

PEACE AND STABILIZATION OPERATIONS PROGRAM (PSOPS) FINAL NARRATIVE REPORT

TO BE SUBMITTED ALONG WITH THE FINALISED PERFORMANCE MEASUREMENT FRAMEWORK

Final Report			
<i>Project Name:</i>	<i>Pre-deployment initiatives in Ghana for gender sensitive deployments to UN peace operations</i>	<i>PSOPs Number:</i>	<i>20-001/P008787</i>
<i>Recipient Organisation:</i>	<i>United Nations Development Programme, Ghana</i>	<i>Report Date:</i>	<i>24/04/2020</i>
<i>Project Reflection</i>			
<p>Please provide details of project activities as described in the accompanying finalised PMF. Were they conducted as outlined in the proposal work plan and have they met the expected level of performance? If not, why not?</p> <p>The fourteen (14) days intensive Cadre course was to enhance the leadership, analytical and communication skills of junior-level women (80%) and men (20%) officers to perform command and staff functions and enhance the understanding and knowledge of military operations. This is to enable them to acquire the skills required to facilitate their nomination for a UN deployment. The course content covered topics such as Brief and Service Writing, leadership, Introduction to the United Nations and UN Peace Operations; Physical Training, UN Military Decision Making Process and Operations, UN Gender Policy and Women in Peacekeeping, Public Speaking, Case studies, Written Exercises, Indoor Operational Exercises and Visits preparations.</p> <p>The two weeks cadre was effectively implemented. The various lecturers and instructors who were made up of Command officers and guest lecturers adopted participatory methodologies including group work, presentations, interactive class discussions among others to ensure all the participants were engaged during class and practical sessions. This was complimented with physical training, use of case studies and written exercises. Most sessions end with a written test to assess the participants level of understanding to guide tutorial sessions. The participants exhibited a high level of enthusiasm and commitment throughout the 14 days training.</p>			

Please provide details of project outputs as described in the accompanying finalised PMF. Were they delivered as outlined in the proposal work plan and have they met the expected level of performance? If not, why not?

The main output of this project is to provide 40 females and 10 males who are junior-level officers enhanced knowledge and skills to perform command and staff functions to facilitate their qualification for UN peace operations deployment. At the end of the two weeks, the planned objective was achieved to a large extent. 48 officers; 38 women and 10 males participated in the training and gained the relevant knowledge and skills as enumerated below;

1. Increased understanding of United Nations and UN Peace Operations

Participants gained a better understanding of the United Nations especially related to Peace Keeping operations. The various structures, systems, units, functions and responsibilities of each unit. They were introduced to the units such as the Department of Peacekeeping Operations (DPKO) and the Department of Field Support (DFS) who are responsible for the establishment and management of United Nations peacekeeping operations around the world. They also gained an understanding of the UN and the NATO relationship and its role in international peacekeeping as well as the UN military decision making process, command structure and operations. In addition, they improve their knowledge on the various factors that posed threat and security challenges to UN Peacekeeping missions and how to prevent or address them. Learning from the mistakes of other missions; different case studies were analysed to identify successes and failures of some mission/ mission leaderships to guide the actions of the participants in future mission opportunities.

2. Enhance knowledge on UN Gender Policy, Women, peace and security Agenda

Participants improved their understanding of gender and its associated concepts. Participants increased their knowledge on the concept of gender. They were taken through concepts such as gender, gender equality, equity, gender sensitivity, gender mainstreaming, gender stereotyping among others. The important role of gender mainstreaming in missions was emphasised; as well as its location within the Women Peace and Security agenda. The participatory methodologies used enabled participants to unearth their gender biases which was discussed. There were also introduced to the resolution 1325 and its related resolutions. There was an experience sharing session, where both men and women shared their experiences and frustrations related to both sexes. The female participants complained they overworked during missions (as they perform additional cooking and cleaning duties) and the males complained the females were lazy and use menstruation as an excuse. The unique role women play in missions and the importance of women's leadership to drive UN Missions agenda was emphasised. Female participants were encouraged to serve as role models for other officers when they get the opportunity to serve in missions.

There was some gap in the explanation of the concept of gender stereotypes, with women and men being compared in terms of physical strength instead of unique capabilities and contributions. As a result of this gap and other observations, below are two recommendations for consideration;

- a) That if not being done already, the GAF should be supported to incorporate gender mainstreaming training into their training curriculum at all levels. It is envisaged that an increased understanding of Gender equality and the unique role women play in peacekeeping by all officers, both male and female, would increase support for the participation of female officers in peacekeeping and also address gender stereotypes within the Armed Forces.
- b) Establish a platform for mentoring of female officers by their seniors, who have been to peacekeeping and can share their experience and learnings with them to prepare them to be successful when given the opportunity. This would not only build confidence in the female officers, but also their supervisors, who would be encouraged to give more female officers the opportunity to serve on peacekeeping missions.

3. Broadened perspectives on effective leadership skills and traits relevant for UN Mission operations

Participants enhanced their knowledge and skills in leadership through reviewing by group activities; the life and leadership styles of some military and non-military leaders. Their failures and successes. Factors that contributed to their success and those that contributed to some failures documented. Through this, they understood the importance of learning from the experiences of others, what has worked, what did not work and why. They increased their knowledge on the various types of leadership styles; participatory, delegative, democratic, transformative among others. The importance of delegation of authority as a means of building confidence and a sense of responsibility was emphasised. Additionally, they understood the need to maintain healthy relationship with subordinates, exhibiting flexibility accepting weaknesses and responsibility for mistakes and mentoring junior officers.

4. Improved writing and Presentation skills

Participants knowledge and skills in writing and presentation as officers improved over the two weeks period. This was demonstrated in the exercises and presentations they did over time. They learnt to write in a clear, concise, organized and manner, straight to the point. The importance of standard rules for grammar was emphasised. They learnt to use some tools such the use of powerpoint for organising their presentation and enhance skills in group presentation through practical exercises. In addition, they improved their knowledge on effective public speaking which has is linked to their presentation skills. The importance of effective communication and public speaking skills for successful mission; especially in mission leadership was emphasised. They acquired knowledge on elements of effective public speaking such as effective

listening, knowledge of audience, effective preparation including research on subject and audience, paying attention to non-verbals' such as dress code, attitude and posture, energy and enthusiasm. They also learnt how to overcome fear and anxiety and build confidence.

Did you reach the target beneficiaries as planned? (Type(s) of beneficiaries, target organisations and numbers, etc.) Did other stakeholders contribute to the project and if so how?

The training planned to reach a total of 50 officers; 40 females and 10 males. At the end of the training a total of 48 participated; 38 females and 10 males. Two females could not turn up for the training. Reasons are unknown.

The training made use of guest lecturers from the University of Ghana and the Kofi Annan Peace Keeping Training centre to handle some of the sessions.

Briefly describe whether the project met the expected level of performance for outcomes as they were originally planned.

Yes, the training was well organised. The sessions were timely, the teaching methodologies used were relevant and appropriate for each session. Participants showed a high level of interest, commitment and enthusiasm and improved overtime.

Lessons Learned: In hindsight, what, if anything, could have been done differently?

1. The ownership and buy in of project beneficiary organisation; is critical for the achievement of results
2. Limited time allocations for sessions could impact the knowledge acquisitions of slow learners
3. Since this was training with the objective of addressing gender equality, there should have been more time allocated to the session on gender and women's leadership in UN Peace Keeping operations

Financial Management: Was the project implemented as per the original budget and financial management expectations? If not, please identify and explain, especially where variances are in excess of 10% (over and under.) Special attention should be given to the overall total costs especially if there were savings per sub--Section 5.04 and sub-Section 23.02 (requiring return of funds) or over expenditures.

The Project activities were carried- out as per the budget in the grant agreement. Thus, UNDP ensured that the various Cost centers in the budget were implemented based on the authorised spending limit. As indicated in the grant agreement, UNDP would provide detailed Financial report indicating fund balance.

Risks and Challenges: What challenges or constraints did you face in implementing this project? (Consider legal, partnership, contracting, logistical, operational, etc.) Were these challenges anticipated prior to project implementation? How were these challenges addressed? Based on experience with this project, what measures would you take to address risks in the future for similar initiatives?

The late receipt of funds was a challenge; this was not anticipated. UNDP addressed the challenge by advancing it's own core resources to the implementing partner to ensure that the activity get implemented per planned schedule. In future, discussions for such partnership would be timely to

prevent any delays.

Success: Describe the major successes of the project. Were there any unanticipated benefits/outcomes? For projects that tested innovative approaches, were these successful? Could they be replicated in other projects? Would you do anything differently? Describe the impact that the project made, in terms of the problem you were addressing (as per the problem statement in original project proposal.)

Participants has enhanced knowledge and skills relevant for their deployment for peace keeping operations. Hopefully, this would translate into an increased number of women deployed in the near future. There is an increased number of women 38 with improved knowledge, skills and confidence to serve in peacekeeping operations. This would in the end contribute towards promoting gender equality in peace keeping operations.

Gender Considerations: How has the project acknowledged and addressed the different needs of women, men, boys and girls? If the project was specifically aimed at supporting resolutions on women, peace and security, please explain how it will address and incorporate the specific needs of women and girls? Were they delivered as outlined in the proposal plan? If not, please explain why not and what impact this had on the project.

Describe the measures taken to ensure that the interests/needs of women, men, girls and boys were addressed. Please consider the following:

- a) **Planning:** What gender inequalities were recognized within the context of the project and how were they addressed within the project?
- b) **Implementing:** How were the needs/interests of women, men, girls and boys addressed by project activities?
- c) **Evaluating:** How did women, men, girls and boys benefit from the advantages/gains of project activities? Provide concrete examples/indicators.

- a) **Planning:** *Women are underrepresented in peacekeeping operations, despite their key role in preventing sexual violence during and after conflict, and their unique abilities to engage with the communities they serve, especially women and girls. According to statistics from UN Department for Peace Keeping operations, as at November 2019, out of 75,856 UN Peacekeepers the 22 UN Missions across the globe, only 3,873(5.11%) were women. This calls for the adoption of innovative strategies such as the Elsie initiative to help bridge the gap*
- b) **Implementing:** *Women were particularly targeted as beneficiaries of the project; representing 80% of beneficiaries. Among the 38 women who benefitted from this project, two were heavily pregnant female officers, whose needs were specially taken care of to enable them to participate fully like other participants.*
- c) **Evaluating:** *Women have an increased opportunity to be selected for peacekeeping operations*

Communications: How were the activities, outputs or achievements of the project communicated? Where there was a communication strategy, was it implemented as planned? What was the strategy's impact? Please provide copies of any media coverage, press releases, etc. Please highlight any instances where **DFATD**'s contribution was acknowledged.

Even though there was no communication strategy, the opening and closing ceremonies of the training were opened to the media; which facilitated the featuring of reports on the initiative on the Ghanaian media; highlighting the contributions of the partners involved. The UNDP communication team also featured tweets and stories of the project on its social media (Twitter and WhatsApp) platforms.

Please find below links to some reports;

- [Canadian High Commission supports the training of GAF Junior Officers](#)
- [50 Junior officers of GAF to participate cadre programme](#)
- [Elsie Initiative GAF Training](#)
- <https://newsghana.com.gh/48-junior-officers-complete-two-weeks-cadre-training/>

Evaluation/ Measuring Impact: If the project was formally evaluated, what were the results? Please provide copies of evaluations or indicate when they will be available. If no formal evaluation was conducted, summarize the results of informal evaluation methods (e.g. activity evaluation forms, surveys, case studies, feedback, etc.)

Its too early to measure the impact of this project.