

2019

# Results Report



**unitar**

United Nations Institute  
for Training and Research

KNOWLEDGE TO LEAD



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# Foreword

Nikhil Seth



I am pleased to present the 2019 Results Report of the United Nations Institute for Training and Research (UNITAR), which summarizes and highlights some of the main achievements from our diverse programming over the past year.

UNITAR helps Member States and other United Nations stakeholders implement the 2030 Agenda for Sustainable Development by providing modern and innovative learning services that meet internationally recognized quality standards. Our activities, and the results they produce, vary tremendously in scale and impact. Ranging from short, intensive executive-type training to mid- to large-sized capacity development projects spanning months and indeed years, the outcomes of our work are both immediate, by contributing to the development of knowledge and skill sets of individual beneficiaries, as well as mid to long-term, by contributing to broader organizational and institutional changes.

2019 marked the end of the first half of our 2018-2021 strategic framework cycle and was another record-breaking year, with 133,421 individuals across the world benefiting from our training services, and with some 70 per cent of our beneficiaries taking part in activities with specific learning outcomes. Most of our beneficiaries (84 per cent) were associated with programming related to advancing environmental sustainability and green development, and programming under the people

and social inclusion pillar of our work. In addition to our training services, other important results achieved include geospatial analyses and reports issued to the international humanitarian community in response to requests for technical assistance.

The release of this report coincides with the onset of the COVID-19 health pandemic, bringing unfortunate suffering, loss of life, hardship, and uncertainty to people around the world. COVID-19 is a stark reminder of our interdependent and vulnerable world. Much more than a reflection of the marked growth that UNITAR has achieved in its planet pillar programming, this year's cover speaks to the fragility of our planet and to the need for learning which will continue to shape how we respond to challenges ahead.

We could not have achieved the results we did in the absence of a strong and committed partnership base. In fact, 74 per cent of our 2019 events and close to all beneficiaries resulted from partnership-based programming. The results highlighted in this short report – and many more – were produced with \$28.9 million in expenditures. We are very proud of the results and grateful to our partners and donors.

**Nikhil Seth**

United Nations Assistant Secretary-General  
UNITAR Executive Director

An aerial photograph of a dense forest with various shades of green. On the right side, there are several overlapping, wavy, semi-transparent blue lines that create a sense of movement or flow.

# Introduction



An aerial photograph of a dense forest, showing a mix of green and dark green tree canopies. Overlaid on the image are several diagonal, semi-transparent blue bands that run from the top-left towards the bottom-right, creating a layered, geometric effect.


UNITAR is a dedicated training arm of the United Nations, with a mission to develop the individual, institutional and organizational capacity of countries and other United Nations stakeholders through high-quality learning solutions and related knowledge products and services to enhance global decision-making and to support action at the country-level for overcoming global challenges. Guided by the UNITAR Statute, the 2030 Agenda for Sustainable Development and other international agreements of 2015, the 2018-2021 strategic framework structures the Institute's objectives, programming and activities under the Peace, People, Planet and Prosperity pillars of the 2030 Agenda, in addition to crosscutting programme pillars on accelerating the implementation of the 2030 Agenda, multilateral diplomacy and optimizing the use of technologies for evidence-based decision-making. This report summarizes the Institute's major results and achievements in 2019.





# Our Primary Output

Trained Beneficiaries



UNITAR provided learning, training and knowledge-sharing services to **133,421** individuals in 2019, representing a 57 per cent increase from 2018 figures of 84,901, as shown in chart 1.<sup>1,2</sup>

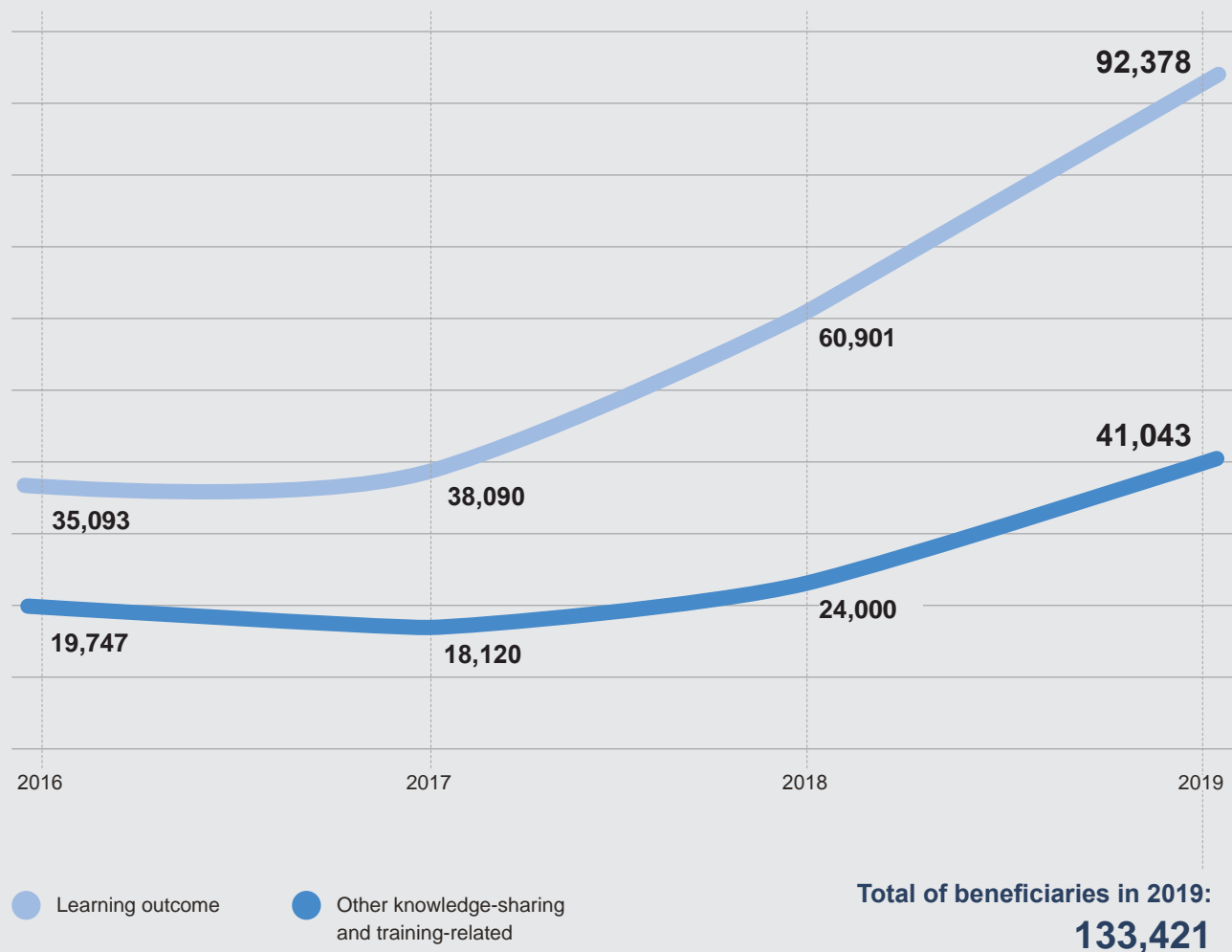
The Institute's global network of affiliated International Training Centres for Authorities and Leaders (CIFAL) delivered 28 per cent of the beneficiaries. Sixty-nine per cent of UNITAR's overall beneficiaries were associated with events having specific learning outcomes. This category of beneficiaries increased by 52 per cent, from 60,901 in 2018 to **92,378** in 2019. This increase is attributed largely to the continued delivery the introductory e-Learning course on climate change administered in partnership with agencies of the One UN Climate Change Learning Partnership. The proportion of participants from broader knowledge-sharing and other events (e.g. conferences, public lectures, meetings) continued to decrease during the 2018 to 2019 period (in line with the Institute's strategy to emphasize learning solutions).

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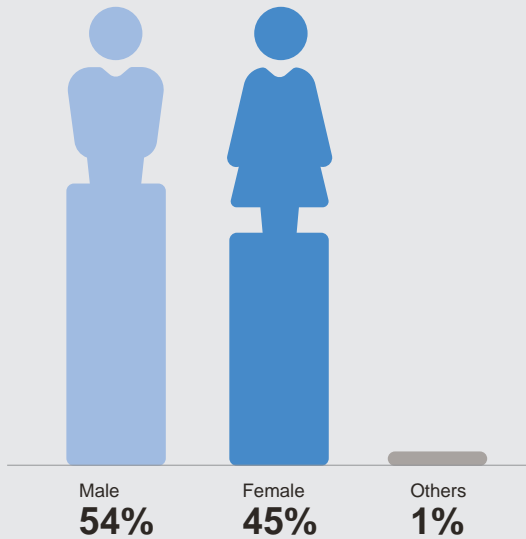
1 Numbers were extracted from the UNITAR Event Management System as reported by UNITAR Divisions except for the One UN Climate Change Learning Partnership (UN CC:Learn) related events which were tabulated manually. Data was extracted in May 2020.

2 The overall number of events and beneficiaries is less than the cumulative sum of events and beneficiaries when presented by strategic objective due to the fact that some events, particularly those implemented in the area of Multilateral Diplomacy and by the New York Office are recorded by multiple objectives.

**CHART 1**  
**Overall beneficiaries**





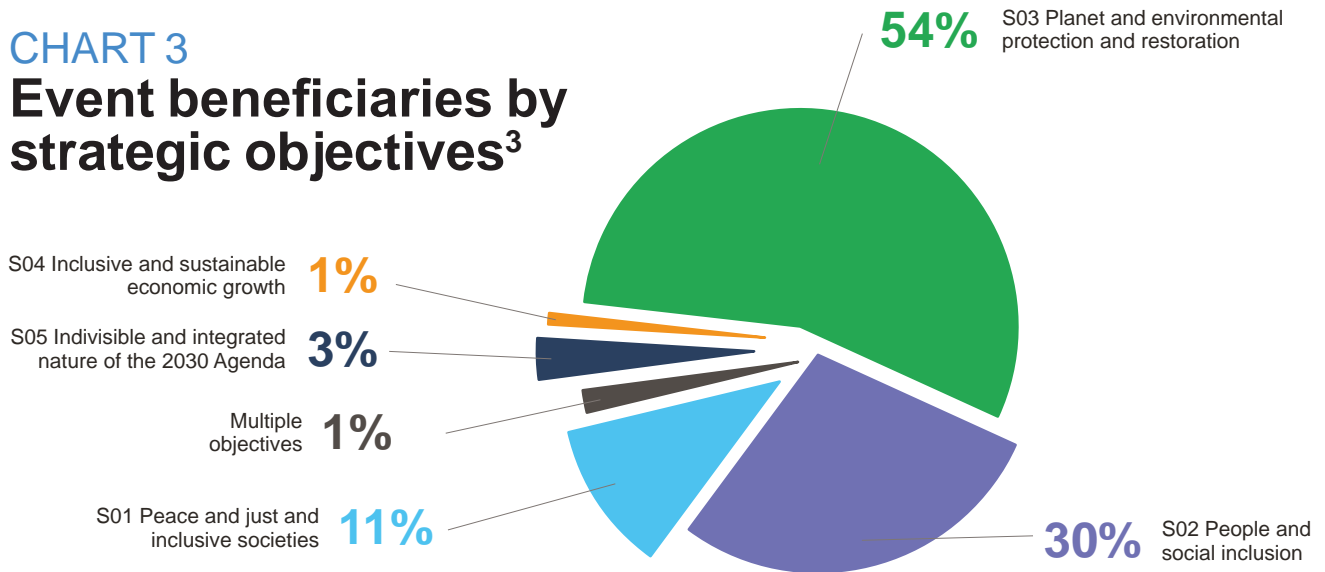


## CHART 2 Learning related beneficiaries by gender

The overall male to female gender ratio of beneficiaries from learning-related events for 2019 was 54 to 45 (without counting peacekeeping training beneficiaries) and other accounting for one per cent, as illustrated in chart 2.

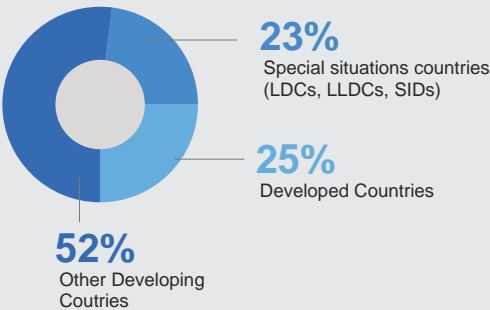
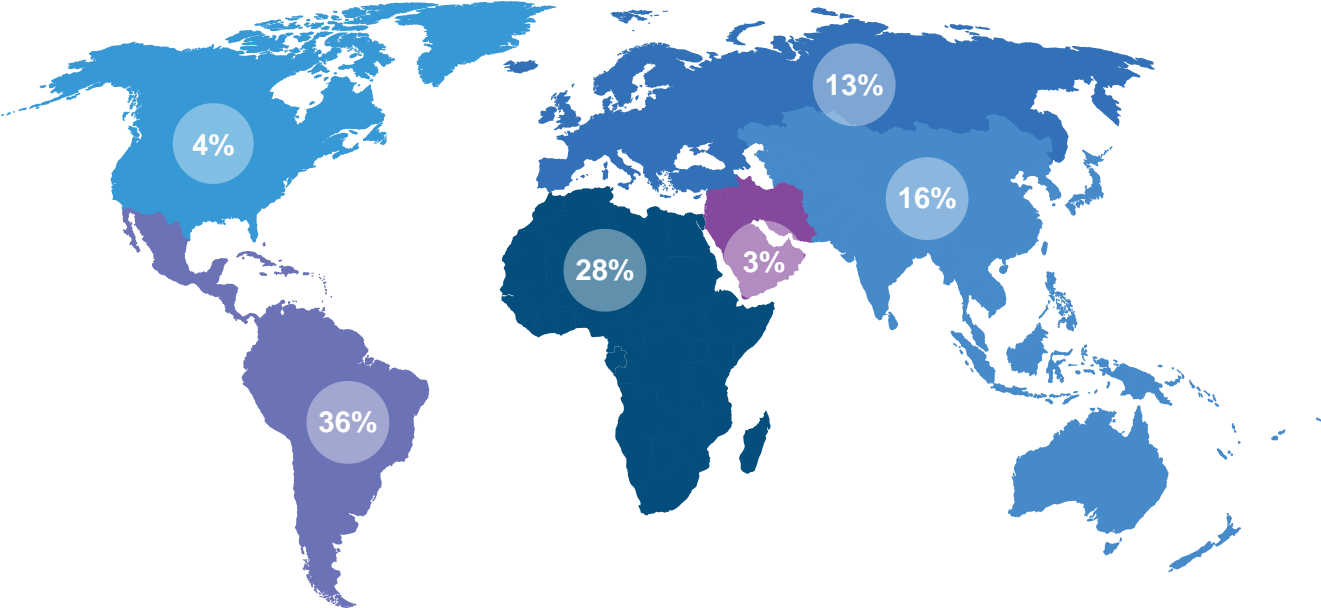
As shown in chart 3, 84 per cent of beneficiaries were associated with programming related to the advancement of environmental sustainability and green development and people and social inclusion.

## CHART 3 Event beneficiaries by strategic objectives<sup>3</sup>



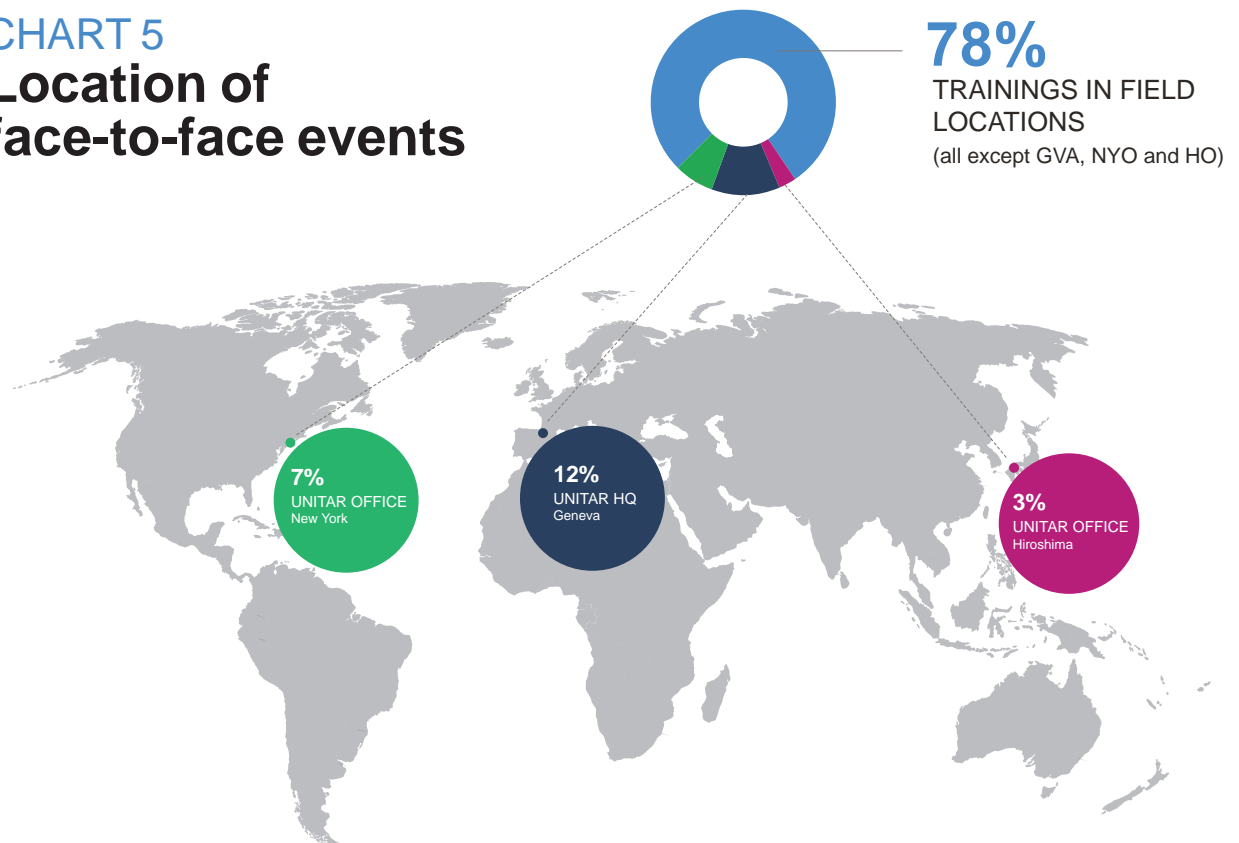
<sup>3</sup> UNITAR reports on its results by Strategic Objectives as per 2018-2021 Strategic Framework. Programming on Multilateral Diplomacy is falling under SO 2.2 and Programming on Optimizing the use of technologies, including geospatial technologies, for evidence-based decision making falls under SO 5.1. In this report the two programming areas are also presented separately.

CHART 4  
Regional breakdown of learning-related beneficiaries

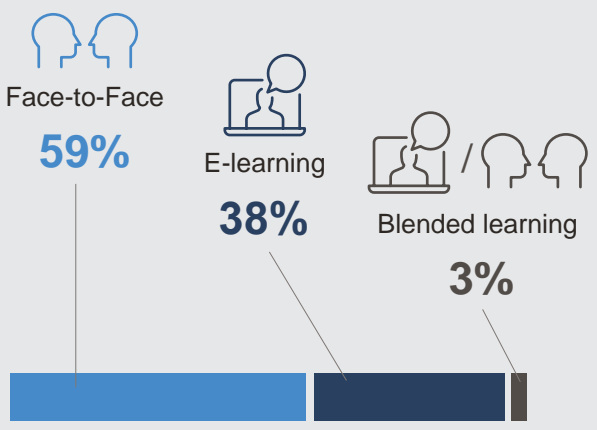


As shown in chart 4, 75 per cent of learning-related beneficiaries came from developing countries (and 23 per cent from countries in special situations, comprised of the least-developed countries, the landlocked developing countries and the small island developing States), with the following regional breakdowns: Africa (28 per cent), Latin America and Caribbean (36 per cent), Asia and Pacific (16 per cent), Europe (13 per cent), North America (4 per cent) and the Middle East (3 per cent). Ninety per cent of beneficiaries coming from countries in special situations fall under the Planet and Peace Pillars.

CHART 5  
Location of  
face-to-face events



**671** EVENTS



UNITAR’s overall beneficiaries were produced through the delivery of **671** events (equivalent to some 19,847 event days over the calendar year). Fifty-nine percent of events took place through face-to-face, residential training activities (and 38 per cent through e-Learning and 3 per cent through blended-learning). As shown in chart 5, some three-quarters of the face-to-face and blended events were delivered in the field (many of which were in developing countries).



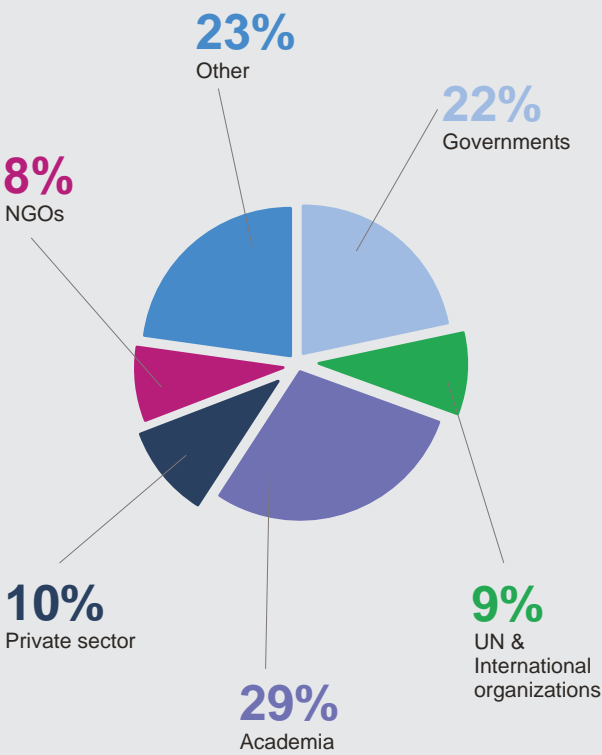
As shown in chart 6, UNITAR serves a wide spectrum of constituencies, with 47 per cent of its learning-related beneficiaries coming from non-state sectors, including NGOs, academia and the private sector; 22 per cent from government (national, state and local); 9 per cent the United Nations and other international organizations; and 23 per cent from other sectors. This affiliation breakdown further shifted from 2017 figures, when government affiliated officers comprised more than 50 per cent of learners.

UNITAR issued **39,603** certificates of participation and completion for 2019 learning-related events with objective assessment of learning. The total number of certificates increased by 1,515 (or by 4 per cent) from 2018 figures of 38,088. The male to female gender ratio of the distribution of certificates (53 to 46 and 1 per cent accounting for “other”) is marginally more balanced than the overall male to female gender ratio, at 57 to 42 (with including beneficiaries from peacekeeping training) and “other” accounting for one per cent.

As illustrated in chart 7, feedback from learners remains stable and positive, with 87 per cent of respondents agreeing or strongly agreeing that training was job relevant, 79 per cent agreeing or strongly agreeing that information was new, 79 per cent confirming their intention to use the information, and 80 per cent confirming that the training was overall useful.

The Institute monitors feedback parameters regularly as part of its activity and project monitoring, with values remaining relatively constant over the past four years.

CHART 6  
Learning-related beneficiaries by affiliation

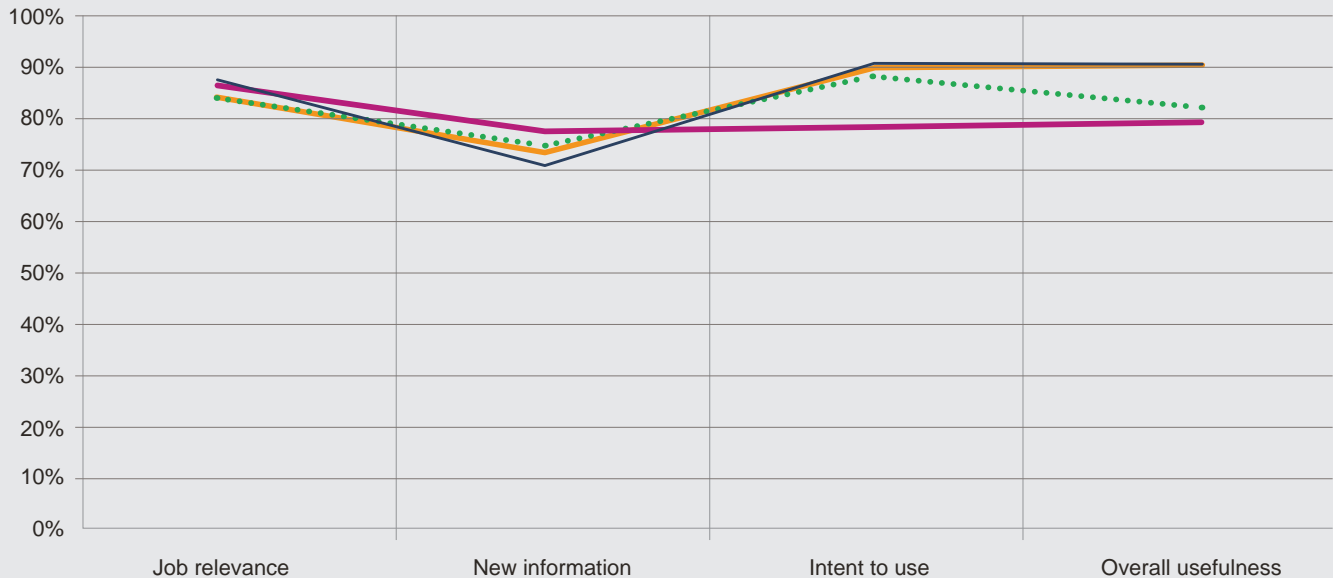


## CHART 7

# Beneficiary reaction to learning services

Average ranking 4 (agreeing) and 5 (strongly agreeing)

— 2016  
— 2017  
... 2018  
— 2019



In addition to measuring the achievement of learning objectives and beneficiary reaction to training services through participant self-assessment, objective knowledge assessments or through multiple methods, the Institute regularly tracks the transfer and application of acquired knowledge and

skills through periodic post-training questionnaires. Eighty-three per cent from the respondents confirm having been able to apply knowledge and skills acquired from the event they attended.



# Partnerships

A Key Pillar to Programming



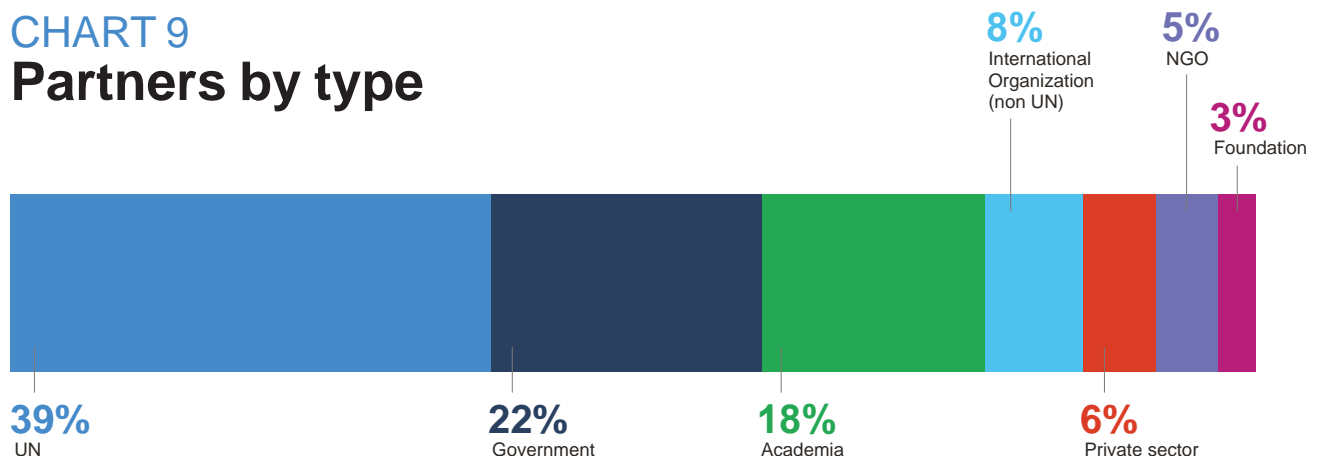
A strong partnership strategy continues to be an integral part of UNITAR's approach to achieving effective and efficient results by combining the substantive expertise of UN and other partners with UNITAR's internal expertise in programming, adult learning and instructional technologies. As shown in charts 8 and 9, of the Institute's 671 events in 2019, 93 per cent of beneficiaries were trained through events implemented in partnership. Partners include organizations as diverse as UN entities (representing 39 per cent of all partners), governments (22 per cent), universities (18 per cent), other international organizations (8 per cent), the private sector (6 per cent), NGOs (5 per cent) and foundations (3 per cent). The UN CC:Learn Partnership, with UNITAR hosting the secretariat of a platform for 36 agencies; the Partnership for Action on the Green Economy, a joint initiative involving ILO, UNDP, UNEP, UNIDO and UNITAR; and the CIFAL Global Network continue to be instrumental in delivering results.

The following pages provide a summary of highlights under each of the objective areas of the Institute's 2018-2021 strategic framework.

## CHART 8 Learning-related beneficiaries by partnership



## CHART 9 Partners by type





Peace

Promote peaceful, just,  
and inclusive societies

Support institutions  
and individuals to  
contribute meaningfully  
to sustainable peace



**11%**  
of event  
beneficiaries





172  
Events

1,970  
Event days

14,488  
Beneficiaries



162  
Learning events

13,741  
Learners

2,603  
Certificates\*

\* Certificates of completion and participation from learning events with objective assessment of learning requirements.

## Highlights

Peace Pillar programming was primarily aligned with five of the SDGs, with many teams working in a cross-cutting capacity supporting multiple goals and targets. Goal 16 (Peace, Justice and Strong Institutions) was supported most, while Goals 4 (Quality Education), 5 (Gender Equality), 7 (Affordable and Clean Energy) and 17 (Partnerships) were also in focus. The ever-growing relationship between UNITAR, the African Union (AU) and other regional organizations is particularly noteworthy

High-level engagement with Member States, regional organizations and the United Nations was strengthened through planning and facilitation of two

high-level events. The first event, the Seminar for Special and Personal Representatives and Envoys of the UN Secretary-General, is now in its 16th year. The second event, the high-level International Conference on Peace and Investments in the Democratic Republic of the Congo and the Great Lakes Region, brought together diverse technical and financial partners to present recent security improvements in the region as well as to showcase new investment opportunities.

- Organized a [high-level knowledge and experience exchange with the Secretary-General Chef de Cabinet, and 47 Special](#)



Representatives, Envoys, Heads of Missions and Advisors of the Secretary-General, Under-Secretaries-General of DPPA, DPO, DOS, DMSPC, and other senior officials to identify and address challenges faced by UN peace missions in the prevention of violent conflict and the promotion of sustainable peace.

- Trained 38 senior and mid-level female and male diplomats, regional organization representatives, and UN Headquarters and peace mission staff from around the world in conflict analysis, negotiation, mediation and reconciliation through the annual international flagship Fellowship Programme in Peacemaking and Preventive Diplomacy (now in its 27th year).
- Strengthened the capacities of 68 senior and mid-level female and male diplomats from African Member States, representatives from Offices of Presidents and Prime Ministers, regional and sub-regional organization officials, and staff of UN and AU peace missions on the continent through the conduct of two intensive regional training programmes in conflict prevention, negotiation, mediation and reconciliation.
- Deepened the knowledge and strengthened the skills of 29 female and male Indigenous Peoples' representatives from around the world in the 12th international training programme in conflict prevention, negotiation and reconciliation to enhance the contribution of Indigenous representatives to peaceful, just and inclusive societies.



**6,123**  
soldiers

Trained 6,123 soldiers from 8 African Troop Contributing Countries prior to their deployment to UN peace operations in collaboration with the Global Peace Operations Initiative. In addition, in collaboration with UNDP, 28 civilians from the League of Arab States specialized Task Force were trained in preparation for their eventual deployment to joint peace operations in the MENA region. Finally, 23 correction personnel were trained as part of the institutional capacity-building support for the security sector.



**28**  
civilians



**23**  
correction  
personnel

Trained 78 Formed Police Units (FPUs) trainers, including 12 female trainers from West Africa, in collaboration with the Ecole de Maintien de la Paix "Alioune Blondin Beye". In addition, 254 members of FPUs were trained prior to their deployment to the United Nations Multidimensional Integrated Stabilization Mission in Mali (MINUSMA), as well as 25 Individual Police Officers.



**78**  
Formed  
Police  
Units

- Strengthened the partnership with the Network of African Women in Conflict Prevention and Mediation (FemWise-Africa). Delivered a five-day induction training for 35 newly accredited members of the network.



- Developed knowledge and skills of the members of [the Syrian Women Advisory Board \(WAB\)](#), in close partnership with UN Women and the Office of the Special Envoy. This included the successful convening of three training modules and hands-on consultation sessions in Geneva for the WAB members. The Fellowship focused on developing WAB members' knowledge and skills in Strategic Negotiation and Communication; Mobilization and Women's Interventions in Constitutional Processes; Outreach and Coordination with Syrian women or women's organizations.
- Broadened its learning offer in [support of young people](#), aiming to strengthen their skills in supporting peaceful, just and inclusive societies through a free online learning course on "Youth and Peacebuilding", which was completed by [over 550 learners](#).



In partnership with the Angie Brooks International Centre for Women's Empowerment,

Leadership Development and International Peace and Security in Monrovia Liberia, [empowered 30 young women and men](#) to contribute to the ongoing peacebuilding efforts in Liberia by developing projects that tackle their communities' most pressing social, political, economic and environmental challenges.

- In partnership with the Organisation Internationale de la Francophonie, supported [14 selected young peacebuilders from francophone countries](#) to increase the impact of their peacebuilding initiatives.

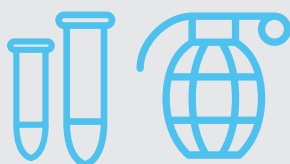


Strengthened knowledge and skills of [271 teachers, educators, psychologists, social workers, and young people involved in the reconciliation process in Colombia](#), leading to

multiplication across communities and reaching many more families, students, children and youth on implementation of strategies that foster resilience and conflict prevention capacities in local communities.

- Built the capacity of and promoted rule of law and good governance among [166 members and staff of the Kenyan Parliament](#) in partnership with the Kenyan Centre for Parliamentary Studies and Training, the capacity-building arm of the Kenyan Parliament.
- Enhanced knowledge, understanding and skills of [102 learners and practitioners in the cross-disciplinary field of conflict, peace and security studies](#), through the delivery of [four fully accredited master's degrees](#) in collaboration with four leading universities.
- Contributed to expanding the knowledge and understanding of [5,965 adult learners](#), including [646 UN volunteers](#), on key concepts related to [conflict and post-conflict theory and practice through online learning](#).

- Convened [121 representatives](#) from youth, multilateral and civil society organizations to exchange views on using the Leave No-One Behind model to contribute to strengthening local capacities for [Technical and Vocational Education and Training \(TVET\)](#) in order to ensure inclusive quality education, and promote lifelong learning opportunities for all, regardless of location.



Built the knowledge and capacities of [22](#) junior DDR practitioners (in partnership with

the Folke Bernadotte Academy) through the delivery of an online [course on the UN approach to Disarmament, Demobilization and Reintegration \(DDR\)](#), as well as the capacities of [17](#) DDR practitioners (in partnership with UN DPO and UNODA) to design effective, tailored [arms and ammunition management](#) operations in both traditional and 'second generation' DDR settings – in line with the most relevant, globally accepted standards (IDDRS, ISACS and IATG) and with international and regional commitments of host governments.

- Worked on building and developing [capacities for early warning](#). Conducted a training on Conflict Analysis and Early Warning together with the African Union and in cooperation with UNITAR UNOSAT to improve the capacities of AU member states [to contribute to the AU Continental Early Warning System](#). Further,

provided technical advice to the G5 Sahel Regional Cell for the Prevention of Radicalization and Violent Extremism (CELLRAD) to develop the capacities of [early warning systems in a violent extremism and terrorism context](#).

- Participated and contributed to the [revitalization of the Global Counter-Terrorism Coordination Compact](#) to deliver on the UN Counter-Terrorism Strategy.



Contributed with UNITAR's specific expertise on training and learning solutions to the [UN Women Guidance Note "Gender Mainstreaming](#)

[Principles, Dimensions and Priorities for the prevention of violent extremism \(PVE\)](#)".

- Convened the [Humanitarian Energy Conference](#), bringing together [161 members from UN agencies, donors, civil society groups and the private sector](#) to discuss strengthening humanitarian capacities to respond with more reliable, sustainable, modern and affordable energy.
- Following the Global Refugee Forum 2019, became the [Secretariat of UNHCR Clean Energy Challenge](#) that will facilitate sector wide, systematic action to enable clean energy access for displaced communities and sustainable application of energy infrastructure for community services.

- Hosted [four humanitarian energy webinars](#), alongside ICRC and Energypedia, as well as a webinar series on [Sustainable Financing for Decarbonising Energy infrastructure in Humanitarian Settings](#), with UN Agencies, NGOs and the private sector, attended by [481 individuals](#).
- Undertook a [National Humanitarian Energy Assessment of Activities in Djibouti](#) with UNDP and SELCO Foundation with a view of increasing energy access to forcibly displaced communities and supporting the transitioning of operations to renewable sources of energy, with the kick-off workshop attended by [40 individuals](#).











## Mai Thin Yu Mon

Director, Indigenous Peoples Development Program, Chin Human Rights Organization, Myanmar. Founding Member, Myanmar Indigenous Peoples Network. Executive Council Member, Asia Indigenous Peoples' Pact

### Country

Myanmar

### Training

UNITAR Training Programme to Enhance the Conflict Prevention and Peacemaking Capacities of Indigenous Peoples Representatives

# Indigenous Youth Leadership – Ensuring No One is Left Behind

**“When we speak about COVID-19, it is all about negative messages. We also feel as Indigenous youth that we have hope there is a silver lining. We are feeling that community spirit has been strengthened throughout the response process - especially intergenerational cooperation so elders working together with youth - and youth are taking all these proactive actions at the community and township levels. The role of Indigenous youth has been highly appreciated in communities and by government - these are the silver linings we are seeing.”**

Mai Thin Yu Mon, UNITAR alumna, shared powerful lessons as an expert panelist at the FAO Webinar on Indigenous Peoples and COVID-19. She highlighted examples in Asia and other regions demonstrating that during the pandemic and beyond, Indigenous youth have been serving as educators, humanitarian actors, intergenerational catalysts and community mediators. Mai Thin conveyed innovative strategies of Indigenous youth to translate health information into Indigenous languages to address fear and uncertainty, prepare materials - including documentaries on social

media with Indigenous music - to educate, take leadership roles in local committees, monitor and report health statistics, and convey community mediating messages where tensions are high due to misunderstanding, discrimination, fear and lack of clear guidance.

“In some areas, there have been growing tensions between different townships and regions because they have different rules, as a result of inconsistencies in instructions...for such kind of social issues Indigenous youth have been taking the role of mediators and educators by talking to different groups and sending out mediating messages and support to reduce tensions between communities and regions.” Indigenous youth are distributing food and health supplies and working with seamstresses to share homemade masks with communities in need. **“These actions have been replicated in some areas with Internally Displaced Peoples due to armed**

**conflict who are not able to engage in physical distancing.”**

Mai Thin also spoke of Indigenous youth putting out statements highlighting the UN Secretary-General's message calling on parties to stop armed conflict and work together to prevent violence and find solutions, with some Indigenous youth contributing **“more like a mediator and connecting these different groups.”** Mai Thin concluded, **“Indigenous youth are discussing among ourselves how we can bring more medium and long term actions to respond to post-COVID-19. We are seeing many contributions we can make.”**

First trained as a language instructor, Mai Thin said seeing “the political situation, human rights situation and the sufferings of Indigenous peoples drew me towards this field of work.” Since then she has been working to promote and protect the rights of Indigenous peoples. When Mai Thin was recommended to take part in the UNITAR Training Programme to Enhance the Conflict Prevention and Peacemaking Capacities of Indigenous Peoples' Representatives, as an OHCHR Indigenous Fellow, her goals were to “enhance the meaningful participation of Indigenous communities in the peace dialogue, and promote and protect Indigenous Peoples' rights and free, prior and informed consent for development projects in Indigenous Peoples’



Courtesy of Mai Thin Yu Mon

#### IMAGE 1

Mai Thin Yu Mon, Global Indigenous Youth Caucus Member for Asia addresses delegates during a side-event at the UN Experts Mechanism on the Rights of Indigenous Peoples.



lands and territories.” She is very committed to enhancing the participation of Indigenous women and girls in decision-making.

“When representing Indigenous peoples, most of the work includes trying to influence policy-related decisions and actions that can have impacts at different levels, from village and township level to national, regional and international mechanisms. All these include negotiating with different stakeholders, including state representatives, different government departments and corporate people especially when it comes to climate change actions.

What I learned from the UNITAR training helped me a lot in all those negotiations -- sometimes as a stakeholder and sometimes as a facilitator. I feel much more confident and skillful in dealing with these negotiations. I apply the knowledge and skills I gained from the training, and have also shared the knowledge, skills and even the role-play activities from the training during different community level advocacy trainings. There are examples where Indigenous communities who received those trainings have successfully accomplished their negotiations with governments regarding their customary land tenure and access to forest and natural resources which are vital to Indigenous livelihoods.”

The annual intensive UNITAR training programme invites 30 Indigenous representatives from every region to enhance their capacities to identify root causes of conflict, strengthen dialogue and listening skills and practice interest-based, problem-solving negotiation to build the kinds of constructive

relationships that can create mutually-beneficial and lasting solutions. 539 indigenous representatives from around the world have been trained in 12 international and 6 regional programmes to date. Alumni include 8 Expert Members of the UN Permanent Forum on Indigenous Issues (including 3 Chairpersons), 5 Expert Members of the UN Expert Mechanism on the Rights of Indigenous Peoples (including 3 chairpersons), 3 Indigenous Global Youth Caucus Representatives, and others working nationally and at grassroots levels.

**“It was really interesting to learn about the different international mechanisms for peacemaking and mediation alongside examples of Indigenous ways of mediation and negotiation-including a great example of Indigenous women’s efforts in peacemaking from Colombia. Negotiation theory and exercises were really amazing. They were not only insightful, but fun. They gave the opportunity not only to analyze but also to reflect on myself at the personal level relating the discussions to the work on the ground. It was insightful listening to all the very rich experiences from brothers and sisters from different parts of the world. This knowledge and experience helped me greatly in my daily work to accomplish a good deal, especially when being a part of setting up and strengthening Indigenous women’s networks and Indigenous youth platforms at Asia level, national level and community level which includes a lot of facilitating for people with different backgrounds and interests.”** She is keen to continue this vital work.



Photo Credit: Youth Circle



## IMAGE 2

Delivering Votes of Thanks on the International Day of the World's Indigenous Peoples celebration in Myanmar (August 9, 2019)

“In the future, I will continue to promote and protect the rights of Indigenous peoples while building up my capacity also to be able to serve better, and to identify and fill the gaps in cooperation with Indigenous brothers and sisters and all other people who want to contribute to build a just and peaceful world so that “Voices of the voiceless” be heard.







Photo credit: Courtesy of Ingy Hamdy

**Ingy Hamdy**

Head of Social Media and  
Media Production at the  
League of Arab States  
(LAS)

**Country**

Egypt

**Training**

Intensive Training for  
Civilian Peacekeepers of  
the LAS Task Force

## What Does it Take to Achieve International Peace and Security?

We all agree that a peaceful environment is essential for human beings to thrive, but we still have a lot of work to do if we want to achieve international peace and security. Global peacefulness has deteriorated over the past years due to a wide range of factors such as increased terrorist activities, the intensification of conflicts and rising of regional and political tensions worldwide<sup>1</sup>. So, what do we need to do to solve these conflicts? What does it really take to achieve peace?

The reality is more complex than you might think. The United Nations' work on peace involves conflict prevention and mediation, peacemaking, peace enforcement, peacebuilding and peacekeeping activities – and they rarely occur in a linear way. But for them to happen, institutional capacities in the fields of crisis management and response must be put in place. Luckily, Ingy Hamdy can teach us a great deal about it.

Ingy, who holds a master's in political science, is Head of Social Media and Media Production

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<sup>1</sup> Global Peace Index 2020.



at the League of Arab States (LAS), one of the oldest regional alliances in the world. The LAS was founded in 1945 to foster close cooperation between its 22 member states politically, socially, economically, and strategically. **“I love what I do because reaching out to the public through social media can be challenging, especially when presenting the point of view, vision and mission of a very formal political institution such as the LAS”**, she acknowledges while stressing she finds the work very rewarding.

One of the things Ingy is really excited about is the LAS Task Force project, which she is a part of. Once it is fully established, the Task Force will serve as an expertise hub on crisis response and peace operations. **“The team will be in charge of political analysis, mediation, and negotiation, amongst other tasks, when deployed to a mission”**, she explains. But this is no easy task! Conflicts in the Arab states have increased, affecting the lives of millions, and threatening political and economic stability in the region.

To help the LAS Task Force level up its operational capacities to effectively respond to such crises, the United Nations Institute for Training and Research (UNITAR) joined forces with the United Nations Development Programme (UNDP) and the European Union (EU) in order to provide LAS Task Force members with a two-year training programme that would enable them to eventually be deployed as civilians to joint missions in a post-conflict setting.

The tailor-made programme included online and face-to-face trainings. “We tackled many issues





Photo credit: Courtesy of Ingy Hamdy





Photo credit: Courtesy of Ingy Hamdy

including political affairs, logistics, protection of civilians, gender, humanitarian assistance, Disarmament, Demobilization and Reintegration (DDR), and many more, all of which are part of the work, I believe, will be assigned to us". Ingy was surprised by the variety of issues a mission handles because, as she explains, **"we often think peacekeeping missions' mandates are either political or military"**. For this reason, Ingy was curious to learn how they could collaborate with the UN and contribute to peacekeeping and peacebuilding activities as civilians, and she was particularly interested in the practical aspects of it. The training included two simulations where participants had the opportunity to be in the shoes of those deployed to missions. **"It's rather easy to get reading materials on peacekeeping, but to practice what we learn, be in the field and see how the work is actually done on a daily basis was the experience we needed to fill the gaps in the theoretical studies"**.

The simulations allowed Ingy and her colleagues to get familiar with important aspects of the work around peace. "My favourite part was in the United Nations Multidimensional Integrated Stabilization Mission in Mali (MINUSMA), where we simulated the mission's leadership team in a situation of crisis". Ingy recalls the experience pushed her out of her comfort zone. "As a quiet introvert who prefers to follow my own pace, I was required to take quick decisions, manage a large team, negotiate, and even face potentially threatening circumstances. It was

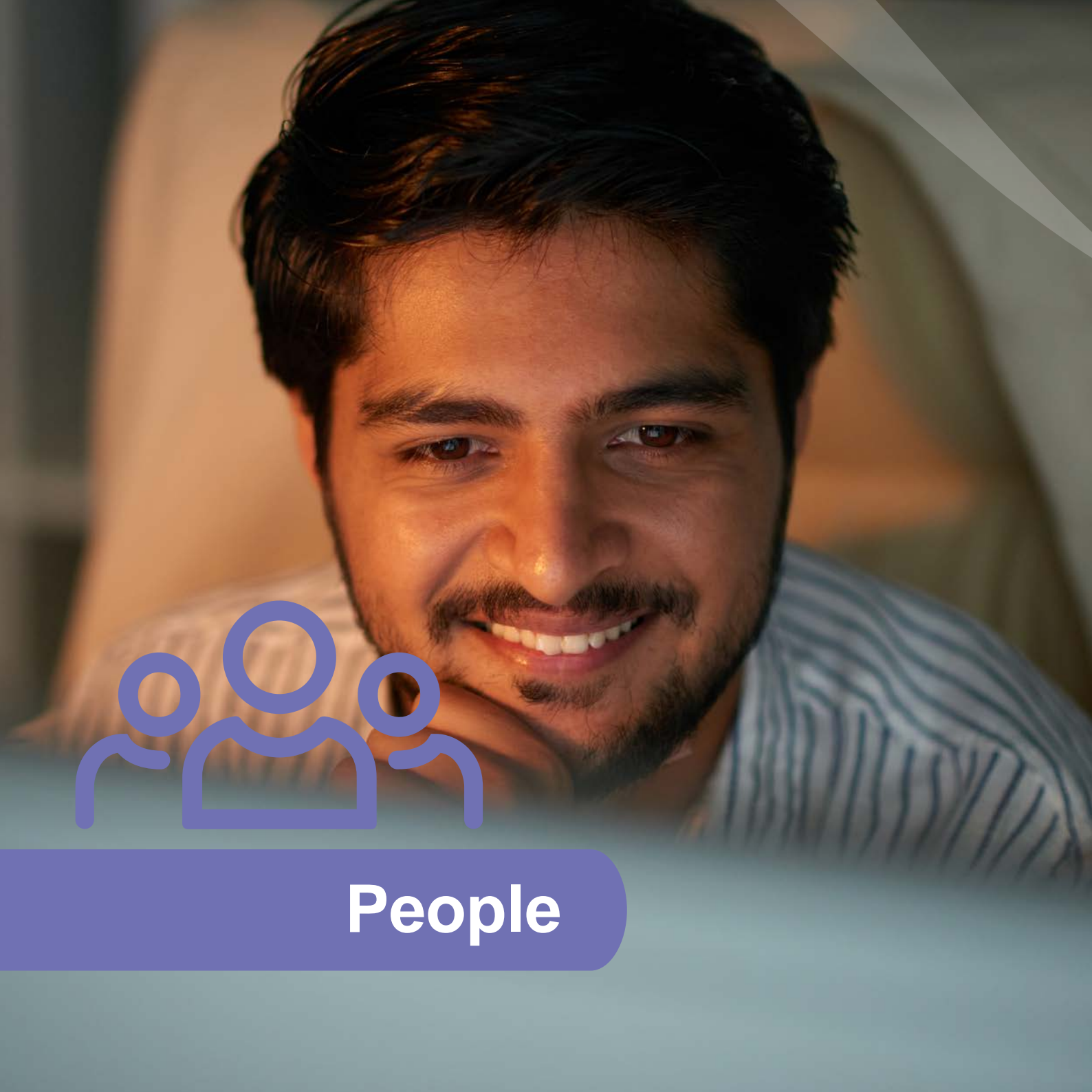
very challenging but also the most beneficial of all".

Other highlights of the training were the sessions on stress and trauma and leadership skills, which opened her eyes to the amount of effort it requires to work under such levels of stress. Additionally, the training also helped her develop negotiation and analysis competences that she's been applying on her professional and personal lives. "Having an analytical mind and being able to communicate what you need efficiently are necessary skills regardless of where and when", she adds.

More importantly, this two-year learning experience was also a self-discovery journey for Ingy. She learnt more about herself, her strengths, and weaknesses as she put her limits to test. "The knowledge I gained about myself and how I can work well even if I'm out of my comfort zone was priceless to me". The opportunity allowed her to grow and boost her confidence. **"Not to mention, of course, the great new connections and friendships I made with my trainers, mentors and my fellow colleagues in the Task Force"**, she adds.

Ingy has now all the basic tools she needs to contribute to achieving peace through the LAS Task Force and we hope she keeps us up-to-date with her first mission!





**People**

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

Promote people's well-being, including the protection and empowerment of groups that are vulnerable and marginalized



**27%**  
of event  
beneficiaries





184  
Events

1,240  
Events days

39,925  
Beneficiaries



82  
Learning events

3,800  
Number of learners

2,916  
Certificates\*

\* Certificates of completion and participation from learning events with objective assessment of learning requirements.

## Highlights

- UNITAR's CIFAL Global Network provided training and learning opportunities to 34,862 government officials, private sector representatives, and civil society leaders from 70 countries around the world.
- 141 capacity building, awareness-raising and collaborative events were implemented by the CIFAL Global Network, covering a variety of topics in the areas of urban planning and governance, economic development, social inclusion, environmental sustainability, leadership, and on localizing the Agenda 2030 for Sustainable Development.
- Through 20 learning events, strengthened the managerial and leadership capacity of 3,595 government officials and key stakeholders to develop and implement interventions that address risk factors associated to road traffic crashes.
- Raised awareness of 199 youth and key stakeholders on the role of young people in sustainable development, both as a vulnerable part of society and as active agents, through the 1M2030 Youth Leadership conference in Geneva.

- Reached **98 surgical staff and stakeholders with a new mobile application on the WHO Surgical Safety Checklist**, providing them with an electronic version of the Checklist, as a way to make it easier to use in all surgical settings and to increase the safety of patients undergoing surgical procedures.
- Trained over **31 public sector officials** as part of a new Global Training Platform on Anti-Corruption in an **anti-corruption training-of-trainers workshop** on key training methodologies and practices, allowing them to become trainers and further disseminate their expertise within their organizations as a way to combat the adverse effects of corruption affecting countries worldwide.
- Empowered **182 public officials and private sector executives** with transformational ideas for shaping public policy and with collaborative strategies in implementing policy through the **Leadership in the Public Sector** learning course, the annual **Collaborative Leadership** Workshop and through the 9th annual Geneva Institute for Leadership and Public Policy Conference.
- In the framework of the World Interfaith Harmony Week created by UN General Assembly resolution 65/5, raised awareness **about interfaith and intercultural dialogue** as important dimensions of peace and development among **86 permanent missions to the United Nations in Geneva**.



Equipped  
**402 individuals**  
including public officials,  
civil society and NGO members  
to identify **local solutions to**  
**global water challenges**.







Photo Credit: Courtesy of Alexander Taylor

## Alexander Taylor

Youth Ambassador to the  
Global Challenges Forum  
Foundation  
President & Founder of  
Artem NexGen

### Country

United States of America

### Event

1M2030 Initiative Launch  
September 2019

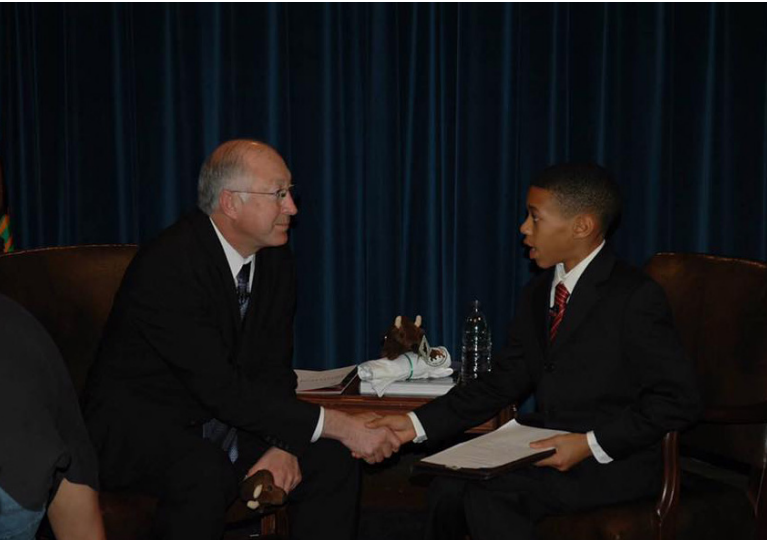
# Youth Leadership? Here is Someone You Must Watch For!

“UNITAR’s methodology for youth engagement and its strategy for developing multi-stakeholder platforms allows us young social-entrepreneurs to better develop ourselves and be in alignment with the Sustainable Development Goals internationally, as well as locally.”

You have certainly heard of prominent, hands-on young leaders who are leaving a trail of positive contributions on their communities and beyond. Well, we know of a rising star that you should watch for: Alexander Taylor.

Born and raised in the suburbs of Washington, D.C., Alexander was educated by his mother to have a strong sense of civic duty. **“Do well so that you may do good.”** he recalls her saying every so often. From her, he learned what became key to his success as a young leader: that he is a global citizen! Daughter to Haitian parents and first-generation American herself, Alexander’s mother supported his eagerness to take part in social matters from the beginning. When he was just 9 years old, Alexander interviewed former U.S. Secretary of Interior, Ken Salazar, on the Buddy Bison Programme, which provides fully funded park experiences aligned with classroom curricula to

engage kids with the great outdoors. The reason behind the interview was to promote his fellow kids to explore natural parks and help tackle a public health problem, the national growth of type II diabetes in children.



Alexander interviews former U.S. Secretary of Interior, Ken Salazar, on the Buddy Bison Programme.  
Photo credit: Courtesy of Alexander Taylor

At the age of 18, Alexander became the youngest submitter for the Global Challenges Foundation New Shape Prize Competition, an open call to harness the best ideas for greater cooperation to tackle global problems. His proposal is now featured on the Together First Partnership, an initiative that builds coalitions of NGOs, activists, and campaigners with the same objective.

Fast-forward to today, and Alexander is the Founder & President of Artem NexGen, an international youth

leadership organization that provides a platform for aspiring young leaders seeking mentorship and skill-development opportunities on social entrepreneurship. The platform is also a network for high-achieving youth pursuing professional roles. On top of that, Alexander is also finalizing a book on social entrepreneurship and youth leadership – topics he definitely has some knowledge to share on!

Inspired by the “March for Our Lives” walkouts he took part in, Alexander wanted to better understand the power and importance of youth leadership around the world. He then spent 8 months in Senegal as a 2019 Global Citizen Year Merit Scholar working on grassroots projects, where he helped organize a school for children with disabilities, amongst other things.

The experience was an eye-opener to different realities but also made him even more perceptive of his own surroundings. **“While I gained leadership experience, cultural insight, and language-learning skills in Senegal, my return to community work exposed me to challenges faced in the very environment I live in”**. Alexander supports his local government in Prince George’s County, Maryland and other local organizations such as the Andrew Young Center at Morehouse College in Atlanta, Georgia (where he’s an honours student), a work he finds just as rewarding as when he’s training youth leaders, social entrepreneurs or Peace Corps volunteers internationally.

So, it’s no surprise that Alexander was amongst the nine youth leaders selected from a global

search to be a spotlight speaker at the launch of the One Million Youth Leaders Beyond 2030 (1M2030) initiative, organized by UNITAR and hosted in Geneva. The 1M2030 was developed by UNITAR and the Global Challenges Forum (GCFF) to empower 1 million youth leaders by 2030 and beyond. **“The conference provided me with the opportunity to engage in intergenerational dialogue with an international community. I came to understand the intersectionality of the Sustainable Development Goals that we,**



**as youth, inherit and as social entrepreneurs develop”**, said Alexander.

For him, such opportunities allow young speakers to showcase their ideas while being guided along the way as they develop them. More importantly, Alexander believes these initiatives empower youth to interconnect the efforts from local to global because as they return to their communities, they “bring the strategies back full circle to their local environments”.

The conference had other immediate outcomes for him. **“It has expanded my reach to collaborate with other youth leaders as we grow the 1M2030 platform into the future”**, says Alexander who has been appointed as Youth Ambassador for the GCFF and assigned to drive the 1M2030 project further, a task he’s taking very seriously. Just recently, Alexander anchored the youth during a Virtual Roundtable Discussion organized by UNITAR on the coronavirus and its impact on the Higher Education sectors. We can’t wait to see the great things he achieves moving forward!

Alexander addresses the audience during the One Million Youth Leaders Beyond 2030 (1M2030) initiative.

Photo Credit: Courtesy of Alexander Taylor





**Planet**

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

Strengthen capacities to foster a green, low-carbon and climate resilient transition.

Strengthen capacities to manage dangerous chemicals and wastes in a sound and sustainable manner.

Improve the conservation and sustainable use of natural resources

**54%**  
of event  
beneficiaries





130  
Events

945  
Events days

71,984  
Beneficiaries



80  
Learning events

69,240  
Number of learners

31,770  
Certificates \*

\* Certificates of completion and participation from learning events with objective assessment of learning requirements.

## Highlights

- Developed climate change related knowledge and skills of over 30,000 stakeholders through the UNITAR-managed UN CC:e-Learn platform, which has more than 230,000 registrations and 21 courses in 8 languages.
- Overhauled and re-launched the flagship introductory e-course on climate change, following the latest instructional design standards.
- Helped to establish the EduCCate Global programme strengthening the climate literacy of thousands of primary and secondary teachers and providing them with the tools to bring climate change and sustainability into the classroom.
- Supported the development / upgrading process of national climate change learning strategies in Kenya, the Kyrgyz Republic, Malawi Zambia and Zimbabwe.
- Strengthened the capacity of the regional training centre of the Permanent Interstate Committee for Drought Control in the Sahel (CILSS), Agrhyment, and of ACE focal points from 11 countries to advance climate change learning in West Africa.
- Supported Ethiopia in integrating climate change into school curricula as part of the current reform process through the development of dedicated guidelines for curriculum developers.





- Continued to play an important role in raising the **visibility of education and training as essential means for an effective response to climate change** at international events, including the SB50 and COP25 of the UNFCCC.



Launched two new e-courses on **green economy and sustainable finance** under the Partnership for Action on Green Economy (PAGE), reaching more than **12,000 learners**.

- (Co-)organized green economy training activities, consultation workshops and seminars in in **11 partner countries** (Burkina Faso, Ghana, Guyana, Kazakhstan, Kyrgyz Republic, Mato Grosso / Brazil, Mauritius, Mongolia, Senegal, South Africa, and Uruguay).
- Kick-started a **Green Learning Network** - a space uniquely suited for learning institutions and education professionals to share, collaborate, and learn from each other.
- Supported Ghana in integrating climate change and green economy into all subjects of the new primary school curricula, preparing relevant teaching and learning materials; and training over **600 primary school teachers**.
- Worked with the **leading civil service training institute** in Senegal (ENA) on a new green economy course targeting in-service staff as well as the next generation of public officials.
- In partnership with the United Nations University, initiated the transfer of its Sustainable Cycles Programme, which focuses on research and training in the area of e-waste and circularity, to UNITAR's Division for Planet. This process is to be completed by end 2021.
- Supported the completion of GEF-funded Mercury Initial Assessments in Bangladesh, Guinea-Bissau, Mauritania and Yemen.
- Trained over **20 government officers and other stakeholders** in Sudan on developing **mercury inventories**, consistent with the MercuryLearn inventory modules.
- Undertook supporting visits to Sierra Leone and the Democratic Republic of the Congo to finalize their National Action Plans for the **artisanal and small-scale gold mining sector** (ASGM).
- Organized final lessons-learned workshop of the GEF-funded **pollutant release and transfer register (PRTR)** implementation projects in **Belarus, Cambodia, Kazakhstan, Moldova and Peru**.

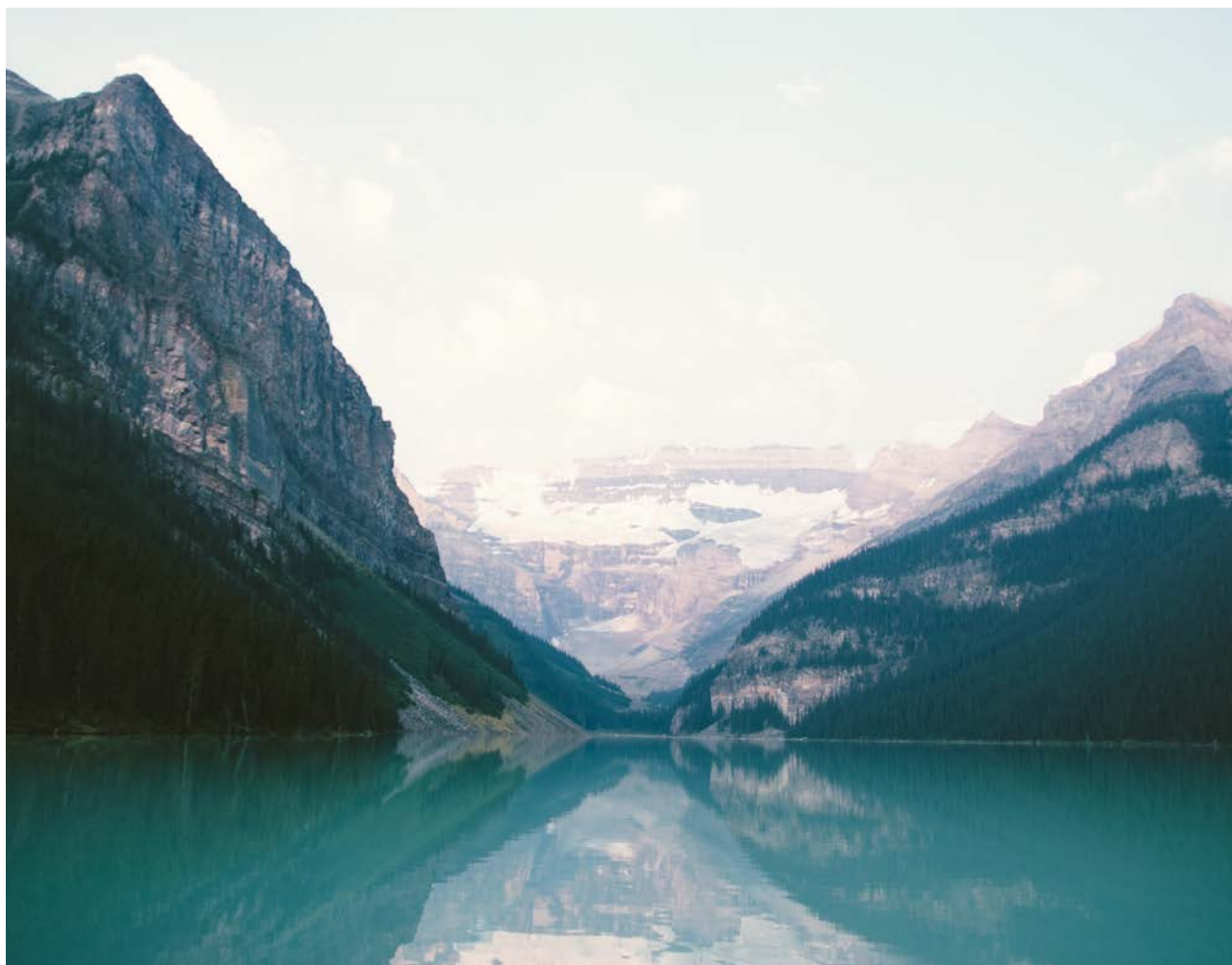


Supported the organization of a series of PRTR training workshops attended by more than **300 government officers and other stakeholders** in Ecuador.

- Provided introductions and training to over **50 government officers and other stakeholders**

through national workshops on the UN system on classification and labelling of chemicals (GHS), in Ghana and Côte d'Ivoire.

- Trained more than 100 national stakeholders in Angola on Chemicals and Waste Management and the development of National Coordination Committees and sectorial coordination and consultation.
- Developed and delivered two rounds of an e-Learning course on GHS, with our first edition of the Spanish course taking place; over 50 participants successfully passed in 2019.
- Organized training workshops, attended by more than 200 government officers and other stakeholders in Colombia, Indonesia and Sri Lanka on the IOMC Toolbox for Decision Making In Chemicals Management.









**AGRHYMET  
Regional Centre  
(CRA, French  
abbreviation)**

**Focal Points**

Prof. Sanoussi Atta,  
Head of the Training and  
Research Department and  
Expert Trainer in Agronomy

Elise Kaba, Distance  
Learning Platform Manager  
and Expert Trainer

**Country**

Niger

**Training**

Training of Trainers (ToT)  
"How to Develop, Deliver  
and Evaluate Effective  
e-Learning"

## Building Climate Resilience in the Sahel by Developing Expertise in e-Learning

Have you ever thought about how powerful teams come together? What are the odds that two talented individuals from different places and different backgrounds cross paths and start working on the same issues? Professor Sanoussi Atta grew up in Niger. After studying Agricultural Engineering, he became a doctor in Biological Sciences. Elise Kaba is from Burkina Faso. She pursued her studies in Computer Science and worked her way towards a master's degree in Physics. For the greater part of their lives, Elise and Sanoussi walked different paths. Little did they know that something bigger than themselves would connect them, something that for years it was just a shared notion of space but that later would become the focus of their careers: the Sahel.

Located in West Africa, just below the Sahara Desert, this region of arid land that stretches from Senegal to Chad is a cultural and historical shoreline between the Middle East and sub-Saharan Africa. Since antiquity it has been the arena of interaction between Arabic, Islamic and nomadic cultures from the north, and indigenous and traditional cultures from the south. For these reasons, the Sahel has a powerful but also

uneasy atmosphere. Over the decades, this has been a place of growing ethno-religious tensions, political instability, and poverty, aggravated by the inherited hardships of such dry environments. To make matters even more concerning, the region is particularly vulnerable to climate change. While the prospects are of increased temperatures globally, in the Sahel temperatures are rising 1.5 times faster than the global average<sup>5</sup>, meaning that in the coming decades the region will most likely be defined by extreme weather occurrences. Addressing such impacts and adapting to the changes are of critical importance of the Sahel and this is where Prof. Sanoussi and Elise Kaba's paths have crossed.

Prof. Sanoussi is Head of the Training and Research Department at the AGRHYMET Regional Centre (CRA\*), a specialized institution of the Permanent Inter-State Committee for Drought Control in the Sahel (CILSS\*) located in Niamey, Niger. His department is dedicated to the development and delivery of training and information on food and nutritional security, water management, climate change and the fight against desertification. Elise oversees the centre's distance learning platform. Both are expert trainers working to prepare and equip professionals with the knowledge and skills required to contribute to a better future in the Sahel. But to do so at scale, the duo realized it was necessary to strengthen its learning system. **"We knew it would be useful to move towards**

**online courses and make the best of current technologies to increase our reach, training the greatest number of people possible in our countries and also to reduce costs"**, Prof. Sanoussi and Elise explain. What they needed was a little technical guidance, which they got through the One UN Climate Change Learning Partnership (UN CC:Learn).

Through its West African Hub, UN CC:Learn delivered a Training of Trainers (ToT) to the AGRHYMET team on "How to Develop, Deliver and Evaluate Effective e-Learning". The training was specifically tailored to AGRHYMET's needs, supporting them in creating e-learning modules for their face-to-face master's degree on climate change. **"During the workshop, we learned the principles and methods for creating online courses and we had the chance to experiment, by applying the different steps in the process of developing an effective e-learning pilot product"**, they recall, adding that the group exercises also allowed them to practice on existing course modules delivered at the Centre.

After the training, the team lost little time in putting what they had learned into practice with their main course module: Integrating Climate Change Policies. "This course was originally delivered in a face-to-face setting and the material was all in PowerPoint format. So, we used what we learned during the workshop to transform it into an e-learning course", said the dynamic duo, with some pride. Now, Prof. Sanoussi and Elise are prepared to share what they have learned. "We have mastered the development

5 Intergovernmental Panel on Climate Change (IPCC)

\* French abbreviation.

of e-learning courses and we are committed to support and train our colleagues to do the same” they said, with some confidence that this episode will leave a meaningful legacy at AGRHYMET.

**“We are driven to provide high-quality adult education and develop the centre’s diploma training courses for distance learning, reaching a larger number of participants in the CILSS countries and Economic Community of West African States (ECOWAS)”.**

UN CC:Learn is excited to see what kind of new upcoming learning solutions will be developed by these two climate champions and their teams.

### About UN CC:Learn

UN CC:Learn is a partnership of more than 30 multilateral organizations supporting countries to design and implement systematic, recurrent and results-oriented climate change learning. The partnership supports knowledge-sharing, promotes the development of common climate change learning materials, coordinates learning interventions through a collaboration of UN agencies and other partners and supports countries in developing and implementing national climate change learning strategies. Funding for UN CC:Learn is provided by the Swiss Government and UN partners. The Secretariat for UN CC:Learn is hosted by the UN Institute for Training and Research (UNITAR).







**Sit Nour Hassan**

Health, Safety  
and Environment  
Consultant

**Country**

Sudan

**Partner**

United Nations Industrial  
Development Organization  
(UNIDO)/Sudan Higher  
Council for Environment  
and Natural Resources  
(HCENR), Sudan

**Project**

Implementation of  
the Minamata Initial  
Assessment (MIA)

## Learning by Doing as a Pathway Towards Better Mercury Management in Sudan

When Sit Nour Hassan finished her bachelor's degree, she realized she was amongst the first five women to become a chemical engineer in Sudan. "I actually started studying architecture, but I was always interested in chemistry, so I changed my studies to pursue the career I wanted", she recalls. Sit Nour is indeed a driven person. After graduating in chemistry from the University of Khartoum, she started her master's degree in Environmental Science and later became a consultant on Occupational Health, Safety and Environment, working closely with the government as well as international organizations. Parallel to that, she continued her academic experience teaching in universities and conducting research in occupational and environmental health. Now she is bringing about change in her home country, especially by increasing understanding and awareness of the need for sound management of mercury.

And yet, for a whole host of reasons, working on chemicals management in Sudan is complicated. "We face many challenges here in Sudan but the toughest has to do with political instability. For instance, sudden and frequent changes in the leadership of relevant ministries affects our work", Sit Nour explains. She adds that such instability is one of the reasons that

Sudan, which is a signatory of the Minamata Convention on Mercury since 2014, has not yet ratified the treaty. “On top of that, we lack technical knowledge and tools to effectively respond to current environmental issues and better protect our miners. We need stronger planning and coordination at the national level and more support from decision-makers”.

Despite all these hurdles, Sit Nour, who is now the National Coordinator of the Minamata Initial Assessment (MIA) project for the United Nations Industrial Development Organization (UNIDO), is making a difference. She is getting additional support as MIA Coordinator from the United Nations Institute for Training and Research (UNITAR) to help Sudan comply with the Treaty requirements in a learning by doing format. “Our project has many phases and each one of them has a different level of difficulty, so we are working in partnership with UNITAR to better accomplish them”. The first step was to conduct institutional and legal assessments in order to develop a framework for the next phases. **“This was an extensive analytical effort but very important to ensure we had a strong basis for guiding our activities”.**

After the framework was created, Sit Nour and her team moved forward to one of the most demanding tasks, the mercury inventory, where they would need to identify and quantify Sudan’s sources of mercury releases. This task entails the collection of a large amount of data through serious engagement with the government and other stakeholders.

**“Thankfully, we received a lot of assistance from**

**UNITAR for this phase in particular. Together we organized a Training of Trainer (ToT) workshop to better prepare those involved in the data collection and we established 4 national steering groups with institutions, non-governmental organizations and every stakeholder and mercury user in the country to get them on board with our project”.**

Sit Nour is pleased to see how collaborative the inventory turned out to be and received a lot of positive feedback. “We conducted an evaluation to assess how satisfied the participants were with the whole ToT process and the comments were very encouraging”, she says. **“I believe this inventory will be very beneficial for our country for setting priorities and reduction targets and also for improving international co-operation and knowledge sharing. In fact, I can already a change in mindset and attitudes particularly in protecting workers and the ecosystem”.** Indeed, initiatives like this are incredibly important for many reasons. Helping control, eliminate, and prevent diseases or injuries caused by chemicals is just one example of the results that can be expected through training based approaches, together with greater national ownership as a result. UNITAR is grateful for Sit Nour and her team’s hard work and excited to see the outcomes for the better government of the health and safety of the Sudanese people and the planet.





Photo Credit: Courtesy of Sit Nour Hassan



**Prosperity**

Promote inclusive  
and sustainable  
economic growth

Help countries to  
achieve inclusive  
and sustainable  
economic growth



1%  
of event  
beneficiaries







37  
Events

248  
Events days

829  
Beneficiaries



24  
Learning events

337  
Number of learners

200  
Certificates \*

\* Certificates of completion and participation from learning events with objective assessment of learning requirements.

## Highlights

- Through e-learning, developed knowledge, skills and awareness of **22 Mexican Foreign Service Officials in the field of public finance and trade**. Over the past 6 years, Mexican officials have been participating in UNITAR courses focusing on privacy and data protection, intellectual property law, international negotiation, conflict and dispute resolution, and trade finance infrastructure development.
- In collaboration with the Food and Agriculture Organization of the United Nations, developed and delivered online training on **Trade, Food Security and Nutrition for 53 representatives** (43% female) from government and related

authorities in Sub-Saharan Africa who are directly involved in the formulation and implementation of agricultural policies and programmes. Beneficiary countries include **Burundi, Benin, Botswana, Côte d'Ivoire, Ethiopia, Ghana, Kenya, Lesotho, Madagascar, Mali, Mauritius, Malawi, Namibia, Niger, Nigeria, Rwanda, Seychelles, Sierra Leone, Eswatini, Togo, Tanzania, Uganda, South Africa, Zambia, and Zimbabwe**. The partnership with FAO continues to grow over the past 5 years in response to high demand from the region.

- Partnered with the Food and Agriculture Organization of the United Nations to deliver an online course in Russian on **Agriculture**



in **International Trade Agreements** for 65 officials from 12 post-Soviet countries who are directly involved in the formulation and implementation of trade or agricultural policies. Over the past 5 years, the joint programme with FAO has successfully trained over **300 officials** from **Armenia, Azerbaijan, Belarus, Georgia, Kazakhstan, Kyrgyzstan, Moldova, Russia, Tajikistan, Turkmenistan, Ukraine, and Uzbekistan**.

- Strengthened knowledge and skills of **45 public officials**, private and civil society stakeholders on **public finance and debt management, trade and intellectual property rights primarily through e-Learning courses**. Thematic areas also include central banking and monetary policy, corporate governance, capital market development and regulation, drafting and negotiating clauses of loan agreements, public procurement, financial risk management, and anti-money laundering. All online courses are expert-moderated.



Empowered and strengthened the capacity of **15 junior- to mid-career Iraqi professionals** from

public sector, private sector, NGOs, media, and academia on **social entrepreneurship and leadership** to be leaders in their communities and address local needs through innovative and creative business solutions. This cohort forms part of 80 alumni in Iraqi, who are actively engaged as coaches and mentors.

- Built the capacity of **23 young South Sudanese** representatives from the public sector, private sector, NGOs, media, and academia on **organizational needs assessment, project planning, leadership, and entrepreneurship skills** to identify local needs and develop effective projects to address them. Workshops also engaged 88 alumni over the last 5 years.





- In collaboration with the United Nations Development Programme Syria Country Office, trained **15 civilian entrepreneurs** from rural areas in Syria with workshops in Syria and Japan. Following the programme, five of the start-ups successfully receiving seed-funding.



Strengthened knowledge and skills of **15 Afghan women** from the public sector, private sector, NGOs and academia on **women's leadership, good governance and the Sustainable Development Goals** to develop and undertake initiatives that empower women, their organizations and their communities.

- Joining an empowered youth group of over 65 alumni, we trained 15 public sector, civil society and media representatives from seven **Sahel region countries** (Burkina Faso, Cameroon, Chad, Mali, Mauritania, Niger, Senegal) on **anti-corruption, and youth awareness and initiative engagement**. Participants also released their "Hiroshima Declaration" which states their commitment to engage as an anticorruption youth network across the Sahel, and support continued anti-corruption learning in the region.
- Trained **27 civil society and NGO representatives from 14 Pacific Ocean Small Island Developing States (SIDS)** on **women's leadership and good practice around Tsunami-based Disaster Risk Reduction**, joining a community of over 120 female alumni across the Pacific and Indian Ocean SIDS working to ensure their communities

and organizations are prepared for natural disasters.

- Through a series of interactive workshops, built the capacity of **20 high school students from Hiroshima, as part of our Youth Ambassador programme**, to think globally and take action in line with the SDGs.
- Raised awareness on the **global socio-economic challenges and the role of youth in achieving SDGs to 23 Chinese university students** through interactive workshop in Geneva. UNITAR's convening power combined with large network of institutional partners and international experts provide effective and customized learning solutions to address global challenges.
- Trained **34 senior government officials from Dubai on Leadership for Leaders** as part of the "Designing Cities" Training Program in Japan organized by Smart Dubai.
- Enhanced the capacity of **34 JICA PEACE scholars from Afghanistan** during their joint-programme to effectively identify and lead successful change and transition in their organizations.
- Trained **19 civil servants from 10 countries on key skills relating to effective engagement on Nuclear Disarmament and Non-proliferation issues at regional and global fora**. They have joined the alumni group of 70. Many of the alumni have joined their country delegations for actual negotiations for nuclear issues, utilizing skills and knowledge they have gained in the training programme.



Courtesy of Hussein Naeem Hasan Naser

## **Hussein Naeem Hasan Naser**

Manager of Training and Technical Support Unit in the Quality Assurance Department and Lecturer in the Biomedical Engineering Department at the University of Thi-Qar.

### **Country**

Iraq

### **Training**

UNITAR Hiroshima Transforming the Future: Empowering Social Entrepreneurs and Youth Leaders for Iraq, 2019 cycle.

# **Developing Entrepreneurship Skills in Iraq**

What does it take to rebuild a nation shattered by war? More than just bricks and mortar, reestablishing the socio-economic foundations is a vital part of the process, one that is particularly important for restoring people's sense of opportunity, dignity and hope. However, accomplishing such thing depends largely on the nation's capacity to retain talents that will contribute to efforts towards enabling the state to be fully functional again. Hussein Naeem Hasan Naser is, without a doubt, one of these rare talents!

Born in Southern Iraq, Hussein moved to Baghdad to study, where he ended up living for 15 years. His interest in robotics led him to pursue a bachelor's degree in Mechatronics Engineering at the University of Baghdad. After completing his undergraduate studies, Hussein became one of the 10,000 students to join the Iraq Education Initiative, launched by Iraq's Prime Minister Noori Al Malki with the purpose of sending promising professionals to study in the best accredited universities worldwide. The educational programme, designed to fill the gap between Iraq's education and that of the world, aimed at further developing teaching staff, improving curricula through the introduction of modern teaching methods and fostering knowledge exchange and creating a scientific atmosphere.



Hussein went on to work towards a master's degree in Mechatronics Engineering at the Michigan State University, USA, where he researched the 'Design, Development, and Modeling of a Wirelessly Charged Robotic Fish', a challenging topic in the field of robotics that adds to the complexity in waterproofing mechanical devices. After finishing his master's degree, Hussein went back to Iraq and was welcomed with great job opportunities. He is currently Manager of Training and Technical Support Unit in the Quality Assurance Department and Lecturer in the Biomedical Engineering Department at the University of Thi-Qar and thus accumulates a lot of responsibilities. **"I provide technical support and training to employees in our universities, teach robotics design and I also supervise students working on their undergraduate thesis"**, he explains.

Despite the promising career opportunities, Hussein was feeling uneasy by the harsh post-conflict reality in his home country. "When I came back, I saw a lot of social problems in Iraq that were consequences of the war, such as poverty and violence. So, I had the idea of building a towing service mobile app to facilitate users' access to the service anywhere in Iraq, helping minimize the risk of people being exposed to robbery or any potential threatening situations".

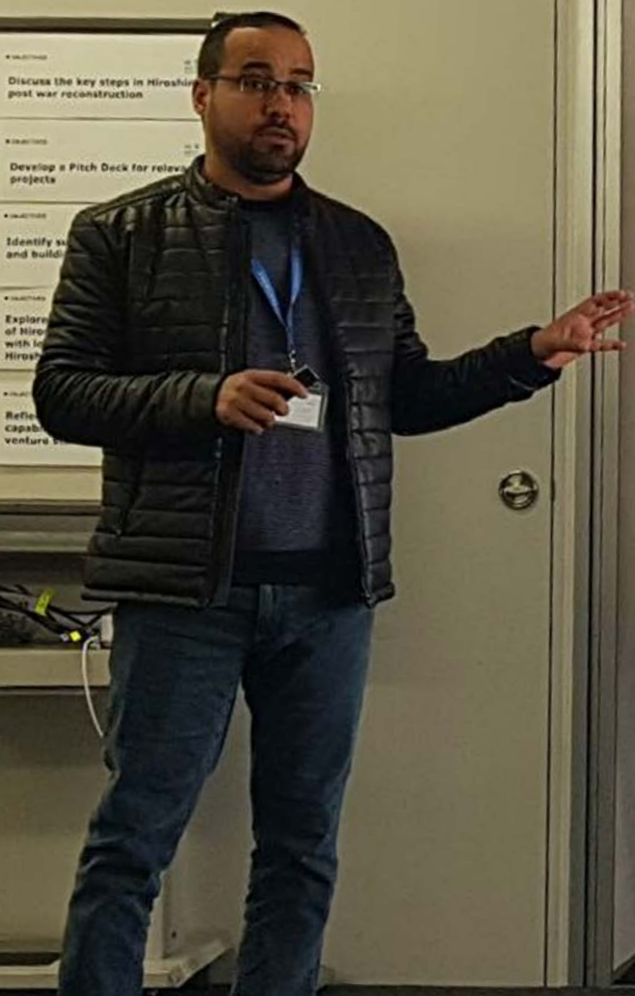
While he was building the system, Hussein knew he would need to gain practical knowledge and skills on entrepreneurship to turn his idea into a successful business solution. It was when he came across the '2019 UNITAR Hiroshima Transforming the Future: Empowering Social Entrepreneurs and Youth Leaders for Iraq', a 12-month fellowship programme

designed to support young entrepreneurs to initiate, develop and lead wealth-creating enterprises.

**"During the training I learned a lot about business. I learned to negotiate, solve problems and conduct market research. I also learned about customer services, customer behaviour and the value of costumers' feedback for improving a product. But, more importantly, I learned how to build solutions that are not only commercially profitable but also socially relevant, that are designed considering local needs"**, he says adding he also gain leadership skills useful for his professional goals.

Hussein applied all his newly gained knowledge to the development of the Towing Service App, which uses GPS system to determine the location of the user and provide a list of towing service owners arranged according to the nearest provider, so users can receive assistance as soon as possible. To make things even better, the mobile tool works online and offline, especially on Iraq's outside roads, and is available in both Arabic and English.

By supporting junior-mid level professionals like Hussein in the development of their entrepreneurial capacity, UNITAR expects to encourage creative minds to initiate other start-ups and foster innovative solutions that will contribute to local and regional economic growth. Hussein is exactly on this path and is already planning to turn more ideas into actions. **"I love being independent and working on my own business, so I want to continue dedicating time to my projects and eventually be able to work full time on them. I want to create more solutions that will help generate job opportunities and rebuild a better Iraq"**.



## Methodology

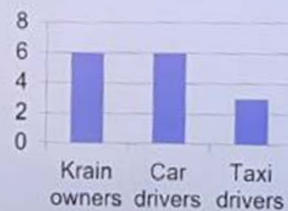
The interviewees selection criterion:

I divided the customers into three categories depending on their role and needs:

- Krain owners
- Car owners (drivers)
- Taxi drivers

Number of interviewees:

➤ (15 interviewees)





Courtesy of Fred Masibo Simiyu



**Fred Masibo Simiyu  
(PhD)**

Deputy Director,  
International Trade and  
Head of the Multilateral  
Division in Kenya,  
work for the Ministry  
of Industry, Trade and  
Enterprise Development,  
at the State Department  
for Trade

**Country**

Kenya

**Training**

Course on Trade, Food  
Security and Nutrition

## Developing and Implementing Better Trade Policies in Kenya for Sustainable Economic Growth

Dr Fred Simiyu has a PhD in Entrepreneurship with over 25 years of experience working for the Ministry of Industry, Trade and Enterprise Development of Kenya. As Deputy Director of International Trade of one of the fastest growing economies in Sub-Saharan Africa, Dr Simiyu is no stranger to the pressures of accumulating many responsibilities. Indeed, his duties as such seem far from easy and include overseeing the National Trade Negotiations Council (NTNC) activities, coordinating the country's trade policy review and strategically positioning Kenya in bilateral and multilateral trade negotiations. On top of that, he manages his country's notification obligations at the World Trade Organization (WTO) and works closely with other international trade organizations, such as the United Nations Conference on Trade and Development (UNCTAD) and the International Trade Centre (ITC).

Following the 2008 global economic and financial crisis, Kenyans saw the economy faltered and

growth resumed only in the last 5 years<sup>1</sup>. Since then, Dr Simiyu has been even more driven to improve the country's trading system to minimize its vulnerability to external shocks and ensure sustained economic growth and social development. **“Our main challenges are the high production costs of goods, which makes our products less competitive in the global market, and the trade deficit. Our imports are 3 times higher than our exports. So, we need to invest in innovative technologies that will allow us to both lower our production costs and increase our export rate”**, he explains while also highlighting the importance of seizing opportunities on agro-processing industries.

Aware of the challenges to overcome and the opportunities to be unlocked, Dr Simiyu started looking for a learning programme that would help him grasp all the complexities of international trade so he would be better equipped in his work. It was when he found the course ‘Trade, Food Security and Nutrition’ offered by the United Nations Institute for Training and Research (UNITAR) in partnership with the Food and Agriculture Organization (FAO).

Throughout the course, Dr Simiyu learned about the development and implementation of evidence-based trade policies, and how to formulate and negotiate trade agreements more suitable to Kenya's reality. He also became more informed about the intra-African trade dynamics. “The discussions we had with other colleagues from other developing countries enabled me to learn more about trade and

agriculture policies in Africa and see where Kenya stands. I realized, for instance, that we have a few problems regarding policy implementation, and we need to focus more on policy formulation because there's not enough maneuver in times of crises”.

One of the highlights of the course for Dr Simiyu was the content on applied and bound tariffs and how to negotiate tariff levels with other members of the WTO during trade rounds, which led him to realize the importance of capacity building for African negotiators. “One problem we had is that our representatives were not properly briefed before negotiations. Now they are equipped to negotiate higher bound tariff rates, which could be beneficial to our manufacturing sector”.

Additionally, Dr Simiyu also attained a better understanding of the working behind international trade organizations. **“I am now well informed of the issues that are unfolding at the multilateral level as well as of Kenya's position in this playing field”**, he said while adding that he can better advise members of such organizations regarding the movement of goods across Kenya's borders.

But perhaps the most concrete impact of the knowledge he obtained is being reflected in the work he is doing in preparation for Twelfth WTO Ministerial Conference (MC12), to be held in Nur-Sultan, Kazakhstan. The Conference, which was rescheduled to June 2021 due to the COVID-19 crisis, is attended by trade ministers and other senior officials from the organization's 164

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1 World Bank

members. It is on that occasion when they take decisions on all matters under any of the multilateral trade agreements. Dr Simiyu is charged with the complex task of preparing Kenya's position for the

negotiations and he already finished the first draft! We now remain interested to see the outcomes of the MC12 and we hope they will contribute to advancing sustainable economic growth in Kenya.



Courtesy of Fred Masibo Simiyu





# Multilateral Diplomacy

## Strengthening multilateralism to foster dialogue and effective diplomatic solutions

Strengthen representation  
of countries in special  
situations in institutions  
of global governance



**3%**  
of event  
beneficiaries





114

Events

243\*

Events days

3,748

Beneficiaries



91

Learning events

3,109

Number of learners

785

Certificates\*\*

\* Only those recorded under multilateral diplomacy.

\*\* Certificates of completion and participation from learning events with objective assessment of learning requirements.

## Highlights

### Core Diplomatic Training Activities:

- Strengthened knowledge and skills on **multilateral diplomacy and international law of 1,689 beneficiaries**, including diplomats, public officials, participants from the private sector, civil society and individuals in Geneva, Vienna, Nairobi, Bangkok and New York as well as online, as part of the Institute's Core Diplomatic Training Activities.

### Tailor-Made Activities for Countries:

- Raised awareness and strengthened skills of more than **775 diplomats, delegates and public**

**officials** through customized training activities in the field of multilateral diplomacy and international law from the following countries: Kingdom of Saudi Arabia, State of Qatar, Kenya, Lebanon, Nepal, Kuwait, Costa Rica, Mongolia, Ethiopia, Sri Lanka, Thailand, Philippines, Cuba, Somalia, Tanzania, United Kingdom, CIS countries, and other SIDS and LDCs countries.

### Tailor-Made Activities for Organizations:

- Raised awareness and strengthened skills of more than **527 beneficiaries** from international organizations, private sector entities, civil society, academia and other stakeholders through



customized training activities in the field of multilateral diplomacy and international affairs from the following organizations: **The Global Fund**, the **Gulf Cooperation Council (GCC)**, several Chinese universities, **Hamdan Bin Mohammed Smart University (HBMSU)**, **Zayed University**, **Kuwait Anti-Corruption Authority (Nazaha)**, **Foundation Antonio Meneghetti**, the *Organisation internationale de la Francophonie (OIF)*, among other partners.

### Other Tailor-Made Activities:

- Launched the first edition of the **World Negotiation Day** in Geneva, attended by over 100 participants.
- Co-organized the **International Forum on Diplomatic Training (IFDT)** in Geneva, attended by over 60 Heads of Diplomatic Academies and Institutes.
- Organized an **Executive Retreat for Heads of Arabic Diplomatic Academies and Institutes** in Algiers.
- Implemented 3 two-week-long **Field Visits to International Geneva** together with Chinese partner institutions for a total of 103 Chinese participants.
- Carried out 3 one-week-long **United Nations Immersion Programmes** at Geneva for participants from all around the world, training a total of 51 participants on the UN and Geneva's multilateral working environment.
- Raised awareness and developed skills and knowledge of 56 participants through the first UNITAR Training Activity on "**Business and Human Rights: Key to Achieving the SDGs**" that took place in Geneva, Switzerland.
- Implemented a High-level event on "**The CEDAW Convention: 40 years of promoting and empowering women**" for 29 participants.



Launched a new six-week-long e-Learning Course named "**Diplomacy 4.0 – Beyond the Digital Frontier**" training 25 international participants on the intersection of diplomacy and technology.

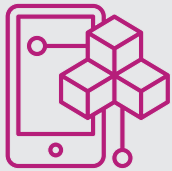
### Master's degrees

- Raised awareness and developed skills and knowledge of 142 students through 4 joint **Master's Degrees with the Moscow State Institute of International Relations** and the Open University of Catalonia (UOC).
- Successfully launched the first edition of the joint **Master's Degree in Human Rights & Diplomacy** for 25 students with the University of Stirling.

### New York Office

- Awarded **917 scholarships from Swedish support for G77, SIDS and LDCs country participants under the Levelling the Playing Field initiative in New York**.
- Launched a new series on **New Technologies**

**TechNovation Talks** with the collaboration of United Nations Office of Information and Communication Technology, and developed knowledge, skills and awareness of the 61 students.



8,700 downloads of the **UN “How To” app** to provide a portable avenue for delegations to access all information and documented need to successfully navigate the United Nations system.

- Launched a **Music Education and Sustainable Development series** of courses with more than 30 beneficiaries.
- Successfully developed and delivered training on **Developing Leadership and Negotiation Skills** for 55 government officials from Central American Countries.
- Strengthened knowledge and skill in multilateral diplomacy in preparation for the **General Assembly for 331 delegates** attending the General Assembly and covering the Main Committees in the United Nations Headquarters.
- Developed training for **diplomats based in the UNHQ on core diplomatic skills and knowledge as Election procedures, Speech Writing Drafting Resolutions, Briefing on the United Nations General Assembly and Main Committees and Orientation Courses for members of the ECOSOC** supporting 289 participants.

- Developed the programme **Global Diplomacy Initiative** for 18 students and young professionals focused on diplomacy and United Nations environment.
- Developed a series of events on **Conflict Resolution, Mediation and Negotiation** with Columbia Law School for **227 participants** focusing on SDG 16 and SDG 5.
- Organized a training on the **Behavioral Insights** yearly initiative for more than **80 attendees** focusing on preventing violent extremism.



Supported the development of a **Results Based Management Training for 70 UNMAS Staff** officials for improvement of their performance.

- Coordinated and implemented the training of 4 out of the 5 Security **Council newly members Niger, Saint Vincent and the Grenadines Viet Nam and Tunisia** consisting of a total of 44 elected delegates.
- Organized a series of courses with Trees for the Future on **Optimizing Small Farms, establishing forest Gardens, diversifying Nutrition and Income sources** for **88 beneficiaries**.
- Published “**SDGs Main contributions and challenges**” in collaboration with SDG Fund and University Rey Juan Carlos I.
- Developed the **4th edition of the annual SDG Learning and Practice Centre** on the auspices of

the **High-Level Political Forum** with 10 different sessions aligned with the SDGs under review and more than **1,000 attendees** from United Nations, Government, Private Sector and Academia.

- Developed e-learning course on SDGs including “**Leading with Ethics in Achieving the SDGs**” with Boulder Colorado University and “**A Road to a Call for Peace**” for **22 beneficiaries**.









**Mark Meaney (PhD)**

Scholar in Residence,  
Social Responsibility  
and Sustainability, and  
Faculty Director for UN  
Programing at the Leeds  
School of Business,  
University of Colorado

**Country**

USA

**Partner**

University of Colorado

**Project**

Development of the Course  
'Leading with Ethics in  
Achieving the SDGs'

## From the 'I' to the 'We' to the 'All of Us'

Ethics is far from being a new topic of discussion. In fact, it has been at the centre of philosophical debates for thousands and thousands of years. But a lot has changed in our societies since Socrates and other well-known thinkers shared their ideas on the subject. Some may argue that empty discourses and lack of commitment to ethical principles are becoming more common nowadays, especially coming from global leadership. So, is ethics losing its relevance in the modern world?

**"It is actually becoming more important, rather than less"**, defends Dr. Mark Meaney, a Scholar in Residence, who oversees curriculum development and course delivery in business ethics, corporate social responsibility, diversity, equity and inclusion, and sustainability at the Leeds School of Business, at the University of Colorado. He explains that, although people have justified reasons to be skeptical regarding some aspects of global leadership, the volatility and complexity of global economy are pushing for change to organizational structure, making ethics more relevant than ever. "In the past, organization had been top-down, command and control and hierarchical. Employees essentially waited for decisions to come down from senior leadership so they could do certain things in response to market forces. This no longer works because, by the time employees get the

instructions, what they were at one time responding to has changed. Such structure is quickly becoming obsolete and it is giving way to more team-based decision-making”, he adds. As a consequence, each individual on a team is empowered by purpose, mission and values to make decisions on behalf of the organization.

This is the case not only for private corporations but also for international and non-governmental organizations. **“Because the United Nations (UN) now has to respond so rapidly to changing circumstances, UN agencies are more and more relying on teams in order to better serve vulnerable populations”**. Dr. Meaney explains that with this shift in the dynamics, employees are expected to internalize the purpose, mission, and ethical values of the organization. “Now teammates must empathize with one another because if they can identify problems together, together they can solve them”. He stresses that empathy is key when it comes to ethics because it encompasses a host of other values such as social and environmental justice, honesty, truthfulness, responsibility, community, and many others.

It is in this context that the United Nations Institute for Training and Research (UNITAR) joined forces with the Leeds School of Business at the University of Colorado to develop the course ‘Toward a Global Ethics in Achieving the SDGs, and there was no one

more suitable to lead its design and implementation than Dr. Meaney. As the Chapter North America Chairperson for the UN Principles for Responsible Management Education (PRME), an initiative that raises the profile of sustainability in schools around the world, Dr. Meaney has vast experience working with schools in Canada and the USA, helping them integrate the principles behind the UN Global Compact<sup>4</sup> as well as the Sustainable Development Goals (SDGs) into curriculum development. “UN PRME signatories have the responsibility to encourage academics to conduct research that focus on different aspects of the Global Goals and foster partnerships with UN Global Compact corporations to provide students with opportunities to interact with executives who oversee their companies’ commitment to social responsibility and sustainability”.

Building on his previous work in curriculum development, he went on to design a unique learning experience, described by him as “a movement from the ‘I’ to the ‘We’ to the ‘All of Us’”, that is to say, moving from self-leadership to team-based leadership, that results in a culture of empathy.

**“During the course I assist participants in identifying their own most fundamental value commands. Then I provide them with an ethical framework that will help them justify to themselves and others why those values are important. So, taking social justice, for instance,**

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4 The UN Global Compact is the world's largest corporate sustainability initiative, with over 11,000 private sector organizations as signatories. It invites companies to align strategies and operations with universal principles on human rights, labour, environment and anti-corruption, and take actions that advance the achievement of the Sustainable Development Goals (SDGs) and specific targets associated with them.

**we move from the 'I' to the 'We' as they find topics that are consistent with it such as gender equality, health and well-being, elimination of poverty, and so forth. Then we select one of those topics and we work on case studies. It is when they get together on teams to resolve ethical conflicts that they might encounter in working to achieve targets of the SDGs. Finally, we move from the 'We' to the 'All of Us' as they work on more complex cases studies related to issues that include many of those topics such as clean water and sanitation and climate change”.**

Dr. Meaney says that working on this course with UNITAR has been one of his most rewarding responsibilities - and it certainly has been for us as well! Considering our world's limited resources, it is important that we find ways to optimize their use, and a major approach for doing so is establishing fruitful partnerships like this. The UNITAR-University of Colorado cooperation is an example of how we can mobilize diverse resources and achieve greater impact together!







Courtesy of Elimo Massawe

**Elimo Massawe**

Senior Resident  
Magistrate (with Extended  
Jurisdiction)

**Country**

Tanzania

**Training**

UNITAR International Law  
Programme (ILP)

## Sharing Knowledge for a More Just and Inclusive Judicial System in Tanzania

What motivates you to learn? Some people are constantly looking for ways to get the knowledge and skills that will help them better fulfil tasks or take their careers to the next level. Others go the extra mile not only to develop expertise but also to share everything they learn along the way with those around them. Elimo Massawe is certainly in the latter category of individuals.

As a young boy growing up in the beautiful region of Kilimanjaro in Tanzania, the experiences Elimo had as well as the principles he was taught helped him develop his interest in law practice since a very young age. **“I was raised in the villages and my parents used to be mediators within our local areas, especially for cases of marital conflicts. Because of it, I learnt a little bit about our customary laws and rules. Additionally, at the church I was educated regarding the importance of taking care of others, particularly of those who are disadvantaged or facing injustice. All these things influenced my decision to pursue a career in law”**, he explains.

Following his passion, Elimo went on to study law at the University of Dar es Salaam, Tanzania, and later

on earned his Master of Laws (LLM) in Information Technology and Telecommunication Laws at the Open University of Tanzania, in collaboration with the United Kingdom Telecommunication Academy (UKTA) and the International Telecommunication Union (ITU). With a solid academic background, he built up his career as a magistrate with 18 years of experience. Currently a Senior Resident Magistrate in charge of Lindi region, with extended jurisdiction, Elimo has a lot of responsibilities such as overseeing criminal charges and civil complaints, hearing criminal and civil cases of all nature; mediating alternative dispute resolutions; and supervising both data collection for court statistics as well as best implementations on the use of technology in judiciary business processes, to name a few. On top of that, he is also the Publicity Secretary of Judges and Magistrate Association of Tanzania (JMAT), an association of judicial officers that cooperates with other local, regional and international associations to ensure fair and quality justice and promote high standard of professionalism amongst their working class for a trusted judiciary.

Throughout his career, Elimo came to realize that many people do not have the knowledge required for pursuing their rights when facing legal challenges due to **“distance between legal services and the community, lack of accessible libraries in rural court areas and the need for skills development to law enforcement personnel”**. As magistrate, he also sees how the shortage of adequate facilities reflects on junior officers’ ability to grasp current legal issues, hampering them from doing their work

more efficiently. With this in mind, Elimo invested in career development programmes that would allow him to enhance his skills and knowledge and, more importantly, to share new information with his fellow judicial officers to help improve their capabilities and, consequently, the entire judicial system.

In a conversation with a colleague, he found out about the UNITAR International Law Programme (ILP), which is comprised of a wide range of training activities on various topics related to the thematic. **“What I like the most about the programme is that it is user-friendly and rich in content, with relevant materials that provide deep knowledge on many issues”**, says Elimo adding that he was particularly interested on those covering wildlife as well as organized and economic crimes.

Following his participation in the ILP, Elimo had the opportunity not only to apply but also to share his knowledge while training magistrates’ court in Kilwa and Liwale districts, which are bounded by the Selous Game Reserve (a protected area in southern Tanzania that encompasses a total area of 50,000 km<sup>2</sup>), on how to deal with wildlife crime cases. Passing along what he learnt has a powerful multiplying effect that can certainly help bring about a more just future to his country. By facilitating judicial training and discussions, Elimo is being the change he wants to see in the world. **“I want my legacy to be of a good and reliable man, full of commitment and social awareness; of someone providing sound judgements and training on practical skills in judicial works and administration”**. With such dedication, no doubt his legacy will outlive him!

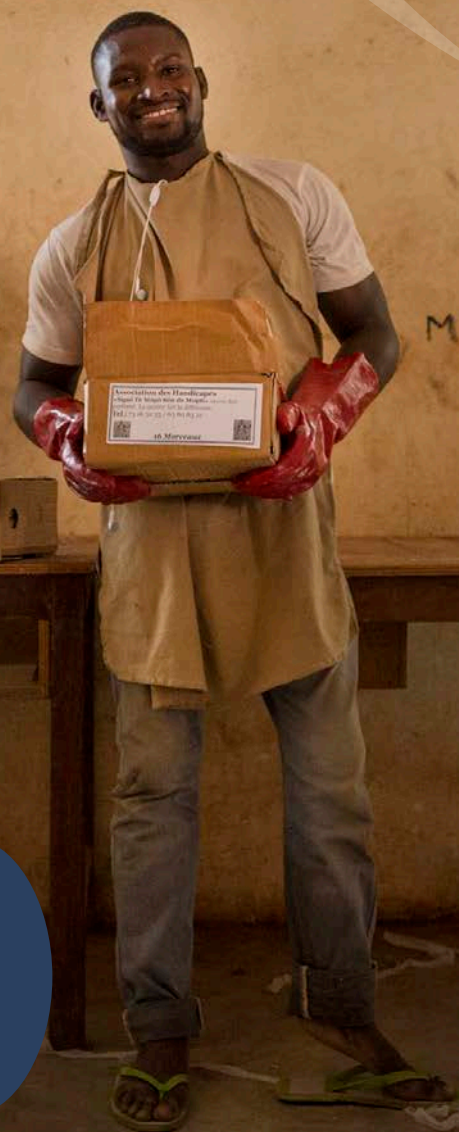








# Accelerating the 2030 Agenda



## Support coherence and evidenced-based policies of the 2030 Agenda

Optimizing the use of technology and supporting coherence for the 2030 agenda



**3%**  
of event  
beneficiaries





60  
Events

75  
Events days

3,475  
Beneficiaries



50  
Learning events

3,129  
Number of learners

567  
Certificates \*

\* Certificates of completion and participation from learning events with objective assessment of learning requirements.

## Highlights

- Working jointly with the Secretariat of the Pacific Community, Statistics Division of the United Nations Department of Economic and Social Affairs, UN Economic and Social Commission for Asia and the Pacific and regional and sub-regional branches of UN Women, World Health Organization, World Bank and IMF, UNITAR has contributed to evidence-based decision-making, stronger monitoring systems and inclusive reviews for SDGs by training 14 Asia-Pacific Small Islands Developing States through 6 regional workshops with more than 100 civil servants and two tailored e-learning courses. The workshops have contributed to strengthening

the countries' capacities to monitor selected priority SDG indicators in addition to addressing data governance, user-producer dialogue and partnerships aspects, and the knowledge of UN Fundamental Principles of Official Statistics as an essential basis for periodic and participatory national reviews of progress on SDGs, more robust national official data sources as well as a range of good practices in the governance of National Statistical Systems and legislation. In addition, 12 of the countries have used the StaTact tool to address their most urgent data gaps through stakeholder dialogue and joint short-term data planning to ensure fast progress.





97% of participants confirmed the overall usefulness of the programme and 91% indicated the intent to use the newly acquired knowledge. Ninety per cent of respondent countries have reported institutional improvements related to processes of monitoring and reporting on the SDG following the training programme. The first pilot of the web-based StaTact was conducted by a SIDS country from the Caribbean region earlier in 2019. More than half of the work streams created during the workshop to address selected Grenada data gaps related to the SDGs have followed up on their action plans in the course of the year demonstrating progress towards their stated objectives. Grenada workshop, together with a second pilot in Uganda and a side event during UN Statistical Commission, benefitted an additional 130 persons.

- During the 2019 HLPF, UNITAR and the UN System Staff College launched [UNSDG:Learn](#), a new initiative comprising 3Ps: a Platform, a Partnership and a Programme. The initiative has been joined by more than 50 UN and non-UN partners providing a smart, online gateway to the wealth of learning offerings – courses and micro-learning – to its users. The objective of the initiative is to reach millions of learners and enable them to identify learning most suited to their needs. Over the first 6 months of its existence the Platform has provided access to more than 220 products, including 23 gender related, and attracted over 5'000 users from 170 plus countries. Furthermore, UNITAR continued the development and delivery of e-learning



products to support the cross-cutting implementation of the 2030 Agenda, including the Spanish version of its introductory SDG course and UNDESA-UNITAR courses on data governance and stakeholder engagement for the SDGs in an open access format. Close to 900 persons had enrolled in these free courses in 2019, and more than 190 earned certificates.



In cooperation with the United Nations Department of Economic and Social Affairs developed the 4th edition of

the annual SDG Learning and practice centre under the auspices of the High Level Political Forum with 10 different sessions aligned with the SDGs under review and more than 800 attendees.

- In collaboration with the United Nations Department of Economic and Social Affairs, helped - through a spring edition of their e-learning course - strengthen capacities of 82 government officials, from 43 countries, including from 37 presenting their Voluntary National Reviews (VNRs) in 2019 and 2020, to develop inclusive and participatory approaches and design national stakeholder engagement strategies for the implementation and review of the 2030 Agenda. Close to 60 per cent of participants have indicated the strengthening of the VNR-related processes or other relevant aspects related to stakeholder engagement, making the voice of the most vulnerable heard or more inclusive monitoring.
- In partnership with the Division of Public Institutions and Digital Governance and Division for SDGs of UNDESA, ECLAC and UN Development Programme, developed an advanced open-source training toolkit on “Integrated policies and policy coherence for the SDGs” and successfully pilot-tested it during regional workshops for senior government officials from 10 African and 11 CARICOM countries. The toolkit helps to strengthen capacities to leverage system thinking in strategic planning as a way of ensuring an integrated approach to decision-making for the SDGs. It goes beyond simple alignment with the global goals by helping identify in participatory and context-specific way most important interlinkages between various policy areas, identify and evaluate possible scenarios and design coherent national strategies. 50% of those who responded to a recent evaluation survey indicated the introduction of institutional changes in their countries following the workshops. The toolkit is available for use by national experts and trainers in other countries for training public officials at different levels in a variety of sectors.
- In collaboration with the Shanghai Academy of Social Sciences, UNDESA, ESCAP and CIFAL Shanghai, trained more than 95 high-ranking government officials from 23 countries in the Asia-Pacific region on mainstreaming the SDGs and improving policy coherence.







**Aliimuamua  
Malaefono Taua  
Faasalaina**

Chief Statistician of  
Samoa Bureau of  
Statistics

**Country**  
Samoa

**Events**

(1) Regional StaTact Workshop  
on Data Governance for  
Monitoring the SDGs;

(2) Regional Workshop on  
Monitoring the SDGs in Small  
Island Developing States of the  
Asia-Pacific region: Addressing  
selected Tier 1 and 2 data gaps.

# Improving Samoa's Voluntary National Review Through Data

We make decisions all the time, usually with little more than a gut feeling. However, in some cases, a decision is worth thousands if not millions of dollars. More importantly, there are decisions that will impact the well-being of an entire population! For such situations, statistics are an essential part of the decision-making process as they enable us to establish numerical benchmarks and monitor and evaluate the progress of policies or programmes. But what encompasses the work behind collecting and analyzing complex data? Well, we asked this question to someone who knows it very well.

Aliimuamua Malaefono has a background in Population Studies. After graduating from the University of South Pacific in Fiji, she was granted a scholarship to pursue a master's in demography at the Australian National University, in Canberra. Later, she returned to Fiji to work as a research assistant and lecturer at the university's Department of Population Studies. But a job opportunity brought her back home, Samoa, a beautiful country located in the Polynesian region of the Pacific Ocean, about halfway between Hawaii and New Zealand. **"I was appointed to work at the Samoa Bureau of Statistics as manager of the Population census and household survey operations"**, she explains - an opportunity she happily

took. “My first task was to carry out the Population and housing census in 2001, it was my first project and the first census I’ve ever conducted. It was a big challenge for me, but I was quite successful”, she acknowledges. At that time, Aliimuamua was the only employee to have a computer. “Whenever someone had to send an email, they had to come to my computer to write and send it”, she recalls giggling.

Since Aliimuamua started working 18 years ago, things have improved significantly at the Samoa Bureau of Statistics. **“Back then, the Secretariat of the Pacific Communities (SPC) used to host the websites for all the statistic offices from the Pacific Islands, but we built our own internet and web-development capacity to host our own website in order to disseminate more information to our data users”**. Now, as the Chief Statistician in the office, she oversees 8 technical divisions, supervises the census and is also involved in numerous projects such as health surveys, household income and expenditures surveys, agriculture surveys, labour force surveys, and whatever project other departments might need support with. Aliimuamua is very industrious but perhaps the secret to her successful career lies in her noble approach to her line of work: the power of seeing people behind numbers. **“What I like the most about what I do is the network, not only within my own office but especially outside of it. So, for instance, when we do the agriculture census, we meet those behind the work on agriculture, livestock, fishery, and with different surveys I get to meet a lot of different people and I learn a lot from them, about their reality**

**and their stories. It is also the best way to learn about all the gaps that exist within the statistical system, which lead us to hold consultations to discuss way to fill in these gaps”**.

Her eager to give her best in what she does is one of the reasons why she attended two workshops organized by the United Nations Institute for Training and Research (UNITAR) and other partners for the Pacific Islands. Little did she knew that her participation would result in real developments to her work. **“When I was invited for the Regional StaTact Workshop on Data Governance for Monitoring the SDGs, I brought with me colleagues from the Ministry of Women and Social Services and from the Samoa Family Health association. As part of the training, we developed a project on domestic violence and its impact on children. We initially thought of using administrative data, since the data we had available from the last official domestic violence survey was from about 20 years ago. But after we developed our action plan, the Ministry of Women and Social Services and the United Nations Fund for Population Activities (UNFPA) showed interest to pursue another domestic violence household survey instead of using the administrative data and then they supported us to conduct a domestic violence survey and collect up-to-date data as part of our ongoing Demographic Health Survey and Multi-Indicator Cluster Survey in 2019. So that was a very good outcome of that workshop”**, she says stressing that they are using an international methodology to carry out the survey.

The second regional workshop she was invited to attend, with a focus on monitoring the SDGs in Small Island Developing States of the Asia-Pacific region, turned out to be a catalyst for improving Samoa's Voluntary National Review (VNR), a process through which countries assess and present progress made in achieving the Global Goals. "I extended the invitation to my colleagues from the Ministry of Finance and the Ministry of Foreign Affairs, both in charge of the VNR. During the workshop, I presented Samoa's SDG data framework – at that time, the VNR had no framework. Afterwards, I fine-tuned my proposal and presented it to our national SDG taskforce, which includes 14 ministries and national offices. The response was really positive, and they used it to build a framework for the VNR", she proudly says.

Aliimuamua was happy with other aspects of the trainings as well. **"These are great occasions to learn from colleagues from different countries and organizations. They all share their expertise and we get to see that they too face similar challenges that we can identify with. They also helped me improve my presentation skills and now I feel more confident to bring my ideas to ministries and cabinets"**. But more importantly, these trainings bring statisticians and data users together. "It was a great idea to invite policymakers and stakeholders to such events because they realized the importance of actually getting involved in this kind of work, and the importance of statistics to planning and budgeting. That is what led my SDG data framework to be used in VNR". We are keeping Samoa on our radar to see what other great achievements they will accomplish!







# Satellite Analysis and Applied Research



# Optimizing the use of technology and supporting coherence for the 2030 agenda

Optimize the use of new technology, including geospatial technologies for evidence-based decision-making



**1%**  
of event  
beneficiaries





24  
Events

60  
Events days

718  
Beneficiaries



22  
Learning events

607  
Number of learners

538  
Certificates \*

\* Certificates of completion and participation from learning events with objective assessment of learning requirements.

## Highlights

- Produced 282 geo-spatial products, including maps, reports, statistics and data to respond to requests from the international humanitarian community, including Member States, UN agencies, international and regional organizations, NGOs and other humanitarian stakeholders. Some of the supported relief and recovery efforts concerned tropical cyclones Idai and Kenneth that impacted Mozambique, Zimbabwe and Malawi in March and April of 2019. Other humanitarian rapid mapping products provided information concerning floods in Somalia, Kenya, Myanmar, and Lao PDR, earthquakes in Indonesia, Pakistan and Afghanistan, landslide in Uganda, and the crises in Syria, Iraq, Yemen and Libya.
- Shared more than 100 maps and reports featuring analyses of hundreds of different locations in Syria, with a focus on Damascus, Idlib, Aleppo and Hama, for the Office of the Special Envoy of the Secretary-General for Syria (OSE). Each report features analysis results of more than 200 km<sup>2</sup> of satellite imagery on average.
- Delivered 68 products and services as part of the REACH Consortium – a leading humanitarian initiative providing granular data and timely information – comprised of ACTED, IMPACT

Initiatives and UNOSAT. Analyses included mapping of Internally Displaced Persons (IDP) settlements in South Sudan, Syria and Somalia to assist humanitarian actors effectively respond to the needs of crisis-affected communities. A new methodology was also developed to analyze the evolution of IDP settlements and pastoral activity during dry-wet seasons.

- Developed knowledge and technical skills of **286 national and regional experts from 43 countries on the use of Geographic Information Systems (GIS) and satellite imagery for disaster risk reduction** (Beneficiaries: 58 per cent in Africa and 42 per cent in Asia).
- Raised awareness and built the capacity of **361 stakeholders in Fiji, Vanuatu and the Solomon Islands on the benefits of Geospatial Information Technology (GIT) and satellite remote sensing for decision-making on DRR and climate change adaptation**, as part of the UK Space Agency (UKSA)-funded CommonSensing project.
- In collaboration with the United Nations Economic and Social Commission for Asia and the Pacific (ESCAP), strengthened capacities of **48 young female professionals to use GIT applications – specifically geospatial cloud analytics – to reduce disaster risk and enhance resilience**.
- In partnership with the West African Science Service Centre on Climate Change and Adapted Land Use (WASCAL), supported the Economic

Community of West African States (ECOWAS) member states by **enhancing the capacities of 46 training beneficiaries on Disaster Risk Reduction and Management (DRR/M) including Flood Forecasting and Early Warning Systems**, to understand and apply flood forecasting and hydrological modelling tools including geospatial information tools.



Developed **data-sharing tools** to embed into geo-portals to support the decision making of Member States of the Intergovernmental Authority on Development (IGAD) to manage disaster risks in the Horn of Africa.

- Developed an **Artificial Intelligence model enabling flood mapping** to be completed in a fraction of the time normally needed. This entailed the development of an algorithm and operational workflow for Machine Learning and satellite imagery-based flood analysis, as well as the creation of a flood training data repository.
- **Strengthened collaborations with partners** by hosting a Humanitarian Artificial Intelligence for Earth Observation Challenge called “Phi-Unet - AI4EO Challenges” with the European Space Agency (ESA) and CERN Openlab. In the context of humanitarian crises, UNOSAT enhanced partnerships with CERN Openlab and UN Global Pulse concerning the research and deployment of AI algorithms for the generation of synthetic satellite imagery and shelter detection.



Courtesy of Bormy Chanthong



**Bormy Chanthong**

Freelance solutions  
architect and  
geoinformatics specialist

**Country**

Cambodia

**Training**

ASEAN Regional Training  
Course on Geospatial Big Data  
Applications for Sustainable  
Development

## Monitoring Illegal Logging in Cambodia Through Remote Sensing

Bormy Chanthong is an industrious type of person. He is a freelance solutions architect but also a Geographic Information Systems (GIS) and Remote Sensing (RS) Specialist at the Royal University of Phnom Penh, a role he's had since 2011. Bormy was already an adept user of geospatial information technologies but was only vaguely familiar with cloud computing, particularly with the use of Google Earth Engine and massive data scraping. This changed after he took part in a one-week training course on geospatial big data applications for sustainable development.

The overall goal of the training, delivered by the Operational Satellite Applications Programme of UNITAR (UNOSAT) together with regional partners in Sri Racha, Chon Buri, Thailand, was to increase the knowledge and understanding of applying geospatial big data towards achieving the Sustainable Development Goals (SDGs) in ASEAN Member States. The topic is especially important because geospatial big data allows users to analyze an immense amount of geospatial data, resulting in a substantial reduction in time required to perform a computational process.

During the training, Bormy and his colleagues learned the theory behind geospatial big data as well as its applications for problem identification, assessment, and decision making. The training also covered new trends on the subject to enhance the participants' ability to yield more precise and timely results when addressing scientific and societal issues. Additionally, they completed in-depth and detailed examination of case studies and hands-on exercises where they applied geospatial big data to different domains such as environmental monitoring, hazard mapping and disaster risk reduction.

Certainly, Bormy enjoyed the training as he speaks highly of the impact it has had on his work and personal life. An important outcome of the experience was that Bormy learned to apply the knowledge he already had in different ways. **“Although I knew a bit on the topic before, it was the first time I applied it to disaster risk reduction”**, he explains. On top of that, he is happy that he was able to learn new things as well, such as to operate new technologies. **“Because of the training I was able to advance my skills”**, he added.

Excited about his newly gained expertise, Bormy went on to assist a friend working at an NGO on environmental protection by monitoring illegal logging in Cambodia. He was able to use cloud-based remote sensing datasets and tools to track changes in land coverage without the need of downloading those datasets and processing them on his computer, which would require high-end computers to do the job. Bormy says that with big data he was able to freely access and process

a vast amount of data on the cloud platform – in this case Google Earth Engine – spanning ten to twenty years, which were vital for his statistical comparisons.

Enthused by his new abilities and willing to share the knowledge he acquired to benefit the larger remote sensing community, Bormy decided to organize his own workshops on geospatial big data applications. At the beginning of this year, just a few months after the training, he created the community KhmerGeo to bring together other individuals working on or interested in earth observation in Cambodia. Initially the community was a Facebook group meant to share information and research, but now it has grown into a larger project. He says that the aim of his community group is to invite stakeholders from government, NGOs, and the private sector to demonstrate how big data can be applied to their areas of interest.

Their first kick-off meeting “Application of GIS and RS for Sustainable Development in Cambodia”, which was planned to take place on 3 April 2020 with speakers from The International Institute for Geo-Information Science and Earth Observation (ITC), GISTDA, UNDP, and UNITAR-UNOSAT, has been delayed because of COVID-19. “But we remain excited to see the group growing,” as Bormy continues to share his knowledge and skills to fellow Cambodians once life is back to normal.

The ASEAN Regional Training Course on Geospatial Big Data Applications for Sustainable Development was jointly organized by Geo-



Informatics and Space Technology Development Agency (GISTDA) under the Ministry of Higher Education, Science, Research, and Innovation of Thailand (MHESI) and the ASEAN Research and Training Center for Space Technology and

Applications (ARTSA), in collaboration with UNOSAT and the United Nations Economic and Social Commission for Asia and the Pacific (UNESCAP).



Courtesy of Bormy Chanthong

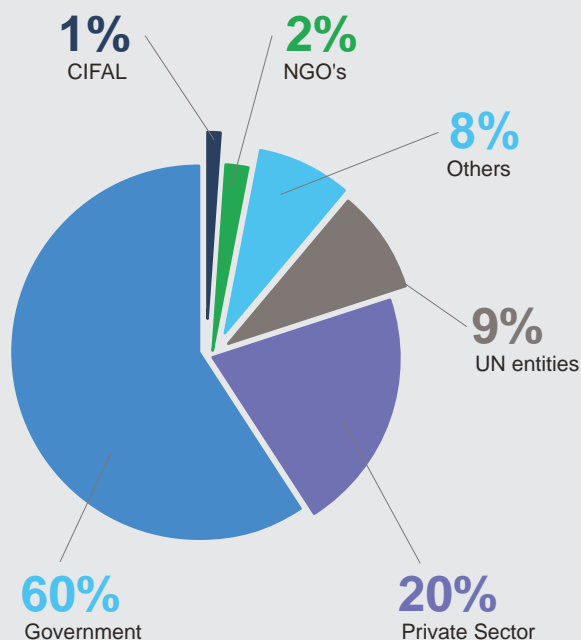
A close-up photograph of a person's hands writing in a notebook with a black pen. The person has long brown hair and is wearing a white shirt. In the background, another person's arm is visible holding a document with a colorful chart. The bottom of the image features a blue diagonal overlay with the text "Financial Information" in white.

# Financial Information

In 2019, the Institute delivered activities and produced results with \$28.9 million in expenditures.

UNITAR is project-based and does not receive any funds from the United Nations regular budget. UNITAR is financed entirely from voluntary contributions derived mainly from UN Member States, the business sector, other UN agencies, others such as public institutions and universities, NGOs and CIFAL centres affiliation fees as shown in Chart 10.

**CHART 10**  
**2019 income by source**





In November 2018, the UNITAR Board of Trustees established the Strategic Framework Fund as a flexible, pool instrument to leverage support from the donor community to support the Institute's strategic objectives. The Fund focuses on meeting capacity and training needs from countries in special situations as well as vulnerable groups, including women and persons living with disabilities. In 2019, the Governments of Nigeria and the State of Qatar as well as the Swedish International Development Agency provided a cumulative total of USD 2.2 million to the Fund. Some 25 projects and activities received allocations, with USD 1.3 million in expenditures.

The Institute is grateful to all organizations and individuals who support its work financially.

TABLE 1  
**Contributions for the General Fund (cash basis) in USD**

Switzerland	100,000
China	100,000
Russia	50,000
United Arab Emirates	20,000
Japan	15,881
Thailand	2,000
Chile	1,000

TABLE 2  
**Contributions for the Strategic Framework Fund (cash basis) in USD**

Sweden	1,602,005
Qatar	500,000
Nigeria	95,550



TABLE 3

## Contributions for Programmes (cash basis) – above 100k USD

GOVERNMENTS		OTHER INSTITUTIONS		UN AGENCIES	
Germany	>7 million	Boehringer Ingelheim	>5 million	UNDP	>1 million
Norway	>3 million	Diageo	>400,000	UN Women	>400,000
Japan	>2 million	IKEA Foundation	>400,000	UNIDO	>200,000
Switzerland	>1 million	TOTAL SA	>300,000	UNDPKO	>200,000
United Kingdom	>1 million	Anheuser-Busch InBev SA	>300,000	UNHCHR	>100,000
Saudi Arabia	>1 million	Novo Nordisk	>300,000	UN Technology Bank	>100,000
Nigeria	>600,000	Rule of Law Anti-Co Center	>200,000	UNICEF	>100,000
USA	>400,000	Unicaja Banco SA	>100,000		
Sweden	>300,000	Arab Gulf Programme	>100,000		
Qatar	>300,000	Open University of Catalonia	>100,000		
Finland	>200,000	Impact Initiatives	>100,000		
China	>100,000	Hamdan B M Smart University	>100,000		
Russia	>100,000				











**United Nations Institute  
for Training and Research**

**KNOWLEDGE TO LEAD**

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## Online resources and Social Networks

Website ([www.unitar.org](http://www.unitar.org))  
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