

# 2020 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 2020 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- and 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 broader organizational and institutional changes.

The COVID-19 pandemic has severely disrupted the world for more than a year, bringing about economic and social upheavals, without mentioning the suffering and losses that so many people around the world have had to endure. Like most organizations, COVID-19 affected UNITAR's work since much of its programming is usually delivered in the field. By leveraging its virtual learning environment, mobile learning and other available IT tools, UNITAR was able to continue its learning

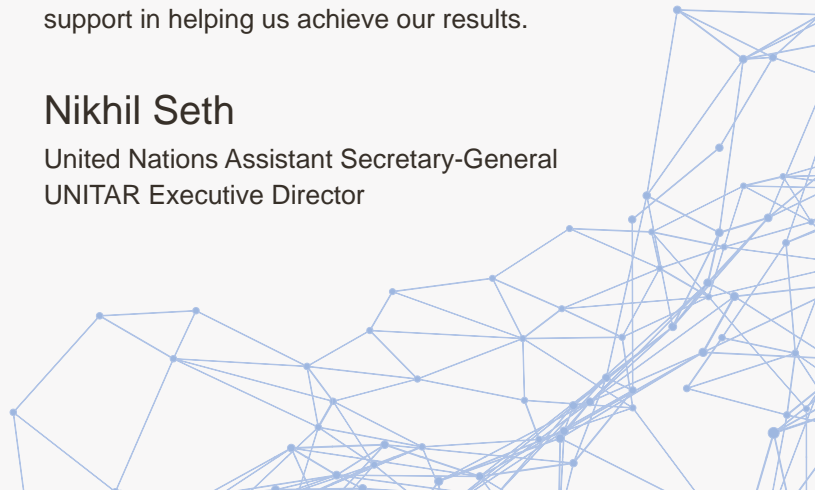
services despite COVID-related restrictions. In fact, in 2020, approximately 80 per cent of our events were delivered online, as compared to 38 per cent in 2019. Despite COVID-19's many negative impacts, the world of learning has actually become more interconnected during the pandemic, much like the representation of a spider's net as shown on this year's report cover.

The year 2020 was another record-breaking year, with 322,410 individuals across the world benefiting from our training services, and with some 65 per cent of our beneficiaries taking part in activities with specific learning outcomes. UNITAR also significantly increased its outreach to female beneficiaries and reversed the male-female gender imbalance from previous years.

We could have hardly achieved the results we did in the absence of a strong and committed partnership base. In fact, seventy per cent of our 2020 events and close to 88 per cent of beneficiaries resulted from partnership-based programming. The results highlighted in this short report – and many more – were produced with \$34.679 million in expenditure. We are grateful to our partners and donors for their support in helping us achieve our results.

## Nikhil Seth

United Nations Assistant Secretary-General  
UNITAR Executive Director







# Introduction

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 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 2020.







# Our Primary Output

## Trained Beneficiaries

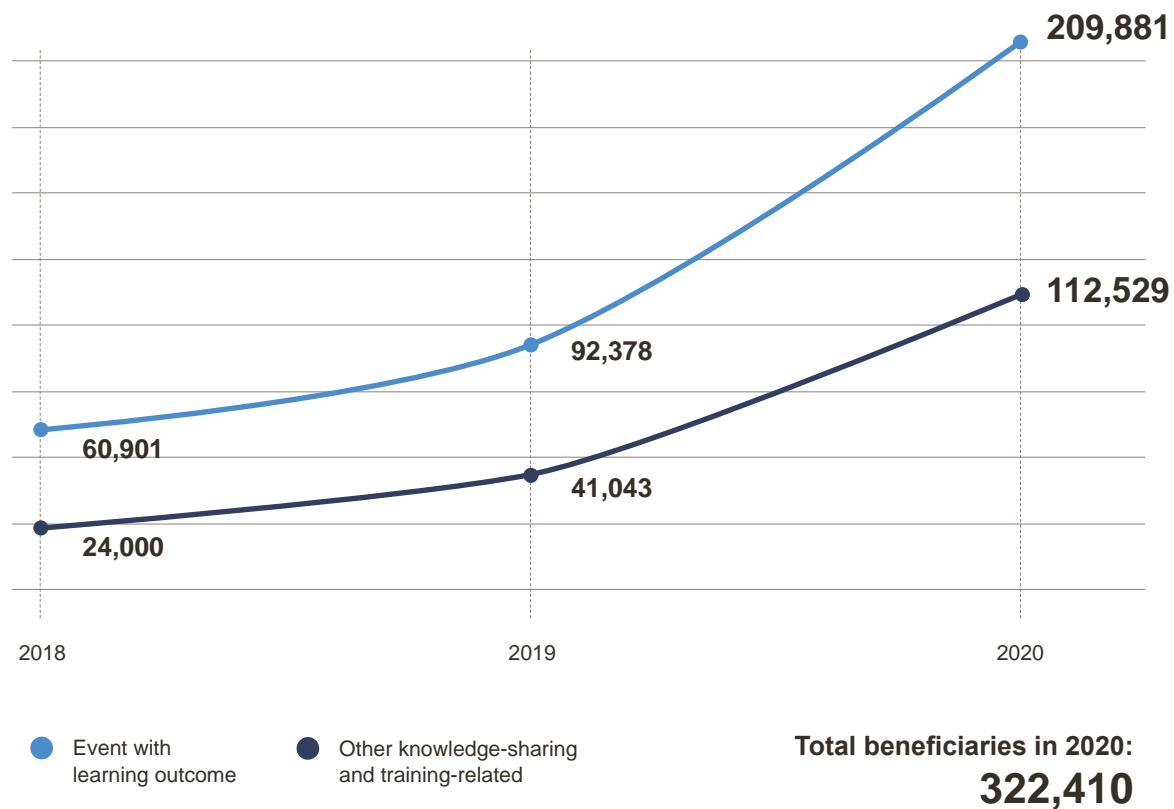
UNITAR provided learning, training and knowledge-sharing services to 322,410 individuals in 2020, representing a 142 per cent increase from 2019 figures of 133,421, as shown in chart 1.<sup>1</sup> The Institute's global network of affiliated International Training Centres for Authorities and Leaders (CIFAL) delivered 28 per cent of the beneficiaries. Sixty-five per cent of UNITAR's overall beneficiaries were associated with events having specific learning outcomes. This category of beneficiaries increased by 127 per cent, from 92,378 in 2019 to 209,881<sup>2</sup> in 2020. This increase is attributed largely to the continued delivery of 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) slightly increased from 31 per cent to 35 per cent of all beneficiaries during the 2019 to 2020 period and represents around one third of UNITAR's beneficiaries.

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1 Based on figures reported in the UNITAR Events Management System (EMS).

2 Out of the 209,881 learning-beneficiaries, 137,826 or 66 per cent are unique participants.

CHART 1  
**Overall beneficiaries**

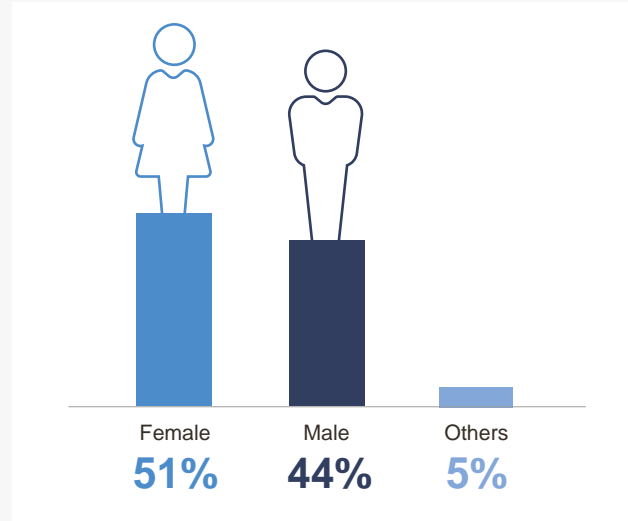


## CHART 2

### Learning-related beneficiaries by gender

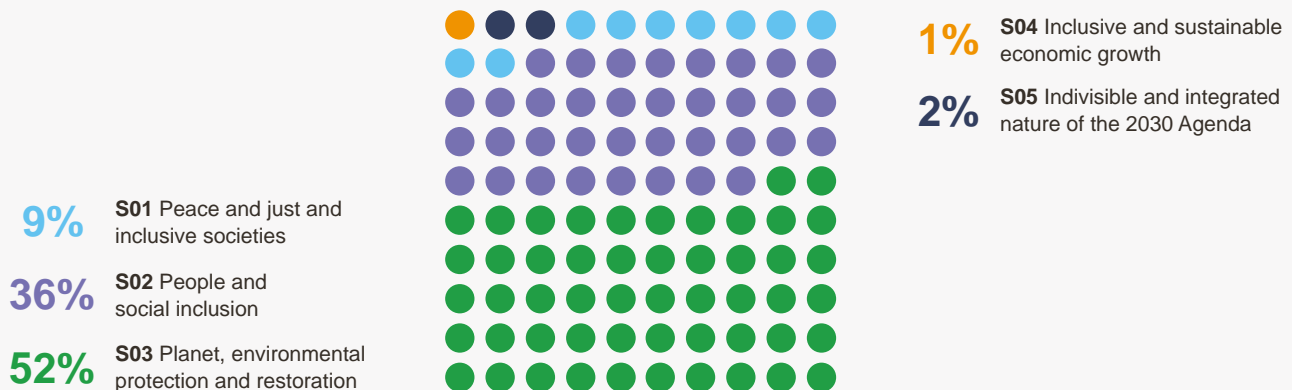
The overall male to female gender ratio of beneficiaries from learning-related events for 2020 was 44 to 51 (with counting peacekeeping training beneficiaries) and “other”<sup>3</sup> accounting for five per cent, as illustrated in chart 2.

As shown in Chart 3, 88 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

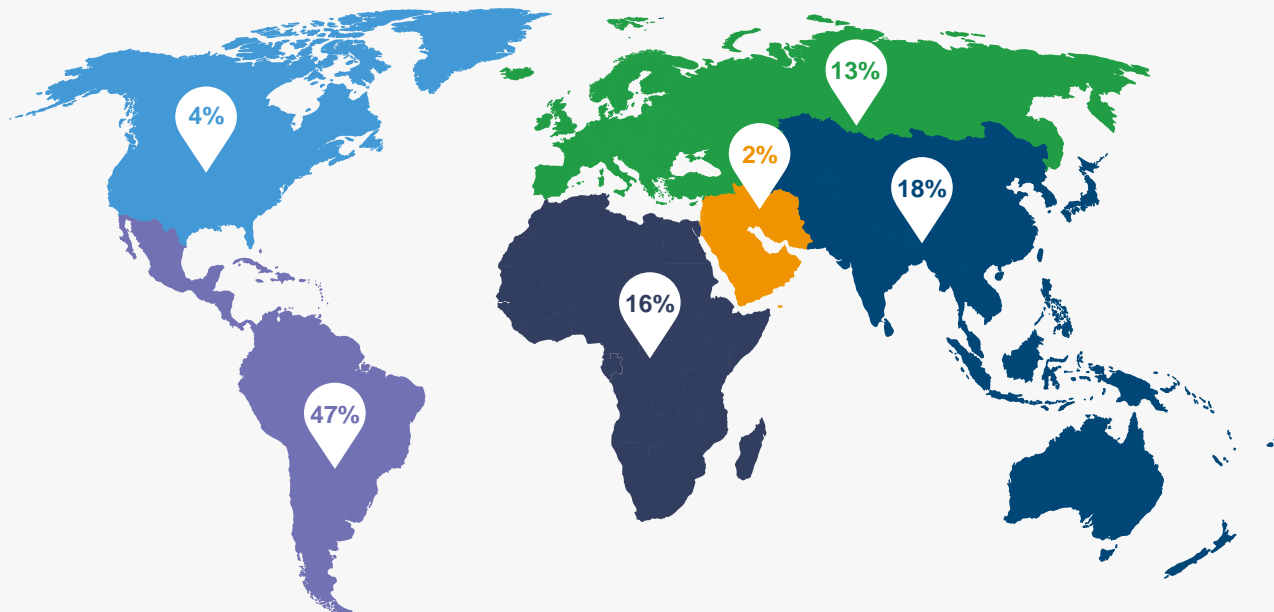
### Event beneficiaries by Strategic Objective



<sup>3</sup> While “other” is defined as neither male nor female, it is possible that some participants registering for UNITAR events may have specified “other” as a substitute for “not applicable” or “prefer not to report”.

## CHART 4

# Regional breakdown of learning-related beneficiaries



As shown in Chart 4, 79 per cent of learning-related beneficiaries came from developing countries (of which 15 per cent from countries in special situations, comprised of the least-developed countries (LDCs), the landlocked developing countries (LLDCs) and the small island developing States (SIDS)), with the following regional breakdowns: Latin America and Caribbean (47 per cent), Asia and Pacific (18 per cent), Africa (16 per cent), Europe (13 per cent), North America (4 per cent) and the Middle East (2 per cent).

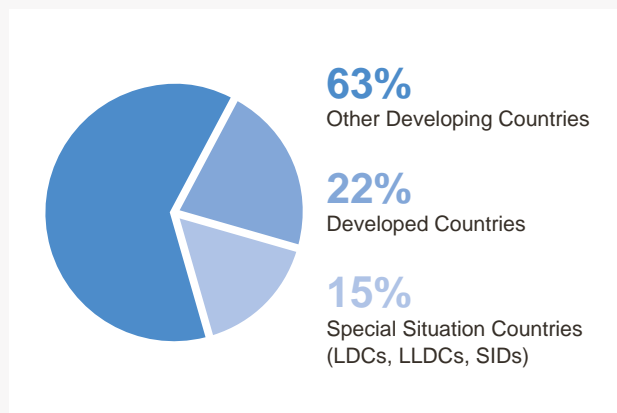
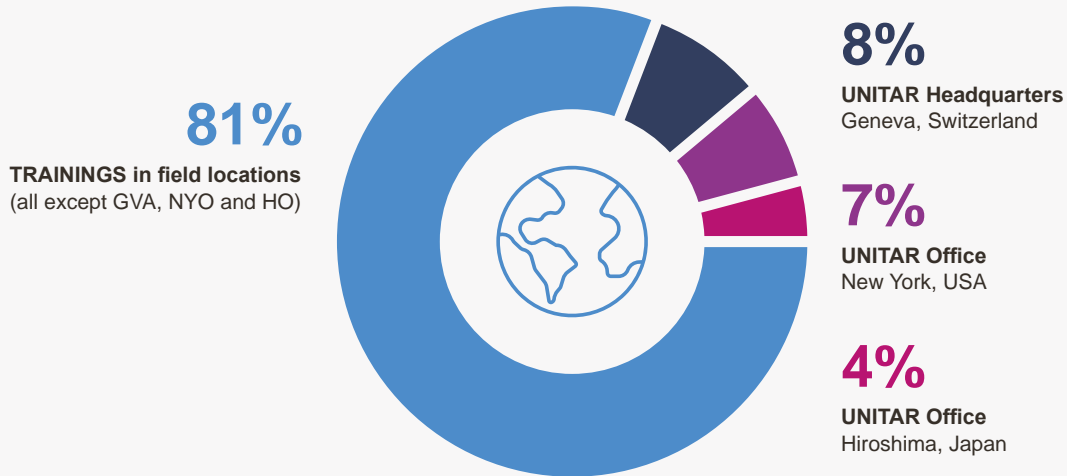
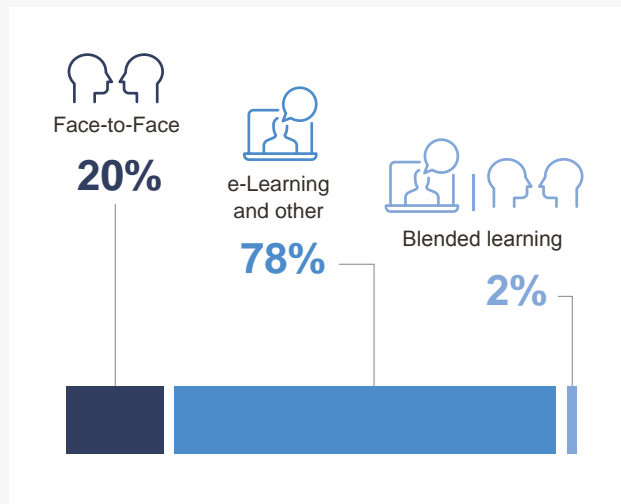


CHART 5  
**Location of  
 face-to-face events**



**896** Events



UNITAR’s overall beneficiaries were produced through the delivery of 896 events (equivalent to some 12,173 event days over the calendar year). Only 20 per cent of events took place through face-to-face, residential training activities (and 78 per cent through e-Learning and other). As shown in chart 5, over 80 per cent 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 49 per cent of its learning-related beneficiaries coming from non-state sectors, including NGOs, academia and the businesses; 10 per cent from government (national, state and local); 6 per cent the United Nations and other international organizations; and 35 per

cent from other sectors. This affiliation breakdown further shifted from 2017 figures, with government affiliated officers comprising more than 50 per cent of learners.

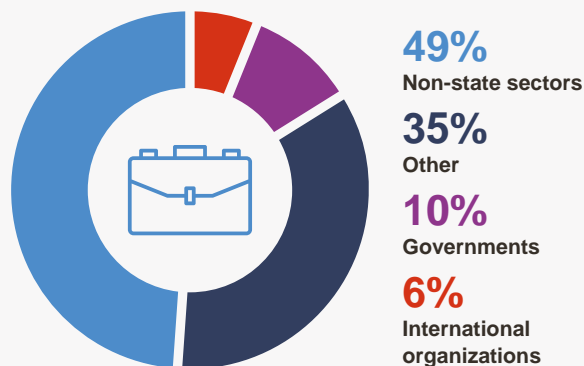
UNITAR issued 58,091 certificates of participation and completion for 2020 learning-related events which have objective assessment of learning. The total number of certificates increased by 18,488 (or by 47 per cent) from 2019 figures of 39,603. The male to female gender ratio of the distribution of certificates (51 to 47 and 2 per cent accounting for “other”) is marginally more balanced than in 2019.

As illustrated in Chart 7, feedback from learners remains stable and positive, with 82 per cent of respondents agreeing or strongly agreeing that training was job relevant, 74 per cent agreeing or strongly agreeing that information was new, 84 per cent confirming their intention to use the information, and 84 per cent confirming that the training was overall useful.<sup>4</sup> The Institute monitors feedback

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

In addition to measuring the achievement of learning objectives and beneficiary reaction to training, the Institute regularly tracks the transfer and application of acquired knowledge and skills through periodic post-training questionnaires. In 2020, 81 per cent of respondents<sup>5</sup> confirm having been able to apply knowledge and skills acquired from the event they attended. Disaggregating by gender, application is higher amongst those who identified with “other” gender, followed by men. Frequency of application of knowledge and skills follows the same pattern for all groups. Similar results are found in terms of attributing the application of knowledge or skills directly to the UNITAR course. However, confidence to apply the knowledge and skills was marginally lower for women, at 85 per cent (overall gender average, 89 per cent).

## CHART 6 Learning-related beneficiaries by affiliation



<sup>4</sup> Based on participant feedback from 391 of 621 learning-related events (or 63 per cent of the total number of learning events delivered in 2020).

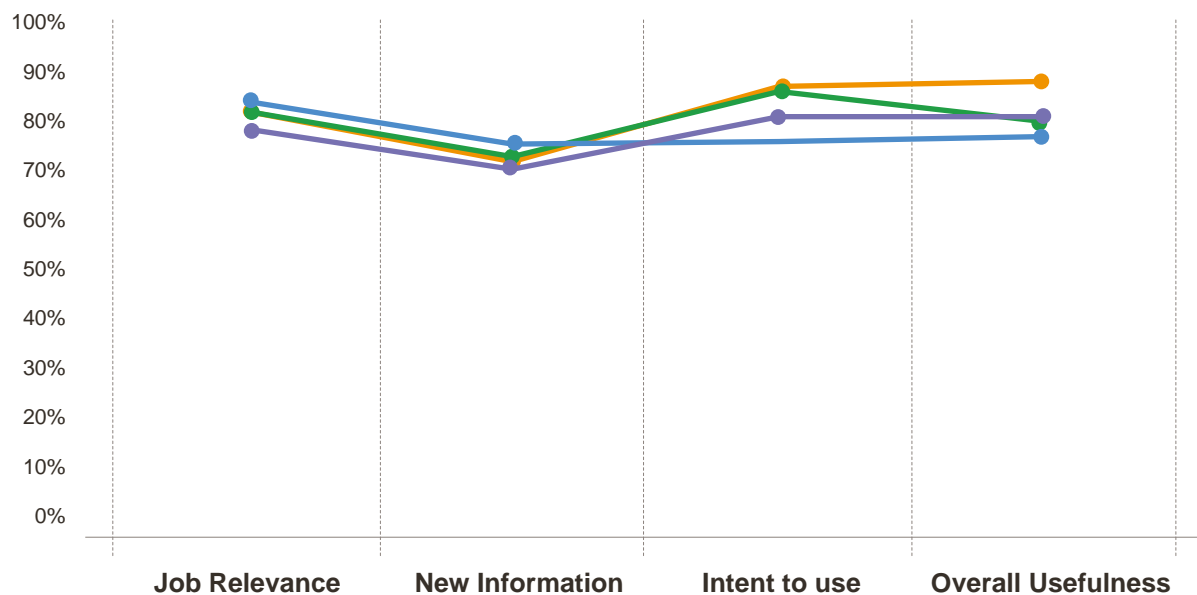
<sup>5</sup> The assessment is based on survey responses from a random sample of learners from 2020 training events (909 responses). The survey was deployed in 3 languages.

## CHART 7

# Beneficiary reaction to learning services

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


● 2017 ● 2018 ● 2019 ● 2020







# Our Response to the COVID-19 Crisis



As with most organizations, the COVID-19 pandemic affected the work of UNITAR since much of its programming is delivered in face-to-face format in the field. However, by leveraging its virtual learning environment and other available information technology tools, UNITAR converted a large number of planned in-person training activities for online delivery and adapted other operating modalities, such as utilizing an increased number of in-country consultants and other experts, while ensuring their welfare. Consequently, by the end of 2020, few projects or activities had to be cancelled.

## Peace

To effectively address the threat posed to peace and security by misinformation, especially during the COVID-19 outbreak, communication officers and representatives from 40 local institutions in Libya were trained on conflict sensitive reporting, strategic communication as well as ethics and communication standards. The initiative forms part of the joint project of UNITAR, UNDP Libya, WHO and the Government of Libya, designed to support the promotion of lasting peace in the country.

### **Maintaining social fabric in Colombia in times of isolation**

Our project team in Colombia, working on youth-led peacebuilding and reconciliation, together with its main partner Ciudad Don Bosco, as well as the network of implementing organizations, have managed to fully adapt the training delivery methods, catering to different levels of internet access and including several alternative options for

direct communication (Zoom, WhatsApp, podcasts and radio programming). As a result, the project objectives have been fully achieved changing the lives of 5,500 youth, youth counterparts, families and community members, and supporting the maintenance of social fabric in these hard times of lockdowns, uncertainty and isolation.

### **Facilitating justice system's response to the COVID-19 pandemic**

In partnership with the Justice and Corrections Service within the Office of Rule of Law and Security Institutions, we have developed two specialized toolkits to facilitate the justice system's response to the COVID-19 pandemic. COVID-19 Preparedness and Response in Places of Detention Toolbox is intended to support prison administrators and staff in their efforts to prevent COVID-19 from entering the prison and mitigate the impact in case of an outbreak; while Remote Hearing Toolkit provides those responsible for the administration of justice with a step-by-step decision-making framework for the introduction and use of remote hearing technology to ensure continued access to justice, due process, and civil and human rights.

### **Learning solutions guides to online events**

COVID-19 is changing the way we learn as events, workshops and training move online. To support this change and ensure that online format does not compromise the results of training, our learning solutions team has developed a series of short guides addressing various aspects of online training design and delivery to help institutions and

organizations worldwide conduct effective, inclusive and participatory meetings and events.

## **People**

Throughout the COVID-19 outbreak and ensuing working and training adaptations, we hosted 46 webinars, with over 16,500 participants and an outreach expanding to over 43,200 persons. These online events covered a variety of topics in the areas of economic development, social inclusion, environmental sustainability, leadership, public policy and crisis management, as well as localizing the 2030 Agenda for Sustainable Development and building back better in a post-COVID-19 world.

## **Planet**

With the onset of the COVID-19 crisis, we have adapted many tools and approaches to the virtual space, taking into account that most of our partner countries do not have equal access. A recent study by the University of London cautions that organizations should be 'technology agnostic' in addressing knowledge and learning gaps and on this basis we have been experimenting with new products. These include a partnership with MIET Africa to introduce radio and television programming on climate change in Zambia, Zimbabwe and Malawi, as well as in selected countries in Francophone Africa. The programming is ongoing but started in 2020 and therefore the results are still being evaluated. Importantly use of national languages, in addition to English, have been used in order to extend to a mass audience. Similarly,



under the Partnership for Action on Green Economy (PAGE), we have launched a series of 12 podcasts on ‘the green renaissance’ which are available on multiple platforms such as Spotify and Soundcloud, as a further means of promoting important learning and message in the green recovery process.

## Prosperity

We have spearheaded partnership with EdApp, a mobile-based microlearning platform, and jointly launched the Educate All Initiative. The initiative offers free, high-quality courses on entrepreneurship, gender, and many other topics to millions of people around the world. Nearly 4,500 learners took the free courses available on the platform.

## Multilateral Diplomacy

### “Guidelines for United Nations Resolutions” and adapting training methodologies to COVID-19

As a way to expand its methodologies we published the “Guidelines for United Nations Resolutions” in four languages: [English](#), [French](#), [Spanish](#), and [Arabic](#). The book also comes with a [cartoon based animation](#) that explains the process of drafting and negotiating the U.N. resolutions.

### “UN How To” App

We have also served as a resource to the diplomatic community with its 3.0 version of the “UN How To” App, which was upgraded in

response to the large demand by the diplomatic and international community and was downloaded more than 10,600 times.

### Increased outreach via video conference format

Due to the forced quarantine since March 2020, we adjusted the format of our learning events from face-to-face to video conference format. By the UNITAR Office in New York alone, we reached 6,600 participants and implemented 39 such events. This adjustment served as a democratization tool for training and an increase of capacity-building projects in remote areas and least developing countries.

## Satellite Analysis and Applied Research (UNOSAT)

Geographic Information Systems (GIS) help illustrate complex situations and offer evidence-based solutions by mapping expensive data collected on large scales. This can be applied to a variety of contexts, including pandemics. As part of Capacity Development activities delivered for the CommonSensing project, we have been providing technical backstopping services to line ministries and regional organizations lacking the technical expertise in using GIS tools and data.

### Monitoring quarantine stations in the Solomon Islands

In the Solomon Islands, the local authorities needed support to monitor the quarantine stations over the

archipelago. The geospatial dashboard produced allowed the visualization of the different stations on satellite imagery, and also integrated the provided data on the occupancy such as the number of active cases, nationality, gender, etc. per station. This interactive tool provided daily-updates and supported decision-making processes on numerous programmes and policies, including for COVID-19 monitoring and measure implementation.

We also supported the Tabletop Exercise for School Preparedness by provided maps and analyses in July 2020. This exercise was designed to improve the safety of students, teachers and their families and scenarios were built around cases of contact tracing. These technical backstopping activities have been a much-lauded service that stakeholders have considered key in their daily activities.

## The Defeat-NCD Partnership

We supported efforts to protect NCD patients from the deadly interplay between COVID-19 and NCDs. We also supported partners in prioritizing NCD screening and care as part of their continuous COVID-19 response programmes and in preparation for rolling-out the COVID-19 vaccines, in addition to assisting partners in overcoming NCD supply chain challenges imposed by the pandemic. This integrated approach was advocated in one-to-one webinars with ministries of health of Bhutan, Ecuador, Gambia, and Nepal.





# Leaving No One Behind Highlights

In accordance with the 2030 Agenda principles of leaving no one behind and reaching the furthest behind first, we continue to focus our attention on developing the capacities of some 93 countries in special situations.

## **Comparison with previous year: higher absolute numbers but lower proportion**

In 2020, 16 per cent of 2020 learning beneficiaries came from countries in special situations (23 per cent in 2019). In total, 29,900 (2019: 21,033) participants came from countries in special situations.

Despite a slight increase, given the overall increase of UNITAR beneficiaries, the rate of participants from countries in special situations continues to decrease.

## **Gender breakdown: Learning beneficiaries from countries in special situations are mostly male**

The gender breakdown of learners from countries in special situations is unbalanced, accounting for 68 per cent male and 31 per cent female participants (and 1 per cent other), while the breakdown of all participants is more balanced. When looking at overall beneficiaries from countries in special situations, the ratio is reversed with 58 per cent female and 42 per cent male participants.



### **Affiliation: Participants from countries in special situations mostly work for non-state sectors and government**

Thirty-nine per cent of learners from countries in special situations work for non-state sectors (versus 49 per cent for overall beneficiaries), 34 per cent for governments (versus 10 per cent for overall beneficiaries), 8 per cent for the United Nations and other international organizations (versus 6 per cent for overall beneficiaries) and 19 per cent for other sectors (versus 35 per cent for overall beneficiaries). This is due largely to the fact that beneficiaries from academia and NGOs participate to UN CC:Learn programming and that beneficiaries from military and police contingents are recorded as government.

### **Twenty per cent of UNITAR's certificates are awarded to participants from countries in special situations**

We issued a total of 58,091 certificates of participation and completion for 2020 learning-related events of which 11,657 or 20 per cent were awarded to beneficiaries from countries in special situations. While the total number of certificates is very positive, the number of certificates of completion amounts to 55 per cent of the certificates issued to beneficiaries from countries in special situations (compared to the overall where 79 per cent of those certified received a certificate of completion), as can be seen in Chart 8.

CHART 8  
**Certification rate of learning beneficiaries from countries in special situation**



**55%**

Certificate of completion

**26%**

Certificate of participation

**19%**

No certificate



## Peace and Planet Pillars account for most participants from countries in special situations

Eighty-seven per cent of 2020 beneficiaries from countries in special situations fall under Peace and Planet Pillars of UNITAR programming, as illustrated in Chart 9. Under the Peace, Prosperity and Cross-fertilizing Knowledge Pillars, over 30 per cent of all beneficiaries under each Pillar are from this grouping of countries respectively, meaning that every third beneficiary comes from a country in special situation. Only 11 per cent (or 17,186 beneficiaries) under the Planet Pillar are from countries in special situations. In relative terms, the Planet Pillar provides for the greatest share (or 57 per cent) of all beneficiaries from countries in special situations as shown in Chart 9.

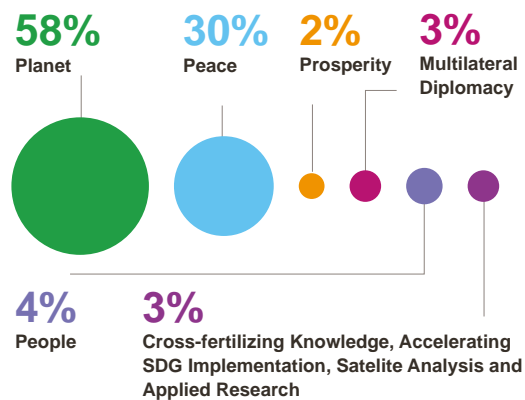
## SIDS, LDCs and LLDCs: Most learning beneficiaries come from LDCs

Seventy-one per cent of learning beneficiaries from special situation come from LDCs, 50 per cent from LLDCs and 17 per cent from SIDS.<sup>6</sup> Eighty-two per cent of all learning beneficiaries coming from SIDS took part in programming falling under the Planet Pillar, while for LDCs and LLDCs the participants are broken down more equally between the Planet and Peace Pillar programming.

## Nationalities: UNITAR mostly reached participants from countries in special situations from the African continent

Sixty per cent of learning beneficiaries from countries in special situation are from the African continent. Close to one tenth (11 per cent) of learners coming from countries in special situations come from Chad. The top five are followed by Mali (8 per cent), Guinea (8 per cent), Rwanda (8 per cent) and Burkina Faso (7 per cent). Other countries with more than 200 learners each include Ethiopia, Niger, Tanzania, Togo, Bangladesh, Benin, Zimbabwe, Senegal, Djibouti, Nepal and Sudan. When looking at SIDS only, most participants come from Singapore, Guyana and Mauritius.

CHART 9  
**Learning-related beneficiaries from countries in special situation by Pillar**



<sup>6</sup> It has to be noted that countries can fall in more than one category and hence the above percentages are greater than 100.



### Participants from countries in special situation mostly attended e-learning

Seventy-six per cent of the beneficiaries from countries in special situation attended e-learning courses while 23 per cent attended face-to-face events and 1 per cent other type of events. Compared with the overall average, 87 per cent of beneficiaries attended e-learning and only 4 per cent face-to-face events (4 per cent blended and 5 per cent other type of events).



76%



23%



1%

### Slightly lower application of knowledge and skills

The application rate of learning related beneficiaries from countries in special situations is 79 per cent and slightly lower than the overall average of 81 per cent. Disaggregating by country status, application is slightly higher among countries not in special situation. The degree of attribution is also similar between the two groups. Nonetheless, participants coming from countries in special situations are more confident in applying the knowledge and skills from the course than their counterparts.

### Disability: Two per cent indicate having a disability

In 2020, 4,541 learners (or 2.2 per cent of all learners) attested to having a disability.

# 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 design. As shown in Charts 10 and 11, of the Institute's 896 events in 2020, 88 per cent of 2020 beneficiaries were trained through events implemented in partnership. Partners include organizations as diverse as UN entities (representing 27 per cent of all partners), NGOs (21 per cent), universities (20 per cent), governments (17 per cent), other international organizations (6 per cent), the private sector (6 per cent) and foundations (4 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.

CHART 10  
**Beneficiaries by partnership**

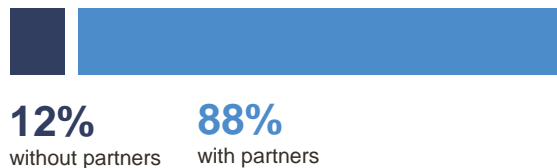
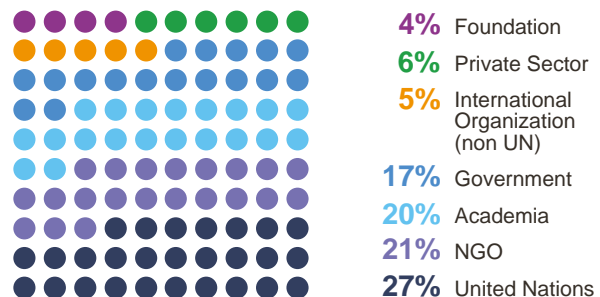


CHART 11  
**Partners by type**

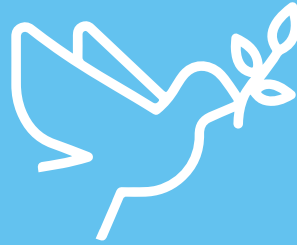




unitar  
Cambio de Vida

unitar  
SOWING SEEDS OF CHANGE





# Peace

Promote peaceful, just and inclusive societies.

Support institutions and individuals to contribute meaningfully to sustainable peace.



# Highlights



**320**

Events

**27,544**

Beneficiaries



**307**

Learning events

**27,070**

Learners

**19,060**

Certificates\*

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

## Strengthening high-level engagement to promote sustainable peace

In 2020, high-level engagement with Members States, regional organizations and the United Nations was strengthened through the planning and facilitation of two high-level events. The first high-level event engaged the Special and Personal Representatives and Envoys of the UN Secretary-General (now in its 17th year); and another brought together the out-going, sitting and in-coming African members of the UN Security Council, together with the Chair of the Peace and Security Council of the African Union and senior African Union Commission officials, for an exchange on silencing the guns in Africa, creating conducive conditions for the development of the continent, and addressing the situation of children in armed conflict.

Moreover, 45 Special Representatives, Envoys, Heads of Missions and Advisors of the Secretary-General, Under-Secretaries-General of Department of Political and Peacebuilding Affairs, Department of Peacekeeping Operations, Department of Operational Support, Department of Management Strategy and Policy and Compliance, and other senior officials were engaged in a high-level knowledge and experience exchange with the Secretary-General and Chef de Cabinet, in order to identify and address challenges faced by UN peace missions in the prevention of violent conflict and the promotion of sustainable peace.

## Conflict analysis, negotiation, mediation and reconciliation training

Forty-one senior and mid-level diplomats, regional organization representatives, and UN Headquarters and peace mission staff from around the world were trained in conflict analysis, negotiation, mediation and reconciliation through the annual international flagship Fellowship Programme in Peacemaking and Preventive Diplomacy (now in its 28th year).

## Improving the effectiveness and coherence of UN peace operations



2,815 military personnel from eight African troop contributing countries were trained prior to their deployment to UN peace operations in collaboration with the Global Peace Operations Initiative. The training allowed UN peacekeepers (women and men) to operate securely in increasingly complex and high-risk environments, thereby improving the effectiveness and coherence of peace operations.



In addition to military, 264 Formed Police Units (FPUs) trainers, including women trainers from West Africa, and 444 members of FPUs were trained prior to their deployment to the United Nations

Multidimensional Integrated Stabilization Mission in Mali. Implemented in close partnership with the Bamako-based *Ecole de Maintien de la Paix Alioune Blondin Bèye*, the project aims to strengthen the capacities of the African FPUs to better support stabilization and create conducive conditions for sustainable peace.

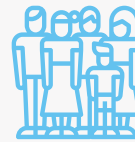


A new initiative aims to improve the physical and mental well-being of military and police personnel deployed to UN peace operations, and thus enhancing their performance in challenging settings.

To this end, 30 medical and para-medical personnel deployed to the top 5 high-risk UN peacekeeping operations improved their skills to address physical and psychological trauma in a gender-responsive manner.

The safety and security of members of the Malian Armed Forces (FAMA) were improved through the new project “Support to the Establishment of the Psychiatric Unit of FAMA”. In alignment with the Malian security sector reform strategy, as well as with SDG 3, the new project was launched by strengthening the capabilities of 15 specialized medical personnel to address the symptoms and consequences of “combat stress reactions” and post-traumatic stress disorder.

## Youth, Peace and Security



An unprecedented 5,500 youth, youth counterparts, families and community members from a total of 58 communities in Colombia were effectively engaged in strengthening community-based reintegration processes and conflict resolution mechanisms. 67 Master Trainers were prepared to facilitate a three-stage multiplication process, which ensured the long-term sustainability and ownership of the new capacities and tools. The project fostered the recognition of youth as agents of positive change and contributed

to the ongoing peace and reconciliation process in Colombia. An independent evaluation observed changes at individual level and to some extent within organizations, schools and families to contribute to positive conflict transformation, youth agency and local reconciliation.

### Women, Peace and Security



The partnership with the Network of African Women in Conflict Prevention and Mediation was strengthened through the ongoing capacity-building support dedicated to enhancing the opportunities and contributions of women to peace efforts in Africa.

### Online Master's degrees and courses in peace and security



145 new students were enrolled in three fully accredited master's degrees, designed to enhance the knowledge and skills development in the cross-disciplinary field of conflict, peace and security studies, in collaboration with leading universities.

11,547 adult learners, including 387 UN volunteers, benefited from the online training on key concepts related to conflict and post-conflict theory and practice through the delivery of 37 self-paced online courses.

### Strengthening regional capacities in conflict prevention and crisis response

Conflict prevention and crisis response capacities of the African Union were strengthened through the World Bank (WB) Support to African Union (AU) Programme. Building upon the combined expertise of the WB, UNITAR and other UN and AU partners, the programme leverages the collective early warning and Disarmament, Demobilization and Reintegration capacities at the headquarters levels to cascade them down into priority operational contexts.

### Sustainable energy in displacement settings

Over 500 humanitarian actors from more than 30 UN agencies, NGOs, private sector organizations and research institutions attended 5 knowledge-exchange webinars and 9 multi-stakeholder workshops on sustainable energy in displacement settings, hosted by the Global Plan of Action.





HOSTEL



PEACEKEEPING TRAINING PROGRAMME



PEACEKEEPING TRAINING PROGRAMME

# Beneficiary Highlight



Photo credit: Courtesy of Falmata Liman

# Preventing Conflict and Sustaining Peace: Regional Approaches

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## Falmata Liman

### Title

Political Affairs Officer, United Nations Office for West Africa and the Sahel

### Country

Senegal

### Training

UNITAR Training Programme to Enhance Conflict Prevention and Peacemaking in French-Speaking Africa

Falmata Liman serves as Political Affairs Officer in the United Nations Office for West Africa and the Sahel (UNOWAS), located in Senegal, which has the responsibility for preventive diplomacy, good offices and political mediation and facilitation efforts in West Africa and the Sahel. UNOWAS also works to consolidate peace and democratic governance in countries emerging from conflict or political crises. Falmata contributes to work on the front line of political affairs in the region.

Falmata was among the 31 mid- and senior-level officials to take part in the first dedicated UNITAR Training Programme to Enhance Conflict Prevention and Peacemaking in French-Speaking Africa conducted in 2020. A colleague who had participated in the UNITAR Regional Training Programme to Enhance Conflict Prevention and Peacemaking in Africa held in English recommended that she applies for the programme.

*“Nine of the 16 countries covered by UNOWAS are francophone. And with a number of crucial elections planned in the sub-region, enriching my knowledge in conflict prevention and peacemaking was, if not indispensable, then highly important.”*

Falmata analyzes the socio-economic and political situation in the countries covered by UNOWAS. She deals with cross-border and regional issues related to peace and security, where the emphasis is placed on the adoption of comprehensive strategies based on the link between security, development and human rights.

*“The training was very important because it helped me to update my knowledge, was professionally*

*stimulating, and strengthened my capacity to carry out this work. The training programme was also an opportunity to exchange, and to build new friendships and professional relationships, which are always very enriching and useful. The diversity of the participants was very important because it allowed different assessments to be made of the same situation, to put my own assessment in perspective, and to open new horizons.”*

The UNITAR training programme offers a methodology that combines the theory and practice of interest-based negotiation to help the parties to conflicts move away from “positions” and deadlocks, to instead create negotiating space to pursue dialogue and a shared understanding of needs and concerns, and through constructive communications, to help improve the relationship between the parties.

The UNITAR Peacemaking and Conflict Prevention Programme has since 1993, been conducting tailored training programmes in peacemaking and preventive diplomacy for diplomats, UN departmental and peace operations staff, officials from regional organizations and civil society to support and enhance the vital work of the United Nations in these areas. The dedicated Regional Programme for Africa was created in 2000 and has trained to date more than 800 mid- and senior-level officials, peace mission and regional and subregional organization staff and civil society representatives in conflict analysis, negotiation and mediation. The first continental training programme in French for diplomats and government officials, staff of the UN, the African Union, regional economic communities, and civil society was held in 2020

with financial support from the people of Japan. The second edition of this Francophone training programme is scheduled in 2021, also with financial support from Japan.

The UN Secretary-General has identified conflict prevention as “the priority.” In addressing the Security Council, he said: *“Peace is our most precious value and the essence of our work. All that we strive for as a human family depends on peace. But peace depends on us.... One of the most effective ways to demonstrate our impact is to invest in prevention. We spend far more time and resources managing and responding to crises than on preventing them. Our approach needs to be rebalanced.”*

After obtaining her PhD in Political Science from the University of Bourgogne (France), Falmata joined in 2001 the Organization of African Unity, which became the African Union in 2002, working in the Office of the Secretary-General and Acting Chairperson of the African Union Commission. She then joined for five years the African Mission in Burundi, the first OAU/AU peacekeeping mission, prior to working at the United Nations Office for West Africa (UNOWA). In 2016 and 2017, Falmata joined the United Nations Office to the African Union (UNOAU) before returning to the United Nations Office for West Africa and the Sahel (UNOWAS) where she served as Special Assistant to the Special Representative of the Secretary-General.

*“During my professional career as well as in my research, I have learned that nothing is ever black or white and that most of the time, things are grey and that there are many shades of grey. The*



Photo credit: Courtesy of Falmata Liman

*UNITAR training helped me to clarify and refine my analysis. The concept of “positive peace” is another important takeaway from the training. I will use it to contribute to the refinement of a project that UNOWAS has been working on with partners, on ‘living together in peace in the Sahel and the Lake Chad Basin, affected by terrorism’, which has been paused for the time being due to COVID-19.”*

*“I appreciated the UNITAR training for the quality and diversity of the participants and resource persons, the content of the training, and cordial atmosphere. The training programme*

*provided crucial tools and frameworks. The theoretical and practical aspects, including exchange of experience, were very useful.”*

Falmata plans to continue her work for the UN for several more years before returning to research and training. During her studies, she was guided and assisted by a university professor and a former Minister of Foreign Affairs, which helped her achieve her dream of working in Africa for Africans. In turn, she hopes to share her experience and knowledge with young academics.

# Beneficiary Highlight



Photo credit: Courtesy of Carmen Betancur

# A Heart-to-Heart Method for Sustainable Peace in Colombia

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## Carmen Betancur

### Title

Psychologist

### Country

Colombia

### Training programme

Youth-led Peace and Reconciliation in Colombia: A Transformational Approach

On August 24th, 2016, the signature of a ceasefire agreement between the Government of Colombia and the Revolutionary Armed Forces of Colombia lit a sparkle of hope in the hearts of those affected by a conflict that had lasted for more than half a century. But real and sustainable peace goes way beyond agreements and handshakes. In fact, these are just the first steps of many more towards a peaceful future. The aftermath is challenging as conflicts always take their toll on those directly or indirectly involved in them.

Carmen Betancur, a psychologist actively working on peacebuilding initiatives, knows it from experience. *“After so many years of conflict, the many social issues that followed it were normalized to a point that it became almost a landscape of our reality. Our society is still frightened because of everything that has happened to us and some people do not see much difference between what life used to be during the conflict and what life is now that it is over”*, she explains. A survivor of violent situations herself, Carmen dedicates her time and energy to support the psychological development of children and youth living in vulnerable circumstances. *“When we get to work with 30 young people, even if we can see just one of them being touched or moved, I already consider it a success because I know that the seed was planted in the hearts of the others too and it will blossom someday. That is what motivates me”*, she reveals.

Carmen was a student of psychology when she did an internship at *Colegio Salesiano de Dosquebradas*, an educational organization that is linked to *Ciudad Don Bosco*, a non-profit social institution working to restore the rights of

marginalized children and youth in Colombia. Her supervisors liked her so much that when her internship came to an end, they asked her to continue with them. *“It has been 5 years now working as a professional psychologist”, she says. It was through Ciudad Don Bosco that in 2019 Carmen learnt about UNITAR’s work on youth, peace and security. “UNITAR has a very strong partnership with Ciudad Don Bosco and one day they invited me to participate in a training of trainers called ‘Perspectives of Peace’, which focuses on supporting the reconciliation process through storytelling and historical memory building.”*

“Perspectives of Peace” is the third component of a UNITAR project entitled [“Youth-led Peace and Reconciliation in Colombia: A Transformational Approach”](#), designed to enhance the capacity of youth to be peacemakers in their own lives and in their own communities. What makes the project special is its unique methodology. The whole approach and all the material used were developed directly with the concerned community members, using design thinking concepts and gamification. The first component of the project, “Painting the Future”, focused on preventing the recruitment and re-recruitment of at-risk youth and supporting the reintegration of former child soldiers through the use of visual storytelling; and the second component of the project, “The Superhero’s Journey”, focused on strengthening the capacity and agency of young people in marginalized communities.

Carmen very much enjoyed the training on the third component and its distinct method. *“People are used to training in which one arrives with a notebook and a pencil, sits down and takes notes, but the*

*training offered by UNITAR was quite experiential. The facilitators shared their experiences with us and helped us build trust. This inspired us to share our own story and experiences without fear of judgment”, she highlights.*

After the training, the facilitators encouraged Carmen and the other participants to apply what they learnt in their communities and everyday life. *“My colleagues and I then decided to get trained in the two other components – ‘The Superhero’s Journey’ and ‘Painting the Future’ – to be able to go to the communities and implement the knowledge and methodology integrally, working with the children, youth and also with their families”, she says. Since the training, Carmen has applied many strategies centred around basic concepts of peace such as resilience, reconciliation, and conflict resolution into her professional and personal life. “These are strategies that are replicable in any sphere of the being and provide a multi-dimensional pedagogical approach”, she stresses.*

Additionally, Carmen and her colleagues started empowering others to do the same, organizing the same training workshops on multiple occasions. *“We could see that the impact the training had on us was also extended to those we were training. The participants would leave full of desire to help others”. In one of these training workshops, Carmen noticed that a participant was resistant to engage. “She was not participative and would avoid our presence. As the days passed, she started to become more open. We decided to create a space just for her, so she would feel more comfortable opening up. By the end of the training, she said that she came thinking she would learn some strategies to help others but*





*never expected that the experience would be an opportunity to work on herself before supporting others. She said: 'today I am leaving full of myself', Carmen recounts.*

Carmen desires to continue working with children and youth, empowering them to be

agents of change for peace while being herself a changemaker, too. *"I always want to be able to look at the reality and propose feasible and meaningful solutions", she states.* We are certain that peace restoration in Colombia becomes more tangible each day thanks to dedicated people like Carmen.





# People

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

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



# Highlights



**238**

Events

**111,831**

Beneficiaries



**98**

Learning events

**20,653**

Learners

**3,529**

Certificates\*

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

## CIFAL Global Network

The CIFAL Global Network reached 89,060 beneficiaries through 136 learning and public awareness activities in 2020. Increasing gender balance in terms of outreach has been an important goal. In 2020 alone, 68 per cent of the total number of beneficiaries (60,690) were women.

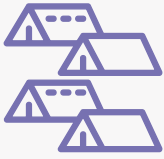
The network enables us to reach out to local authorities and other stakeholders, covering a wide range of thematic areas related to governance and urban development, economic development and social inclusion, environmental sustainability and the 2030 Agenda.

## Road Safety

We remain committed to contributing to reduce the number of fatalities and injuries from road traffic crashes through advocacy efforts and increased awareness of risk factors, and by enhancing the capacity of government authorities and key stakeholders on road safety management and leadership. Overall, in 2020, 30 learning events on road safety related topics took place with a global outreach of 6,630 beneficiaries.

687 law enforcement officers and officials from national road safety agencies were trained with the aim to develop a skill set on implementing high-visibility enforcement campaigns to help reduce alcohol-related fatalities and crashes while 3,719 beneficiaries were provided with practical tools to conduct road assessments.

## Migration



In order to support communities and governments to overcome some of the challenges for economic and social inclusion of migrants and refugees, we launched the e-learning course “Entrepreneurship for Migrants and Refugees” in January 2020. Over 1,150 government officials, private sector representatives, and civil society leaders from 97 countries around the world participated in the course, which is currently available in English and Spanish - with scheduled versions in Arabic and French to debut in 2021.

As an umbrella function to the e-learning course, a “Knowledge Hub for Migration and Sustainable Development” was created to enhance decision-making and support country-level action for overcoming global challenges through capacity building.

## National Surgical Obstetric Anesthesia Plan (NSOAP)



The official publication of the NSOAP Manual was launched together with the Harvard Program in Global Surgery and Social Change during a special virtual roundtable event in September 2020.

With more than 50 contributors from various sectors of global health, the NSOAP Manual provides a framework for the development of plans and policies

to improve the provision of safe surgery, obstetric and anaesthesia care at a national level.

## Anticorruption



Over 520 persons from all regions with different backgrounds were trained through the new e-learning course on “Anticorruption and Sustainable Development: Building Inclusive and Transparent Societies for All”, jointly created with our donor, the Rule of Law and Anticorruption Center.

This tool helps participants to strengthen the competences required for overcoming some of the challenges to combat corruption. In addition to learning its causes and consequences for sustainable development, participants understand better the benefits of its prevention for the enhancement of the rule of law and the enjoyment of Human Rights.

## Nigeria Project Office

200 officials and professionals were trained via the ‘Marine Safety and Fisheries Protection & Collaborative Leadership Programme’ hosted under the Technical Capacity Development Project in Nigeria’s Oil and Gas Sector & Protection of Marine Resources.

Seven Nigerian scholars studied in 2020 Petroleum Engineering at the Baku Higher Oil School to enable them to qualify as Petroleum Engineers.

# Beneficiary Highlight



# How Women are Leading Change in Ogoniland

Ogoniland is a territory in the Rivers State of the Niger Delta region, Nigeria – the third largest mangrove ecosystem in the world. It is also home to many different ethnic groups, including the Ogoni people, an agricultural and fishing society that has lived there for over 500 years. Organized in close-knit rural communities, the Ogoni are closely connected to their land and water resources. Nevertheless, Ogoniland is less known for the attributes described above and more infamous for decades of oil spills that turned the region into an environmental disaster zone. But now hopes of a rebirth of farming, fishing and clean water are little by little becoming more tangible through - as it is often the case when significant change is needed - the hard work of women.

Ana-ana Nadum Patricia is one of these women. Graduated in biomedical technology, Ana-ana started her career as a private school teacher. She was doing well at her job when things suddenly changed in 2020 and she became one of the many professionals to have their employment security affected by the COVID-19 pandemic. With the lockdown of schools, Ana-ana - the breadwinner of her family - was left without her source of income and forced to pursue other opportunities to make ends meet. An Ogoni herself, she decided to turn to her people's tradition of working and living from the land and with the support of the UNITAR Ogoni Women Livelihood Programme, Ana-ana was empowered to do exactly that!

Hoping to gain general knowledge in agriculture and develop a skill-set in specific areas, Ana-ana joined the intensive and hands-on training designed to assist 400 Ogoni women to increase yields

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## Ana-ana Nadum Patricia

### Title

Entrepreneur

### Country

Nigeria

### Training

Ogoni Women Livelihood Programme

and earnings from agribusiness. *“I took part in the workshop to acquire skills in agricultural practices, learn new lessons on the importance of agriculture to our everyday life, as well as acquire certified skill in aquaculture, poultry farming, crop farming, [and] feed formation”, she reveals.*

During the training, Ana-ana, who already had some notions of aquaculture, was introduced to new and practical approaches to farming that allowed her to further develop valuable abilities. *“For instance, instead of getting irritated by live fishes, I can now hold a fish and even perform some manipulation on it to breed a young one and rear my fish without any problem”, she proudly explains.*

Beyond that, the training was an opportunity for Ana-ana to also build her entrepreneurial, managerial and leadership capabilities as it covered topics such as farm business management, civic education and even peacebuilding and conflict resolution in communities. The training left such an impact on Ana-ana that she has decided to maximize her income prospects by investing more time and effort into her own aquaculture initiative. *“The workshop made me see the need to diversify as an entrepreneur instead of focusing only on a private school teaching work, which earned me less. I have now decided to spend more time attending to my fish farm since the opportunities for increased livelihood are higher in agribusiness”, she says.*

Delivered in partnership with Songhai Rivers Development Initiative and the Federal Government-run Hydrocarbon Pollution Remediation Project, an agency established to coordinate activities aimed at remediating impacted communities in Ogoniland and ensuring sustainable development in the region, the UNITAR Ogoni Women Livelihood Programme is an integral part of the recommendations proposed by the United Nations Environment Programme (UNEP) in its report on Environmental Assessment of the region. *“I sincerely commend UNITAR for taking its activities to the grassroots, to Africa in general and Ogoni women in particular”, says Ana-ana who is well aware of the massive contributions women in her community make to farming and, therefore, to the recovery of their land.*

Furthermore, the training also provided the participants with knowledge-sharing opportunities between them and resource persons, particularly in the areas of modern farming techniques. It has also allowed the creation of a supply chain network for the supply of day-old chicks and facilitated access to local markets. As a result, communities in the region have asked for the second stage of the programme. Ana-ana is one of those looking forward to continuing from where she left. *“I also wish to appeal that the organization continues with the training of this nature in Ogoniland because there are still a lot of women who are in dire need of this kind of training to lessen poverty in the area”, she expresses.*





# Beneficiary Highlight



Photo credit: Courtesy of Sanjaya Bhatia



# DRR and Sustainable Development: Two Sides of the Same Coin

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## Sanjaya Bhatia

### Title

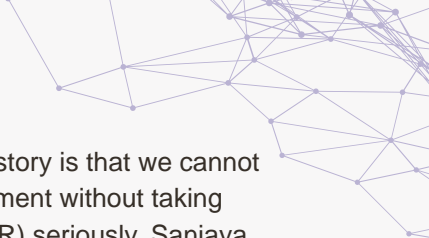
Head of Office, UNDRR Office for Northeast Asia and Global Education and Training Institute

### Country

Republic of Korea

### Partnership

e-learning courses on Disaster Management at Local Level



If we learnt one thing from history is that we cannot achieve sustainable development without taking Disaster Risk Reduction (DRR) seriously. Sanjaya Bhatia, who oversees the capacity development work of the United Nations Office for Disaster Risk Reduction (UNDRR), knows it from experience. Sanjaya started his career in the civil service in India working in the districts, which are small local government entities. He enrolled in all kinds of activities focusing on social and economic development and frequently saw the devastating consequences of disaster situations. *“There would be a flood, a drought, or some sort of disaster event and people who were moving out of extreme poverty would then be pushed back again”*, he recalls adding that the destruction of infrastructure, such as roads, bridges, canals, and so on would also result in economic hardship along the way.

After acquiring some experience in disaster response and relief during his civil service, Sanjaya was nominated to be the focal point on a new Disaster Risk Management (DRM) programme in India carried out in partnership with the United Nations Development Programme (UNDP). The initiative was very successful and marked the starting point of Sanjaya’s career as a specialist in DRR. Now Sanjaya also manages UNDRR’s Global Education and Training Institute (GETI), which has the mandate to provide capacity building to mainstream DRR and climate change adaptation into sustainable development. Through GETI, Sanjaya can share his and his teams’ expertise with public officials looking to further develop their skills in DRR. *“My experience in India allowed me to see from governments’ perspective and understand how*

*they operate. Now that I work on training for DRR, which is primarily dealing with local and national governments and civil servants, I can connect with them and show that DRR is an investment and not a cost”, he reflects.*

Furthermore, Sanjaya also counts on UNITAR’s support in the development and delivery of some of GETI’s training. In fact, the collaboration between UNDRR and UNITAR goes back to 2015, when the third United Nations World Conference on DRR took place in Sendai, Japan. *“Together we developed a training programme on DRR focused on local government named ‘Making Cities Resilient: Developing Local Disaster Risk Reduction and Resilience Strategies’, which was launched in that same year. As time progressed, we converted the training into an online and self-paced course and also developed and launched its Spanish version”,* Sanjaya explains.

The partnership continued and in 2019 UNITAR upgraded the training platform, which gave the possibility of delivering even more inclusive courses. *“UNITAR approached us and said that there was the opportunity to make the training programme accessible to those with hearing impairment”,* Sanjaya tells. UNDRR gladly accepted the proposal and the updated version of the course became available in 2020, reaching 299 beneficiaries that year.

Still in 2020, when the COVID-19 pandemic hit globally, UNITAR converted a module of the training

programme covering health emergencies in the context of disasters into an online course and made it available to everyone free of charge. The course became very popular amongst practitioners, DRR specialists, urban resilience specialists and even senior-level officials from local governments because, as Sanjaya stresses, *“health emergencies are included in DRR, and the COVID-19 outbreak definitely falls under the definition of a disaster. The lockdowns to control the spread of the disease, the vaccination programmes – of which the role out primarily depends on the local governments – and the layout of recovery plans are part of the strategies governments have taken to minimize the impact of this health disaster”.* Due to the high demand for the e-learning course, UNDRR also decided to organize webinars on topics related to the course, providing an opportunity for participants to engage also in interactive and live discussions.

Now UNDRR is looking into the possibility of transforming a training programme on DRR focused on national governments into an online and self-paced course and hopes to count on UNITAR’s support in making this project a reality. We will be thrilled to continue this partnership and help improve DRR skills for a more sustainable and safer future for all!

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UNITAR-UNDRR online training courses on Disaster Management at Local Level are available [here](#).





YOUR PARTICIPATION  
WILL MAKE  
CHARITY CHANGE  
BEGINS  
AT HOME

SCALING  
UP CLIMATE  
CHANGE  
LEARNING  
ACROSS  
SECTORS

TOGETHER  
LET'S  
FIGHT  
CLIMATE  
CHANGE  
AND AIR  
WATER  
POLLUTION

FIGHT  
FOR  
CLIMATE  
JUSTICE  
NOW

ADVOCATE  
FOR SUSTAINABLE  
LAND FAIR USE  
OF NATURAL  
RESOURCES

A diverse group of individuals, including men in suits and women in professional attire, are standing and sitting on white chairs. Many are wearing face masks in various colors (blue, black, green, patterned). The group is positioned in front of a modern building with a wooden slat facade and lush greenery. The ground is covered in grass.



# 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.



# Highlights



**127**

Events

**167,946**

Beneficiaries



**52**

Learning events

**153,065**

Learners

**32,263**

Certificates\*

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

## Issuance of UN CC:Learn's 100,000th certificate of completion

September 2020 saw the One UN Climate Change Learning Partnership, a global partnership that supports countries in the design and implementation of systematic, recurrent and results-oriented climate change learning reaching this key milestone. Launched in 2009, UN CC:Learn partnership currently includes 36 multilateral organizations and is active in more than 30 countries globally to promote global climate change literacy.

## Five new national climate change learning strategies launched

In spite of the challenges of field-based work experienced over the year the web were able to continue to support countries in developing and launching climate change learning strategies including in Kenya, Kyrgyzstan, Malawi, Zambia and Zimbabwe.

The strategies provide the culmination of a national debate on how to elevate the importance of education and training as a key means of addressing climate change. Implementation of the strategies is supported by a coordination mechanism and a financing plan.



## Partnership with Danone reaches a key milestone



Half of all Danone employees (47,000 certificates issued as at the end of 2020 out of a total of 105,000 employees worldwide on the Danone internal training platform)

participated to our joint UNITAR-Danone course on Sustainable Diet. We have partnered with Danone since 2018 to support Danone's 'One Planet One Health' approach linked to our sustainable lifestyles programme, working with private sector companies to reach one million learners by 2025. The content is based on the idea that individual choice matters and is provided for free both externally on the CC:Learn platform and internally on individual company learning platforms.

## Increasing learning and visibility on the global green recovery

We are a founding member of the Partnership for Action on Green Economy (PAGE). In 2020 alone, 41,000 participants enrolled in and 8,233 completed six courses on green recovery.

## Launching of the persistent organic pollutants (PCB) Learn website to provide materials to trainers on PCB management

In 2020, the COVID-19 pandemic challenged our way of working. Traditionally, we provide face-to-face trainings to countries, particularly on practical issues. Due to the severe restrictions in travelling, we developed a website to provide practical training to countries on management of "PCBs".

## Development of National Action Plans on Artisanal Small Scale Gold Mining (ASGM) in two LDCs



In 2020 the governments of Sierra Leone and Democratic Republic of Congo delivered the final versions of the Minamata Initial Assessment and the National Action Plan on

ASGM jointly with us. For both countries this is the first time they have conducted such assessments on mercury emissions and use in the country. As part of the project implementation, more than 200 people were trained in both countries.

## Implementation of Pollutant Release and Transfer Registers (PRTRs) systems in three countries: Belarus, Kazakhstan and Moldova.



We support countries in the development and implementation of PRTRs throughout the world. In 2020, Belarus, Kazakhstan and Moldova implemented a project to

develop a functional PRTR system, with the support of UNITAR.

## Global E-waste Monitor

The launch of the Global E-waste Monitor 2020, co-published by UNITAR/UNU, ITU and the International Solid Waste Association in 2020 captured more than 1,400 online media hits in 34 languages in more than 80 countries from 1,200 different news sites worldwide.

## Sustainable Cycles (SCYCLE) on-the-ground impact



Our SCYCLE programme focuses on the development of sustainable production, consumption/usage, and disposal of ubiquitous goods with a special focus on electrical and electronic equipment. It, not only delivers the latest country-specific data on e-waste, even by product category, which is essential for the governments and industries planning and developing countermeasures, but also provides training sessions in the Arab States, Africa, the Commonwealth of Independent States and Latin America on how to gather and arrange this data. In addition, judges and prosecutors have increased knowledge/skills through training on the e-waste topic in order to have a better understanding of the associated challenges from a legal point of view.





# Beneficiary Highlight



Photo credit: Courtesy of Maurici Tadeu Ferreira Santos



# When Intuition Meets (Climate Change) Science

Maurici's Lighthouse School is shedding light on climate change issues in a rural community in Brazil and leading to collection action.

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## Maurici Tadeu Ferreira Santos

### Title

Professor, PhD in Epidemiology  
and Social Science

### Country

Brazil

### e-Learning course

Introductory e-Course  
on Climate Change

*"There is something I heard when I was young that struck me: 'think globally; act locally'",* remembers Maurici Tadeu Ferreira Santos. Maurici grew up in an impoverished neighbourhood in the highly populated outskirts of Sao Paulo, Brazil, the largest city in South America. Son of a waiter and a housemaid, his childhood was far from comfortable. *"I used to go to school carrying my notebooks in a bag of rice because I could not afford a proper backpack",* he said, adding that he would eat only at night when his father would get home bringing some food from the restaurant that he worked in.

Despite the challenges, Maurici turned out to be an accomplished academic in the field of public health. A diligent student with a strong sense of responsibility towards others and the planet, Maurici recalls a conference he attended during his undergraduate studies on environment-related topics. Inspired by what he learnt, he started to get involved in social and environmental movements. *"I was working closely with NGOs and reaching out to municipality offices to find ways to get the local authorities engaged in such causes".* This was a risky thing to do in the 70's under Brazil's military dictatorship. *"I was a naive activist because I didn't know what strategies to use, I relied mainly on my intuition at that time",* he reflects.

Fortunately, Maurici did not suffer any harm and went on to become a researcher, pursuing his master's and PhD degrees. After relying mostly on the financial support of public scholarship programmes, he decided to dedicate his life to somehow give back to society. *"I wanted to work in public health, on issues related to population, health and climate change in rural communities".* Maurici

worked hard and saved everything he could to buy a small piece of land. Since then, he has assiduously taken care of a conservation area of approximately 100,000 square metres far from Sao Paulo, where he currently lives.

After doing some online search, Maurici came across the UN CC: Learn Introductory e-Course on Climate Change and found it to be exactly what he was looking for: an opportunity to combine his intuition (which informed his sense of responsibility towards the environment) with scientific knowledge on climate change. *“The course addressed many questions that I had regarding climate change and its dimension, especially in a complex and multifactorial context. It led me to realize that I was wrong about anthropogenic variables, which certainly include my own daily actions, and that greenhouse emissions are not restricted to big cities and large industrial conglomerates as I initially thought. Certainly, they play the major role, but the course encouraged me to ask myself ‘what is my part in all this?’”* More importantly, it led him to think about effective actions in key sectors based on a rational and feasible planning, considering both challenges and opportunities.

Maurici was empowered to *“think globally and act locally”*. He decided to reduce his carbon footprint in any way he could, but he was also determined to engage his entire community in doing it too. Without any source of funding or institutional cooperation, and equipped only with his good will and the new knowledge he gained, Maurici created

the Lighthouse School. *“It is not part of the formal educational system. It is rather a collective of people from my community that get together to think about the most pressing environmental issues that affect us”*. The gather every Monday and Maurici, using the material downloaded from the course, contextualizes theoretical and scientific information on climate change with examples close to their local reality. *“Little by little, people are coming up with small solutions such as avoiding the consumption of ultra-processed products (which demand a lot of energy to be made), planting native trees (so far we have planted approximately 100 tree species), replacing electric by solar energy (initially for external light bulbs), protecting water springs in the region, introducing organic management to family farmers, and much more!”*

This is very challenging work. Both urban and rural communities in Brazil face numerous serious issues such social inequality, violence, lack of access to health services and good education, to name a few. The coronavirus pandemic is worsening the situation and forcing Maurici to adapt his strategy to continue teaching his community about climate change, but it has not undermined his long-term ambition of extending his work to formal education as well. In fact, Maurici is one step closer to making it happen. Now as the new Secretary of Education of his municipality, Maurici wants to integrate climate change learning into schools' curricula, find partners to develop learning materials and provide training for teachers. We look forward to seeing the future impact of Maurici's work!



# Beneficiary Highlight



Photo credit: Courtesy of Kafui Korshiwor Boni





# Learning to Improve Chemicals Management in Ghana

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## Kafui Korshiwor Boni

### Title

Principal Programme Officer, Chemicals Control and Management Centre, Environmental Protection Agency

### Country

Ghana

### e-Learning course

GHS e-Learning Course

Located close to the equator and on the Greenwich Meridian, Ghana is one of Africa's fastest-growing economies and has made major progress in the attainment and consolidation of growth and poverty reduction through the years.

Likewise, the proposal of changes in the current legal framework suggests that the same efforts are put into preserving their natural environment, more specifically towards adopting the classification and labelling of chemicals according to the "Globally Harmonized System of Classification and Labelling of Chemicals (GHS)". Since January 2020 Ghana's Environmental Protection Agency (EPA) is drafting a bill that would require companies to register all industrial and consumer chemicals in the country, which could greatly speed the process of fully adopting the GHS.

At the same time, EPA's employees are learning to improve their skills in chemicals management to become better assets themselves. Kafui Korshiwor Boni is one of them. A Mineral Engineer with a master's in Environmental Resources Management, Kafui is Principal Programme Officer at EPA's Chemicals Control and Management Centre. She joined the centre early in her career. *"After graduating we are supposed to do national service. I was then assigned to EPA's Chemicals Control and Management Centre and assisted with the issuance chemical import permits, chemical clearance permits, licensing of chemical activities and visiting industries for inspections"*, she explains adding that she loves going to the industrial plants, connecting with people, and providing assistance to them. One day her boss approached her to discuss the possibility of participating in UNITAR's in-depth and

interactive GHS e-Learning Course. *“He did it the previous year, so when there was a new opening, he asked me if I could do it”, Kafui recalls.*

Initially, Kafui was hesitant to accept the offer. As a mother of three young kids, she knew that all the spare time she had was already compromised, but with the encouragement of her boss, she soon felt confident to get on board and take the opportunity. *“It was a huge task, but I decided to challenge myself and go through it, and I’m glad I did”,* she acknowledges adding that she enjoyed the overall experience.

Kafui saw she could immediately apply part of what she learnt to her day-to-day work. *“We do an evaluation of chemicals and there are documents that the industries submit to be able to import chemicals. What I learned during the course made me have a better understanding of the information the industry submit”.* There is another part of the knowledge she gained that Kafui is not able to apply yet, but she is looking forward to doing so

very soon. *“Ghana has not fully adopted the GHS, but we are now taking steps towards the adoption. So far, we have been using WHO classification of chemicals, but I am sure when Ghana finally fully adopts the GHS, I will be able to say that I used all the knowledge I got from the course”,* she foresees. We are excited to see Kafui’s future contributions to improve chemicals management in her country.

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The GHS is an internationally agreed system that provides countries with the regulatory building blocks to develop or modify existing national programmes. It sets criteria for the classification of chemical hazards and offers protective measures through labels and safety data sheets. The GHS is an important tool for countries to develop or modify national programmes and to facilitate trade.

UNITAR plays an active role in capacity building for countries and regions to implement the GHS, as well as in providing information and outreach on GHS at regional and international levels.







# Prosperity

Promote inclusive and sustainable economic growth.

Help countries to achieve inclusive and sustainable economic growth.



# Highlights



**45**

Events

**2,828**

Beneficiaries



**32**

Learning events

**2,024**

Learners

**1,636**

Certificates\*

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

## Strengthening Trade and Agricultural Policies to Enhance Food Security

Finance and trade officials in over 100 countries learned how to enhance food security, support financial inclusion, harness digital technologies to develop women's livelihoods, build trade and finance resilience, and inspire women and youth to engage in global challenges. A majority of alumni have since used their new knowledge and changed their behaviour at work.

One hundred and sixty-eight policymakers and industry representatives from Europe, Central Asia and Francophone Sub-Saharan African countries strengthened their capacity to develop and implement trade and agriculture policies, through a joint training with the Food and Agriculture Organization (FAO). Participants considered policy implications for food security and nutrition within the context of regional and global governance and the COVID-19 crisis.

## Strengthening Financial Inclusion and Financial Sector Development

More than 1,200 finance officials and development practitioners from 15 countries in the MENA Region and 36 countries in Sub-Saharan Africa learned how to enhance microfinance institutions to better respond to the COVID-19 crisis and serve vulnerable communities. Local expertise was built through training trainers and using country-specific case studies so local actors are empowered to enhance financial inclusion and the economic integration of the poor.

## Building Trade and Finance Resilience to Global Pandemics and Health Emergencies

Officials from Sub-Saharan Africa learned how to assess and advise their governments to strengthen finance and trade resilience to global pandemics and health emergencies, with the COVID-19 pandemic in mind. The programme focused on how governments can “build back better” and contribute comprehensively to the SDGs.

## Empowering Youth and Women to Enhance Livelihoods through Entrepreneurship



One hundred and eighty-two women entrepreneurs from the Horn of Africa (Ethiopia, Kenya, Somalia, and Sudan) and 102 Iraqi youth entrepreneurs – both women and men – learned how

to bring a new enterprise to life. They learned techniques to create sustainable solutions to meet customer needs and designed business models for their enterprise/social enterprise. Sixty-five women from the Horn of Africa and 25 youth from Iraq continued on to further training on leadership, strategy, and innovation.



Twenty-eight women entrepreneurs from Afghanistan and Iraq learned how to develop digital solutions for their businesses to address local development challenges. Each

participant developed a peer-reviewed business model and explored ways to promote women’s economic empowerment. One participant has since trained 20 women entrepreneurs in Afghanistan on digital marketing to help them through the COVID-19 crisis.

## Developing Women Leadership in Disaster Risk Reduction in Pacific Small Island Developing States

Sixty-eight women from 10 Pacific small island developing states learned about gender equality and women’s leadership in disaster risk reduction and planned inclusive, context-appropriate action to prepare for future disasters. The women found especially useful the relatively low-tech tools and ideas that they might use in their own communities. Virtual-reality tours, 3D maps, and video interviews with survivors of the 2011 tsunami in Japan helped participants experience the realities of major disasters, inspiring them to take action in their own countries.

## Contributing to the Nuclear Non-proliferation and Disarmament Process in the Asia-Pacific

From 13 Asian countries, a total of 35 government officials from ministries of foreign affairs or defense in charge of nuclear arms control and who are on the negotiation frontline for nuclear disarmament updated their understanding of the nuclear disarmament and non-proliferation debate. They developed their negotiation skills to prepare for the next Review Conference of the Parties to the Treaty on the Non-Proliferation of Nuclear Weapons.

## Expanding Free Online Learning Offerings

Near 4,500 learners took the free online courses provided by UNITAR through the Educate All Initiative, launched jointly with EdApp, a mobile-based microlearning platform. The initiative offers free, high-quality courses on entrepreneurship, gender, and many other topics to millions of people around the world.

# Beneficiary Highlight



Photo credit: Courtesy of Hillary Mulindi





# Developing Policy Research for Sustainable Prosperity in Kenya

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## Hillary Mulindi

### Title

Research Assistant, Capital Markets Authority

### Country

Kenya

### Training programme

Fundamentals of Microfinance (AGFUND)<sup>7</sup>

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<sup>7</sup> This course is funded by the Arab Gulf Development Programme (AGFUND), which allowed all selected participants to be sponsored and access the course free of charge.

Hilary Mulindi grew up surrounded by the beautiful landscapes of Western Kenya, with the world's finest lakes, mountains and plains right before his eyes. Later on, he moved to Nakuru where he pursued his undergraduate studies in economics and statistics with a focus on Econometrics from Laikipia University. Today, Hillary has accumulated over 5 years of experience in financial markets research and policy, and currently works as a research assistant for Capital Markets Authority, an independent public agency responsible for supervising and licensing the activities of market intermediaries as well as facilitating mobilization and allocation of capital resources to finance long term productive investments. Hillary's role is to provide support in the implementation of the Capital Markets Master Plan while also researching and developing various policy documents.

A truly driven person, Hilary is also pursuing a master's degree in Economics (Econometrics) at Kenyatta University. On top of that, he is constantly looking for other learning opportunities to further improve his knowledge and skills. That is how he became familiar with UNITAR back in 2017.

*"I took a short course on private sector development and the experience was great! I was able to do it comfortably at my own pace regardless of how demanding my work schedule was. Based on that experience I have been checking UNITAR's website to see if there are any relevant courses that I can take to add to my understanding in the field that I practice in. Since then, I have taken several UNITAR courses", he reveals.*

In 2020 Hillary took yet another UNITAR course, now on Fundamentals of Microfinance, hoping to

get insights for policy research he was working on. *“I was conducting policy research on the cost-benefit analysis of bank regulation in Kenya in collaboration with Kenya Bankers Association. Basically, we were trying to understand which policy aspects we could bring on board to encourage microfinance institutions to transcend into market-based financing; being small banks, and be able to raise capital on their own rather than depending solely on donors and owners’ equity”*, he explains.

One of the aspects Hillary appreciated about the course was its methodology. *“I have been doing various courses throughout my career, but this UNITAR course was presented in a very clear manner. The discussions in the platform were very enriching and the tutors were actively responding to inquiries and sharing further knowledge. Additionally, I truly enjoyed the fact that I could take the course in a smartphone application gave me much flexibility”*, he highlights.

Another highlight for him was the case studies that, to his surprise, hit close to home. *“The course brings interesting case studies and I connected with two of them that were about microfinance institutions from Kenya that target people in rural areas”*, he reveals. Growing up, Hillary saw many people from his community subscribing to those microfinance institutions. *“They would get finance for various projects, however, most of them focused on consumables rather than development. As a result, 2 or 3 years down the line, most of these people*

*were losing their assets because they were unable to repay their loans. The microfinance institutions would then come to recover the assets that these people have, and at the end of the day, they would end up getting further into poverty”*, Hillary recalls. *“At that time, I was young and only observed the reality but with this course, I was able to contextualize it and comprehend all of it”*, he adds.

More importantly, the knowledge Hillary gained from the course indeed helped him in his research policy. *“Based on concepts of microfinance I got from the course I was able to model a scenario to look into the performance of big, medium and small banks, considering these microfinance institutions as small banks. The model showed me that it is not viable for them to transition because the regulatory framework creates impediments for their activities that would make them cost inefficient”*, he explains.

Now, Hillary feels more aware of some of the challenges that these microfinance institutions are facing, especially regarding the regulatory environment, and wants to continue to strengthen his knowledge on the topic to help improve the policies in place and assist these financial institutions to have better opportunities to grow while ensuring they also provide better support to people that look for their services so they can grow too. We are excited to see Hillary’s further contributions to increase opportunities for sustainable prosperity in Kenya!



# Beneficiary Highlight



Photo credit: Courtesy of Wongel Alemayehu Habtemariam



# Supporting Business Ideas for Social Change

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## Wongel Alemayehu Habtemariam

### Title

Food Scientist

### Country

Ethiopia

### Fellowship programme

Fundamentals of  
Entrepreneurship and Innovation,  
2020 Horn of Africa Programme

Entrepreneurs have been responsible for truly revolutionary innovations throughout modern history that deeply impacted countries' economies, politics, culture and, in some cases, completely changed the way entire societies were organized. But with the diminishing of our planet's resources and the increased inequalities worldwide, a more thoughtful approach to entrepreneurship started to flourish; one that focuses primarily on developing and implementing solutions to social, cultural, or environmental issues rather than solely making a profit. The former is the kind of entrepreneurship Wongel Alemayehu Habtemariam is interested in.

Born and raised in the largest city of Ethiopia, the vibrant Addis Ababa, Wongel is the third born of six children. From a young age, she dreamed of building a professional career that would help her not only support herself but also support people in need. *"Eating good and nutritious food is a basic necessity. Growing up, I wanted to help people that are starving and mothers that cannot feed their children. I wanted to somehow contribute to improving their lives"*, she says. That is why when she got older, Wongel decided to pursue her undergraduate studies in Food Science and Nutrition at the Addis Ababa Science & Technology University. *"I love this field and the fact that there are not enough women in it only made me want to study more"*, she reveals.

As any genuinely proactive student, Wongel got involved in initiatives that provided mentoring to freshmen and juniors to unleash their leadership potential. Knowing about her interests, a friend suggested Wongel subscribe to UNITAR's 2020 Horn of Africa Programme, which focused on the

Fundamentals of Entrepreneurship and Innovation. *“I checked out the e-learning programme and it seemed like a good starting point to figuring out how to do what I wanted, how to find ways to care for myself and others, so I signed up”,* she explains.

The UNITAR Horn of Africa programme is designed to provide participants with the hard and soft skills they need to develop business ideas that spark their passion while tackling challenges specific to their communities and regions. During the first phase of this programme, Wongel and other participants learned more about the process of identifying opportunities and mobilizing resources to bring a new enterprise to life by using design thinking and lean start-up techniques. They also learned how to create desirable, feasible, and sustainable solutions that solve customer needs and problems. By the end of this first phase, each learner had to produce a peer-reviewed business model addressing a specific development challenge in their region and they counted with a team of local and regional coaches to mentor them in refining their business initiatives and models.

Wongel completely emerged herself into the programme. *“I had time in my hands, so I studied everything, watched all the videos, participated in the discussions and I learnt so much! I particularly enjoyed the interactions I had with other colleagues”,* she says. The experience also challenged Wongel to stretch her creativity. *“The most challenging thing for me was trying to think ‘outside the box’. I always loved the idea of building a business whose main purpose is to*

*support vulnerable people, but never really thought of different ways in which I could do it. I always thought it was an almost impossible thing to do, but the knowledge I gained from the programme showed me that it is actually possible and I could do it, so I felt very excited”,* she tells adding that her final assignment was on a business model of an inclusive cafe.

When the first phase of the programme came to an end, Wongel started to look for job opportunities and was invited to become an assistant in a coffee shop. *“I cannot wait to share all my business ideas with my colleagues to increase our social impact”,* she enthusiastically says. Meanwhile, Wongel is also working on some big plans for the future. *“I want to continue the study, do my master’s degree abroad and learn more about economics, businesses and consumers. On top of that, I plan to open my own cafe where I can employ single mothers and young people and teach them everything I learnt about developing simple business ideas that, hopefully, they will be able to apply to their own lives”,* she projects.

At the beginning of this year, 2021, Wongel was amongst the 65 strongest participants from the first phase of the UNITAR Horn of Africa Programme selected to participate in its second phase, which focused on Leadership, Strategy and Innovation. With even more knowledge to lead sustainable initiatives, Wongel might not be too far from turning her plans into reality and we cannot wait to see what she will do next!









# Multilateral Diplomacy

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

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



# Highlights



**97**

Events

**4,430**

Beneficiaries



**81**

Learning events

**3,816**

Learners

**1,989**

Certificates\*

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

## Online-based courses and e-workshops for diplomats

We offer variety of training and learning solutions for the diplomatic community around the world including online-based courses, Master's programmes and training programme tailored to the needs of the Ministries of Foreign Affairs and other stakeholders.

In 2020, we converted most of our face-to-face workshops into e-workshops and online courses due to the travel restrictions during the COVID-19 pandemic. Adjusting the format of our learning events has allowed us to reach broader audiences of diplomats and government officials around the world. Many of these workshops and courses focus on equipping diplomats and government officials with skills and knowledge necessary to navigate through the multilateral arena. Our online portfolio includes Online Certificates and Diplomas on the subjects of Essential Professional Skills; Multilateral Diplomacy; International Law in the 21st Century (Executive Level); Women's Leadership; and the UN Human Rights Council Training Programme.

## Online learning methodologies for training

We leveraged our knowledge of online learning methodologies when cooperating with United States Agency for International Development, the Zanzibar Government, World Wildlife Fund for Nature and TRAFFIC International to train Tanzanian law enforcement officials on the Convention on International Trade in Endangered Species of Wild Fauna and Flora regulation and the risk of disease associated with trafficking wildlife.

## Master's programmes



We launched three new Master's programmes targeting students and professionals who would like to have deeper understanding of topics related

to multilateral diplomacy: Master in Human Rights and Diplomacy with the University of Stirling in Scotland; Master in International Affairs and Diplomacy with *École supérieure des affaires* Business School in Beirut; and Master in Development Studies and Diplomacy (as well as an online certificate) with the University for Peace.

## Customized online training for Ministries of Foreign Affairs

We also developed customized online training solutions for Ministries of Foreign Affairs across the world, including Bhutan, Kenya, Sri Lanka, Marshall Islands, Qatar, and Myanmar on topics related to Multilateral Diplomacy such as Digital Diplomacy, Cyber Security, Environmental Diplomacy and Science Diplomacy.

## Courses geared toward diplomatic community at the UN Headquarters in New York



For the diplomatic community in New York and as part of its regular programming, we developed the briefing for New Members of the Security Council, Ireland, India, Norway, Mexico and Kenya. All of the elected members were trained separately, reaching a total of 302 beneficiaries from their delegations. We implemented and institutionalized, as a new core programme, the training for the new members of the Peace Building Commission with an expert and ambassadorial level, and more than 70 attendees including Permanent Representatives, United Nations Under Secretary-General, Assistant Secretary-General and experts from the missions participated in the training in 2020.

## Training series on the Quadrennial Comprehensive Policy Review for New York Delegates



We also hosted five modules of the 2020 training series on the Quadrennial Comprehensive Policy Review entitled "Realizing the Future We Want" which was attended by the Deputy Secretary-General. More than 600 participants gained knowledge on the overviews of the funding of the UN's operational activities for development, including current trends and issues, as well as progress and challenges on the implementation of related mandates. Modules paid special attention to the financing of the SDGs and

discussed the funding of the UN operational activities and the effectiveness of the current funding and financial structure.

### **Briefing New Delegates on the Work of the 75th General Assembly and Briefing on United Nations Budgetary Matters for New York Delegates**



At the occasion of the 75th Anniversary of the United Nations, more than 250 delegates benefited from the briefing new delegates on the work of the 75th UN General Assembly, organized by us, in partnership with the Permanent Mission of the Republic of Singapore to the United Nations as Chair of the Forum of Small States. Mr. Volkan Bozkir, President of the 75th Session of the General Assembly, stressed the

importance of remembering that decisions made within the UNGA will impact the lives of the many. Ambassadors and panellist presented the committee's focus on its work in the context of sustainable development and climate change, among other important topics.

The first two sessions directly benefited more than 120 delegates each session from numerous Member States.

### **The Columbia Law School Series**

We also continued our partnership with top tier academics from Columbia Law School, developing both Spring and Fall Series benefiting more than 600 participants on the fields of conflict resolution, mediation and negotiation. The series is part of 'Levelling the Playing Field' programme, which focuses on the development of skills and knowledge of LDCs.



# Beneficiary Highlight



# Building a More Sustainable Future with the Support of the Academia

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## Paloma Durán

### Title

Law School Professor; PhD in Law, PhD in Political Science

### Country

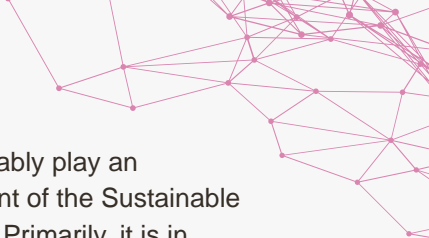
USA/Spain

### Partnership

Gender Equality in the International Human Rights

### Framework

Building Back Stronger



Academic institutions undeniably play an essential role in the attainment of the Sustainable Development Goals (SDGs). Primarily, it is in academia that the creative thinking needed to solve some of the most pressing challenges of our world is developed. Sometimes, however, it is not easy to bring together academic institutions and other sectors of society to work around some of these challenges. Paloma Durán is well aware of it and is dedicated to helping build bridges between both worlds. Her career is, in fact, an attestation that this connection is indeed possible.

Paloma holds PhD degrees in Law and in Political Science, and she worked as a law professor earlier in her career. Nonetheless, she has acquired an impressive experience outside academia as well. Paloma served as Counsellor for Social Affairs in the Permanent Mission of Spain to the United Nations in New York and as a Senior Adviser at The Millennium Development Goals Achievement Fund. Later on, she became Director of The Sustainable Development Goals Fund. It was precisely at that time when she came across UNITAR. *“One of our main tasks was to engage all the actors that can support the implementation of the 2030 Agenda for Sustainable Development – academia, think tanks, foundations, etc.”*, she recalls. *“Together with UNITAR, we developed the idea behind ‘[The SDG Chair](#)’, a joint initiative of the SDG Fund and universities around the world with the aim to promote the engagement of academic institutions in implementing the 2030 Agenda through training, advocacy and research activities”*, she explains. Paloma adds that it was thanks to UNITAR that she and her colleagues realized that universities working

around one SDG were actually contributing to the achievement of all 17 SDGs. *“We discovered that the SDGs are completely interrelated. If you are working to improve access to water, you are going to improve access to health. Consequently, you will improve access to education. Consequently, you will improve access to employment”*, she exemplifies.

In 2020, as Head of Division of Global Partnerships & Policies at the Organization for Economic Cooperation and Development, Paloma had another chance to work closely with UNITAR on a quest to, once again, harness the power of academia to help accelerate the achievement of the SDGs - more specifically SDG 5, which prioritizes gender equality. *“We wanted to develop a training and research on gender, with a focus on women, peace and security. The idea was to disseminate what all the institutions are doing in this regard. We had a dense material and wanted to adapt it into a training series for diplomats and people working in the international settings”*, she says.

For Paloma, the main challenge – and later the main reward - was to bring together the perspectives from the academia, the international community and the private sector to the same table of discussion. *“You have diplomats and people working in the private enterprises that are not always up to date with the most recent developments in the academia due to the intense nature of their work. You have also the academics that spend most of their time doing research, which is very important, but they can benefit from the pragmatic experience of other professionals. Then you have the students that want to pursue a professional career in international relations. Sure, they receive important education in*

*the university but sometimes it can be somewhat theoretical”*, she expounds.

Paloma and her team together with UNITAR organized a series of 4 webinars entitled “Gender Equality in the International Human Rights Framework: Building Back Stronger”. During the series, the participants learnt more about the Beijing Platform for Action - the most progressive blueprint ever for advancing women’s rights – and the Convention on the Elimination of All Forms of Discrimination Against Women, amongst other topics. *“We brought together researchers, an ambassador who is dealing with gender issues in one of the Permanent Missions in NY, and a representative from the private sector that is also working in the implementation of the women, peace and security because the person is living in a country that is currently under conflict”*, she says.

The webinars ran smoothly and the feedback received was positive. *“Participants asked us to make the recordings available online and to prepare other series in the future”*, Paloma tells enthusiastically. Now she is back to academia working as a law professor at Jaume I University in her home country, Spain. Nonetheless, she continues to engage in other projects with UNITAR. *“We are preparing a training programme on the SDGs. It will be an official course delivered by a university and it will start in September this year”*, she reveals. *“As you can see, my experience with UNITAR has been great and I honestly think UNITAR is playing a very unique role giving training and advocacy on the implementation of the 2030 Agenda”*. We are excited to see all Paloma’s future projects unfold!





# Beneficiary Highlight



Photo credit: Courtesy of Michael Chiribau

# Youth: A Driving Force for Social Change

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## Michael Chiribau

### Title

Student, BA in Political Science and Human Rights

### Country

Canada

### Training

The Young Leaders Training Programme

The first thing one probably notices when meeting Michael Chiribau for the first time is how empathetic, friendly and optimistic he is – reinforcing the ‘positive stereotype’ of nice Canadians. No wonder he loves to get to know people from different backgrounds and find common ground with them, or as he puts it himself *“I like discovering new perspectives of living, and most of all, trying to find a solution that connects everybody together”*.

A student of Political Science and Human Rights at Concordia University, Michael was constantly searching for information that would keep him up to date with the most recent developments on issues close to his heart. *“I followed many social media pages related to International Affairs and Human Rights”*, he says. It was through one of these pages that one day Michael came across The Young Leaders Training Programme offered by UNITAR. Taking place in Geneva, the training programme is designed to assist youth in further developing key competencies to unleash their potential as global leaders. *“For years, I have been fascinated by the works and the principles of international organizations such as the United Nations. When I saw the social media post and read more about it, I knew this was precisely the kind of experience I was looking for. One that would refine important skills and expand my knowledge of the UN System, while also directly being in contact with UN Staff throughout the programme”*, Michael explains.

After being accepted into The Young Leaders Training Programme, Michael gathered all the questions he had about the UN and boarded on his plane to Geneva ready and excited to find the answers and insights he was looking for. The

training ended up exceeding Michael's expectations. *"As a student, it is not common to come across professionals who work in the UN System. This was an opportunity to interact with many of them!"*, says Michael adding that he was indeed amazed by the entire experience. From the workshops on negotiation and cosmopolitan communication to things such as visiting the Human Rights Council chamber at the Palais des Nations, *"It turned out to be the best investment I ever made"*, he affirms.

Michael returned to Montreal and a few months later he had the opportunity to put everything he learnt to good use. *"Before applying to UNITAR's training programme I had given my CV to the pool of sources of the Federal Student Work Experience Programme. After I got back to Canada, they contacted me asking if I would like to be interviewed for the position of programme assistant at the Department of Immigration, Refugees and Citizenship Canada. I used everything I learnt in Geneva during the interview and got the job"*, he recalls adding that the knowledge and skills he gained are still useful to him on many occasions at work. *"Whenever I work in teams or negotiate with my supervisor about anything, I apply what*

*I learnt. Also, in my office we inter-switch a lot between French and English, so the cosmopolitan communication approach they taught us during the training programme is very much at play."*

Having a new job is not the only change in Michael's life since the training. After learning more about the SDGs and the importance that educational institutions can have in helping mainstream them, Michael was wondering why universities were not more involved in it. *"It was shocking to me that many universities are unaware of all the resources available to everybody."* A true problem solver, Michael decided to take matters into his own hands and created an agency with the goal of connecting a network of Canadian universities to UNITAR's services. *"I want to help accelerate the implementation of the SDGs within the proximity of each partnered campus and to inspire youth to become global leaders taking action upon the SDGs that speak to them the most."*

Michael is certainly an example of how young people drive social progress and inspire political initiatives, being genuinely agents of change! We cannot wait to see what he is up to next!







# Accelerating the 2030 Agenda

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

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



# Highlights



**38**

Events

**6,925**

Beneficiaries



**21**

Learning events

**2,362**

Learners

**664**

Certificates\*

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

## UNSDG:Learn Partners bring the SDGs to diverse and new constituencies

The UNSDG:Learn Platform proving a smart gateway to SDG learning offered by UN agencies, Academia and other Partners has reached 69,951 users by end 2020. Strong of 59 Partners, it featured 280 courses and 151 microlearning. Forty per cent of all the Platform survey respondents indicated they were associated with vulnerable groups. Fifty-three per cent of those who took a learning reported a change or the application of good practice as a result. The SDG Primer test has become available to global learners with a joint UN Sustainable Development Group and UNSDG:Learn certificate. The SDG Primer course accessible from the Platform and developed under a leadership of the UN Deputy Secretary-General provides foundational learning while the test enables learners to measure how well they have integrated knowledge and skills from the course. A dedicated landing page or a sub-site for the official statistics community curated by UN Statistics Division was launched in 2020.



## UNITAR's online learning helps enhance stakeholder engagement for the SDGs

In total, 990 learners enrolled in the 2030 Agenda introductory course and the joint UNDESA-UNITAR course on stakeholder engagement in 2020.

Ninety-eight per cent of these participants indicated that, as a result, they now have an increased awareness of the key concepts and issues that SDGs address, as well as of the approaches to ensuring an inclusive and robust stakeholder engagement in the review and the implementation of the 2030 Agenda. In addition, around 400 individuals accessed the SDG toolkits with a focus on mainstreaming the SDGs across policies in an integrated manner.

## E-learning on data for the SDGs meets the needs of both data producers and data users



Seven hundred and seventy-nine (779) learners benefitted from the data-related courses. This includes 601 learners who followed the course outlining the key principles of data governance for monitoring the SDGs, incl. UN Fundamental Principles of Official Statistics, and good practices in statistical legislation and planning, governance of National Statistical Systems, user engagement and new data partnerships. Ninety-eight per cent of the participants have indicated an increased awareness of data governance. 178

additional learners took the course designed specifically to help Asia-Pacific Small Island Developing States to strengthen their monitoring systems in support of the SDGs.

In addition, we – together with UN Statistics Division and UN Economic Commission for Africa – launched a new course aiming to strengthen the data skills of policymakers for an effective use of data to inform SDG policies. This new course leveraged a successful collaboration of several members of the Global Network of Institutes for Statistical Training, with beneficiaries to be reported in 2021.

## StaTact tool proves handy to help statistical systems adjust in times of the pandemic



The upgraded version of the StaTact, a short-term statistical planning tool, had been presented to 36 countries during online workshops for Latin American, African and Asian regions.

A national pilot was conducted in collaboration with the Philippine Statistics Authority in December 2020. Ninety-seven per cent of all participants found the StaTact overall useful. Designed earlier with a view to enabling National Statistical Systems (NSSs) to rapidly respond to most urgent SDG data gaps, the tool's emphasis on short-term, tactical approaches to planning has further increased its relevance in time of the COVID-19 pandemic as many NSSs had to adjust their ways of working and respond to new urgent data needs.

# Beneficiary Highlight



Photo credit: Courtesy of Vibeke Oestreich Nielsen

# Enhancing SDG Data Collection and Analysis Through Learning

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## Vibeke Oestreich Nielsen

### Title


Inter-Regional Adviser on Statistical Training and Capacity Building, United Nations Statistics Division

### Country

USA

### Partnership

Global Network of the Institutes for Statistical Training



SDGs are the starting point for making sure countries work together in a coordinated way - respecting each country's particularity - with the purpose of protecting our planet and its resources and making life better for all. The action plan for achieving these goals, also known as the 2030 Agenda for Sustainable Development, provides a framework to connect local efforts on sustainability with international actions. One of the most important aspects regarding the implementation of this agenda probably has to do with data. As the raw material for measuring impact, data allows us to have a better understanding of what is happening in our world in different areas such as health, gender equity, governance, and more. That is precisely what Vibeke Oestreich Nielsen is dedicated to.

With a background in economics, Vibeke started her career working at her country's national statistical institute, Statistics Norway, at the Research Department and later on moved to the Division of Development Cooperation, which focuses on capacity development in statistics. Throughout the years she had the opportunity to cooperate with governments and international organizations. *"I worked as a long-term adviser to the statistics office in Kyrgyzstan and I also collaborated with the Norwegian Refugee Council and the United Nations Refugee Agency on initiatives related to forced displacement"*, she recalls. Now, as an Inter-Regional Adviser on Statistical Training and Capacity Building at the United Nations Statistics Division (UNSD), based in New York, Vibeke helps countries' statistics offices and stakeholders enhance staff expertise on data collection and analysis. *"I work in the branch that focuses on*

*the SDG implementation, specifically on SDGs monitoring. I manage several projects and networks related to that”, she explains.*

One of the initiatives Vibeke oversees is the [Global Network of Institutes for Statistical Training](#), of which UNITAR is one of the founding members. Through the network, Vibeke has got to collaborate more closely with UNITAR. *“UNSD serves as the network’s Secretariat. Therefore, we coordinate the network of institutes – global ones, regional ones, but also statistics offices that provide training outside of their own borders – and UNITAR is very active in the network”, she acknowledges. One of the major initiatives UNITAR was involved in was the creation of the [UN SDG:Learn](#), a gateway that provides curated learning products and services on sustainable development topics to individuals and organizations. “We decided to establish a platform for statistics training courses, and UNITAR suggested to create it as a separate part of UN SDG:learn. This was discussed as the preferred option of the group. From that, we started working on the statistics subpage that became publicly available in 2020”, Vibeke says, adding that the general feedback has been positive. “Many of the statistics offices have developed very interesting materials and e-learning courses that probably would not have been widely known if we didn’t have a portal like that.”*

Since then, Vibeke has collaborated with UNITAR on many fronts. *“There is a task team on statistical literacy led by UNITAR focused on improving knowledge around data and statistics in the general population. Back in 2018, UNITAR initiated*

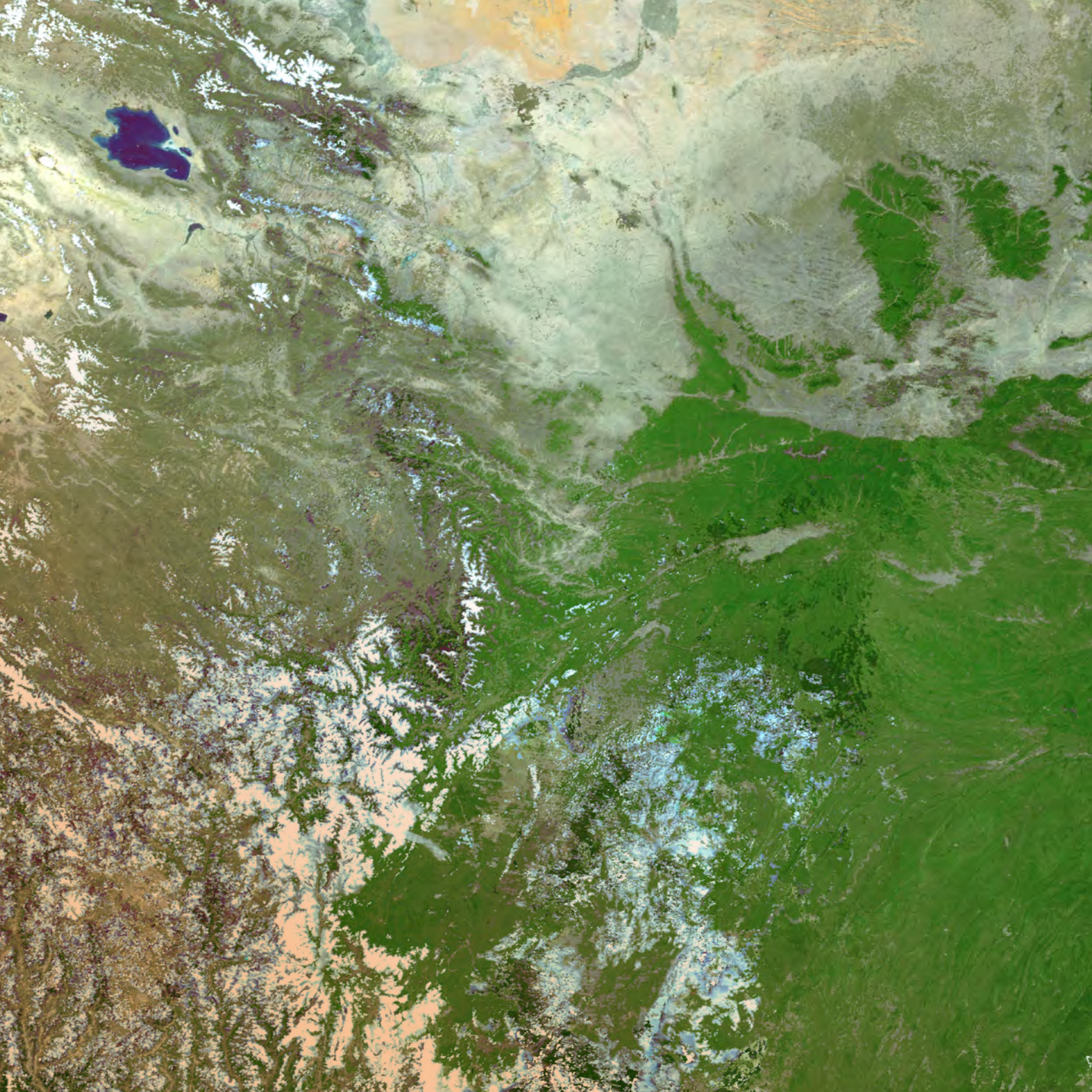
*a questionnaire on statistical literacy among policymakers and decision-makers, which has led to an e-learning course that I and other experts have provided inputs to. The course is about enabling policy-makers to interpret, use and communicate data more effectively as they develop, implement and evaluate public policies in different SDG-relevant areas. “The work on this course has been a very practical level of collaboration linked to the network and as a result, we have also started looking into developing microlearning on statistics,” adds Vibeke. Indeed, UNITAR has been actively promoting the use of microlearning – and other creative approaches – as an effective way to raise awareness about the importance of data and the value of official statistics..” On top of that, Vibeke is working together with UNITAR on an initiative related to citizen-generated data and citizen science. “We are co-leading a project called ‘Data for Now’, which aims to support statistics offices to increase the availability of the SDG data using a variety of different sources including innovative sources”, she describes.*

For Vibeke, working with UNITAR has been a positive experience so far. *“I really appreciate UNITAR’s approach of focusing on cooperation and working together”, she reveals adding that UNITAR’s expertise on learning development comes in handy too. “The quality of the work improves as we bring different skills. For instance, we are now in the process of creating some e-learning courses for another project and we consult with UNITAR on this matter. We are bringing the statistical knowledge and UNITAR brings the knowledge on learning development”, she explains. From her perspective*



as a representative of the Secretariat, Vibeke is also glad to see UNITAR engaging with other members of the network. *“Yes, as the Secretariat we have been working together with UNITAR on these initiatives, but UNITAR also engages on*

*other elements of the global work that I am not responsible for. There is a lot of collaboration between the organizations.”* We are excited to continue contributing to efforts to strengthen national statistical systems!





# 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.



# Highlights



**16**  
Events

**470**  
Beneficiaries



**16**  
Learning events

**470**  
Learners

**269**  
Certificates\*

**1,136**  
Mapping products

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

## Remote Sensing



The digital nature of Remote Sensing allowed the United Nations Satellite Centre (UNOSAT) mapping services to carry out activities as usual, despite the pandemic. Our activities kept on

growing as we delivered 1,136 products and services based on over 300 analyses to partners in 59 countries, predominantly located on Sub-Saharan and Northern Africa & Western and South-Eastern Asia.

Much of the data produced was used to assess exposure to and impact of hazards, but also to generate potential flood scenarios, for refugee camp planning, assess damages caused by crisis, conduct sectoral analyses and more. The mapping activities covered therefore several themes of the 2030 Agenda, in particular Innovation, Sustainable Cities and Communities, Climate Action and Peace.

For example, we supported emergency planning and response activities following the oil spill off the coast of Mauritius in August and in Vietnam after Tropical Cyclone MOLDAVE made landfall in October. We also delivered trainings to enhance government officials' capacities on GIT applications for DRR in Mozambique and Uganda, both countries that had requested the activation of UNOSAT's emergency mapping service the year before.

2020 also marked the introduction of the UNOSAT Flood AI model into our operations, thereby accelerating and automating our mapping efforts for the benefit of national disaster management authorities.

We also successfully designed and implemented several capacity development activities, increasing





use of distance learning solutions with exclusively online and blended delivery methods. All our trainings delivered online included live webinars and workshops to encourage participants' engagement and ensure the highest impact and quality of delivery.

The beneficiaries were trained on Geospatial Information Technology (GIT) applications for

a wide range of themes, such as DRR, risk financing, climate resilience, emergency response, agriculture, Monitoring & Evaluation, peace and security, investigations & respect of International Humanitarian Law monitoring. These activities improved the capacities of beneficiaries to use geospatial tools and data, and support decision making with satellite imagery-derived evidence.

# Beneficiary Highlight



Photo credit: Courtesy of George Baragamu

# Technical Backstopping in the Solomon Islands

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## George Baragamu

### Title

Chief Operations Officer  
of the National Emergency  
Operations Center

### Country

Solomon Islands

### Partnership

CommonSensing Project

Tropical Cyclones are regular and disastrous occurrences for the Solomon Islands. Each year the cyclone season brings powerful wind speeds and high storm surges, threatening SIDS. George Baragamu, Chief Operations Officer of the National Emergency Operations Center (NEOC), situated in the National Disaster Management Office (NDMO), in the Solomon Islands, knows the risks of such weather events too well.

George works to protect the country from disasters and together with his team put efforts into ensuring the preparedness of communities and acting for efficient response following crises. His role is one of urgency, and he makes sure his crew has the best skills to jump into action. As a well-seasoned user of GIT - having studied GIT himself as part of his master's programme - George understands its benefits to the important role NEOC plays in keeping the Solomon Islands safe.

Thanks to the assistance of UNOSAT through its CommonSensing project, George and his team can count on the help of Joy Papao, UNOSAT's in-country expert for the Solomon Islands. *"The officer supporting us from the project is a local, so the context of the country is well understood"*, George beams also adding that the production of geospatial outputs is more prolific, and that they are used more often thanks to Joy's presence.

Hosted by the NEOC itself, Joy not only supports the project's activities, but she also builds the spatial knowledge and capacity of the office through the provision of technical backstopping and ad-hoc support on specific requests. *"The most important*

*thing is Joy's presence in the office [...] that they can work with her and learn from her", says George.*

One such occasion was during Tropical Cyclone Lucas. *"We relied on the project to help us develop maps for operational planning", recalls George. He and his team looked at provinces that were at high risk of being impacted by storm surge or flooding. Following the rapid provision of geospatial products their "national emergency team and other teams from the provinces used those products' information as a baseline for their planning of anticipating possible responses."* he proudly reveals.

Another emergency the Solomon Islands has had to deal with is the COVID-19 pandemic. *"One of the important technical backstopping we've received is the lockdown maps" which "have helped the NDMO's camp sector committee identify potential quarantine stations", explains George. "We used backstopping to develop risk assessment reports and specific plans for those identified sites so they can be safe."*

Aside from emergency response and recovery, a large facet in the disaster management cycle – and

arguably the most important – is preparedness. *"We have a much bigger role during peacetime. That is when we get the communities ready", stresses George. They do this by developing hazard-specific plans and working with different government agencies and provinces to create a standard operating procedure in preparation for disasters.*

As for his team, George is thrilled about their participation in the CommonSensing project – through the capacity development training and the use of technical backstopping products. *"I am very excited because it will enhance our human resources. Now that we have a good number of people who were trained by Joy, we are certain that when the project ends, we already have people who can take over".* We are thrilled too to see first-hand how knowledge sustainability is indeed possible!

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Lead by UNOSAT and funded by the UK Space Agency's International Partnership Programme, the [CommonSensing project](#) is supporting selected SIDS – Fiji, Solomon Islands, and Vanuatu – leverage geospatial data to enhance climate and disaster resilience.



Photo credit: Courtesy of George Baragamu





# The Defeat-NCD Partnership



# Highlights

Helping low-resource countries combat non-communicable diseases (NCDs) has become an important pillar of our health programme portfolio. In late 2019, UNITAR integrated The Defeat-NCD-Partnership through a hosted partnership arrangement.

## National NCD Capacity Building

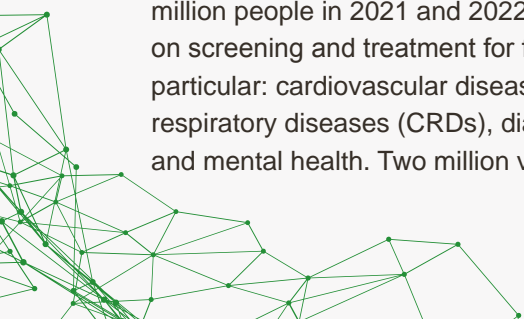
The Defeat-NCD Partnership provided technical assistance to two programme countries in 2020, resulting in the development of a national costed operational plan for Myanmar covering 2021 and 2022, and a national strategy and costed action plan for Rwanda for 2020 to 2025. In these two countries, a programme coordinator and health economist undertook financial modelling and they delivered essential support to the respective Ministries of Health for convening stakeholders and executing a multisectoral approach and provide the necessary financial modelling to the strategy and costed action plan development.

Myanmar's two-year plan aims to support 11 million people in 2021 and 2022, with a focus on screening and treatment for five NCDs in particular: cardiovascular diseases (CVDs), chronic respiratory diseases (CRDs), diabetes, cancer and mental health. Two million vulnerable people

will benefit from NCD care, free-of-charge, and overall delivery of the plan is expected to reduce out-of-pocket expenses from the current level of 82 per cent down to 63 per cent. Myanmar is now seeking \$101 million to implement its plan, with \$76 million to be generated from domestic revenue and \$25 million expected in international aid.

The development of a costed plan has equipped Myanmar with a defined list of projects and related targets, providing a pathway to engage with international donors. The Defeat-NCD Partnership supported the development of proposals and mobilization of \$1.76 million from partners including the George Institute for Global Health, mobilized partners like World Diabetes Foundation, and Novo Nordisk to provide more than \$2 million for the implementation of specific initiatives in components of the costed action plan. Other implementing partners have mobilized an additional \$2.5 million towards the costed action plan from the United Kingdom's Foreign, Commonwealth & Development Office, and the European Commission. The Government of Myanmar has engaged in discussions with the World Bank, and the Asian Development Bank and European Commission to provide some \$12 million further support towards the financial gap in the costed action plan to be funded by international development assistance.

Rwanda's five-year plan focuses on CVDs, CRDs, diabetes and cancer, the country's four major NCD killers, in addition to injuries and disabilities. Successful delivery of the plan will directly benefit 4.8 million people and reduce premature mortality from NCDs in Rwanda by





25 per cent. The plan outlines four strategic objectives and the identified interventions required to achieve these are projected to cost \$376.2 million. This will require a shift in financing as national budget allocation for NCDs in Rwanda is limited and not proportional with the burden faced.



The Defeat-NCD Partnership supported the development of proposals and the mobilization of \$1.52 million from the World Diabetes Foundation for the implementation of specific initiatives against Rwanda's costed action in the plan. The Government of Rwanda has also, supported by The Defeat-NCD Partnership and others, has developed a proposal towards Rwanda's costed action plan for \$4 million of World Bank funding to be approved in the first quarter of 2021.

Across both plans for Myanmar and Rwanda are prevention and control interventions that align with The Defeat-NCD Partnership's other action pillars: scaling up NCD services at community level (Pillar 2), improving access and affordability of essential NCD supplies, (Pillar 3) and sustainable financing (Pillar 4). Some examples include: the provision of medicine and public health services supported by mobile devices; ensuring the continuous availability of essential NCD medicines, supplies and technologies; establishing NCD-related data management and digital systems; and reducing out-of-pocket expenditure for low-income earners by expanding health insurance coverage.

Myanmar's Union Minister of Health and Sports, Dr Myint Htwe, and Rwanda's Minister of

Health, Dr Daniel Ngamije, publicly presented their respective countries' operational plans for the first time at the World Health Summit in October 2020, as part of a high-level session organized by The Defeat-NCD Partnership. Reflecting the commitment by these two countries in the tackling of NCDs, Myanmar's Ministry of Health upgraded its NCD Unit to a Division, thereby creating the new position of Deputy Director-General and the opportunity to receive designated funding, The Rwanda Biomedical Centre, the leading NCD position in the country, appointed a Director to head its NCD Division.

***“There is a need to reverse the NCD trend in Rwanda. I ask for continued support from The Defeat-NCD Partnership and others to help achieve the goals set in our national costed action plan.”***

Dr Daniel Ngamije, Minister of Health, Rwanda, launching the national costed action plan and strategy at the World Health Summit



# Beneficiary Highlight



# Supporting Myanmar in Building a Cost- Efficient Plan for Tackling NCDs

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## Dr Kyaw Kan Kaung

### Title

Deputy Director General  
for NCDs, Ministry of  
Health and Sports

### Partner Country

Myanmar

Myanmar is known for its magnificent Buddhist temples, traditional crafts, and rich culture. It is also home to a diverse population comprised of more than 130 ethnic groups - speaking over 100 languages – who together have maintained the country's traditions alive. However, a growing health problem is threatening the wellbeing of individuals, families and communities.

NCDs are the major causes of mortality and morbidity in Myanmar. They accounted for 40 per cent of all deaths in the country in 2010, 59 per cent in 2014 and 68 per cent in 2018. On top of that, up to a third of the population's adults are estimated to be living with hypertension, but many are either unaware of their condition or unable to receive consistent care due to cost, availability, and other barriers to access healthcare. Dr Kyaw Kan Kaung, Deputy Director-General for NCDs at the Ministry of Health and Sports in Myanmar is working to overturn this reality.

Dr Kaung began his civil service career managing a state-level 200-bed hospital in Myanmar's border region. His subsequent experience leading the country's immunization roll-out and managing procurement and supplies for the entire public health sector made him an ideal leader for running their country's NCD unit, a role he took up in 2018. Since then, he has been focused on achieving Myanmar's vision stated at the National Strategic Plan for Prevention and Control of NCDs: to ensure that *"everyone in Myanmar lives a healthy and productive life free of avoidable disability and death due to NCDs"*. However, this is a tough task even for the most experienced ones.

As in many other countries, some of the main risk factors leading to the development of NCDs are tobacco and alcohol use, obesity, and insufficient physical activity. Although these might seem easily avoidable, designing public health strategies and policies to help prevent the causes behind NCDs are actually harder than one can think. *“A ‘quick win’ in preventing NCDs in Myanmar would be a tax on tobacco and alcohol. This would have a high impact, but given the effect on these industries, there is much resistance within the country from them”*, explains Dr Kaung. The diverse reality of Myanmar’s population also imposes a challenge.

*“There are differing attitudes related to NCDs across Myanmar’s various ethnic groups. Some are illiterate, awareness-raising material is not translated into some languages, and specific cultural beliefs are not addressed. Many in Myanmar have very limited communication with healthcare providers, there needs to be a lot of trusts built with health centres, so many different approaches are required.”*

Fortunately, Dr Kaung and his team could count on the support of The Defeat-NCD Partnership, which provided technical assistance to Myanmar’s NCD unit through a programme coordinator and health economist. The specialist worked closely with Dr Kaung and his colleagues on building a multisectoral approach and provided the necessary financial modelling. This collaboration resulted in the development of a national cost-efficient operational plan for Myanmar covering 2021 and 2022. *“Although we had a national strategy for NCDs already, it was not costed. Without a costed plan for service delivery, we were unable to mobilize*

*domestic funding or secure money from donors”*, Dr Kaung justifies.

When Dr Kaung started working on the plan, he and his team identified many gaps regarding tackling NCDs such as multi-stakeholder coordination. *“Mobilizing collaboration and cooperation across and between government, civil society organizations and the private sector remain an ongoing challenge”*, he says adding that their overwhelmed frontline health workers and a lack of NCD-related communications and advocacy are additional limitations to their efforts against such diseases. *“This means that frontline workers, engaged with other priorities, are reluctant to screen for NCDs”*, he clarifies.

Their recently developed two-year plan aims to support 11 million people until 2022, with a focus on screening and treatment for five NCDs in particular: CVDs, CRDs, diabetes, cancer and mental health. *“If the rising trend of NCDs is not addressed now, the current burden will just continue to increase and the cost of this will be felt across all aspects of health care, across government and within local communities”*, predicts Dr Kaung who has the ambition to improve healthcare access in the whole country. *“There is currently no nationwide electronic medical registration system at community township-level in Myanmar. Introducing this would be extremely beneficial to trace and control NCDs. To be effective this must not be a parallel effort, but instead interoperable with existing mechanisms and integrate with health management information systems”*. We cannot wait to see this happening!







# Financial Information

In 2020, the Institute delivered activities and produced results with \$34.679 million in expenditures.

UNITAR is project-based and does not receive any funds from the UN 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 12.



## CHART 12 2020 Income by source



**53%**

Government

**6%**

Private sector

**16%**

UN

**3%**

Universities

**11%**

Public Sector

**2%**

CIFAL

**8%**

Non-Govt

**2%**

Development Bank

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 2020, the Swedish International Development Agency (SIDA), Franklin University and the Governments of Sri Lanka and Pakistan provided a cumulative total of \$1.270 million to the Fund. Some 23 projects and activities received allocations, with \$1.636 in expenditures, including expenditures from past allocations.

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**

China	100,000
Switzerland	99,965
Russia	50,000
Japan	15,881
Turkey	10,000
Thailand	2,000

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

SIDA	1,183,347
Franklin University	72,345
Sri Lanka	9,980
Pakistan	4,998



**Table 3: Contributions for Programmes (cash basis) – above 100k USD**

Governments		Other institutions		UN Agencies	
Germany	>6 million	Helmsley Charitable Trust	2 million	UNDP	>2 million
Switzerland	>2 million	UK Space Agency	>1 million	UNEP	>400,000
Norway	>1 million	Course fees	>600,000	UNIDO	>300,000
Japan	>1 million	Anheuser-Busch InBev SA	>400,000	UNOPS	>200,000
Sweden	>1 million	Swedish Environmental Protection Agency	>300,000	WHO	>100,000
Canada	>1 million	Open University of Catalonia	>200,000	International Impartial and Independent Mechanism	>100,000
USA	>400,000	The Arab Bank for Economic Development in Africa (BADEA)	>200,000	UNDESA	>100,000
Russia	200,000	Emirates Diplomatic Academy	>200,000	Independent Investigative Mechanism for Myanmar	>100,000
Belgium	>100,000	Impact Initiatives	>200,000		
Finland	100,000	The Ford Foundation	200,000		
		Rali and Makentse Mampeule Foundation	>100,000		
		Unicaja Banco SA	>100,000		
		Deutsche Gesellschaft für Internationale Zusammenarbeit GmbH (GIZ)	>100,000		
		World Bank Group	>100,000		
		Novo Nordisk	>100,000		
		CIFAL Madrid	>100,000		
		Locker Education Group	>100,000		
		University of Stirling	>100,000		
		Hamdan Bin Mohammed Smart University	>100,000		
		European Space Agency	>100,000		
		University of Strathclyde	>100,000		
		Diageo	>100,000		
		African Development Bank	>100,000		

# 2020 Results Report



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## **Online Resources and Social Networks**

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

**Online course catalogue** ([www.unitar.org/event](http://www.unitar.org/event))

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