

# HIROSHIMA TRAINING PROGRAMME ON GENDER EQUALITY AND WOMEN EMPOWERMENT (GEWE)

**GENDER EMPOWERMENT  
NOW! BUILDING THE  
CAPACITY OF GOVERNMENT  
OFFICIALS FROM LEBANON,  
JORDAN AND IRAQ**

**PROJECT  
COMPLETION  
REPORT 2023  
PHASE 3**



**unitar**

United Nations Institute for Training and Research



REPUBLIC OF CYPRUS  
MINISTRY OF FOREIGN AFFAIRS



**Hiroshima Training Programme on Gender Equality and Women  
Empowerment (GEWE): “Gender Empowerment Now! Building the  
capacity of Government officials from Lebanon, Jordan and Iraq”  
2023 Cycle  
Project Completion Report**

Information, examples and answers to your questions about the topics covered here can be found on our website, [www.unitar.org](http://www.unitar.org).

**Published: October 2023**

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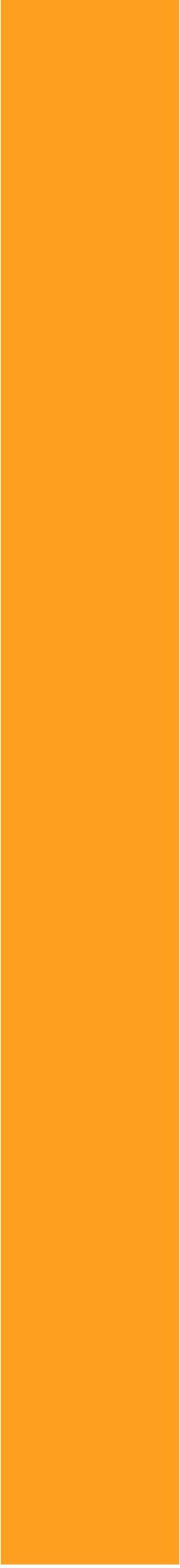
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# Executive Summary

## Introduction

UNITAR – Hiroshima office Gender Equality and Women Empowerment programme was established to be the training tool to promote gender equality and women empowerment among diverse beneficiaries through our extended and global network. The Gender Empowerment Now programme is designed to provide a customized and context sensitive gender equality training for government officials in the MENA region.

## Programme Objectives

UNITAR training programme “Gender Empowerment Now!” – Phase Three aims at building the capacities of government officials in Lebanon, Jordan and Iraq to be able to implement the international and regional recognized tools and indicators for gender mainstreaming in all government institutions, policies and projects as a mean towards the progressive realization of achieving gender equality in the participating countries.

## Demographics

In **Phase 1**, 47 government officials from Jordan and Lebanon have successfully completed the training programme, in **Phase 2**, the number of participants is 34 (2 males and 32 females). in **Phase 3**, the number of participants is 39 (all females). The training programme targets gender focal points and officials in positions that is focused on or related to gender equality in their respective institutions in the participating countries, which justifies the female to male representation between the participants.

## Programme Structure and Methodology

Over the period of 10 weeks, participants learned using a mixed methodology; self-paced online course consisting of two main modules; results chain framework and gender mainstreaming process with its detailed phases and tools, 4 live webinars consisting of lectures with experts, follow up and reflections with the participants to share experiences, success stories and challenges to enrich the learning experience and outcome for all participants. And finally, a capstone project the participants are distributed among team works and each team develop a gender mainstreaming intervention to be implemented in their respective public institutions and present the capstone projects in the final closing session of the programme.

## Summary of Outcomes

Ninety-six per cent of the participants rated the Programme as useful overall and relevant to their work in their affiliated public institutions. While significantly 94 % indicated that the information gained in this course will be used by the participants. The survey shows that only 78% of the participants considered that the training programme has presented new information.



## Lessons Learned

The content of the course and the holistic approach of the gender mainstreaming toolkit presented to the participants was aligned with their professional backgrounds and needs to act as leaders of change towards gender mainstreaming and equality in their institutions. The programme has allowed the participants to be part of an ever-growing network of like-minded individuals who share the same passion and drive to promote gender equality. Participants were all government officials who could engage with one another on the key challenges they face when operationalizing gender related policies and frameworks and what are the prospective steps to overcome these challenges.

The ease and flexibility of the online self-paced learning method have allowed more participants to join the programme, and facilitated the learning process as it was accessible for them from anywhere on their mobile phones. Nevertheless, participants have expressed their interest and preference for at least either a hybrid or in-person training to improve the level of interactive and active engagement in group discussions and the final project team work.

The online modality posed some challenges, specifically the technical and internet disruption issues. Which have affected the ability of some participants to fully commit and finish the course online.

# Programme Summary

## Programme Overview

UNITAR Hiroshima office – Gender Equality and Women Empowerment programme (GEWE) was established to promote and support the progressive realization of achieving gender equality and women empowerment through gender equality training programmes that are carefully customized based on baseline and needs assessment of the beneficiaries targeted by each programme.

In 2021 GEWE programme at UNITAR Hiroshima office launched its “Gender Empowerment Now! Building the capacity of government officials in Lebanon and Jordan” programme, which aims at leveraging the competencies, professional and personal skills of government officials in Lebanon and Jordan to act as advocates and leaders of change in their communities and affiliated public institutions towards achieving gender equality and mainstreaming gender at all levels.

The Introductory Phase of Gender Empowerment Now! – **Phase One** training programme aimed at familiarizing the participants from Jordan and Lebanon with the foundations, definitions and conventions of gender equality, Gender and SDGs and the United Nations 1325 Resolution on Women, Peace and Security. This phase was designed in light of the needs assessment conducted to align with Jordan and Lebanon efforts to operationalize the national action plans on Women, Peace and Security. Accordingly, the programme was customized to prepare the government officials from both countries with the needed knowledge and skills.



The **Advanced Phase of Gender Empowerment Now!** Training programme aimed at boosting the knowledge and gender sensitive skills of the cohort in Phase One. Where it provided them with a practical and in-depth level of training on the frameworks, tools and skills on gender mainstreaming in government institutions, policies, programmes and projects. With the intention to equip them with the knowledge and tools to operationalize what they have learnt in our training programme in their respective fields of work and institutions.

The **Third Phase** of Gender Empowerment Now! Training programme aimed to bring together government officials from countries, Jordan, Lebanon and Iraq, and train them on practical ways to assess gender-related policies and projects of their entities/ministries and identify ways to further strengthen them.

To help participants make use of what they learned in their respective countries, participants work in country teams from the beginning of the course and designed an implementation plan for a gender mainstreaming in their ministries/countries, using knowledge from the UNITAR advanced course.

The diverse backgrounds of the participants from the two participating countries has enriched the networking and online discussions. The participants did share their experiences, challenges and best practices in a wide array of topics and situations pertaining to gender mainstreaming at different levels.

Strong partnerships was built with the national councils of women in the participating countries to mentor the participants and support their learning journey.

## 2023 Phase Three Participants

The 2023 Phase three of the Programme -similar to Phase One and Two- was delivered fully online to accommodate the challenges posed by the COVID-19 pandemic. The online modality of the programme has allowed more target beneficiaries to participate in the training programme due to the flexibility of the self-paced learning methodology.

In Phase Three, participants are mid to senior level government officials, who are in positions that qualifies them to act as active advocates and change leaders towards achieving gender equality and mainstreaming gender in all government sectors, policies and projects. 39 participants successfully completed the Programme.



Participants included (100%) government officials from Jordan, Lebanon and Iraq (17 from Jordan, 11 from Lebanon and 11 from Iraq).

Participants came from a wide array of governmental institutions from both countries such as:

- Ministry of Agriculture
- Ministry of Digital Economy and Entrepreneurship
- Ministry of Education
- Ministry of Environment
- Ministry of Health
- Ministry of Industry, Trade and Supply
- Ministry of Labor
- Ministry of Local Administration
- Ministry of Planning and International Cooperation
- Ministry of Political and Parliamentary Affairs
- Ministry of Social Affairs
- Ministry of Social Development
- Ministry of Tourism and Antiquities
- Ministry of Transportation
- CRDP center for educational research and development
- National Commission for Lebanese Women (NCLW)
- National Institute of Administration

Since its establishment, the Programme has trained a total of 120 government officials from Jordan, Lebanon and Iraq.

## Programme Objectives

Designed especially for Government officials, the three goals of the Programme are to:

- **Build government officials capacity and skills** to understand gender mainstreaming and gender equality principles and foundations.
- **Equip them with the tools, know hows and practical frameworks** that can help them implement what they have learnt in our training programme in their respective fields of work and institutions.
- **Learn about the structure of results chain framework** as a foundation to design, implement and follow up on any intervention.



## Program Structure and Methodology

In the ten-week Programme, participants learned through a combination of on-demand self-paced course and live webinars with experts in the field, as well as a capstone project preparation and mentoring throughout the course period.

### *Self-paced e-learning courses*

Using the EdApp, a microlearning platform, participants completed a self-paced course designed to give a solid grounding in the following topics:

#### **Leadership:**

- Strategic Planning and Vision
- Mission
- Strategic Objectives
- PESTLE
- Core Competencies
- SWOT
- Competitive Advantage
- Strategy Post Assessment
- Governance
- Governance Questions
- Governance Post Assessment
- Organizational Structure
- Process Flows
- Organizational Structure & Process Flows Post Assessment
- Leadership Criteria
- Servant Leaders
- Leadership Team Post Assessment
- Personal Leadership - Your Work Style
- Personal Leadership - Situational Leadership
- Personal Leadership - Being an Effective Servant Leader
- Personal Leadership - Creating Your Leadership Legacy
- Personal Leadership Post Assessment

#### **Gender mainstreaming:**

- Gender-Responsive Communication.
- Intersectionality
- Participatory Methods
- Gender - Responsive Humanitarian Action
- Human Rights Based Approach
- Gender-Based Violence
- Active participation in the political and public sphere
- Women economic empowerment
- Women's access to justice
- Education and gender
- Health and gender

The topics covered in the online course were further elaborated on during our webinars, and the tools introduced in the course were practiced later in the capstone project.





### *Live webinars*

**As the participants worked their way through the EdApp courses, they took part in 4 webinars consisting of:**

- Lectures by experts providing insights on gender mainstreaming tools such as gender statistics and gender sensitive institutional transformation process.
- Preparatory group work and lecture on how to design gender-sensitive and responsive interventions in light of the course lessons and guidelines.
- Participants reflections and discussions on course content and sharing practical experiences from their own contexts including; challenges, best practices and opportunities.

### *Capstone project*

**Participants were assigned to working groups from each of the participating countries to design a gender mainstreaming intervention.**

The aim of the capstone project is to bridge the gap between theory and practice, where participants get to implement what they have learnt throughout the course period into a tangible work that can be operationalized in their respective institutions.

# Strategic Alignment

## *Sustainable Development Goals*

In accordance with the United Nations 2030 Agenda for Sustainable Development<sup>1</sup>, this program will meaningfully contribute to the following:

This project is directly related to SDG 5 which focuses on the attainment of gender equality and empowerment of women and girls, since that this online regional training provides a networking and learning platform for government officials that aims to build their understanding and capacity to comprehend, develop and implement a gender mainstreaming approach in their institutions for the progressive realization and achievement of gender equality. The programme also supports following goal, **SDG 5: Gender Equality**.



The training programme is also in alignment with the following SDGs:

### **Goal 10 – Reduce inequality within and among countries**

- 10.2 By 2030 empower and promote the social, economic and political inclusion of all, irrespective of age, sex disability, race, ethnicity, origin, religion or economic or other status.

### **Goal 16 – Peace, justice and strong institutions**

- 16.6 Develop effective, accountable and transparent institutions at all levels
- 16.7 Ensure responsive, inclusive, participatory, and representative decision-making at all levels.

The programme paid particular attention to helping participants put what they learned into practice and aimed at creating a balance of theory and practice. It trained participants on digital literacy, application development, data, programming and coding, and artificial intelligence and cybersecurity.

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<sup>1</sup> <https://www.un.org/sustainabledevelopment/gender-equality/>



# Outcomes

The outcomes of the Programme were measured by a post-programme survey submitted online by the participants on the last day of the Programme. The survey assessed four areas, including UNITAR's standard programme evaluation indicators (job relevance, new information, intent to use, overall usefulness), the extent to which participants met learning objectives, effectiveness of the methodologies, and knowledge changes from before to after the Programme.

*UNITAR's standard programme evaluation indicators:* include "job relevance," "new information," "intent use" and "overall usefulness."

**"Job relevance"** evaluates to what extent the Programme was relevant to the participant's professional roles. Participants were asked whether they agreed with the statement "The content of the Programme was relevant to my job." The survey shows that 96% of the participants either agreed or strongly agreed with this statement.

**"New information"** evaluates to what extent the Programme imparted new knowledge to the participants and was assessed by the statement "The information presented in this Programme was new to me." The survey shows that 78% of the participants either agreed or strongly agreed with this statement.

**"Intent use"** evaluates to what extent the participants intend to use their newly acquired knowledge in the future and was assessed by the statement "It is likely that I will use the information acquired." The survey shows that 93% of the participants either agreed or strongly agreed with this statement.

**"Overall usefulness"** evaluates to what extent the participants see the Programme as useful and was assessed with the statement "Overall, the Programme was useful." The survey shows that 96% of the participants either agreed or strongly agreed with this statement.

## Learning Objectives

By the end of the Programme, participants were able to:

- Understand the needed steps to apply a gender mainstreaming approach/strategy within their field of work and institutions.
- Understand the different applicable frameworks and tools for gender mainstreaming and how to use them.
- Develop essential leadership capabilities and become catalyst for transforming Gender Empowerment.
- Adopting a gender sensitive behavior in the personal and professional context

*The responses to “Job relevance,” “Intent use” and “Overall usefulness” exceeded the minimum target of 75% positive feedback, which asserts that the programme has met its intended learning objectives in these areas, where it has provided the participants with theoretical, foundational and practical knowledge and skills that they can operationalize in their respective fields of work and affiliated institutions.*

To assess the effectiveness of the Programme’s methodologies and structure, the participants were asked to rate the following five statements on a scale of 1 (“strongly disagree”) to 5 (“strongly agree”):

- The Programme was effective at responding to questions of learners
- The Programme was effective at stimulating learner engagement in online discussions and webinars.
- In-lesson assessments and assignments were useful to help you achieve the learning objectives.
- The Programme’s methodology was useful given the learning objectives.

The results show that 96% of the participants agreed or strongly agreed with the statements on the relevance of the course to their work in their affiliated public institutions and the overall usefulness of the program.

Also, The results show that 94% of the participants agreed or strongly agreed with the statements that they will use the gained information in their work.

The survey results indicate that 78% of the participants indicated an increase in their knowledge as the programme has presented new information and 20% were neutral. However, the survey analysis reflects that the remaining percentages were mostly for participants who exhibited an already “High” level of knowledge before the Programme.



It is noteworthy that the participants include gender focal points in their respective affiliated institutions, who have previous knowledge about gender, where this training programme is intended to bolster and boost this knowledge, while building the capacity and knowledge of other participants with less knowledge about these topics. significantly helped increase the knowledge of the participants in the targeted areas.

Meanwhile, as an emphasis on meeting the programme intended learning objective of raising the knowledge and capacity of the participants to adopt a holistic gender mainstreaming approach in their institutions, the survey results shown earlier in the objectives section, reflects that more than 90% of the participants have met these learning objectives and their expectations in it.



# Lessons Learned

Phase Three of the programme was implemented and completed successfully. The Programme illuminated opportunities and challenges for future iterations of the Programme.

## Opportunities

**The programme aims to build an ever-growing network of government officials in different countries to share experiences:**

- Participants from Jordan, Lebanon and Iraq had the opportunity to engage with like-minded calibres in different governmental bodies in the three countries, where they shared the challenges encountered on the ground to achieve gender equality and gender mainstreaming, and the best practices and models to address these challenges considering their national context. Participants expressed their appreciation to the open discussions and reflections during the webinars to learn from the experience of one another and build strong networks and allies.
- Building this type of networks can sustain the multiplier effect intended from our training programme and builds strong stakeholders' connection that is important for future projects and partnerships with the participating countries.

### Course content

- Participants feedback was very positive about the course content and the wealth of information provided, not only the theoretical information, but most importantly, providing an applicable toolkit and guide on gender mainstreaming, which they can use in their work.

### The online learning methodology:

- The online modality of the training programme has allowed more targeted beneficiaries from different countries to participate in it, since that the course content and the webinars can be accessed from their mobile phones anywhere.

### Combining self-paced e-learning and live webinars enriches the Programme content

- In addition to the online learning modality, participants had the flexibility to finish the course lessons at their own pace, which has given them even more flexibility to fit the course into their busy schedules, in addition to the ease of accessibility to the course content through the EdApp on their mobile phone.
- In order to mitigate the lack of face-to-face interaction between participants, we scheduled our webinars to come after the completion of each section of the online self-paced lessons, so that the participants can discuss and reflect on what they have learned and have a platform to express their views and ask questions. In addition, we invited key experts to provide the participants with insightful information about the topics they learn about in the course.

### Capstone project

- The final project received a lot of positive feedback from the national coordinators and the participants, as it helped them bridge the gap between the information presented in the lessons and the actual implementation challenges and how to design robust interventions that can respond and mitigate any potential risks.



# Challenges

## **Learning modality**

- Despite the positive aspects the flexible online self-paced learning modality provides for the participants, however it has affected their interaction and active engagement in the webinars, and group work dynamics, which could have been better if the course was conducted face-to-face.

## **Country level instability**

- In Iraq, the political situation was unstable, which have resulted in a lot of challenges, as before the beginning of the programme the participants had to withdraw from participating in the programme due to major changes in the ministry departments. And they re-participate after seven weeks which caused a lot of difficulties to resume and complete the course requirements.

### *Recommendation based on feedback from participants and experts:*

- Consider a hybrid learning methodology in the following phases, which utilizes the ease and flexibility of the online self-paced courses, but with the needed human interaction of face-to-face meetings, and final group presentation event where participants get to share their work and get recognition for their efforts.
- Provide the material on a soft copy to be more accessible for the participants to use in their work.
- Increase the duration of the programme.
- Use more interactive examples and best practices.
- Increase interactive sessions.
- Implementation of Training of Trainers (ToT) programme.
- Scaling up of the course to other Arabic speaking countries.





# Acknowledgements

The United Nations Institute for Training and Research would like to express its deep gratitude to the following supporters of the UNITAR Hiroshima Training Programme on Gender Equality and Women Empowerment: “Gender Empowerment Now!”

- Cypriot Government
- National Council for Lebanese Women (NCLW)
- Jordanian National Commission for Women (JNCW)
- Ministry of Health/ Community Development Division – Iraq

The United Nations Institute for Training and Research would like to express its deep gratitude to the following supporters of the Gender Empowerment Now project.

The Cypriot Government- Ministry of Foreign Affairs for their generous donation to support the design and implementation of this project.

In addition, we would like to recognize the role of Ms. Naglaa Sarhan for her support in the development of the course content and providing the participants with a valuable Expert conducted session on Gender Empowerment. As well as Mr. Fadi Goerge for providing the participants with a valuable Expert conducted session on transformational leadership.

We would like to extend our gratitude to the Jordanian National Commission for Women, the National Commission for Lebanese Women and the Ministry of Health/ Community Development Division in Iraq for their cooperation and coordination as the local partners, who has facilitated the implementation of the project and helped ensure a smooth and successful learning experience for the participants from Jordan, Lebanon and Iraq.



## About Us

### United Nations Institute for Training and Research

UNITAR was established in 1963 as an autonomous body within the United Nations and is headquartered in Geneva, Switzerland. As a training arm of the United Nations system, UNITAR provides innovative learning solutions to individuals, organizations and institutions to enhance global decision-making and support country-level action for shaping a better future. UNITAR designs and conducts some 500 different global training activities per year for more than 133,000 participants. Our alumni include diplomats and other government officials, non-governmental representatives, and local authorities.

### UNITAR, Division for Prosperity

The Division for Prosperity is one of the eight divisions of UNITAR and consists of the Trade and Finance Programme Unit and the Hiroshima Office. We offer cutting-edge training and learning opportunities that promote inclusive and sustainable economic growth.

The Division for Prosperity programmes fall under six thematic pillars that support the Sustainable Development Goals (SDGs):

- Anti-corruption and Combatting Crime
- Entrepreneurship and Private Sector Development
- Finance and Trade
- Frontier Technologies
- Hiroshima and Peace
- Leadership and Empowerment

Leveraging our Division's extensive experience in designing relevant and targeted training, we adapt our methodologies and technologies to the needs of the regions and individuals we serve. We work with learners in least developed countries, small island developing states, and fragile states, with special attention to the most vulnerable including women, youth, and those in conflict situations.



*Mihoko Kumamoto*

**DIRECTOR**

UNITAR, Division for Prosperity



# Annexes

## Annex I

### *Programme Agenda*

WEEK	TOPIC	COMPLETED BY
Week 1&2	Strategic planning and governance	24 July, 2023
Week 3&4	Organizational structure and personal leadership	7 August, 2023
Week 5&6	Gender responsive approaches	21 August, 2023
Week 7&8	Challenges to gender equality and women empowerment	4 September, 2023
Week 9&10	Capstone project – Individual and Group work, mentoring and coaching	25 September, 2023



## Webinars

A number of webinars will be held during the course period, where we will host renowned experts and open a space for participants to share their experiences, best practices, challenges and how to overcome them.

WEEK	TOPIC	DATE	TIME
Week 1	Introductory webinar	Tuesday, 11 July 2023	11AM – 1 PM (Beirut/Amman/ Baghdad time)
Week 2	Transformational Leadership expert session	Tuesday, 8 Aug 2023	11AM – 1 PM (Beirut/Amman/ Baghdad time)
Week 3	Gender Empowerment expert session	Thursday, 31 Aug 2023	11AM – 1 PM (Beirut/Amman/ Baghdad time)
Week 4	Project follow up and Closing session	Monday, 25 Sep 2023	11AM – 1 PM (Beirut/Amman/ Baghdad time)



# Annex II

## Contribution to the 10 Core Values of UNITAR Division for Prosperity

ADDITIONAL EXPLANATION		RESULTS
<b>(1) Generate change agents</b>		
Number of people trained		43
Intensity of Training	Number of hours engaged (e.g., 100 hours). Type of training (hybrid, online, f2f)	10 weeks of self-paced online lessons (EdApp: 9 weeks, 4 webinars: 8 hours, Group Work: and a final group work presentation: 2 weeks preparation)
<b>(2) Engage in coalition building</b>		
Disaggregated data by:		
Stage of country development	How many participants are from industrialized vs. developing countries? How many from LDCs/SIDS?	All 43 participants come from Developing countries
Urban vs Rural	How many from the capital vs. others	NA Mostly Urban centralized in government institutions in the capital
<b>(3) Build partnership</b>		
Number of partnerships	How many partnerships?	3
Quality of partnership	Global, regional, or local organizations?	3 National
	To enhance substance or financial contribution	Substance and financial contribution
<b>(4) Boost relevance</b>		
Feedback from participants	Use relevant quotes from participants	In the report
<b>(5) Enhance contextualization</b>		



## ADDITIONAL EXPLANATION

## RESULTS

Number and quality of coaches/mentors	How many coaches/mentors were engaged	2
	How many coaches/mentors were local or regional vs external?	All coaches and mentors were local/ regional

### (6) Promote gender equality

Number of female participants	How many and percentage	(100%) were female
Number of participants who completed the modules	How many and percentage	39 participants 91% completed the modules.
Gender marking	Give a rating from 0 to 3 using the following criteria.	3
	Gender-markers 0 – Outputs/Projects that are not expected to contribute noticeably to gender equality and the empowerment of women (GEEW) 1 – Outputs/Projects that will contribute in some way to gender equality but not significantly 2 – Outputs/Projects that have gender equality as a significant objective 3 – Outputs/Projects that have gender equality as principal objective	

### (7) Foster innovation

Diversity of modes of delivery	Short description of what innovative modes were introduced	None
Adoption of innovative adult learning methodologies	Short description of what innovative adult learning methodologies were introduced	EdApp on cell phone and computers for the ease and flexibility of operation. zoom for webinars and group work presentation

### (8) Champion ownership



	ADDITIONAL EXPLANATION	RESULTS
Quality of partnerships with local stakeholders	Short description	Participants shared their experiences in their local contexts on the professional and personal level in integrating gender sensitivity and responsiveness. The participating countries have provided a comprehensive support for liaison and coordination to make sure that the project objectives and framework is being implemented in a timely and efficient manner, while attending to the contextual challenges.
Quality of the action plans	Short description of final outputs produced by the participants if any such as action plans	Participants' groups drafted a gender mainstreaming intervention following the guidelines provided in the course and the mentorship provided from UNITAR and the national councils of women, which could hopefully be implemented in their respective public institutions.
<b>(9) Stimulate sustainable development</b>		
Number of participants who successfully completed the SDG modules	Same as left	No SDG modules provided.
<b>(10) Cultivate financial sustainability</b>		
Funding size	Same as left	Moderate (40,000 USD)

