UNITAR
United Nations Institute for Training and Research

Leave No One Behind Fund

2022 Narrative Report

14 March 2023

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1. Introduction

This narrative report of the Leave No One Behind Fund (LNOB Fund)[1] covers the period from 1 January 2022 to 31 December 2022. The report includes an update on incomplete project allocations from the 2020 and 2021 reporting cycles (Section 2) and on the allocations awarded in 2022 (Section 3). This is the Fund's third full narrative report covering allocations from all donors. Figures provided in this report are based on the individual narrative reports contained in annexes 2 and 3. This narrative report complements a financial report for the same period which has been submitted under separate cover.

2. Update from the 2020-2021 Reporting Cycles

At the end of the 2021 cycle, eight LNOB Fund-supported projects were still in progress, as summarized in Table 1 below. During 2022, the implementation of five of these remaining projects was completed, and as at 31 December 2022, one project was still in progress. Reasons for delay in implementation of the ongoing project in 2022 relate to the continuing impact of the COVID-19 pandemic on the implementation country, which was still the health-related priority in 2022. Status reports for two projects, both contributing to Strategic Objective 5, were not submitted.

Table 1: Update on projects/activities recorded in progress as of 31 December 2021

Strategic objective (SO)	Title of project/activity	Source	Allocation (USD)	2021 report	2022 update
SO3: Planet	How to be e-Waste Literate: A Citizen's Approach to Solving the e-Waste Course*	Sida	75,000	Progress	Final
SO4: Prosperity	Leading Inclusive 4IR: Empowering Women in Afghanistan for the Future of Work through Digital Reskilling*,**	Sida	70,000	Progress	Final
	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	Final
SO5: Cross-fertilization	Introduction to Geospatial Information Technology for Evidence Based Decision-Making (Kenya) (2019 allocation)	Qatar*	26,585	Progress	No report submitted
	E-learning course on the use of Geospatial Information technologies for humanitarian assistance	Qatar	55,000	Progress	No report submitted
Multiple strategic objectives	Vector-borne disease risk mapping dashboard** (SO2, SO5)	Sida	60,000	Progress	Progress
	Ethiopia – Safer Chemicals Management and Gender Mainstreaming (SO2, SO3)***	Sida	70,000	Progress	Final
	Strengthening SDG Competencies in the Digital Age**	Sida	120,000	Progress	Final
Notes and legend	*Allocation made in 2020 **Cross Divisional/Programme Unit project/activity ***Allocation made in 2021				

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[1] On 4 November 2022, the UNITAR Board of Trustees rechristened the instrument to better reflect the principles enshrined in the 2030 Agenda for Sustainable Development and the emphasis placed on meeting needs of beneficiaries and countries in special situations. The UNITAR strategic framework and programme of work is closely aligned with the peace, people, planet and prosperity pillars of the 2030 Agenda.
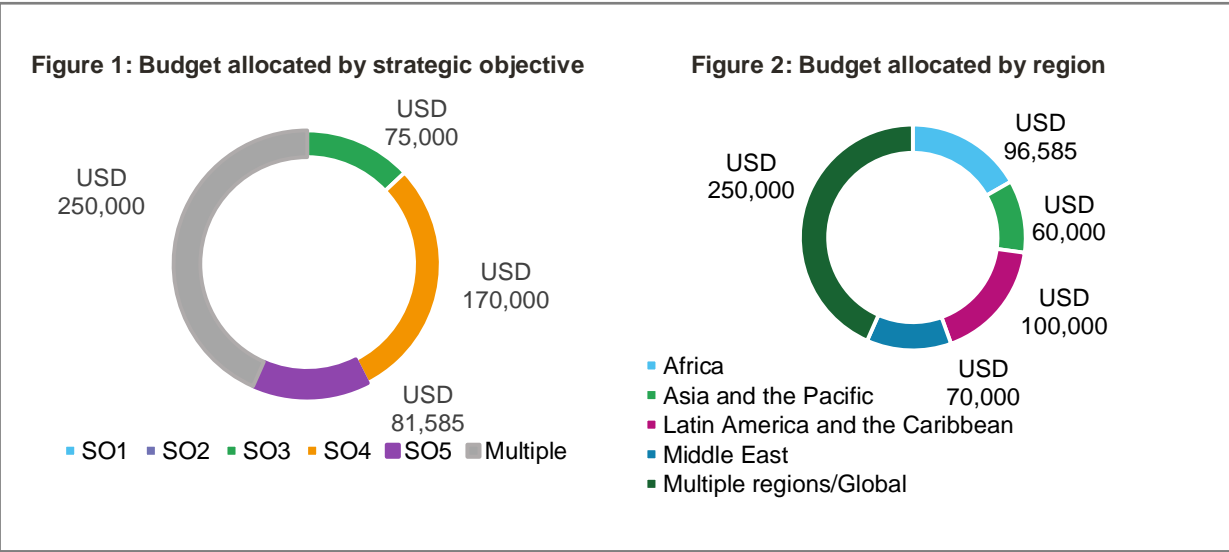
The allocations in Table 1 supported projects aligned with four of the five objectives of the strategic framework. None of the past projects contributed to SO1, Peace. As shown in Figure 1, the largest proportion of funds was allocated to projects with links to multiple strategic objectives (SO), followed by SO4. Taken together, projects funded covered 13 of the 17 Sustainable Development Goals (SDGs 1, 2, 7, 10, not covered).[2] The largest proportion of allocations was made to projects delivered in multiple regions or globally, followed by those for delivery in Latin America and the Caribbean, as shown in Figure 2.

Allocations supported projects related to training (with 2,324 individuals benefitting from training events from the above-mentioned allocations)[3] and non-training outputs. Allocations supporting non training-related outputs include the development of learning platforms, tools and products, and support to policy design and implementation. Examples include the gender roadmap in artisanal mining (Safer Chemicals Management and Gender Main-streaming project in Ethiopia), the early warning dashboard of vector-borne disease outbreaks (Vector-borne Disease Risk Mapping Dashboard-Fiji) and the self-assessment tools for effective guided online learning to strengthen SDG competencies (Strengthening SDGs Competencies in the Digital Age). Figures 3 and 4 show the breakdown of training-related outputs per strategic objective and geographic region.[4]
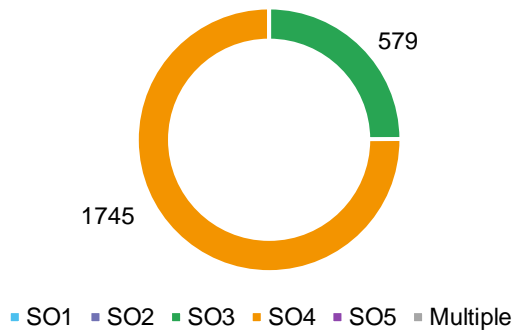
From the 2021 ongoing projects, the Leading Inclusive 4IR: Empowering Women in Afghanistan for the Future of Work through Digital Reskilling targets women as their direct beneficiaries. The objective of the project was to empower and create opportunities for Afghan women, particularly those from the provinces, through building their capacity around digital skills, specifically on building digital products using coding (such as apps) whilst understanding the fundamentals of artificial intelligence and cyber security to protect their digital products. Over 1,000 women were trained, from which 562 obtained a UNITAR certificate.

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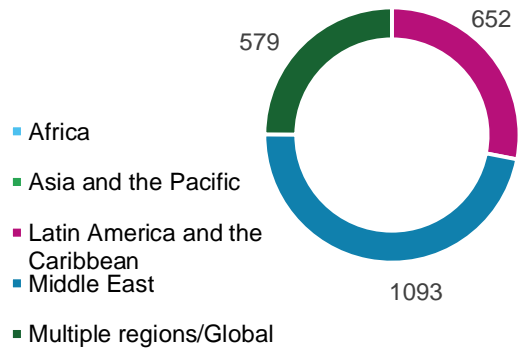

Figure 1: Budget allocated by strategic objective

USD 75,000
USD 250,000
USD 170,000
USD 81,585

SO1 ■ SO2 ■ SO3 ■ SO4 ■ SO5 ■ Multiple

Figure 2: Budget allocated by region

USD 250,000
USD 96,585
USD 60,000
USD 100,000
USD 70,000

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

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[2] See Annex 1 for a complete list of SDGs.
[3] The number of beneficiaries for the training-related projects under SO5 are unknown and, therefore, not included. The project under SO3 "How to be e-waste literate: A citizen's approach to solving the e-waste course" is a live, self-paced, free, ongoing e-course. Beneficiaries from this project will continue to grow over time as a result of the targeted promotion by UNITAR Green Development and Climate Change Programme Unit and the Sustainable Cycles Programme Unit. The statistics for this report were retrieved on 28 October 2022, but actual numbers may differ as more participants enrol in the programme. Finally, implementation of the capacity-building component of the project "Vector-borne disease risk mapping dashboard" will be delivered by the new CIFAL-Fiji, to be inaugurated in 2023.
[4] Footnote 3 applies from Figures 3 to 8.

Figure 3: Beneficiaries by strategic objective

579

1745

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

Figure 4: Beneficiaries by region

652

579

1093

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

Figure 5: Certificates by strategic objective

178

562

■ SO1 ■ SO2 ■ SO3 ■ SO4 ■ SO5 ■ Multiple
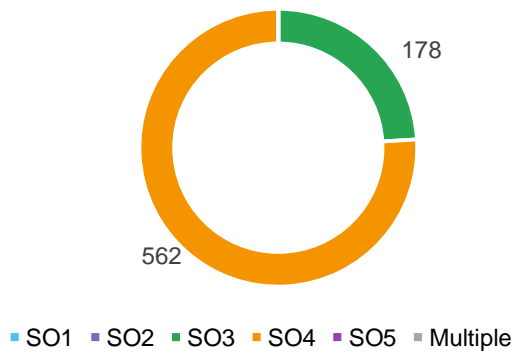
Figure 6 : Certificates by region

178

562

■ Africa
■ Asia and the Pacific
■ Latin America and the Caribbean
■ Middle East
■ Multiple regions/Global
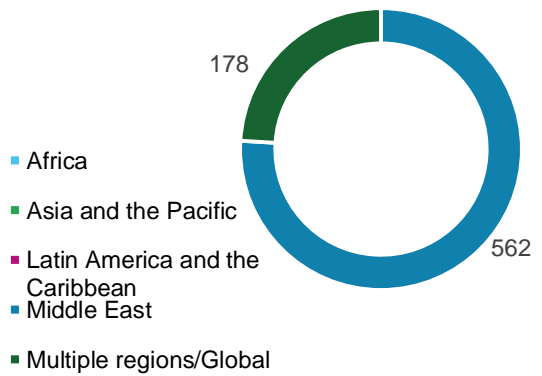
Figure 7: Women beneficiaries by strategic objective

262

1466

■ SO1 ■ SO2 ■ SO3 ■ SO4 ■ SO5 ■ Multiple
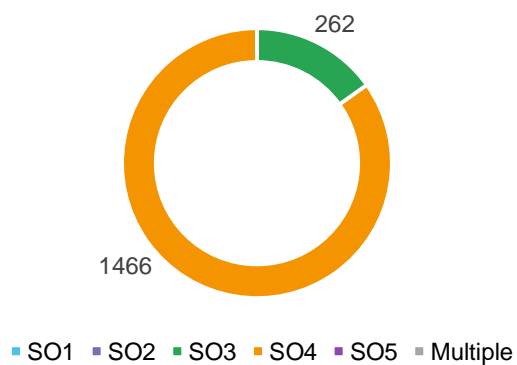
Figure 8: Women beneficiaries by region

262

373

1093

■ Africa
■ Asia and the Pacific
■ Latin America and the Caribbean
■ Middle East
■ Multiple regions/Global
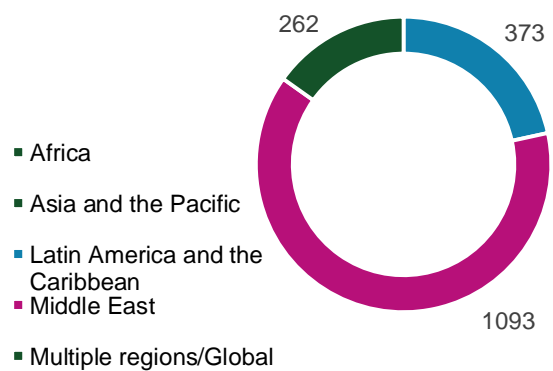
3. Status of projects receiving LNOB Fund allocations from 1 January 2022 to 31 December 2022

During the 2022 reporting cycle, LNOB Fund allocations were awarded to support four projects, with a total of $1,132,035 allocated. As shown in Table 2, two projects contributed to Strategic Objective 5 and two projects contributed to multiple Strategic Objectives. The two projects in progress have a scheduled finalization for June 2023. All four allocations in 2022 were from the Swedish International Development Agency's contribution to the Fund, with projects contributing to nine of the 17 SDGs. The reports are found under Annex 3.

Table 2: List of projects and allocations made in 2022 by donor and report status

Strategic objective	Title of project/activity	Source	Allocation (USD)	Report
SO5: Cross-fertilization	Market Monitoring and Forecasting of Essential Medicines and Supplies: Improving Access to Affordable and Quality-assured Essential Medicines and Supplies *	Sida	411,929	Progress
	UNITAR Collaboration and Innovation Programme	Sida	57,306	Final
Multiple strategic objectives	One UNITAR Gender - Global Learning Lab on Women's Leadership – Empowering Women, Fighting Inequalities	Sida	442,800	Progress
	Leveling the Playing Field	Sida	220,000	Final
Notes and legend	* Cross Divisional/Programme Unit project/activity			

The Executive Director's decision in 2021 that allocations should be awarded to large, cross-divisional and impactful projects, is reflected on three of the above allocations, two of them cross-divisional projects and one with links to upon multiple strategic objectives. The Market Monitoring and Forecasting of Essential Medicines and Supplies project, aligned to SO5, is implemented by three programme units: the UN Satellite Centre (UNOSAT), the Social Development Programme Unit and the Division on Non-communicable Diseases (NCDs), Digital Health and Capacity Building.[5] The One UNITAR Gender project involves all UNITAR Divisions and is coordinated by the Office of the Executive Director (OED). Similarly, the UNITAR Collaboration and Innovation Programme, implemented by the Office of the Executive Director, involved UNITAR staff from all Divisions as beneficiaries of the project.

As shown in Figure 10, two projects target countries in Africa, namely The Gambia, Rwanda and South Sudan, with Rwanda being a targeted country in both cases. While the One UNITAR Gender project will deliver in-person tailored training only for two countries (Rwanda and South Sudan), its implementation is based on current development work of an UNITAR-wide online Global Learning Lab platform to be used by a global audience. The Leveling the Playing Field project is also implemented in multiple regions, targeting least developed countries (LDCs), small island developing States (SIDS), and landlocked developing countries (LLDCs), collectively referred to the countries in special situations. The UNITAR Collaboration and Innovation programme did not have external beneficiaries.

The three projects targeting external beneficiaries support training and broader capacity developmental outcomes. The number of targeted beneficiaries from the One UNITAR Gender and Levelling the Playing Field projects is illustrated in Figures 11 and 12. The training-related activities from the Market Monitoring and Forecasting of Essential Medicines and Supplies project have not yet taken place at the time of this reporting exercise and the planned beneficiaries to be reached are expressed as a range between 80 and 160 (for which the numbers are not reflected in the report). The number of final beneficiaries for this project will be defined and disclosed in the subsequent reporting activities.

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[5] At the time of allocation, the Secretariat of The Defeat-NCD Partnership.

Figure 9: Budget allocated by strategic objective

USD
662,800

USD
469,235

■SO1 ■SO2 ■SO3 ■SO4 ■SO5 ■Multiple

Figure 10: Budget allocated by region

USD
220,000

USD
854,729

■ Africa ■ Multiple regions/Global
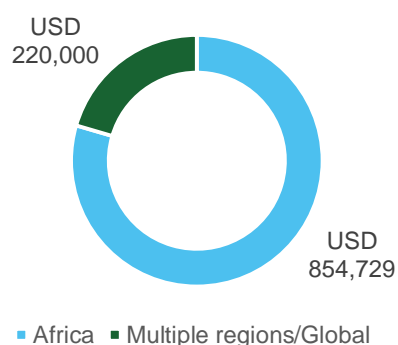
Figure 11: Beneficiaries by strategic objective

1926

■ Multiple
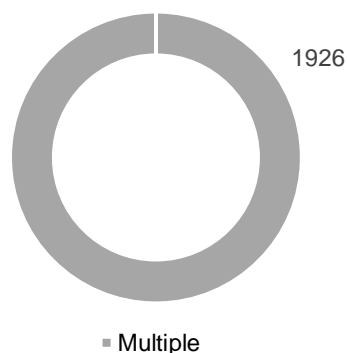
Figure 12: Beneficiaries by region

50

1876

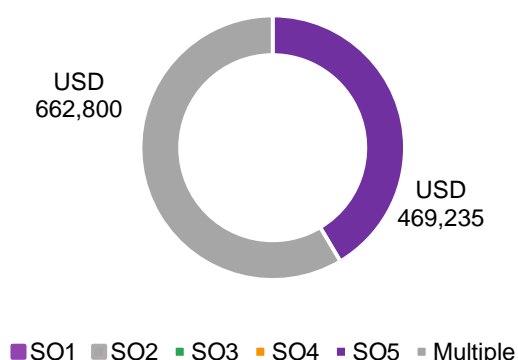■ Africa ■ Multiple regions/Global
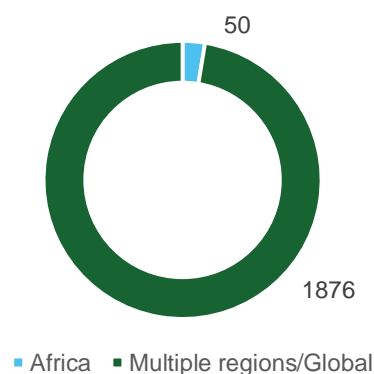
3.1 Highlights by Strategic Objective

SO5: Cross-fertilizing knowledge and expertise

Promote the indivisible and integrated nature of the 2030 Agenda

Training delivered	1 event	Number of participants	95 (internal)
Training undelivered	2 events	Certificates	48 (internal)
SDG links	3 (targets 3.4 and 3.8)		

One cross-divisional project received an allocation to support Strategic Objective 5. It aims to leverage data collection, analysis, and market monitoring to support The Gambia and Rwanda in ensuring

continuous access to quality-assured, affordable essential medicines and supplies to combat non-communicable diseases where required. While the project has training and other development outcomes, at the end of 2022, the awareness and training components had not taken place yet. Delays in project implementation were related to establishing a good pace of communication with governments and the acquisition of existing data and information on current data management practices.

The second project managed by OED and implemented internally also received allocation to support this Strategic Objective. The UNITAR-internal Collaboration and Innovation Programme used an action-learning methodology for problem-solving, development of prototypes and adapting solutions so they could be proposed for implementation at UNITAR. It helped UNITAR personnel to build competencies from the Inner Development Goals, including self-awareness, deep listening, ability to have challenging conversations, building trusting relationships, collaboration, long-term orientation, and the skill to take an innovation to action. As a result, UNITAR personnel declared having increased their leadership and risk mitigation skills and increased innovation.

Projects Under Multiple Strategic Objectives

Training delivered	16	Number of participants	1,876
Training undelivered	2 (one per pilot country)	Certificates	1,876
SDG links	4, 5, 8, 13, 14, 15, 16, 17.		

The One UNITAR Gender project, crosscutting all UNITAR Strategic Objectives, was allocated funding for implementation between 12 July 2022 and 31 December 2023, although this was to be advanced to June 2023. At the end of 2022, the project's in-person training has not been delivered. The two trainings are planned to be delivered between April and June 2023 after a local gender expert is recruited for curriculum design and training in targeted countries.

The Leveling the Playing Field project delivered 16 training events in 2022, supporting diplomats from the LDCs, SIDS and LLDCs based in New York and beyond to develop the necessary knowledge and skills to participate in the multilateral environment.

3.2 Implementing Partners

One small scale grant to an implementing partner (from a 2021 allocation) was still open in 2022. Table 3 presents the status of this grant, which was closed in October 2022.

Table 3: Grants to implementing partners

Strategic Objective	Year	Project	Implementing Partner	Grant award	Grant status 2021	Grant status 2022
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 (Approximately $5,100)	Open	Closed

4. Independent Evaluation

In accordance with its Governing Principles, the Fund underwent an independent evaluation in 2021. The evaluation report issued seven recommendations to inform the Fund'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 Kirkpatrick 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 Fund's donor base. One year after the issuance of the evaluation, four of the seven recommendations have been implemented, and the remaining three are under implementation.

Following the recommendations from the independent evaluation, allocations for 2023 are planned to target LDCs and countries in distress with a focus on groups made vulnerable within those countries and a strict criterion to fund projects is cross-divisional collaboration. Similarly, all project proposals for the 2023 allocation have a blended format, allowing participants to join the activities according to their needs and resources. The details of the follow up actions are provided in Annex 4.

5. Visibility and Transparency

In 2020, UNITAR developed a dedicated page on its website to provide visibility to donor partners and transparency on narrative and financial reporting. Narrative and financial reports, the report of the independent evaluation, impact stories, and donors are showcased on this page.

6. Efforts to Mobilize Additional Donor Support

Success of the Fund is dependent on mobilizing additional support to enable UNITAR to scale its actions to such a level to produce meaningful impacts and contribute to wider efforts of the United Nations in supporting Member States in achieving the SDGs. In 2022, UNITAR continued to reach out to donors through different channels, including the Board of Trustees and the 2022 Meeting of the UNITAR Group of Friends. While the security and humanitarian situation with the war in Ukraine has impacted support to the Fund and resulted in the deferment of a scheduled contribution, UNITAR is optimistic that it will be able to re-establish support from past donors and is hopeful that 2023 will result in broader support to the Fund.

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: Implementation of recommendations from the Independent Evaluation
Annex 5: List of Directors/Managers/Focal Points overseeing design and implementation of funded projects
Annex 6: 2022-2025 strategic framework

About the Leave No One Behind Fund (LNOB Fund)

Established by the UNITAR Board of Trustees in November 2019, the Leave No One Behind (initially called the Strategic Framework Fund) is a flexible, pooled funding instrument intended to help UNITAR deliver on its mandate and achieve the objectives of the strategic framework in accordance with the principles of leaving no one behind and reaching the furthest first of the 2030 Agenda for Sustainable Development.

The LNOB Fund focuses on meeting learning and broader capacity development needs of individuals, organizations and institutions from the least developed countries, the landlocked developing countries, the small island developing States, countries in Africa and countries in and emerging from conflict (collectively referred as the countries in special situations). The LNOB Fund also targets the needs of groups made vulnerable, including women and girls, children and persons with disabilities.

The 2019 and 2021 Reports of the Secretary-General on UNITAR (E/2019/81 and E/2021/49) and Economic and Social Council resolutions E/RES/2019/13 and E/RES/2021/16 appeal to Member States and other stakeholders to make voluntary contributions to the Fund. Efforts are underway to promote the Fund through various channels, including the Geneva-based Friends of UNITAR, with expressions of interest received from different donors.

The administration of the LNOB Fund is led by the Office of the Executive Director. Decisions on allocations 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 Division for Strategic Planning and Performance (Planning, Performance Monitoring and Evaluation Unit) on the basis of Programme Unit submissions. The LNOB Fund is subject to an independent evaluation every two years, with the first exercise undertaken in October 2021.

UNITAR is grateful to its donors contributing to the LNOB Fund and the importance attached to flexible funding in order to meet the needs of those furthest behind.

Present Donors

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 from 2020-2021 allocations

Strategic Objective 3

Strategic Framework Fund

Project Narrative Report Summary

Project title	How to be E-Waste Literate: A citizen's approach to solving the e-waste course
Divisions/Units	Green Development and Climate Change Programme Unit, Division for Planet
Allocation amount	75,000 USD
SFF funding source	SIDA 2020/2021
Other funding: ☐ Yes	
☒ No	
Project period	5 October 2020 – 14 October 2022
Report: ☒ Progress	**Period covered:**
☒ Final	5 October 2020 – 14 October 2022

Project objective	The course is targeting primarily consumers. It aims 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. Ultimately the course aims to create change agents able to take action and promote the sustainable tackling of e-waste.
	This is a live, self-paced, free, ongoing e-course. Beneficiaries will continue to grow over time as a result of targeted promotion by UNITAR GCP & Sustainable Cycles programme units.
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	
		As of 28 October. This is an ongoing course, so beneficiaries will continue to grow over time.			
	Global outreach	Female	262	Disability #	10
		Male	307	Other vulnerable #	
		Other	4	Completion #	
		Not disclosed	6	Certification #	178
	Attach list if more	Total	579		

| Concise summary of results achieved, **including how results contributed to helping UNITAR achieve its strategic objectives** | Expected results: Consumers are the most neglected stakeholder group regarding information and resources on e-waste, yet they most often do not understand or know what to do about e-waste. This course aims to correct this gap and improve the understanding and abilities of consumers to take action to tackle e-waste. At the end of the course, learners will be able to:
- Explain, what electronic waste is, and what its impact on the environment and human health is.
- Describe the role companies and consumers in reducing e-waste generation through the adoption of circular practices.
- Identify ways to use consumer power to influence governments and brands to enable a wider participation of consumers in the circular economy, as well as the sustainability design and production of electronic products.
- Involve families, communities, local government representatives to act and minimise e-waste

Link to UNITAR strategic objectives: Sustainable e-waste management will contribute to "halting natural resource depletion, reducing the impacts of hazardous chemicals on human health and the environment and combating the adverse impacts of climate change" (UNITAR Strategic Framework, p.9) |
|---|---|

Describe project effect on direct beneficiary/ beneficiaries	The course should enable learners to adopt changes in behaviour in direction identifying e-waste collection and recycling facilities in their area, utilizing the value within old and/or broken e-products at home (reuse, share, borrow, swap e-products, etc); organising joint petitions to local governments demanding better e-waste management practices; participating in repair cafes and other grass-root organisations making it possible to extend the lifetime of favourite products. Young adults and kids are an important learners group for the course - they are motivated, forward-looking, and important change agents in their family and communities, so the training can be designed in a way that appeals to both young adults and adults
Describe project effects on groups made vulnerable e.g. women, children, disabled, indigenous peoples, if applicable	E-waste often leads to contamination of soil and water and affect predominantly poor communities. Poor, vulnerable people are more likely to be engaged in unsustainable management / recycling of e-waste. Poor and vulnerable people are also more often engaged in the unsustainable resource extraction practices to produce resources for new electronic devices. Increased awareness and improvement of e-waste management will have health, economic and environmental benefits for everyone, but especially so for poor and vulnerable people.
Describe implementation challenges, including COVID-19-related challenges, and mitigation efforts	Delays due to COVID-19 inflicted delays in implementing the project, at several stages of the course assessment, design, and development. Focal point in SCYCLE team was changed in January 2021 and had to be replaced.
If <u>progress report</u>, describe planned activities to bring project to closure	List of sub-activities completed: 1. Complete stakeholder mappings 2. Complete learning needs assessment and background research 3. Develop course syllabus 4. Develop course materials 5. Implement course on e-learning platform 6. Develop communication materials 7. Conduct course promotion
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 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.	Some progress. This is a live, self-paced, free, ongoing e-course. Beneficiaries will continue to grow over time as a result of targeted promotion by UNITAR GCP & Sustainable Cycles programme units.	Course has been launched on 14 October 2022, so there is not yet a critical mass of learners registered and certified from the course. Beneficieries will continue to grow over time as a result of targeted promotion by UNITAR GCP & Sustainable Cycles programme units.
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		Course «How to prevent e-waste » has been made avaiable on the UN :CC eLearn platfrom.	
Output 1.1. Stakeholder mapping, including private companies, consumer, or industry groups, to provide input for the course and help course promotion.	Mapping report	Outreach and buy-in from e-companies and stakeholder groups achieved.	Mapping of key stakeholders completed with support from SCYCLE team.	
	Input from stakeholders	Information, case studies and experts made available to support the course development	Reports and other materials provided by the SCYCLE team for GCP to use in the course Development.	
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	Course syllabus developed.	
Output 1.3. Course promotion and communication	Communication plan and materials	Large-scale promotion by companies and other stakeholders realized.	Large media campaign around international e-waste day conducted in collaboration with the WEEE	

			Forum and ITU (potential impressions of over 5 billion people). Additional targeted promotion planned to companies and relevant stakeholder. Interest from German schools to use the course for children education.	
Add rows as needed				
Major activities		**Dates implemented**	**Scheduled to be implemented**	**Comments**
Complete stakeholder mapping		Completed	31 May 2021	
Complete learning needs assessment and background research		Completed	31 July 2021	
Develop course syllabus		Completed	31 July 2021	
Develop course materials		Completed	31 June 2022	
Implement course on e-learning platform		Completed	31 August 2022	
Develop communication materials		Completed	01 October 2022	
Conduct course promotion		Completed	14 October 2022	
Add rows as needed				

Annex 2

Individual Project Narrative Reports from 2020-2021 allocations

Strategic Objective 4

Strategic Framework Fund

Project Narrative Report Summary

Project title	Leading Inclusive 4IR: Empowering Women in Afghanistan for the Future of Work through Digital Reskilling
Divisions/Units	Hiroshima Office Public Finance and Trade Programme
Allocation amount	$70,000
SFF funding source	SIDA 2020/21
Other funding: ☐ Yes ☒ No	
Project period	September 2020 - June 2022
Report: ☐ Progress ☒ Final	Period covered: September 2020 – June 2022

Project objective	This targeted online programme was aimed at empowering and creating opportunities for Afghan women, particularly those from the provinces, through building their capacity around 4th Industrial Revolution digital skills. They were trained on building digital products using coding (such as apps) whilst understanding the fundamentals of artificial intelligence and cyber security to protect their digital products. Additionally, the participants were also trained on addressing the identified needs around gender and the SDGs that can be used in Afghanistan and globally.				
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	1093	Disability #	
		Male		Other vulnerable #	
		Other		Completion #	
		Not disclosed		Certification #	562
	Attach list if more	Total			
Concise summary of results achieved, including how results contributed to helping UNITAR achieve its strategic objectives	On average, 95% of the participants agreed or strongly agreed that the information presented in the course was new to them. Similarly, 96% indicated they are likely to use the skills acquired. On average, 97% indicated that their knowledge on digital literacy had increased and 95% said that their knowledge of application development had increased. On average, 94% indicated that their knowledge on cyber security and artificial intelligence had increased. Significant impact was made in the fundamentals of programming and coding, which saw a high increase in level of skills and knowledge, from 43% to 92%. Knowledge on cybersecurity and artificial intelligence also grew from 43% to 94%, while knowledge on application development grew from 49% to 95%.				
Describe project effect on direct beneficiary/ beneficiaries	The total participants for the programme were 1,093 Afghan women who successfully joined the programme, with 562 Afghan women participants gaining certificates at time of completion, and 148 Afghan women participants participating in the hackathon. Participants indicated in feedback forms their confidence in designing digital solutions while many also indicated their desire to train their friends and family on the knowledge gained during the programme. The hackathons motivated the participants further to continue working with their peers after the end of the programme, with many finding like-minded partners in their respective cohorts. That 100% participants indicated they would recommend the course to				

	people they know is deeply motivating to continue building similar programmes in the country.
Describe project effects on groups made vulnerable e.g. women, children, disabled, indigenous peoples, if applicable	The project trained 1093 Afghan women, with 424 Afghan women participants gaining certificates at time of completion, and 148 Afghan women participants participating in the hackathon. There was particular focus on those located in the rural provinces, from various sectors including public, private, and civil society, who had been affected by COVID-19 and were committed to promoting gender equality and upskilling and reskilling themselves by learning new 4th Industrial Revolution-related digital skillsets.

The programme overall was well received with the hackathons motivating the participants further to continue working with their peers after the end of the programme, with many finding like-minded people in their respective cohorts. That 100% participants indicated they would recommend the course other women is indicative of the need for more programmes focussing on capacity building of local Afghan women. |
| **Describe implementation challenges, including COVID-19-related challenges, and mitigation efforts** | There were two main challenges faced during the programme, the medical crisis of the COVID-19 outbreak and the political crisis with the change in national government, which led the programme to be paused for a few months for the region to regain stability and be safe for women to participate in training programme.

Participants faced multiple obstacles due to these two key challenges with the programme needing to extend the assignment submission deadlines, provide longer time for completion of the EdApp courses whilst also supporting them through emails for the challenges they were facing. Many coaches and participants from the second cohort which was in implementation stage when the political crisis took place, had to leave the country and were unable to be contacted when we re-launched the second cohort in January 2022. The programme had a group of identified coaches who were onboarded to help with all four programme cohorts, but many had to leave for safety during the political crisis and we were unable to successfully contact them once we resumed programme implementation in January 2022.

Data connectivity was greatly impacted during the political crisis and remains to still be in a dire state, leading to participants dropping off course mid-training. Overall, COVID-19 and political crisis both created a vast communication challenge which we were able to resolve by launching programme application for a longer duration, use their contact information shared during application submission to make direct calls to remind them about deadlines and assignment submission so they do not miss completing the programme though all details were available on EdApp and sent to them weekly via email as well. |
| **If progress report, describe planned activities to bring project to closure** | |
| **Directions:** Please complete as concisely as possible. For final reports, this page should be used as the cover page, with more a more elaborate narrative attached. For progress reports, this cover page may suffice. For both progress and final reports, an updated log frame or results framework should be attached, with actual performance and reasons for variance. See attachment. | |

Attachments:

- Project Completion Narrative Report
- Log frame / results framework

Project Completion Report

Project title: Leading Inclusive 4IR: Empowering Women in Afghanistan for the Future of Work through Digital Reskilling

Project period: From 1 November 2020 to 30 June 2022

Link to Agenda 2030:   4, 5, 8

Link to UNITAR PB: SO4

Expected outcome(s):

•   Empowered Afghan women develop 4IR digital solutions to address local needs through social enterprises

Outputs:

- Activity 1: Three month online training and engagement, learning 4IR digital programming and coding skills for 1,000 Afghan women
- Activity 2: Three-month online training and coaching, around IT/Ops, Cybersecurity, implementation, gender empowerment, social accountability and women's leadership
- Activity 3: Five online webinars with thematic and regional experts
- Activity 4: Networking and coaching platform
- Activity 5: Lessons Learned and Next Steps

Major activities:

- Project Development and Implementation
- Content Development
- Beneficiary Selection, Training and Mentoring
- Programme Evaluation

Partners supporting the programme:

- EdApp (online training infrastructure)

1. Objectives

This targeted online programme was aimed at empowering and creating opportunities for Afghan women, particularly those from the provinces, through building their capacity around 4th Industrial Revolution digital skills. They were trained on building digital products using coding (such as apps) whilst understanding the fundamentals of artificial intelligence and cyber security to protect their digital products. Additionally, the participants were also trained on addressing the identified needs around gender and the SDGs that can be used in Afghanistan and globally.

Combined with gender, social accountability and leadership-focused training and coaching, with hackathons at culmination of the cohorts, the Afghan female participants have been trained and have successfully presented during hackathon, indicating that they now have the skills and confidence to develop their ideas using the digital skills imparted during the programme and use them effectively in their communities to empower others and address such key issues.

The supporting network including public, private and civil society organizations provided contextualised coaching and mentoring, which helped in creating an on-going community and framework for engaging women in the future of work in Afghanistan.

2. Project Implementation – Challenges Faced and Overcome

There were two main challenges faced during the programme, the medical crisis of the COVID-19 outbreak and the political crisis with the change in national government, which led the programme to be paused for a few months for the region to regain stability and be safe for women to participate in training programme.

Participants faced multiple obstacles due to these two key challenges with the programme needing to extend the assignment submission deadlines, provide longer time for completion of the EdApp courses whilst also supporting them through emails for the challenges thy were facing. Many coaches and participants from the second cohort which was in implementation stage when the political crisis took place, had to leave the country and were unable to be contacted when we re-launched the second cohort in January 2022. The programme had a group of identified coaches who were onboarded to help with all four programme cohorts, but many had to leave for safety during the political crisis and we were unable to successfully contact them once we resumed programme implementation in January 2022.

Data connectivity was greatly impacted during the political crisis and remains to still be in a dire state, leading to participants dropping off course mid-training. We were able to resolve this issue by onboarding those participants who were unable to complete their existing cohort to the next upcoming cohort with them starting the new cohort programme from the week they had to discontinue from. Those participants who were able to successfully complete all online courses and submit their final assignment, were eligible for the hackathon.

The hackathon was created with the aim to provide participants an opportunity to put into practice all the knowledge gained from the online programme while also gaining additional skills of teamwork and presentation. The initial plan was to have a hackathon at the end of each cohort, which was successful for the first cohort but after the political crisis, there were many who were unable to join the second cohort, so we revised the plan and included hackathon at the end of the final cohort which was eligible to all participants from the second, third, and fourth cohorts who had successfully completed the online courses on EdApp and submitted their final assignment which they had gained passing credits in.

Overall, COVID-19 and political crisis both created a vast communication challenge which we were able to resolve by launching programme application for a longer duration, use their contact information shared during application submission to make direct calls to remind them about deadlines and assignment submission so they do not miss completing the programme though all details were available on EdApp and sent to them weekly via email as well.

3. Results and Impact on Beneficiaries

The total participants for the programme were 1,093 Afghan women who successfully joined the programme, with 562 Afghan women participants gaining certificates at time of completion, and 148 Afghan women participants participating in the hackathon.

On average, 95% of the participants agreed or strongly agreed that the information presented in the course was new to them. Similarly, 96% indicated they are likely to use the skills acquired. On average, 97% indicated that their knowledge on digital literacy had increased and 95% said that their knowledge of application development had increased. On average, 94% indicated that their knowledge on cyber security and artificial intelligence had increased.

The results show that 91% of the participants agreed with the statement on the effectiveness of the lessons on EdApp platform and usefulness of assessments and assignments, with 91% indicating that the integrated quizzes helped them understand the lessons. These results encourage us to continue exploring a blended learning methodology with micro e-learning.

On the other hand, 82% of the respondents rated the effectiveness of course mentors in terms of summarizing discussions and presentations while 88% of participants indicated the effectiveness of the combination of self-learning with assessments and online discussions in terms of facilitating knowledge-sharing, suggesting the need to further strengthen the discussion forum – such as by adding more structured questions and making it a part of participants' weekly tasks to provide comments, thereby facilitating peer interaction.

Significant progress was made in the fundamentals of programming and coding, , which saw a high increase in level of skills and knowledge, from 43% to 92%. Knowledge on cybersecurity and artificial intelligence also grew from 43% to 94%, while knowledge on application development grew from 49% to 95%. The fact that 100% participants indicated that they would recommend the course to people they know is deeply motivating to continue building similar programmes in the country.

4. Lessons Learned & Next Steps

The programme showed that **building women's capacity and knowledge on 4IR by providing digital upskilling/reskilling is of great relevance** and UNITAR should continue working in this area. Many participants put their knowledge to use in response to the COVID-19 outbreak, which is creating major public health issues and raising the urgency for financial empowerment.

Interest in the course has grown exponentially. The programme's appeal lies in the cross-cutting nature between digital literacy, digital upskilling, and developing a sense of confidence in adapting digital solutions to the problems participants face in their communities and region. Announcing the programme through social media and by word of mouth led to UNITAR receiving more than 1,300 applications. Participants who joined the 2021-2022 cycle expressed interest in continuing the programme and having more cohorts in the coming years. Expanding the course or creating new content will require us to explore new funding modalities or donor partnerships.

The diversity of partnerships and contributors significantly enriched the content of the course. We **included Afghanistan-focused content and had Afghan experts within Afghanistan and also from around the world alongside international experts share their knowledge** in our webinars.

Artificial intelligence and app development are of great interest to the participants with the lessons on artificial intelligence, especially the focus on rights and duties and relevant case studies, being well received by the participants.

Technical and connectivity fragility, including the cost of internet, continues to be a challenge where some participants were located.in rural provinces of Afghanistan. While EdApp as a mobile-first platform with offline access was appreciated as a learning tool, UNITAR is inclined to further develop easy and lower-bandwidth materials and tools.

The **hackathon**, which gave participants an opportunity to present to a panel and peers in real-time, was well received. Many participants appreciated the opportunity to put into action what they had learned and use the shared group knowledge in designing solutions.

The participants' robust participation and feedback to the programme overall is a strong indicator of the participants' desire to widen their understanding and spend more time learning new skills and knowledge, as they see it having a high influence in empowering their work and future endeavours. Partnerships play an integral role in realizing this need for more programmes that can train higher number of women and youth of Afghanistan. UNITAR's Division for Prosperity is actively engaging partners from across diverse sectors to create a sustainable financial support system that will allow for more programmes like the one completed to impact more women and youth of Afghanistan.

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	562	Objectives achieved
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	414	Objectives achieved
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%	81%	Objectives achieved
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%	81%	Objectives achieved
Output 1.3. Five webinars with experts [Activity 3]	Percentage of participants who have indicated having achieved the learning objectives mostly or fully.	75%	85%	Objectives achieved
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%	93%	Objectives achieved
Output 1.5. Lessons Learned and Next Steps [Activity 5]	Partnerships evaluated, lessons learned and Next Steps Evaluated			The programme showed that building women's capacity and knowledge on 4IR by providing digital upskilling/reskilling is of great relevance and UNITAR should continue working in this area. Interest in the course has grown exponentially. The programme's appeal lies in the cross-cutting nature between digital

			literacy, digital upskilling, and developing a sense of confidence in adapting digital solutions to the problems participants face in their communities and region.
Add rows as needed			

Major activities	Dates implemented	Scheduled to be implemented	Comments
SFF request submitted for approval	September 2020		
SFF approved, funding received	October 2020		
Project & Content Development		November2020- March 2021	
Project Implementation (Activities 1, 2, 3, 4, 5)		March 2021 – June 2022	Programme was paused due to political crisis in August 2021 which was given an extension till June 2022. Programme Implementation was resumed from January 2022.
Review and Reporting		November 2021	
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	Division for Prosperity and Planet / Public Finance and Trade + Chemicals and Waste Management units
Allocation amount	$100,000
SFF funding source	SIDA
Other funding: ☐ Yes ☒ No	In-kind support from OECD – time and expertise
Project period	1 January 2022 to 30 March 2022
Report: ☐ Progress ☒ Final	**Period covered:** 1 January 2022 to 30 March 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	SDG 3, 6, 8, 11, 12 and 17

Country and beneficiary metrics	Targeted countries:	Participants		Other metrics	
	LATAM, with a focus on OECD accession candidates- Argentina, Brazil, Peru	Female	373	Disability #	
		Male	274	Other vulnerable #	
		Other		Completion #	
		Not disclosed	5	Certification #	
	Attach list if more	Total	*652*		

| Concise summary of results achieved, **including how results contributed to helping UNITAR achieve its strategic objectives** | The current practices to manage Chemicals in countries poses a series of challenges. Chemicals Management is conducted by different entities which creates difficulties in communicating across agencies. The training will address both the safety and regulatory components of Chemicals as well as the trade, environmental, and economic dimensions. The trade dimension of sound chemicals management will help countries to achieve inclusive and sustainable economic growth.

An initial report was developed to identify the current situation, trends, gaps and opportunities in the LATAM region in relation to chemicals and trade, with a focus on industrial and consumer chemicals and PRTRs. The report was built on relevant literature and interviews with government and industry representatives from Brazil, Chile, Colombia, Costa Rica, Peru, as well as other stakeholders from the region.

Based on the findings of the research, OECD instruments and experience of the team members, the training modules and draft masterplans were designed.

Training took place during 4 sessions of three hours each, between February 15th and 25th. 652 participants from 31 countries, mainly from LATAM region, attended the sessions and all materials were shared through a drive. In terms of sectorial |

	distribution of attendees, 55% were from industry, 20% from government, 15% from consulting firms, 6% from academia, 2% from NGOs and 2% from IGOs. Training and masterplans are expected to encourage the target countries in the LAC region to take decisive steps in a systematic manner to address SMCW, and be in a position to join the OECD where this has been indicated as a priority. An interesting coincidence, which will add impact to the project is that on 25 January 2022 the OECD invited Argentina (95 participants), Brazil (76 participants) and Peru (16 participants) to initiate the accession process[1]. Chile and Costa Rica shared their experiences during the training as countries in the region that are already part of the OECD, to foster south-south cooperation. The initial report captured early action and good practices by governments, industry, academia and civil society to implement sound management of chemicals/trade in chemicals in line with OECD principles and international chemicals and waste agreements. The training and masterplans identified key determinants for the effective integrated implementation of OECD principles and sound management of chemicals/trade in chemicals in the context of national and sectoral development planning (e.g. governance, economic drivers, integrated financing). Training and masterplans facilitated policy benchmarking and the exchange of good practices between LAC countries. A survey was conducted during the training that identified interest in and opportunities for capacity development, partnerships and further action. The creation of a working group at the regional level to work on PRTRs was one of the preferred options. As a result of the fruitful cooperation between the OECD and UNITAR, the two organisations have developed a programme; "the OECD-UNITAR capacity building programme on alignment with OECD standards for chemicals management". This will further support the achievement of UNITAR's strategic objectives.
Describe project effect on direct beneficiary/ beneficiaries	The training will strengthen the beneficiaries' capacity to address both the safety and regulatory components of chemicals as well as the trade, environmental, and economic dimensions. Through these trainings and implementation tools, times and costs are expected to be reduced, for governments and industry. The masterplans developed for industrial and consumer chemicals management and PRTR will facilitate bringing the countries closer to the OECD standards for those non-OECD members. Fostering regulatory cooperation will prevent barriers to trade and create efficiencies for all stakeholders involver. The use of masterplans to design national action plans would attract potential donors.
Describe project effects on groups made vulnerable e.g. women, children, disabled, indigenous peoples, if applicable	No direct effects, as the project focused on government and private sector entities. Nonetheless, improved management of chemicals and access to information will have significant knock-on effects that bring positive outcomes to vulnerable groups.
Describe implementation	The project initially anticipated proactive engagement from the Argentinean, Brazilian and Peruvian (to a lesser extent) Governments. However, this was not

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[1] https://www.oecd.org/newsroom/oecd-takes-first-step-in-accession-discussions-with-argentina-brazil-bulgaria-croatia-peru-and-romania.htm

challenges, including COVID-19-related challenges, and mitigation efforts	possible. To balance this, efforts were made to study the current situation and priorities of multiple countries in the region (not just the three), and develop masterplan templates and training modules that were applicable across the region. The target countries still agreed with the identified priorities and have been encouraged to fill out the masterplans, in order to aid their planning for accession.
If <u>progress report</u>, describe planned activities to bring project to closure	

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

Results

Intended impact	Indicator(s)	Performance (target)	Performance (actual)	Reasons for Variance
Impact: Increased national and regional capacity to manage chemicals as per the OECD requirements facilitates bringing countries closer to the OECD standards in 3 LAC countries and fosters enhanced trading practices	Master plans to bring countries closer to the OECD standards available Training package delivered for trade stakeholders	Capacities built in participating non-OECD countries Dialogues initiated and a training package to introduce trade practitioners to the importance of sound chemicals management	*Templates for master plans and training packages delivered to 652 participants from 31 countries, among them, participating non-OECD countries.* Training packages introduced trade practitioners to the importance of sound chemicals management	Masterplan templates are available to countries, and requests have been made to complete them. However, the level of engagement with the 3 target countries was not as high as anticipated, so masterplan documents may not be completed during the project timeframe.
Outcomes & outputs				
Outcome 1. Efficient information sharing and coordination across sectors	Joint statements; record of activities in the website forum	National plan for industrial chemical management and bringing countries closer to the OECD standards coordinated among key sectors	Masterplan templates for industrial chemical management and PRTRs with a view to covering key *sectors and stakeholders involved in chemical management.*	No variance
Output 1.1. Training packages on legislation, illegal trade of chemicals, standards and industrial chemicals	Training packages	Upgrading presentation of training materials	*Training packages prepared and delivered to 652 participants from 31 countries*	No variance
Outcome 2. Existing materials revised and updated	Publication of resource materials on the web	Materials formatted and presented using the most up-to-date multimedia technologies	*All materials presented were uploaded to a Drive for the access of participants.*	No variance
Output 2.1. Training webinars and workshop report	Training report	Countries trained on chemicals management requirements and able to accelerate bringing them closer to the OECD standards	Countries trained on chemicals management requirements and able to accelerate bringing them closer to the OECD standards	No variance

Outcome 3. Sectors in countries trained on chemicals management with a special focus on industrial and consumer chemicals and able to prepare realistic master plans to bring countries closer to the OECD standards	Updated master plan for bringing countries closer to the OECD standard	Adequate sectoral understanding of chemicals management facilitates the development of master plan to bring countries closer to the OECD standards	Adequate sectoral understanding of chemicals management facilitates the development of master plan to bring countries closer to the OECD standards Masterplan templates are available	No variance
Output 3.1. Updated master plans for bringing countries closer to the OECD standards	Updated master plans for bringing countries closer to the OECD standards	Realistic and updated plans on bringing countries closer to the OECD standards	Realistic and updated plans on bringing countries closer to the OECD standards Masterplan templates are available	No variance
Outcome 4. Good practices identified and disseminated	Report on good practices available	Good practices identified and made available in the UNITAR website on C&W in the LAC region	Gaps and opportunities document was produced. The training also includes suggestions, and the training sessions had case studies from Costa Rica and Chile. Recordings and materials were made available to stakeholders.	No variance
Output 4.1. Updated master plans for bringing countries closer to the OECD standards	Updated master plans for bringing countries closer to the OECD standards	Realistic and updated plans on bringing countries closer to the OECD standards	Realistic and updated masterplan templates bringing countries closer to the OECD standards are available	No variance
Outcome 5. Greater appreciation by trade practitioners on the role of trade in strengthening management of chemicals and in fostering economic growth and innovation	Policy recommendations are developed	Adequate sectoral understanding of trade and chemicals management facilitates sustainable economic development	A trade expert was engaged in the project, to elaborate on the main links between chemicals and waste, trade, and OECD standards. These elements were included in all the produced materials. In addition, UNITAR colleagues presented the project to a WTO roundtable in the LatAm region to increase links with the trade sector.	No variance

Output 5.1. Training package in enhancing the role of trade in strengthening management of chemicals and in fostering economic growth and innovation	Delivered as an online course to the beneficially countries	Online course content developed	Trade-related elements included in the developed materials. PRTRs, and industrial and consumer chemicals were also selected for prioritization given the significant links to trade	No variance
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		Completed	Priority topics of industrial and consumer chemicals, and PRTRs. These were completed in Feb 2022	No variance
Organization of national online training webinars and regional online workshop		Completed	National engagement from selected countries was not as strong as anticipated. Regional workshops and efforts were planned instead, completed in March 2022	No variance
Add rows as needed				

Annex 2

Individual Project Narrative Reports from 2020-2021 allocations

Multiple Objectives

Strategic Framework Fund

Project Narrative Report Summary

Project title	Vector-borne disease risk mapping dashboard
Divisions/Units	**SDP / Division for People and Social Inclusion and UNOSAT**
Allocation amount	**$60,000**
SFF funding source	**Sida**
Other funding: ☐ Yes ☒ No	
Project period	**October 2020 – Apil 2021**
Report: ☒ Progress ☐ Final	**Period covered: October 2020- February 2021**

Project objective	Create a dashboard for the early warning of vector-borne disease outbreaks in Fiji.
Link to strategic framework objective(s)	SO2.1 Promote people's well-being, including the protection and empowerment of groups that have been marginalized and are vulnerable 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 3 Target 3.3, 3D

Country and beneficiary metrics	Targeted countries:		Participants		Other metrics	
	Fiji		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	UNOSAT personnel in Fiji has contracted the Ministry of Health who has shown interest in the project. Internal meetings between SDP and UNOSAT on technical solutions have been held to evaluate the best technical solutions for the Dashboard. These are still being finalized. This supports the UNITAR strategic objectives through focus on technology and leaving no one behind. This project will serve to provide training to local authorities and community health workers in Fiji, through the creation of a new CIFAL affiliated training centre.
Describe project effect on direct beneficiary/ beneficiaries	At the moment the project is in the planning phase. The foreseen beneficiary effect will be up to date information on vector borne diseases for informed decision making using the developed dashboard solution. The effect of the capacity-building component of the project will be to raise awareness on combatting vector-borne diseases, thus reducing vulnerability and increasing peoples' well-being.
Describe project effects on groups made vulnerable e.g. women,	The project focuses on all these groups. The effect will be better targeted assistance, including to villages in remote islands, due to timely information through local information collection centralized trough the dashboard app.

children, disabled, indigenous peoples, if applicable	The new CIFAL Fiji will be providing training on to local authorities and civil society representatives, giving a special priority to women, disabled, and indigenous peoples.
Describe implementation challenges, including COVID-19-related challenges, and mitigation efforts	For UNOSAT the main challenge has been interaction with the Ministry of Health due to their priority of the COVID-19 situations in country. The mitigation efforts will be to extend project finalization until December 2021 Given the impact of the COVID pandemic, this project was postponed for two consecutive years (2021-22) because the Ministry of Health of Fiji and the Municipality of Suva requested UNITAR to implement it in 2023.
If <u>progress report</u>, describe planned activities to bring project to closure	Implementation of dashboard development. Implementation of capacity-building will be undertaken by the new CIFAL Fiji, that will be created in 2023. Negotiations with local partner organizations are ongoing.
Directions: Please complete as concisely as possible. For <u>final reports</u>, this page should be used as the cover page, with more a more elaborate narrative attached. For <u>progress reports</u>, this cover page may suffice. For both progress and final reports, an updated log frame or results framework should be attached, with actual performance and reasons for variance. See attachment.	

Results

Intended impact	Indicator(s)	Performance (target)	Performance (actual)	Reasons for Variance
Impact <description>				
Outcomes & outputs				
Outcome 1. <description>				
Output 1.1. <description>				
Output 1.2. <description>				
Output 1.3. <description>				
Add rows as needed				
Major activities		**Dates implemented**	**Scheduled to be implemented**	**Comments**
Add rows as needed				

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: ☐ **Yes** ☒ **No**	
Project period	**2021**
Report: ☐ **Progress** ☒ **Final**	**Period covered: 1/1/2021 – 31/12/2022**

Project objective	The main objectives of the project are (i) to contribute to protecting human health and the environment from anthropogenic emissions and releases of mercury and mercury compounds by accelerating the ratification of the Minamata Convention on Mercury in Ethiopia; and (ii) to develop a gender road map in the ASGM sector for the implementation of the recommendations for risk mitigation and promotion of better living conditions through the strengthening of the gender dimension.					
Link to strategic framework objective(s)	*Strategic Objective 3.2: Strengthen the sound and sustainable management of chemicals and waste* *Strategic Objective 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	SDGs3, 6, 8, 11, 12					
Country and beneficiary metrics	**Targeted countries:**	**Participants**		**Other metrics**		
	Ethiopia	Female	NA	Disability #	NA	
		Male	NA	Other vulnerable #	NA	
		Other	NA	Completion #	NA	
		Not disclosed	NA	Certification #	NA	
	Attach list if more	Total	NA			
Concise summary of results achieved, including how results contributed to helping UNITAR achieve its strategic objectives	Contracts were signed with the national government, a local NGO, and our international NGO partner. While the national situation was difficult (elements of internal fighting), research was conducted in the country, and desk-based research. In coordination with the two NGOs, the gender roadmap in ASGM was developed, and this has been handed over top the Ethiopian for adoption and planning next steps.					
Describe project effect on direct beneficiary/ beneficiaries	The project had 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: ultimate 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 had not been extensive in Ethiopia. Moreover, understanding of the gender dynamics within the mining communities was limited. While on-the-ground research was limited due to COVID-19 and the domestic setting, further research was one. With the research and increased understanding of ASGM issues, a gender roadmap was developed. This was a first in Ethiopia (and still innovative at the global level).					
Describe implementation challenges, including	The recent fighting in Ethiopia (https://news.un.org/en/story/2022/02/1111622) made on-the-ground research more complicated, as did COVID-19. However, efforts were made to work around this; some travel was possible, and alternative interview methods were used.					

COVID-19-related challenges, and mitigation efforts	See above
If <u>progress report</u>, describe planned activities to bring project to closure	

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

Results

Intended impact	Indicator(s)	Performance target(s)	Performance actual	Reasons for Variance
- Ratification of the Minamata Convention on mercury, leading to implementation of the Convention's provisions	- Ratification of the Minamata Convention on mercury, leading to implementation of the Convention's provisions	1 ratification of the Minamata Convention	Convention not yet ratified	Ethiopia has indicated their intention to ratify. This has not been completed yet. We continue to provide support, where requested. However, it is a country responsibility with only limited resources that UNITAR can offer. This element of the project was removed from the SFF project
- Gender considerations in ASGM are mainstreamed in Ethiopia	- Gender considerations in ASGM are mainstreamed in Ethiopia	1 study and associated Roadmap available in Ethiopia	Study and roadmap finalised	The study and roadmap were finalised. Final government approval, and next steps is still with the Government.
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	Study finalised (findings integrated into the ASGM roadmap)	1 study on gender dynamics and issues in ASGM in Ethiopia available	Study finalised	
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	Roadmap available	1 roadmap available	Roadmap available	
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	Removed from the project	The Ethiopian Government has initiated this process. UNITAR remains available to support if requested. The principal activities were therefore 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)	Jan-Jun 2022		The study was completed and the findings were incorporated into the report
Roadmap developed that builds on the ASGM/gender study to propose key activities	Mar -Sept 2022		The roadmap has been completed

Strategic Framework Fund

Narrative Report

Project title: Strengthening SDG competencies in the digital age
UNITAR Division/Programme Unit: Strategic Implementation of the 2030 Agenda Unit (SIA2030)
Allocation amount: $ 100'000.00 for SIA2030 + $ 20'000.00 for GCP
Funding source within SFF: Swedish International Development Agency
Other funding: ☒ Yes - Specify amount and source: __Synergy with Capacity for the 2030 Agenda 2.0 project for UNSDG:Learn_____
                                 ☐ No
Project implementation period: From September 2020 to November 2021
This report is: ☐ Progress
                         ☒ Final	

Project objective	Learners around the world have access to self-assessment tools and to effective guided online learning, including courses and micro-learning, and can strengthen both their specialized and cross-cutting SDG competencies.
Link to strategic framework	SO.5. Promote the indivisible and integrated nature of the 2030 Agenda SO.5.2. Support coherence and evidenced-based policies of the 2030 Agenda 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	Directly aimed at supporting the cross-cutting implementation of the 2030 Agenda and 17 SDGs. SDG(s): SDG 4, SDG 17, SDG 12, SDG 13, _____ Target(s): _4.7, 17.14, 12.8, 13.1, 13.3, 13.b _____
Targeted country/ countries	Global platforms targeting users from different parts of the world.
Concise summary of results achieved	**For UNSDG:Learn** 1. Mental models for UNSDG:Learn have been developed based on qualitative interviews done with guidance from UNSDG:Learn Working Group on Learning Pathways. The models are implemented online and include: Business person, Citizen, Communicator, Community Builder, Data person, Policy-Maker, Project Manager, Thinker. 2. Methodological guidance for tagging courses and assessments against cross-cutting SDG competencies has been developed. 3. The integration of course recommendations and assessment results is implemented on UNSDG:Learn. 4. Tagging courses and microlearning against competencies and mental models implemented. 5. SDG Fitness Test developed using a scenario based approach testing 8 cross-cutting competencies defined by UNESCO along 3 learning domains: knowledge, emotion and action. 6. A SDG awareness assessment by SDG and related specialized competency developed. 7. Web solution for SDG competencies assessments on UNSDG:Learn platform, incl. the tagging system in the back office, and related learning pathways and recommendations implemented.

	8. Both SDG Fitness Test and another self-assessment tool Changemaker Scan developed by Ubiquity University to assess the same competencies but this time based on own appreciation of abilities implemented on UNSDG: Learn. 9. Blogs/podcasts series launched, incl. 2 blog series (by UNITAR) on policy coherence and SMEs and 4 podcast series (designed by UNSSC). 10. 11 micro-learning have been developed and rolled out on UNSDG:Learn covering policy coherence, LNOB and data related topics. 11. 1 of the SDG Fitness Test scenarios used for developing a simplified quiz as a demo. UNESCO has been directly involved in defining the approach to SDG Fitness test and the guidance for tagging learning content against competencies. GCP have been invited to the meetings on the WG on personas and overall learning guidance and assessment architecture. The SDG Fitness Test has been presented during the 2022 High Level Political Forum on Sustainable Development during a learning session.
^!	Total number of assessment attempts for SDG Fitness Test, Changemaker Scan and Climate IQ test is 14'137 (see GCP report for Climate Change IQ Quiz with a record 11'832 completions. Around 1'217 attempts were recorded on the SDG Fitness Test, 275 – Changemaker Scan, and 813 attempts on SDG Primer test. The independent evaluation conducted in 2022 showed that 92% and 96% of respondents found the SDG Fitness Test effective in testing the knowledge and helping identify learning objectives respectively and 79% felt that the recommended learning based on the assessments was fitting their needs. A rolling feedback questionnaire implemented to assess the effectiveness of the SDG self-assessment services has shown that 78% of test takers have found the results of the SDG Fitness Test as extremely or very useful. 77% have found the recommendation service as extremely or very useful. The Independent Evaluation has also shown that 93% of respondent felt the UNSDG:Learn was comprehensive in providing the learners with all they have to learn about the 2030 Agenda. 90% of respondents having used the UN SDG: Learn Platform indicated being better aware of the policy coherence aspects related to the SDGs and 76% of respondents indicated having developed/implemented coherent / inclusive policies and practices.
Describe project effects on groups made vulnerable such as women and children, if applicable	The SDG competencies self-assessment aims to provide opportunities to all global learners to make better decisions on their learning pathways and strengthen SDG competencies. The September 2020 UNSDG:Learn user survey has shown that 40% of all respondents have identified themselves as working with or coming from vulnerable groups. The new UNSDG:Learn Partnerships Strategy includes a high-level objective, actions and KPI on strengthening outreach to vulnerable groups and strengthen inclusion related and other competencies of other stakeholders – those who work with them or those whose actions influence them. The SDG competencies and UNSDG:Learn therefore help empower representatives of vulnerable groups and help persons working with vulnerable groups strengthen their abilities to create more inclusive processes, better assess the needs of vulnerable groups, advocate for their rights and provide better service as well as raise awareness of other stakeholders in businesses and policy circles who need to adjust their actions to account for impacts on vulnerable groups.

Describe implementation challenges (if any)	The SDG Fitness test is a comprehensive test of competencies and therefore takes around 20 to 40 minutes on average to take. It was also implemented on the interface that requires prior login which may have reduced the assessment uptake rate. To increase the uptake of the SDG Fitness Test, it is planned to make it accessible without login under a new interface in March 2023.
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.

Annex 1. Results

Intended impact	Indicator(s)	Performance target(s)	Performance actual	Reasons for Variance
Impact Learners around the world have access to self-assessment tools and to effective guided online learning, including courses and micro-learning, and can strengthen both their specialized and cross-cutting SDG competencies.	Share of polled users indicating the comprehensive competency development service has enabled them to make a concrete contribution to the SDGs (e.g., change individual behaviour, process at work or contribute to a specific project).	70% or more	76% of respondents having used the UN SDG: Learn Platform indicated having developed/implemented coherent / inclusive policies and practices (n=110) 93% felt that the UN SDG: Learn Platform was comprehensive in providing the learners with all they have to learn about the 2030 Agenda (n=110)	A proxy indicator collected through independent evaluation in 2022. A2030 Unit has not conducted another Level 3 evaluation since to avoid respondent burden fatigue with a too short span between evaluations. However, it will continue periodic evaluations in the future to ask specifically about comprehensive competency development service.
Outcomes & outputs				
Outcome 1. An effective service is provided to global learners enabling them to self-assess their SDG competencies and receive relevant course recommendations and learning guidance.	Share of polled users evaluating the self-assessment tools as effective.	70% or more	92% and 96% of respondents found the SDG Fitness Test effective in testing the knowledge and helping identify learning objectives respectively (n=39) 78% of polled users evaluating the SDG assessments as extremely or very useful.	Independent Evaluation 2022 Rolling feedback questionnaire on the platform (moving forwards, the question will be adapted to fit exactly the indicator)

	Share of polled users evaluating the recommended learning as relevant.	70% or more	79% of respondents felt that the tailored offering for courses met their learning needs 77% of polled user evaluating the recommendation services as extremely or very useful.	Independent Evaluation 2022 Rolling feedback questionnaire on the platform (moving forwards, the question will be adapted to fit exactly the indicator)
Outcome 2. 10'000-12'000 learners having self-assessed competencies within 12-18 months of implementation.	Number of learners having self-assessed competencies within 12-18 months of implementation.	10'000-12'000	A total of 14'137 with Climate IQ Quiz, incl. 1'217 attempts for the SDG Fitness Test, 275 – Changemaker Scan, and 813 attempts on SDG Primer test and 11'832 completions on Climate Change IQ Quiz.	It is expected that the number of attempts will go up for UNSDG:Learn assessments once the assessments are implemented in open access without login in March 2023. With the new system it will be possible to count individuals instead of attempts.
Output 1. A methodology for the concept of personas developed through a participatory process.	Share of polled users easily identifying themselves with personas. Share of polled users per constituency easily identifying themselves with personas	70% or more 50% or more	n/a yet n/a yet	This questions will be included in the new overall UNSDG:Learn feedback questionnaire and in the SDG assessments questionnaires.
Output 2.	Methodologies for competency assessments	2	2	

A methodology and interface for SDG competencies self-assessment service developed and implemented on UNSDG:Learn. Specific tailoring will be required for the method to be applied to the UNCC:Learn platform.	and to link personas and assessments developed Share of polled users finding the implemented interface is visually attractive and user-friendly	70% or more	97% of respondents found the test interface user friendly (n=39)	Independent Evaluation 2022
Output 3. 1-2 cross-cutting competency assessments (tests) and 1-2 specialized competency assessments implemented.	Number of cross-cutting competency assessments (tests) Number of specialized competency assessments	1-2 1-2	2 1 developed	 This assessment has not been implemented due to a need to reach agreement with UNSDG:Learn partners on its content, it is under review for possible release in 2023
Output 4. New features on UNSDG:Learn platform to connect assessment with course and micro-learning recommendations.	Tagging system developed and implemented in the back office of UNSDG:Learn Improvements made to UNSDG:Learn Courses and micro-learning tagged	1 2 (Solution to catch microlearning from Partners using APIs & dedicated Blogs and podcast series space for microlearning) All	1 2 Blogs and Podcast series spaces created All	

	Share of polled users qualifying learning pathways interface implemented in the front office of UNSDG:Learn is clear and easy to use	70% or more	94% of respondents felt that the UN SDG: Learn Platform provides useful tools to search and compare learning offerings about the SDGs (n=110). 81% found the platform was easily used and accessible on mobile phone/ tablet (n=110)	These are proxy indicators from Independent Evaluation 2023 and need to be replaced in the future Level 3 evaluations and rolling feedback questionnaire. They don't discuss specifically the new interface linked to Pathways so it is not clear whether respondents refer to the old or the new one.
Output 5. User facing self-assessment tool in place on the UNCC:Learn e-learning platform with the ability to classify individuals into 4 levels of climate change or green economy literacy and to provide basic corresponding advice on learning pathways.				
Outcome 3. Strengthened cross-cutting and Goal-specific competencies of global learners to contribute to the SDGs as a whole and in specific areas, to innovate, design and implement "no one is left behind" solutions, to adapt their lifestyles and projects with sustainability requirements, and to use evidence to guide their decisions.	Share of learners/respondents believe they are better positioned to develop or implement coherent policies and practices aimed at ensuring No One is Left Behind	70% or more	90% of respondents having used the UN SDG: Learn Platform indicated being better aware of the policy coherence aspects related to the SDGs (n=110) 89% of respondents felt that the mix of podcasts, blogs, micro-learning, and online courses are useful learning tools (n=110)	A proxy indicator collected through independent evaluation in 2022. A2030 Unit has not conducted another Level 3 evaluation since to avoid respondent burden fatigue with a too short span between evaluations. However, it will continue periodic evaluations in the future to ask specifically about comprehensive competency development service.

Output 6. Blogs and Podcast Series launched to address the development of cross-cutting SDG competencies of the general public.	Number of episodes in the blogs series on policy coherence	3-4	2 episodes on policy coherence and 6 on SMEs 11 micro-learning videos 1 quiz for HLPF side event	The two other episodes on policy coherences from UNDESA and UNDRR have been discussed and have not realized due to delays from the authors. Instead, UNITAR started working on SMEs as a new series.

Annex 2.

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

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

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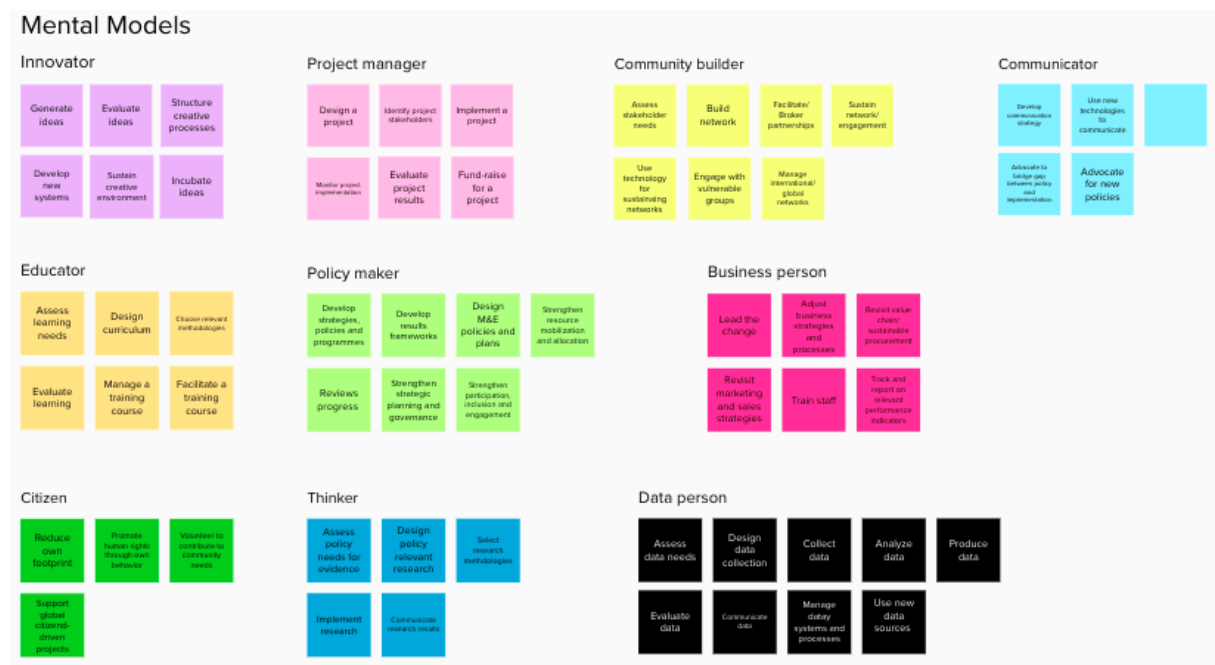
Photo: Mental models developed on Murals by WG on Learning Pathways.

UNSDG:Learn Learning Guidance Architecture

Registration

Mental model/s	→ Meta-tasks	→ Tasks

SDG area ┈┈> Specialized SDG competencies

Recommended assessments

Basic SDG knowledge test (SDG Primer)	Basic cross-cutting competencies test
Ubiquity test	Specialized goals tests

Assessment reports

Score on spidernet for basic SDGs	Score on spider nets for cross-cutting competences
Score on spidernet on Ubiquity test	Score for specialized goal competencies

Recommended learning

Basic SDG courses if gaps	Courses on MM core competencies
Basic SDG competencies courses if gaps	Courses on Specialized goals

Tasks to be matched to Learning Objectives

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

Strengthening SDG competencies in the digital age

SDG Fitness Test, Learning Pathways and Other Learning Services
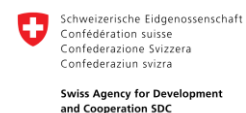
Contents

Background

The UNSDG:Learn platform launched in 2019 brings together more than 65 partners from UN and outside with an aim to provide an easy way for learners to identify customized learning solutions. The initial platform design offered a user-friendly search engine and several taxonomies to enable learners to search offerings based on their preferences related to the type of learning and area of learning such as 2030 Agenda, Breaking silos, Leaving non one behind, and 17 SDGs.

However, there was a concern among many learners about the relevance and responsiveness of the selected learnings to their learning performance or needs. Pedagogical insights are essential for promoting a deeper change in terms of competencies and behaviors. It was proposed therefore that the UNSDG:Learn could help learners, on the one hand, assess their competencies and, on the other, formulate learning pathways that help close the capacity gaps on the results of such assessments. Data analytics related to common competency gaps is also useful in forming training providers on what kind of learning is required.

Overall Goal

The overall goal of the project is to ensure that **learners around the world have access to self-assessment tools and to effective guided online learning**, including courses and micro-learning, and can strengthen both their specialized and cross-cutting SDG competencies.

Implementation

The project implementation unfolded between October 2020 and December 2021 through a number of parallel and consecutive activities. Dissemination efforts continued in 2022.

Activity 1. Conceptualization of the new SDG learning (assessment) architecture

UNSDG:Learn Working Group on Learning Pathways developed in 2020 a SDG assessments architecture that included the following building blocks:

- Mental models based on qualitative interviews with learners/platform users;
- Methodological guidance for tagging courses and assessments against SDG competencies;
- Assessments and assessment reports;
- Recommendations of Learning Pathways based on mental models and assessment results.

This architecture (see Figure 1) was presented during the 2nd Steering Group meeting of UNSDG:Learn in November 2020 and has received strong support from UNSDG:Learn members. The number of members who expressed their interest in joining the work of the WG on Learning Pathways had increased.

Figure 1. UNSDG:Learn learning recommendation system presented to Steering Group in 2020
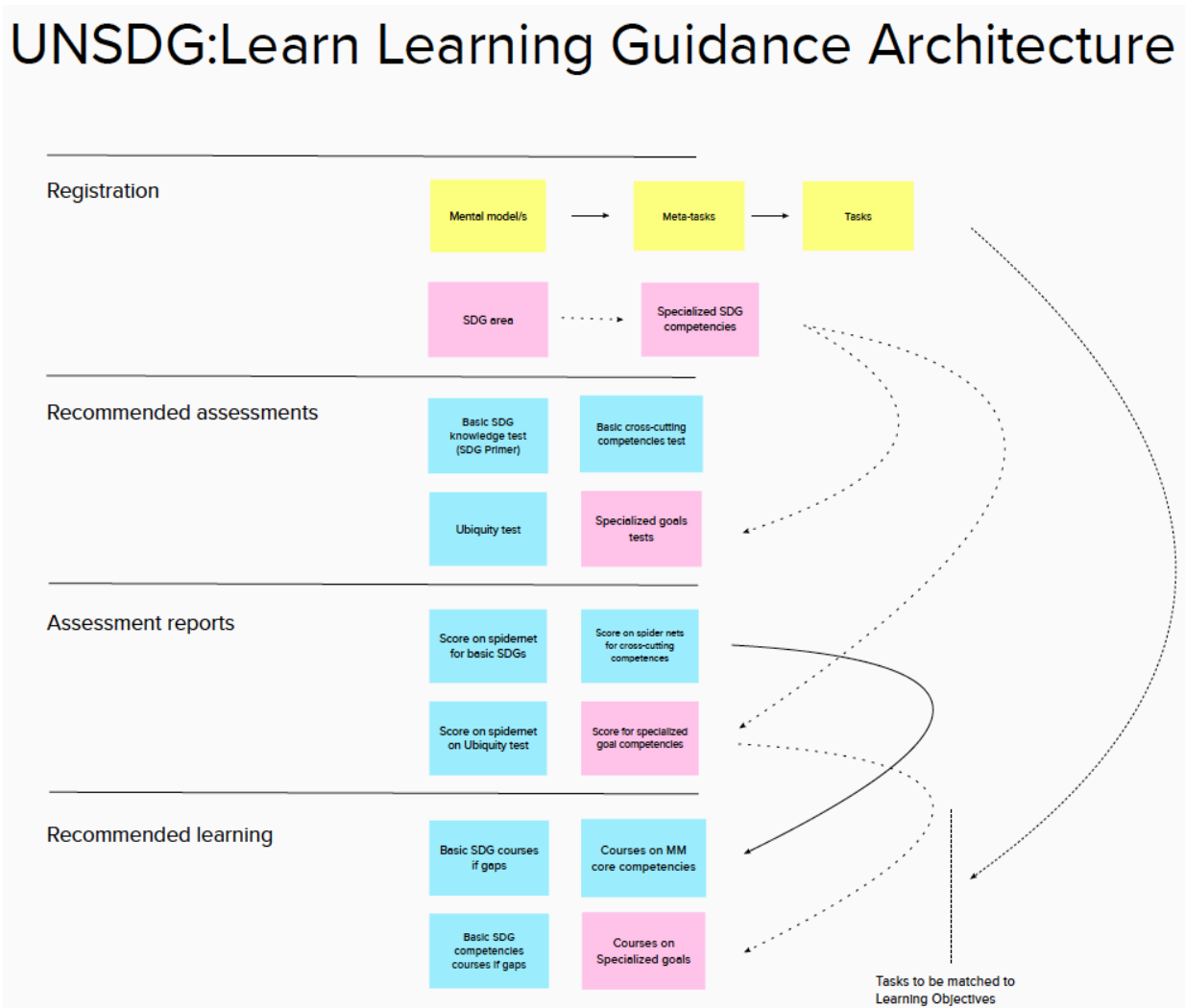

Photo: Learning Guidance Architecture developed on Murals based on brainstorming by WG on Learning Pathways.
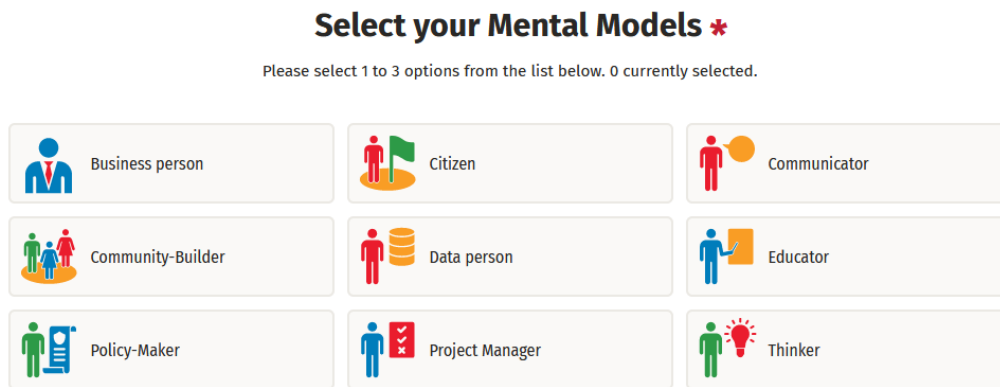
The work on conceptualizing the four components started in September-October 2020.

Activity 2. Development of mental models

A qualitative study has been conducted taking advantage of the ongoing self-evaluation of UNSDG:Learn to define personas or mental models for the platform. Mental models are types of users who have similar needs, preferences and ways of learning. Information collected by UNITAR through interviews with representatives of different constituencies from different countries have provided a foundation not only for defining 8 main mental models but also for describing their learning needs and related tasks so as to inform the design of the new solutions for the platform. The process was supported by several brainstorming sessions held by the Working Group on Learning Pathways.

The 8 mental models are presented in Figure 2.

Figure 2. Mental models on UNSDG :Learn

Select your Mental Models *

Please select 1 to 3 options from the list below. 0 currently selected.

Business person	Citizen	Communicator
Community-Builder	Data person	Educator
Policy-Maker	Project Manager	Thinker

Under each mental model, a non-exhaustive list of meta-tasks has been identified with a view to establish the link between their professional or personal tasks and objectives, on the one hand, and learning objectives of different learning offerings on UNSDG:Learn, on the other. This link helped tagged learnings against mental models.

Activity 2. Conceptualization of the assessment and learning pathways recommendation system

The overall framework discussed by the Working Group on Learning Pathways includes both SDG cross-cutting and specialized competencies from 2017 UNESCO publication "Education for Sustainable Development Goals: learning objectives". However, the focus of this project was on bridging the gap for cross-cutting competencies first and closing foundational gaps on SDGs (including specialized competencies).

UNESCO's cross-cutting SDG competencies have been further divided by UNSDG:Learn **into three learning domains** - knowledge, emotions, and action – similar to the ones used by UNESCO for specialized competencies (Figure 3).

Figure 3. UNESCO's cross-cutting SDG competencies and related learning domains
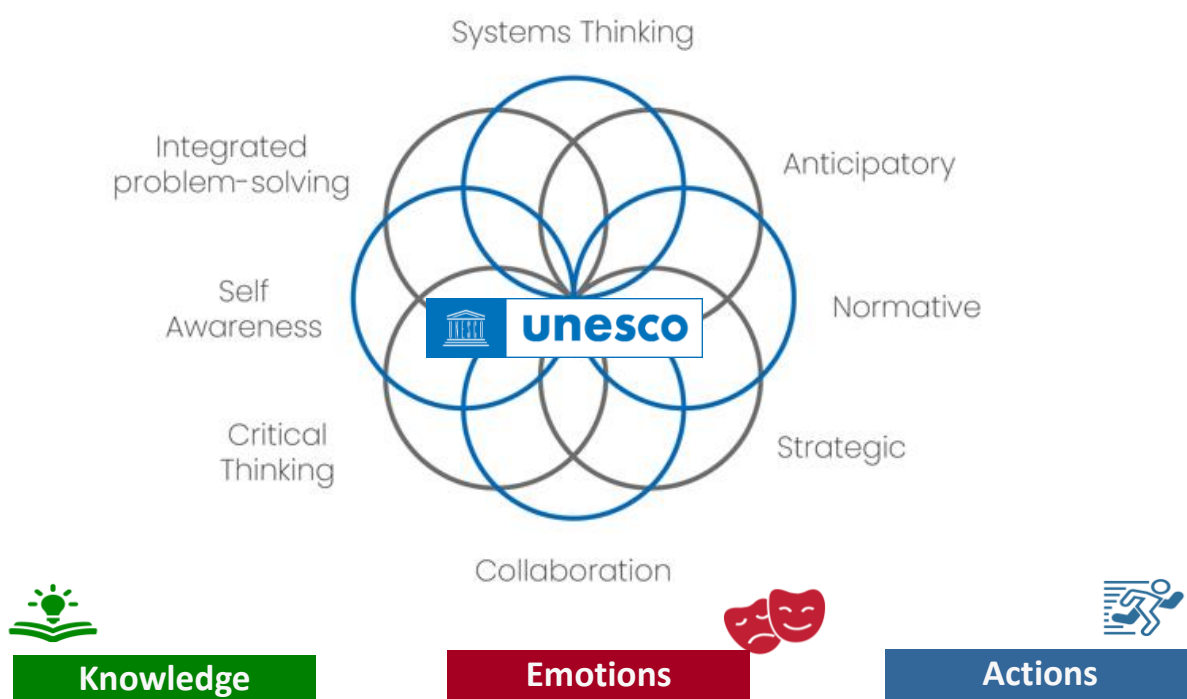
Drawing on the defined mental models and above competency framework, the overall UN SDG:Learn Learning Guidance Architecture had been further refined.

As a next step, a **preliminary methodological guidance note for tagging courses and assessments** against cross-cutting and specialized SDG competencies was developed in March 2021. Further, partners were invited to participate in the pilot tagging of their learning offer before the roll-out of the new tagging system. The new system implied that all free courses and microlearning on the platform had to be tagged with:

-   up to 2 cross-cutting competencies,
-   1 general SDG competency (2030 Agenda, Breaking the silos, Leave No One Behind), and
-   1 specialized SDG competency (SDG 1-17 (with a breakdown of SDG 17 to thematic areas).

Each competency could then be further tagged against the learning domain with a specification of "fully covered" (e.g., the whole course/microlearning covers), "partially" (e.g. one module) or "not covered".

Activity 3. Development of the SDG Fitness Test

The **SDG Fitness Test** has been developed in November – December 2021 in collaboration with UNESCO and Professors from the Arizona State University specialized in sustainability science and reviewed by the Working Group on Learning Pathways. The test is **a scenario-based assessment** that comprises 4 scenarios and 6 follow-up questions for each. It allows learners to assess the level of their SDG cross-cutting competencies and 3 learning domains: knowledge, emotions, and actions.

Figure 4. One the scenarios of the SDG Fitness Test
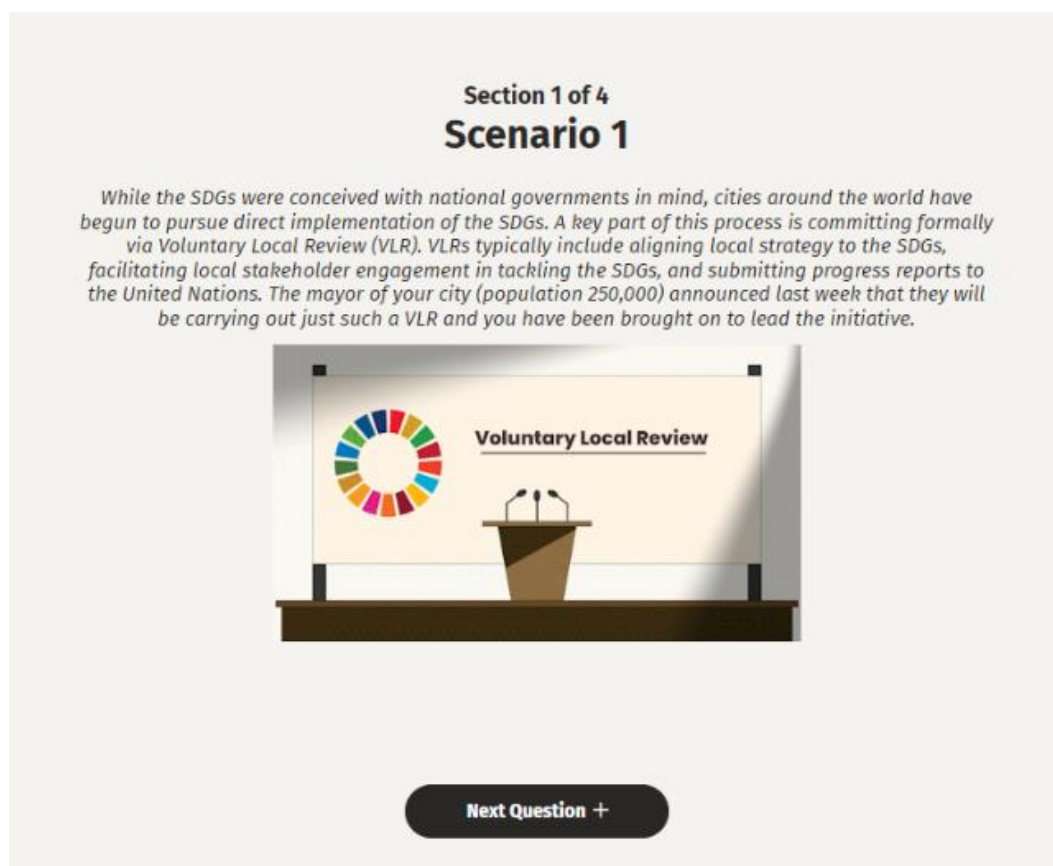
Activity 4. Web solution and implementation of the assessments & learning recommendations system

The new assessment interface with a link to the learning pathways or learning recommendations system had been developed and launched in 2021. The following assessments have been included online:

- **SDG Fitness Test** described above,
- **SDG Primer Test** which is a cognitive test developed by the UN Development Coordination Office, UNSSC, UNITAR and SDSN in conjunction with the SDG Primer, and
- **Changemaker Scan** by the Ubiquity University that helps assess the same cross-cutting SDG competencies as the SDG Fitness Test but using a different approach: learners self-assess their abilities to perform various tasks.

Figure 5. Preview of assessments for recommendations dashboard
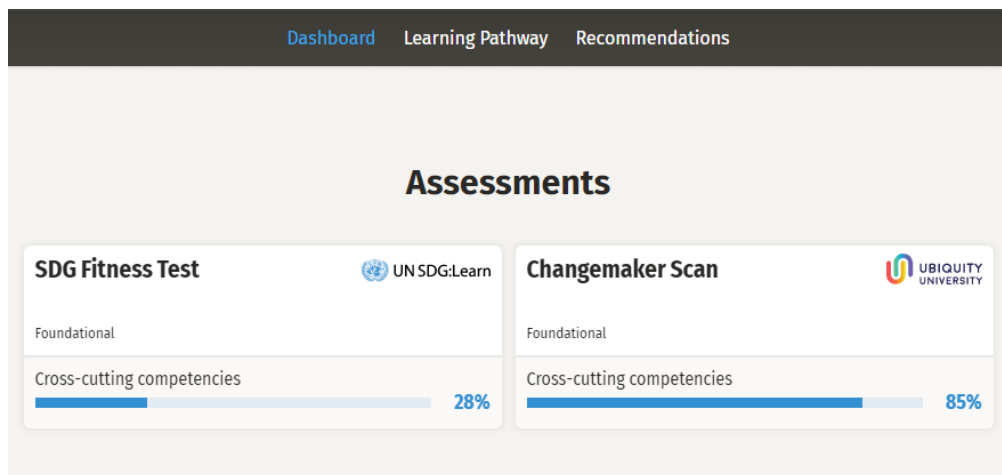
Figure 6. Overview of results on SDG Fitness Test on a learner's dashboard
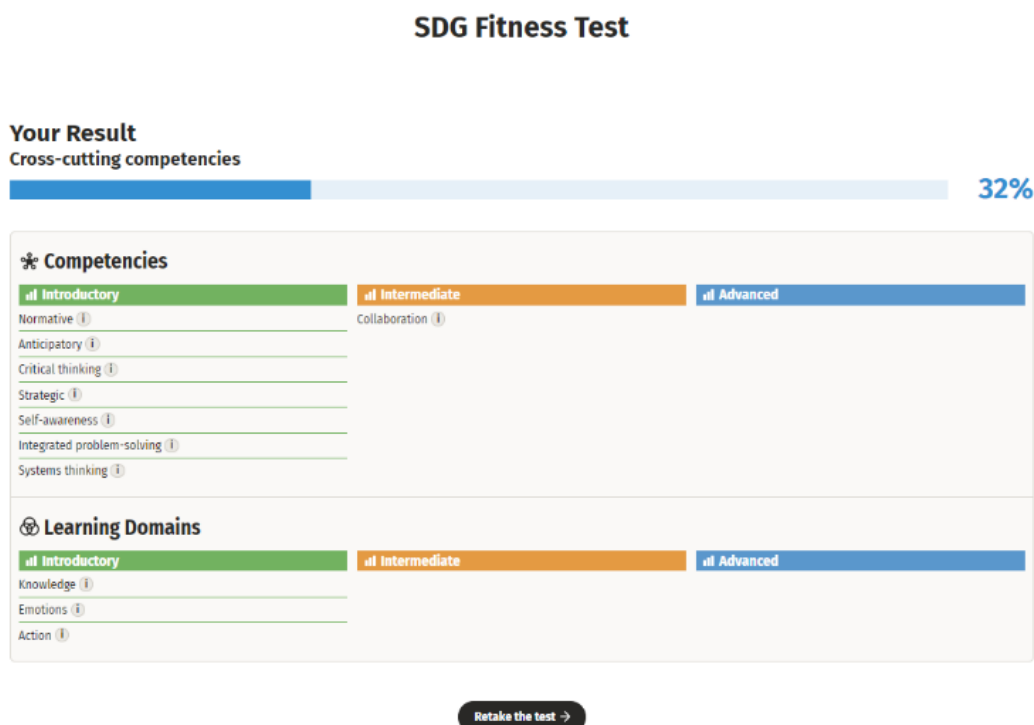
UNITAR also developed a **test on SDG awareness level using specialized competencies for each SDG**. This test requires review by the Working Group on Learning Pathways before it can be published.

The results of the SDG Fitness Test and Changemaker Scan provide a **basis for recommendations on learning offerings** to address learners' competency gaps. Learners can build their own learning pathway based on these recommendations (Figure a and b).
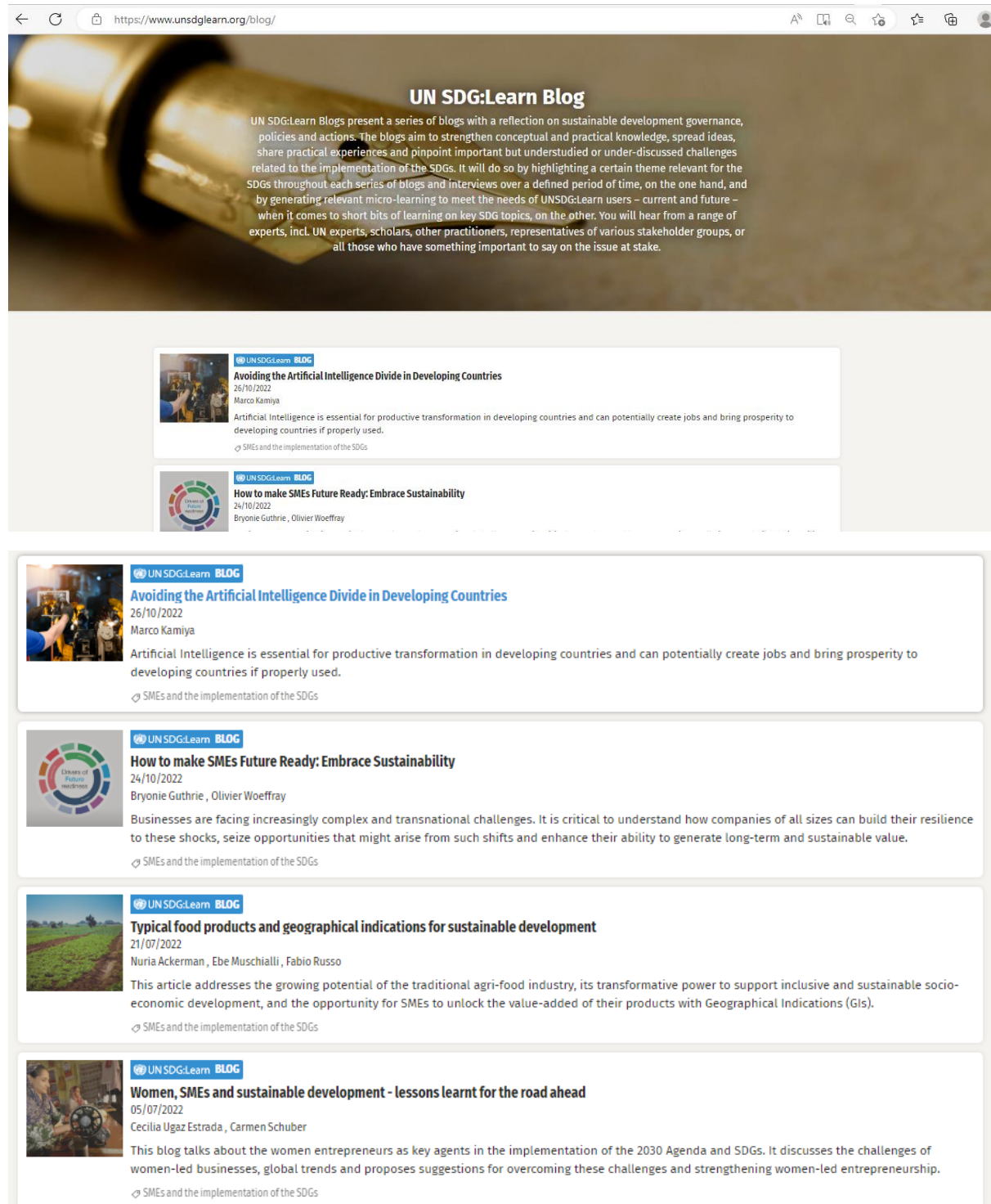
Figure 7a and b. Overview of the Recommendations and Learning Pathways dashboards
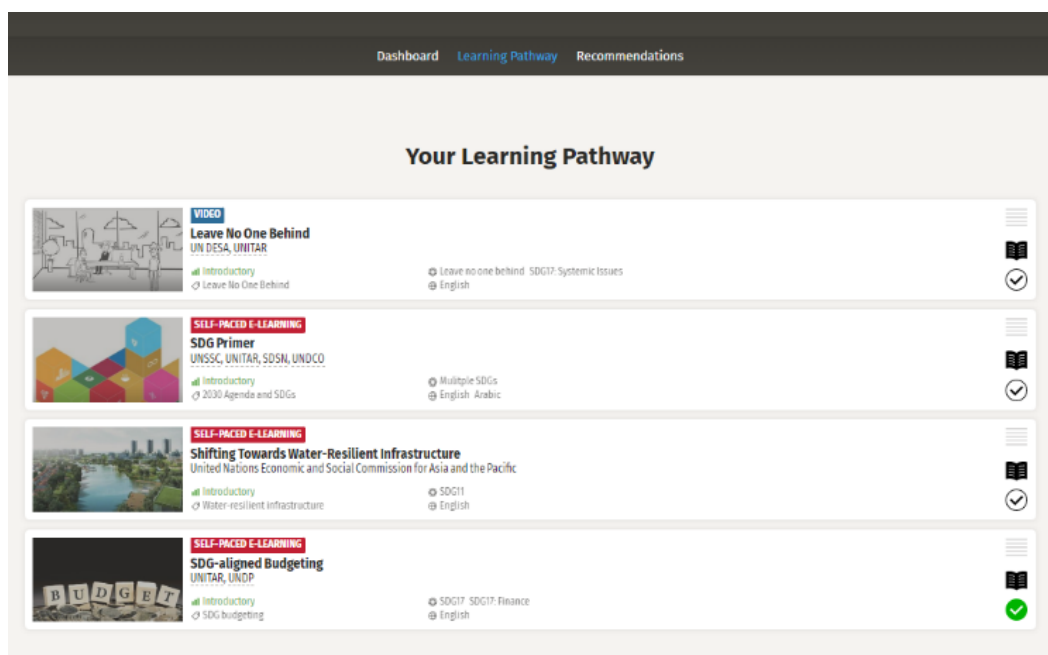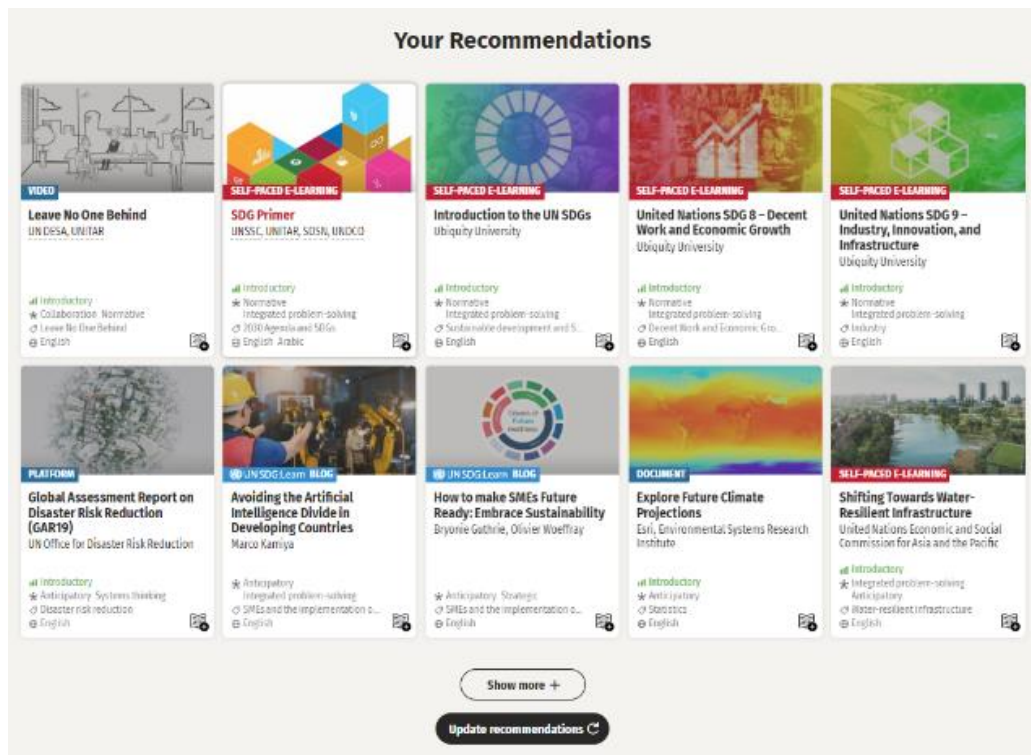
Activity 5. Development and implementation of the Blogs, Podcasts and micro-learning products

UNITAR has also developed and implemented a web solution for the UNSDG:Learn original Blogs and Podcasts Series. UNITAR took the lead on developing two Blog series on Policy Coherence and SMEs with 8 episodes and UNSSC developed 4 Podcast series with 15 episodes.

Figure 8. UNSDG:Learn Blog and episodes

Figure 9. United Nations SDG Learncast
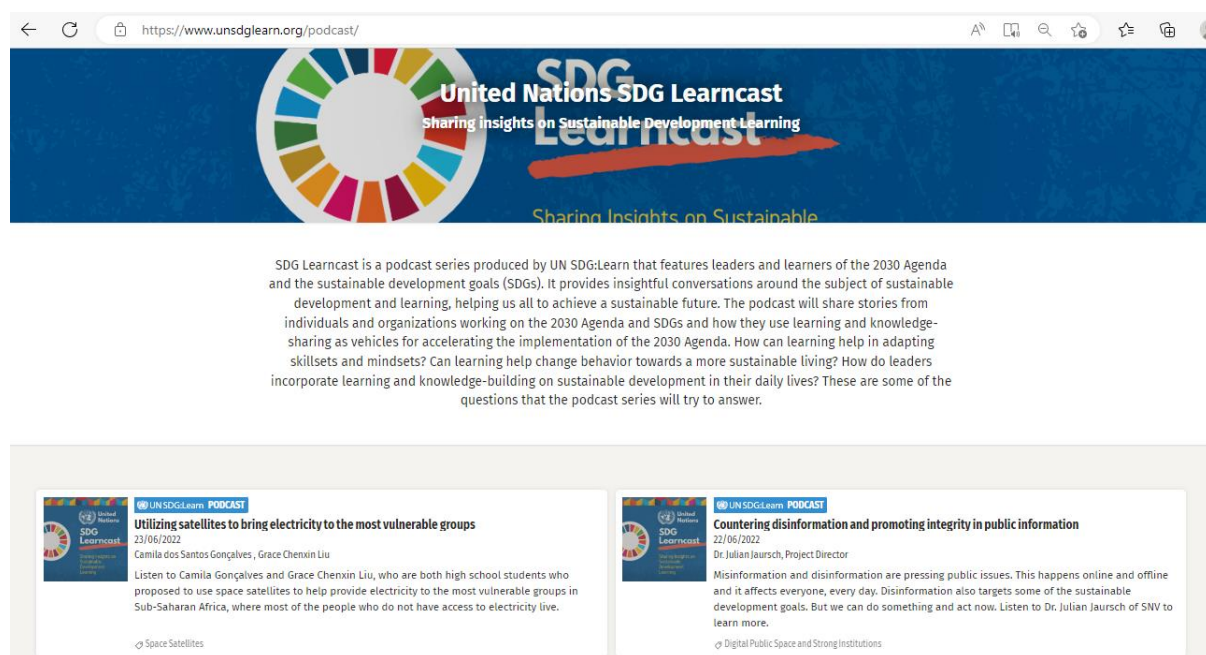
In addition, UNITAR developed 12 micro-learning videos on the following topics (some in two languages):

1. Data Concierge (EN, FR)
2. Data visualization (EN, FR)
3. National Superheroes - Ep 1 (EN)
4. National Superheroes - Ep 2 (EN)
5. HRBAD (EN)

6. Bet on Transport/Policy Coherence (EN)
7. LNOB (EN)
8. Primer on Budgeting (EN)
9. Intro to Earth Observation (EN)
10. Earth Observation - Digital Earth Africa (EN)
11. Earth Observation - Canada example (EN)
12. Video about the Science, Technology and Innovation Roadmaps for SDGs

Figure 10. Example of a UNSDG:Learn micro-learning video

UNITAR also developed a demo quiz using one of the scenarios of the SDG Fitness Test.

Activity 6. Dissemination of assessments, recommendation and learning services

The SDG Fitness was introduced during the **2022 High-level Political Forum on Sustainable Development SDG Learning, Training and Practice Session 9** on "Innovative tools for target setting, peer learning and policy dialogue on SDG 4 and SDG competencies" in July 2022.

Figure 11. 2022 High-level Political Forum on Sustainable Development SDG Learning, Training and Practice Session 9

To increase the outreach a promotional video has been developed and the test was promoted via UNITAR communication channels and of UN SDG:Learn partners.

Figure 12. SDG Fitness Test promotional video
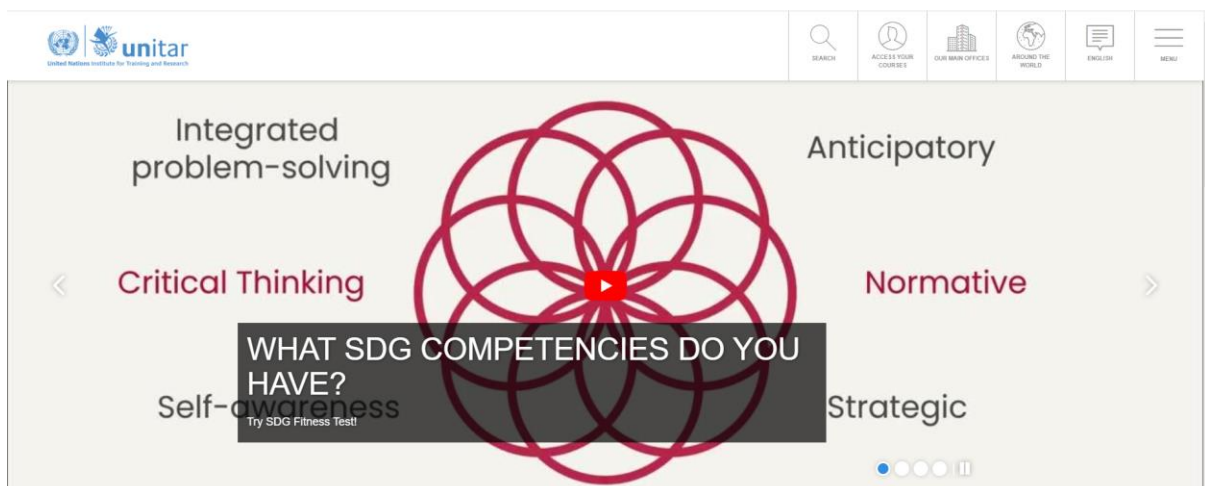
UNITAR also leveraged **UNSDG:Learn partnership and its training avenues to disseminate** the Test. It was also shared with the students at Arizona State University in February 2021, Crowd4SDG 017 challenge-based program on Climate Justice in Autumn 2022, students of University Gloucestershire and the Summer Graduate Study Programme of UNOG where UNITAR facilitated a working group on Leave No One Behind. The group had developed a **possible method for studying SDG learning needs of vulnerable groups for UNSDG:Learn**. This challenge was proposed as UNSDG:Learn Partnership Strategy aims to better address the learning needs of vulnerable groups as well as those who work with them or whose actions impact them.

The SDG Fitness Test was featured during the side event session "Mainstreaming business education and net zero commitments for sustainable development at UNESCO Summit" organized by UNITAR and Deloitte on 16 September 2022.

The SDG Fitness Test is **routinely included in the SDG training by UNITAR**. It was, for example, presented to the governmental officials and academia representatives in Mauritius during capacity building workshops aimed at SDG mainstreaming, systems thinking and the institutional reform to advance the implementation of the 2030 Agenda for Sustainable Development, and earlier to government officials and non-governmental stakeholders during the Cyprus SDG training programme.

Key Results

A total number of assessment attempts for SDG assessments included **2'305**, including around **1'217 attempts for the SDG Fitness Test**, **275 – for the Changemaker Scan**, and **813 – for the SDG Primer Test**.

The independent evaluation conducted in 2022 showed that **92% and 96% of respondents found the SDG Fitness Test effective in testing the knowledge** and **helping identify learning objectives** respectively and 79% felt that the recommended learning based on the assessments was fitting their needs.

Figure 13. Feedback on SDG Fitness Test from Independent Evaluation 2022 (n=39)
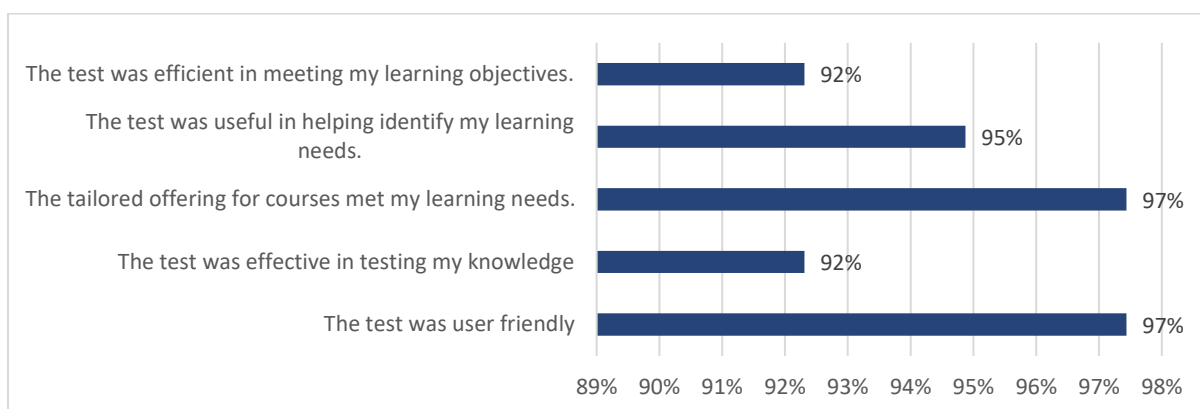
A rolling feedback questionnaire implemented to assess the effectiveness of the SDG self-assessment services has shown that 78% of test takers have found the results of the SDG Fitness Test as extremely or very useful. 77% have found the recommendation service as extremely or very useful.

Figure 14. Feedback on UNSDG:Learn learning services overall (n=110)
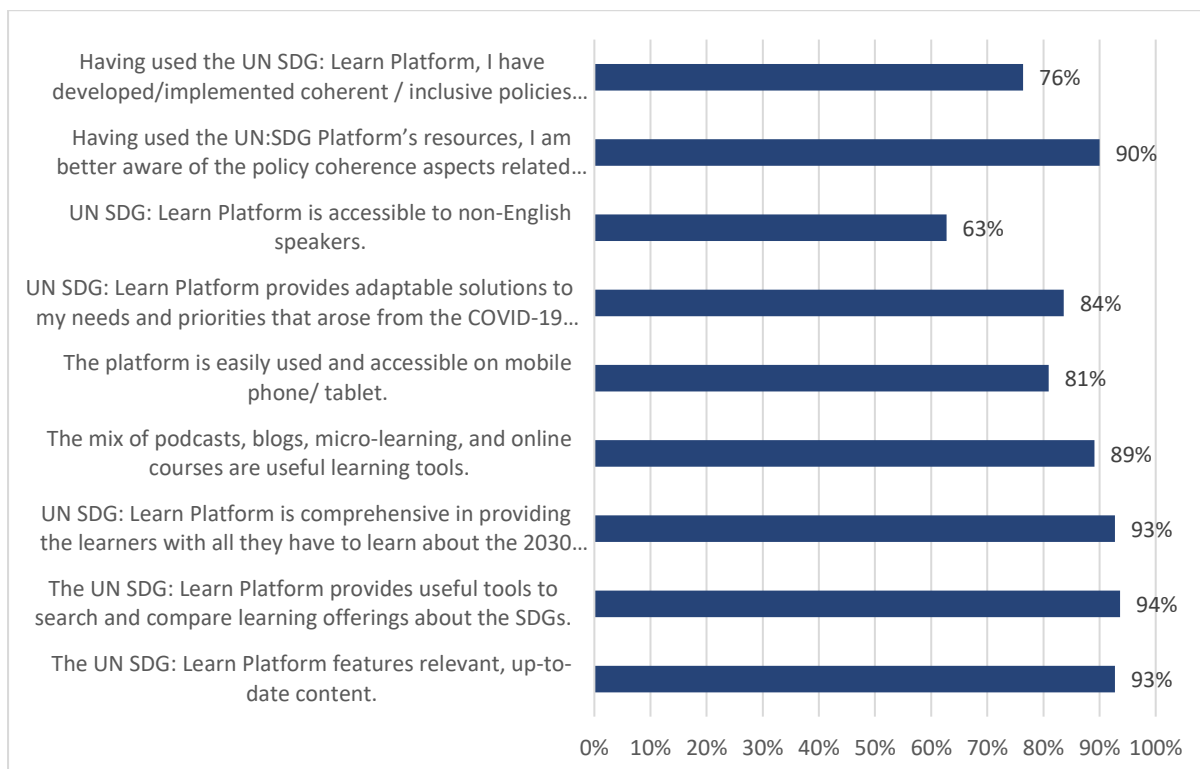
The Independent Evaluation has also shown that **93% of respondent felt the UNSDG:Learn was comprehensive** in providing the learners with all they have to learn about the 2030 Agenda. **90% of respondents having used the UN SDG: Learn Platform indicated being better aware of the policy coherence aspects** related to the SDGs and **76% of respondents indicated having developed/implemented coherent / inclusive policies and practices**.

Next Steps

To increase the uptake of the SDG Fitness Test, in particular in the context of workshops, UNITAR is currently implementing **a web solution that will allow learners to first take the test** and then register if they wish to keep results and access recommended learning. This will apply to all new assessments.

The **SDG Test on specialized competencies** will be published after its validation by the Working Group on Learning Pathways. It is expected that it will further improve the recommendations for learnings.

In parallel, UNITAR will continue developing special community pages drawing on the successful experience of the **Statistics Page** for which the custodian is UN Statistics Division and which is steered by the communities of the **Global Network of Institutions for Statistical Training (GIST) and the Inter-Agency Expert Group on SDG indicators**. The new pages include the ones for **Evaluation led by UN Evaluation Group** and **Gender under OneUNITARGender initiative**. A new Task Force on SDG4Business is working on a UNSDG:Learn curriculum for business and specialized assessments for professional communities will be considered to provide a more tailed learning pathway approach for different learners.

The **next Blog Series** will be done jointly with GIST and IAEG-SDG indicators on data for the SDGs.

UNSDG:Learn interface and the assessments are currently translated into French and Spanish in line with the Partnership Strategy to increase linguistic diversity of the platform's learning offerings.

Annex 3

Individual Project Narrative Reports from 2022 allocations

Strategic Objective 5

Strategic Framework Fund

Project Narrative Report Summary

Project title	**Market monitoring and forecasting of essential medicines and supplies:** Improving access to affordable and quality-assured essential medicines and supplies
Divisions/Units	**UNOSAT, SDP and Defeat NCD Partnership**
Allocation amount	**$411,929**
SFF funding source	**Sida**
Other funding: ☐ Yes ☒ No	
Project period	**1 July 2022 – 30 June 2023**
Report: ☒ Progress ☐ Final	**Period covered: 1 July 2022 to 31 Jan 2023**

Project objective	Leverage data collection, analysis, and market monitoring to support Gambia and Rwanda in ensuring continuous access to quality-assured, affordable essential NCD medicines and supplies where it is required.				
Link to strategic framework objective(s)	SO 5. Promote 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				
Link to 2030 Agenda or other 2015 outcome	Goal 3. Ensure healthy lives and promote well-being for all at all ages. Target 3.4. By 2030, reduce by one third premature mortality from non-communicable diseases through prevention and treatment and promote mental health and well-being. Target 3.8. Achieve universal health coverage, including financial risk protection, access to quality essential health-care services and access to safe, effective, quality, and affordable essential medicines and vaccines for all				
Country and beneficiary metrics	**Targeted countries:**	**Participants**		**Other metrics**	
	Gambia	Female	TBD	Disability #	TBD
	Rwanda	Male	TBD	Other vulnerable #	TBD
		Other	TBD	Completion #	TBD
		Not disclosed	TBD	Certification #	TBD
	Attach list if more	Total	TBD		
Concise summary of results achieved, including how results contributed to helping UNITAR achieve its strategic objectives	• Mission for needs assessment and consultation in Gambia allowed for a better understanding of the current state of health data availability and management in the country. As of today, the Ministry of Health of Gambia does not possess data on individual health facilities, including the location of many of them. A data collection strategy is being developed and it is expected that by the end of the project, the Gambian government will have at their disposal more data on 26 different facilities. • Consultation meetings held with representatives from Rwanda resulted in a better understanding of the existing system in place for data health management in the country (RHAP) and the existing data gaps that the SFF project can help fill. Planning for a data needs assessment and subsequent data collection is currently taking place. • For both countries, understanding what were the actual needs and what was already in place has been crucial. Based on this, it can be assured that the outputs of the project will indeed add value to the decision-making process of the respective countries. • One of the main outputs of the project will be the mapping of health facilities with georeferenced data on NCDs. This is directly linked to UNITAR's Strategic Objective 5 (including SO5.1.) - the promotion of the 2030 Agenda (especially SDG 3) through the optimization of the use of technologies.				

Describe project effect on direct beneficiary/ beneficiaries	By supporting the countries with georeferenced and up to date NCD-related data, the project will support countries in the optimization of medicine and supplies procurement and distribution, allowing for more effective planning. The lack of data on the numbers of citizens affected by NCDs often hinder a country's ability to plan efficiently the use of their existing resources and to seek funding.
Describe project effects on groups made vulnerable e.g. women, children, disabled, indigenous peoples, if applicable	Among the NCDs being tackled by the project are asthma, breast, and cervical cancer. According to the WHO, asthma is the most common chronic disease among children[1]. Cervical cancer, which is caused by certain strains of the human papillomavirus (HPV), presents a significant public health threat to women on the African continent – all but one of the top 20 countries worldwide with the highest burden of cervical cancer in 2018 were in Africa[2]. In Gambia, it is estimated that fewer than 1 in 10 women have been screened for cervical cancer in the past 5 years (2021)[3]. The number is 1 in every 10 for Rwanda (2021)[4].
Describe implementation challenges, including COVID-19-related challenges, and mitigation efforts	Establishing a good pace of communication with governments has taken more time than originally expected, as has the acquisition of existing data and information on current data management practices.
If progress report, describe planned activities to bring project to closure	- Concluding mapping of health facilities - Development of live maps with data - Capacity building for health professionals
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.	

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[1] https://www.who.int/news-room/fact-sheets/detail/asthma

[2] https://www.afro.who.int/health-topics/cervical-cancer

[3] https://cdn.who.int/media/docs/default-source/country-profiles/cervical-cancer/cervical-cancer-gmb-2021-country-profile-en.pdf?sfvrsn=e8e85ca_43&download=true

[4] https://cdn.who.int/media/docs/default-source/country-profiles/cervical-cancer/cervical-cancer-rwa-2021-country-profile-en.pdf?sfvrsn=7b13904_38&download=true

Results

		Indicator	Baseline	Target	Actual	Means of Verification	Risks and Assumption
Impact	IMP1. Ensure continuous access to quality-assured, affordable essential NCD medicines and supplies where it is required	IMP1.1. Mortality rate attributed to cardiovascular disease, cancer, diabetes or chronic respiratory disease in the Gambia and Rwanda (SDG Indicator 3.4.1) *Disaggregated by country*	-	-	-	SDG Indicators Database National Statistics Offices	The indicator will offer a broader context in which to interpret the project's results. No claim of causality between the project and potential changes in the indicator.
Outcome	OC1. Reduced stock-outs or shortage of essential medicines and supplies	OC1.1. Percentage of national officials agreeing the solution provided has had a positive impact in preventing medicine shortages *Disaggregated by country*	-	70%	*Survey not yet implemented*	Surveys, key informant interviews with selected focal points and practitioners	Officials make themselves available for interviews and respond to surveys
		OC1.2. Frequency of medicine for NCD stockouts *Disaggregated by country and medicine*		5%	*Data collection for baseline ongoing*	Pricing database Emails, meeting notes and reports	**Government of Rwanda and the Gambia will be able to support identification of these centres and healthcare personnel for data collection.** **The baseline will be defined during the scoping and assessing phase of the project.**
		OC1.3. Frequency of medicine for NCD shortages *Disaggregated by country and medicine*	-	5%	*Data collection for baseline ongoing*		
Outcome	OC2. Reduced pricing fluctuation for essential medicines and supplies	OC2.1. Variation in the price of the medicines monitored *Disaggregated by country and medicine*	-	**TBD**	*Data collection for baseline ongoing*	Pricing database Emails, meeting notes and reports	**Procurement data will be available for the previous years and during the three years**

Outcome	OC3. Improved stock management and forecasting of NCD medicines and supplies	OC3.1. Percentage of surveyed officials stating that they have used the solution developed for planning provision of medicines and/or supplies *Disaggregated by country*	-	70%	*Survey not yet implemented*	Web links Emails, meeting notes and reports	Officials make themselves available for interviews and respond to surveys
		OC3.2. Percentage of surveyed officials agreeing that the solution developed has improved the forecasting of medicine and supplies *Disaggregated by country*	-	75%	*Survey not yet implemented*	UNOSAT Internal reports Emails and meeting notes	
Outcome	OC4. Strengthen capacity of healthcare personnel for data collection, analysis, and forecasting activities	OC4.1. Percentage of participants who successfully meet learning objectives *Disaggregated by country*	-	75%	*Trainings not started*	Attendance lists, training records and assessments	
		OC4.2. Percentage of training participants who agree the training was relevant to their work *Disaggregated by country*	-	70%	*Trainings not started*	Attendance lists, training records and assessments	
		OC4.3. Percentage of training participants who agree the training was useful to their work *Disaggregated by country*	-	70%	*Trainings not started*	Attendance lists, training records and assessments	
Output	**OP1. Mapping of primary, secondary and tertiary health centres in Rwanda and Gambia**	OP1.1. Development of datasets on primary, secondary and tertiary health centres in Rwanda and Gambia *Disaggregated by country*	-	**(Binary)**	Ongoing	Reports, emails, meeting notes and presentations.	

Output	**OP2. Datasets on pricing and availability of essential NCD services, medicines, and supplies**	**OP2**.1. Strategy for data collection	-	**2** (one per country)	Ongoing	Reports, emails, shared links, meeting notes and presentations.	
		OP2.2. Development of mechanism for data collection	-	**(Binary)**			
		OP2.3. Reports on availability and pricing of the essential NCD services, medicines, and supplies	-	**2** (one per country)			
Output	**OP3. Forecasting tool to monitor markets, map health services and trends for consumptions of essential NCD medicines and supplies**	OP3.1. Forecasting tool made available to health care personnel\n\n*Disaggregated by country*	-	**(Binary)**	Not started	Reports, emails, shared links, meeting notes and presentations.	
		OP3.2. Number of users on forecasting tool in Rwanda	-	**TBD**	Not started	TBD	**Following needs assessment, scoping missions, and mapping, a numerical target can be set considering the number of the overall target audience. The methodology for establishing number of users (number of downloads, logins, unique visitors) will be established once the format of the forecasting tool is set.**
		OP3.3. Number of users on forecasting tool in the Gambia	-	**TBD**	Not started	TBD	
		OP3.4. Number of different medicines monitored on forecasting tool	-	**TBD**	Not started	TBD	**To be defined following needs assessment and scoping missions.**

Output	**OP4. Awareness raising and training events**	**OP4.1. Awareness raising events on forecasting pricing and availability of NCD medicine and supplies** *Disaggregated by country*	0	4 (two per country)	1 (Gambia)	Attendance lists, training records and assessments	
		OP4.2. Number of participants in awareness raising events *Disaggregated by gender*	-	**80** (20 per event) 50%F 50%M	20 (Gambia)		
		OP4.3. Number of trainings on using the forecasting tool delivered to healthcare professionals *Disaggregated by country*	-	**2** (one per country)	0	Attendance lists, training records and assessments	
		OP4.4. Number of participants in trainings on the use of forecasting tool *Disaggregated by gender*	-	**80-160** (40-80 per event) 50%F 50%M	0		**The specific target for training participants will be established following scoping missions**
		OP4.5. CIFAL centres are established in the Gambia	-	**(Binary)**	Yes		
		OP4.5. CIFAL centres are established in Rwanda	-	**(Binary)**	Yes		

Strategic Framework Fund

Project Narrative Report Summary Project title	UNITAR Collaboration and Innovation Programme
Divisions/Units	OED and all Divisions
Allocation amount	$57,306
SFF funding source	(e.g. Sida, Qatar, Sri Lanka) SIDA
Other funding: ☐ Yes ☒ No	
Project period	September 2022-January 2023
Report: ☐ Progress ☒ Final	**Period covered:** September 2022-January 2023

Project objective	Enhance collaboration and innovative capacity between different UNITAR Divisions and Programmes
Link to strategic framework objective(s)	Strategic Objective 5. Cross-fertilizing Knowledge and Expertise - Promote the indivisible and integrated nature of the 2030 Agenda
Link to 2030 Agenda or other 2015 outcome	

Country and beneficiary metrics	Targeted countries:	Participants		Other metrics	
	UNITAR internal	Female	59	Disability #	
		Male	36	Other vulnerable #	
		Other		Completion #	48
		Not disclosed		Certification #	48
	Attach list if more	Total	95		

Concise summary of results achieved, **including how results contributed to helping UNITAR achieve its strategic objectives**	The UNITAR-internal *Collaboration and Innovation Programme* used an action-learning methodology for problem-solving, development of prototypes and adapting solutions so they could be proposed for implementation at UNITAR. It helped UNITAR personnel to build competencies from the Inner Development Goals, including self-awareness, deep listening, ability to have challenging conversations, building trusting relationships, collaboration, long-term orientation, and the skill to take an innovation to action.
Describe project effect on direct beneficiary/ beneficiaries	The *Collaboration and Innovation Programme* provided UNITAR personnel with opportunities for: • **Enhanced leadership:** Colleagues gained insights about themselves and how they engage in teams. This enabled them to improve their work relationships and having challenging conversations that help improve decision-making and clarity. • **Risk mitigations skills:** The Programme also helped mitigate risks by learning an iterative approach to innovation implementation and by increasing capacity for sense-making to anticipate and take small steps to adjust to emerging changes as they arise. • **Increased innovation:** It built capacity to fully engage in innovation initiatives and strengthen personnel's ability to take action with

	confidence on new initiatives through action-learning, understand the resistance, and adapt the initiative for long-term success.
Describe project effects on groups made vulnerable e.g. women, children, disabled, indigenous peoples, if applicable	Through the above-mentioned effects on UNITAR's staff and personnel, colleagues can engage more confidently in their Division's/Programme's work, which, in turn, has a positive effect on the programmes by UNITAR.
Describe implementation challenges, including COVID-19-related challenges, and mitigation efforts	Retention rate of colleagues attending all 9 modules was a challenge given ongoing work priorities. As a mitigation strategy colleagues who missed a particular session could attend the session of the other cohorts taking place in parallel.
If progress report, describe planned activities to bring project to closure	

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

Annex 2

Individual Project Narrative Reports from 2022 allocations

Multiple Objectives

Strategic Framework Fund

Project Narrative Report Summary

Project title	**One UNITAR Gender - Global Learning Lab on Women's Leadership - Empowering Women, Fighting Inequalities**
Divisions/Units	**Division for Peace, Division for People, Division for Planet, Division for Prosperity, Division for Multilateral Diplomacy, Division for Satellite Analysis and Applied Research, Division on NCD, Digital Health, and Capacity Building**
Allocation amount	**$ 442'800 (excluding PSC & DSC)**
SFF funding source	**SIDA**
Other funding: ☐ Yes ☒ No	
Project period	**12 July 2022 – 31 December 2023**
Report: ☒ Progress ☐ Final	**Period covered: 12 July 2022 – 31 December 2022**

Project objective	**More women around the world, and especially in developing countries and least developed countries, will strengthen their leadership skills and feel empowered to apply and share their knowledge with others.**
Link to strategic framework objective(s)	**One UNITAR Gender is a cross-divisional project and promotes all strategic objectives, outlined in the <u>Strategic Framework 2022-2025</u>. The project takes into consideration all lessons learnt from the <u>2019-2020 Independent Evaluation of the Strategic Framework Fund.</u>** **The project addresses underrepresented and structurally disadvantaged women, taking into consideration local perspectives and challenges that can apply to larger populations, and therefore implementing pathways for leaving no one behind. The project includes learning content to increase capacities of women with different backgrounds to prevent and resolve conflict. This project contributes to helping UNITAR achieve this strategic objective by creating programming that will strengthen knowledge and skills of women, including effective communication that will aid in conflict analysis, negotiation, and mediation.** **One UNITAR Gender will also promote the well-being and social inclusion of women, especially those who are underrepresented, through leadership training.** **The available learning materials on topics such as climate action, peace, prosperity and others, as well as the in-person training will empower women to participate in decision making. The training will also provide the space for sharing of experiences.** **The project will also aid women in achieving decent employment opportunities through skill development specific to the needs of the beneficiaries in Rwanda and South Sudan.** **One UNITAR Gender is a cross-divisional project that will require the use of innovative learning solutions to reach more beneficiaries. This includes already established cross-divisional effort to incorporate low bandwidth capabilities and training on using technology to access learning content.**

Link to 2030 Agenda or other 2015 outcome	Gender equality and empowerment of women, connected to 2030 Agenda Goal 5, is a fundamental human right and a necessary foundation for a peaceful, prosperous, and sustainable world. Without women there can be no social, economic, nor scientific prosperity for any country.

Gender equality and empowerment of women, connected to 2030 Agenda Goal 5, is a fundamental human right and a necessary foundation for a peaceful, prosperous, and sustainable world. Without women there can be no social, economic, nor scientific prosperity for any country.

While women have made important inroads into political office across the world, their representation in national parliaments at 25.6 per cent (as of 1 January 2021) is still far from parity. Discriminatory laws and social norms remain pervasive, women continue to be underrepresented at all levels of political leadership, and nearly one in three women (736 million) have experienced physical or sexual violence at least once since the age of 15, usually by an intimate partner[1].

The effects of the COVID-19 pandemic are reversing the limited progress that has been made on gender equality and women's rights. Violence against women has risen, and women and girls are disproportionately pushed into extreme poverty.[2] The pandemic exacerbates existing inequalities across every sphere – from health and the economy to security and social protection.

Strengthening leadership skills, locally in targeted countries where such stalled or reversed progress is observed, and where most vulnerable female populations – especially the ones underrepresented and disadvantaged - is one of the project's principal outcomes towards accelerating progress. In addition, empowering women to apply provided knowledge and skills' training, and exchange through knowledge sharing, can promote increased representation at all levels.

Country and beneficiary metrics

Targeted countries:	Participants		Other metrics	
Rwanda	Female	50	Disability #	
South Sudan	Male		Other vulnerable #	50
	Other		Completion #	50
	Not disclosed		Certification #	50
Attach list if more	Total	50		

Concise summary of results achieved, including how results contributed to helping UNITAR achieve its strategic objectives

The project implementation is based on current development work of a UNITAR-wide online Global Learning Lab platform, to be used by global audience as a one-stop landing page, included UNITAR learning material available in different languages, as well as newly developed content, sourced by identified gaps in women's leadership and empowerment training. The platform is developed to enable for low-bandwidth and minimal internet connection to users with low connectivity. The platform will implement for mentor-to peer and peer-to-peer forums, to enable for enhanced local, regional, and thematic exchanges among global users, and users of the targeted countries. The targeted countries will receive core in-person, skills-based training, with content tailored to the needs of beneficiaries, and in alignment with each of UNITAR's strategic objectives.

The content that is currently being curated for the Global Learning Lab includes content to increase capacities of women to prevent and resolve conflict, participate in decision making, and gain knowledge on other important topics such as climate action. The in-person training will also help strengthen knowledge and skills of women, including effective communication and other skill development needs specific to the beneficiaries in Rwanda and South Sudan. This will promote the well-being and social inclusion of women.

[1]https://unstats.un.org/sdgs/report/2021/goal-05/
[2] https://www.un.org/press/en/2021/sgsm20822.doc.htm

	The training will also provide the space for mentoring, promoting the sharing of experiences and knowledge among women. This project will require the use of innovative learning solutions to incorporate low-bandwidth capabilities and training the participants on using technology to access the Global Learning Lab content.
Describe project effect on direct beneficiary/ beneficiaries	**The beneficiaries of this project will learn and practice leadership skills by completing courses in the Global Learning Lab, through in-person training, and through mentoring. The content will be focused on skills-based training for women's leadership and tailored to the needs of beneficiaries in Rwanda and South Sudan. Through this training, participants will learn and practice leadership skills that they can leverage in their daily lives.**
Describe project effects on groups made vulnerable e.g. women, children, disabled, indigenous peoples, if applicable	**The project aims to further gender equality through women's leadership training, directly effecting vulnerable groups including women and children. The skills-based training will be tailored for the needs of women in South Sudan and Rwanda. Upon completion of the training, the participants will have new and deepened knowledge and skills, along with a community of fellow leaders and mentors to exchange experiences and learnings with.**
Describe implementation challenges, including COVID-19-related challenges, and mitigation efforts	- **Internet connectivity and digital literacy: This will be mitigated by enabling low-bandwidth environment and by migrating a selection of courses from standard online learning management system to UNITAR's innovative offline mobile learning solution for low-bandwidth environments. Training will also be provided to participants on using the technology and learning solutions.** - **Training must be tailored to the needs of women in Rwanda and South Sudan. Tailored curriculum will be developed to meet the needs of the beneficiaries in these two countries.**
If progress report, describe planned activities to bring project to closure	- **Content curation: Content for the Global Learning Lab for Women's Leadership has been collected from all UNITAR divisions. The collected materials are being curated by Global Gender Expert for inclusion in the Global Learning Lab and new content is being developed to fill any gaps.** - **Recruitment of local gender expert for curriculum design and training in targeted countries.** - **Partnership with government entities and local development offices in targeted countries.** - **Recruitment of training participants** - **Delivery of Trainings: The Division for Prosperity, the Division for Peace and the African Union will join forces to define plan for curriculum design, content development, and implementation of the in-person training programs. The longevity of in-person training is also being discussed to ensure the training can be continually offered to reach more beneficiaries and that alumni are able to continue their learning and skill development.** - **Project evaluation: An evaluation plan has been documented to cover Kirkpatrick-Philips levels 1-3. Final reporting will take place in June 2023.**

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

Results

Intended impact	Indicator(s)	Performance (target)	Performance (actual)	Reasons for Variance
Impact: More women around the world, and especially in developing countries and least developed countries, will strengthen their leadership skills and feel empowered to apply and share their knowledge with others.	Participants have strengthened their leadership skills. Participants are applying and sharing acquired knowledge and skills from the training.			**Impact will be based on target measurement of outcomes and outputs (see below).**
Outcomes & outputs				
Outcome 1. Strengthened leadership skills for women, especially those who are underrepresented	Assessment of the participants' learning throughout the pilot-training (results of self-assessments and objective assessments).	100% of respondents believe that their skills have improved after the training, self-evaluated by the participants	N/A (progress report)	N/A (progress report)
Output 1.1. Knowledge and tools on women's equality and empowerment are made available and offered to women in the pilot countries in a way tailored to the local context (e.g., language, channel, modality)	Level of satisfaction with the pilot-training, Global Learning Lab (e.g., percentage of participants that evaluate the Learning Lab as easy to use), and peer-to-peer mentoring forum.	75% of respondents will recommend the Global Learning Lab to someone within their community 50% of respondents evaluated the Learning Lab as easy to use 70% of respondents found the mentoring forum to be useful	N/A (progress report)	N/A (progress report)
Outcome 2. Enhanced knowledge exchange and application of leadership skills among women	Percentage of pilot training alumni who have gained confidence in current roles If and how participants are applying and sharing the knowledge and skills being learned during and after the pilot training (% of alum	90% of respondents strongly agree or agree that they have gained confidence in current roles	N/A (progress report)	N/A (progress report)

	leveraging skills since completing the training)			
Output 2.1. Community of practitioners gather current and future female leaders to interact directly and learn from their peers in the pilot countries	Number of women engaged in the Communities of Practitioners within the project period and the quality of their interactions.	75% have applied the acquired knowledge and skills from the training 75% have either shared their knowledge with others or have helped someone within their community further develop a leadership skill	N/A (progress report)	N/A (progress report)
Output 2.2. Participants of pilot training programs in Rwanda and South Sudan receive mentoring in a manner tailored to the local context and build leadership skills and capacities to guide and motivate others	Percentage of pilot participants who received mentoring during training and the quality of these interactions.	100% of participants received mentoring during the training 70% of respondents agreed that the mentoring was useful	N/A (progress report)	N/A (progress report)

Major activities	Dates implemented	Scheduled to be implemented	Comments
Set-up an innovative, user-friendly training and capacity-building Global Learning Lab offering educational materials and links to courses on women's leadership. This will include: 1. Curating training and course materials for the Global Learning Lab 2. Creating new content for any identified gaps 3. Partnering with a university to organize and co-develop content for a women's leadership event for the Spring 2023 semester. Results from the event can be used for future development of an accredited course.	In progress	Platform development to be completed by end March 2023	Content for the Global Learning Lab has been collected and is currently being curated by a Global Gender Expert. Options are being explored for migrating courses from standard learning management system to offline mobile learning system for offline accessibility. Franklin University Switzerland has been selected for a partnership to co-develop content for a women's leadership event this spring.
Create tailored, in-person, pilot trainings in Rwanda and South Sudan to supplement knowledge and tools available through the Global Learning Lab. Incorporate skill-based learning into the training curriculum, with exercises to practice new skills and the space for sharing among participants.	In progress	In-person trainings planned to be delivered in April-June 2023	A local gender expert is being recruited for curriculum design and training in targeted countries. Partnerships will be key for the longevity of training and preparing for future iterations of the training after the pilot has been evaluated.

Strategic Framework Fund

Project Narrative Report Summary

Project title	**"Leveling The Playing Field"**
Divisions/Units	**MDP/ UNITAR NYO**
Allocation amount	**$220,000**
SFF funding source	**SIDA**
Other funding: ☐ Yes **☒ No**	
Project period	**January 2022 till December 2022**
Report: ☐ Progress **☒ Final**	**Period covered: January 2022 till December 2022**

Project objective	Supporting diplomats from least developing countries, small island developing states and landlocked countries based in New York and beyond to develop the necessary knowledge and skills to participate in the multilateral environment,				
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	Female	54%	Disability #	Not measured
	Small Island Developing States	Male	45%	Other vulnerable #	
	Vulnerable groups	Other	1%	Completion #	100%
	Female Diplomats	Not disclosed		Certification #	100%
	Attach list if more	Total	**1,876**		
Concise summary of results achieved, including how results contributed to helping UNITAR achieve its strategic objectives	During 2022, the UNITAR New York office under the auspices of the Swedish cooperation has developed 16 capacity building events, which have impacted a total of 1,876 participants. Some activities in 2022 included: The Work of the ECOSOC ● Columbia Law School Series Spring and Fall 2022 ● Round Table: SDG 5 into Environmental Policies and Practices ● Elections to the UN Organs ● Cybersecurity Fundamentals ● Yale Environmental Center on COP27 ● Lessons learned from the Special Human Security Report 2022 ● Workshop and Book launch: Redefining Development ● Event Round Table on Migration ● The Structure, Drafting, and Adoption of UN Resolution ● GFPA Event: Building Back better Climate and Culture				

Describe project effect on direct beneficiary/ beneficiaries	The pandemic and post-pandemic challenge necessitates a reorganization of educational systems and their contexts in numerous ways. With COVID-19 introducing new methods of student learning and teaching, it has also created a new market opportunity for UNITAR NYO to emerge as a new player in providing high-quality education. Our courses aim to equip delegates with the necessary skills and knowledge to demonstrate leadership and become significant contributors. In addition, UNITAR NYO contributes to the education of civil society, which will pave the way for future prosperity, through its broad range of capacity building activities worldwide. UNITAR NYO operates from a position of solidarity, positioning programs in line with the new diplomacy and other agendas.
Describe project effects on groups made vulnerable e.g. women, children, disabled, indigenous peoples, if applicable	The office implemented lectures and series where we paid close attention to vulnerable groups such as women, indigenous people, those affected by climate change, or migrants. We have maintained our partnership with Columbia Law School, and at UNITAR NYO, we remain dedicated to elevating the voices of women, fighting against racism, advocating for gender equality, and ensuring their representation in peacebuilding and conflict resolution efforts. Those who successfully completed the series were awarded a certificate of completion, signed by our Assistant Secretary General Nikhil Seth and Columbia Law School's Dean, Ms. Gillian Lester.
Describe implementation challenges, including COVID-19-related challenges, and mitigation efforts	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.
If progress report, describe planned activities to bring project to closure	

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

Results (Please refer to the annex 1 for full report)

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
Leveling of the playing field for delegates from Developing Countries, Small Island Developing states and Land lock developing states to ensure their active participation in the multilateral environment of the United Nations	(below)			
Outcomes & outputs				
Strengthening of skills on Negotiations, Mediation and Conflict Resolution	% of participants who assure their skills have increased	75%	80%	
Number of participants trained	Participant list	1,500	1,876	
Number of downloads in "UN How to App"	Downloads observed in the apple and google stores	15,000	16,500	
Major activities	**Dates implemented**	**Scheduled to be implemented**	**Comments**	
The Work of the ECOSOC Winter and Fall				
Columbia Law School Series Spring				
Round Table: SDG 5 into Environmental Policies and Practices				
Cybersecurity Fundamentals				
GFPA Event: Building Back better Climate and Culture				
Elections to the UN Organs				
Yale Environmental Center on COP27				
Lessons learned from the Special Human Security Report 2022				
Workshop and Book launch: Redefining Development				
Event Round Table on Migration				
The Structure, Drafting, and Adoption of UN Resolution				

Annex 4

Implementation of recommendations from the Independent Evaluation of the SFF

Annex 4: Management response Strategic Framework Fund Independent Evaluation

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

C2019.TARSF003.SIDA, C2018.TARSF001.QAT, C2019.TARSF004.LKAgov, C2020.TARSF006.PAKGov, C2020.TARSF005.CHuni, C2019.TARSF002.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.TARSF003.SIDA C2018.TARSF001.QAT C2019.TARSF004.LKAgov C2020.TARSF006.PAKGov C2020.TARSF005.CHuni C2019.TARSF002.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)**	**Update on status after 12 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.	Implemented. In 2023 the planned allocation to LDCs and countries in distress and to focus on least privileged persons in respective countries.
	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)**	**Update on status after 12 months (planned, under implementation, implemented)**
2. Recommendation 2: Decisions on allocation awards should take a blended	Accepted	As communicated by the ED at the June 2021 Programme		Implemented	Implemented, only projects with cross-Divisional	Implemented, only projects with cross-Divisional

| | approach of small and short-term seed funding-oriented projects (based on clear criteria, demonstrated needs and clearly identified results which are sustainable) with a limited number of larger and longer-term projects with cross-divisional cooperation, where possible | | Managers Meeting, this approach will be followed. | | | support and participation considered for funding under the SFF. | support and participation considered for funding under the SFF. |

Management Comments:
1. Emphasis for the incoming year's SFF is around the question of health and data and gender equality and the empowerment of women (GEEW).
2. Current thinking: All 7 programming divisions work together on the theme of gender equality and design a project, and a separate project be led by UNOSAT on data and health with relevant divisions partnering in the latter.

	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)	Update on status after 12 months (planned, under implementation, implemented)
3.	Recommendation 3: Emphasis should be placed on the development of country-level partnerships, including UN Country Team engagement, in SFF project design and allocation decisions.	Partially accepted	• Revise SFF governing principles and SFF allocation application for programmes to outline how country-level partnerships including with UN country teams enable the effectiveness of projects • Communicate to programmes the importance of country-level partnerships.		Under implementation Planned	Under implementation, is continued to be stressed with Programmes who are implementing projects under the SFF.	Under implementation, is continued to be stressed with Programmes who are implementing projects under the LNOB.

	Management Comments: This information is already sought through the SFF application process but should be highlighted more strategically by Programmes.						
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)**	**Update on status after 12 months (planned, under implementation, implemented)**
4.	Recommendation 4: UNITAR programme units should ensure that allocation requests include a clearly 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.	Accepted	Office of the Executive Director to communicate to programme units that implementation of the recommendation will inform SFF decision making for allocation requests.		Under implementation	Implemented, project proposals without these criteria have been sent back to Programmes for revision.	Implemented, project proposals without these criteria have been sent back to Programmes for revision.
	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.						
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)**	**Update on status after 12 months (planned, under implementation, implemented)**

	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)	Update on status after 12 months (planned, under implementation, implemented)
5.	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.	Accepted	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.		Under implementation	Implemented, current project proposals under the SFF include blended training approaches including a virtual component.	Implemented, current project proposals under the LNOB include blended training approaches including a virtual component.
	Management Comments:						
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		Under implementation	Under implementation, has been communicated to Programmes.	Under implementation.

		support as needed from PPME.					
	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)**	**Update on status after 12 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.	Under implementation. 2022 Friends of UNITAR meeting included call to Permanent Missions to contribute to LNOB.

Annex 5

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

Annex 6

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

Strategic Objective (SO)	Title of project/activity	Director/Manager
SO3: Planet	How to be e-Waste Literate: A Citizen's Approach to Solving the e-Waste Course	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 Ocaña
SO5: Cross-fertilization	Introduction to Geospatial Information Technology for Evidence Based Decision-Making (Kenya) (2019 allocation)	Einar Bjorgo
	E-learning course on the use of Geospatial Information technologies for Humanitarian assistance	Einar Bjorgo
	Market Monitoring and Forecasting of Essential Medicines and Supplies: Improving Access to Affordable and Quality-assured Essential Medicines and Supplies**	Einar Bjorgo, Alex Mejia, and Mukul Bhola
	UNITAR Innovation and Collaboration Programme	Jonas Haertle
Multiple strategic objectives	Vector-borne disease risk mapping dashboard** (SO2, SO5)	Alex Mejia, Einar Bjorgo
	Ethiopia – Safer Chemicals Management and Gender Mainstreaming (SO2, SO3)	Jorge Ocana
	Strengthening SDG Competencies in the Digital Age**	Angus Mackay
	One UNITAR Gender - Global Learning Lab on Women's Leadership – Empowering Women, Fighting Inequalities**	All UNITAR Thematic Divisions Directors
	Leveling the Playing Field	Marco Suazo
Notes	**Cross Divisional/Programme Unit project/activity	

Annex 6

2022-2025 Strategic Framework

Strategic Framework

2022-2025

Contents

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 areas of priority, as well as the incorporation of two new sub-objectives (SO):

- Promote health for all, particularly for the most vulnerable people and countries (new sub-objective under SO2: Promote people's wellbeing); and

- 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 recommendations 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
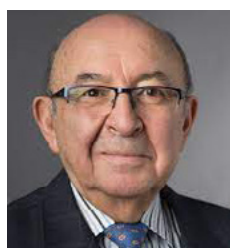
Luis Gallegos
Chair, Board of Trustees

Continuing our
Strategic Direction
with New Opportunities,
New Challenges

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 brought many of UNITAR's activities to a standstill.

As the 2018-2021 strategic framework period comes to a close, we cannot start a new period without acknowledging the stellar role the framework 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.

 The COVID-19 crisis is setting us back. There is a reawakening and urgent call to build back a better world, the future of which will include putting the SDGs back on track and placing greater emphasis on universal health care, climate change action and strengthening digital cooperation. In all these tasks we need to place 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.

> 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.

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; the Convention on the Rights of Persons with Disabilities and the United Nations Disability Inclusion Strategy (UNDIS) launched in June 2019; and the ongoing work on UN development system reform and the Secretary-General's report on Our Common Agenda.

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.

> 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.

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.

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.

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.

> 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.

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.

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

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

Strategic Objective 1. Peace

Promote peace and just and inclusive societies

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 2. People

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

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.

Strategic Objective 3. Planet

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

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.

Strategic Objective 4. Prosperity

Promote inclusive and sustainable economic growth

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.

Strategic Objective 5. Cross-fertilizing Knowledge and Expertise

Promote the indivisible and integrated nature of the 2030 Agenda

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.

Implementing our Strategy

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.

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.
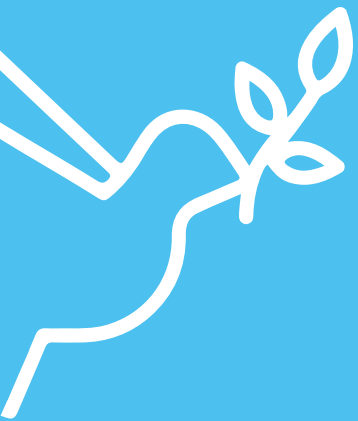
Strategic Objective 1

SO1 | 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.

Credit: UN Photo

Strategic Objective 2

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 improve patients' ability to practice self-care, 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.

Strategic Objective 3

### 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 costal ecosystems.
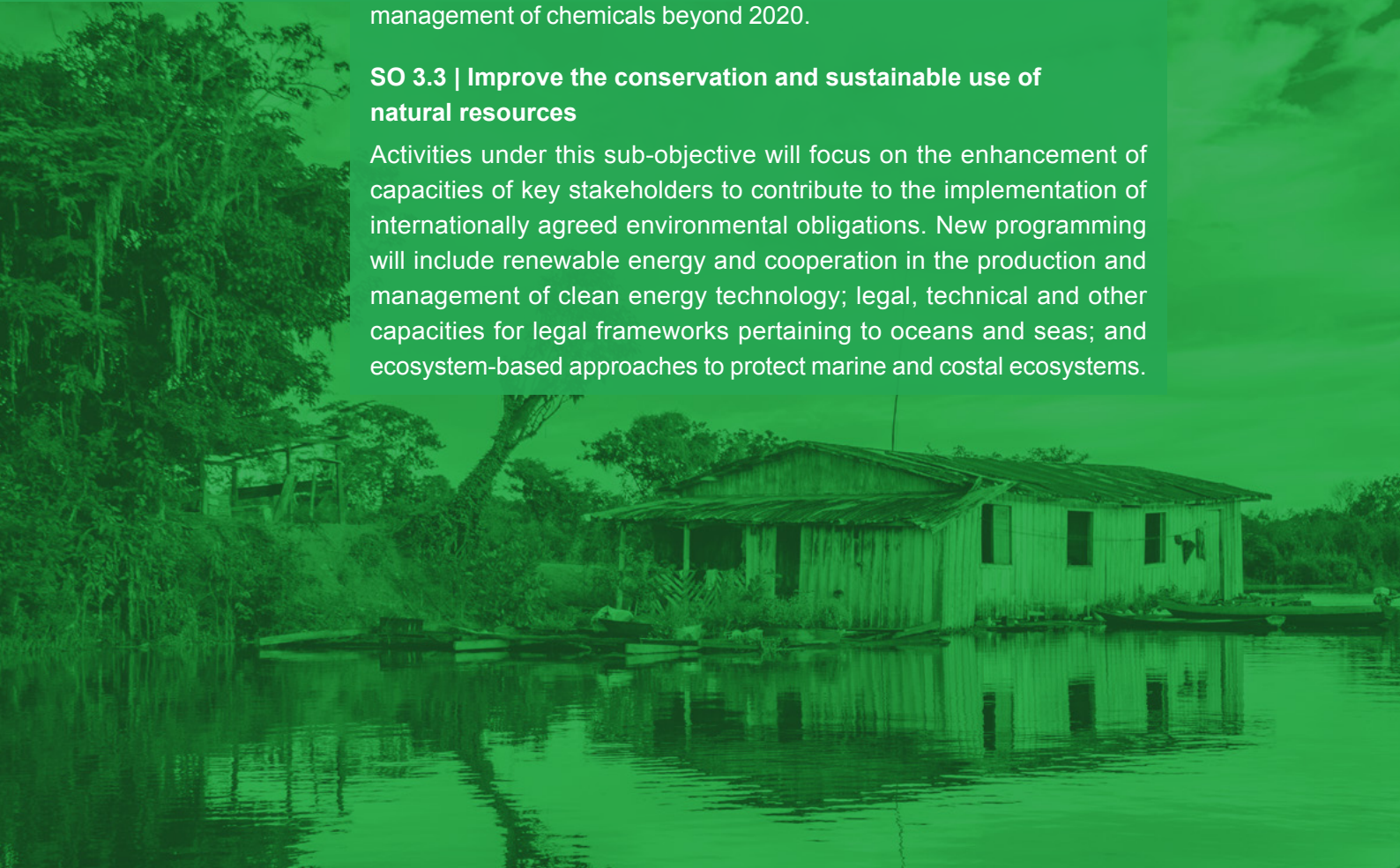
Strategic Objective 4

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 growth[1] 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.

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

Strategic Objective 5

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 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 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, skill sets 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 per cent of the world's population having access to the Internet (2021) and of these about 90 per cent accessing via mobile devises, there is still a long way to go for all to have access. UNITAR will work with 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

- 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.

- 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

- 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.

- 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.

> 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

- 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

- 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.

> 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

- 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.

- 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 flexible funding, increasing partnerships and funding from UN and other donor country teams, further increasing strategic 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.

> 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 diseases.

- 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.

- 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

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, evaluation will support organizational learning and inform future frameworks and strategic directions.

United Nations Institute for Training and Research

Strategic Framework

2022-2025

unitar

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