



Strategic Framework Fund 2021 Narrative Report

18 March 2022



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1. Introduction

This narrative report of the Strategic Framework Fund (SFF) covers the period from 1 January to 31 December 2021. The report includes an update on incomplete project allocations from the 2019-2020 cycles (Section 2) and a report on one allocation awarded in 2021 (Section 3). This is the SFF's second 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 2019-2020 Reporting Cycles

At the end of the 2020 cycle, 16 SFF-supported projects were still in progress, as summarized in Table 1 below. During 2021, eight of these remaining projects were implemented, and eight project allocations were still in progress. Reasons for delay in implementation of these nine projects relate to the continuing COVID-19 pandemic and restrictions during 2021, changes in programme personnel or focal points with beneficiary institutions, and administrative, political or security contexts in countries/beneficiary institutions.

Table 1: Update on projects/activities recorded in progress as of 31 December 2020

Strategic objective (SO)	Title of project/activity	Source	Allocation (USD)	2020 report	2021 update
SO1: Peace	Women's Leadership for Peace: Needs assessment, operational plan, and design phases**	Sida	55,000	Progress	Final
	Youth Imp!act for Peace Liberia	Sida	60,976	Progress	Final
SO2: People	Implementation of a National NOASP Workshop in Nepal (2019 allocation)	Sida	80,000	Progress	Final
SO3: Planet	Joint UNITAR/UNICEF online climate change course	Qatar	35,000	Progress	Final
	How to be e-Waste Literate: A Citizen's Approach to Solving the e-Waste Course	Sida	75,000	Progress	Progress
	Joint UNITAR/WHO Online Climate Change Negotiations and Health Course**	Sida	54,715	Progress	Final
SO4: Prosperity	Leading Inclusive 4IR: Empowering Women in Afghanistan for the Future of Work through Digital Reskilling**	Sida	70,000	Progress	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	Progress
SO5: Cross-fertilization	Introduction to Geospatial Information Technology for Evidence Based Decision-Making (Kenya) (2019 allocation)	Qatar*	26,585	Progress	Progress
	Introduction to Geospatial Information Technology for Disaster Risk Reduction/Management (2019 allocation)	Sida	150,000	Progress	Final
	E-learning course on the use of Geospatial Information technologies for Humanitarian assistance	Qatar	55,000	Progress	Progress

Multiple strategic objectives	Vector-borne disease risk mapping dashboard** (SO2, SO5)	Sida	60,000	Not yet initiated	Progress (No report)
	Diplomatic Excellence (SO1, SO2, SO5)	Sida	69,000	Progress	Final
	Overcoming Global Challenges through International Law (SO1, SO2, SO4, SO5)	Sida	80,000	Progress	Final
	Ethiopia – Safer Chemicals Management and Gender Mainstreaming (SO2, SO3)	Sida	70,000	Progress	Progress
	Strengthening SDG Competencies in the Digital Age**	Sida	120,000	Progress	Progress
Notes and Legend	*Allocation made in 2018 **Cross Divisional/Programme Unit project/activity				

The allocations in Table 1 supported projects of the five objective areas of the strategic framework. As shown in Figure 1 (next page), the largest proportion of funds was allocated to projects with links to multiple strategic objectives (SO), followed by SO5. Taken together, projects funded covered 16 of the 17 Sustainable Development Goals (all Goals except SDG 7).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.

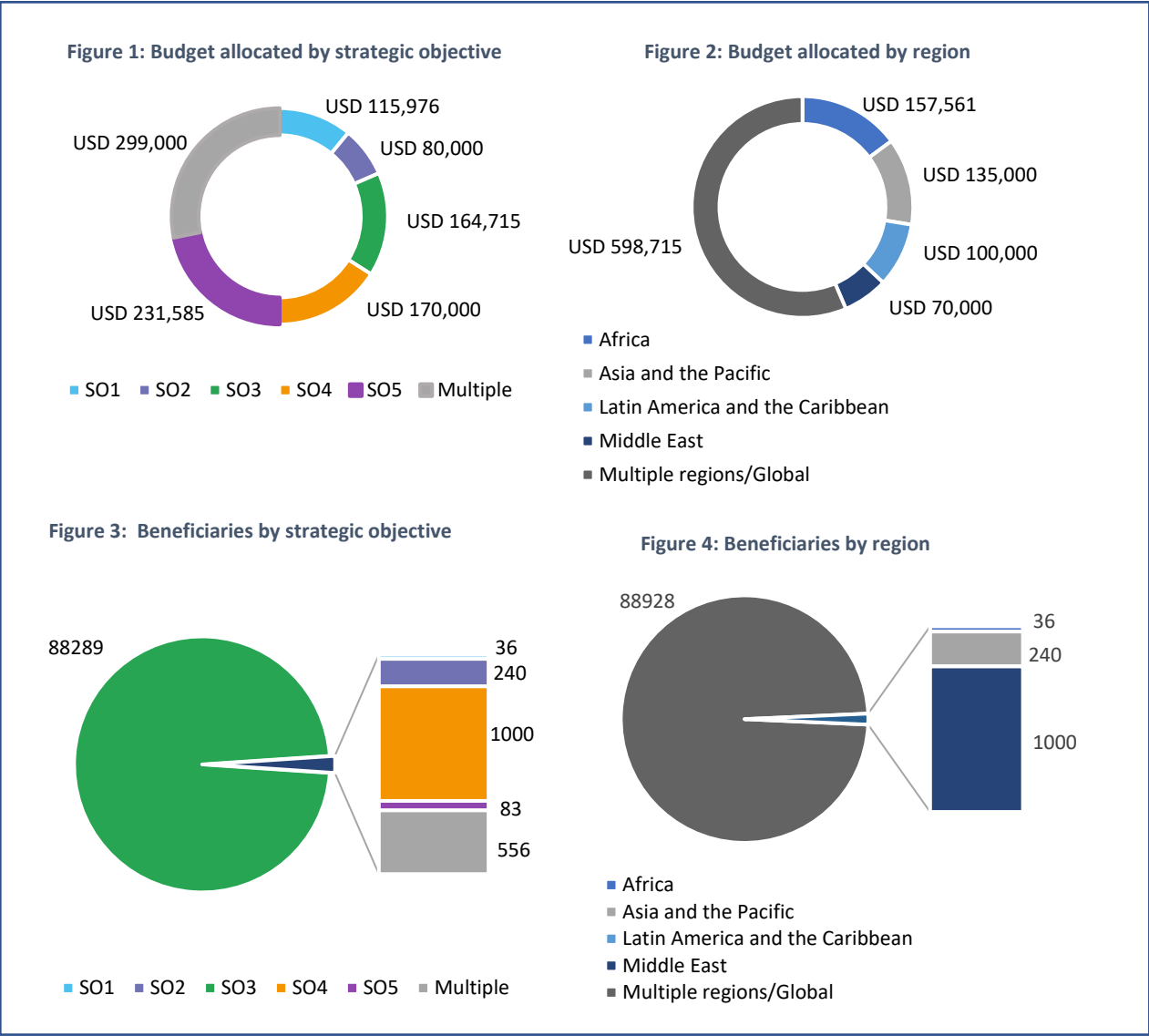
While most of the allocations were made to support projects related to training-related outputs (with 90,204 individuals benefitting from training events from the above-mentioned allocations), some allocations also funded projects supporting the development of learning platforms and products, such as the “Safer Chemicals Management and Gender Mainstreaming” project in Ethiopia which will produce a gender roadmap in artisanal mining, and the working self-assessment service for the UN CC:Learn platform. 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 SO3.

In conjunction with the online course on “*Responding to crisis: strengthening financial and trade resilience to global pandemics and health emergencies in Sub-Saharan Africa (SSA)*”, which received SFF support in 2020, an [Impact Story](#) was published in October 2021 to review the results from course participants and to share stories on the most significant changes.

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 four 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. In total, the courses were attended by 83 professionals working in governmental, private and academic organizations in Rwanda, Nepal, Tanzania and the Republic of Congo 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 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.

¹ See Annex 1 for a complete list of SDGs.



3. Status of project receiving an allocation from 1 January – 31 December 2021

During the 2021 reporting period, only one allocation was requested and awarded in the amount of \$220,000 to the Levelling the Playing Field initiative implemented by the Institute’s New York Office. The report of the initiative is found under Annex 3.

As a follow-up to the May 2021 consultations between UNITAR and Sida and the observations made that by awarding fewer and more impactful projects, more concrete and visible changes could be identified. Consequently, a decision was made by the Executive Director to encourage Division Directors to design larger and cross-divisional projects. Two such projects were designed during 2021 but were not yet submitted for an allocation request by the end of the 2021 reporting period.

Table 2: List of projects/activities and allocations made in 2021 by SFF donor source and report status

Strategic objective (SO)	Title of project/activity	Source	Allocation (USD)	Report
SO5: Cross-fertilization	Levelling the Playing Field	Sida	220,000	Final

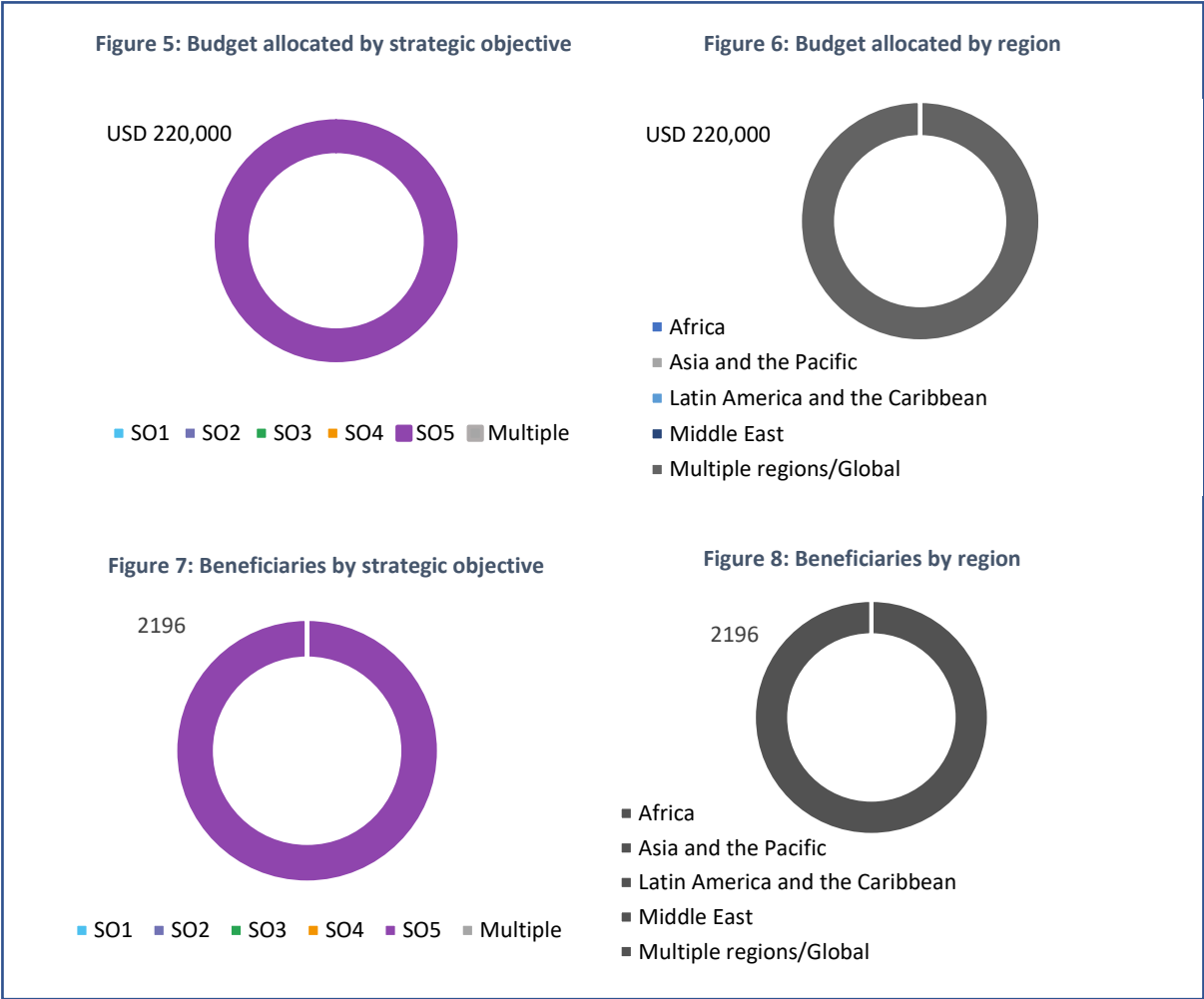
3.1 Highlights by Strategic Objective

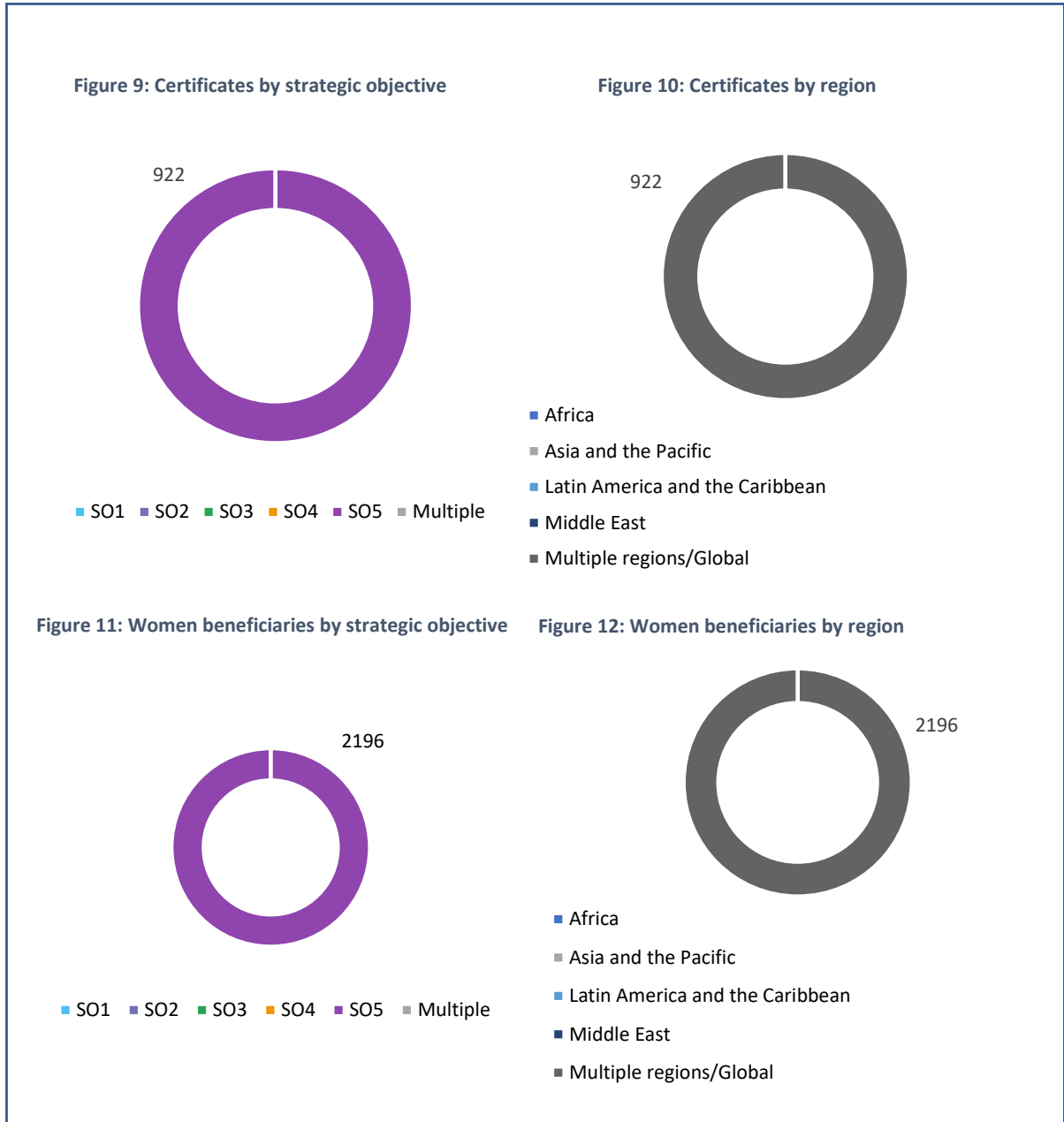
Projects Under Multiple Strategic Objectives



Training delivered	23 events	Number of participants	2196 (of which 2081 learners)
Training undelivered	21 events	Certificates	690 (participation)
SDG links	1, 3, 4, 5, 8, 10, 13, 15, 16, 17		

The Levelling the Playing Field allocation aimed to contribute to multiple strategic objectives, including the Promotion of peace and just and inclusive societies (SO1), the equitable representation of countries in the global decision making (SO2); the conservation, safeguarding and restoration of our planet (SO3) and the promotion of the SDGs and the 2030 Agenda (SO5). Figures 5 through 12 below show various breakdowns related to this project allocation.





3.2 Implementing Partners

UNITAR issued two grants to implementing partners in 2021 (from 2020 allocations). Table 3 summarizes the status of past and current grants. All grants awarded in 2020 are now closed. One of the two grants awarded in 2021 is still open.

Table 3: Grants to Implementing Partners

Strategic Objective	Year	Project	Implementing Partner	Grant award	Grant status 2020	Grant status 2021
SO1	2019	Youth Implact for Peace Liberia	Angie Brooks International Center	\$33,500	Open	Closed
	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	Closed

	2020	Women's Leadership for Peace Process	Geneva Centre for Security Policy	\$3,900	Open	Closed
	2021	Youth -Led Conflict Transformation in Liberia - Impact for Peace and Sustainable Development	Angie Brooks International Centre	\$42,750	n/a	Closed
SO3	2021	Support for the development of a gender roadmap in the Artisanal and Small-scale Gold Mining (ASGM) - ETH-EFCCC	Environment, Forest and Climate Change Commission	261582 ETB (approx.. \$5,095)	n/a	Open
SO5	2019	Introduction to Geospatial Information Technology for Disaster Risk Reduction/Management	UN Resident Coordinators Office Nepal	\$5,400	Closed	n/a

3.3 COVID-19 Implications and Risks

The COVID-19 pandemic continued to have implications on the implementation of SFF-supported projects, including delays in delivery, although only about a third of the progress reports submitted from the past cycles reported COVID-19 related reasons. In most cases, non-COVID-19-related reasons, such as the administrative, political or security situations in beneficiary countries; late co-financing; or project-development factors (e.g., packaging course contents or development of course assessments) contributed to delays in implementation.

4. Independent Evaluation of the SFF

In accordance with its [Governing Principles](#), the SFF underwent an independent evaluation in the first half of 2021. The evaluation assessed the relevance, coherence, effectiveness, efficiency, impact and sustainability of SFF-related programming. The scope of the evaluation covered Programme Division/Unit project allocations from the SFF during 2019 and 2020.

The evaluation [report](#) was issued in October 2021. The evaluation found the SFF and its implementation to be relevant by doing the right thing by allowing UNITAR to operate with increased flexibility to meet Member States' and beneficiary needs. However, outreach to countries in special situations and vulnerable groups could be further increased. According to the findings, the overall coherence is low but showing a positive trend. The feedback on UNITAR's effectiveness is satisfactory with regards to results achievement. Similarly, the efficiency of the SFF is found to be satisfactory. While the perceived likelihood of impact is high due to changes in individual knowledge and behavior, the evaluation found that there is a lack of impact measures or appropriate impact level indicators. The evaluation also found that while benefits of many SFF-funded projects are likely to last, the institutionalization of the SFF and its financial sustainability are uncertain.

The evaluation issued seven recommendations to inform the SFF's continued implementation and future direction. The recommendations focused on: stronger requirements to LNOB, adopting a blended approach to funding smaller and larger initiatives, placing more emphasis on country-level partnerships, requiring clearly defined results frameworks with specified Level 3 performance needs in project design and in post-training, consideration of partial virtual training delivery or alternative delivery mechanisms, documentation of impact stories and strengthening efforts to broaden the SFF donor base. Four of the seven recommendations have been implemented, and the remaining three are under implementation (see Annex 5).

5. Visibility and Transparency

In 2020, 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 dedicated SFF page was maintained in 2021 with financial and narrative reports, a link to the report of the independent evaluation of the SFF, and an additional impact story on a project receiving an allocation from 2020.

6. Efforts to Mobilize Additional Donor Support

UNITAR continued efforts to mobilize additional donor support to the SFF through multiple channels, including a recommendation in the 2021 Report of the Secretary-General on UNITAR (E/2021/49), which called on Member States to consider providing financial support to the Strategic Framework Fund to enable increased outreach to beneficiaries from countries in special situations; Economic and Social Council resolution 2021/16, which “encourages further voluntary contributions to the Strategic Framework Fund”; the September 2021 meeting of the Friends of the Chair; and the Sixty-Second Session of the UNITAR Board of Trustees, at which the Board took note of the Finance Committee’s observations and Management’s update on the Strategic Framework Fund, and the request to continue to work with Management to raise the visibility of the fund and help identify opportunities for support through its networks.

Management has also identified pooled funds such as the SFF as a specific resource mobilization objective in the 2022-2027 Partnership and Resource Mobilization Strategy, which the Board of Trustees adopted at its Sixty-Second Session. At the session, the Board also extended the 2018 to 2021 strategic framework to cover the period from 2022 to 2025, with adjustments to account for the increasing importance of health, climate action and getting the SDGs back on track (Annex 7).

Annexes

Annex 1: List of SDGs

Annex 2: Summary Reports from 2019-2020 Allocations (Final and Progress)

Annex 3: Summary Reports from 2021 Allocations (Final and Progress)

Annex 4: Long reports referenced in Annexes 2 and 3

Annex 5. Implementation of recommendations from the Independent Evaluation of the SFF

Annex 6: List of Directors/Managers/Focal Points overseeing design and implementation of funded projects

Annex 7: 2022-2025 strategic framework

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. At its Sixty-Second Session of the Board of Trustees, the Board of Trustees extended the strategic framework to the period from 2022 to 2025.

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). The SFF is subject to an independent evaluation every two years.

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

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: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Project period	October 2020 – March 2021
Report: <input type="checkbox"/> Progress <input checked="" type="checkbox"/> Final	Period covered: October 2020 – March 2021

Project objective	This project has been dedicated to launch a new Women's Leadership for Peace training programme for emerging women leaders in peace and security fields. The programme aims to respond directly to the unique challenges faced by women in this space and has been 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	<p>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.</p> <p>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.</p> <p>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</p>		

	<p>Finnish Crisis Management Centre, Folke Bernadotte Academy (Sweden), European Commission FPI.3, and the African Union.</p> <p>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 includes a leadership course, mentorship and buddy systems, an online platform and high-level events.</p> <p>Building on the findings of the needs assessment, the course curriculum has been 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 have informed 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.</p> <p>The design of the course curriculum has been 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.</p> <p>The realisation of this training programme is projected to 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).</p> <p>The programme has been presented to a global audience through a virtual panel discussion on the occasion of International Women’s Day 2021.</p>
<p>Describe project effect on direct beneficiary/ beneficiaries</p>	<p>The programme has been tailored to meet 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 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.</p>
<p>Describe project effects on groups made vulnerable e.g. women, children, disabled, indigenous peoples, if applicable</p>	<p>UNITAR’s Women’s Leadership for Peace programme aims to address this gap in women’s participation, with the ultimate aim to improve gender balance in peace and security settings.</p>

<p>Describe implementation challenges, including COVID-19-related challenges, and mitigation efforts</p>	<p>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.</p>
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<p>If <u>progress report</u>, describe planned activities to bring project to closure</p>	
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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 Impact for Peace Liberia
Divisions/Units	Peacekeeping Training Programme Unit
Allocation amount	\$60,976
SFF funding source	Sida
Other funding: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Project period	October 2020- 31 March 2021
Report: <input type="checkbox"/> Progress <input checked="" type="checkbox"/> Final	Period covered: October 2020 – 31 March 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	18	Disability #
		Male	18	Other vulnerable #
		Other		Completion #
		Not disclosed		Certification #
	Attach list if more	Total	36	
Concise summary of results achieved, including how results contributed to helping UNITAR achieve its strategic objectives	<p>Since the February 2021 Progress Report, the partners together with a consultant with experience of implementing Impact for Peace trainings in multiple contexts, have fully rolled out the planned activities, including: delivery of a training of trainers course (ToT); delivery Impact for Peace training; and the partners have continued developing a long-term proposal to donors for a 2-year multiplication of the program.</p> <p>Between 1-12th March, the partners reviewed and revised training materials from the Impact for Peace event in Monrovia in 2019, to create a training plan and divide responsibilities for the roll-out of the ToT and the Impact event in Gbarnga City, Bong County. This period allowed for the adaptation of existing - and appraised - materials to reflect the needs of future cohorts of Impact participants, based on the feedback from previous participants and utilizing the expertise of the contracted consultant.</p> <p>Between 15-19th March, a ToT for the multiplication of the Impact for Peace Training Methodology was implemented, with trainers from UNITAR present digitally and with the Angie Brooks International Centre (ABIC) present in person in Monrovia, together with six previous Impact for Peace participants. This week served to train six motivated youth to become new trainers to multiply the Impact for Peace training methodology in Liberia, starting with a pilot training in Gbarnga City, Bong County. Furthermore, the week helped getting valuable insights from the six ToT participants in further adapting the training methodology and session materials for future roll-outs.</p> <p>Between, 22-26th March, the six newly trained youth trainers delivered with support of ABIC an Impact for Peace training event for 30 participants in Gbarnga City. The training led to the creation of six entrepreneurial projects that will be continually implemented by the participants and be supported by mentors and experts that were connected with the cohort during the training days. In the final evaluations, participants provided outstanding rankings to the training contents, the Impact methodologies and the performance of the trainers, and across the board participants perceived the training to be helpful for them to become better equipped to design solutions to local problems, as well as to helping them in their future careers. Similarly, the event and the progress of the participants received great commends</p>			

	<p>from attending guests, including Dr. Charles Ford from Cuttington University, Bong County Superintendent Hon. Esther Walker, as well as the Swedish Ambassador to Liberia, H.E. Ingrid Wetterqvist, who stressed the critical role of the young generation in peace and community-building, and the importance of trainings for youth in contributing to sustainable change.</p> <p>Lastly, in parallel to the trainings, the partners have worked together to 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 peacebuilding challenges in Liberia. This includes the creation of a proposal for a program to cover two years of activities supporting both young changemakers and funders and enablers of youth-led initiatives. To successfully realize the prospect of having this launched later this year, the partners have begun reaching out to the donor community in Monrovia to find support for the vision of scaling up activities to all of Liberia’s 15 counties.</p>
<p>Describe project effect on direct beneficiary/beneficiaries</p>	<p>The project has included two groups of direct beneficiaries; youth trainers (selected from previous Imp!act participants) and in sequence those beneficiaries that the new trainers have engaged with.</p> <p>The implementation of trainings on these two levels has, as shown in the written evaluations and in debriefings with the Angie Brooks International Centre and partners, strengthened the capacities of Liberian youth to actively engage in and contribute to peacebuilding efforts at all levels, through:</p> <ul style="list-style-type: none"> - Increased agency for 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 program.
<p>Describe project effects on groups made vulnerable e.g. women, children, disabled, indigenous peoples, if applicable</p>	<p>At the center of the Imp!act for Peace programme the partners put careful emphasis on reaching youth that rarely have access to entrepreneurial activities. This includes analysis of the various psychosocial, cultural, and structural challenges that exist for youth of different backgrounds across Liberia, and the construction of activities to provide an equitable chance and opportunities for all Liberians, and especially those furthest behind, to contribute to Liberia’s positive development. To meet this aim, this has resulted in two specific outcomes in this programme period.</p> <p>In part, ABIC has put conscious effort into creating a rigorous and broadly reaching application process to the Bong County training, to accommodate a cohort of youth with various backgrounds – where the bridging quality has been that every participant has a passion for creating solutions to issues in their local communities.</p> <p>Secondly, the inclusive Imp!act for Peace methodologies have ensured that youth have been consulted with to adapt the training materials to a broad audience of young Liberians. These revisions has been and continues to be an ongoing process, where: the feedback from the Imp!act for Peace event in Monrovia in 2019 informed the development of materials from the ToT; The March training of trainers programme provided space for the trainers to adapt their forthcoming sessions together with UNITAR and ABIC; and the feedback from the trainers and participants in Gbarnga will strongly influence the contents of a final handbook, to be produced in a scale-up programme.</p>
<p>Describe implementation challenges, including COVID-19-related challenges, and mitigation efforts</p>	<p><i>COVID-19-related challenges</i></p> <p>Since the early stage of the project planning, UNITAR and ABIC have anticipated the main implementation challenge to be COVID-related. Hence, the partners have closely monitored the state of national health regulations in Liberia to adapt activities in a purposeful and timely manner, and worked since the beginning with the intent to have trainings take place through a blended delivery between face-to-face activities in Liberia with support of UNITAR digitally.</p> <p>For the first phase of activities – spanning the development of dedicated training materials for the Training of Trainers programme and the roll-out of said activities – the pandemic resulted in the need for the partners’ to adjust their traditional working methods and approaches in a few ways. In a pre-COVID landscape, it would have been customary for UNITAR and ABIC to dedicate time and space to co-develop and rehearse the training</p>

	<p>materials in a face-to-face setting in the days leading up to a training. Likewise, UNITAR’s trainers would traditionally have been present on site during the training days, to co-train and facilitate the ToT together with ABIC. However, in light of the prevailing circumstances, both the co-development of materials and the roll-out demanded that both tracks took place on distance, and any negative effects was effectively mitigated in three ways. First, the partners found it key to adapt what used to be face-to-face sessions to fit a digital format, and to allow for adaptability of hosting some sessions strictly in person in case of technical difficulties. Secondly, ABIC acquired dedicated technical equipment and internet packages to be able to provide all learners with effective and reliable connectivity with UNITAR’s trainers. And lastly, the partners allocated more time than is tradition per day for both preparation and implementation, to overcome the learning challenges of a digital delivery.</p> <p>For the Imp!act for Peace training in Bong County, the training was primarily implemented by the six newly graduated young trainers, supported by staff from ABIC and with early morning check-ins with UNITAR trainers. As such in relation to the pandemic, the main concern was only following the national and local COVID-regulations – which in March did not require any adjustment of the original implementation plan. The training was able to host the 30 expected participants, albeit using precautions to make sure the health and safety of guests was guaranteed, including the provision of face-masks and using a larger space that could allow for distance between attendees during the days.</p> <p><i>Security-related challenges</i></p> <p>In the previous reporting period a postponement of activities was agreed to with the ED of UNITAR, owing to the extremely charged political and societal climate after the National Referendum and the Senatorial elections in Liberia. Subsequent to this postponement, the partners have continued to monitor the situation on site in Monrovia and Gbarnga, to ensure that activities could take place in the required conducive and productive learning environment to ensure that the trainings would be a success. Fortunate for the programme’s delivery, no major adjustments to the implementation plan were required past the initial postponement.</p>
<p>If <u>progress report</u>, describe planned activities to bring project to closure</p>	<p>-</p>
<p>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.</p>	



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	Sida (2019)
Other funding: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Project period	Dec 2019 – April 2020 (Postponed due to COVID)
Report: <input type="checkbox"/> Progress <input checked="" type="checkbox"/> 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	120	Disability #	5%
		Male	120	Other vulnerable #	10%
		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	<p>All preparations and coordination for the workshop were complete, including lectures and presentation and break-out sessions.</p> <p>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.</p> <p>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.</p>				
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 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 2

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: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Co-financing – UNICEF \$75,000
Project period	
Report: <input type="checkbox"/> Progress <input checked="" type="checkbox"/> Final	Period covered: Up to 31 Dec 2021

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 #	Est 700
		Not disclosed		Certification #	
	Attach list if more	Total			
Concise summary of results achieved, including how results contributed to helping UNITAR achieve its strategic objectives	<p>The course has been launched on both UNCC:Learn and UNICEF learning platforms. implemented. The UNCC:Learn platform has had approximately 3000 enrolments on the course of which 444 have completed and past. Approximately 1500 enrolments have been documented on the UNICEF platform with around 250 completions. For a relatively technical course that focuses primarily on the UNICEF programming cycles these results are competitive.</p> <p>UN CC:Learn works entirely through partnerships to achieve its influence in building climate change literacy and the UNICEF partnership is particularly strategic in this respect help to influence programming decisions on children’s wellbeing that are being affected by climate change and related disasters.</p>				
Describe project effect on direct beneficiary/beneficiaries	As part of the design process a survey on climate change was circulated internally within UNICEF leading to more than 800 responses. This led to internal discussion and interest in the course as well as higher visibility both at senior management level as well as programme staff. In addition UNICEF has established a network of internal champions to further the key messaging and tools being provided through the course.				
Describe project effects on groups made vulnerable e.g. women, children, disabled, indigenous peoples, if applicable	The effects are expected in an indirect effect through increased integration of climate change issues in UNICEF programming, particularly in South Asia. While these effects are hard to attribute UNICEF is taking an increasingly visible stand on climate change as a defining issue within its partnerships with countries. UNITAR is in touch with focal points within UNICEF in order to monitor and report on this element.				

<p>Describe implementation challenges, including COVID-19-related challenges, and mitigation efforts</p>	<p>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.</p>
<p>If <u>progress report</u>, describe planned activities to bring project to closure</p>	<p>All activities and outputs completed.</p>
<p>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.</p>	



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: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Project period	5 October 2020 – 31 March 2021
Report: <input checked="" type="checkbox"/> Progress <input type="checkbox"/> Final	Period covered: 5 October 2020 – 2 February 2022

Project objective	<p>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.</p> <p>Ultimately the course aims to create change agents able to take action and promote the sustainable tackling of e-waste.</p>		
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	<p>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:</p> <ul style="list-style-type: none"> • 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 <p>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)</p> <p>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:</p> <ul style="list-style-type: none"> • SCYCLE: map and reach out to main stakeholders, provide course content, serve as content matter specialist, support course promotion 		

	<ul style="list-style-type: none"> GCP: instructional design support, development of learning materials, integration on learning platform, hosting, maintenance and communication <p>Progress made as of 01 February 2022</p> <ul style="list-style-type: none"> Syllabus developed (course design completed) Video lectures shot. Draft course materials developed
Describe project effect on direct beneficiary/ beneficiaries	<p>The course will 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.</p> <p>Young adults 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</p>
Describe project effects on groups made vulnerable e.g. women, children, disabled, indigenous peoples, if applicable	<p>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.</p> <p>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.</p>
Describe implementation challenges, including COVID-19-related challenges, and mitigation efforts	<p>Delays due to COVID-19 inflicted changes in the work plans of other projects.</p> <p>Focal point in SCYCLE team has left team in January 2021 and is to be replaced.</p> <p>Video shooting delayed due to COVID 19 lockdowns and restrictions.</p>
If progress report, describe planned activities to bring project to closure	<ol style="list-style-type: none"> Complete stakeholder mappings completed Complete learning needs assessment and background research by completed Develop course syllabus completed Develop course materials draft completed Implement course on e-learning platform by 31 March 2022 Develop communication materials 30 April 2022 Conduct course promotion by 30 April 2022
<p>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.</p>	

Results

Note: A log frame should be included for both progress and final reports. This log frame template may be replaced with the project log frame provided that actual performance and reasons for variance are included in the reporting.

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.	completed	
	Input from stakeholders	Information, case studies and experts made available to support the course development	completed	
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	under development / draft completed	Video shooting could not take place due to COVID 19 lockdowns and restrictions. Finally, a shooting was organised in UN Bonn with a virtual guidance provided by the UNITAR team from Geneva in January 2022.
Output 1.3. Course promotion and communication	Communication plan and materials	Large-scale promotion by companies and other stakeholders realized.	No progress	Output 1.2. not completed
Add rows as needed				
Major activities		Dates implemented	Scheduled to be implemented	Comments

Complete stakeholder mapping	completed	completed	
Complete learning needs assessment and background research	completed	completed	
Develop course syllabus	completed	completed	
Develop course materials	draft completed	31 March 2022	Draft materials (i.e. video lectures, interactive lessons) developed
Implement course on e-learning platform	Not completed	31 March 2022	
Develop communication materials	Not completed	30 April 2022	
Conduct course promotion	Not completed	30 April 2022	
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 & Division for Multilateral Diplomacy
Allocation amount	\$ 54,715 USD (29,715 USD GCP & 26,000 USD DMD)
SFF funding source	Swedish International Development Agency (SIDA)
Other funding: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	\$ 25,000.00 - World Health Organisation (WHO)
Project period	January 2021 - June 2021
Report: <input type="checkbox"/> Progress <input checked="" type="checkbox"/> Final (Click this) – Insert from other form	<p>It is 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 2030¹. Also, the current COVID-19 pandemic has highlighted the important interlinkages between human health and the state of our environment and economies.</p> <p>With the recognition that the equilibrium between people and planet is one of the fundamental issues of our time, UNITAR, UN CC:Learn and the World Health Organization (WHO) joined forces to develop a training course on Climate Change Negotiations and Health, including a self-paced e-learning course and two webinars.</p> <p>The e-learning course delves into the interlinkages between climate change and health, with particular reference to the international climate change policy process and the need for a healthy a green recovery from COVID-19. Specifically, the course aims to support delegates attending the 26th session of the Conference of the Parties (COP) to the United Nations Framework Convention on Climate Change (UNFCCC) and participating in climate diplomacy. It also provides valuable insights for professionals involved in the development and implementation of national climate change and health policies.</p> <p>This course, which is available for free to anyone interested on the UN CC:Learn e-learning platform, includes the following 6 lessons:</p> <ul style="list-style-type: none"> • Lesson 1: Introduction to Health and Climate Change • Lesson 2: History of the UN Climate Negotiations • Lesson 3: The Paris Agreement • Lesson 4: From Paris to Glasgow • Lesson 5: Health in the UN Climate Change Negotiations • Lesson 6: Healthy and Green Recovery from COVID-19 <p>The course takes around 3 hours to complete, can be downloaded in PDF format for offline study and awards a UN certificate to the participants who successfully pass the final quiz within 3 attempts.</p> <p>As part of the e-course on Climate Change Negotiations and Health, two webinar activities on Climate Change, Negotiations and Health were conducted online through zoom, on 31 May and 15 June 2021.</p> <p>These webinars 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, internally through the mandate, and externally with relevant stakeholders, 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 will become more aware of how they behave in negotiation contexts, and whether or not they should behave the same way, or differently.</p>

	<p>WHO is an important partner within the One UN Climate Change Learning Partnership (UN CC:Learn) for which UNITAR hosts the Secretariat. This initiative addresses the increasingly evident and critical nexus between health and climate change. It supports WHO in ensuring that health issues are effectively integrated into climate change policies and strategies, including, for example, in the updates and revisions of Nationally Determined Contributions (NDCs), which will have positive effects on the international climate change negotiations and contribute to building more resilient societies.</p> <p>With the partnership of WHO and the wide, global outreach of UN CC:Learn, the course was accessible to health and climate policy related professionals, negotiators, government officials and researchers throughout the world, helping to leverage the resources of the UN towards climate change and health related outcomes under the UNFCCC.</p>

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: Planet 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(s): SDG3, SDG5, SDG6, SDG13, Target(s): _3.d, 5.5, 6.a, 13.1, 13.3, 13.b <input checked="" type="checkbox"/> Promotes holistic, integrated nature of 2030 Agenda				
Country and beneficiary metrics	Targeted countries:	Participants: Webinar 1/Webinar 2 Course (as of 30 June 2021)		Other metrics Course (as of 30 June 2021)	
	Global	Female	125/53 472	Disability #	/
		Male	83/31 455	Other vulnerable #	/
		Other	3	Completion #	280
		Not disclosed	1	Certification #	280
	Total	208/84 931			
Concise summary of results achieved	<p>The e-learning course was launched on 31 May 2021, during the first webinar, and can be accessed by anyone interested. Information about the course has been made available to all the over 400,000 registered users of the UN CC:Learn e-learning platform, as well as to UN CC:Learn partner countries, and through the UN CC:Learn, UNITAR and WHO networks and communications channels.</p> <p>In less than 2 months the course has recorded over 1,150 registrations and issued more than 350 certifications of completion (data as of 19 July 2021).</p> <p>After completing the course, participants are expected to be able to:</p> <ul style="list-style-type: none"> • Explain how climate change affects health; • Recognize the international climate change policy framework; • Identify the Parties and groups of Parties to the UNFCCC, the Kyoto Protocol, and the Paris Agreement, including their respective commitments and negotiation positions; • Describe the outcomes of past negotiation sessions; • Discuss the key issues in the ongoing international climate change negotiations, particularly in relation to the promotion of health priorities and the integration of health in all policies. <p>90% of the feedback survey respondents noted that they met or exceeded the learning objectives for the course.</p> <p>The webinars took place on the platform Zoom. The webinars were interactive and allowed participants to develop not only knowledge, but their practical skills and a helpful negotiation mindset. They drew on real life negotiation examples related to climate change negotiations</p>				

	<p>and health to showcase how theory can be translated into practice. The material presented in the webinar was interactive and the assignments that were given for participants advance their knowledge. Background and supporting materials were uploaded on the course platform so participants could access it prior to each webinar.</p> <p>For those participants who could not attend the webinars, a video recording was made available at the end of each webinar. The webinar recordings were published on the course platform.</p> <p>During this course, participants had the opportunity to attend two webinars on negotiation skills. These webinars aimed at improving participants’ analytical and interpersonal skills in their continual negotiations to make sure they do first things first.</p> <p><u>CLIMATE CHANGE NEGOTIATIONS AND HEALTH Webinar 1: Claiming and creating value at the negotiation table</u></p> <p>208 participants attended the training, and 86 completed the course evaluation. The first webinar in the two-webinar series, took place on 31 May, 2021, lasted 90 minutes over zoom.</p> <p>The first webinar followed this schedule:</p> <ul style="list-style-type: none"> • Welcome and Introduction (5 minutes) • Key Principles in Negotiation (25 minutes) • Techniques to negotiate towards mutual gain (25 minutes) • Q+A (30 minutes) • Concluding Remarks and Webinar Closure (5 minutes) <p>The first webinar was very successful, with highly positive feedback provided from both the beneficiaries and the organising entities alike. 93.11% of respondents stated that they found the webinar useful, 95.29% said they would recommend the programme to a colleague, 98.81% said their awareness on the topic had increased, and 94.11% said that they were likely to apply the skills they acquired from the training.</p> <p><u>CLIMATE CHANGE NEGOTIATIONS AND HEALTH Webinar 2:</u></p> <p>84 attended the training, and 84 completed the course evaluation. The second webinar in the two-webinar series, took place on 15 June 2021, lasted 90 minutes over zoom.</p> <p>The second webinar followed this schedule:</p> <ul style="list-style-type: none"> • Welcome and Introduction (5 minutes) • Current challenges on multi-party negotiation on climate change negotiations and health (25 minutes) • Interactive Presentation on Climate Change Negotiations and Health (45 minutes) • Debriefing, Concluding Remarks and Webinar Closure (15 minutes) <p>The second webinar was very successful, with highly positive feedback provided from both the beneficiaries and the organising entities alike. 95.18% of respondents stated that they found the webinar useful, 96.39% said they would recommend the programme to a colleague, 98.79% said their awareness on the topic had increased, and 95.07% said that they were likely to apply the skills they acquired from the training.</p> <p>The success of this course contributed to UNITAR’s effort in supporting the conservation, restoration and safeguarding of our planet for present and future generations (S03) through fostering a green, low-carbon and climate-resilient transition (S03.1), as well as improving the conservation and sustainable use of natural resources (S03.3) The webinars’ emphasis on the implementation of internationally-agreed environmental considerations and its analysis of climate vulnerabilities and global health risks was particularly crucial in this context, given the growing threat of climate change and the current COVID-19 pandemic.</p>
<p>Describe project effect on direct beneficiary/ beneficiaries</p>	<p>WHO requested UNITAR to design and develop this course for health professionals engaging in the UNFCCC climate change negotiations, as the primary audience. WHO specifically requested that the course be hosted on the UN CC:Learn platform, to ensure that the knowledge and learning resources were open to the global public, to maximize learning.</p> <p>On the UN CC:Learn platform, the course was made available for free as a self-paced online resource, and built upon an existing face-to-face training package and on a previous collaboration between UNITAR and WHO (an introductory e-course on human health and climate change, which has already collected over 30,000 registrations and issued more than</p>

	<p>8,000 certificates of completion, and two face-to-face climate change and health diplomacy courses for African and Asian health professionals in 2015).</p> <p>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 topics at hand. 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.</p>
<p>Describe project effects on groups made vulnerable e.g. women, children, disabled, indigenous peoples, if applicable</p>	<p>Registrations were open to all, but special attention was given to ensure the participation of nationals from LDCs and SIDs.</p> <p>In addition, the e-learning 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 debate and negotiations. Therefore, it is expected that it raises awareness of learners on these aspects, for consideration in their decision-making and action.</p>
<p>Describe implementation challenges, including COVID-19-related challenges, and mitigation efforts</p>	<p>Project implementation has advanced 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. The fact that additional content and input for the course were shared at a later stage, as well as the fact that one of the instructional designers working on the course was affected by COVID-19, delayed a bit further the process, without however any relevant implications. The course was finalized in May and launched during the first associated webinar.</p>
<p><u>If progress report,</u> describe planned activities to bring project to closure</p>	
<p>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.</p>	

Results

Note: A log frame should be included for both progress and final reports. This log frame template may be replaced with the project log frame provided that actual performance and reasons for variance are included in the reporting.

Joint UNITAR/WHO Online Climate Change Negotiations and Health Course (CLIMATE CHANGE NEGOTIATIONS AND HEALTH Webinar 1: Claiming and creating value at the negotiation table):

Intended impact	Indicator(s)	Performance target(s)	Performance actual	Reasons for Variance
Impact: Strengthen participants' knowledge and skills in the field of negotiation in the context of climate change and health .	Percentage of respondents who found the webinar useful	75%	93.11%	
Outcomes & outputs				
Outcome: Raise awareness of the importance of negotiation skill in the context of climate change and health.	Percentage of participant who confirmed that their awareness has increased	75%	98.81%	
Major activities		Dates implemented	Scheduled to be implemented	Comments
UNITAR/WHO's first webinar was held on 31 May 2021. Interactive by nature, the online training required active participation during the presentations and Q&A sessions.		31 May 2021		

Results

Note: A log frame should be included for both progress and final reports. This log frame template may be replaced with the project log frame provided that actual performance and reasons for variance are included in the reporting.

Joint UNITAR/WHO Online Climate Change Negotiations and Health Course (CLIMATE CHANGE NEGOTIATIONS AND HEALTH Webinar 2):

Intended impact	Indicator(s)	Performance (target)	Performance (actual)	Reasons for Variance
Impact: Strengthen participants' knowledge about current challenges on multi-party negotiation on climate change negotiations and health	Percentage of participants who meet or exceed the learning objectives	75%	95.18%	
Outcomes & outputs				
Outcome: Raise awareness about current challenges on multi-party negotiation on climate change negotiations and health	Percentage of participants who meet or exceed the learning objectives	75%	98.79%	
Major activities		Dates implemented	Scheduled to be implemented	Comments
UNITAR/WHO's second webinar was held on 15 June 2021. Interactive by nature, the online training required active participation during the presentations and Q&A sessions.		15 June 2021		

Results

Note: A log frame should be included for both progress and final reports. This log frame template may be replaced with the project log frame provided that actual performance and reasons for variance are included in the reporting.

E-learning Course on Climate Change Negotiations and Health:

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 meet or exceed the learning objectives	75%	90%	
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)	Over 350 certifications of completion as of 19 July 2021	At the moment, the course has been available for much less than a year.
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-April 2021		
Course review, finalization and launch		May 2021		



Annex 2

Individual Project Narrative Reports

Strategic Objective 4



Strategic Framework Fund

Project Narrative Report Summary

Project title	UNITAR 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	SIDA 2020/21 (non-cost extension approved for 6 months until end June 2022)
Other funding: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Project period	September 2020 - December 2021
Report: <input checked="" type="checkbox"/> Progress <input type="checkbox"/> Final	Period covered: September 2020 – February 2021

Project objective	<p>Open to all Afghan women, the programme aims to create opportunities for participants to address growing wage gaps, digital divide, and new challenges in the post-COVID-19 work environment.</p> <p>The training will be locally contextualized and delivered fully online. Participants will be able to learn at their own pace, working on self-directed projects while engaging with thematic and regional experts, mentors and peers online.</p> <p>Participants will learn skills to excel in the 4th Industrial Revolution (4IR) while being empowered to lead the same. Conducted in English, the course will cover programming and coding skills, digital literacy, application development, cybersecurity and AI modules; and combine it with gender leadership empowerment training. During the final week, there will be an online hackathon to test participants' skills.</p> <p>By the end of the course, participants should be able to transform their entrepreneurial ideas into digital products with an aim to empower others and effectively address gender-specific needs and critical issues in their communities. More specifically, participants will learn:</p> <ul style="list-style-type: none"> • Gender equality principles, and how it relates to the Sustainable Development Goals • Basic notions of digital literacy, programming and coding, applications development, AI and cyber security • Latest trends and opportunities in Afghanistan's STEM industry • Developing solutions integrating digital technologies to solve socio-economic challenges related to the SDGs, particularly those faced by women in Afghanistan <p>If successful in completing course modules and individual assignments, participants will be able to further enhance knowledge on how to successfully design and pitch solutions during a Hackathon.</p>
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	1000	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	<ul style="list-style-type: none"> • Call for applications have been opened on Apply Survey Monkey, dissemination of the same with visual spot and news articles have been undertaken to select participants • A training booklet has been developed for the participants, and modules are available on EdApp • 2 cohorts of 6 weeks each have been implemented, with online courses on EdApp, webinars, coaching, and hackathons • 1st cohort data: number of participants who received certificates of participation 271, number of participants who received certificates of completion 92, number of participants who attended the Hackathon 82, Coaches trained 15, participants have completed evaluation • Second cohort had to be paused last summer due to the political context in the country, a 6-month extension has been granted. The 2nd cohort re-started in January 2021, and it is still under review for certificates and data 				
Describe project effect on direct beneficiary/beneficiaries	Through the programme, Afghan women will be upskilled and reskilled to develop digital approaches and solutions that 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, upskilling and reskilling themselves by learning new 4th Industrial Revolution-related digital skillsets.				
Describe implementation challenges, including COVID-19-related challenges, and mitigation efforts	<ul style="list-style-type: none"> • Delays in producing courses/lessons due to challenges faced in planning/working with Plural Sight. • Delays due to political context last summer 2021. • Some delays in communication due to COVID-19. • Delay to re-start the programme due to current context, where a lot of women left the country or do not have access to internet/computers since losing their employment 				
If progress report, describe planned activities to bring project to closure	<ul style="list-style-type: none"> • Launch the two other cohorts of 6 weeks each • The 3rd cohort's call for applications is already open for applications • Design a webinar for Hackathon winners on leadership and entrepreneurship 				
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

Note: A log frame should be included for both progress and final reports. This log frame template may be replaced with the project log frame provided that actual performance and reasons for variance are included in the reporting.

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	92	Programme not yet completed and delay due to political context (this is the number of certificates of completion so far)
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	92	Programme not completed yet (this is the number of assignments passed)
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 completed yet; the current evaluation data does not reflect the whole programme
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 completed yet; the current evaluation data does not reflect the whole programme
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 completed yet; the current evaluation data does not reflect the whole programme
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 completed yet; the current evaluation data does not reflect the whole programme
Output 1.5. Lessons Learned and Next Steps [Activity 5]	Partnerships evaluated, lessons learned, and next steps evaluated			Programme not completed yet

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		November 2020- March 2021	
Project Implementation (Activities 1, 2, 3, 4, 5)		March 2021 – June 2022	Extension approved
Review and Reporting		July-August 2022	
Fully implemented & reported, results expected, expenditures made		June 2022	

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	Planet and Prosperity Division / Chemical Waste Management and Public Finance and Trade Programme Units
Allocation amount	\$100,000 (combined CWM and PFTP)
SFF funding source	Sida
Other funding: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Project period	January 1, 2021 to December 31, 2021, extended to March 31, 2022
Report: <input checked="" type="checkbox"/> Progress <input type="checkbox"/> Final	Period covered: January 1, 2021 to December 31, 2022

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	SDG8 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	<i>On-going implementation</i>	
Concise summary of results achieved, including how results contributed to helping UNITAR achieve its strategic objectives	<p>In 2021, CWM and PFTP launched the programme to present the project and its goals to the stakeholders in Latin America, assess the training gaps in the region, established a workplan to achieve the project outputs with corresponding activities, and drafted a short report (in Spanish) on the gaps and opportunities in adopting OECD standards in Latin America.</p> <p><i>Report : Gestión de sustancias químicas industriales y de consumo, y RETC en América Latina: Prioridades, necesidades, desafíos y oportunidades para la adopción de instrumentos OCDE</i></p>			
Describe project effect on direct beneficiary/ beneficiaries	To be included in the final report			
Describe project effects on groups made vulnerable e.g. women, children,	Not applicable.			

disabled, indigenous peoples, if applicable	
Describe implementation challenges, including COVID-19-related challenges, and mitigation efforts	The pandemic and social unrest related to Covid-19 delayed the response time of the beneficiaries which slowed down the implementation. However, commitment by the beneficiaries remained unchanged.
If <u>progress report</u>, describe planned activities to bring project to closure	<p>A series of training activities are planned for January and February 2022 to assist officials in preparing their national master plans in bringing their Chemicals Management closer to the OECD standards, enhancing greater regulatory alignment across the region, and understanding the economic dimension of trade in chemicals.</p> <p>In March 2022, UNITAR will provide technical support and guidance to the beneficiaries and capture feedback the results.</p>
<p>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.</p>	

Results

Note: A log frame should be included for both progress and final reports. This log frame template may be replaced with the project log frame provided that actual performance and reasons for variance are included in the reporting.

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	Training package delivered for trade stakeholders	Dialogues initiated and a training package to introduce trade practitioners to the importance of sound chemicals management	<i>To be included in the final report</i>	
Outcomes & outputs				
Outcome 1. 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	<i>To be included in the final report</i>	
Output 1.1. 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 beneficiary countries	Online course content developed	<i>To be included in the final report</i>	
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	<i>To be included in the final report</i>	
Organization of national online training webinars and regional online workshop		To be implemented	<i>To be included in the final report</i>	



Annex 2

Individual Project Narrative Reports

Strategic Objective 5



Strategic Framework Fund

Project Narrative Report Summary

Project title	Introduction to Geospatial Information Technology for Evidence Based Decision-Making
Divisions/Units	UNOSAT, Division for Satellite Analysis and Applied Research
Allocation amount	26,584.89
SFF funding source	Qatar
Other funding: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Project period	NA
Report: <input checked="" type="checkbox"/> Progress <input type="checkbox"/> Final	Period covered: 1 January - 31 December 2021

Project objective	The overall objective of this online webinar series is to provide selected participants with the concepts and terminology relative to Geospatial information Technology (GIT) and new technologies such as Artificial Intelligence (AI) and Machine Learning (ML) including an overview of ad hoc geospatial methodologies based on real case disaster scenarios in the HoA to support operational planning and decision making.				
Link to strategic framework objective(s)	SO 5.1 Optimize the use of technologies, including geospatial technologies, for evidence-based decision making.				
Link to 2030 Agenda or other 2015 outcome	SDG(s): 11, 13 Target(s): 11.4, 11.9, 13.1, 13.3 <input checked="" type="checkbox"/> Promotes holistic, integrated nature of 2030 Agenda				
Country and beneficiary metrics	Targeted countries:	Participants		Other metrics	
	Kenya	Female	NA	Disability #	NA
		Male	NA	Other vulnerable #	NA
		Other	NA	Completion #	NA
		Not disclosed	NA	Certification #	NA
	Attach list if more	Total	NA		NA
Concise summary of results achieved, including how results contributed to helping UNITAR achieve its strategic objectives	<p>The online course material for a webinar series has been developed during this reporting period to meet the training needs of Kenyan diplomats and government officials from different Governmental Institutions and Line Ministries including the Foreign Service Academy to raise awareness about the benefits of Geospatial information Technology (GIT) and new technologies such as Artificial Intelligence (AI) and Machine Learning (ML) for improved disaster resilience.</p> <p>The design, preparation and delivery of this course contributes to the strategic objective of UNITAR SO 5.1 Optimize the use of technologies, including geospatial technologies, for evidence-based decision making.</p>				
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				

<p>Describe implementation challenges, including COVID-19-related challenges, and mitigation efforts</p>	<p>From April to June 2021, the UNOSAT team worked on the development of the training material to launch this series of on-line webinars. As of June 2021 we have tried several times to contact our focal point at the Foreign Service Academy, but unfortunately we have never received any formal communication on their interest or commitment to these training events.</p>
<p>If <u>progress report</u>, describe planned activities to bring project to closure</p>	<ul style="list-style-type: none"> - To re-contact our focal point at the Foreign Service Academy - To verify the possibility of identifying a new governmental institution as a focal point for the implementation of project activities. - To deliver of the online webinars and to carry out course evaluation and reporting.
<p>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.</p>	



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: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Project period	From 09 November 2019 to 31 July 2020
Report: <input type="checkbox"/> Progress <input checked="" type="checkbox"/> Final	Period covered: 09 November 2019 – 6 April 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 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	<p>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.</p> <p>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.</p> <p>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.</p>				
Country and beneficiary metrics	Targeted countries:	Participants		Other metrics	
	Rwanda	Female	36	Disability #	N/A
	Nepal	Male	47	Other vulnerable #	N/A
	Tanzania	Other	N/A	Completion #	78
	Republic of Congo	Not disclosed	N/A	Certification #	78
	Total	83			
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 developing and applying geospatial methodologies and produced maps featuring hazard related				

<p>UNITAR achieve its strategic objectives</p>	<p>data (mostly flood-related). At the end of the courses, participants turned in their assignments and presented in front of the class or, in the case of distance learning, quizzes were used to measure achievement.</p> <p>Participants completed the courses knowing how to:</p> <ul style="list-style-type: none"> - 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 - Create desktop thematic maps to support operational planning and decision making for DRR
<p>Describe project effect on direct beneficiary/beneficiaries</p>	<p>The courses were attended by 83 professionals working in governmental, private and academic organizations in Rwanda, Nepal, Tanzania and the Republic of Congo who wished to strengthen their practical skills in applying geospatial technologies for DRR. 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 in their own countries using the available tools. Moreover, they consistently expressed eagerness to learn more and to benefit from future training opportunities.</p> <p>Evaluation Statistics</p> <ul style="list-style-type: none"> - 83 participants - 43:57 gender balance (43% women) - 97 per cent agreed that the training was useful - 99 per cent agreed that the trainers were effective - 80 per cent agreed that the information was new to them - 91 per cent agreed that the course was relevant to their job - 97 per cent would recommend the course to their colleagues
<p>Describe project effects on groups made vulnerable e.g. women, children, disabled, indigenous peoples, if applicable</p>	<p>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, completed their assignments and were industrious and eager for continuous learning and follow-up opportunities.</p>
<p>Describe implementation challenges, including COVID-19-related challenges, and mitigation efforts</p>	<p>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.</p> <p>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 overseas. Face to face training remains 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, feedback and engagement are concerned.</p> <p>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).</p>

	<p>Internet connectivity was also patchy in the Republic of the Congo at times, leading to difficulties for some participants given the webinar approach used for this event. Several participants were very busy given ongoing elections in the country. COVID-19 led us to opt for an e-learning approach with a few videoconferences included to interact with beneficiaries.</p>
<p>If <u>progress report</u>, describe planned activities to bring project to closure</p>	
<p>Directions: Please complete as concisely as possible. For <u>final reports</u>, this page should be used as the cover page, with 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.</p>	

Results

Note: A log frame should be included for both progress and final reports. This log frame template may be replaced with the project log frame provided that actual performance and reasons for variance are included in the reporting.

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	Surveys to be disseminated later in 2021 to assess if institutions have integrated GIT in their DRR strategies
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	99	
Output 1.1. Trainings delivered to beneficiaries from target organizations	Number of beneficiaries completing the course	80 beneficiaries (20 per course) (attending at least 70% of the course and completing all 3 deliverables)	83	
Major activities		Dates implemented	Scheduled to be implemented	Comments
Lecture (PowerPoint presentation)		December 2019, December 2020, February/March 2021	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, February/March 2021	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 Exercise		December 2019, December 2020, February/March 2021	Monday : 2 x « Getting familiar with GIS software » Wednesday: “Field data collection (smartphones)” + 2x “GIT applications for DRR (scenario 1- flood)” Thursday: 2x “GIT applications for DRR (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, February/March 2021	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, February/March 2021	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.

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, Division for Satellite Analysis and Applied Research
Allocation amount	\$55,000
SFF funding source	Qatar
Other funding: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Additional funding was required to finalise the course development. UNOSAT rapid mapping project was used (Tarsa050)
Project period	2020-2021*
Report: <input checked="" type="checkbox"/> Progress <input type="checkbox"/> Final	Period covered: 1 January - 31 December 2021

Project objective	The overall goal of this course is to enhance awareness of participants on how Geospatial Information Technology (GIT) and satellite analysis can support international operational planning and decision making in Emergency Response operations.			
Link to strategic framework objective(s)	SO 5.1 Optimize the use of technologies, including geospatial technologies, for evidence-based decision making.			
Link to 2030 Agenda or other 2015 outcome	SDG(s): 11, 13 Target(s): 11.4, 11.9, 13.1, 13.3 <input checked="" type="checkbox"/> Promotes holistic, integrated nature of 2030 Agenda			
Country and beneficiary metrics	Targeted countries:	Participants	Other metrics	
	Thailand	Female		Disability #
	*Additional countries to be added as soon as confirmed	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	<p>The online course material has been developed during this reporting period to meet the training needs of a broad audience such as professionals from international organisations, the public and private sectors, students and other individuals interested in better understanding the benefits of GIT applications to support international humanitarian assistance.</p> <p>The design, preparation and delivery of this course contributes to the strategic objective of UNITAR SO 5.1 Optimize the use of technologies, including geospatial technologies, for evidence-based decision making.</p>			
Describe project effect on direct beneficiary/beneficiaries	NA			
Describe project effects on groups made vulnerable e.g. women, children, disabled,	NA			

indigenous peoples, if applicable	
Describe implementation challenges, including COVID-19-related challenges, and mitigation efforts	<p>This project was designed to offer an innovative online course on geospatial information technology applications in support of international humanitarian assistance. Initially, the online course material was developed for a wide audience . but was decided to drop the concept of individuals rapid mappers but rather turn to a network of internationally recognized Space Applications Centres in China, Rwanda, Azerbaijan and Thailand identified as potential UNOSAT-affiliated centres.</p> <p>In 2021, UNOSAT proceeded to establish a collaboration agreement with the Geo-Informatics and Space Technology Development Agency of Thailand (GISTDA), which was chosen as UNOSAT's first affiliation centre, and to launch this online course as part of the collaboration activities for GISTDA staff and partners.</p> <p>However, the process of formalising this agreement, which was expected by the end of 2021, has been delayed considerably due to internal administrative procedures at GISTDA. At the time of the submission of this report the signature of the agreement is expected by end of March or mid-April 2022 at the latest. Progresses with other envisaged affiliated Centres were not fruitful and required to be reconsidered.</p>
If progress report, describe planned activities to bring project to closure	<ul style="list-style-type: none"> -Final revision of the overall training material to ensure proper adaptation of the online course to training needs of expected participants from GISTDA and institutional partners. - Signature of the cooperation agreement between UNOSAT and GISTDA - Delivery of the online course including course evaluation and reporting. - Some Modules developed will be used in the context of other trainings to UNDP staff in June . Reconsider potential affiliated centres and engage with them (either past or new ones).
<p>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.</p>	

Results

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LogFrame:

UNITAR E-learning course on “The Use of Geospatial Information Technology for Humanitarian Assistance”

	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 products disseminated to end-users following major disaster events in support of the Humanitarian Programme Cycle.	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 UNOSAT's rapid mapping services
Activities	E-Learning course divided into three modules <ul style="list-style-type: none"> • Module 1: Introduction to Geospatial Information Technology for Emergency Response • Module 2: Conducting satellite imagery-based analysis/ Rapid mapping • Module 3: Practical Assessment • Rapid Mapping Activities: 24/7 on-call rapid mapping service and dedicated technical support to end-users during disasters; Wide distribution of rapid mapping products in the form of maps, reports, statistics, Geographic Information System (GIS) data and web-based data sharing feeds to actors at field and HQ level including UN Operations and Crisis Centre (UNOCC), which ensures regular briefings to top UN management 			
Input	<ul style="list-style-type: none"> • 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 2

Individual Project Narrative Reports

Multiple Objectives



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: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Project period	November 2020 - March 2021
Report: Progress <input type="checkbox"/> x Final	<p>This project consisted of activities for the following countries: Ethiopia, Pakistan, Sri Lanka, African Francophone countries, and Georgia.</p> <p>The activities for Ethiopia were the e-Workshops on Frontier Diplomacy, conducted between 30 November and 3 December 2020, and the e-Workshop on Environmental Diplomacy, conducted between 11 January and 14 January 2021.</p> <p>The activity for Pakistan was the Online Intensive Training Programme on International Law, which took place on 14 and 15 December 2020. It is detailed in a separate report.</p> <p>The activity for Sri Lanka was the e-Workshop on Economic Diplomacy, and was conducted between 22 March and 25 March 2021.</p> <p>The African Francophone activity (titled and conducted in French, “Atelier Négociateurs Climatiques, Commerciaux et Numériques de Pays Francophones”) was implemented between 16 November and 1 December 2020. However, the International Organisation of La Francophonie (OIF) did not provide UNITAR with evaluation statistics, despite our reminders.</p> <p>The activity for Georgia consisted of an ad-hoc briefing on how to launch and manage Online Training -titled “Ad Hoc Briefing Online Training for Diplomats and other Government Officials”. The project took place on 26 and 27 March 2021.</p>

Project objective					
Link to strategic framework objective(s)	SO1, SO2, SO3, SO4, SO5				
Link to 2030 Agenda or other 2015 outcome	SDG1, SDG4, SDG5, SDG8, SDG10, SDG13, SDG16, SDG17				
Country and beneficiary metrics	Targeted countries:	Participants		Other metrics	
	Ethiopia	Female	122	Disability #	/
	Georgia	Male	178	Other vulnerable #	/
	Sri Lanka	Other	/	Completion #	262
	Francophone countries (Algeria, Benin, Burkina Faso, Laos, Mali, Madagascar, Senegal, DR Congo, Rwanda, Togo, Tunisia, Cote d'Ivoire)	Not disclosed	/	Certification #	262
		Total	300		
Concise summary of results achieved, including how results contributed to helping UNITAR achieve its strategic objectives	<p><u>e-Workshops on Frontier Diplomacy and Environmental Diplomacy (Ethiopia)</u></p> <p>The training activity for Ethiopia allowed participants to acquire an in-depth understanding of the underlying issues behind recent technological advancements and the climate emergency, allowing them to adapt their professional and private approaches to the new digital requirements in an effective and consummate manner.</p>				

The e-Workshops on Frontier Diplomacy and Environmental Diplomacy for Ethiopia consisted of four 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 4) a four-day e-workshop on Environmental Diplomacy. The first three components of the project took place between 30 November and 3 December 2020, and the final component between 11 January and 14 January 2021.

The events were 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 the training on Frontier Diplomacy. 100% of respondents stated that they found the workshop useful. Furthermore, 100% said that they understood the various digital tools available to conduct diplomacy, and that they were likely to apply the skills they acquired from the training on environmental diplomacy.

The success of this course contributed to UNITAR's effort in supporting the conservation, restoration and safeguarding of our planet for present and future generations (S03) through fostering a green, low-carbon and climate-resilient transition (S03.1), as well as improving the conservation and sustainable use of natural resources (S03.3) The course's emphasis on the implementation of internationally-agreed environmental considerations and its analysis of climate vulnerabilities and risks was particularly crucial in this context, given Ethiopia's position at the frontlines of climate change and disaster risk reduction on the African continent.

e-Workshop on Economic Diplomacy (Sri Lanka)

The training activity for Sri Lanka allowed participants to acquire an in-depth understanding of the practical tools and techniques on economic diplomacy, and honed them in basic negotiation skills through practical simulations of bilateral meetings and the WTO. The project took place between 22 and 25 March 2021.

The event was highly successful, with 100 % of the participants stating that the content was relevant to their jobs and that they were likely to apply the new skills and knowledge they acquired. 88 % of the participants also stated that the trainer promoted the involvement of all learners and stimulated their involvement. The Sri Lankan MOFA expressed its interest in continuing its collaboration with UNITAR, particularly in other areas of multilateral diplomacy.

The success of this course contributed to UNITAR's effort in supporting the promotion of people's well-being and supporting equitable representation of countries in global decision-making fora (S02) through strengthening representation of countries in special situations in institutions of global governance (S02.2). The course's emphasis on developing knowledge, skills, awareness and attitudes on the processes, procedures, issues and decision-making arenas of multilateral institutions was essential for Sri Lanka, which seeks to navigate its growing economic ties with larger neighbours such as China and India in its immediate region, as well as with regional and international organisations such as the EU and WTO.

Ad Hoc Briefing Online Training for Diplomats and other Government Officials (Georgia)

The activity for Georgia consisted of an ad-hoc briefing on how to launch and manage Online Training effectively. The project took place on 26th and 27th of March 2021.

This activity had two components: 1) a three-hour ad-hoc briefing on e-Learning (Instructional design, TNAs, M&E, Gap analysis and developing a learning strategy.) 2) a three-hour ad-hoc briefing on how to launch and manage online training for diplomats (e-Learning design, strategic planning, competency frameworks, quality assurance standards, etc.) This two-day online briefing activity specifically aimed to harmonize the existing online training curriculum of the Diplomatic Institute of Georgia and training centers from other Ministries of the Government of Georgia, and to provide them with the necessary tools to effectively launch and manage e-Learning content aimed at diplomats and government officials.

Georgia: This training activity aimed to support the Ministry of Foreign Affairs of Georgia to harmonize its online diplomatic strategy. This activity was aimed at the Diplomatic Academy of Georgia as well as to other learning centers from other Ministries of the Government of Georgia. (As per the other SFF reports I think the specific section on Georgia needs to be deleted as this is a general section-but unsure)

	<p>In total 46 participants were registered to the briefing and 31 actually attended the trainings. The first day of the training was open to participants from the Diplomatic Academy of Georgia and from other learning centres from other Ministries of the Government of Georgia; 31 participants. The second day was only open to participants from the Diplomatic Academy of Georgia; 4 participants.</p> <p>The event was extremely successful, with highly positive feedback provided from both the beneficiaries and the organising entities alike. Regarding day 1: 96.3 % of participants who completed the training survey (27 participants out of 31) 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. Furthermore, 92.56% of participants that took the survey considered the training as very useful.</p> <p>Regarding day 2: 100% of participants who completed the training survey (3 out of 4) 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. Furthermore, 100% of participants that took the survey considered the training as very useful.</p> <p>The success of this course contributed to UNITAR’s effort in supporting the indivisible and integrated nature of the 2030 Agenda (S05) through the optimization of the use of new technology for evidence-based decision-making (S05.1). Indeed, digital tools have garnered substantial interest in the context of teaching and training in diplomatic practice. Tools such as video conferences, small online courses, and massive open online courses are changing the landscape of what is possible in the field. As such, conversations on digital tools for teaching diplomacy are important in order to keep diplomatic teaching and training up to date, offer the best possible experience for participants, and reach those that might have been excluded previously.</p>
<p>Describe project effect on direct beneficiary/ beneficiaries</p>	<p>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 topics at hand. 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.</p>
<p>Describe project effects on groups made vulnerable e.g. women, children, disabled, indigenous peoples, if applicable</p>	<p><u>e-Workshops on Frontier Diplomacy and Environmental Diplomacy (Ethiopia)</u> A total of 27 female participants (28%) 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.</p> <p>In the e-Workshop in Environmental Diplomacy, 23 participants were female (24%), including ambassadors and other senior officials. As with the e-Workshops on Frontier Diplomacy, female participants were highly engaged with the training, and their input was crucial to the success of the e-Workshop.</p> <p><u>“Atelier Négociateurs Climatiques, Commerciaux et Numériques de Pays Francophones” (African Francophone activity)</u> A total of 18 female participants (47%) benefited from the training session on bilateral and multilateral negotiation, including both senior and junior diplomats. Additionally, during the role playing negotiation simulation exercises, female participants endorsed leadership roles such as chairperson and country president.</p> <p><u>e-Workshop on Economic Diplomacy (Sri Lanka)</u> A total of 28 female participants (72%) benefited from the training session on Economic Diplomacy, including both senior officials and junior diplomats. Female participants were highly engaged with the training, asking questions and speaking on behalf of their respective groups during group negotiation exercises.</p> <p><u>Ad-hoc briefing on Online Training for Diplomats and other Government Officials (Georgia)</u> A total of 26 female participants (83.87%) benefited from the ad-hoc briefing on Online Training for Diplomats and other Governments Officials. Participants were very engaged during the sessions, asked a number of questions and shared valuable input.</p>

<p>Describe implementation challenges, including COVID-19-related challenges, and mitigation efforts</p>	<p><u>e-Workshops on Frontier Diplomacy and Environmental Diplomacy (Ethiopia)</u> For a small percentage of participants, timezone-related issues were experienced.</p> <p><u>“Atelier Negociateurs Climatiques, Commerciaux et Numeriques de Pays Francophones” African Francophone activity</u> It should have been a face-to-face meeting but due to COVID-19, this briefing took place online without further implementation challenges.</p> <p><u>e-Workshop on Economic Diplomacy (Sri Lanka)</u> Some participants indicated that they would have liked more time on negotiation preparation, as well as more feedback. Other participants also indicated a preference for a second trainer to complement the existing trainer, and more localised content.</p> <p><u>Ad-hoc briefing on Online Training for Diplomats and other Government Officials (Georgia)</u> It should have been a face-to-face meeting but due to COVID-19, this briefing took place online without further implementation challenges.</p>
<p>If progress report, describe planned activities to bring project to closure</p>	<p>N/A</p>
<p>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.</p>	

Results

Note: A log frame should be included for both progress and final reports. This log frame template may be replaced with the project log frame provided that actual performance and reasons for variance are included in the reporting.

UNITAR e-Workshop on Frontier Diplomacy (Ethiopia)

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	75%	100%	
Outcomes & outputs				
Outcome 1. Raise awareness of the mechanisms by which the pillars of frontier diplomacy inform, shape and influence the core functions of diplomatic practice (representation, communication, negotiation).	Percentage of participant who meet or exceed the learning objectives	75%	100%	
Outcome 2. Strengthen capabilities in developing digital diplomacy strategies in pursuit of broader foreign policy objectives.	Percentage of participant who meet or exceed the learning objectives	75%	100%	
Outcome 3. Disseminate knowledge on the best practices regarding cybersecurity in different situations of their daily private and professional lives.	Percentage of participant who meet or exceed the learning objectives	75%	100%	
Outcome 4. Foster understanding on how digital tools can enhance the capacities and reach of smaller countries and non-state actors.	Percentage of participant who meet or exceed the learning objectives	75%	100%	
Outcome 5. Foster understanding on information security and how the cyberspace and geopolitics are intertwined and affect international relations.	Percentage of participant who meet or exceed the learning objectives	75%	80%	
Output 1. Raised awareness of the mechanisms by which the pillars of frontier diplomacy inform, shape and influence the core function of diplomatic practice (representation, communication, negotiation) of up to 40	Number of participants trained and who have received a certificate of participation	25	95	

Ethiopian government officials.				
Output 2. Strengthened the capabilities in developing digital diplomacy strategies in pursuit of broader foreign policy objectives of up to 40 Ethiopian government officials.	Number of participants trained and who have received a certificate of participation	25	95	
Output 3. Raised awareness of up to 40 Ethiopian government officials on how digital tools can enhance the capacities and reach of smaller countries and non-state actors	Number of participants trained and who have received a certificate of participation	25	95	
Output 4. Strengthened the awareness of up to 40 Ethiopian government officials on information security and how the cyberspace and geopolitics are intertwined and affect international relations	Number of participants trained and who have received a certificate of participation	25	95	
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.

Results

Note: A log frame should be included for both progress and final reports. This log frame template may be replaced with the project log frame provided that actual performance and reasons for variance are included in the reporting.

UNITAR e-Workshop on Environmental Diplomacy (Ethiopia)

Intended impact	Indicator(s)	Performance (target)	Performance (actual)	Reasons for Variance
Increase participants' capacities in preparing effectively for international climate change negotiations under the UNFCCC COP26.	Percentage of participants who meet or exceed the learning objectives	75%	100%	
Outcomes & outputs				
Outcome 1. Describe climate change science and the observed and projected impacts of climate change:	Percentage of participants who meet or exceed the learning objectives	75%	87%	
Outcome 2. Track and explain the international climate change policy framework, including the climate change negotiations to date under the UNFCCC:	Percentage of participants who meet or exceed the learning objectives	75%	61%	While there is variance in this outcome compared to other indicators, this is due to the remaining participants giving this a 'neutral' rating – which was likely given because about half a dozen participants, particularly those working in the Ministry of the Environment, felt that they already had knowledge of the material covered in this section.
Outcome 3. Define both climate change mitigation and adaptation:	Percentage of participants who meet or exceed the learning objectives	75%	70%	
Outcome 4. Analyze international considerations for climate change decision-making:	Percentage of participants who meet or exceed the learning objectives	75%	70%	
Outcome 5. Appraise the key issues in the ongoing international climate change negotiations, and how to build and move forward from COP25 and prepare for COP26:	Percentage of participants who meet or exceed the learning objectives	75%	57%	As with Outcome 2, this is due to some respondents giving this a 'neutral' rating. While 2 participants indicated they only had 'partial' knowledge of this outcome, this may be attributed to time management issues (which also arose in feedback) which reduced the trainers' ability to cover all the points on the agenda.
Output 1. Fostered clear understanding of climate change science and the observed and projected impacts of climate change of up to 40 Ethiopian government officials.	Number of participants trained and who have received a certificate of participation	25	97	

Output 2. Fostered understanding of the international climate change policy framework, including the climate change negotiations to date under the UNFCCC of up to 40 Ethiopian government officials.	Number of participants trained and who have received a certificate of participation	25	97	
Output 3. Raised awareness of both climate change mitigation and adaptation of up to 40 Ethiopian government officials.	Number of participants trained and who have received a certificate of participation	25	97	
Output 4. Provided clear examples of international considerations for climate change decision-making of up to 40 Ethiopian government officials.	Percentage of participants who meet or exceed the learning objectives	25	97	
Output 5. Disseminated knowledge on the key issues in the ongoing international climate change negotiations, and how to build and move forward from COP25 and prepare for COP26 of up to 40 Ethiopian government officials.	Percentage of participants who meet or exceed the learning objectives	25	97	
Major activities		Dates implemented	Scheduled to be implemented	Comments
UNITAR's High-Level e-Workshop on Environmental Diplomacy was held from 11 – 14 January 2021. Interactive by nature, the online training offered space for participants to examine and reflect on climate change issues while honing their presentation skills. The online training sessions therefore required active participation throughout. In addition, participants received all training materials after the workshop. All attending participants received a certificate of participation at the end of the workshop.		11 – 14 January 2021	December 2020	The activity was conducted exclusively online due to the COVID-19 pandemic. While the activity was meant to take place in 2020, it was postponed for the same reason.

Results

Note: A log frame should be included for both progress and final reports. This log frame template may be replaced with the project log frame provided that actual performance and reasons for variance are included in the reporting.

UNITAR e-Workshop on Economic Diplomacy (Sri Lanka)

Intended impact	Indicator(s)	Performance (target)	Performance (actual)	Reasons for Variance
Increase participants' capacities in the practical tools and techniques required to effectively conduct economic diplomacy.	Percentage of participants who meet or exceed the learning objectives	75%	96%	
Outcomes & outputs				
Outcome 1. Discuss the key concepts of economic diplomacy and how its practice has evolved:	Percentage of participants who meet or exceed the learning objectives	75%	93%	
Outcome 2. Identify key economic and development issues under negotiation in various multilateral fora:	Percentage of participants who meet or exceed the learning objectives	75%	92%	
Outcome 3. Explain the role and inter-relationships between the major multilateral economic and trade institutions:	Percentage of participants who meet or exceed the learning objectives	75%	92%	
Outcome 4. Explain the role of GATT/WTO in international trade and discuss the different negotiation rounds held since its inception:	Percentage of participants who meet or exceed the learning objectives	75%	92%	
Outcome 5. Demonstrate knowledge and understanding of tools and techniques required in Economic Diplomacy:	Percentage of participants who meet or exceed the learning objectives	75%	93%	
Output 1. Raised awareness of up to 40 Sri Lankan government officials on the key concepts of economic diplomacy and how its practice has evolved.	Number of participants trained and who have received a certificate of participation	25	39	
Output 2. Disseminated knowledge of up to 40 Sri Lankan government officials on the key economic and development issues under negotiation in various multilateral fora.	Number of participants trained and who have received a certificate of participation	25	39	
Output 3. Fostered understanding of up to 40 Sri Lankan government officials on the role and interrelationships between the major multilateral economic and trade institutions.	Number of participants trained and who have received a certificate of participation	25	39	

Output 4. Raised awareness of up to 40 Sri Lankan government officials on the role of GATT/WTO in international trade and discuss the different negotiation rounds held since its inception.	Number of participants trained and who have received a certificate of participation	25	39	
Output 5. Increased the capacity of up to 40 Sri Lankan government officials in using tools and techniques required in Economic Diplomacy	Number of participants trained and who have received a certificate of participation	25	39	
Major activities		Dates implemented	Scheduled to be implemented	Comments
UNITAR's e-Workshop on Economic Diplomacy was held from 22 – 25 March 2021. Interactive by nature, the online training offered space for participants to examine and reflect on economic and development issues while honing their negotiation skills. The online training sessions therefore required active participation throughout. In addition, participants received all training materials after the workshop. All attending participants received a certificate of participation at the end of the workshop.		22 – 25 March 2021	November 2020	The activity was conducted exclusively online due to the COVID-19 pandemic. While the activity was meant to take place in 2020, it was postponed for the same reason.

Results

Note: A log frame should be included for both progress and final reports. This log frame template may be replaced with the project log frame provided that actual performance and reasons for variance are included in the reporting.

Ad-hoc briefing on Online Training for Diplomats and other Government Officials (Georgia)

Intended impact	Indicator(s)	Performance target(s)	Performance actual	Reasons for Variance
Support the Ministry of Foreign Affairs of Georgia as well as related Ministries to harmonize its online training strategy..	Percentage of respondents who found the briefing useful	75%	96%	
Outcomes & outputs				
Outcome 1. Promote understanding on how to design a training plan effectively	Percentage of participant who meet or exceed the learning objectives	75%		
Outcome 1. Enhance understanding on how to establish a competency framework	Percentage of participant who meet or exceed the learning objectives	75%	100%	
Outcome 3 Enhance understanding on the instructional design process of an e-Learning course by using the ADDIE model	Percentage of participant who meet or exceed the learning objectives	75%	84%	
Outcome 4. Foster understanding on how to monitor and evaluate diplomatic training activities against objective criteria	Percentage of participant who meet or exceed the learning objectives	75%	100%	
Outcome 5. Enhance understanding of e-Learning tools and techniques	Percentage of participant who meet or exceed the learning objectives	75%	84.63 %	
Output 1. Strengthened the capacity of up to 20 Georgian government officials in designing a training plan effectively	Number of participants trained and who have received a certificate of participation	20	31	The Government of Georgia kindly asked to please increase the number of beneficiaries as they considered that the

				training was of utmost importance for their training and learning strategy.
Output 2. Strengthened the capacity of up to 20 Georgian government officials on how to establish a competency framework	Percentage of participant who meet or exceed the learning objectives	20	4	As per request of the MoFA of Georgia, the training was split into two days. This output is related to day 2 which only included 4 participants.
Output 3. Fostered understanding of up to 20 Georgian government officials on the instructional design process of an e-Learning course by using the ADDIE model	Percentage of participant who meet or exceed the learning objectives	20	31	A large number of participants were interested in this training; as such, the Diplomatic Academy of Georgia kindly asked if we could open the training to more participants. 31 beneficiaries participated in day 1.
Output 4. Increased understanding of up to 20 Georgian government officials on monitoring and evaluating diplomatic training activities against objective criteria	Percentage of participant who meet or exceed the learning objectives	20	4	As per request of the MoFA of Georgia, the training was split into two days. The training was split into two days. This output is related to day 2 which only included 4 participants.
Output 5. Disseminated knowledge and understanding of e-Learning tools and techniques of up to 20 Georgian government officials	Number of participants	20	31	A large number of participants were interested in this training; as such, the Diplomatic Institute of Georgia kindly asked if we could open the training to more participants. 31 beneficiaries participated in day 1.
Major activities		Dates implemented	Scheduled to be implemented	Comments
Following the request from the Ministry of Foreign Affairs of Georgia, this two-day online briefing activity aimed to harmonize the existing online training curriculum of the Diplomatic Institute of Georgia and how to effectively launch and manage e-Learning content aimed at diplomats and government officials. Day 1 of the briefing has also been extended to other learning centers from other Ministries of the Government of Georgia. After the successful completion of the briefing, all participants received a certificate of participation.		26 March 2021- 27 March 2021	December 2020	Initially this activity was going to take place in December 2020 in Tbilisi, Georgia. However, the activity was postponed and 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
Allocation amount	\$80,000
SFF funding source	Sida
Other funding: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Project period	September 2020 – May 2021
Report: <input type="checkbox"/> Progress <input checked="" type="checkbox"/> Final	Period covered: February – May 2021. The second activity on overcoming global challenges through international law was a series of training workshops on business and human rights from mid-February to early March 2021. The last activity covered the nexus between human rights, climate change and refugees in May 2021.

Project objective	To strengthen knowledge on the role that international law can play in overcoming global challenges, specifically when it comes to the rule of law, the State duty to protect and promote human rights, and the nexus between human rights, climate change and refugees.				
Link to strategic framework objective(s)	SO1, SO2, SO4, SO5.				
Link to 2030 Agenda or other 2015 outcome	SDG4, SDG5, SDG 8, SDG 10, SDG13, SDG16, SDG17				
Country and beneficiary metrics	Targeted countries:	Participants		Other metrics	
	LDC and SIDS in Africa, Asia, Latin America and Middle-East	Female	169	Disability #	
		Male	84	Other vulnerable #	
		Other	4	Completion #	196
		Not disclosed	/	Certification #	196
	Attach list if more	Total	256		
Concise summary of results achieved, including how results contributed to helping UNITAR achieve its strategic objectives	<p>Each e-workshop on overcoming global challenges through international 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, 256 participants were admitted to the trainings (124 to the training on the challenges and drivers of the State duty to protect and promote human rights and 132 to the e-workshops on the nexus between human rights, climate change and refugees). In total, 197 participants took part in the trainings (96 and 110 respectively).</p> <p>On one hand, the training on the challenges and drivers of the State duty to protect and promote human rights helped participants to gain a thorough understanding of Pillar 1 of the UN Guiding Principles (UNGPs) with a special focus on the significance of National Actions Plans (NAPs) as an essential tool to align country needs and priorities, set an implementation framework for the UNGPs, and establish effective measures for monitoring, reporting and evaluating implementation. On the other hand, the e-workshops on climate change and refugees explored the nexus between human rights, climate change and refugees, deepening participants' understanding of the inter-connectivity of these global challenges.</p>				
Describe project effect on direct beneficiary/beneficiaries	The beneficiaries of the training on the challenges and drivers of the State duty to protect and promote human rights and on the nexus between human rights, climate change and refugees expressed gratitude and satisfaction with their participation in both free-of-charge trainings. 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. Some participants specifically found that the e-workshop was an opportunity to boost their confidence to continue promoting human rights in their daily work. All the participants that took the surveys considered the trainings as very useful and responding adequately to their needs and expectations.
Describe project effects on groups made vulnerable e.g. women, children, disabled, indigenous peoples, if applicable	The majority of the beneficiaries of the workshop on the rule of law came from developing countries, SIDS, and LDCs: 62% for both the e-workshop on the challenges and drivers of the State duty to protect and promote human rights and on climate change and refugees. Specifically, 17% of participants came from African countries, 13% from the Middle East, 18% from Asia, and 11% from South America. Furthermore, the majority of participants was female (66%). The e-workshops increased their knowledge and enabled them to participate effectively in simulation exercises – giving them insights on the role that States could play in the promotion of human rights in concrete situations. A special attention was paid to regional practices and instruments depending on the sessions/timezones.
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 topics of the challenges and drivers of the State duty to protect and promote human rights, as well as the nexus between human rights, climate change and refugees. Some participants suggested to organize similar trainings face-to-face when the COVID-19 situation allows, in order to increase the network opportunities with other participants.
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

Note: A log frame should be included for both progress and final reports. This log frame template may be replaced with the project log frame provided that actual performance and reasons for variance are included in the reporting.

Challenges and Drivers of the State Duty to Protect and Promote Human Rights				
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%	100%	
Outcomes & outputs				
Outcome 1. Foster knowledge of government officials and other stakeholders in relation to the UNGPs and policy and regulatory frameworks on the State duty to protect human rights in the context of business operations	Percentage of participant who meet or exceed the learning objectives	75%	100%	
Output 1.1 Fostered the knowledge up to 90 participants in relation to policy and regulatory frameworks on the State duty to protect human rights in the context of business operations	Number of participants trained and who have received a certificate of participation	80	96	124 participants were accepted to take part in this training but only 96 joined the actual sessions. The participants who were not present in any of the e-workshop sessions were not granted a certificate
Outcome 2. Developed the capacities of 90 participants to address Human Rights issues	Percentage of participant who meet or exceed the learning objectives	75%	100%	
Output 2.1. Created a professional space for 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	96	We received 426 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 124 participants in the training but not all of them were present in the e-workshop sessions. However, 55 countries were represented among the present participants and all of those who took our surveys indicated that the programme was very useful and responded adequately to their needs and expectations
The Nexus between Human Rights, Climate Change, and Refugees				

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%	100%	
Outcomes & outputs				
Outcome 1. Raise awareness of nexus between Human Rights, Climate Change and the Environment	Percentage of participant who meet or exceed the learning objectives	75%	100%	
Output 1.1 Promoted and enhanced knowledge of at least 90 participants on the nexus between Human Rights, Climate Change and the Environment	Number of participants trained and who have received a certificate of participation	80	110	132 participants were accepted to take part in this training but only 110 joined the actual sessions. The 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 identify challenges of consolidating Human Rights, Climate Change and Environmental considerations into public policy and legislation	Percentage of participant who meet or exceed the learning objectives	75%	100%	
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	110	We received 375 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 132 participants in the training but not all of them were present in the e-workshop sessions. However, 58 countries were represented among the present participants and all of those who took our surveys indicated that the programme was very useful and responded adequately to their needs and expectations
Major activities		Dates implemented	Scheduled to be implemented	Comments
In light of the ongoing global pandemic and related travel restrictions, the training programme was held exclusively online, enabling participants from different countries to join and engage in peer-to-peer learning without		Challenges and Drivers of the State Duty to Protect and Promote Human Rights		
		15-16 February 2021 (UNECLAC timezone)	15-16 February 2021 (UNECLAC timezone)	

<p>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 held in 2 days (8 hours in total).</p> <p>On one hand, the e-workshop on the challenges and drivers of the State duty to protect and promote Human Rights gave insights on the implementation of the UN Guiding Principles in global and national policy-making and corporate practice. On the other hand, the e-workshop on the nexus between climate change and refugees provided a mapping of the key issues at stake in the nexus between climate change and refugee protection, as well as an overview of the international legal framework based on the most relevant soft law instruments and other related binding conventions, including the definition of the term “refugees” and the principle of non-refoulement.</p>	<p>22-23 February 2021 (UNESCAP timezone)</p>	<p>22-23 February 2021 (UNESCAP timezone)</p>	
	<p>1-2 March 2021 (UNECA/UNESCWA timezone)</p>	<p>1-2 March 2021 (UNECA/UNESCWA timezone)</p>	
The Nexus between Human Rights, Climate Change, and Refugees			
	<p>21-22 April 2021 (UNECA/UNESCWA timezone)</p>	<p>21-22 April 2021 (UNECA/UNESCWA timezone)</p>	
	<p>28-29 April 2021 (UNESCAP timezone)</p>	<p>28-29 April 2021 (UNESCAP timezone)</p>	
	<p>5-6 May 2021 (UNECLAC timezone)</p>	<p>5-6 May 2021 (UNECLAC timezone)</p>	

Strategic Framework Fund

Project Narrative Report Summary

Project title	Ethiopia – Safer Chemicals Management and Gender Mainstreaming
Divisions/Units	PLANET - CWM
Allocation amount	\$70,000
SFF funding source	Sida
Other funding: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Project period	2021
Report: <input checked="" type="checkbox"/> Progress <input type="checkbox"/> Final	Period covered: 1/1/2021 – 31/12/2021

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)	<i>Strategic Objective 3.2: Strengthen the sound and sustainable management of chemicals and waste</i> <i>2.1 Promote people's well-being, including the protection and empowerment of groups that have been marginalized and are vulnerable</i>				
Link to 2030 Agenda or other 2015 outcome	SDGs3, 6, 8, 11, 12				
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	Contracts have been signed with the national government, a local NGO, and our international NGO partner. While the national situation is difficult (elements of internal fighting), research has begun. The next ~3 months will result in some comprehensive research and early development of the action plan.				
Describe project effect on direct beneficiary/beneficiaries	The project has two major components: 1) information and awareness of the Minamata Convention (n.b. Ethiopia is proceeding with ratification on its own): 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	Artisanal and small-scale gold mining (ASGM) research has 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 Ethiopia (and still innovative at the global level).				
Describe implementation challenges, including COVID-19-related	The recent fighting in Ethiopia (https://news.un.org/en/story/2022/02/1111622) has made on-the-ground research more complicated. However, efforts are being made to work around this; some travel is possible, alternative interview methods are being used. COVID-19 is considered manageable in Ethiopia.				

challenges, and mitigation efforts	
If <u>progress report</u>, describe planned activities to bring project to closure	The next ~3 months will result in some comprehensive research and early development of the action plan. The research and action plan will then be brought to national stakeholders and the project should be near finalisation in the next 6 months.
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
<ul style="list-style-type: none"> - Ratification of the Minamata Convention on mercury, leading to implementation of the Convention's provisions - Gender considerations in ASGM are mainstreamed in Ethiopia 	<ul style="list-style-type: none"> - Ratification of the Minamata Convention on mercury, leading to implementation of the Convention's provisions - Gender considerations in ASGM are mainstreamed in Ethiopia 	<ul style="list-style-type: none"> 1 ratification of the Minamata Convention 1 study and associated Roadmap available in Ethiopia 	<ul style="list-style-type: none"> Convention not yet ratified Study not yet finalised 	<ul style="list-style-type: none"> Ethiopia has indicated their intention to ratify. This has not been completed yet. We continue to provide support, where requested Agreements are in place to proceed with the study and gender mainstreaming, including the roadmap. Activities in 2022 are designed to complete the project in the coming months.
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 Draft roadmap of activities to improve ASGM/Gender dynamics in Ethiopia	No roadmap currently available	1 roadmap available	n/a	See above
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	2022	The Ethiopian Government has initiated this process. We are available to support if requested. The principal, ongoing activities are

			therefore more aligned with the gender study and roadmap
A study undertaken to identify key Gender dynamics and issues in ASGM in Ethiopia (focusing on a sample mining area)	n/a	Jan-Jun 2022	Agreements are in place, and interviews/research have been initiated
Roadmap developed that builds on the ASGM/gender study to propose key activities	n/a	Mar -Sept 2022	The main elements of this will be informed by the study, so will come after



Strategic Framework Fund

Project Narrative Report Summary

Project title	Strengthening SDG competencies in the digital age
Divisions/Units	Green Development and Climate Change Programme Unit, Division for Planet
Allocation amount	\$20,000
SFF funding source	SIDA 2020/2021
Other funding: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Project period	5 October 2020 – 30 June 2021
Report: <input checked="" type="checkbox"/> Progress <input type="checkbox"/> Final	Period covered: Up to 31 December 2021

Project objective	Establishment of a working self assessment service for all new users of the UNCC:Learn platform 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				
Link to 2030 Agenda or other 2015 outcome	SDG 13				
Country and beneficiary metrics	Targeted countries:	Participants		Other metrics	
	All countries	Total	10,000	Disability #	N/A
				Other vulnerable #	N/A
				Completion #	N/A
				Certification #	N/A
	Attach list if more				
Concise summary of results achieved, including how results contributed to helping UNITAR achieve its strategic objectives	A detailed concept note was developed, and the first mockup of the quiz was produced. The quiz is currently in the testing phase in which its beta version is under testing and adjustments.				
Describe project effect on direct beneficiary/beneficiaries	The effect will be to increase user confidence in the UN 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 UN CC:Learn as a global brand in the delivery of climate change literacy.				
Describe project effects on groups made vulnerable e.g. women, children, disabled, indigenous peoples, if applicable	The issue of disability is critical to the further evolution of the UN CC:Learn platform. This will be an important consideration in the detailed design of the proposed self-assessment tool.				
Describe implementation challenges, including COVID-19-related challenges, and mitigation efforts	The current challenge is developing an engaging and appealing quiz in which users will enjoy responding to the questions in order to receive a recommendation.				

If progress report, describe planned activities to bring project to closure

- Build quiz and implement the questions bank in four languages
- Test quiz within a focus group
- Develop visual identify for communication and marketing of the gadget through UN CC:Learn and UNITAR channels

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 5



Strategic Framework Fund

Project Narrative Report Summary

Project title	“Levelling The Playing Field”
Divisions/Units	MDP/ UNITAR NYO
Allocation amount	\$220,000
SFF funding source	SIDA
Other funding: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Project period	January 2021 till December 2021
Report: <input type="checkbox"/> Progress <input checked="" type="checkbox"/> Final	Period covered: January 2021 till December 2021

Project objective	Supporting diplomats from Least Developing Countries (LDCs) and Small Island Developing States (SIDs) based in New York and beyond to develop the necessary knowledge and skills to participate in the multilateral environment, supporting their recovery from the COVID -19 pandemic.				
Link to strategic framework objective(s)	Our training supported the promotion of peace and just and inclusive societies, (SO1) equitable representation of countries in the global decision making for a (SO2) and trained delegates on the conservation, safeguarding and restoration of our planet (SO3). At the same time, all our activities aimed to promote the Agenda 2030 and the SDGS (SO5).				
Link to 2030 Agenda or other 2015 outcome	All courses linked the learning objectives with the Agenda 2030 with a special focus on SDGs 4, 5, 8, 13, 14, 15, 16 and 17.				
Country and beneficiary metrics	Targeted countries:	Participants		Other metrics	
	Least Developed Countries 1317	Female	922	Disability #	Not measured
	Small Island Developing States 838	Male	1229	Other vulnerable #	
	Female Diplomats 992	Other	45	Completion #	2196
		Not disclosed	-	Certification #	2196
	Attach list if more	Total	2,196		
Concise summary of results achieved, including how results contributed to helping UNITAR achieve its strategic objectives	COVID-19 pandemic forced all the activities on this project this year to be delivered virtually. During 2021, the UNITAR New York office under the auspices of the Swedish cooperation has developed 26 capacity building events, which have impacted a total of 2,196 participants. Programme attendance, and overall training has significantly increased since the start of the COVID-19 pandemic in March 2020 in part due to the adoption of online platforms. The UN How to app was updated with resources and documents for the use of the delegates and reached more than 12,000 downloads. There has also been an increase in positive participant evaluation.				
Describe project effect on direct beneficiary/ beneficiaries	The SFF support provided by SIDA was crucial to supporting Least Developing Countries and Small Island Developing throughout 2021, adapting to the pandemic, and moving training activities to online courses that were accessed by low and medium income states.				

<p>Describe project effects on groups made vulnerable e.g. women, children, disabled, indigenous peoples, if applicable</p>	<p>The office implemented “Special Series”, where we will continue with our Partnership with Columbia Law School. UNITAR NYO continued to pay special attention to amplifying the voices of women, promoting gender equality, and ensuring the representation of women in peacebuilding and conflict resolution. Participants who successfully completed the series received a certificate of completion signed by our Assistant Secretary General Nikhil Seth and the Dean of Columbia Law School, Ms. Gillian Lester.</p>
<p>Describe implementation challenges, including COVID-19-related challenges, and mitigation efforts</p>	<p>UNITAR New York Office (NYO) has reflected the lessons learned from having to adapt to the circumstances created by the COVID-19 pandemic and has understood the benefits of digital training and e-learning for least developing countries. With the UN How to app, diplomats learning resources were available in a user-friendly and streamlined way, with the 4th update of the app since 2017.</p>
<p>If <u>progress report</u>, describe planned activities to bring project to closure</p>	<p>SEE ANNEX 1 FOR FULL REPORT</p>
<p>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.</p>	



Annex 4

Annex 4: Long reports referenced in Annexes 2 and 3



GOVERNMENT OF NEPAL
MINISTRY OF HEALTH AND POPULATION



unitar

United Nations Institute for Training and Research

Nepal NSOAP Orientation Workshop

19-22 July 2021
Kathmandu, Nepal & virtual



REPORT

In Partnership with



**PROGRAM IN GLOBAL SURGERY
AND SOCIAL CHANGE**

Harvard Medical School



INTRODUCTION

In an effort to move towards fulfilling Universal Health Coverage (UHC) and achieving the Sustainable Development Goals (SDGs), the Nepal Ministry of Health and Population (MoHP) and the United Nations Institute for Training and Research (UNITAR) conducted a four-day Orientation Event on the process of developing a National Surgical Obstetric Anesthesia Plan (NSOAP) for the country.

This NSOAP Orientation event marked an important milestone in a roadmap towards formulating an NSOAP for Nepal. It was co-hosted by the Nepal MoHP and UNITAR, in partnership with Harvard Medical School Program in Global Surgery and Social Change (PGSSC), the Global Surgery Foundation (GSF), and the Nick Simons Institute (NSI). The event was held as a 4-day hybrid (partially virtual / partially face-to-face) event and was highly interactive.

The main objective of the NSOAP Orientation event was to familiarize all major stakeholders with the NSOAP initiative and align them towards the common goal of starting the process of developing an NSOAP unique for Nepal.

BACKGROUND

Surgical care as a pathway towards UHC

It has been shown that surgical, obstetric and anaesthesia (SOA) care is the cornerstone for ensuring strong, resilient and sustainable healthcare systems.

The 68th World Health Organization (WHO) Assembly in 2015 passed a resolution (WHA68.15) to strengthen emergency and essential surgical and anaesthesia services as a component of UHC. This effort was directed towards helping WHO member states in realizing the SDGs. Following the political mandate of WHA 68.15 and the Lancet Commission on Global Surgery (LCoGS), experts around the world produced a comprehensive planning methodology for safe SOA care, the NSOAP Manual.

As a UN member state, Nepal was one of the signatories on the Resolution WHA 68.15 and is committed to lead the way in strengthening emergency and essential surgical and anaesthesia services.

Why focus on surgical care – in Nepal?

Most low and middle-income countries (LMICs), including Nepal, are seeing a rapid increase in non-communicable disease (NCD) profiles and traumatic injury. It is well understood that surgical care systems form the foundation of strong health care systems, and in particular the backbone of treatment options for most NCDs. Over two thirds of NCDs cannot be prevented and will require some form of surgical intervention over the course of a patient's lifetime. Studies have shown that investing in SOA services is affordable, saves lives and promotes economic growth. However, it is a fact that surgical care has largely been left out of the mainstream discussions of global health despite its indispensable role in achieving the SDGs and UHC.

More than 90% of the world's poor lack access to basic surgical care. At least 77.2 million disability-adjusted life-years (DALY) could be averted by improving access to basic, life-saving surgical care alone. Patients from remote villages and marginalized social groups in Nepal continue to face significant obstacles when attempting to access surgical care. To adequately treat these types of conditions, SOA care must be an integral part of the health system.

EVENT DESCRIPTION

The framework of the Orientation Event followed the NSOAP process outlined in the recently published NSOAP Manual ([download](#)). This manual was the result of an exhaustive collaborative effort by multiple stakeholders around the world and published recently by Harvard PGSSC, UNITAR, and the Global Surgery Foundation with the goal of helping countries increase their capacity to deliver safe and affordable emergency and essential SOA services.

The 4-day NSOAP Orientation event was partially held as a private event at the Kathmandu Marriot Hotel Convention Center, as well as virtually via UNITAR's Division for People and Social Inclusion's Zoom account.

The event was hosted after-work hours (from 1-3pm CET/ 5-7pm Nepal time) to facilitate stakeholder availability and participation, all the while remaining in line with the necessary COVID-19 security measurements to secure a safe event.

Participants from the 2nd and 3rd day breakout sessions were guided to their respective groupings and dedicated rooms after the daily opening remarks. Each breakout session was monitored by a stakeholder representative and guided by a PowerPoint presentation which highlighted the relevant discussion topics and various country/ provincial needs.

EVENT PARTICIPANTS

The series of meetings included key actors from various sectors, including Federal/ Provincial Government, Academia, Professional Societies, Private Sector and Donor Agencies.

HOSTS

- Ministry of Health and Population, Government of Nepal (MoHP)
- United Nations Institute for Training and Research (UNITAR)

PARTNERS

- Harvard Medical School – Program in Global Surgery and Social Change (PGSSC)
- The Global Surgery Foundation (GSF)
- Nick Simons Institute, Nepal (NSI)
- Swedish International Development Agency (Sida)

EVENT SCHEDULE

Day	Topic	Date	Time (Nepal)	Participants
1	Session 1 – NSOAP Framework Introduction and Global Lessons on NSOAP Development	19th July	18:00-20:00 14:15-16:15(CEST)	All Stakeholders
2	Session 2.1 – Stakeholder Meeting with Federal/Provincial Government and Donor Agencies	20th July	13:00-15:00 09:15-11:15(CEST)	Government Sector and Donor Agencies/EDPs
3	Session 2.2 – Stakeholder Meeting with Academia, Professional Societies, and Private Sector	21st July	13:00-15:00 09:15-11:15(CEST)	Academia, Professional Societies, Private Sector
4	Session 3 – The Collaborative Effort for Strengthening of Surgical Care in Nepal	22nd July	18:00-19:30 14:15-15:45(CEST)	All Stakeholders

DAY 1

Orientation Program Schedule

Master of Ceremony: Mr. Santosh Subedi

MONDAY 19TH JULY, SESSION 1

Time	Program	Speakers
5:00–5:30 PM	Welcome Remarks and Keynote Address	<p>Dr. Madan Kumar Upadhyaya Chief, Quality Standard & Regulation Division MoHP</p> <p>Dr. Geoff Ibbotson Senior Health Advisor, UNITAR Executive Lead, Global Surgery Foundation</p> <p>Dr. Rajesh Sambajirao Pandav WHO Representative to Nepal</p> <p>Dr. Roshan Pokhrel - Chief Guest Chief Specialist, MoHP</p>
5:30–6:00 PM	Making the Case for Prioritizing Surgical Care	Dr. Scott Corlew Lecturer, Harvard PGSSC
6:00–6:30 PM	Current Status of Surgical Care in Nepal	Dr. Madan Kumar Upadhyaya Chief, Quality Standard & Regulation Division MoHP
6:30–7:00 PM	NSOAP Introduction: Theoretical Framework	Dr. Kee Park Director of Policy and Advocacy, Harvard PGSSC
7:00–7:30 PM	NSOAP Development Process Model	Dr. Lubna Samad Paediatric Surgeon, IHHN Director, IRD Global
7:30–7:45 PM	Vote of Thanks	Dr. Madan Kumar Upadhyaya Chief, Quality Standard & Regulation Division MoHP

DAY 2 Orientation Program Schedule

Master of Ceremony: Dr. Sangeeta Kaushal Mishra

TUESDAY 20TH JULY, SESSION 2.1

Time	Program	Speakers
5:00–5:30 PM	The Role of Federal/Provincial Governments and Donor Agencies in NSOAP Development	Dr. Sangchul Yoon Visiting Professor, Harvard PGSSC
5:30–7:00 PM	Group Discussion for Federal and Provincial Government	Dr. Madan Kumar Upadhyaya Chief, Quality Standard & Regulation Division MoHP Dr. Sangeeta Kaushal Mishra Director, Chief Consultant, Paropakar Maternity and Women's Hospital MoHP Associate Professor of Obstetrics and Gynecology, NAMS
	Group Discussion for Donor/EDPs	Dr. Bhagawan Koirala Head of Department, Cardiothoracic and Vascular Surgery, IOM, TU President, NMC Dr. Shankar Man Rai Plastic Surgeon, Kirtipur Hospital, PHECT-Nepal Professor of Plastic Surgery, NAMS Country Director, RESURGE International

DAY 3 Orientation Program Schedule

Master of Ceremony: Dr. Ganesh Dangal

WEDNESDAY 21ST JULY, SESSION 2.2

Time	Program	Speakers
5:00–5:30 PM	The Role of Academia, Professional Society, and Private Sector in NSOAP Development	Dr. Rennie Qin Research Fellow, Harvard PGSSC
5:30–7:00 PM	Group Discussion for Academia/Councils	Dr. Pradeep Vaidya Professor, Surgery, TUTH Assistant Dean, IOM Consultant, Hepato Biliary and Pancreatic, Laparoscopic Surgeon and Therapeutic Endoscopist Dr. Peeyush Dahal Head of Department, Plastic Surgery, Bir Hospital Dean, NAMS President, Nepal Burn Foundation Executive Member, Nepal Burn Society
	Group Discussion for Professional Societies/Associations	Dr. Ravi Ram Shrestha Professor in Anaesthesiology, NAMS Chief Consultant, Anaesthesiologist and Critical Care Physician, Bir Hospital Dr. Ganesh Dangal President, NESOG Academic Director, PHECT-Nepal Professor of Obstetrics and Gynecology, NAMS

DAY 4 Orientation Program Schedule

Master of Ceremony: Mr. Santosh Subedi

THURSDAY 22ND JULY, SESSION 3

Time	Program	Speakers
5:00–5:15 PM	Welcome Remarks	Dr. Gunaraj Lohani Chief, Policy Planning & Monitoring Division MoHP
5:15–5:45 PM	Summary of Key Takeaways	Dr. Sangeeta Kaushal Mishra Director, Chief Consultant, Paropakar Maternity and Women's Hospital MoHP Associate Professor of Obstetrics and Gynecology, NAMS
5:45–6:00 PM	Commitment Towards Nepal's NSOAP Initiative	Mr. Alex Mejia Director, Division for People and Social Inclusion UNITAR
6:00–6:15 PM	Keynote Address	Mr. Nikhil Seth UN Assistant Secretary-General Executive Director, UNITAR
6:15–6:45 PM	Closing Remarks: Vision for Surgical Care Strengthening Nepal 2030	Mr. Laxman Aryal - Chief Guest Secretary, MoHP
6:45–7:00 PM	Vote of Thanks	Dr. Madan Kumar Upadhyaya Chief, Quality Standard & Regulation Division MoHP

SESSIONS

Plenary (Day 1):

The event was officially opened with remarks by

- Dr. Madan Kumar Upadhyaya, Chief, Quality Standard & Regulation Division MoHP
- Dr. Geoff Ibbotson, Senior Health Advisor, UNITAR and Executive Lead, Global Surgery Foundation
- Dr. Rajesh Sambajirao Pandav, WHO Representative to Nepal
- Dr. Roshan Pokhrel - Chief Guest, Chief Specialist, MoHP

Day 1 continued with a presentation by Dr. Scott Corlew, Lecturer, Harvard PGSSC, on the background and importance of surgical, obstetric and anaesthesia planning to make the case for prioritizing surgical care. Dr. Kee Park, Director of Policy and Advocacy, Harvard PGSSC, followed with an introduction to the theoretical framework and steps for a horizontal integration into national policy and surgical systems. Dr. Lubna Samad, Paediatric Surgeon, IHHN and Director, IRD Global, presented an overview on the NSOAP implementation in Pakistan and its NSOAP model - highlighting key lessons, main challenges and strategies to overcome them. Dr. Madan Kumar Upadhyaya, Chief, Quality Standard & Regulation Division, Nepal MoHP, gave an overview of the current status of surgical care in Nepal, which included progress of existing national surgical initiatives and evidence from situational analysis study: Surgery in Nepal's Remote Districts, 2018.

Breakout rooms (Day 2 and Day 3):

On Day 2 and 3, selected participants were divided into breakout sessions according to their respective sectors.

Day 2 included two breakout rooms for stakeholders from Federal/Provincial Government (Group 1) and Donor Agencies (Group 2), respectively. Day 2 included breakout rooms for stakeholders from Academia and Professional Societies (Group 3) and the Private Sector (Group 4). A representative from each stakeholder group presented a summary of the group discussions' outcomes. This included the role of their sector or field in the NSOAP process and the six domains of surgical health systems:

- 1) Service Delivery,
- 2) Infrastructure, Products and Technology,
- 3) Workforce,
- 4) Information Management,
- 5) Financing and
- 6) Governance.

Participants were expected to interact with one another and to identify areas in which they could contribute, including discourse on the collective priorities and anticipated challenges with developing, as well as implementing an NSOAP. The main aim of these group sessions was to gain an understanding of the ongoing efforts of each sector and how this aligns with the NSOAP components and how they could contribute moving forward. In addition, it provided an opportunity to recognize specific stakeholders to have a more in-depth engagement in the future.

Closing ceremony (Day 4):

The final debrief session on the Thursday brought all participants together to summarize the outcomes of the previously held breakout sessions. Representatives from each working group were encouraged to offer a summary of the key takeaways emerging from their respective breakout sessions to be presented by Dr. Sangeeta Kaushal Mishra. Closing remarks were given by the Secretary of Health and Population, Mr. Laxman Aryal, by the United Nations Assistant Secretary-General and UNITAR Executive Director, Mr. Nikhil Seth, as well as by the Director of the Division for People and Social Inclusion at UNITAR.



NUMBER OF PARTICIPANTS

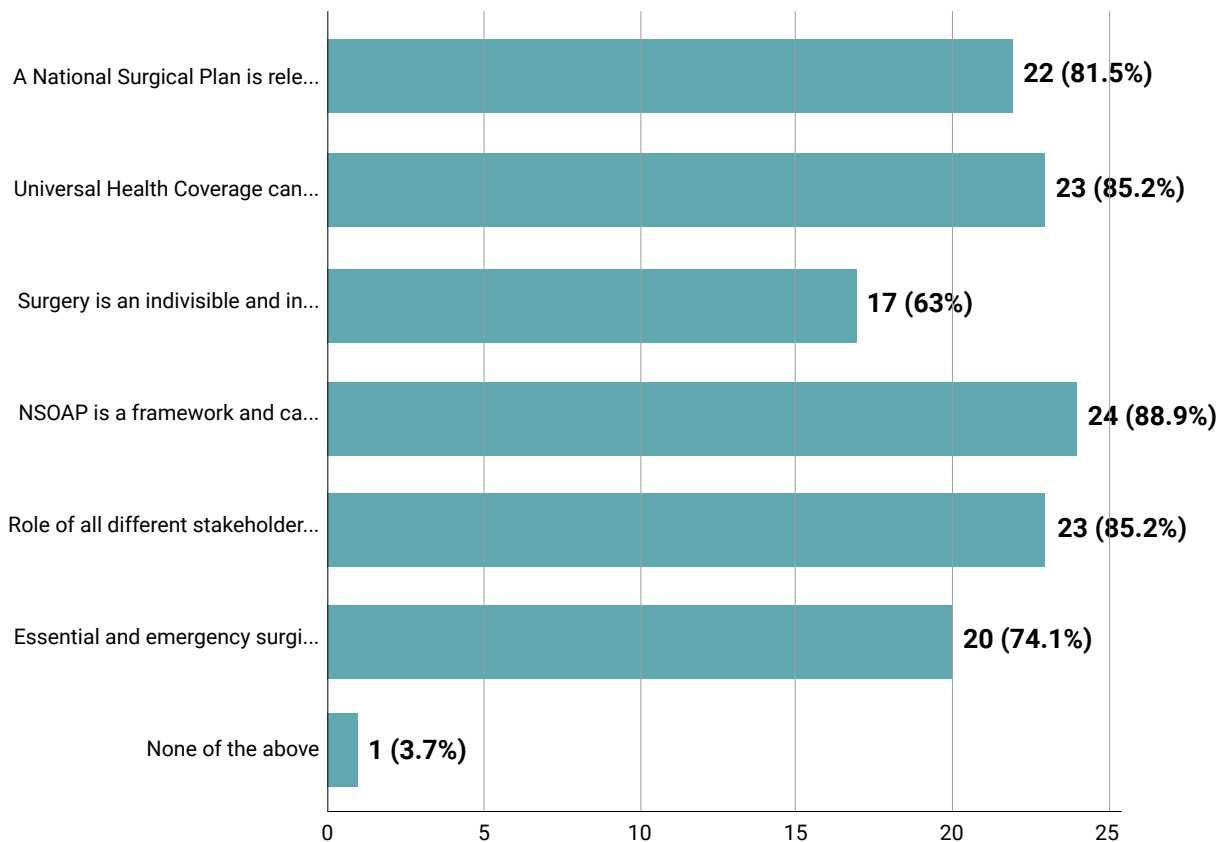
Day	Total	In-person	Virtual
1	124	44	80
2	49	26	23
3	52	20	32
4	99	32	67

WORKSHOP EVALUATION SURVEY RESULTS

Below are results from a survey that was sent to all participants of the event.

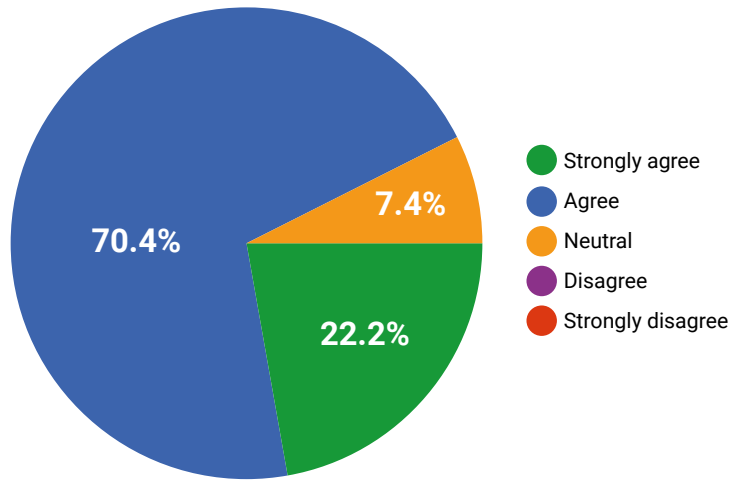
Which of these themes did you takeaway from the presentations and discussions?
Select all that apply.

27 responses



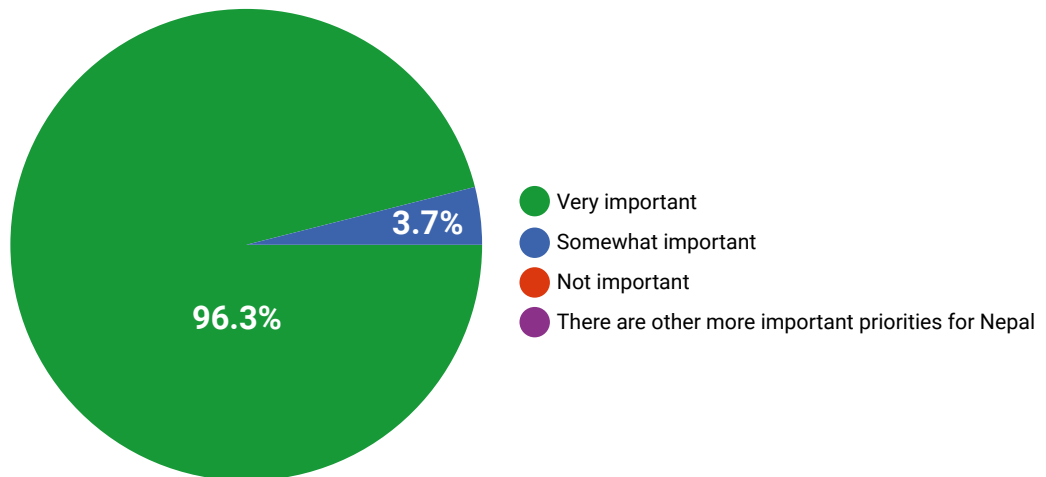
I have a clear understanding about the NSOAP process.

27 responses



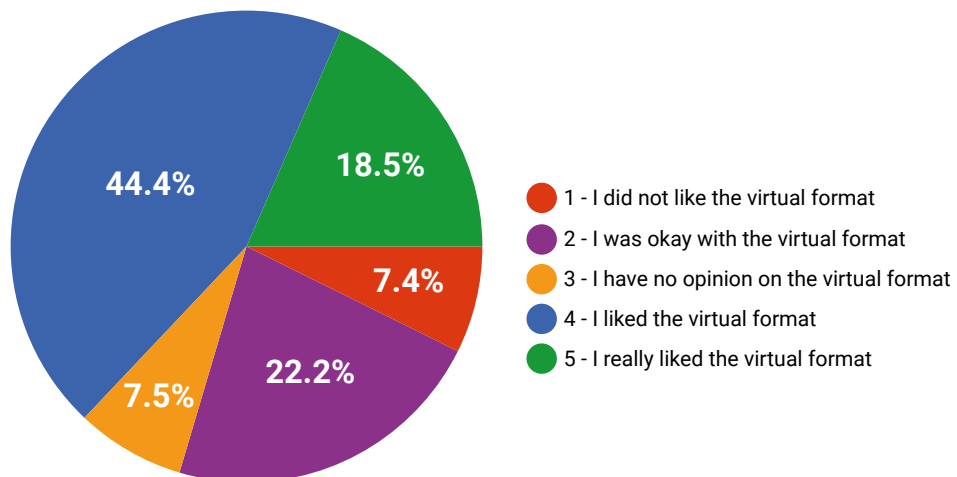
How important do you think it is to have a national surgical plan for Nepal?

27 responses



On a scale of 1 - 5, please rate the virtual format of the NSOAP Orientation Webinar Series (i.e., presentations or international partners joining virtually).

27 responses



EVENT OUTCOMES AND NEXT STEPS

Event participants agreed on the need to develop and implement an NSOAP for Nepal. To achieve this goal, the following next steps were outlined:

1. **Creation of technical working group** led by the Ministry of Health and Population of Nepal to conceptualize the first (and subsequent) phase(s) of the NSOAP development and implementation. The Nepal MoHP requested that the GSF and UNITAR continue to support his process and the working group along with their partner the PGSSC.

2. Organize a follow up **multi-stakeholder planning workshop** to be hosted in Q4 of 2021 to include stakeholders in drafting the NSOAP.

Working groups (for workshop for NSOAP Planning in Q4) to be scheduled and led by the MoHP and organized as follows:

- a. Steering committee led by the Secretary of Health (MoHP) - High level committee to be formed.
 - b. Technical working group – led by Head of the Division at MoHP.
 - c. Recommend similar committee in all provinces to ensure integration from entire country, as needs from provinces may vary.
3. Conduct a follow up meeting with Official Development Assistance funding agencies to further explore engagement early in the NSOAP development process.
 4. Follow up meeting with key leaders from the coordination team (UNITAR/ GSF/ NSI/ PGSSC/ Nepal MoHP) to develop next steps.
 5. End Goal within the next fiscal year: Finalize and implement the Nepalese NSOAP.

UNITAR, through its funding support by SIDA, stands committed to continue supporting the Nepal NSOAP process through stakeholder coordination and training.

**Please contact Dr. Geoff Ibbotson for any further questions at:
geoff.ibbotson@unitar.org**

Introduction to Geospatial Information Technology (GIT) for Disaster Risk Reduction/Management (DRR/M)

NARRATIVE REPORT



Participants in Tanzania working through a mapping exercise. Photo courtesy of UNITAR

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Context and Summary

This report describes the training methodology, evaluation results, and participants' feedback for the technical training events "Introduction to Geospatial Information Technology (GIT) for Disaster Risk Reduction/Management (DRR/M)" that took place in December 2019 (Rwanda), December 2020 (Nepal, Tanzania) and February/March 2021 (Republic of Congo) in 4 least developed countries. Each course was delivered in collaboration with a national institution or UN body, respectively the National Space Program, Rwanda Utilities Regulatory Authority, UN Resident Coordinator's Office, Nepal, the Ministry of Education, Science and Technology (MoE) of the United Republic of Tanzania and the Ministère des Affaires Sociales et de l'Action Humanitaire (MASAH), République du Congo

These technical courses were organized in the context of the Strategic Framework Fund (SFF) established by UNITAR's Board of Trustees as a flexible, pooled funding instrument to help UNITAR deliver on its mandate and achieve the objectives of the 2018-2021 strategic framework. The SFF focuses on meeting the learning and other capacity development needs of beneficiaries from countries in special situations, including least developed countries, landlocked developing countries, small island developing States, and countries in, and emerging from conflict, as well as vulnerable groups, including women and children, and persons with disabilities.

This project aimed to provide participants reflecting equal gender distribution with the skills and knowledge to leverage geospatial technologies to improve the Disaster Risk Reduction/Management (DRR/M) activities within their countries. Courses were attended by 83 professionals, 78 of whom obtained UNITAR certificates of completion/participation, working mostly for line ministries and other national institutions who wished to be introduced to applications of Earth Observation (EO) and Geospatial Information Technology (GIT) for Disaster Risk Reduction and Management. The focus of the course was to provide participants with Geographic Information System (GIS) and Remote Sensing (RS) methodologies and applications to improve operational planning and decision making in disaster situations.

1. Training Implementation

1.1. Project Background

Each target country for this project has a specific disaster risk profile and vulnerabilities that we will present briefly.

In recent years, a drop in poverty, child-mortality, and near-universal primary school enrolment, has accompanied Rwanda's strong economic growth. Rising temperatures and variable rainfall may threaten these positive trends in the rural, landlocked, and densely populated country, which are likely to affect rain-fed agriculture, hydropower production, malaria transmission rates, and nature-based tourism.

On the steep slopes that dominate much of the country, floods, landslides, and soil erosion are damaging agriculture, infrastructure, and services. For example, heavy rains in 2012 led to extensive flooding in the northern and western provinces that caused extensive damage and affected about 11,000 people. In 2016, floods and landslides blocked roads, destroyed bridges, and damaged 1,425 homes in Gakenke district.

Nepal is one of the most disaster-prone countries in the world due to its topography and climatic condition. Earthquakes, landslides, floods, fire, thunderbolts are the major causes of disaster events that have occurred in the past, weakening the fragile ecosystem of the country. Economic Vulnerability Analysis shows that Nepal exhibits huge losses due to high exposure to risk and the frequent occurrence of hazards.

Known for its vast wilderness, the United Republic of Tanzania is one of the largest and most populous countries in East Africa. The population distribution is extremely uneven within its territory, with population clusters in the northern half of the country and along the east coast. With a climate varying from tropical along the coast to temperate in the highlands, Tanzania has witnessed extensive disaster risk associated primarily to weather-related hazards such as floods and drought which have been on the rise during the past decade and to a lesser extent, to geological hazards such as earthquakes and landslides. This has led to grave consequences for the livelihoods of individuals as a result of their increasing vulnerabilities related to a changing climate, weather variability, technological, living, and socioeconomic conditions.

The Republic of Congo is exposed to a multitude of natural hazards, including cyclical droughts, epidemics, floods, soil erosion and food insecurity. On the steep slopes that dominate much of the country, flooding and droughts are affecting agriculture, infrastructure and services. The heavy rains of October 2019, for example, caused a humanitarian crisis due to damaging floods in the departments of Likouala, Cuvette, Sangha and Plateaux.

Given the potentially severe future impact of disasters in all four countries, there is an imperative need to assess their vulnerability, exposure, and coping mechanisms. Geospatial Information Technology (GIT), also called an “enabling technology” due to the benefit it offers across different application domains, can be a very useful tool to support the entire disaster risk management cycle (Prevention/Mitigation, Preparedness, Response and Recovery/Reconstruction) as well as the operational planning and decision making needed for coherent disaster risk reduction (DRR) activities at both national and local levels. Quantifying the level of risk of expected future losses is a key step in any disaster risk reduction program. Also, the outputs and scenarios generated from risk assessments contribute to informing overall risk reduction policies and planning. Risk assessment can be performed by applying geospatial methodologies that allow to quantify risk and identify locations in need of risk reduction measures. The role of GIT does not stop there: in the immediate aftermath of a disaster, satellite-based rapid analysis enables emergency response agencies to react in a better, faster, and more coordinated manner.

To meet these challenges, UNITAR-UNOSAT offered an introductory 50/50 gender balanced technical training course on the use of Geo-Spatial Information Technology to support operational planning and decision making for Disaster Risk Reduction/Management. The course was designed to accommodate selected participants from line ministries, other national institutions, and national/regional disaster management authorities.

1.2. Training methodology

The course, divided into modules, provided selected participants with a theoretical understanding of the basic principles of GIS and RS, and GIT and EO applications for DRR/M, and how to apply all of these in their daily activities. Participants were also challenged to solve DRR problems hands-on by

developing and applying geospatial methodologies, including gathering and analyzing spatial data using web resources, conducting basic spatial analyses, hazard risk and impact assessments, map making and more.

For their assignments, participants from all four countries were asked to produce a variety of outputs, including thematic maps to be used in their DRR activities and presented to colleagues, demonstrating how they interpret/visualize data for decision support, producing flood exposure assessments, and passing a series of quizzes based on information conveyed in webinars. Selected scenarios were taken from national geospatial databases (e.g., disaster risk profiles) so that participants could easily relate to the challenges and take more ownership over the learning process.

Three out of the four courses were conducted face-to-face in English despite COVID-19 restrictions that were in place in 2020 and 2021. The final course in the Republic of Congo was conducted remotely in French via a learning platform featuring webinars developed by UNOSAT instructors. Feedback was largely positive across the board as illustrated below. Nonetheless, it is clear that face-to-face instruction carries benefits that outweigh the benefits of distance learning overall, notably in terms of interaction with participants, group dynamic, pacing and addressing questions/concerns, especially for introductory courses such as these where the amount of prior knowledge is not very high.

1.3. Qualifications of course participants

No pre-requisite was recommended for participants as this was an introductory level course. A needs assessment survey was conducted prior to the events to determine baseline knowledge and GIS/remote sensing skills of the participants and their agencies. **68%** of respondents stated that they are using GIS or remote sensing skills to a small extent or are not using these skills at all (Figure 1).

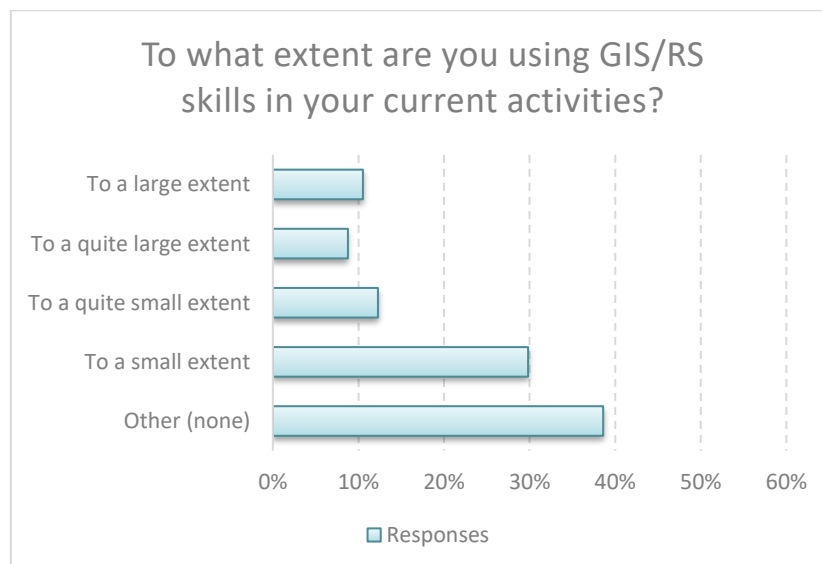


Figure 1: GIS and Remote Sensing skills of survey respondents

42% of respondents did not use geospatial data or perform any GIS analysis and mapping in their organization but think it would be useful for their work (Figure 2) while **67% of respondents** rarely use or do not use remote sensing data for analysis in their organization (Figure 3).

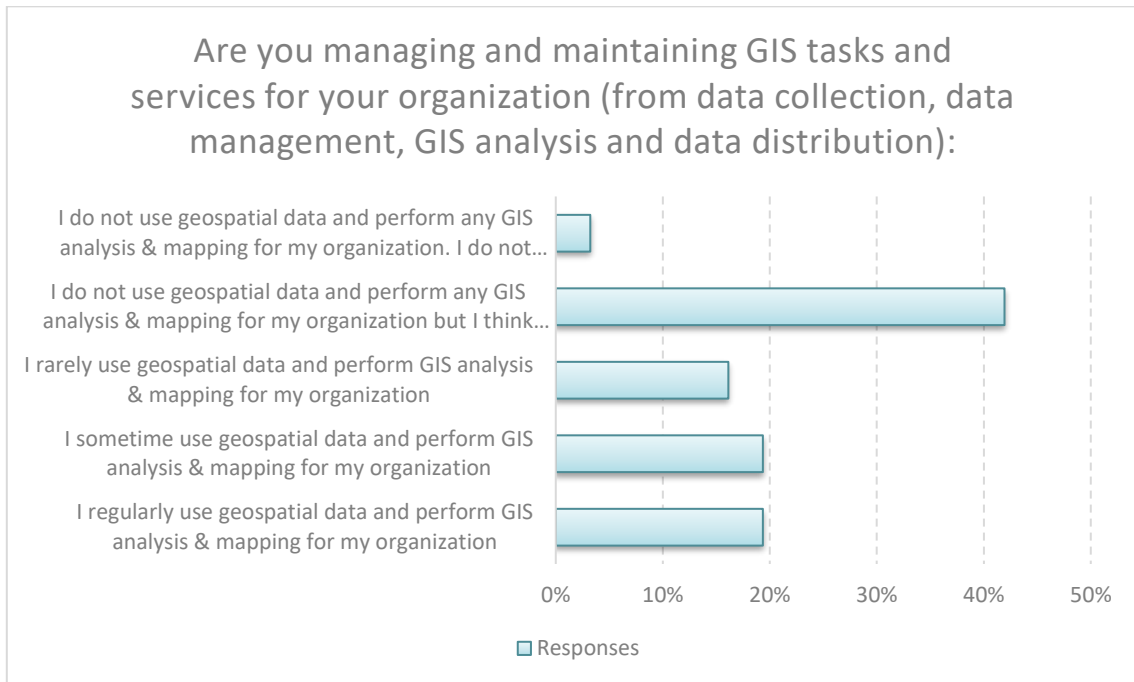


Figure 2: Management and maintenance of GIS tasks by participating ministries and organizations

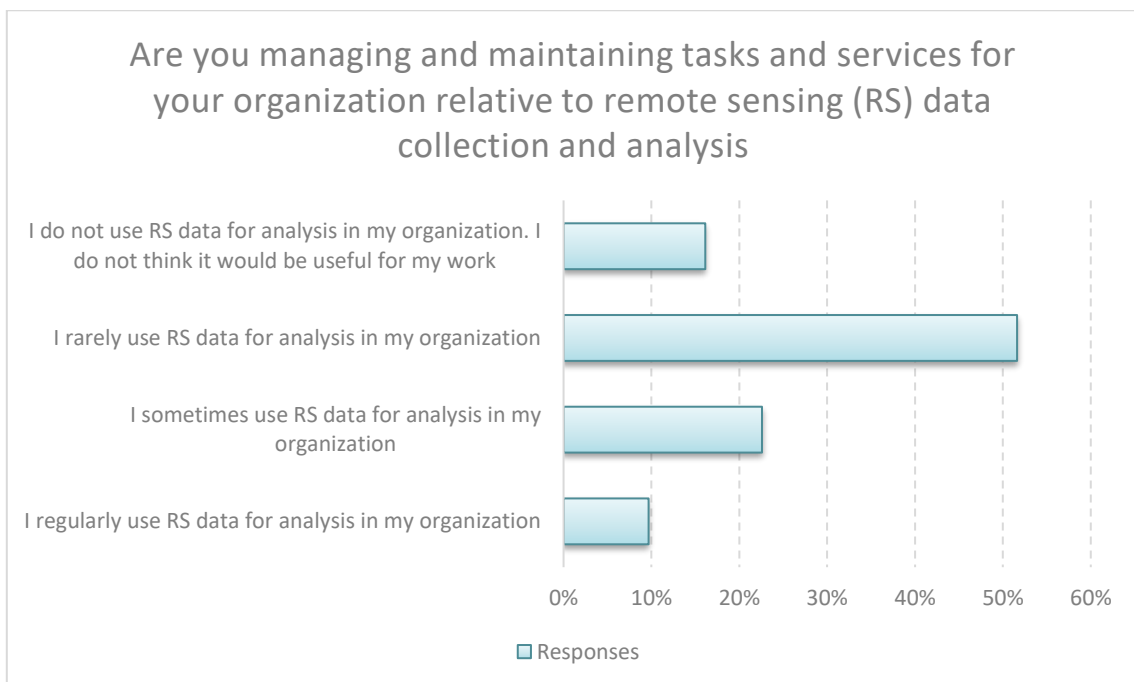


Figure 3: Management and maintenance of tasks related to remote sensing by participating ministries and organizations

2. Training Logistics

2.1. Training Labs, Computers and Software

The courses were held at the School of Science and Technology, University of Rwanda, Kigali, Rwanda, National Disaster Risk Reduction and Management Authority hall, Kathmandu, Nepal, New

Dodoma Hotel conference hall, in Dodoma, Tanzania and remotely for officials in Brazzaville, Republic of Congo. Participants brought their own laptops.

During the courses, each participant was expected to complete a set of hands-on exercises. UNOSAT facilitators were readily available to assist participants facing challenges with the lab exercises.

2.2. Trainers and trainees

UNOSAT’s principal trainers were Mrs. Romy Schlogel, Mrs. Marisol Lopez Meda, Ms. Rispha Gicheha, Mr. Khaled Mashfiq as well as Mr. Luca Dell’Oro remotely. Local support for training preparations was provided by Mr. Joseph Abakunda (Rwanda Utilities Regulatory Authority, Space Program) and Mr. Maurice Mugabowindekwe (Center for Geographic Information System and Remote Sensing, University of Rwanda; CGIS), Mrs. Tabitha Etutu from the Ministry of Education, Science and Technology, Tanzania, several staff members from UNRCO and NDRRMA in Nepal and Mr. Christian Aboke-Ndza, Ministère des Affaires Sociales et de l’Action Humanitaire, Republic of Congo. Overall coordination was provided by Mr. Luca Dell’Oro from the UNOSAT office in Geneva. The principal trainers’ biographies are available in Annex 1.

Courses were attended by 83 participants from relevant government agencies in all 4 countries, including for example the Ministry of Home Affairs, Department of Hydrology and Meteorology, National Bureau of Statistics, Ministry of National Resources, Ministry of Education, Science and Technology, Land Management and Use Authority, National Space Office, Ministère des Affaires Sociales et de l’Action Humanitaire among others.

84% of participants were affiliated with the national government, 10% with academia and a very small number worked for security forces, a regional organization and an NGO (Figure 4).

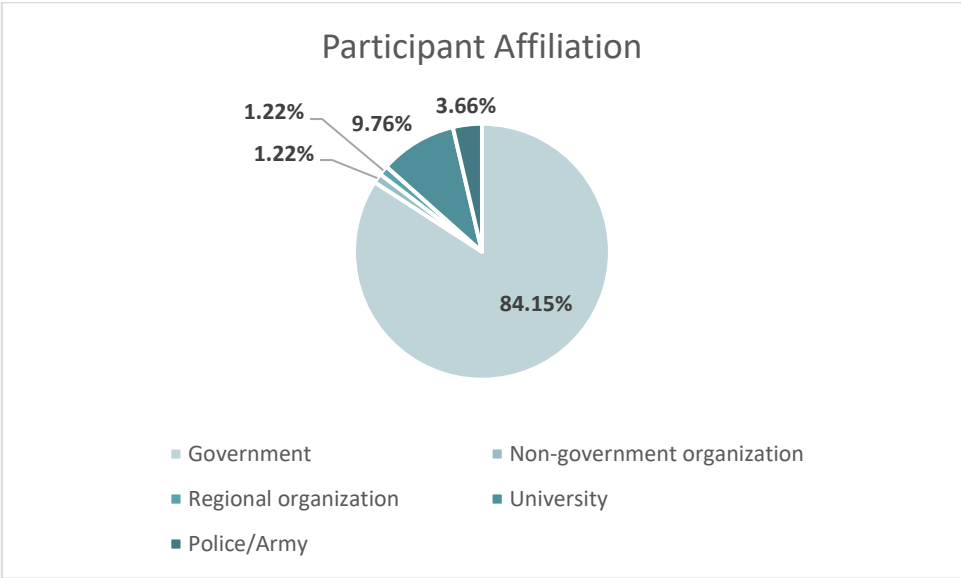


Figure 4: Affiliation of participants

Gender parity is a goal in all trainings developed and delivered by UNITAR-UNOSAT. We are optimistic but not satisfied that the 4 courses saw the participation of 36 women out of a total of 83 (43%) which sends an encouraging signal given the underrepresentation of women working in technical positions but remains unsatisfactory nevertheless (Figure 5). We will continue to explore

solutions to further UNITAR’s gender mainstreaming policy by encouraging balanced gender participation and addressing the needs and interests of women in upcoming trainings.

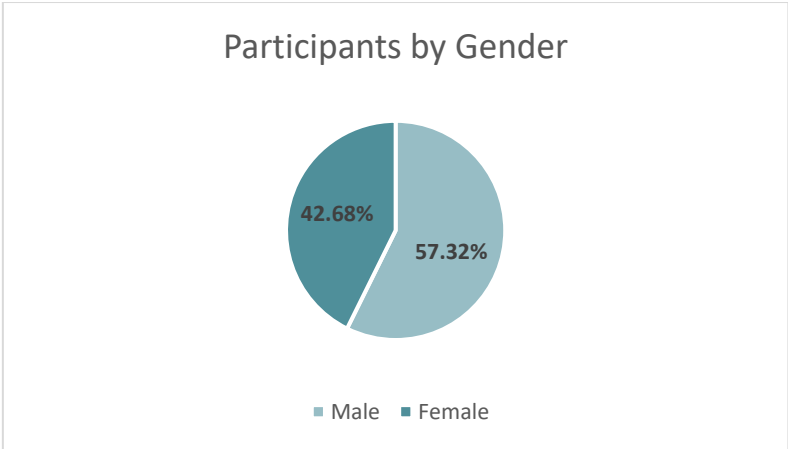


Figure 5: Gender representation

3. Evaluation of the Training

3.1. Results of Level I Evaluation: Overall Course Assessment

3.1.1. Content Usefulness and Accuracy of the Training Course Per Circulated Information

About 80 percent of the participants agree that training information shared prior to the event was mostly or completely accurate while 7% found it partially or not accurate and about 81% completely or mostly agreed that the information circulated prior to the courses was useful and are satisfied with their decision to attend while 13% partially or more or less agreed (Figure 6).

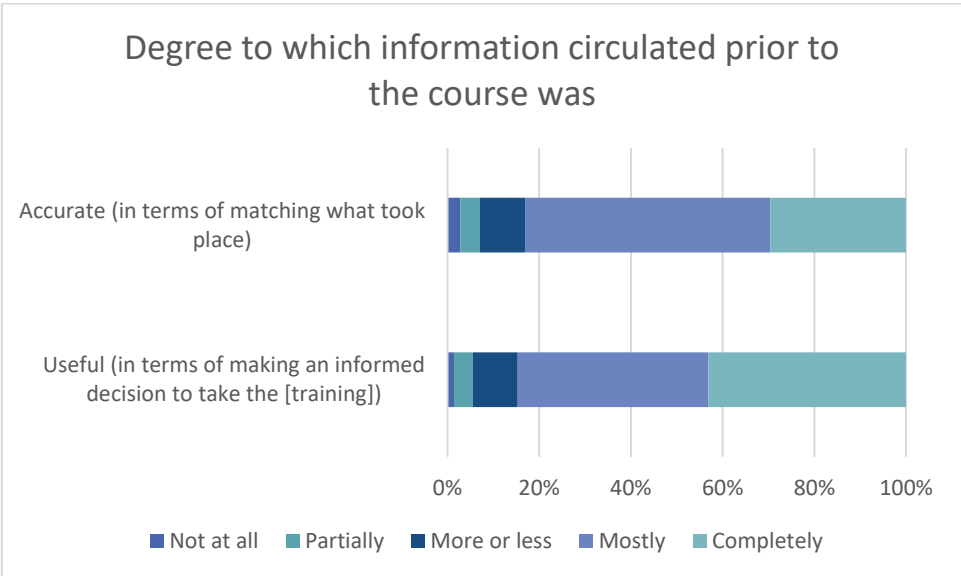


Figure 6: Usefulness and accuracy of the pre-training information

3.1.2. Course Trainers / Moderators

The overall assessment of the trainers' performance was very positive, with nearly 100% of participants agreeing ('agree' or 'strongly agree') that they were effective at presenting information, responding to participants' questions and engaging with them (there were two neutral responses).

- **82% of the participants strongly agreed** that the trainers were effective and provided them with **relevant information**.
- **73% of the participants strongly agreed** that the trainers were able to **respond to their questions** during the discussions and hands-on exercises.
- The survey also showed that **more than 73% of participants strongly agreed** that the trainers were able to **stimulate their involvement**, making the sessions interactive and lively.

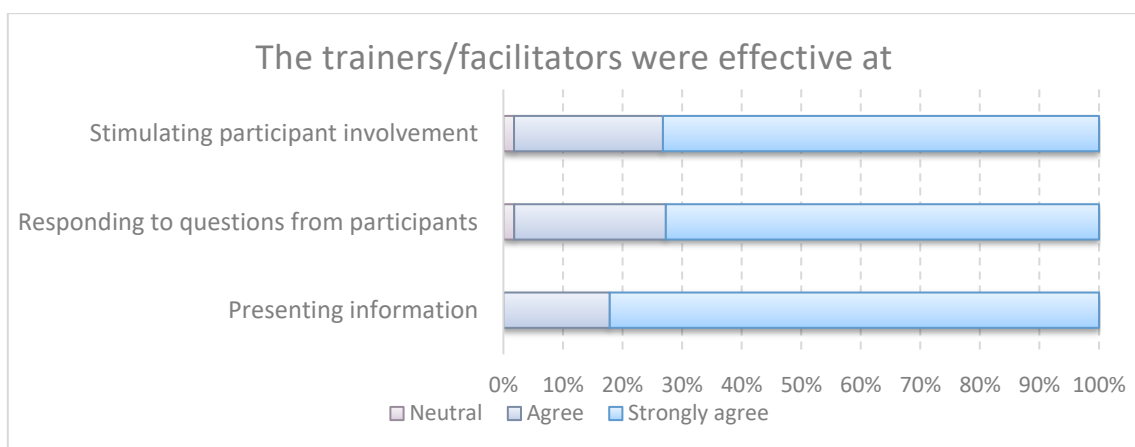


Figure 7: Chart showing the performance of the trainers.

3.1.3. Overall Course Satisfaction

The training evaluation was conducted using an online survey and all responses were kept strictly anonymous. The survey was administered to measure the degree to which respondents met the learning objectives as well as the relevance of the content for participants' professional development. Open-ended feedback was also collected to receive guidance to improve future training.

The overall course assessment results have shown that (Figure 8):

- **80% of respondents agreed (Agreed + Strongly agreed)** that the information presented during the course was new to them whereas 14% of the participants remained neutral and 6% disagreed.
- **91% of respondents agreed (Agreed + Strongly agreed)** that the content of the course was relevant to their job whereas 9% remained neutral or disagreed.
- **99% of respondents agreed (Agreed + Strongly agreed)** that they would likely use the information acquired during the course.
- **93% of respondents agreed (Agreed + Strongly agreed)** that the training methodology was useful given the learning objectives; 7% remained neutral.
- **97% of respondents agreed (Agreed + Strongly agreed)** that the training was useful overall and that they would recommend the course to a colleague.

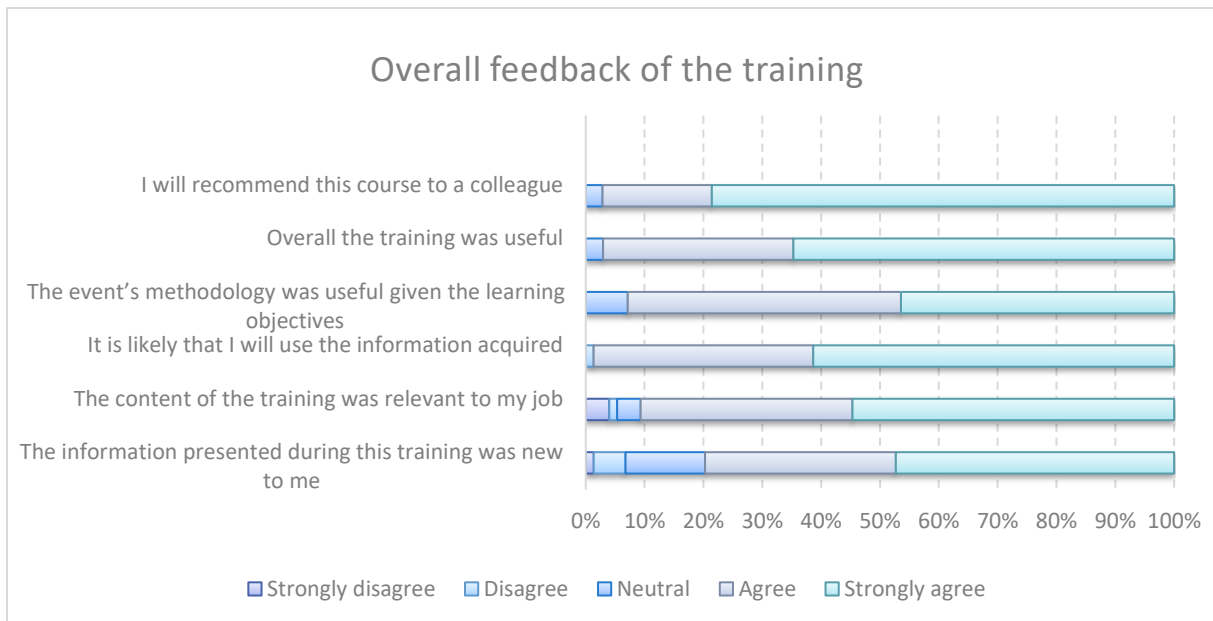


Figure 8: Chart showing the overall rating of the course

4. Achievement of the Training Objectives

4.1. Summary of Participant Feedback

The training programme received mostly favourable reviews and feedback from participants from various backgrounds and generally low GIT skill levels and was thought to have added value for their careers. A few examples across the 4 events can be found below:

“Thank you for giving me the basic training on GIS.” – Quote from Rwanda training participant

“It was a very useful as well as interesting training and really thankful to everyone who made this training possible.” – Quote from Nepal training participant

“Workshop was very nice. More congratulations to the trainers” – Quote from Tanzania training participant

“This is an important course for us emergency responders for disaster prevention and management” – Quote from Republic of Congo training participant (translated from French)

Several of the participants recommended that we increase the duration of the course or reduce the amount of material given within a week and, for the distance learning programmes, insisted that a face-to-face format was preferable wherever possible.

“My suggestion is to increase the time of the GIS workshop for the future” – Quote from Rwanda training participant

“Training would have been more efficient and effective if it was a direct conference rather than virtual training” – Quote from Nepal training participant

“For more effective practice-oriented training, consider extending training time to at least two weeks for participants to fully practice.” – Quote from Tanzania training participant

“A very beneficial course for my career that would be even better face-to-face” – Quote from Republic of Congo training participant (translated from French)

Some people who discovered GIT also shared their eagerness to learn more (in a possible follow-up event) as they could understand the true potential of this technology. Participants also felt the need to work more with GIT to gain further confidence.

4.2. Recommendations for Improvement and conclusions

■ Capacity Development through longer engagement

National case-studies seemed well adapted to the participants' needs who also appreciated the Country Risk Profile data from UNDRR. Even though the introductory training created some momentum in the use of Earth Observation and geospatial technology for decision-making support related to DRR/M, the organizers and beneficiaries often considered that promoting best practices, consolidating technical skills and sensitizing participants and decision-makers to the benefits of GIT for Disaster Risk Reduction would require some long-term capacity development engagement. The following comments help illustrate the appetite of beneficiaries for continuous learning.

“Perhaps a follow up training is needed in order to cement what has been gained so far. Was wondering if an e-learning training is feasible?” – Quote from Tanzania training participant

“Would be great to know how GIS APIs (Application Programming Interfaces) are put to use given my background in software development.” – Quote from Rwanda training participant

“This type of training should be longer. Advanced and refresher courses are required.” – Quote from Nepal training participant

“We should conduct field studies” – Quote from Republic of Congo training participant (translated from French)

■ Focus on preparedness to reduce vulnerability

Several participants requested intensive sessions that would teach them how to predict hazard risk using geospatial techniques. They also wanted to explore how analyses can be embedded in concrete mitigation and contingency planning in order to reduce vulnerability. These more advanced training opportunities should be further explored at the provincial level in the future to scale up the capacity of provincial authorities so that they can make use of geospatial information technology for DRM at the local level.

Logistical needs are also great in several countries, most notably the Republic of Congo where the Head of Cabinet of the Ministère des Affaires Sociales et de l'Action Humanitaire made clear that

operational infrastructure and means of intervention are lacking for the response phase and that the country requires support beyond what this course could offer.

In conclusion, we consider that this project was successful and met the objectives laid out in the logical framework. There were some challenges related to logistics, distance, internet connectivity and hardware at times and some discrepancies between the skill levels of the various participants that necessitated a pedagogical approach but nevertheless they expressed satisfaction with the course and eagerness to continue learning about different GIT applications for DRR/M as well as more advanced techniques. There is no doubt that all four beneficiary countries could make the most out of holistic long-term capacity development programmes in-country to sensitize stakeholders and further develop the technical capacity of national, regional and local actors.

We would like to thank all of the participants for their enthusiasm and curiosity, partner institutions for their invaluable help organizing the events and SIDA for supporting UNITAR's commitment to reach the furthest behind first by meaningfully building in-country capacity for DRR/M.

ANNEXES

ANNEX 1 – Training course experts



Luca Dell'Oro is an Environmental Engineer graduated from The University of Bologna (MSc, 2002). In 2004 he has also obtained a Professional Master Degree (awarded with Distinction) in Geo-Information Sciences and Earth Observation with specialization in Natural Hazard Studies (ITC, The Netherlands). As Environmental Engineer and GIS/RS expert he gained International experience working at the Spatial Science Innovation Unit (SSIU) of the University of Sydney, Australia. From 2005, he is been working for the Operational Satellite Applications Programme (UNOSAT) of the United Nations Institute for Training and Research (UNITAR). Luca Dell'Oro is currently Senior Specialist leading the Disaster Risk Management and Climate Resilience Section of UNOSAT-UNITAR.



Dr. Romy Schlögel is a Geo Information Trainer as individual contractor with UNITAR supporting the Disaster Risk Reduction/Management and Climate resilience section of the Division for Satellite Analysis and Applied Research (UNOSAT) in African countries. She holds a MSc Geology from the University of Liege (Belgium) and 10 years' practicing use of GIS and Earth Observation in slope processes monitoring and natural hazards assessment. Previously she was a research fellow studying climate change impacts on mountainous hazards with satellite imagery hosted by the European Space Agency (ESA Climate Office, ECSAT) in Harwell, UK. Prior to joining ESA, she was a senior research and manager of international projects related to natural hazards at the Earth Observation Institute of the Eurac Research in Bolzano, Italy. Before that Italian experience, she was hired by CNRS as an Early Stage Researcher at the University of Strasbourg (IPGS/EOST), where she enrolled in the FP7 Marie Curie ITN focused on Changing Hydro-meteorological Risks. She completed her PhD in Earth Sciences and Geomorphology on "Quantitative landslide hazard assessment with remote sensing observations and statistical modelling".



Marisol Lopez Meda has joined the Capacity Development Experts' team in Nairobi as a consultant supporting the UNITAR-UNOSAT activities in Africa. Before joining UNITAR, Marisol was leading a DRR/DRM team in the information management field as a manager for an USAID funded project in Afghanistan. She holds an MSc degree in GIS and EO with a focus on Natural Hazards and Disaster Risk Management. Marisol is an Engineer in Geodesy with 7 years of experience in diverse fields such as oil exploration, rural cadaster, surveying, research, humanitarian, and project management.



Ms. Rispha Gicheha is a Geo Information Trainer and a Liaison officer with UNITAR Operational Satellite Applications Programme (UNOSAT) in Nairobi, Kenya. She holds a masters in GIS and Remote Sensing with more than 10 years' working experience in the field of Geo Information. Her role in UNOSAT is to prepare and coordinate training workshops and she is the focal person in Nairobi office. Prior to joining UNOSAT, she worked with UN OCHA as an information management officer where she coordinated humanitarian partners during response to disasters, she also prepared information products i.e 3D maps, Humanitarian dashboards, Humanitarian snapshots and coordinated Information Management working group meetings. She also worked

with FAO SWALIM as a Remote sensing officer where she did monitoring of infrastructure using remote sensing and did crop yield assessment for early warning and food security.



Khaled Mashfiq is a DRR professional with over twelve years of experience, passionate about applying technology solutions for smarter decision making. He is currently working as the Liaison Officer for UNITAR-UNOSAT Asia Pacific office in Bangkok. He holds a master's degree in earthquake engineering, bachelor's degree in civil engineering and trained on GIS and Remote Sensing. Some of his notable fields of expertise are geographic information system, remote sensing, disaster risk modelling, climate change monitoring, big-data analytics, structural engineering. Currently he is leading decision support activities of UNITAR-UNOSAT's

flagship climate resilience building project CommonSensing.



Adam Ali is a Research Associate at UNITAR-UNOSAT for project administration, capacity development and outreach. He holds a BA in Philosophy from Boston University. Previously, he was a Research Assistant at UNITAR-UNOSAT and he also worked briefly for UNICEF, Mirabaud Group and Medical Care Development International. He currently supports and coordinates project implementation at UNITAR-UNOSAT, including procurement, reporting and outreach for capacity development activities.

ANNEX 2 – List of Course Participants

Participants were primarily selected from key government ministries in the 4 target countries to stimulate cross-sectoral exchanges, learning and joint knowledge production. The list of participants and their respective organizations are detailed below:

Name*	Gender	Designation*	Organisation*
Tumaini Komba	F	Cartographer	National Bureau of Statistics
Africo Matogoro	F	Principal Game Officer, Disaster Management	Ministry of National Resources - Wildlife division
Francisca Malembeka	F	Senior wildlife officer, research, and training	Ministry of National Resources - Research and training division
Filipo Mwampamba	M	Beekeeping officer, policy and legislation	Ministry of National Resources - Forestry and beekeeping division
Albert Sylvester	M	Principal economist	Ministry of National Resources - Policy and planning division
Wilfrida Ngowi	F	Social welfare officer	Prime Minister's Office - Disaster Management Department
Consolata Mbangwa	F	ICT Officer	Prime Minister's Office - Disaster Management Department
John Kiriwai	M	Disaster Risk Reduction Coordinator	Prime Minister's Office - Disaster Management Department
Henry Mchome	M	ICT Officer	Ministry of Water
Edwin Konzo	M	Radiation, health physics	Ministry of Education, Science, and Technology
Bernard Abraham	M	Principal Agricultural Sector	Regional Commission' Office of Dodoma
Otilia Haule	F	Economist	Ministry of Industry and Trading
Said Marussu	M	Transport officer	Ministry of Work and Transport
Zuwena Nkwanya	F	Energy engineer	Ministry of Energy
Neema Masinde	F	Geologist	Ministry of Minerals
Tabitha Etutu	F	Event coordinator	Ministry of Education, Science and Technology
Dativa Nyiramashuri	F	Photogrammetrist	Rwanda Land Management and Use Authority (RLMUA)
Alexis Nizeyimana	M	Engineering Industrial Supplies	Rwanda Environment Management Authority (REMA)
Grace Iraguha	F	GIS engineer	Rwanda Information Society Authority (RISA)
Roselyne Ishimwe	F	GIS specialist	Rwanda Energy Group (REG)
Anna Batumuliza	F	GIS student	Rwanda Utilities Regulatory Authority (RURA)
Didas Turatsinze	M	Big data analytics & development	RISA
Angelique Uwamahoro	F		RISA
Deborah Abera	F	GIS trainee	RURA
Eric Mutsinzi	M	Software engineer, GIS student	RURA
Charlotte Bwiza	F	GIS student	RURA
Aime Jean Baptiste Akimana	M	Computer engineer, GIS student	University of Rwanda
David Ruhamiriza	M	Software engineer, GIS student	University of Rwanda
Alleluia Izimpamvu	F	Computer engineer, GIS student	University of Rwanda
Fred Kayonga	M	Space Program	RURA
Pierre Rutihunza Gahirina	M	Land survey and GIS	RURA

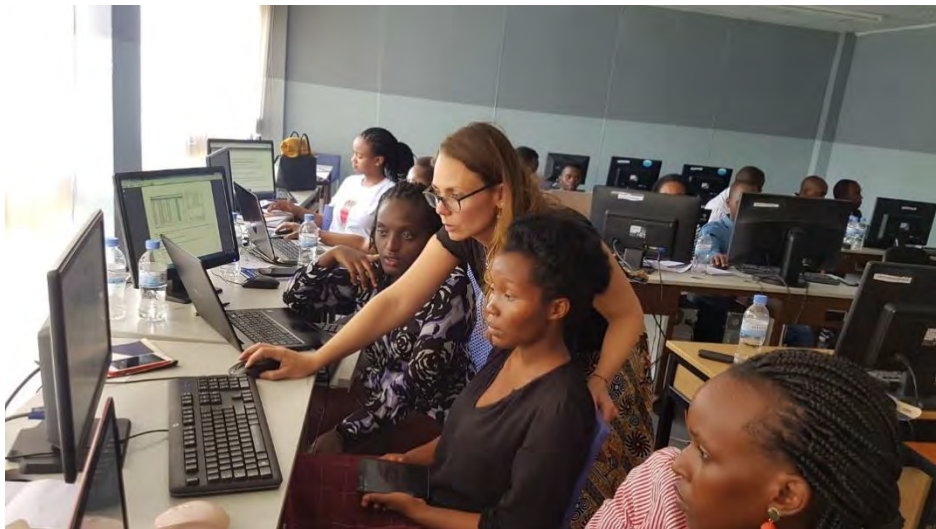
Jean de Dieu Dusabimana	M	Space Program	RURA
Erneste Ntakobangize	M	Mapping	Center for Geographic Information System and Remote Sensing, University of Rwanda (CGIS)
Priscilla Niyokwiringirwa	F	GIS student	CGIS
Alice Uwonkunda	F	Software engineer, GIS student	RURA
Stella Murungi	F	Software product manager	Pivot
Krishna Hari Pushkar	M	National Disaster Risk Reduction & Management Authority	Ministry of Home Affairs
Beejay Kumar Maharjan	M	National Disaster Risk Reduction & Management Authority	Ministry of Home Affairs
Beda Nidhi Khanal	M	National Disaster Risk Reduction & Management Authority	Ministry of Home Affairs
Janardan Gautam	M	Admin. & Planning, National Disaster Risk Reduction & Management Authority	Ministry of Home Affairs
Bhim Raj Basnet	M	National Disaster Risk Reduction & Management Authority	Ministry of Home Affairs
Prakash Khanal	M	National Disaster Risk Reduction & Management Authority	Ministry of Home Affairs
Malati Pant	F	National Disaster Risk Reduction & Management Authority	Ministry of Home Affairs
Rajendra Ojha	M	Account Officer, NDRRMA	Ministry of Home Affairs
Sushil Bhandari	M	National Emergency Operation Center (NEOC)	Ministry of Home Affairs
Saraswoti Sapkota	F	Disaster Management Division	Ministry of Home Affairs
Tulsi Prasad Dahal	M	Ministry of Federal Affairs and General Administration	Ministry of Federal Affairs and General Administration
Palpasa Maharjan	F	Water Induced Disaster Management Division	Department of Water Resources and Irrigation
Sristy Maharjan	F	Engineer, Flood Forecasting Division	Department of Hydrology and Meteorology
Sajeena Shakya	F	Meteorologist, Meteorological Forecasting Division	Department of Hydrology and Meteorology
Sunil Kumar Thapa	M	Nepalese Army	Nepalese Army
Amit Singh	M	Disaster Management Division	Armed Police Force
Chaturbhuj Ojha	M	Disaster Management Division	Nepal Police
Debraj Bhattarai	M	Disaster Management Coordination Branch	Ministry of Internal Affairs and Law, Province 1
Shanta Chaudhary	F	Disaster Management Coordination Branch	Ministry of Internal Affairs and Law, Province 2
Surendra Karki	M	Disaster Management Coordination Branch	Ministry of Internal Affairs and Law, Bagmati Province

Prakash Chandra Dhungana	M	Disaster Management Coordination Branch	Ministry of Internal Affairs and Law, Gandaki Province
Babu Ram Panthee	M	Disaster Management Coordination Branch	Ministry of Internal Affairs and Law, Lumbini Province
Krishna Bahadur Rokaya	M	Disaster Management Coordination Branch	Ministry of Internal Affairs and Law, Karnali Province
Damber Singh Kunwar	M	Disaster Management Coordination Branch	Ministry of Internal Affairs and Law, Sudurpashchim Province
Prem Raj Awasthi	M	Humanitarian Coordination	United Nations Resident Coordinator Office Nepal
Drishtant Karki	F	Information Management Unit	United Nations Resident Coordinator Office Nepal
Smriti Pant	F	Information Management Unit	United Nations Resident Coordinator Office Nepal
KIADI BATALA Michaëlle Gloire à Dieu	F		Chef de Bureau, MASAH
Moubala dominick alegra	M		Chef de Bureau du secretariat central, MASAH
OKANDZA EGNOUA Ludovic	M		Chef de Bureau, MASAH
Yalibo nadline	F		Chef de Bureau de secretariat, MASAH
MONGUI ONGOUNDOU	M		Chef de Bureau, MASAH
BABINDAMANA Rosine	F		Chef de Bureau, MASAH
GOMABY Aurore Vinn- mar	F		Chef de service, MASAH
Biassadila Prince Amour Rhusley	M		Chef de Bureau de la mobilisation des ressources, MASAH
Mabiala Christian Roch	M		Directeur general, MASAH
MPOY NGAYOLO Reinée Josiane	F		Chef de service, MASAH
Elonga Ghislain Claver	M		Chef de Bureau de la gestion du personnel, MASAH
MATOUHO MADZOU Anicet Placide	M		Chef de Bureau du suivi des activités, MASAH
POATY-MEATY ALIDA RAISSA	F		MASAH
MBOUBI née MORAPENDA NGALA Nuptia	F		MASAH
Okamba ATA Landry Armel	M		Chef de service, MASAH
Babanzila Esther Parfaite Marina	F		MASAH
David mbrongon	M		Chef de service de la logistique, MASAH
Nkodia sylvestre	M		Conseille administratif et judiciaire, MASAH
ELENGA Armel Brice Franck	M		Directeur cooperation communication, MASAH
Diangana Frank Davy*	M		Chef de services, MASAH

ANNEX 3 – Photographs



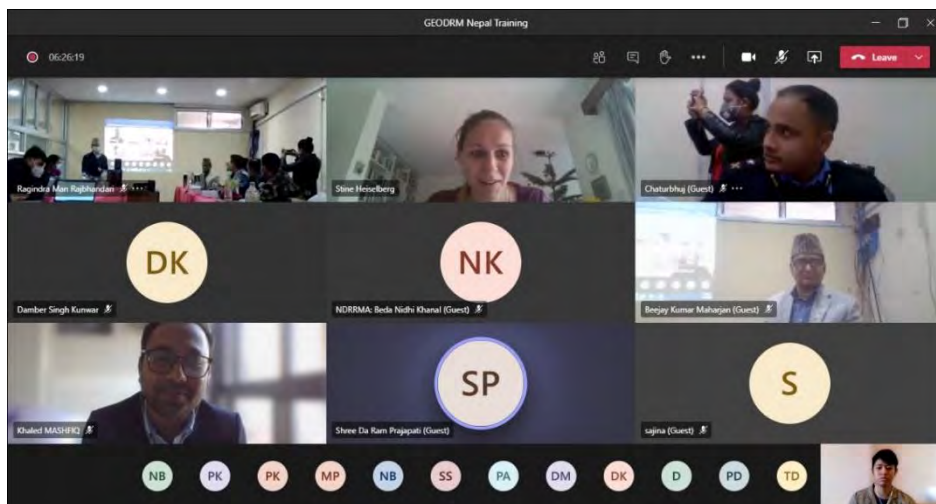
Group photo of participants on day 1 of the training in Kigali, Rwanda



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



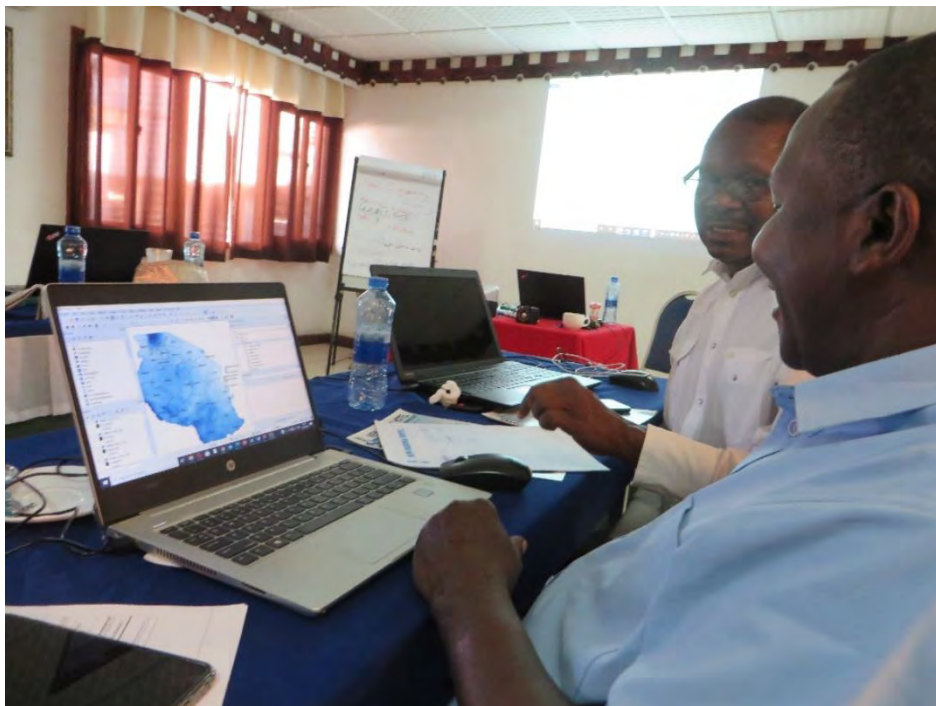
Participants getting down to work on Day 2 of the Nepal training in Kathmandu



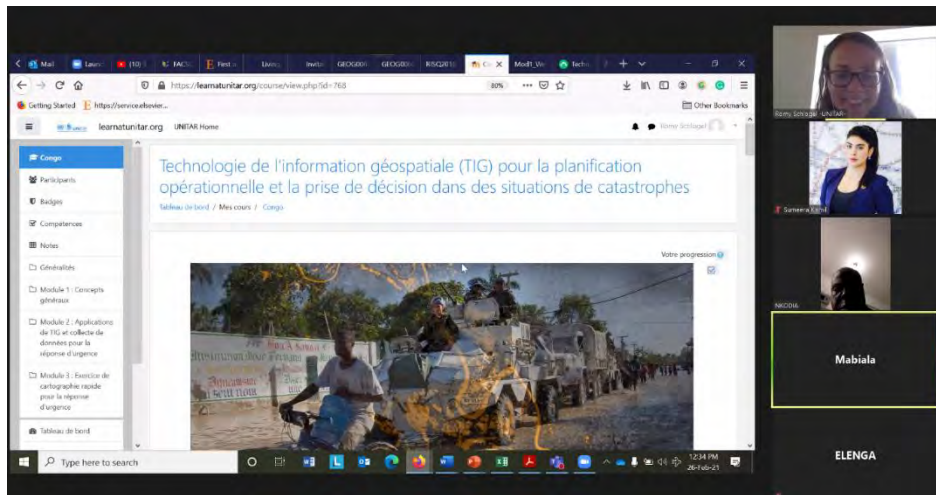
Participants and instructors were brought together thanks to a videoconferencing system for the Nepal training. Here the start of closing ceremony.



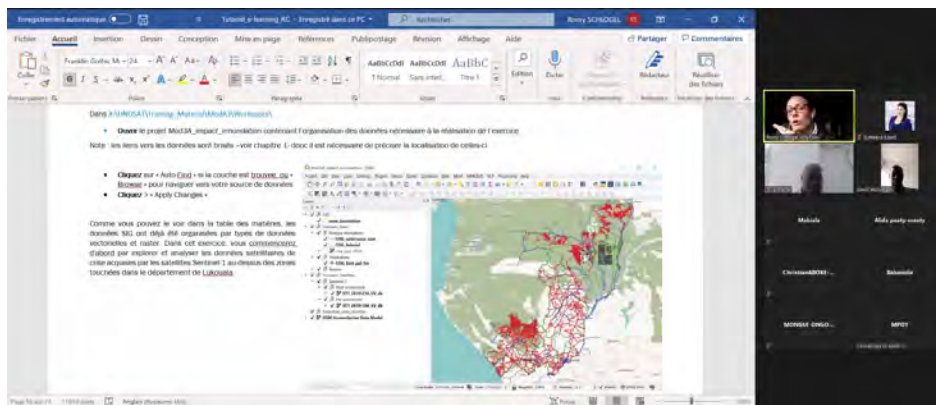
Several training participants posing with their certificates in Dodoma, Tanzania



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



Presentation of the Moodle learning platform during the opening session of Republic of Congo online course



Introduction to QGIS tutorials during Q&A for Republic of Congo course

ANNEX 4 – Related Links

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

<https://www.unitar.org/about/news-stories/news/les-technologies-geospatiales-en-soutien-la-gestion-des-catastrophes-en-republique-du-congo>

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

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

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

<https://twitter.com/UNOSAT/status/1208042852917424129>

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<https://twitter.com/UNOSAT/status/1381584547561807876>

<https://twitter.com/UNOSAT/status/1377261539103797248>

<https://twitter.com/UNOSAT/status/1375448082356318218>

<https://twitter.com/UNOSAT/status/1365271790784815107>

“Leveling the Playing Field Programme” Swedish International Development Cooperation Agency (SIDA)

Summary Report 2021



UNITAR – New York Office

January – December 2021



New York, December 31st, 2021

Executive Director,

I have the honor to present to you the SIDA Annual Summary Report for the project “Leveling The Playing Field” which outlines the courses, training and events that have been offered in New York from January 2021 until December 2021 with the support of the Swedish cooperation.

COVID-19 pandemic forced all the activities on this project this year to be delivered virtually. During 2021, the UNITAR New York office under the auspices of the Swedish cooperation has developed 26 capacity building events, which have impacted a total of 2,196 participants. Programme attendance, and overall training has significantly increased since the start of the COVID-19 pandemic in March 2020 in part due to the adoption of online platforms. There has also been an increase in positive participant evaluation.

Like in previous years, in order to achieve high level quality training for least developing states, we have partnered with Institutions to ensure a broad variety of topics and recur to experts to hone the skills of Diplomats from Least Developing Countries, this includes, Columbia Law School, Yale environmental School, UNDESA, (on ECOSOC, General Assembly, elections and other core training for diplomats in New York) SCAD (for training to LCDs, SIDs countries elected as members of the Security Council), or DGACM to name a few. All of them have contributed to making great activities and achieved excellent results in this year.

I take this opportunity to present to you this yearly report with the summary of our activities containing appropriate data, statistics, and summary of the activities developed under the programme “**Leveling the Playing Field** ” These partnership has been a crucial element to increase the knowledge and skills of diplomats from Least Developing countries, to further develop innovative and practical trainings for women’s empowerment and tools for promoting gender equality as well as to mainstream Sustainable Development Goals and the achievement of the 2030 Agenda in our training while keeping the image and reputation of UNITAR NYO to its best standards and we hope without a doubt that 2022 will not be the exception.

I am looking forward to continuing this very rewarding journey.

Marco A. Suazo
Head of the UNITAR New York Office

Mr. Nikhil Seth
Assistant Secretary-General
Executive Director of UNITAR
Geneva, Switzerland

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Summary of Activities 2021	11
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Overview

The SFF support provided by SIDA was crucial to supporting least developing countries throughout 2021, adapting to the pandemic, and moving training activities to online courses that were accessed by low and medium income states.

The beneficiaries of our “Levelling the Playing Field” programme 2021 have been from G77 countries as well as from Least Developed Countries’ (LDCs) and Small Island Developing States’ (SIDs).

During 2021, we have aimed to maintain gender parity in both resource people and beneficiaries and continue expanding our reach with our online and hybrid courses that will be accessible to participants from diverse regional areas. Our methodologies keep improving and we will continue to include participants in the field in order not to leave no one behind.

For 2021, UNITAR New York Office (NYO) has reflected on the lessons learned from having to adapt to the circumstances created by the COVID-19 pandemic and has understood the benefits of digital training and e-learning for least developing countries.

During 2021 we have continued to develop our “Core courses” prefinancing from the SIDA funds, that ensure new delegates develop the skills necessary to perform in the Headquarters Environment, as well as “Orientation Courses” that dive deep into United Nations history and structure. All these courses will take into account the new measures, rules, and practices established during the pandemic, so participants are aware of the latest updates.

Under the project Levelling the playing field we have already implemented our Spring Columbia Series, the ECOSOC induction course and another session specifically designed for Guatemalan delegates, or a series of courses in parallel to the CSW focused on Gender Equality, namely Gender equality in the international rights framework: building back stronger with University of Penn and the OECD.

Focusing on equipping the youth from developing countries with the right tools to recover from the COVID-19 Pandemic with future ready skills, UNITAR NYO partnered with the Monge Foundation to develop “Sentir en comun Unidad” for more than 90 young leaders.

The New York Office has also crafted a personalized comprehensive training for the government officials of developing countries which served as a preparation tool for dealing with disputes at the World Trade Organization (WTO).

The office also implemented “Lecture Series” that covered specific topics related with the United Nations Agenda for 2021 and our “Special Series” where we will continue with our Partnership with Columbia Law School, given the success during the first part of the year. We will continue to pay special attention to amplifying the voices of women, promoting gender equality, and

ensuring the representation of women in peacebuilding and conflict resolution. Participants who successfully completed the series received a certificate of completion signed by our Assistant Secretary General Nikhil Seth and the Dean of Columbia Law School, Ms. Gillian Lester.

Given the success during previous years shown by the Security Council New Elected Members, UNITAR will hold one-on-one online courses to train the delegations from developing countries, and ensure we are able to level the playing field when they join the council in January 2022.

Continuing our commitment with delegations from developing countries and in occasion of the election of the Honorable Abdulla Shahid as President of the 76th session of the General Assembly, UNITAR NYO will support the onboarding of the new members of the office of the PGA.

Some of the examples of activities implemented under the Swedish Cooperation, with emphasis on least developed countries (LDCs) and small island developing states (SIDS) diplomats in New York were:

- The Work of the Economic and Social Council and briefing for the General Assembly
- Briefing for Non-Permanent Members on the Work of the Security Council
- Columbia Law School Series
- Elections to the United Nations Organs
- Drafting Skills: Reporting and Communications
- The Structure, Drafting, and Adoption of United Nations Resolution



Leveling the Playing field Activity Highlights 2021

Training Activities:

- *The Work of the ECOSOC for New Delegates*
- *OPGA Transition Workshop for the 76th Office of the President of the General Assembly*
- *Looking Toward COP 26: Sustainable Agriculture, Labor Rights and Just Transitions in Accelerating SDG Implementation. UNDESA- UNITAR*
- *Briefing for Non-Permanent Members on the Work of the Security Council*
- *Lessons learned from the Human Development Report 2020 UNDP*

Leveling the playing field Special Series

- *Columbia Law School Series*
- *Yale Series: Looking Toward COP 26*

Technology, publications, and initiatives:

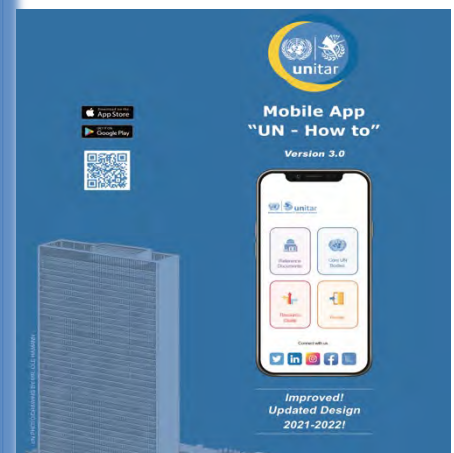
• **THE UNIVERSITY NETWORK FOR SUSTAINABLE DEVELOPMENT:** The Network allows universities joining to be informed about other universities' achievements on SDGs learning activities, to create partnerships among one another, as well as with UNITAR, while improving their educational system with exclusive access to official UN learning material, documentation and resources around SDGs and Sustainable Development. The network already involves 17 Universities as members and more than 200 registered students

UNITAR NYO APP "UN HOW TO" VERSION 4:

In 2021 the "UN How to" app, was redesigned and updated, to reflect the latest changes and ensure resources from the United Nations are accessible in a user-friendly way for the delegates. This important resource for the diplomatic world, available in apple and google stores, has been downloaded 12,500 times in more than 154 countries. A report with the status of the app is sent two times a year to the Swedish Government, who generously support this resource under the project, "Leveling The Playing Field". The app has high activity specially during the General Assembly period.

GUIDELINES FOR UNITED NATIONS ELECTION PROCESSES:

A resource in preparation prepared by and directly for Election Officers to guide them through the processes of the elections of the main UN organs. (Printing 2022)



Calendar of Courses



UNITAR NEW YORK OFFICE
LEVELING THE PLAYING FIELD TRAINING COURSES 2021

No.	NAME OF THE COURSE	DATE	TOTAL IN HOURS	NUMBER OF PARTICIPANTS
JANUARY				
1	The Work of the Economic and Social Council	Tuesday, 26 January Wednesday, 27 January	7	100
PARTICIPANTS JANUARY: 100				
FEBRUARY				
2	Columbia Law School Series, Antiracism in Peace-Building and Conflict Resolution (1 of 3)	Friday, 12 February	1.5	150
3	The Work of the ECOSOC for Guatemala Delegates	Tuesday, 23 February	2.5	23
4	Columbia Law School Series-Conducting Successful Virtual Negotiations (2 of 3)	Friday, 26 February	1.5	170
PARTICIPANTS FEBRUARY : 343				
MARCH				
9	Gender Equality in the International Rights Framework: Building Back Stronger (OECD and Penn Law)	Monday, 1 March Tuesday, 2 March Wednesday, 3 March Thursday, 4 March	8	150
PARTICIPANTS MARCH: 150				
APRIL				
10	Fundación Monge Workshop "Sentir en Común Unidad"	Tuesday, 6 April	2	91

11	Elections to the United Nations Organs	Wednesday, 7 April Thursday, 8 April	6	90
12	Yale- Values at Work	Friday, 16 April	1.15	40
PARTICIPANTS APRIL: 221				
MAY				
13	The Future of Diplomacy After COVID-19	Wednesday, 19 May	1.15	191
14	Drafting Skills: Reporting and Communications	Wednesday, 26 May Thursday, 27 May	2.9	170
PARTICIPANTS MAY: 361				
JUNE				
15	The Structure, Drafting, and Adoption of United Nations Resolution	Monday, 21 June	4.5	178
16	Solving Disputes at the WTO for Developing Countries Series	Wednesday, 23 June Thursday, 24 June Friday, 25 June	6.45	95
PARTICIPANTS JUNE: 273				
JULY				
17	Advanced Drafting Skills: Reporting and Communications (VTC)	Monday, 19 July Tuesday, 20 July	2.9	20
PARTICIPANTS JULY: 20				
SEPTEMBER				
18	PGA Staff Training Programme	Thursday, 3 September Friday, 7 September	6	35
19	Briefing for Non-Permanent Members on the Work of the Security Council Ghana (VTC)	Wednesday, 8 September Thursday, 9 September Friday, 10 September Monday, 13 September Tuesday, 14 September	20	79
PARTICIPANTS SEPTEMBER: 114				
OCTOBER				
20	Yale Webinar Series on Looking Toward COP 26 (1/2) (VTC)	Tuesday, 12 October	1.5	64
21	Yale Webinar Series on Looking Toward COP 26 (2/2) (VTC)	Tuesday, 26 October	1.5	90
154				

NOVEMBER				
22	Columbia Law School Series 1/3 (VTC)	Wednesday, 3 November	1.5	110
23	Briefing for Non-Permanent Members on the Work of the Security Council Brazil (VTC)	Monday, 8 November Tuesday, 9 November Wednesday, 10 November Thursday, 11 November Friday, 12 November	20	28
24	Human Development Report (VTC)	Tuesday, 16 November	2	136
25	Columbia Law School Series 2/3 (VTC)	Wednesday, 17 November	1.5	201
PARTICIPANTS NOVEMBER: 475				
DECEMBER				
26	Columbia Law School Series 3/3 (VTC)	Thursday, 2 December	1.5	206
PARTICIPANTS DECEMBER: 206				
TOTAL PARTICIPANTS: 2,196				

Chapter 2: Summary of Activities in 2021

UNITAR offers orientation courses, lectures and events for new and incoming delegates and members of Least Developing states to better understand and work in the UN system. During 2021 UNITAR NYO organized the following orientation courses under the project Leveling the Playing Field.

- **ORIENTATION COURSE ON THE ECONOMIC AND SOCIAL COUNCIL FOR ITS MEMBERS:**

The United Nations Institute for Training and Research New York Office (UNITAR) kicked off the new year with a three-day orientation course on the Economic and Social Council for members of the council on 26 January 2021. The first session was delivered virtually with over 100 delegates.

The orientation course consisted of six different sessions which covered a wide variety of topics relating to ECOSOC, such as the role of ECOSOC, oversight and coordination of the UN system through ECOSOC's operational activities segment, mobilizing financing technology in support of the 2030 agenda, and 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 and forging partnerships, Finance for Development etc.).

The course was opened by H.E. Mr. Munir Akram, the Permanent Representative of Pakistan to the United Nations and President of the ECOSOC and counted with, high level officials from the ECOSOC secretariat. UNITAR NYO also developed this course in Spanish for the first time, as per request of the Guatemalan delegation.

- **PREPARING THE NEW MEMBERS FOR MEMBERSHIP OF THE UNITED NATIONS SECURITY COUNCIL**

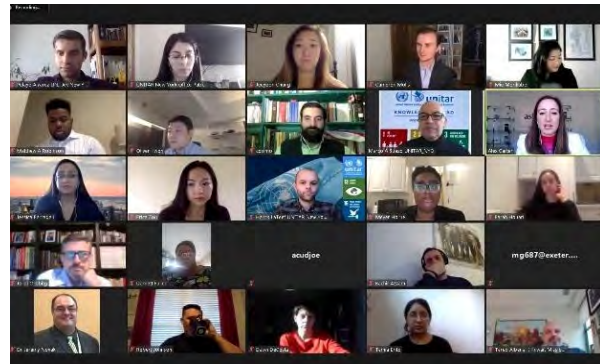
Starting in Fall 2021, UNITAR developed its traditional 6-day training on the Security Council. UNITAR invited all incoming members to enjoy this training and both Brazil, and Ghana took advantage of the opportunity. The training was led by former SCAD director, Ms. Loraine Sievers as well as current Staff members of SCAD and former Security Council delegates, including Ambassador H.E. Karel van Osterom.

Divided in five parts, diplomats of incoming Members were able to deepen their understanding of (1) foundations of Council working methods, (2) meeting formats and related procedures, (3) decisions and documents, (4) interface with sanctions committees, peacekeeping operations, the Peacebuilding Commission, and the General Assembly, and (5) preparing and conducting a Council presidency. The training benefited more than 107 delegates from both Brazil and Ghana delegations based in NY and the capital.

- **SKILLS-BUILDING WORKSHOP: ELECTIONS TO UN ORGANS:** UNITAR NYO delivered its skills-building workshop "Elections to UN Organs: Workshop for Election Officers" on 7-8 April 2021. The two day-long workshop consisted of five sessions. It involved presentations from UN staff

and elections officers with the aim to help delegates better understand the election processes and procedures of various United Nations organs.

It covered matters such as the distribution of seats in UN organs and the General Assembly, specifically the distribution which allows for equitable regional representation. The session also included an in-depth session of the legal aspects, covered the treaty bodies elections and finalized with a Ted Talk format focused on running campaign elections in a digital world held by four distinguished delegates from diverse Permanent Missions.



• **PGA STAFF TRAINING PROGRAMME**

The United Nations Institute for Training and Research (UNITAR) New York Office successfully implemented its two-day training, the “Transition Workshop for the 76th Office of the President of the General Assembly (OPGA),” in partnership with the Permanent Missions of Ecuador, Finland, and Malaysia. This workshop was organized to support the Office of the President of the General Assembly in its transition between the 75th and 76th OPGA, and to specifically facilitate opportunities for existing, former, and incoming OPGA staff to share experiences and best practices for a successful transition. This workshop marked UNITAR New

York Office’s first in-person training workshop since the beginning of the COVID-19 pandemic and was attended by more than 30 delegates, following social distancing measures.

• **COLUMBIA (6 EVENTS) 2 SERIES FALL SPRING, CERTIFICATE SIGNED BY THE DEAN AND ED, TOPIC, HIGHLIGHTING GENDER EQUALITY:**

The United Nations Institute for Training and Research (UNITAR) New York office, in partnership with Columbia Law School conducted the “Columbia Law School Series”, which included 2 series, one in the Fall and one in the Spring, that included a total of 6 events. At the conclusion of each series, participants received certificates of completion signed by Dean of Columbia Law School, Gillian Lester and UNITAR Executive Director and United Nations Assistant Secretary-General, Mr. Nikhil Seth. The event successfully highlighted the struggles faced by women in the workplace, and how best to combat gender inequality in social settings, specifically focusing on the workplace.

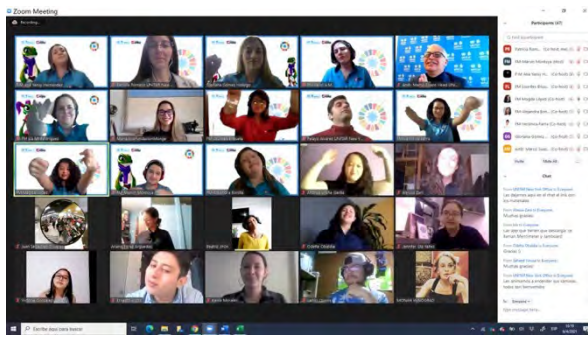
• **UNITAR AND PENN LAW SUCCESSFULLY IMPLEMENT "GENDER EQUALITY IN THE INTERNATIONAL RIGHTS FRAMEWORK: BUILDING BACK BETTER :**

The United Nations Institute for Training and Research (UNITAR) New York Office, in partnership with the University of Pennsylvania Carey Law School, successfully implemented its four-day seminar series entitled “Gender Equality in the International Rights Framework: Building Back Better” from 1 to 4 March 2021. Over 150 participants joined the session virtually from all over the world during the duration of the series. This training emphasized the importance of gender equality and, specifically, how the COVID-19 pandemic has highlighted this need more than ever.

• **YALE WEBINAR SERIES ON LOOKING TOWARD COP 26(2 EVENTS)/ VALUES AT WORK:**

UNITAR and Yale environmental school have had a longstanding partnership in creating events that support the fight against climate change. During 2021 they joined forces to develop a preparation series for the COP26 in Glasgow highlighting the issues and concerns from absence of agriculture in the 2030 agenda to find solutions and ways to overcome such issues. The sessions were a way of looking for ways to provide solutions for governments and international organizations to deploy new production capacities to be able to improve innovation and farming techniques. During 2021 UNITAR and Yale also developed “Values at work” a workshop focused on environmental, social and governance (ESG) metrics and the push for companies and investors to remake business models in order to respond to the goals outlined by the SDGs.





• **FUNDACIÓN MONGE WORKSHOP "SENTIR EN COMÚN UNIDAD":**

An incredibly interactive workshop developed during the Youth Forum in 2021 that focused on giving young people simple tools like imagination to create a world of possibilities. Instruments were used to: Identify the needs of our communities and at the same time the solutions, encourage young people to influence politically and participate in decision-making, recognize innovative thinking that allows us to comply with the common agenda, the 2030 Agenda and release negative thinking and contribute with new ideas.

• **THE FUTURE OF DIPLOMACY AFTER COVID-19:**

After a year like no other, this workshop explored the impact the global pandemic has had on international cooperation and offered perspectives on what the future of multilateralism has in store. The course took place in an online format attracting 190 participants from more than sixty countries. The workshop was based on the book “The Future of Diplomacy After COVID-19”.

• **SOLVING DISPUTES AT THE WORLD TRADE ORGANIZATION (WTO) FOR DEVELOPING COUNTRIES SERIES:**

This course will expose participants to the history, objectives, and structure of the WTO, and discuss its relationship with its predecessor, the General Agreement on Tariffs and Trade (GATT) of 1947, its rules for the settlement of disputes among its state members, as well as its treatment of the environment and developing countries. Furthermore, the course describes the

specific rules which govern the establishment and functioning of dispute panels, the rights of third parties, the appellate review procedure and the implementation of panel or appellate body rulings or recommendations. Finally, a dispute recently resolved by a WTO panel is provided to illustrate the dispute settlement process.

- **UNITAR'S ADVANCED DRAFTING SKILLS WORKSHOP:**

The two-day workshop focused on techniques and ways to maintain goodwill, the use of professional expressions and UN common language.

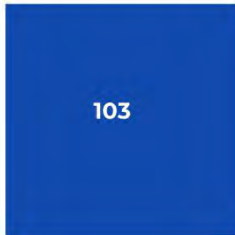
- **HUMAN DEVELOPMENT REPORT:**

The workshop about the lessons learned from the Human Development Report 2020 served to have a better understanding of human development and how to improve the impact of human activities and the risks on the environment.

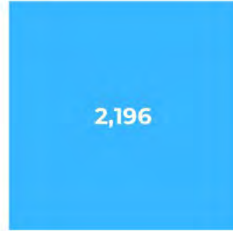
Facilitators reviewed the idea around human development, the measurements, and the risks we are facing and how there are some stabilizing dynamics that need to take place. Details on what actions should be taken such as, focusing on capabilities and values to reorient the approach to the Anthropocene were discussed.

Overall Statistics of Leveling the Playing Field Activities

TOTAL # OF HOURS



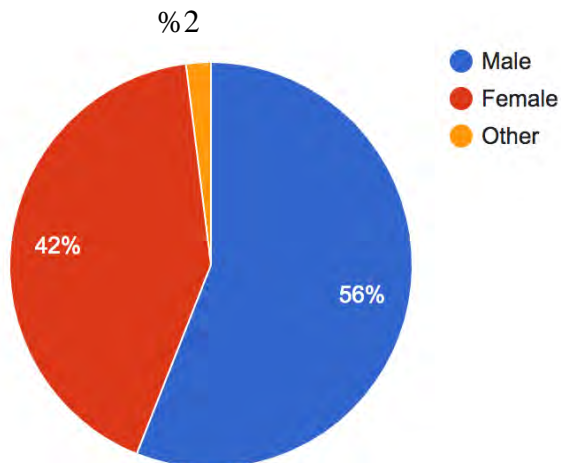
TOTAL # OF ATTENDING PARTICIPANTS



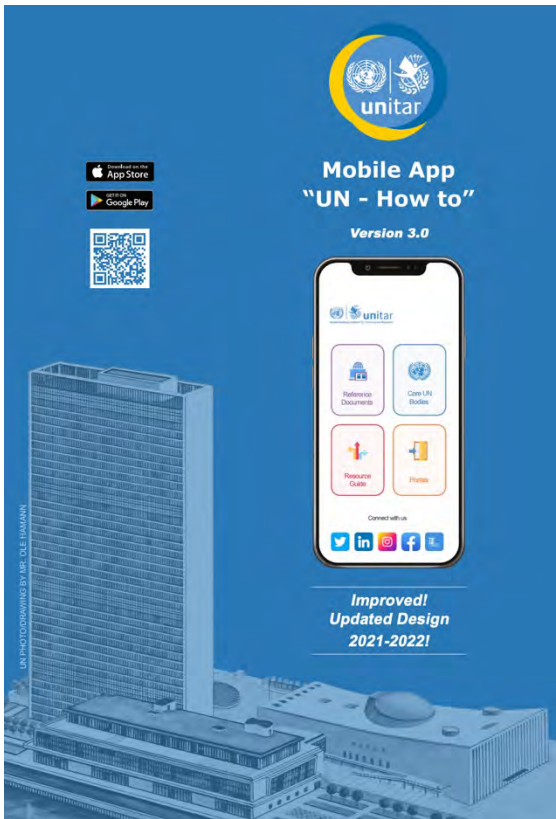
TOTAL # OF EVENT DAYS



Total 2021 Gender Parity of Participants



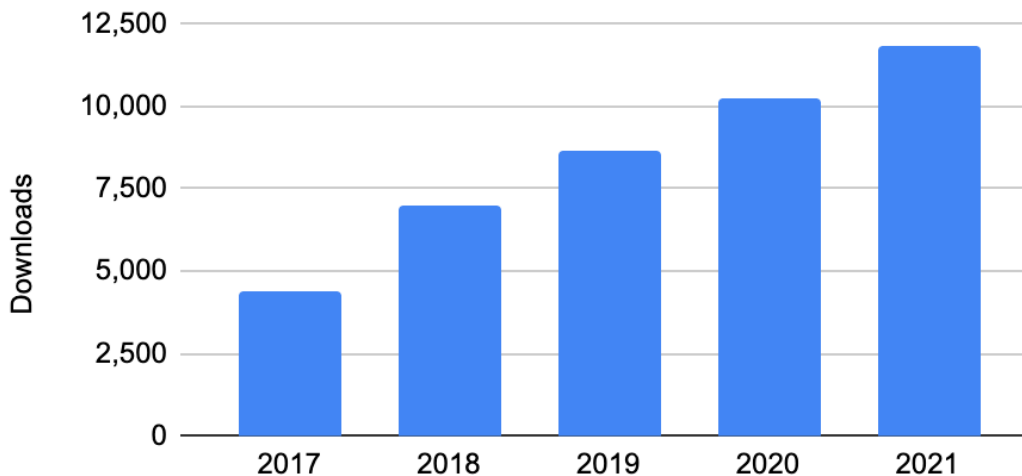
2. UNITAR App “UN How to” Downloads

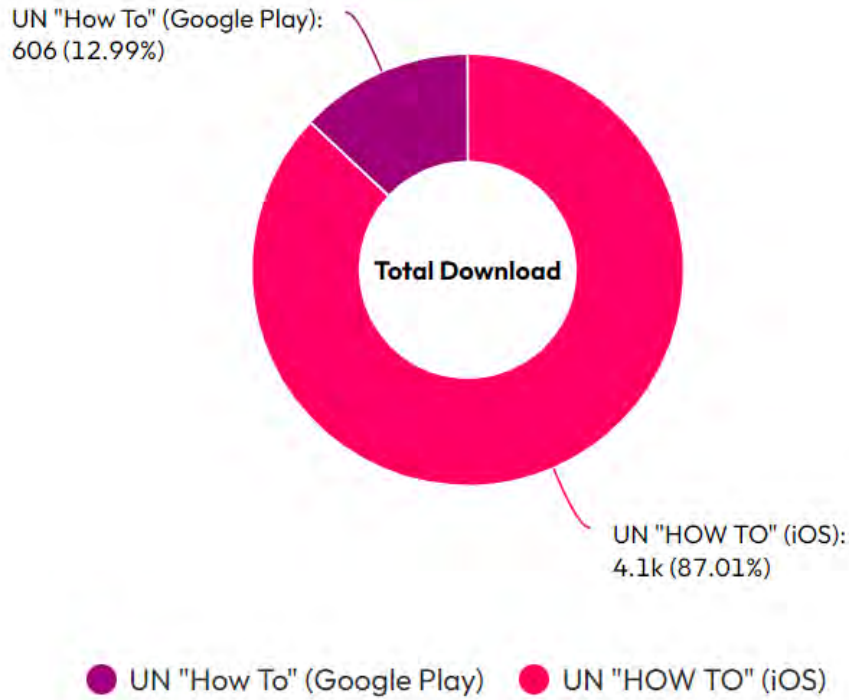


Thanks to the support of the Swedish Government and under the programme “Leveling the Playing field” UN How to app has continued to excel as a simple and consolidated resource for United Nations delegates to efficiently navigate the vast UN system. The app is available for download on the iTunes app store for iPhone and on Google Play for Android devices. The main purpose of the app is to provide essential services to all delegates, but especially, LDC’s, SIDS’ and members of FOSS. Since the app launched in 2017 the UN how to app has been downloaded 12,500 times, it is an open app but mostly for the interest of the UN officials and diplomats worldwide.

During 2021 the app got a complete refurbish reflecting the changing times and updated resources for the diplomatic world.

Downloads vs. Year

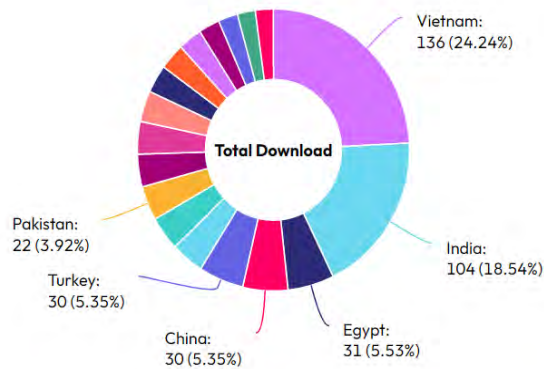




Top countries that downloaded the app



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- Brazil
- China
- Egypt
- Ghana
- India
- Indonesia
- Malaysia
- Myanmar
- Nigeria
- Pakistan
- Philippines
- Russia
- Singapore
- South Africa
- Thailand
- Turkey
- United Arab Emirates
- Vietnam

United Nations Institute for Training and Research (UNITAR) New York Office

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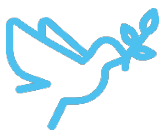
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Strategic Framework Fund (2019-2020) Independent Evaluation Management Response

C2019.TARF003.SIDA, C2018.TARF001.QAT, C2019.TARF004.LKAgov, C2020.TARF006.PAKGov, C2020.TARF005.CHuni, C2019.TARF002.NIG

September 2021

Geneva, Switzerland

Name of programme/office/unit:	Office of the Executive Director	
Executive Director	Nikhil Seth	
Name of project undertaking	Strategic Framework Fund 2019-2020	C2019.TARF003.SIDA C2018.TARF001.QAT C2019.TARF004.LKAgov C2020.TARF006.PAKGov C2020.TARF005.CHuni C2019.TARF002.NIG
Name of evaluation	Independent evaluation of the Strategic Framework Fund (2019-2020)	
Date:	08.09.2021	

SECTION I – Comments on Findings, Conclusions

The evaluation was a thorough, useful and timely exercise. Given the Institute's tightly earmarked project base, the SFF has provided much needed flexibility and, without doubt, has resulted in resource efficiencies. During the initial two years of the Fund, emphasis was placed on achieving quick successes through multiple, small scale allocations. As with any new instrument, there are important opportunities for learning and improvement, and UNITAR will seize this evaluation report and the recommendations contained therein to inform the future administration of the SFF and design and delivery of projects. A summary of the evaluation and the recommendations will be submitted to the Sixty-Second Session of the UNITAR Board of Trustees in November 2021.

SECTION II - RECOMMENDATIONS						
Recommendation		Management Response and Planned Action				Update on status after 6 months (planned, under implementation, implemented)
		Accepted Partially Accepted Rejected	Planned action	Budget allocated (if necessary)	Status (planned, under implementation, implemented)	
1.	Recommendation 1: While carefully balancing needs and/or requests from Member States and SFF allocation requirements, a clear “Leave No One Behind” component should be required for each SFF-funded project.	Accepted	Allocations containing convincing LNOB objectives will receive priority in SFF allocations.		Under implementation	Implemented, LNOB has always been considered as key for projects funded by the strategic framework fund. Since issuance of the recommendation the OED has given initial approval for a major upcoming project under the SFF focusing empowerment of women.
		Management Comments: LNOB has always been considered as key for projects funded by the strategic framework fund. However, we recognize that more efforts are needed to ensure the funded projects are reaching the furthest behind first.				
Recommendation		Accepted Partially accepted Rejected	Planned action	Budget allocated (if necessary)	Status (planned, under implementation, implemented)	Update on status after 6 months (planned, under implementation, implemented)
2.	Recommendation 2: Decisions on allocation awards should take a blended approach of small and short-term seed funding-oriented projects (based on clear criteria,	Accepted	As communicated by the ED at the June 2021 Programme Managers Meeting, this approach will be followed.		Implemented	Implemented, only projects with cross-Divisional support and participation

	<p>defined results framework with specified Level 3 performance needs in project design and in post-training, including, for example, cost neutral communities of practice among alumni, and develop a budget/time criterion to ensure that larger-scale and term future SFF projects include a compulsory post-training follow-up action to measure and assess performance components.</p>		<p>implementation of the recommendation will inform SFF decision making for allocation requests.</p>			<p>without these criteria have been sent back to Programmes for revision.</p>
		<p>Management Comments: Programme Units to ensure that allocation requests that contain training outputs include a description of Level 3 training needs (and Level 4 intended impacts if allocation request exceed \$400,000), and that project design contains post project follow-up to measure and assess performance level changes/ application of knowledge and skills.</p>				
<p>Recommendation</p>	<p>Accepted Partially accepted Rejected</p>	<p>Planned action</p>	<p>Budget allocated (if necessary)</p>	<p>Status (planned, under implementation, implemented)</p>	<p>Update on status after 6 months (planned, under implementation, implemented)</p>	
<p>5.</p>	<p>Recommendation 5: UNITAR programme units should at least consider partial virtual training delivery or alternative delivery mechanisms such as radio broadcasting to leverage increased reach, reduce costs and reduce the environmental footprint. This could become additional SFF project allocation criteria.</p>	<p>Accepted</p>	<p>Application request to be revised to specify how projects will be delivered including alternative mechanisms to leverage increased reach, and that such components will be considered in making allocation decisions.</p>		<p>Under implementation</p>	<p>Implemented, current project proposals under the SFF include blended training approaches including a virtual component.</p>
		<p>Management Comments:</p>				

Recommendation		Accepted Partially accepted Rejected	Planned action	Budget allocated (if necessary)	Status (planned, under implementation, implemented)	Update on status after 6 months (planned, under implementation, implemented)
6.	Recommendation 6: Programme units should document impact stories using available guidance to analyse personal and institutional changes and the reach of training in Member States through alumni.	Accepted	In conjunction with recommendation #4, programme units to undertake impact stories to document personal and institutional changes from SFF-supported projects relying on guidance and support as needed from PPME.		Under implementation	Under implementation, has been communicated to Programmes.
		Management Comments:				
Recommendation		Accepted Partially accepted Rejected	Planned action	Budget allocated (if necessary)	Status (planned, under implementation, implemented)	Update on status after 6 months (planned, under implementation, implemented)
7.	Recommendation 7: The Executive Director's Office, in cooperation with the Board of Trustees, should strengthen efforts to widen the SFF donor base and overall SFF resources, complementing the engagement of ambassadors in Geneva with a targeted outreach to donor capitals.	Accepted	Included as agenda item for November 2021 BoT meeting		Under implementation	Under implementation, needs further follow up after BoT considered this during Nov 2021 meeting.
		Management Comments: At its Sixty-first Session (November 2020), the Board took note of the Finance Committee's observations and Management's update on the Strategic Framework Fund, and the request to work with UNITAR to raise the visibility of the Fund and to promote the instrument within its networks. Management showcased the SFF at the September 2021 Friends of UNITAR Meeting in Geneva,				

		and Management will be reviewing what future efforts can be made and support provided by the Board at its Sixty-second Session (Nov 2021) to further strengthen the visibility of and financial support to the SFF.	
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Annex 6

List of Directors/Managers overseeing design and implementation of funded projects

Strategic Objective (SO)	Title of project/activity	Director/Manager
SO1: Peace	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
SO2: People	Implementation of a National NOASP Workshop in Nepal (2019 allocation)	Alex Mejia
SO3: 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	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	Introduction to Geospatial Information Technology for Evidence Based Decision-Making (Kenya) (2019 allocation)	Einar Bjorgo
	Introduction to Geospatial Information Technology for Disaster Risk Reduction/Management (2019 allocation)	Einar Bjorgo
	E-learning course on the use of Geospatial Information technologies for Humanitarian assistance	Einar Bjorgo
	Levelling the playing field	Marco Suazo
Multiple strategic objectives	Vector-borne disease risk mapping dashboard** (SO2, SO5)	Alex Mejia, Einar Bjorgo
	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
	Strengthening SDG Competencies in the Digital Age**	Angus Mackay
Notes	**Cross Divisional/Programme Unit project/activity	

United Nations Institute for Training and Research

2022 – 2025 Strategic Framework

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A Message from Leadership

In January 2018, UNITAR embarked on a new four-year strategy and set of high-level objectives that were closely aligned with the 2030 Agenda for Sustainable Development and its focus on people and their prosperity, the planet and peace and justice. Given its aspirational, transformative and universal nature, the 2030 Agenda requires concerted efforts from all countries and all levels of government, as well as from an array of other stakeholders, including the United Nations and other international organizations, civil society, academia and the business community. For its part, UNITAR has been working within its mission and mandate to provide high-quality learning solutions and related knowledge projects and services to countries and other United Nations stakeholders with a view to supporting the achievement of the Sustainable Development Goals (SDGs).

At the framework's mid-point in early 2020, UNITAR commissioned an independent evaluation on the implementation of the strategy to assess its relevance, coherence, effectiveness, efficiency and impact and sustainability. The evaluation reached out to a wide array of UNITAR stakeholders, including beneficiaries, donors, implementing partners, and found the strategic framework to be effectively linked with the global context through its close ties to the 2030 Agenda, the SDGs and other global blueprints for action. Given the high relevance of the framework, the evaluation recommended that the 2018-2021 strategic alignment should continue for at least the next four years and the structure continued into the next framework.

Since its onset in early 2020, the COVID-19 pandemic has severely disrupted the world, bringing about economic and social upheavals, without mentioning the suffering and losses that so many people around the world have had to endure. Like most organizations, COVID-19 affected UNITAR's work since much of its programming and training is delivered in the field, in person. By leveraging its virtual learning environment, mobile learning and other available IT tools, UNITAR was able to continue its learning services despite COVID restrictions. These new realities and the uncertainty that looms will inform the next four years that lie ahead of us.

As countries continue the process of implementing the 2030 Agenda, learning undeniably plays an instrumental role, with knowledge, skills and attitudes being important drivers of change across all Goals. Indeed, developing the capacities of individuals, organizations and institutions through training and related processes could hardly be more relevant to the transformational change that the 2030 Agenda and the other action plans agreed to in 2015 seek to bring about.

At its Sixty-Second Session, the UNITAR Board of Trustees agreed to extend the framework for the period covering 2022 to 2025. The framework will continue to address the objectives and sub-objectives from the 2018-2021 period, with emphasis on climate action and getting the SDGs back on track as particularly areas of priority, as well as the incorporation of two new sub-objectives (SO):

- a. Promote health for all, particularly for the most vulnerable people and countries (new sub-objective under SO2: Promote people's wellbeing); and
- b. Promote technologies for the realization of the SDGs and in reducing the many divides in the digital space (new sub-objective under SO5: Promote the indivisible and integrated nature of the 2030 Agenda).

As observed by the Board, it will be important for UNITAR to continue to address the recommendation of the mid-term evaluation of the framework, such as working to improve linkages with the UN system, including exploring flexible ways and means of working with partners at the country level; promoting more integrated approaches; diversifying multilingualism

in programme delivery; and focusing more on impact, as well as consider or continue with activities around the themes of social and economic impacts of COVID-19, science diplomacy, cybersecurity, anticorruption, human rights and sustainable development and green energy.

As an entirely voluntary-funded entity which relies on partnership engagement with a wide array of donors and other partners, UNITAR is grateful to those who support its programming and contribute to successful delivery and achievement of results.

Nikhil Seth
Executive Director

Luis Gallegos
Chair, Board of Trustees

Continuing our Strategic Direction with New Opportunities, New Challenges

1. In January 2018, UNITAR embarked on a four-year framework with a set of strategic objectives closely aligned with the 2030 Agenda for Sustainable Development and the Sustainable Development Goals (SDGs). The framework has served as a useful structure to guide UNITAR programming. Mid-way into the framework's implementation, the world was confronted with the COVID-19 pandemic, which severely disrupted societies and economies, and the ways in which we interact with people and move about. Like many organizations, the lock-down and travel restrictions imposed in early 2020 many of UNITAR's activities to a standstill.
2. As the 2018-2021 strategic framework period comes to a close, we cannot start a new period without acknowledging the stellar role this has played in UNITAR's programming, priorities and actions. Grounded in the SDGs and the 2030 Agenda, the 2018-2021 strategic framework has a continued relevance in our troubled world.
3. The COVID-19 crisis is setting us back. There is a reawakening and urgent call to build back better world and the pillars on which our future vet will include putting the SDGs back on track and playing greater emphasis on universal health care, climate change actions and strengthening digital cooperation across the board. In all these tasks we need to reemphasis on our interlinked SDG agenda. Moreover, in accordance with the 2030 Agenda principles of leaving no one behind and reaching the furthest behind first, we continue to focus our attention on developing the capacities of countries in special situations and other groups, including those made even more vulnerable following the pandemic, such as young persons and persons with disability, amongst others.
4. UNITAR's strategic framework provides an opportunity to take a critical and constructive look at where we are and where we want to be by 2025. It is a time to take meaningful steps to become fit for purpose to meet the learning and broader capacity development needs to help countries achieve the global development agenda. The 2022-2025 strategic framework outlines the direction that UNITAR will take and serves as the foundation for planning and budgeting, for mobilizing resources and crafting partnerships, for delivering results, and for measuring and evaluating our contribution to the 2030 Agenda for Sustainable Development.
5. The work of UNITAR will continue to be guided by the contemporary plans of action and the platforms agreed to in the United Nations for our people and their prosperity, for our planet, and for peace and justice. The major blueprints which will guide UNITAR's work are the 2030 Agenda; the other major outcomes from 2015, including those of the Sendai (Disaster Risk Reduction), Paris (Climate Change) and Addis Ababa (Financing for Development) conferences; the Youth2030 system-wide youth strategy of the UN which was launched in 2018 by the UN Secretary-General, the Convention on the Rights of Persons with Disabilities and the United Nations Disability Inclusion Strategy (UNDIS) launched in June 2019, the ongoing work on UN development system reform and the Secretary-General's report on Our Common Agenda.
6. Challenges – both old and new – are inherent to any opportunity. While our contribution to capacity development is undeniably real, we are bound by organizational, financial and other pressures. For a small, autonomous and voluntarily-funded entity, these pressures can restrain UNITAR from achieving its full potential. Contributing meaningfully to the implementation of the 2030 Agenda and the other plans of action will

require that we pursue more strategic, integrated, holistic and tailored approaches to delivering results that can effectively contribute to the transformations that the Agenda and other platforms call for.

7. Our Institute has registered impressive growth in activities and outputs over the past several biennia and has continued to grow despite the pandemic. We have strengthened our focus on delivering learning solutions and on meeting the needs of participants from developing countries. Our financing has also increased, from close to \$42 million in 2010-2011 to some \$68 million projected for 2020-2021.
8. Despite this optimistic picture, our Institute finds itself – like many organizations – at a crossroads. Achieving promising, large-scale evidence-based outcomes is a challenging endeavour. The short-term and small-scale nature of many UNITAR projects, coupled with the lack of core resources and pooled funding, prevent us from producing more substantial and enduring results.
9. The Secretary-General's report on repositioning the UN development system to deliver on the 2030 Agenda emphasises the need for UN entities to be the best providers in their domain, follow integrated approaches, be responsive to the differentiated demands of Member States, deliver as one in partnership with UN system entities, be nimble and agile, and be results driven. The report also highlights skillset gaps in areas such as leveraging partnerships, financing, data and policy integration, which need to be bridged. Many groups of countries, including those in special situations, have also elaborated on their capacity development priorities in the respective plans of action.
10. In response, we will capitalize on UNITAR's expertise in the design and delivery of high quality learning solutions and related knowledge products and services that are both people-centred and respond to the specific needs of Member States and other stakeholders of the United Nations. Guided by our advisory bodies, we will utilise our in-house learning support expertise to promote the holistic and transversal nature of the 2030 Agenda through transdisciplinary and intersectoral approaches in our programming. We will leverage partnerships with a range of knowledge organizations and research-related bodies with a view to realizing win-win solutions that enhance the spirit of the 2030 Agenda and a shared future for humankind.
11. In supporting countries, we will assign high priority to collaboration and inclusive participation with the overarching goal of leaving no one behind and reaching the furthest behind first. We will also closely monitor the latest trends in the learning industry, build upon the newest developments in technology and design and deliver innovative products and services to respond to current and future learning needs, such as in sustainable infrastructure and the rapidly developing technology sector as the world enters the Fourth Industrial Revolution.
12. Becoming fit for the 2030 Agenda and maximizing our potential to contribute to its implementation will require us to make changes in both scale and approach to our programming and how we collaborate with strategic partners within and outside the United Nations. It will also require changes in how we organize and deploy our human and institutional capital as well as in our processes to efficiently and effectively deliver results and learn collectively as an organization.
13. New opportunities are also provided by new offices and new programmes such as the UNITAR Bonn Office and the Sustainable Cycles Programme (SCYCLE). The UNITAR Bonn office that was officially opened in September 2020 is a multi-programme office and will work across all pillars of the 2030 Agenda. With its activities also delivered from

Bonn, SCYCLE promotes the development of sustainable societies through the reduction of environmental loads of ubiquitous products through research and training, and has now successfully migrated from the United Nations University SCYCLE will scale up programming in governance and institutional capacity for chemicals and waste management. In the area of Health, the Global Surgery Foundation is aiming to ensuring that surgical, obstetrical and anaesthesia care is accessible, safe, timely and affordable.

Our Vision, Mission and Values

Our vision is a world in which individuals, institutions and organizations are equipped with the knowledge, skills and other capacities to overcome global challenges.

Our mission is to develop the individual, institutional and organizational capacities of countries and other United Nations stakeholders through high quality learning solutions and related knowledge products and services to enhance decision-making and to support country level action for overcoming global challenges.

In pursuing our mission, we place priority **value** on ensuring that our knowledge and related products and services are **client-oriented, modern and innovative**, and that they meet internationally recognized **quality** standards. We also place concomitant value on ensuring a highly **inclusive** and **transparent** organization that is **nimble and flexible**, and on being held to account on what we deliver and how. It is through embracing these values collectively and individually that we see UNITAR best-positioned to achieve **growth** and become a much more **impactful, influential and visible** organization.

Our Core Functions

- Providing high-quality learning solutions to address the capacity development needs of individuals, organizations and institutions;
- Advising and supporting governments, the UN and other partners with knowledge services, including those that are technology-based;
- Facilitating knowledge and experience-sharing through networked and innovative processes; and
- Integrating innovative strategies, approaches and methodologies into our learning and related knowledge products and services.

Becoming Fit for the Pandemic and Post-pandemic World

The interconnected, universal and transformational nature of the 2030 Agenda and other development platforms call for collective action, responsibility and accountability through the engagement of a myriad of stakeholders. The 2030 Agenda is a holistic plan of action for **peace, people, planet and prosperity**, which calls for a profound transformation in the way we look at – and work to achieve – sustainable development.

Contributing meaningfully to the implementation of the Agenda and helping countries achieve the Goals requires us to re-think how our organizational capital is structured and interacts. Programming will continue to be our driver in achieving development results, but it will be amalgamated around the peace, people, planet and prosperity dimensions of the Agenda. These pillars will form the foundation of our strategic objectives, in addition to a fifth objective on cross fertilizing knowledge to support the indivisible and integrated nature of the Agenda, recognizing that achieving peace, social inclusion, environmental restoration and poverty reduction and sustainable growth are inherently interconnected and require mutually supportive and systemic efforts.

Strategic Objectives

Peace

Conflicts, new or longstanding, undermine sustainable development. As so eloquently summarized in the 2030 Agenda, "*[t]here is no peace without development, there is no development without peace.*" Tackling violence; addressing root causes of conflict, insecurity and injustice; and strengthening governance and institutions are essential steps to creating a more sustainable future. This is of critical importance at a time when large numbers of people feel that development has left them behind; express a lack trust in institutions; and are concerned about corruption, violence and instability.

Strategic Objective (SO) 1. Promote peace and just and inclusive societies

People

Far too many people in our world are excluded from meaningful engagement and participation in economic, social and political life. The vulnerable are marginalized and exposed to significant inequalities affecting their well-being and livelihoods. Barriers to accessing adequate structures and services for health and sanitation and to quality education, training and lifelong learning opportunities compromise people's productive capacity and, consequently, their ability to contribute to social and economic development. The COVID-19 crisis has turned the world's attention to universal health care and exposed the great inequalities within and between countries, especially in the access to life saving health care. At a macro level, some groups of countries are also exposed to significant inequalities, including barriers to participation and representation in global institutions and decision-making processes.

SO2. Promote people's well-being and support equitable representation of countries in global decision-making fora

Planet

Safeguarding our planet requires efforts from all. Halting natural resource depletion, reducing the impacts of hazardous chemicals on human health and the environment, and combating the adverse impacts of climate change are all complex challenges requiring strengthened human and institutional capacities. New legal frameworks; participatory mechanisms; and policies, institutions, strategies and practices are needed to implement the transformations required for the protection, restoration and sustainable use of natural resources.

SO3. Support the conservation, restoration and safeguarding of our planet for present and future generations

Prosperity

Inclusive sustainable growth is critical for prosperity. People's well-being is rooted in economic, social, and environmental security, where opportunities are present and the risks of poverty are reduced, so as to be better positioned to succeed and contribute to societal prosperity. Dynamic, sustainable, innovative and people-centred economies need to build on the productive capacity of their populations, including youth, women, the vulnerable and the marginalized as an asset to sustainable development.

SO4. Promote inclusive and sustainable economic growth

Cross-fertilizing Knowledge and Expertise

Knowledge is the fuel that can power the transformations required for countries to achieve the 2030 Agenda. Cross-fertilizing knowledge is part UNITAR's essence and this will be further strengthened to support the interlinked and holistic nature of the Agenda.

We are also uniquely positioned to support countries in strengthening the means of implementation of the Agenda and particularly the capacities of countries to adopt and localize the Agenda and mainstream the Goals in national development planning and strategies, as well as to promote policy coherence.

Science and technology are key elements for implementing the SDGs and are of great importance in enhancing capacities at national and regional levels.

While digital technology already has an immense impact on development, we must make sure to see these tools support transformative processes.

SO5: Promote the indivisible and integrated nature of the 2030 Agenda

Implementing our Strategy

14. The set of sub-objectives listed below and results areas defined in our biennial programme budgets will provide the operational tool to guide the implementation of the framework. As a crosscutting focus, we will place emphasis on reaching the furthest behind first by working to address the learning and broader capacity needs of stakeholders from countries in special situations, as well as continuing to achieve gender parity of our beneficiaries every year, providing more inclusive trainings, working towards reducing barriers to access and participation of beneficiaries across all age groups, creating specific opportunities for youth, and making greater use of ICT technologies for the realisation of the SDGs and in reducing the many divides in the digital space.
15. To achieve results effectively and efficiently, we will focus much of our work on strengthening our comparative advantage in providing high quality learning solutions and related knowledge products and services. We will also maximize the use of our strategic enablers and engage in win-win partnerships with entities within and outside the United Nations to make a greater contribution to helping countries achieve the SDGs and the objectives of the other major platforms of action.

SO1. Promote peace and just and inclusive societies

SO 1.1 Support institutions and individuals to contribute meaningfully to sustainable peace

Sustaining peace entails a broad range of activities aimed at preventing the outbreak, continuation, escalation and recurrence of violent conflict. This sub-objective will focus on supporting institutions and individuals, including those who tend to experience marginalization such as indigenous peoples, women, youth, persons with disabilities and others, to contribute meaningfully to sustainable peace by increasing capacities of stakeholders at different levels to prevent and resolve violent conflicts, restore the rule of law, and build lasting peace.

Programming will include activities aimed at strengthening capacities to effectively support social integration and peaceful coexistence; to address root causes of conflict and negotiate and mediate mutually beneficial and lasting solutions; and to establish legal and regulatory frameworks on access to information, public participation in decision making, and access to justice. UNITAR will also engage in new areas of peace-related programming, including strengthening knowledge and skills of women as change agents in conflict analysis, negotiation and mediation; working with at-risk youth to sensitize peers on how to sustain peace and participate in decision-making processes; strengthening engagement of men and boys as agents of change in efforts to work towards ending sexual and gender based violence and reducing the stigmatization; improving knowledge and skills on personal conduct towards compliance with the UN Zero Tolerance Policy; and improving the use of modern technologies, particularly in the area of energy, to protect civilians and vulnerable populations.

SO2. Promote people's well-being and support equitable representation of countries in global decision-making fora

SO 2.1 Promote people's well-being, including the protection and empowerment of groups that have been marginalized and are vulnerable

Learning is crucial to promoting people's well-being and social inclusion. It provides a lever for individuals to open doors; understand problems; find solutions; and participate in economic, social and political life. Unfortunately, many segments of society have been marginalized and made vulnerable, such as disabled persons, indigenous peoples, migrants, and internally displaced people and refugees. This sub-objective will focus broadly on developing people's well-being, with emphasis on helping individuals acquire knowledge and skills to promote sustainable development. Learning and related programming focussing on improving stakeholders' capacity to tackle non-communicable diseases and improve patients' ability to practice self-care and manage their diseases, entrepreneurial and productive capacities, on the development and implementation of migration policies and on education for sustainable development are some examples of activities.

SO 2.2 Strengthen representation of countries in special situations in institutions of global governance

Supporting and promoting multilateralism and institutions of global governance is of great relevance and importance in today's world. Effective multilateral institutions require equitable representation; as well as strengthened capacities, including knowledge, awareness, skills and attitudes, for delegates and other stakeholders to take part meaningfully and constructively in multilateral processes. This sub-objective aims to develop knowledge, skills, awareness and attitudes on the processes, procedures, issues and decision-making arenas of multilateral institutions, with a focus on the United Nations system.

SO 2.3 Promote health for all, particularly for the most vulnerable people and countries

Achieving Universal Health Coverage and building strong, resilient health systems requires public, private, people partnerships. Ensuring that low resource countries have essential institutional capacities, structures, systems and financing in place to tackle the most pressing health challenges like non-communicable diseases in a sustained and sustainable manner. This sub-objective aims to support countries' progress towards achieving SDG 3.

SO3. Support the conservation, restoration and safeguarding of our planet for present and future generations

SO 3.1 Foster a green, low carbon and climate resilient transition

Enhancing individual and institutional, legal and technical capacities to adapt to climate change is essential, as is supporting the transition to greater resource efficiency, low carbon growth, responsible consumption and production, based on circular economy principles. Under this sub-objective, we will continue to work with various partners, including a broad spectrum of UN entities and national educational institutions, to design, develop and implement learning strategies as a pathway to achieving green, low-carbon and climate resilient

development. We will focus on developing both foundational knowledge and applied skills in the analysis of climate vulnerabilities and risks, the identification and prioritization of response measures and in the design and implementation of strategies to promote green growth and climate change resilience.

SO 3.2 Strengthen the sound and sustainable management of chemicals and waste

Learning and broader capacity development activities under this sub-objective will continue efforts to strengthen the legal, technical and infrastructural capacities of governments and other relevant stakeholders to implement chemicals and waste conventions, global agreements and systems. These efforts will be critical during the period of 2018 to 2021 as the international community negotiates a new framework for the sound management of chemicals beyond 2020.

SO 3.3 Improve the conservation and sustainable use of natural resources

Activities under this sub-objective will focus on the enhancement of capacities of key stakeholders to contribute to the implementation of internationally agreed environmental obligations. New programming will include renewable energy and cooperation in the production and management of clean energy technology; legal, technical and other capacities for legal frameworks pertaining to oceans and seas; and ecosystem-based approaches to protect marine and coastal ecosystems.

SO4. Promote inclusive and sustainable economic growth

SO 4.1 Help countries to achieve inclusive and sustainable economic growth

Decent employment opportunities for all, particularly for youth, women and the vulnerable and marginalized, are of utmost importance for ensuring economic growth and people's well-being. Moreover, it is of key importance to strengthen institutional capacities on trade, finance, anti-corruption, debt financing, relief, restructuring and sound management to decrease economic inequalities. In times of globalization, strong multi-stakeholder collaborations across all sectors help carry forward worldwide initiatives on sustainable development. This sub-objective focuses on supporting countries to achieve inclusive and sustainable economic growth¹ and to create decent work opportunities for all by strengthening employability capacities; developing skills for multi-stakeholder collaboration; and enhancing knowledge on trade, finance, debt and statistics.

SO5: Support the indivisible and integrated nature of the 2030 Agenda

SO 5.1 Optimize the use of technologies, including geospatial technologies, for evidence-based decision-making

Science and technology are key elements for implementing the SDGs and are of great importance in enhancing capacities at national and regional levels. The

¹ Including through national initiatives such as the Belt and Road Initiative.

use of technology-based and innovative solutions will continue to play an important role in supporting better informed and evidence-based decision-making processes by the UN system and Member States, in developing solutions with an integrated approach and in reaching more beneficiaries. In addition to delivering imagery analysis and satellite solutions to relief and development organizations, we will develop and deliver learning solutions based on cutting edge technologies, particularly with a view to reducing inequalities which stem from unequal access to and benefits from technological advances.

SO 5.2 Support coherence and evidenced based policies of the 2030 Agenda

The 2030 Agenda will require all countries and stakeholders to work together to implement the SDGs. It is crucial to continue increasing the awareness, but also building knowledge, skillsets and ability of various constituencies to act in support of the global goals in personal and professional capacities. Many Member States and key partners still need support for implementing and monitoring progress on the 2030 Agenda and producing and using evidence to inform decisions more effectively, with emphasis on enhancing the capacities of countries - in particular those in special situations - in promoting coherent and evidence-based policies and in improving multi-stakeholder engagement at the national level.

SO 5.3 Equip institutions to improve the quality of learning opportunities

Activities under this sub-objective will strengthen the capacities of training-related institutions, particularly those located in developing countries, to design and implement outcome-based learning in technical and vocational skills and lifelong-learning opportunities.

SO 5.4 Promote technologies for the realization of the SDGs and reducing the many divides in the digital space

While digital technology already has an immense impact on development, we must make sure to see these tools support transformative processes. Such as more cost effective government administrations, easier access to information and educational resources. To facilitate this, well established policies must be in place to equal access to the Internet. With about 60 of the world's population having access to the Internet (2021) and of these about 90 accessing via mobile devices, these is still a long way to go for all to have access. UNITAR with work will governments and other stakeholders to explore what options exist to leave no one behind.

Strategic Enablers

UNITAR's strategic enablers are essential support and aim to maintaining sound executive leadership, strengthening programming for results, optimizing operational efficiency, increasing and diversifying resources and partnerships, and enhancing communications.

People and Partnerships

16. Our human capital is—*and will always be*—our most important asset. Responding to our clients' needs and delivering knowledge-based products and services effectively and efficiently through modern and innovative approaches, requires our 100 plus professionals—from all backgrounds and at all levels—to be collaborative, dynamic and resilient; to master the set of skills and other competencies in our respective work areas; to embrace the set of core UN values and to internalize a culture of learning and continuous improvement. Developing essential knowledge and skills of our staff for the implementation of our strategy will be a primary commitment. We will elaborate a specific competency framework reflecting the knowledge and related products and services that we produce, providing means for the development of attitudes and behaviours needed to implement our strategic framework.
17. Our institutional partnerships are also an integral part of achieving effective and efficient results. We will continue with and also pursue new strategic partnerships to respond to existing and new thematic imperatives, such as addressing social and economic impacts of COVID-19, science diplomacy, cyber security, anticorruption, human rights, preventing violent extremism, green energy, and promoting health, managing migration and knowledge about the United Nations system. Working through partnerships across and beyond the UN development system, including entities within the network of UN research and training institutes, other UN organizations, the private sector, academia, and civil society, we will strive to ensure coordinated action, collaborating widely on global efforts for sustainable development.

Quality Assurance, Learning and Evaluation

18. Quality is one of our fundamental values, and it will also enable us to achieve effective, measurable results. Internal and external quality assurance processes will continue to validate programme quality, contributing to learning and continuous quality improvement.
19. In addition to our quality assurance mechanism, a new knowledge and learning design service function will support our programming to ensure that high standards of quality are applied for effective and efficient outcome-based learning, and that a more harmonized and collaborative approach to tackling both thematic and integrated programming is pursued. We will seek new tools, methods, and approaches that align with the way people learn, innovating to enable the acquisition, retention and application of the type of knowledge needed for the transformative change required to support the prosperity advocated in the 2030 Agenda. On a revenue-generating basis, this function will also respond to external client needs, such as the network of associated International Training Centres for Authorities and Leaders, the UN and other international organizations, national governments and other institutional clients in conjunction the aforementioned training-related institutions.

20. Our approach to evaluation will continue to be forward looking and strategic. In addition to performance and accountability, we will focus on lesson learning and quality improvement. Self-evaluations will continue to be undertaken regularly, but UNITAR will further strengthen its independent evaluation practices to ensure that credible, evidence-based information informs decisions, while also pursuing opportunities to engage in joint evaluation undertakings with other UN entities.

Strategic Communication

20. A strengthened strategic communications function will increase the visibility of UNITAR as a recognized centre of excellence in training and learning. We will develop a new multi-year communications strategy and prioritize the use of new and traditional communication channels, further strengthen exchanges with UN entities for the sharing of good practices, create a more interactive and collaborative environment, and educate staff and other personnel on the importance of disseminating coherent and compelling content to external audiences. We will also facilitate coordination among different units and programmes for better communication results.

Business Processes

21. Our key financial, human resource, procurement and IT processes will continue to play an instrumental role in supporting programme delivery. We will transform our finance and budget function to provide programmes with advice to take sound and strategic decisions. We will upgrade the information architecture and use new tools to provide forward-looking financial information to improve the execution of business processes. We will also explore and implement various strategies for optimizing cash flows, Accounts Receivable and Accounts Payable to achieve the required financial flexibility for sustaining operations. Our human resources will also ensure efficiency in contract management and transparency of corporate processes in hiring, promotion and performance management. We will simplify and harmonize procurement practices to further increase efficiency and effectiveness.
22. UNITAR will develop and maintain secure, scalable and robust IT systems, standardizing IT equipment for cost effectiveness and efficient user support; streamlining processes related to IT infrastructure, and exploring new opportunities for IT training for all personnel. Given our core focus on developing capacities through learning and related services, we will keep abreast of new trends and technological developments in online learning.

Assumptions, Risks and Challenges

23. Implementing our strategic objectives cannot be done without acknowledging certain assumptions, risks and challenges. For a small, voluntary funded organization, these assumptions, risks and challenges are multiple, sometimes significant and almost always interrelated.
24. In addition to the looming uncertainty of the COVID-19 pandemic, UNITAR continues to be exposed to the risks and challenges of operating in a changing and highly unpredictable financial and economic climate, with no core resources, low and unpredictable non-earmarked contributions and little if any pooled funding opportunities. A key assumption is the ability of UNITAR to make important inroads in implementing the 2022 to 2027 Partnership and Resource Mobilization Strategy, including the objectives of increasing and flexible funding (e.g. to the Strategic Framework Fund), increasing partnerships and funding from UN and other donor country teams, further increasing strategy engagement with the business and private sectors and expanding opportunities for hosted partnerships. UNITAR will also need to strive to expand the scope, scale and duration of its various projects; and that the current large number of low value transactions are minimized so that increased efficiencies in administrative, financial, human resources and procurement processes can be realized.
25. UNITAR is also exposed to an uncertain political climate and/or security threats in parts of the world where some of the most promising, large-scale projects are being implemented, which can produce delays and, in extreme cases, curtail implementation. The unprecedented global health pandemic has shown that new risks emerge from global disease.
26. From an administrative and organizational perspective, successfully implementing the strategy assumes that UNITAR staff and divisional entities embrace collaborative practices for working across programming and thematic pillars and pursue integrated, holistic initiatives that contribute to multiple Goals and targets, and that adequate resources are mobilized for new functions or those requiring upscaling.
27. Externally, this will also require smarter engagement with key strategic partners, including organizations within and outside the United Nations, donors and implementing partners, to ensure that UNITAR's expertise in designing learning and related solutions to capacity needs contributes to other efforts to help countries and particularly those in special situations, achieve the targets of the Agenda and other plans of action.

Monitoring, Evaluation and Reporting

28. Monitoring progress, evaluating and regular reporting on the implementation of the strategic framework will be essential. Performance monitoring will be enhanced, with a set of indicators and metrics to link our programme budget result areas to the SDG global indicators. Monitoring will be undertaken at both the managerial and corporate levels based on the indicators and performance measures in the programme budgets, with performance reports issued to the Board of Trustees on an annual basis, as well as undertaking an evaluation on the strategic framework towards its conclusion in order to inform the next framework from 2026. Monitoring shall to the extent possible be done in a disaggregated way, taking into account the characteristics of groups made vulnerable. Moreover, we will contribute actively to UN system-wide reporting efforts as required. In addition to serving as an accountability tool, such evaluation will support organizational learning and inform any revisions to the framework.