Leave No One Behind Fund

2023 Narrative Report

26 March 2024

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1. Introduction

This narrative report of the Leave No One Behind Fund (LNOB Fund) covers the period from 1 January 2023 to 31 December 2023, including an update on incomplete project allocations from previous reporting cycles. This is the Fund's fourth narrative report covering allocations from all donors. Figures provided in this report are based on the individual narrative reports contained in Annex 2. This narrative report complements a financial report for the same period which has been submitted under separate cover.

2. Summary of Project Allocations and Reporting Status

As shown in Table I, seven project allocations were awarded in 2023, all of which were completed with final reports. At the end of the 2022 reporting cycle, four projects were still in progress, from which three were completed with final reports in 2023. The vector-borne disease risk mapping dashboard project was closed and funds returned to the pooled account. Reports for two projects, both contributing to Strategic Objective 5, were not submitted.

Table 1: Update on projects/activities in progress as of 31 December 2023

Strategic objective (SO)	Title of project/activity	Source	Allocation (USD)	2022 report	2023 update
SO1: Peace	Leaving No One Behind: Strengthening the Capacities of Member State Officials from LDCs, SIDs and Countries in Conflict to Resolve Conflict and Build Peace (2023 allocation)	Sida	60,000	N/A	Final
SO2: People	Diplomatic Excellence – MoFA of the Republic of Cuba (2023 allocation)	Sida	25,000	N/A	Final
	Diplomatic Excellence – MoFA of the Republic of Maldives (2023 allocation)	Sida	60,365	N/A	Final
	UNITAR Training Programme on Digital and Economic Diplomacy for the Ministry of Foreign Affairs and International Cooperation of the Republic of Zambia (2023 allocation)	Sida	25,000	N/A	Final
	Workshop on Climate Change Diplomacy (2023 allocation)	Sida	60,365	N/A	Final
	Workshop on Conference Diplomacy and Multilateral Negotiations (2023 allocation)	Sida	25,000	N/A	Final
SO5: Cross-fertilization	Introduction to Geospatial Information Technology for Evidence Based Decision-Making (Kenya) (2019 allocation)	Qatar	26,585	No report submitted	No report submitted
	E-learning course on the use of Geospatial Information technologies for humanitarian assistance (2020 allocation)	Qatar	55,000	No report submitted	No report submitted
	Market monitoring and forecasting of essential medicines and supplies: Improving access to affordable and quality-assured essential medicines and supplies*[!] (2022 allocation)	Sida	411,929	Progress	Final
Multiple strategic objectives	Vector-borne disease risk mapping dashboard*[!] (2021 allocation)	Sida	60,000	Progress	Premature closure and funds returned
	Strengthening knowledge and skills to address climate change and advance sustainable development (2021 allocation**)	Sida	100,000	Progress	Final
	One UNITAR Gender – Global Learning Lab on Women's Leadership –	Sida	442,800	Progress	Final

	Empowering Women, Fighting Inequalities[1] (2022 allocation)				
	Diplomatic Excellence – MoSA of Lebanon (2023 allocation)	Sida	25,000	N/A	Final
Notes and legend	*[!] Cross Divisional/Programme Unit project/activity **Inadvertently omitted from 2022 Narrative Report				

The allocations in Table 1 supported projects aligned with all five objectives of the strategic framework. As shown in Figure 1, the largest proportion of funds was allocated to projects with links to multiple strategic objectives (SO), followed by SO5. Taken together, projects funded covered 9 of the 17 Sustainable Development Goals (SDGs 1, 3, 4, 5, 8, 10, 16, 17).[1] The largest proportion of allocations was made to projects delivered in Africa, followed by one project delivered in Asia and Pacific and one project targeting participants from different regions, as shown in Figure 2.

Allocations supported projects related to training (with 272 individuals benefitting from training events from the above-mentioned allocations) and non-training outputs. Two allocations supported non-training-related outputs focusing on developing an early warning dashboard of vector-borne disease outbreaks in Fijij (Vector-borne Disease Risk Mapping Dashboard-Fiji, closed project) and the support to data collection, analysis and market monitoring for essential Non-Communicable Diseases (NCD) medicines and supplies in Gambia and Rwanda. Figures 3 and 4 show the breakdown of participants in training-related projects per strategic objective and geographic region.[2]

With the LNOB focus on countries in special situations and groups made vulnerable, all projects (training and non-training-related) receiving allocations target countries in special situations. Furthermore, the One UNITAR gender project aims at strengthening leadership skills of women across the globe, incorporating local perspectives. The project will achieve its objective by facilitating an online community site Women2Lead Community and the delivery of training in pilot countries Rwanda and South Sudan. Additionally, one participant benefiting from the training programme on digital and economic diplomacy reported living with a disability.

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 region

USD 25.000   USD 60.000
USD 50.000
USD 60.365

USD 1.040.094

- Africa
- Asia and the Pacific
- Latin America and the Caribbean
- Middle East
- Multiple regions/Global
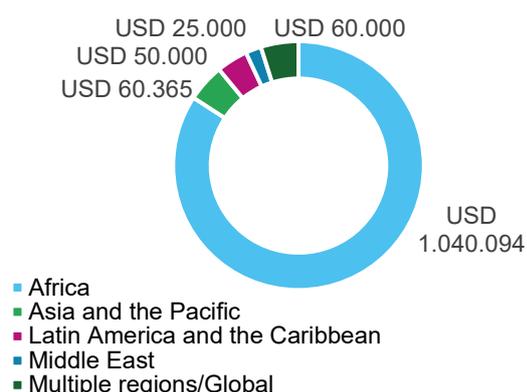
Figure 2 - Budget allocated by strategic objective

USD 60.000
USD 195.730
USD 627.800
USD 411.929

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

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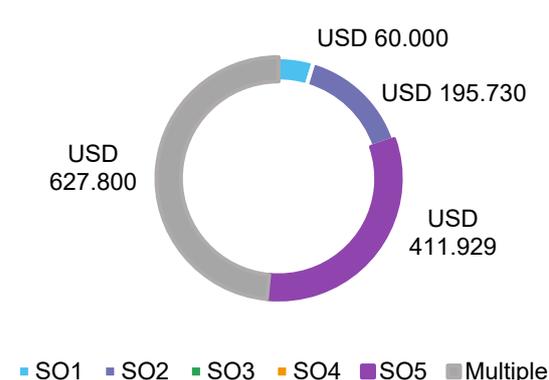
[1] See Annex 1 for a complete list of SDGs.
[2] Footnote 2 applies from Figures 3 to 8.

Figure 3 - Budget allocated by country classification

USD 100.000
USD 25.000
USD 1.110.459

- Special situations
- Other countries
- Both
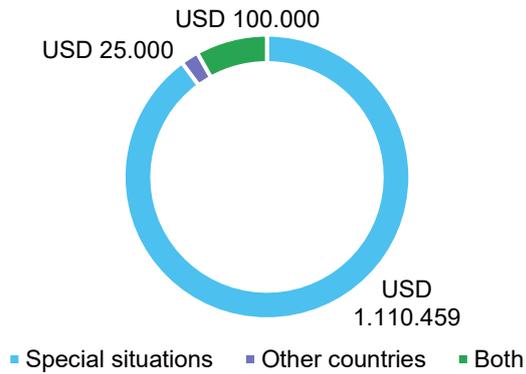
Figure 4 - Training participants by strategic objective

14
134
124

- SO1
- SO2
- SO3
- SO4
- SO5
- Multiple
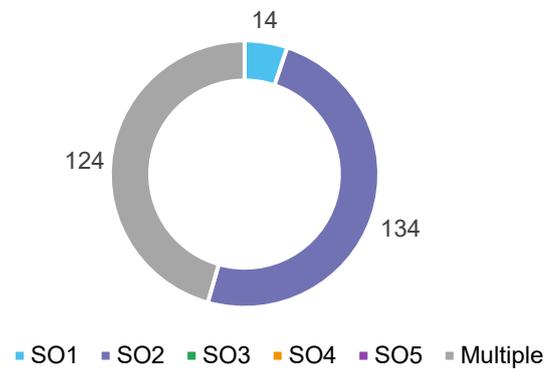
Figure 5 - Training participants by region classification

14
38
47
37
136

- Africa
- Asia and the Pacific
- Latin America and the Caribbean
- Middle East
- Multiple regions/Global
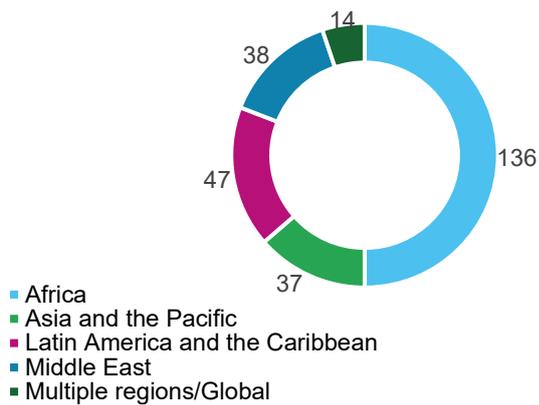
Figure 6 - Training participants by country

36
38
198

- Special situations
- Other countries
- Both

Figure 7 - Certificates by strategic objective

102
130

- SO1
- SO2
- SO3
- SO4
- SO5
- Multiple
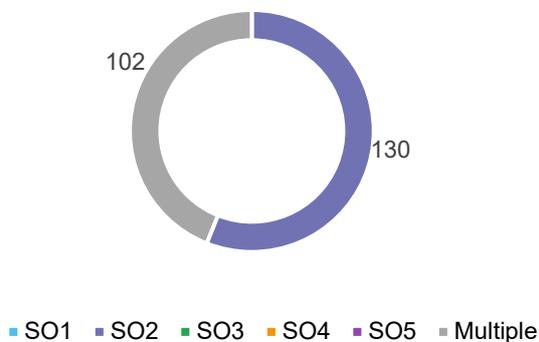
Figure 8 - Certificates by region

36
47
37
112

- Africa
- Asia and the Pacific
- Latin America and the Caribbean
- Middle East
- Multiple regions/Global
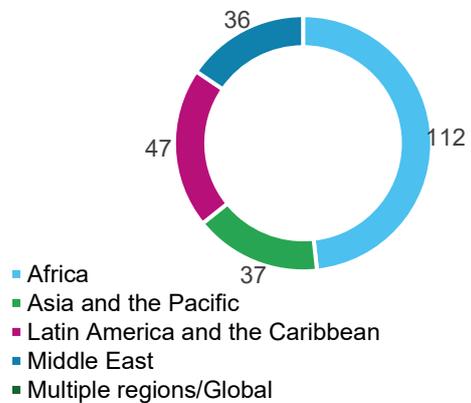
Figure 10 - Certificates by country classification

26
36
170

- Special situations
- Other countries
- Both
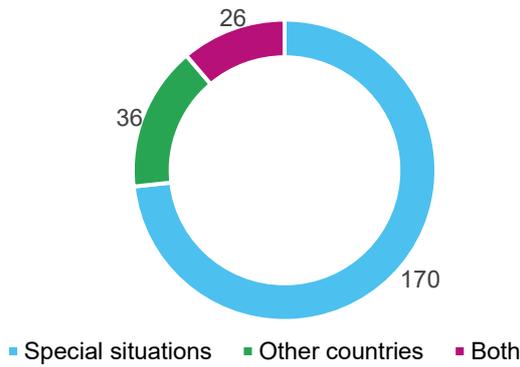
Figure 9 - Women participants by strategic objective

9
79
77

- SO1
- SO2
- SO3
- SO4
- SO5
- Multiple
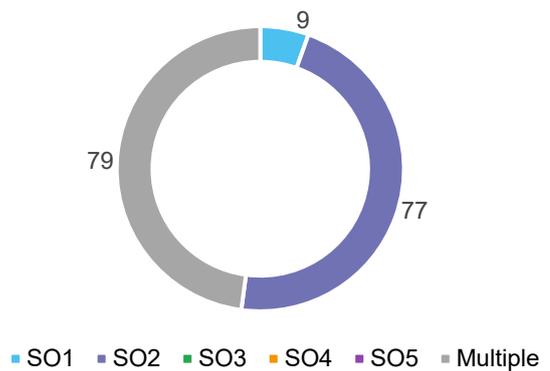
Figure 11 - Women participants by region

9
20
34
27
85

- Africa
- Asia and the Pacific
- Latin America and the Caribbean
- Middle East
- Multiple regions/Global
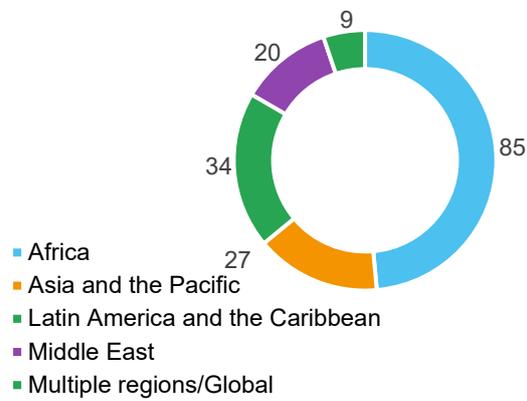
Figure 12 - Women participants by country classification

19
20
136

- Special situations
- Other countries
- Both
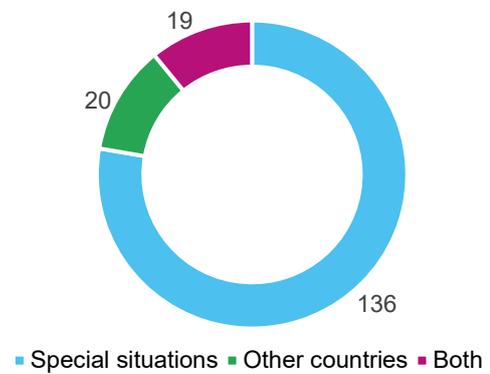
2.1 Highlights by Strategic Objective

SO1: Peace

Promote peace and just and inclusive societies

Training delivered	1 event	Number of participants	14
SDG links	16 (target 16.1)	Certificates	0[3]

One project received an allocation in 2023 to support Strategic Objective 1. The allocation co-founded the Fellowship Programme in Peacemaking and Preventive Diplomacy under the Division for Peace. The programme targeted officials from SIDS, LDCs and countries in conflict to strengthen their knowledge and skills in the areas of conflict analysis and interest-based negotiation to contribute to preventing and resolving conflict and building sustainable peace. By the end of the programme, all participants indicated having achieved the learning objectives of the training.

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[3] Certificates were not reported and assumed to be zero.

SO2: People

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

Training delivered	5 events	Number of participants	134
SDG links	4 (targets 4.3 and 4.7), 5 (target 5.5), 10 (target 10.6), 16 (targets 16.7, 16.8) and 17 (targets 17.9 and 17.G)	Certificates	130

Five allocations to support the implementation of Strategic Objective 2 were made in 2023, comprising training activities targeting the Ministry of Foreign Affairs in Cuba, Maldives, Seychelles, the Dominican Republic and Zambia. The training covered a broad range of thematic areas, namely negotiation skills, conference diplomacy, drafting and public speaking skills, climate change diplomacy and digital and economic diplomacy. At the end of the training, at least 85 per cent of participants in each training sessions indicated having achieved the learning objectives of the training, except for the project focused on conference diplomacy implemented in the Dominican Republic were only two thirds of participants indicated having achieved the learning objectives.

SO5: Cross-fertilizing knowledge and expertise

Promote the indivisible and integrated nature of the 2030 Agenda

Training delivered	0 events	Number of participants	0
Training undelivered	2 events	Certificates	0
SDG links	3 (targets 3.4 and 3.8)	Platforms created	1 web platform

The cross-divisional project receiving an allocation in 2022 to support Strategic Objective 5 was completed. The project aimed 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. Delivery of the project confronted implementation challenges with cabinet reshuffling and the need to re-establish lines of communication. While the project proposal included the delivery of a forecasting tool and training and awareness raising activities, these components did not take place given a shift in the project's approach after the scoping phase which revealed other needs and priorities in the target countries. The capacity building component will be covered in the near future by the newly established International Training Centre for Authorities and Leaders (CIFAL) in The Gambia and Rwanda,[4] which have public health and data management as one of their thematic axes. A synthesis report was finalized in June 2023 together with the GIS web platform.[5]

Projects Under Multiple Strategic Objectives

Training delivered	4 events	Number of participants	124
Training undelivered	0 events	Certificates	102
SDG links	4 (target 4.7), 5 (target 5.5), 13 (target 13.3 and 13.b), and 17 (target 17.3 and 17.9).		

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[4] See CIFAL Kigali and CIFAL Banjul.
[5] The GIS platform can be accessed through the following link: https://arcg.is/1fCuau

The strengthening knowledge and skills to address climate change and advance sustainable development project received an allocation in 2019, closing the delivery of activities in July 2023. The project comprises both a training and a non-training component. The training component was delivered in Kenya and focused on climate diplomacy. The non-training component involved the integration of climate change education into the national curriculum. At the end of the project, climate change and environmental education was integrated into the new curriculum for grades 1 to 12 in five languages, including English. As an unplanned outcome for the second component, ongoing support to the Kenyan Environmental Protection Agency and the Ministry of Education has been provided for delivering training to teachers responsible for the implementation of the curriculum.

Involving all UNITAR Divisions, the **One UNITAR Gender project** was allocated funding for implementation between 12 July 2022 and 31 December 2023. At the end of 2023, the project delivered two training events in the pilot countries Rwanda and South Sudan. Additionally, the Women2Lead Community was launched, hosted in the UN SDG:Learn platform. The Empowered pathways: navigating gender and women's leadership course was also made available in EdApp, a mobile learning management system. At least 90 per cent of the training delivered in the pilot countries confirmed their confidence and knowledge on the topics covered by the training have improved.

A training programme on stakeholder engagement and coordination for the Ministry of Foreign Affairs of Lebanon was implemented in June 2023 with the aim to advance Lebanon's efforts in vocational training and youth employment. All trainees affirmed having achieved the learning objectives of the training.

3. Grants to Implementing Partners

During the 2023 reporting period, UNITAR did not award any grants to implementing partners and activities were delivered directly by UNITAR.

4. Follow-up on the Implementation of the Recommendations from the Independent Evaluation

In accordance with its Governing Principles, the Fund underwent an independent evaluation in 2021. As reported previously, 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.

Of the three remaining recommendations, one has been implemented, two are under implementation and one has been overtaken by events. The status of the three remaining recommendations is as follows:

Recommendation	Acceptance	Planned action	Budget	Status in 2022	Status in 2023
Place emphasis on the development of country-level partnerships, including UN Country Team engagement in project design and allocation decisions	Accepted	Revise governing principles and allocation request applications, and communicate to programme units importance of country level partnerships	N/A	Under implementation	Under implementation
Programme Units to document impact stories using available guidance to analyse personal and institutional changes and reach of training in Member States through alumni	Accepted	Programme Units to undertake impact stories	N/A	Under implementation	Under implementation

The Office of the Executive Director, in cooperation with Board of Trustees to strengthen efforts to widen the SFF donor base and overall SFF resources, complementing the engagement of the ambassadors in Geneva with a targeted outreach to donor capitals	Accepted	Included as agenda item for November 2021 Board of Trustees meeting		Under implementation	Overtaken by events*

*While the planned action was implemented, implementation of the recommendation has been overtaken by events with the Fund's resource mobilization challenges encountered and the present status of donor support.

5. LNOB Fund Developments

In November 2022 and in conjunction with its discussions on raising the Fund's visibility and its resonance with the 2030 Agenda for Sustainable Development, the UNITAR Board of Trustees rebranded the Strategic Framework Fund as the Leave No One Behind Fund. Unfortunately, in the first quarter of 2023, the LNOB Fund's main donor informed UNITAR of its decision to bring about an early termination of its support to the instrument which had an effect on the final disbursement of funds.

Unfortunately, efforts at mobilizing flexible funding in accordance with the objectives under the 2022 to 2027 Partnership and Resource Mobilization Strategy have been largely unsuccessful, despite calls in various reports of the Secretary-General emphasizing the importance of flexible funds and resolutions of the Economic and Social Council inviting Member States to make voluntary contributions to the Fund to enable UNITAR to address the needs of beneficiaries from countries in special situations. International developments in 2022 including the security and humanitarian situation with the war in Ukraine, changes in the strategic priorities of donors and the increasing donor trend to earmark funds for specific purposes are factors that have largely curtailed the mobilization of flexible funding.

At its Sixty-Fourth Session in November 2023, the Board of Trustees discussed these concerns and suggested that Management focus on the identification of thematic windows to which donors may be interested in supporting, as well as the possibly utilizing non-earmarked contributions to the UNITAR General Fund. UNITAR will be exploring both options in 2024 with a view to keeping the LNOB Fund operational.

UNITAR continues to maintain a dedicated page on its website to provide transparency on narrative and financial reporting, as well as the visibility of the donors with funding to project allocations.

6. Annexes

Annex 1: List of SDGs
Annex 2: Summary Reports from 2021-2022 Allocations
Annex 3: List of Directors/Managers/Focal Points overseeing design and implementation of funded projects
Annex 4: 2022-2025 strategic framework

About the Leave No One Behind Fund (LNOB Fund)

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 youth and persons with disabilities.

The 2019, 2021 and 2023 Reports of the Secretary-General on UNITAR (E/2019/81, E/2021/49 and E/2023/70) and Economic and Social Council resolutions E/RES/2019/13, E/RES/2021/16 and E/RES/2023/7 appeal to Member States and other stakeholders to make voluntary contributions to the Fund.

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 the 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.

Donors supporting LNOB Fund allocations in 2023

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 of projects in progress as of 31 December 2023

Strategic Objective 1

Leave No One Behind Fund

Project Narrative Report Summary

Project title	*Leaving No One Behind: Strengthening the Capacities of Member State Officials from LDCs, SIDs and Countries in Conflict to Resolve Conflict and Build Peace*
Divisions/Units	**Peace/Peacemaking and Conflict Prevention Programme**
Allocation amount	**$60,000**
SFF funding source	**Swedish International Development Agency**
Other funding: ☒ Yes ☐ No	**MFA Finland, MFA Norway**
Project period	**March – June 2023**
Report: ☐ Progress ☒ Final	**Period covered: March – June 2023**

Project objective	**Leaving No One Behind, ensuring opportunities for female and male Member State officials from LDCs, SIDs and Countries in Conflict to deepen their vital knowledge and skills to contribute to preventing and resolving conflict and building sustainable peace – the top priority of the United Nations Secretary-General**				
Link to strategic framework objective(s)	**SO1: Promote peace, justice and inclusive societies.** **Leave No One Behind. Strengthening the capacities of female officials in decision-making and peace processes.**				
Link to 2030 Agenda or other 2015 outcome	**SDG(s): Goal 16 Promote peace, justice and strong institutions.** **Target(s): <u>16.1 Significantly reduce all forms of violence and related death rates everywhere; 16.A Strengthen relevant national institutions, including through international cooperation, for building capacity at all levels, in particular in developing countries, to prevent violence and combat terrorism and crime</u>** **Leaving No One Behind, ensuring opportunities for female and male Member State officials from LDCs, SIDs and Countries in Conflict to deepen their vital knowledge and skills to contribute to preventing and resolving conflict and building sustainable peace – the top priority of the United Nations Secretary-General**				
Country and beneficiary metrics	**Targeted countries:**	**Participants**		**Other metrics**	
	LDCs/countries in conflict	Female	9	Disability #	
	LDCs/countries in conflict	Male	5	Other vulnerable #	
		Other		Completion #	
		Not disclosed		Certification #	
	Attach list if more	Total	14		
Concise summary of results achieved, including how results contributed to helping UNITAR achieve its strategic objectives	**Leaving No One Behind, ensuring opportunities for female and male Member State officials from LDCs, SIDs and Countries in Conflict to deepen their vital knowledge and skills to contribute to preventing and resolving conflict and building sustainable peace – the top priority of the United Nations Secretary-General**				
Describe project effect on direct beneficiary/ beneficiaries	Capacities of 9 female and 5 male officials from LDCs/countries in conflict strengthened in the areas of conflict analysis, and interest-based negotiation through participation in the intensive programme.				

Describe project effects on groups made vulnerable e.g. women, children, disabled, indigenous peoples, if applicable	Nine women from LDC/countries in conflict deepened their knowledge and strengthened their skills in identifying root causes of conflict and engaging in mutually-beneficial negotiation to constructively resolve conflict.
Describe implementation challenges, including COVID-19-related challenges, and mitigation efforts	Measures were taken to limit the risk of exposure to Covid-19 through information dissemination, testing kits handed out on side and hygienic measures.
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.	

Leaving No One Behind: Strengthening the Capacities of Member State Officials from LDCs, SIDS and Countries in Conflict to Resolve Conflict and Build Peace

Representatives of LDCs, SIDs and countries in conflict are in special need of ensuring opportunities to strengthen their capacities to build more peaceful, just and inclusive societies. Facing increasingly complex conflict contexts exacerbated by regional and global factors, this programme contributed to deepening the knowledge and strengthening the skills of officials from these countries in identifying sources of conflict, in deepening listening capacities and constructive communication skills and in engaging in principled mutually-beneficial negotiation.

Fourteen officials including nine women and five men from LDCs and countries in conflict took part in the intensive *Fellowship Programme in Peacemaking and Preventive Diplomacy* strengthening conflict analysis and negotiation capacities through theory and practical sessions and simulations and networking with other senior and mid-level officials from around the world, with UN peace mission and departmental staff and with representatives of regional organizations including ASEAN, the AU, the OIC and the OSCE. Two Fellows also took part from Ukraine.

Overall goal: Strengthened capacities of diplomats from LDC Member States, and countries in conflict in the prevention, analysis and sustainable resolution of conflicts.

Expected outcomes:

➢ Knowledge and capacities of senior and mid-level diplomats from LDCs and countries in conflict enhanced through delivery of intensive fellowship programme in conflict prevention and resolution.

Outputs:

➢ Fourteen mid and senior level diplomats trained in conflict analysis, and interest-based problem-solving negotiation.

Indicators:

✓ 75% of senior and mid-level participating officials from LDCs and countries in conflict completing the international training programmes indicate having achieved the learning objectives mostly or fully in the areas of conflict analysis, and interest based, problem-solving negotiation.

Evaluation results:

✓ 100% of senior and mid-level participating officials from LDCs and countries in conflict completing the international training programmes indicate having achieved the learning objectives mostly or fully in the areas of conflict analysis, and interest based, problem-solving negotiation.

✓ 59% of female and male diplomats from LDCs and countries in conflict rated the content of the programme "excellent."

✓ 70% of female and male diplomats from LDCs and countries in conflict rated the content of the programme "excellent."

Excellent feedback has been received including feedback from several officials that it was the best training programme of their careers.

Annex 2

Individual Project Narrative Reports of projects in progress as of 31 December 2023

Strategic Objective 2

Leave No One Behind Fund
Project Narrative Report Summary

Project title	**Diplomatic Excellence - MoFA of the Republic of Cuba**
Divisions/Units	**MDPU, Division for Multilateral Diplomacy**
Allocation amount	**$ 25,000**
SFF funding source	**Leave No One Behind Fund**
Other funding: ☐ **Yes** ☒ **No**	
Project period	**12 - 14 June 2023**
Report: ☐ **Progress** ☒ **Final (Click this) – Insert from other form**	Building effective institutions, reducing international inequalities, and providing quality education and capacity building/training opportunities must be realized by all member states of the United Nations in order to successfully implement the Agenda 2030. However, member states of developing countries do not have the same access to resources even though they are required to achieve similar results as other member states. They thus require support from organizations such as UNITAR with the mandate to "level the playing field" so they could benefit from targeted capacity-building activities that will allow their government officials and other stakeholders to further enhance their performance in multilateral and diplomatic settings and advance their national priorities in international fora.

In line with the UNITAR's Leave No One Behind Fund and the Agenda 2030, this project aimed to support the Ministry of Foreign Affairs of the Republic of Cuba by providing a capacity-building activity in an area that is a key priority for the MoFA (negotiation skills). In order to equip Cuban diplomats and government officials with the right toolkits, the Division for Multilateral Diplomacy (DMD) conducted extensive discussions with the MoFA in order to identify their specific training needs. In this regard, the MoFA confirmed they would like to receive a training activity in the field of negotiation skills as it will allow them to hone their knowledge and skills in this area in order to further advance their national priorities in the field of multilateral diplomacy. |
| | |

| **Project objective** | With this project, participants (including government officials and diplomats from the MoFA of the Republic of Cuba as well as students of the Diplomatic Academy of Cuba) aimed to enhance their negotiation skills in international settings so they can effectively represent and advocate for their national interests within the UN System and other international fora, leading to improved multilateral and diplomatic outcomes and successful negotiations in an international and multicultural context.
This project was highly impactful across several criteria: reaching the most vulnerable member states, holistic approach to diplomatic capabilities and achievement of a long-term multiplier effect in diplomacy. The objectives included:
    1.   **Reaching the most vulnerable member states**
The project currently targets a Small Island Developing State (SID): Cuba
    2.   **Holistic approach to diplomatic capabilities**
The training activity covered not only typical negotiation topics, such as multilateral negotiations, but also focused on the underlying principles and key issues such as the management and resolution of conflicts and collaboration through the inclusion of intercultural implications.
    3.   **Achievement of a long-term multiplier effect in diplomacy**
Equipping SIDS (such as Cuba) with enhanced diplomatic capabilities allows better representation in multilateral conferences and strengthens diplomats, public service officials, and other relevant stakeholders of these countries' abilities to advocate for their nations' priorities and needs. This, in turn, reflects on policy and foreign affairs and creates opportunities for these countries to achieve the 2030 Agenda by tackling together the crucial challenges of our time.
The MoFA of the Republic of Cuba covered the costs for the training venue and technical support which reduced the implementation costs. |

Link to strategic framework objective(s)	SO2: People, Promote people's well-being and support equitable representation of countries in global decision-making				
Link to 2030 Agenda or other 2015 outcome	SDG(s): SDG4, SDG5, SDG10, SDG16, SDG17 Target(s): 4.3,4.7, 5.5, 10.6, 16.7, 16.8, 17.9, 17.G ☐ Promotes holistic, integrated nature of 2030 Agenda				
Country and beneficiary metrics	Targeted countries:	Participants:		Other metrics	
	Republic of Cuba	Female	17/26	Disability #	/
		Male	9/26	Other vulnerable #	/
		Other	0	Completion #	
		Not disclosed	0	Certification #	26
		Total	26		26
Concise summary of results achieved	Throughout the workshop, participants engaged with a experienced negotiation expert, who provided personalized feedback and guidance to help them refine their negotiation skills in a peer-to-peer knowledge-sharing session. Participants also had the chance to practice their negotiation skills in role-playing exercises, and received constructive feedback on their performance. By the end of the workshop, participants had gained practical knowledge and skills related to negotiation in international contexts, and had been equipped with the tools they need to navigate complex negotiation scenarios with confidence and success. Participants developed a deeper understanding of the role of negotiation in international politics and left the workshop with the practical skills and strategies they need to succeed as negotiators in a globalized world. This workshop took place in the English language and was aimed up to 25 diplomats and government officials working for the Ministry of Foreign Affairs of the Republic of Cuba as well as students from ISRI. In the end, the MoFA kindly request to add an additional participant. The face-to-face workshop on Negotiation Skills was structured as a three half-day workshop, designed to provide participants with the skills and knowledge they need to become successful negotiators in a variety of international settings. The workshop began with an exploration of the general role of negotiation in the international arena. Participants gained a deeper understanding of how nearly all decisions in the international context are the result of negotiations, and will learn about the key factors that influence successful negotiation outcomes. Through interactive exercises and case studies, participants gained practical insights into the fundamental basics and advanced topics related to negotiation in international settings. The focus of the workshop was developing the skills necessary to build successful relationships and achieve desired outcomes through negotiation. Participants learned how to apply negotiation strategies in a variety of settings. They had the opportunity to explore case studies and real-life examples of successful negotiation strategies, and learned how to adapt these strategies to their own unique situations.				
Describe project effect on direct beneficiary/ beneficiaries	At the end of this course, participants gained the ability to: • Identify their own styles as negotiators as well as those of others; • Design stakeholder mappings and devise strategies for successful negotiation; • Perform more efficiently as negotiators; • Recount strategies for how to manage multi-party negotiations, conflicts and collaboration including their intercultural implications; • Determine frameworks for collaborative negotiations, including defining and understanding the concept of the BATNA.				
Describe project effects on groups made vulnerable e.g. women, children, disabled,	65% of the participants were women. 17 participants out of 26 were women.				

indigenous peoples, if applicable	
Describe implementation challenges, including COVID-19-related challenges, and mitigation efforts	N/A
If <u>progress report</u>, describe planned activities to bring project to closure	N/A
Directions: Please complete as concisely as possible. For <u>final reports</u>, this page should be used as the cover page, with more a more elaborate narrative attached. For <u>progress reports</u>, this cover page may suffice. For both progress and final reports, an updated log frame or results framework should be attached, with actual performance and reasons for variance. See attachment.	

Results

Workshop for up to 25 diplomats and government officials working for the MoFA of the Republic of Cuba and students from ISRI

Intended impact	Indicator(s)	Performance target(s)	Performance actual	Reasons for Variance
Impact: Gain a new perspective on negotiation and understand myths and barriers to success.	Percentage of participant who meet or exceed the learning objectives	75%	96%	
Outcomes & outputs				
Outcome 1: Identify their own styles as negotiators as well as those of others	Percentage of participant who meet or exceed the learning objectives	75%	96%	
Outcome 2: Design stakeholder mappings and devise strategies for successful negotiation	Percentage of participant who meet or exceed the learning objectives	75%	96%	
Outcome 3: Recount strategies for how to manage multi-party negotiations, conflicts and collaboration including their intercultural implications	Percentage of participant who meet or exceed the learning objectives	75%	96%	
Outcome 4: Perform more efficiently as negotiators	Percentage of participant who meet or exceed the learning objectives	75%	96%	
Outcome 5: Determine frameworks for collaborative negotiations, including defining and understanding the concept of the BATNA.	Percentage of participant who meet or exceed the learning objectives	75%	92%	

Output 1: Raised awareness of up to 25 Cuban diplomats and government officials on their own styles as negotiators as well as those of others	Number of participants trained and who have received a certificate of participation	25	26	
Output 2: Fostered understanding of up to 25 Cuban diplomats and government officials on how to design stakeholder mappings and devise strategies for successful negotiation	Number of participants trained and who have received a certificate of participation	25	26	
Output 3: Increased performance as negotiators of up to 25 Cuban diplomats and government officials	Number of participants trained and who have received a certificate of participation	25	26	
Output 4: Increased knowledge of up to 25 Cuban diplomats and government officials on strategies for how to manage multi-party negotiations, conflicts and collaboration including their intercultural implications	Percentage of participant who meet or exceed the learning objectives	25	26	
Output 5: Increased understanding of up to 25 Cuban diplomats and government officials on how to determine frameworks for collaborative negotiations, including defining and understanding the concept of the BATNA.	Percentage of participant who meet or exceed the learning objectives	25	26	
Major activities		**Dates implemented**	**Scheduled to be implemented**	**Comments**
UNITAR 3 half-day workshop took place between 12 and 14 June 2023 in Havana, Cuba. This face-to-face training workshop concentrated on honing the skills and strategies needed for successful negotiations in a variety of contexts. Designed in a highly interactive manner with simulation exercises, group discussions and breakout sessions, the workshop appealed to all levels of staff and previous experiences.		12-14 June 2023		

Leave No One Behind Fund
Project Narrative Report Summary

Project title	**Workshop on Conference Diplomacy and Multilateral Negotiations**
Divisions/Units	**MDPU, Division for Multilateral Diplomacy**
Allocation amount	**$ 25,000**
SFF funding source	**Leave No One Behind Fund**
Other funding: ☐ **Yes** ☒ **No**	
Project period	**12 - 14 September 2023**
Report: ☐ **Progress** ☒ **Final (Click this) – Insert from other form**	To successfully implement the Agenda 2030, all Member States of the United Nations are strongly encouraged to join forces on building effective institutions, reducing international inequalities, and providing quality education and capacity building/training opportunities. However, Member States of developing countries do not have the same access to resources even though they are required to achieve similar results as other Member States. They thus require support from organizations such as UNITAR with the mandate to "level the playing field" so they can benefit from targeted capacity-building activities that will allow their government officials and other stakeholders to further enhance their performance in multilateral and diplomatic settings and advance their national priorities in international fora. In line with the UNITAR's Leave No One Behind Fund and the Agenda 2030, this project aimed to support the Ministry of Foreign Affairs of the Dominican Republic by providing a capacity-building activity in an area that is a key priority for the MoFA, namely conference diplomacy and negotiation skills. In order to equip Dominican diplomats and government officials with the right toolkits, the Division for Multilateral Diplomacy (DMD) conducted extensive discussions with the MoFA in order to identify their specific training needs. In this regard, the MoFA and the Institute of Higher Education in Diplomatic and Consular Training (INESDYC) confirmed they would like to receive a training activity in the field of conference diplomacy and multilateral negotiations.

Project objective	This project, aimed to enhance Dominican government officials and diplomats' negotiation skills in international settings so they can effectively represent and advocate for their national interests within the UN System and other international fora, leading to improved multilateral and diplomatic outcomes and successful negotiations in an international and multicultural context.
	This project was highly impactful across several criteria: reaching the most vulnerable Member States, holistic approach to diplomatic capabilities and achievement of a long-term multiplier effect in diplomacy. The objectives included:
	   1. Reaching the most vulnerable member states
	The project currently targets a Small Island Developing State (SID): Dominican Republic
	   2. Holistic approach to diplomatic capabilities
	The training activity covered conventional negotiation processes, such as multilateral negotiations, as well as informal processes in conference diplomacy. Moreover, underlying principles and key issues such as the management and resolution of conflicts and collaboration through the inclusion of intercultural implications were highlighted.
	   3. Achievement of a long-term multiplier effect in diplomacy
	Equipping SIDS (such as the Dominican Republic) with enhanced diplomatic capabilities allows for better representation in multilateral conferences and strengthens diplomats, public service officials, and other relevant stakeholders of these countries' abilities to advocate for their nations' priorities and needs. This, in turn, reflects on policy and foreign affairs and creates opportunities for these countries to achieve the 2030 Agenda by tackling together the crucial challenges of our time.
	The MoFA covered the costs for the training venue and technical support which reduced the implementation costs.

Link to strategic framework objective(s)	SO2: People, Promote people's well-being and support equitable representation of countries in global decision-making

Link to 2030 Agenda or other 2015 outcome	SDG(s): SDG4, SDG5, SDG10, SDG16, SDG17				
	Target(s): 4.3,4.7, 5.5, 10.6, 16.7, 16.8, 17.9, 17.G				
	☐ Promotes holistic, integrated nature of 2030 Agenda				
Country and beneficiary metrics	**Targeted countries:**	**Participants:**		**Other metrics**	
	Dominican Republic	Female	17/21	Disability #	/
		Male	4/21	Other vulnerable #	/
		Other	0	Completion #	
		Not disclosed	0	Certification #	21
		Total	21		21
Concise summary of results achieved	Throughout the workshop, participants engaged with experienced experts on conference diplomacy and negotiation skills, who provided personalized feedback and guidance to help them refine their negotiation skills and prepare for multilateral conferences in a peer-to-peer knowledge-sharing session. Participants also had the chance to practice their knowledge and skills in role-playing, simulation exercises and received constructive feedback on their performance. By the end of the workshop, participants had gained practical knowledge and skills related to negotiation in international contexts and had been equipped with the tools they needed to navigate complex negotiation scenarios with confidence and success. Moreover, the participants can now explain the relevance of conference diplomacy and the differences between formal and informal processes. Hence, participants developed a deeper understanding of the role of negotiation in international politics and left the workshop with the practical skills and strategies they need to succeed as negotiators in a globalized world. This workshop took place in the English language and was aimed at up to 30 diplomats and government officials working for the Ministry of Foreign Affairs of the Dominican Republic. The face-to-face workshop on Conference Diplomacy and Multilateral Negotiations was structured as a two full-day workshop, designed to provide participants with the skills and knowledge they need to become successful negotiators in a variety of international settings. The workshop began with an exploration of the general role of negotiation in the international arena by implementing an introductory simulation exercise. Participants gained a deeper understanding of multilateralism and how conferences in the international context are prepared to ensure impactful results of negotiations. After that, they learned about the formal processes of negotiations and informal processes that influence successful negotiation outcomes. Through interactive exercises and case studies, participants gained practical insights into the fundamental basics and advanced topics related to negotiation in multilateral settings. The focus of the workshop was on developing the skills necessary to build successful relationships and achieve desired outcomes through negotiation. Participants learned how to apply negotiation strategies in a variety of settings. They had the opportunity to explore case studies and real-life examples of successful negotiation strategies and learned how to adapt these strategies to their own unique situations.				
Describe project effect on direct beneficiary/ beneficiaries	At the end of this course, participants were able to: • Define multilateralism and explain the relevance of conference diplomacy; • Explain the difference between formal and informal processes and when to choose which type; • Improve their skills in preparing for and participating in multilateral conferences; • Analyse and apply different negotiation styles and strategies and discover their own negotiation style.				
Describe project effects on groups made vulnerable e.g. women, children, disabled,	81% of the participants were women. 17 participants out of 21 were women.				

indigenous peoples, if applicable	
Describe implementation challenges, including COVID-19-related challenges, and mitigation efforts	N/A
If <u>progress report</u>, describe planned activities to bring project to closure	N/A
Directions: Please complete as concisely as possible. For <u>final reports</u>, this page should be used as the cover page, with more a more elaborate narrative attached. For <u>progress reports</u>, this cover page may suffice. For both progress and final reports, an updated log frame or results framework should be attached, with actual performance and reasons for variance. See attachment.	

Results

Workshop for up to 30 diplomats and government officials working for the MoFA of the Dominican Republic and students from INESDYC.

Intended impact	Indicator(s)	Performance target(s)	Performance actual	Reasons for Variance
Impact: Improve negotiation skills in order to advocate for national priorities in the field of multilateral diplomacy	Percentage of participants who meet or exceed the learning objectives	75%	67%	Despite our reminders to MoFA of the need to complete the course evaluation only 14 out of 21 participants completed the course evaluation so this can explain the reason for variance.
Outcomes & outputs				
Outcome 1: Define multilateralism and explain the relevance of conference diplomacy;	Percentage of participants who meet or exceed the learning objectives	75%	67%	Despite our reminders to MoFA of the need to complete the course evaluation only 14 out of 21 participants completed the course evaluation so this can explain the reason for variance.
Outcome 2: Explain the difference between formal and informal processes and when to choose which type;	Percentage of participants who meet or exceed the learning objectives	75%	67%	Despite our reminders to MoFA of the need to complete the course evaluation only 14 out of 21 participants completed the course evaluation so this can explain the reason for variance.
Outcome 3: Improve their skills in preparing for and participating in multilateral conferences	Percentage of participants who meet or exceed the learning objectives	75%	67%	Despite our reminders to MoFA of the need to complete the course evaluation only 14 out of 21 participants completed the course evaluation so this can explain the reason for variance.
Outcome 4: Analyse and apply different negotiation styles and strategies and discover their own negotiation style.	Percentage of participants who meet or exceed the learning objectives	75%	67%	Despite our reminders to MoFA of the need to complete the course evaluation only 14 out of 21 participants completed the course evaluation so this can explain the reason for variance.
Output 1: Raised awareness of up to 30 Dominican diplomats and government officials on the use of their styles as negotiators in conference diplomacy	Number of participants trained and who have received a certificate of participation	21	14	Despite our reminders to MoFA of the need to complete the course evaluation only 14 out of 21 participants completed the course evaluation so this can explain the reason for variance.

Output 2: Fostered understanding of up to 30 Dominicans diplomats and government officials on how to design stakeholder mappings and devise strategies for successful negotiation	Number of participants trained and who have received a certificate of participation	21	14	Despite our reminders to MoFA of the need to complete the course evaluation only 14 out of 21 participants completed the course evaluation so this can explain the reason for variance.
Output 3: Increased performance as negotiators of up to 30 Dominican diplomats and government officials.	Number of participants trained and who have received a certificate of participation	21	14	Despite our reminders to MoFA of the need to complete the course evaluation only 14 out of 21 participants completed the course evaluation so this can explain the reason for variance.
Output 4: Increased knowledge of up to 30 Dominican diplomats and government officials on strategies for how to prepare for conferences and the different relevant actors in multi-party negotiations.	Percentage of participants who meet or exceed the learning objectives	21	14	Despite our reminders to MoFA of the need to complete the course evaluation only 14 out of 21 participants completed the course evaluation so this can explain the reason for variance.
Major activities		**Dates implemented**	**Scheduled to be implemented**	**Comments**
UNITAR 2 full-day workshop took place between 12 and 14 September 2023 in Santo Domingo, Dominican Republic. This face-to-face training workshop concentrated on honing the skills and strategies needed for successful negotiations in a variety of contexts. Designed in a highly interactive manner with simulation exercises, group discussions and breakout sessions, the workshop appealed to all levels of staff and previous experiences.		12-14 September 2023		The target was 30 participants, and the workshop was prepared as such. However, only 21 were present continuously due to diverse commitments.

Leave No One Behind Fund
Project Narrative Report Summary

Project title	Diplomatic Excellence - MoFA of the Republic of Maldives
Divisions/Units	MDPU, Division for Multilateral Diplomacy
Allocation amount	60,365.00 USD
SFF funding source	Leave No One Behind Fund (LNOB)
Other funding: ☐ **Yes** ☒ **No**	
Project period	21 – 24 August 2023
Report: ☐ **Progress** ☒ **Final**	Building effective institutions, reducing international inequalities, and providing quality education and capacity building/training opportunities must be realized by all member states of the United Nations in order to successfully implement the Agenda 2030. However, member states of developing countries do not have the same access to resources even though they are required to achieve similar results as other member states. They thus require support from organizations such as UNITAR with the mandate to "level the playing field" so they could benefit from targeted capacity-building activities that will allow their government officials and other stakeholders to further enhance their performance in multilateral and diplomatic settings and advance their national priorities in international fora. In line with the UNITAR's Leave No One Behind Fund and the Agenda 2030, this project aimed to support the Ministry of Foreign Affairs of the Republic of Maldives by providing a capacity-building activity in an area that is a key priority for the MoFA (Conference Diplomacy: Negotiation, Drafting & Public Speaking Skills). In order to equip Maldivian diplomats and government officials with the right toolkits, the Division for Multilateral Diplomacy (DMD) conducted extensive discussions with the MoFA in order to identify their specific training needs. In this regard, the MoFA confirmed they would like to receive a training activity in the field of conference diplomacy, with a special focus on negotiation, drafting and public speaking skills, as it will allow them to hone their knowledge and skills in this area in order to further advance their national priorities in the field of multilateral diplomacy.
Project objective	Thanks to this project, participants (including government officials and diplomats from the MoFA of the Republic of Maldives) enhanced their knowledge and skills as conference diplomats. The goal of this workshop was to enable them to effectively represent and advocate for their national interests within the UN System and other international fora, leading to improved multilateral and diplomatic outcomes and successful conferences in an international and multicultural context. This project is highly impactful across several criteria: reaching the most vulnerable member states, holistic approach to diplomatic capabilities and achievement of a long-term multiplier effect in diplomacy.

	1. Reaching the most vulnerable member states The project targeted a Small Island Developing State (SIDS): The Republic of Maldives. **2. Holistic approach to Diplomatic Capabilities** The training activity covered not only typical conference diplomacy topics, such as multilateral negotiations, but also focused on the underlying principles and key issues in this context such as the drafting and public speaking skills. At the end of this training, Maldivian diplomats and government officials have not only deepened their knowledge on conference diplomacy but they have also honed key soft skills that will allow them to participate more effectively in international affairs and advance their national priorities. **3. Achievement of a long-term multiplier effect in diplomacy** Equipping a SIDS (such as the Republic of Maldives) with enhanced diplomatic capabilities allows for better representation in multilateral conferences. In addition, it strengthens the abilities of diplomats, public service officials, and other relevant stakeholders of these countries to advocate for their national priorities and needs. This, in turn, reflects on policy and foreign affairs and creates opportunities for these countries to achieve the 2030 Agenda by tackling together the crucial challenges of our time.
Link to strategic framework objective(s)	**SO2:** People, Promote people's well-being and support equitable representation of countries in global decision-making
Link to 2030 Agenda or other 2015 outcome	**SDG(s):** SDG4, SDG5, SDG10, SDG16, SDG17 **Target(s):** 4.3,4.7, 5.5, 10.6, 16.7, 16.8, 17.9, 17.G ☐ Promotes holistic, integrated nature of 2030 Agenda

	Targeted country: Republic of Maldives	Participants:		Other metrics	
Country and beneficiary metrics		Female	27	Disability #	0
		Male	10	Other vulnerable #	0
		Other	0	Completion #	37
		Not disclosed	0	Certification #	37
		Total	37		

| Concise summary of results achieved | Throughout the workshop, participants engaged with an experienced expert on multilateral diplomacy, who provided personalized feedback and guidance to help them refine their conference diplomacy skills in a peer-to-peer knowledge-sharing session. Participants also had the chance to practice their negotiation, drafting and public-speaking skills in role-playing exercises, and received constructive feedback on their performance. By the end of the workshop, participants had gained practical knowledge and skills related to conference diplomacy in international contexts, and had been equipped with the tools they need to navigate complex scenarios in international conferences with confidence and success. Participants developed a deeper understanding of the role of Conference Diplomacy in international politics and acquired key practical skills and strategies to succeed in negotiations, likewise, they were able to hone their drafting and public-speaking skills.

This workshop took place in English language and was aimed up to 37 diplomats and government officials working for the Ministry of Foreign Affairs of the Republic of Maldives. The face-to-face workshop on Conference Diplomacy was structured as a two-day workshop. The workshop was repeated two times, for a total of four days. It was designed to provide participants with the skills and knowledge they need to become successful in the field of Conference Diplomacy in a variety of international settings.

The workshop began with an exploration of the general role of Conference Diplomacy in the international arena. Participants gained a deeper understanding of how nearly all decisions in the international context are the result of negotiations, drafting and public speaking skills, and learned about the key factors that influence successful conferences outcomes. Through interactive exercises and case studies, participants gained practical insights into the fundamental basics and advanced topics related to Conference Diplomacy in international settings. The focus of the workshop was developing the skills necessary to build successful relationships and achieve desired outcomes during conferences. In this regard, participants learned how to apply negotiation strategies and honed their drafting and public speaking skills in a variety of settings. They had the opportunity to explore case studies and real-life examples of successful Conference Diplomacy strategies, and learned how to adapt these strategies to their own situations. |
|---|---|
| Describe project effect on direct beneficiary/ beneficiaries | **At the end of this course, participants gained the ability to:**
• Learn the fundamental concepts of negotiation, including key terms and strategies, to effectively navigate multilateral meetings;
• Develop skills to create clear and concise written documents for multilateral discussions, conveying ideas and proposals effectively;
• Improve verbal communication skills for multilateral meetings through practice and concise expression of ideas;
• Apply negotiation, drafting, and speaking skills in simulated multilateral scenarios, gaining practical experience for real-world situations. |
| Describe project effects on groups made vulnerable | 73% of the participants were women. 27 participants out of 37 were women. |
| Describe implementation challenges and mitigation efforts | N/A |

Project Narrative Report Summary – Results

Workshop for the Republic of Maldives on Conference Diplomacy: An Introduction to Negotiation, Drafting & Public Speaking Skills for Multilateral Meetings

	Indicator(s)	Performance target(s)	Performance actual	Reasons for Variance
Intended impact				
Impact: Gain a new perspective on negotiation and understand myths and barriers to success.	Percentage of participant who consider that their awareness on the topic has increased.	75%	100%	
Outcomes				
Outcome 1: Learn the fundamental concepts of negotiation, including key terms and strategies, to effectively navigate multilateral meetings.	Percentage of participant who meet or exceed the learning objectives	75%	86%	
Outcome 2: Develop skills to create clear and concise written documents for multilateral discussions, conveying ideas and proposals effectively.	Percentage of participant who meet or exceed the learning objectives	75%	86%	
Outcome 3: Improve verbal communication skills for multilateral meetings through practice and concise expression of ideas.	Percentage of participant who meet or exceed the learning objectives	75%	86%	
Outcome 4: Apply negotiation, drafting, and speaking skills in simulated multilateral scenarios, gaining practical experience for real-world situations.	Percentage of participant who meet or exceed the learning objectives	75%	86%	

Outputs

Output 1: Raised awareness of up to 37 Maldivian diplomats and government officials on fundamental concepts of negotiation, including key terms and strategies, to effectively navigate multilateral meetings.	Number of participants trained and who have received a certificate of participation	37	37	
Output 2: Increased skills to create clear and concise written documents for multilateral discussions, conveying ideas and proposals effectively.	Number of participants trained and who have received a certificate of participation	37	37	
Output 3: Fostered verbal communication skills for multilateral meetings through practice and concise expression of ideas.	Number of participants trained and who have received a certificate of participation	37	37	
Output 4: Increased negotiation, drafting, and speaking skills in simulated multilateral scenarios, gaining practical experience for real-world situations.	Number of participants trained and who have received a certificate of participation	25	26	

Major activities	Dates implemented	Scheduled to be implemented	Comments
UNITAR's workshop on "Conference Diplomacy: An Introduction to Negotiation, Drafting & Speaking Skills for Multilateral Meetings" took place between 21 and 24 August 2023 in Malé, Republic of Maldives. Designed in a highly interactive manner with simulation exercises, group discussions and breakout sessions, the workshop appealed to all levels of staff and previous experiences.	21- 24 August 2023		

Leave No One Behind Fund
Project Narrative Report Summary

Project title	**UNITAR Training Programme on Digital and Economic Diplomacy for the Ministry of Foreign Affairs and International Cooperation of the Republic of Zambia**
Divisions/Units	**MDPU, Division for Multilateral Diplomacy**
Allocation amount	**$ 25,000.00**
SFF funding source	**Leave No One Behind Fund**
Other funding: ☐ Yes **☒ No**	
Project period	**13 November - 16 November 2023**
Report: ☐ Progress **☒ Final (Click this) – Insert from other form**	To successfully implement the Agenda 2030, all Member States of the United Nations are strongly encouraged to join forces on building effective institutions, reducing international inequalities, and providing quality education and capacity building/training opportunities. However, Member States of developing countries do not have the same access to resources even though they are required to achieve similar results as other Member States. They thus require support from organizations such as UNITAR with the mandate to "level the playing field" so they can benefit from targeted capacity-building activities that will allow their government officials and other stakeholders to further enhance their performance in multilateral and diplomatic settings and advance their national priorities in international fora. In line with the UNITAR's Leave No One Behind Fund and the Agenda 2030, this project aims to support the Ministry of Foreign Affairs and International Cooperation of the Republic of Zambia by providing a capacity-building activity to reach diplomatic excellence in areas that are a key priority for the MoFA, the ones of Digital and Economic Diplomacy. To equip Zambian diplomats and government officials with the right toolkits, the Division for Multilateral Diplomacy (DMD) has conducted extensive discussions with the MoFA in order to identify their specific training needs. In this regard, the MoFA confirmed they would like to receive a training activity in the fields of Digital and Economic Diplomacy, especially in the respective national and regional context.

Project objective	This project was aimed at enhancing Zambian diplomats' and delegates' skills in the fields of Digital and Economic Diplomacy. This enabled them to effectively represent and advocate for their national interests within the UN System and other international fora, leading to improved multilateral and diplomatic outcomes and successful Digital and Economic Diplomacy agendas.
	This project was highly impactful across several criteria: reaching the most vulnerable Member States, holistic approach to diplomatic capabilities and achievement of a long-term multiplier effect in diplomacy. The objectives included:
	    1. Reaching the most vulnerable member states
	The project was targeted for a Least Developed Country (LDC) and landlocked developing country: The Republic of Zambia.
	    2. Holistic approach to diplomatic capabilities
	UNITAR MDP engaged 25 participants in interactive training sessions on core topics of digital and economic diplomacy. UNITAR senior expert trainer Mr. Shaun Riordan introduced main concepts on digital diplomacy and cybersecurity to the participants who connected the acquired knowledge to their local and regional contexts. UNITAR trainer Dr. Linda F. Kassem shared her extensive experience on economics in diplomacy and conducted a simulation exercise with the participants.
	
	The training activity covered not only typical topics in Digital and Economic Diplomacy, such as the relations of cyberspace and geopolitics as well as economic diplomacy agenda, but also focused on the underlying principles and key issues specific to the regional context.
	    3. Achievement of a long-term multiplier effect in diplomacy
	Equipping a LDC and landlocked developing country (such as the Republic of Zambia) with enhanced capabilities in Digital and Economic Diplomacy allowed better representation in multilateral conferences and strengthens diplomats, public service

	officials, and other relevant stakeholders of these countries' abilities to advocate for their nations' priorities and needs. This, in turn, will reflect on policy and foreign affairs and create opportunities for these countries to achieve the 2030 Agenda by tackling together the crucial challenges of our time. During various meetings at ministerial level, the future of the partnership and cooperation between UNITAR, ZIDIS and the Ministry of Foreign Affairs and International Cooperation of the Republic of Zambia were discussed. These discussion about potential further joint projects are planned to be continued. The MoFA of the Republic of Zambia covered the costs for the training venue at the Zambia Institute of Diplomacy and International Studies (ZIDIS) and technical support to reduce the implementation costs.
Link to strategic framework objective(s)	SO2: People, Promote people's well-being and support equitable representation of countries in global decision-making
Link to 2030 Agenda or other 2015 outcome	SDG(s): SDG4, SDG5, SDG10, SDG16, SDG17 Target(s): 4.3,4.7, 5.5, 10.6, 16.7, 16.8, 17.9, 17.G ☐ Promotes holistic, integrated nature of 2030 Agenda

Country and beneficiary metrics	**Targeted countries:**	**Participants:**		**Other metrics**	
	Republic of Zambia	Female	12/25	Disability #	1
		Male	13/25	Other vulnerable #	/
		Other	0	Completion #	
		Not disclosed	0	Certification #	25
		Total	25		

Concise summary of results achieved	Throughout the workshop, participants actively engaged with experienced experts on Digital and Economic Diplomacy, who provided personalized feedback and guidance to help them refine their substantive and soft skills and prepare for multilateral conferences in a peer-to-peer knowledge-sharing session. Participants also had the chance to practice their knowledge and skills in role-playing, and simulation exercises and received constructive feedback on their performance. By the end of the workshop, participants had gained practical knowledge and skills related to Digital and Economic Diplomacy in international contexts and had been equipped with the tools they needed to navigate complex scenarios with confidence and success. The workshop, conducted in English language, catered to up to 25 diplomats and government officials from the Ministry of Foreign Affairs and International Cooperation of the Republic of Zambia. Structured as a four full-day program, it was meticulously designed to provide participants with the skills and knowledge essential for success as key enablers of their country's prosperity. Commencing with an overview of the history of Digital and Economic Diplomacy and explanations of the main concepts, the experts guided the discussions with the participants. Through interactive exercises and case studies, participants gained practical insights into both the basics and advanced topics related to Digital and Economic Diplomacy. The core focus of the workshop was on cultivating the skills necessary for advance Zambia's national agendas on Digital and Economic Diplomacy. Participants learned to apply economic and digital strategies effectively, drawing lessons from case studies and real-life examples and adapting them to their unique situations.
Describe project effect on direct beneficiary/ beneficiaries	At the end of this course, participants were able to: • Distinguish key issues at the intersection between diplomacy and technology; • Explain the relation of cyberspace and geopolitics and its effects on diplomacy; • Identify concrete ways in which digital technologies can support diplomats and diplomacy; • Identify the main stakeholders and issues of cyberdiplomacy;

	• Understand Economic Diplomacy; • Recognize different facets of Economic Diplomacy as it interacts with politics, trade and development, energy, environment, etc.; • Deepen knowledge and understanding of bilateral & multilateral economic diplomacy; • Identify tools and propose negotiating strategies towards achieving national economic diplomacy agendas through case studies.
Describe project effects on groups made vulnerable e.g. women, children, disabled, indigenous peoples, if applicable	48% of the participants were women. 12 participants out of 25 were women. 1 participant was disabled.
Describe implementation challenges, including COVID-19-related challenges, and mitigation efforts	N/A
If progress report, describe planned activities to bring project to closure	N/A

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

Results

Workshop for up to 25 diplomats and government officials working for the MoFA of the Republic of Zambia.

Intended impact	Indicator(s)	Performance target(s)	Performance actual	Reasons for Variance
Impact: Improve Digital and Economic Diplomacy skills in order to advocate for national priorities in the field of multilateral diplomacy.	Percentage of participants who meet or exceed the learning objectives	75%	100%	
Outcomes & outputs				
Outcome 1: Distinguish key issues at the intersection between diplomacy and technology;	Percentage of participants who meet or exceed the learning objectives	75%	100%	
Outcome 2: Explain the relation of cyberspace and geopolitics and its effects on diplomacy;	Percentage of participants who meet or exceed the learning objectives	75%	100%	
Outcome 3: Identify concrete ways in which digital technologies can support diplomats and diplomacy;	Percentage of participants who meet or exceed the learning objectives	75%	100%	
Outcome 4: Identify the main stakeholders and issues of cyberdiplomacy;	Percentage of participants who meet or exceed the learning objectives	75%	100%	
Outcome 5: Understand Economic Diplomacy;	Percentage of participants who meet or exceed the learning objectives	75%	94,44%	
Outcome 6: Recognize different facets of Economic Diplomacy as it interacts with politics, trade and development, energy, environment, etc.;	Percentage of participants who meet or exceed the learning objectives	75%	94.44%	

Outcome 7: Deepen knowledge and understanding of bilateral & multilateral economic diplomacy;	Percentage of participants who meet or exceed the learning objectives	75%	100%	
Outcome 8: Identify tools and propose negotiating strategies towards achieving national economic diplomacy agendas through case studies.	Percentage of participants who meet or exceed the learning objectives	75%	100%	
Output 1: Raised awareness of up to 25 participants of the Ministry of Foreign Affairs and International Cooperation of the Republic of Zambia in partnership with the Zambia Institute of Diplomacy and International Studies on Digital and Economic Diplomacy	Number of participants trained and who have received a certificate of participation	25	25	
Output 2: Fostered understanding of up to 25 participants of the Ministry of Foreign Affairs and International Cooperation of the Republic of Zambia in partnership with the Zambia Institute of Diplomacy and International Studies on Digital and Economic Diplomacy	Number of participants trained and who have received a certificate of participation	25	25	
Output 3: Increased performance as negotiators of up to 25 participants of the Ministry of Foreign Affairs and International Cooperation of the Republic of Zambia in partnership with the Zambia Institute of Diplomacy and International Studies	Number of participants trained and who have received a certificate of participation	25	25	
Output 4: Increased knowledge of up to 25 participants of the Ministry of Foreign Affairs and International Cooperation of the Republic of Zambia in partnership with the Zambia Institute of Diplomacy and International Studies on strategies for	Number of participants who meet or exceed the learning objectives	25	25	
Major activities		**Dates implemented**	**Scheduled to be implemented**	**Comments**
To enhance the skills of Zambian diplomats in Digital and Economic Diplomacy, UNITAR in collaboration with the Ministry of Foreign Affairs		13 – 16 November 2023	13 – 16 November 2023	The target was 25 participants, and the workshop was prepared as such. All

and International Cooperation of the Republic of Zambia conducted a four-day training at the Zambia Institute of Diplomacy and International Studies (ZIDIS) in Lusaka, Zambia. The overall goal of this four-day training programme was to foster and strengthen delegates' knowledge on several aspects of digital and economic diplomacy. UNITAR MDP engaged 25 participants in interactive training sessions on core topics of digital and economic diplomacy. UNITAR senior expert trainer Mr. Shaun Riordan introduced main concepts on digital diplomacy and cybersecurity to the participants who connected the acquired knowledge to their local and regional contexts. UNITAR trainer Dr. Linda F. Kassem shared her extensive experience on economics in diplomacy and conducted a simulation exercise with the participants. During various meetings at ministerial level, the future of the partnership and cooperation between UNITAR, ZIDIS and the Ministry of Foreign Affairs and International Cooperation of the Republic of Zambia were discussed. These discussion about potential further joint projects are planned to be continued.			participants attended the entire workshop as anticipated.

Leave No One Behind Fund
Project Narrative Report Summary

Project title	**Workshop on Climate Change Diplomacy**
Divisions/Units	**MDPU, Division for Multilateral Diplomacy**
Allocation amount	**$ 60,365.00**
SFF funding source	**Leave No One Behind Fund**
Other funding: ☐ Yes **☒ No**	
Project period	**31 October - 4 November 2023**
Report: ☐ Progress **☒ Final (Click this) – Insert from other form**	To successfully implement the Agenda 2030, all Member States of the United Nations are strongly encouraged to join forces on building effective institutions, reducing international inequalities, and providing quality education and capacity building/training opportunities. However, Member States of developing countries do not have the same access to resources even though they are required to achieve similar results as other Member States. They thus require support from organizations such as UNITAR with the mandate to "level the playing field" so they can benefit from targeted capacity-building activities that will allow their government officials and other stakeholders to further enhance their performance in multilateral and diplomatic settings and advance their national priorities in international fora.

In line with the UNITAR's Leave No One Behind Fund and the Agenda 2030, this project aims to support the Ministry of Foreign Affairs of the Republic of Seychelles by providing a capacity-building activity to reach diplomatic excellence in an area that is a key priority for the MoFA, the one of Climate Change Diplomacy. To equip Seychellois diplomats and government officials with the right toolkits, the Division for Multilateral Diplomacy (DMD) has conducted extensive discussions with the MoFA in order to identify their specific training needs. In this regard, the MoFA confirmed they would like to receive a training activity in the field of Climate Change Diplomacy, especially in the context of the coming COP28, as it will allow them to hone their knowledge and skills in this area to further advance their national priorities in the field of Climate Change negotiations. |
| | |

Project objective	This project, aimed to enhance Seychellois government officials and diplomats' their Climate Change Diplomacy skills and knowledge specific to international settings. This enabled them to effectively represent and advocate for their national interests within the UN System and other international fora, leading to improved multilateral and diplomatic outcomes and successful Climate Change Negotiations in an international and multicultural context.

This project was highly impactful across several criteria: reaching the most vulnerable Member States, holistic approach to diplomatic capabilities and achievement of a long-term multiplier effect in diplomacy. The objectives included:

1. **Reaching the most vulnerable member states**

The project was targeted for a Small Island Developing State (SIDS): The Republic of Seychelles.

2. **Holistic approach to diplomatic capabilities**

The training activity covered not only typical topics in Climate Change Diplomacy, such as Multilateral Negotiations on climate agreements, but also focused on the underlying principles and key issues specific to the field. It emphasized the most important aspects related to climate change and the importance of collaboration, taking into account each country's climate vulnerability implications in this context.

Equipping Seychellois diplomats and government officials with this specialized knowledge and these Climate Change Diplomacy capabilities enabled them to participate more effectively in international affairs, particularly in climate negotiations. By understanding the complexities and nuances of Climate Change Diplomacy, they are better prepared to advocate for their national priorities and effectively engage with other countries to address the urgent challenges posed by climate change, especially in the context of the coming COP28.

3. **Achievement of a long-term multiplier effect in diplomacy**

Equipping a SIDS (such as the Republic of Seychelles) with enhanced Climate Change Diplomacy capabilities allowed better representation in multilateral conferences and strengthens

	diplomats, public service officials, and other relevant stakeholders of these countries' abilities to advocate for their nations' priorities and needs in terms of climate change. This, in turn, will reflect on policy and foreign affairs and create opportunities for these countries to achieve the 2030 Agenda by tackling together the crucial challenges of our time. The MoFA of the Republic of Seychelles covered the costs for the training venue and technical support to reduce the implementation costs.
Link to strategic framework objective(s)	SO2: People, Promote people's well-being and support equitable representation of countries in global decision-making
Link to 2030 Agenda or other 2015 outcome	SDG(s): SDG4, SDG5, SDG10, SDG16, SDG17 Target(s): 4.3,4.7, 5.5, 10.6, 16.7, 16.8, 17.9, 17.G ☐ Promotes holistic, integrated nature of 2030 Agenda

Country and beneficiary metrics	**Targeted countries:**	**Participants:**		**Other metrics**	
	Republic of Seychelles	Female	14/25	Disability #	/
		Male	11/25	Other vulnerable #	/
		Other	0	Completion #	
		Not disclosed	0	Certification #	21
		Total	25		21

Concise summary of results achieved	Throughout the workshop, participants actively engaged with experienced expert on climate change diplomacy, who provided personalized feedback and guidance to help them refine their negotiation skills and prepare for multilateral conferences in a peer-to-peer knowledge-sharing session. Participants also had the chance to practice their knowledge and skills in role-playing, and simulation exercises and received constructive feedback on their performance. By the end of the workshop, participants had gained practical knowledge and skills related to climate change and climate change diplomacy in international contexts and had been equipped with the tools they needed to navigate complex negotiation scenarios with confidence and success. Moreover, the participants can now explain the relevance of climate change diplomacy and the historical background of UNFCCC. Hence, participants developed a deeper understanding of the role of negotiation in complex climate change negotiations and left the workshop with the practical skills and strategies they need to succeed as negotiators in a globalized world. The workshop, conducted in English, catered to up to 25 diplomats and government officials from the Ministry of Foreign Affairs and other ministries of the Republic of Seychelles. Structured as a three full-day program, it was meticulously designed to provide participants with the skills and knowledge essential for success as negotiators in various climate change international settings. Commencing with an overview of the history of climate change diplomacy and the institutional structure of the UNFCCC, participants gained a profound understanding of the fundamental instruments crucial for COP28 preparations. The negotiation groups and negotiation processes added immense value to building the needed knowledge. The workshop dedicated a full day to an exercise focusing on negotiations for climate change conferences in complex international scenarios. Through interactive exercises and case studies, participants gained practical insights into both the basics and advanced topics related to climate change negotiations in multilateral settings. The core focus of the workshop was on cultivating the skills necessary for building successful relationships and achieving desired outcomes through negotiation. Participants learned to apply negotiation strategies effectively in a variety of climate change-related settings, drawing lessons from case studies and real-life examples of successful negotiation strategies and adapting them to their unique situations.
Describe project effect on direct beneficiary/ beneficiaries	At the end of this course, participants were able to: • Define the UNFCCC Climate negotiation process and historical background and determine its current agenda;

	• Understand the UNFCCC's role in international cooperation to address climate change and explain the different roles of the relevant governance bodies and negotiating groups under the UNFCCC; • Analyze and describe international climate change policy framework, including the international climate agreements, like the Paris Agreement; • Demonstrate negotiation skills and techniques to foster collective objectives for negotiating groups under the UNFCCC.
Describe project effects on groups made vulnerable e.g. women, children, disabled, indigenous peoples, if applicable	56% of the participants were women. 14 participants out of 25 were women.
Describe implementation challenges, including COVID-19-related challenges, and mitigation efforts	N/A
If progress report, describe planned activities to bring project to closure	N/A
Directions: Please complete as concisely as possible. For final reports, this page should be used as the cover page, with more a more elaborate narrative attached. For progress reports, this cover page may suffice. For both progress and final reports, an updated log frame or results framework should be attached, with actual performance and reasons for variance. See attachment.	

Results

Workshop for up to 25 diplomats and government officials working for the MoFA of the Republic of Seychelles.

Intended impact	Indicator(s)	Performance target(s)	Performance actual	Reasons for Variance
Impact: Improve climate change negotiation skills in order to advocate for national priorities in the field of multilateral diplomacy.	Percentage of participants who meet or exceed the learning objectives	75%	100%	
Outcomes & outputs				
Outcome 1: Define the UNFCCC Climate negotiation process and historical background and determine its current agenda;	Percentage of participants who meet or exceed the learning objectives	75%	88%	
Outcome 2: Understand UNFCCC's role in international cooperation to address climate change and explain the different roles of the relevant governance bodies and negotiating groups;	Percentage of participants who meet or exceed the learning objectives	75%	94%	
Outcome 3: Analyze and describe the international climate change policy framework, including the international climate agreements, like the Paris Agreement;	Percentage of participants who meet or exceed the learning objectives	75%	88%	
Outcome 4: Demonstrate negotiation skills and techniques to foster collective objectives for negotiating groups under the UNFCCC;	Percentage of participants who meet or exceed the learning objectives	75%	88%	
Output 1: Raised awareness of up to 25 Seychellois diplomats and government officials on complexity of multilateral Climate Change negotiations;	Number of participants trained and who have received a certificate of participation	25	21	

Major activities				
Output 2: Fostered understanding of up to 25 Seychellois diplomats and government officials on the challenges related to mitigation, adaptation and climate finance;	Number of participants trained and who have received a certificate of participation	25	21	
Output 3: Increased performance as Climate Change negotiators of up to 25 Seychellois diplomats and government officials.	Number of participants trained and who have received a certificate of participation	25	21	
Output 4: Increased knowledge of up to 25 Seychellois diplomats and government officials on issues play for COP28.	Number of participants who meet or exceed the learning objectives	25	21	
Major activities		**Dates implemented**	**Scheduled to be implemented**	**Comments**
UNITAR's three full-day workshop took place between 31 October and 4 November 2023 in Victoria, Republic of Seychelles. This face-to-face training workshop concentrated on honing the skills and strategies needed for successful negotiations at an international climate change conference. Designed in a highly interactive manner with simulation exercises, group discussions and breakout sessions, the workshop appealed to all levels of staff and previous experiences.		31 October – 4 November 2023	31 October – 4 November 2023	The target was 25 participants, and the workshop was prepared as such. However, only 21 were present continuously due to diverse commitments and only 16 participants out of 25 participants completed the course evaluation.

Annex 2

Individual Project Narrative Reports of projects in progress as of 31 December 2023

Strategic Objective 5

Market monitoring and forecasting of essential medicines and supplies

Final Report, December 2023

1. Project 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, Division on NCD, Data Health and Capacity Building and Social Development Programme Unit (SDP)**
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 30 June 2023**

Project objective	Leverage data collection, analysis, and market monitoring to support the 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	N/A	Disability #	N/A
		Male	N/A	Other vulnerable #	N/A
		Other	N/A	Completion #	N/A
		Not disclosed	N/A	Certification #	N/A
	Rwanda	Female	N/A	Disability #	N/A

		Male	N/A	Other vulnerable #	N/A
		Other	N/A	Completion #	N/A
		Not disclosed	N/A	Certification #	N/A
		Female	N/A	Disability #	N/A
		Total	N/A	Total	N/A
Concise summary of results achieved, including how results contributed to helping UNITAR achieve its strategic objectives	- Mission, in July 2022,for needs assessment and consultation in the Gambia allowed for a better understanding of the current state of health data availability and management in the country. Further scoping revealed that the Ministry of Health of the Gambia did not possess consistent data on individual NCD health facilities, including the location of many of them. A data collection strategy was developed and implemented with a mission to the country in May-Jun 2023. - Data collection mission to The Gambia was successful, in late May – early June 2023, in understanding the NCD readiness of the 25 existing and proposed NCD facilities. In addition, georeferenced data was recorded at all 25 facilities, as well as 8 medical storage centres to be used for mapping and data analysis. - Geospatial data analysis was undertaken on the Gambian health facility locations, in terms of medication flow between clinics and storage centres and patient flow and referrals between health facilities. General data analysis was also undertaken on medication and supply capacity, from surveyed data. - 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. - The mapping of health facilities in the Gambia, as well as data analysis and results on NCD indicators has been analysed and presented in the form of a synthesis report and live web maps and dashboards. This output 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 supported the countries' Ministries of Health 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	The NCDs being tackled by the project include asthma, diabetes, hypertension and breast, liver, prostate, 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. Moreover, multiple initiatives are taking place simultaneously in the countries, including several pilot projects which related directly or indirectly to the objectives of the SFF project. Understanding the landscape is challenging even for the governments themselves and lead to challenges in coordination.
If progress report, describe planned activities to bring project to closure	N/A

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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

2. Introduction

Non-communicable diseases (NCDs) are a significant health challenge in Africa, with many countries witnessing a rising prevalence of NCDs, including cardiovascular diseases, diabetes, hypertension, and cancer. Factors such as urbanization, unhealthy diets, sedentary lifestyles, and limited healthcare resources contribute to this trend. Issues related to NCDs encompass inadequate preventive measures, late diagnosis, and challenges in managing chronic conditions.

Non-communicable diseases (NCDs) have significant effects on health in Africa, impacting individuals and communities in various ways:

1. High Morbidity and Mortality: NCDs are major contributors to morbidity and mortality in Africa. Conditions like cardiovascular diseases, diabetes, and cancer lead to a substantial disease burden, affecting the quality of life and reducing life expectancy.

2. Strained Healthcare Systems: The rising prevalence of NCDs places immense strain on healthcare systems, leading to increased demand for medical services, medications, and specialized care, often overwhelming limited resources.

3. Economic Impact: NCDs result in lost productivity, increased healthcare expenditures, and financial burdens for individuals and families, affecting economic development in the region.

4. Health Inequalities: NCDs disproportionately affect vulnerable populations, exacerbating health inequalities in Africa, where access to healthcare and health education varies significantly.

5. Interference with Development Goals: NCDs hinder progress towards achieving sustainable development goals, as they impede human capital development, poverty reduction, and overall societal well-being.

6. Risk Factor for Infectious Diseases: NCDs can weaken immune systems, making affected individuals more susceptible to infectious diseases prevalent in the region,

further complicating health outcomes.

Addressing NCDs in Africa requires comprehensive strategies focusing on prevention, early detection, and management, as well as improved access to healthcare, health promotion, and the strengthening of healthcare systems.

Essential medicines and supplies are integral components of health systems and play significant role in the delivery of health care services. Availability of quality-assured and affordable medicine and supplies is one of the most important aspects to achieve universal health coverage. Lack of access to medicines each year contributes to millions of deaths and untold suffering in low resource countries. In addition, counterfeit medicines and supplies pose a huge risk for patients across the developing world. According to the World Health Organization, sham drugs are the world's most lucrative counterfeit goods, with a global market worth roughly $200bn, and Africa accounts for around 42% of the world's cases. The availability, quality, and affordability challenges are faced by both public and private sector institutes.

To support uninterrupted supply of medicines and supplies, the United Nations Institute for Training and Research (UNITAR), will serve the two pilot countries (The Gambia and Rwanda) by providing them with innovative tools required to monitor their markets, map health services and the trends for consumptions of essential medicines and supplies, especially for non-communicable diseases (NCDs).

This project is aligned with the 2030 Agenda for Sustainable Development, specifically 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.

It is also aligned with the UNITAR Strategic Objectives (SO). 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.

2.1. Partners collaborating

UNITAR

- Division on NCD, Digital Health, and Capacity Building
- UNOSAT
- SDP

The Defeat-NCD Partnership

World Health Organisation

- Division of Data, Analytics and Delivery for Impact
- Division of UHC/Communicable and Non-Communicable Diseases
- Department of Essential Drugs and other Medicines

Governments of Rwanda and Gambia

- Ministry of Health
- National FDA
- National Medical Procurement Agency
- Data and Statistics Division/ Planning and Monitoring Division

2.2. Donors

This activity is supported with funding allocated from the Swedish International Development Agency's (Sida) contribution to the UNITAR Strategic Framework Fund. UNITAR is grateful to Sida and other contributors for supporting the SFF. The SFF was established by the UNITAR Board of Trustees in 2018 to support projects and activities that respond to needs of developing countries and in particular the least developed countries, African countries, the small island developing States and countries in and emerging from conflict, in order to strengthen capacities to achieve the Sustainable Development Goals (SDGs).

3. Overview of Project Implementation

3.1. Expected outcomes.

The overall goal of the project is to ensure continuous access to quality-assured, affordable essential NCD medicines and supplies where it is required. These goals were to be pursued by continuous data collection, analysis, and market monitoring for essential NCD medicines and supplies.

At the time of the project design, four main outcomes were established:

1. Reduced stock-outs or shortage of essential medicines and supplies
2. Reduced pricing fluctuation for essential medicines and supplies
3. Improved stock management and forecasting of NCD medicines and supplies
4. Strengthen capacity of healthcare personnel for data collection, analysis, and forecasting activities

Those outcomes were to develop from the delivery of four specific project outputs. The main output planned was a forecasting tool which should allow for monitoring markets fluctuations and stock at the facility level. This tool was to be fed by two major datasets which were also planned outputs of the project: a mapping of health facilities that provide care for NCDs and a dataset with pricing and availability information. Finally, once the tool had been developed, awareness raising and training were to be held with the purpose of building capacity in-country for the tool to be properly implemented.

The chain of results just described was captured in the format of a theory of change, visually represented bellow.
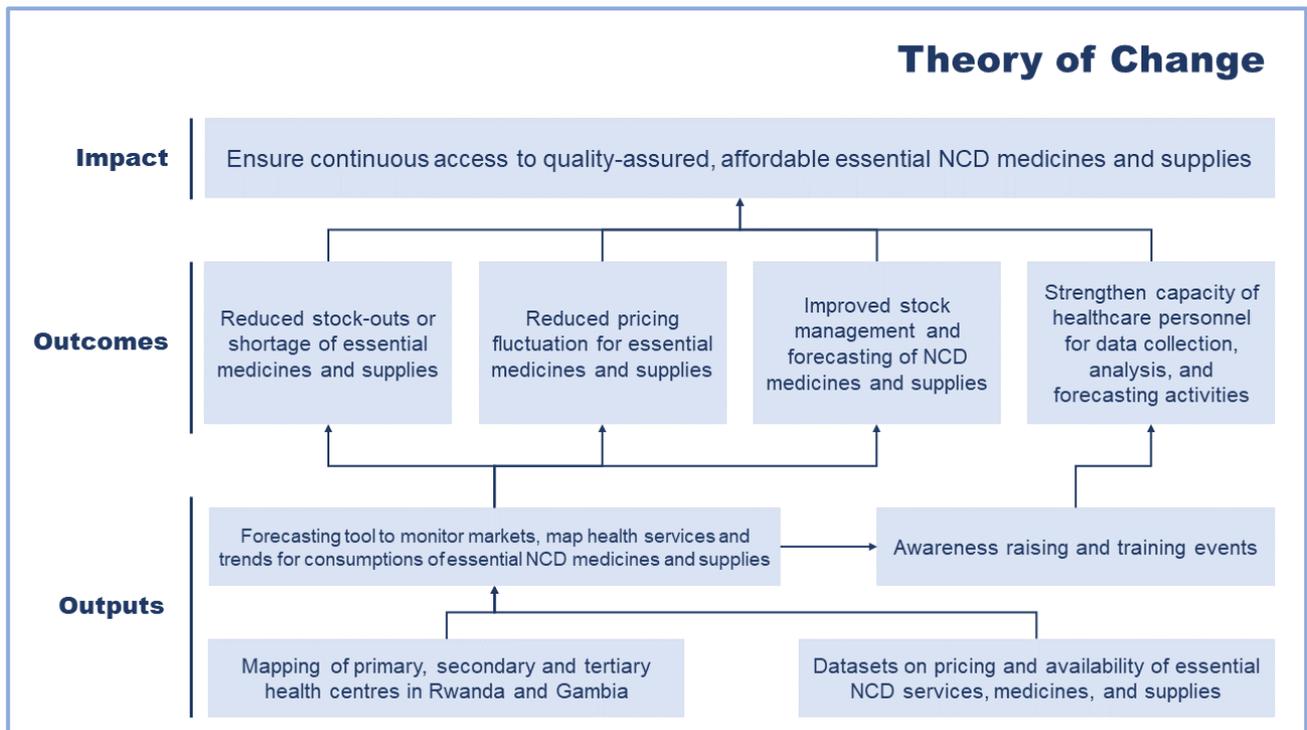
3.2. Implementation Challenges and Course Corrections

The implementation of the project was punctuated by challenges which resulted in the need for course corrections and strategy shifts throughout the project life cycle.

Rwanda: Changes in the Ministry and Communication Challenges

The project was successfully kicked off by the launch of National Strategies for facing NCDs both in the Gambia and in Rwanda. However, the follow up to the policies took place in a pace that led compromised the timely achievement of the project's milestones.

That was especially the case in Rwanda, whose Ministry of Health went through a cabinet reshuffle. The head of the Ministry at the time of the launch of the National Costed Action Plan was replaced in November 2022[5]. While a first consultation workshop was held in July 2022, in person in the Gambia, a first online consultation workshop with representatives from Rwanda only took place in December of that year. Unsurprisingly, the change entailed

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[5] OUTGOING HEALTH MINISTER HANDS OVER TO SABIN NSANZIMANA, KT Press. 02 Dec 2022. https://www.ktpress.rw/2022/12/outgoing-health-minister-hands-over-to-sabin-nsanzimana/

the need to re-establish communication in an effort to regain momentum for the project in the country in face of the inevitable loss of project history within the government.

Nevertheless, the workshop allowed for a better understanding of the data management practices currently in place in the country and opened doors to a continuation of exchanges between UNITAR and the Rwandan government which have outlasted the project cycle.

The Gambia: Data Gaps and Blind Spots

During the first consultation workshop in the Gambia, held in July 2022, the project team first flagged which seemed to be significant data gaps and blind spots at the Ministry Level. Despite the efforts of a clearly committed team within the Ministry, financial and technological challenges in the country are great and impact directly health information management.

Following the mission to the country in 2022, a data expert from the project team reported on the current state of information flow in the country and identified risks for the project to be implemented as planned:

- despite the existence of pilot initiatives for digitalization, most of the process was still done by paper (see image below)
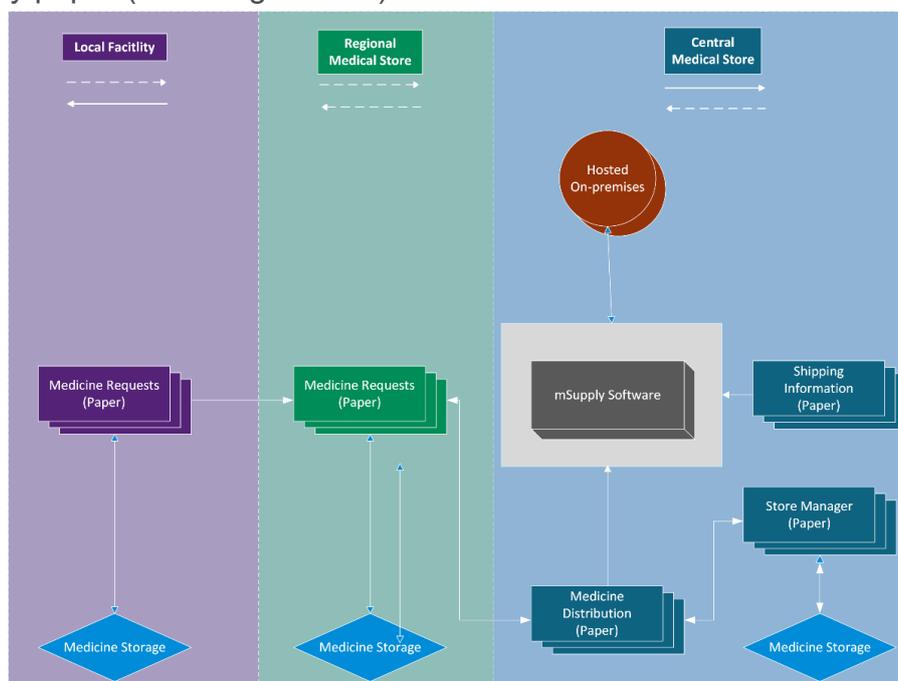
- Regional medical stores did not have access to the software used by the General Medical Store of the country to manage its supply (*msupply*, as shown in the image

above), which lead to fragmented information.

- The NCD policy implementation in the country was to be undertaken by 25 existing health facilities and a cancer hospital which is not yet ready. However, the precise location of those health facilities was not known by the Ministry not there was any baseline on their demand for supplies and medication, just on what was effectively supplied, which, unfortunately, corresponds to only a fraction of the demand.

The information collected meant that the project could not be implemented as originally planned, because not only there were gaps in data, but there were also not sufficient tools and processes in place that could provide the minimum necessary amount of information for a forecasting tool to be useful.

These major finds informed changes to the project course. In agreement with the Ministry, the project took upon itself the task of collecting and making available baseline data that could support the estimation of medication and supply demand as well as provide accurate coordinates for the health facilities and data on the population within their respective catchment areas. The next section will describe further the activities implemented in the Gambia and its results.

Support to capacity building

Faced with the challenges mentioned, the delivery of a forecasting tool as originally planned was compromised and, consequently, the awareness raising and training of health professionals on the use of said tool.

With the purpose of nevertheless contributing to strengthening capacity in the countries, two CIFAL[6] centres were created, one in the Gambia[7] and on in Rwanda[8]. Public health and data management were set as one of the key priorities for the centres. The establishment

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[6] Centre International de Formation des Autorités et Leaders

[7] UNITAR LAUNCHES A NEW CIFAL CENTRE IN THE GAMBIA, UNITAR, 20 June 2023. https://unitar.org/about/news-stories/news/unitar-launches-new-cifal-centre-gambia.

[8] THE CIFAL GLOBAL NETWORK WELCOMES ITS NEW CENTRE IN KIGALI, RWANDA, UNITAR, 17 May 2023. https://unitar.org/about/news-stories/news/cifal-global-network-welcomes-its-new-centre-kigali-rwanda

of the centres in the countries is expected to lead to sustained support to training that will outlast the project cycle.

4. The Gambia

4.1. Overview

Non-communicable diseases (NCDs) pose a significant health burden in The Gambia and in 2022 accounted for over 34% of deaths nationwide. Conditions such as cardiovascular diseases, diabetes, hypertension, and respiratory illnesses are increasingly prevalent. Rapid urbanization, sedentary lifestyles, and dietary changes contribute to this health challenge. Limited healthcare resources, infrastructure, and health literacy further compound the problem. To address NCDs effectively, this project aims to support comprehensive strategies that focus on prevention, early detection, and management. Collaborative efforts between government, healthcare providers, and international organizations are crucial to reducing the impact of NCDs and promoting a healthier nation.
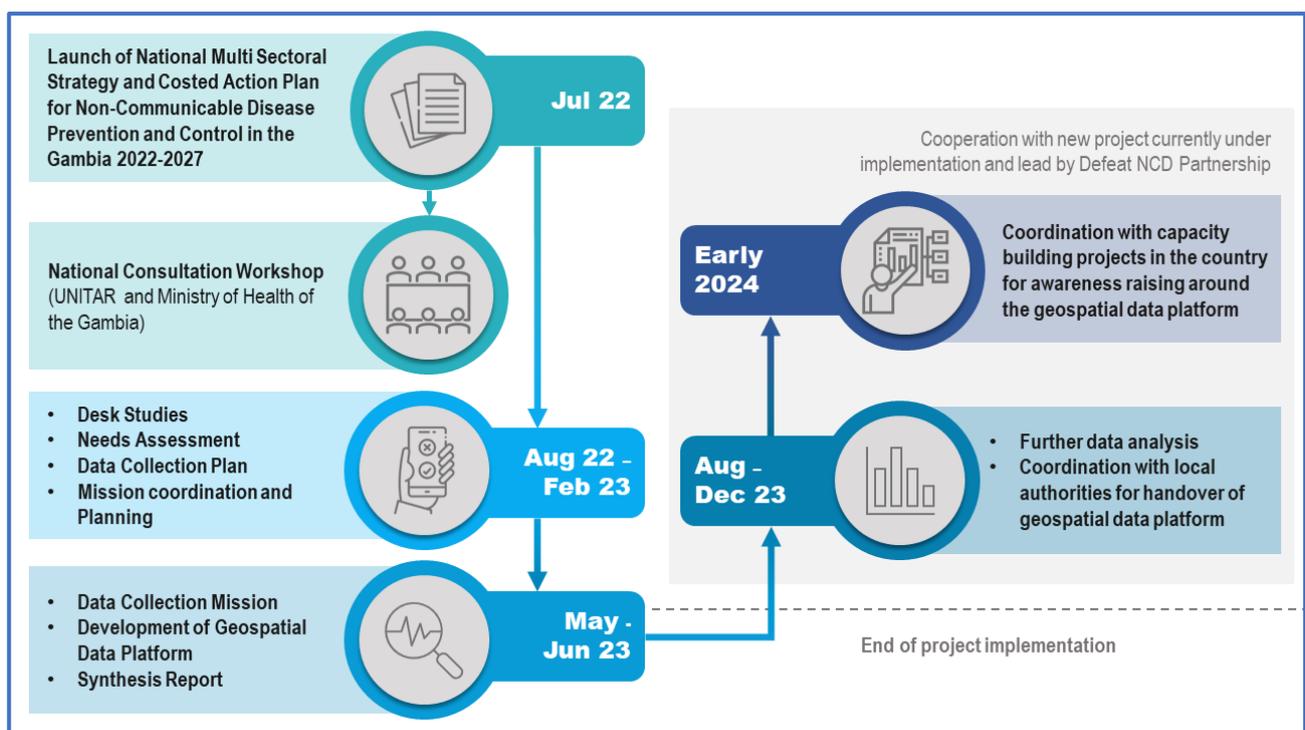

Figure 1 *Project phases for The Gambia*

The image above highlights the timeline of project implementation in The Gambia, from the First National Consultation Workshop to the Data Collection Mission, which are explained in more detail in the following sections. Moreover, the illustration shows how there has been continued cooperation with other initiatives taking place in the country following the conclusion of the project's planned activities. This is done so that the country may benefit

from the delivered outputs and build upon them with the aim of strengthening their response to the growing threat of NCDs.

4.2. First National Consultation Workshop, July 2022

The First National Consultation Workshop was held on 7 July 2022, after online consultation meetings to develop the project proposal. The workshop was hosted by the Ministry of Health of The Gambia. During this time, the scope of the NCDs to be included in the project was defined in accordance with the country's policies and strategic objectives for addressing NCDs. These include the following NCDs:

DIABETES   **HYPERTENSION**   **ASTHMA**   **CANCER**
Breast
Cervical
Liver
Prostate

Figure 2 Picture taken during the First National Consultation workshop in The Gambia, July 2022.

![UNITAR - United Nations Institute for Training and Research]

4.3. Data Collection Mission, May – June 2023

Objectives

To understand the gaps and challenges health facilities face in The Gambia, a field data collection mission was planned to undertake a survey and data analysis on the 25 proposed and existing NCD clinics. The mission objectives were to:

- Collect data from all existing and proposed NCD clinics (25) across the country, covering primary, secondary, and tertiary healthcare facilities.
- Understand the supply chain of medication and supplies.
- Survey information at the medical storage facilities in 7 main cities
- Coordinate with the Ministry of Health for the collection of stocks and distribution of NCD medication and supplies
- Lay the groundwork for training and capacity building.

The mission was undertaken from 29 May to 09 June 2023, with 3 UNITAR staff travelling to The Gambia and working with 4 local staff from the Ministry of Health.

Figure 3. Picture of one of the visited health facilities in the Gambia, taken during the data collection mission.

NCD CLINICS

- Travel to all 25 NCD clinics across the whole country

- Undertake a short interview and questionnaire at each facility to understand more about NCD readiness and capacity.
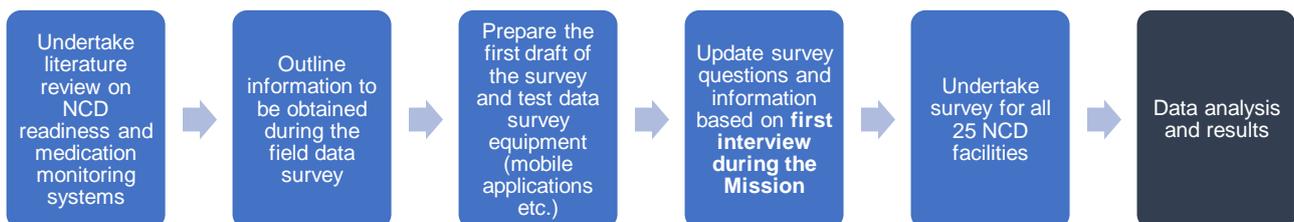
MEDICAL STORAGE CENTRES

- Visit the 7 medical storage centres and the central medical store.

- Undertake a short survey and interview to understand the database/ information flow between the clinics and medical storage centres.

Data Collection Plan

The data collection plan consisted of a country-wide exercise to collect basic information about all primary, secondary, and tertiary healthcare facilities, across all of Gambia's existing and proposed NCD clinics (25), as agreed on the First National Consultation workshop - Market monitoring and forecasting of essential medicines and supplies.

Before the mission was undertaken UNITAR staff undertook a thorough literature review of relevant studies that had been undertaken to adapt best practices when undertaking the data collection survey. It was important to cover all NCD readiness aspects and medication monitoring systems.

Undertake literature review on NCD readiness and medication monitoring systems	Outline information to be obtained during the field data survey	Prepare the first draft of the survey and test data survey equipment (mobile applications etc.)	Update survey questions and information based on **first interview during the Mission**	Undertake survey for all 25 NCD facilities	Data analysis and results

Developing the Survey

The table on the right outlines the scope of the data collection survey which was planned to be undertaken in the clinics. The data collection plan was developed in accordance with World Health Organization's assessment tools (PEN and SARA). Regarding the medication and supplies available in stock at the clinics and medical stores, the

assessment tool will be a checklist based on the [WHO's Package of Essential Noncommunicable (PEN) Disease for Primary Health Care](#), the [WHO's Package of Essential Noncommunicable (PEN) Disease for Primary Health Care in Low Resource Settings](#), and [WHO Model Lists of Essential Medicines](#).

Methodology

Once the survey sections were finalised, questions (including single-word, multiple-choice, open-ended) were added. These questions covered several topics and were divided into four sections.

<u>Section 1</u>. Basic Information and Facility identification

<u>Section 2</u>. Staff and Infrastructure

<u>Section 3</u>. NCD Services Available

<u>Section 4</u>. Equipment and Medication

Three versions of the section 4 of survey were developed according to the level of care provided by the surveyed health centre – Surveys Level 1, 2, and 3.

Section 1. Basic Information and Facility identification	
1.1. Facility Name	1.7. Facility Type
1.2. Description of location	1.8. Managing Authority
1.3. Health region	1.9. On which days is the facility open to the public?
1.4. Local Government Area (LGA)	1.10. Is the facility open on public holidays?
1.5. District	1.11. What are the working hours of the facility?
1.6. Facility Location *(geolocated picture of the facility)*	

Section 2. Staff and Infrastructure		
2.1. Are you able to provide us with the number of staff members working at the facility?		
2.2. Considering the facility's staff as whole, please inform the total number of:		
generalists/ family doctors	pharmacists	public health officers

specialist doctors	pharmacy technicians	community health workers/ health educators
midwives	registration/ data clerk	other members
general nurses	custodial workers	
nurse assistants	registration/ data clerk	

2.3. In the past two years, have any staff members received training in any of the following NCDs?		
Asthma	Breast cancer	Liver cancer
Diabetes	Cervical cancer	Prostate cancer
Hypertension		

2.4. Does the facility have a functioning landline phone? How many?
2.5. Does the facility have a functioning mobile phone? How many?
2.6. Does the facility have a functioning tablet? How many?
2.7. Does the facility have a functioning short-wave radio? How many?
2.8. Does the facility have functioning laptops/ computers? How many?
2.9. Is there access to the internet within the facility? How would you describe the quality of the connection?

Section 3. NCD Services Available
3.1. Does this facility offer immunization services?
3.2. Does the facility regularly offer HPV vaccines?
3.3. Are HPV vaccines available in the facility today?
3.4. Does the facility regularly offer Hepatitis B vaccines?
3.5. Are Hepatitis B vaccines available in the facility today?
3.6. Does the facility offer outreach?
3.7. What type of service or care is offered through outreach?
3.8. Do you have specific days for NCD checkups?

Asthma	Breast cancer	Liver cancer
Diabetes	Cervical cancer	Prostate cancer
Hypertension		

Section 4. Equipment and Medication				
Checklist of equipment and medication. For each of the items, two questions were asked:				
4.1. Is the medication/supply available in the facility today?				
A. Yes		*B. No*		
4.2. Considering the past three to six months, how would you describe its availability?				
A. Never	*B. Rarely*	*C. Occasionally*	*D. Frequently*	*E. Always*
Level 1 – Applicable to all health centres				

• Strip for Glucometer	• Isosorbide dinitrate	• Penicillin
• Blood glucose test strips	• Glyceryl trinitrate	• Erythromycin
• Urine dipstick	• Furosemide	• Amoxicillin
• Oxygen	• Spironolactone	• Hydrocortisone
• Thiazide diuretic	• Salbutamol	• Epinephrine
• Amlodipine	• Prednisolone	• Heparin
• Beta-blocker	• Beclomethasone	• Diazepam
• Angiotensin	• Aspirin	• Magnesium sulphate
• Statin	• Paracetamol	• Promethazine
• Insulin	• Ibuprofen	• Senna
• Metformin	• Codeine	• Glucose injectable solution
• Glibenclamide	• Morphine	• Sodium chloride infusion
Level 2 – Applicable to Secondary and Tertiary Facilities		
• Oxygen - concentrated	• Chlorothiazide	• Methyldopa
• Oxygen - cylinder	• Chlortalidone	• Propranolol
• Insulin - regular	• Atenolol	• Captopril
• Insulin - mixtard	• Benazepril	• Enalapril
• Gliclazide tablet	• Bisoprolol	• Lisinopril
• Tolbutamide	• Carvedilol	• Indapamide
• Nifedipine	• Hydralazine	• Losartan
• Hydrochlorothiazide	• Metoprolol	• Beclomethasone inhaler
Level 3 – Applicable only to Tertiary Facilities		
• Isoflurane	• Benzylpenicillin	• Cisplatin 1mg/ml
• Ketamine	• Cloxacillin	• Cyclophosphamide 50omg
• Propofol	• Flucloxacillin 500mg	• Cytarabine 100mg/ml
• Thiopentone Sodium 0.5g	• Phenoxymethylpenicillin (Penicillin V) 250mg	• Doxorubicin 2mg/ml

• Atropine	• Procaine Penicillin Fortified 4MU	• Fluorouracil 25mg/ml
• Ephedrine	• Tamoxifen 20mg	• Letrozole 2.5mg tabs
• Midazolam	• Verapamil	• Mercaptopurine 50mg
• Fentanyl	• Amiodarone	• Methotrexate 10mg
• Pentazocine	• Bendrofluazide	• Methotrexate 50mg/2ml
• Pethidine	• Digoxin	• Procarbazine 50mg
• Chlorpheniramine	• Dopamine	• Tamoxifen 20mg
• Dexamethasone	• Dexamethasone Sodium Phosphate 4mg/ml	• Vincristine 50mg/2ml
• Ampiclox	• Aminophylline	
• Benzathine	• Ipratropium	

Tools

The main tool used for data collection was the ESRI Survey123 mobile application. This was used to collect most of the survey answers.

In addition, the other staff took comprehensive notes down on the computer to add more details and enhance the data collection.

A paper survey back up was also available in case of any technological issues. This was used mainly for identifying medication each clinic had, as showing a paper list made data collection faster and easier.
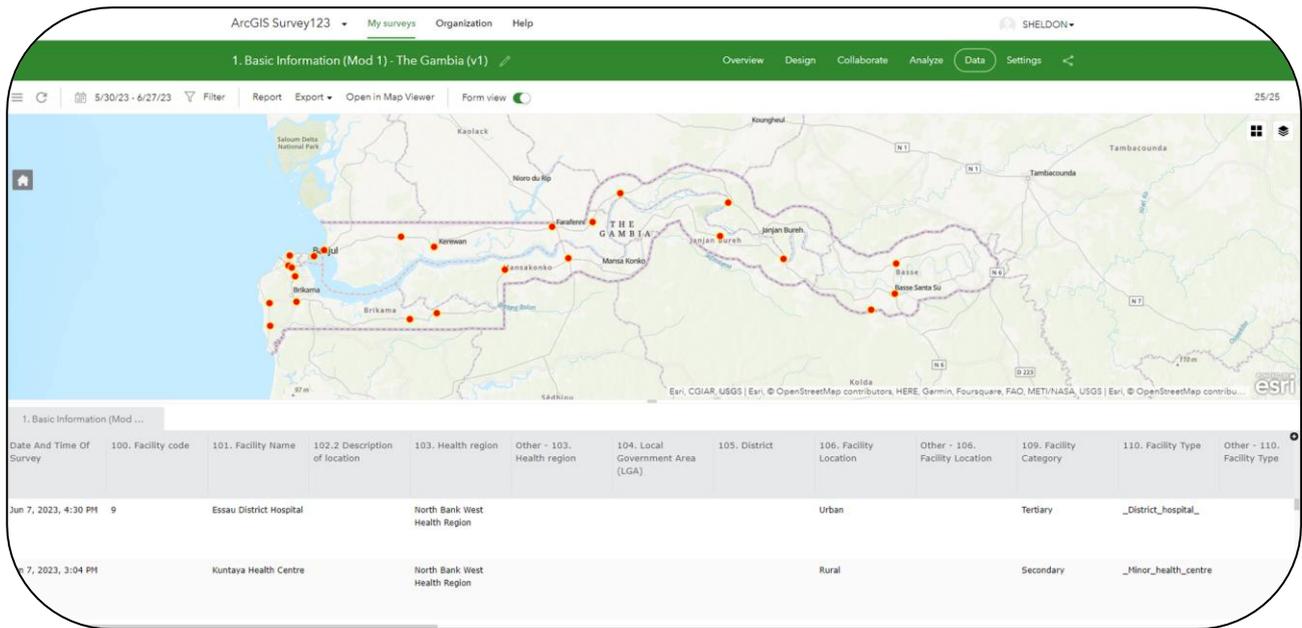
Figure 4*. Screenshot from web version of Survey123.*

Mission Results

The field data team successfully undertook all interviews and questionnaires at the 25 NCD clinics. Interviewees at the medical clinics were informed of the visit and were generally very helpful and willing to answer the questions and provide follow-up details.

Only 2 of the 7 regional medical stores were visited, this was mainly because all the regional medical stores were very similar, and many questions surrounding medication supply/ processes were answered by staff at the NCD clinics and staff at the MoH. In addition, the central medical store was visited and toured.

UNITAR staff successfully held information sessions with the staff at the MoH to understand more about how they used the digital systems for patient records and data (DHIS2) and medication records and requests (eLMIS), this was very helpful in understanding the Ministry's processes and digital strategy for the future.

Figure 5. Picture taken in one of the storage facilities visited during the data collection mission.

Figure 6. Post to UNOSAT's Twitter account on the mission to the Gambia

4.4. Synthesis Report

Figure 7. Front page of the Synthesis Report

Following the successful data collection mission to The Gambia, a first version of the Synthesis Report was developed, which included data summaries and information on:

1.   About the project

2.   Gambian Data Collection Mission

    a.   Objectives
    b.   Aims
    c.   Plan
    d.   Surey Methodology
    e.   Results

3.   Geospatial Data Platform

    a.   Explanation
    b.   First version
    c.   Updated maps
    d.   Data analysis from the mission
    e.   Output maps and products

4.   Main findings from the mission and data analysis

    a.   Medication flow
    b.   NCD capacity

       c.   Patient flow

       d.   Existing/ proposed NCD clinics

       e.   Records and data management

       f.   Infrastructure

       g.   Main challenges

       h.   Ongoing efforts

5.   Future efforts

4.5. GIS web platform

Geospatial applications play a crucial role in leveraging health data. They enable mapping and analysis of health-related information, facilitating targeted interventions, resource allocation, and disease surveillance. Within this project geospatial applications help to understand the flow of medication between health facilities and medication storage centres, patient flow and referrals between clinics and population distribution and demand in health facilities. This is being done through online web applications, dashboards and visualisation tools which allow the user to interact with the data in an easy-to-understand way, allowing for usage by non-technical experts and stakeholders. The goal is to visualise field data collected during the mission, in combination with baseline data and analysis products, which can guide decision-makers and stakeholders when it comes to planning and preparation of NCD related activities.
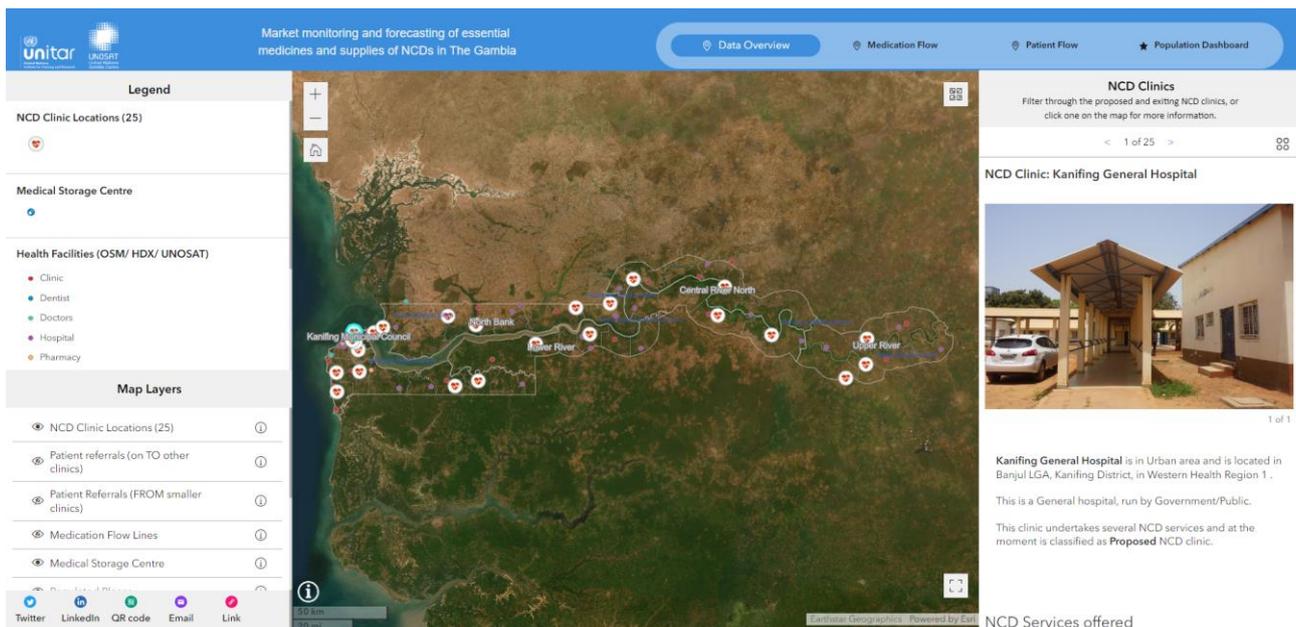
Access the data platform: **https://arcg.is/1fCuau**

Figure 8. Screenshot of the Data Overview Map

Data sharing

All data collected during the field mission, including analysis will be shared with the MoH.

4.6. Support to Resource Mobilisation and Coordination for Sustainability

The Defeat-NCD Partnership and UNITAR provided technical assistance to the Gambia Ministry of Health to complete and launch its Costed Action Plan[9], alongside the World Health Organization and World Bank. The launch was by the President of Gambia signifying strong national leadership commitment. The Costed Action Plan seeks US$ 57.8 million over the five years of Gambia's National Multisector NCDs Strategy 2022-2027, to reduce NCD mortality by over a third.

The ongoing assistance of The Defeat-NCD Partnership to Gambia seeks to help the nation acquire domestic and international resources, mobilise and expand implementation capacity for NCD education, prevention, and control in government and non-government programmes, increase reliable and affordable access to essential NCD supplies, and

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[9] https://defeat-ncd.org/wp-content/uploads/2022/07/Final_-NCD-Strategy-and-Costed-Action-plan-Gambia_v05_spread_nomark-1.pdf

assist the quality monitoring and evaluation of the programme.

Additional funding towards the Costed Acton Plan mobilised so far by The Defeat-NCD Partnership for Gambia is US$ 650,000 through our resource mobilisation efforts.

4.7. Capacity Building - CIFAL Centre

Under this project, UNITAR has established a new CIFAL (*Centre International de Formation des Autorités et Leaders*) Centre in The Gambia, which will offer training programs and workshops on various topics, including data and health management.

Figure 9. CIFAL Centre, The Gambia. Source: UNITAR, 2023.

The CIFAL Centre in The Gambia will serve as a hub for promoting sustainable development, fostering collaboration, and empowering local authorities and leaders in their efforts towards a more sustainable and prosperous future for the country and the region.

The inaugural training event was held in November, training 20 staff members of the Gambian Bureau of Statistics on Data Analysis using the Stata and SPSS software. In 2024, the centre will hold regular trainings, mainly directed at public officials, on a wide range of topics including health and data.

5. Rwanda

5.1. Overview

Rwanda, similarly to The Gambia, is facing an increasing burden of non-communicable diseases (NCDs). Rwanda is also a low-income country with an ageing population where NCDs account for 44% of all deaths. Conditions such as cardiovascular diseases, diabetes, hypertension, cancer, and respiratory diseases are becoming more prevalent. The principal risk factors being hypertension, physical inactivity, tobacco, and harmful alcohol use.

Rwanda has a strong commitment to universal health coverage with good government leadership and a well-organised health system. The country has made significant strides in improving healthcare infrastructure and access to services, including NCD prevention and management. Rwanda has implemented various initiatives, such as community-based health insurance and public health campaigns, to raise awareness and address risk factors. However, challenges remain, including limited resources, health disparities, and the need for continuous efforts in health promotion and disease management. Collaborative actions involving government, healthcare providers, and international partners are essential to combat NCDs effectively and promote better population health in Rwanda.

5.2. National Costed Plan and Support to Resource Mobilisation

The Defeat-NCD Partnership and UNITAR's foundational engagement with the central-eastern nation of Rwanda both precedes and outlasts this project's implementation, and it has created a solid basis for joint partnership that has gathered progressive strength. Rwanda is also a low-income country with an ageing population where NCDs account for 44% of all deaths. Cardiovascular conditions, cancers, chronic respiratory diseases, and diabetes dominate, the principal risk factors being hypertension, physical inactivity, tobacco, and harmful alcohol use.

These efforts entailed support to the development of the country's Costed Action Plan

seeking US$ 376.2 million under its National NCD Strategy 2020-2025[10]. The UN Interagency Task Force on NCDs has commended the work done and this was recognised in an award by WHO for Rwanda.

That support also included resource mobilization, to the sum of US$1.52 million for the Rwandan Costed Action Plan. The resources will go towards implementation with local partners and focusing on four key areas: NCD prevention and risk reduction; strengthening health systems for early detection, care, and treatment; better disease surveillance and research; and improved intersectoral coordination, advocacy, and resource mobilisation.

5.3. National Consultation Workshops

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.

5.4. Rwanda Data Health Platform

Consultation meetings were held with representatives from the Rwandan Ministry and Zenysis Technologies (the company that developed the software) throughout the project timeline. These helped in better understanding what existing infrastructures and systems they have in place for managing and monitoring health data in the country, and how these systems work.

It was found that Rwanda used the Rwanda Health Analytics Platform (RHAP), which is a comprehensive health data management system that provides a centralized and integrated platform for collecting, analysing, and visualizing health-related information in Rwanda. It is designed to improve healthcare decision-making, resource allocation, and policy planning by offering real-time access to reliable and up-to-date health data. RHAP allows healthcare stakeholders, including government officials, healthcare providers, and researchers, to monitor health indicators, track disease trends, and evaluate the impact of interventions, ultimately leading to better healthcare outcomes and improved public health in Rwanda.

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[10] https://defeat-ncd.org/wp-content/uploads/2022/07/Rwanda_NationalReview_dynamic_V06_spread.pdf

Understanding the RHAP platform helps to identify the data gaps, specifically relating to NCDs, that the this and other project can help fill.

Figure 10 *Screenshot of the RHAP infrastructure, as implemented by Zenysis Technologies*

5.5. Capacity Building - CIFAL Centre

The CIFAL Global Network, an initiative of the UNITAR, has announced the opening of a new CIFAL Centre in Kigali, Rwanda on the 17 May 2023. The CIFAL Centre in Kigali will focus on promoting sustainable urban development, resilience, and inclusive governance in Rwanda and the wider East African region. It will offer training programs, workshops, and seminars on topics such as urban planning, climate change adaptation, sustainable transportation, and effective public administration.

The establishment of the CIFAL Centre in Kigali marks an important milestone in strengthening local capacities for sustainable urban development. It will serve as a platform for collaboration and exchange of best practices among local authorities, academia, civil society organizations, and the private sector.

The CIFAL Centre in Kigali will work closely with the Rwandan government and other stakeholders to design and implement capacity-building initiatives tailored to the specific needs of the region. By providing training and knowledge sharing opportunities, the Centre aims to enhance the skills and expertise of local authorities and leaders in promoting sustainable urban development and achieving the United Nations' Sustainable

Development Goals (SDGs).

The establishment of the CIFAL Centre in Kigali reflects UNITAR's commitment to supporting sustainable development at the local level. It recognizes the importance of empowering local authorities and leaders with the necessary knowledge and tools to address urban challenges and create sustainable, inclusive, and resilient cities.

Figure 11. CIFAL Centre, Rwanda. Source: UNITAR, 2023.

The CIFAL Centre in Kigali will provide a platform for learning, collaboration, and innovation. It will contribute to building the capacity of local authorities and leaders to effectively address the complex urban issues and create sustainable urban environments for the benefit of present and future generations. The centre's inaugural training session was held in August 2023 and trained 34 government officials from Rwanda on the link between climate change and gender equality for effective monitoring and integration of gender within national policies, plans and programmes on climate change, while integrating peacebuilding and other key nexuses. In 2024, the centre aims to produce training events on a regular basis on a variety of specialised topics, including health-related topics.

6. Conclusion

The project *Market monitoring and forecasting of essential medicines and supplies* aimed at supporting the countries of the Gambia and Rwanda in the facing the increasing threat of non-communicable diseases (NCD).

At its conception, the project was mainly focused on the delivery of a solution that could be incorporated by the target countries as a tool for forecasting the demand and for monitoring the prices of NCD medication and supplies. However, during a scoping phase, the exchange established with representatives of government and other stakeholders brought to life other needs and priorities for strengthening the response to NCDs in these countries. Such realizations informed changes in course to tailor the project deliverables to each country's reality.

The Defeat-NCD Partnership supported the development of the National Multi Sectoral Strategy and Costed Action Plan for Non- Communicable Disease Prevention and Control in the Gambia which was launched by the President of Gambia on 6 July 2022. During the first consultation workshop, held in July 2022, the project team identified significant data gaps and blind spots at the Ministry Level. Despite the efforts of a clearly committed team within the Ministry, financial and technological challenges in the country are great and directly impact health information management.

Following the mission to the country in 2022, a data expert from the project team reported on the current state of information flow in the country and identified risks for the project to be implemented as originally planned, mainly the fact that the data management was still largely done by paper, despite the existence of pilot initiatives, and that there were significant data gaps at the Ministry level. For instance, the Ministry did not possess the specific location of the health centres responsible for NCD services. Faced with this scenario, in constant with the Ministry of Health, the project took upon itself the task of collecting and making available baseline data that could support the estimation of medication and supply demand as well as provide accurate coordinates for the health facilities and data on the population within their respective catchment areas.

As a result, the project delivered dataset with coordinates for each facility, with information on their respective availability of NCDs medication and supplies. Moreover, a GIS platform

was developed, where that data is also available alongside information on the population of their catchment areas. Looking forward, the lessons learned from the project have since been shared with other initiatives taking place in the country, in an effort to project the results beyond the project's timeline, generating longer-lasting changes.

In Rwanda, the project was successfully kicked off by the launch of National Costed Action Plans for facing NCDs. However, the follow up to the policies faced challenges which affected the timeliness of implementation. The Ministry of Health went through a cabinet reshuffle in November 2022. The change entailed a need to re-establish communication and regain momentum.

A consultation workshop was held with the participation of other stakeholders engaged in health data management in the country to ensure the coordination necessary to avoid replication of efforts. Since then, UNITAR has engaged in continuous exchanges with the Rwandan government, which have outlasted the project cycle. Also, in support of the country's efforts to face NCDs, The Defeat-NCD Partnership and UNITAR supported resource mobilization for the implementation of the National Action Plan.

Finally, on capacity building, the project established CIFAL Centres in both countries. These centres have among its key focus areas Health and Data Management. These centres will be key to the sustainability of UNITAR's support for capacity strengthening in the countries.

Annex 2

Individual Project Narrative Reports of projects in progress as of 31 December 2023

Multiple Objectives

Strategic Framework Fund

Project Narrative Report Summary

Project title	Diplomatic Excellence - MoSA of Lebanon
Divisions/Units	Multilateral Diplomacy Programme Unit (MDPU)
Allocation amount	$25'000
SFF funding source	TARSF003
Other funding: ☐ Yes ☒ No	
Project period	June 2023
Report: ☐ Progress ☒ Final	Period covered: June 2023. The workshop on Stakeholder Engagement and Coordination took place in June 2023 in Beirut, Lebanon.

Project objective	Following the discussions between MoSA, LNE and UNITAR's Division for Multilateral Diplomacy (DMD) to collaborate in the field of vocational training in order to foster Lebanese youth employment, the intended collaboration was enshrined in a Memorandum of Understanding (MoU) between UNITAR and LNE. The overall goal of this collaboration is to work hand in hand with LNE and the Ministry of Social Affairs of Lebanon to enable and equip Lebanese youth with the necessary technical knowledge and skills for a successful career in Lebanon. It is against this background that LNE and MoSA have commenced discussions with UNITAR to design and implement a face-to-face training on stakeholder engagement in Beirut, Lebanon in order to equip staff with the necessary tools to ensure that the envisioned initiative is a success by securing widespread support by various stakeholders.
Link to strategic framework objective(s)	SO1, SO2, SO4, SO5.
Link to 2030 Agenda or other 2015 outcome	SDG1, SDG4, SDG5, SDG8, SDG10, SDG13, SDG16, SDG17.

Country and beneficiary metrics	Targeted countries:	Participants		Other metrics	
	Lebanon	20	7	Disability #	
		Male	18	Other vulnerable #	
		Other	/	Completion #	36
		Not disclosed	/	Certification #	36
		Total	38		

Concise summary of results achieved, including how results contributed to helping UNITAR achieve its strategic objectives	The workshop on Stakeholder Engagement and Coordination was successfully implemented, covering the following aspects: • Planning stakeholder engagement • Analysis of stakeholders • Analysis of stakeholder's interests • Project marketing: Stakeholder engagement as an exchange of value • Navigating stakeholder management • Aligning diverse interests of different stakeholders • Working with 'difficult' stakeholders • Integrating stakeholder engagement in project plans and planning Overall participants reported an increase in their knowledge and skills thanks to the workshop in their self-evaluation.
Describe project effect on direct beneficiary/ beneficiaries	The beneficiaries of the workshop on Stakeholder Engagement and Coordination expressed gratitude and satisfaction with their participation in this training. The Ministry of Social Affairs of Lebanon and Lebanese National Energy have expressed their interest in further partnering with UNITAR in the coming years.
Describe project effects on groups made vulnerable e.g. women,	The beneficiaries of the Stakeholder Engagement and Coordination were staff members of the Ministry of Social Affair of Lebanon as well as of selected NGOs. The training enhanced their knowledge and skills in the field of stakeholder engagement and coordination.

children, disabled, indigenous peoples, if applicable	
Describe implementation challenges, **including COVID-19-related** challenges, and mitigation efforts	N/A
If **progress report**, describe planned activities to bring project to closure	N/A
Directions: Please complete as concisely as possible. For <u>final reports</u>, this page should be used as the cover page, with more a more elaborate narrative attached. For <u>progress reports</u>, this cover page may suffice. For both progress and final reports, an updated log frame or results framework should be attached, with actual performance and reasons for variance. See attachment.	

Results

Intended impact	Indicator(s)	Performance (target)	Performance (actual)	Reasons for Variance
Provide a holistic vision of the stakeholder engagement and coordination	Percentage of participant who meet or exceed the learning objectives	75%	100%	
Outcomes & outputs				
Outcome 1. Explain the complexity involved in coordination and stakeholder engagement in different social, political and cultural contexts	Percentage of participant who successfully completed the knowledge assessment	75%	94%	
Outcome 2. Identify potential stakeholders, domestic as well as foreign, at different levels – local, subnational, national and international	Percentage of participant who successfully completed the knowledge assessment	75%	87%	
Outcome 3. Assess stakeholders' specific needs and interests;	Percentage of participant who successfully completed the knowledge assessment	75%	100%	
Outcome 4. Identify good practices and challenges related to coordination and stakeholder engagement in diplomacy;	Percentage of participant who successfully completed the knowledge assessment	75%	100%	
Outcome 5: Initiate, encourage and sustain suitable channels of stakeholder engagement and coordination with the different potential stakeholders in an early stage.		75%	94%	
Output 1: Raised awareness of up to 25 Lebanese government officials on the complexity involved in coordination and stakeholder engagement in different social, political and cultural contexts;	Number of participants trained and who have received a certificate of participation	25 participants	36 participants	
Output 2. Fostered understanding of up to 25 Lebanese government officials on identification of potential stakeholders,	Number of participants trained and who have received a certificate of participation	25 participants	36 participants	

domestic as well as foreign, at different levels – local, subnational, national and international				
Output 3: Increased performance of up to 25 Lebanese government officials in assessing stakeholders' specific needs and interests;	Number of participants trained and who have received a certificate of participation	25 participants	36 participants	
Output 4: Raised awareness of up to 25 Lebanese government officials on good practices and challenges related to coordination and stakeholder engagement in diplomacy;	Number of participants trained and who have received a certificate of participation	25 participants	36 participants	
Output 5 Increased understanding of up to 25 Lebanese government officials on how to initiate, encourage and sustain suitable channels of stakeholder engagement and coordination with the different potential stakeholders in an early stage.	Number of participants trained and who have received a certificate of participation	25 participants	36 participants	
Major activities		**Dates implemented**	**Scheduled to be implemented**	**Comments**
UNITAR's training workshop on Stakeholder Engagement and Coordination was implemented over three training days in Beirut, Lebanon for participants of MoSA and selected NGOs. The training was very well received by participants, who indicated that their knowledge on stakeholder engagement strategies and skills increased.		26 – 28 June 2023	26 – 28 June 2023	

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, Outpost Offices: New York Office, Hiroshima Office**
Allocation amount	**$ 442'800 (excluding PSC & DSC)**
SFF funding source	**SIDA**
Other funding: ☐ **Yes** ☒ **No**	
Project period	**July 2022 – July 2023**
Report: ☐ **Progress** ☒ **Final**	

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 Strategic Framework 2022-2025. The project takes into consideration all lessons learnt from the 2019-2020 Independent Evaluation of the Strategic Framework Fund.**
	The One UNITAR Gender initiative developed, 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 promotes 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 empowers individuals to participate in decision making. The training also provides the space for sharing of experiences.
	The project aims to aid women to achieve representation and decent employment opportunities through skills development specific to the needs of the beneficiaries in the targeted countries.
	One UNITAR Gender is a cross-divisional project that required 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.**
	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 Male	17 8	Disability #	
	South Sudan	Female Male	23 2	Other vulnerable #	
		Other		Completion #	50
		Not disclosed		Certification #	40
	Attach list if more	Total	50		

Concise summary of results achieved, **including how results contributed to helping UNITAR achieve its strategic objectives**	**One UNITAR Gender** was launched on 4 May 2023 with the Women2Lead Community **site** under the UNSDG: Learn platform, serving as a one-stop location for accessing a variety of learning resources designed to empower women to take a leading role in society. A great variety of UNITAR and partnered learning resources are available in different languages on Women2Lead, to address challenges in linguistic facilitation. The site addresses challenges in inaccessibility due to the lack of internet connectivity in many places around the world, by making online, low bandwidth, and offline learning options available. Women2Lead also features a forum to encourage dialogue and discussion between learners from all over the world and reinforce meaningful interactions on crucial topics of Gender Equality and Women's Empowerment. This forum includes 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 Community site launched novel feature of built and certified Learning Pathways users can complete. In addition, beyond a variety of UNITAR and partnered learning resources, a new course "Empowered Pathways: Navigating Gender and Women's Leadership" was developed and included in the Women2Lead list of courses and in the low-bandwidth EdApp mobile learning platform. The new course was developed after thorough assessment of resources, to fill the gaps of inaccessible, and insufficient content within the leadership scope of Gender Equality and Empowerment of Women.

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

	The targeted countries received 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 core in-person trainings are part of the project's effort to produce continuous tailored content around identified topics of Gender Equality and Women's Empowerment for developing and least developed countries, in partnership with local entities. The produced content in the pilot trainings will establish a threshold for scaling in meaningful curriculum development, but also for replication of training in more communities.
	The content on Women2Lead includes learning resources 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 trainings were also planned to 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.
	The trainings also provided the space for mentoring, promoting the sharing of experiences and knowledge among women. This project required the use of innovative learning solutions to incorporate low-bandwidth capabilities and training the participants on using technology to access the content on Women2Lead. The Division for Prosperity, the Division for Peace, the Division for People, the Division for Planet, the Agenda 2030 Unit, and the African Union joined forces to define plan for curriculum design, content development, and implementation of the in-person training programs. The training in Rwanda took place from 7-11 August under the topic of Gender and Climate Change, in partnership with UNCC: Learn, the Gender Monitoring Office in Rwanda, and the CIFAL Kigali. The training in South Sudan took place on 25-29 September under the topic of Enhancing Women Capacities in the Political Processes, in partnership with the African Union Mission, the South Sudan Ministry of Gender, Child, and Social Welfare, and the Eve Foundation.
	The longevity of in-person trainings have been discussed to ensure the trainings can be continually offered to reach more beneficiaries and that alumni are able to continue their learning and skill development. An evaluation plan was documented to cover Kirkpatrick-Philips levels 1-3.
Describe project effect on direct beneficiary/ beneficiaries	The beneficiaries of this project learn and practice leadership skills by completing courses on the Women2Lead community site, through in-person training, and through mentoring. The content is 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 was tailored for the needs of women in South Sudan and Rwanda. Upon completion of the training, the participants had 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	- Lack of Internet connectivity and of digital literacy: This was 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.

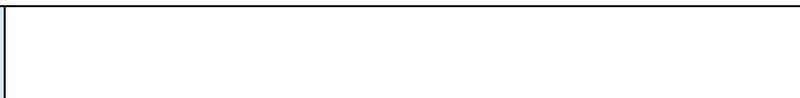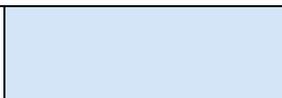|	
	- **Training was tailored to the needs of women in Rwanda and South Sudan. Tailored curriculum was developed to meet the needs of the beneficiaries in these two countries.**

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)	100% of respondents believe that their skills have improved after the training, self-evaluated by the participants	86% of participants received a certificate of completion, with all receiving a grade of 7.0/10 and above.	Not all participants who attended the training took the objective assessment.
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, Women2Lead community, and mentoring (if applicable)	75% of respondents are either satisfied or very satisfied with the pilot training. 75% of respondents are either likely or extremely likely to continue their learning on the Women2Lead community site.	23.1% were satisfied; 76.9% were very satisfied with the pilot training. 29.5% are likely; 70.5% are extremely likely to continue their learning on the Women2Lead community site.	
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 75% of respondents agree that their interaction with fellow	13.7% agree; 86.3% extremely agree that the content of the course was relevant to their work	

		leveraging skills since completing the training)	participants or mentors during the pilot training was enriching and useful	20% agree; 80% strongly agree that their interaction with fellow participants or mentors during the pilot training was enriching and useful	
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.	Following the pilot training, 75% of respondents are likely to use learned knowledge and skills. 75% have applied the acquired knowledge and skills from the training, as reported during interviews and level-3 evaluations several months following the pilot training. 75% have either shared their knowledge with others or have helped someone within their community further develop a leadership skill, as reported during interviews and level-3 evaluations several months following the pilot training.	9.5% agree; 90.5% extremely agree they are likely to use learned knowledge and skills. Evaluation to be performed at level 3, 4 months after training (In progress). Evaluation to be performed at level 3, 4 months after training (In progress).	
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 reported the quality of interaction with mentors and/or fellow participants was enriching and useful	For pilot training that included mentoring, 70% of respondents agreed that the mentoring was useful For pilot training that did not include mentoring, 75% of respondents agree that their	20% agree; 80% strongly agree that their interaction with fellow participants or mentors during the pilot training was enriching and useful	

		interaction with fellow participants was enriching and useful	
Major activities		**Dates implemented**	**Comments**
The Women2Lead community has been launched as an innovative, user-friendly training and capacity-building Global Learning Lab offering educational materials and links to courses on women's leadership. This site includes: 66 curated training and course materials including low bandwidth and offline learning options, a brand-new course: "Empowered Pathways: Navigating Gender and Women s Leadership", a Learning Pathway on Inclusive Training, and a mentoring forum.		4 May 2023: Women2Lead community site was launched, under the UN SDG:Learn platform.	The Women2Lead community has been launched and currently includes 66 learning materials and more than 2000 registered users.
Enhancements to the Women2Lead Community Site included: • Development and Launch of a new e-learning self-paced course titled, Empowered Pathways: Navigating Gender and Women's Leadership • Development and launch of recommended Learning Pathways, with Learning Pathway on Inclusive Training. • Development of mentoring forum for all users of Women2Lead to interact, share experiences, and learn from others in the community coming from the UN, academia, international organizations, the private sectors, and more fields.		July 2023: A new course offered by UNITAR titled, Empowered Pathways: Navigating Gender and Women's Leadership, was fully developed and published on the Women2Lead community. Learning Pathways and a Community Mentoring Forum were developed and published under Women2Lead.	Content, learning pathways, and private mentoring forums for implemented training programmes will be continuously added to the Women2Lead community site going into the future.
Implementation and delivery of the pilot training in Kigali, Rwanda "Gender and Climate Change" in partnership with the Rwanda Gender Monitoring Office, the Rwanda Ministry of Environment, and the UNITAR CIFAL Kigali.		7-11 August 2023	
Implementation and delivery of the pilot training in Juba, South Sudan "Enhancing Women Capacities in the Political Processes" in partnership with		25-29 September 2023	

the African Union, the Ministry of Gender, Child and Social Welfare, and the Eve Foundation.		

One UNITAR Gender

Project Completion Report

C2019.TASF003.SIDA   November 2023

One UNITAR Gender Initiative

Promoting innovative learning solutions on women's empowerment, building on extensive experiences and knowledge of all UNITAR Divisions

Contents

Acknowledgments

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- The UNITAR Strategic Advisory Board for their strategic guidance throughout the initiative.

Executive Summary

One UNITAR Gender aims to empower more women around the world, especially in developing countries and least developed countries, to strengthen their leadership skills and feel empowered to apply and share their knowledge with others. The period of this project is 12 July 2022 to 31 December 2023 with all project activities implemented by 30 September 2023 including (i) the launch of the Women2Lead community hosted under the UN SDG:Learn platform, (ii) the implementation of a pilot training in South Sudan focused on women's political participation, and (iii) the implementation of a pilot training in Rwanda focused on gender and climate change.

One UNITAR Gender was launched on 4 May 2023 with the Women2Lead Community under the UNSDG: Learn platform, serving as a one-stop location for accessing a variety of learning resources designed to empower women to take a leading role in society. A great variety of UNITAR and partnered learning resources are available in different languages on Women2Lead, to address challenges in linguistic facilitation. The site addresses challenges in inaccessibility due to the lack of internet connectivity in many places around the world, by making online, low bandwidth, and offline learning options available. Women2Lead also features a forum to encourage dialogue and discussion between learners from all over the world and reinforce meaningful interactions on crucial topics of Gender Equality and Women's Empowerment.

The One UNITAR Gender initiative addresses the lack of country and context-tailored specific training, by implementing hybrid learning for developing and least-developed countries through in-person tailored training and established communities of practitioners who can continue their learning journey through engaging in the Community, and Mentoring Forums of the Women2Lead Community site. Two in-person pilot trainings were implemented in August and September 2023 through close collaboration with local partners in Rwanda and South Sudan to provide knowledge and tools on women's leadership and empowerment to women in a way tailored to the local context and the needs of beneficiaries within each community. The two pilot trainings are part of the project's effort to produce continuous tailored content around identified topics of Gender Equality and Women's Empowerment for developing and least developed countries, in partnership with local entities.

Each pilot training has been evaluated using Kirkpatrick-Philips level 1-2, meaning that the participant's reactions and learning during the program have been measured. Notably, 90.5% of the total training programme beneficiaries strongly agreed they are likely to use the knowledge and skills learned. The results of the level 1 and 2 evaluations were used to make improvements to the curriculum design and content, with the possibility to scale up and further refine for future training programmes. Additionally, a level 3 evaluation will be conducted in February 2023 to measure the behavioral change of participants after the training has taken place to learn if and how participants have applied what they have learned and are transferring the knowledge to others within their communities.

The initiative was supported by the Swedish International Development Cooperation Agency (SIDA) and coordinated by the UNITAR Office of Executive Director to promote innovative learning solutions on women's empowerment, building on extensive experiences and knowledge of all UNITAR Divisions. The Division for Peace, the Division for People, the Division for Planet, the Division for Prosperity and its Hiroshima Office, the Division for Multilateral Diplomacy with its Multilateral Diplomacy Programme and the New York Office, the Division for Satellite Analysis and Applied Research with the Agenda 2030 Unit and UNOSAT, and the Division on NCD, Digital Health, and Capacity Building, all contributed to developing and launching the One UNITAR Gender Initiative. Partnerships were also key for the success and longevity of the in-person pilot trainings that were implemented in Rwanda and South Sudan, as well as for desired future programme iterations, informed by the pilot programmes. The pilot training programme in Juba, South Sudan, has been implemented in partnership with the African Union and with fundamental support by the Ministry of Gender, Child and Welfare, and Eve Organization, while the pilot training programme in Kigali, Rwanda, has been implemented in partnership with the Rwandan Gender Monitoring Office, the Rwanda Ministry of Environment, and Rwanda Cooperation.

Summary Information

Results Logframe				
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.			
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)	100% of respondents believe that their skills have improved after the training, self-evaluated by the participants	86% of participants received a certificate of completion, with all receiving a grade of 7.0/10 and above.	Not all participants who attended the training took the objective assessment.
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, Women2Lead community, and mentoring (if applicable)	75% of respondents are either satisfied or very satisfied with the pilot training. 75% of respondents are either likely or extremely likely to continue their learning on the Women2Lead community site.	23.1% were satisfied; 76.9% were very satisfied with the pilot training. 29.5% are likely; 70.5% are extremely likely to continue their learning on the Women2Lead community site.	

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 leveraging skills since completing the training)	90% of respondents strongly agree or agree that they have gained confidence in current roles 75% of respondents agree that their interaction with fellow participants or mentors during the pilot training was enriching and useful	13.7% agree; 86.3% extremely agree that the content of the course was relevant to their work 20% agree; 80% strongly agree that their interaction with fellow participants or mentors during the pilot training was enriching and useful
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.	Following the pilot training, 75% of respondents are likely to use learned knowledge and skills. 75% have applied the acquired knowledge and skills from the training, as reported during interviews and level-3 evaluations several months following the pilot training. 75% have either shared their knowledge with others or have helped someone within their community further develop a leadership skill, as reported during interviews and level-3 evaluations several months following the pilot training.	9.5% agree; 90.5% extremely agree they are likely to use learned knowledge and skills. Evaluation to be performed at level 3, 6 months after training (In progress).

			Evaluation to be performed at level 3, 6 months after training (In progress).	
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 reported the quality of interaction with mentors and/or fellow participants was enriching and useful	For pilot training that included mentoring, 70% of respondents agreed that the mentoring was useful

For pilot training that did not include mentoring, 75% of respondents agree that their interaction with fellow participants was enriching and useful | 20% agree; 80% strongly agree that their interaction with fellow participants or mentors during the pilot training was enriching and useful | |

Major activities	Dates Implemented	Comments
The Women2Lead community has been launched as an innovative, user-friendly training and capacity-building Global Learning Lab offering educational materials and links to courses on women's leadership. This site includes: 66 curated training and course materials including low bandwidth and offline learning options, a brand-new course: "Empowered Pathways: Navigating Gender and Women s Leadership", a Learning Pathway on Inclusive Training, and a mentoring forum.	4 May 2023: Women2Lead community site was launched, under the UN SDG:Learn platform.	The Women2Lead community has been launched, and currently includes 66 learning materials and more than 2000 users.
Enhancements to the Women2Lead Community Site included: • Development and Launch of a new e-learning self-paced course titled, Empowered Pathways: Navigating Gender and Women's Leadership • Development and launch of recommended Learning Pathways, with Learning Pathway on Inclusive Training. • Development of mentoring forum for all users of Women2Lead to interact, share experiences, and learn from	July 2023: A new course offered by UNITAR titled, Empowered Pathways: Navigating Gender and Women's Leadership, was fully developed and published on the	Content, learning pathways, and private mentoring forums for implemented training programmes will be continuously added to the Women2Lead community site going into the future.

others in the community coming from the UN, academia, international organizations, the private sectors, and more fields.	Women2Lead community. Learning Pathways and a Community Mentoring Forum were developed and published under Women2Lead.	
Implementation and delivery of the pilot training in Kigali, Rwanda "Gender and Climate Change" in partnership with the Rwanda Gender Monitoring Office, the Rwanda Ministry of Environment, and the UNITAR CIFAL Kigali.	7-11 August 2023	
Implementation and delivery of the pilot training in Juba, South Sudan "Enhancing Women Capacities in the Political Processes" in partnership with the African Union, the Ministry of Gender, Child and Social Welfare, and the Eve Foundation.	25-29 September 2020	

I. Introduction

The purpose of this report is to share information on the One UNITAR Gender initiative including the project's objective and outcomes. Within this report you will find important background information on this initiative, the achievements made, key recommendations and lessons learned, and ways the project outcomes can be leveraged for future programming.

II. Background

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 partner1. 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. 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. The One UNITAR Gender initiative addresses this through the in-person pilot trainings and learning materials and tools available on the Women2Lead Community Site. The results of the project evaluation will be used to make improvements to the curriculum design and content of each pilot training with the possibility to scale up and further refine for future training programmes.

III. Project Description

The One UNITAR Gender initiative has provided access to learning and skill development through the development and implementation of the **Women2Lead Community site** and in-person pilot trainings. The Women2Lead Community serves as a one-stop location for accessing a variety of learning resources designed to empower women to take a leading role in society, including a great variety of UNITAR and partnered learning resources focused on Women's Leadership, Economic Empowerment, Conflict Resolution and Peacebuilding, Women's Political Participation, and Ending Violence Against Women, along with learning pathways. A mentoring forum has also been implemented to encourage dialogue and discussion between learners from all over the world and reinforce meaningful interactions on crucial topics of Gender Equality and Women's Empowerment.

The learning resources on Women2Lead are offered in different languages to address challenges in linguistic facilitation. The site also addresses challenges in inaccessibility due to the lack of internet connectivity in many places around the world, by making online, low bandwidth, and offline learning options available. The initiative crafted the Women2lead platform in a way that it accommodates existing gaps in GEEW-related training and capacity building; a novel skills-based self-paced course was developed and published on the platform, titled **"Empowered Pathways: Navigating Gender and Women s Leadership"**.
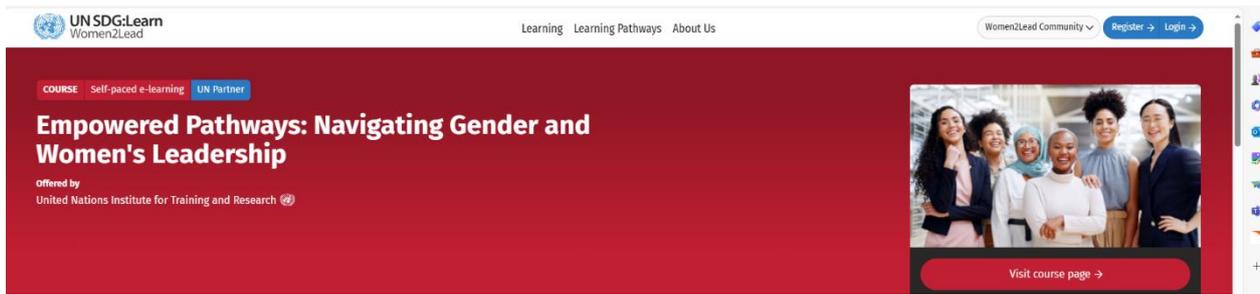
While Women2Lead offers a variety of learning resources available online, the pilot trainings have provided tailored and in-person content to beneficiaries in Rwanda and South Sudan with the intention to create replicable and scalable content for continued use in additional trainings, including those in other communities.

These pilot trainings also address the lack of country and context-tailored specific training, by implementing hybrid learning for developing and least-developed countries through in-person tailored training. After each pilot training programme, participants were invited to register to the Women2Lead Community site where they have access to tailored learning pathways, specifically designed for continued learning on each topic with offline resources and content that is enabled for low-bandwidth environments. Participants also have access to a forum where they can stay in contact with their peers and the greater Women2Lead community, as the forum can provide open discussions and the option for private peer-to-peer mentoring.

The first pilot training programme trained 17 female and 8 male participants, and was implemented in Kigali, Rwanda on 7-11 August 2023 in partnership with the Rwandan Gender Monitoring Office where there the need for training on the nexus of gender and climate change was identified. Several UNITAR Divisions and subject matter experts on gender and climate change supported the development of meaningful curriculum and content that can be replicated and scaled up for other audiences as well. This pilot training was designed to provide a focused training on the link between climate change and gender equality for effective monitoring and integration of gender within national policies, plans and programmes on climate change. The developed curriculum provides an in-depth understanding on what climate change is, and the differentiated impacts on different vulnerable groups, mainstreaming gender within climate action and financing. It also focuses on how to monitor gender elements within climate policies, plans and programmes. The programme is designed to be interactive, participatory, and dynamic, taking advantage of a variety of different learning approaches, including:

- Technical presentations from experts
- Experience-sharing opportunities
- Discussions among experts and participants
- Scenario exercises and group activities
- Visual illustration of the key points that emerge from the exchanges.

The second pilot training programme was implemented in Juba, South Sudan on 25-29 September 2023 in partnership with the African Union and with fundamental support by the Ministry of Gender, Child and Social Welfare and Eve Organization. With upcoming elections in South Sudan, women's political participation was a key topic of this training. 23 female and 2 male participants in South Sudan, from different backgrounds representing the parliament, organizations and the youth, motivated to further become politically active, took part. The training deployed 5 modules for 1. Understanding Women Leadership, 2. Normative and Legal Frameworks, 3. Personal Development, 4. Electoral Processes, and 5. Partnerships, Engagement, and Resource Mobilization. The 5-days programme was designed using andragogy methods and principles that govern adult learning. The facilitators employed a plethora of methods including limited lectures, brainstorming, small group discussions, role plays, Scenario Based Exercises (SBE), demonstrations, out-door exercises, plenary, Question & Answer (Q&A), experience sharing and individual practical exercises.

Each pilot training was evaluated using pre- and post- training evaluation surveys to measure the participants' reactions, learning, and skill development. Meaningful feedback and recommendations were collected through these surveys to be incorporated in future iterations of the trainings.

IV. Evaluation

Each pilot training has been evaluated using Kirkpatrick-Philips levels 1 and 2, meaning that the participant's reactions and learning during the program have been measured. Additionally, a level 3 evaluation will be conducted in February 2023 to measure the behavioural change of participants after the training has taken place to learn if and how participants have applied what they have learned and are transferring the knowledge to others within their communities.

Each pilot training was evaluated using pre- and post- training evaluation surveys to measure the participants' reactions, learning, and skill development. Meaningful feedback and recommendations were collected through these surveys to be incorporated in future iterations of the trainings. The results of these evaluations have also been used to make improvements to the curriculum design and content, which has been published on the Women2Lead community for re-use, with the possibility to scale up and further refine for future training programmes.

The following methodology was used to collect data for the evaluation:
- Kirkpatrick-Philips Level 1, Reaction:
  - Surveys were completed by pilot-training participants after the training has taken place to evaluate their level of satisfaction with the in-person training and mentoring.
  - Monitoring surveys were used by local coordinators to record observations during the pilot trainings, including un-intended outcomes. Monitoring the training was crucial for improving the design, organization, and implementation of future training programmes.
- Kirkpatrick-Philips Level 2, Learning:
  - Self-assessment surveys were completed by pilot-training participants before the start of the training to collect baseline data and after the training has taken place to measure their learning that resulted from the pilot training.
  - Objective assessment(s) were also used to measure the participant's learning.
  - Monitoring surveys were used to record observations during the pilot trainings, including un-intended outcomes.
- Kirkpatrick-Philips Level 3, Behavior
  - A level 3 survey will be completed by pilot-training alumni in February 2023, a few months after the pilot training has taken place to learn if/how they have applied learnings and are transferring the knowledge to others.
  - Interviews will take place with alumni to further understand the impact the training has had.
- Additional Data
  - Data on the Women2Lead community site has been collected to ensure the site is comprehensive and helps fill the following fundamental gaps that have been identified: most materials are only available in English, materials are not tailored

to specific countries and contexts, and training is inaccessible to people who cannot afford internet connectivity / have weak and unreliable internet connectivity.

Key findings from the evaluation results, show that 86% of the participants received a certificate of completion with all receiving a grade of 7.0/10 and above. This shows that learning objectives were met, and the beneficiaries improved their skills after the training. 76.9% of the beneficiaries were very satisfied and 23.1% were satisfied with the pilot trainings. In addition, 70.5% are extremely likely and 29.5 % are likely to continue their learning on the Women2Lead community site. 13.7% agree and 86.3% agree that the content of the course was relevant to their work. 20% agreed and 80% of the beneficiaries strongly agreed that their interaction with fellow participants or mentors during the pilot training was enriching and useful. Lastly, and notably, 9.5% agree and 90.5% agree they are likely to use learned knowledge and skills.

VI. Conclusions

The One UNITAR Gender initiative has served UN member states, regional, national, and local organizations, and individuals in their pursuit of Gender Equality and Empowerment of Women. By implementing the Women2Lead community site, under the UN SDG:Learn platform, more UNITAR and partner learning resources are now available in a single location. The Women2Lead community addresses identified gaps by providing access to learning materials in various languages and modes including options for online, low bandwidth, and offline learning through the EdApp mobile Learning.

The One UNITAR Gender initiative has also addressed the lack of country and context-tailored specific training available by implementing hybrid learning for developing and least-developed countries through in-person tailored training and established communities of practitioners who can continue their learning journey through engaging in the community and mentoring forums of the Women2Lead Community site.

Through these pilot programmes it was learned that by providing informative, interactive, and timely training in a way, tailored to the political and socio-economic contexts of the country and region, it's of significant importance to the participants, as key players and change makers on the trained topics. In addition, by training both female and male participants on women's leadership and gender related topics, provided the beneficiaries with informative and realistic overviews of gender considerations on different topics, contributing to growing the community of practitioners who work and impact on prioritized areas. The beneficiaries reported that by completing the training, they are equipped to address important identified challenges during the training programmes, such as addressing insufficient mentorship and knowledge about the importance of purpose-driven coalition building, and the lack of a clear agenda among female participants.

The produced content of the pilot trainings is planned to be made available on the Women2Lead community site, with established learning pathways for participants to continue their learning. These materials are designed for replication of training in more communities, and hence, larger populations.

As of 14 November 2023, more than 2000 users have registered to the Women2Lead Community and 50 beneficiaries of developing countries were provided with in-person training. After resounding success of the pilot training in Rwanda, UNITAR will continue to reinforce collaboration between the Gender Monitoring Office, and CIFAL Kigali, to discuss the way forward post pilot training and explore future areas of collaboration and scale up of the programme, looking at optimal training approaches, such as a Training of Trainers training. In South Sudan, significant follow-ups, drawn upon the initiative of the beneficiaries, have been concluded; in view of the upcoming elections in South Sudan in December 2023, the beneficiaries upon the facilitator's guidance, proposed to follow up post-training by forming groups representing different sectors, with the aim of reaching out to women within their political parties. These

groups, in collaboration with women's caucuses, will organize one-day meetings to bring women together before the election, fostering unity and collective action. This commitment to action during and following the training is crucial to maintain the impact produced in the training, during and after the electoral processes, empowering more members and women members to get involved. The training facilitator underscored that coalitions serve as a powerful tool for amassing the strength needed to effect positive change in people's lives, making them a crucial resource for women in South Sudan, as evidenced by the example of Liberian women.

The Women2Lead Community site will continue to be enriched with content on the existing, and additional thematic areas by UNITAR Divisions, and will serve as the UNITAR one-stop location for women's leadership and gender-related topics through e-learning and capacity building. In addition, as tailored trainings under One UNITAR Gender develop and increase, more customized learning pathways will be created in the service of the Women2Lead users.

With the One UNITAR Gender initiative, more women around the world, and especially in developing countries and least developed countries, have access to learning resources and tools to help them strengthen leadership skills and feel empowered to apply and share their knowledge with others

VIII. Lessons-learned

The One UNITAR Gender initiative was completed successfully in 2023. UNITAR identified the following opportunities and challenges for future iterations of the programme.

Opportunities

- **The in-person tailored – to the targeted countries – trainings, are necessary for the beneficiaries to feel empowered over the reality of their country and regions through the offered capacity building.**
  o The beneficiaries reported that among the elements enjoyed most, was the case studies provided during the trainings reflected the reality of the socioeconomic and gender-related context of the countries.

- **Women2Lead Community site provides a single space for e-learning around GEEW topics, suitable for low bandwidth environments, therefore allowing for a unique blended approach and model that enhances learning continuity and lifelong learning, by combining tailored trainings in targeted communities, with e-learning and recommended pathways on the platform.**

- **The Women2Lead Community site was developed to host existing and future UNITAR resources in one single location, as well as partnered SDG 5 and GEEW related topics. To that end, the One UNITAR Gender initiative, initiated discussions with UN Women to explore synergies under the Community site. The initiative reinforces partnered approach through e-learning and through building capacities on targeted countries and communities.**

- **Women's leadership capacities can be best understood and applied in a topic tailored training, when targeted country beneficiaries receive skills-based training.**
  o Whereas the pilot country trainings focused on women's political participation and nexuses between gender and climate change, the beneficiaries reported on the extreme usefulness of the skills-based training, including interpersonal communication, Networking and collaboration, transformative leadership, public speaking, and personal development among others.

- **Identifying and training both male and female beneficiaries under the One UNITAR Gender training, is significant to the efforts of women and men working collectively to bridge gender disparities and to drive positive change.**
  o Male participants during the trainings, emphasized the importance of collaboration between women and men, for women to succeed, particularly in societies with patriarchal structures.

- **Diverse learning methods during the in-person trainings significantly elevated the level of engagement and interaction between participants and facilitators.**
- The facilitators used a range of adult learning techniques, encompassing mini-lectures, brainstorming, group discussions, plenary sessions, question and answer sessions, documentaries, live demonstrations, outdoor exercises, and sharing of personal experiences. The beneficiaries highly commended the facilitators' adept use of these techniques, as they greatly enhanced the learning experience and fostered a deep understanding of the subject matter over the course of the five-day programme.

- **The in-person pilot trainings in the targeted countries of Rwanda and South Sudan were implemented by leveraging the experience, expertise, and identified established partnerships of all UNITAR Divisions.**
- o The project identified effective partnerships of UNITAR Divisions on the ground in the targeted countries with local partners, in order to plan for and deliver the trainings in effective ways.

- **The Women2Lead Community site was designed by leveraging the expertise of all UNITAR Divisions.**
- o As a cross-divisional project, a thorough needs assessment was performed to identify existing UNITAR GEEW-related resource and learning gaps, to develop novel relevant training and capacity building, hosted under Women2Lead and the defined or additional taxonomies. As a result, a brand new self-paced e-learning course, hosted under Women2Lead and the EdApp **"Empowered Pathways: Navigating Gender and Women s Leadership"** was developed and published for offer to all users and training beneficiaries.

Limitations

- **The pilot training in Rwanda, could increase effective participation by beneficiaries, by including more languages in the training.**
- o Participants reported that a mix of languages including French, Kinyarwanda, and Swahili could be used for training delivery.

- **The blended approach of in-person training and learning continuity of beneficiaries of the targeted countries on Women2Lead was limited for the beneficiaries of South Sudan, due to training delays, resulting in training implementation in September 2023.**

- **Not all participants who attended the in-person trainings took the objective assessments, and therefore, not all participants received certificates of completion.**

For the South Sudan training, a methodology gap contributed to this result, especially due to delays in training implementation.

o The facilitator reported that all training and learning objectives were met for the majority of participants, besides the methodology gap.

IX. Annexes

Rwanda Training Programme

ONE UNITAR GENDER
PILOT TRAINING ON GENDER AND CLIMATE CHANGE

7TH -11TH AUGUST 2023
KIGALI, RWANDA

TRAINING REPORT PREPARED BY
DR. DAN ADINO
GENDER EXPERT

August 2023

CONTENTS   **PAGE**

1   INTRODUCTION AND BACKGROUND

The training was conducted as the pilot training under the One UNITAR Gender initiative that promotes innovative learning solutions on women's empowerment, building on extensive experiences and knowledge of all UNITAR divisions. The training was organized in collaboration with the Gender Monitoring Office of Rwanda (GMO) and CIFAL Kigali. The aim was to build the capacity of a mix of participants from GMO, Rwanda Environmental Management Authority, Rwanda Bureau of Standards, and a number of CSOs on climate change and the interlinkage with gender equality including monitoring of gender in national climate policies and programmes.

UNITAR's Green Development and Climate Change Programme Unit (GCP) develops the capacities of individuals and training institutions in developing countries to advance green and climate resilient development in support of Agenda 2030. The Programme Unit offers a range of services, including executive training, capacity development for education and training

institutions, support for national learning strategies, learning methodology development, and knowledge-sharing. Activities are carried out through partnerships with other UN organizations, bilateral development partners, as well as leading learning institutions and think tanks.

1.1   The Project Objectives

The objective of the assignment was to design and deliver One UNITAR pilot training on the climate change and gender nexus to the staff from GMO, REMA, CIFAL, Rwanda Bureau of Standards and CSOs in Kigali, Rwanda. The aim is to build knowledge and skills of around 27 selected participants on the integration of climate change in the context of gender equality and women's empowerment within their work.

The Consultant was expected to:

- Provide lead technical guidance and input for the development a 5-day face-to-face training syllabus, agenda and curriculum, based on the results of a learning needs assessment undertaken by UNITAR and in collaboration with other experts.
- Develop training content and materials on climate change and gender nexus, including selecting relevant case studies and developing engaging exercises, in close collaboration with the UNITAR team, to achieve the defined learning objectives and curriculum of the training.
- Deliver selected sessions of the training to the participants during a 5-day in-person training in Kigali, Rwanda, from 7 – 11 August 2023, in collaboration with other experts and the UNITAR team.
- Contribute to the assessment of the knowledge acquired by participants, training evaluation and reporting.

2   CAPACITY BUILDING PROCESS

2.1   Training need assessment

The training need assessment was conducted by UNITAR and the result is presented in the table 1 below.

Table 1: Training Needs assessment

S/N	Questions	Answers
1	Why do you feel that the proposed training is needed? (Describing the purpose of the activity in one sentence)	• Gender Monitoring Office team and likeminded institutions needs to be equipped with skills to monitor gender inclusion in climate change actions and promote accountability to gender equality in climate change adaptation and resilience.
2	What would be your ideal outcome at the end of a training initiative with UNITAR? What do you hope to accomplish/achieve/improve?	• Monitoring National Climate change actions is among our current and future priorities and we need the training to ensure that our monitoring interventions are done by a team that is fully equipped. So with the training, GMO will be able to establish a pool of staff and partners with expertize and skills on gender and climate change.
3	What is the current level of knowledge on the climate-gender and peace nexus and gender data by the GMO staff? are there any previous trainings your staff has attended on the topic? Please be specific	• Normally, GMO monitors the implementation of the UNSCR 1325 on women, peace and security and responsible staff are equipped on the requirements of the instrument and what key stakeholders have to accomplish in line with the commitments. Additionally, we have a pool of staff that have attended training on gender data management. • However, we have no staff that are knowledgeable on gender and climate change and its linkages to peace and gender data.
4	What would be the most significant change resulting from the training? What would the GMO be able to do differently?	• Monitoring National Climate change actions is among our current and future priorities and we need the training to ensure that our monitoring interventions are done by a team that is fully equipped. So with the training, GMO will be able

		to establish a pool of staff and partners with expertize and skills on gender and climate change.
5	How does this training fit into the strategic interests of the Gender Monitoring Office in general?	• Positioning gender in Climate Change initiatives is among GMO's future priority areas for the next 5 years and beyond.
6	On a scale from 1-10 what is the current level of expertise among GMO staff in the following areas:	a. Climate change -2 b. Gender equality-9 c. Peace and security-5 d. Gender data-9
7	Within the areas above, are there any specific topics you are interested in?	• Gender and climate change, Peace and Security
8	Which skills/knowledge/attitudes would you suggest the participants need to develop during the training?	• Skills and knowledge on gender and climate change and nexus with peace and security.
9	Are there specific challenges with monitoring gender related indicators when it comes to the above topics? If yes, which ones?	• The only challenge is the expertize to monitor climate change resilient and adaptation interventions.
10	Which thematics do you think are of particular relevance to cover for this training and why? *Please list them*	• Global frameworks on climate changes and its linkages with gender equality • Gender responsive disaster management strategies • Gender responsive climate change resilient and adaptation strategies • Gender responsive climate change related early warning and mitigation systems • Gender responsive climate change financing

		• Gender indicators and data on climate change and Peace and security • Mainstreaming gender equality in environment and climate change programs
11	Do you have any requirements in terms of frameworks or concepts to be covered during the training? (E.g. global, regional or any GMO frameworks that should be used as point of reference?)	• SDGs, COPs resolutions, Paris Agreement and Kigali Amendment of the Montreal Protocol and many others related to gender.
12	What would be the profile of the selected participants in general? (Please be specific as possible, including geographical background, professional profile)	• Targeted participants can come from City of Kigali and Provincial level. However, it will need to cater for their travel logistics and accommodation in Kigali. • From a professional perspective, participants will range from Planning, Gender and Environment related sectors.
13	What will be the level of selected participants? (i.e. technical, senior, etc.)	• Participants will be from both senior and technical levels.
14	What previous knowledge would participants be bringing into the training?	• Participants will bring previous knowledge on gender equality, planning and gender mainstreaming from a gender perspective.
15	How will the participants be selected?	• Participants will be selected depending on how their work links with the training needs
16	We have reserved capacity for 25 participants. Does this	• I think this number would fit in our current needs for GMO Team and partners

	fit the planning of the GMO?	
17	Are there any accessibility and inclusion needs we need to take into account when designing the initiative?	• I believe the training venue has facilities that fits in the needs of men and women and in case we have a participant with a given disability we shall communicate ahead of time.
18	What type of training materials do you prefer?	• I think this would depend on the trainer's taking into consideration an inclusive and participatory training approach
19	What language groups would be represented among participants/ which language should the training be delivered in?	• The preferred language is English
20	What is the level of digital literacy of participants? (*this is important for evaluating the possibility of hybrid/ blended training approaches*)	• I haven't assessed but I believe targeted audience have required digital literacy levels to meet the training requirements as they use ICT tools in their daily work.
21	To what level would participants have access to stable internet prior to and after the training?	• Targeted participants use internet in their daily duties and this gives me confidence on access to stable internet prior and after the training
22	We plan for this training to be held for the duration of 5 days (Monday-Friday) in the week of July 31st.	• The proposed duration is fine from our side.

23	How long do you envisage the training to be each day (Number of hours)? Usually we work with at least 6 hours and up to 8 hours per training day, please confirm your preference.	• The training would run from 8:30 am to 4:00 pm.
24	What time would you like the training days to start?	• It would start either from 8:30 or 9:00 am.
25	What communications strategy/ plan do you have in place for the trainings? The trainers could also propose this	• From our perspective, we could use our different social media platforms.
26	How can we ensure that communication activities are harmonized for maximum impact?	• We shall need to engage our communication team to design an appropriate communication strategy for the training.

2.2 The Contents of the Training Modules

The training modules were developed in line with the outcomes of training needs assessment and were intended to guide how to mainstream gender in climate change programs. There are six modules which were identified and delivered in six sessions.

2.2.1 Session one: Fundamentals of climate change and the interlinkages with gender

• Common understanding of climate change
• The causes and impacts of climate change
• Climate change responses
• The link between gender and climate change

2.2.2 Session two: The Policy Landscape on Climate Change and Gender

- The existing international legal and policy frameworks on climate change
- The national legal frameworks on climate change for Rwanda
- The linkage between global frameworks and why they should inform national level policy and action.

2.2.3 Session Three : Entry points for integrating Gender and role of women In climate action

- Entry points for gender integration within climate policies, plans and programmes
- Women agents of change in climate action

2.2.4 Session four : Mainstreaming gender in national climate policies and sector plans (tools and approaches)

- Entry points for gender equality in national climate change policies, including in NDCs and NAPs.
- Application of tools and techniques to develop, implement and monitor a gender action plan and turning policy objectives into implementable action.

2.2.5 Session five : Financing climate action and linkage with gender

- The international climate finance architecture and key climate funds,
- The gender components of key global climate funds and space for engagement of women's organizations

2.2.6 Session six: Monitoring gender in national climate policies, plans and programmes

- Applying gender-responsive M&E in climate policies and projects
- Developing gender-responsive indicators and targets for climate policies and projects

2.3 Training

The training was held at Rwanda Cooperation building from 7th to 11th August 2023. A total of 33 participants from various organizations attended the training as summarised in the table 2 below.

Table 2: Details of training participants

S/N	Names	Organization	Email address
1	Rurihose Florien	GMO	rurihose.florien@gmo.gov.rw
2	Mukandasira Caritas	GMO	mukandasira.caritas@gmo.gov.rw
3	Cyizanye Allen	GMO	cyizanye.allen@gmo.gov.rw
4	Asiimwe Rebecca	GMO	asiimwe.rebecca@gmo.gov.rw
5	Nyinawasindi Esperance	GMO	nyinawabasindi.esperance@gmo.gov.rw

6	Nayebare Naome	GMO	nayebare.naome@gmo.gov.rw
7	Kyomugisha Molly	GMO	kyomugisha.molly@gmo.gov.rw
8	Uwinkesha Lenarda	GMO	uwinkesha.lenarda@gmo.gov.rw
9	Karemera Jean de Dieu	GMO	karemera.jeandedieu@gmo.gov.rw
10	Kayombya Albert	GMO	kayombya.albert@gmo.gov.rw
11	Mugiraneza Modeste	GMO	mugiraneza.modeste@gmo.gov.rw
12	Cyomugisha Jane	GMO	cyomugisha.jane@gmo.gov.rw
13	Nshimiyimana Richard	GMO	nshimiyimana.richard@gmo.gov.rw
14	Hiirwa Yannick Boris	GMO	hirwa.yannick@gmo.gov.rw
15	Murekatete Therese	GMO	murekatete.therese@gmo.gov.rw
16	Munyana Bernadette	MIGEPROF	bmunyana@migeprof.gov.rw
21	Uwatwembi Florence	Rwanda Standards Board	florence.uwatwembi@rsb.gov.rw
22	Nkurunziza Venuste	National Institute of Statistics	venuste.nkurunziza@statistics.gov.rw
23	Annet Kabibi	Profemme Twese Hamwe	a.kakibibi@profemmes.org
24	Rucamumihigo Gregoire	ADEPE	gregoire@adepe-rw.org
25	Clare katwesijye	ACTION AID	Katwesigye@actionaid.org
26	Hyacinthe Nisingizwe	Rwanda Cooperation	nisingizwe@cooperation.rw
27	Mukundahiro Olive	Rwanda Environment Management Authority	omukandahiro@rema.gov.rw
28	Theophile dusengimanya	Ministry of Environment	tdusengimana@environment.gov.rw
29	Mitali Lydia	GMO	Mitali.lydia@gmo.gov.rw

3 0	Teta Anais	GMO	Teta.anais@gmo.gov.rw
3 1 .	Joel Jonathan		Joelhodan36@gmail.com
3 2	Jeanne d'Arc Mujawimana	Rwanda Cooperation	mujawimana@cooperation.rw
3 3	Aude Ntawebasa	Rwanda Cooperation	ntawebasa@cooperation.rw

2.4   Pre- Training evaluation

The pre-training evaluation was conducted to provide baseline understanding of the participants on the core contents of the training. The analysis of the outcome is provided in figure 1 one while results are provided in table 3 below.
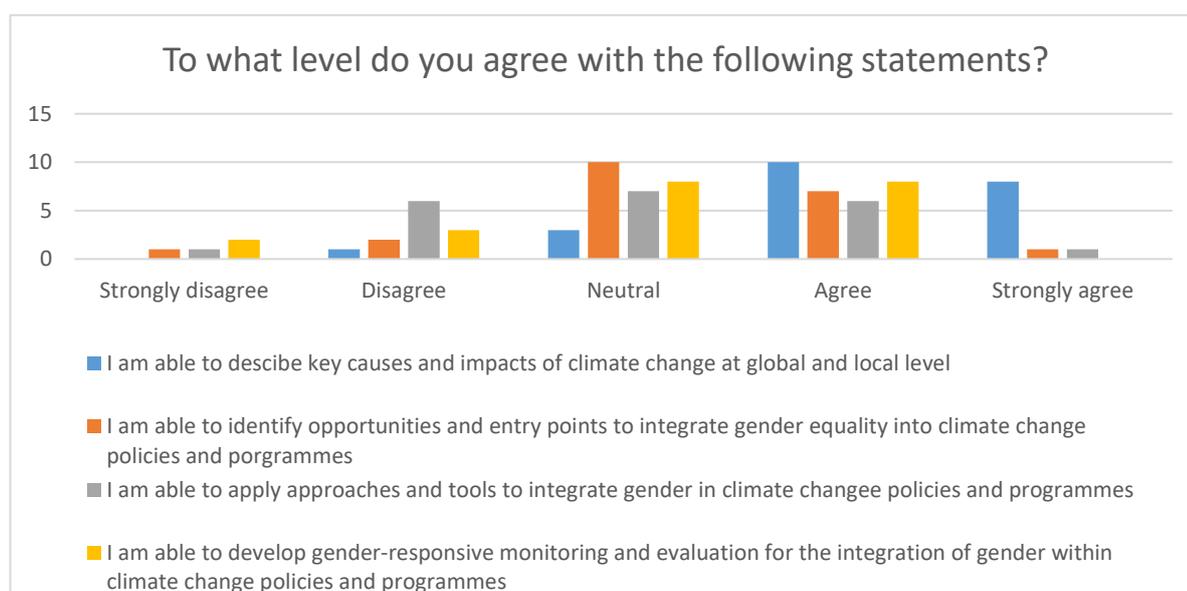
Fig.1: Analysis Analyss of pre-taring evaluation results

Table 3: Results of pre-training evaluation

Questions	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Total
I am able to describe key causes and impacts of climate change at global and local level	0	1	3	10	8	22
I am able to identify opportunities and entry points to integrate gender equality into climate change policies and programmes	1	2	10	7	1	21
I am able to apply approaches and tools to integrate gender in climate change policies and programmes	1	6	7	6	1	21
I am able to develop gender-responsive monitoring and evaluation for the integration of gender within climate change policies and programmes	2	3	8	8	0	21

2.4.1   Training Programme

The detailed training program is provided in table 4 below.

Table 4: training program

Day 1: Monday 7th August 2023			
Time	**Session**	**Facilitator**	**Methods/instructions**
8.30 – 9.00 am	**Arrival and Registration**		
9.00 – 10.00 am (60 mins)	**Introductory session** - Welcome - Opening remarks - View agenda, objectives of the training and ground rules (there are no stupid questions) and housekeeping - Expectations for the training - What do participants want to get out of the training? What are some of the biggest questions you have on the gender and climate change nexus and how it relates to your work?	UNITAR GMO/CIFAL Ministry of Environment representative	- Presentation - Group exercise
10.00 – 10.45 am (45 mins)	- Pre-training evaluation - Tour de table	UNITAR- Lisa	- Individual assessment - Interactive exercise

10.30 – 10.45 am (15 mins)	Overview of UN CC: Learn - Introduction to UN CC: Learn - E-courses	UNITAR- Lisa	-
10.45 – 11.00 am	**Tea break**		
Session 1: Fundamentals of climate change and the interlinkages with gender			
11:00 – 11.45 am (45 mins)	**Presentation on the fundamentals of climate change** - Causes and impacts	Dan	- Presentation - Video - Group discussion -
11.45 – 12.15 (30 mins)	**Presentation on climate change in Rwanda** - Contextualizing climate change to Rwanda	Min. of Environment Theophile	- Presentation
12.15 – 1.45 pm	**Lunch break**		
1.45 – 2.15 pm (30 mins)	**Presentation on vulnerability** - Ice breaker after lunch to kick-start afternoon session - Vulnerability, exposure risk definition - Gender gap and climate change as a threat multiplier	Dan	- Short exercise - Presentation - Video
2.15 – 3.00 pm (45 mins)	**Exercise** Power walk exercise on Leaving no one behind, intersectionality and vulnerability	Lisa	- Plenary introduction to exercise - Small group exercise - Reporting back in plenary

3.00 – 3.15 pm	**Coffee break**		
3.15 – 3.45 pm (30 mins)	**Sustainable development** - SDG - SDG 13 and 5+ - Climate responses/climate action (adaptation and mitigation) Video on adaptation./mitigation	Dan	- Presentation - Small group exercise - Reporting back and conclusion
3.45 – 4.00 pm (15 mins)	**Evening review**	UNITAR - Lisa	- Reporting back and conclusion - Wrap-up
Day 2 **Tuesday 8th August**			
Time	**Session**	**Facilitator**	**Methods/instructions**
8.30 – 9.00 am	**Arrival and Registration**		
9.00 – 9.15 am (15 mins)	**Morning review**	UNITAR – Lisa	- Whole group session
Session 2: The Policy Landscape			
9.15 – 10.00 am (45 mins)	**Global frameworks on climate change** - Overview of key international commitments on climate change - What are the gender implications within these frameworks? - Regional policies	Dan/Lisa	- Brief presentation - Group reflection
10.00 – 10.45 am	**Rwanda's Climate Change Policies and Plans**	Min. of Environment Theophile	- Presentation

(45 mins)	- Linking global frameworks to Rwanda's national policies and plans		
10.45 – 11.00 am	**Tea break**		
11.00 – 11.45 am (45 mins)	**Exercise** - Familiarizing with the Rwanda NDC - Review of priority areas in the NDC, identify any gender considerations within mitigation and adaptation	Lisa	- Group exercise -
11.45 am – 12.15 pm (30 mins)	**Reporting back from exercise**		- Reporting back
12.15 – 1.45 pm	**Lunch break**		
Session 3: Entry points for integrating gender and role of women in climate action			
1.45 – 2.15 *(30 mins)*	**Presentation on entry points**	Dan	- Presentation
2.15 – 3.00 pm *(45 mins)*	**Case study examples** - Green village s in Rwand a - Climat e-smart Agricul	Dan/Lisa	- Group discussion

	ture in Malawi		
3.00 – 3.15 pm	**Tea break**		
3.15 – 3.45 pm (30 mins)	**Women as agents of change** - Examples of women in Rwanda in the climate change space - Discussing what are the challenges and opportunities women face in this sphere in Rwanda	Lisa	- Plenary discussion
3.45 - 4.00 pm	**Evening review**	UNITAR- Lisa	- Reporting back and conclusion - Wrap-up
Day 3 **Wednesday 9th August**			
Time	**Session**	**Facilitator**	**Methods/instructions**
8.30 – 9.00 am	**Arrival and Registration**		
9.00 – 9.15 am (15 mins)	**Morning review**	UNITAR – Lisa	- Whole group session
Session 4 Mainstreaming gender in national climate policies and sector plans (tools and approaches)			
9.15 am – 10.45 am	**Presentation**	Dan	
	Case study/exercise		-

	Process of GAP Give them strategic objectives and they fill out gender-responsive activities		
10.45 – 11.00 am (15 mins)	Tea break		
11.00 – 11.30 am	**Reporting back**		-
11.30 – 12.15	Short presentation		-
12.15 – 1.45 pm	Lunch break		
1.45 – 2.15 pm	**Presentation on Mainstreaming gender in NAP** Go through the Step by step process		-
	Exercise on gender in NAPS		-
3.00 – 3.15 pm	Tea break		
3.15 – 3.45 pm	**Reporting back**		-
3.45 – 4.00 pm	**Evening review**	UNITAR – Lisa	- Whole group session -
Day 4 **Thursday 10th August**			
Time	**Session**	**Facilitator**	**Methods/instructions**
8.30 – 9.00 am	**Arrival and Registration**		

9.00 – 9.15 am (15 mins)	**Morning review**	UNITAR – Lisa	- Whole group session
Session 5: Financing climate action and linkage with gender			
9.15 – 10.15 am (60 mins)	**Presentation on financing climate action and linkage with gender**	Dan	-
10.15 – 10.45 am (30 mins)	**Exercise the GCF FONERWA Gender Strategy -Review and identify key provisions in the strategy**	Dan	-
10.45 – 11.15 am (30 mins)	**Tea break**		-
11.15 – 12.15 am (60 mins)	**Reporting back**		-
		Lunch break	
Session 6: Monitoring gender in national climate policies, plans			
1.45 – 2.15 pm (30 mins)	**Presentation on gender-responsive M&E in climate policies**	Dan	- Presentation

1.45 – 2.15 pm (30 mins)	**Present Exercise instructions on gender-responsive M&E in a climate policy** Developing a log-frame for a project on developing gender-responsive indicators for the Green Villages project	Dan	- Whole group session
3.15 – 3.45 pm (30 mins)	**Reporting back**	Dan/Lisa	- Plenary
3.45 – 4.00 pm	**Evening review**	UNITAR – Lisa	- Whole group session -
<td colspan="3" align="center">**Day 5** **Friday 10th August 2023**</td>			
9.00 – 10.00 am (15 mins)	**Recap and final reflections** **Where to from here?** This session provides space for the team as a whole to - identify key learnings and takeaways from the training sessions, and - determine what key activities could be developed and implemented in GMO on climate policies and programmes - Discuss "parking lot" items from the course of the week	UNITAR – Lisa	- Whole group session
10.00 – 10.45 (45 mins)	**Post-training assessment and evaluation**		- Individual assessment

10.45 – 11.00 am	- **Tea break**		32
11.00 am - 11.30 (30 mins)	**Presentation of certificates**	UNITAR – Lisa GMO CIFAL	- Presentation
11.30 – 12.15 (45 mins)	**Closing remarks** Beatrice Cyiza, Director General, Environment and Climate Change, Ministry of Environment Closing remarks by CIFAL Closing remarks by UNITAR representative, Lisa Maina, Division for Planet	UNITAR – Lisa GMO CIFAL Ministry of Environment	-
12.15 pm	**Lunch break**		

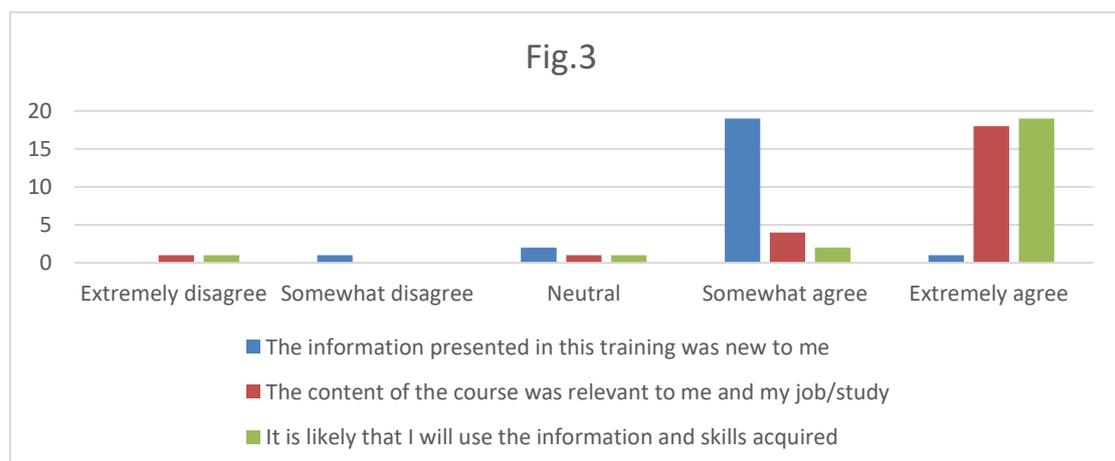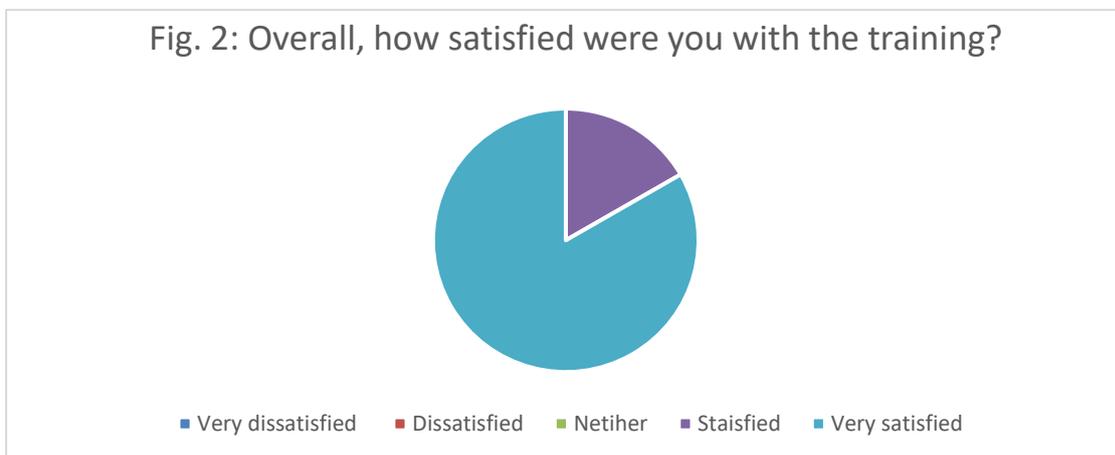## 2.5   Training assessment and award of certificates

The training assessment was conducted, and the certificates awarded to the successful participants. The result is provided in the table 5 below.

Table 5: Grades

Grade	Number of participants per category
Good	5
Very Good	13
Excellence	6

2.6   Post Training evaluation

An analysis of the outcome of post -training evaluation is provided in figures 2 to 8 while the results are provided in table 6 below:
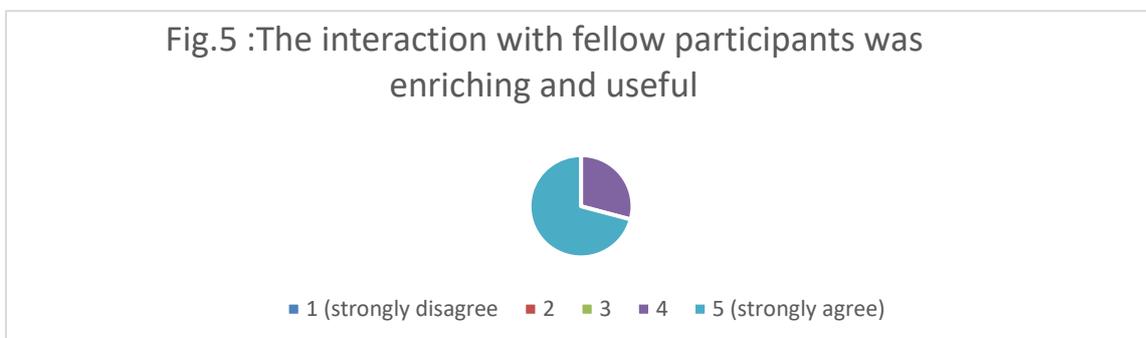

Fig. 2: Overall, how satisfied were you with the training?

Very dissatisfied   Dissatisfied   Netiher   Staisfied   Very satisfied

Fig.3

The information presented in this training was new to me

The content of the course was relevant to me and my job/study

It is likely that I will use the information and skills acquired

33

Fig.3

Fig 4: How effective were the following aspects in regards to your experience in this training?

Fig.5 :The interaction with fellow participants was enriching and useful

Fig 6: How likely are you to continue your learning on the Women2Lead community site?

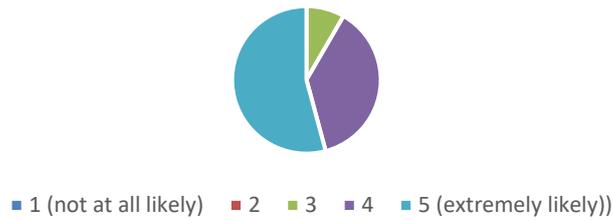■ 1 (not at all likely)　■ 2　■ 3　■ 4　■ 5 (extremely likely))

Fig 7: To what level do you feel you have achieved the desired learning outcomes?

Fig. 8:To what level do you agree with the following statements?

■ I am able to descibe key causes and impacts of climate change at global and local level

■ I am able to identify opportunities and entry points to integrate gender equality into climate change policies and porgrammes

■ I am able to apply approaches and tools to integrate gender in climate changee policies and programmes

■ I am able to develop gender-responsive monitoring and evaluation for the integration of gender within climate change policies and programmes
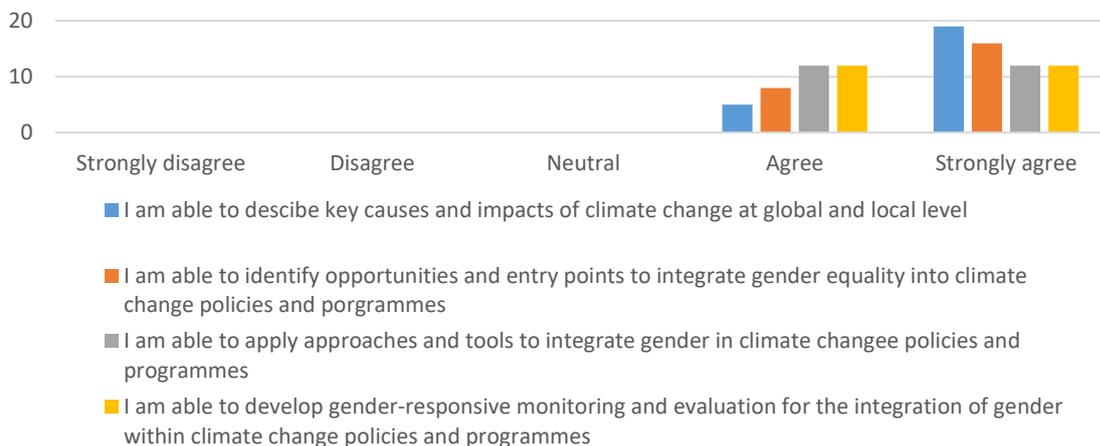
Table 6: Results of post training evaluation

Questions	Very dissatisfied	Dissatisfied	Neither	Satisfied	Very satisfied	total
Overall, how satisfied were you with the training?	0	0	0	4	20	24
	Extremely disagree	**Somewhat disagree**	**Neutral**	**Somewhat agree**	**Extremely agree**	
The information presented in this training was new to me	0	1	2	19	1	23
The content of the course was relevant to me and my job/study	1	0	1	4	18	24
It is likely that I will use the information and skills acquired	1	0	1	2	19	23
How effective were the following aspects in regards to your experience in this training?						
	Extremely ineffective	**Somewhat ineffective**	**Neutral**	**Somewhat effective**	**Extremely effective**	
Instructional materials	1	0	1	7	15	24
Learning activities	1	1	0	5	17	24
Group activities	1	0	0	4	18	23
To what level do you agree with the following statements:						
	1(Extremely disagree)	**2(Somewhat disagree)**	**3(Neutral)**	**4(Somewhat agree)**	**5(Extremely agree)**	

	1 (not at all likely)	2	3	4	5 (extremely likely))	
the interaction with fellow participants was enriching and useful	0	0	0	7	17	24
How likely are you to continue your learning on the Women2Lead community site?	0	0	2	9	13	24

	1 (Poor)	2(Fair)	3(Good)	4(Very good)	5 (excellent)	
To what level do you feel you have achieved the desired learning outcomes?	0	0	0	9	15	24

	1(Strongly disagree)	2(Disagree)	3(Neutral)	4(Agree)	5(Strongly agree)	
I am able to describe key causes and impacts of climate change at global and local level	0	0	0	5	19	24
I am able to identify opportunities and entry points to integrate gender equality into climate change policies and programmes	0	0	**0**	8	16	24
I am able to apply approaches and tools to integrate gender in climate change policies and programmes	0	0	0	12	12	24

I am able to develop gender-responsive monitoring and evaluation for the integration of gender within climate change policies and programmes	0	0	0	12	12	24

2.6.1 Open ended questions

1. What did you enjoy most about the training?

- Mitigation and adaptation measures to build environment
- I got to know more about the linkage between climate change and gender
- I enjoyed learning about climate action which is an area I am passionate about yet I had no novice skills. I also enjoyed learning new concepts in this area
- The content that was used was very informative and the training technique was engaging
- The case studies given related to the reality of Rwanda
- The training was participatory
- The content of the training e.g., greenhouse gases
- Topics learnt were very informative and important for women and men like us who are/going to be change-makers
- How the information and training materials were packaged and delivered
- The training was very interactive
- Trainers were very ok, and the training was interesting
- The trainers were very wise on the topics that were on the agenda and very flexible to the trainees
- Climate change and its impacts and the different ways to combat climate change; climate finance and source of funds
- The entire programme and the exercises especially
- The content of the sessions especially using Rwanda examples and the methodology used by the facilitators
- The content of the training (how it is prepared); how the trainers gave the content; understanding the linkage between gender and climate change
- The group exercises were interesting and very enlightening about the socio-economic situations of men and women (Mr. and Mrs. Farmer) It gave the realistic picture of gender considerations in planning cycles
- Learning how to engender/integrate gender in program planning as well as M&E frameworks
- Impact of GHG on climate change and how global debate/action evolved

- New concepts on climate change tools and methodologies for climate change; existing legal frameworks at international and national level; climate financing systems and case studies on climate change

What do you recommend we change and/or improve?

- Keep up the good work
- All was perfect but there is need to ensure different languages are used to enable effective participation
- Minimize printings and go digital e.g., for evaluations, assessments, and manuals
- I would recommend a training session for decision-makers e.g., ministers, PS, DGs
- To have a study tour of the countries with the best practices of mainstreaming gender in climate actions e.g., Fiji, Nordic countries
- A training place with a lunch place
- More group work and discussions
- Make it more participatory, engage participants as often as possible
- Increase practices and more local case studies
- I would love to see some field trips because when you train with practical examples it improves the understanding
- Next time UNITAR should provide many days for the training so that people go deeply to understand the course well
- Use of a mix of languages including French, Kinyarwanda and Swahili
- More engaging sessions in the afternoon
- Make the training happen every year and train many more people on climate change

3 NEXT STEPS

- GMO to come up with concrete actionable follow-ups to implement within each individual's role/work
- GMO to explore cross-sectoral collaboration through sharing of implementation and monitoring templates and plans across government institutions e.g., GMO and Ministry of Environment/Rwanda Environment Management Authority
- GMO, UNITAR and CIFAL to discuss way forward post pilot training and explore future areas of collaboration and scale up of pilot training e.g., a ToT
- UNITAR to conduct an impact survey in around 6 months, to collect further information on the application of the knowledge acquired from the training.

Enhaning

South Sudan Training Programme

ONE UNITAR GENDER PROJECT TRAINING SOUTH SUDAN
TITLE: ENHANCING WOMEN CAPACITIES IN THE POLITICAL
PROCESSES

Date: 25th -29Th sept 2023, JUBA – SOUTH SUDAN

POST ACTIVITY REPORT

Contents

Acronym

AUMISS   African Union Mission in South Sudan

CSO   Civil Society Organizations

IDP   Internally Displaced People

MGCSW   Ministry of Gender, Child and Social Services

PCM   Permanent Constitution Making

TNA   Training Needs Assessment

R-ARCSS   Revitalized Agreement for Resolution of Conflict in South Sudan

UNITAR   United Nations Institute for Training and Research

INTRODUCTION

One UNITAR Gender Project promotes innovative learning solutions on women's empowerment, building on extensive experiences and knowledge. In conjunction with African Union Mission in South Sudan (AUMISS), Eve Organization and the Ministry of Gender Child and Social Welfare, UNITAR conducted a Training Needs Assessment (TNA), developed a curriculum and conducted a training to build capacity of women in political processes. The project aimed at developing context specific training materials and delivery of a pilot study in South Sudan as part of its capacity building measures to empower women leaders to fully and meaningfully participate in the constitution and electoral process as outlined in the R-ARCSS.

The five-day pilot training was the first of its kind in South Sudan and timely as the elections are envisaged for December 2024 as stipulated in the roadmap. It will be the first time for South Sudan to go to polls for governance positions. The training covered the following topics: introduction to Gender perspectives in political processes, transformative leadership, women representation and participation in politics, election cycle and role of women in electoral processes, lobbying and advocacy, networking and collaboration, resource mobilization and coalitions building. The methodology employed by the trainers was interactive, mini-lecture, group exercises and presentations, brainstorming exercise, role plays and documentary, discussions and plenary, participants also shared their experiences and storytelling.

The 5-day training was held in Juba Regency Hotel on 25th-29th September 2023, conducted in Juba Regency Hotel. 30 Participants were drawn from the political parties, women in local government, women in CSOs (in particular Human Rights Organizations), Gender focal persons from government Ministries and commissions, young women and the male gender Champions. Parliamentary women caucus at national level and women with disability.

The opening ceremony was graced by the Hon Minister for Gender, Child and Social Well fare Aya Benjamin Warrille, Dr Sally Wangamati the Women Peace and Security Specialist for African Union Mission in South Sudan (AUMISS) and Ms Eva Kiongo representing Eve Organization.

OPENING REMARKS

MINISTER GENDER, CHILD AND SOCIAL WELFARE (MGCSW) - HON: AYA BENJAMIN WARILLE

In her opening remarks, Hon. Aya noted that the long-awaited programme had finally come to pass and was glad to be part of it. The Minister thanked the United Nations Institute of Training and Research (UNITAR), African Union Mission in South Sudan (AUMISS) and EVE Organization for making ONE UNITAR Gender Project a reality in South Sudan. She informed that the mandate of the Ministry was to promote Gender equality and empowerment of women from different backgrounds. The MGCSW is doing a lot but still there is more to be done. She noted that the country is preparing for the Permanent Constitution Making (PCM) and the elections envisaged for Dec 2024. Women therefor, needed to prepare to effective participation in these processes and so the training came in timely to address this need for the women. She promised to source for funds to scale the programme to other levels to build on the UNIITAR initiative.

The Minister urged the participants take the training seriously so that they could cascade it to other women especially at the state level and the grassroots. Cascading of the knowledge would definitely have a ripple effect resulting on more women participating and hence including representation. She finally thanked the experts who participated in the design of the curriculum and Ms. Jane Kiden Jackson who led the process. She further said this kind of expertise is needed to support women in South Sudan. Finally, the Minister appreciated and appealed to UNITAR and AUMISS to continue with the support to facilitate the trainings for women at the state level. Hon Aya declared the workshop officially open.

AFRICAN UNION MISSION IN SOUTH SUDAN (AUMISS) - DR SALLY WANGAMATI (PhD)

Dr. Sally's remarks at the training program on Women's Participation in Political Processes in South Sudan underscored the profound significance of this initiative in advancing gender equality and empowering women within the political sphere. She posited that Women's participation in politics is a matter of both justice and progress, but progress has been painfully slow, with women consistently underrepresented in decision-making processes on a global scale. Despite their proven leadership abilities and equal rights, women remain marginalized in elected offices, the civil service, the private sector, and academia. South Sudan, like other African nations, has made strides in promoting gender equality through policy and legal frameworks, yet considerable work remains to achieve more significant representation and influence.

Dr. Sally highlighted the recent passing of the Electoral Bill in South Sudan as a pivotal legislative milestone. She informed that this achievement presents a golden opportunity for South Sudanese women to unite, harness their collective strength, and demonstrate their capacity to effect transformative change in the nation's political landscape. She posited that the training program will serve as a catalyst for women's increased involvement in political processes, fostering a sense of agency and inspiring a vision for a more inclusive political environment.

Dr Sally noted that the recent legislative achievements, such as the Electoral Bill, offered an opportune moment for women to rally together and play a substantial role in reshaping the nation's political landscape. She urged the women to embellish collective action, women's empowerment, and a path towards a more equitable and inclusive political landscape in South Sudan.

EVE ORGANIZATION REPRESENTATIVE – MS EVA KIONGO

In her remarks, Ms. Kiongo expressed her sincere gratitude to the Ministry of Gender, Child and Social Welfare, the African Union Mission in South Sudan, and ONE UNITAR Gender for entrusting EVE Organization with a pivotal role in their project. She emphasized that EVE Organization is deeply committed to the power of par tnerships that lead to the empowerment of women in South Sudan. Ms. Kiongo recognized the critical timing of the training, coinciding with the conclusion of the transitional period in the country. She highlighted the essential role women play during this crucial phase, underscoring their importance in shaping a sustainable peace in South Sudan. She passionately called upon women to actively engage in political parties, support one another, and collaborate to effectively address the challenges they will encounter in the constitution-making process and future elections.

Continuing her address, Ms. Kiongo stressed that the training would serve as a valuable source of knowledge and a foundation for building a peaceful South Sudan. She encouraged participants to make the most of this opportunity by learning, networking, and seeking answers to their questions. She assured them that a team of experts was present to address their concerns and provide guidance throughout the program. Ms. Kiongo concluded her speech by extending heartfelt thanks to Madam Jane Kiden, the consultant, for her exemplary leadership in making the workshop a reality. She wished the participants a fruitful and enriching 5-day training experience.

TRAINING OBJECTIVES

The training was guided by the following three objectives:

2. Make available and provide knowledge and tools on women's leadership and empowerment to women in South Sudan in a way tailored to the local context

3. Create a community of practitioners to interact directly and learn from their peers, and
4. Provide the participants with knowledge, skills and shape values to enable them fully and meaningful participate in their relevant contexts

PARTICIPANTS

The selection of participants for this training was based on recommendations stemming from the assessment report validation process. Those who successfully completed the rigorous five-day program represented a diverse spectrum of women, including individuals from political parties, women in local government, members of civil society organizations, notably those in Human Rights Organizations, gender focal persons from various government ministries and commissions, male champions, the Parliamentary Women Caucus at the national level and women with disabilities. This varied composition of participants facilitated a seamless exchange of experiences and insights allowing women leaders from different institutions and at various levels to share their challenges and successes effectively.

METHODOLOGY

The training harnessed a ranged of adult learning techniques encompassing mini-lectures, brainstorming, group discussions, plenary sessions, question and answer sessions, documentaries, live demonstrations, outdoor exercises and sharing of personal experiences. These diverse methods significantly elevated the level of engagement and interaction between the participants and the facilitators. The participants highly commended the facilitator's adept use of these techniques, as they greatly enhanced the learning experience and fostered a deep understanding of the subject matter over the course of the five-day programme.

PARTICIPANTS' EXPECTATION

Participants in this training had shared the below expectations

1. Familiarize with the political processes
2. Understand challenges facing parliamentarians
3. Comprehend strategies to achieve the 35% Affirmative action for women
4. To understand ways to forge women's unity for the achievement of a peaceful election
5. Familiarize with the electoral processes
6. Have knowledge/skills to mobilization of resources for elections (campaign)
7. How to form women coalition
8. To understand how can women work with men to support women initiatives?
9. To know the types and signs of election violence and how to manage at family level
10. How women with disabilities can be part of elections
11. Protection for women who want to vie for presidential position
12. Building capacities of the youth in politics
13. Understand the process of the upcoming elections
14. Understanding about equality

15. How to prepare for effective public speaking

GROUND RULES
1. Time Management
2. Phones on silence
3. Respect for each person's opinion
4. Active participation
5. English and Arabic can be used for better understanding.

DAY ONE SESSIONS

SESSION ONE: INTRODUCTION TO GENDER PERSPECTIVES IN LEADERSHIP

The session covered gender and gender related concepts such as gender equality, gender equity, gender justice, gender mainstreaming and analysis. Discussions on the Gender Equality Continuum and Gender Mainstreaming and Gender Analysis. The importance of understanding gender was outlined due to the role that it plays in influencing perceptions, identities, access and control of resources, power relations, operating spaces, security risks inadvertently affecting the social, political, economic and environmental spheres.

Participants appreciated the session and inferred that understanding gender was pivotal in influencing leadership dynamics in South Sudan.

SESSION TWO: UNDERSTANDING TRANSFORMATIONAL LEADERSHIP

The session covered concepts and different types of leadership with the main focus on transformative leadership. Principles of transformative leadership that includes: Principle of simplification, facilitation, innovation mobilization, preparation and determination. Attributes of a transformative leader were also discussed. Discussions saw the women leaders within the room sharing their experiences on transformative leadership hence applying the principles learnt.

The facilitator end with this code from *Peter Drucker: if you want something new, you have to stop doing something old.* Be willing to make people better that you met them. That's what transformational leaders do.

SESSION TRHEE: WOMEN REPRESENTATION AND PARTICIPATION IN POLITICS

The discussion during the session revolved around the concept of representation, encompassing political representation, substantive representation, and discursive representation, highlighting their critical significance in the context of women's leadership. Global statistics and data pertaining to women's representation and participation in leadership roles were presented, shedding light on the challenges faced and lessons learned in this domain. Regional perspectives were examined,

with a specific focus on South Sudan, where the Revitalized Agreement on the Resolution of Conflict in South Sudan (R-ARCSS) stipulates a 35% quota for women's representation that has not yet been achieved. The pressing question arose: How can women achieve this representation when there is no accountability mechanism for the parties nominating candidates? The response to this predicament revealed that women often lack awareness of their rights, face disunity, harbor concerns for their political parties, and fear dismissal or revocation from their positions. In response, participants collectively resolved that the women's parliamentary caucus should devise strategies to unite women for a common women-centric agenda, thus addressing these challenges and increasing understanding of the importance of women's substantive participation in the political process.

Moreover, the session introduced participants to the intricacies of constitution and constitution-making processes, specifically examining women's representation and the barriers and enablers to their enhanced political involvement. This informative session raised awareness among participants regarding the critical role women's representation plays in the constitution-making process. In response, recommendations were made, underscoring the urgent need for a united front of women during this period to ensure equal voices and successful representation in the permanent constitution and upcoming elections. The session collectively contributed to a deeper understanding of the issues at hand and highlighted the crucial steps required for the advancement of women's political participation in South Sudan's transformative political landscape.

DAY TWO

SESSION ONE: INTERPERSONAL COMMUNICATION

During this session, the facilitator introduced the topic of effective communication within leadership, employing a role-play exercise to vividly illustrate the impact of both attentive and inattentive leadership. The first role-play portrayed a leader, or commissioner, who demonstrated a stark lack of attention and respect towards a visitor (a woman community member) in her office. The feedback from participants highlighted that this leader was seen as self-serving, unapproachable, and indifferent to the concerns and ideas of her constituents. This portrayal emphasized the negative consequences of a leader who neglects the importance of open communication and non-verbal cues, leaving a perception of disinterest and disregard for their people.

Conversely, in the second role-play, a leader was depicted as attentive, tolerant, and responsive to the community members' concerns. The participants commended this leader for actively listening and showing an eagerness to address their needs promptly. This segment underscored the value of effective verbal and non-verbal communication skills in leadership growth. The attendees recognized that strong listening skills and confidence in public speaking are essential for leaders to engage their audience and gain support for their initiatives. They further grasped the significance of non-verbal communication, understanding that it can either reinforce or undermine their spoken messages. This session underscored the pivotal role of effective communication, both verbal and non-verbal, in effective leadership.

SESSION TWO: LEGAL AND NORMATIVE FRAMEWORKS

This session served as an invaluable source of knowledge for the participants by shedding light on the international, continental and national legal frameworks that underpin and bolster women's involvement in the political process. During a brainstorming session, it became evident that many participants had limited awareness of these legal frameworks, with only a few being able to mention notable ones like the R-ARCSS, the national constitution, and CEDAW. The facilitator stepped in to elucidate the specific articles and provisions within these international, regional, and national instruments that are designed to both encourage women's participation and safeguard their rights. A participant astutely pointed out that one of the significant hurdles hindering women's political engagement is their lack of awareness regarding their legal rights.

In the ensuing discussion, it became clear that structural marginalization persisted, as political nominations were often determined by the parties that are signatories to the Agreement. Despite the existence of a 35% affirmative action quota for women, these rights were frequently violated in party nomination lists, leaving women unable to assert their entitlement. As a response to these challenges, participants called for continuous public awareness campaigns about the legal frameworks through radio and national television. Additionally, they emphasized that women in politics should not passively wait for change but should proactively strive to familiarize themselves with their rights within the legal instruments by reading the ratified laws in the country.

SESSION THREE: UNDERSTANDING PERSONAL DEVELOPMENT

During this session, the participants delved into the intricate realm of personal development, gaining a profound understanding of its significance and the various components that contribute to holistic growth. An individual exercise introduced them to a "Wheel of Life" self-discovery exercise, prompting each participant to self-assess their current positions in terms of spiritual, physical, financial, emotional, social, educational, and mental development. This exercise proved

instrumental in helping participants gauge their positions on the Wheel of Life, and it encouraged some to openly share their aspirations for future personal development. The facilitator also guided them through the crucial steps for effective personal development, which included crafting a personal vision, devising a clear plan for achieving it, initiating the improvement process, recording their progress, and periodically reviewing and revising their personal development plans.

Furthermore, the session delved into the realm of personal branding within one's field of expertise. It emphasized that many women may be active in political parties or other fields, yet their impact often remains unnoticed because they fail to effectively communicate their expertise and contributions. The discussion underscored the potential of personal branding to elevate their presence and influence, ultimately taking them to a higher level within their respective domains. This segment was complemented by a mini-lecture on stress, its effects, and strategies for managing stress. The participants acknowledged that stress is a common experience for many, but they often lack the knowledge of how to effectively cope with it, making this segment a valuable addition to their understanding of personal development.

DAY THREE

SESSION ONE: UNDERSTANDING THE ELECTORAL PROCESSES

In this session, the facilitator initiated a discussion by providing an overview of the political landscape in South Sudan, emphasizing the upcoming elections that would require the participation of all citizens. He then posed a crucial question to the participants: "Why should you participate in the elections?" In response, participants offered a range of compelling reasons, including the recognition of a constitutional right for every citizen, a means to select the right leaders for a peaceful nation, a way for women to gain opportunities in decision-making processes, an avenue to establish democratic governance in South Sudan, a means of achieving political representation, and an opportunity to exercise power. These responses reflected a deep commitment to civic engagement and the democratic process among the participants.

Additionally, participants identified various challenges associated with the upcoming elections. These included concerns about the security of the population, particularly women, the repatriation of Internally Displaced Persons (IDPs) to enable their participation, the unimplemented steps outlined in the R-ARCSS agreement, such as the formation of a unified army and the reconstitution of commissions, and the presence of lingering bitterness among political leaders that had not been adequately addressed through reconciliation efforts. Furthermore, the absence of an election calendar raised concerns about the preparedness for this landmark electoral event. The session went on to delve into the critical subject of women's participation in politics and the electoral

process, emphasizing its pivotal role in fostering sustainable peace and promoting gender equality. The participants gained a comprehensive understanding of the electoral cycle's three phases: pre-election, election, and post-election, and they explored the unique challenges that women encounter in the electoral process, setting the stage for South Sudan's first elections following the referendum.

SESSION TWO: PREVENTION AND RESPONSE TO ELECTORAL VIOLENCE

This session focused on equipping participants with the knowledge to anticipate and address potential electoral violence, a critical concern in the context of upcoming elections. The facilitator began by defining electoral violence as any form of violence or intimidation that can transpire during the electoral process, encompassing physical violence, harassment, coercion, and the dissemination of fear and insecurity among voters and candidates. The prevention and response to electoral violence were underscored as essential components in ensuring democratic and peaceful elections. Participants were actively engaged in identifying various forms of potential electoral violence for the upcoming election, which included concerns such as hate speech, suspicion, killings, kidnappings, unlawful detentions, intimidation, and the proliferation of rumors and fake news, especially within the realm of social media.

The facilitator went on to share international examples of electoral violence, encompassing physical violence, voter intimidation, voter suppression, political intolerance, and disruptions of campaigns, as well as post-election violence. The session emphasized that the prevention of electoral violence necessitates a multifaceted approach, involving multiple stakeholders, including government institutions, civil society organizations, political parties, and citizens. Early preparedness was highlighted as a critical element in mitigating the risks associated with electoral violence. The participants recognized the importance of women networking with their communities and collaborating with law enforcement and government institutions to address these issues effectively. They also underscored the significance of unity among women, pooling their resources and efforts to promote a safer and more inclusive electoral process as well establishing a situation room for reporting electoral violence.

SESSION THREE: THE ROLE OF WOMEN IN ELECTIONS

In this session, participants were provided with valuable insights into the importance of women's involvement in electoral processes, along with the challenges they face and the benefits of bolstering their representation as voters, candidates, and elected officials. To illustrate the power of women's engagement in the political arena, the group watched a documentary titled "Pray the Devil Back to Hell," which recounted the remarkable journey of Liberian women in their quest for peace, diligent monitoring of the peace implementation process, and active participation in elections. Upon viewing the documentary, participants shared their observations, highlighting several key takeaways. They noted that Liberian women exhibited exceptional unity, transcending religious differences, and made profound sacrifices by leaving their homes and families. The leaders' effective messaging played a vital role in uniting women, demonstrating the importance of clear communication. The mobilization efforts were notably strong, driven by women's unwavering determination and fearlessness, along with their comprehensive understanding of key stakeholders and their well-defined objectives.

In reflecting on the Liberian women's experience, participants identified parallels with the situation faced by South Sudanese women. They acknowledged the challenges to unity among South Sudanese women, often due to tribalism and party commitments. Participants collectively concurred that unity among women is pivotal for advancing women's agendas in elections. Additionally, they recognized that women's participation in electoral processes is not only a critical component of upholding democratic values but also a fundamental step towards achieving gender

equality. The Liberian example served as a powerful inspiration, demonstrating the transformative potential of women's collective action in the realm of politics and peace-building

DAY FOUR

SESSION ONE: NETWORKING AND COLLABORATION

During this session, the facilitator employed an engaging demonstration of networking to kickstart the discussion. Participants were tasked with forming a circle and connecting with a friend by passing treats, illustrating the importance of identifying connections and how information can spread rapidly within a network. The session then delved into various aspects of networking, encompassing different types, approaches, the significance of networks, and the principles and rules that govern effective networking. Networking was described as a group of people sharing ideas and discovering connections between individuals, while collaboration was defined as the cooperative process involving two or more entities working together to accomplish a task or achieve a common goal.

The session then transitioned to a reflective question: why are some participants not currently engaged in professional networks or hesitant to join them? Participants shared their reasons, citing issues such as a lack of confidence, mistrust of friends, shyness toward unknown groups, a preference for proper introductions, discomfort with small talk, fear of rejection, and even language barriers. The facilitator then divided the participants into three groups to discuss the factors discouraging women from building networks and how to address these issues. The group discussions yielded insights, ranging from a lack of cooperation and personal interests to the need for greater awareness and guidance on networking, trust-building, and unity among women.

Factors that discourage women from building network	How to address
Lack of cooperation **Personal interest** **Lack of confidence** **Fear of conspiracy** **Lack of civic education/ awareness /ignorance/ guidance on how to network** **Lack of trust** **Lack of unity** **Family responsibility** **The belief that networking is for men** **Control by men** **Lack of skills**	- Emphasizing on the importance networking of women participation in politics - Putting women's interest first - Provide mentorship, coach and confidence building - Reconciliation among women from different political parties - Capacity building transparence - Build trust among the women of South Sudan - Radio talk show in addressing of women - Capacity building and women empowerment through training - Women to come up with one agenda and one objective

The participants collectively highlighted the importance of emphasizing women's participation in politics, promoting women's interests, providing mentorship and confidence-building, reconciliation among women from different political parties, capacity building, transparency, and one common agenda and objective as key approaches to address these challenges. In a panel discussion, participants expressed their appreciation for the session, recognizing that women often lack the knowledge and confidence to connect and build networks. They acknowledged the transformative potential of this newfound knowledge, emphasizing how it can help them establish strong networks and foster collaboration among women in South Sudan. Participants envisioned that building such networks would facilitate the sharing of information for individual empowerment and lead to positive changes within the realm of politics, as women from various parties come together to collaborate and support one another.

SESSION TWO: LOBBYING AND ADVOCACY

During this session, the facilitator provided a comprehensive explanation of advocacy, covering its various types, the principles that underpin it, its importance, and the essential qualities of an effective lobbyist or advocacy worker. Participants acquired valuable skills in advocacy and lobbying, recognizing the crucial role of women political leaders in advocating for their rights and representation, aligned with relevant policies. They acknowledged that these skills empower women political leaders to amplify the voices and experiences of women affected by conflict, allowing them to share their stories and articulate the specific challenges they face. By doing so, they can garner support among policymakers, civil society, and the international community to effectively address these issues, ultimately challenging traditional gender stereotypes and societal barriers that hinder women's participation and leadership roles.

However, participants acknowledged that women often hesitate to engage in lobbying and advocacy due to various reasons, such as difficulty in identifying the right individuals to connect with, fear of entering male-dominated spaces like clubs, and concerns about potential misunderstandings when engaging with men. These challenges, they noted, often lead women to struggle individually with various issues. Interestingly, a male participant emphasized the importance of collaboration between women and men in order for women to succeed, particularly in societies with patriarchal structures. This highlights the significance of working collectively to bridge gender disparities and drive positive change.

SESSION THREE: RESOURCE MOBILIZATION

In this session, participants gained a deep understanding of the pivotal role that partnerships play in their leadership journey. They recognized that working collaboratively with and through groups of individuals relevant to their initiatives creates an invaluable space for resource mobilization, which can encompass human, material, or financial resources. Participants were divided into groups to discuss the challenges that women often encounter in the process of resource mobilization and how these challenges can be effectively addressed.

The challenges identified by the participants encompassed issues such as weaknesses in mobilization efforts, security concerns in certain areas, difficulties related to transportation due to inaccessible roads, a lack of awareness and information, limited trust among women themselves, the dominance of men in various spheres, short timeframes, communication and mobility obstacles, a dearth of formal experiences in resource mobilization, insufficient network support, the influence of cultural norms, a lack of women's empowerment, technological limitations, fears, and personal pride, as well as the absence of financial institutions willing to support women's initiatives.

To address these challenges, participants proposed a range of strategies. These included raising awareness, implementing the provisions outlined in chapter two of the peace agreement,

advocating for the maintenance of roads, persistently insisting on their objectives, building trust among women, fostering unity and mutual support among women, capacity building to overcome fear and boost confidence, challenging negative cultural beliefs, enhancing women's technological literacy, seeking grants to support women candidates in elections, proving naysayers wrong through tenacity, prioritizing awareness and unity among women, and collaborating with community authorities to advance their resource mobilization efforts. These strategies underscored the collective determination and resourcefulness of women in overcoming challenges to achieve their leadership goals.

DAY FIVE

SESSION ONE: COALITION BUILDING

During this session, the profound significance of coalitions in advancing women's leadership was extensively discussed, and participants collectively recognized that coalition building is essential for the progress of women. However, they identified existing gaps within women's networks, highlighting the absence of clear connections and forums to bring together women from different sectors, political parties, faith-based organizations, and women in executive roles. Additionally, participants observed a gap between younger women and those in leadership positions. In response, the facilitator directed the participants to explore the challenges that hinder coalition building among women, yielding the following insights:

5. Lack of a clear agenda among women.
6. Insufficient mentorship and knowledge about the importance of purpose-driven coalition building.
7. Tribalism and strong party affiliations, resulting in women primarily connecting with those they are familiar with and hesitating to share ideas with external groups.
8. A lack of trust, as women often prioritize protecting the image of their respective parties.

Participants collectively agreed that the training had equipped them to address these challenges, and they proposed the formation of groups representing different sectors, with the aim of reaching out to women within their political parties. These groups, in collaboration with women's caucuses, would organize one-day meetings to bring women together before the election, fostering unity and collective action.

In conclusion, the facilitator emphasized the paramount importance of coalition building for women leaders in post-conflict South Sudan. Such coalitions empower women, enhance their political representation, overcome barriers, foster collaboration, and contribute to long-term institutional change. By forming alliances and working collectively, women can not only advance gender equality but also play a significant role in the development and stability of their society.

The facilitator underscored that coalitions serve as a powerful tool for amassing the strength needed to effect positive change in people's lives, making them a crucial resource for women in South Sudan, as evidenced by the example of Liberian women.

CLOSING REMARKS

Dr. Sally conveyed her heartfelt joy as she marked the conclusion of the five-day training program. She expressed her honor in representing both the AU Ambassador and the Minister for Gender, Child, and Social Welfare, Honorable Aya Benjamin Awrille. Dr. Sally commended the participants for their valuable contributions, noting that they had proven their worth throughout the training. She highlighted the substantial interaction among the participants and facilitators, emphasizing the professionalism and teamwork demonstrated during group discussions. Dr. Sally also appreciated the participants' honesty in addressing pertinent issues and their willingness to learn.

Dr. Sally underscored the importance of opening one's mind to broaden perspectives and urged the participants to be receptive to new ideas. She conveyed her happiness about the prospect of having more female members of parliament and endorsed Catherine, a participant from the class, to represent women with disabilities, encouraging the group to support her campaign. Dr. Sally emphasized the significance of women coming together as a united force while retaining their individual party affiliations. She urged those who had not yet registered to do so and encouraged participants to encourage their peers, sisters, and aunties to register. Dr. Sally concluded by stating that this training marked the beginning of their journey, expressing her hope to meet with the participants again to share experiences after the training. She inspired them to adopt a language of determination, emphasizing that opportunities must be sought and fought for, with the support of others. On behalf of the Minister, Dr. Sally officially declared the workshop closed.

Post-Training Assessment Results

Q.2 over all how satisfied were you with the training

question	Very satisfied	satisfied	neither	dissatisfied	Very dissatisfy	No of the respondence
Q2. over all how satisfied were you with the training	1111111 11	1111				
	9	4				

q. 3 what did you enjoy most

session	
Interpersonal communication	111111
Introduction to Gender	11111
Electron process	111111
Rwanda documentary	11111
Coalitions building	111111
Networking and collaboration	1111111
Resource mobilization and Fund raising	11111
Transformative leadership	11111
Understanding the electro process	11111
Women representation and participation in the politics	11111
Public speaking	11111
Personal development	11111

Q4what do you recommend we change and or improve
- Keep such training always to mentor the women for political participation
- This training should conducted to women at the grass roots
- Recommend for all the women in politics and women inspiring for politics
- Refresher training quarterly
- Keep such training up
- All the session should be keep
- Five days were not enough for this training
- More men should be included in the next training
- The venue should be change

Q.5 How do you agree with the following

question	Extremely disagree	Same what disagree	neutral	Somewhat agree	Somewhat agree	Extremely agree
The information presented in this training is new to me		1			111	11111111
The content of the course was relevant to me and my Jobs					1	11111111111

It is likely that I will use the information and skills acquired					1	11111111111

Q.6 how effective were the following aspects in regard to your experience in this training

question	Extremely ineffective	Same what effective	neutral	Somewhat effective	Extremely effective
Instructional material		11	1		111111111
Learning activities				11	11111111111
Group activities					11111111111

Q7. To what level do you agree with the following statement the interaction with follow participants was enriching and useful

1	2	3	4	5	Total respondents'
			1	11111111111	12
Total			1	11	12

Strongly disagree   strongly agree

Q8. How likely are to continue your learning on the Women2Lead Community site?

1	2	3	4	5	Total respondents'
			11	1111111111	12
Total			2	10	12

Note at all likely   extremely agree

Q9. To what level do you feel you have achieved the desired learning outcomes?

1	2	3	4	5	Total respondents'
		1	1111	1111111	12
total		1	4	7	12

poor   excellent

Signature of Division Director or Programme Unit Manager

…………………………………………….

Name:

Date:

Strategic Framework Fund

Project Narrative Report Summary

Project title	Strengthening Knowledge and Skills to Address Climate Change and Advance Sustainable Development
Divisions/Units	Green Development and Climate Change Programme Unit, Division for Planet
Allocation amount	$100,000
SFF funding source	Sweden SIDA
Other funding: ☒ Yes ☐ No	Co-financing – UN agencies, National Partners, Swiss Government as well as other developing partners interested in promoting climate change learning - $150,000
Project period	01 August 2019 – 31 July 2022
Report: ☐ Progress ☒ Final	**Period covered:** February 2020-July 2023

Project objective	To support the promotion of climate change learning and the implementation of National Climate Change Learning Strategies in UN CC:Learn partner countries.				
Link to strategic framework objective(s)	SO 3.1, SO 2.1, SO 5.3				
Link to 2030 Agenda or other 2015 outcome	SDGs 4, 5, 13, 17 (particularly, targets: 4.7, 5.5, 13.3, 13.B, 17.3, 17.9)				
Country and beneficiary metrics	**Targeted countries:**	**Participants**		**Other metrics**	
	Kenya	Female	19	Disability #	
	Ethiopia	Male	17	Other vulnerable #	
		Other		Completion #	26
		Not disclosed		Certification #	26
	Attach list if more	Total	36		
Concise summary of results achieved, including how results contributed to helping UNITAR achieve its strategic objectives	In **Kenya**, UNITAR's Division for Planet, as the Secretariat of the One UN Climate Change Learning Partnership (UN CC:Learn), UNITAR's Division for Multilateral Diplomacy, the Foreign Service Academy, Ministry of Foreign Affairs and the Climate Change Directorate, Ministry of Environment and Forestry of Kenya joined forces to develop and deliver a "Climate Diplomacy Online Training Programme". The programme, held in November-December 2020, provided 36 Kenyan diplomats, government officials and civil society representatives with training on climate change and climate change diplomacy, the history of negotiations to date and the structure and functioning of the United Nations Framework Convention on Climate Change (UNFCCC). It also built practical and in-depth understanding of negotiation skills and dynamics in the context of United Nations conferences and the UNFCCC process. The programme supported the capacities of the Government of the Republic of Kenya to prepare effectively for COP26 of the UNFCCC. By enhancing knowledge and skills of stakeholders involved in international negotiations and national policy development and implementation in the area of climate change, including differentiated impacts and implications (SO 2.1.), in collaboration with national institutions (SO 5.3), the activity contributed to promoting a green, low-carbon and climate-resilient transition (SO 3.1). This is particularly the case as this activity was delivered as part of two broader initiatives - the UN CC:Learn support to the Government of Kenya for the development and implementation of the National Climate Change Learning Strategy, and the established collaboration between the Division for Multilateral Diplomacy and the Ministry of Foreign Affairs of Kenya to build the capacity of Kenyan diplomats on multilateral diplomacy. In **Ethiopia**, while UN CC:Learn initially agreed to further support the Government of Ethiopia in the process of integrating climate change into the national curriculum through 1) the review of climate change carrier subject syllabi and 2) the training of textbook authors, the				

	implementation of these activities was postponed, and then replaced, due to the development of an internal conflict and the change in context, as well as further logistical constraints. In 2022, the new curriculum was pilot tested in selected primary schools from grades 1 – 8 with plans for full implementation of the new curriculum prepared for the coming years. The pilot testing was monitored and evaluated by Ministry of Education internal reviewers with input from the Environmental Protection Authority (EPA) on the integration of climate change content. Climate change and environmental education was integrated into the new curriculum according to the UN CC:Learn supported guideline document into the following subjects: - Grades 1 – 6: environmental science - Grades 7 – 12: social science - Grades 9 – 12: Biology, Geography, History, Integrated Science, General Science - Languages: Afan, Oromo, Amharic, Somale, English With this completed, the EPA and the Ministry of Education requested for further support. This support would focus on the training of teachers to magnify and mainstream climate and environmental related issues in the country's formal education sector and explore opportunities to share experiences with and from other countries in the same process. Given the significant resources this would take, discussions were held with the EPA management to explore opportunities for funding such as through the NDC partnership and linking to the wider ACE structure. Discussions were held on numerous occasions with the senior management of the EPA and MoE to explore possibilities to include learning actions from the National Climate Change Education (NCCE) strategy in the country's NDC national implementation plan. This is an ongoing process with a three-day workshop scheduled to happen in Q3 of 2023 to prioritize and complete the NDC template with the learning actions from the NCCE. This process is being planned through a collaboration between UN CC:Learn, EPA, MoE, Ministry of Planning and Development and the NDC partnership. Once these learning actions are endorsed and included in the NDC implementation plan, they are circulated to all NDC partners for funding and implementation support. These learning actions will also include the training of textbook authors, the training of teachers, etc. It is envisioned that this will leverage much needed additional resources towards the integration of climate change education in the new curriculum.
Describe project effect on direct beneficiary/ beneficiaries	In **Kenya**, the diplomats, government officials and civil society representatives that participated in the programme were trained on climate diplomacy. It is expected that, through this additional knowledge and skills, they will be able to better participate in national climate change processes as well as in UNFCCC negotiations. In **Ethiopia**, the ongoing collaboration is expected to benefit a wide range of stakeholders – from textbook authors to teachers and pupils – in the formal education sector.
Describe project effects on groups made vulnerable e.g. women, children, disabled, indigenous peoples, if applicable	The training for **Kenyan stakeholders** had gender-balanced representation, with 19 women and 17 men. A module focusing specifically on gender and climate change was made available to participants. Trainees were also made aware of the enhanced Lima Work Programme on Gender and its Gender Action Plan adopted at COP25. The training follow-up survey, disseminated to the participants in mid-2021, showed that most of the respondents positively rated the overall learning experience and expressed feeling better prepared to participate in discussions on climate change and/or climate change negotiations, or to contribute to negotiation's sessions on climate change. The implementation of the NCCE strategy in **Ethiopia** is expected to be inclusive and leave no one behind.
Describe implementation challenges, including COVID-19-related challenges, and mitigation efforts	The Climate Diplomacy Training Programme in **Kenya** was originally designed as a face-to-face event to be delivered in Nairobi. Following the COVID-19 pandemic, the training was re-organized as a series of online elements, including participation in live webinars and completion of a series of self-paced e-learning modules. During the delivery of the programme, it was noted that some participants were not familiar with online learning, particularly in a self-paced mode. In addition to the dissemination of detailed information and the organization of a dedicated introductory session, participants required additional support. However, most of them successfully completed the course. Some of those who did not mention competing priorities and lack of time due to their professional commitments as an important reason that prevented them from finalizing the required activities.

	In **Ethiopia**, the planned activities to support the integration of climate change into the national curriculum were re-organized for delivery in the current COVID-19 context. However, their implementation continued to be delayed in 2020 and 2021 due to new challenges in the country, such as long electricity and internet cuts, change in the leadership and priorities for the new Minister of Education, procedural issues, and the explosion of an internal armed conflict. The process of trying to organise online training for textbook authors was quite complex and still had to be cancelled due to the fact that the telecommunication company did not approve the purchasing of internet devices and SIM cards by a non-resident international organisation and thus resulted in cancelling the training. Despite the challenges, the Ministry of Education and EPA managed to support the piloting of the new national curriculum, which is now being prepared for nation-wide implementation. Furthermore, a process to include learning actions from the National Climate Change Education (NCCE) strategy in the country's NDC national implementation plan is now ongoing to bring in additional support to the broad promotion of climate change education.
If <u>progress report</u>, describe planned activities to bring project to closure	Ongoing discussions with the regional NDC partnership team have highlighted the additional resources needed to complete the process of integrating climate change into the national curriculum in **Ethiopia**. With support from UN CC:Learn and NDC Partnership In-Country Facilitator, the EPA, the Ministry of Education and the Ministry of Planning and Development are organising a three-day workshop to prioritise and complete the NDC template with the learning actions from the national climate change education strategy.

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
To build human capacities in developing and transition countries to plan and implement effective climate change actions, with collective and coordinated support of UN agencies and alliances, and other partners.	Number of institutions reporting they have stronger individual capacities to implement NAP and NDC related policies and programmes.	**2**	**2 (Foreign Service Academy, Ministry of Foreign Affairs, Climate Change Directorate, Ministry of Environment and Forestry, Kenya)**	
Outcomes & outputs				
Outcome 1. Countries are addressing learning priorities to implement their NDCs and NAPs, working through national education and training institutions.	Number of countries having leveraged additional funding for implementing NAP/NDC relevant learning actions in partner countries.	2 countries	2 countries (Ethiopia, Kenya)	
	Number of national learning institutions with a clear role defined in providing recurrent skills development support for NDC and NAP implementation.	2 institutions	Role of the Foreign Service Academy of Kenya to promote skills development in the area of multilateral diplomacy, including climate diplomacy, strengthened.	Role of the Ministry of Education of Ethiopia to provide climate change education is being strengthened.
Output 1.1. Financing opportunities for implementing climate change learning strategies identified and effective coordination mechanisms defined.	Number of learning actions implemented	2 actions	1 action implemented, 1 ongoing with further UN CC:Learn support.	Discussions held with the regional NDC Partnership representatives to include supporting climate change education integration into national curriculum in the country's national NDC implementation plan. Three-day workshop scheduled for Q3 of 2023 to complete the NDC implementation plan with the inclusion of climate change learning actions. The plan will then be circulated to NDC Partnership implementing partners for resource mobilization.

Output 1.2 Strengthened capacities of national and regional learning institutions to effectively deliver climate change learning.	Number of institutions involved in delivering climate change learning activities with support by UN CC:Learn.	2 institutions	1	In addition, ongoing process of including the learning actions from the NCCE into the country's national NDC implementation plan is being supported by UN CC:Learn in close collaboration with the Ministry of Education, Environmental Protection Authority (EPA), the Ministry of Planning and Development and the NDC partnership.
Major activities		**Dates implemented**	**Scheduled to be implemented**	**Comments**
Climate Diplomacy Online Training Programme for diplomats, government officials and civil society representatives in Kenya		13 November – 8 December 2020		
Support to the review of climate change carrier subject syllabi and training for schoolbook developers in Ethiopia		2019-2023		The process of integrating climate change into national curricula is part of the ongoing curriculum reform process. While the initial plans had to be modified, multiple discussions were held with the regional NDC Partnership representatives to include supporting climate change education integration, including teacher training, into national curriculum in the country's national NDC implementation plan. A three-day workshop is scheduled for Q3 of 2023 to complete the NDC implementation plan with the inclusion of climate change learning actions. The plan will then be circulated to NDC Partnership implementing partners for resource mobilization.

Annex 3

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

Annex 3

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

Strategic Objective (SO)	Title of project/activity	Director/Manager
SO1: Peace	Leaving No One Behind: Strengthening the Capacities of Member State Officials from LDCs, SIDs and Countries in Conflict to Resolve Conflict and Build Peace (2023 allocation)	Trisha Riedy
SO2: People	Diplomatic Excellence – MoFA of the Republic of Cuba (2023 allocation)	Rabih El-Haddad
	Diplomatic Excellence – MoFA of the Republic of Maldives (2023 allocation)	Rabih El-Haddad
	UNITAR Training Programme on Digital and Economic Diplomacy for the Ministry of Foreign Affairs and International Cooperation of the Republic of Zambia (2023 allocation)	Rabih El-Haddad
	Workshop on Climate Change Diplomacy (2023 allocation)	Rabih El-Haddad
	Workshop on Conference Diplomacy and Multilateral Negotiations (2023 allocation)	Rabih El-Haddad
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 (2020 allocation)	Einar Bjorgo
	Market Monitoring and Forecasting of Essential Medicines and Supplies: Improving Access to Affordable and Quality-assured Essential Medicines and Supplies (2022 allocation)	Einar Bjorgo, Alex Mejia, and Mukul Bhola
Multiple strategic objectives	Vector-borne disease risk mapping dashboard** (SO2, SO5)	Alex Mejia, Einar Bjorgo
	Strengthening knowledge and skills to address climate change and advance sustainable development (2021 allocation)	Angus Mackay
	One UNITAR Gender – Global Learning Lab on Women's Leadership – Empowering	All Divisions involved.

	Women, Fighting Inequalities (2022 allocation)	
	Diplomatic Excellence – MoSA of Lebanon (2023 allocation)	Rabih El-Haddad

Annex 4

2022-2025 Strategic Framework

Strategic
Framework

2022-2025
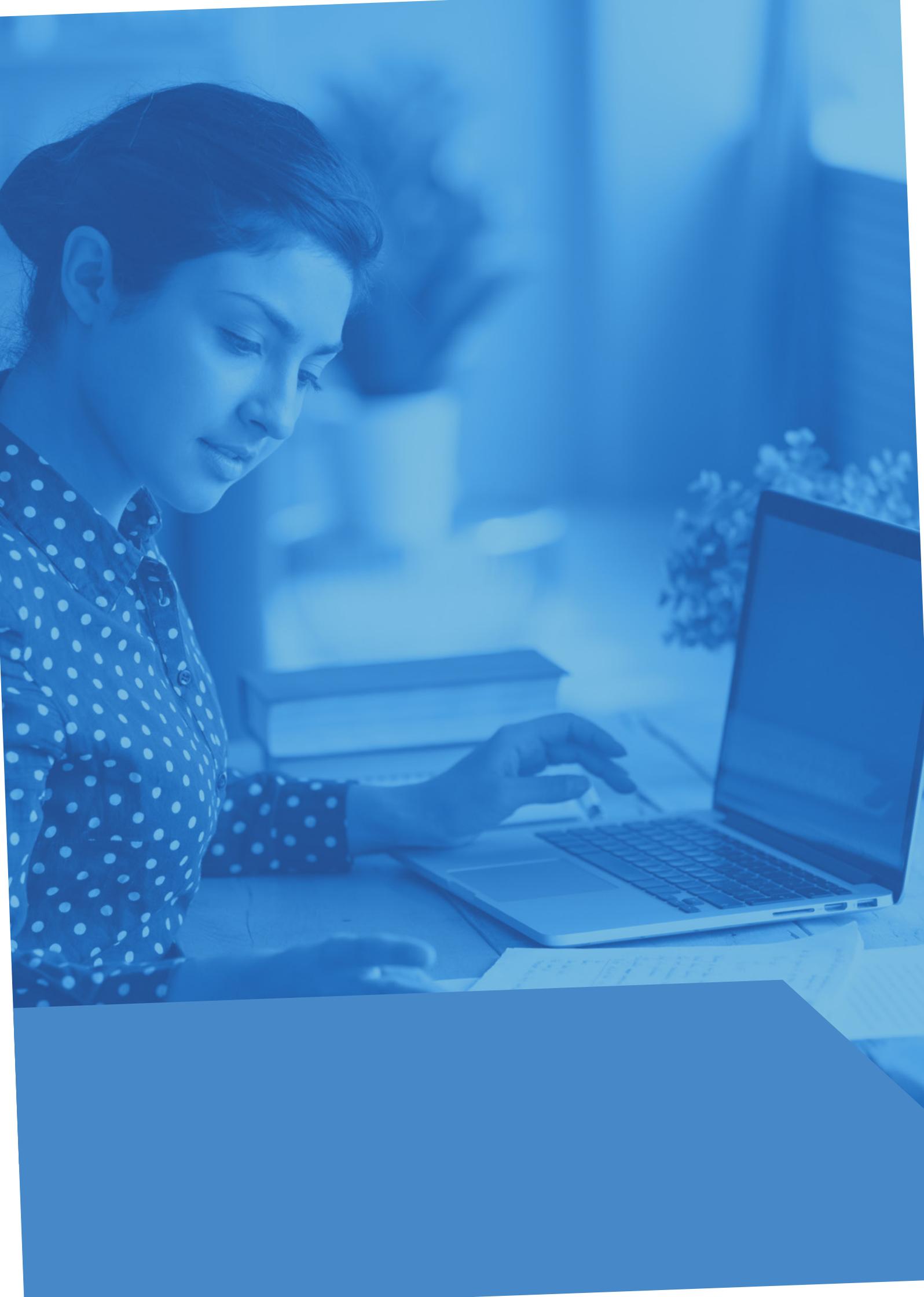
Contents

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.
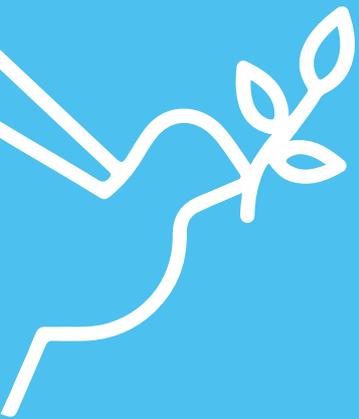
Strategic Objective 1

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.
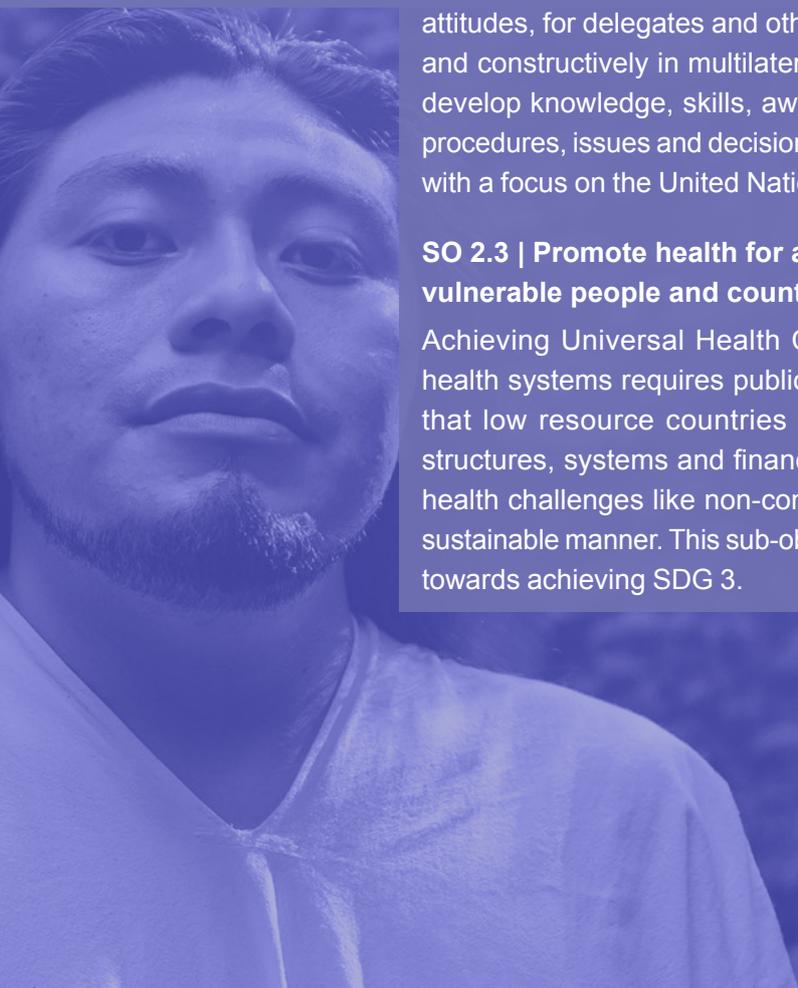
Strategic Objective 3

### 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.
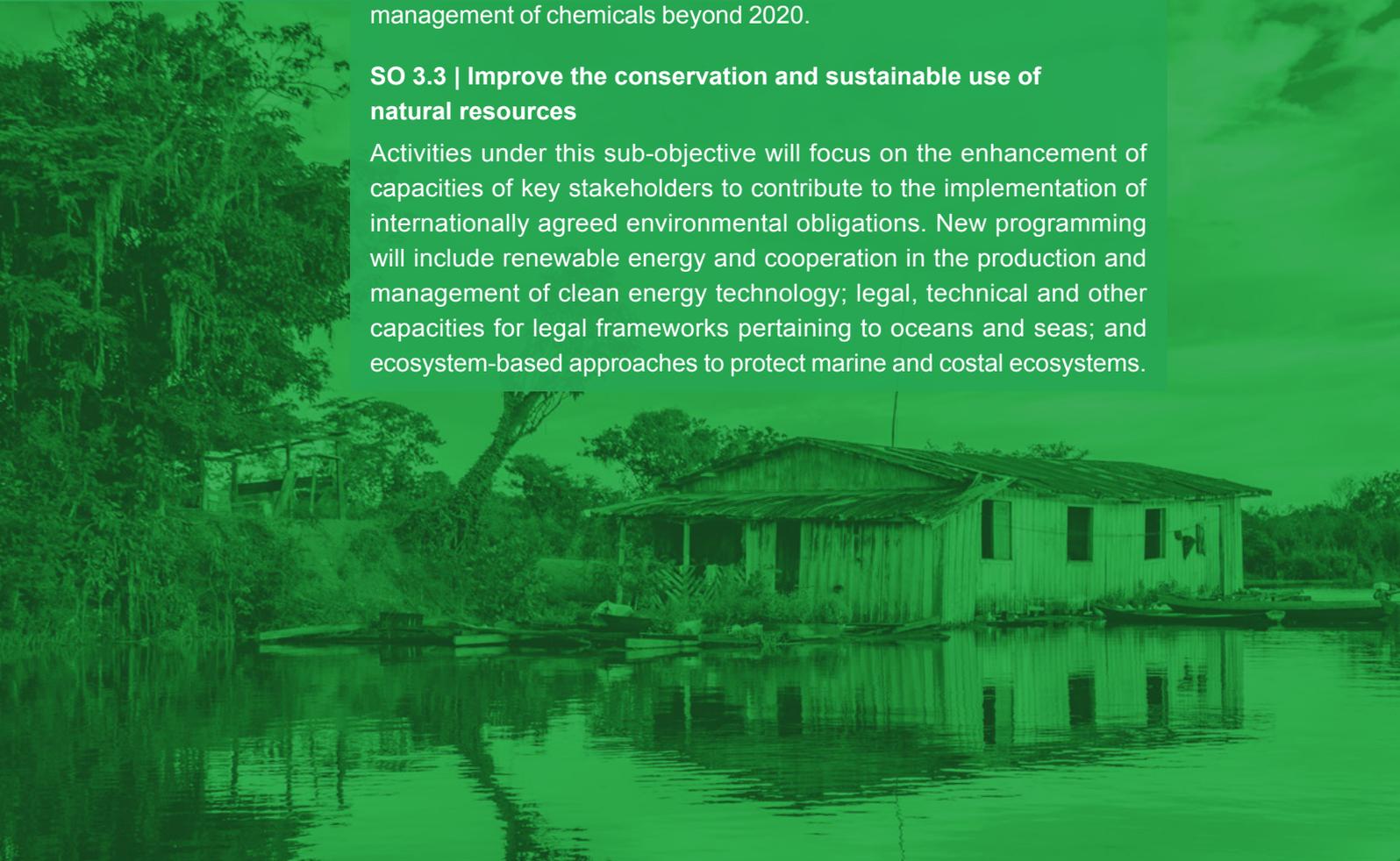
Strategic Objective 4

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.

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

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