanced capacity and capacity development offerings on mediation and peacebuilding for young African women mediators

The second component of the solution will focus on enhancing the provision of learning offers aimed at developing the skills, knowledge, and attitudes of young African women. UNITAR proposes to implement this outcome through the design and development of online self-paced courses, massive open online courses (MOOC), small private online courses (SPOC), video learning or any other relevant online training methods. Furthermore, targeted face-to-face trainings and trainings of trainer on mediation and peacebuilding could be designed and implemented for the benefit of young African women mediators to ensure scalability and meaningful support to all identified beneficiaries.

iii. Greater digital innovation on mediation and peacebuilding in support of young African women mediators

The third component relates the enhancement of digital innovations on mediation and peacebuilding to address specific challenges that young African women mediators face at the grassroots. Focusing on issues of digital literacy and digital divide, this component of the digital solution will contribute to enhance the digital access of young African women mediators. This is mainly to facilitate access and sustain engagements with the proposed digital solutions, which in turn will greatly advance to mediation and peacebuilding efforts of young African women mediators. UNITAR foresees the organisation of a hackathon to generate technical solutions in furtherance of this key component of the digital solution.

c. Development of rapid prototypes of the proposed digital solution for young African women mediators

In line with the proposed digital solution, a series of online design thinking workshops was held on 8th, 9th and 11th September 2020 to generate innovative ideas and rapid prototypes of the digital solution. This highly interactive and innovative phase of the project was conducted in collaboration with 4 African youth peacebuilding networks which provide innovative ideas and protypes of the digital solution. It is worth mentioning that this phase of the project mainly focused on providing rapid prototypes of the first component of the proposed digital solution – Establishment of an online community of practice (CoP) for young African women mediators. Furthermore, a PowerPoint document (to be considered as annex 3 of the present report) provides a visual representation of the generated prototypes.

i. Generated ideas and rapid prototypes

The online design thinking workshops mainly consisted of highly interactive and innovative activities aimed at (1) building empathy with end users of the online CoP, (2) identifying design challenges based on the key needs and interests of the end users, (3) generating innovative solutions to address the identified design challenges, (4) creating low-fidelity prototypes of the generated solutions. The

generated prototypes each focuses on addressing a specific need and interest of the end user of the online CoP. Key among them relate to a need to provide a safe space for young end users to freely express themselves and engage in meaningful conversations with their peers; a need to include offline features in the application to facilitate access to all beneficiaries, as well as a need to develop a platform which engages a vast target audience from across cultures, languages, geographical region, level of education, digital literacy, and digital access.

As a result, a number of innovative ideas and prototypes were generated by participants which include among others:

- The development of fun games, serious games or gamification features in the online CoP to enhance engagement of beneficiaries and support the participation of younger generations in peace processes at the grassroots;

- The development of a mood board to track the mental state and adjust psychosocial support through the online CoP;

- The possibility to animate a character who can help to teach end users, especially young ones through the online CoP;

- The implementation of an online CoP oriented towards the regular use of art, games, and music to support the acquisition of knowledge, skills, and attitudes of beneficiaries;

- The frequent organisation of mediation and peacebuilding challenges for beneficiaries through the online CoP for the meaningful advancement of UNSCR 1325 and subsequent resolutions.

ii.   Key outcomes of the online design thinking workshops

The creation of rapid prototypes aimed to move the proposed digital solution from abstract ideas to tangible products that could be further refined and developed. Upon close examination of the generated prototypes, it appears that the digital solution could adopt a process, through which the end users would first:
- Create a profile and choose an avatar before entering the online CoP;
- Access a shared space where they would learn some basic knowledge and skills on mediation through serious games, videos, podcasts, documentaries and quizzes.
- The gamified features of the online CoP would then allow the beneficiaries to upgrade their avatar through a bonification system (suits and amors, strengths and virtues, unlocked items, new objectives, etc.);
- Following each upgrade, beneficiaries will participate in a number of challenges aimed at enabling them to gradually endorse facilitation roles and duties, as well as enabling access to fun and interactive capacity development tools on mediation and peacebuilding.

Although the online design-thinking workshops provided several innovative ideas and rapid prototypes of the proposed digital solution, there is need to confront the generated outcomes with frameworks guiding the design principles of the suggested digital solution. UNITAR therefore envisions to develop a digital solution that best represents the ideas and rapid protypes generated in the frame of this pilot project, while aligning with technical guiding principles and procedures pertaining to the design and implementation of the proposed digital solution.

5. Final recommendation and potential next steps

The present pilot project provided great insights on ways to harness digital innovation in support of young African women mediators – which have been briefly outlined above. As a direct recommendation of this pilot phase, UNITAR proposes establishing strategic partnerships with institutions, networks, and individuals who seek to collaborate in furtherance of the implementation of this ground-breaking project. Bringing this pilot project into full development will truly contribute to the enhanced knowledge, skills, and attitudes of young African women mediators. Furthermore, the project presents great opportunities to increase the digital literacy and digital access of both direct and indirect beneficiaries. Following this pilot phase, possible next steps include consolidating UNITAR's proposal through the technical design and development of an online CoP for young African women mediators as well as the development of targeted learning offers on mediation and peacebuilding in support of women mediators and peacebuilders from the African continent.

REPORT OF THE 2020 UNITAR FELLOWSHIP PROGRAMME IN PEACEMAKING AND PREVENTIVE DIPLOMACY

Conducted Live and Online

9 - 20 November 2020

Peacemaking and Conflict Prevention Programme

23 December 2020

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Report of the 2020 UNITAR Fellowship Programme in Peacemaking and Preventive Diplomacy

REPORT OF THE 2020 UNITAR FELLOWSHIP PROGRAMME IN PEACEMAKING AND PREVENTIVE DIPLOMACY

Executive Summary

The Fellowship Programme in Peacemaking and Preventive Diplomacy is the only programme within the UN system to provide training in preventive diplomacy and peacemaking. It offers advanced training to staff from the substantive departments, agencies and peace missions of the United Nations, staff from regional organizations, and diplomatic staff from foreign ministries. The 2020 Programme was held from 9 – 20 November and was conducted live and online due to the pandemic situation. Forty-one mid and senior-level Fellows from around the world were carefully selected to participate in the programme including 3 Ambassadors (Afghanistan, Costa Rica, AU), and senior diplomats including Deputy Permanent Represetatives, and Counselors in charge of mediation, and crisis prevention, among other areas, senior representatives of regional organizations, UN Headquarters, peace mission and OHCHR and UNHCHR senior staff working in CAR, Darfur, Iraq, Liberia, Libya, South Sudan, Ukraine and Yemen. A number of expert resource persons from both academic and applied settings, including from the highest levels of the United Nations, provided training to participants in conflict analysis, negotiation and mediation.

Since its inception in 1993, the Fellowship Programme has been held annually and has now provided intensive training to 1003 senior and mid-level UN staff, regional organization staff and diplomats from around the world. During this time, the programme has gained a reputation for excellence, as reflected in the ever-increasing number of high quality applications. The Report of the UN Secretary-General on enhancing mediation and its support activities[1] explicitly refers to the programme. Considerable experience has also been gained in appropriately tailoring training to the particular needs of this diverse group of

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[1] S/2009/189.

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officials. Each year positive evaluations by participants demonstrate the programme's success in this endeavor (see Appendix IV). As an autonomous organization of the United Nations, UNITAR receives no funding from the UN's regular budget. Funding for both programme and staff costs must therefore be raised on the basis of Special Purpose Grants from governments and foundations.

Funding for the Fellowship Programme has been received in the past from the following sources:

- The Australian Department of Foreign Affairs and Trade

- The Federal Ministry for Foreign Affairs of Austria

- The Canadian Department of Foreign Affairs and International Trade

- The Carnegie Corporation of New York

- The Ministry of Foreign Affairs of Cyprus

- The Federal Foreign Office of Germany

- The William and Flora Hewlett Foundation

- The McKnight Foundation

- The Minister for Development Cooperation of the Netherlands

- The Royal Norwegian Ministry of Foreign Affairs

- The Ministry for Foreign Affairs of Sweden

- The Federal Department of Foreign Affairs of Switzerland

- The Department for International Development of the United Kingdom

- The Foreign and Commonwealth Office of the United Kingdom

- The United States Institute of Peace

Funding for the 2020 Fellowship Programme was received from:

- The Ministry for Foreign Affairs of Finland

- The Royal Norwegian Ministry of Foreign Affairs

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- The Swedish International Development Agency

UNITAR is very grateful for these contributions. Continuing support is needed to maintain this unique and much-needed programme.

Introduction and Background

With the increased demands on the United Nations and regional organizations in the area of conflict prevention and peacemaking since the end of the cold war, and with the number of people killed in armed conflict rising tenfold since 2005, the staff of these organizations have to grapple with a wide range of increasingly complex conflicts, contexts and changing dynamics. This work has been compounded by the particular challenges brought about by the pandemic and its exacerbation of inequalities, grievances and heightening of conflict dynamics in fragile settings. Managing such problems requires an in-depth understanding of conflict and a broad repertoire of problem-solving skills. Preventive diplomacy also involves the ability to track and analyze disputes and to offer skilled intervention before such tensions escalate into armed conflict. Diplomats making decisions within the UN system must be fully aware of the range of options open to the Organization and have a good understanding of the causes of conflict if they are to make wise decisions about particular cases, as well as the Organization's future direction in terms of providing additional resources for conflict prevention and resolution. To meet these many and varied challenges, the United Nations and the international community need individuals who are well-versed in the issues and skills involved in preventing and resolving conflict.

Although there has been a marked increase in knowledge about problem-solving methods of conflict resolution in recent years in academic settings, it is remarkable how little of this knowledge has been incorporated into the everyday practice of international relations. Indeed, many practitioners operating in this field are totally unaware of the existence of this body of knowledge. Within the United Nations, regional organizations and the Foreign

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Ministries of most of their Member States, there is virtually no systematic training for those who are dealing with conflict situations on a daily basis. International civil servants and diplomats are simply expected to know what to do or left to acquire knowledge and skills through observation of others or trial and error.

Objectives

The major goal of the Fellowship Programme is to address the needs of the United Nations, regional organizations, and governments for training in this area and to provide a better understanding of what causes conflict and how to prevent and resolve it in a sustainable manner. The UN Secretary-General has identified conflict prevention as the top priority for the Organization. The Fellowship Programme provides participants with the latest knowledge and skills in this field. The specific objectives of the programme are to:

- provide an understanding of the "root causes" of conflict;
- increase appreciation of the need to understand disputes within their unique cultural, historical and political context;
- introduce problem-solving methods of negotiation and mediation;
- assist participants in structuring negotiation and mediation to be maximally effective;
- expand participants' repertoire of skills, methods and techniques;
- help participants identify and overcome obstacles to negotiation and mediation;
- promote creativity and innovation in the dispute resolution process;
- enhance awareness of the cost-effectiveness of different approaches to disputes.

The UNITAR Fellowship Programme in Peacemaking and Preventive Diplomacy is aimed at those senior and middle level individuals who are working in or with international organizations in a capacity related to preventing and effectively addressing conflict, and who have the greatest need for such knowledge and skills. Remarkably, no other training programme of this type targets this particular audience or has been developed within the history of the United Nations.

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To invite the nomination of senior and mid-level diplomats and officials responsible for peacemaking and conflict prevention, brochures for the Fellowship Programme, as well as application and nomination forms are sent out at the beginning of each calendar year to the United Nations staff, Member States and regional organizations as described below. Within the United Nations, invitations are extended to the relevant Under-Secretaries-General to nominate the most suitable candidates from the following Departments:

- Executive Office of the UN Secretary-General

- Department of Political and Peacebuilding Affairs

- Department of Peace Operations

- Office for the Coordination of Humanitarian Affairs

- Office of Legal Affairs

- Office of the UN High Commissioner for Refugees

- Office of the UN High Commissioner for Human Rights

- UN Peacebuilding Support Assistant Secretary-General

While there was some initial skepticism within the UN about whether such training would be useful, this disappeared after the success of the first Fellowship Programme. UN Departments are now eager to send their staff, with stiff competition for the limited number of nominations each year. In fact, UN staff have reported that the opportunity to participate in the Fellowship Programme is now viewed as a reward for excellence within the system.

Diplomats are selected by sending brochures to all Member States of the UN in both New York and Geneva and governments are invited to nominate staff from their missions or from their Foreign Ministries.

In 2020, the nomination of 90 recommended senior and mid-level candidates was received for the 40 places in the programme. After careful study of the applications, selection is made on the basis of relevance of the programme to the candidate's work. Preference is also given to more senior applicants, since it is understood that they will have more influence

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on policy development in their Ministries. Further, efforts are made to ensure regional and gender balance. Regrettably, however, many highly-qualified applicants have to be turned away. A list of participants for the 2020 programme may be found in Appendix I.

Methodology and Content of the Training Programme

Although the programme retains a few core staff from year to year, each Fellowship Programme is unique in terms of both resource persons and content, focusing on the latest knowledge and issues and using the latest conflict situations as a means of studying conflict prevention and resolution.

Each year, the Fellowship Programme brings together both scholars and practitioners to build a bridge between the two groups and to help participants see the benefits of learning from both. The coordinator works with each of the resource persons to plan their sessions so that there will be continuity in the programme. The programme is carefully sequenced to maximize learning and contains the following components:

Conceptual Background: Understanding and Analyzing International Conflict and Its Resolution: Participants are provided with a comprehensive framework for understanding how disputes begin, escalate and are resolved. This includes a systematic overview of the nature and causes of conflict, different types of conflict, the process of conflict escalation, the various transformations that occur during escalation as well as the process of de-escalation. Different types of negotiation and mediation are also reviewed. Particular attention is given to the early detection of disputes and to the types of information required to provide sound political analysis and options for conflict prevention. The UN's ability to function as a dispute settlement system and the limitations and constraints of the international system, as it is currently constructed, are also discussed.

Case Studies: Applying Conflict Resolution in International Conflicts: Each year, case situations are discussed by a senior UN official who has been directly involved in resolution efforts. The review of situations by those who have been actively involved in

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facilitation and mediation efforts provides a way for the more theoretical issues discussed in the earlier sessions to be brought to life and discussed in different contexts.

Skills Training - Practicing International Conflict Resolution: This part of the programme is designed to build on the conceptual framework described above and to provide hands-on practice in the skills needed to carry out effective preventive diplomacy and peacemaking. Negotiation skills are normally practiced over a several-day period, through exercises, simulations, role-playing and feedback. Fellows learn about and practice skills needed for negotiation, including listening and summarizing; identifying issues, interests and positions; creating and combining options; searching for principles or precedents upon which to base solutions; controlling emotions; and managing unfair negotiating tactics. These are followed by de-briefing segments. Finding appropriate exercises for this group has not been easy. Many of those available have simply not been suitable. As a result, exercises have been altered or tailored for the programme each year, with progressively better results. We have now found an exercise which mirrors many of today's conflicts and which participants found particularly useful and relevant.

Fellows are also given training in third party mediation. Through role-playing, participants learn how to set procedural rules; how to enhance cooperation and trust; how to determine interests and create and package innovative solutions; how to maintain control over the proceedings and draft agreements. Mediation exercises typically begin with a detailed case study which is then used as the basis for setting up an extensive real-life mediation exercise. Participants have reported that this is an excellent way of learning.

Fellows are divided into four groups, with some participants acting as mediators and others as disputing parties in the conflict. Each group works through the mediation process over a several day period. A resource person observes each group and provides feedback as required. The 2020 programme schedule may be found in Appendix II.

Readings are based on the recommendations of resource persons or selected by the coordinator. Additional readings are also provided during the course. As well, an extensive

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bibliography is updated each year and provided to all participants. A copy of the reading list can be found in Appendix III and the bibliography, in Appendix V.

Evaluation of the Training Programme

An anonymous evaluation is carried out at the end of the programme. In particular, ideas for improving the following year's programme are sought. Excellent feedback has been received on the programme, which indicated Fellows' satisfaction with both the content, and the relevance and usefulness of the methodologies and cases. Several Fellows stated this was the best training programme they participated in during their entire careers. Suggestions for future cases, speakers and topics are also sought from each Fellow for the continual refinement of the programme.

77.50% percent of participating mid and senior level Fellows evaluated the overall content of the Fellowship Programme as "excellent." The overall usefulness/relevance of the programme was evaluated by 77.50% of participants as "excellent." 97.29% percent of Fellows indicated having achieved the learning objectives mostly or fully in the areas of conflict analysis, negotiation and mediation. 75% "strongly agreed" the programme was "very useful" and indicated they would "use the information acquired." A copy of the evaluation summary for the 2020 programme may be found in Appendix IV.

Conclusions and Recommendations

During the 2020 programme, Fellows interacted very well and an engaged and collegial atmosphere was established. During sessions, female and male Fellows from many countries, a range of institutions, and from different diplomatic ranks listened to each other exchanging experience, lessons, perspectives and practice. The friendly and stimulating environment contributed greatly to Fellows' overall enjoyment of the programme. Since participants had so much experience themselves, their maximum participation was encouraged. Fellows were challenged to be part of an effort to develop and refine the methodology of international peacemaking and preventive diplomacy, and contribute to a

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strengthening of a culture of peace. They were highly engaged and participated actively with probing questions and insights into these most vital areas in both formal sessions and in after session discussions with resource persons.

The level of substantive content presented during the programme provided both a comprehensive and in-depth examination of the whole realm of conflict and its prevention and resolution. The serious, high-level and probing discussions that followed formal presentations demonstrated that participants were effectively integrating the material into their previous knowledge and experience. Fellows indicated that it was important to make this intensive *Fellowship Programme in Peacemaking and Preventive Diplomacy* available on a regular basis to strengthen the capacities of female and male key actors and institutions in the prevention and sustainable resolution of conflict - the top priorities of the UN Secretary-General.

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APPENDIX I

**2020 UNITAR FELLOWSHIP PROGRAMME IN
PEACEMAKING AND PREVENTIVE DIPLOMACY**

Conducted Live and Online
9 - 20 November 2020

PARTICIPANT LIST

Mr. Hasan Abujaber
Information Analyst, Political Affairs
Joint Analysis Division, Political Affairs
United Nations Assistance Mission for Iraq (UNAMI)
Baghdad, Iraq

Ms. Afrah Abdulaziz Alzouba
Adviser for the Prime Minister
Peacebuilding and Development Consultant
Office of the Prime Minister
Aden, Yemen

H.E. Mr. Nasir Ahmad Andisha
Ambassador and Permanent Representative
Permanent Mission of the Islamic Republic of Afghanistan
to the United Nations Office and International Organizations
Geneva, Switzerland

Mr. Tirtha Raj Aryal
Minister Counsellor/Deputy Chief of Mission
Political Section
Embassy of Nepal
Copenhagen, Denmark

Mr. Dragos Stefan Calcan
Third Secretary
Middle East and Africa Department
Ministry of Foreign Affairs of Romania
Bucharest, Romania

Ms. Noel Calhoun
Deputy Representative
Office of the United Nations High Commissioner for Refugees (UNCHR)
Kyiv, Ukraine

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H.E. Mr. Gustavo Alonso Campos Fallas
Ambassador
Embassy of Costa Rica
Ankara, Turkey

Ms. Patricia Cortés Guadarrama
Deputy Consul
Consulate of Mexico
Salt Lake City, Utah, USA

Mr. Martijn Dalhuijsen
Coordination Officer
Development Coordination Office
United Nations Assistance Mission for Iraq (UNAMI)
Kirkuk, Iraq

Mr. Mutte Ahmed Dammaj
Political Advisor to the Prime Minister
Office of the Prime Minister
Aden, Yemen

Ms. Jikita de Schot
Senior Policy Adviser
Political, Peace and Security Team
Permanent Mission of New Zealand to the United Nations
New York, USA

Mr. Abdelbaith Elyem
Training Officer
Integrated Mission Training Centre (IMTC)
United Nations–African Union Mission in Darfur (UNAMID)
Darfur, Sudan

Mr. Fadi Absullah Farasin
Deputy Director General
Statistical, Economic and Social Research and Training Centre
for Islamic Countries (SESRIC)
Organization of Islamic Cooperation
Ankara, Turkey

Mr. Manzi Karbou
Counselor
Disarmament and International Security and Special Political Committee
Permanent Mission of Togo to the United Nations
New York, USA

Mr. Patrick Kiezit
Regional Coordination Officer
Development Coordination Office
United Nations Assistance Mission for Iraq (UNAMI)
Erbil, Iraq

Mr. Djimtola Kodjinan
Foreign Affairs Advisor
Analysis and Prevention of Crises
Ministry of Foreign Affairs
Ndjamena, Chad

Mr. Anare Leweniqila
Deputy Permanent Representative
Permanent Mission of the Republic of Fiji to the United Nations Office
and International Organizations
Geneva, Switzerland

Ms. Laura Lindgren
Counsellor, Deputy Director
Centre for Mediation
Political Department
Ministry for Foreign Affairs
Helsinki, Finland

Mr. Lawrence Liu
Senior Political Affairs Officer
Office of Political Affairs
United Nations Assistance Mission for Iraq (UNAMI)
Baghdad, Iraq

Mr. Francesco Messineo
Legal Officer
Office of the Legal Counsel
United Nations Office of Legal Affairs
New York, USA

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H.E. Ms. Fatima Kyari Mohammed
Ambassador
Permanent Observer Mission of the African Union to the United Nations
New York, USA

Ms. Blanca Montejo
Senior Political Affairs Officer
Security Council Affairs Division
United Nations Department of Political and Peacebuilding Affairs
New York, USA

Ms. Rose Mwebi
Senior Policy Advisor
Department of International Protection
Office of the United Nations High Commissioner for Refugees (UNHCR)
Juba, South Sudan

Ms. Suki Nagra
Director of the Human Rights/Transitional Justice/ Rule of Law Section
OHCHR Representative
Human Rights Service
United Nations Support Mission in Libya (UNSMIL)
Tripoli, Libya

Ms. Joachime Nason
Head of Section
Humanitarian Affairs and Migration
Delegation of the European Union to the United Nations
and International Organizations
Geneva, Switzerland

Mr. Angelito A. Nayan
Minister
Fourth Committee (Special Political and Decolonization Committee)
Permanent Mission of the Philippines to the United Nations
New York, USA

Mr. Allan Mugarura Ndagije
Foreign Service Officer
Peace and Security
Permanent Mission of Uganda to the United Nations Office
and International Organizations
Geneva, Switzerland

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Dr. Sonny Onyegbula
Human Rights Officer
Field Operations and Technical Cooperation Division
Office of the United Nations High Commissioner for Human Rights (OHCHR)
Monrovia, Liberia

Mr. Jomart Ormonbekov
Political Affairs Officer / Liaison Officer in Beijing
Asia and the Pacific Division
United Nations Department of Political and Peacebuilding Affairs
Beijing, China

Ms. Cristina Maria Alina Popescu
Minister Counsellor
ECOSOC and 2nd Committee
Permanent Mission of Romania to the United Nations
New York, USA

Ms. Morna Richards
Associate Political Affairs Officer
Horn of Africa Team/Eastern Africa Division
United Nations Department of Political and Peacebuilding Affairs
New York, USA

Mr. Thomas Ritzer
Political Affairs Officer
PMD/ Policy Planning Unit
Department of Political and Peacebuilding Affairs
New York, USA

Mr. Shaho Pishko Shamsi
Political Affairs Officer
Office of the Special Envoy of the Secretary General for Yemen (OSEGY)
Aden, Yemen

Mr. Danny Clovis Siaka
Political Affairs Officer
Political Affairs Division
United Nations Multidimensional Integrated Stabilization Mission
in the Central African Republic (MINUSCA)
Bangui, Central African Republic

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Mr. Alejandro Sousa Bravo
Evaluation and Legal Officer
Office of the Under-Secretary for Legal Affairs
United Nations Office of Legal Affairs
New York, USA

Mr. Tmanawoe Tazo
Counselor
Head of Human Rights and Disarmament Experts
Permanent Mission of Togo to the United Nations Office
and International Organizations
Geneva, Switzerland

Mr. Martin Waehlisch
Political Affairs Officer
Innovation Cell/Policy and Mediation Division
United Nations Department of Political and Peacebuilding Affairs
New York, USA

Mr. Suhrab Wali
Third Secretary
International Organizations
Permanent Mission of the Islamic Republic of Afghanistan
to the United Nations Office and International Organizations
Geneva, Switzerland

Mr. Noam Wiener
Legal Officer
General Legal Division
United Nations Office of Legal Affairs
New York, USA

Mr. Thom Woodroofe
Senior Advisor on Multilateral Affairs to the President
Asia Society Policy Institute
New York, USA

Ms. Shurentsetseg Zumberellkham
First Secretary
Embassy of Mongolia
Stockholm, Sweden

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APPENDIX II

**2020 UNITAR FELLOWSHIP PROGRAMME IN
PEACEMAKING AND PREVENTIVE DIPLOMACY**

Conducted Live and Online
9 - 20 November 2020

WEEK 1 NOVEMBER 9 – 13

MONDAY, NOVEMBER 9   **WEBINAR - LIVE SESSIONS**
9:00 am to 13:00 pm   **New York Time/Eastern Standard Time (EST)**
    IN YOUR TIME ZONE
Time Converter Link: https://www.timeanddate.com/worldclock/meeting.html

**Please be on Zoom before 9am (New York time).   Recommended: Connect at 8:45 for a
9am start to confirm your connection on the day.**

9:00 - 10:30 (LIVE)   **INTRODUCTORY SESSION: CONTEXT
AND CONTENT OF THE PROGRAMME**

Ms. Trisha Riedy
Manager and Senior Trainer
UNITAR Programme in Peacemaking
and Conflict Prevention

10:30 - 11:00 (LIVE)   **THE SOURCES OF CONFLICT**

Ms. Trisha Riedy

Professor Diana Chigas
Professor of the Practice of International Negotiation
and Conflict Resolution
Fletcher School of Law and Diplomacy
Tufts University

Senior International Officer and Associate Provost
Tufts University

11:00 - 11:15   Break*

* All break times are approximate

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11:15 - 11:30 (LIVE)   **INTRODUCTION TO NEGOTIATION SIMULATION**

                                   Ms. Trisha Riedy

11:30 - 13:00 (LIVE)   **PEACE PROCESSES AND OUTCOMES:**
                                   CONFLICT PATTERNS

                                   Professor Peter Wallensteen
                                   Senior Professor of Peace and Conflict Research
                                   Uppsala University

TUESDAY, NOVEMBER 10

SELF-PACED TO COMPLETE BY THE END OF THE DAY: VIDEOS AND CASE
UNITAR Learning Platform Address: https://learnatunitar.org/
(Open from 4 November)

(Example timeframes New York/Eastern Standard Time)

 9:00 - 9:05   **WELCOME AND OVERVIEW** (Video)

                                   Ms. Trisha Riedy

 9:05 - 10:45   **FRAMEWORK FOR ANALYZING AND PREPARING**
                                   FOR NEGOTIATION (Videos)

                                   Professor Diana Chigas

                                   Professor Eleanor Wertheim
                                   Professor (Personal Chair)
                                   School of Psychology and Public Health
                                   La Trobe University

10:45 - 11:00   Break

11:00 - 11:15   **CONFLICT ANALYSIS TOOL AND INTRODUCTION**
                                   TO NEGOTIATION CASE (Video)

11:15 - 13:00   **READ NEGOTIATION CASE MATERIALS**
                                   AND COMPLETE CONFLICT ANALYSIS

By tonight you will need to read and digest the instructions for the Mupanda District-Bakeria Negotiation Exercise and work on completing the Conflict Analysis Worksheet on your own or with a team mate in preparation for tomorrow's negotiation exercise.

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WEDNESDAY, NOVEMBER 11   **WEBINAR - LIVE SESSIONS**
9:00 am to 13:00 pm   **New York Time/Eastern Standard Time (EST) ****

9:00 - 10:45 (LIVE)   **NEGOTIATION EXERCISES**

Professor Diana Chigas
Professor Eleanor Wertheim
Ms. Trisha Riedy

Mr. Erik Friberg
Human Rights Officer
Methodology, Education and Training Section
Office of the United Nations High Commissioner
for Human Rights (OHCHR)

10:45 - 11:00   Break

11:00 -13:00 (LIVE)   **NEGOTIATION EXERCISES**

Professor Diana Chigas
Professor Eleanor Wertheim
Ms. Trisha Riedy
Mr. Erik Friberg

THURSDAY, NOVEMBER 12   **WEBINAR - LIVE SESSIONS**
9:00 - 13:00   **New York Time/Eastern Standard Time (EST) ****

9:00 - 10:30 (LIVE)   **NEGOTIATION EXERCISES**

Professor Diana Chigas
Professor Eleanor Wertheim
Ms. Trisha Riedy

10:30 - 10:45   Break

10:45 - 11:15 (LIVE)   **NEGOTIATION EXERCISES**

Professor Diana Chigas

11:15 - 13:00 (LIVE)   **NEGOTIATION THEORY AND DEBRIEFING**

Professor Diana Chigas

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FRIDAY, NOVEMBER 13

SELF-PACED TO COMPLETE BY THE END OF THE DAY: VIDEOS.
CASE TO REVIEW OVER THE WEEKEND
UNITAR Learning Platform Address: https://learnatunitar.org/
One optional Live Session 11:00 - 12:00 New York/Eastern Standard Time

(Example timeframes New York/Eastern Standard Time)

9:00 - 9:05	**WELCOME AND OVERVIEW**
	Ms. Trisha Riedy (Video)
9:05 - 9:50	**LEARNING FROM RECENT PEACE AGREEMENTS**
	Professor Peter Wallensteen (Videos)
9:50 - 10:50	**CONFLICT PREVENTION THROUGH QUIET DIPLOMACY**
	Professor John Packer (Videos)
	Neuberger-Jesin Professor
	of International Conflict Resolution
	Director, Human Rights Research and Education Centre
	University of Ottawa
10:50 - 11:00	Break
11:00 - 12:00 (LIVE)**	New York Time/Eastern Standard Time
	Optional Drop in Zoom Session with Resource Persons Professor Packer and Professor Wallensteen
12:00 - 13:00	**LESSONS IN PEACEMAKING VIDEO**
	Dr. Connie Peck
	Former Principal Coordinator
	Peacemaking and Conflict Prevention Programme, UNITAR
	Women's Role Essential for a Global Ceasefire, (UN Video)
	Call to action for Women, Peace and Security in Peacekeeping (UN Video)
	Between today and Monday, please read and analyze the mediation case using the Conflict Analysis Worksheet on your own or with your team to prepare for the simulation next week.

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WEEK 2, NOVEMBER 16 - 20

MONDAY, NOVEMBER 16

SELF-PACED TO COMPLETE BY THE END OF THE DAY: FINALIZE REVIEW OF CASE/DISCUSS WITH TEAM MATES IF POSSIBLE, VIDEOS, READINGS UNITAR Learning Platform Address: https://learnatunitar.org/

(Example timeframes New York/Eastern Standard Time)

9:00 - 9:05   **WELCOME AND OVERVIEW**

Ms. Trisha Riedy (Video)

9:05 - 11:15   **PREPARATION FOR THE MEDIATION EXERCISE Reading the case materials and completing a conflict analysis on the case, individually or with your team.**

11:15 - 11:30   Break

11:30 - 12:00   **THE SPECTRUM OF CONFLICT-HANDLING MECHANISMS** *(Book chapter, please read)*

PRINCIPLES OF RECONCILIATION *(Book chapter, please read)*

Professor Hizkias Assefa
Professor of Practice of International Mediation and Reconciliation
Institute of Justice and Peacebuilding
Eastern Mennonite University

12:00 - 13:00   **TOWARD INCLUSIVE PEACE PROCESSES: ENHANCING WOMEN'S PARTICIPATION**

Professor John Packer (Videos)

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TUESDAY, NOVEMBER 17 **WEBINAR - LIVE SESSIONS**
9:00 am to 13:00 pm **New York Time/Eastern Standard Time (EST)****

9:00 - 10:15 (LIVE) **MEDIATION PREPARATION IN GROUPS**

Dr. Chris Moore
Senior Partner, CDR Associates

Ms. Susan Wildau
Senior Partner, CDR Associates

Professor Diana Chigas
Ms. Trisha Riedy

10:15 - 10:30 Break

10:45 - 12:15 (LIVE) **THE SETTING FOR MEDIATION**

Dr. Chris Moore

BEGINNING THE MEDIATION PROCESS:
OPENING STATEMENTS, EXPLORING ISSUES
AND INTERESTS, AGENDA SETTING

Ms. Susan Wildau

12:15 - 13:00 (LIVE) **MEDIATION PLANNING EXERCISES**

Dr. Chris Moore
Ms. Susan Wildau
Professor Diana Chigas
Ms. Trisha Riedy

WEDNESDAY, NOVEMBER 18 **WEBINAR - LIVE SESSIONS**
9:00 am to 1:00 pm **New York Time/Eastern Standard Time (EST) ****

9:00 - 10:30 (LIVE) **MEDIATION EXERCISES**

Dr. Chris Moore
Ms. Susan Wildau
Dr. Diana Chigas
Ms. Trisha Riedy

10:30 - 10:45 Break

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10:45 - 13:00 (LIVE)   **MEDIATION EXERCISES**

Dr. Chris Moore
Ms. Susan Wildau
Professor Diana Chigas
Ms. Trisha Riedy

THURSDAY, NOVEMBER 19   **WEBINAR - LIVE SESSIONS**
9:00 am - 1:00 pm   **New York Time/Eastern Standard Time (EST)****

9:00 - 10:00 (LIVE)   **PARTNERSHIP WITH REGIONAL ORGANIZATIONS**
IN THE PURSUIT OF EFFECTIVE CONFLICT PREVENTION
AND PEACEMAKING

Ms. Hanna Serwaa Tetteh
Special Representative of the Secretary-General to the African Union
Head of the United Nations Office to the African Union (UNOAU)

10:00 - 10:15   Break

10:15 - 11:45   **IDENTIFYING ISSUES AND INTERESTS, GENERATING**
OPTIONS AND REACHING AGREEMENTS

Dr. Chris Moore

11:30 - 11:45   Break

11:45 - **14:00** (LIVE)   **MEDIATION EXERCISES**

Dr. Chris Moore
Ms. Susan Wildau
Professor Diana Chigas
Ms. Trisha Riedy

FRIDAY, NOVEMBER 20   **WEBINAR - LIVE SESSIONS**
9:00 am to 13:00 pm   **New York Time/Eastern Standard Time (EST)****

9:00 - 10:15 (LIVE)   **CHALLENGES AND OPPORTUNITIES IN PEACEMAKING**
AND PREVENTIVE DIPLOMACY IN THE COVID AND POST-
COVID ERA - PEER TO PEER EXCHANGE

The Impact of COVID-19 on the Work of the Council – Trends and the Opportunities for the Future

Ms. Blanca Montejo
Senior Political Affairs Officer
Security Council Practices and Charter Research Branch
Security Council Affairs Division
UN Department of Political and Peacebuilding Affairs

New and Trending Approaches to Conflict Prevention, Peacemaking and Peacebuilding – New Technologies and Cross-Cutting Approaches

Mr. Martin Waehlisch
Political Affairs Officer
Innovation Cell/Policy and Mediation Division
UN Department of Political and Peacebuilding Affairs

Professor John Packer
Former Constitutions and Process Design Expert
UN Standby Team of Senior Mediation Advisers

Dialogue

10:15 - 10:30	Break

10:30 - 12:00 (LIVE)   **THE UNITED NATIONS - 75 AND BEYOND: PREVENTING CONFLICT, SUSTAINING PEACE AND ACHIEVING THE SUSTAINABLE DEVELOPMENT GOALS**

Ms. Ilze Brands Kehris
Assistant Secretary-General for Human Rights
Office of the United Nations High Commissioner
for Human Rights

Professor Peter Wallensteen
Professor John Packer
Professor Diana Chigas

Discussion

12:00   **EVALUATIONS**

FAREWELL

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APPENDIX III

**READING LIST
2020 UNITAR FELLOWSHIP PROGRAMME IN
PEACEMAKING AND PREVENTIVE DIPLOMACY**

*Conducted Live and Online
9 - 20 November 2020*

BACKGROUND READINGS:

1.	United Nations Department of Political and Peacebuilding Affairs (2018) *United Nations Conflict Prevention and Preventive Diplomacy in Action: An overview of the role, approach and tools of the United Nations and its partners in preventing violent conflict*. New York: United Nations.
https://dppa.un.org/sites/default/files/booklet_200618_fin_scrn.pdf

2.	United Nations Department of Political and Peacebuilding Affairs (2019) *Annual Report Multi-Year Appeal for DPPA*. New York: United Nations.
https://dppa.un.org/sites/default/files/2019annualreportdppa.pdf

3.	United Nations (2020) Report of the Secretary-General: Peacebuilding and Sustaining Peace. A/74/976–S/2020/773, 30 July 2020.
https://www.un.org/peacebuilding/sites/www.un.org.peacebuilding/files/documents/sg_report_on_peacebuilding_and_sustaining_peace.a.74.976-s.2020.773.200904.e_4.pdf

4.	United Nations and World Bank (2018*) Pathways for Peace: Inclusive Approaches to Preventing Violent Conflict*. Washington, DC: World Bank. Executive Summary and Chapter 1. For the full report, see http://www.
worldbank.org/en/topic/fragilityconflictviolence/publication/pathways-for-peace-inclusive-approaches-to-preventing-violent-conflict
https://openknowledge.worldbank.org/bitstream/handle/10986/28337/9781464811623.pdf?sequence=12&isAllowed=y

5.	United Nations (2017) Report of the Secretary-General on United Nations activities in support of mediation. A/72/115, 27 June 2017.
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6.	United Nations (2015) Report of the Secretary-General on the United Nations and conflict prevention: a collective recommitment. S/2015/730, 25 September 2015.
https://peacemaker.un.org/sites/peacemaker.un.org/files/SGReport-Prevention-S2015730_Eng.pdf

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7.   United Nations (2012) Report of the Secretary-General to the General Assembly on Strengthening the role of mediation in the peaceful settlement of disputes, conflict prevention and resolution. A/66/811, 25 June 2012. https://peacemaker.un.org/sites/peacemaker.un.org/files/SGReport_Strenghteningthe RoleofMediation_A66811_0.pdf

8.   United Nations (2009) Report of the Secretary-General to the Security Council on Enhancing mediation and its support activities. S/2009/18, 8 April 2009. https://peacemaker.un.org/sites/peacemaker.un.org/files/SGReport_EnhancingMediat ion_S2009189%28english%29.pdf

9.   Nathan, L., Day, A., Honwana, J. and Brubaker, R. (2018) *Capturing UN Preventive Diplomacy Success: How and Why Does It Work*. Tokyo: United Nations University Centre for Policy Research, Policy Paper, 4-24. For the full report, see: https://cpr.unu.edu/capturing-un-preventive-diplomacy-success-how-and-why-does-it-work.html https://i.unu.edu/media/cpr.unu.edu/post/2739/UN-Preventive-Diplomacy-Policy-Paper-and-Case-StudiesWEB.pdf

10.   Security Council Report (2017) *Can the Security Council Prevent Conflict*? No. 1. See: securitycouncilreports.org https://www.securitycouncilreport.org/atf/cf/%7B65BFCF9B-6D27-4E9C-8CD3-CF6E4FF96FF9%7D/research_report_conflict_prevention_2017.pdf

11.   United Nations (2019) Report of the Secretary-General to the Security Council on women and peace and security. S/2019/80, 9 October 2019. https://undocs.org/en/S/2019/800

12.   United Nations Department of Political Affairs (2017) *Guidance on Gender and Inclusive Mediation Strategies*. New York: United Nations. https://peacemaker.un.org/sites/peacemaker.un.org/files/1.%20English%20-GIMS.pdf

13.   UN Women (2015) Executive Summary. *Preventing Conflict, Transforming Justice, Securing the Peace: A Global Study on the Implementation of United Nations Security Council resolution 1325*, pp. 13-17. See wps.unwomen.org for the full report. https://reliefweb.int/sites/reliefweb.int/files/resources/UNW-GLOBAL-STUDY-1325-2015.pdf

14.   Security Council Report (2020) *Women, Peace and Security: The Agenda at 20.* No. 3. See: securitycouncilreport.org https://www.securitycouncilreport.org/atf/cf/%7B65BFCF9B-6D27-4E9C-8CD3-CF6E4FF96FF9%7D/research_report_women_peace_and_security_2020.pdf

15.   Stewart, F. (2010) *Horizontal Inequalities as a Cause of Conflict: A Review of CRISE Findings*. Oxford: Centre for Research on Inequality, Human Security and Ethnicity. https://openknowledge.worldbank.org/bitstream/handle/10986/9126/WDR2011_0029.pdf?sequence=1&isAllowed=y

16.   Wallensteen, P. (2019) Analyzing Conflict Resolution. In P. Wallensteen, *Understanding Conflict Resolution*, 5th Edition. London: Sage Publications. **PDF shared on the UNITAR Learning Platform by the Resource Person**

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17.   Wallensteen, P. (2019) Dealing with One-sided Violence. In P. Wallensteen, *Understanding Conflict Resolution*, 5th Edition. London: Sage Publications.
       PDF shared on the UNITAR Learning Platform by the Resource Person

18.   Pettersson, T. and Öberg, M. (2020) Organized Violence, 1989-2019, *Journal of Peace Research*, Vol. 57(4) 597–613.
       https://journals.sagepub.com/doi/pdf/10.1177/0022343320934986

19.   Chigas, D. (2013) The Role and Effectiveness of Non-governmental Third Parties in Peacemaking. In J. Fritz (Ed.) *Moving Toward a Just Peace: The Mediation Continuum.* Dordrecht: Springer.

20.   Jenny, J., Greenberg, A., Lowney, V. and Banim, G. (2018) *Peacemaking and New Technologies: Dilemmas and Options*. Geneva: Centre for Humanitarian Dialogue, Practice Series.
       https://www.hdcentre.org/wp-content/uploads/2018/12/MPS-8-Peacemaking-and-New-Technologies.pdf

21.   Evans, G. (2015) *The Role of International NGOs: The International Crisis Group as a Case Study*. University of Western Sydney Law School Conference on Non-State Governance, 23 October, 2015.
       https://gevans.org/speeches/speech583.html

22.   Evans, G. (2018) *The Responsibility to Protect: Where to Now?* Keynote Address to the Asia Pacific Centre for R2P High Level Meeting on Strengthening Cooperation for Atrocity Prevention in the Asia Pacific, Bangkok: 23 August, 2018.
       https://gevans.org/speeches/Speech654.html

23.   Crocker, C.A., Hampson, F.O. and Aall, P. (2008) Why Mediation Matters: Ending Intractable Conflicts. In J. Bercovitch, V. Kremenyuk and I.W. Zartman (Eds.) *The SAGE Handbook of Conflict Resolution.* London: Sage Publications.

24.   Svensson, I. and Wallensteen, P. (2016) *When Do We Mediate? Global Trends in Armed Conflict and Peace Mediation.* Oslo: The Centre for Humanitarian Dialogue Oslo Forum Network of Mediators.
       PDF shared on the UNITAR Learning Platform by the Resource Person

25.   Peck, C. (2008) United Nations Mediation Experience: Practical Lessons for Conflict Resolution. In J. Bercovitch, V. Kremenyuk and I.W. Zartman (Eds.) *The SAGE Handbook of Conflict Resolution.* London: Sage Publications.

26.   Babbitt, E.F. (2008) Conflict Resolution and Human Rights: The State of the Art. In J. Bercovitch, V. Kremenyuk and I.W. Zartman (Eds.) *The SAGE Handbook of Conflict Resolution*. London: Sage Publications.

27.   Paffenholz, T. (2015) Civil Society and Conflict Management. In C. Crocker, F.O. Hampson and P. Aall (Eds.) *Managing Conflict in a World Adrift*. Washington, DC: United States Institute of Peace Press.

28.   Nylander, D., Sandberg, R. and Tveldt, I. (2018) *Designing Peace: The Colombian Peace Process*. Oslo: Norwegian Centre for Conflict Resolution.
       https://noref.no/content/download/169184/766519/version/3/Nylander_Sandberg_Tvedt_NOREF%20REPORT_Designing%20peace_the%20Colombian%20peace%20process_Feb18.pdf

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29. Salvesen, H. and Nylander, D. (2017) *Towards an Inclusive Peace: Women and the Gender Approach in the Colombian Peace Process*. Oslo: Norwegian Center for Conflict Resolution.
https://noref.no/content/download/169143/766109/version/9/Salvesen_Nylander_Towards%20an%20inclusive%20peace_July2017_final.pdf

30. Moore, C.W. (2014) *The Mediation Process: Practical Strategies for Conflict Resolution*. San Francisco: Jossey-Bass, 4th Edition.

31. Moore, C.W. and Woodrow, P.J. (2010) *Handbook of Global and Multicultural Negotiations*. San Francisco: Jossey-Bass.

32. Federal Republic of Germany Foreign Office and the Berghof Foundation (2018) *National Dialogue Handbook: A Guide for Practitioners*. Executive Summary. For the full report, see: https://www.inclusivepeace.org/sites/default/files/IPTI-Report-What-Makes-Breaks-National-Dialogues.pdf

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https://peacemaker.un.org/sites/peacemaker.un.org/files/NRCMediation_UNDPAUNEP2015_0.pdf

35. Organization for Security and Co-operation in Europe (2018) Factsheet on the OSCE High Commissioner on National Minorities.
https://www.osce.org/hcnm/33317

36. Packer, J. and Holt, S. (2020) Self-determination and peace processes; Pathways and stumbling blocks for conflict resolution. In Buchanan, C. *Pioneering peace pathways. Making connections to end violent conflict.* Accord Issue 29.
https://www.c-r.org/accord/pioneering-peace-pathways

37. Packer, J. and Balan, S. (2020) *A genuine human rights-based approach for our post pandemic future*. OpenGlobalRights, 27 July 2020.
https://www.openglobalrights.org/genuine-human-rights-based-approach-for-post-pandemic-future/

BOOKLETS PRODUCED BY THE INITIATIVE ON QUIET DIPLOMACY:
- "Options and Techniques for Quiet Diplomacy"
https://www.corteidh.or.cr/tablas/r31305.pdf
- "Operational Guidelines for Conflict Resolution and Peace Processes"
https://issuu.com/cohre/docs/cohre_operationalguidlines_conflict
- "Quick Guide to Land and Conflict Prevention"
https://www.researchgate.net/profile/Sally_Holt/publication/301290124_Quick_Guide_to_Land_and_Conflict_Prevention/links/570fab5108ae38897ba2ca44/Quick-Guide-to-Land-and-Conflict-Prevention.pdf
- "Quick Guide to Managing Diversity: Language and Religion"
- "Discrimination and Conflict Prevention"
https://www.researchgate.net/profile/Sally_Holt/publication/301290273_Land_and_Conflict_Prevention/links/570fb2ad08ae1c8b7c559650/Land-and-Conflict-Prevention.pdf

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PLEASE FIND BELOW THE FOLLOWING UNITAR KNOWLEDGE PRODUCTS. *THE LESSONS IN PEACEMAKING VIDEO* WILL BE SHOWN DURING THE PROGRAMME.

Peck, C. and Wertheim, E. (Eds.) (2014) *Strengthening the Practice of Peacemaking and Preventive Diplomacy in the United Nations: The UNITAR Approach*. Geneva: United Nations Institute for Training and Research.
https://unitar.org/sites/default/files/media/file/SPPD.pdf

Peck, C. (Ed*.) (2010) A Manual for UN Mediators: Advice from UN Representatives and Envoys*. Geneva: United Nations Institute for Training and Research and United Nations Department of Political Affairs.
https://peacemaker.un.org/sites/peacemaker.un.org/files/ManualUNMediators_UN2010.pdf

Peck, C. (2005) *Lessons in Peacemaking*. Geneva: United Nations Institute for Training and Research video.

BACKGROUND DOCUMENTS MENTIONED BY ASG BRANDS KEHRIS:

1. COVID-19 and Human Rights, We are all in this together:
https://www.un.org/ruleoflaw/wp-content/uploads/2020/05/UN-SG-Policy-Brief-Human-Rights-and-COVID-23-April-2020.pdf
2. UN study on the contribution of human rights components to the Implementation of Mandates of UN Field Missions:
https://reliefweb.int/sites/reliefweb.int/files/resources/Going_Further_Together_advance_unedited_version.pdf
3. UN Call to Action for Human Rights:
https://www.un.org/sg/sites/www.un.org.sg/files/atoms/files/The_Highest_Asperation_A_Call_To_Action_For_Human_Right_English.pdf

RESOURCES ON "INNOVATION IN PEACE & SECURITY" PROVIDED BY MR. MARTIN WAEHLISCH:

- https://medium.com/futuring-peace/how-to-hack-dystopia-in-our-current-global-mess-139ff85bbbd6
- http://futuringpeace.org/
- https://journals.sagepub.com/doi/full/10.1177/1542316619868984
- https://cpr.unu.edu/robots-will-not-only-wage-future-wars-but-also-future-peace.html
- https://www.youtube.com/watch?v=uuwAD5utXIM&feature=emb_logo
- http://futuringpeace.org/can-technology-unlock-world-peace.html#top

APPENDIX IV

**2020 UNITAR FELLOWSHIP PROGRAMME
IN PEACEMAKING AND PREVENTIVE DIPLOMACY**

SUMMARY OF EVALUATIONS

OVERALL EVALUATION OF THE CONTENT, RELEVANCE/USEFULNESS OF THE PROGRAMME:*

Female Feedback:	*Excellent*	*Good*	*Fair*	*Poor*
Content	69.23%	30.77%	0.00%	0.00%
Relevance/Usefulness	69.23%	30.77%	0.00%	0.00%

Male Feedback:	*Excellent*	*Good*	*Fair*	*Poor*
Content	81.48%	18.52%	0.00%	0.00%
Relevance/Usefulness	81.48%	18.52%	0.00%	0.00%

Overall Feedback:	*Excellent*	*Good*	*Fair*	*Poor*
Content	77.50%	22.50%	0.00%	0.00%
Relevance/Usefulness	77.50%	22.50%	0.00%	0.00%

*Evaluation participation rate: Female: 100%; Male: 96.42%

95.96% of trained Fellows indicated having achieved the learning objectives mostly or fully in the areas of conflict analysis, negotiation and mediation. Female: 100%; Male: 94%

75% of officials "strongly agreed" the programme was "very useful" and indicated they would use the information acquired.

Comments (please also comment on the mix between theory and practice):

Feedback from female participants:

"It was a perfect mix. The course provided me with skills and new knowledge that is hands on and applicable in my current role."

"Mix between theory and practice was good. I can use the knowledge and skills gained in number of ways: for example when planning Finland's mediation activities."

"I believe it was very good to have a theory component and then being able to practice in groups. The overall dynamic was useful in promoting a good working relationship and closeness with other participants. I am sure the skills acquired will be very useful in not only at a work setting but also in every day life. We negotiate much more than we know."

"I particularly enjoyed the theory sessions, and could relate the content of these sessions back to the Sudanese peace negotiations I monitor in my current work. The practice exercises were also useful in consolidating this newly-learned theory and had the added benefit of facilitating interaction with other Fellows on the programme."

"The programme is well balanced, offering a good ratio between the time allocated to the lectures and the negotiation and mediation exercises. The skills and the knowledge gained will be very useful to me in future negotiations on the UN resolutions."

"The program was perfectly designed to accommodate theory and practice. I like the list of readings, videos, presentations they provided me with rich concepts and theories of mediation and negotiation. I wish that we will continue to have access to the UNITAR site for easy reference to these materials. In addition, the actual exercises were also very important, the preparation time was very useful, and I benefited even from my colleagues. The mentors were helpful and provided rich guidance."

"There was a good balance between theory and practice. The team did a great job in creating a working atmosphere."

Feedback from male participants:

"The content was very useful in terms of understanding of the various subjects discussed in the course. I found the mix between theory and practice useful because you can better appreciate what is happening in various parts of world and apply the theory from the course to understanding some of the on-going negotiations relating to peacebuilding and preventative diplomacy."

"The knowledge and skills gained will assist my country develop capacity in understanding how disputes begin, escalate, and are resolved. The skills and knowledge gained will also assist my country develop capacity in understanding the different kinds of negotiation and mediation techniques as well as various stages, multiple levels, and common obstacles to negotiation and mediation. These skills will go a long way in preventing violent conflict through the identification of political solutions that address its root causes in order to achieve sustainable peace."

"The theory and practice that was provided gave a useful insight into how disputes begin and are peacefully resolved. The various cases showed how some communities are marginalized by their governments and this causes conflicts that are detrimental to sustainable peace and social economic development."

""The mixing of theory with practice allowed us to project ourselves into reality and to learn better. I will put the new knowledge that we have just acquired at the service, not only of the Togolese diplomacy, but also and above all in the service of conflict prevention in Africa and in the world."

"The course content, and its well thought-out mix of practical exercises and theory, worked very well. The only thing that was missing was more time to engage in self-paced mandatory reading - I would have loved to find more time to read during the two weeks (instead work commitments loomed large...)"

"I certainly will use the skills I learned in the course, My country lives in an active conflict, to navigate this time I need all what I learned in the course to provide advice to decision-makers that help bring an end to it."

"The general mix between theory and practice was good, with the only mention that several days were too packed with theory (as the last day)."

"Excellent mix between theory and practice. Through this fellowship programme, I will support a mediation process that celebrates the ethnic diversity while ensuring the impartiality of hiring policies of development organizations in order to create an environment that is conducive to the common goal of the reconstruction and recovery."

This course has also opened an appetite to know more and get more involved in mediation, negotiations and prevention of conflict."

"The programme has a good balance of theory and practice. The practice side was very useful and I will use what I learned about interest based mediation in my line of work"

"This was a very good programme was a balance of theory and practice."

"The mix between theory and practice was very useful since the theory provided us with tools and tips necessary to effectively conduct negotiations and mediations. Simulation exercises were very important to put into practice the theoretical tools. I am currently working in peacekeeping and will be very frequently using the skills gained on the field of mediation to support the implementation of the Mission's mandate."

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The mix between theory and practice has been excellent. The knowledge and skills gained will be very useful for my future work as they will enable me to handle cases of conflict prevention, management and analysis as well as negotiation and mediation."

"The best practice in training and learning for adults is experiential learning allows its learners to reflect on their experiences to draw concepts and models they can put into practice and get more experience. Confucius said: tell me and I hear, show me and I see, let me do and I understand. In this context theories help us reinforce concepts. Mix between theory and practice changes behaviour and built confidence to do things better.

I have already started to use my precious knowledge and skills in engaging in negotiations, preventive diplomacy and mediation between conflicting community leaders in Easter Sudan, who opposing Juba Peace agreement between the government of Sudan and Sudan Revolutionary Front (SRF), mainly because they believe that the leaders of Eastern Sudan Track of SRF do not represent the indigenous people of Eastern Sudan. I will formally share the knowledge and skills gained through training to my colleagues in the mission. It will enhance and build on my knowledge and skills to develop my future career in the areas of political affairs, conflict analysis, political analysis, stakeholders mapping, negotiations, mediation and conflict prevention and peacebuilding. Which are all very much useful to my local and regional context."

""A good mix of theoretical approaches and simulation exercises."

"Found the training extremely useful, particularly the focus on identifying 'interests' and distinguishing from 'positions' in order to facilitate common positioning. I also found the learning from videos and external speakers motivating. I work for a political mission so very much hope to use the skills gained in my current role as well as going forward."

"It was indeed a mix of theory and practice. I have enhanced my skills by pursuing this programme, I do remember a lot of issues that I had studied. This course from the very first was practical to me, I applied a lot of its part in my daily life. Nowadays my country is experiencing such negotiations."

"I think that the balance kept between theory and practice was excellent, in particular bearing in mind the circumstances of this edition of the fellowship. The virtual delivery was very successful, and in a way, provided also an opportunity to practically explore new ways for negotiations and diplomacy in the current circumstances, on an internet-based model."

"The combination of the theoretical cases with the analysis maintained a good balance. The analysis of the teachers gave good support to face the cases and the results of these cases were well analysed by the teachers and students. Given the constant situations that I face in my professional practice and the projects that I have in charge, this is undoubtedly a great tool!"

"Good mix. The break out sessions can be a little hit-or-miss but the excellent resource people really help in that regard."

"There was absolute coherence between theory and exercises. The simulation is very helpful to perform a negotiation in real world. The knowledge gained in the training will be very helpful in all negotiations of my future career."

Which concepts presented did you find the most useful and why?

Feedback from female participants:

"Interest-based negotiations - I hadn't seen this before!"

"I enjoyed every component so I truthfully found each area very useful. From the definition and measurement of conflicts, to skills developed to negotiate and mediate to the new outlook of these processes due to the COVID 19 pandemic. For me they were all thought provoking and opened my vision to include new concepts that could most definitely be useful to me."

"The concepts on negotiation and mediation were most useful because I had not had previous opportunities for training on those topics. They are highly relevant to conflict resolution at all levels."

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"Actually, all the program components were very useful, I can mention the conflict analysis part as it was very useful to structure and design the negotiation process. The seven elements of the negotiation process are an important tool. Quiet Diplomacy and real cases and lessons learned."

"- Sources of conflict, because it is important to know as much as possible about the factors that lead to The conflict and if there is anything in common that can be used as common ground to build a compromise.
- Interests of The parties and issues at stake
- BATNAs, in order to measure the proposed agreement against my BATNAs
- Communication/Relationship building, to reduce hostility between parties and create a favorable attitude towards the negotiations."

"Interest based negotiation, conflict analysis and elements to redirect negotiations."

"1) Interest-based, problem-solving negotiation process;
 2) Interest-based, problem-solving mediation process."

"Conflict analysis; mediation skills-particularly the interest-based negotiations."

"I found Professor Packer's presentation on conflict prevention through quiet diplomacy, with the embedded video of the real-life example of the OSCE High Commissioner for National Minorities, useful. I also found the sessions led by Dr. Chris Moore and Ms. Susan Wildau of use as they provided practical advice and talked through the chronological steps of executing a mediation process well. "

"The conflict analysis framework is in my opinion the most practical applicable one that one would need to apply in any dispute or conflict to see through the parties' positions, interests and possible options. It is possibly one that is often to be used as a basis for analysing, a good reading and properly understanding often complex conflict dynamics that may look very different at the surface than what are underlying drivers and triggers and incentives/disincentives for solving underlying issues."

Feedback from male participants:

"Amongst many others, culture of prevention, quiet diplomacy, establishment of relationships and building confidence, inclusive peace processes, and the enhancing of women's participation on the processes, as well the SDG inter-linkages, the Conflict Analysis Worksheet process, BATNAs, and others. Even if one could be familiar with many of the concepts and similar situations, the program provided a systematic approach and analysis, as well as conclusions and a practical angle richly exemplified by the experiences of the professors and facilitators. All these elements will be very useful and relevant in the future from a diplomatic practice perspective."

"The concepts around interests, positions and options. Trying to be detailed in your line of thought and in asking critical questions to better understand situations and positions."

"1. Sources of Conflict Exercise
2. Conflict Analysis Facilitation for Negotiation Exercise
3. Mediation
4. Peace Processes and Outcomes: Conflict Patterns;
5. Learning from Recent Peace Agreements (video);
6. The United Nations - 75 and Beyond: Preventing Conflict, Sustaining Peace and Achieving the Sustainable Development Goals"

"To be fair, all of the concepts presented during this program were interesting and very useful."

"The interest-based approach to negotiation and mediation was new to me, and extremely useful to learn."

"All the information presented about negotiation and mediation was very useful."

"The practical examples of successful negotiations completed, and how this was done were very useful to me."

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"The interest-based mediation was very illuminating for. I have known this concept before but haven't had a label for it and didn't get a chance to practice in reality. Moving forward I will be looking for cues to understand the real interests motivating the actions of the parties and to try to understand how we can deal with disagreements."

"Interest based mediation. The seven element framework was very useful"

"All the concepts were useful and the facilitators were excellent. Well experienced instructors with deep knowledge of the issues"

"Conflict analysis, listening, framing and reframing, interest-based, problem-solving, seem to me to have been the most useful given their importance not only to have a broad picture of the conflict before engaging in mediation or once in it, but, also to preserve the impartiality of the negotiator or the mediator and, enable the parties to constructively participate to the negotiation process."

"The concept of interest-based negotiations and its seven key factors."

"I believe every and each concept has been presented was very useful, as all have been relevant and in line with the contemporary conflict management, conflict prevention and peacemaking concepts."

"All of them were useful."

"Conflict analysis."

"- Conflict analysis and interest-based problem solving as it enabled one to unpack the situation and focus on party interests and differing perspectives.
- Approaches to communication and relationship building - this is useful for all areas of life!
- Negotiation process, which enabled me to distinguish between 'interest' and 'positions', frame issues and discuss options. It was clear that diving straight into a solution-oriented approach - a default mechanism, can create obstacles to effective mediation and communication. It made me realise how and why UN-led mediations are often ineffective."

"Source of conflicts and conflict patterns / I do consider a basic element to understand how to find the path for a solution. Identifying issues and interests/ Avoid misunderstandings and grey zones. Proximity talks/ Language as a key element to progress to an understanding and a solution."

"7 elements of mediation."

"Negotiation and mediation are the most important for me for my daily works."

"The way the professors were responding the questions and their answers. We may not find these professors again."

MS TRISHA RIEDY

Feedback from female participants:

"She enabled a coherent understanding of programme context and structure. Extremely helpful throughout the course."

"Super-good work! Effective, to-the-point steering of the Programme - many thanks!"

"Trisha was great in managing the overall programme and in delivering key messages during her presentations."

"I was very impressed by Trisha's engagement in her work. It is evident that she is knowledgeable but also very passionate about what she does. She was inspiring and always promoted communication with her, with professors and amongst ourselves. Great job."

"Ms. Riedy provided always a very good readout of the program of the day, was very clear in what the purpose and objectives of the course are and was very good in conducting us through each session while we were all in a virtual mode."

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"Ms. Riedy's daily round-ups of the programme were very useful in helping to summarise the learning each day and preparing Fellows for the next day's work."

Feedback from male participants:

"Excellent in all aspects and in sharing her experience on working in this field."

"Ms. Trisha was elaborate and facilitated excellently."

"Ms. Riedy's commitment, effective time-management, and expertise were essential to the success of the programme. We are all very grateful to her for her kind and supportive attitude."

"Great."

"Excellent. I am deeply grateful for Ms. Riedy's insights."

"Ms Riedy's delivery was excellent. Her knowledge and skills were also very good. She was an excellent facilitator whose experience enriched the programme."

"Trisha's facilitation helped meet the timeline and develop the agenda without any rush."

"Thank you, we would have liked to meet you in person."

"Trisha is a good presenter."

"Ms Riedy managed to keep a friendly, dynamic and open general facilitation of the course. Her expertise and skills greatly helped to transition naturally to a completely virtual environment and for a participant to make the most of this programme."

"Clear and straight forward."

"Excellent facilitation and guidance. Trisha is clearly highly experienced, an excellent and motivating trainer and above all kind and supportive."

PROF. PETER WALLENSTEEN

Feedback from female participants:

"Very valuable resource person. Presented complex material in a very simple way."

"I particularly enjoyed Professor Wallensteen's first session on Peace Processes and Outcomes: Conflict Patterns. This was a great presentation that provided overarching context at the beginning of the programme."

"Professor Wallensteen presented concepts that were completely new and opened a new line of study that I would be very interested in knowing more about. He is knowledgeable but at the same time very open to questions and conversation. I enjoyed his lectures very much."

"Clearly possesses years of experience which comes across clearly in his presentations."

Feedback from male participants:

"He just had a wealth of knowledge and it was great that we was applying some of this institutional knowledge during the course."

"Prof. Peter was elaborate and facilitated excellently."

"Very interesting input, especially as a member of the Uppsala Conflict Data Programme."

"Excellent. I am very grateful to prof. Wallensteen's insights and anecdotes on how the conflict between Norway and Sweden was peacefully settled."

"Thank you, Prof., it was well delivered."

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"It was a pleasure to hear from Prof. Wallensteen."

"An experienced and knowledgeable professor."

"Well experienced and excellent explanations."

"The Professor is an accomplished teacher whose wealth of experience and knowledge enriched the programme. His erudite understanding of the subject matter was a big plus."

PROF. DIANA CHIGAS

Feedback from female participants:

"Diana has so much experience in different areas of expertise it was a delight to listen to her lectures and talk to her about both the concepts and the practice. She was open to answering questions and directed our exercises in a very professional and clear way. I truly enjoyed talking to her and listening to her as well."

"The tools and content of the presentations were very useful. Her presentation style is clear and concise."

"This part of the programme was complex. However, she handled it very well."

"Professor Chigas also served as the resource person in my mediation exercise and provided very useful guidance, drawing on her wealth of experience, to both the mediators and the parties."

Feedback from male participants:

"Great to be able to share experience and knowledge on the seven elements and the art of negotiations."

"Prof. Diana was elaborate and facilitated excellently."

"Prof. Chigas is an engaging, informative and well-prepared speaker. We benefited a lot from her presence."

"Excellent. I am deeply grateful for Prof. Chigas' insights and examples of mediation."

"Prof Chigas was superb. An erudite scholar who patiently delivered her topics with so much candor. I really enjoyed her deep knowledge and candour."

"Thank you Prof. the topics were well delivered."

"I found particularly useful the general style of presentation, as well as the many examples and the shared experiences and expertise of Prof. Chigas."

"Clear, simple and well focused."

Prof. Diana Chigas' experience in mediation and negotiation was very enriching."

PROF. ELEANOR WERTHEIM

Feedback from female participants:

"I was very impressed by her knowledge and her approachability. She was very professional and knowledgeable too. She directed our conversations in a very clear way and was always willing to answer any questions."

"Very useful presentations"

"Excellent."

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Feedback from male participants:

"Imported some useful knowledge from her area of expertise which was very useful."

"Prof. Eleanor was elaborate and facilitated excellently."

"Excellent. I am deeply grateful for Prof. Wertheim's insights and background in conflict theory."

"The Professor was also great. She was patient and facilitated her sessions very well."

"Prof. Eleanor's insights on conflict analysis and her tips to effectively conduct mediation were very appreciated."

"The topic were well delivered and we did learn a lot."

"She possesses the best explanation language on the guidelines. Clear and easy to be understood."

MUPANDA DISTRICT NEGOTIATION EXERCISE

Feedback from female participants:

"I learned a lot in this exercise, it was a great opening for the next one. It also motivated us to share both skills and experience among fellow students. I enjoyed it very much."

"A good opportunity to apply some of the theory."

"This was a good exercise to really think through some of the underlying issues that can cause conflict. It also provided an opportunity to think creatively about mutually-beneficial solutions that address underlying interests rather than positions."

Feedback from male participants:

"The hypothetical situation really made me read some of the literature provided and also to really think hard about the seven elements for any negotiations. First time to work on a real simulation situation and to test my thinking and learning skills."

"Mupanda District Negotiation typically was a case study of how certain parts of the world are marginalized by their own countries and seek self determination or breakaways."

"More time provided for the actual simulation."

"The case is such that there is a lot of room for the parties to make an agreement. The case could be developed further to make reaching an agreement more difficult and complex. This would push the participants to think about more innovate and out of the box solutions in order to reach an agreement"

"The time was short to complete the negotiation. The absence of some of the participants in the group work affected my group preparations as I had to do all the negotiations. I believe the fact that participants were at work-affected concentration on the fellowship. I will suggest that participants be requested to obtain leave of absence to ensure full participation."

"MUPANDA material case is realistic and similar to situations in Africa, we did the simulation seriously with room for flexibility."

"The time allocated was adequate but despite of all of that there were challenges of communication especially discussing with colleagues."

"Very good to start trainees thinking about interest based analysis and deeper conflict analysis."

"I found it with some missing details but an excellent case."

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"The materials of the case were a very good basis for the preparation, but I think that the exercise could benefit for a little more allocated time and maybe some "deadlines" on certain issues to allow to move forward in a faster way."

"This was an excellent exercise - it was a well written and enabled us to test and experience how interest based negotiations work."

MR. ERIK FRIBERG

Feedback from female participants:

"Erik was professional and gave us clear guidelines to better undertake the exercise. He was approachable and always willing to engage."

"Excellent."

Feedback from male participants:

"Learning from experts was sincerely appreciated and helped with understanding a wide range of issues and how they are being applied in he real world."

"Mr. Friberg was elaborate and facilitated excellently."

PROF. JOHN PACKER

Feedback from female participants:

"Very useful. I wish in future he can also present on inclusion of refugees and IDPs in the peace process."

"I very much enjoyed his presentations. Glad we had the opportunity to engage on the last day."

"Professor Packer brought a very open and sincere vision that derives from many years of experience. His lectures offered new concepts and his participation in the discussions was very enlightening and eye opening."

"I thought all of Professor Packer's presentations were excellent and highly informative, drawing on his wealth of experience in this field."

Feedback from male participants:

"Was great listening to his views and position on some very critical and sensitive issues. Really articulated himself well in the session and I enjoyed listening to his lectures."

"Prof. Packer was elaborate and facilitated excellently."

"Excellent. I am deeply grateful for prof. Packer's critical analysis."

"His insights and frankness were refreshing!"

"Professor Packer's practical knowledge, intellectual depth and candour was a big asset to the programme. He was very good."

"Prof. John Packer's long experience with the UN and his critical view of the Organization was very useful to understand or appreciate the current shifts and challenges on the international scene."

"Professor Packer was by far the most interesting speaker. I wish we would have had additional opportunity to ask him questions on aspects of his work."

"Excellent trainer - motivating and provided food for thought. Also very good at bridging theory and practice. Benefitted from his style and videos he presented."

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"Very good and complete analysis."

VIDEO TAPE OF UN SPECIAL REPRESENTATIVES DISCUSSING LESSONS IN PEACEMAKING

Feedback from female participants:

"I really enjoyed these, it brought an insight that is very difficult to find. It showed a perspective that is very hard to find elsewhere."

"More diverse and updated group of SRSGs would be welcome."

"Very interesting video - however, there were no women interviewed!"

Feedback from male participants:

"I found the videos useful given that many shared their experience in working in this difficult and demanding technical area. Appreciated their insights on some of the behind the scenes work on key events we only get to watch in the news."

"The Video tape gave case studies of UN Stabilization Missions in certain parts of the world and the roles played by the UN Special Representatives in facilitating lasting peace in these places."

"The Video tape gave an insight into the work of the UNSR."

"Excellent, yet a bit difficult to absorb during the training. Perhaps a link to these video resources could have been shared somewhat earlier (for example together with the acceptance letter in July already)."

"Very useful."

"It provided with insightful and enriching tools and tips thanks to the experience of UN Special Representatives face to various range of situations."

VIDEOS OF WOMEN'S ROLE AND CALL TO ACTION

Feedback from female participants:

"I think it is very important for this topic to be at the front of the discussion. I am glad that they decided on it."

Feedback from male participants:

"Interesting perspective on the involvement of women and the important role they can play."

"The Videos were helpful and taught me the useful aspect of incorporating gender perspectives and ensuring the equal participation of women and men in all areas of work."

"In addition to talking about and watching a video of women's role and call to action, it would be my suggestion to also give women equal opportunities to participate in the fellowship."

"A lot more could be said on the issue with practical examples."

"I would recommend to add more real life cases."

MEDIATION EXERCISE

Feedback from female participants:

"It was not easy, but it was very much worth the effort. I enjoyed studying the case, talking to my teammates and it made me aware both of skills and areas that I need to build upon. I think it was very valuable."

"I wish we had more time for the entire exercise. I felt we did not have the opportunity to thoroughly explore the tools. The debriefing was very useful."

"This was acknowledged by the programme organisers as a challenge, but it would have been useful for more people on the programme to have had the opportunity to assume the role of mediator."

Feedback from male participants:

"Needed more time for negotiation"

"The mediation exercise was a good insight into having good listening skills and motivation by professional rather than personal concerns. It also taught me to show persistence when faced with difficult problems or challenges. in addition, it taught me to have the ability to remain calm in stressful situations."

"I believe that there was too much dedicated for working in teams as gov/opposition/mediators, compared to the time allocated to the actual simulation. In the case of my group, we finished our strategy early and had a lot of spare time, while the actual mediation exercise was really interesting but with not enough time."

"It needs more time"

"The case is such that there is a lot of room for the parties to make an agreement. The case could be developed further to make reaching an agreement more difficult and complex. This would push the participants to think about more innovate and out of the box solutions in order to reach an agreement."

"Extremely useful but at times sessions were long and it would have been good to reflect more and discuss tactics and approach. It was clear that as we went along mediation skills improved. Some people did not speak much and wanted to engage more, so may be good to enable more people to play role of mediator or have another simulation included to enable people to play different roles."

"It was particularly interesting learning specific experiences from the facilitators while they guided the mediators appointed. As mentioned, maybe the exercise could also benefit from more time for its full usefulness."

"I wished to have had more time on the meditation exercise, just one session more, in both cases. Nonetheless the time management is something that I learned to appreciate."

Really learnt a lot in the role play as being a party to the conflict and also in listening to the mediators in trying to work with the two parties. Really learnt a lot from the exercise."

DR. CHRIS MOORE

Feedback from female participants:

"Thanks for excellent insights - much appreciated!"

"His perspective was different which I think brought new elements to the course. I enjoyed listening to him very much."

"Excellent - I particularly enjoyed the informal 'Q&A' opportunity with Dr. Moore and Ms Wildau at the end of each day in the second week. This time was very useful and gave me an opportunity to ask additional questions."

Feedback from male participants:

"Very good listening to him on sharing his experience and most importantly on explaining some of the key details around negotiations and mediations."

"Dr. Moore was elaborate and facilitated excellently."

"Very thoughtful. I am deeply grateful for Dr. Moore's insights and his availability to answer questions."

"A very good facilitation. I learnt a lot"

"Perhaps adding more real cases could enrich the presentations."

"I found very interesting the experiences Dr. Moore shared during the process and in particular how they related to the situations that were happening during the exercise with the mediators and the search for solutions."

"Excellent delivery."

Ms. Susan Wildau

Feedback from female participants:

"Susan also brought a new perspective to the table, years of experience and a different view. I enjoyed her lectures and the interaction with her very much."

"Excellent - I particularly enjoyed the informal 'Q&A' opportunity with Dr. Moore and Ms Wildau at the end of each day in the second week. This time was very useful and gave me an opportunity to ask additional questions."

Feedback from male participants:

"Again listening to her experience in working in the area and some of her advice on what to be prepare for in any negotiation was very helpful."

"Ms. Susan was elaborate and facilitated excellently."

"Very excellent. I am deeply grateful for Ms. Wildau's experience and real-life examples."

"Ms Wildau made excellent presentations."

"Ms. Wildau was very helpful as a facilitator. Her wealth of experience was evident through the advice she gave and help me appreciate the complex work undertaken by mediators."

"Very good presentation."

SRSG Hanna Serwaa Tetteh

Feedback from female participants:

"She was outstanding. Consideration could be given to having a longer session with her next time."

"Her perspective, being actually engaged in talks at the moment, was very inspiring."

"Rather than her specific talk on regional organizations, I liked her sharing more her experience as a mediator, tips and tricks etc., which we only really got to when we asked her the questions. Think would be more useful focusing on experience as mediator/negotiator, rather than the regional organizations element."

Feedback from male participants:

"Very relevant in putting some of the discussions into perspective and also in sharing her experience in working on some of the key issues at the operational level."

"SRSG Hanna was elaborate and facilitated excellently."

"A refreshing and much needed perspective. Wonderful to hear from her."

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"Probably the most interesting presentation, from my perspective."

"Very honoured to have the opportunity to interact with an esteemed Special Representative of the Secretary-General, as sought-after as USG Tetteh. In line with the learning objectives of the fellowship, could it be recommended that the SRSG be invited to share from her impressive array of experiences, an example of a mediation exercise she personally led, as an example for us to learn from?"

"The SRSG's deep knowledge and experience made a great impact on the participants. The fact that she was bold and frank enriched the discussion. She was excellent."

"Perhaps adding more real cases could enrich the presentation."

"Much better than a video, this kind of live contribution was super-helpful and interesting."

"Useful to hear from a senior practitioner and from the regional perspective. Also good to hear from a woman!"

ASG Ilze Brands Kehris

Feedback from female participants:

"I learned very much through her lecture, she was also open for discussion which I value very much."

Feedback from male participants:

"Very good insights on the way forward in looking at this important space."

"ASG Ilze was elaborate and facilitated excellently."

"Very good. I am deeply grateful for ASG Brands Kehris' insights and suggestions on a broad range of topics."

"The ASG was excellent. Her deep knowledge of human rights was an added value."

"ASG Ilze Brands' connection between Human Rights and the political process was very interesting and highlights the challenges this connection poses in UN multidimensional and integrated missions."

"Good to have human rights perspective as it is has to be integral to/ central to any process and forms the basis of grievances and solutions."

"Clear and excellent presentation."

Suggestions for Topics for Next Year's Programme:

Feedback from female participants:

- If it can be possible, the participants can attend some of the active negotiation and mediation events, of course, based on strict Chatham House rules. They can be deployed at some missions as interns for 2 weeks after the 2 weeks training.

- Consideration may be given to briefing on recent and successful examples involving numerous actors such as the electoral violence in Kenya (UN), the Gambia (ECOWAS), Bolivia (UN). Maybe considering inviting colleagues from the HD Center.

- I believe the topics selected for this year will remain relevant.

- Inclusion of refugees and IDPs in the peace process.

- Moving from peace agreement to peace implementation: how to assist parties in developing an implementation matrix ensuring they set realistic benchmarks and timeframes.

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Feedback from male participants:

- 1. Communication Skills.
  2. Negotiation Techniques.

- 1- Strengthening the Practice of Peacemakimg and Preventive Diplomacy in the United Nations.
  2-Women negotiating peace.

- Although not the focus of the programme, some discussion of the interplay between mediation / negotiation and the other methods of dispute settlement, including legal ones, would have been helpful. Sometimes it feels like the two communities of practice do not engage with each other at all.

- For next year's programme, I would suggest to continue to focus on Peacemaking and Preventive Diplomacy.

- Topics including How to change into a culture of innovation, The Sustainable Development Goals and Agenda 2030, The Reform of the Security Council. are all very worthwhile topics for discussion and deeper analysis.

- Transitional Justice.

- Human Rights in mediation and negotiations.

- It would be really good to include a discussion on the lessons learned from to failed negotiations or mediation efforts.

- It would be good to have a real case on the current conflict where the UN is involved.

- Mediation in the time of Covid - practical examples (Libya, Yemen, Syria).

- The changing role of the UN in mediation and peacebuilding and role of other actors.

- Unpack and discuss an actual conflict/ mediation process.

- How to balance justice and peace in the negotiations. The rights of the victims in the negotiations.

- Gender and women in peacekeeping and peacemaking. Mission support in PSO.
  Planning in multi-dimensional peace operations.

- Mediation on international trade;
  Introduction in negotiation with terrorists/terrorist organizations;
  Negotiation on climate changes.

- Environmental and climate risks.

- Long term effectiveness of peacemaking process;
  R2P as a path to find a real peacemaking process;
  SDG as institutional prevention.

- Non-Western approaches to conflict resolution.
  Anthropology and conflict resolution.
  Modern approaches to conflict prevention.

- UN's success story can be included in the programme.

SUGGESTIONS FOR SPEAKERS FOR NEXT YEAR'S PROGRAMME

Feedback from female participants:

- If the program could invite more special envoys from ongoing conflicts to more interactive sessions.

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I can propose for example Mr. Ghassam Salamé special envoy to Libya or Jamal Benomar or others who mediated very difficult and complicated conflicts, They have successes and they also declared failures.

- Nicholas Haysom (the limits of an SRSG).
  Jeffrey Feltman (UN's / SG's role).
  Mona Juul (peace making).
  Sanam Anderlini (WPS and role of women in peacemaking).

- Dr. Raymond Gilpin
  Former Dean of Africa Centre for Strategic Studies
  Chief Economist and Head of Strategy and Analysis
  Regional Bureau for Africa
  UNDP New York
  Tel: +1 (212) 906-5905
  Cell: +1 (917) 981-9252

- David Nyheim
  Executive Chairman
  International Conflict and Security (INCAS) Consulting Ltd. (Valletta)
  Website: www.incasconsulting.com
  Telephone: +356 3550 5150 (office); +44 7968850622 (direct)
  Skype: incasconsulting

- Mr. Nicholas 'Fink' Haysom, Special Adviser to the Secretary-General on Sudan. USG Haysom has a wealth of negotiation and mediation experience and is an excellent speaker.

Feedback from male participants:

- Allan Ndagije Mugarura, Foreign Service Officer, Permanent Mission of Uganda, Geneva.

- Alumni.

- The current group of speakers are excellent and would be well placed to guide the Fellowship with their wisdom and experience again in 2021, if their schedule allows.
  In addition, for next year's Fellowship Programme, perhaps the current OSCE High Commissioner on National Minorities Mr. Lamberto Zannier, and the former Executive Director of UNEP, Mr. Eric Solheim, can be invited?

- Professor Jeremy Sarkin
  Centro de Investigação e Desenvolvimento sobre Direito e Sociedade (CEDIS)
  Invited Full Professor, Faculdade de Direito (FD)
  Email: jeremy.sarkin@fd.unl.pt
  Campus de Campolide
  1099-032 Lisboa, Portugal

- I suggest, Mr. Milos Strugar, a trainer in Conflict Analysis mediation and negotiations and has been especial envoy to Syria.
  Currently, he is Executive Director, CONFLUX Center, Belgrade, Serbia.
  Email Address: milos.strugar@confluxcenter.org/ milos.strugar@un.org
  Cell/WhatsApp: +381621528582

- Former Secretary-General of the UN.

- It will be good to invite a current UN envoy who is involved in the mediation of a conflict.

- Former SRSGs/ Special Envoys, i.e. Stephan de Mistura to share vast experience in Iraq, Afghanistan, Syria.

- Martin Griffiths - SE, Yemen - worked in various contexts both for UN and other entities so has a wealth of experience to share. He is also an engaging and amusing presenter.

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- WHO - on health diplomacy and how they were able to engage parties around common interest of responding to C-19.

- The same speakers of this year.

- Those on the front line on the ground are the best on practical experience.

- Prof. Robert DUSSEY, Ministry of Foreign affairs of Togo, Chief Negotiator on ACP - EU post Cotonou Agreement

OTHER IDEAS FOR IMPROVING THE PROGRAMME:

Feedback from female participants:

- Would be useful to have more interventions/hands on while we were being monitored practicing the exercises. Think it would have been helpful for stronger moderation of all the discussions so we didn't hear from the same individuals all the time.

- Provide more time for the simulation exercise and regular debriefings in between. As opposed to providing more topics I would rather propose a change in the sequencing. The discussions on Friday were very enriching and would be even more useful earlier in the programme.

- A more critical approach to the processes described, what went wrong and how it could be improved would be an interesting discussion in the context of cases such as Yemen or the early stages of the Syria conflict.

- I wish to congratulate the organizers for managing this online session so well. Amazingly, all the complicated moving between breakout rooms went flawlessly. You managed time well and created plenty of opportunities for participation. This is a great achievement.

Feedback from male participants:

- To probably discuss some on the real cases happening to explain how they might do it differently or how they would approach the situation.

- Thank you so very very much for the organization of this course, UNITAR Fellowship Programme in Peacemaking and Preventive Diplomacy. It was the best training I have had the pleasure of taking in a long time. The following are just a few suggestions to make the 2021 fellowship even more excellent:

  Reading List and Reference Materials

  I received the Reading List and Reference Materials the first day of the training. I would have greatly appreciated it to have this background information available much sooner (for example at the same time as the selection message). This way, I would have more time to study the material, as the training itself is quite intensive and makes it challenging to absorb all the background readings (some of which are not available online, including # 19, 23,25, 26, 27, 30, 31). I would greatly have appreciated to receive the reading list and reference materials earlier.

  Course-security

  I found the security a bit heavy with log-in codes, passwords and PDFs at the very highest level of confidentiality, not to be shared with anyone or even making notes on. This makes it difficult to access and use course materials on different devices (computer, laptop, phone, tablet). As far as I can tell, the information is not classified as confidential (and most can be found on the internet). Perhaps the meetings and documents can be made more "open" and share-able?

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- Giving the participants the themes related to conflicts on which they can work and present individually and in a group.

- Exploring how other actors, i.e. business leaders have engaged on and facilitated conflict resolution and mediations (or perhaps this could be a phase 2 of this course or could even be specialised talks and webinars with key note speakers for programme alumni)

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APPENDIX V

**BIBLIOGRAPHY
2020 UNITAR FELLOWSHIP PROGRAMME
IN PEACEMAKING AND PREVENTIVE DIPLOMACY**

Practical Advice for Mediators: 1-5
Dispute Resolution: 5-26
UN and Regional Organizations: 26-32

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Annex 1: Project Brief

Project title: Online Learning on Climate Change Negotiations & Health

Provide a very concise summary of the project here:

It in increasingly evident that environmental challenges have an impact on human health, reinforcing existing risks. For instance, it is estimated that climate change will cause around 250,000 additional deaths per year between 2030 and 2050 – linked to issues ranging from malnutrition to heat stress, with direct costs to health expected to be between USD 2-4 billion/year by 2030[1]. Also, the current COVID-19 pandemic has highlighted the important interlinkages between human health and the state of our environment and economies.

With recognition of the growing importance of the connection between health and the state of the environment as one of the fundamental issues of our time, WHO and UNITAR are exploring opportunities to build on past collaboration within the UNITAR's Division for Multilateral Diplomacy and the UN CC:Learn Partnership to develop a new Climate Change Negotiations and Health online course aimed at strengthening understanding of the interlinkages between climate and health, with particular reference to the UNFCCC international climate change policy process. This proposed online course will take advantage of the latest advances in the design and delivery of distance-based learning experiences.

The proposed course has been requested directly by the WHO. The WHO will co-finance the course to a value of up to 25,000 USD, therefore only requiring 54,715 USD from the SFF.

Objective

Through exposure to engaging content, relevant case studies, practical exercises and opportunities to share experience and ideas, the new series of knowledge and learning resources on climate change negotiations and health will aim to inspire policy-makers, government officials, professionals and the global public to integrate health considerations when taking policy decisions on climate change, and visa versa. The knowledge and learning resources will aim to change mindsets and behaviours of participants, to ensure that health is at the heart of climate policy, and will promote an integrated approach to sustainable development, more broadly.

e-Learning Development Activity Overview

This section provides an overview of the main steps in the development of an e-Learning product and supporting webinars once an offer has been prepared and accepted by WHO:

1. **E-learning product**
   - Needs assessment

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[1] https://www.who.int/news-room/fact-sheets/detail/climate-change-and-health

- Technical read through and updating of relevant background documentation;
- First review and agreement with WHO team on learning objectives and structure of the course;
- Development of stakeholder assessment questions in line with the learning objectives;
- Development of full course syllabus, visual identity, and evaluation methodology;
- Second review and agreement with WHO team on outline and visual identity;
- Filming of videos (optional);
- Third review and agreement with WHO of storyboard;
- Implementation of interactive version in Articulate Storyline/RISE and pilot testing with a restricted audience composed of pre-selected WHO staff;
- Final review and agreement with WHO on final interactive version of the course;
- Recording of voice-over (optional);
- Development of micro-learning versions (optional);
- Launch of the module on the UN CC:e-Learn platform and advertisement through social media.

2. **Webinar series (2 webinars)**
- Development of draft concept/agenda for each webinar;
- Review of draft note by the WHO team and finalization based on feedback received;
- Identification of WHO champions, technical experts;
- Technical preparation (software/platform to be determined) as well as integration in the e-course design;
- Webinar implementation and reporting.

3. **Evaluation of efficiency, effectiveness and impact**
- Gathering and analysis of evaluation data;
- Drafting of note on opportunities for future learning actions.

Course on Climate Change Negotiations and Health

Based on an existing face-to-face training package, a free self-paced course on climate change negotiations and health would be made available to the public, with invited participation targeted at health professionals engaged in negotiations under the UNFCCC. Key areas to be covered include:

- Introduction to health and climate change
- History of the UN Climate Change Negotiations
- The Paris Agreement
- Current negotiation topics
- Health in the UN climate negotiations
- Health in negotiation streams.

Whilst the course will be open to the public, the invited climate change and health negotiators will also have the option to attend two facilitated, online webinars on negotiation skills. At the end of these webinars participants will be able to:

- Identify and describe key negotiation theories and dynamics;

- Develop negotiation strategies;
- Describe how to facilitate and build consensus;
- Perform more efficiently as a negotiator.

Such course could have the following design specification:

Access	Open and by invitation (webinar option)
Cost	Free
Language	English
Schedule	Self-paced, optional webinars for invited participants
Evaluation level	Intermediary
Interaction between peers	Interaction via additional webinars (2 webinars)
Target audience	Health professionals and/or climate change negotiators, UNFCCC delegates, government officials, professionals, interested public. Each webinar will accommodate up to 200 participants. The e-course on Climate Change Negotiations and Health is an open course. There is no maximum number of participants.
Content	Introduction the international climate change policy framework, the UNFCCC, negotiations to date, key issues to be negotiated at COP26 and the interlinkages between climate change and health
Learning techniques	Bite-size and micro-learning, multiple tools, practical exercises, quizzes, intent to use survey, webinars
Completion time	2-3 hours (self-paced) Additional 90 mins per webinar
Host	UN CC:Learn platform

Annex 2: Budget

Outputs	Costs in USD

1. Needs assessment	7,500
2. Course development (incl 3 videos)	52,500
3. Webinar series (x2in Eng)	7,500
4. Evaluation and communications	4,000
5. LMS hosting (2 years) and quality control	3,000
Sub total	**74,500**
Project support costs (7%)	5,215
Grand total	**79,715***

*WHO are committed to co-financing the course, up to the amount of 25,000 USD.

Annex 3: Log Frame / Results Framework

Results Framework*

Impact/linkage to high-level programme objective/Impacts**					
Planned outcome(s)***	**Indicators and performance measures**			**Means of Verification**	**Risks/ assumptions**
	Indicator	**Baseline**	**Target**		
1. Improve health professionals' knowledge on key negotiation theories and dynamics;	Percentage of participants who meet or exceed the learning objectives	70%	75%	Participants feedback and self-assessment questionnaire	n/a
2.Improve the negotiation strategies of health professionals;	Percentage of participants who meet or exceed the learning objectives	70%	75%	Participants feedback and self-assessment questionnaire	n/a

3. Raise awareness of health professionals on how to facilitate and build consensus;	Percentage of participants who meet or exceed the learning objectives	70%	75%	Participants feedback and self-assessment questionnaire	n/a
4. Improved health professionals' capacity to perform more efficiently as negotiators;	Percentage of participants who meet or exceed the learning objectives	70%	75%	Participants feedback and self-assessment questionnaire	n/a
5. Enhanced the understanding of professionals from a multitude of fields about the interlinkages between climate change and health via the UN CC Learn platform.	Percentage of participants who meet or exceed the learning objectives **Proposed revision:** "**Percentage of participants who fully/mostly meet the learning objectives**". The feedback form that participants who complete the course can fill in include the 'Fully" and "Mostly" met categories - together with "More or less", "Partially", "Not at all", rather	70%	75%	Participants feedback and self-assessment questionnaire	n/a

Planned outputs	Indicators and performance measures			Means of verification	Risks/ assumptions
	<mark>than "Fully" met or "Exceeded".</mark>				
1. Promoted and enhanced knowledge of health professionals on key negotiation theories and dynamics;	Number of participants trained and who have received a certificate of participation for UN CC Learn course and webinars	80	150	List of participants	Assuming enough participants are able to join
2. Fostered the capacities of health professionals in international negotiations;	Number of participants trained and who have received a certificate of participation for UN CC Learn course and webinars	80	150	List of participants	Assuming enough participants are able to join
3. Promoted awareness and knowledge of health professionals on how to facilitate and build consensus;	Number of participants trained and who have received a certificate of participation for UN CC Learn course and webinars	80	150	List of participants	Assuming enough participants are able to join
4. Improved negotiation skills participants of of health professionals;	Percentage of participants who meet or exceed the learning objectives for UN CC Learn course and webinars	80	150	List of participants	Assuming enough participants are able to join

5. Improved understanding of professionals from a multitude of fields on the interlinkages between climate change and health.	Number of participants trained and who received a course certificate of participation via the UN CC Learn platform	400	1000 **Proposed revision:** **1,000 (by a year after the launch)** This is to specify the timeframe by when we estimate the course to issue this number of certificates.	Number of certificates of participation issued via the UN CC Learn platform.	Assuming enough participants are able to join

UNITAR New York Office
SIDA Leveling the Playing Field
Annual Narrative Report 2020

During 2020 and the 75th anniversary of the United Nations, the pandemic situation (Covid-19) forced the closing of the United Nations Headquarters and UNITAR New York Office adapted and delivered its training activities on VTC/Zoom format. UNITAR NYO maintained 95% of its regular activities and increased the number of beneficiaries of its trainings.

New York, 31 December 2020

Excellency,

The UNITAR New York Office (UNITAR NYO) is pleased to present to you the Swedish International Development Cooperation Agency (SIDA) Narrative Report 2020 which outlines the courses and trainings that were offered during the year.

The intensive calendar of activities, even facing the ongoing Covid-19 pandemic, has allowed the UNITAR NYO to carry out 20 learning events through workshops, seminars, briefing, conferences, public lectures, and online courses and reach 1843 participants under the programme "Leveling the Playing Field". 6 courses were implemented face to face from January to mid-March 2020 and 14 courses through Zoom video conference from March to December 2020 due to the forced quarantine.

The courses were created as opportunities for all people and nations while the Swedish development cooperation is concentrating in key areas for development such as *Democracy, Human Rights, Gender Equality, Economic Opportunities, Knowledge, Health, Environmentally Sustainable Development, Peace and Security*. The UNITAR NYO adjusted the format of its learning events to reduce the impact of COVID-19 and benefiting individuals, organizations, and the private sector in different countries around the world. The year 2020 certainly reached broader and greater audiences of diplomats and government officials sharing tools, knowledge, and interactive experiences.

In particular, I am grateful for the support received from the Swedish International Development Cooperation Agency ensuring a long-term partnership and helping, especially LDCs and SIDS countries face specific social, cultural, and environmental vulnerabilities.

I would like to take this opportunity to present you this narrative report that contains short versions of the activities with photos, statistics, and related material while I thank you personally for your continued support. The reputation of UNITAR NYO keeps diplomats, participants, and trainees coming back and without a doubt, 2021 will not be the exception.

 I am looking forward, Excellency, to continuing this very rewarding journey.

Sincerely,

H.E. Mr. Marco A. Suazo
Head of UNITAR NY Office

H.E. Ms. Anna Karin Eneström
Ambassador Extraordinary and Plenipotentiary
Permanent Representative of Sweden
to the United Nations

Table of Contents

Introduction

The content of this narrative report shows a summary of the activities under the programme "**Leveling the Playing Field**" carried out by UNITAR New York Office (UNITAR NYO) with the support of the Swedish International Development Cooperation Agency (SIDA) during 2020 and leaded by Ambassador Marco Suazo, Head of Office. 20 academic courses are summarized in the following lines, of which they were developed face to face from January to March and completely online from March to December until the writing of this report.

The report details the interconnectedness and descriptions of learning experiences framed in activities, exercises, workshops, and more. It also shows part of the content covered in their sessions with photos of the panelists, participants, and UNITAR staff. Graphs with numerical representation of gender statistics have been incorporated, thus showing the important role that the achievement of full equality represents for UNITAR.

The report contains information on the number of participants who have attended each of the sessions, both face-to-face and virtual, plus the independent activities carried out throughout the year. An example of this is the introduction of workshops such as our regular series with Columbia Law School with focus on gender topics like "*Her Seat at the Table, Women and Self Advocacy*" or "*Amplification Strategies for Strategic Leadership*"; diplomatic trainings such as "*A Practical Look at the UN*" or "*Core Diplomatic training for the Permanent Mission of Guyana*", and workshops focused on developing skills and knowledge such as "*Negotiations Training for the Ministry of Foreign Affairs of the Government of El Salvador*".

In addition, the report has information of the annual core courses and which UNITAR NYO has institutionalized as *The Work of the Economic and Social Council*, *Introduction for New Delegates on the Work of the Security Council*, and *The Structure, Drafting, and Adoption of UN Resolutions.*

Another pillar of UNITAR's activities has been the development of training on SDGs and the 2030 Agenda, providing the necessary tools to alleviate and consider the impact of the COVID-19.

As a result of the pandemic, UNITAR NYO adapted to the new online modality, reaching around 1843 participants in 2020, achieving once again gender equality. This was the first time that 80% of its trainings were online, with more than 40 facilitators and tutors involved. 20% of the trainings failed to materialize for some reason related to the pandemic, however, UNITAR NYO will focus on continuing to work and offering quality courses for the new year, led by renowned professionals from the academic area and staff from the UN Secretariat.

The purpose of presenting this report is to show the content and material proposed by UNITAR NYO to individuals from a wide range of countries and mainly from LDCs and SIDS, as well as the conditions in which the learning courses took place and their results.

Calendar of Courses from January to December 2020

Events Key
Face to Face
Online-Zoom Platform

Courses	Dates	Participants
January		
1. United Nations Education with Columbia University	10 January	31
2. The Work of the Economic and Social Council	23 January	91
3. Membership in the United Nations Security Council Niger	30-31 January	18
February		
4. Core Diplomatic Training for the Permanent Mission of the Co-operative Republic of Guyana to the UN	25-28 February	12
5. ICAP International Negotiations in San Salvador	27-28 February	32
March		
6. Columbia Law School Series: Leadership & Self-awareness	4 March	56
From 13 March, all the following activities were carried out through live video conference (Webinar-Zoom)		
April		
7. Virtual Meeting-Columbia Law School Series: Gender Equality in Peacebuilding & Conflict Resolution	22 April	150
May		
8. Virtual Meeting-Columbia Law School Series: The Power of Asking the Right Questions	5 May	141
9. Virtual Meeting: UNITAR and Foreign Policy Association- UN Global Action Plan for Responding to COVID-19	6 May	88 2115 (views)
10. Virtual Meeting- Food Systems Series- Defining Transformation: A Global Food System	18 May	115
June		
11. Virtual Meeting: A Better Planet: Big Ideas for a Sustainable Future	5 June	180
July		
12. E-learning- Toward a Global Ethics in Achieving the SDGs. University of Colorado at Boulder	7 July-11 November	35
13. The Structure, Drafting and Adoption of United Nations Resolution (Two Days)	14 -15 July	120

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14. Drafting Skills: Reporting and Communications	27 -28 July	71
September		
15. Briefing for Non-permanent Members on the Work of the Security Council (Kenya)	28 September-2 October	31
October		
16. Achieving Sustainability Through Metrics- UNITAR and Yale Workshop	15 October	64
November		
17. Columbia Law School Series: Women and Self Advocacy	4 November	110
18. Columbia Law School Series: Conflict Resolution in the Era of Political Polarization	18 November	170
19. A Practical Look at the United Nations	23, 24,30 November	95
December		
20. Columbia Law School Series: Amplification Strategies for Diplomatic Leadership	3 December	233
TOTAL NUMBER OF PARTICIPANTS		1843

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Participants Worldwide

Other 1%
Female 52%
Male 47%

- Male
- Female
- Other

Learning Events in 2020

Face to Face 13%
Online 87%
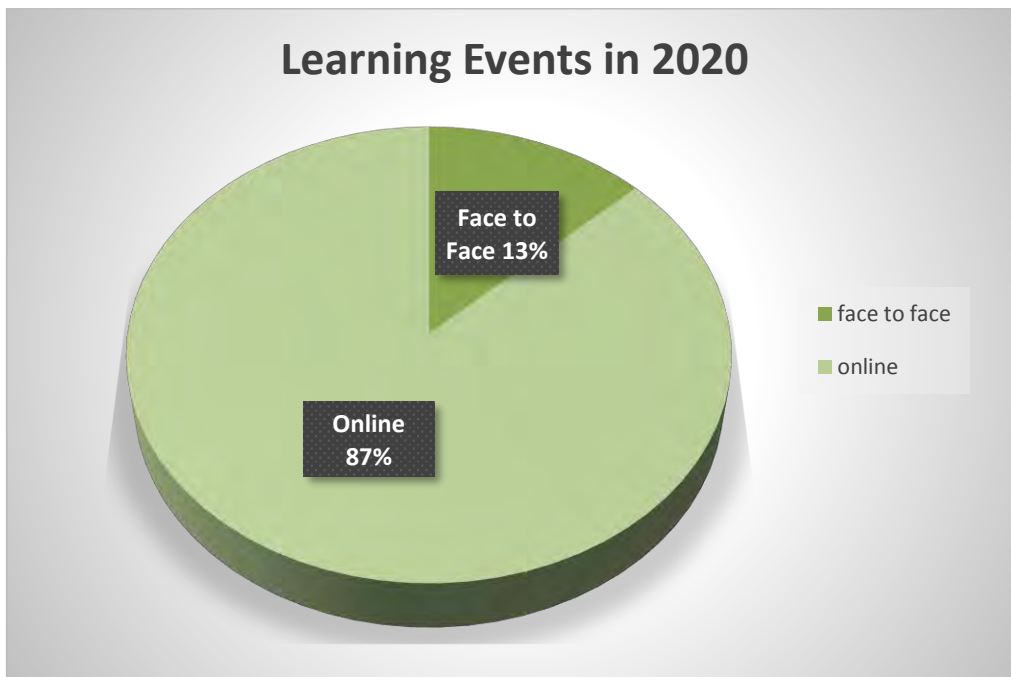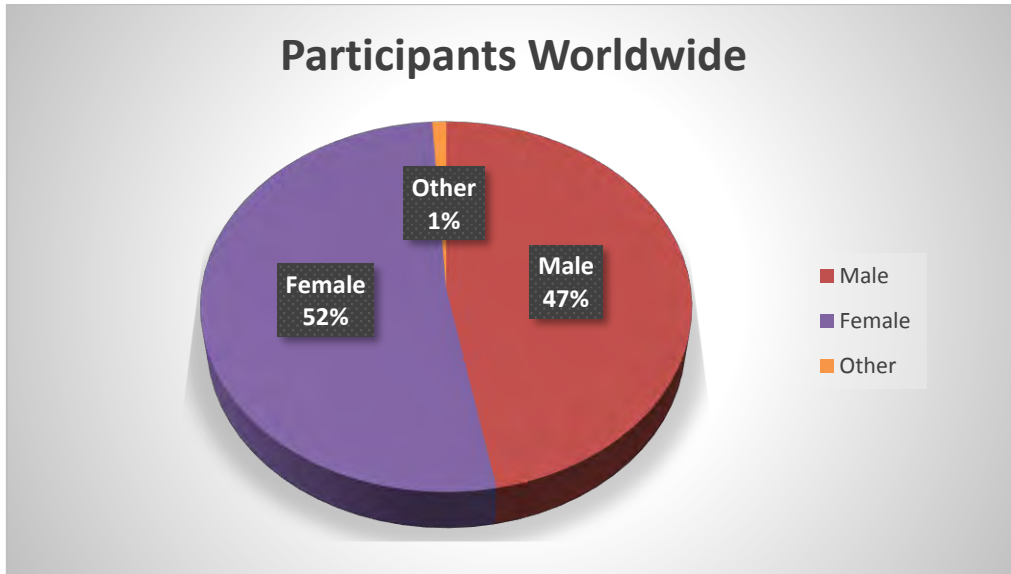
- face to face
- online

➢ Since March 13th when the pandemic Covid-19 hit New York City, UNITAR NYO managed to deliver 13% of its events face to face which represents 6 learning events and 240 participants were beneficiated.

➢ When UNITAR New York Office started using VTC/Zoom for its learning courses, it managed to deliver 87% of its events online which represents 14 learning events and about 1,603 participants were beneficiated.

SECTION II

Part 1. SUMMARY OF ACTIVITIES IN 2020

1.1 UN EDUCATION WITH COLUMBIA UNIVERSITY

UNITAR NYO 1

January 9th, 2020.- UNITAR NYO organized a briefing on Mediation, Negotiation and Conflict resolution offered for the master students of ISDE - Higher Institute of Law and Economics in both Madrid and Barcelona, led by Professor Alexandra Carter, Director of the Mediation Department of Columbia Law School. The training included an interactive presentation where students were able to become mediators and prepare their own case study with a group exercise, and to close the day, UNITAR offered them a tour exploring the United Nations Headquarters.

1.2 UNITAR ORGANIZES THE ORIENTATION COURSE ON ECOSOC 2020

UNITAR NYO 2

January 23rd, 2020.- The United Nations Economic and Social Council (ECOSOC) and the UNITAR NYO kicked off this year with a one-day orientation course for the members of the Council jointly organized with the Department of Economic and Social Affairs (DESA). This activity was supported with funding allocated from the Swedish International Development Agency's (SIDA) contribution to the UNITAR Strategic Framework Fund and hosted in the United Nations Headquarters. The orientation course consisted of six different sessions which

covered a wide variety of topics relating to ECOSOC, such as working methods and procedures, the engagement of stakeholders and the work of ECOSOC's Segments and Forums for the advancement of Sustainable Development (Youth Forum, High Level Political Forum, Finance for Development etc.).

The keynote remarks were delivered by the Vice- President of the ECOSOC, H.E. Mr. Munir Akram, Permanent Representative of the Mission of Pakistan to the United Nations, who remarked the historical importance of the role of the ECOSOC within the United Nations System. Ms. Marion Barthelemy, the Director of the Office of Intergovernmental Support and Coordination (OISC) from the Department of Economic and Social Affairs (DESA), examined the major reforms implemented in 2013 which created the HLPF impacting the ECOSOC. Ms. Barthelemy covered the functions of the ECOSOC as well as ECOSOC's relationship with other UN Bodies.

During the sessions, the importance of 2020 Quadrennial Comprehensive Policy Review (QCPR) as a process and key vehicle by which the General Assembly and ECOSOC can provide policy guidance and assess activities for development adopted through General Assembly resolution 71/243 was remarked. Also, it was analyzed how the ECOSOC serves as a platform to engage stakeholders such as civil society, youth, private sector, and for the first time in 2019, philanthropic sector, and the role of ECOSOC in addressing the links between peace, security and development.

1.3 UNITAR CONDUCTS PRACTICAL PREPARATION WORKSHOP FOR THE REPUBLIC OF NIGER, A NEWLY ELECTED MEMBERS OF THE SECURITY COUNCIL 2020

UNITAR NYO 3

January 30th- 31st, 2020.- The UNITAR NYO hosted the last of a series of the Security Council workshops with the Permanent Mission of the Republic of Niger to the United Nations. Niger constitutes one of the newly elected members of the Security Council for the 2020-2021 period. Ms. Loraine Sievers, former SCAD Director, guided the delegates through the two-day training sessions, covering topics such as the role of the Security Council in the UN System, foundational documents, informal and formal meetings, documents council members create and receive, the Presidency, Security Council practices, the Security Council relationship with the General Assembly, and the Subsidiary Organs of the Security Council. Mr. Kenji Nakano, Chief of the General Assembly Branch covered the relationship of the Security Council and the General Assembly.

Including Niger, UNITAR has trained 4 of 5 new members to the Security Council for preparing them for their entrance into the Council. The other new members trained by

UNITAR include, the Permanent Missions of Saint Vincent and the Grenadines, Tunisia and Vietnam to the United Nations. *(Niger requested the event to take place in January and not at the end of 2019 as we regularly do with all the other Security Council trainings).*

1.4 UNITAR DEVELOPED CAPACITY BUILDING AND TRAINING SESSIONS FOR THE NEW BUREAU OF G-77+CHINA

UNITAR NYO 4

UNITAR NYO 5

February 25th – 27th, 2020.- The UNITAR NYO coordinated the Core Diplomatic Training for the Permanent Mission of the Co-operative Republic of Guyana to the United Nations.

The Guyana Mission was preparing for the chairmanship and coordinating the activities of the G77+ China. **H.E. Dr. David O'Connor**, Permanent Observer of IUCN to the United Nations, gave his briefing on the Sustainable Development Goals and the 2030 Agenda for Sustainable Development, with reference to the operation of the Open Working Group (OWG) and how concerns were addressed with the OWG to strengthen the SDGs overall. Dr. Angel Angelov, UNITAR facilitator, delivered a briefing on an Introduction to the United Structure and Organization: United Nations 101. The course was also on Report Writing, which focused on major challenges and best practices for UN writing.

The final day of the Core Diplomatic Training for the Co-operative Republic of Guyana Mission to the United Nations focused on Negotiation. The facilitators for the briefing were Ms. Jimena Leiva-Roesch, Fellow at the International Peace Institute, and Dr. Rebecca Webber Gaudiosi, Former US Diplomat to the United Nations who discussed the role of negotiations at the United Nations and the value of having a roadmap for conducting negotiations. Because the Guyana Mission will be chairing the G77, the common attributes of an effective chair were discussed. The discussion then turned to the role of asymmetric power in negotiation and how one mitigates the influence of potential disparities within a negotiation. To illustrate this, the participants were guided in a simulation exercise in which they role-played the parts of diplomats representing fictional countries negotiating over trade, resource disputes, and environmental issues.

1.5 UNITAR DEVELOPES COURSE ON DEVELOPING LEADERSHIP AND STRENGTHENING NEGOTIATION TECHNIQUES

February 26th – 27th, 2020.- The UNITAR NYO Coordinator traveled to San Salvador, El Salvador to develop training on Leadership Development and Negotiation as a follow-up to the phase 1 training in Panama and Costa Rica last May 2019.

The training developed the leadership skills and strengthened participants' capacity for negotiation and mediation for participants from El Salvador and Guatemala.

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The training was developed in partnership with Central American Institute for Public Administration (ICAP) and the Specialized Institute of Superior Education for Diplomatic Training (IEESFORD) of El Salvador.

Ms. Claudia Samayoa, Dean of the IEESFORD, mentioned the importance of developing soft skills within the diplomatic world and highlighted the support received from UNITAR since its initial meeting and their alignment with the Sustainable Development Goals and the Agenda 2030. The experts, Dr. Aldo Civico, Associate Professor at Columbia and Director of The Civico Group and Mr. Guido Bertucci, Director of Governance International Solutions led the training. The course also hosted a practical team negotiation.

The United Nations Institute for Training and Research (UNITAR) New York Office, in collaboration with Columbia Law School (3 Series):

The UNITAR NYO, in collaboration with Columbia Law School, hosted a three-part series which was supported with funding allocated from the Swedish International Development Agency's (SIDA) contribution to the UNITAR Strategic Framework Fund. On average, 150 participants tuned in for each part with a total of around 400 participants attending the series. Participants obtained a certificate signed by the Dean of Columbia and the Executive Director of UNITAR at the conclusion of the training.

1.6 UNITAR BEGINS SPRING 2020 COLUMBIA LAW SCHOOL SERIES ON LEADERSHIP AND SELF-AWARENESS (1 OF 3)

March 4th, 2020.- The first lecture of a three-part series with Columbia Law School took place on Leadership & Self-Awareness. The presentation was led by Professor Alexandra Carter, Director of the Mediation Clinic at Columbia Law School, and Ms. Melissa Meza and Ms. Udoka Okafor, law students at Columbia Law School who spoke on the importance of self-awareness, active listening, and effective feedback in facilitating good leadership. Ms. Jeeyoon Chung and Ms. Jessica Barragan, law students at Columbia Law School, facilitated the conversation on cultural intelligence and the importance of adapting to different cultural norms which was followed by a group exercise.

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UNITAR NYO 7

UNITAR NYO 8

(THROUGH ZOOM PLATFORM AS OF HERE)

1.7 UNITAR IMPLEMENTS GENDER EQUALITY IN PEACE BUILDING AND CONFLICT RESOLUTION WORKSHOP (2 OF 3)

UNITAR NYO 9

UNITAR NYO 10

April 22nd, 2020.- The second lecture of a three-part series with Columbia Law School took place on Gender Equality in Peace Building and Conflict Resolution, emphasizing the United Nation's Sustainable Development Goals 5 & 10, pertaining to Gender Equality and Reducing Inequalities through efforts on increasing gender parity. The course was attended by 150 participants remotely through zoom.

Professor Alexandra Carter discussed the necessity of having women in peacebuilding through her mention of several scholarly theories, including those of Economic and Social Inclusion. Gendered differences in Self-Advocacy were also discussed, followed by outlining different strategies to promote gender equality. By the end of the session, participants reached an understanding concerning the importance of gender equality in peacebuilding and resolving conflicts while finding methods of working through gender inequalities.

For more information and the video on the sessions please check https://alexcarterasks.com/unitar-columbialaw/

UNITAR NYO 11

1.8 COLUMBIA LAW SCHOOL SERIES: STEER ANY DIPLOMATIC CONVERSATION BY ASKING THE RIGHT QUESTIONS (3 OF 3)

May 5th, 2020.- The UNITAR NYO in collaboration with Columbia Law School, hosted the last workshop in the Columbia Law School series. The course entitled *Asking the Right Questions* within the context of a Diplomatic Conversation, was attended by 150 participants remotely through zoom. This workshop emphasized the United Nation's Sustainable Development Goals through providing participants with a practical guide for how to direct diplomatic conversations, a necessary skill in achieving the 2030 Agenda.

Professor Alexandra Carter discussed the crucial nature of questions within negotiation. Her co-collaborators then led the discussion on tools for information gathering, and how to ask the right questions. The differences between closed and open-ended questions, the use and outcome of each, and how one can successfully apply the skills learned from the workshop into their daily work environments were reflected upon. Furthermore, Professor Alexandra Carter and her collaborators discussed the importance of active listening in a conversation, especially in a diplomatic conversation through verbal and non-verbal communication. The workshop concluded with an interactive Q&A about possible tactics in approaching more difficult situations.

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UNITAR NYO 12

1.9 UNITAR LAUNCHES FOOD SYSTEMS SERIES WITH DEFINING TRANSFORMATION: A GLOBAL FOOD SYSTEM

May 18th, 2020.- The UNITAR NYO in collaboration with Emerging Ag, hosted the workshop entitled "Defining Transformation: A Global Food System". This is the first event of six in the Food Systems Series leading up to the 2021 UN Food Systems Summit. This activity was supported with funding allocated from the Swedish International Development Agency's (SIDA) contribution to the UNITAR Strategic Framework Fund, under the programme *Leveling the Playing Field* which focuses to contribute to countries' development. The course was attended by 115 participants from around the world who joined remotely through Zoom.

UNITAR NYO 13

The course is aligned and in preparation for the UN Secretary-General Food Systems Summit which will aim of maximizing the co-benefits of a food systems approach across the entire 2030 Agenda and meet the challenges of climate change.

The topics covered ranged from the importance of urban and rural agriculture to the significance of protecting the planet while producing food. The interconnectivity of the Sustainable Development Goals (SDGs) and the importance of food security to all 17 SDGs was also mentioned. Ms. Anna Lartey, Director of the Nutrition and Food Systems Division at the Food and Agriculture Organization at the UN provided statistics on the contribution of poor diet to the global burden of disease, demonstrating the negative impacts of both malnourishment and obesity. She touched on the need for the transformation of the system.

Q&A was moderated by Christine Negra, Special Advisor at the UN Foundation.

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1.10 UNITAR WITH YALE ENVIRONMENTAL DIALOGUE LAUNCHED: A BETTER PLANET: PATHWAYS FOR A SUSTAINABLE FUTURE

UNITAR NYO 14

June 6th, 2020.- The United Nations Institute for Training and Research (UNITAR NYO), in collaboration with the Yale School of Forestry and Environmental Science, hosted the workshop **"A Better Planet: Pathways to a Sustainable Future."** This activity was supported with funding allocated from the Swedish International Development Agency's (SIDA) contribution to the UNITAR Strategic Framework Fund, under the programme *Leveling the Playing Field* which focuses on the development of skills and knowledge in both poor and rich countries. The purpose of this webinar was to bring together an effort to think about sustainability and engage in a discussion of the topic through the Yale Environmental dialogue. In addition, it aimed to inject new energy and fresh thinking into the national conversation about sustainability and sought to bring awareness of climate change and the challenges it presents.

UNITAR NYO 15

The course was attended by 180 participants who joined remotely through Zoom. The panelists that participated were Ms. Indy Burke, Mr. Ashton Mark, and Marian Chetrow professors at Yale School of Forestry & Environmental Studies; Thomas E. Lovejoy a University Professor of Environmental Science and Policy at George Mason University among other experts and UN Officials. During the session, the need for dialogue and collaboration for sustaining lives, society, and the environment, global environmental problems requiring collaboration and participation across national lines, waste management and the challenges nations face in complying with the Paris Agreement was discussed.

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1.11 UNITAR HOLDS VIRTUAL WORKSHOP ON THE STRUCTURE, DRAFTING AND ADOPTION OF THE UNITED NATIONS RESOLUTIONS

July 14th-15th, 2020.- The UNITAR NYO organized a two-day virtual event entitled "The Structure, Drafting, and Adoption of the United Nations Resolutions". This training was supported with funding allocated from the Swedish International Development Agency's (SIDA) contribution to the UNITAR Strategic Framework Fund, under the programme 'Leveling the Playing Field'.

The workshop was attended by approximately 120 delegates from Permanent Missions to the UN who joined virtually from around the world. Mr. Marco A. Suazo, representing UNITAR's New York Office, opened the seminar.

UNITAR NYO 16

Mr. Suazo announced UNITAR's forthcoming handbook on Guidelines for United Nations Resolutions and additionally spoke about UNITAR's efforts to develop new tools for delegate training considering COVID-19, thanking panelists and participants for their eagerness to learn in a distance setting. After this brief remark, he also introduced the cartoon-based animation, based on the procedures outlined in the guidelines, which is a user-friendly and streamlined way of understanding the core process for drafting United Nations Resolutions.
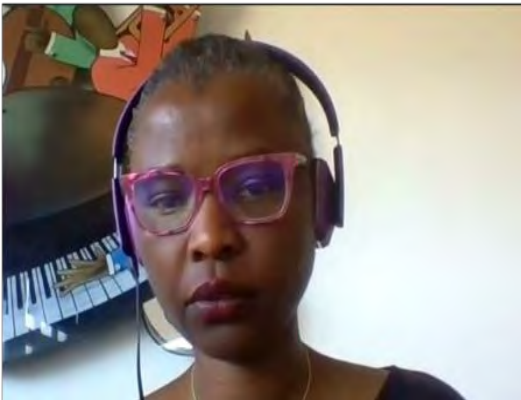
Session I on the Agenda of the Assembly was led by Ms. Sonia Elliott, Secretary of the First Committee, Disarmament and International Security. Ms. Elliott overviewed the annual process to include items in the agenda of the GA for UN resolutions including role of the General Committee and the existence of exceptionally important issues that can be included even after the session begins.

At the conclusion of the Q&A session, Ms. Elliott continued with Session II on Preparing a Draft Resolution.

UNITAR NYO 17

She spoke on the practical aspects and legal implications of drafting UN resolutions and discussed the role and decision-making of the Fifth Committee and the Advisory Committee on Administrative and Budgetary Questions (ACABQ), the traditional and contemporary nature of L Documents, management of trust funds, and the difference between GA decisions and resolutions.

Mr. Suazo then introduced the afternoon session's panelist, Mr. Larry Johnson, Adjunct Professor of Law at Columbia Law School and Former UN Assistant Secretary-General, Legal Affairs, who led Session III on Drafting of Resolutions, Negotiations, and Submission. Beginning with the process of negotiations, Mr. Johnson touched on the importance of defining objectives, priorities, and options; importance of language usage in obtaining broad support for a resolution; the role of consultations between co-sponsors and non-sponsors; the difference between GA and Security Council resolutions; and when it is best to submit these resolutions.

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The second day of training focused on the rules of procedure when it comes to resolutions. Mr. Johnson touched upon the different decision-making systems of the GA and the Security Council and explained the decision-making mechanism for resolutions including the various procedural motions involved, such as Rule 74 (the adjournment or "no-action" of a debate), Rule 75 (the closure of a debate), and the suspension or adjournment of a meeting.

Mr. Johnson then continued with an explanation of voting procedures such as overview of the right to vote, in reference to Article 19 of the UN Charter; voting procedures for amendments versus voting on specific paragraphs; majority necessary to accept a draft resolution; and the differences between majorities in the GA versus the Committees.

For Session V on Decision-Making in the Time of COVID-19, led by Mr. Kenji Nakano, Chief of the General Assembly Affairs Branch. Mr. Nakano spoke on procedures now that in-person meetings of the GA are prohibited and specifically outlined the Silence Procedure that has been adopted.

As the session came to an end, Mr. Larry Johnson gave concluding remarks and thanked participants for their attendance and enthusiastic participation in the two-day training.

UNITAR NYO 18

1.12 UNITAR HOLDS VIRTUAL WORKSHOP ON DRAFTING SKILLS: REPORTING AND COMMUNICATIONS

July 27th-28th, 2020.- UNITAR NYO organized a two-day virtual workshop, "Drafting Skills: Reporting and Communications" supported with funding allocated from the Swedish International Development Agency's (SIDA) contribution to the UNITAR Strategic Framework Fund, under the programme "Leveling the Playing Field" which focuses on helping poor people to have better opportunities. The workshop was attended by approximately 70 delegates from around the world via video conference.

UNITAR NYO 19

Mr. Pelayo Alvarez of UNITAR welcomed the participants and introduced the workshop's facilitator, Mr. Sandy Singer, a Lecturer and Instructor in the UN-LCP English Language Programme and Consultant and Professor in the field of Written and Oral Communication for Business.

Mr. Singer Session I with a lecture on knowing your purpose and your audience and the differences between formal and informal language and the appropriate circumstances in which to use both. He also stressed the importance of stating purpose early in a document,

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which led to an exercise on crafting purpose statements and another exercise on how to effectively shorten sentences.

On the second day of the workshop, Session II focused primarily on choosing the right wording and tone for a report, the importance of utilizing "Plain English" to avoid complicated language and the differences between active and passive language and usage.

Mr. Singer highlighted the nuances present in tone and recommended using euphemisms, passive voice, and qualifiers in softening tone to not offend or blame. He additionally touched on the inclusion of gender-neutral language in writing for the UN, such as using 'spokesperson' as opposed to 'spokesman'. To conclude the workshop, Mr. Singer took the participants through another exercise utilizing these strategies to adapt tone.

1.13 UNITAR DELIVERS PRACTICAL TRAININGS FOR THE KENYAN DELEGATES AS INCOMING NON-PERMANENT MEMBER OF THE SECURITY COUNCIL

UNITAR NYO 20

October 5th-12th, 2020.- The United Nations Institute for Training and Research (UNITAR NYO) delivered a six-day training for Kenya, the newly elected member of the UN Security Council. Kenya was elected as a member of the Security Council in June 2020 by the members of the UN General Assembly and will serve a two-year term in the Security Council, starting 1 January 2021.

The six-day training included a comprehensive list of content that covered multiple topics related to the work of the Security Council delegates. To ease into the topic, the first day of training predominately focused on introductory content. In the morning of 5 October, Mr. Marco Suazo, Head of UNITAR Office in New York delivered a warm welcome remark for the delegates joining both from New York and their capital. Following the opening remark, Ms. Loraine Sievers, the Former Chief of the Security Council Secretariat Branch and co-author of *The Procedure of the UN Security Council* introduced the council working methods to the participants. Dr. Angel Angelov, the UNITAR facilitator then continued the presentation with an introductory of the Security Council and its role in the UN System.

The second day was a full-day training that packed with different content and materials to facilitate the participants' knowledge on their experience serving on the council. H.E. Mr. Karel Van Oosterom, the former Permanent Representative of the Netherlands to the United Nations shared his insights and some practical advice for navigating life while serving working on the Council matters. The morning training continued with Mr. Bojan Stefanovic, the Political Affairs Officer who provided a detailed introduction on the Security Council Practices and Charter Research Branch. After a short lunch break,

UNITAR NYO 21

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Ms. Sievers took over the afternoon session with an overview of different meeting formats, and specially introduced the conduct of formal meetings for the delegates.

UNITAR NYO 22

Following up with what was covered on the second day, the training continued with the formats on the informal meeting. Afterwards, Ms. Sievers mentioned the working methods related to peacekeeping. During the training, she also covered documents created by Council members and the importance of these documents for the delegates working on the subject matter. The latter parts of the training focused on preparing for and conducting the presidency, and interface with sanctions committees, peacekeeping operations, peacebuilding commission and lastly, the General Assembly as a whole. The fourth and the fifth day of training reflected the topics mentioned. Ms. Sievers continued with council documentation and knowledge on preparing for and conducting a successful presidency. Her experience and insights gave participants confidence to succeed in their work.

The fifth day of training covered some different topics related to interface with sanction committees, peacebuilding commission and most importantly, the General Assembly. Mr. Kenji Nakano, the Chief of General Assembly Affairs Branch followed immediately with an explanation on the relationship of the Security Council to the General Assembly. Afterwards, Mr. Davey McNab, the Senior Political Affairs officer, offered a detailed explanation on the subsidiary organs of the Security Council and their responsibilities and functions.

After the presentation, the closing remarks were delivered by Mr. Suazo. The extremely interactive training series increased the delegates' familiarity towards their work and equipped them with necessary knowledge and skills to tackle the challenges that they might face while working on the Security Council related issues. The training series was well-received by Kenya's delegation, and positive feedbacks were reflected in the comments.

UNITAR NYO 23

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1.14 ACHIEVING SUSTAINABILITY THROUGH METRICS- UNITAR AND YALE WORKSHOP

UNITAR NYO 24

UNITAR NYO 25

October 19th, 2020.- In parallel with the environmental objectives set forth by the United Nations as it celebrates its historic 75th Anniversary, the United Nations Institute for Training and Research (UNITAR) New York Office and the Yale Center for Environmental Law & Policy hosted a training workshop for UN delegates and interested participants, entitled "Achieving Sustainability Through Metrics". As with the other workshops, this session took place in an online format attracting over 60 participants from all over the world.

The Executive Director of UNITAR, Mr. Nikhil Seth, gave a detailed presentation to the participants on his perspective of the importance of the global environment and common things humanity shares, as he described the function of UNITAR dedicated to developing Members States' capacities, enhancing the quality of global decision-making processes, and supporting country-level actions for shaping a better future. Mr. Suazo, Head of UNITAR New York Office, mentioned the importance of metrics to facilitate decision-making processes as well as to keep records that will allow organizations to measure results and therefore take corrective actions.

UNITAR NYO 26

The moderator Mr. Zachary Wendling described the structure of the webinar, highlighting two parts: Panel 1. Environmental Performance Index: History & Development of Sustainability Indicator and Panel 2. Sustainable Development Goals: Metrics in Practice, including objectives and other inputs. He mentioned that the intention of the webinar was to provide a background to a non-technical audience on the history, development, and practice of using sustainability metrics, with concrete examples of how such indicators have delivered policy success.

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Prof. Tanja Srebotnjak, the Director of Environmental Citizenship at the Nueva School in the San Francisco Bay Area, elaborated on the integration of datasets with uniformity. She added that "integration requires building the infrastructure to emerge data collected in different formats (imagery, instructed data, ASCII), temporal and spatial resolutions, units of measurement, and across platforms, e.g. different cloud storage systems, systems with different security levels for access".

UNITAR NYO 27
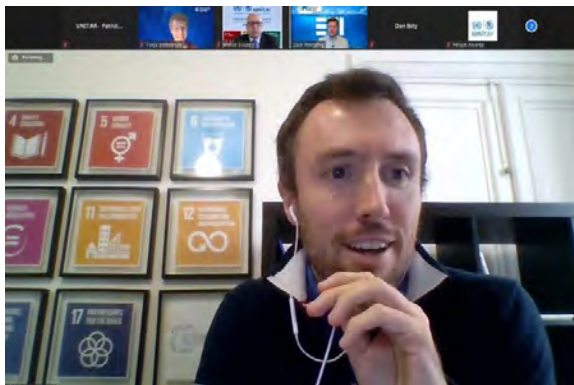
UNITAR NYO 28

Mr. Guillaume Lafortune, senior economist at the UN Sustainable Development Solutions Network (SDSN), and Dr. John McArthur, a senior fellow with the Brookings Institutions, through an interesting presentation, referred to the *Sustainable Development Report 2020, The Sustainable Development Goals and Covid-19,* published by Cambridge University Press, which is not an official document of the United Nations, but covers important information on the impacts on SDGs due to the COVID-19 pandemic; the need to strengthen health systems and work on prevention programs; the efforts of certain countries to face the problem of the pandemic, as well as the urgent need to invest in statistical capacity and increase coordination between governments and the private sector.

On the other hand, Mr. McArthur encouraged participants to think about the challenges of the future, and highlighted the great work that the 2020 Environmental Performance Index (EPI) does, as well as the large companies and governments that are in favor of using indicators to contribute to the efforts to achieve the SDGs. Mr. McArthur addressed the importance of synthesizing data across countries and focusing on communities that are far behind the progress gaps.

UNITAR NYO 29

As a reminder, Mr. McArthur referred that the data obtained through metrics are powerful tools that serve governments and decision-makers to act in a crucial way. They are also tools that indicate if governments are going in the wrong direction or in any case, to accelerate actions, choose priorities, and how to distribute responsibilities for each objective.

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1.15 COLUMBIA LAW SCHOOL SERIES FALL 2020

UNITAR NYO 30

November-December 2020.- The United Nations Institute for Training and Research (UNITAR NYO) hosted the third series of workshops on *Conflict Resolution, Mediation, and Negotiation* as part of an ongoing partnership with the Columbia Law School Mediation Clinic. Mr. Marco Suazo welcomed more than 513 participants during the fall 2020 sessions. Professor Alexandra Carter facilitated the events´ presentation and introduced the rest of the team who helped lead the discussions. The trainings were supported with funding allocated from the Swedish International Development Agency's (SIDA) contribution to the UNITAR Strategic Framework Fund, under the programme 'Leveling the Playing Field' with the aim to strengthen multilateral cooperation.
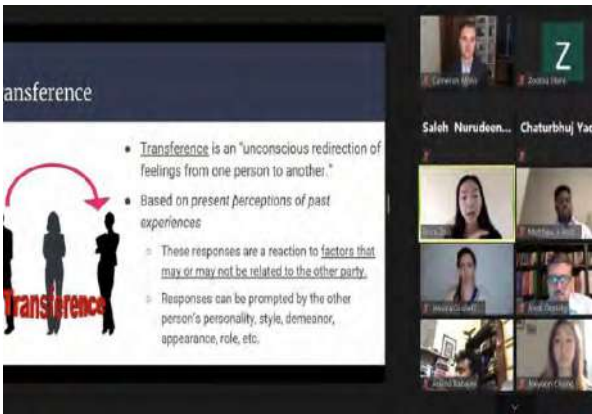
UNITAR NYO 31

Ms. Jeyoon Chung began the presentations by administering a poll which asked participants if they believed the world is more polarized than it was 10 years ago, with over 90% answering yes. Chung then reviewed goals of the events which intended to cover different survey techniques, exploring the intersection between polarization and negotiator bias, and a discussion of best practices. Chung started off the agenda by explaining the term "group polarization": discussing its significance, why it happens, and its relation to conflict resolution.

Cameron Molis facilitated sending participants into breakout rooms to discuss times when they had someone, or they themselves, make assumptions about someone based on their nationality, culture, language, or place of origin. After the group discussion, Erica Zou began discussing the phenomenon of "transference" and how it approaches the issue of polarization from a more individualized perspective. Molis then administered the second half of the poll introduced earlier by Chung, which asked participants if polarization is a positive or negative force in society; participants overwhelmingly said polarization was negative.

Jessica Barragan continued the presentation with a discussion regarding which tools one can utilize for conflict resolution in a polarized situation, beginning with knowing what the right question to ask are. It was stated that questions are one of the most important tools and having effective questions can yield effective answers. Meyer Horne continued this section by explaining the tool of active listening: which required engaged listening, empathy, and withholding judgement among other things.
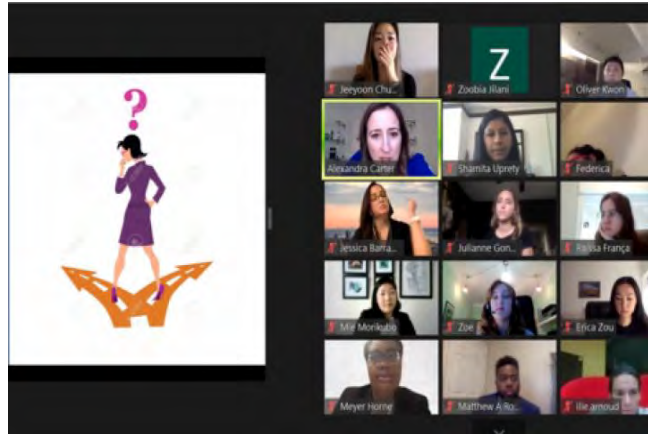
UNITAR NYO 32

Mie Morikubo then presented on the specific barriers facing women's full and meaningful participation; these include conceptual, structural, and practical barriers. These barriers are involved with the process of trying to secure a seat at the table, however women face further challenges when they are at the table. More specifically, these challenges can manifest through different stereotypes and standards that men and women are held to when speaking up and trying to communicate.

Sessions ended with a reflection led by Professor Carter, who also took comments and questions from participants on what had been discussed during this event. Professor Carter ended the presentation and posed some reflection questions for the participants to consider. Ambassador Suazo closed the sessions and thanked the presenters and participants for joining.

1.16 A PRACTICAL LOOK AT THE UNITED NATIONS WITH H.E. AMBASSADOR MOOTAZ AHMADEIN KHALIL

UNITAR NYO 33

November 30th, 2020.- The United Nations Institute for Training and Research (UNITAR) New York Office concluded its workshop entitled "Practical Look at the UN". The training was designed and delivered by H.E. Ambassador Mr. Mootaz Ahmadein Khalil, former Permanent Representative of Egypt to the United Nations (2012-2014).

This training attended by 105 participants, was supported with funding allocated from the Swedish International Development Agency's (SIDA) contribution to the UNITAR Strategic Framework Fund, under the programme 'Leveling The Playing Field' which focuses on promoting fair and sustainable development at the time it cooperates in various ways with different organisations.

The topic of Human rights took centre stage during the latter half of the first day's trainings with an in-depth look at how the UN and its member states confront social and economic human rights issues ranging from Women and Gender rights to torture and capital punishment.

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The second session of the "Practical Look" began with a presentation on an issue central to the work of the UN—sustainable development. After providing background on the origins of the treaties that underpin the UN's work on sustainable development and confronting climate change, Ambassador Khalil discussed the contrast between how developed and developing countries confront sustainable development and working to realize the 2030 SDGs.

Disarmament—concerning nuclear weapons, conventional weapons, and small arms—was the second topic of the day. The session included discussions on the 1968 Treaty on the Non-Proliferation of Nuclear Weapons (NPT), the 2013 Arms Trade Treaty, and ongoing work to prevent the spread of weapons in the world's conflict zones and elsewhere.

Lastly, day two concluded with a presentation on issues in the Middle East including nuclear proliferation and the status of Palestine.

The final session, held on Monday 30 November, discussed different proposals for UN reform, including modifying or enlarging the Security Council and the proposed abolishment of the Trusteeship Council (which has been suspended since 1994). The session concluded with Ambassador Khalil's final observations on the work on the United Nations and a discussion with session participants.

Unlike other specialized trainings designed solely for incoming diplomats, "A Practical Look at the UN" was open to diplomats, representatives of NGOs, academics, students, and members of the public seeking a greater understanding of how the UN system functions. The sessions attracted over one hundred participants from over eighty member states.

For those who did not attend this month's trainings, UNITAR is pleased to be running an additional set of sessions with Ambassador Khalil to be held on Tuesday 19 January, Tuesday 26 January, and Tuesday 2 February 2021.

Part 2. PUBLICATIONS AND ANIMATED CARTOON BASE: GUIDELINES FOR UNITED NATIONS RESOLUTIONS
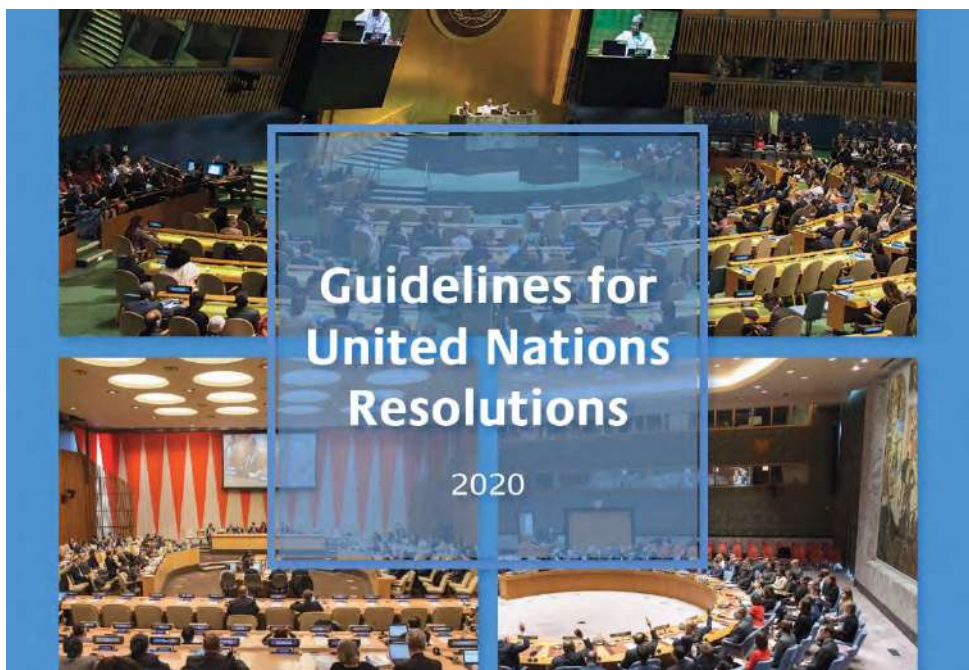
UNITAR NYO 34

Created by UNITAR NYO, the Guidelines for United Nations Resolutions aims to assist delegations in the process of preparing draft resolutions and decisions, principally in the General Assembly and the Main Committees, as prescribed in the Charter of the United Nations and the rules of procedure of the General Assembly.

The rules of procedure of the General Assembly specify the process through which the resolutions and decisions of the Assembly and the Main Committees are to be adopted.

The guidelines will be presented in English, Arabic, Spanish, and French and available as an e-book download. Additionally, the UNITAR NYO is designing and editing an animated video depicting the process of drafting and passing a UN resolution in order to present this complex topic in a format that is relatable and easy to understand.

UNITAR NYO 35

UNITAR NYO 36

Video animation on UN Drafting Resolutions
https://www.youtube.com/watch?v=dl-hiPEvzhg

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Part 3. COLUMBIA LAW SCHOOL CONFLICT RESOLUTION, MEDIATION AND NEGOTIATION GENDER

UNITAR NYO 37

In this ground-breaking series, following the success for the webinars developed specially during the COVID-19 pandemic UNITAR and the Columbia Law School Mediation Programme, with the full backing of Columbia Law School and Columbia University, delivered the most rigorous, intellectually engaging, interactive, custom programming for United Nations diplomats and change agents around the world. The fall series will be also delivered online accessing a bigger and broader audience. Our individual courses leveraged Columbia's unparalleled strength in the area of conflict resolution, weaving it in with skills building programming that acknowledges the 2030 Agenda and Sustainable Development Goals (SDGs). Participants in these individual, day-long programmes will receive Certificates of Participation signed by the Dean of Columbia University, Columbia Law School, and UNITAR'S Executive Director, ASG Mr. Nikhil Seth.

UNITAR NYO 38

Part 4. SUMMARY OF E-LEARNING COURSES DEVELOPED DURING IN 2020

4.1 Toward a Global Ethics in Achieving the SDGs
(7 July 2020- 11 November 2020)
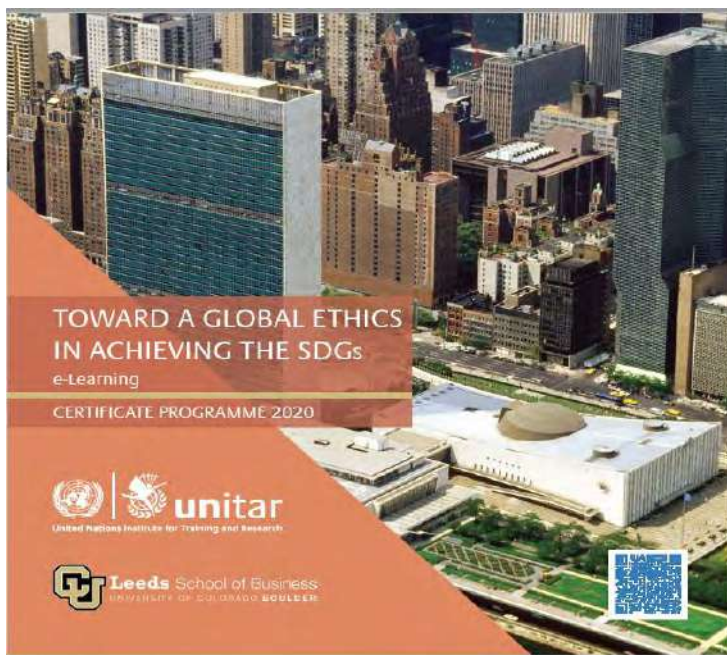
UNITAR NYO 39

"**Leading with Ethics in Achieving the SDGs**" is an online course that assists decision-makers in fostering the character traits and developing the durable skills necessary for SDG Leadership. Using state of the art online learning methodologies, instructors will explore techniques used by ethical leaders and seminal leadership scholars to prepare participants to handle various ethical issues and conflicts related to the achievement of the SDGs.

The certificate programme was comprised of three units. The units online were delivered via Zoom in an interactive, blended learning experience that combined online digital media with traditional classroom methods. The general structure of each unit will consist of three segments:

- ➢ Short videos/lectures by the instructor;
- ➢ Instructor-led exercises or case study reviews; and
- ➢ Team collaboration on Human-Centered Design projects.

Upon successful completion of the three units of the course, attendees were summative assessed in an additional segment and awarded a Certificate of Completion.

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PART 5. ANNEXES   30

5.1 UNITAR NEW YORK- STATISTICS

UN Education with Columbia University 10 JAN
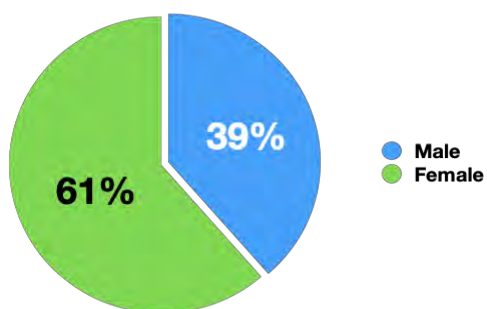
	Participants
Male	22
Female	35
Other	0
Total	57

The Work of the Economic and Social Council (ECOSOC) 23 JAN
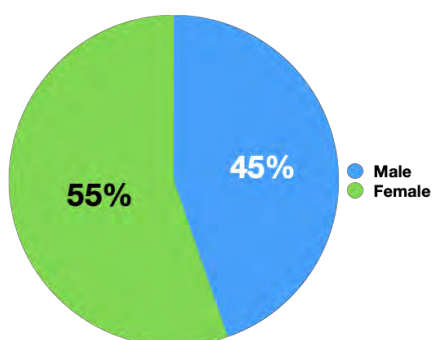
	Participants
Male	40
Female	48
Other	0
Total	88

Membership in the United Nations Security Council: Niger Mission 30-31 JAN
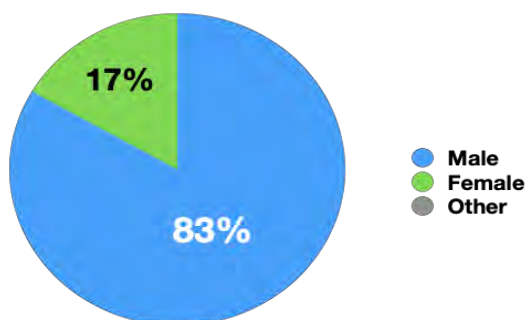
	Participants
Male	15
Female	3
Other	0
Total	18

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Core Diplomatic Training for the Permanent Mission to the Cooperative Republic of Guyana to the United Nations 25 FEB-28 FEB
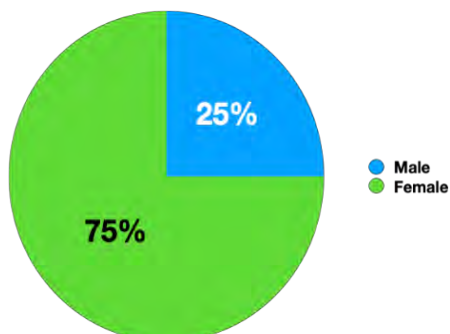
	Participants
Male	3
Female	9
Other	0
Total	12

ICAP International Negotiations: El Salvador 26-27 FEB
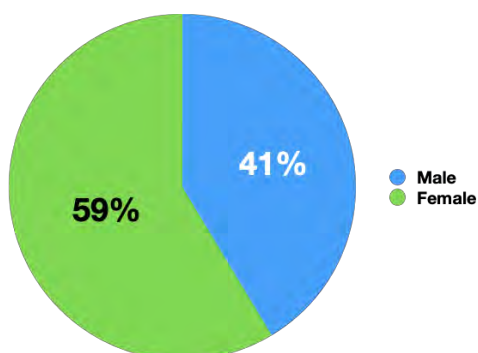
	Participants
Male	12
Female	17
Other	0
Total	29

Columbia Law School: Leadership & Self-Awareness 4 MAR
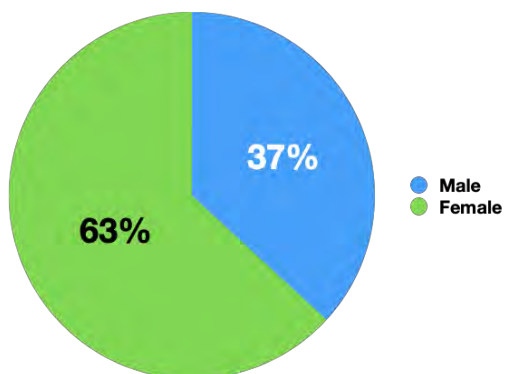
	Participants
Male	32
Female	36
Other	0
Total	57

Columbia Gender Equality 22 APR
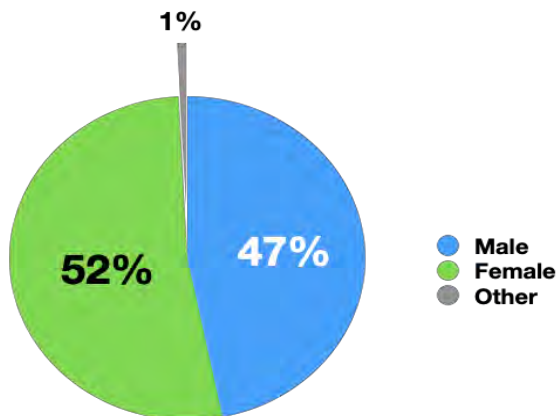
	Participants
Male	59
Female	66
Other	1
Total	126

Columbia Asking the right question 5 May
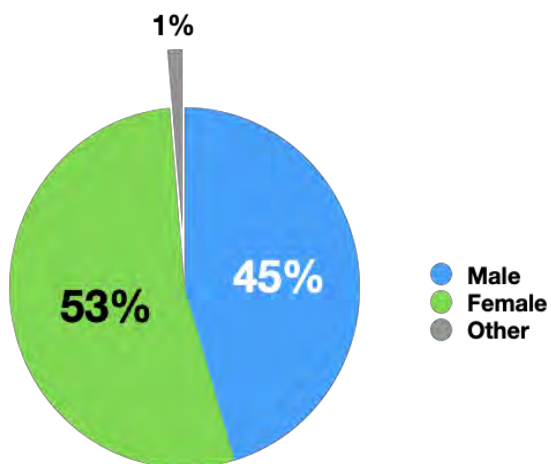
	Participants
Male	168
Female	197
Other	5
Total	370

Emerging Ag 18 May
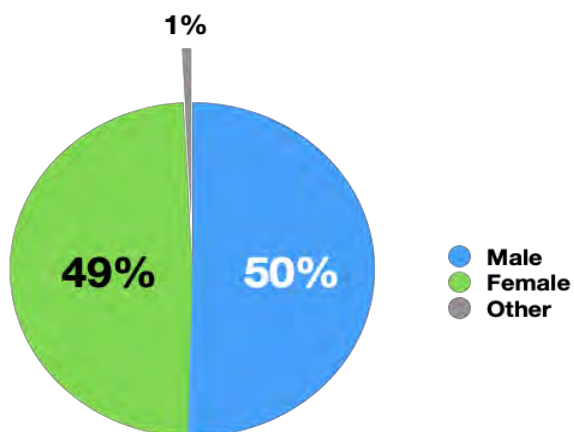
	Participants
Male	65
Female	63
Other	1
Total	129

Drafting Resolution 14 July
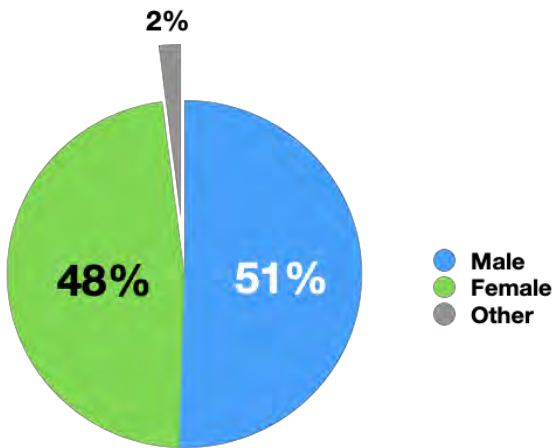
	Participants
Male	101
Female	95
Other	4
Total	200

Briefing for 2021-22 Elected Security Council Members (Kenya): 28 Sept to 2 Oct
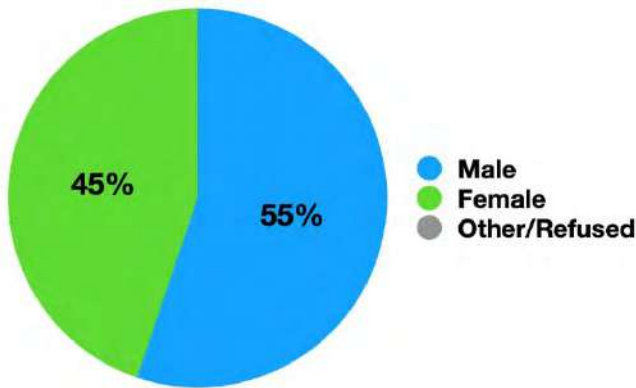
	Participants
Male	16
Female	13
Other	0
Total	29

Achieving Sustainability Through Metrics, Yale, 15 October:
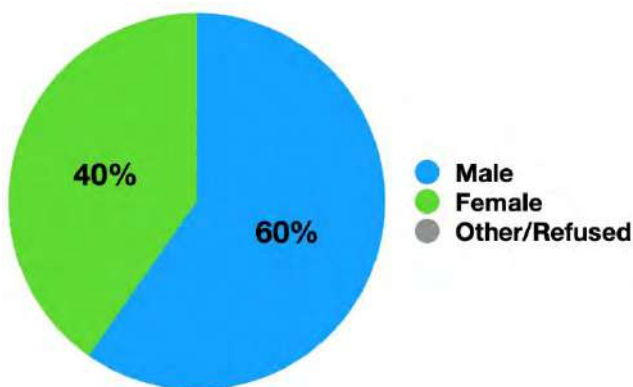
	Participants
Male	43
Female	29
Other	0
Total	72

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Columbia Law School Series: Women and Self Advocacy: 4 November
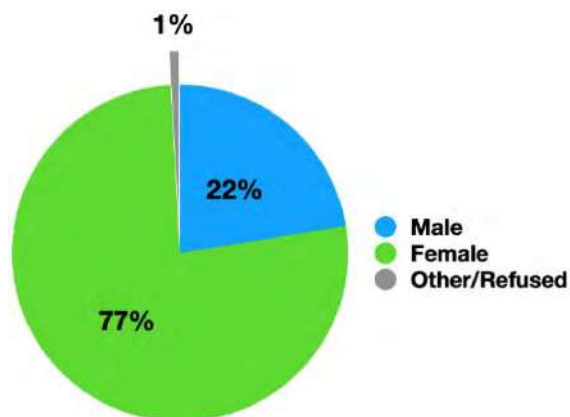
	Participants
Male	50
Female	171
Other	2
Total	223

Columbia Law School Series: Conflict Resolution in the Era of Political Polarization, 18 November
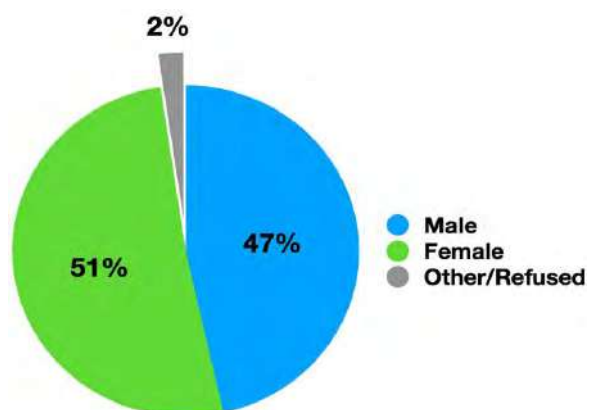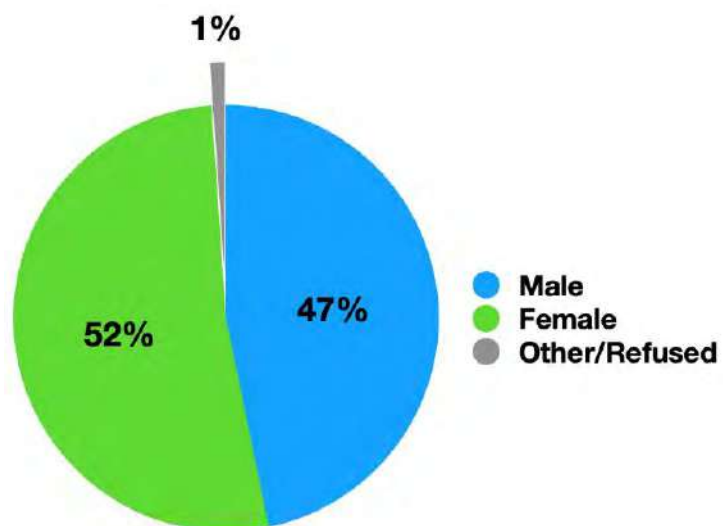

	Participants
Male	160
Female	176
Other	8
Total	344

"A Practical Look at the UN" 22, 23, 30 November
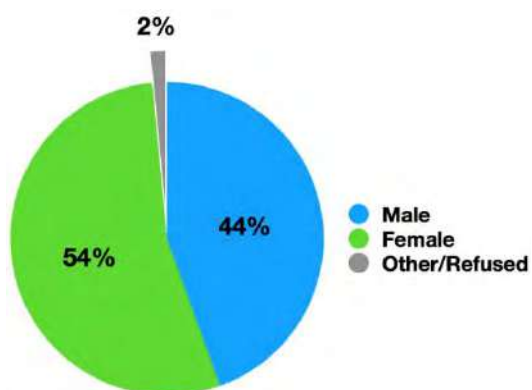
	Participants
Male	117
Female	142
Other	4
Total	263

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OVERALL STATISTICS IN 2020

5.2 LETTER TO THE PERMANENT REPRESENTATIVE OF SWEDEN ON THE PROGRESS OF THE APP **"UN HOW TO"**

UNITAR/NYO/341/2020   New York, 24 November 2020

Excellency,

I have the pleasure to update you on the progress of the mobile App "UN – How To", developed by UNITAR New York Office with the generous contribution of the Permanent Mission of Sweden to the United Nations.

The mobile app has been well received by the United Nations community, with several delegates remarking that the app is accomplishing its purpose of providing necessary tools and strengthening their capacity while also "levelling the playing field". Since the app has been launched, it has been downloaded over 10,204 times in more than 166 countries.

I wish to take this opportunity to further thank your Mission and the Government of Sweden for the support to UNITAR in this process. Please find attached to this letter, some statistics on the app's progress. We look forward to further strengthening our cooperation with your Mission in the future. UNITAR will review the app services to delegates, update them and renew IOS and Android licenses for 2021 since it has been proven the app continues to grow and has been established as an essential tool for diplomats in New York and around the world.

Please accept, Excellency, the assurances of my highest consideration.
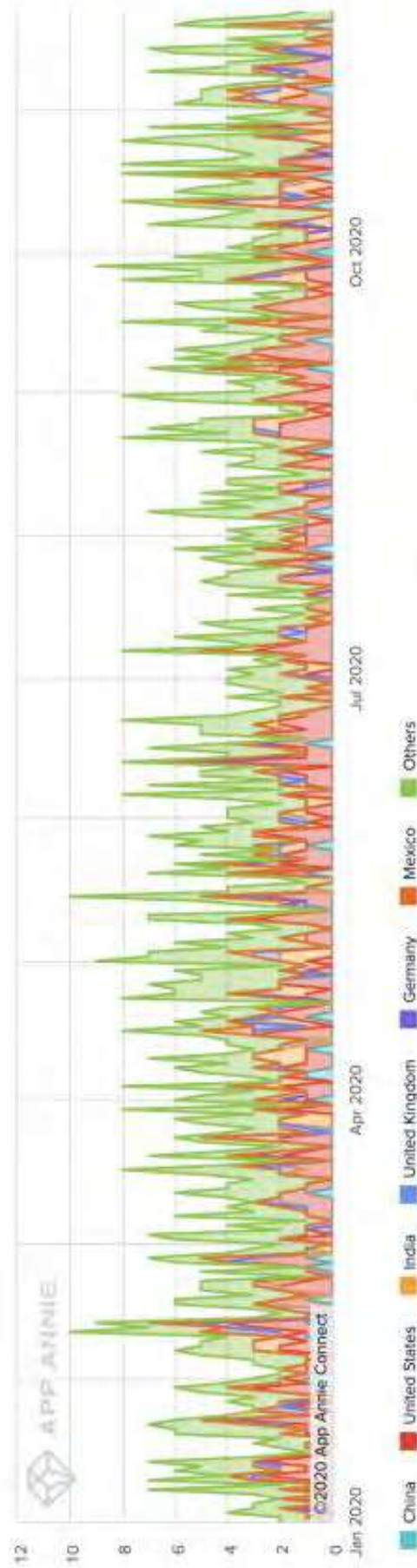
Marco A. Suazo
Head-of-Office
UNITAR New York

H.E. Ms. Anna Karin Eneström
Ambassador, Permanent Representative of Sweden
to the United Nations
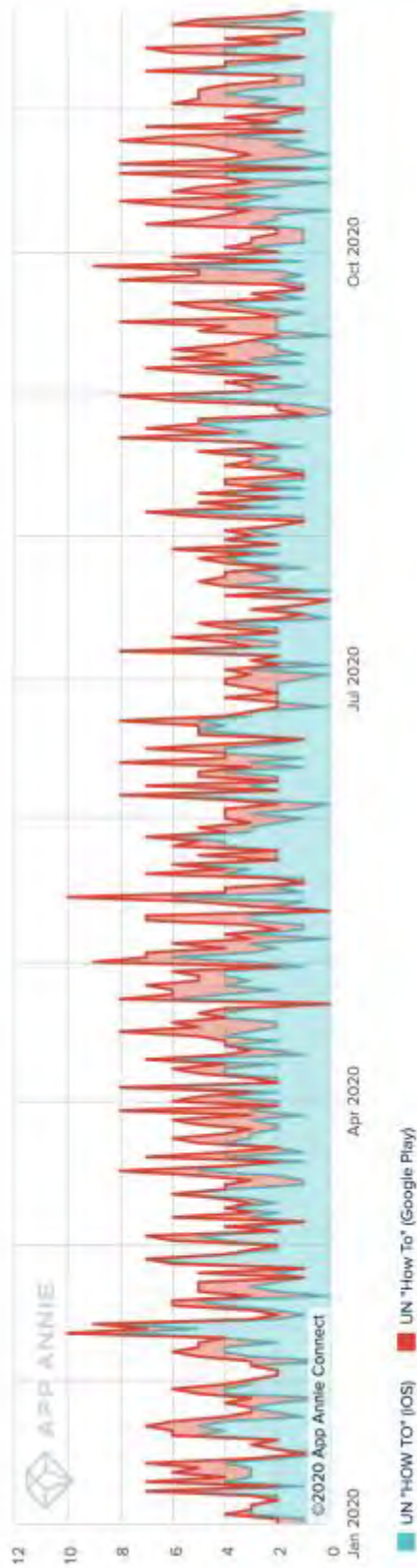New York. -

COUNTRIES BREAKDOWN 2020

DOWNLOADS BREAKDOWN 2020
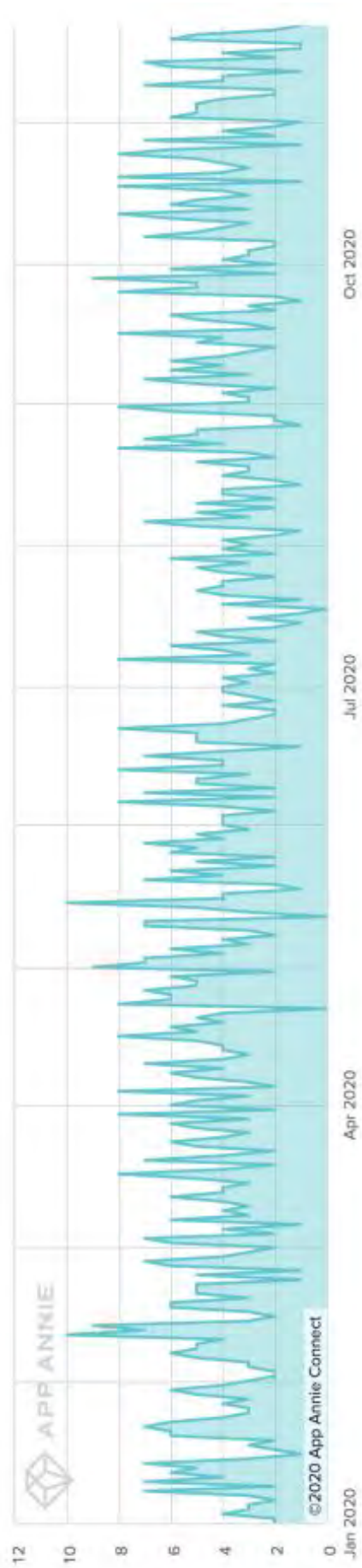
ANDROID (red)/ IOS (Blue)DOWNLOADS BREAKDOWN 2020

United Nations Institute for Training and Research (UNITAR) New York Office
One United Nations Plaza, DC1 Room 603 New York
NY 10017 USA
Tel: + 1 (212)-963-9196 / +1(212)-963- 4611
Fax: + 1 212-963-9686
Email: nyo@unitar.org
www.unitar.org/ny

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Annex 5

List of Directors/Managers overseeing design and implementation of funded projects.

Strategic objective (SO)	Title of project/activity	Director/Manager
SO1: **Peace**	Digital Design Solution for Young African Women Mediators	Evariste Karambizi
	Peacemaking and Conflict Prevention International and Regional Trainings: Transforming Fellowship Preventive Diplomacy and Africa Peacemaking Training Programmes in the COVID-19	Trisha Riedy
	Women's Leadership for Peace: Needs assessment, operational plan, and design phases**	Evariste Karambizi, Rabih El-Haddad
	Youth Imp!act for Peace Liberia	Evariste Karambizi
S03: **Planet**	Joint UNITAR/UNICEF online climate change course	Angus Mackay
	How to be e-Waste Literate: A Citizen's Approach to Solving the e-Waste Course	Angus Mackay
	Joint UNITAR/WHO Online Climate Change Negotiations and Health Course**	Rabih El-Haddad, Angus Mackay
SO4: **Prosperity**	Responding to Crisis: Strengthening Finance and Trade Resilience to COVID-19 in Sub-Saharan Africa**	Mihoko Kumamoto
	Leading Inclusive 4IR: Empowering Women in Afghanistan for the Future of Work through Digital Reskilling**	Mihoko Kumamoto, Michael Adalla
	BUILD BACK BETTER - Sustainable and resilient post-COVID recovery in Latin America: Enhancing Trade and Improving Safety by Strengthening Chemicals and Trade links and bringing countries closer to OECD Standards* Division for Prosperity lead**	Mihoko Kumamoto, Jorge Ocana
SO5: Cross-fertilization	E-learning course on the use of Geospatial Information technologies for Humanitarian assistance	Einar Bjorgo
	Conflict Prevention and an Early Warning System Development in the Lake Chad Region: Support to the	Evariste Karambizi, Einar Bjorgo

Multiple strategic objectives	Multinational Joint Task Force (MNJTF) Regional Intelligence Fusion Unit** (SO1, SO5)	
	Vector-borne disease risk mapping dashboard** (SO2, SO5)	Alex Mejia, Einar Bjorgo
	Levelling the Playing Field (SO1, SO2, SO3, SO4, SO5)	Marco Suazo
	Diplomatic Excellence, Bhutan (SO1, SO2, SO4, SO5)	Rabih El-Haddad
	Online Certificate on Essential Professional Skills, Fellowships (SO1, SO2, SO4, SO5)	Rabih El-Haddad
	e-Learning Fellowships, International Law (SO1, SO2, SO4, SO5)	Rabih El-Haddad
	e-Learning Fellowships – Multilateral Diplomacy and International Law (formerly Kenya) (SO1, SO2, SO4, SO5)	Rabih El-Haddad
	Online Intensive Training Programme in International Law, Pakistan (S01, SO2)	Rabih El-Haddad
	Diplomatic Excellence (SO1, SO2, SO5)	Rabih El-Haddad
	Overcoming Global Challenges through International Law (SO1, SO2, SO4, SO5)	Rabih El-Haddad
	Ethiopia – Safer Chemicals Management and Gender Mainstreaming (SO2, SO3)	Jorge Ocana
	Strategic Implementation of Agenda 2030 Unit & Green Development and Climate Change**	Einar Bjorgo, Elena Proden, Angus Mackay
Notes:	*Allocation made on 19 December 2019 **Cross Divisional/Programme Unit project/activity	