

2015 RESULTS REPORT



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INTRODUCTION

The United Nations Institute for Training and Research (UNITAR) is a dedicated training arm of the United Nations. UNITAR's mission is to develop capacities of individuals, organizations and institutions to enhance global decision-making and to support country-level action for shaping a better future. Guided by actions to implement the 2030 Agenda for Sustainable Development and other landmark outcomes in 2015, the key thematic areas in which UNITAR operates include strengthening multilateralism, promoting economic development and social inclusion, advancing environmental sustainability and green development, promoting sustainable peace and post conflict reconstruction, and increasing resilience and disaster risk reduction capacities. This report summarizes the Institute's major results and achievements in 2015.

OUR PRIMARY OUTPUT - TRAINED BENEFICIARIES

UNITAR provided training, learning and knowledge-sharing services to 39,563 individuals in 2015, representing a 9.4 per cent overall increase from 2014 figures of 36,154, as shown in chart 1. The Institute's network of affiliated training centres for local authorities and leadership delivered 38 per cent of the beneficiaries. Eighty-five per cent of UNITAR's training-related beneficiaries were associated with specific learning outcomes. This category of beneficiaries increased by 57 per cent, from 14,904 in 2014 to 23,455 in 2015. This marked increase continued to be attributed mostly to the delivery of the introductory e-Learning course on climate change (now in English, French and Spanish languages), in addition to the continued and scaled-up delivery of the pre-deployment peacekeeping training course series targeting African military personnel. Participants from knowledge-sharing events (e.g. conferences and public lectures) decreased significantly, from 19,225 in 2014 to 10,758 in 2015 (44 per cent). This development is very much in line with the Institute's strategy to emphasize learning solutions to specific capacity needs. Overall beneficiaries for the 2014-2015 biennium exceed 75,000, marking the largest outreach for a biennium in the history of the Institute.

CHART 1 - OVERALL BENEFICIARIES

2012

10,526

16,746

2013

10,964

12,487

2014

16,929

19,225

2015

28,805

10,758

- Training with learning objectives
- Other knowledge-sharing

UNITAR's outputs were produced with an annualized budget of \$26 million, some \$25 million in expenditures and the delivery of 487 events (equivalent to some 2,166 training event days over the calendar year).

The overall male to female gender ratio of training-related beneficiaries for 2015 was 65 to 35, similar to the 66 to 34 ratio for 2014, as illustrated in chart 2. This imbalance continues to be attributed largely to the marked increase in peacekeeping training targeting primarily male military and related personnel. Without this beneficiary group, however, the gender imbalance is much less striking, with a 56 to 44 male to female ratio.

As shown in charts 3 and 4, 77 per cent of training-related beneficiaries came from developing countries with the following regional breakdowns: Africa (42 per cent), Asia and Pacific (14 per cent), Europe (13 per cent), Latin America and Caribbean (25 per cent), Middle East (2 per cent) and North America (4 per cent). The proportion of beneficiaries from Latin America and the Caribbean has almost doubled since 2014.

CHART 2 - TRAINING RELATED BENEFICIARIES BY GENDER

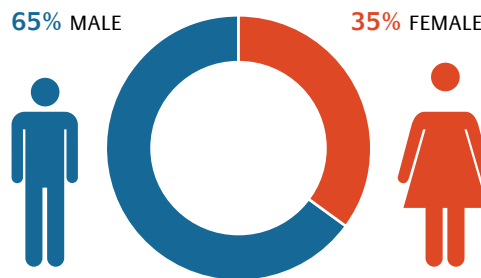


CHART 3 - 2015 TRAINING-RELATED BENEFICIARIES

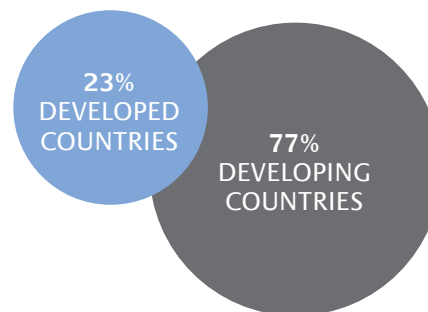
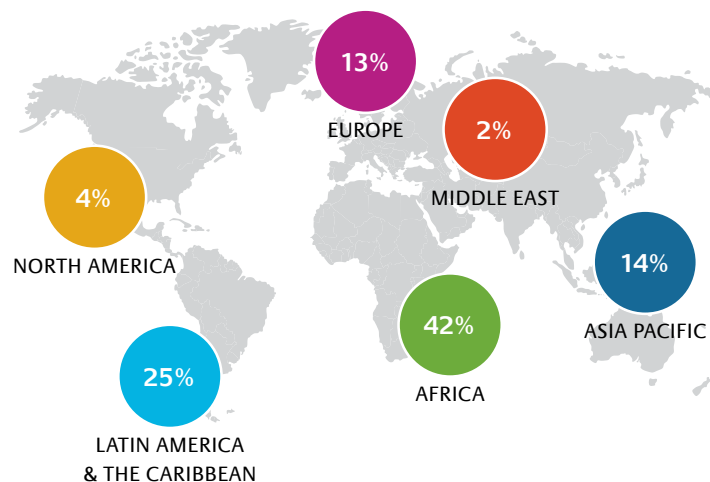


CHART 4 - TRAINING-RELATED BENEFICIARIES (GEOGRAPHIC BREAKDOWN)



UNITAR serves a broad-based group of constituencies, with 44 per cent of its training-related beneficiaries coming from government (national, state and local); 33 per cent from non-state sectors, including NGOs, academia and the private sector; 9 per cent the United Nations; and 14 per cent from other sectors.

UNITAR issued a total of 18,542 certificates in 2015 in connection with its learning outcome-related events. The number of certificates has increased significantly over 2014 due to the increase in number of participants in learning events, recorded at 23,544 (in comparison to 14,904 in 2014). As shown in charts 6 and 7, the distribution of certificates according by gender (70 to 30) is roughly in proportion to the male-female gender ratio for learning related events, at 67 to 33.

CHART 5 - TRAINING RELATED BENEFICIARIES BY AFFILIATION

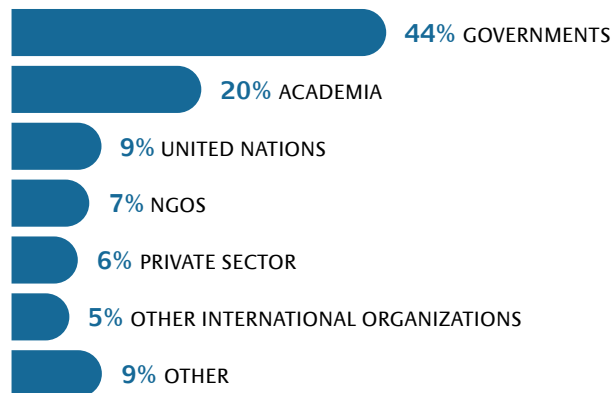


CHART 6 - NUMBER OF PARTICIPANTS AND TOTAL CERTIFICATES BY GENDER

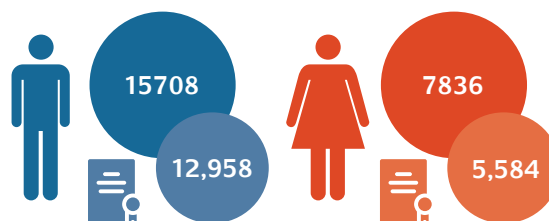
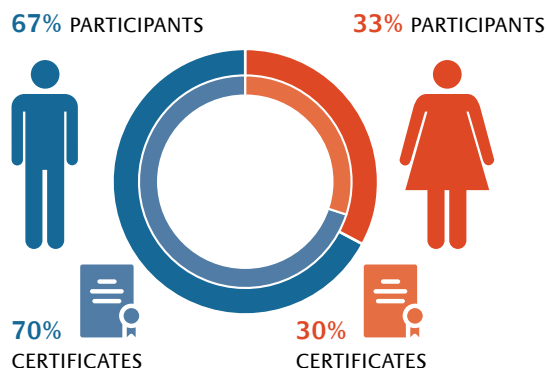


CHART 7 - GENDER BREAKDOWN OF PARTICIPANTS AND CERTIFICATES



As illustrated in chart 8, feedback on key performance indicators of UNITAR training services remains very positive, with 88 per cent of respondents agreeing or strongly agreeing that the training was job relevant, 75 per cent agreeing or strongly agreeing that information was new, 90 per cent confirming their intent to use the information, and 93 per cent confirming that the training was overall useful.¹ The Institute monitors feedback parameters regularly as part of its activity and project monitoring, with values remaining roughly constant over the past four years.

In addition to measuring the achievement of learning objectives and beneficiary reaction to training services, through participant self-assessment, objective knowledge assessments (e.g. tests) or through multiple methods, the Institute regularly tracks the transfer and application of acquired knowledge and skills through periodic post-training questionnaires. Based on a random sample of participants from 2015 learning events, 79 per cent of respondents who completed the respective events confirmed having used or applied knowledge/skills, with 57 per cent of respondents confirming application being male.² Of those the total respondents confirming use, 37 per cent confirmed that transfer/application was frequent and 29 per cent occasional. Opportunity to apply, importance to job success and confidence to apply were cited by respondents as the top three enablers to knowledge and skills transfer. These results are similar to those obtained from 2013 and 2014. A full report on 2015 application will be issued in the 3rd quarter of 2016.

¹ Based on participant feedback from 232 learning-related events (or 71 per cent of the total number of learning events delivered in 2015) in which 11'884 participants took part and feedback was provided. The average response rate was 57 per cent.

² Based on feedback obtained from 814 respondents of a pool of 3,000 randomly sampled participants enrolled in 234 learning-related events in 2015 (representing 81 per cent of all learning events). Fifty-four learning-related events with invalid or missing participant email addresses were excluded from the survey.

CHART 8 - BENEFICIARY REACTION TO LEARNING SERVICES
AVERAGE RANKING 4 (AGREEING) AND 5 (STRONGLY AGREEING)

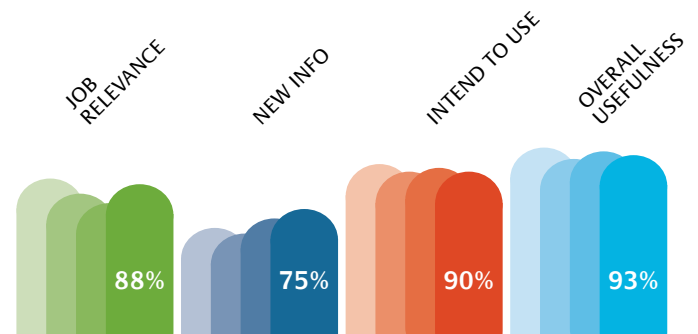
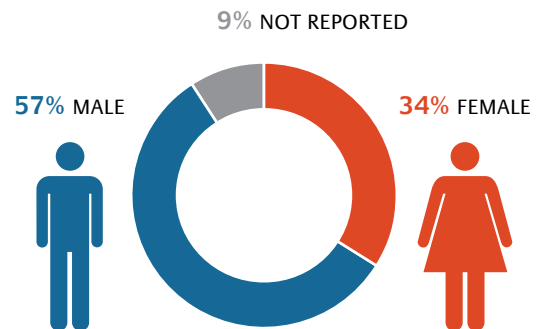


CHART 9 - APPLICATION/USE OF KNOWLEDGE, SKILLS, AWARENESS



CHART 10 - GENDER BREAKDOWN OF RESPONDENTS CONFIRMING APPLICATION OF KNOWLEDGE, SKILLS AND AWARENESS



RESEARCH

Parallel to UNITAR's core business – training - research has become over the years an increasingly important and visible part of the Institute's efforts to develop capacities and contribute to helping Member States and the broader international community address critical issues, such as disasters and humanitarian emergencies.

While all UNITAR programmes are engaged in research to varying degrees in the context of their training-related activities, the Institute's Operational Satellite Applications Programme (UNOSAT) has taken the lead in developing, testing and deploying innovative applications through applied research.

Through our engagement with the European Organization for Nuclear Research (CERN) and the University of Geneva in the Citizen Cyberlab, we study how public participation can help achieve the Sustainable Development Goals. We also assess learning on how to best engage with the public in analyzing thematic area photos, such as possible drought indicators, status of cultural heritage, and the effects of floods in poor communities. This work is done using the GeoTag-X application.

Through the Urban Disaster Risk Reduction project, we look at how unmanned aerial vehicles (UAVs) and crowd-sourced field photos can improve disaster prevention in urban areas, and reduce hazard exposure for the poorest and most vulnerable. In 2015, we participated in the GEO-VISION project to explore how satellite imagery, crowd-sourced photos from the field using the UN-ASIGN smartphone app, UAVs and field assessments can be combined into intelligent information systems for improved humanitarian response.

PARTNERSHIPS - A KEY PILLAR TO PROGRAMMING

The Institute's strong partnership strategy continues to be an integral part of its approach to achieving effective and efficient programme results, by combining the substantive expertise of United Nations entities and other partners with UNITAR's internal expertise in programming, instructional design and adult learning. Of the Institute's 487 events delivered in 2015, 68 per cent were delivered with partners and 82 per cent of 2015 beneficiary outputs were produced through partnership-based programming. Partners include organizations as diverse as other United Nations agencies (representing 21 per cent of all partnerships), other international and regional organizations, national training institutes, foundations, universities, NGOs and the private sector. The One United Nations Climate Change Learning Partnership, with UNITAR hosting a common platform for 28 UN agencies and 6 other organizations; the Partnership for Action on the Green Economy, a joint initiative involving ILO, UNDP, UNEP, UNIDO and UNITAR; the Inter-Organization Programme for the Sound Management of Chemicals; and the network of 14 affiliated local Training Centres for Authorities and Leaders (CIFAL) continue to be instrumental in helping UNITAR deliver results.

CHART 11 - BENEFICIARIES BY PARTNERSHIP

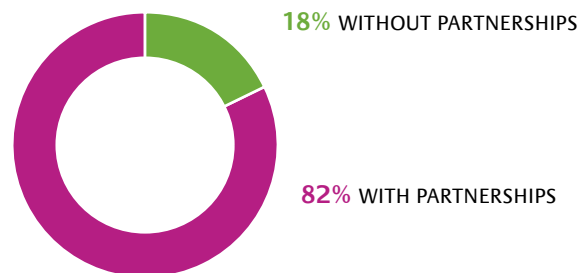
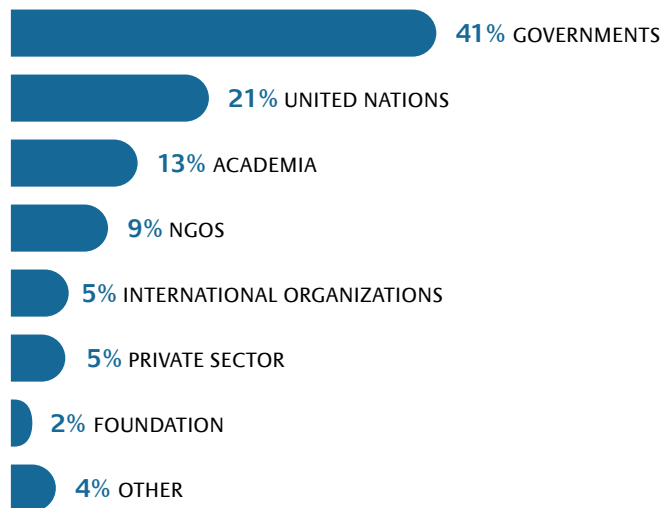


CHART 12 - PARTNERS BY TYPE



The following pages provide a snapshot of activities and output achievements in each of the Institute's five programme objective areas.

STRENGTHENING MULTILATERALISM

In an increasingly globalized world, where the importance of multilateral dialogue and cooperation is ever growing, the demand of Member States for capacity development in the field of multilateral diplomacy is constantly rising. As governments are facing the challenge of covering a growing number of increasingly complex and interconnected issues on policy-making agendas with a decreasing budget, it is vital that their diplomats perform effectively and efficiently. To support Member States in the achievement of this goal, UNITAR raises awareness and transfers knowledge on the practices, policies and procedures of the multilateral working environment and the United Nations intergovernmental machinery as well as on emerging diplomatic issues including, as a special focus, negotiations related to climate change, trade and intellectual property issues.

KEY RESULTS



LAUNCHED THE
FIRST EDITION OF
UNITAR'S
EXECUTIVE DIPLOMA IN
DIPLOMATIC PRACTICE,

as well as a partnership with the
Emirates Diplomatic Academy.

RAISED AWARENESS

OF **147**
DELEGATES

ON POST-2015 AGENDA

through a pilot Massive Open
Online Course (MOOC).



Developed knowledge, skills and awareness of **550 delegates to the United Nations in Geneva and New York** as part of the Institute's core diplomatic training, and awarded 203 fellowships from the **Algerian Fellowship Fund** and **153 scholarships from Swedish support** under the "Levelling the Playing Field" initiative in New York.

Developed knowledge and skills of nearly **340 government officers and other stakeholders** on the substance, processes and procedures of the **climate change negotiations**, as well as **127 government officials from 19 LDCs** trained on climate change negotiation skills.

Briefed nearly **62 delegates in New York on the General Assembly** and its Main Committees in preparation for the 70th Session of the General Assembly.

Developed knowledge of **120 stakeholders**, mostly from developing countries, on **international water law**.

Organized and facilitated a **meeting between heads of Diplomatic Academies and Institutes from French-Speaking Countries of Africa in Algiers**, Algeria, which lead to the creation of a network.

In partnership with Moscow State Institute of International Relations of the Ministry of Foreign Affairs of the Russian Federation, **developed knowledge of 28 participants from the Commonwealth of Independent States on Fighting Transnational Crime**.

Organized and facilitated an **Executive Coaching on the Functioning of the UN Security Council and African Union Peace and Security Council** in Arusha, Tanzania for representatives of current and incoming African members of the United Nations Security Council, members of the African Union Peace and Security Council and its Secretariat.

CASE STUDY

DIPLOMAT LEARNS NEW APPROACHES TO MULTILATERAL DIPLOMACY THROUGH EXECUTIVE DIPLOMA PROGRAMME



NAME
MR. POEM
MUDYAWBIKWA

OCCUPATION
MINISTER COUNSELOR TO
THE PERMANENT MISSION
OF THE REPUBLIC OF
ZIMBABWE TO THE UNITED
NATIONS OFFICE AND
OTHER INTERNATIONAL
ORGANIZATIONS
IN GENEVA

Four months after arriving in Geneva, in January 2015, Mr. Poem Mudyawbikwa was called into his Ambassador's office and asked if he would be willing to attend a training course on Negotiation Skills and Techniques from UNITAR.

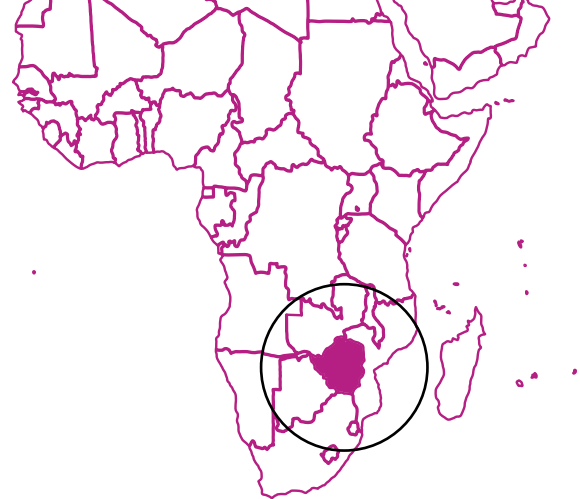
“Initially, he recalled, *I was skeptical of what I might learn at the workshop because at that time I had already been working as a negotiator in business, and in fact I had written articles about negotiating.* After some research into UNITAR's Diplomatic Training, he reluctantly agreed to participate.

Mr. Mudyawbikwa is a Minister Counselor to the Permanent Mission of the Republic of Zimbabwe to the United Nations Office and other International Organizations in Geneva, Switzerland. He is tasked with representing Zimbabwe in several United Nations and International Organizations. To excel at his work, Mr. Mudyawbikwa requires specific skills in multilateral diplomacy.



Zimbabwe is currently the regional coordinator of the African Group for the International Labour Organization (ILO) and Mr. Mudyawbikwa is the regional coordinator for that group. As coordinator he frequently attends meetings organized by the office and by the group chair which include 4 other regional coordinators. He also frequently meets with representatives of workers' and employers' groups. Often, he is responsible for chairing and coordinating meetings, preparing briefs, making statements on behalf of the African Group as well as negotiating for them.

At the training on Negotiation Skills and Techniques, Mr. Mudyawbikwa met colleagues from other missions who were also new in Geneva. *“Though skeptical at first, he said, the training was, ‘an eye-opener’, I thought I knew a lot about negotiating, but I learned a number of new techniques and skills at the training. The facilitators were quite knowledgeable and capable of encouraging participants to engage with each other to share our experiences.*



After that experience, Mr. Mudyawbikwa was convinced by the value of such training, and he went on to participate in the Executive Diploma in Diplomatic Practice, which was newly established by UNITAR in 2015. The goal of the Diploma is to improve career opportunities of successful candidates, as well as to expand the reach of their global network. He said, *“At that time, I didn’t have the confidence to proceed in the diplomatic community, and I saw the Diploma as an opportunity to be exposed to the issues in the diplomatic circles.*

Like many participants, Mr. Mudyawbikwa was working full time while enrolled in the Executive Diploma programme. He said, *“My biggest challenge was taking the online courses, which I had never done before. At the same time, it was exciting to take these online courses because there were no spectators and we all had to participate.*

Mr. Mudyawbikwa earned his Executive Diploma in Diplomatic Practice in June 2016. He affirmed that, *“The Programme has already helped improve my negotiating skills at work and thus helped my mission, and ultimately, the people of Zimbabwe. Being exposed to the new skills has helped me perform better at work and has changed my approach to multilateral diplomacy.*

ADVANCING ENVIRONMENTAL SUSTAINABILITY AND GREEN DEVELOPMENT

Agenda 2030 recognizes the critical importance of the sustainable management of the planet's natural resources for inclusive sustainable growth and peoples' health and well-being. Safeguarding our planet requires efforts from all. Halting natural resource depletion; reducing the impacts of hazardous chemicals on human health and the environment; and combating the adverse impacts of climate change are all complex challenges requiring advanced human and institutional capacities; so that the policies, institutions and practices needed to implement change can be put in place.

UNITAR is responding to these issues and needs by helping to transform attitudes and enhance the capacities of government officials and other major stakeholders to enable the policy reforms that are needed to translate sustainable development goals into concrete action. Our work is organized into a number of areas including: improving climate resilience among the most vulnerable; promoting inclusive green economy principles; supporting the sound management, labelling and use of chemicals; implementation of multilateral environmental agreements and policy frameworks; and awareness raising on the blue (ocean) economy. UNITAR works to scale up activities and performance in all of these areas by ensuring that they are clearly aligned with the new development agenda and new sources of financing.

KEY RESULTS

Launched the development of National Climate Change Learning Strategies in Burkina Faso, Niger and Ghana, through Swiss funded One UN Climate Change Learning Partnership (UNCC:Learn) and assisted countries to leverage \$3,1 million in co-financing.

Facilitated consensus on the Paris Summary Statement Green Economy Learning at the First Green Economy Forum at OECD in December 2015, mobilizing the participation of education and training institutions in the implementation of the 2030 Agenda and the Paris Agreement.

Led a One UN project in Mongolia to support the implementation of the national Green Development Policy and advancing policy reform in thematic areas, such as green construction, sustainable public procurement, waste management, green economy learning and sustainable finance.



ORGANIZED AWARD WINNING CLIMATE DIALOGUES FOR 1,000 YOUTH

between secondary schools
in Switzerland, Niger, Malawi
and Uganda.

Developed training materials for face to face and online courses on REDD+ and trained 250+ stakeholders through the UNREDD+ Academy.

Trained 100+ policy-makers and key stakeholders from developing countries on concepts and applications for advancing a green economy, and made available, for free, 40 additional learning units on the green economy.

KEY RESULTS

Developed and tested a “**Skills Assessment for National Adaptation Planning**” methodology as part of the NAP Global Support Programme (UNDP and UNEP), and trained 150+ officials from Djibouti, Mauritania, Niger and Lesotho.



DEVELOPED KNOWLEDGE AND SKILLS OF MORE THAN 60 POLICY-MAKERS AND PRACTITIONERS

in Asia on sustainable production and consumption. Based on positive feedback from the training, regional SCP courses for Africa and Latin America and the Caribbean regions are under development.

Developed and delivered **E-LEARNING COURSES ON NANOTECHNOLOGY (ONE ROUND) AND GHS (TWO ROUNDS).**



Developed core set of training materials on climate policy and public finance for South-East Asia, in partnership with UNDP and the Government of Sweden, and implemented a 2 year skills development programme for budget officials in Cambodia in collaboration with the Ministry of Economy and Finance.

Supported the development of the **Intended Nationally Determined Contribution (INDC) of Tajikistan** and enhanced the capacity of national policy makers to address climate change and engage with the UNFCCC process.

Launched **eight country projects** to support ratification and implementation of the Minamata Convention on Mercury in **Mongolia, Gambia, Yemen, Armenia, Tanzania, Colombia, Peru and Ghana.**

Launched GEF-supported projects on Minamata Initial Assessments (MIAs) in **Nigeria, Yemen and Comoros.**

KEY RESULTS

Developed and launched **two e-Learning modules** on preparing mercury inventories and identifying priority areas of intervention for mercury management, **in collaboration with UNEP**.

Trained over 200 government officers and other stakeholders through **five national workshops** on the UN system for labelling chemicals (the GHS).



DEVELOPED CLIMATE CHANGE RELATED KNOWLEDGE AND SKILLS OF 3,000 STAKEHOLDERS

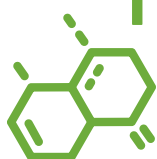
through the One UN:CC Learn e-course. The course has been extended with new specialized e-learning modules on cities, health and children.

Trained more than 50 experts from the African, Asia-Pacific, and Latin American and Caribbean regions at training workshops on nanosafety and nanotechnologies.

Supported project in **Senegal** to proceed with ratification of the **Basel Convention Ban Amendment** (on hazardous waste).

ASSISTED IN IDENTIFICATION AND DESTRUCTION OF OVER

150 TONS OF PCBS



and obsolete pesticides in Ghana (with UNDP).

Empowered 150 stakeholders (52% male and 48% female) from Africa, South America and Europe to effectively participate in law-making, national implementation of environmental provisions within the Multilateral Environmental Agreements, and problem solving to resolve environmental legal matters.

CASE STUDY

NANOMATERIALS SCIENTIST WORKING TOWARDS REGIONAL SAFETY



NAME

DR. ALBA GRACIELA
ÁVILA BERNAL

OCCUPATION

ASSOCIATE PROFESSOR
IN THE SCHOOL OF
ELECTRICAL ENGINEERING
AND ELECTRONICS, AT THE
UNIVERSITY OF THE ANDES
IN COLOMBIA

Dr. Alba Ávila is an Associate Professor at the University of the Andes in Colombia, who specializes in teaching and research in nanotechnologies. She was one of the experts in nanotechnologies, who helped organize and chair sessions at the Nanosafety Regional Workshop for the Latin America and Caribbean Region, which was held in Bogotá, Colombia in 2015.

Nanotechnology is a growing industry poised to create an array of economic and social benefits worldwide, while potential risks to human health and the environment are, to date, not fully known. With numerous nano-containing products now available in the marketplace and an increasing amount of research into new uses for nanomaterials being conducted every year, the need for regulations and safety standards have become increasingly important.



The workshop, that Dr. Ávila participated in, was one of the three regional workshops organized by UNITAR, in partnership with the Organisation for Economic Co-operation and Development with financial support from the Government of Switzerland. The workshops were intended for professionals working nationally or regionally in the nano field. The Latin American regional workshop hosted 30 stakeholders from 11 countries, representing government, academia, regulatory bodies, NGOs, and industry.

Dr. Ávila stressed the need for national and regional governments as well as academics to work towards creating appropriate nanomaterials handling, research and disposal safety protocols. She said *“The experts in the field of nanomaterials at the workshop shared information about what they were working on in their own labs and their own countries. They also shared concern with how we could get national and regional policies created and implemented.*

“The group also collectively identified current gaps in human resources and policy issues, she continued, and discussed initiatives regarding governmental and academia strategies for planning and decision making.

“I found the networking nature of the workshop significantly beneficial because many participants were able to discover more about each other’s working facilities, and learn about the 4 research centers and networks located around Latin America.

As an outcome of the workshop, a list of 12 nanomaterials were documented as being used in the region. Furthermore, after the workshop, a group from the Andes University developed the Nano Materials Risk Application (app) making it easy to find information whenever researchers need it, following an interest shown by the participants of the workshop to develop means of accessing information about nanomaterials safety for those working in the labs.

The app is available in English and Spanish and can be used on a computer, tablet or mobile device. Dr. Ávila highlighted that, *“Since our app became available, we have seen users from 10 different countries using it. Through the app, it has created a new network for stakeholders to collaborate in order to promote safety practices for nanotechnologies.*

Even more of a sign of success came when organizations began using the goals developed at the workshop to create specific programmes for research, and when researchers began citing the report in peer-reviewed papers and using it in presentations at other conferences.

Dr. Ávila said that, *“Even after the workshop organized by UNITAR, I continue to promote safety in nanotechnologies regionally as well as internationally. For example, I attended the International Conference on Chemicals Management in Geneva in 2015, where I represented the Latin America and Caribbean region in international discussions.*

CASE STUDY

PROMOTING SUSTAINABLE CONSUMPTION AND PRODUCTION PATTERNS IN SCHOOLS AND UNIVERSITIES IN SRI LANKA



©Shalika Gamage & Anuradha Rathnasiri

NAME
MS. UTHPALA
SANKALPANI

OCCUPATION
RESOURCE EFFICIENT
CLEANER PRODUCTION
TECHNOLOGIST AT THE
NATIONAL CLEANER
PRODUCTION CENTER
SRI LANKA

Ms. Uthpala Sankalpani is a Resource Efficient Cleaner Production Technologist at the National Cleaner Production Center (NCPC), which is one of the foremost sustainable solution providers in Sri Lanka. At NCPC, Ms. Sankalpani's job is to consult with industries in an effort to reduce waste and improve efficiency.

She already held a degree in Business Administration and has nearly completed a Master of Environment Management, which gave her a good understanding on the theories of Sustainable Consumption and Production (SCP), however, she felt that she needed more hands-on technical knowledge so she decided to take the online course on the Introduction to Sustainable Consumption and Production in Asia.



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Ensuring Sustainable Consumption and Production (SCP) patterns is Goal Number 12 of the 2030 Agenda for Sustainable Development. SCP relates to the use of services and products, which respond to our basic needs and bring a better quality of life while minimizing the use of natural resources and toxic materials. SCP is also intended to reduce emissions of water and pollutants over the life cycle of a product.

In the effort to increase SCP education and provide policy-makers with a comprehensive introduction to the concepts and application of SCP opportunities, UNITAR, in partnership with the United Nations Environment Programme (UNEP), delivered the “Introduction to Sustainable Consumption and Production in Asia” online course. This was the first online course of its kind and was designed to assist policy-makers specifically from the Asia-Pacific region to develop, implement, monitor and evaluate policies supporting a transition towards SCP.

While taking the online course, Ms. Sankalpani, along with a colleague and fellow classmate, Ms. Upendra Arjeewani, seized the opportunity to apply for a grant, which was made available for the participants of the course, by submitting a proposal based on greening campuses and educating students in Sri Lanka. Their project was one of 16 submitted and ultimately selected to receive \$7,000 USD in funding.

Ms. Sankalpani was happy to say that, *“Soon after, we began implementing the project using the grant money. Our project has already raised SCP Awareness in almost 500 Sri Lankan students ranging from school-aged children to university staff. At the same time, I am also working to develop a model green university in Sri Lanka, where SCP practices will be developed and, I hope, adopted by other universities in the country to become more environmentally friendly.”*

After taking the course, Ms. Sankalpani said, *“I not only increased my knowledge in the field of SCP, I was able to immediately begin applying the knowledge to my work.”*

Thanks to her training and ongoing project in SCP, Ms. Sankalpani was also chosen to be a UNEP Asia-Pacific Youth Ambassador for Sustainable Consumption and Production for the 4 Billion Dreams & Youth Ambassador Training Workshop, which was held in Bangkok, Thailand in April of 2016. Back in Sri Lanka, she has already created a youth group called “Where We Belong” which engages youth to promote SCP concepts.

“I hope to work again with UNITAR to increase the impact of SCP in Sri Lanka,” she concluded.

IMPROVING RESILIENCE AND HUMANITARIAN ASSISTANCE

Through the use of Geographic Information Systems (GIS) and satellite imagery, UNITAR provides timely and high-quality geo-spatial information to UN decision makers, Member States, international organizations and non-governmental organizations. The Institute develops solutions integrating field collected data with remote sensing imagery and GIS data through web-mapping and web-based data and information sharing mechanisms, including support to monitoring of development projects and sharing of geographic data using web-services.

Support systems using satellite technologies and geographic information systems can be used to assess disaster risk, improve response capacities and reduce risk and vulnerability of school children in disaster prone areas. Through the UNOSAT-UNICEF Map Your School initiative, school children use a UNITAR developed interface to map exact location of schools and related local risks.

Activities include capacity development, training, technical support and system design for the use of geo-spatial technologies for disaster risk reduction.

KEY RESULTS

Produced **378 satellite imagery derived maps and reports** to support the international humanitarian community. The maps and analytical products ranged from relatively simple navigational maps to more complex reports detailing analyses of satellite images collected over multiple complex emergencies and natural disasters. Examples of emergencies covered for clients include the earthquake and landslide in Nepal and India (UNICEF), the Myanmar floods (UNDP), the Lake Chad basin floods (Chad) the South Sudan conflict (UNMISS and OCHA) and the conflict in Syria.



DEVELOPED SKILLS OF
102 NATIONAL & REGIONAL EXPERTS

on the use of Geographic Information Systems (GIS) and satellite imagery for disaster and natural resources management.

Produced **14 hydrological bulletins** covering the Lake Chad basin regarding the seasonal flood monitoring in Chari and Logone Rivers.



**TRAINED
OVER 950
PARTICIPANTS**

through the development of an online tutorial to support preparations for the Third United Nations Conference on Disaster Risk Reduction.

Research partnership with the International Centre for Environmental Monitoring on developing an application for flood modeling (Flood Finder) to produce global early warning and simulated flood scenarios in the form of alert bulletins, risk maps and assessments.

Trained **35 stakeholders on Disaster Risk Management and Urban Resilience** for local government officials and disaster management professionals (with UNISDR).

CASE STUDY

HELPING FARMERS WITH GIS FOR BETTER HARVESTS AND IMPROVED USE OF GRAZING LANDS FOR CATTLE



NAME
MR. JULY
ODHIAMBO OUMA

OCCUPATION
GIS ASSISTANT AT
INTERGOVERNMENTAL
AUTHORITY ON
DEVELOPMENT (IGAD)
CLIMATE PREDICTION
& APPLICATIONS CENTRE
(ICPAC) IN KENYA

When Mr. July Odhiambo Ouma was recommended by his director to attend the UNITAR training on Geographic Information Systems (GIS), he was a Master Degree student in Meteorology at the University of Nairobi, Kenya and a research assistant at Climate Prediction & Applications Centre (ICPAC) within the Intergovernmental Authority on Development (IGAD). At that time, he was making meteorological prediction maps about the probability amounts of rain, using a basic graphic software. The probabilities were presented in a way that was often difficult for local farmers and cattle herders to use effectively.

The training that Mr. Ouma attended was part of an integrated training programme, organized by UNITAR and ICPAC, aimed specifically at developing the Disaster Risk Reduction capacity of 11 ICPAC member countries in Central and Eastern Africa. These trainings were designed to assist IGAD and ICPAC member countries with issues including the generation of printed and online real-time diverse risk maps involving rainfall hazard, flood and food security.



“ I was relatively unfamiliar with GIS before the first introductory two-week training. Mr. Ouma admitted.

“ At first the GIS training was completely new to me and the first week was a big challenge. But after the introduction, with practice, I felt at pace with everything I was learning by the second part of training.

After completing the course, he went on to complete 3 additional UNITAR-ICPAC trainings in remote sensing, advanced GIS as well as a refresher course.

In December 2014, after graduating with his Master’s Degree, Mr. Ouma was given the opportunity to work for ICPAC as a GIS assistant. **“ I credit UNITAR for my new job. I wouldn’t have been offered the job without the GIS training. In fact, he continued I was told that I was the best performing student in the training and that’s why I was offered the job at ICPAC as a GIS assistant.**

Along with personal growth, Mr. Ouma has also brought an increased capacity to the ICPAC institution with new skills, which have already directly benefited to the people of Kenya. He explained, **“ Instead of the old method of information sharing, I now use technologically advanced tools to convert probability of precipitation to actual rainfall amounts for specific areas, and that final output is put into GIS maps with which farmers can interact and understand.**

This not only leads to better harvests of crops, but also improved use of grazing lands for cattle, one of the region’s main economic drivers. **“ With these improvements, I also hope to bring some peace to the farmers who, in the past, have clashed violently over water access, grazing lands, and road use for livestock movement.** said Mr. Ouma.

In order to bring these changes, he continues his studies in GIS, working on a Ph.D. In the meantime, he has already become a regional GIS trainer for an introductory skill courses for several IGAD member states organizations and students. His group has also created a template for disaster and vegetation analysis, which hadn’t been done before. These maps can be printed in high resolution at a large scale for people to more easily analyze and use the data. Mr. Ouma said, **“ My department is even becoming known as a data hub with people from around the region coming to my institution to search for information. University of Nairobi Professors are also sending students to me for remote sensing analysis for school projects.**

Mr. Ouma is always looking into the future for other possible UNITAR trainings including remote sensing analysis, disaster management and Python programming language to develop smartphone apps for community data sharing and analysis as well as a mobile lab to help teach farmers how to share information to improve future data collection. **“ I would also like to develop local capacity for the UNITAR Geoportal tool for easy data sharing.** He continued, **“ If the farmers had the capacity to do it for themselves, they could solve our region’s own problems.**

PROMOTING SUSTAINABLE PEACE

The peaceful resolution of conflict is one of the cardinal purposes for which the United Nations was established. It is at the heart of its work and continues to be a pressing priority for Member States. This is reflected in the new Sustainable Development Agenda and in particular in goal 16, which recognizes the need to build peaceful, just and inclusive societies.

The Institute contributes to the achievement of this goal through strengthening the capacities of Member States, the United Nations and regional organizations in the prevention, management and resolution of conflict. To this end, UNITAR designs and conducts intensive training programmes, experience-sharing for and capacity development projects to deepen the knowledge and strengthen the skills of senior and mid-level diplomats, representatives of UN and regional organizations, and governmental and non-governmental staff.

Recognizing that peace is a prerequisite for the achievement of the Sustainable Development Goals, the Institute supports the development of capacities in the areas of peacekeeping, peacebuilding and crisis management. Through innovative and results-oriented approaches, the Institute strengthens knowledge and skills of individuals, groups or institutions to work effectively in conflict and post-conflict environments.

KEY RESULTS

TRAINED 5,626 MILITARY PERSONNEL FROM AFRICAN COUNTRIES

prior to deployment to UN and AU peacekeeping missions in collaboration with the US State Department African



Contingency Operations and Training Assistance Programme (ACOTA).

TRAINED 20 REPRESENTATIVES OF CURRENT AND IN-COMING AFRICAN MEMBERS OF THE UNITED NATIONS SECURITY



COUNCIL on the functioning of the Security Council and how it relates to the African Union.

TRAINED 42 MID AND SENIOR-LEVEL DIPLOMATS, REGIONAL ORGANIZATION AND UN STAFF

in conflict analysis, negotiation and mediation.

Organized high level knowledge and experience exchange with the Secretary-General and 34 Special Representatives, Envoys, Heads of Mission and Advisors of the Secretary-General as well as by the Under Secretaries General of DPA, DPKO, OCHA, OHCHR and members of the High Level Independent Panel on Peace Operations to identify and address challenges faced by UN peace missions in the prevention of violent conflict and the promotion of sustainable peace.

Trained 51 Afghan civil servants and NGO representatives on needs assessments, organizational change and development, and peace building-related knowledge and skills as part of the UNITAR Afghan Fellowship Programme.

Trained 29 indigenous representatives from around the world in conflict analysis, interest-based negotiation and the promotion and protection of rights.

Trained 26 mid and senior-level African diplomats, peace mission staff and regional organization staff on the African continent in conflict analysis, negotiation, mediation and reconciliation.

Organized High-Level Seminar on Peace and Security in Africa in collaboration with the African Union Peace and Security Commission and the United Nations Office to the African Union to foster more effective coordination in the area of peace and security, with attendance of representatives from more than 40 countries.

Trained 52 personnel to be deployed in conflict and post conflict environments in the framework of the Master in Conflictology, jointly delivered with the Universitat Oberta de Catalunya.

Trained 20 South Sudanese officials from the public sector and civil society on effective project management.

Trained 233 personnel from civilian, military and police sectors on peace and security related topics.

Concluded fourth phase of the Enhancing Capacities of African Peacekeeping Training Institutions project, with the objective to strengthen the training capacities of centres in Egypt, Liberia, Nigeria, Rwanda and Zimbabwe in thematic areas related to peace and security.

CASE STUDY

YOUNG RWANDAN ENTREPRENEUR IMPROVES COMMUNITY AND BUSINESS SKILLS WITH UNITAR PEACEBUILDING WORKSHOP



NAME
MR. ISAAC
NKUSI

OCCUPATION
CEO OF SUCCESS
THROUGH PERSPECTIVE
(MONEY MANAGEMENT
CONSULTANT)

When Mr. Isaac Nkusi participated in the “imp!act for peace” Training of Trainers (TOT) workshop, he had just started Success Through Perspective, a personal money management company, after working for an internationally funded development project. He recalled, *“I was not sure that the training would be useful for the challenge of managing my own company.”*

Mr. Nkusi was one of 10 Rwandan young adults who participated in the TOT workshop, which aimed to teach experienced young adults, between the ages of 25 and 38 from Rwanda, how to train their younger counterparts to work on solving complex societal issues through teamwork.



Strengthening the capacity of Rwandan youth in order to actively engage in and contribute to peacebuilding efforts was the objective of “imp!act for peace”, an innovative training programme developed in collaboration between UNITAR and euforia, an independent youth-driven social innovation enterprise. At the training, youth were empowered to become involved in the peacebuilding process by designing social projects with the intention of overcoming some of the social, economic, and environmental issues in their communities that the participants felt most passionate about.

The imp!act training which focused on “becoming a changemaker”, was held at the Rwanda Peace Academy in Musanze, located in a secluded rural part of Northern Rwanda. The TOT workshop was held over one week, and followed immediately by the first imp!act training for youth held by the new local trainers - who came from many different backgrounds, some recent graduates, others who worked for the government and others like Mr. Nkusi who worked for themselves.

“During the workshop, I realized how useful the socio- economic and development focused workshop would be to the youth of Rwanda as well as myself. He continued, “I had an exciting time learning the things we were taught on becoming a ‘changemaker’, and found the methods to be informative and useful to enhance my own business. Having previously earned a university degree in psychology, Mr. Nkusi found that the workshop activities resonated well with his education, and said that, “I learned to be more willing and inviting of constructive criticism. This training has also helped me integrate positive and constructive feedback into my product redesign strategy as well as influenced how I build new products based on the collective concern of my client base.

“More training of this type is necessary, said Mr. Nkusi, *for the local community, for families and at the workplace.* He noted that there is a significant amount of support for social, economic, and environmental training from the Rwandan government and with many Rwandans now repatriating, bringing new skills with them. He thought, “This is the right time to hold more workshops. The imp!act for peace training really opened my eyes to practical ‘learning by doing’ training techniques that I have integrated into my own money management training modules to a very powerful effect. I would also like to be more involved in spreading the peacebuilding and empowerment message in my region. When asked whether or not he would be able to take the two weeks away from his business to hold an imp!act for peace training for youth in Rwanda, Mr. Nkusi said without hesitation, “I would definitely make the time.

CASE STUDY

UNITAR FELLOW LEARNING MANAGEMENT AND LEADERSHIP SKILLS TO SUSTAINABLY DEVELOP SOUTH SUDAN



NAME
MS. CHRISTINA
PITA LUKUDU

OCCUPATION
LEGAL COUNSEL,
DIRECTORATE OF PUBLIC
PROSECUTION IN THE
MINISTRY OF JUSTICE,
SOUTH SUDAN

Ms. Christina Pita Lukudu is legal counsel working for the Directorate of Public Prosecution in the Ministry of Justice of South Sudan, the world's newest nation. She was among a group of Fellows who participated in the first cycle of the UNITAR South Sudan Fellowship Programme, launched in September 2015.

Ms. Lukudu's country, South Sudan, continues to face numerous challenges in its efforts towards becoming sustainably developed and politically stable. Building the knowledge, skills and attitudes necessary for effective project management and leadership was the focus of the six-month, UNITAR South Sudan Fellowship Programme, which was designed for junior to mid-level professionals from the public sector, civil society organization, private sector and academic institutions in South Sudan.



Participants, known as Fellows, learned to identify local needs and national priorities, as well as how to successfully design and implement projects intended to address them in ways that would help shape their nation's path toward sustainable recovery and development.

Ms. Lukudu said **“ I wanted to take part in the Fellowship Programme because my organization, the Ministry of Justice, continues to face many challenges that hinder efficient and effective delivery of essential services because of poor coordination, lack of funds and inadequate technical and professional training for personnel. She recalled, “ I chose to participate specifically to obtain the knowledge and skills necessary for effective project management and leadership.**

Tailored to the current realities of South Sudan, the UNITAR Fellowship Programme consisted of three workshops, two in Juba, South Sudan and one in Hiroshima, Japan. The workshops were also linked by training modules and participant-led projects which focused on addressing contemporary issues challenging in the developing Sub-Saharan country.

“ UNITAR's institutional capacity and experience in training on development issues in post-conflict countries gave me the confidence necessary to fully understand the needs of my country. she said.

“ I gained practical and professional experience and skills through the Fellowship Programme. I found results-based portion of the training to be the most effective for improving my work, as it provided a clear framework for project implementation. I have since been able to use the skills and tools daily in analyzing criminal investigations and writing memorandums.

The impact of the training has reached beyond Ms. Lukudu, as she has been able to share the knowledge and skills she gained with her colleagues, allowing her team to work more efficiently. This teamwork has resulted in overall improvements in performance and speed in handling pending cases. She hopes to **“ Continue using the leadership lessons to positively influence others in the effort to improve behaviors and attitudes with development work in South Sudan.**

The Hiroshima based portion of the programme left a big impression on Ms. Lukudu, due to the city's tragic history of the first atomic bombing during the World War II and then subsequent rapid recovery. She said **“ Seeing the post-conflict reconstruction story of Hiroshima, including the devotion of its people to peace education and memorialization of the tragedy for the benefit of future generations, gave me hope for the people of South Sudan.**

Through the UNITAR Fellowship programme, Ms. Lukudu learned the meaning of unity and was able to build deep and meaningful relationships with her peers.

“ Having previously been complete strangers, I felt that coming together with the other participants from the same country inspired us to work together for the betterment of South Sudan.

CASE STUDY

FROM INDIGENOUS FELLOW TO CHAIR OF THE UN PERMANENT FORUM ON INDIGENOUS ISSUES, UNITAR ALUMNA WORKS TO ENHANCE THE RIGHTS AND WELL-BEING OF INDIGENOUS PEOPLES



NAME
PROFESSOR
MEGAN DAVIS

OCCUPATION
EXPERT MEMBER, FORMER
CHAIR, UN PERMANENT
FORUM ON INDIGENOUS
ISSUES. PROFESSOR OF
LAW AND DIRECTOR,
INDIGENOUS LAW CENTRE,
UNIVERSITY OF NEW
SOUTH WALES

Ms. Megan Davis, an Aboriginal woman of the Cobble Cobble clan from Warra in South West Queensland was waiting at the gate of the United Nations Office at Geneva on a Saturday evening in July 2000 to board the bus to go to a small village outside Geneva to take part in the first UNITAR training programme to enhance the conflict prevention and peacemaking capacities of indigenous peoples' representatives. *“I met the coordinator and told her that I was so happy to be selected for this training programme and that I had wanted to learn more about human rights and conflict resolution.*

Ms. Davis, an Indigenous Fellow at the Office of the High Commissioner for Human Rights, was among those invited by UNITAR to participate in this first intensive training programme to strengthen the capacities of indigenous peoples from around the world to negotiate, engage in dialogue and promote rights to improve the conditions of their peoples and nations.

She took part in group work analyzing root causes of conflict, learned about interest-based negotiation theory, practiced negotiations based on real cases, and participated in discussions with senior indigenous resource persons.

“It was such a thrill to be in the same room with Professor James Anaya, world renowned Indigenous lawyer, and to hear from him first-hand about the precedent-setting cases he worked on in land and resource issues. He explained the UN human rights mechanisms and provided examples of how to use them effectively to engage in dialogue and to promote our rights. It was so empowering to be in a room full of representatives from every region, to discuss the challenges we faced and share strategies on how to address them.

Ms. Davis wrote after the programme to say that if one day she made an impact in working for progress in the rights of indigenous peoples, that it was the UNITAR training programme that had been a major catalyst and inspiration providing crucial skills and know-how. She went on to complete law school, become a senior lecturer, associate professor and then professor of law, and director of the Indigenous Law Centre at the University of New South Wales (NSW). She serves as Acting Commissioner, NSW Land and Environment Court and is a Solicitor of the Supreme Court of the Australian Capital Territory.

When Professor Anaya was appointed UN Special Rapporteur on the Rights of Indigenous Peoples, the UNITAR training was conducted at the regional level in Australia for indigenous representatives of the Pacific. He spoke there with participants on his work and mandate. Ms. Davis was invited to present the session on UN human rights mechanisms. She taught in 3 international training programmes when she was elected for two terms as Expert Member, then in 2015, Chair of the UN Permanent Forum on Indigenous Issues, the highest level body in the UN focusing on improving the conditions and well-being of indigenous representatives.



The 2016 Report of the UN Permanent Forum on Indigenous Issues highlights the UNITAR programme:

“It is one of the most important human rights training programmes in the United Nations system that examines the root causes of conflict. The Permanent Forum also **“urges Member States to contribute support to make possible the annual UNITAR training programme to enhance the conflict prevention and peacemaking capacities of indigenous peoples’ representatives so as to strengthen indigenous capacity to engage in negotiation, dialogue and peace processes to contribute to sustainable peace.**

More than 480 indigenous representatives have now completed the training. Four alumni have been elected or appointed as Permanent Forum Members, including two chairpersons. Professor Davis is keen to teach in future UNITAR programmes: **“I do believe very strongly in the importance of the training and its impact upon Indigenous people’s lives. It literally changed my life. I am keen to give back to something that gave so much to me.**

PROMOTING ECONOMIC DEVELOPMENT AND SOCIAL INCLUSION

To achieve sustainable growth and development and to achieve internationally agreed objectives such as the UN Sustainable Development Goals, developing countries including countries in special situations need to fully grasp the social, economic, political and environmental implications of current and future challenges. However, many countries are poorly equipped to design/align implement and monitor sound development strategies, keeping in view a sustainability aspect to their development aspirations. UNITAR works with developing countries including Least Developed Countries (LDCs) and Small Island Developing States (SIDS) to strengthen their capacities for sustainable trade, finance, investment and intellectual property to help them achieve their development priorities and translate multilateral norms and decisions into practice.

Promoting youth employment is included under two SDG targets: 4.4 – by 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship; and 8.6 – by 2020, substantially reduce the proportion of youth not in employment, education or training. Promoting employability requires national establishments to train youth in skills required by employers in the 21st Century. Moreover, the explosion in the use of IT and social media has created important employment opportunities in developing content used by IT users worldwide. In order to respond to this imperative, the Institute works with national partners to raise awareness of this opportunity and build capacity for its application.

KEY RESULTS

TRAINED 97 TRADE AND FINANCE OFFICERS



FROM ENGLISH, FRENCH AND PORTUGUESE SPEAKING COUNTRIES in micro credit and public-private partnerships in cooperation with the Arab Bank for Economic Development in Africa, and a further 751 stakeholders from various constituencies through the suite of public finance and trade e-Learning courses.



TRAINED 98 DEVELOPMENT PROFESSIONALS ON HARNESSING THE POTENTIAL OF SOCIAL MEDIA

for improving efficiency and effectiveness of development work.

Trained **530 beneficiaries** from the fifteen member countries of the Economic Commission of West African States in trade negotiations and regional integration.

Strengthened the training skills of **28 Algerian trainers on building entrepreneurship skills** and trained **200 young graduates on entrepreneurship development**.

Assembled 500 participants and 50 high-level panelists for the International Forum on Public-Private Partnerships for Sustainable Development, in partnership with the Annemasse Agglomeration, the French Foreign Ministry and the Department of the Haute Savoie.

Trained **20 officials from the public sector and civil society from 8 countries in the Sahel Region** on anti-corruption in the field of law enforcement.

Developed knowledge and skills of **12 government stakeholders from the People's Democratic Republic of Korea** on Agriculture, Livestock and Breeding in cooperation with the Canada-DPRK Knowledge Partnership Programme of the University of British Columbia.

Strengthened capacities of **131 stakeholders in sustainable urban mobility** through a suite of online learning opportunities in English, French and Spanish languages.

Raised awareness and strengthened capacities through over 100 training and knowledge-sharing events of some **11,000 stakeholders through the UNITAR affiliated network of 14 CIFAL training centers**. The training was delivered at the national and sub national levels, on a wide range of sustainable development topics with emphasis on enhancing governance at all levels.

CASE STUDY

FROM PARTICIPANT TO MENTOR, UKRAINIAN LAWYER REALIZES HIS AMBITION THROUGH UNITAR TRAINING



NAME
MR. VOLODYMYR
MATENCHUK

OCCUPATION
LAWYER WITH A LAW FIRM
IN UKRAINE

Mr. Volodymyr Matenchuk is a lawyer who studied international law and is currently practicing at a private firm in Ukraine. Mr. Matenchuk first participated in the UNITAR/FAO – “Resolving Agricultural Trade Issues through International and Regional Trade-related Agreements in the CIS Region” - online course in 2013, and later became a mentor of the same course in 2015.

To ensure transparency and predictability of growing trade flows, as countries in the post-Soviet region began to increasingly engage in international trade, proper implementation of trade rules became vital. UNITAR and the Food and Agriculture Organization of the United Nations (FAO) combined their expertise to create an online course with the goal of equipping participants with a better understanding of the rules and procedures used to address and resolve trade issues for agri-food products.



This course has been running for several years now, and in order to ensure that local capacities in this field continue to increase, it uses a unique method of turning former participants into mentors.

“*This online course was exciting for me because it closely related to the studies I completed while working towards my Ph.D. As a Ph.D. student I had ambitions of working in international law.*” said Mr. Matenchuk. After completion of his studies, however, he went back to Ukraine and found himself working more on domestic issues.

Particularly interesting for Mr. Matenchuk was the diversity of participants, who come from Agricultural, Economic and Trade Ministries as well as private sector and academia from all over the world, including Russia, who are focused on agriculture in the post-Soviet countries.

“*At the same time as the course was being conducted, tensions between Russia and Ukraine were rising rapidly. However, in the online class, participants living in the region had the opportunity to freely discuss regional integration issues,*” recalled Mr. Matenchuk.

Following completion of the course, FAO selected some participants to enlist as experts for their network on agricultural policies, Mr. Matenchuk was one of them and started working as a mentor for new participants in the course. He said “*Courses, such as the ones in which I participated and mentored, helped build capacity for participants and create a network for regional initiatives as well.*”

Facilitators and mentors, like Mr. Matenchuk and those who taught him, are not only knowledgeable in the field of agriculture and trade, but also needed to help promote teamwork and provoke discussions.

“*Participating in this course ultimately allowed me to achieve my goals from law school to work on International Law for an International Organization. Along with that, he continued, I grew as a mentor and now I have a better understanding of how to teach people with different backgrounds and different points of view, which is rewarding.*”

CASE STUDY

HELPING TO PROMOTE RESPONSIBLE FISHING IN THE SEYCHELLES WITH SOCIAL MEDIA TOOLS



NAME
MS. BERNADETTE
GILL

OCCUPATION
SENIOR LIBRARY
TECHNICIAN,
SEYCHELLES FISHING
AUTHORITY

The Seychelles is an archipelago of 115 islands in the Indian Ocean off the east coast of Africa. It is known for its beaches, coral reefs and nature reserves. As such, sustainable fishing is a critical issue for the remote Indian Ocean Republic.

The Seychelles Fishing Authority (SFA) library is a research center, which encourages responsible fishing for sustainability. Biologists and other scientists from Seychelles and abroad, as well as students from the School of Maritime Academy in Seychelles use the library to access important information regarding the marine resources in the waters around the Islands. Computerization of the library catalogues has been ongoing for more than 25 years, and the database now contains over 6000 records including Annual Reports, Artisanal Fisheries Statistics, Tuna Bulletins and other reports.



Ms. Bernadette Gill is Senior Library Technician for SFA, and she is tasked with updating and maintaining web based library services, as well as assisting with the establishment, digitizing, cataloging and classifying of a fully documented and thematic collection of multimedia information.

To become more efficient at her work, and to facilitate access to the library resources for researchers, Ms. Gill decided to participate in the Innovative Collaboration for Development (ICfD) course in 2015.

Empowering development professionals to recognize and make innovative use of social media tools is the overall objective of ICfD, an online course developed by UNITAR in conjunction with the Food and Agriculture Organization of the United Nations (FAO) and supported by the Technical Centre for Agricultural and Rural Cooperation (CTA). The interactive, tutor-facilitated online course on social media tools is also designed to improve the efficiency and effectiveness of a participant's work.

The ICfD course consists of six interactive and collaborative online modules that introduce participants to social media concepts and tools with the support of an expert facilitator over 9 weeks. The course explores content through various media and interactive lessons and teaches participants how to utilize social media through real case-scenario activities.

“Before attending the ICfD course, I was not so familiar with social media technologies, let alone how they could be used to help me at work. she confessed. She attended a 5-day in-person training organized by CTA at the SFA facility in Mahe, Seychelles.

“At that training, I was given an idea of how the online course would be conducted and became familiar with several social media tools that would be used during the online course. said Ms. Gill.

This was the first online course she had ever participated in. She said, **“I found it challenging, but overcoming the challenge was important and I feel the results have been quite positive.** She continued, **My work has improved and I have become much more efficient. More importantly, researchers now have significantly improved access to information after the training, which could help in the pursuit of sustainable fishing in the region.** Ms. Gill learned to use social media tools so effectively through the ICfD course that she is now able to help the other staff in the Seychelles Fishing Authority to use them as well.

Ms. Gill is continuing to improve access to information at the SFA Library, as well as helping to prepare a strategy for the Authority, which deals mainly in fisheries research, development and management, including fishing laws and regulations. **“I am trying to make it easier for the SFA to share information with the local fishermen which will help in our mission of promoting responsible fishing in the Seychelles.**

CASE STUDY

MASTER'S IN DEVELOPMENT POLICIES AND PRACTICES PROMOTES PARTICIPANT GROWTH AND SUSTAINABLE GOVERNANCE IN AFGHANISTAN



NAME
MR. IMTIAZ
SHARIFI

OCCUPATION
HEAD OF DEPARTMENT
OF VALUE ADDED TAX,
AFGHANISTAN REVENUE
DEPARTMENT

When Mr. Imtiaz Sharifi participated in the UNITAR Executive Master's in Development Policies and Practices in 2014, he was the Director of the Value-Added Tax Section of the Revenue General Department in the Ministry of Finance of Afghanistan, who had been working to develop policies and practices for the Ministry.

Following the success of the first edition of the Master's programme in 2013, UNITAR received many applications for the second edition, Mr. Sharifi was one of the 17 high-level officials from Afghan Government chosen to participate in degree programme.



With the goal of strengthening knowledge, skills, and the capacities of ministerial officials for effective governance and sustainable development, the UNITAR Executive Master's in Development Policies and Practices was developed in 2013. The Master's programme was implemented at the request of the Ministry of Finance of the Islamic Republic of Afghanistan, in collaboration with the Graduate Institute of International and Development Studies in Geneva, Switzerland.

Mr. Sharifi recalled, *“Through the programme, I learned a lot, specifically in developing policy for my work as well as different management styles.*

The degree programme takes approximately 1 year to complete and consists of 3 modules, the first of which is a three-week session in Abu Dhabi, United Arab Emirates, followed by a two-week session in Istanbul, Turkey. During this time, participants are introduced to developmental frameworks, methods for analyzing regional and international development issues, as well as other methods and tools for developing policy and administration.

“One of the highlights of the degree programme was the variety in teaching styles which came from several different teachers with varied backgrounds. These methods which often included humor and physical activity to keep student's attention, and were completely different to anything I'd experienced previously. Mr. Sharifi recalled.

“In Afghanistan, he continued, having a Master's degree is highly regarded and can significantly improve someone's chances of getting a job. Though I already had a Bachelor's degree in Business Administration and Management, I wanted to improve my own life, and I was more encouraged to complete the Master's programme for my father who expected me to earn a high level degree.

After 6-months of courses and research in Afghanistan as part of the second module, the third module of the programme consisted of several courses and networking events which took place over 3 weeks in Geneva, Switzerland, and also included the presentation and defense of the Master's thesis. For many of the participants, this was their first time to visit Europe and they were able to take field trips around the region visiting various governmental institutions as well as learning about Swiss infrastructure.

“After completing the Master's programme, I was able to obtain a higher level position at the Revenue Department and I am very happy with my new job. Through my work, I can contribute even more to the development of my country and ultimately to help the people of Afghanistan.

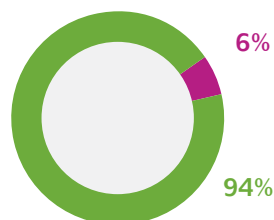
FINANCIAL INFORMATION

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In 2015, UNITAR's outputs were produced with an annualized budget of \$26 million USD.

CONTRIBUTIONS FOR GENERAL FUND AND PROGRAMMING (2015)¹

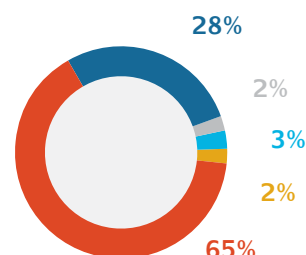
- Contributions for General Fund
- Contributions for Programming



¹ Contributions are accounted for on budgetary basis.

REVENUE BY SOURCE (2015)²

- Governments
- United Nations Agencies
- Development Banks
- Private Sector
- NGOs



² Revenue figures are based on unaudited 2015 Financial Statements, on IPSAS accounting basis.

CONTRIBUTIONS FOR GENERAL FUND (2015)

Governments

Algeria	> 1 million
Switzerland	> 100,000
Russia	≥ 100,000
Kuwait	≥ 20,000
Liechtenstein	> 10,000
China	≥ 10,000
Morocco	≥ 10,000
Nigeria	> 5,000
Thailand	< 5,000
Holy See	< 5,000
Other donors	> 10,000

CONTRIBUTIONS FOR PROGRAMMING (2015) (ABOVE 100,000 USD)

Governments (National, Regional, Local)

Switzerland	> 3 million
Norway	> 1 million
Germany	> 1 million
Sweden	> 500,000
Japan Hiroshima Prefecture Government	> 500,000
Japan	> 500,000
Algeria	> 500,000
Nigeria Rivers State	> 500,000
Finland	> 200,000
Denmark	> 200,000
Saudi Arabia	> 200,000
Republic of Korea	> 100,000
Russia	≥ 100,000
China	≥ 100,000
Malaysia	≥ 100,000

Other Institutions

The Arab Bank for Economic Development in Africa (BADEA)	> 200,000
The MacArthur Foundation	> 200,000
The Macroeconomic and Financial Management Institute of Eastern and Southern Africa (MEFMI)	> 200,000
HUMANITY UNITED	> 100,000
Economic Community of West African States (ECOWAS)	> 100,000
West African Institute for Financial and Economic Management (WAIFEM)	> 100,000

United Nations Agencies

UNEP	> 1 million
UNDP	> 500,000
UNOCHA	> 200,000
UNIDO	> 100,000

All figures are in the United States Dollars.



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