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| FINAL |
| WILS Phase 2 Project Document |
| Prepared by    the UNDP, UN Women and the Government of Samoa (MWCSD, MFAT)  *in consultation with*    DFAT and key national stakeholders  September 2022 |
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# Acronymns

|  |  |
| --- | --- |
| ACEO | Assistant Chief Executive Officer |
| BSP | Bank of the South Pacific |
| BTI | Break Through Initiative |
| CCI | Chamber of Commerce and Industry |
| CEO | Chief Executive Officer |
| CN | Concept Note |
| CSSP | Civil Society Support Program |
| DBS | Development Bank of Samoa |
| DDC | District Development Council |
| DFAT | Australian Department of Foreign Affairs and Trade |
| FAST | Faataua Le Atua Samoa ua Tasi Political Party |
| GLOW | Girls Leading Our World |
| HRPP | Human Rights Protection Party |
| IPES | Institute of Professional Engineers Association |
| IPU | Inter-Parliamentary Union |
| JAWS | Journalists Association of Western Samoa |
| MESC | Ministry of Education, Sports and Culture |
| MFAT | Ministry of Foreign Affairs and Trade |
| MP | Member of Parliament |
| MWCSD | Ministry of Women Community and Social Development |
| NCC | National Council of Churches |
| NCW | National Council of Women |
| NGO | Non Government Organisation |
| NOLA | Nuanua o le Alofa |
| NUS | National University of Samoa |
| NYC | National Youth Council |
| OCLA | Office of the Clerk of the Legislative Assembly |
| OEC | Office of the Electoral Commissioner |
| PAG | Policy Advisory Group |
| PMU | Project Management Unit |
| PSC | Public Service Commission |
| SAMPOD | Samoa Alliance for Media Practitioners for Development |
| PWD | Persons with Disability |
| SC | Steering Committee |
| SIFA | Samoa International Finance Agency |
| SIOD | Samoa Institute of Directors |
| SITA | Samoa Information Technology Association(SITA) |
| SLIP | Samoa Legislative Institutional Strengthening Program |
| SPC | Secretariat of the Pacific Community |
| SPREP | Secretariat of the Pacific Regional Environment Program |
| SQA | Samoa Qualifications Authority |
| SROS | Scientific Research Organisation of Samoa (SROS) |
| SSAB | Samoa Stationary and Books Limited |
| STEM | Science, Technology, Engineering and Maths |
| SUNGO | Samoa Umbrella Organisation for NGOs |
| SVSG | Samoa Victim Support Group |
| SWAG | Samoa Women Association of Growers |
| TSM | Temporary Special Measures |
| UNDP | United Nations Development Program |
| UNRC | United Nations Resident Coordinator |
| UN Women | United Nations Entity for Gender Equality and the Empowerment of Women |
| VLDI | Village Leadership Development Initiative |
| WILS | Women in Leadership Samoa Project |
| WINLA | Women in Leadership Advocacy |

# Section 1: Introduction

## Purpose

This project document was commissioned by the UNDP and UN Women in December 2021. It presents the rationale, proposed impact, outcomes, outputs, budget, implementation arrangements and partners for a proposed Phase 2 of the Women in Leadership in Samoa (WILS) Project. The WILS Phase 2 (WILS2) builds on the successes and lessons from WILS Phase 1 to help accelerate and sustain progress for gender equality and women’s leadership efforts and results in Samoa.

## Methodology

This project document development benefited from the views, insights, and experience of a range of around 500 stakeholders through sixty (60) individual interviews and ten community consultations in Upolu and Savaii. Those consulted include the Hon. Prime Minister, Hon. Minister of Women, Community and Social Development (MWCSD), Leader of the Human Rights Protection Party (HRPP), Chairman of the Faatuatua i le Atua Samoa ua Tasi (FAST) Party, senior government officials, women leaders in the public, private and civil society sectors, community leaders including representatives of village councils, women’s committees, and youth groups. Also consulted were senior representatives of the Australian Government Department of Foreign Affairs and Trade (DFAT) in Samoa, the United Nations Development Program (UNDP), United Nations Entity for Gender Equality and the Empowerment of Women (UN Women) and implementers from WILS Phase 1. The project document was also informed by a desk review of WILS Phase 1 documents, in particular the WILS Project Document, the Mid Term Review Evaluation Report, the WILS Annual Reports and activity reports and key research into women and women in leadership in Samoa such as the Fairbairn-Dunlop (1996) Tamaitai Samoa: Their Stories; MWCSD 2015 Women, Matai and Leadership Survey; the National University of Sāmoa Women, Culture and Political Participation in Sāmoa; Motusaga 2016, Women in Decision Making in Samoa; the Sustineo, 2022 Report, Research on Leadership Pathways of Women in Samoa and others. Refer to Annexes 4 and 5 for the list of those consulted and list of references.

## Background

Samoa is a communal society that value the good of the collective such as the aiga, village, church, group, or country. Samoans are generally motivated and driven to serve, provide for and enhance development outcomes for their families, churches, and communities. Governance and leadership in Samoa therefore lend itself naturally to communal and group decision making and collective responsibility for the good of groupings of people.

At the national level, Samoa is governed by a mix of the Westminster system and Samoan traditional governance[[1]](#footnote-2). There are three arms of national governance, i) the Executive or Administration arm; ii) the Parliament or Legislative Assembly; and iii) the Judiciary which are independent but interlinked under Samoa’s Constitution. Local governance is made up of Village Fono or Village Councils across 270 villages that are connected to the administration through the Sui o le Nuu/Sui ole Malo (Village/Government Representative) and Sui Tamaitai o Nuu (Village Women Representative); connected to the Parliament through the Members of Parliament and connected to the Judiciary through the District Court, Lands and Titles Court and Supreme Court.

As a society, especially at the village level, “o Samoa o le atunuu ua uma ona tofi” – where the roles and responsibilities of different individuals and groups are already set by cultural norms and practices. At the center is the role of the ‘matais’ – titled Samoans (mostly men) or chiefs, through the matai system with the apex being the Fono o le Nuu or Village council. Complementary to the Village council are other groups with their own set of leaders; the Tamaitai o le Nuu (females from the village), Faletua ma Tausi (females married into the village), Malosi o le Nuu (untitled village men). While the groups have their own leadership, this is dependent on the position of the husbands or sons in the village council. Furthermore, their leadership is exercised within their groups only with final decisions on village governance made by the Village Council. In other words, women are leaders among women groups only.

Samoans place high value and respect on their leaders and people in authority. ‘E afua mai mauga le manuia o nuu’ means that the prosperity and wellbeing of a village is through its leadership. Samoans’ views of leaders are that they are capable, competent, skillful, knowledgeable, experienced, and wise. They also value leaders that are honest, principled, caring, compassionate, humble, patient, and courageous. Importantly, leaders are seen as people that are reliable, trusted, respectful, cordial, proactive and fair. Leaders at the village and the Parliament levels are especially expected to also be fluent in the oratory Samoan language that is the language of ‘matais’, or chiefs, titled persons. The participation and engagement of Samoan girls and women in decision making at any level in society is framed in these complex national and local governance dynamics enthused and shaped by cultural, religious, community and organisational beliefs and practices.

Global experience highlight that societies benefit when diverse points of views and different ways of leadership are used to achieve collective goals and results. The Samoan saying of ‘O le tele o sulu e tele ai figota’ reflects long held beliefs of the importance of different perspectives and points of views to help identify and find solutions to collective challenges and goals. Good governance principles also emphasizes that participation of women in decision making and as leaders is not only about what is right, fair, and just and upholding a human right. It is also about making the best use of available resources, talent, and different perspectives to make balanced decisions to improve development results for all at all levels of society.

The value of and respect for the Samoan tamaitai (girls and women) is an inherent part of Samoan culture and is embedded in the fa’asamoa traditional values and practices. The girl and woman in Samoa are considered the ‘feagaiga’ or sacred covenant and ‘tama sa’ or sacred child. Daughters and sisters are revered, protected, served, and provided for or looked after by their brothers and male relatives[[2]](#footnote-3). The position of Samoan women and girls are described in popular Samoan proverbs that are used and are lived realities such as ‘O le ioimata o le tuagane lona tuafafine’ and ‘E mu mata o le tama tane i lona tuafafine.’ Literally translated, ‘the sister is the pupil of the brother’s eye and the brother’s face burns for his sister’. Figuratively, this means, ‘*Samoan women are the pearls and most precious diamonds in the brother and sister covenant relationship[[3]](#footnote-4).*

In addition to their high position in Samoan culture and traditions, the role and capability of Samoan women is also widely recognised as reflected in popular Samoan proverbs such as ‘O toala fanau e faaauauina nafa o aiga, O auga faapae, O pae ma auli’ meaning, they are the *womb that bears heirs and sustains family lineages and are the redeemers and peacemakers in Samoan families and society’*[[4]](#footnote-5). The capability of Samoan women including as national leaders is demonstrated historically in some of the venerated traditional Samoan leaders who were women; Nafanua – a renown and fierce Samoan woman warrior and Salamasina, the first ‘Tafaifa’ or person holding the four paramount chiefly titles in Samoa. In addition, according to oral history, Falealupo village women tasked with the men to thatch different halves of their chief Tautunu’s fale (a task normally performed by men) completed thatching their side of the roof before the men who struggled to complete their side. This capability of Samoan women is popularly acknowledged in the Samoan saying, ‘E au le inailau a tamaitai’ translated ‘the ladies row of thatch was complete’ meaning, ‘women will work hard and can do anything’.

Besides their roles as the feagaiga, the tamasa, the the toala fanau and pae ma auli, and their capability to do anything, according to Samoan culture and traditions, women themselves have equal rights to family land and family matai (chiefly and orator) titles as men as the ‘suli’ or family heirs[[5]](#footnote-6). This means, women as heirs can become matais, and be in decision making roles as well as be the heads of their families should they hold chiefly titles. These are some of the reasons why Samoans have always maintained that in Samoan culture and society, women have equal rights to men and that there is no gender inequality in Samoa.

This high regard for Samoan girls and women and the important roles, positions and rights they hold in Samoan society is also reflected in modern day Samoa’s national legislation and policies. The Government of Samoa is committed to gender equality and empowerment of women. The Samoa constitution guarantees equal rights of men and women and amendments to the Constitution in 2013, provides for a minimum number of women members of the Legislative Assembly so that women comprise at least 10% of Parliament.

Samoa has also signed up to multiple global, regional and national commitments that promote the equal treatment of men and women. Samoa was the first government in the Pacific to ratify the Convention on the Elimination of Discrimination Against Women (CEDAW) in 1992. Samoa has endorsed the Beijing Platform of Action, the 2030 Agenda for Sustainable Development and the Sustainable Development Goals (SDGs), the SIDS Accelerated Modality of Actions (S.A.M.O.A Pathway), the Pacific Leaders Gender Equality Declaration, the Pacific Platform for Action on Gender Equality and Women’s Human Rights and many others. Samoa was the first and so far only country in the Pacific to establish Temporary Special Measures (TSM) to ensure at the minimum 10% representation of women in Samoa’s Parliament. Samoa has numerous national policies to promote gender equality and empowerment of women which includes the latest iterations of the National Policy on Gender Equality and Rights of Women and Girls 2021-2031 (NGERWGP), the National Policy on Inclusive Government 2021-2031, the National Policy on Community Economic Development, the National Policy on Family Safety Elimination of Family Violence 2021-2031 and the National Policy for Persons with Disabilities.

Yet despite the high value of Samoan women in society and culture and priority given in Samoa’s national, regional and global policy commitments, development outcomes for women in Samoa is mixed and could be improved.

Across Samoa, girls are outperforming boys at all levels in schools, there are more women than men executives in the public sector (57%)[[6]](#footnote-7), there is increasing proportion of women in the public sector boards and Samoa has its first female Prime Minister and first female Minister of Finance in 2021. These are significant achievements and progress. However, there remain challenges. Women are under-represented in the formal workforce (36%)[[7]](#footnote-8), in village councils (1 in 5 matais are women[[8]](#footnote-9)), in public boards, in the Lands and titles Court (8%) and in parliament (13%) and over-represented in unemployment (21.3%),[[9]](#footnote-10) unpaid work (66%)[[10]](#footnote-11) and victims of violence and abuse (60 to 86%)[[11]](#footnote-12).

These challenges are also not new, and some are shared by most other countries globally and in the Pacific. The government is aware of these remaining challenges and is working with its partners and national stakeholders to address them. For instance, a common theme across the past twenty years of national development plans in Samoa was ensuring equal access to opportunities and a level playing field so that all can have improved quality of lives. More recently, the 2030 Agenda for Sustainable Development and other global development commitments call for leaving no one behind. This means, a deliberate focus on ensuring that the most vulnerable and marginalised are given special attention so that they can benefit as much as those with better access to resources and better development outcomes. These principles and intentions are reflected in the recently launched Pathway for the Development of Samoa (PDS) 2021/22 – 2025/26.

The vision for the PDS is ‘Fostering social harmony, safety, and freedom for all under the theme of ‘Empowering communities, building resilience, and inspiring growth’. In keeping with the government’s commitment to leaving no one behind, the PDS focuses on community, social and human development ensuring that all Samoans including those in rural areas, women and youth have equal access to economic and livelihoods opportunities for development. Empowering women and ensuring they are protected and benefit from development is addressed across the five Key Strategic Outcomes of the PDS but specifically reflected in Key Strategic Outcome 1: Improved Social Development (Key Priority Area 1: Alleviating Hardship and Key Priority Area 4 People Empowerment); and Strategic Outcome 2: Diversified and Sustainable Economy. (Key Priority Area 6 Community Development). The strategic approach of the PDS is people centred focused on equitable distribution of benefits of development to all especially those in the communities including women and youth. In this sense the PDS goes beyond ensuring all have equal opportunity to access services and development, but also ensuring that those most left behind in the communities have preferential, targeted and equitable access to those benefits[[12]](#footnote-13).

Under KPA1, Alleviating Hardship, specific focus is placed on the protection and well-being of the most vulnerable such as children, women, survivors of domestic violence ensuring they have access to affordable basic needs in ways that respect their dignity and rights.[[13]](#footnote-14) Under KPA4 People Empowerment, the government will work through community structures to provide opportunities for development while preserving cultural heritage through ‘tu, aganuu ma agaifanua faasamoa’ including through partnership with the National Council of Women and National Youth Council. Under KPA6 Community Development, the focus is on building the capability of Samoan people including women and youth so they can look after their families and communities. The government will work through partnership with District Councils focusing on strengthening governance and management practices such as inclusive and participatory decision-making processes. District development planning will be strengthened drawing on Community Integrated Management Plans (CIM) working in partnership with Sui Tamaitai o Nuu, Sui o Nuu, civil society and private sector partners.

One of the seven priorities of the National Gender Equality and Advancement of Women Policy 2021-2031 (NGEAWP) is Leadership and Decision Making (Priority Area 4) aiming for Improved gender balance in leadership, governance and public life. This is through implementing two outputs; i) Participation in Leadership, Decision-making, political and public life; and ii) Addressing stereotypes and harmful practices.

## Transitioning from WILS Phase 1 to WILS Phase 2

Responding to the Government of Samoa’s national priorities for gender equality, the proposed Project period for WILS Phase 2 is 4 years from January 2023 to December 2026 for an estimated budget of AUD$$4,08,462. It builds on WILS Phase 1 which is a 3.5 years AUD$3,000,000 (April 2018 to October 2022) joint collaboration of the Government of Samoa, the Australian Government, UNDP, and UN Women to support government’s efforts to improve gender equality and the number of women in leadership in all levels of society including in the Parliament. The Project aimed to achieve four key outputs below delivered through a range of capacity building, advocacy, and public awareness programs:

Output 1: Enhanced leadership capacity of women;

Output 2: Promoting political inclusivity and supporting women’s political participation;

Output 3: Enhanced advocacy and outreach to encourage inclusive and effective political participation and

Output 4: Sharing knowledge of Samoa’s experience in promoting women’s leadership.

A Mid Term Review of the WILS undertaken from October to December 2020 highlighted key achievements which included; completion of transformational village leadership training for 165 villages across 47 districts benefiting 876 participants including 515 women and 215 persons with disabilities (PWD); completion of transformational leadership training for young women with 98% increase in leadership knowledge post-training, engaged 240 girls through the Girls leading our world (GLOW) Conferences; completion of professional women’s executive directors training with 66% of new government board directors having completed the Executive directors’ course through WILS; completion of two Parliamentary SDGs briefings and a study attachment for 5 Members of Parliament with the Australian parliamentarians; completion of capacity building programs for 19 of the 22 Women Candidates in the 2021 Elections.

One of the key achievements for WILS is that selected women from across different levels of society are having access to leadership training, most of them for the first time. Women in the villages, young women, professional women in the public and private sector, women elections 2021 candidates acknowledged the usefulness of the trainings and how much they are transforming their lives and leadership journeys. Similarly, men and youth who were part of the Village Leadership Development Initiatives (VLDIs) noted the transformational impact of the seminars on their mind-sets on leadership and village governance noting the importance of contextualized approaches delivered through known, well-respected, and familiar Samoan experts. In this case, how and who was delivering the messages and training was important for the community to receive and accept the learning. Most importantly, the VLDIs contributed to positive changes and shifts in social and cultural norms, behaviours, perceptions, and long-standing practices which in turn have affected changes in leadership at the individual and at the community level.

Lessons learned from the WILS Phase I are, that we have only scratched the surface and that the achievement of gender equality and women in leadership needs sustained long-term investment to overcome the systemic, institutional, cultural, and attitudinal barriers. In this sense, it is important to extend the leadership training opportunities to many other women and girls who were missed in Phase 1 and to sustain the efforts as changes in norms and behaviour take time. To ensure sustainability, it is important to make the program and training more accessible and systemic including beyond the WILS Phase 2 project duration by negotiating their integration into existing national leadership capacity building and learning programs. This includes through the Ministry of Education, Sports and Culture (MESC)’ national school curricula, the Public Service Commission (PSC)’s professional development program, the private sector’s and civil society’s leadership and governance capacity building programs, and in learning institutions such as the, the National University of Samoa (NUS), and the Samoa Institute of Directors (SIOD). Similarly, it would be important to integrate gender equality and more equal leadership representation across all the 14 sectors of the public sector through mainstreaming in their sector plans and policies.

While many persons with disabilities engaged in the transformational leadership training, the training structure and modality were not effective and appropriate for their learning needs. So, noting that globally and nationally the girl and women with disabilities are some of the most vulnerable population groups, it is recommended that WILS Phase 2 develop a Transformational Leadership Training for this group.

Additionally, it is important to engage not just the women but also the men who often have the power to influence decisions that impact women’s leadership opportunities and pathways, especially at the village and Parliament levels.

Another key lesson is that context matters, so the approach of having separate but coordinated learning for women, men, and youth contributed to the positive outcomes. And that there is a need to build on the momentum of the sea-changes happening at the village level so that we can enhance leadership opportunities for women and girls in the communities. Some examples include villages that have become more inclusive in their decision making by including representatives of women in the village councils, where the nofotane women are now part of the women’s committees’ decision making, where there is more acceptance of the capability of women to become matais. Some suggested strategies to encourage replication of these good practices include, ensuring peer-to-peer learning across the villages as well as positive reinforcement through incentives such as national awards for good performing villages so they can share their experiences and other villages may replicate these good practices and changes. This also means establishing a systematic follow-up and documenting the ***fa’amaite*** or the Breakthrough Initiatives (BTIs) which could improve the results, credibility, and sustainability of the project. The recent introduction of the 1 million district community programs by the new government is an important opportunity for WILS to institutionalize the VLDIs and fa’amaite in the district development planning, resource allocation, and monitoring, reporting processes of the government.

For the WILS support to women candidates, the content of the capacity-building initiatives was appropriate and effective, but the timing of the support was too close to the elections. Feedback from the women candidates is that while these capacity-building programs are useful, the biggest challenges were changing the mind-set of the majority of the voting public who still consider that politics and national legislative decision-making are still primarily the prerogative of men and the lack of access to funding to support their political campaigns. There is a need for WILS Phase 2 to invest significantly in civic education about voters’ rights and responsibilities and sensitizing them to the importance of more equal representation in Parliament and the value that women bring to national decision-making. Furthermore, discussions about practical support to financing women candidates’ political campaigns is needed.

The political crisis after the 2021 elections while difficult has resulted in increased civic interest, debate and understanding of Samoa’s constitution, and the 10% quota for women Parliamentarians. The establishment for the first time in twenty years of two strong political parties should improve national policy debate and development results. WILS Phase 2 can use this opportunity to work with the two political parties to support gender equality and women’s political participation through the introduction of political parties’ women candidates’ quotas, engaging male Members of Parliament to advocate for gender equality and the role of women in politics and also supporting the capacity building of women candidates through mentorship programs and establishing a Women’s Caucus in Parliament.

A key lesson learned in terms of WILS Phase 1 implementation is the need for more coherent programming, planning and joint implementation amongst WILS implementing partners of project initiatives especially at the village level. This will reduce silo implementation and improve sharing of resources and expertise. There were also concerns raised around local leadership and ownership of the project noting the need for a governance structure that will ensure locally driven initiatives. This included ensuring that the government guides the initiatives, and that the membership of the WILS governance is inclusive of the key beneficiaries and stakeholders and not just the government and development partners. This means integrating the governance of the WILS Phase 2 into the existing Government of Samoa and UN Joint Projects Steering Committee; considering a Technical Working Group to include the project beneficiaries like representatives of the villages, representatives of the women and youth as well as considering the leadership role of the Samoa government through the option of locating the Project Management Unit in the MWCSD among other considerations. Another implementation challenge was the tendency for the governance mechanisms to focus on operational details and not on the strategic high-level results and outcomes of implementation. It was noted that WILS Phase 1 could have better promoted and advocated stories about the transformational impacts and results on the ground particularly around the VLDIs and BTIs. These challenges are being addressed in WILS Phase 2 by structuring the outcomes based on cluster of target groups and proposing a governance set up that encourages local ownership and leadership of the project.

Phase I paved the way for policy changes at the village level to long-standing cultural practices that discriminate against women and girls which need to be replicated in other villages. The WILS Phase I was able to reach disadvantaged populations such as youth, PWD, women, girls and transgender by building their leadership skills and working as a group to overcome barriers that hinder the realization of their leadership potential.

The WILS Phase 2 has been designed to continue this progress on gender equality and women’s leadership by building on successes and lessons learned from WILS Phase I including strengthening the leadership pathways of women, youth in communities, expanding the leadership trainings and programs to other groups such as the private sector, clergy and expanding outreach to other communities.

This project is divided into 6 sections: Section 1 Introduction provides an overview of the key results, lessons learned from WILS Phase 1 and briefly highlights how this learning will be manifested in Phase 2; Section 2 provides the background, approach, rationale, theory of change and the outcomes and outputs for Phase 2; Section 3 provides the details of the four outcomes, 13 Outputs and proposed initiatives; Section 4 details the Results and Resourcing for the project; Section 5 provides the summary of resources for each of the outcomes and outputs, implementing agencies as well as a partnership matrix for the outputs. And Section 6 sets out the proposed Governance approach and set up. Six Annexes complete the project document; Annex 1 Multi-Year Workplan and Budget Estimates, Annex 2 Annual Budget Estimates, Annex 3 Monitoring and Evaluation Matrix; Annex 4 Project Team Terms of References; Annex 5 List of people and groups consulted, Annex 6 List of References.

# Section 2: WILS Phase 2

## WILS Definition of Leadership

For a project that centres on leadership, it is important to be clear on what this means to help guide the development of the Project Document, project planning and implementation. The definition of leadership used in WILS Phase 1 was ‘A political process of women mobilising people and resources in pursuit of shared and negotiated goals within government, private sector, and civil society (Kenway, Bradley & Lokot, 2013, p. iii)

During consultations for Phase 2, it was clear that a contextualised ‘Samoanised’ definition of women in leadership in Samoa was needed. This can ground the WILS Phase 2 in a concept of leadership that reflects the nuances, insights, cultural and community practices and perceptions of leadership in Samoa’s context.

Based on the views of Samoan leaders, women, men and youth consulted for the development of the Concept Note, this project document and research on women in leadership and women political leaders and definition of leadership by Professor Patricia Harris-Jenkinson, California State University, there are three key interlinked dimensions of women in leadership in Samoa and New definitions of ‘leadership’ and ‘women in leadership in Samoa’ are thus offered for Phase 2 as follows:

* ***Leadership i****s about service and a process of empowering and influencing teams, groups, businesses, organisations, villages or a country to collaborate and work together to deliver on collective goals and objectives.*
* ***Women in leadership in Samoa*** *is about individuals and groups of women and girls who are capable, skilful, accomplished, knowledgeable, compassionate, respectful, humble, wise, proactive, reliable, trusted, and resourceful having the* ***access to, the opportunity*** *to serve, to help influence, to empower, mobilise and work with teams, groups, organisations, villages, communities and country to achieve collective goals and objectives.*

There are three dimensions that are considered desirable for women in leadership spaces in Samoa. First, they have to be capable, having the right skill set, knowledge, experience and competency including formal qualifications. Second, they have to have innate desirable personal qualities such as among others, being principled, caring, compassionate, humble, patient and courageous. Finally, women leaders are expected to have relational qualities on how they relate to their group and environment such as being reliable, trusted, fair, respectful, cordial and proactive.

### Figure 1: Dimensions of leadership in Samoa

These definitions and dimensions of Samoan women in leadership are anchored on a key concept of leadership in Samoa, ‘O le ala i le pule o le tautua’, which translates to ‘the path to leadership/authority is through service’. The women in particular saw leadership as a ‘service’ and an ‘opportunity to serve’ and influence for the betterment of their group, village, organisation and country.They do not see leadership as a destination or a position of authority but a continuum of having the opportunity to better serve their group and community. They saw leadership as a means to an end and not an end in itself. To them, the purpose of leadership – is to serve.Other concepts and Samoan sayings on leadership includes ‘E afua mai i mauga manuia o nuu’, which means; the prosperity and wellbeing of the village is through the leaders who are referred to as ‘mauga’ or mountains. Another concept is about the collective and communal nature and purpose of leadership ‘O le tele o sulu e maua ai figota’ – which means, the more ‘torches we have the more likely it is we will catch many shellfish’ or the more views and people working together will result in better decision making and outcomes.

* Some Samoan words and phrases associated with leadership are provided in the box below*.*
* O le ala i le pule o le tautua; E afua mai i mauga manuia o nuu; O le tele o sulu e maua ai figota.
* Loloto le tofa ma le faautaga, Poto, Agavaa ma atamai, Faatupu filemu, Taimua, Fofo o faafitauli, Loto tele, Loto maualalo, Loto alofa, faaamaoni, Tautala sao, Faaaloalo, Amata mea, Vaai tutusa i tagata uma, Loto Toa, Fai aiga lelei, Lava tapena, Fai faataitaiga lelei.
* Samoan sayings about leadership. The pathway to leadership is through service. Prosperity for villages start from leadership; With many torches, you will find shellfish meaning, the more people engaged, the more you will find solutions.
* Qualities that we value in leaders and women leaders include: humility, wisdom, foresight, insight, principled, truthful, patient, considerate, compassionate, honest, courageous, fearless, stand up for what is right, smart, capable, resourceful, resilient, inclusive, reliable, respectful, peacemaker, initiator, proactive, risk taker, opportunistic, problem solver, prepared, decisive, unbiased, a role model and leads by example.

Regardless of possessing these dimensions, if women do not have access to or have the opportunities to be in positions to serve and lead, then challenges for women in leadership in Samoa especially at local and national governance levels will remain.

## Pathways to Leadership for women

Further to the discussions in Section 1 on the special role and place that girls and women have in Samoan society, there are multiple pathways for women to leadership roles in Samoan society. Samoan women and girls have been and currently are leaders in village women’s committees, families, schools, church and sports groups, health care and education sectors, in public, private and NGO executives and boards, in businesses, in tourism, in the judiciary, in the Executive (Cabinet) and in the Parliament. Samoan women leaders are also making progress in male dominated fields such as in Parliament with the election of the first female Prime Minister Hon. Fiame Naomi Mataafa and first female Minister of Finance Hon Mulipola Anarosa Ale Molioo, in Finance with a female Central Bank Governor, Development Bank of Samoa General Manager, Accident Compensation Corporation General Manager, in business with three women who have held the position of President of the Chamber of Commerce, first woman CEO of a regional bank, the judiciary with two of the six supreme court justices and the current Senior District Judge being occupied by women, in the police force with the first female Deputy Police Commissioner, in the sports fields including in traditional male dominated Samoan sports of fautasi racing (long boat racing) where the first woman helmed and won several national fautasi races over the years including with an all-female crew in 2021. We also have had in the past several women Chef De Missions, first woman Manager of the Manu Samoa 7s rugby and currently the first female CEO of Cricket, two women board members of the Lakapi Samoa and two female rugby trainers. In the scientific field, there are three women leading the five technical divisions of the Scientific Research Organisation of Samoa with women making up 45% of engineers in the Samoa Water Authority.

Internationally, there are more (4 out of 7) Samoan female than male Ambassadors and High Commissioners and young Samoan girls and youth are being recognised globally as climate activists. Additionally, Samoan women are also occupying senior management positions in regional and international organisations such as the Deputy Director General of SPREP, the Polynesian Director for SPC, the Director of the USP Samoa Campus, the head of the ADB Samoa office and the Conservation International in Samoa, in leadership roles in local United Nations organisations such as the UNDP and UN Women.

As noted in Figure 2, Samoan women are doing well in leadership roles in the public and private sectors at the national level with increasing number of women CEOs (57%) and more ACEOs (56%) than men in the public sector[[14]](#footnote-15) and also one in four CEOs in the private sector and 43% of private sector management[[15]](#footnote-16) made up of women. They are also increasing in numbers in the district court (25%) and supreme court (29%)[[16]](#footnote-17) and the Executive/Cabinet (25%). At local governance, there are an existing 250 Sui Tamaitai o Nuu (Village Women Representatives) and an expected 357 women representatives on the newly established District Development Committees. This means there would be an estimated 607 women representing the government at local level. However, this does not mean these 607 women will be represented in village councils who make the key decisions in village management and remain predominantly male.

## Challenges to women’s access to leadership spaces

Notwithstanding these significant progress and achievements, the proportion of women in leadership positions and decision-making roles in other spheres of society needs improvement. This includes in the Lands and Titles Court (8%), in local and national governance in village councils (20%) and Parliament (13%). Despite Samoa having its first female Prime Minister and Minister of Finance in 2021 and the highest ever number of women parliamentarians in the history of Samoa’s parliaments with 7 women out of 54 Members of Parliament, 3 of these women were from the Temporary Special Measures requirement of 10% quota. It is also important to note the low levels of women representation as political candidates that competed in the 2021 General elections (22 out of 199 candidates or 10%) including in the current political parties FAST (12.5%) and HRPP (13.6%). According to the UN Women Research Project undertaken by Sustineo, “Research on Leadership Pathways of Women in Samoa” there are numerous barriers to women’s equal access to leadership opportunities. The most prominent barriers were seen as:

* Women’s leadership being placed in a separate sphere to male leadership, with men seen as the final decision-makers particularly in villages and churches
* Women’s status as *nofotane* (marrying into husband’s family) and a lack of leadership opportunities within the villages they reside in as a result
* Enduring village norms that do not recognize women *matai*, or do not allow or encourage them to participate in village councils. These include formal barriers such as bans of women *matai*, and informal barriers such as the use of offensive or sexual jokes in village council meetings
* Religious norms and church practices that are resistant to women’s leadership
* Social norms that legitimize and normalize men’s leadership, meaning women find it more difficult to prove themselves as leaders.
* The oratory language of *matai*, with women *matai* who do not live in the village finding it difficult to learn this language, and women *matai* who did reside in the villages often lacking the confidence and support to use it.
* Gender-based violence is a significant barrier for potential and current women leaders across all sectors

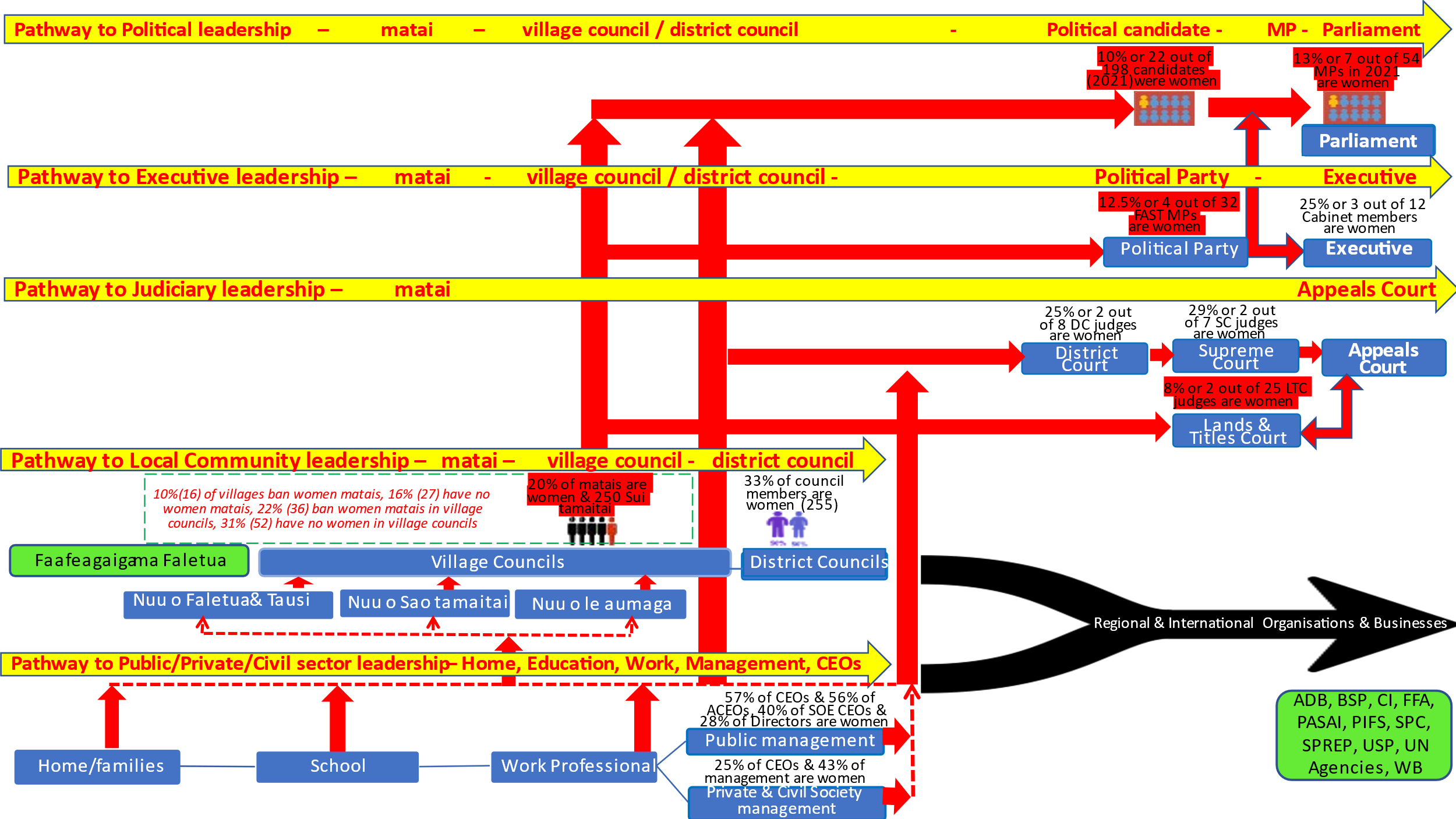
Source: Research on Leadership Pathways of Women in Samoa, WILS, Sustineo, 2022

Leadership in the Samoan village context is generally learned, observed and practiced in the four sub-groups of villages; i) nuu o saotamaitai (girls and women from the village), ii) nuu o faletua ma tausi (women married into the village), iii) nuu o le aumaga (untitled boys and men of the village); and iv) nuu/saofaiga a matai (village council made up of titled men or chiefs of the village). Because of these specific village sub group demarcations, women and girls have their own village leadership pathways through the women’s groups and are not on the whole, part of the executive village decision making in the village councils (titled men and chiefs) “Women may be leaders among women, but they have little direct voice in village government” (Meleisea et al., 2015). In this context, unless a woman holds a matai title, their overall role in village leadership is seen as the ‘fautua’ or advisor to the husband, son, brother or other male relatives who are often the matai or head of the family and member of the village council.

WILS Phase 1 experience and research into women in Samoan politics[[17]](#footnote-18) indicate that there is one main pathway to political leadership for women, and this is through participation in the *faamatai* and the village governance and development system. It also means being able to communicate in oratory Samoan, having a good network of family and supporters in the village, a high profile in village development including having access to resources and funding and having the backing of the village councils and the women’s committees.

As there are around 17 villages (16 in Upolu and 1 in Savaii) [[18]](#footnote-19) in 2015 that did not allow women to be matais and 36 that did not allow women matais to sit in the village council[[19]](#footnote-20), there are less opportunities for women to become matais, demonstrate their leadership abilities and develop a profile with the village council who still hold significant influence over who the villagers vote for[[20]](#footnote-21). Even for villages where women are allowed to hold matai titles, women often themselves defer matai titles to their male relatives (brothers, sons, husbands, uncles, cousins) as societal and religious expectation is that men make the key decisions for families and the village and that women defer to their brothers and male relatives as rewards for their ‘tautua’ to her and her family as the ‘feagaiga’[[21]](#footnote-22) and that women also feel they do not have the resources nor the capacity to serve as matais. Other general barriers for women include their lack of knowledge and skills in Samoan culture and in particular in oratory Samoan language which often results in a lack of confidence in their ability to serve on the village councils[[22]](#footnote-23).

### Figure 2: Leadership pathways to different leadership spaces in Samoa



Even in villages that do allow women matais to sit in village council meetings, there is still low women participation. There are various reasons but some of the key ones are because of the ‘va tapuia’ which governs social relationships in Samoa and the ‘feagaiga’ or sacred relationships between brothers and sisters where women are held in high regard and expected to be protected and sheltered from unpleasant tasks and realities. Within this relationship, a brother’s/males role is to provide for and protect his sisters/females and the sister’s role is to provide advice and act as a caregiver and mediator for the family[[23]](#footnote-24). This relationship is used generally in the village setting and village council where it is considered men’s role to make village decisions and for women to provide advice to the men. It is therefore generally considered inappropriate for women and men to be seated together in village council meetings as matais especially when sensitive issues like rape and incest are discussed or when men matai often jest and make rude sexual jokes.[[24]](#footnote-25) ***“The va tapuia is used to delineate these spheres of power and influence, and in contemporary villages can act as a barrier to women’s involvement in the more visible exercise of leadership in village decision-making.” [[25]](#footnote-26)***

Many women who are matais note that this is one of the main reasons they do not attend the village council meetings and also because their male matai relatives discourage them from attending because of this. But it is precisely because of this reason of cases of incest, rape and violence against women that decision making in the villages need the perspectives of women who are often the victims of such abuse and also because women bring their nurturing qualities and other perspectives on social issues, fairness and social justice to the discussions. On the other hand, women matai often bring a broader perspective to village decision making especially with regards to considering the impact of penalties and fines on the broader family decision making especially with regards to considering the impact of penalties and fines on the broader family. This often means instead of burdening the family with fines that would put them in financial debt, the offender will be the only one affected by providing community service for the village for certain periods[[26]](#footnote-27).

In light of these relational, cultural and gendered roles, if we are to ensure a level playing field for women and men in village and national governance especially in politics, a priority is to have conversations at the village level with village matai and women to help address these structural, cultural, behavioural and perception barriers for women to become part of village governance as matais. But even if these structural barriers are removed, the prevailing mind-sets of village communities including many women, is that the highest level of decision-making for villages and Parliament is the purview of men and not women[[27]](#footnote-28). In addition to this bias towards men in village and national governance leadership roles, voters also decide based on who they are told to vote for by the village matais and incentives such as money, food, transportation and other material supplies provided by the candidate[[28]](#footnote-29).

The leadership pathway for women professional leaders who often grow up and reside in the urban centres of Upolu and Savaii is different from women in politics. Women professionals are appointed based on open application processes and merit emphasising formal qualifications and skills. Many were empowered at young ages to be in positions of leadership in family businesses, organizing family events, as leaders in schools and religious groups which help build their leadership, organizational skills, and confidence. Some noted that a matai title is expected at higher levels of management in the public sector. In the work environment, women managers noted the importance of having a supportive manager who empowered their development through promoting them to leadership positions and providing mentorship and in some of the private and civil society sectors, formal leadership training. Importantly, the majority of women executives used networks of friends and families (mainly female) for moral support and advice. Having access to supportive networks and experienced women and male leaders as mentors was recognised by women leaders in the public, private and civil society sectors as critical in their successes[[29]](#footnote-30) Sustineo research and consultations for the WILS 2 project development affirmed the importance of good networks to support women’s leadership journeys.

Most women leaders in the public and private sectors applied for the executive positions as a way to continue to serve by influencing decisions on policy and resource allocation. Women political candidates in the 2021 elections expressed a similar motivation for competing as a candidate. They were seeking positions of influence over national policy and resource allocation. Importantly, many executive level women professionals based in urban centres do not have ambitions nor interest in political life. Some feel they can contribute best leading in their areas of expertise in the public or private sector. Many however noted their willingness to support village development but are constrained by busy workloads, family obligations as well as limitations in terms of their knowledge and practice of the Samoan oratory language required for village engagement as well as the general domination by males of village councils. Noting the significant talent and capability of women in the formal workforce, their engagement in village development is especially important with the government’s focus on village economic development where the intention is to attract the qualified and experienced professionals from the urban centres to support and contribute back to village and community development through supporting the planning for and managing the implementation of the 1 million district development grants.

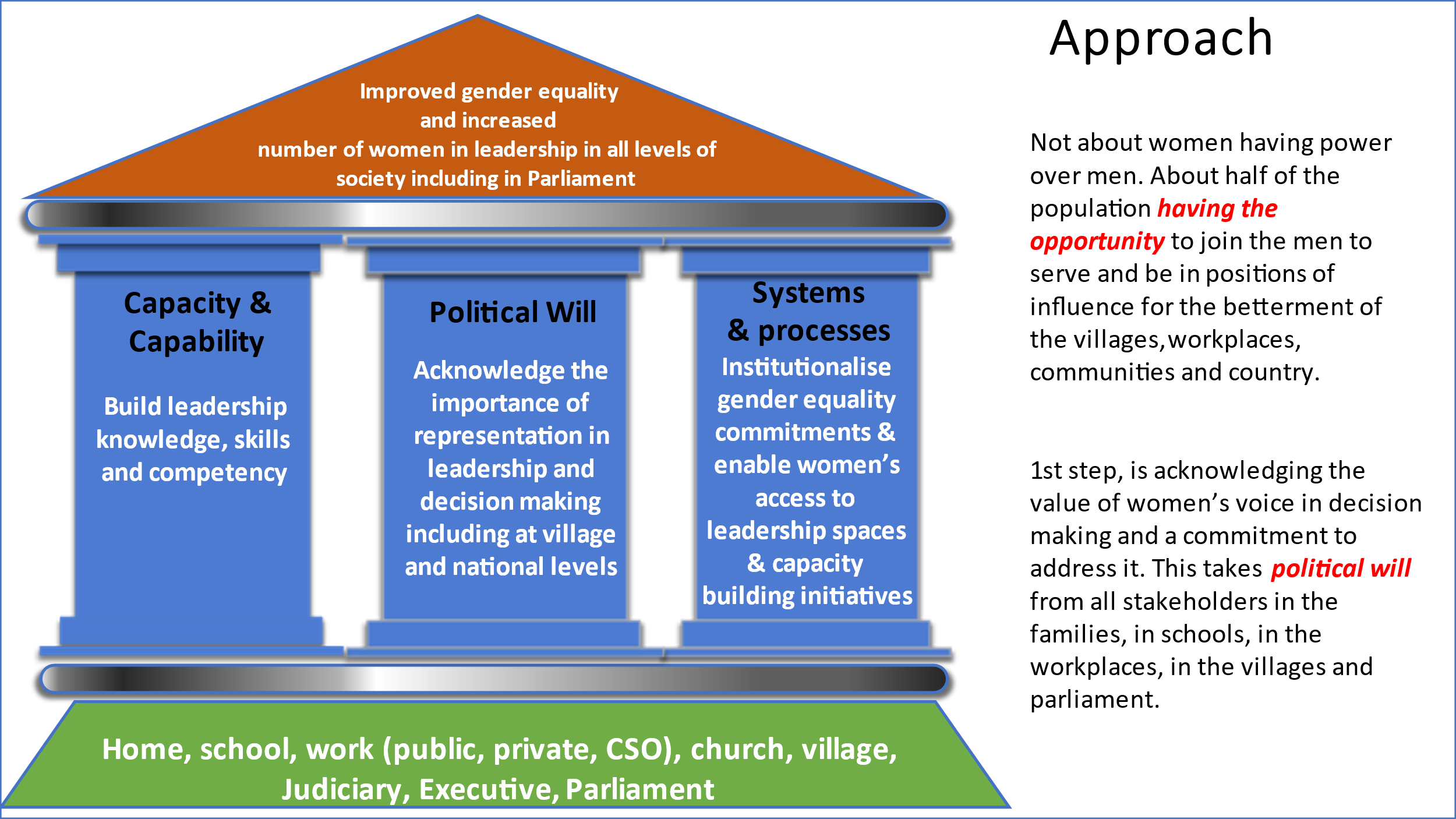
Taking all this into consideration and the government’s focus on community economic development, it is proposed that Phase 2 of WILS be based on the recognition that society benefits when all members of society are empowered and given the opportunities to contribute and to help to lead local and national development. The scope for facilitating these opportunities for women in leadership is therefore across all sectors of society with a particular focus on spheres where representation is particularly low such as in the **village community, in government boards, at the Lands Titles and Courts, as political candidates and in Parliament**. The approach that will be taken by this program focuses on two streams of work; on building the capacities of Samoan women to contribute to decision making at all levels of society while at the same time addressing the structural, behavioural and perceptions challenges that limit the access to and opportunities for girls and women to be in leadership spaces. This work will be underpinned by the Gender Transformational Approach (GTA) and the Transformational Leadership Programs (TLP). For both streams of work, the priority is on institutionalising and integrating into existing systems, processes and mechanisms so there is ownership and also sustainability of the efforts. Refer to Figure 2.

## Approach, rationale and theory of change

The National Gender Equality and Rights of Women and Girls Policy’ (NGERWGP) Gender Transformational Approach (GTA) recognizes that it is important to tackle the underlying systems of unequal power structures, societal relations, beliefs and attitudes to bring about lasting changes[[30]](#footnote-31). The GTA recognises collective responsibility and the need for political engagement with the structures that shape people’s lives. GTA’s emphasis on uncovering and challenging underlying power relations also increases the likelihood that such approaches will identify and address various intersecting inequalities in the homes, villages, schools, work, judiciary and in parliament. In light of the above and the challenges that women face in entering leadership spaces at the village and parliament level, evidence points to the need for a systemic approach to dealing with women in leadership issues across all the different spheres of society which includes, homes, schools, churches, villages, work and Parliament. If effective, this can help to start changing social norms. This includes amplifying the voice of girls and women and actively engaging men to challenge harmful norms and power relations. The systemic approach is underpinned by three key factors for sustainable transformational change; i) the need for **political will**, acknowledgement and recognition of the importance of the role of women in leadership backed up by; ii) **efforts to build their capacities and capabilities** in leadership; and iii) ensuring that **systems and processes** institutionalise these commitments, enables women’s access to leadership spaces and capacity building initiatives.

Sustained political will means there is overall acknowledgement by stakeholders and decision makers at the various spheres of society of the important role and contribution of women in decision making. These commitments will not have the desired impact unless they are supported by initiatives to build leadership pathways, skills and capacity of girls and women to take on these leadership roles. To ensure these commitments are sustained, they need to be institutionalised into existing processes and systems in the homes, schools, villages, work and in Parliament. Refer to Figure 3 and Table 1.

### Figure 3: Key elements for transformational change across the different levels of leadership



Lessons learnt from past gender equality programs especially in Pacific and Samoan context is that how gender and human rights principles and messages are framed, approached and delivered will determine their success and effectiveness. This often means an approach that is culturally appropriate and framed in evidence based global knowledge and human rights, including in relation to engaging with men and boys. It is proposed that WILS Phase 2 builds on the successes of WILS Phase 1 in addressing gender equality and women’s leadership issues especially at the community level within the context of community development and transformational leadership learning and also through the Political parties inclusive governance and leadership equality initiatives.

Multiple research and insights shared by Samoan leaders note the importance of reclaiming and reaffirming Samoan values and cultural traditions that valued Samoan tamaitai and gave equality to Samoan women and men including at the village levels. It is important that we take a step back and review our engagement at the community and all levels and consider if we are being true to the spirit of our culture and Christian beliefs of ensuring all our people benefit and are not inadvertently being marginalised and discriminated against. *Cultural change is hard to effect “What is very clear is that as a way of life, ‘culture’ is not closely interrogated by those who live it. Culture has a ‘taken-for grantedness’ about it that it becomes a taken for granted”. Cultural, social, and religious barriers, perceptions and unchallenged norms about women’s roles and ability continue to hinder advancement to* leadership. Despite these challenges, changes have occurred and there is starting to be a shift of perspectives on the role of women in decision making at the village and national level, either through the support of male champions or through the efforts of women pathbreakers*.[[31]](#footnote-32)*

#### Table 1: Three elements for transformational change; Political will, Capacity & Capability, Systems & Processes

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Home** | **Villages** | **Schools** | **Work (Professionals)** | **Work (Executives)** | **Women Candidates** | **Parliamentarians & Political Parties** | **Public** | **Media** |
| Political will | * Parents teach children the importance of gender equality and encourage leadership potential in girls and boys * Husbands and wives accept wives’ co-leadership role at home | * Support for VLDIs seminars * Acceptance of the right of women to be matai * Recognition of the value and contribution of women matai and presence of women matai in village councils. | * Support by MESC to integrate gender equality and leadership elements in primary and college curricula. Support for the young leaders’ national program | * Recognition of the importance of providing professional women with leadership training and mentorship. * Recognition of the importance of providing a tailor-made training for Women with Disabilities | * Recognition of the capability of women to be Executives in the public sector, in public enterprise boards and as CEOs of private sector companies and NGOs. | * Acknowledge their capability as women leaders and make the decision to run for parliament | * Advocate for and promote Gender equality * Recognise the capacity of women MPs and women candidates as capable leaders in Parliament. | * Recognise the importance of gender equality * Acknowledge the capacity and role of women as leaders in all levels of society | * Advocating for positive social norms – promoting women in leadership and male support of women in leadership in all levels of society |
| Capacity and Capability | * Parents enable and empower girls and boys to develop leadership skills through engagement as leaders in family events, in aoga faifeau, autalavou/youth groups, in sports teams, in school as leaders | * Villages undertake VLDI transformational leadership seminars for men, women and youth including the clergy discussing the traditional position of women in Samoan culture and traditions * Transformational leadership seminars and Political governance course offered for Village and District Development Councils (DDCs) | * Engagement of primary schools and colleges in national youth leadership programs and initiatives. * Leadership skills and gender equality principles taught through primary and college levels. * Mentorship and twinning program for school leaders during term breaks | * Professional courses such as the Executive Directors course of the Samoa Institute of Directors (SIOD) is offered for women professionals in the public and private sectors. * Other Leadership courses are offered by the private sector through the Chamber of Commerce. * Mentorship and twinning program offered for young women professionals. | * Professional courses such as the Executive Directors course of the Samoa Institute of Directors (SIOD) is offered for women professionals in the public and private sectors.   Engage in and support young women professional’s mentorship program | * Make use of the Women Candidates leadership programs offered to build their capacity as political candidates and potential future parliamentarians. * Engage in Women candidates Mentorship and twinning program | * Parliamentarians Gender responsive legislation and budgeting training * Mentorship and twinning program * Peer to Peer Learning Attachments | * OEC, MWCSD Civic voters education program | •Annual media training on gender equality   * Media interns on gender equality |
| Systems and processes |  | * VLDIs are part of the Village and District Development Program and capacity building program. * Faamaite/Break Through Initiatives supported and implemented. * Women represented on the village council as matai or as representative of the women’s committee. | * Principles of gender equality and leadership elements integrated into primary and college levels curricula | * Public Service Commission includes transformational leadership course for new PSC recruits and middle managers. * PSC to offer SIOD Executive Directors Course for ACEOs. * WINLA establish a Professional Women’s Network (public, private & NGO) | * PSC to establish an Executive Leaders Program – the Adaptive Leaders Course. * WINLA establish an Executive Women’s Network (public, private & NGO) | * NUS establish a formal National Development Certificate Course * NWC establish a Network of former and current Women Candidates and Members of Parliament | * Political parties have a women candidate quota every election. * Parliament has a Gender Equality Program * Establish a Women’s Caucus in Parliament * Establish Women MPs mentorship program | * Integrate elections and voters’ roles in national civic education curricula. * OEC, MWCSD to promote National Voters Day every year * PMs recognition of villages, organisations, businesses that promote women in leadership | * Annual media training on gender equality * Annual media award on gender equality journalism * Social media challenges & competitions |

This is where interventions to engage with men and boys – based on Pacific experience documented in the Pacific “Warwick Principles” of engaging with men and boys as well as global best practice[[32]](#footnote-33) can be integrated to help unlock and change decades of norms and practices that may have held back women’s leadership aspirations especially at the community and national levels.

WILS Phase 2 will focus on building on the momentum of Phase 1 by expanding the coverage of the VLDIs, introducing peer to peer learning, and integrating the BTIs in current district development efforts, expanding and systematizing the opportunities for leadership and gender equality training for young women and women professionals and women with disabilities, engaging male gender equality allies and advocates at the village, work and parliament levels, enlisting the support of political parties, institutionalizing women’s leadership training in the public, private and civil society sectors and investing heavily in public advocacy and communications to promote the added value of women in leadership positions in all sectors. Refer to Figure 4.

### Figure 4: Approach and strategies

## Target groups

The target groups for WILS Phase 2 includes village councils, village women, village men and youth, professional women and executives in public, private and civil society, girls in schools, women with disabilities, women political candidates, the media and the general public/voters. New target groups include faith-based organisations, village clergy, and wives to be included in the men and women’s VLDI, District Development Councils, Political Parties, Male allies and advocates including parliamentarians.

## 

## Structure and key Outcomes

The proposed overall impact of WILS Phase 2 is **Improved gender equality and increased number of women in leadership in society including in the Parliament**. This will contribute to achieving the government’s PDS KPA6 Community Development, which aims to ‘strengthen governance and management practices such as inclusive and participatory decision-making processes’. This will also contribute to improving gender balance in leadership, governance and public life under Priority Area 4 Leadership and Decision making of the National Gender Equality and Advancement of Women Policy 2021-2031. A central strategy for WILS 2 is the implementation of the Transformational Leadership Development Program (TLDP) which is a tool “designed to develop and unleash the capacity of women and men to create a future based on the universal values of equality, justice and dignity for all. The programme aims to develop leaders who are committed to enable the transformation of their organizations, institutions, societies and communities to provide durable solutions to the challenges of achieving gender equality”.

For WILS Phase 2, these will be achieved through ensuring women and girls have the opportunities and abilities to lead and contribute to development in the villages, schools and work as well as ensuring women candidates and Members of Parliament are empowered and supported through capacity building opportunities and enabling environments in Parliament and in Political parties. These are supported through advocacy, civic and media awareness campaigns to increase public recognition of the added value of women in leadership in all spheres of society including in local and national decision-making processes and mechanisms. Refer to Figure 5.

### Figure 5: Proposed Impacts and Outcomes for WILS 2.

The WILS Phase 2 aims to attain these impacts through the achievement of 4 outcomes delivered through 13 outputs. WILS Phase 2 tackles women’s leadership pathways, opportunities and capacity building in three separate levels; i) at the village or community levels; ii) at school and work; and iii) in Parliament. Outcome 1 builds on the momentum of VLDIs in the villages from WILS Phase 1. It will support expanding the VLDIs to other villages and districts as well as focusing on the implementation, monitoring and promotion of peer learning on the Fa’amaite/BTIs. It will also offer capacity building initiatives for the newly established District Development Councils.

Outcome 2 focuses on offering opportunities for transformational and executive director training for young women and executive level women in the public, private and civil society sectors and strengthening leadership skills for more girls and boys in schools. This includes engaging professional women and men allies that can share their experience and advocate for leadership pathways for women in professional settings. This Outcome will also introduce a transformational leadership training program tailor made for women with disabilities. Outcome 3 focuses on offering a four-year women political candidates capacity building program that includes a mix of training on Samoan language (Vaogagana o Fesootaiga), Campaign Strategy course, Parliamentary etiquette course and a new yet to be developed formal National Leadership and Governance Certificate Course at the National University of Samoa. Outcome four focuses on advocacy, civic education, media campaigns and knowledge products to promote the value of women in leadership and national decision making. Refer to Figures 6: Outcomes and Outputs and Figure 7: Theory of Change.

|  |
| --- |
| Figure 6: WILS Phase 2 Outcomes and Outputs  1. Outcome 1: Strengthened leadership skills, and opportunities for women empowered by supportive and inclusive villages and communities   Output 1. 1 Enhanced leadership capacity and gender equality understanding of women, men and youth leaders in villages and increased participation of women in village leadership (***Transformational Village Leadership Development Initiatives/Seminars)***  Output 1.2 Fa’amaite or VLDI Break Through Initiatives introduced, supported, implemented and monitored (***VLDI Break through Initiatives/Faamaite)***  Output 1.3 Enhanced leadership capacity and gender equality understanding of District Development Councils (Transformational District Development Councils Capacity Development Program)   1. Outcome 2 Strengthened leadership skills and opportunities for young women leaders, professional women and women with disabilities   Output 2.1 Enhanced leadership capacity and gender equality understanding of girls and boys (***Young Women’s Leadership Program)***  Output 2.2 Enhanced leadership and gender equality capacity and access to leadership opportunities for women in the workplaces ***(Professional Women’s Leadership Program inclusive of professional male allies)***  Output 2.3 Enhanced leadership and gender equality knowledge and capacity and access to leadership opportunities for women with disabilities ***(Women with Disabilities Leadership Program)***   1. Outcome 3 Strengthened leadership skills and opportunities for Women Political Candidates and MPs empowered by supportive Political Parties and Parliamentarians and strengthened women focused NGOs.   Output 3.1 Enhanced leadership capacity and capability of women political candidates to compete in the 2026 elections ***(Women Candidates Leadership Program)***  Output 3.2 Enhanced leadership and advocacy capacity and gender equality understanding of Women focused NGOs ***(Strengthening Women focused NGOs)***  Output 3.3 Increased participation of women in Political Parties and Parliaments and recognition of the importance of gender equality and women in leadership for national development ***(Political Parties and Parliamentary Women in Leadership Program)***   1. Outcome 4 Strengthened Advocacy, Civic Education, Media Campaigns and Knowledge products for improved gender equality and increased women in leadership   Output 4.1 Increased public advocacy and promotional programs about the value of women in leadership at all levels***. (Advocacy and Media Campaign to promote women in leadership)***  Output 4.2 Increased civic awareness and public recognition of the value of gender equality and women in leadership at all levels ***(Civic Education)***  Output 4.3 Enhanced availability and dissemination of knowledge products to promote the project and encourage inclusive and effective participation of women and girls in leadership at all levels. ***(Knowledge Products)*** |

## Principles & Strategies

Key principles to guide planning, implementation and monitoring include:

Adhere to the Warwick principles of; i) Be accountable to the women’s movement in the Pacific; ii) Do no harm; iii). Be grounded in a human-rights based approach; iv) Be evidenced-based and evidence-building; v) Be inclusive and intersectional; vi) Be gender transformative; vii) Be informed by context.

* Take a systemic and long-term approach to addressing the underlying obstacles to empowering girls and women to become leaders in all levels of society especially at village, schools and national levels.
* Take an integrated and cross sectoral collaborative planning and implementation approach that builds on and complements past and existing programs and initiatives reducing duplication.
* Take a multi-faceted approach to engaging a variety of allies and advocates and influencers to build leadership pathways for girls and women at different levels
* Establish and strengthen partnerships with stakeholders and communities crucial for the achievement of project goals.
* Samoanisation and contextualization of learnings, best practices, and ongoing refinement of training materials/programme content will ensure WILS will have added value and contributes to the continuity of initiatives and sustainability of results beyond the project’s lifespan.
* Tap into the Pacific and Samoan history, folklores, and culture to make a compelling case for women in leadership.
* Through training, mentoring and leadership development initiatives, the targeted population are empowered to exercise leadership, accelerate to leadership positions and contribute to strengthening gender equality and women’s leadership.
* Strengthening local government, Parliament, political parties and women focussed NGOs and the policy environment will enable more gender-responsive, transparent and accountable decision-making processes that supports current and aspiring women leaders at the village governance structures, at the directorship level, leadership positions in public and private sector, current and potential women candidates, and Parliamentarians.
* Effective and more proactive utilization of the media to increase nationwide civic education and awareness on gender equality and women’s leadership especially leveraging social media platforms for targeted behaviour change messaging on gender equality and women’s leadership.

That women and men will be willing to participate in trainings, although they may be less willing to participate in advocacy and outreach

That women that ran in 2021 will want to run again or that new women will run

**Assumptions**

1 Strengthened leadership skills and opportunities for women empowered by supportive and inclusive villages and communities

**1.2 Support structured follow up including funding for BreakThrough Initiatives (Faamaites)** to support transformational changes in governance

**1.1 Provide Transformational Leadership Seminars including peer to peer learning** for Women, Men and youth in the villages & District Development Committees

3 Strengthened leadership skills and opportunities for Women Political Candidates and MPs empowered by supportive Political Parties and Parliamentarians and strengthened women focused NGOs.

**4.1 Advocacy & Outreach** – including design of a communications strategy, outreach and advocacy material, and engagement with NGO groups for grassroots and community outreach and advocacy

**4.2 Strengthened Civic Awareness** – through supporting civic education in partnership with OEC, OCLA and MWCSD, media, documentary

Partners for community outreach are on the same page in terms of messaging

Government partners will remain amenable to collaborating on civic education, given that advocacy may be seen as too political

Civic education is the critical gap that needs to be and can be addressed

2 Strengthened leadership skills and opportunities for empowered young women leaders, professional women and women with disabilities

**2.2 Provide professional women leadership training** through the SIOD Executive Directors Course, the Adaptive Leadership Training, Network of women leaders and Vaogagana course

That COVID-19 will be under control and SOEs wont restrict large gatherings.

That MESC will support the request to include leadership training in curricula

4 Strengthened Advocacy, Civic Education, Media Campaigns and Knowledge products for improved gender equality and increased women in leadership

**Improved gender equality and increased number of women in leadership in all levels of society including in the Parliament including in the Parliament**

**Long-term Impact** ImImpact**Impact**

**Outcomes**

**Outputs**

That women, men and partners will be amenable to get together, share experiences and collaborate on addressing challenges

**2.1 Provide young women leadership training opportunities** through Youth Mock parliaments, a mentorship program, and inclusion of leadership elements in curricula

That women and men will be open to learning, challenge themselves and the status quo, feel motivated and stay willing to exercise their leadership

**2.3 Provide Transformational Leadership Training for Women with disabilities** including through peer learning with other PWD women leaders in the Pacific

**4.3 Knowledge products-** produce videos on BTIs, documentary on women in leadership PM’s VLDI, and , national Gender equality awards

**3.2 Strengthen Women Political and women focused NGOs** to support the Women in leadership and candidates program

**3.4 Engage Political Parties to** support gender equality and women in leadership –through women quota, mentorship, advocacy and establish a Womens Caucus

**3.1 Women Candidates Support program** – formal course at NUS, Vaogagana Course, Mentorship and network with Women candidates and MPs alumni

That PSC will be supportive of integrating the Transformational Leadership Training for new recruits, offer the SIOD training for ACEOs

That NUS will support the introduction of the 6 months course and that Vaogagana Trainer will be available

That WINLA and NCW are willing to partner with WILS

That political parties will be supportive and that women are interested in the women caucus

**1.3 Transformational District Development Councils Capacity Development Program**

**3.3 Women’s Leadership Platform** established and enabling women’s networking and mentorship

### Figure 7: Theory of Change

# Section 3: Program Details

## Outcome 1: Strengthened leadership skills and opportunities for women empowered by supportive and inclusive villages and communities.

The majority of the Samoan population reside in rural areas in village settings. Leadership is generally learned, observed and practiced in the four sub-groups of villages; i) nuu o tamaitai (girls and women from the village), ii) nuu o faletua ma tausi (women married into the village), iii) nuu o le aumaga (untitled boys and men of the village); and iv) saofaiga a matai (village council made up of titled men/women or chiefs of the village). Because of these specific village subgroup demarcations, women and girls have their own leadership pathways through the women’s groups and are not part of the executive village decision making (titled men and chiefs). Women make up only 1 in every 5 matais (titled persons) in Samoa with most residing in Apia and urban areas or overseas with the majority having limited access to village council meetings and processes. Even in the nuu o sao tamaitai, there are challenges with inclusion of voices of all women including the nofotane women, women who do not have matais in the village council and young women. This means the unique perspectives, knowledge and skills of women are not being utilised to add value to local governance.

If we are to utilise all the human resources and talent at village level and ensure village decision making takes into account the perspectives of half of the village population, we need to simultaneously address three key aspects; i) ensuring there is political will or recognition of the value of women’s perspective in village council decision making; ii) there is willingness by the village council and women’s committees to act on this recognition by changing the processes at village level to accept women matais (where there is a current ban), accept women without formal positions in the village in women’s committees, and to accept women matai in village council meeting(where there is a formal or informal ban); and iii) build the capacities and confidence of women matai and marginalised women to engage in village council, other village committees including women’s committees decision making.

As experience, evidence and research show, if we are to make changes to structure and cultural norms in any organisation or community, it is important to address the group of powerholders with influence to change the status quo while also building capacities of individuals to engage and lead. The proposed approach is to have separate group talanoa sessions or conversations with the village council decision makers, women’s committees with representatives of the young men and women in the village offered through the Transformational Leadership Programs or Seminars of the Village Leadership Development Initiatives and the accompanying Fa’amaite or Break Through Initiatives. The aim is to build the enabling environment for women’s engagement in village decision making whilst also building the capacities of the women and men to engage including through changes in cultural norms.

The Village Leadership Development Initiative (VLDI) (VLDIs) fa’amaite or Break Through Initiatives (BTIs) in WILS Phase 1 started to shift some mind-sets and changing some ***practices*** in the villages that used to be a barrier for women’s empowerment and leadership. The challenge is, only a fraction of the villages and districts were able to benefit from the program and there is a need to follow up and facilitate support where needed to the implementation of the BTIs. WILS Phase 2 will build on the momentum and expand the coverage of villages undertaking the VLDIs and also introduce additional initiatives such as Peer to Peer Learning, Annual VLDI discussions as part of the Annual WILS Forums and Awards including Fa’amaite Awards. Phase 2 will also introduce a BTI Grant Seed Funding and a National Women Matai’s Network (as part of the Women Leaders Platform) to help consolidate lessons learned and encourage adoption of good practices from Phase 1.

Following are three proposed integrated community leadership initiatives; Output 1.1 Transformational Village Leadership Seminars; Output 1.2 VLDI Break Through Initiatives/Fa’amaite; and Output 1.3 Transformational District Development Councils Capacity Development Program.

**Village Leadership Development Initiative (VLDI)**

**1.1 Transformational Village Leadership Seminars**

The intention of the VLDI is to offer transformational leadership seminars for a significant number of women in village settings with the inclusion of men and youth in similar leadership seminars so that the village community undertake transformational changes as a collective. Based on WILS 1 experience, it is important to ensure the participants are the leaders and decisions makers for the three groupings, for the men’s, women’s and youth seminars. Furthermore, to ensure coherence of the BTIs being proposed, it is recommended that the VLDI seminars for the 3 groups be undertaken separately but simultaneously in the same week and then come together on the last two days of the week to discuss the results of their seminars in particular discussing jointly their fa’amaite/BTIs and next steps and updating their Village and/or District Development Plans accordingly.

Furthermore, it is proposed that the VLDI seminars include discussions around the traditional and cultural position of women and girls as the feagaiga, tama sa and as sulis or heirs and the impact of religious and colonial views that have shaped the role of girls and women as primarily mothers, wives and advisors instead of having equal opportunity to contribute to decision making discussions. The intention is to discuss the now prevailing perceptions and limitations to women’s roles particularly with regards to conferring of matai titles and enabling women to sit in on village council meetings. Therefore it is important to engage the religious leaders and groups in the discussion which can increase the likelihood of adoption of BTIs to institute changes in village governance to positively impact women’s lives and enhance their pathways to leadership. Equally important is having a network of women matais that can help provide the mentorship and support network for young and other women matai to become more confident in their leadership roles and attending village council meetings. Additionally, this can help encourage other women who are considering taking on matai titles where appropriate to make that choice.

**1.1.1 Targeted Women, Men and Youth Transformational Leadership Seminars** focused on 2 to 5 key village issues including at least one gender equality issue around governance that is holding back village development.

* 1. A *new target group* to be included in the Men’s and Women’s Seminars are the village church pastor/priest/deacon and wives. For the women’s seminars, it is important to be inclusive of all the women in the village including nofotane women, young women including women that are part of national sports development programs in the villages. A *new target group* to be included in the Youth Seminars are the Samoa Victim Support Group (SVSG) Junior Groups who have an extensive network of members across most of the villages in Samoa.
  2. *New addition to the content of the seminar* is the expansion of **basic training on project proposal writing, financial reporting to include resource mobilisation, financial and digital literacy and communication**. Additionally, inclusion of conversations around the ‘traditional governance systems and the special place and role of the Samoan tamaitai in the village including as suli’s or heirs as well as the importance of inclusivity making sure all voices especially those that are marginalised is heard.
  3. The selection of villages to be included will prioritise i) village interest; ii) villages who do not allow women matais or women matai inclusion in village council meetings, iii) equitable coverage between Upolu, Savaii, Manono and Apolima.

**1.1.2 Peer to Peer Learning**- Invite representatives from WILS Phase 1 villages with existing successful BTIs to share their experience with the new batch of VLDI villages so that there are practical examples of the actions and results generated from VLDI transformational leadership seminars and promote adoption of good practices. Establishment of a VLDI’s BTIs Good Practices and Peer to Peer Learning network to encourage sharing and replication of good practices across the villages.

**1.2 VLDI Break Through Initiatives**

The introduction of the VLDI BTIs is helping to transform and introduce changes in governance in some of the villages. This is resulting in shifts in mind-sets about the role of women in the village councils, the rights of nofotane women and instituting changes in cultural practices that is reducing the economic burden on families in the villages. The intention of this activity is to build on the momentum of the village interest in the BTIs to sustain and expand the experience across the other districts and villages by institutionalising the BTIs as part of the Village and District Development Planning processes, mechanisms and systems. It will also introduce peer to peer learning, national annual VLDI BTI conferences and awards to incentivise and encourage replication of good practices from other village BTIs.

A key challenge in BTI implementation from Phase 1 was the lack of resources and funding. This output will explore the potential for a BTI Innovation Grant Seed Funding and explore funding potentially through the government’s 1 million District Development Grants.

**1.2.1** Focused follow up by VLDI trainers on Village BTIs documenting success stories and reporting to the PMU copied the District Development Councils and MWCSD.

**1.2.2** Provision of Small Innovation Grant Funds to support implementation of the BTIs and explore potential for funding through the government’s 1 million District Development Grants.

**1.3 Transformational District Development Councils Capacity Development Program**

To **institutionalise** and ensure sustainability of the transformational leadership learning and initiatives, it is important to link the VLDI seminars to the District Development Planning process of Government and the villages and districts. WILS Phase 2 should work with the MWCSD to offer the VLDIs as a key capacity building initiative for the District Development Councils (DDCs) which according to the MWCSD should consist of 50% women. The VLDI Transformational Leadership Seminars can help build their leadership capacities and to integrate gender equality and fa’amaites into district development plans

This output will include two initiatives to help build the capacity of the DDCs; i) adaptation of the VLDI transformational leadership seminars for the DDCs; and ii) financing support for selected members of the DDCs to undertake a proposed National Leadership and Governance Certificate Course at the NUS and the Vaogagana o Fesootaiga Course.

1.3.1 Conduct Transformational Leadership Seminars for the District Development Councils (Yrs 1 - 4)

1.3.2 Selected members of the DDCs undertake the NUS National Leadership and Governance Course and the Samoa Culture Centre’s Vaogagana o Fesootaiga Course. (Yrs 2,3)

## Outcome 2 Strengthened leadership skills and opportunities for empowered girls, young women leaders, professional women and women with disabilities

Gender norms are learnt. It is important that we help to influence and shape the understandings, perspectives and practice by Samoan children about the importance of gender equality and respecting diversity including for girl and women leaders throughout their life course. Girls and young women should be empowered to shape decisions that affect them, and boys and young men should be encouraged to embrace positive masculinities and to promote gender equality, while also achieving meaningful results for themselves. As future leaders, leadership skills and knowledge including gender equality knowledge and understanding such as the importance of equal voice, power, agency and opportunities, of respecting each other’s differences should be learned and practiced from early ages including in preschools and schools so that we create opportunities for young girls, women, boys and men to build their leadership knowledge, skills and confidence to consider current and future leadership roles in different sectors of society. With the exception of the WILS young leaders initiatives in WILS 1, there are no sustained young leadership programs being offered nationally to develop young leaders skills set and experience in leadership.

WILS 2 aims to institutionalise and systematise leadership learning for girls linked to national professional women’s leadership training programme. This also includes exploring the potential inclusion of gender equality and leadership in the national curricula through collaboration with MESC.

Likewise, women in the workplace and executive levels in the public, private and civil society sectors as well as women with disabilities noted the limited opportunities for capacity building for leadership. There was overwhelming appreciation of the leadership learning opportunities offered by WILS 1 with requests for continuation of these opportunities for themselves and for other professional women.

This Outcome aims to help build and strengthen leadership skills, knowledge and practice for girls, women professionals, executives and women with disabilities by providing opportunities for learning including networking and mentorship. This will be provided through three outputs / initiatives; Output 2.1 Young Women Leaders Program; Output 2.2 Professional Women Leaders Program; and Output 2.3 Women with Disabilities Leadership Program.

While the focus is on girls, young women professionals, executives and women with disabilities, it is important to also engage boys and men in some of these transformational leadership and gender equality learning and networking opportunities as it is them who often at least for the short term, that end up in positions of influence in village, church, work and parliament. Exposing them to the principles of equality and equal opportunities at younger ages can help to change mindsets, practices and norms. Furthermore, evidence show that girls are outperforming boys in all levels of the education system[[33]](#footnote-34) and many boys and men are being left behind in terms of being under skilled, under employed with 57% of the public sector management made up of women.

**2.1 Young Women Leaders Program**

The WILS 2 Project will collaborate with girls and women focused NGOs (NUS and USP Student Associations, Young Girl Woke, Samoa Victim Support Juniors Group), the Ministry of Education Sports and Culture (MESC), the MWCSD, the Samoa National Youth Council (SNYC), Samoa National Council of Women (SNCW) and other stakeholders to conceptualise, pilot and implement a Young Women’s Leadership Programme where young leaders (girls and boys) can learn, practice and understand the importance of gender equality, equal voice and diversity in leadership. This can include good practice and practical learning initiatives such as the Mock Youth Parliaments and potentially national thematic school competitions. Importantly, the program can also connect young girls with women leaders from diverse fields through an intergenerational learning platform.

|  |
| --- |
| 2.1.1 Conceptualisation, co-creation and implementation of a young women’s leadership program in consultation with key stakeholders including young women leaders’ groups, MESC, MWCSD and women NGOs (Yr1) |
| 2.1.2 Pilot testing and revising the program models. (Yr2) |
| 2.1.3 Implementation and institutionalisation including supporting selected organisations to run the young women’s leadership program (Yr3 & 4) |
| * + 1. Deliver Annual Mock Youth Parliaments (Yr2, Yr3, Yr4) |

**2.2 Professional Women Leaders Program**

While there is more representation of women as leaders in the professional workspaces than in the village and parliament levels notably in government ministries (57% CEOs, 56% management[[34]](#footnote-35)), there are still overall, lower number of women leaders in other workspaces. For instance, although growing, there are still lower levels of women in the top positions in government public enterprises (40% CEOs, 28% boards[[35]](#footnote-36)), and in private sector management (25% CEOs, 43% management[[36]](#footnote-37)).

Women professionals who also make up the majority of women matai in Samoa are mainly urban based because of the central nature of business and public administration. Many have reached leadership positions in the workspaces but struggle to access leadership positions in the villages primarily because of infrequent visits and engagement in the villages and lacking the skills and confidence to speak the oratory Samoan language required to engage in village governance and because of cultural and religious beliefs and practices. There is thus a need to continue to focus some attention on women in the workspace including ensuring there is a continuing stream of emerging young women leaders that can be mentored to potentially be future executives.

Similar to other spaces, there is a general lack of leadership training opportunities being offered nationally for professional women in the public, private and civil society sector. Feedback from professional and young women leaders in WILS 1 is that the leadership learning including the Samoan language courses were transformational, much needed and should be institutionalised instead of ad hoc opportunities offered to only a few women and only when donor funding is available.

WILS 2 will work with and through existing institutions of government that deal with learning and public and private sector capacity building (PSC, SIOD, SUNGO, NUS, Samoa Culture Centre) to integrate some of the trainings for professional women in existing relevant government and other institutions and mechanisms. For the Transformational Leadership training and gender equality training, it would be important to consider including men also so they can reflect on and address gender biases as well as recognise the value added of women in leadership in the workplaces. Similarly engage the national coordination mechanisms for the private sector (Chamber) and NGO (SUNGO) institutions to help facilitate and / or integrate the Transformational Leadership Seminars, Executive Directors courses and Samoan language courses as part of capacity building programs for women in the private and NGO sectors inclusive of sports and faith-based organisations. These coordination entities should ensure the inclusion and partnerships with existing NGOs that focus on women’s issues such as the Samoa National Council of Women (SNCW), Women in National Leadership Association (WINLA), Samoa Victim Support Group (SVSG), Women in Business Development Incorporated (WIBDI), Samoa Women Association of Growers (SWAG) and Brown Girl Woke.

**2.2.1 Offer the Samoa Institute of Directors training for Executive Directors** to women leaders in the private, public and civil society sectors with equal opportunity for the sectors using a quota system. Invite the women Directors from WILS Phase 1 SIOD training to speak to the next group of trainees as proof of success.

**2.2.2 Offer the** **Vaogagana o Fesootaiga course** for women ACEO level and also women in the private and civil society sector management levels

**2.2.3** **Offer the** **Young Women Transformational Leadership Seminars** for young women in the public, private and civil society sectors and then work with PSC to consider the seminars to be inclusive of men as part of the PSC **Induction Course.** These seminars to incorporate topics on gender equality and gender responsive practices in workplaces.

A key strategy to support the pathways for professional women to leadership is to establish a network of professional women leaders in the public, private and civil society sectors to encourage networking, sharing of experience, challenges and solutions. The network can invite guest women and male leader speakers including women executives in the public, private and civil society sector and those that have completed the Executive Directors Course and are current Directors to help to continuously build capacity and knowledge of the women leaders. The network is implemented through Output 3.3 under the Women Leaders Platform.

**2.3 Women with disabilities leadership program**

Persons **with Disabilities especially women with disabilities** (PWD) are recognised as some of the most vulnerable and marginalised population in Samoa and globally. Whilst the PWD participation in the VLDIs was appreciated, the seminars were not suitable for the learning capacity and needs of some persons with disabilities. A tailor-made Leadership Program based on their capacity needs will be provided for women living with disabilities. Men living with disabilities who are also marginalised will also be engaged with some aspects of this program in order help build their leadership capacity. There will also be more efforts to better integrate the learning requirements of PWD in the other relevant outputs of WILS such as the Inter-generational Mentorship Program, village seminars and others.

**2.3.1.** Undertake a training and capacity development assessment required by DPOs to deliver leadership and other related training for PWDs and strengthening organizational for DPOs. (Yr 1)

**2.3.2** Develop and provide resources needed for NOLA to deliver leadership trainings to DPOs and PWDs (Yr2)

**2.3.3 Trainings** deliveredby NOLA and/or other providers to DPOs and PWDs (Yrs 3&4)

## Outcome 3 Strengthened leadership skills and opportunities for Women Political Candidates and MPs empowered by supportive Political Parties and Parliamentarians

Globally, representation of women, who make up half of the world’s population in the highest level of decision making in countries (Parliament) remains low at 26%[[37]](#footnote-38) and below the 2030 Sustainable Development Goal 5 target of 30%. At the Pacific level, women only make up 8.8%[[38]](#footnote-39)of Pacific parliaments.

Similarly, Samoa has struggled to elect more than 5 women members of Parliament over the past Parliaments until the current Parliament. Samoa achieved a significant milestone in 2021 by having its first female Prime Minister, first female Minister of Finance and a historic 7 women Members of Parliament in the 17th Parliament of Samoa. This makes Samoa one of only 13 governments in the world currently to be headed by a woman and it also makes our Minister of Finance, the first female Minister of Finance in the Pacific region.

Yet despite these laudable achievements, we are still some ways from more balanced representation of Samoa’s population in Parliament. Through the temporary special measures, women still only make up 13% of the current Parliament, `and made up just 10% (22 out of 199) of the political candidates in the 2021 elections and similar low representation in the political parties (12% FAST and 13.5% HRPP).

To help increase women representation in Samoa’s parliament, support programs for Women Candidates have been offered in the past through the Increasing Political Participation of Women in Samoa (IPPWS) and WILS Phase 1. These programs that were mainly capacity building and media promotional support were well received by the Women Political Candidates. However, challenges included the ad hoc nature of the training, the timing of the training too close to the election period, the high financial and time costs of political campaigns and engaging in village governance and the prevailing public perception that national decision making is the prerogative of men. Furthermore, they seek real life experiences from previous women Members of Parliament and former Women Political Candidates about lessons learned and key strategies for success.

WILS 2 will work with and through existing national learning institutions, Phase 1 implementers, the political parties, and women NGOs to help deliver a comprehensive program over four years to support women candidates in their efforts to register for, plan and run their election campaigns with the intention to effectively compete and win the seats of their constituencies in the 2026 General Elections. This can include continuation of the Samoan Language Course, the Campaign Strategy Course, the Parliamentary Etiquette Course and the Women Candidates Public and Media campaign program.

While these learning initiatives and programs are helpful, they are often one off and dependent on donor financing. There is a need to institutionalise some of these capacity building initiatives in existing learning institutions so that the learning can be accessible beyond the WILS project duration. WILS 2 will work with the NUS in collaboration with former women members of parliament and political candidates, SNCW, MWCSD to develop a 6 Module National Leadership and Governance Certificate Course. The course will target future political candidates, district council development committee representatives, women leaders, and the Sui o Nuu (Village Representatives) and Sui o Tamaitai (Village Women’s Representatives). WILS 2 can work with NUS to develop the course and fund the course fees for the women candidates for the first two years and then the NUS can sustain in the following years with regular student fees.

In addition to a structured women candidate’s program, WILS 2 will also enlist the support of women focused NGOs and the political parties to provide further assistance to efforts to increase women representation in Parliament. Output 3.2 will focus on strengthening women focused NGOs to enhance their advocacy and leadership capacities and Output 3.3 focuses on the role of Parliament and Political Parties in supporting women candidates and women members of Parliament.

**3.1 Women Political Candidates Program**

The Women Candidates Program will consist of 6 interlinked initiatives and should start at least three to four years before the next national general election in 2026*.*

**3.1.1 National Leadership and Governance Certificate Course (6 modules over 2 semesters)**

* 1. Brief History of Samoa and its leaders (including female) – historical and current
  2. The Constitution, 3 pillars of governance; laws and public service, agencies, Parliament
  3. Samoa’s sustainable development priorities and international commitments
  4. Gender and Human Rights and links to national gender, youth and persons with disabilities policies
  5. General Elections, Candidates Requirements, Campaign strategy, financing and media and strategic communications including speech writing, media training and public speaking
  6. Project proposal writing, budgeting, reporting and financial and digital literacy

**3.1.2 Samoan Language Course -** Vaogagana o Fesootaiga course at Year 1 of the Program and Advanced Course in Year 3 of the Program and the Parliamentary Etiquette Course in Year 4 of the Program.

**3.1.3 Campaign Strategy Course –** Developing and implementing an Effective Campaign Strategy course at Year 1 to Year 4 of the Programme.

**3.1.4 Public and multimedia campaign promoting women candidates** – fund multimedia panel discussions and newspaper stories for women candidates 18 months, 12 months, 6 months and a month before the elections focused on the issues they will focus on and promoting their experience and plans for their districts.

In addition to these four initiatives, a Mentorship and Network program amongst women political candidates and women members of Parliament (current and past) will also be developed and implemented under Output 3.3.

**3.2 Strengthening Women focused NGOs to support Women in leadership and civic participation**

There are two main women NGOs, the Women in Leadership Advocacy and Samoa National Council of Women (WINLA and SNCW) that have mandates and in the past provided support for women in leadership and women political candidates programs. The challenge is that they have not been consistently active especially outside of the election cycle period. WILS 2 will work with these NGOs to support the delivery of specific components of the WILS 2 while also assessing and building their capacities. Some of the initiatives they can support includes, exploring options of supporting women candidates’ campaigns similar to Emily’s List in Australia and the USA. Other potential options based on Pacific and global experience to be explored with the government and political parties are allocating a certain proportion of political party funding for women candidates or legislating a national subsidy for women candidate’s registration fees. WILS 2 will also work with SNCW and WINLA to facilitate the establishment, hosting and management of the National Women Leaders Platform which could include where there is a demand and a need, a Young Women and Professional Women Leaders network, a National Women Matai’s Network, the Women Candidates Mentorship and Network Program and the Intergenerational Mentorship Program.

There are also other NGOs that focus on addressing women’s issues including empowering them to address challenges such as violence against women, increasing livelihood generation and access to local and overseas markets for produce and handicraft and other locally developed products. These include Samoa Victim Support Group (SVSG), Women in Business Development Incorporated (WIBDI), Samoa Women’s Association of Growers (SWAG), Brown Girl Woke, the Nurses Association and the Teachers Association. It is important that their capacities as women focused NGOs be built through this including ensuring their networks are given the opportunities to be engaged in leadership training. The focus will be on building the leadership and advocacy skills of the women in these NGOs, noting that there are other programmes and activities supporting these areas of work.

The WILS 2 to work with SNCW and other women focused NGOs, women parliamentarians to develop the National Women Leadership Platform which can potentially have 3 key functions. These may include:

* 1. networking and peer learning opportunities among different groups of women in the public, private and civil society sectors as a platform to encourage sharing of experience, challenges and solutions;
  2. an information hub hosting key information and resources about women’s development issues in Samoa; profiles of women leaders in different sectors of society; information from development partners on development opportunities for women such as training and grant calls; and
  3. facilitating policy discussions on specific women or gender equality issues; and conducting surveys and research on women in leadership and gender equality.

**3.2.1 Strengthen the capacity of the Samoa National Council of Women and the WINLA** to support the implementation of some of the WILS initiatives such as the Women Leaders Platform

**3.2.2** Assess and strengthen the capacity of other women focused NGOs (SVSG, WIBDI, SWAG, Brown Girl Woke, Nurses Association, Teachers Association etc) to take the lead in ensuring that women have a platform and an enabling environment to build their leadership and advocacy skills to address pervasive challenges such as violence against women, livelihood generation and access to markets and participation in decision making processes including information and awareness session with their constituencies in collaboration with the OEC on civic participation and rights**.**

**3.2.3 WILS 2 to work with SNCW and women focused NGOs to cocreate a Women’s Leadership Platform**

**3.3 Political Parties and Parliamentary Women in Leadership Program**

Due to COVID restrictions and the elections crisis in 2021, the WILS Phase 1 Parliamentary Program delivered 2 of the planned 7 Parliamentary SDGs Briefings. Given that there is already an existing Parliamentary Program, the SLIP, and taking advantage of the existence now of two strong political parties, it is proposed that WILS Phase 2 focus on Political Parties support for women empowerment, including introducing Women Candidates Quotas, establishing a Women’s Caucus, offering training in gender mainstreaming in legislations and budgets and offering practical parliamentarians learning through study tours, attachments and twinning arrangements. The Briefings that were meant to be delivered for the Parliamentarians can be negotiated to be handed over to the future SLIP program or any current Parliamentary Induction Program.

**3.3.1 Study Tours, Attachments and Twinning program between New Zealand, Australian, Samoan, and potentially Fijian Parliaments and cabinet ministers and capacity building program for new members of parliament including the new women MPs.**

a. Capacity building for parliamentarians includes Gender Mainstreaming the national budget and bills bycapacity building training for the parliamentarians on how to review the national budget and draft bills from a gender lens.

b. Speaker of the Parliament/OCLA to consider conducting a self-assessment of the gender sensitivity of the Samoan Parliament using the ‘Inter-Parliamentary Union (IPU) Self-Assessment Toolkit (2016)[[39]](#footnote-40)

c. Offer gender equality online training for members of parliament utilizing female and male gender allies to support this work. Develop a To Do List for Members of Parliament on how they can promote gender equality at national and district, village levels.

* + 1. **Political Parties support for Women’s Empowerment and Leadership**.

d. Political parties to consider working with OCLA to undertake a mapping study to identify gaps and entry points for gender responsive policies and internal structures including a proposed quota for women candidates.

e. Host an annual national TV panel on International Women’s Day with 2 members from political parties to discuss how their parties are mainstreaming gender empowerment and women in leadership in their program and manifesto.

**3.3.3 Women’s Caucus** – provide technical and funding assistance to the OCLA and the women MPs for establishing a Women’s Caucus potentially in partnership with Inter-Parliamentary Union (IPU).

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## Outcome 4 Strengthened Advocacy, Civic Education, Media Campaigns and Knowledge products for improved gender equality and increased women in leadership

It is widely recognised that public perceptions about the role of women in leadership including as Parliamentarians needs to be changed. There is a need for wider and more consistent policy advocacy and civic education on national governance and the importance of more equitable representation in decision making. Attention should focus on showcasing women leaders’ successes and increase the recognition of influential women leaders in different sectors in Samoa.[[40]](#footnote-41) The media has a major role to play as well as the opportunity for agencies such as the OEC, OCLA, MESC and MWCSD to provide civic educational programs to promote the role of women in politics and women and girls in leadership in general. There is also the opportunity to harness the power and reach of social media to promote and profile current women in leadership in various spaces to normalise the place and value of women in leadership positions.

Some of the ways this can be done is through initiatives such as; Output 4.1 Advocacy and media campaign to promote women in leadership; Output 4.2 Civic Education and Output 4.3 Knowledge Products.

**4.1 Advocacy and media campaign to promote women in leadership**

To change public perceptions and mind-sets about the role of women in leadership and decision making, it is important to advocate, promote and role model existing women leaders who are excelling in their particular area of expertise and influence. This can help sensitise and normalise women in leadership in different spheres of society. This is proposed to be done through public campaigns profiling women leaders; TV panel discussions on the role of women in leadership; Annual Gender Responsive Media Training and inclusion of a Gender Equality Module in the NUS Media and Journalism Programme specifically under the Investigative Reporting Course. Furthermore, WILS 2 to consider supporting internships for media interns to spend four months on gender issues with particular reference to women's development issues.

**4.1.1 Annual Gender Responsive Media Training** for media personnel. Offer gender responsive media training in partnership with the NUS for media personnel. Additionally, consider supporting the development of a Gender equality Module in the NUS Media and Journalism Program under the Investigative Reporting Course and the potential of offering internships for the media with the WILS team to report on gender issues over a period of six months in a year.

**4.1.2** **Multimedia panel discussion** amongst male and female leaders 9church leaders, parliamentarians etc on why it is important to have women leaders in different levels). Up to 10 TV panel discussions for women’s leadership, engagement with women and men leaders focusing on women in CSO, private Sector, FBO, DPOs, Women Leaders/Parliamentarians, women in public sector, village-based community women, women in agriculture and tourism, and women in STEM sectors and others.

**4.1.3 Convening an Annual WILS Forum and Awards** to recognize villages, organizations, businesses, government agencies, churches and other institutions that promote gender equality and women in leadership roles.

Day 1 Youth Leaders Forum with issue-based outcome statements to be presented at the Women Leaders Forum;

Day 2 Women Leaders’ Forum;

Day 3 VLDIs and BTIs Peer Learning Forum. National Awards on night of Day 3. In the evening, the government can give out annual awards to stakeholders in the public, private, civil society and also in communities that are leading the efforts to empower women leaders. Villages with BTIS that have transformed the lives of their villagers especially in improving women’s leadership at the village level will also be recognised.

**4.2 Civic Education**

One of the ongoing challenges of increasing the number of women in village councils and Parliament is the general public perception that executive leadership at village and national levels is the prerogative of men. It is therefore important to invest in civic education and public awareness programs to help break this mind-set and change perceptions. The Voters Educational program and National Voters Day supported through WILS Phase 1 in collaboration with OEC was successful in promoting voters rights as part of civic duty. WILS will work with SUNGO, NUS and OEC to develop and deliver a civic education program that focuses specifically on the importance of equal participation of men and women in national decision making in particular in parliament. In addition, the program can also focus on understanding the electoral act, requirements for political candidates and the 10% quota for women in Parliament.

**4.2.1** Support Voters educational program including using social media with OEC to consider voting based on issues and the quality of the candidate

**4.2.2** Support National Voters Day program engaging schools, youth groups, on voters’ rights and the important role of women in national parliament and decision making

**4.3 Knowledge Products**

A key recommendation of WILS Phase 1 MTR is for improvement in knowledge products and sharing of the transformational changes brought about by the BTIs at the community level. Knowledge products will focus on producing short videos of the successful BTIs, change stories from participants to be used for WILS promotion as well as harnessing the power of social media for national learning and sharing. Some of the other knowledge products to be developed are: Research Briefs on Women in Leadership in Samoa utilising the Research by Sustineo in Phase 1 on Pathways to Leadership for Women in Samoa; production of promotional and media materials including press releases for WILS; production of videos to promote the BTIs and fa’amaite and the drafting, publication and launch of a book on 100 Samoan women leaders that were and are based in Samoa or overseas with a 70% to 30% split identified during the course of the project and launched at project closure in 2026. Some of the women leaders may include historical figures from ancient Samoa, women who were pioneers in the Mau movement and in Parliament, community, businesses, education, health, church, tourism, academia, sports, arts, women excelling in regional and international spaces and current women leaders as noted in section 2 of this document.

4.3.1 Research briefs on Women in Leadership in Samoa

4.3.2 Promotional, Information Materials, Media Briefs, press releases and social media campaigns

for WILS 2

4.3.3 Produce short video story productions promoting the fa’amaite/BTI results/WILS impacts

4.3.4 Drafting, publication and launch of book on 100 Samoan women leaders – Being the First (70% in Samoa and 30% from Samoan diaspora) in different spheres from different eras launched in year 4 of the project.

# Section 4: Results and Resources Framework

1. The following matrix provides the indicative Results, indicators and targets and also indicative resources for the various outputs for WILS2. This will be reviewed and confirmed with stakeholders and implementing partners in at the start of the program in year 1 and reviewed end of year 2. A more detailed Monitoring and Evaluation Framework is in Annex 3.

| **SDG 5Achieve gender equality and empower all women and girls.**  Target 5.5 Ensure women’s full and effective participation and equal opportunities for leadership at all levels of decision making in political, economic and public life  Indicator 5.5.1: Proportion of seats held by women in (a) national parliaments, (b) local governments and (c) executive positions/ministers (cabinets) held by women |
| --- |
| **Pacific Leaders Gender Equality Declaration**  Adopt measures, including temporary special measures (such as legislation to establish reserved seats for women and political party reforms), to accelerate women’s full and equal participation in governance reform at all levels and women’s leadership in all decision making.  Advocate for increased representation of women in private sector and local level governance boards and committees (e.g. school boards and produce market committees). |
| **UN Pacific Strategy (2018-22):** By 2022, gender equality is advanced in the Pacific, where more women and girls are empowered and enjoy equal opportunities and rights in social, economic political spheres, contribute to and benefit from national development, and live a life free from violence and discrimination (***Outcome 2***); and By 2022, people and communities in the Pacific contribute to and benefit from inclusive, informed, and transparent decision-making processes; accountable and responsive institutions; and improved access to justice (***Outcome 5***) |
| **UNDP Strategic Plan (2018-21) Signature Solutions 2 and 6:** Strengthen effective, inclusive; and strengthen gender equality and the empowerment of women and girls |
| **UNW Strategic Plan (2022-25) Impact 1:** Governance and Participation in Public Life. Women fully and equally participate in leadership and decision-making and women and girls benefit from gender-responsive governance |
| **DFAT Strategy:** To improve gender equality in Samoa |
| **Pathway for the Development of Samoa**  Key Strategic Outcome 1: Improved Social Development (Key Priority Area 1: Alleviating Hardship and Key Priority Area 4 People Empowerment); and Key Priority Area 6 Community Development. |
| **National Gender Equality and Advancement of Women Policy 2021-2031(NGEAWP)** Priority Area 4 Leadership and decision making aiming for improved gender balance in leadership, governance and public life through two outputs; i) Participation in leadership, decision-making, political and public life; and ii) Addressing stereotypes and harmful practices. |
| **National Policy on Inclusive Governance 2021-2031** To improve inclusion and diversity in governance through increasing the participation, representation, voice and rights of women, people with disabilities, youth, people with diverse SOGIE and all others in all levels of governance, decision-making and leadership |
| **Key Indicators** |
| 1. Number of women [by age, disability, location] that participated in the VLDIs that later participate in village council meetings |
| 1. Number of women [by age, disability, location] that participated in the VLDIs that later participate in village education, health, water, infrastructure committees |
| 1. Number of men trained under VLDIs who initiate positive changes at the village level |
| 1. % of DDC training participants by age, location and disability that note enhanced leadership knowledge and confidence |
| 1. % of young girls and boys by age, sex and location that undertook the WILS leadership program reporting improved leadership knowledge and skills |
| 1. % of persons with disabilities by age, sex and location that undertook the WILS leadership program reporting improved leadership knowledge and skills |
| 1. Increased number of women that compete in the 2026 General Elections |
| 1. At least 7 women are elected to the 18th Parliament in 2026 |
| 1. Number of women engaging in knowledge exchange and mentorship program |
| 1. Enhanced gender equality understanding and leadership capacity of Chairs and vice chairs of the Public Accounts Committee, at least 5 women MPs and male MP advocates for gender equality |
| 1. Percentage increase in level of public awareness, understanding and recognition of the importance of women’s participation in leadership and decision making |

| Project Impact | |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Outcome, Output & Activity** | | **Indicator** | **Target & Baselines** | **Lead Agency** | **Partners** | **Inputs** |
| **Outcome 1 Strengthened leadership skills and opportunities for women *empowered* by supportive and inclusive villages and communities** | | | | | | |
| Output 1.1 | Enhanced leadership capacity and gender equality understanding of women, men and youth leaders in villages and increased participation of women in village leadership | 1.1.1 Number of villages that undertook the VLDIs for women, men and youth | Targets: Cumulative 20 villages by 2026  Baseline: Value: 0 Year: 2022 | UNDP | Potential Partners  MWCSD, NCW, DDC, VC, SVSG JG, VLDI trainers | $1,070,160  Village Transformational Leadership Group Seminars for women, men and youth.  Venue, catering, transport, trainer, accommodation  Twenty villages engage in VLDI seminars. $53,220 per 2 village TLP Seminars (3 in 2023@68,740, 1 in 2023, 6 in 2024, 6 in 2025, 4 in 2026 @50,820 per each village (3 seminars total) |
| * + 1. Number of women, men and youth by age, disability and village that participate in VLDIs | Targets: Cumulative 1,800 women, men and youth by 2026  Baseline: Value: 0 Year: 2022 |
| * + 1. Number of women [by age, disability, location] that participated in the VLDIs that later participate in village council meetings | Targets: Cumulative 30 additional women matai [by age, disability and location] that participated in the VLIDs participating in village council meeting by 2026  Cumulative: 720 by 2026  Baseline: Value: 690 Year: 2021 |
| * + 1. Number of women [by age, disability, location] that participated in the VLDIs that later participate in village education, health, water, infrastructure committees | Target: Increase by 25 by 2026  Baseline: Value: 0 Year: 2022 |
| * + 1. % of women, men and youth VLIDI participants by age, location and disability that note enhanced leadership knowledge and confidence | Target: 60% by age, sex, location by 2026  Baseline: Value: 0 Year: 2022 |
| Output 1.2 | Fa’amaite or VLDI Break Through Initiatives introduced, supported and implemented | * + 1. % of WILS BTIs that have been successfully completed and have positive impact on village development and/or governance. | Target: 30% by 2026  Baseline: Value: 0 Year: 2022 | UNDP | Potential Partners  MWCSD, VC, VLDI trainers, | $100,000  Annual Women in leadership Innovation Challenge at village level for maximum of 5 Grants of @5,000 annually for 4 yrs  Total 25k a yr or $100k over 4 years |
| * + 1. Number of men trained under VLDIs who initiate positive changes at the village level | Target: 5 trained men who initiate positive change by 2026  Baseline: Value: 0 Year: 2022 |
| * + 1. BTI Innovative Challenge Grant Fund established and disbursing 100% of funds by 2026. | Target: Cumulative 20 grants of up to 5k each disbursed by 2026  Baseline: Value: 0 Year: 2022 |
| Output 1.3 | Enhanced leadership capacity and gender equality understanding of District Development Committees | * + 1. Number of District Development Councils that undertook the Transformational leadership seminar | Targets: Cumulative 44 districts by 2026  Baseline: Value: 0 Year: 2026 | UNDP | Potential Partners  MWCSD, NCW, VLDI Master trainers, NUS | $957,620  8 DDC Transformational leadership seminars in 2023, 8 in 2024 & 6 in 2025 @$38660 per seminar. Delivered by 3 WILS Master Trainers  (up to 51 selected women from DDCs to undertake the NUS Leadership & governance Course |
| * + 1. % of District Council members by sex, age, location that participate in WILS leadership programs | Target: 70% or 462 of 660 District Development Council members from 44 Districts by 2025  Baseline: Value: 0 Year: 2022 |
| * + 1. % of DDC training participants by age, location and disability that note enhanced leadership knowledge and confidence | Target: 45% or 208 of 462 District Development Council members from 44 Districts by 2026  Baseline: Value: 0 Year: 2022 |
| **Outcome 2** **Strengthened leadership skills and opportunities for empowered young women leaders, professional women and women with disabilities empowered by supportive and inclusive school and work environments** | | | | | | |
| Output 2.1 | Enhanced leadership capacity and gender equality understanding of girls and boys in schools | 2.1.1 Number of young girls and boys by age, sex and location that undertake the Young WILS leadership programs | Target: 200 young girls and boys by age and location that complete the Young WILS Leadership program  Baseline: Value: 0 Year: 2022 | UN  Women | Potential Partners  MWCSD, MESC, SNYC, NUS/USP SA, Brown Girl Woke, SVSG Juniors Group, Teen Challenge, ONE Consult | $549,639  Work with MESC, MWCSD, NYC, Brown Girl Woke, NUS and USP Student Associations, SVSG Juniors Group to deliver in 2025, 2026. Annual allocation of $160,000 |
| 2.1.2 % of young girls and boys by age, sex and location that undertook the WILS leadership program reporting improved leadership knowledge and skills | Target: 50% young girls and boys that participated in the WILS young leadership programs by 2026  Baseline: Value: 0 Year: 2022 |
|  |  | 2.1.3 Number of young women and men that participate in the annual Mock Youth Parliament. | Target: 150 young women and men district representatives that participate in the Mock Youth Parliament by 2026.  Baseline: Value: 0 Year: 2022 | UNDP | OCLA, SNYC, SLIP, NUS/USP Student Association, MWCSD, Teen Challenge, SVSG Juniors | Work with OCLA, MESC, NYC to organise & Deliver Annual Mock Youth Parliament @48,213 per year for years 2024, 2025, 2026 |
| Output 2.2 | Enhanced leadership and gender equality capacity and access to leadership opportunities for women in the workplaces | 2.2.1 Number of women in executive boards (public & private) who completed formal WILs leadership trainings | Target: 10% increase of baseline  Target Year: 2022  Baseline: Value: 24%\*  Year: 2017 Source: Institute of Directors report  \* 24% of public sector boards are women i.e. 43 women | UNDP | Potential Partners  MWCSD, SIOD, PSC, SCCI, SUNGO, Fatuaiupu Consult Women Police Force, Nofotane Women Sports Women, male allies | $642,200  SIOD training for 65 participants from private, public, CSO and District Development Councils annually for 4 years @1,000 per woman  TLP seminars 4 times a year for 4 years for up to 560 women in private, public and CSO sectors @ 18,200 per seminar  Vaogagana o fesootaiga for 65 women annually from private, public, CSOs &DDC @350 per person |
| 2.2.2 Increased number of emerging women leaders in public, private and Civil society that complete the Vaogagana o Fesootaiga Course and note improved oratory Samoan understanding and practice | Target: Total of 112 middle management women leaders by age, disability and location that complete the Vaogagana o Fesootaiga Course and note improved understanding and practice of oratory Target: 40% (54) of the Vaogagana o Fesootaiga participants by age, disability and location that identify improvement in their understanding, practice and confidence in Samoan Oratory language by 2026 |
| Output 2.3 | Enhanced leadership and gender equality knowledge, capacity access to leadership opportunities for women with disabilities | 2.3.1 Number of women and men with disabilities who undertake the PWD leadership training | Targets: At least 100 women and men with disabilities undertake WILS leadership training by 2026 | UN Women | Potential Partners  MWCSD, NOLA, SVSG, Fia Malamalama, Senese | $316,000  Training needs assessment@22,000  PWD women leadership program developed @30,000. Course run by Oloamanu for PWD four time a year for three years @22,000 a course four times a year$264,000 |
| 2.3.2 % of persons with disabilities by age, sex and location that undertook the WILS leadership program reporting improved leadership knowledge and skills | Target: 35% persons with disabilities that participated in the WILS young leadership programs by 2026 noting improved leadership understanding and skills.  Baseline: Value: 0 Year: 2022 |
| **Outcome 3** **Strengthened leadership skills and opportunities for Women Political Candidates and MPS empowered by supportive Political Parties and Parliamentarians** | | | | | | |
| Output 3.1 | Enhanced leadership capacity and capability of women political candidates to compete in the 2026 elections | 3.1.1 a Increased number of women that compete in the 2026 General Elections | Target 1:  At least 28 women [by age, disability and location] that confirm as candidates for the 2026 election by 2025.  Baseline: Value 22 Year: 2021  Target 2:  7 women are elected to the 18th Parliament in 2026  Baseline: Value 4 Year 2021 | UNDP | Potential Partners  MWCSD, Women Candidates, NCW, WINLA, NUS, Fatuaiupu Consult, JAWS | $190,500  National Leadership & Governance NUS course for 28 women candidates $58,800 over 2 semesters in 2024 and 2025  Vaogagana o Fesootaiga for 28 women for the Standard and Advanced courses @350 per person per course. Campaign Strategy Course @500 each for 28 women candidates |
| 3.1.1 b Percentage of Women candidates that complete the NUS Leadership and Governance Course | Target:  At least 50% of women candidates NUS course participants [ by age, disability and location] that report improved capacity to compete in the 2026 general elections  Baseline: Value: 0 Year: 2022 |
| Output  3.2 | Enhanced leadership and advocacy capacity and gender equality understanding of Women focused NGOs | 3.2.1 Leadership and Advocacy capacity of NCW, WINLA and other women focused NGOS assessed | Target:  Assessment and development of training program for leadership and advocacy capacities of NCW, WINLA, Women focused NGOs completed by 2024. | UN Women | Potential Partners  MWCSD, NCW, WINLA, WIBDI, SWAG, SVSG, SUNGO, Fatuaiupu Consult, Teachers Association, Nurses Association | $255,000  NCW, WINLA capacity needs assessment  NCW, WINLA capacity building program implementation, 2024, 2025, 2026  Assess women focused NGOs capacity needs@25k |
| 3.2.2 Number of women from women focused NGOs that undertake WILS Leadership training that note improved leadership knowledge and skills | Target:  At least 320 women [by age, disability and location] from the women focused NGOs benefit from WILS leadership and advocacy training  Baseline: Value: 0 Year: 2022  Target:  At least 50% of women participants [by age, disability and location] that report improved leadership knowledge and skills by 2026  Baseline: Value: 0 Year: 2022 |
| Output 3.3 | Women’s Leadership Platform established and enabling women’s networking and mentorship | 3.2.2 Women’s Leadership Online Platform established | Target:  Women’s Leadership Online Platform developed and functioning by 2024 | UNDP | MWCSD, NCW, WINLA, Women candidates, Women MPs, WIBDI, SWAG, SVSG, Brown Girl Woke, NUS/USP Student Association, Sports women, SCCI, SUNGO | $300,000  TA to develop online WIL Portal @40,000.  TA to develop Inter-generational & MPs, candidates mentorship program@25,000  NCW manages total $25,000. $25k to NCW annually to support The Women in Leadership Platform/Mentorship program. |
| 3.3.2 Number of women engaging in knowledge exchange and mentorship program | Target: At least 100 women members by age, disability and location registered for the Platform by 2026.  Baseline: Value: 0 Year: 2022 |
| Output 3.4 | Increased participation of women in Political Parties and Parliaments and recognition of the importance of gender equality and women in leadership for national development | 3.4.1 a Strengthened enabling environment for women MPs in the Parliament | Target:  A self-assessment of the level of gender sensitivity of the Samoan Parliament conducted by OCLA and UNDP endorsed by the Samoa Parliament by 2024  Target:  At least two political parties integrate gender equality considerations in their policies and introduce women candidates’ quota by 2025  Target:  A Women Caucus established by 2025 | UNDP | Potential Partners  MWCSD, Women MPs, OEC, OCLA, FASH, HRPP, Tautua, SNDP, NCW, IPU | $664,000  Parliament capacity building study tours to Aus, NZ and potentially Fiji@70,000 a year for 2024, 2025, 2026  Conduct gender equality and gender budgeting training for Parliamentarians including online courses @40,000 per year for 2023, 2024, 2025  TA to OCLA to work with women MPs to establish a Women’s Caucus  Political Parties Women Candidates Quota consultations @270k for 6 political parties  Annual TV panel discussions @15,000 each by FAST, HRPP, Tautua, SNDP etc. on how their parties are progressing gender equality & women representation in parliament. |
| 3.4.2 a Increased number of political party women candidates contesting the 2026 elections | Target: At least two Political parties introduce quota for women candidates so there are at least 28 women candidates identified through the existing official and informal political parties by 2026  Baseline: Value 22 Year: 2021 |
| 3.4.3. Enhanced gender equality understanding and capacity of Chairs and vice chairs of the Public Accounts Committee, at least 5 women MPs and male MP advocates for gender equality | Target: At least 15 parliamentarians by sex, age, disability that engage in study tours/peer learning on women in leadership and gender empowerment initiatives by 2026 |
| Target: At least 2 Break Through Initiatives are initiated by the MPs to positively impact gender equality in the Parliament by 2026 |
| Target:  At least 83% of parliamentarians assess an improvement in their understanding of gender equality and ability to review the national budget and legislation with a gender lens. |
| **Outcome 4 Strengthened Advocacy, Civic Education, Media Campaigns and Knowledge products for improved gender equality and increased women in leadership** | | | | | | |
| Output 4.1 | Increased public advocacy and promotional programs about the value of women in leadership at all levels. | 4.1.1 Number of media training on gender equality and women in leadership | Target: 3 Media Gender Equality Training conducted by 2026  Baseline: Value 1 Year 2022  Target: Up to 100 Media personnel trained by 2026 | UN Women | Potential Partners  MWCSD, JAWS, NUS, SAMPOD, Women MPs, OEC, OCLA, SNCW, SCCI, SUNGO, NCC, NYC, FAST, HRPP, DDC, VCs | $595,000  Media gender equality & women in leadership training NUS annually@25k each year for 4 years  10 TV panel discussion@15k for CSOs, Private Sector, FBOs, DPOs, Women Leaders/Parliamentarians, Women in the judiciary, academia, sports, village-based women @15K each  Annual WILS Forum & Awards @95k.  Church Groups prestntations@5k per group for 4 groups a year |
| 4.1.2 Number of TV panel discussions to promote women in leadership and percentage of the audience that record positive feedback on the role of women in leadership | Target: 10 TV and live zoom panel discussions by 2026 amongst male and female leaders (church & village leaders, Parliamentarians, women business leaders on why it’s important to have women leaders in different levels) |
| Target: At least 50% of all TV panel discussions live on zoom and recorded audiences provide positive feedback on the role of women in leadership  Baseline: Value 0 Year: 2022 |
|  |  | 4.1.3 Enhanced sharing of successes and lessons learned from WILS initiatives | Target: Convene an Annual WILS Forum and Awards meeting to encourage lessons learning and recognise positive progress.  Cumulative Target: 3  Target At least 150 women leaders participate in the annual forums by 2026  Baseline: Value 0 Year 2022 |  |
| Output 4.2 | Increased civic awareness and public recognition of the value of gender equality and women in leadership at all levels | 4.2.1 Number of public awareness programs conducted on the importance of women’s participation in leadership and in parliament carried out | Target: Targets: At least 6 civic awareness/training and public engagement activities by 2026  Cumulative Target 6  Baseline: Value 0 Year: 2022 | UN Women | Potential Partners  MWCSD, OEC MESC, SCCI, SUNGO, NCW, NCC, NYC, NUS | $350,000  Develop national civic program @30k  National Civic education program @80k each year for 2024, 2025, 2026  Annual National Voters Day program @45k a year for all years. |
| 4.2.2 Percentage increase in level of public awareness, understanding and recognition of the importance of their vote and women’s participation in leadership and decision making | Target: 45% of civic awareness program participants note positive perception about women’s participation in leadership and in Parliament by 2026  Baseline: Value 0 Year: 2022 |
| Output 4.3 | Knowledge Products  Enhanced availability and dissemination of knowledge products to promote the project and encourage inclusive and effective participation of women and girls in leadership at all levels. | 4.3.1 Increased availability of WILS knowledge products to promote women in leadership | Target: At least 10 short video story productions showcasing WILS Phase 2 Impacts and human stories .Baseline: Value 0 Year 2022 | UN Women | Potential Partners  MWCSD, OEC MESC, SCCI, SUNGO, NCW, NCC, NYC, NUS | $368,000  Policy Briefs/infographics on the Sustineo research @1,000 each  Short video stories on faamaite & Sustineo results @8K per video.  Contract a Communications Firm to work with PMU, MWCSD to develop the 100 women leaders’ book@75k  Contract to design & publish@50K. Launch the book in 2026 at a final event to close the project@15K |
| 4.3.2 Increased understanding of the key strategies and challenges for women’s leadership journeys | Target: 1 Book of 100 Samoan women leaders written by June 2026  Target: 300 copies of the 100 Samoan women leaders book designed and launched by June 2026. |
| Target: By 2026, at least 4 Media Briefs, 10 press releases and 30 Social Media posts. |
| PM | **Effective and Efficient Program Management** | | | | | |
| Output 5.1 | Project Inception & Operations | 5.1.1 Project effectively and efficiently managed | **Targets:**   * Financial transactions completed in a timely manner * At least one annual Project Monitoring visit conducted especially for the community-based programs * Set up a WILS Project communication plan for regular updating of monitoring information so that the SC, WG have ease of access to project documentation. * WILS Team Quarterly meetings including annual planning and reflection meeting. | PMU | SC | 1,513,088  Project office costs @2,500 annually. Project IT costs @2,400 annually  Office supplies @1,747 annually.  Rental & maintenance 3,500 annually  Project Management Unit staff @ 370,000 per annum for 5 staff |
| Output 5.2 | Project Communications & Reporting | 5.1.2 Project reports developed and disseminated in a timely manner | * Quarterly WILS SC meetings held and meeting minutes available within 2 weeks of meeting. * Quarterly WILS SC meetings papers disseminated to committee members at least 1 working week before meetings are held * Regular WILS quarterly reports to the SC disseminated on time to all key stakeholders. * Annual WILS Project Reports ready and disseminated to SC and other governance stakeholders within 1 week of due dates * Quarterly TWG meetings | PMU |  | $12,000 |
| Output 5.3 | Project Assurance | 5.1.3 Audit and evaluation reports and next phase project document provided for the project | Target: 2 audits – by 2026.  Target: Mid Term Review Evaluation and Report available beginning 2025, Final Evaluation and WILS 3 Project Document ready by mid-2027. | PMU |  | $128,000 |

# Section 5: IMPLEMENTATION, MANAGEMENT AND GOVERNANCE.

**Funding:** DFAT, Samoa Government, UNDP, UN Women.

**Partners:** Administered by the UNDP, and jointly funded and delivered by DFAT, MWCSD, UNDP and UN Women.

**Implementing partners**: MWCSD, MESC, MOF, OEC, OCLA, PSC, SIOD, NUS, DDCs, NCW, WINLA, NYC, CCI, SUNGO, NOLA, SAMPOD, SVSG Junior’s Group, Local consultants, local media (Samoa Observer, Newsline, Talamua, Samoa Global News, Eyespy Radio, TV3, EFKS TV), FAST Party, HRPP Party, and any other political parties participating in the 2026 elections.

## 5.1 Budget

The proposed budget for WILS 2 totals AUD$$4,608,462 equivalent to ST$8,664,151 with the following breakdown: Outcome 1: AUD$1,217,927 (ST$2,289,766); Outcome 2: 888,180(ST$1,669,825); Outcome 3: 835,873(ST$1,571,486); Outcome 4: 784,545(ST$1,474,986) and Project Management: 881,937(ST$1,658,088). Refer to table 2 for details. This budget is based on consultations with stakeholders and implementing partners, and updated costs of delivery of WILS 1. A more detailed budget by activity and year is in Annexes 1 and 2.

**Budget by Outcome, Output and Annual Allocations**

#### Table 2 Breakdown of Budget by Outputs by year.

| **Outcomes** | **Outputs** | **2023** | **2024** | **2025** | **2026** | **Total ST** | **Total AUD** |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Strengthened leadership skills and opportunities for women empowered by supportive and inclusive villages and communities** | 1. 1 Transformational Village Leadership Development Initiatives/Seminars | 257,040 | 304,920 | 304,920 | 203,280 | 1,070,160 | $ 569,218 |
| 1.2 VLDI Faamatie/BTI Follow up | 25,000 | 25,000 | 25,000 | 25,000 | 100,000 | $ 53,190 |
| 1.3 Transformational VLDI/Seminars for District Committees | 361,780 | 361780 | 231,960 | 0 | 957,620 | $ 509,358 |
|  |
| PROJECT FEES |  |  |  |  | 161,986 | $ 86,160 |  |
|  | **TOTAL OUTCOME 1** | **643,820** | $693,800 | $561,880 | **228,280** | **$2,289,766** | **$1,217,927** |  |
| **Strengthened leadership skills and opportunities for empowered young women leaders, professional women and persons with disabilities** | 2.1 Young Women Leadership Program | 65,000 | 68,213 | 208,213 | 208,213 | 549,639 | $ 292,353 |  |
| 2.2 Professional Women Leadership Program | 160,550 | 160,550 | 160,550 | 160,550 | 642,200 | $ 341,586 |  |
| 2.3 Women with Disabilities Leadership Program | 52,000 | 88,000 | 88,000 | 88,000 | 316,000 | $ 168,080 |  |
|  | PROJECT FEES |  |  |  |  | 161,986 | $ 86,160 |  |
|  | **TOTAL OUTCOME 2** | **277,550** | **316,763** | **456,763** | **456,763** | **$ 1,669,825** | **$ 888,180** |  |
| **Strengthened leadership skills and opportunities for Women Political Candidates and MPS empowered by supportive Political Parties and Parliamentarians** | 3.1 Women Candidates Leadership Program | 0 | 120,750 | 44,750 | 25,000 | 190,500 | $ 101,327 |  |
|  |
| 3.2 Strengthening Women led NGOs on women’s leadership and civic participation | 45,000 | 70,000 | 70,000 | 70,000 | 255,000 | $ 135,635 |  |
| 3.3 Women in Leadership Platform & Networks | 90,000 | 70,000 | 70,000 | 70,000 | 300,000 | $ 159,570 |  |
|  |
| 3.4 Political Parties and Parliamentary Women in Leadership Program | 225,000 | 297,000 | 127,000 | 15,000 | 664,000 | $ 353,182 |  |
|  | PROJECT FEES |  |  |  |  | 161986 | $ 86,160 |  |
|  | **TOTAL OUTCOME 3** | **360000** | **557750** | **311750** | **180000** | **$ 1,571,486** | **$ 835,873** |  |
| **Strengthened Advocacy, Civic Education, Media Campaigns and Knowledge products for improved gender equality and increased women in leadership** | 4.1 Advocacy and Media Campaign to promote women in leadership | 80,000 | 205,000 | 220,000 | 150,000 | 655,000 | $348,395 |  |
|  |
| 4.2 Civic Education | 60,000 | 135,000 | 135,000 | 135,000 | 360,000 | $191,484 |  |
|  |
| 4.3 Knowledge Products | 26,000 | 42,000 | 197,000 | 33,000 | 298,000 | $158,506 |  |
|  |
|  | PROJECT FEES |  |  |  |  | 161986 | $ 39,893 |  |
|  | **TOTAL OUTCOME 4** | 166,000 | 382,000 | 552,000 | 318,000 | **$ 1,474,986** | **$ 784,545** |  |
| **Effective and efficient program management** | **5.1 Project Inception** | 5000 | 0 | 0 | 0 | 5000 | $ 2,660 |  |
| **5.2 Project Operations** | 380147 | 377647 | 377647 | 377647 | 1513088 | $ 804,812 |  |
| **5.3 Project Communications & Reporting** | 3000 | 3000 | 3000 | 3000 | 12000 | $ 6,383 |  |
|  | **5.4 Project Assurance** | **13,500** | **21,500** | **41,500** | **51,500** | 128000 | $ 68,083 |  |
|  |
|  | **TOTAL PROJECT MNGT** | **401,647** | **402,147** | **422,147** | **432,147** | **$ 1,658,088** | **$ 881,937** |  |
| TOTAL |  | **1,936,337** | **2,487,100** | **2,022,580** | **1,600,190** | **$ 8,664,151** | **$4,608,462** |  |

1. Following is the distribution of the resources across the four outcomes and project management.

#### Table 3: Total allocations per Outcome

|  |  |  |
| --- | --- | --- |
|  | **Budget (ST)** | **AUD** |
| Outcome 1 | **$2,289,766** | **$1,217,927** |
| Outcome 2 | **$1,669,825** | **$888,180** |
| Outcome 3 | **$1,571,486** | **$835,873** |
| Outcome 4 | **$1,474,986** | **$784,545** |
| Project management | **$1,658,088** | **$881,937** |
| TOTAL | **$8,664,151** | **$4,608,462** |

### Figure 8 Budget Allocation % distribution by Outcome

## 5.2 Multi-year work plan, annual work plans and budgets

WILS 2 **work plan** and **budget estimates** (indicative) are in **Annexes 1 and 2**. The Project is based on a rolling plan. Consequently, work plans for subsequent years will require revisions and approval in order to be able to take into account learnings from the previous year of implementation and to respond effectively to any relevant changes in the environment.

**Annual Work Plans** (**AWPs**) will be prepared detailing specific activities and corresponding tasks, required timelines for deliverables, inputs, budgets, reporting, implementation modalities, and other requirements.

**Concept notes** for specific outputs and activities will be prepared for assessments of previous and current situation, highlighting key challenges, problems and issues, and recommending interventions under the project.

## 5.3. Implementation modality

As agreed with the Government of Samoa, the donor, and DFAT, the project will be directly implemented (DIM) by the UNDP and UN Women under a Joint Programme (JP) with UNDP as the leading agency. UNDP and UN Women will be Participating Organisations, PUNO 1 and PUNO 2 respectively. All aspects of the project will comply with the UNDP and UN Women policies and guidelines for DIM.

As agreed with the government, the focal point for the Project in the Government will be the Chief Executive Officers of the Ministry of Women, Community and Social Development, the Ministry of Foreign Affairs and Trade and the Ministry of Finance.

The Project will seek to work in partnership with other UN agencies, development partners (local, regional and global) and local organisations (government and non-government) as identified under the Results and Resource Framework (see Section 4) to ensure effective and efficient implementation of the Project.

#### Resource mobilisation

With the agreement of the Government of Samoa, DFAT will contribute AUD$4.6 million which will cover the full duration of the Project.

The Project will be using a pass-through fund management modality where UNDP Multi-Partner Trust Fund Office (MPTO) will act as the Administrative Agent (AA) under which the funds will be channelled for the Project through the AA. Each Participating UN Organization (PUNO) receiving funds through the pass-through would have to sign a standardized Memorandum of Understanding (MOU) with the AA.

The AA will:

* + - * Establish a separate ledger account under its financial regulations and rules for the receipt and administration of the funds received from the donor(s) pursuant to the Administrative Arrangement. This Joint Programme Account will be administered by the AA in accordance with the regulations, rules, directives and procedures applicable to it, including those relating to interest; and
* Make disbursements to PUNOs from the Joint Programme Account based on instructions from the Project Steering Committee, in line with the budget set forth in the Joint Programme Document.

The PUNOs will:

* Assume full programmatic and financial responsibility and accountability for the funds disbursed by the AA;
* Establish a separate ledger account for the receipt and administration of the funds disbursed to it by the AA; and
* Each PUNO is entitled to deduct their indirect costs on contributions received according to their own regulation and rules, taking into account the size and complexity of the Project. Each PUNO will deduct 7% as overhead costs of the total allocation received for the agency.

The MPTF Office will charge administrative agent fee of one per cent (1%) of the total contributions made to the Joint Programme.

The Convening Agency (UNDP) will consolidate narrative reports provided by the PUNOs. As per the MoU an annual narrative progress report and the final narrative report, are to be provided no later than three months (31 March) after the end of the calendar year.

The MPTF Office will:

* Prepare consolidated narrative and financial progress reports, based on the narrative consolidated report prepared by the Convening Agency and the financial statements/ reports submitted by each of the Participating UN Organizations in accordance with the timetable established in the MoU;
* Provide those consolidated reports to each donor that has contributed to the Joint Programme Account, as well as the Steering Committee, in accordance with the timetable established in the Administrative Arrangement; and
* Provide the donors, Steering Committee and Participating Organizations with:
* Certified annual financial statement (“Source and Use of Funds” as defined by UNDG guidelines) to be provided no later than five months (31 May) after the end of the calendar year; and
* Certified final financial statement (“Source and Use of Funds”) to be provided no later than seven months (31 July) of the year following the financial closing of the Joint Programme.

**Budget Preparation –** The UNDP as the Convening and Leading Agency and PMU will prepare an aggregated/consolidated budget, showing the budget components of each participating UN organization.

**Accounting -** Each UN organization will account for the income received to fund its programme components in accordance with its financial regulations and rules.

#### Admin Fees and Indirect Costs

**Administrative Agent:** The AA (UNDP) shall be entitled to allocate one percent (1%) of the amount contributed by the donor, for its costs of performing the AA’s functions.

**Participating UN Organizations:** Each UN organization participating in the Joint Programme will recover indirect costs in accordance with its financial regulations and rules and as documented in the Memorandum of Understanding signed with the AA.

**Interest on funds -** Interest will be administered in accordance with the financial regulations and rules of each UN organization and as documented in the Standard Administrative Arrangement (SAA) signed with the donor.

**Resource** **mobilisation** for the Project will be guided by the Funding Arrangement Framework given in Figure 9.

Unless strict conditions are met which warrant waiver to the competitive process, the Project will select partners through a competitive process. In the event that partners identified through the competitive process lack certain capacity, the Project will endeavour to build a capacity development component into its engagement with selected partners.

#### Closure of the Project

Operational: As outlined in the Project, each Participating UN Organisation (PUNO) informs the Administrative Agent (AA) in writing when all activities under the approved programmatic document have been completed. For a Joint Programme the operational end date (defined by the Project Document end date) is the date at which the last PUNO completes its activities and informs both the CA and the AA. If not all PUNOs have finished their activities and informed the AA by the end date envisaged in the Joint Programme document, then the project cannot be closed, and a (no cost) extension has to be requested. As outlined in the MOU, a final narrative report, after the completion of the final year of the activities is prepared by each PUNO and submitted to the CA. The report shall be issued no later than 30 April of the year following the operational closing of the project.

**Financial**: As part of the financial closure, each PUNO needs to return any unspent balance to the AA; transfer any interest for prior and current year to the AA, unless their rules and regulations do not require PUNOs to do so; and report no expenditure in excess of funds transferred and provide a certified final financial report. After this has occurred, the AA confirms that completion to the PUNOs and closes the project allocation within its internal system. The AA will return any unprogrammed funds remaining in the Joint Programme account after the financial closure of the Joint Programme to the donor or utilize them in a manner agreed upon between the AA and the donor(s) and approved by the board. The financial closure process begins after all PUNOs have satisfactorily closed all of their respective programmatic allocations. It generally takes 12 months following the AA’s confirmation that all programmatic allocations have been financial closed. (For more information, see the Fact Sheet “How to Close a Joint Project/Programme”)

### Figure 9: Funding Arrangement Framework

GoS

MOF

GoA

DFAT

***Agreement***

|  |  |
| --- | --- |
| **Key** | |
|  | Fund transfer |
|  | Coordination |
|  | Reporting |

**Steering Committee**

***Agreement***

***Agreement***

**Outcome 2**

***UN Women***

**Outcome 3**

***UNDP***

**Output 4.3 UN Women**

**Output 4.2 UN Women**

**Output 4.1 UN Women**

**Output 3.4 UNDP**

**Output 3.3 UNDP**

**Output 3.2 UN Women**

**Output 3.1 UNDP**

**Output 2.3 UN Women**

**Output 2.2 UNDP**

**Output 2.1 UN Women**

**Output 1.3 UNDP**

**Output 1.2 UNDP**

**Output 1.1 UNDP**

*Potential Partners*

MWCSD, NCW, DDC, VC, SVSG JG, VLDI trainers

*Potential Partners*

MWCSD, VC, VLDI trainers**,**

*Potential Partners*

MWCSD, NCW, VLDI Master trainers, NUS

*Potential Partners*

MWCSD, MESC, OCLA, SLIP, SNYC, NUS/USP SA, Brown Girl Woke, SVSG Juniors Group, Teen Challenge, Consultancy firms

*Potential Partners*

MWCSD, SIOD, PSC, SCCI, SUNGO, Fatuaiupu ConsultWomen Police Force, Nofotane Women Sports Women, male allies

*Potential Partners*

MWCSD, NOLA, SVSG, Fia Malamalama, Senese

*Potential Partners*

MWCSD, Women Candidates, NCW, WINLA, NUS, Fatuaiupu Consult, JAWS

*Potential Partners*

MWCSD, Women MPs, OEC, OCLA, FASH, HRPP, Tautua, SNDP, NCW, IPU

*Potential Partners*

MWCSD, OEC MESC, SCCI, SUNGO, NCW, NCC, NYC, NUS

*Potential Partners*

MWCSD, OEC MESC, SCCI, SUNGO, NCW, NCC, NYC, NUS

*Potential Partners*

MWCSD, JAWS, NUS, SAMPOD, Women MPs, OEC, OCLA, NCW, SCCI, SUNGO, NCC, NYC, FAST, HRPP,DDC, VCs

**Project Manager**

PUNO-1 UNDP

PUNO 2 UN Women

**Outcome 4**

***UN Women***

**Outcome 1**

***UNDP***

*Potential Partners*

MWCSD, NCW, WINLA, WIBDI, SWAG, SVSG, SUNGO, Fatuaiupu Consult, Teachers Assocition, Nurses Association

MWCSD, NCW, WINLA, Women candidates, Women MPs, WIBDI, SWAG, SVSG, Brown Girl Woke, NUS/USP Student Association, Sports women, SCCI, SUNGO

Since Joint Programmes have a tendency to grant no-cost extensions, the AA is entitled to a direct cost charge of USD 5,000 per year out of the different sources of funds of a given Joint Programme to cover the cost of continuing the render AA services for the period (rounded up to whole years) that the operational life span of the Joint Programme (from the date of signing the MOU to actual operational end date of the project) is extended beyond five years. This applies unless additional donor contributions are received during that period proportional to the amounts required for establishing a Joint Programme, and for the period (rounded up to whole years) that the financial closure of the Joint Programme surpasses the maximum period of two years after operational closure of the Joint Programme, due to delays of PUNOs in financially closing their part of the Joint Programme. The direct cost charge is meant as a concrete disincentive to Steering Committees and PUNOs for keeping extending the operational lifetime of PUNO projects and / or delaying its financial closure.

## 5.4 Governance, management & coordination arrangements

Consultations for Phase 2 noted the need for more inclusive governance that ensures the participation of the beneficiaries of the program and not just the implementers, the need for stronger government and local ownership and leadership of the WILS and the need for the governance of the WILS to come under the existing UN and Samoa Joint Steering Committee for all Joint UN programs in Samoa

### Figure 10: Governance Structure for WILS 2

It is proposed that the WILS 2 maintain the two levels of governance of Phase 1 but replace the Policy Advisory Group with a Technical Working Group at the working level. This is in consistency with the existing governance structure of the UN Joint Steering Committee mechanism. In terms of functioning, to help improve coordination and reduce duplication, the SC will be subsumed into the governance of the existing UN and Samoa Joint Program Steering Committee with some changes in the composition of the committees; Project Steering Committee (PSC- consisting primarily of government ministries, UN agencies, and DFAT); and internal Technical Working Committee (UNDP, UN Women, MWCSD, SUNGO, Chamber, NUS, SIOD, OEC, OCLA, NWC, NYC, Village mayors, Sui o Tamaitai, Youth Rep) with provide operational coordination and assist to guide the operations managed by the Project Management Unit.

The Technical Working Committee will expand its membership to include the MWCSD, representatives of the private sector, civil society, NUS and villages to ensure national ownership in the implementation of the project.

##### **Steering Committee (SC)**

The Steering Committee Terms of Reference is provided in **Annex 4**. The Steering Committee is responsible for approving the allocation of resources, any significant project revisions and the Annual Work Plan (AWP). The Steering Committee will also be used as a mechanism for leveraging partnerships and mobilizing resources for the implementation of the project. Project reviews by the Steering Committee will be made at designated decision points during the running of the project, or as necessary when raised by the Project Manager. The Project Manager will consult the Steering Committee for decisions if or when tolerances (i.e. constraints normally in terms of time and budget) have been exceeded.

The Steering Committee will comprise of three representations:

* + - * The **Executive** will be the UN Resident Coordinator, a representative from UN Women, UNDP and CEOs of government ministries involved such as the Ministry of Finance, Ministry of Foreign Affairs and Trade, Ministry of Women, Community & Social Development and will be responsible for ensuring that the Steering Committee meets regularly and all issues are addressed to ensure all outcomes of the project are achieved to the highest quality;
      * The **Senior Supplier** role will be DFAT as the donor.

**Technical Working Group (TWG)**

The **TWG** is theinternal technical working committee of WILS 2 consisting of 12 members who are key implementers and beneficiaries. This could include UNDP, UN Women, MWCSD, SUNGO, Chamber, NUS, MESC, SIOD, OEC, OCLA, NWC, NYC, Village mayors, Sui o Tamaitai, Youth Rep) with provide operational coordination and assist to guide the operations managed by the Project Management Unit.

**Project Manager**

The **Project** Manager has the authority to manage the project on a day-to-day basis on behalf of the PUNOs, within the constraints laid down by the Steering Committee. The Project Manager’s primary responsibility is to ensure that the project produces the results specified in the project document and the annual work plans, to the required standard of quality and within the specified constraints of time and cost. The Project Manager Terms of Reference is at **Annex 5**.

The Project Manager will have the appropriate level of decision-making powers. Where issues arise that require more senior level direction, the Project Manager will escalate such matters to the Steering Committee for discussion and direction.

The Project Manager will prepare the agenda and minutes for the Quarterly Steering Committee meeting. The agenda will be circulated at least two weeks in advance of the Steering Committee meeting. Minutes of the meeting will be circulated within two weeks of the meeting date. The Project Manager may call for special Steering Committee meetings should the need arise.

Two (2) Project Coordinators and two (2) Project Associates will assist the Program Manager with effective and efficient management and delivery of the project. Their Terms of Reference are in **Annex 5**.

##### *Technical Expertise*

The Project will endeavour to mobilize local technical assistance and service providers wherever possible and appropriate subject to the relevant procurement, recruitment and selection policies and procedures of the UN and Government of Samoa (for NEX Advances). Local organizations would be the heart of the Project and the involvement of local partners, counterparts, technical experts and staff as much as possible in the implementation processes of the Project will help facilitate local ownership, sustainability and effectiveness of the Project and its activities implementation.

However, in the case that required certain technical expertise are not available locally, the Project will tap into those that are available through UN agencies and similar organisations in the region as well as organisations and experts outside the region.

Recruitment of technical assistance will follow relevant UN policies and procedures.

#### Project assurance

The UNDP Samoa MCO will provide project assurance through the Governance and Poverty Reduction Unit, and the Monitoring and Evaluation Officer by capitalizing on their in house expertise. UN Women will provide support through its Gender and Governance Advisor based in Suva, Fiji.

The accountability framework for the project will be as follows:

* + - * The Steering Committee has ultimate accountability for fund allocation and achieving results;
      * The Administrative Agent (AA) is accountable for effective and impartial fiduciary management;
      * The Convening Agency (CA) is accountable for coordination among participating organisations and for consolidating narrative reporting; and
      * Each PUNO is accountable for their own programmatic and financial results and they are jointly responsible for achieving the Joint Programme goal.

## Lead Implementers and Partners

A key principle that will guide the planning, implementation and monitoring of WILS Phase 2 is the deliberate attention to collective effort and engaging in genuine partnerships to help deliver on the ambitions of the project. This means that where it makes sense, the project will build on, seek out and engage with existing organisations, ministries, agencies and partners, mechanisms and initiatives to reduce duplication and improve effectiveness, efficiency and results. The two key agencies that will jointly lead the implementation are UNDP and UN Women. Key partners for implementation include the implementing partners from WILS Phase 1 such as the Fatuaiupu Consult, T&T Global Consult, ONE Consult, SIOD, OCLA, OEC, SLIP, MESC, NUS, JAWS as well as new partners such as NGOs that focus on women – the NCW, WINLA, SVSG, WIBDI, SWAG, Brown Girl Woke and the Samoa CCI, SUNGO and etc. Important new partners include the PSC, SCCI, SUNGO, the NGOs for youth such as the NYC, Student Associations for NUS and USP, SVSG Juniors Group as well as the political parties.

A lesson learnt from WILS Phase 1 is that the initiatives under the different outcomes and outputs could have benefited from the support of both UN Agencies leading the WILS (UNDP and UN Women) as both can add value to initiatives that the other agency is leading on. Therefore, while based on the structure of the outcomes and outputs UNDP leads on Outcomes 1 and 3 and UN Women leads on Outcomes 2 and 4, the expectation is that both agencies will support the other lead agency in the implementation of the various outputs and initiatives where they can add value and have the expertise and resources to contribute such as in 2.2 and 3.2 where UNDP delivers in a UN Women led outcome and in 3.2 output where UN Women will deliver in a UNDP led outcome. Refer to Table below. A joint project technical meeting consisting of project team members will convene monthly to review and reflect on approaches; ensuring that all approaches are in line with best practice in gender equality and progressing women in leadership.

#### 

#### Table 4: Implementing agencies and partners

|  |  |  |  |
| --- | --- | --- | --- |
| **Outcomes** | **Outputs** | UN Agency | Possible Partners |
| 1. Strengthened leadership skills and opportunities for women empowered by supportive and inclusive villages and communities | 1. 1 Transformational Village Leadership Development Initiatives/Seminars | UNDP | MWCSD  Nofotane & women in sports  Fatuaiupu Consult  T&T Global Consult  National Council of Women  SVSG Juniors Group  National Council of Churches  District Development Councils  Other VLDI trainers |
| 1.2 Transformational Village Leadership Development Initiatives/Seminars for District Committees | UNDP | MWCSD, Fatuaiupu Consult,  T&T Global Consult, NUS, Other VLDI trainers |
| 1.3 VLDI Break through Initiatives/Faamaite | UNDP | MWCSD, Fatuaiupu Consult, T&T Global Consult, others |
| 2 Strengthened leadership skills and opportunities for empowered young women leaders, professional women and women with disabilities | 2.1 Young Women Leadership Program | UN Women  UNDP | MWCSD, MESC. PSC, NCW, NYC, NUS & USP Student Associations, SVSG Juniors Group, Brown Girl Woke, Vital Voices, OCLA, SLIP, ONE Consult, SROS, IPES, SITA, SRU, Women in Agriculture |
| 2.2 Professional Women Leadership Program | UNDP | SIOD, CCI, PSC, SVSG, WIBDI, SWAG, SUNGO, Brown Girl Woke, Women Police Force, Nofotane Women, Sports women, male allies, men leaders |
| 2.3 Women with Disabilities Leadership Program | UN Women | MWCSD, NOLA, SVSG, Disability sector |
| 3 Strengthened leadership skills and opportunities for Women Political Candidates and MPS empowered by supportive Political Parties and Parliamentarians | 3.1 Women Candidates Leadership Program | UNDP | MWCSD, NCW, WINLA, NUS, Fatuaiupu Consult, JAWS |
| 3.2 Strengthening Women focused NGOs on women’s leadership and civic participation | UN Women | NCW, WINLA, WIBDI, SWAG, SVSG, SUNGO, IPU |
| 3.3. Women’s Leadership Platform established and enabling women’s networking and mentorship | UNDP | NCW, WINLA, WIBDI, SWAG, SVSG, SUNGO, IPU |
| 3.4 Political Parties and Parliamentary Women in Leadership Program | UNDP | OEC, OCLA, FAST, HRPP, IPU, NCW, |
| 4 Strengthened Advocacy, Civic Education, Media Campaigns and Knowledge products for improved gender equality and increased women in leadership | 4.1 Advocacy and Media Campaign to promote women in leadership | UN Women | MWCSD, JAWS, NUS, PMO, OCLA, CCI, SUNGO |
| 4.2 Civic Education | UN Women | OEC, MWCSD, MESC |
| 4.3 Knowledge Products | UN Women | MWCSD, JAWS, SAMPOD |

# Annex 1: Multi-year Workplan and Budget Estimates

| Project Impact | |  | | | | | | | | | | | | Improved gender equality and increased number of women in leadership in all levels of society including in the Parliament | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Outcome, Output & Activity** | | **2023** | | | | **2024** | | | | **2025** | | | | **2026** | | | | Modality | Input (ST) | Input (AUD) | UN Agency | Budget Description |
| Q1 | Q2 | Q3 | Q4 | Q1 | Q2 | Q3 | Q4 | Q1 | Q2 | Q3 | Q4 | Q1 | Q2 | Q3 | Q4 |  |  |  |  |  |
| Outcome | **1 Strengthened leadership skills and opportunities for women *empowered* by supportive and inclusive villages and communities** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | **Estimated beneficiaries: 9,290**  **(direct – 3,280, indirect 6,000)** |  |  |  |  |
| Output 1.1 | ***1.1 Enhanced leadership capacity and gender equality understanding of women, men and youth leaders in villages and increased participation of women in village leadership*** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | *Estimated direct beneficiaries: 2,520* |  |  |  |  |
| Activity **1.1.1** | **Targeted Women, Men and Youth Transformational Leadership Seminars** focused on 2 to 5 key village issues including at least one gender issue around governance holding back village development |  | x | x | x | x | x | x | x | x | x | x | x | x | x | x |  | Women, Men & Youth Seminars | $1,070,160 | $569,218 | UNDP | Village Transformational Leadership Seminars  Venue, catering, transport, trainer, accommodation  Twenty two villages engage in VLDI seminars. Six $53,220 per 2 village TLP Seminars (3 in 2023@68,740, 1 in 2023, 6 in 2024, 6 in 2025, 4 in 2026 @50,820 per each village (3 seminars total)  Total $1,070,160 |
| **Activity 1.1.2** | **Peer to Peer Learning**- Invite representatives from WILS Phase 1 villages with existing successful BTIs to share their experience with the new batch of VLDI villages |  |  |  |  | x | x | x | x | x | x | x | x | x | x | x |  |  | 0 |  | UNDP |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | TOTAL | $1,070,160 | $569,218 |  |  |
| Output 1.2 | ***1.2 Faamaite or VLDI Break Through Initiatives introduced, supported and implemented*** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | *Estimated Indirect Beneficiaries: 6,000* |  |  | UNDP |  |
| Activity 1.2.1 | Focused follow up on BTIs through VLDI trainers follow up reporting to the SC copied the MWCSD and the District Development Councils. |  |  |  | x |  |  |  | x |  |  |  | x |  |  |  | X | Annual Monitoring Visits by PMU & annual Survey of villages that have completed the VLDIs |  |  | UNDP | Part of Project Management costs |
| Activity 1.2.2 | Establish an Innovation Grant Seed Funding for the WILS to support innovation, implementation and sustainability of progress |  | x |  |  |  | x |  |  |  | x |  |  |  | x |  |  | Community Innovation Challenge Grant | $100,000 | $53,190 | UNDP | Annual Women in leadership Innovation Challenge at village level for maximum of 5 Grants of @5,000 annually for 4 yrs  Total 25k a yr or $100k over 4 years |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | TOTAL | $100,000 | $53,190 |  |  |
| Output 1.3 | ***1..3 Enhanced leadership capacity and gender equality understanding of District Development Committees*** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | ***Estimated Direct Beneficiaries: 770*** |  |  |  |  |
| Activity 1.3.1 | Deliver Transformational Leadership Seminar for District Development Councils to help build their capacities and understanding of gender equality |  | x | x | x | x | x | x | x |  |  |  |  |  |  |  |  | Workshops/  Seminars delivered in the villages | $850,520 | $452,392 | UNDP | Venue, catering, transport, trainer  8 DDC Transformational leadership seminars in 2023, 8 in 2024 & 6 in 2025 @$38660 per seminar. Delivered by 3 WILS Master Trainers |
| Activity 1.3.2 | Selected DDC members and Sui-Tamaitai o Nuu undertake the NUS Leadership & Governance Certificate Course, the Vaogagana o Fesootaiga course and under Outcome 2.2. Samoa Institute of Directors Executive Directors Course. | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x |  |  | $107,100 | $56,996 | UNDP | (up to 51 selected women from DDCs to undertake the NUS Leadership & governance Course (and 40 for the Vaogagana course funded under Output 2.2) |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | TOTAL | $957,620 | $509,358 |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | **PROJECT FEES** | **$161,986** | **$86,160** |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | **TOTAL BUDGET** | **$2,289,766** | **$1,217,927** |  |  |
| Outcome | **2.** **Strengthened leadership skills and opportunities for empowered young women leaders, professional women and women with disabilities empowered by supportive and inclusive school and work environments** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | **Estimated beneficiaries: 4,680 (1,480 direct)** |  |  |  |  |
| Output 2.1 | ***Enhanced leadership capacity and gender equality understanding of girls and boys in schools*** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | *Estimated beneficiaries: 3,200* |  |  |  |  |
| Activity 2.1.1 | Conceptualise and co-create a young women’s’ leadership program with key stakeholders including young women leaders’ groups, MESC, MWCSD and women NGOs (Yr1) |  | x | x | X |  |  |  |  |  |  |  |  |  |  |  |  | TA to consult & design the program | $45,000 | $23,936 | UN Women | Conceptualise, develop @45,000 the program |
| Activity 2.1.2 | Pilot test and revise the program models. (Yr2) |  |  |  |  | x | x | x |  |  |  |  |  |  |  |  |  | Partner with relevant organisations to pilot implementation | $40,000 | $21,276 | UN Women | Identify appropriate partner to support piloting and testing. |
| Activity 2.1.3 | Implement and institutionalise including supporting selected organisations to run the young women’s leadership program (Yr3 & 4) |  |  |  |  |  |  |  | x | x | x | x | x | x | x | x |  | Full implementation of program activities | $320,000 | $170,208 | UN Women | Work with MESC, MWCSD, NYC, Brown Girl Woke, NUS and USP Student Associations, SVSG Juniors Group to deliver in 2025, 2026. Annual allocation of $160,000 |
| Activity 2.1.4 | Deliver Annual Mock Youth Parliaments (Y2, Yr3, Yr4) |  |  | x |  |  |  | x |  |  |  | x |  |  |  | x |  | National Mock Youth Parliaments at Parliament | $144,639 | $76,933 | UNDP | Work with OCLA, MESC, NYC to organise & Deliver Annual Mock Youth Parliament @48,213 per year for years 2024, 2025, 2026 |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | **TOTAL** | **$549,639** | **$292,353** |  |  |
| Output 2.2 | ***2.2 Enhanced leadership and gender equality capacity and access to leadership opportunities for women in the workplaces*** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | *Direct beneficiaries: 1,120* |  |  |  |  |
| Activity  2.2.1 | Conduct the Samoa Institute of Directors training for up to 280 women leaders (65 annually) from the private, public and civil society sectors & women from District Development Councils. | x |  | x |  | x |  | x |  | x |  | x |  |  |  |  |  | Executive Directors 5 day training Course run by SIOD | $260,000 | $138,294 | UNDP | SIOD training for 65 total participants from private (20), public (20) and CSO(15) and District Development Councils(10) annually for 4 years |
| Activity  2.2.2 | Support up to 560 women from the public, private, civil society sector to undertake the Young Women Transformational Leadership Seminars. PSC to consider the seminars (inclusive of men) as part of PSC Induction Course. Incorporate topics on gender equality and gender responsive practices in workplaces. |  | x | x | x |  | x | x | x |  | x | x | x |  | x | x | x | One week Seminar/Workshop conducted by VLDI TL trainer | $291,200 | $154,889 | UN Women | TLP seminars offered 3 times a year for 4 years for up to 560 women in the private, public and CSO sectors @ 18,200 per seminar |
| Activity  2.2.3 | Support up to 280 working women managers from the public, private, civil society sectors and from the DDCs to undertake the Vaogagana o Fesootaiga course |  | x |  | x |  | x |  | x |  | x |  | x |  | x |  | x | Vaogagana o Fesootaiga Course over 5 days conducted by Samoa Cultural Centre | $91,000 | $48,403 | UNDP | Vaogagana o fesootaiga for 65 women annually from private, public, CSOs &DDC |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | **TOTAL** | $642,200 | $341,586 |  |  |
| Output 2.3 | ***2.3 Enhanced leadership and gender equality knowledge and capacity and access to leadership opportunities for women with disabilities*** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | *Direct beneficiaries: 360* |  |  |  |  |
| Activity  2.3.1 | Work with NOLA and other PWD organisations to develop a Persons with Disabilities Leadership Program. |  | x | x |  |  |  |  |  |  |  |  |  |  |  |  |  | Partner with Oloamanu Centre & NOLA to undertake assessment & develop program | $22,000 | $11,702 | UN women | Training needs assessment@22,000 |
| Activity  2.3.2 | Develop the program and provide Oloamanu and NOLA with resources to deliver the PWD women leadership program |  |  |  | X | x |  |  |  |  |  |  |  |  |  |  |  | $30,000 | $15,957 | UN women | PWD women leadership program developed @30,000 |
| Activity  2.3.3 | Trainings delivered by Oloamanu and NOLA |  |  |  |  |  | x | x | x | x | x | x | x | x | x | x | X | Course delivered by Oloamanu | $264,000 | $140,422 | UN women | Training Course provided for PWD in partnership with NOLA @22,000 a course over a period of 3 years. |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | TOTAL | $316,000 | $168,080 |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | **Project Fees** | **$161,986** | **$86,160** |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | **TOTAL BUDGET** | **$1,669,825** | **$888,180** |  |  |
| Outcome 3 | **Outcome 3: Strengthened leadership skills and opportunities for Women Political Candidates and MPS empowered by supportive Political Parties and Parliamentarians** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | Beneficiaries: Indirect and direct 6,535 |  |  |  |  |
| Output 3.1 | ***3.1 Enhanced leadership capacity and capability of women political candidates to compete in the 2026 elections*** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | *Beneficiaries: 35 women candidates* |  |  |  |  |
| Activity  3.1.1 | Development of the NUS Leadership & Governance Course | X | X | X |  |  |  |  |  |  |  |  |  |  |  |  |  | Funding to NUS to develop the course | $23,100 | 12,287 | UNDP | Course development at NUS Oloamanu |
| Activity  3.1.2 | National Leadership & Governance Certificate Course (6 modules over 2 semesters) |  |  |  |  | x | x | x | x | x | x | x | X |  |  |  |  | National Certificate Training Course at NUS | $58,800,500 | $31,276 | UNDP | National Leadership & Governance NUS course for 28 women candidates for 6 modules total $58,800 over 2 semesters in 2024 and 2025 |
| Activity  3.1.3 | Vaogagana o Fesootaiga course at Year 1 of the Program and Advanced Course in Year 3 of the Program and the Parliamentary Etiquette Course in year 4 of the Program |  |  |  |  |  | X |  |  |  | x |  |  |  |  |  |  | Vaogagana o Fesootaiga Course over 5 days conducted by Samoa Cultural Centre | $19,600 | $10,425 | UNDP | Vaogagana o fesootaiga for 28women for the Standard and Advanced courses |
| Activity  3.1.4 | Implement the Campaign Strategy course for the women candidates |  |  |  |  | x |  |  |  | x |  |  |  |  |  |  |  | Campaign Strategy course by Faitupu Consult | $14,000 | $7,447 | UNDP | Campaign Strategy Course for 28 women candidates |
| Activity  3.1.5 | Public and media campaign promoting women candidates – fund TV panel discussions and newspaper stories for women candidates before the elections focused on the issues they will focus on and promoting their experience and plans for their districts |  |  |  |  |  |  | x | x | x | x | x | x | x |  |  |  | Public media promotion activities to promote women candidates | $75,000 | $39,893 | UNDP | Public media promotion at @25,000 annually for 2024, 2025, 2026 |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | TOTAL | $190,500 | $101,327 |  |  |
| Output3.2 | ***3.2 Enhanced leadership and advocacy capacity and gender equality understanding of Women focused NGOs*** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | *Beneficiaries: Estimated 500* |  |  |  |  |
| Activity  3.2.1 | Assess the leadership & advocacy capacity of the women focused NGOs to support implementation of WILS initiatives such as the Women Leaders Platform |  |  | x | x |  |  |  |  |  |  |  |  |  |  |  |  | TA to undertake the assessment | $45,000 | $23,936 | UN Women | Women focused NGOs capacity needs assessment |
| Activity  3.2.2 | Develop and deliver a leadership and advocacy capacity building program for women focused NGOs |  |  |  |  |  | x |  |  |  | X |  |  |  | x |  |  | TA or NGO partner to develop & deliver capacity building program | $210,000 | $111,700 | UN Women | NCW, WINLA capacity building program implementation, 2024, 2025, 2026 |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | TOTAL | $255,000 | $135,635 |  |  |
| Output 3.3 | ***3.3 Women’s Leadership Platform established and enabling women’s networking and mentorship*** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | *Beneficiaries: Estimated 1,000* |  |  |  |  |
| Activity  3.3.1 | WILS 2 to work with NCW and women focused NGOs to co-create and develop an online Women’s Leadership Platform |  | x | x | x |  |  |  |  |  |  |  |  |  |  |  |  | TA to develop an Online Women Leadership Platform/Portal | $40,000 | $21,276 | UNDP | WILS2 to contract TA to develop an online WILS Portal |
| Activity  3.3.2 | Engage membership drive for the Platform |  |  | x | x | x |  |  |  |  |  |  |  |  |  |  |  | TA to develop an Inter-generational and MPs/candidates mentorship program | $2000 | $13,298 | UNDP | WILS to contract TA to develop an Inter-generational and MPs/candidates mentorship program |
| Activity  3.3.3 | Continuously update the platform for information, opportunities, and resources available to women and girls |  |  |  |  |  |  | x | x | x | x | x | x | x | x | X |  | NCW to manage the delivery of the Mentorship Program | $50,000 | $23,936 | UNDP | NCW to manage the delivery of the MPs and Inter-generational mentorship program for 3 yr @15,000 annually |
| Activity  3.3.4 | Mentors Honorarium for 30 mentors to support the mentorship program |  |  |  |  |  |  | x | x | x | x | x | x | x | x | x |  | Honorarium allocations for mentors | $90,000 | $47,871 | UNDP | Mentor’s honorarium of $100 per mentor engagement for up to 30 mentors. Estimated 30 mentors at 10 engagements over 3 years. |
| Activity 3.3.5 | Support for National NCW to manage the Women Leadership Platform |  | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | Staff costs (supplementary) | $100,000 | $53,190 | UNDP | $25k funds to NCW annually to support existing staff to manage the Women in Leadership Platform and Mentorship program. |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | TOTAL | $300,000 | $159,570 |  |  |
| Output 3.4 | ***3.4 Increased participation of women in Political Parties and Parliaments and recognition of the importance of gender equality and women in leadership for national development*** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | *Beneficiaries: 5,051* |  |  |  |  |
| Activity 3.4.1 | Study Tours and twinning for new committee chair members of parliament including the 4 new women MPs. (Parliamentary leadership & gender equality program) |  |  | x |  |  |  | x |  |  |  |  | x |  |  |  |  | Study Tours in Aus, NZ, Fiji | $210,000 | $111,699 | UNDP | Parliament capacity building study tours to Aus, NZ and potentially Fiji in 2024, 2025, 2026 |
| Activity 3.4.2 | Training for parliamentarians on how to review the national budget and draft bills from a gender lens and a gender equality online training for members of parliament gender equality advocates. (Parliamentary leadership & gender equality program) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | Workshop and online training of Parliamentarians | $120,000 | $63,828 | UNDP | Conduct gender equality and gender budgeting training for Parliamentarians including online courses for 2023, 2024, 2025 |
| Activity 3.4.3 | Work with OCLA and women MPs to establish a Women’s Caucus (Parliamentary leadership & gender equality program) |  | x | x |  |  |  |  |  |  |  |  |  |  |  |  |  | Women MP Caucus | $19,000 | $10,106 | UNDP | TA to OCLA to work with women MPs to establish a Women’s Caucus |
| Activity 3.4.4 | Political Parties and OCLA to undertake a mapping study to identify gaps and entry points for gender responsive policies and internal structures including a proposed quota for women candidates. (Political Parties Gender Equality Programs.) |  | x | x | x | x | x | x | x |  |  |  |  |  |  |  |  | Political Parties Gender Equality Mapping & Women Candidates Quota consultations | $270,000 | $143,613 | UNDP | Political Parties Women Candidates Quota consultations - 320k for political parties. |
| Activity  3.4.5 | Annual national TV panel on International Women’s Day with members each from HRPP, FAST, Tautua and SNDP to discuss how their parties are mainstreaming gender empowerment and women in leadership in party manifesto (Political Parties Gender Equality Programs) |  |  | x |  |  | x |  |  |  | x |  |  |  | x |  |  | TV panel discussions | $45,000 | $23,936 | UNDP | Annual TV panel discussions for political parties on how their parties are progressing gender equality & women representation in parliament. |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | TOTAL | $664,000 | $353,182 |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | **Project Fees** | **$161,986** | **$86,160** |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | **TOTAL BUDGET** | **$1,571,486** | **$835,873** |  |  |
| Outcome | **Outcome 4: Strengthened Advocacy, Civic Education, Media Campaigns and Knowledge products for improved gender equality and increased women in leadership** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | Beneficiaries: 93,990 |  |  |  |  |
| Output 4.1 | ***4.1* Increased public advocacy and promotional programs about the value of women in leadership at all levels.** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | Beneficiaries: 12,540 |  |  |  |  |
| Activity 4.1.1 | Annual Gender Responsive Media Training for up to 150 media personnel. Also, lobby for a Gender Equality Module in the NUS Media and Journalism Program | x |  |  |  | x |  |  |  | x |  |  |  | x |  |  |  | Media training at NUS | $100,000 | $53,190 | UN Women | Media gender equality and women in leadership training at NUS annually@25k each year for 4 years |
| Activity 4.1.2 | TV panel discussion amongst male and female leaders on why it is important to have women leaders in different levels. |  | x |  | x | x | x | x |  | x | x | x | x | x |  |  |  | TV panel discussions  Teachers Association  Other media platforms | $150,000  $75,000 | $$79,785  $39,893 | UN Women | 10 TV panel discussion@15k for CSOs, Private Sector, FBOs, DPOs, Women Leaders/Parliamentarians, Women in the judiciary, academia, sports, village-based women @15K each. 2 in 2023, 3 in 2024, 4 in 2025, 1 in 2026.  TV programming costs |
| Activity 4.1.3 | Convene the Annual WILS Forum & Awards to share successes, lessons learned and recognise gender equality & women in leadership good practices. |  |  |  |  |  |  |  | x |  |  |  | x |  |  |  | x | Annual Forum/Meeting | $330,000 | $175,527 | UN Women/UNDP | Convene Annual WILS Forum & Awards @110k in 2024,2025 and 2026  Venue, catering, transportation, accommodations |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | TOTAL | $655,000 | $348,395 |  |  |
| Output 4.2 | ***4.2 Increased civic awareness and public recognition of the value of gender equality and women in leadership at all levels*** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | Beneficiaries:  3,450 |  |  |  |  |
| Activity 4.2.1 | Work with SUNGO, and OEC to develop a civic education program on gender equality, and national voting & value of women in leadership roles including in Parliament |  | x | x |  |  |  |  |  |  |  |  |  |  |  |  |  | TA to develop civic education program with OEC, SUNGO | $30,000 | $15,957 | UN Women | Develop national civic program @30k |
| Activity 4.2.2 | Implement the Civic education program |  |  |  |  | x | x | x | x | x | x | x | x | x |  |  |  | Civic education program | $210,000 | $111,699 | UN Women | National Civic education program @70k each year for 2024, 2025, 2026 |
| Activity 4.2.3 | Support National Voters Day program engaging schools, youth groups, on voters rights and the important role of women in national parliament and decision making | x |  |  |  | x |  |  |  | x |  |  |  | x |  |  |  | School competitions (alternate 1 year in Upolu, another in Savaii) | $120,000 | $63,828 | UN Women | Annual National Voters Day program @30k a year for all years.  Catering, venue, transportation |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | TOTAL | $360,000 | $191,484 |  |  |
| Output 4.3 | ***4.3 Knowledge Products***E**nhanced availability and dissemination of knowledge products to promote the project and encourage inclusive and effective participation of women and girls in leadership at all levels.** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | Beneficiaries:  78,000 |  |  |  |  |
| Activity 4.3.1 | Develop and disseminate briefs on Women in Leadership in Samoa |  | x |  | x |  | x |  | x |  | x |  | x |  | x |  | x | TA to do infographics / Policy Briefs | $8,000 | $4,255 | UN Women | Costs of 8 graphically designed Policy Briefs/infographics (2 per year) on the Sustineo research @1,000 each |
| Activity 4.3.2 | Produce short video story productions promoting WILS phase 2 impacts and human stories |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | TA to develop short videos | $120,000 | $63,828 | UN Women | Short video stories on faamaite & Sustineo results @8K per video. 3 in 2023, 5 in 2024, 5 in 2025, 2 in 2006 |
| Activity 4.3.3a | Develop a book on 100 on women leaders historically and since 1962. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | TA to develop the book on women leaders | $75,000 | $39,893 |  | Contract a Communications Firm to work with WILS PMU, MWCSD to develop/draft the 100 women leaders’ book@75k |
| Activity 4.3.3b | Design, & print the 100 Samoan women leaders’ book |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | TA to design the WIL book & public | $80,000 | $42,552 |  | Contract graphic designer to design the book and manage publication@80K |
| Activity 4.3.3c | Launch the Samoa women leaders’ book |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | Launch Event | $15,000 | $7,979 |  | Launch the book in 2026 at a final event to close the project@15K |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | TOTAL | $298,000 | $158,506 |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | **Project Fees** | **$161,986** | **$86,160** |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | **TOTAL BUDGET** | **$1,474,986** | **$784,545** |  |  |
| PM | **Effective and Efficient Program Management** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Output 5.1** | **Project Inception & Operations** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Activity 5.1.1a | Project Approval & Signing | x |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Activity 5.1.1b | Project Launch | X |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | Launch Event | $5,000 | $2,660 |  |  |
| Activity 5.1.2 | Project Office | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | Project Office | $2,500 | $1,330 |  | Project office costs @2,500 annually |
| Activity 5.1.3 | Project IT | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | IT costs | $9,600 | $5,106 |  | Project IT costs @2,400 annually |
| Activity 5.1.4 | Office Supplies | x |  | x |  | x |  | x |  | x |  | x |  | x |  | x |  | Office supplies | $6,988 | $3,717 |  | Office supplies @1,747 annually |
| Activity 5.1.5 | Rental & Maintenance of office equipment | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | Rental | $14,000 | $4,255 |  | Rental & maintenance 3,500 annually |
| Activity 5.1.6 | Staff | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | Staff salaries | $1,480,000 | $787,212 |  | Project Management Unit staff salary @ 270,000 |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | TOTAL | 1,513,088 | $804,812 |  |  |
| **Output 5.2** | **Project Communications & Reporting** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 5.2.1 | Develop Knowledge Products | x |  | x |  | x |  | x |  | x |  | x |  | x |  | X |  |  | $6,000 | $3,191 |  |  |
| 5.2.2 | Develop, disseminate Project Reports | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x |  | $6,000 | $3,191 |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | TOTAL | $12,000 | $6,383 |  |  |
| **Output 5.3** | **Project Assurance** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Activity 5.3.1 | Monitoring & Audits |  |  |  | x |  |  |  | x |  |  |  | x |  |  |  | x | Audits | $ 30,000 | $ 15,957 |  |  |
| Activity 5.3.2 | International Travel |  |  |  | x |  |  |  | x |  |  |  | x |  |  |  | x | International travel | $ 14,000 | $ 7,447 |  |  |
| Activity 5.3.3 | Local Travel monitoring |  |  | x |  |  |  | x |  |  |  | x |  |  |  | X |  | Local travel | $ 18,000 | $ 9,574 |  |  |
| Activity 5.3.4 | Local travel - project meetings | x | x | x | x | x | x | x | x | x | x | x | X | x | x | x | x | Local travel | $ 8,000 | $ 4,255 |  |  |
| Activity 5.3.5 | Mid Term Review |  |  |  |  |  |  |  | x |  |  |  |  |  |  |  |  | TA to conduct the MTR | $ 28,000 | $ 14,893 |  |  |
| Activity 5.3.6 | Final Evaluation |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | X | TA to conduct the Final Evaluation | $ 30,000 | $ 15,957 |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | TOTAL | $128,000 | $ 68,083 |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | **TOTAL BUDGET** | **$ 1,658,088** | **$ 881,937** |  |  |

# Annex 2: Annual Budget Estimates

| Project Impact | | Improved gender equality and increased number of women in leadership in all levels of society including in the Parliament | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Outcome, Output & Activity** | | | **2023** | **2024** | **2025** | **2026** | **TOTAL** | **TOTAL AUD** |
|  |  |  |  |  |  |
| Outcome | **1 Strengthened leadership skills and opportunities for women *empowered* by supportive and inclusive villages and communities** | |  |  |  |  |  |  |
| Output 1.1 | ***1.1 Enhanced leadership capacity and gender equality understanding of women, men and youth leaders in villages and increased participation of women in village leadership*** | |  |  |  |  |  |  |
| Activity **1.1.1** | **Targeted Women, Men and Youth Transformational Leadership Seminars** focused on 2 to 5 key village issues including at least one gender issue around governance holding back village development | | $ 257,040 | $ 304,920 | $ 304,920 | $ 203,280 | $ 1,070,160 | **$ 569,218** |
| **Activity 1.1.2** | **Peer to Peer Learning**- Invite representatives from WILS Phase 1 villages with existing successful BTIs to share their experience with the new batch of VLDI villages | |  |  |  |  |  |  |
|  | TOTAL OUTPUT 1.1 | | $ 257,040 | $ 304,920 | $ 304,920 | $ 203,280 | $ 1,070,160 | **$ 569,218** |
| Output 1.2 | ***1.2 Faamaite or VLDI Break Through Initiatives introduced, supported and implemented*** | |  |  |  |  |  |  |
| Activity 1.2.1 | Focused follow up on BTIs through Village reporting to the MWCSD copied the WILS Phase 2 through the District Development Councils. | |  |  |  |  |  |  |
| Activity 1.2.2 | Establish an Innovation Grant Seed Funding for the WILS to support innovation, implementation and sustainability of progress | | $ 25,000 | $ 25,000 | $ 25,000 | $ 25,000 | $ 100,000 | **$ 53,190** |
|  | TOTAL OUTPUT 1.2 | | $ 25,000 | $ 25,000 | $ 25,000 | $ 25,000 | $ 100,000 | **$ 53,190** |
| Output 1.3 | ***1..3 Enhanced leadership capacity and gender equality understanding of District Development Committees*** | |  |  |  |  |  |  |
| Activity 1.3.1 | Deliver Transformational Leadership Seminar for District Development Councils to help build their capacities and understanding of gender equality | | $ 309,280 | $ 309,280 | $ 231,960 | $ - | $ 850,520 | **$ 452,392** |
| Activity 1.3.2 | Selected DDC members and Sui-Tamaitai o Nuu undertake the NUS National Leadership & Governance Certificate Course (and the Vaogagana o Fesootaiga course under Outcome 2.2.) | |  |  |  |  | $ 107,100 | **$ 56,966** |
|  |  | |  |  |  |  |  |  |
|  | TOTAL OUTPUT 1.3 | | $ 309,280 | $ 309,280 | $ 231,960 | $ - | $ 957,620 | **$ 509,358** |
|  | **Project Fees** | |  |  |  |  | **$161,986** | **$86,160** |
|  | **TOTAL OUTCOME 1** | | **$ 591,320** | **$ 639,200** | **$ 561880** | **$ 228,280** | **$ 2,289,766** | **$1,217,927** |
| Outcome | **2.** **Strengthened leadership skills and opportunities for empowered young women leaders, professional women and women with disabilities empowered by supportive and inclusive school and work environments** | |  |  |  |  |  |  |
| Output 2.1 | ***Enhanced leadership capacity and gender equality understanding of girls and boys in schools*** | |  |  |  |  |  |  |
| Activity 2.1.1 | Conceptualise and co-create a young women’s leadership program with key stakeholders including young women leaders’ groups, MESC, MWCSD and women NGOs (Yr1) | | $ 45,000 | $ - | $ - | $ - | $ 45,000 | $ 23,936 |
| Activity 2.1.2 | Pilot test and revise the program models. (Yr2) | | $ 20,000 | $ 20,000 | $ - | $ - | $ 40,000 | $ 21,276 |
| Activity 2.1.3 | Implement and institutionalise including supporting selected organisations to run the young women’s leadership program (Yr3 & 4) | | $ - | $ - | $ 160,000 | $ 160,000 | $ 320,000 | $ 170,208 |
| Activity 2.1.4 | Deliver Annual Mock Youth Parliaments (Y2, Yr3, Yr4) | | $ - | $ 48,213 | $ 48,213 | $ 48,213 | $ 144,639 | $ 76,933 |
|  | TOTAL OUTPUT 2.1 | | $ 65,000 | $ 68,213 | $ 208,213 | $ 208,213 | **$ 549,639** | **$ 292,353** |
| Output 2.2 | ***2.2 Enhanced leadership and gender equality capacity and access to leadership opportunities for women in the workplaces*** | |  |  |  |  |  |  |
| Activity  2.2.1 | Conduct the Samoa Institute of Directors training for up to 280 women leaders (70 annually) from the private, public and civil society sectors & women from District Development Councils. | | $ 65,000 | $ 65,000 | $ 65,000 | $ 65,000 | $ 260,000 | $ 138,294 |
| Activity  2.2.2 | Support up to 560 women from the public, private, civil society sector to undertake the Young Women Transformational Leadership Seminars. PSC to consider the seminars (inclusive of men) as part of PSC Induction Course. Incorporate topics on gender equality and gender responsive practices in workplaces. | | $ 72,800 | 72800 | $ 72,800 | $ 72,800 | $ 291,200 | $ 154,889 |
| Activity  2.2.3 | Support up to 280 working women managers from the public, private, civil society sectors and from the DDCs to undertake the Vaogagana o Fesootaiga course | | $ 22,750 | $ 22,750 | $ 22,750 | $ 22,750 | $ 91,000 | $ 48,403 |
|  | TOTAL OUTPUT 2.2 | | $ 167,300 | $ 167,300 | $ 167,300 | $ 167,300 | **$ 642,200** | **$ 341,586** |
| Output 2.3 | ***2.3 Enhanced leadership and gender equality knowledge and capacity and access to leadership opportunities for women with disabilities*** | |  |  |  |  |  |  |
| Activity  2.3.1 | Work with NOLA and other PWD organisations to develop a Persons with Disabilities Leadership Program. | | $ 22,000 | $ - | $ - | $ - | $ 22,000 | $ 11,702 |
| Activity  2.3.2 | Develop the program and provide Oloamanu and NOLA with resources to deliver the PWD women leadership program | | $ 30,000 |  |  |  | $ 30,000 | $ 15,957 |
| Activity  2.3.3 | Trainings delivered by Oloamanu and NOLA | |  | $ 88,000 | $ 88,000 | $ 88,000 | $ 264,000 | $ 140,422 |
|  | TOTAL OUTPUT 2.3 | | $ 52,000 | $ 88,000 | $ 88,000 | $ 88,000 | $ 316,000 | $ 168,080 |
|  | **Project Fees** | |  |  |  |  | **$161,986** | **$86,160** |
|  | **TOTAL OUTCOME 2** | | **$ 277,550** | **$ 316,763** | **$ 456,763** | **$ 456,763** | **$ 1,669,825** | **$ 888,180** |
| Outcome 3 | **Outcome 3: Strengthened leadership skills and opportunities for Women Political Candidates and MPS empowered by supportive Political Parties and Parliamentarians** | |  |  |  |  |  |  |
| Output 3.1 | ***3.1 Enhanced leadership capacity and capability of women political candidates to compete in the 2026 elections*** | |  |  |  |  |  |  |
| 3.1.1 | Development of the NUS Leadership & Governance Course | | $ 23,100 |  |  |  | $ 23,100 | $ 12,287 |
| Activity  3.1.2 | National Leadership & Governance Certificate Course (6 modules over 2 semesters) | | $ - | $ 58,800 | $ - | $ - | $ 58,800 | $ 31,276 |
| Activity  3.1.3 | Vaogagana o Fesootaiga course at Year 1 of the Program and Advanced Course in Year 3 of the Program and the Parliamentary Etiquette Course in year 4 of the Program | | $ - | $ 9800 | $ 9,800 | $ - | $ 19,600 | $ 10,425 |
| Activity  3.1.4 | Implement the Campaign Strategy course for the women candidates | | $ - | $ 10,000 | $ 7,500 | $ - | $ 17,500 | $ 9,308 |
| Activity  3.1.5 | Public and media campaign promoting women candidates – fund TV panel discussions and newspaper stories for women candidates before the elections focused on the issues they will focus on and promoting their experience and plans for their districts | | $ - | $ 25,000 | $ 25,000 | $ 25,000 | $ 75,000 | $ 39,893 |
|  | TOTAL OUTPUT 3.1 | | $ - | $ 120,750 | $ 44,750 | $ 25,000 | $ 190,500 | $ 101,327 |
| Output3.2 | ***3.2 Enhanced leadership and advocacy capacity and gender equality understanding of Women focused NGOs*** | |  |  |  |  |  |  |
| Activity  3.2.1 | Assess the leadership & advocacy capacity of the women focused NGOs to support implementation of WILS initiatives such as the Women Leaders Platform | | $ 45,000 | $ - | $ - | $ - | $ 45,000 | $ 23,936 |
| Activity  3.2.2 | Develop and deliver a leadership and advocacy capacity building program for women focused NGOs | |  | $ 70,000 | $ 70,000 | $ 70,000 | $ 210,000 | $ 111,700 |
|  | TOTAL OUTPUT 3.2 | | $ 45,000 | $ 70,000 | $ 70,000 | $ 70,000 | $ 255,000 | **$ 135,635** |
| Output 3.3 | ***3.3 Women’s Leadership Platform established and enabling women’s networking and mentorship*** | |  |  |  |  |  |  |
| Activity  3.3.1 | WILS 2 to work with NCW and women focused NGOs to co-create and develop an online Womens’ Leadership Platform | | $ 40,000 | $ - | $ - | $ - | $ 40,000 | $ 21,276 |
| Activity  3.3.2 | Develop a Candidates and Intergenerational mentorship program | | $ 25,000 |  |  |  | $ 25,000 | $ 13,298 |
| Activity  3.3.3 | Deliver the Candidates and Intergenerational mentorship program | | $ - | $ 15,000 | $ 15,000 | $ 15,000 | $ 45,000 | $ 23,936 |
| Activity  3.3.4 | Mentors Honorarium for 30 mentors to support the mentorship program | | $ - | $ 30,000 | $ 30,000 | $ 30,000 | $ 90,000 | $ 47,871 |
| Activity 3.3.5 | Support for National NCW to manage the Women Leadership Platform and Mentorship program | | $ 25,000 | $ 25,000 | $ 25,000 | $ 25,000 | $ 100,000 | $ 53,190 |
|  | TOTAL OUTPUT 3.3 | | $ 90,000 | $ 70,000 | $ 70,000 | $ 70,000 | $ 300,000 | **$ 159,570** |
| Output 3.4 | ***3.4 Increased participation of women in Political Parties and Parliaments and recognition of the importance of gender equality and women in leadership for national development*** | |  |  |  |  |  |  |
| Activity 3.4.1 | Study Tours and twinning for new committee chair members of parliament including the 4 new women MPs. (Parliamentary leadership & gender equality program) | | $ 70,000 | $ 70,000 | $ 70,000 | $ - | $ 210,000 | $ 111,699 |
| Activity 3.4.2 | Training for parliamentarians on how to review the national budget and draft bills from a gender lens and a gender equality online training for members of parliament gender equality advocates. (Parliamentary leadership & gender equality program) | | $ 40,000 | $40,000 | $40,000 | 0 | $ 120,000 | $ 63,828 |
| Activity 3.4.3 | Work with OCLA and women MPs to establish a Women’s Caucus (Parliamentary leadership & gender equality program) | | $15,000 | $2,000 | $2,000 | 0 | $ 19,000 | $ 10,106 |
| Activity 3.4.4 | Political Parties and OCLA to undertake a mapping study to identify gaps and entry points for gender responsive policies and internal structures including a proposed quota for women candidates. (Political Parties Gender Equality Programs.) | | $100,000 | $ 170,000 | 0 | 0 | $ 270,000 | $ 143,613 |
| Activity  3.4.5 | Annual national TV panel on International Women’s Day with members each from HRPP, FAST, Tautua and SNDP to discuss how their parties are mainstreaming gender empowerment and women in leadership in party manifesto(Political Parties Gender Equality Programs) | | $ - | $ 15,000 | $ 15,000 | $ 15,000 | $ 45,000 | $ 23,936 |
|  | TOTAL OUTPUT 3.4 | | $ 225,000 | $ 297,000 | $ 127,000 | $ 15,000 | $ 664,000 | $ 353,182 |
|  | **Project Fees** | |  |  |  |  | **$161,986** | **$86,160** |
|  | **TOTAL OUCOME 3** | | **$ 360,000** | **$ 557,750** | **$ 311,750** | **$ 180,000** | **$ 1,571,486** | **$ 835,873** |
| Outcome | **Outcome 4: Strengthened Advocacy, Civic Education, Media Campaigns and Knowledge products for improved gender equality and increased women in leadership** | |  |  |  |  |  |  |
| Output 4.1 | ***4.1* Increased public advocacy and promotional programs about the value of women in leadership at all levels.** | |  |  |  |  |  |  |
| Activity 4.1.1 | Annual Gender Responsive Media Training for up to 140 media personnel. Also, lobby for a Gender Equality Module in the NUS Media and Journalism Program | | $ 25,000 | $ 25,000 | $ 25,000 | $ 25,000 | $ 100,000 | $ 53,190 |
| Activity 4.1.2 | TV panel discussion amongst male and female leaders on why it is important to have women leaders in different levels. | | $ 30,000 | $ 45,000 | $ 60,000 | $ 15,000 | $ 150,000 | $ 79,785 |
|  | Panel discussions (other forms of media) to promote women’s leadership | | $ 25,000 | $ 25,000 | $ 25,000 | $ - | $ 75,000 | $ 39,893 |
| Activity 4.1.3 | Convene the Annual WILS Forum & Awards to share successes, lessons learned and recognise gender equality & women in leadership good practices. | | $ - | $ 110,000 | $ 110,000 | $ 110,000 | $ 330,000 | $ 175,527 |
|  | TOTAL OUTPUT 4.1 | | **$ 80,000** | **$ 205,000** | **$ 220,000** | **$ 150,000** | **$ 6555,000** | **$ 348,395** |
| Output 4.2 | ***4.2 Increased civic awareness and public recognition of the value of gender equality and women in leadership at all levels*** | |  |  |  |  |  |  |
| Activity 4.2.1 | Work with SUNGO, and OEC to develop a civic education program on gender equality, and national voting & value of women in leadership roles including in Parliament | | $ 30,000 | $ - | $ - | $ - | $ 30,000 | $ 15,957 |
| Activity 4.2.2 | Implement the Civic education program | | $ - | $70,000 | $70,000 | $70,000 | $210,000 | $111,699 |
| Activity 4.2.3 | Support National Voters Day program engaging schools, youth groups, on voters rights and the important role of women in national parliament and decision making | | $30,000 | $30,000 | $30,000 | $30,000 | $120,000 | $63,828 |
|  | TOTAL OUTPUT 4.2 | | $60,000 | $135,000 | $135,000 | $135,000 | $360,000 | $191,484 |
| Output 4.3 | ***4.3 Knowledge Products*** **availability and dissemination of knowledge products to promote the project and encourage inclusive and effective participation of women and girls in leadership at all levels.** | |  |  |  |  |  |  |
| Activity 4.3.1 | Develop and disseminate research briefs on Women in Leadership in Samoa | | $ 2,000 | $ 2,000 | $ 2,000 | $ 2,000 | $ 8,000 | $ 4,255 |
| Activity 4.3.2 | Produce short video story productions promoting the faamaite/BTI results/WILS impacts and Sustineo research results | | $ 24,000 | $ 40,000 | $ 40,000 | $ 16,000 | $ 120,000 | $ 63,828 |
| Activity 4.3.3a | Develop a book on 100 on women leaders historically and since 1962. | | $ - | $ - | $ 75,000 | $ - | $ 75,000 | $ 39,893 |
| Activity 4.3.3b | Design, & publish the 100 Samoan women leaders’ book | | $ - | $ - | $80,000 | $- | $80,000 | $42,552 |
| Activity 4.3.3c | Launch the Samoa women leaders’ book | | $ - | $ - | $ - | $ 15,000 | $ 15,000 | $ 7,979 |
|  | TOTAL OUTPUT 4.3 | | $ 26,000 | $42,000 | $197,000 | $33,000 | $298,000 | $158,506 |
|  | **Project Fees** | |  |  |  |  | **$161,986** | **$86,160** |
|  | **TOTAL OUTCOME 4** | | **$ 176,000** | **$ 36,200** | **$ 502,000** | **$ 303,000** | **$ 1,474,986** | **$ 784,545** |
| PM | **Effective and Efficient Program Management** | |  |  |  |  |  |  |
| **Output 5.1** | **Project Inception & Operations** | |  |  |  |  |  |  |
| Activity 5.1.1a | Project Approval & Signing | | 0 |  |  |  |  |  |
| Activity 5.1.1b | Project Launch | | $ 5,000 | 0 | 0 | 0 | $ 5,000 | **$ 2,660** |
| Activity 5.1.2 | Project Office | | $ 2,500 |  |  |  | **$ 2,500** | **$ 1,330** |
| Activity 5.1.3 | Project IT | | $ 2,400 | $ 2,400 | $ 2,400 | $ 2,400 | **$ 9,600** | **$ 5,106** |
| Activity 5.1.4 | Office Supplies | | $ 1,747 | $ 1,747 | $ 1,747 | $ 1,747 | **$ 6,988** | **$ 3,717** |
| Activity 5.1.5 | Rental & Maintenance of office equipment | | $ 3,500 | $ 3,500 | $ 3,500 | $ 3,500 | **$ 14,000** | **$ 7,447** |
| Activity 5.1.6 | Staff | | $ 370,000 | $ 370,000 | $ 370,000 | $ 370,000 | **$ 1,480,000** | **$ 787,212** |
|  | TOTAL OUTPUT 5.1 | | $ 380,147 | $ 377,647 | $ 377,647 | $ 377,647 | $ 1,513,088 | $ 804,812 |
| **Output 5.2** | **Project Communications & Reporting** | |  |  |  |  |  |  |
| 5.2.1 | Develop Knowledge Products | | 1500 | $ 1,500 | $ 1,500 | $ 1,500 | **$ 6,000** | **$ 3,191** |
| 5.2.2 | Develop, disseminate Project Reports | | 1500 | 1500 | $ 1,500 | $ 1,500 | **$ 6,000** | **$ 3,191** |
|  | TOTAL OUTPUT 5.2 | | $ 3,000 | $ 3,000 | $ 3,000 | $ 3,000 | $ 12,000 | **$ 6,383** |
| **Output 5.3** | **Project Assurance** | |  |  |  |  |  |  |
| Activity 5.3.1 | Monitoring & Audits | | $ - | $ 15,000 | $ - | $ 15,000 | **$ 30,000** | **$ 15,957** |
| Activity 5.3.2 | International Travel | | $ 7,000 |  | $ 7,000 |  | **$ 14,000** | **$ 7,447** |
| Activity 5.3.3 | Local Travel monitoring | | $ 4,500 | $ 4,500 | $ 4,500 | $ 4,500 | **$ 18,000** | **$ 9,574** |
| Activity 5.3.4 | Local travel - project meetings | | $ 2,000 | $ 2,000 | $ 2,000 | $ 2,000 | **$ 8,000** | **$ 4,255** |
| Activity 5.3.5 | Mid Term Review | | $ - | 0 | $ 28,000 | 0 | **$ 28,000** | **$ 14,893** |
| Activity 5.3.6 | Final Evaluation | | $ - | $ - | $ - | $ 30,000 | **$ 30,000** | **$ 15,957** |
|  | TOTAL OUTPUT 5.3 | | $ 13,500 | $ 21,500 | $ 41,500 | $ 51,500 | **$ 128,000** | **$ 68,083** |
|  | TOTAL PROJECT MANAGEMENT | | **$ 401,647** | **$ 402,147** | **$ 422,147** | **$ 432,147** | **$ 1,658,088** | **$ 81,937** |
|  |  | |  |  |  |  |  |  |
|  | **TOTAL for all Outcomes and Project Management** | | **1,943,807** | **2,485,970** | **2,088,050** | **1,656,760** | **$ 8,099,587** | **$ 4,308,170** |
|  |  | |  |  |  |  |  |  |
|  | AA Fee (1%) | |  |  |  |  | **$80,995** | **$43,082** |
|  |  | |  |  |  |  |  |  |
|  | Budget after AA fee | |  |  |  |  | $8,180,582 | $4,351,252 |
|  | PUNO Costs (7%) | |  |  |  |  | $566,971 | $301,572 |
|  | **GRAND TOTAL** | |  |  |  |  | **$8,747,554** | **$4,652,824** |

# Annex 3: M&E Framework

| **SDG 5Achieve gender equality and empower all women and girls.**  Target 5.5 Ensure women’s full and effective participation and equal opportunities for leadership at all levels of decision making in political, economic and public life  Indicator 5.5.1: Proportion of seats held by women in (a) national parliaments, (b) local governments and (c) executive positions/ministers (cabinets) held by women |
| --- |
| **Pacific Leaders Gender Equality Declaration**  Adopt measures, including temporary special measures (such as legislation to establish reserved seats for women and political party reforms), to accelerate women’s full and equal participation in governance reform at all levels and women’s leadership in all decision making.  Advocate for increased representation of women in private sector and local level governance boards and committees (e.g. school boards and produce market committees). |
| **UN Pacific Strategy (2018-22):** By 2022, gender equality is advanced in the Pacific, where more women and girls are empowered and enjoy equal opportunities and rights in social, economic political spheres, contribute to and benefit from national development, and live a life free from violence and discrimination (***Outcome 2***); and By 2022, people and communities in the Pacific contribute to and benefit from inclusive, informed, and transparent decision-making processes; accountable and responsive institutions; and improved access to justice (***Outcome 5***) |
| **UNDP Strategic Plan (2018-21) Signature Solutions 2 and 6:** Strengthen effective, inclusive; and strengthen gender equality and the empowerment of women and girls |
| **UNW Strategic Plan (2022-25) Impact 1:** Governance and Participation in Public Life. Women fully and equally participate in leadership and decision-making and women and girls benefit from gender-responsive governance |
| **DFAT Strategy:** To improve gender equality in Samoa |
| **Pathway for the Development of Samoa**  Key Strategic Outcome 1: Improved Social Development (Key Priority Area 1: Alleviating Hardship and Key Priority Area 4 People Empowerment); and Key Priority Area 6 Community Development. |
| **National Gender Equality and Advancement of Women Policy 2021-2031(NGEAWP)** Priority Area 4 Leadership and decision making aiming for improved gender balance in leadership, governance and public life through two outputs; i) Participation in leadership, decision-making, political and public life; and ii) Addressing stereotypes and harmful practices. |
| **National Policy on Inclusive Governance 2021-2031** To improve inclusion and diversity in governance through increasing the participation, representation, voice and rights of women, people with disabilities, youth, people with diverse SOGIE and all others in all levels of governance, decision-making and leadership |
|  |
|  |
| 1. Number of women [by age, disability, location] that participated in the VLDIs that later participate in village council meetings |
| 1. Number of women [by age, disability, location] that participated in the VLDIs that later participate in village education, health, water, infrastructure committees |
| 1. Number of men trained under VLDIs who initiate positive changes at the village level |
| 1. % of DDC training participants by age, location and disability that note enhanced leadership knowledge and confidence |
| 1. % of young girls and boys by age, sex and location that undertook the WILS leadership program reporting improved leadership knowledge and skills |
| 1. % of persons with disabilities by age, sex and location that undertook the WILS leadership program reporting improved leadership knowledge and skills |
| 1. Increased number of women that compete in the 2026 General Elections |
| 1. At least 7 women are elected to the 18th Parliament in 2026 |
| 1. Number of women engaging in knowledge exchange and mentorship program |
| 1. Enhanced gender equality understanding and leadership capacity of Chairs and vice chairs of the Public Accounts Committee, at least 5 women MPs and male MP advocates for gender equality |
| 1. Percentage increase in level of public awareness, understanding and recognition of the importance of women’s participation in leadership and decision making |

| Project Impact | |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Outcome, Output & Activity** | | **Indicator** | **Target & Baselines** | **Means of Verification & Frequency** | **Responsible** |
|  |  |  |  |
| Outcome 1 | **Strengthened leadership skills and opportunities for women *empowered* by supportive and inclusive villages and communities** | | | | | |
| Output 1.1 | Enhanced leadership capacity and gender equality understanding of women, men and youth leaders in villages and increased participation of women in village leadership | 1.1.1Number of villages that undertook the VLDIs for women, men and youth | Targets: Cumulative 20 villages by 2026  2023 Value 4  2024 Value 6  2025 Value 6  2026 Value 4  Baseline: Value: 0 Year: 2022 | * VLDI Training Reports * VLDI Trainers Annual VLDI/BTI Follow up Report | VLDI Trainers & PMU |
| * + 1. Number of women, men and youth by age, disability and village that participate in VLDIs | Targets: Cumulative 1,800 women, men and youth by 2026  2023 Value 360  2024 Value 540  2025 Value 540  2026 Value 360  Baseline: Value: 0 Year: 2022 | * VLDI Training Reports * VLDI Trainers Annual VLDI/BTI Follow up Report | VLDI Trainers & PMU |
| * + 1. Number of women [by age, disability, location] that participated in the VLDIs that later participate in village council meetings | Targets: Cumulative 30 additional women matai [by age, disability and location] that participated in the VLIDs participating in village council meeting by 2026    Cumulative: 720 by 2026  2023 Value 5  2024 Value 10  2025 Value 10  2026 Value 5  Baseline: Value: 690 Year: 2021 | * Annual Survey of Villages that have completed the VLDIs * VLDI Trainers Annual VLDI/BTI Follow up Report | VLDI Trainers & PMU |
| * + 1. Number of women [by age, disability, location] that participated in the VLDIs that later participate in village education, health, water, infrastructure committees | Target: Increase by 25 by 2026  2023 Value 2  2024 Value 8  2025 Value 10  2026 Value 5  Baseline: Value: 0 Year: 2022 | * Annual Survey of Villages that have completed the VLDIs * VLDI Trainers Annual VLDI/BTI Follow up Report | VLDI Trainers & PMU |
| * + 1. % of women, men and youth VLIDI participants by age, location and disability that note enhanced leadership knowledge and confidence | Target: 60% by age, sex, location by 2026  Baseline: Value: 0 Year: 2022 | * Pre-Post seminar questionnaire on leadership capacities * VLDI Training Reports * Annual Survey of Villages that have completed the VLDIs | VLDI Trainers & PMU |
| Output 1.2 | Faamaite or VLDI Break Through Initiatives introduced, supported and implemented | * + 1. % of WILS BTIs that have been successfully completed and have positive impact on village development and/or governance. | Target: 30% by 2026  2023 Value 5  2024 Value 5  2025 Value 10  2026 Value 10  Baseline: Value: 0 Year: 2022 | * VLDI Trainers Annual VLDI/BTI Follow up Report * Annual Survey of Villages that have completed the VLDIs | VLDI Trainers & PMU |
| * + 1. Number of men trained under VLDIs who initiate positive changes at the village level | Target: Cumulative 15 trained men who initiate positive change by 2026  2023 Value 2  2024 Value 3  2025 Value 5  2026 Value 5  Baseline: Value: 0 Year: 2022 | * Annual Survey of Villages that have completed the VLDIs * VLDI Trainers Annual VLDI/BTI Follow up Report |  |
| * + 1. BTI Innovative Challenge Grant Fund established and disbursing 100% of funds by 2026. | Target: Cumulative 20 grants of up to 5k each disbursed by 2026  2023 Value 5  2024 Value 5  2025 Value 5  2026 Value 5  Baseline: Value: 0 Year: 2022 | * PMU Grant Fund Financial Report | PMU |
| Output 1.3 | Enhanced leadership capacity and gender equality understanding of District Development Committees | * + 1. Number of District Development Councils that undertook the Transformational leadership seminar | Targets: Cumulative 44 districts by 2024  2023 Value 20  2024 Value 24  2025 Value 0  2026 Value  Baseline: Value: 0 Year: 2022 | * VLDI Training Reports * VLDI Trainers Annual VLDI/BTI Follow up Report | VLDI Trainers & PMU |
| * + 1. % of District Council members by sex, age, location that participate in WILS leadership programs | Target: 70% or 462 of 660 District Development Council members from 44 Districts by 2026  2023 Value 210  2024 Value 250  2025 Value 0  2026 Value 0  Baseline: Value: 0 Year: 2022 | * VLDI Master Trainers Annual Reports | Master Trainers & PMU |
| * + 1. % of DDC training participants by age, location and disability that note enhanced leadership knowledge and confidence | Target: 45% or 208 of 462 District Development Council members from 44 Districts by 2026  2023 Value 80  2024 Value 128  2025 Value 0  2026 Value 0  Baseline: Value: 0 Year: 2022 | * Pre and post training questionnaire on leadership capacity * VLDI Master Trainers Annual Follow up Reports | Master Trainers & PMU |
| Outcome 2  **Strengthened leadership skills and opportunities for empowered young women leaders, professional women and women with disabilities empowered by supportive and inclusive school and work environments** | | | | | | |
| Output 2.1 | Enhanced leadership capacity and gender equality understanding of girls and boys in schools | 2.1.1 Number of young girls and boys by age, sex and location that undertake the Young WILS leadership programs | Target: 200 young girls and boys by age and location that complete the Young WILS Leadership program  2023 Value 50  2024 Value 50  2025 Value 50  2026 Value 50  Baseline: Value: 0 Year: 2022 | * Implementing Partners 6 monthly report to Steering Committee | Implementing Partner |
| 2.1.2 % of young girls and boys by age, sex and location that undertook the WILS leadership program reporting improved leadership knowledge and skills | Target: 35% young girls and boys that participated in the WILS young leadership programs by 2026  Baseline: Value: 0 Year: 2022 | * Pre and post training questionnaire * Implementing Partners 6 monthly report to Steering Committee | Implementing partner |
| 2.1.3 Number of young women and men that participate in the annual Mock Youth Parliament. | Target: 150 young women and men district representatives that participate in the Mock Youth Parliament by 2026.  2023 Value 40  2024 Value 40  2025 Value 30  2026 Value 40  Baseline: Value: 0 Year: 2022 | * Mock Youth Parliament Reports | Implementing partner |
| Output 2.2 | Enhanced leadership and gender equality capacity and access to leadership opportunities for women in the workplaces | 2.2.1 Number of women in executive boards (public & private) who completed formal  leadership trainings supported by WILS | Target: 10% increase of baseline  Target Year: 2022  Baseline: Value: 24%\*  Year: 2017 Source: Institute of Directors report  \* 24% of public sector boards are women i.e. 43 women | * SIOD 6 monthly reports to SC | SIOD |
| 2.2.2 Increased number of emerging women leaders in public, private and Civil society that complete the Vaogagana o Fesootaiga Course and note improved oratory Samoan understanding and practice | Target: Total of 112 middle management women leaders by age, disability and location that complete the Vaogagana o Fesootaiga Course and note improved understanding and practice of oratory Samoan by 2026  2023 Value 70  2024 Value 70  2025 Value 70  2026 Value 70  Target: 40% (54) of the Vaogagana o Fesootaiga participants by age, disability and location that identify improvement in their understanding, practice and confidence in Samoan Oratory language by 2026 | * 2026 Value 35%Pre and Post Training Questionnaire * One year after the training Survey | Faaitaupu Consult |
| Output 2.3 | Enhanced leadership and gender equality knowledge and capacity and access to leadership opportunities for women with disabilities | 2.3.1 Number of women with disabilities who undertake the PWD leadership training | Targets: At least 100 women with disabilities undertake WILS leadership training by 2026  2023 Value 0  2024 Value 30  2025 Value 30  2026 Value 40 | * Course trainer report |  |
| 2.3.2 % of persons with disabilities by age, sex and location that undertook the WILS leadership program reporting improved leadership knowledge and skills | Target: 35% persons with disabilities that participated in the WILS young leadership programs by 2026 noting improved leadership understanding and skills.  Baseline: Value: 0 Year: 2022 | * Pre and post training questionnaire   Implementing Partners 6 monthly report to Steering Committee | Implementing partner |
| Outcome 3  **Strengthened leadership skills and opportunities for Women Political Candidates and MPS empowered by supportive Political Parties and Parliamentarians** | | | | | | |
| Output 3.1 | Enhanced leadership capacity and capability of women political candidates to compete in the 2026 elections | 3.1.1 a Increased number of women that compete in the 2026 General Elections | Target 1:  At least 28 women [by age, disability and location] that confirm as candidates for the 2026 election by 2025.  Baseline: Value 22 Year: 2021  Target 2:  7 women are elected to the 18th Parliament in 2026  Baseline: Value 4 Year 2021 | OEC Webpage | PMU |
| 3.1.1 b Percentage of Women candidates that complete the NUS Leadership and Governance Course | Target:  At least 50% of women candidates NUS course participants [ by age, disability and location] that report improved capacity to compete in the 2026 general elections  Baseline: Value: 0 Year: 2022 | Pre-post training survey results  NUS Training Report  Repeat survey of candidates 1 year after the training | NUS |
| Output3.2 | Enhanced leadership and advocacy capacity and gender equality understanding of Women focused NGOs | 3.2.1 Leadership and Advocacy capacity of NCW, WINLA and other women focused NGOS assessed | Target:  Assessment and development of training program for leadership and advocacy capacities of NCW, WINLA, Women focused NGOs completed by 2024. | Assessment Report  Training Program document | Implementing Partner |
| 3.2.2 Number of women from women focused NGOs that undertake WILS Leadership training that note improved leadership knowledge and skills | Target:  At least 320 women [by age, disability and location] from the women focused NGOs benefit from WILS leadership and advocacy training  2023 Value 0  2024 Value 120  2025 Value 100 2026 Value 100  Baseline: Value: 0 Year: 2022  Target:  At least 50% of women participants [by age, disability and location] that report improved leadership knowledge and skills by 2026  Baseline: Value: 0 Year: 2022 | Pre-post training survey results  Training Report | Implementing Partner |
| Output 3.3 | Women’s Leadership Platform established and enabling women’s networking and mentorship | 3.2.2 Women’s Leadership Online Platform established | Target:  Women’s Leadership Online Platform developed and functioning by 2024 | Online Platform  Approved TOR | Implementing Partner, PMU |
| 3.3.2 Number of women engaging in knowledge exchange and mentorship program | Target: At least 30 women mentors by age, disability, location supporting at least 100 mentees by 2026  2023 Value 0  2024 Value 30  2025 Value 40  2026 Value 30  Target: At least 130 women members by age, disability and location registered for the Platform and Mentorship program by 2026.  2023 Value 0  2024 Value 40  2025 Value 50  2026 Value 40  Baseline: Value: 0 Year: 2022 | Online Register  6 monthly NCW reporting to SC | NCW |
| Output 3.4 | Increased participation of women in Political Parties and Parliaments and recognition of the importance of gender equality and women in leadership for national development | 3.4.1 a Strengthened enabling environment for women MPs in the Parliament | Target:  A self-assessment of the level of gender sensitivity of the Samoan Parliament conducted by OCLA and UNDP and endorsed by the Samoa Parliament by 2024  2023 Value 0  2024 Value Self-Assessment Conducted.  2025 Value  2026 Value  Target:  At least two political parties integrate gender equality considerations in their policies and introduce women candidates quota by 2025  Target:  A Women Caucus established by 2025  Baseline Value 0 Year 2022 | Report of the Self-Assessment  Review of political parties policies  Women Political Caucus established. | OCLA, PMU, Political Parties |
| 3.4.2 a Increased number of political party women candidates contesting the 2026 elections | Target: At least two Political parties introduce quota for women candidates so there are at least 28\* women candidates identified through the existing official and informal political parties by 2026  2023 Value 0  2024 Value 12  2025 Value 16  2026 Value 0  Baseline: Value 22 Year: 2021 | FAST, HRPP, SNDP, Tautua list of women candidates submitted to MWCSD, SC for support  FAST, HRPP, SNDP, Tautua parties Women Candidates Consultations Reports | PMU to collect information from Political parties in 2024 and 2025 |
| 3.4.3. Enhanced gender equality understanding and capacity of Chairs and vice chairs of the Public Accounts Committee, at least 5 women MPs and male MP advocates for gender equality | Target: At least 15 parliamentarians by sex, age, disability that engage in study tours/peer learning on women in leadership and gender empowerment initiatives by 2026  2023 Value 5  2024 Value 5  2025 Value 5  2026 Value 0 | Pre and Post learning evaluation  Study Tour Report | OCLA, PMU |
| Target: At least 2 Break Through Initiatives are initiated by the MPs to positively impact gender equality in the Parliament by 2026 | Study Tour Report  Break Through Initiative Report |  |
| Target:  At least 83% of parliamentarians assess an improvement in their understanding of gender equality and ability to review the national budget and legislation with a gender lens.  Value: 82% Target Year: 2026  Baseline: Value: 82% of MPs Year: 2020  Source: SDGs Seminar Evaluation Report | Pre and Post learning evaluation | OCLA, PMU |
| Outcome 4  **Strengthened Advocacy, Civic Education, Media Campaigns and Knowledge products for improved gender equality and increased women in leadership** | | | | | | |
| Output 4.1 | Increased public advocacy and promotional programs about the value of women in leadership at all levels. | 4.1.1 Number of media training on gender equality and women in leadership | Target: 4 Media Gender Equality Training conducted by 2026  Baseline: Value 1 Year 2022  2023 Value 1  2024 Value 1  2025 Value 1  2026 Value 1  Target: Up to 100 Media personnel trained by 2026 | NUS Media Training Report | NUS Media Program |
| 4.1.2 Number of TV panel discussions to promote women in leadership and percentage of the audience that record positive feedback on the role of women in leadership | Target: 10 TV and live zoom panel discussions by 2026 amongst male and female leaders (church & village leaders, Parliamentarians, women business leaders on why it’s important to have women leaders in different levels)  2023 Value 2  2024 Value 2  2025 Value 4  2026 Value 1 | UNDP Parliamentary Program Reporting  Report of the Self-Assessment  6 monthly report by SUNGO to SC | Implementing Partners |
| Target: At least 50% of all TV panel discussions live on zoom and recorded audiences provide positive feedback on the role of women in leadership  2023 Value 50%  2024 Value 50%  2025 Value 50%  2026 Value 50%  Baseline: Value 0 Year: 2022 | Online WILS Facebook page campaign for registered online audiences willing to watch the discussion and then provide answers online to 5 evaluation questions. Incentive is to be in the draw to win sponsored prizes.  Live Audience (at venue potentially NUS Lecture Theatre) short 5 question survey answers – on phone online survey also paper copies if requested. | PMU/Implementing Partner |
|  |  | 4.1.3 Enhanced sharing of successes and lessons learned from WILS initiatives | Target: At least 150 women leaders participate in the annual forums by 2026.  Cumulative Target: 150  2023 Value 30  2024 Value 40  2025 Value 40  2026 Value 40  Baseline: Value 0 Year 2022 | Annual WILS Forum Reports  Pre and post Forum Evaluation Forms | PMU |
| Output 4.2 | Increased civic awareness and public recognition of the value of gender equality and women in leadership at all levels | 4.2.1 Number of public awareness programs conducted on the importance of women’s participation in leadership and in parliament carried out | Target: Targets: At least 6 civic awareness/training and public engagement activities by 2026  Cumulative Target 6  2023 Value 0  2024 Value 2  2025 Value 2  2026 Value 2  Baseline: Value 0 Year: 2022 | SUNGO/OEC 6 monthly Report to the SC | SUNGO/OEC |
| 4.2.2 Percentage increase in level of public awareness, understanding and recognition of the importance of their vote and women’s participation in leadership and decision making | Target: 45% of civic awareness program participants note positive perception about women’s participation in leadership and in Parliament by 2026  Baseline: Value 0 Year: 2022 | Pre and post training survey | Implementing partners |
| Output 4.3 | Knowledge Products  Enhanced availability and dissemination of knowledge products to promote the project and encourage inclusive and effective participation of women and girls in leadership at all levels. | 4.3.1 Increased availability of WILS knowledge products to promote women in leadership | Target: At least 10 short animation and short video story productions showcasing WILS Phase 2 impacts and success stories.  2023 Value 0  2024 Value 3  2025 Value 3  2026 Value 4  Baseline: Value 1 Year 2022 | Animation and live videos produced  6 monthly PMU reports | Communications Firms & PMU |
| 4.3.2 Increased understanding of the key strategies and challenges for women’s leadership journeys | Target: 1 Book of 100 Samoan women leaders written by June 2026  Target: 300 copies of the 100 Samoan women leaders book designed and launched by June 2026. | Annual report from JAWS/SAMPOD  Copies of the Samoan women leaders’ book | JAWS/SMAPOD? |
| Target: By 2026, at least 4 Media Briefs, 10 press releases, 30 social media posts. | Copies of the Policy Briefs | PMU |
| PM | **Effective and Efficient Program Management** | | | | | |
| **Output 5.1** | Project Inception & Operations | 5.1.1 Project effectively and efficiently managed | **Targets:**   * Financial transactions completed within timelines * At least one annual Project Monitoring visit conducted especially for the community-based programs * Set up a WILS Project communication plan for regular updating of communications monitoring Portal for regular updating of monitoring information so that the SC, TWG have ease of access to project documentation. * WILS Team quarterly meetings including annual planning and reflection meetings. | Project Financial Reports  Project Monitoring Visit Reports | PMU |
| **Output 5.2** | Project Communications & Reporting | 5.1.2 Project reports developed and disseminated in a timely manner | * Quarterly WILS SC meetings held and meeting minutes available within 2 weeks of meeting. * Quarterly WILS SC meetings papers disseminated to committee members at least 1 working week before meetings are held * Regular WILS quarterly reports to the SC are disseminated on time and to all key stakeholders. * Annual WILS Project Reports ready and disseminated to SC and other governance stakeholders within 1 week of due dates * Quarterly TWG meetings. | Project reports  Project SC meeting Agenda, Minutes | PMU |
| **Output 5.3** | Project Assurance | 5.1.3 Audit and evaluation reports provided for the project | Target: 2 audits – in 2024 and 2026.  Target: Mid Term Review Evaluation and Report available beginning 2025, Final Evaluation ready by mid 2027. | Audit Reports  WILS 2 MTR Report  WILS 2 Final Evaluation Report | PMU and consultants |
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# Annex 4: Project team - Terms of reference

## Steering Committee

The Steering Committee will have overall responsibility for providing strategic guidance and oversight for the implementation of the Project. It is responsible for making consensus-based management decisions concerning project issues and risks and will provide advice and guidance to the Project Manager. Approval of any significant project revisions and of the Annual Work Plan (AWP) is a key role of the Steering Committee. The Steering Committee will be used as a mechanism for leveraging partnerships and mobilizing resources for the implementation of the Project. Project reviews by the Steering Committee will be made at designated decision points during the running of the Project, or as necessary when raised by the Project Manager. The Project Manager will consult the Steering Committee for decisions if or when tolerances (i.e. constraints normally in terms of time and budget) have been exceeded.

***Membership***

* The SC will be subsumed into the UN/Samoa Joint Program Steering Committee which will be co-chaired by the CEO of MFAT and the UN Resident Coordinator.
* It will consist of 2 representatives of the Government of Samoa at CEO or Assistant CEO level (MWCSD, MOF), DFAT, UNDP, UN Women.

**Quorum and Frequency of Meetings**

* Quarterly as per the current meeting schedule of the UN Joint Steering Committee

***Responsibilities***

In particular, the Steering Committee will:

* 1. Provide strategic guidance and advice to the Project Manager on project related activities particularly on specific problems and issues that may have a bearing on the progress of the achievements of the Project.
  2. Review and approve proposed AWPs in consultation with the Government of Samoa, DFAT, UNDP and UN Women.
  3. Help facilitate and ensure that targets identified in the AWPs are met within agreed timeframes and with given resource allocations and provide alternative remedial solutions where the need arises.
  4. Facilitate exchange of information on awareness of project developments, lessons learnt and best practices; and
  5. Fulfil any other responsibilities that may be identified for the Steering Committee by the Government of Samoa, DFAT, UNDP, UN Women and other stakeholders.

## Technical Working Group

The Technical Working Group (TWG) will be responsible for providing operational guidance to the Program Manager and her PMU team as well as be responsible for coordinating the key implementation of the different program outcomes and outputs. The TWG will discuss the key outputs and activities and ensure alignment of initiatives and collaboration across activities where it makes sense and confirm any changes to the project activities for consideration of the Steering Committee.

The TWG will the key mechanism for cross WILS information sharing amongst the key implementing partners and the PUNOs leveraging partnerships.

***Membership***

* The TWG will be Chaired by the MWCSD and Deputy Resident Representative of UNDP.
* TheTWGis the internal technical working committee of WILS2 consisting of 16 members who are key implementers and beneficiaries. This could include UNDP, UN Women, MWCSD, SUNGO, SCCI, SIOD, NUS, MESC, OEC, OCLA, NCW, NYC, NCC, DDC representatives (2) will provide operational coordination and assist to guide the operations managed by the Project Management Unit.

**Quorum and Frequency of Meetings**

* The TWG will meet every 2 months in year 1 and then once every 3 months in 2024, 2025 and 2026.

* Quorum is at least 1 the Chair or deputy and 50% of the membership.
* Where members are not able to attend due to other commitments / reasons, the members can provide written feedback to the Secretariat – the Project Manager on agenda items at least 1 day before the meeting so the PM can convey to the committee.

In particular, the TWG will:

1. Provide the mechanism for coordinating the implementation of key initiatives of WILS 2.
2. Ensure sharing of key information to allow for collaboration amongst the key implementers and stakeholders to reduce duplication and improve sharing of resources.
3. Provide advise to the PMU for major changes to project outputs and activities.
4. Seek and provide specialist advice when needed on the Project implementation; and
5. Fulfil any other responsibilities that may be identified for the TWG by the Steering Committee, Project Manager and other partners.

## Project Manager

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| **I. Position information** |  |
| Project title: | Women in Leadership in Samoa (WILS) |
| Project Number: | TBC |
| Job Code Title: | Project Manager |
| Employment Duration: | Four years (2023 - 2026) |
| Working nature: | Full-time assignment |
| Working hours: | 40 hours a week |
| Duty station: | Apia, Samoa |
| Pre-classified Grade: | TBC |
| Supervisor: | Assistant Resident Representative, Governance and Poverty Reduction Unit |

#### II. Background and objectives

Increasing women’s representation in leadership roles and securing their participation in decision making and political life at national and community levels is crucial to achieving gender equality and democratic sustainable development. The link between women’s presence in national legislatures, community leadership, and human development is clearly outlined in the UN Sustainable Development Goals to promote gender equality and empower women.

Samoa has made significant advances in developing and promoting gender equality. There remain, however, enduring systemic, institutional, cultural, attitudinal and financial barriers that continue to prevent women from engaging effectively in decision making roles at the community, village and national parliament levels, including government boards. In the aftermath of the implementation of the Increasing the Political Participation of Women in Samoa (IPPWS) Project, the lessons learnt from this Phase I indicated a need to continue to build on the work undertaken to strengthen women’s leadership and gender equality through the implementation of a follow-up phase.

The ‘Women in Leadership in Samoa’ (WILS) Project (IPPWS Phase II) contributes to ongoing efforts aimed at improving gender equality in Samoa. It aims to strengthen women’s leadership targeting women in the community, younger (emerging) women, and potential candidates for the upcoming elections. Through partnerships, networks, advocacy, outreach, civic awareness and capacity building initiatives, the Project hopes for an increased civic awareness of the need for inclusive and effective women’s participation and representation. Women should be able to learn new skills, have more confidence and feel motivated to exercise leadership in their communities and willing to engage with gender equality and development issues. Further Parliamentarians will be encouraged to operationalize the Sustainable Development Agenda in Samoa, noting that without strengthening gender equality the SDGs cannot be achieved. The Project will partner with existing regional programs for Parliamentarians and women’s participation. Finally, the Project will be a regional source of knowledge through continued research and analysis, and with South-South exchanges for experiences and lessons sharing with counterparts and other actors.

Under the overall supervision of the UNDP Assistant Resident Representative (ARR), Governance and Poverty Reduction Unit and Deputy Resident Representative (DRR), and in close cooperation with the Steering Committee and Project Advisory Group, the Project Manager is responsible for the overall leadership, management and implementation of the Project, including all substantive and administrative matters.

#### III. Duties and responsibilities

1. ***Overall leadership and management of the Project***
   1. Lead the Project team, counterparts and implementing partners in the overall management and implementation of the Project.
   2. Manage and coordinate Project functions, ranging from substantive issues (re Project purpose, direction, focus and scope), to Project human resource, financial, information management, communication, and administrative aspects.
   3. Update the Project’s strategic direction and Project Document Design in discussions with stakeholders and counterparts to facilitate relevance, effectiveness and value for money.
   4. Ensure strategic planning and systematic coordination of Project activities.
   5. Manage day-to-day implementation and coordination of Project activities including delivering modalities and partnerships aspects.
   6. Ensure all interested parties, partners and stakeholders are informed about the Project re objectives, activities, progress and results.
   7. Identify required support and advice for the effective and efficient management, planning and control of the Project.
2. ***Running the Project***
   1. Plan Project activities and monitor progress against quality assurance requirements.
   2. Mobilise required human resources, goods and services for Project implementation.
   3. Monitor Project activities, programs and events and reports against the Project Monitoring and Evaluation Framework Community Strategy.
   4. In line with UN policies and procedures, manage provisions of financial resources by UNDP, using advance of funds, direct payments, reimbursement, etc.
   5. Monitor financial resources and accounting and ensure accuracy and reliability of financial reports.
   6. Manage, monitor and update Project risks and advise the Steering Committee accordingly for decisions on possible actions if required.
   7. Ensure timely preparation and submission of Project Annual and Quarterly Work Plans and Reports (progress, substantial and financial).
3. ***Closing the Project***
   1. Prepare Final Project Review Reports for consideration of the Steering Committee.
   2. Identify follow-on actions and submit them for consideration by the Steering Committee.
   3. Manage the transfer of Project deliverables, documents, files, equipment and materials to national beneficiaries.
   4. Prepare final CDR/FACE for signature by UNDP and Implementing Partners.

#### III. Selection criteria – knowledge, skills, experiences and competencies

1. ***Qualification***
   * Minimum of a Bachelor in the Social Science fields such as Political Science, Management, Public Policy, Public Administration Economics, Social Work or any other relevant field
2. ***Experiences***
   * At least 7 years of relevant work experience in community or organisational development, programme management, gender and development work
   * Able to demonstrate an understanding about the field of the Project
   * Demonstrated experience in gender analysis, policy development and project management
   * Good understanding of social-political and economic issues in Samoa
   * Excellent leadership, networking, stakeholder management and problem-solving skills
   * Excellent report writing and advanced knowledge of computer office software packages
   * Excellent oral and written communication skills (English and Samoan)
3. ***Competencies***
   * Highly effective in working with multi-sector teams
   * Ability to function effectively under pressure and tight timelines
   * Ability to foster good working relationships with colleagues and partners
   * Self-motivated and able to work independently
   * Creative thinking and emotional intelligence

## Project Associate (2)

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| **I. Position information** |  |
| Project title: | Women in Leadership in Samoa 2 (WILS2) |
| Project Number: | TBC |
| Job Code Title: | Project Associate |
| Employment Duration: | Four years (2023- 2026) |
| Working nature: | Full-time assignment |
| Working hours: | 40 hours a week |
| Duty station: | Apia, Samoa |
| Pre-classified Grade: | TBC |
| Supervisor: | Project Manager |

#### II. Background and objectives

Increasing women’s representation in leadership roles and securing their participation in decision making and political life at national and community levels is crucial to achieving gender equality and democratic sustainable development. The link between women’s presence in national legislatures, community leadership, and human development is clearly outlined in the UN Sustainable Development Goals to promote gender equality and empower women.

Samoa has made significant advances in developing and promoting gender equality. There remain, however, enduring systemic, institutional, cultural, attitudinal and financial barriers that continue to prevent women from engaging effectively in decision making roles at the community, village and national parliament levels, including government boards. In the aftermath of the implementation of the Increasing the Political Participation of Women in Samoa (IPPWS) Project, the lessons learnt from this Phase I indicated a need to continue to build on the work undertaken to strengthen women’s leadership and gender equality through the implementation of a follow-up phase.

The ‘Women in Leadership in Samoa’ (WILS) Project (IPPWS Phase II) contributes to ongoing efforts aimed at improving gender equality in Samoa. It aims to strengthen women’s leadership targeting women in the community, younger (emerging) women, and potential candidates for the upcoming elections. Through partnerships, networks, advocacy, outreach, civic awareness and capacity building initiatives, the Project hopes for an increased civic awareness of the need for inclusive and effective women’s participation and representation. Women should be able to learn new skills, have more confidence and feel motivated to exercise leadership in their communities and willing to engage with gender equality and development issues. Further Parliamentarians will be encouraged to operationalize the Sustainable Development Agenda in Samoa, noting that without strengthening gender equality the SDGs cannot be achieved. The Project will partner with existing regional programs for Parliamentarians and women’s participation. Finally, the Project will be a regional source of knowledge through continued research and analysis, and with South-South exchanges for experiences and lessons sharing with counterparts and other actors.

Under the overall guidance and supervision of the Project Manager, the Project Officer is responsible for providing day-to-day administration support to ensure effective and efficient implementation of the Project. This includes performance of administrative functions such as procurement, finance, human resource management, information management, secretariat and office support, and general administration. The Project Officer also contributes to effective and efficient monitoring and evaluation of the Project, which involves data collection and analysis, report writing, communication, and information dissemination.

#### III. Duties and responsibilities

**Provide financial, information management assistance to the WILS project & other GPRU projects:**

Perform Project financial, information management, procurement, and administrative functions in accordance with relevant policies and procedures. These include FRQs, ITBs or RFPs documents, receipt of quotations, bids or proposals, their preliminary evaluation;

Also includes preparation of Purchase Orders and contracts in and outside of ATLAS, preparation of Recurring Purchase Orders for contracting of services, vendor creation in ATLAS and processing of payments;

Ensure Purchase Orders are duly prepared and dispatched on time;

Provision of information for preparation of cost-recovery bills in ATLAS for the procurement services provided by UNDP / UN Women;

Assist with planning of the Project which include preparation, compilation and submission of work plans, project documents, budgets, agreements and other requirements.

* 1. ***Project implementation support***

Prepare budget revisions, updates and reports;

Schedule, organise and ensure preparations for meetings of the Project Steering Committee and Project Advisory Group. Document meeting proceedings and circulate to members and counterparts;

Facilitate audits and ensure operational and financial matters are dealt with in an effective and timely manner;

Compiles, summarizes and enters data on project delivery; drafts related status reports, identifying shortfalls in delivery, budget overruns, etc., and brings to the attention of the Project Manager.

***3.Administrative support to the Project Management Unit***

Responsible for the Project’s general administration, secretariat and office support;

Serves as focal point for administrative, personnel, procurement, security and office coordination of project implementation activities;

Liaise with counterparts and implementing partners on aspects such as personnel recruitment and appointment, travel arrangements, training/study tours, authorization of payments, disbursement of funds, procurement of equipment and services, security compliance, etc;

Provide general office assistance such as response to information requests and inquiries, reviews, logs and routes incoming correspondence, logistics arrangements, organizing of meetings, workshops, events, routine administrative tasks, including maintaining attendance records, assessing telephone billing, etc;

Assist in the preparation of inventory reports and implementation of inventory and physical verification check-up of the project;

Drafts correspondence on budget-related issues, periodic reports, briefing notes, graphic and statistical summaries, accounting spreadsheets, etc

**Facilitation of knowledge building and knowledge sharing:**

Support synthesis of lessons-learnt and best practices related to programme management and finance;

Coordinate the organization of training for the office staff and partners on programme and operations related issues.

#### IV. Selection criteria – knowledge, skills, experiences and competencies

1. ***Qualification***

* Completion of secondary education is required;
  + Bachelor’s degree in Business or Public Administration is desirable but not a requirement.

1. ***Experiences***

* At least 7 years of progressively responsible experience in administration or programme management/support;
  + Demonstrated working experiences in financial and procurement
  + Demonstrated working experiences in providing administrative support functions in a project-based working environment
  + Excellent knowledge of accounting systems, information management and recording keeping
  + Experience in the use of ATLAS is an asset;
  + Excellent oral and written communication skills (English and Samoan)
  + Experience in working in a computer environment using multiple office software packages;

1. ***Competencies***
   * Effective in working with multi-sector teams
   * Ability to function effectively under pressure and tight timelines
   * Ability to foster good working relationships with colleagues and partners
   * Self-motivated and able to work independently
   * Reliable and committed to working for the project
   * Timely and accurate support to events, workshops, and missions;
   * Full compliance of administrative activities with UNDP and UN Women rules, regulations, policies and procedures;
   * Timely recording of overall programme unit finances;
   * Timely and accurate tracking of data for Country Office management and donor purposes;
   * Quality maintenance of internal systems;
   * Quality background and presentation materials.

## Project Coordinator (Communications)

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| **I. Position information** |  |
| Project title: Project Number: Job Code Title:  Duration of Employment: Working nature: Working hours:  Duty station:  Pre-classified Grade: Supervisor: | Women in Leadership in Samoa (WILS) TBC  Project Coordinator  Four years (2023 - 2026)  Full-time assignment  40 hours a Apia, Samoa  TBC  Project Manager |
| **II. Background and objectives** | |
| Increasing women’s representation in leadership roles and securing their participation in decision making and political life at national and community levels is crucial to achieving gender equality and democratic sustainable development. The link between women’s presence in national legislatures, community leadership, and human development is clearly outlined in the UN Sustainable Development Goals to promote gender equality and empower women.  Samoa has made significant advances in developing and promoting gender equality. There remain, however, enduring systemic, institutional, cultural, attitudinal and financial barriers that continue to prevent women from engaging effectively in decision making roles at the community, village and national parliament levels, including government boards. In the aftermath of the implementation of the Increasing the Political Participation of Women in Samoa (IPPWS) Project, the lessons learnt from this Phase I indicated a need to continue to build on the work undertaken to strengthen women’s leadership and gender equality through the implementation of a follow-up phase.  The ‘Women in Leadership in Samoa’ (WILS) Project (IPPWS Phase II) contributes to ongoing efforts aimed at improving gender equality in Samoa. It aims to strengthen women’s leadership targeting women in the community, younger (emerging) women, and potential candidates for the upcoming elections. Through partnerships, networks, advocacy, outreach, civic awareness and capacity building initiatives, the Project hopes for an increased civic awareness of the need for inclusive and effective women’s participation and representation. Women should be able to learn new skills, have more confidence and feel motivated to exercise leadership in their communities and willing to engage with gender equality and development issues. Further Parliamentarians will be encouraged to operationalize the Sustainable Development Agenda in Samoa, noting that without strengthening gender equality the SDGs cannot be achieved. The Project will partner with existing regional programs for Parliamentarians and women’s participation. Finally, the Project will be a regional source of knowledge through continued research and analysis, and with South-South exchanges for experiences and lessons sharing with counterparts and other actors.  Under the overall guidance and supervision of the Project Manager, the Project Communication Officer is responsible for the formulation and implementation of the Project’s communications, outreach, advocacy and (including support for civic awareness) strategies and activities. He/She also contributes to Project monitoring and evaluation and assist with implementation and administrative functions when required. | |
| **III. Duties and responsibilities** | |

1. ***Formulation and implementation of the Project communications and advocacy strategies as well as civic awareness programs***
   1. Prepare and conduct communication needs assessments for the Project on all outputs, initiatives and activities.
   2. Provide information for elaboration of communications and outreach strategy and for consideration and approval of the Project Team, Steering Committee and Advisory Group.
   3. Develop communication materials for advocacy and outreach and civic awareness initiatives, marketing and awareness-raising campaigns, including briefing materials and press releases in coordination with the Project Manager and team.
   4. Liaise with counterparts and implementing partners including the media on the implementation of the Project Communication Strategy, Outreach and Advocacy, and civic awareness programs and activities.
   5. Organise roundtable discussions, press conferences, briefing sessions, interviews, televised and radio panel discussions and other similar events.
   6. Provide inputs and researched information in programme formulations to integrate advocacy and communication strategies and civic awareness programs into all aspects of the Project.
   7. Review reference materials, identify reference materials for retention, and maintain information database and photo library.
2. ***Elaboration and implementation of the publications strategy and plan***
   1. Provide inputs and information for elaboration of publications on the Project.
   2. Identify storylines for publications and articles contributing to debates on key development issues.
   3. Provide technical supervision of translation, adaptation and rewriting of information received, printing and dissemination of publications and audio-visual materials.
   4. Supervise publications dissemination and liaise with suppliers to ensure production.
   5. Organise and implement joint outreach and communications activities.
   6. Prepare timely and quality reports on Project communications, outreach and civic education initiatives and activities.
3. ***Design and maintenance of Project knowledge products and including online information***
   1. Ensure design and maintenance of the office web sites based on corporate requirements and in cooperation with ICT staff.
   2. Prepare and ensure quality content for online materials to ensure consistency of the materials
   3. Ensure facilitation of knowledge building and management
   4. Identify and synthesize best practices and lessons learned linked to Project objectives and results.
   5. Contribute to knowledge networks and communities of practice including corporate communications repositories.
   6. Provide trainings and briefings on Project communications, advocacy and civic awareness requirements as required.
4. ***Research components of the WILS***
   1. Assist the Program Manager and partners with research requirements under the Project such as video and sound recording as well as making observations of all Project events and activities.
   2. Document those recordings and observations and extract the key findings for the Project communications, reporting and for other purposes.
   3. Assist the Project Manager on working with relevant partners (individuals, bodies and institutions) on the efficient and effective design and implementation of the research components and requirements of the Project.

**III. Selection criteria – knowledge, skills, experiences and competencies**

1. ***Qualification***
   * Minimum of a bachelor’s degree in the Social Science fields such as Communications, Media, Social Work or any other relevant field
2. ***Experiences***
   * At least 5 years of relevant work experience at the national level in providing communication packages to promote the activities of development programs and projects.
   * Demonstrated working experiences in providing communications functions preferably for project- based work
   * Excellent knowledge of accounting systems, information management and recording keeping
   * Excellent leadership, networking, stakeholder management and problem-solving skills
   * Excellent report writing and advanced knowledge of computer office software packages and handling of web-based management systems
   * Excellent oral and written communication skills (English and Samoan)
3. ***Competencies***

* Effective in working with multi-sector teams
* Ability to function effectively under pressure and tight timelines
* Ability to foster good working relationships with colleagues and partners
* Self-motivated and able to work independently
* Reliable and committed to working for the project

# Project Coordinator (Leadership Development)

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| --- |
| Project title: Women in Leadership in Samoa (WILS)  Project Number: TBC  Job Code Title: Project Coordinator  Duration of Employment: Four years (2023 - 2026)  Working nature: Full-time assignment  Working hours: 40 hours a week  Duty station: Apia Samoa  Pre-classified Grade: TBC  Supervisor: Program Manager  **Background**  UNDP works in more than 170 countries and territories, helping to achieve the eradication of poverty and the reduction of inequalities and exclusion. Anchored in the 2030 Agenda for Sustainable Development and committed to the principles of universality, equality and leaving no one behind, UNDP’s vision under its Strategic Plan, 2018-2021 is to help countries achieve sustainable development by eradicating poverty in all its forms and dimensions, accelerating structural transformations for sustainable development and building resilience to crises and shocks, in order to safeguard development gains.  The ‘Women in Leadership in Samoa’ (WILS) Project is a joint UNDP and UN Women led project that contributes to ongoing efforts aimed at improving gender equality in Samoa. It aims to strengthen women’s leadership targeting women in the community, younger (emerging) women, and potential candidates for the upcoming elections. Through partnerships, networks, advocacy, outreach, civic awareness and capacity building initiatives, the Project hopes for an increased civic awareness of the need for inclusive and effective women’s participation and representation. Women should be able to learn new skills, have more confidence and feel motivated to exercise leadership in their communities and willing to engage with gender equality and development issues. Further Parliamentarians will be encouraged to operationalize the Sustainable Development Agenda in Samoa, noting that without strengthening gender equality the SDGs cannot be achieved. The Project will partner with existing regional programs for Parliamentarians and women’s participation. Finally, the Project will be a regional and national source of knowledge through continued research and analysis, and with South-South exchanges for experiences and lessons sharing with counterparts and other actors.  Under the overall guidance and supervision of the Project Manager, the Project Coordinator is responsible for leading and coordinating the design/formulation and implementation of the Project’s leadership development component and associated activity result areas. This component consists of enhancing leadership capacity of women in their communities and promoting political inclusivity and supporting women’s political participation through a focus on development. S/he also will provide support to program implementation, coordination of all Project work and activities, as well as contributing to Project monitoring and evaluation and administrative functions when required. |
| **Duties and Responsibilities** |
| 1. ***Lead the implementation and coordination of the UNDP’s component of the WILS Project***  * Lead the implementation of the project’s activities in accordance with the multi-year and annual work plan and towards achieving the project outcomes, outputs and performance indicators. * Ensure timely and efficient implementation of the project’s activities in accordance with the work plan to ensure that the project outcomes and outputs are aligned with Project document. * Provide guidance and support to UNDP implementing partners and responsible parties, carrying specific activities of the project. * Support project related events, including trainings and workshops organized by project partners and support as required to deliver project activities. * Monitor project performance and track progress to assess impact and compliance with sustainable development goals and results-based performance indicators and to help assess future programme orientation. * Closely monitor the delivery status and prepare periodic written progress updates, both narrative and financial in relation to the agreed work plan and implementation strategy.  1. ***Formulation and implementation of the WILS Project’s key initiatives and Activity Result Areas under the UNDP’s outputs***  * In consultation with Project team and partners, develop concept notes on all UNDP’s key activity result areas. * Conduct research and situational analyses for the design and implementation of key activity result areas. * Liaise with counterparts, implementing partners, consultants, contractors and others on the formulation/design and implementation of the Project activities under the UNDP component. * Work with counterparts, implementing partners, consultants and others to facilitate the timely and effective implementation of the Project activities under the UNDP component. * Organise workshops, meetings, consultations, dialogues, briefing sessions, and other events relating to the UNDP component. * Facilitate partnerships, networks and coalitions as to ensure a better coordinated approach to the implementation of the UNDP deliveries. * Provide support to the Project Manager in reshaping the strategic direction of the Project and required revisions of the Project’s multi-year work plan, annual work plan, monitoring and evaluation, risk management and other related areas.  1. ***Coordination of and supporting the WILS Project’s overall deliveries, management, administration, and monitoring and evaluation***  * Provide inputs on overall Project outputs and activities’ formulation and implementation to ensure coherence, congruence and best value. * Contribute to the research, communications and knowledge building under the UNDP component and facilitating connection and coordination with those under the UNW component. * Contribute to the preparation and dissemination of the Project’s reports and knowledge products. * Work with the Project team to ensure effective and efficient conduct of the M&E requirements of the Project. * Ensure good record keepings of all the information on the UNDP component. * Provide administrative support for the Project as required to ensure effective and efficient implementation of the Project activities. |
| **Key Performance Indicators** |
| 1. Timely and quality programme design and inputs to UNDP Strategic Plan; 2. Timely and quality of programme delivery in line with budget and workplans; 3. Timely and quality monitoring and evaluation of programmes; 4. Relations with partners and stakeholders; 5. Timely and quality of reports; 6. Regular communication with other agencies and partners; and 7. Quality of advocacy, communication and knowledge management initiatives. |
| **Competencies**  **Core Values:**   * *Integrity* **-** Demonstrate consistency in upholding and promoting the values of UN Women in actions and decisions, in line with the UN Code of Conduct. * *Professionalism* **-** Demonstrate professional competence and expert knowledge of the pertinent substantive areas of work. * *Respect for Diversity* **-** Demonstrate an appreciation of the multicultural nature of the organization and the diversity of its staff. Demonstrate an international outlook, appreciating difference in values and learning from cultural diversity.   **Core Competencies**:   * *Ethics and Values* - Demonstrate and safeguard ethics and integrity. * *Organizational Awareness* - Demonstrate corporate knowledge and sound judgment. * *Development and Innovation* - Take charge of self-development and take initiative. * *Work in teams* - Demonstrate ability to work in a multicultural, multi ethnic environment and to maintain effective working relations with people of different national and cultural backgrounds. * *Communicating and Information Sharing* - Facilitate and encourage open communication and strive for effective communication. * *Self-management and Emotional Intelligence* - Stay composed and positive even in difficult moments, handle tense situations with diplomacy and tact, and have a consistent behavior towards others. * *Conflict Management* - Surface conflicts and address them proactively acknowledging different feelings and views and directing energy towards a mutually acceptable solution. * *Continuous Learning and Knowledge Sharing* - Encourage learning and sharing of knowledge. * *Appropriate and Transparent Decision Making* - Demonstrate informed and transparent decision making.   **Functional Competencies:**   * In-depth knowledge of development issues such as leadership development, gender equality, community development * Strong programme formulation, implementation, monitoring and evaluation skills; * Strong knowledge of Results Based Management; * Ability to synthesize program performance data and produce analytical reports in order to inform management and strategic decision-making; * Strong organizational skills and ability to pay close attention to detail; * Good conflict resolution skills; and * Ability to identify and analyze trends, opportunities and threats to fundraising and develop strategies. |
| **Required Skills and Experience** |

**Education:**

* Minimum of a Bachelor Degree in the Social Science fields such as Political Science, Management, Public Policy, Public Administration Economics, Social Work or any other relevant field

**Experiences:**

* At least 5 years of relevant work experience in providing management advisory services and hands-on experience in the design, monitoring and evaluation of developmental projects.
* Demonstrated working experiences in working with leadership development, community development, organizational development and network/coalition building.
* Demonstrated working experiences in working and engaging with diverse implementing partners and building relationships.
* Demonstrated working experiences in providing administrative support functions in a project-based working environment.
* Good knowledge of accounting systems, information management and recording keeping.
* Excellent leadership, networking, stakeholder management and problem solving skills
* Excellent report writing and advanced knowledge of computer office software packages and handling of web based management systems
* Excellent oral and written communication skills (English and Samoan)

# Annex 5: List of people and groups consulted

| **No** | **Name** | **Title** | **Organisation/Village** |
| --- | --- | --- | --- |
|  | Hon Fiame Naomi Mataafa | Prime Minister | Samoa Government |
|  | Hon Leota Laki Sio | Minister | MWCSD |
|  | Hon Laaulialemalietoa Schmidt | Chairperson, MP | FAST Party |
|  | Hon Tuilaepa Sailele Malielegaoi | Leader, MP | HRPP |
|  | Peseta Noumea Simi | CEO | MFAT |
|  | Easter Chu Ling | Deputy Director General | SPREP |
|  | Leituala Kuiniselani Toelupe-Tago | Polynesia Director | SPC |
|  | Gatololoaifaana Tili Afamasaga | Chairperson | SQA |
|  | Susana Laulu | CEO | DBS |
|  | Papalii Monalisa Keti | Deputy Commissioner | MOP |
|  | Sala Stella Siale | CEO | Samoa Cricket |
|  | Funemalafai Onosefulu Fuata’i | CEO | SIOD |
|  | Francella Strickland | ACEO | MFAT |
|  | Fitiao Susan Faoagali | ACEO | MWCSD |
|  | Tofilau Fiti Leung Wai | Manager | SSAB |
|  | Jennifer Fruean | CFO | BSP |
|  | Julia Wheeler | First Secretary | DFAT |
|  | Papalii Alexandra Iakopo |  | DFAT |
|  | Mataafa Faatino Utumapu | Manager | NOLA |
|  | Agnes Saili Kerslake | Director | SIFA Board |
|  | Maulolo Tavita Amosa | Director | Fatuaiupu Consult |
|  | Palanitina Tupuimatagi Toelupe | Consultant | T & T Consult |
|  | Peseta Arasi Tiotio | Director | T&T Global Consult |
|  | Fuimapoao Beth Onesemo | Consultant | ONE Consult |
|  | Adi Tafunai | Executive Director | WIBDI |
|  | Loreen Lee | Manager | Rimani Fashion/ Flowers |
|  | Rosalina Ah Sue | Principal Officer | MWCSD |
|  | Sa’u Sefulu Salesulu | Principal Officer | MWCSD |
|  | Lesa Yonita Tuia | Deputy Clerk | OCLA |
|  | Levao Rosa Toese | ACEO | OCLA |
|  | Viti Simati | ACEO | OEC |
|  | Galumalemana Margaret Sapolu | Consultant | WILS MTR |
|  | Tonuu Fuamoli Amituanai | Woman Candidate | Woman Candidate |
|  | Taumainamoe Aufui Tuimalatu | Woman Candidate | Woman Candidate |
|  | Laulu Ianeta Chan Tung | Woman Candidate | Woman Candidate |
|  | Su’a Vivian Leota Suatele | Woman Candidate | Woman Candidate |
|  | Fiso Taranaki Mailei | Woman Candidate | Woman Candidate |
|  | Elisapeta Kerslake | Partnerships Officer | UNRCO |
|  | Josephine Candiru | Sub regional Gender Specialist | UNDP |
|  | Verena Linneweber | Deputy Resident Representative | UNDP |
|  | Christina Mualia | Assistant Resident Representative | UNDP |
|  | Sandra Bernklau | Representative | UN Women |
|  | Melissa Stutsel | Deputy Representative | UN Women |
|  | Kaushal Sharma | Programme Specialist (Governance & Access to Justice) | UN Women |
|  | Mele Maualaivao | Country Office Coordinator | UN Women |
|  | Alanna Mapu | Programme Manager | WILS PMU |
|  | Pupaia Leung Wai | Project Associate | WILS PMU |
|  | Jordanna Mareko | Project Coordinator | WILS PMU |
|  | Pouliotaua Meleisea | Sui Tamaitai o Nuu | Poutasi Village |
|  | Faleata Pose | WILS Participant | Satapuala Village |
|  | Atoa Iupeli | WILS Participant | Nofoalii Village |
|  | Rainbowmeri.Asiata | WILS Participant | Alamagoto Village |
|  | Simelei L | WILS Participant | Alamagoto Village |
|  | Salafa Tuuga | WILS Participant | Satapuala Village |
|  | Henifa Bryce | WILS Participant | Siumu Village |
|  | Ula A Fereti | WILS Participant | Saoluafata Village |
|  | Fotuna Sauafea | WILS Participant | Saoluafata Village |
|  | Leatumalama Fuamau | WILS Participant | Saoluafata Village |
|  | Ruta Talataina | WILS Participant | Saoluafata Village |
|  | Gafa Pati | WILS Participant | Siumu Village |
|  | Tolutasi Faasaulala | WILS Participant | Maninoa Village |
|  | Sulieti | WILS Participant | Leulumoega Village |
|  | Silaulii Leo | WILS Participant | Siusega Village |
|  | Ailini Gaseata | WILS Participant | Leulumoega Village |
|  | Koreti Tupuola | WILS Participant | Leulumoega Village |
|  | Salome Lam Sam | WILS Participant | Leulumoega Village |
|  | Semu Oteamoa | WILS Participant | Siumu Village |
|  | Otemoa Peleiupu | WILS Participant | Siumu Village |
|  | Lia Asiata | WILS Participant | Alamagoto Village |
|  | Su’a Peleti | WILS Participant | Alamagoto Village |
|  | Tuaopepe Pofitu | WILS Participant | Gagaifolevao Lefaga Village |
|  | Faleseu Tapuai | WILS Participant | Moataa Village |
|  | Jackie Adam | WILS Participant | Matautu Village |
|  | Faleulu Tofa | WILS Participant | Vaisaulu Village |
|  | Iuvale Papalii | WILS Participant | Vaisaulu Village |
|  | Pineauro Sinoti | WILS Participant | Vaisaulu Village |
|  | Kopa F | WILS Participant | Fatuvalu Village |
|  | Faatulei F | WILS Participant | Fatuvalu Village |
|  | Penelope Finao | WILS Participant | Fatuvalu Village |
|  | Alisa Pao | WILS Participant | Fatuvalu Village |
|  | Saliao Kaisa | WILS Participant | Siutu Village |
|  | Taufaga Mulitalo | WILS Participant | Lano Village |
|  | Utu Sooga | WILS Participant | Lano Village |
|  | Malia Niko | WILS Participant | Siutu Village |
|  | Lesina Seemanu | WILS Participant | Lano Village |
|  | Matile Toleafoa | WILS Participant | Vaisaulu Village |
|  | Leueta Tuia | WILS Participant | Salelologa Village |
|  | Asiasiga Grace | WILS Participant | Salelologa Village |
|  | Stella Kaisa | WILS Participant | Siutu Village |
|  | Ropati G | WILS Participant | Siutu Village |
|  | Muagututi’a Talaleu Faapito | WILS Participant | Saipipi Village |
|  | Delilah Burgess | WILS Participant | Neiafu Village |
|  | Sialei Talavou | WILS Participant | Lano Village |
|  | Verose Faapito | WILS Participant | Saipipi Village |
|  | Lagi Fereti | WILS Participant | Fogapoa Village |
|  | Saoefa William | WILS Participant | Salelologa Village |
|  | Faagotola M | WILS Participant | MWCSD |
|  | Jaclynn Taffy Salima | WILS Participant | Salelologa |
|  | Temukisa Tofilau | President | Iva Youth Group |
|  | Sina Folau | Sui Tamaitai | Vaiafai Village |
|  | Fefiloi Malaetele | WILS Participant | Vaiafai Village |
|  | Malae Suaesi | Rep of women’s committee | Foailalo Village |
|  | Sina Ui | Rep of women’s committee | Foailalo Village |
|  | Tautalaaso Taulealo | WILS Participant | Vailima |

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