



unitar

United Nations Institute
for Training and Research

KNOWLEDGE TO LEAD

2018 Results Report





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Foreword

I am pleased to present the 2018 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 aims to help Member States and other United Nations stakeholders implement the 2030 Agenda for Sustainable Development by providing modern and innovative training services that meet internationally recognized quality standards. Our activities, and the results they produce, vary tremendously in scale and impact. Ranging from short, intensive executive-type training to mid- to 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.

Marking the first year of our 2018-2021 strategic framework cycle, 2018 was another record-breaking year, with close to 85,000 individuals across the world benefiting from our training services, and with some two-thirds of our beneficiaries taking part in activities with specific learning outcomes. Most of

our beneficiaries (63 per cent) were associated with programming related to promoting sustainable peace and advancing environmental sustainability and green development. In addition to our training services, other important results include geospatial analyses and reports issued to the international humanitarian community in response to requests for technical assistance.

In the spirit of the 2030 Agenda, UNITAR strives to help ensure that “No One is Left Behind” and that we “Reach the Furthest Behind First.” While UNITAR recorded a marginal increase in learners from countries in special situations in 2018, UNITAR will place more emphasis on programming that targets beneficiaries most in need in the years to come.

We could have hardly achieved the results we did in the absence of a strong and committed partnership base. In fact, half of our 2018 events and two-thirds of our beneficiaries resulted from partnership-based programming. The results highlighted in this short report – and many more – were produced with \$28.1 million in expenditures. We are very proud of and 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 new 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 2018.



Our Primary Output Trained Beneficiaries

UNITAR provided learning, training and knowledge-sharing services to 84,901 individuals in 2018, representing a 51 per cent increase from 2017 figures of 56,210, as shown in chart 1¹. The Institute's global network of affiliated International Training Centres for Authorities and Leaders (CIFAL) delivered 27 per cent of the beneficiaries. Seventy-two per cent of UNITAR's overall beneficiaries were associated with events having specific learning outcomes. This category of beneficiaries increased by 60 per cent, from 38,090 in 2017 to 60,901 in 2018. This increase is attributed largely to the continued delivery of the pre-deployment peacekeeping training courses targeting African peacekeepers and 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) decreased from 36 per cent to 32 per cent of all beneficiaries during the 2017 to 2018 period (in line with the Institute's strategy to emphasize learning solutions).

Chart 1
Overall beneficiaries

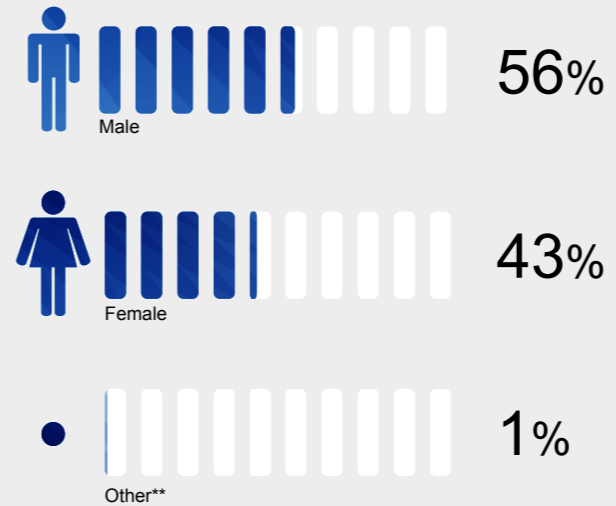
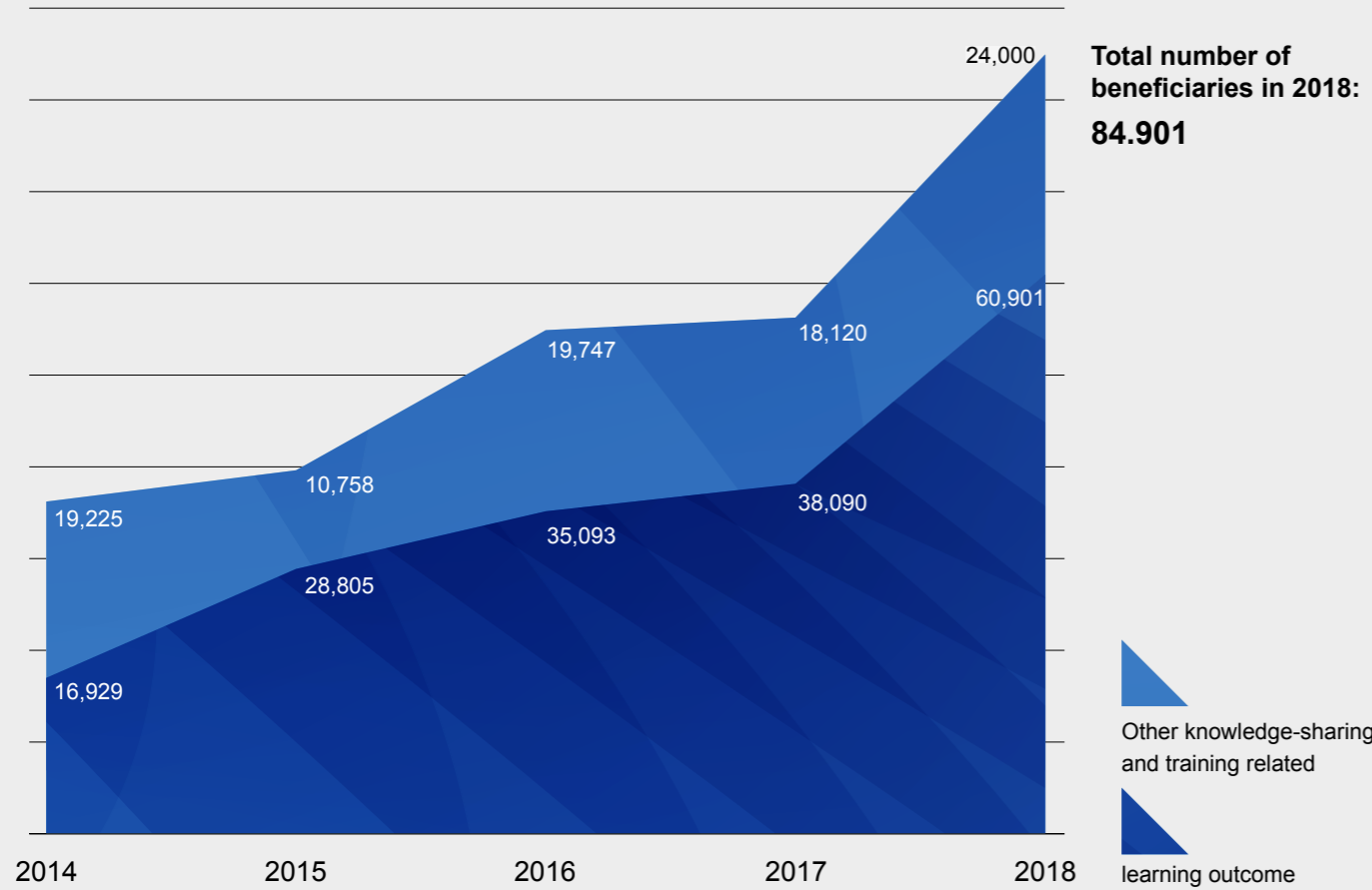
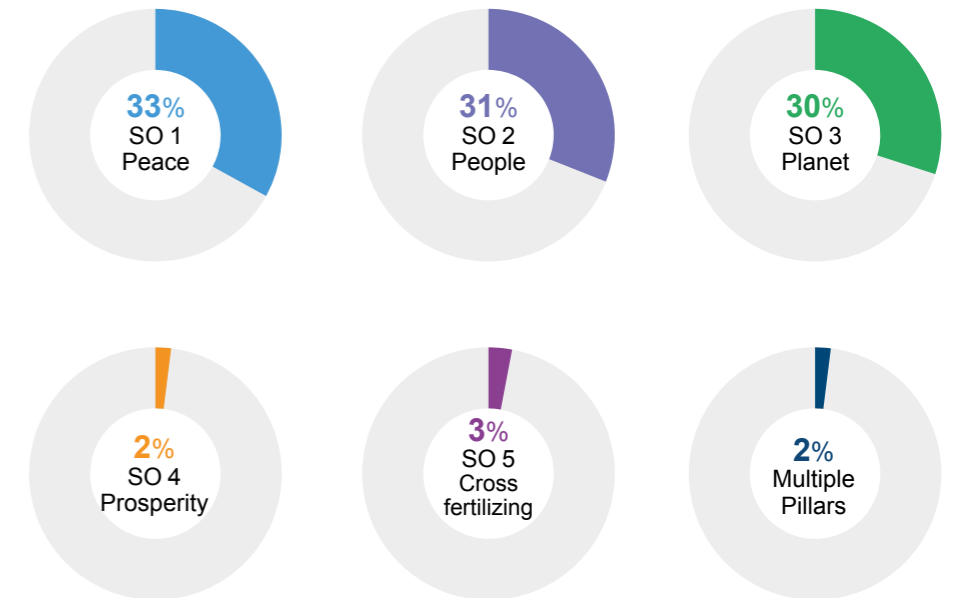


Chart 2
Learning related beneficiaries by gender*

The overall male to female gender ratio of beneficiaries from learning-related events for 2018 was 56 to 43 (without counting peacekeeping training beneficiaries) and “other”² accounting for 1 per cent.³

Chart 3
Beneficiaries by strategic objectives**

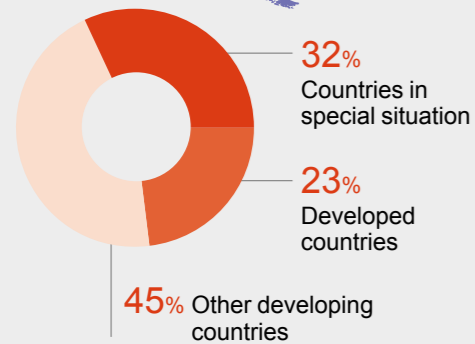
63 per cent of beneficiaries were associated with programming related to the advancement of environmental sustainability and green development and the promotion of sustainable peace.



* Without peacekeeping

**Beneficiaries not identified as male nor female

Chart 4
Regional breakdown of learning-related beneficiaries



77 per cent of learning-related beneficiaries came from developing countries (and 32 per cent from countries in special situations, comprised of the least-developed countries, the landlocked developing countries and the small island developing States), with the following regional breakdowns: Africa (40 per cent), Latin America and Caribbean (24 per cent), Asia and Pacific (17 per cent), Europe (11 per cent), North America (5 per cent) and the Middle East (3 per cent).

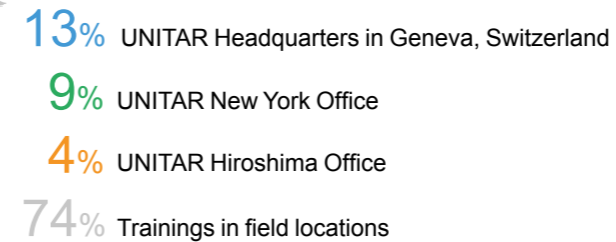
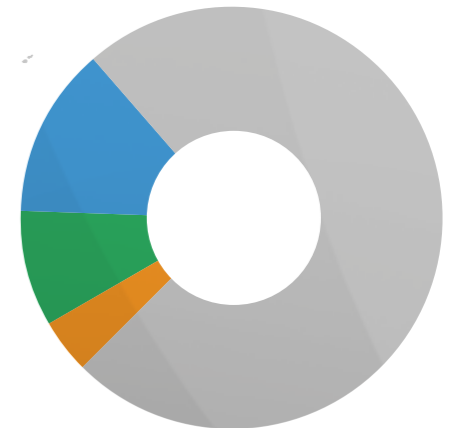
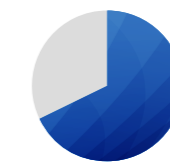


Chart 5
Location of Learning Events
(Face-to-face and blended)

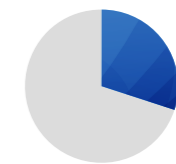


UNITAR's overall beneficiaries were produced through the delivery of 638 events (equivalent to some 6,010 event days over the calendar year). Sixty-eight per cent of events took place through face-to-face, residential training activities (and 30 per cent through e-Learning and 2 per cent through blended-learning). As shown in chart 5, some three-quarters of the face-to-face and blended events were delivered in the field (50 per cent of which were in developing countries).

638
EVENTS



Face-to-face
68%



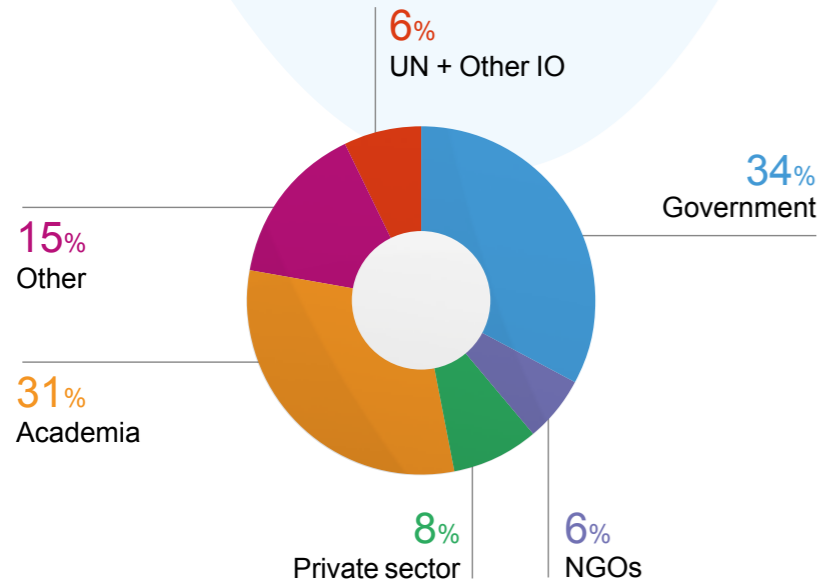
E-learning
30%



Blended-learning
2%

Chart 6 Learning-related beneficiaries by affiliation

UNITAR serves a wide spectrum of constituencies, with 45 per cent of its learning-related beneficiaries coming from non-state sectors, including NGOs, academia and the businesses; 34 per cent from government (national, state and local); 6 per cent the United Nations and other international organizations; and 15 per cent from other sectors. This affiliation breakdown shifted from 2017 figures, with government affiliated officers comprising more than 50 per cent of learners.



UN Photo/Helena Mukerns

Chart 7 Number of participants and total certificates by gender

UNITAR issued a total of 32,651 certificates of participation and completion for 2018 learning-related events with objective assessment of learning. While the total number of certificates increased by 12,981 (or by 66 per cent) from 2017 figures of 19,670, the number of certificates of completion increased at a slower rate, from 11,726 to 15,580, or by 33 per cent.⁴ The certificate of completion rate for events with objective knowledge assessments was 47 per cent, down from 59 per cent in 2017. The male to female gender ratio of the distribution of certificates (54 to 41 and 5 per cent accounting for “other”) is marginally more balanced than the overall male to female gender ratio, at 56 to 43 (without including beneficiaries from peacekeeping training) and “other” accounting for 1 per cent.

* Without peacekeeping

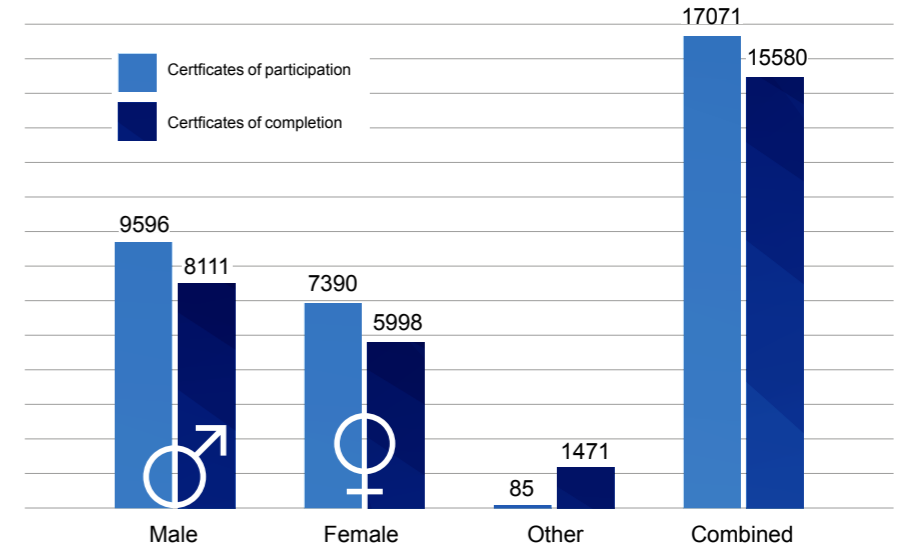


Chart 8 Gender breakdown of participants and certificates

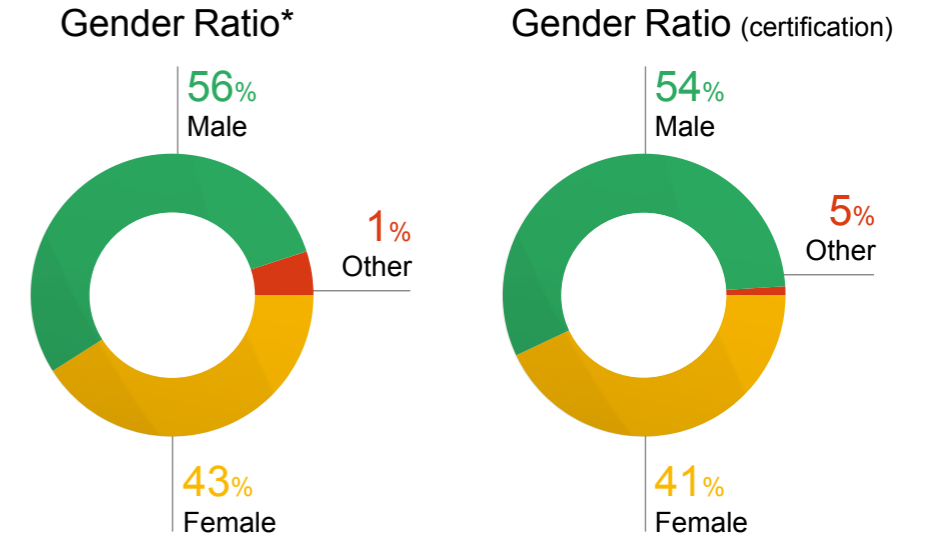
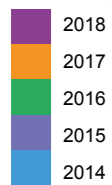
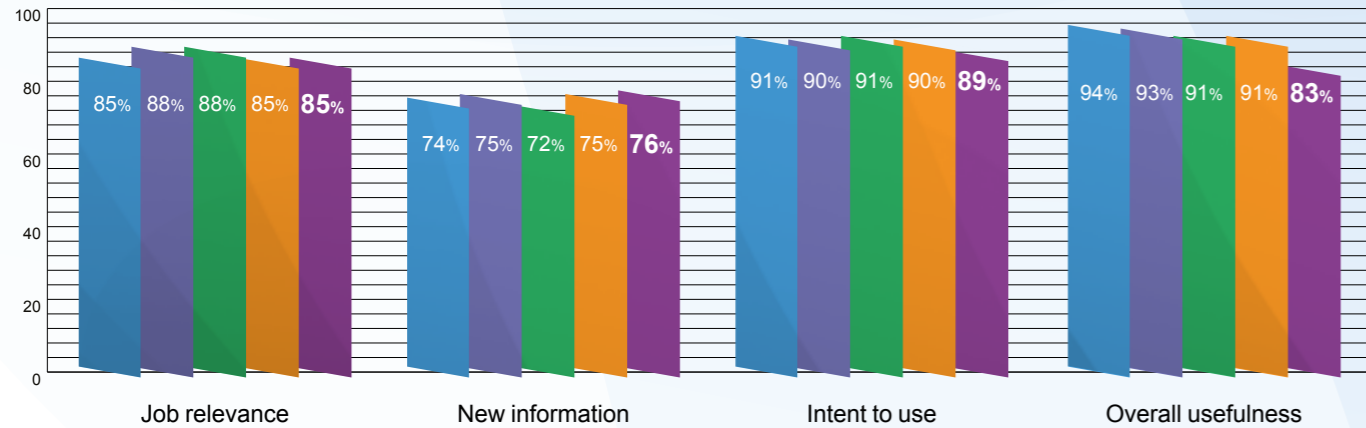


Chart 9
Beneficiary reaction to learning services*



As illustrated in chart 9, feedback on key performance indicators of UNITAR training remains positive, with 85 per cent of respondents agreeing or strongly agreeing that training was job relevant, 76 per cent agreeing or strongly agreeing that information was new, 89 per cent confirming their intent to use the information, and 83 per cent confirming that training was overall useful.⁵ 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 services, through participant self-assessment, objective knowledge assessments or through multiple methods, the Institute regularly tracks the transfer and application of acquired knowledge and skills through periodic post-training questionnaires. 82 per cent of respondents confirmed application of knowledge and skills acquired through UNITAR's 2018 learning events.

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

Partnerships - A Key Pillar to Programming



A strong partnership strategy continues to be an integral part of UNITAR's approach to achieving effective and efficient results, by combining the substantive expertise of UN and other partners with UNITAR's internal expertise in programming, adult learning and instructional technologies. 71 per cent of 2018 beneficiaries were trained through events implemented in partnership. Partners include organizations as diverse as UN entities (representing 34 per cent of all partners), governments (22 per cent), universities (20 per cent), other international organizations (11 per cent), the private sector (6 per cent), NGOs (4 per cent) and foundations (2 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, UNIDO and UNITAR; and the CIFAL Global Network continue to be instrumental in delivering results.

Chart 10
Beneficiaries by partnership

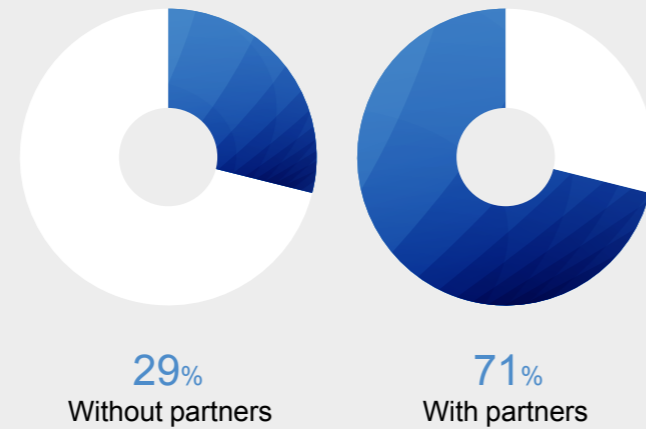
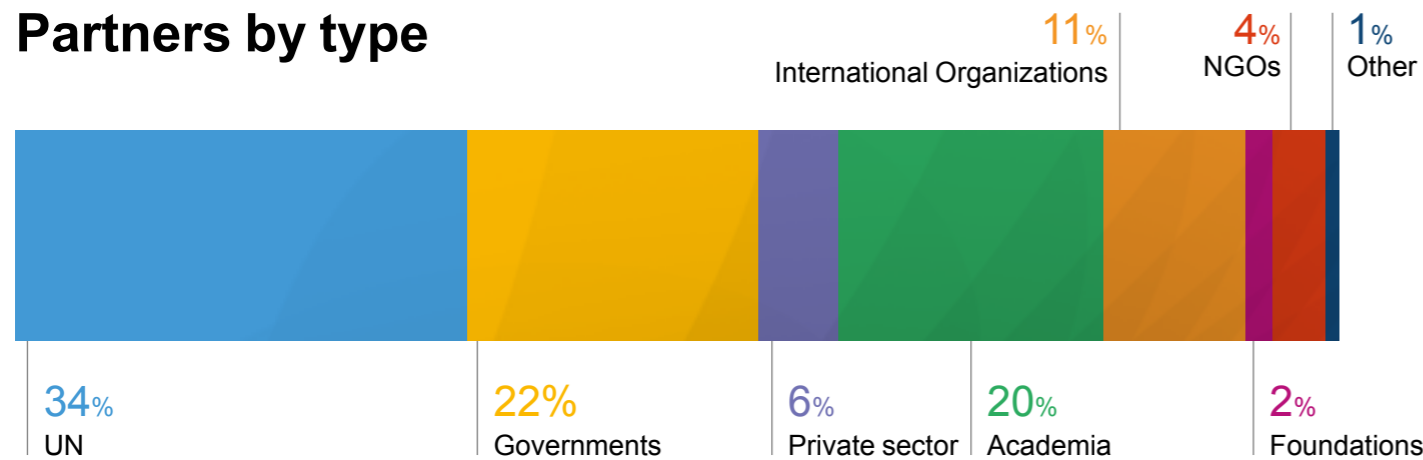


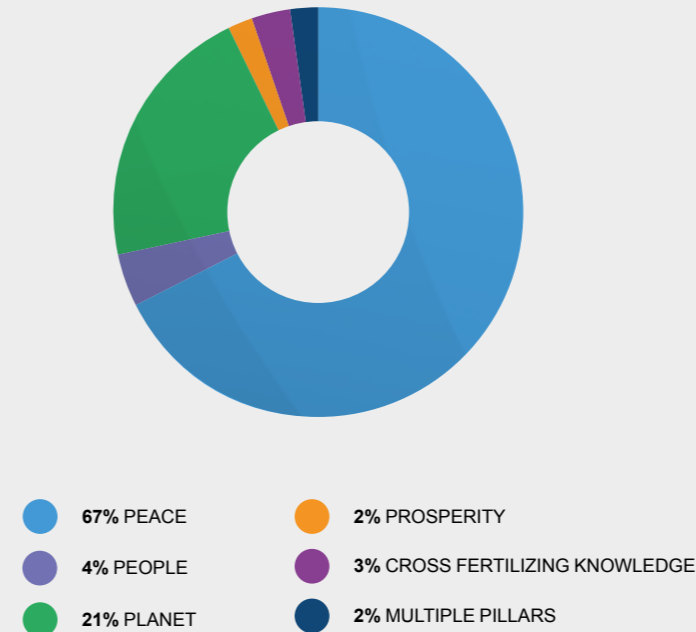
Chart 11
Partners by type



Highlights

Reaching the furthest behind first

Chart 12
Beneficiaries from countries in special situations by pillar



For Learning related programming

77 per cent of learning-related beneficiaries came from developing countries (and 32 per cent from countries in special situations, comprised of the least-developed countries, the landlocked developing countries and the small island developing States). Beneficiaries from this grouping of countries attended more than half of events delivered.

Reaching the furthest behind first

Gender breakdown Participants from countries in special situations are mostly male

The gender breakdown of beneficiaries from countries in special situations (without counting peacekeeping training beneficiaries) is unbalanced, accounting for 67 per cent male and 32 per cent female participants (and 1 per cent other) while the breakdown of all participants is 56 to 43 and therefore slightly more positive. With peacekeeping training beneficiaries included the breakdown is even further unbalanced with 80 per cent (or 15,498) male and 16 per cent (or 3,017) female participants (and 4 per cent or 849 accounting for “other”).

Affiliation Participants from countries in special situations mostly work for governments

64 per cent of learning beneficiaries from countries in special situations work for governments (versus 33 per cent for overall beneficiaries), 7 per cent for the United Nations and other international organizations (versus 7 per cent for overall beneficiaries), 23 per cent for non-state actors (versus 45 per cent for overall beneficiaries), and 6 per cent for other sectors (versus 15 per cent for overall beneficiaries).

This is largely due to the fact that military and police being trained in the area of peace are counted as government officials.

Certification More than half of UNITAR’s certificates are awarded to participants from countries in special situations

UNITAR issued a total of 32,651 certificates of participation and completion for 2018 learning-related events of which 15,573 or 54% 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 only 19 per cent of the certificates issued to beneficiaries from countries in special situations (compared to the overall where 54 per cent received a certificate of completion).

UNITAR pillars Peace and Planet account for 88 per cent of participants from countries in special situations

88 per cent of 2018 beneficiaries from countries in special situations fall under Peace and Planet pillars of

UNITAR programming, as illustrated in Chart 12.

Under the Peace Pillar, 50 per cent of all beneficiaries are from this grouping of countries, meaning that every second beneficiary comes from a country in special situation. Despite smaller overall numbers, 40 per cent of the participants falling under Prosperity and 38 per cent from Cross-fertilization are from countries in special situations. Only 18 per cent of participants falling under Planet are from countries in special situations.

Nationalities UNITAR mostly reached participants from countries in especial situations from the African continent

Close to half (46 per cent) of learners coming from countries in special situations come from Rwanda. The top 5, far behind Rwanda, are followed by Burkina Faso (5 per cent), Benin (3 per cent), Nepal (2.8 per cent) and Bangladesh (2 per cent). Other countries with more than 200 learners each include Dominican Republic, Uganda, Ethiopia, Niger, Zambia, Haiti, Afghanistan, Bolivia, Zimbabwe, Togo, and Tanzania.

Comparison with previous year: higher absolute numbers but lower proportion

To compare with the previous year (2017), 18,346 participants were from countries in special situations. Despite a slight increase, given the overall increase of UNITAR beneficiaries, UNITAR’s rate of participants from countries in special situations has decreased from 49 per cent to 32 per cent of all learning beneficiaries.

Overall, the certification rate of participants from countries in special situations improved greatly from 21 per cent to 54 per cent (2017: only 1,324 certificates of participation or 7 per cent and 2,476 certificates of completion or 13 per cent). The gender ratio slightly improved (2017: 89 per cent male, 10 per cent female and less than 1 per cent other).

In 2017, 74 per cent of learners came from Zambia and the top five consisted of Chad, Haiti, Ethiopia and Nepal.

High application of knowledge and skills

The application rate of learning related learners from countries in special situations is 85 per cent and higher than the overall average of 82 per cent.



Peace

Promoting peace and just and inclusive societies

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





UN Photo/Harandane Dikko

- Strengthened its high-level engagement with Members States, regional organizations and the United Nations, through the planning and facilitation of **two high-level events**. The first high-level event assembled the Special and Personal Representatives and Envoys of the UN Secretary-General (now in its 15th year) and another featuring 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 (now in its 6th year).
- Organized a high level knowledge and experience exchange with the **Secretary-General, the Deputy Secretary-General and 46 Special Representatives**, Envoys, Heads of Missions and Advisors of the Secretary-General, Under-Secretaries-General of DPA, DPKO, DFS and OHCHR, and other senior officials to identify and address **challenges faced by UN peace missions in the prevention of violent conflict** and the promotion of sustainable peace.
- Trained **70 mid and senior-level diplomats, regional organization, UN staff** and other stakeholders in **conflict analysis, negotiation and mediation** through international and regional fellowship programmes.
- Empowered and strengthened the capacities of **33 senior and mid-level female diplomats, UN and AU peace operation staff, regional**

and sub-regional organization staff and civil society representatives including seven Members from the Network of African Women in Conflict Prevention and Mediation (FemWise-Africa), through the first dedicated UNITAR Training Programme Strengthening the Capacities of African Women Peacemakers. Six participants presented case studies in two peer-to-peer knowledge and experience exchanges on women's contributions to peace efforts, on mediation and reconciliation, and on National Action Plans dedicated to the implementation of the UNSC Resolution on Women, Peace and Security 1325 (SCR1325). Delivered the project "FemWise Induction Training on Preventive Diplomacy & Mediation" and trained 50 representatives from FemWise-Africa.



Conducted the first dedicated training for **33 African Women Peacemakers** enhancing capacities on **conflict prevention and mediation** including 7 Members of FemWise.

- Trained **36 mid and senior level officials** and regional organization representatives in the Asia and Pacific region in **preventive diplomacy and peacemaking**.
- Deepened the knowledge and strengthened the skills of **27 Indigenous Peoples' representatives** from around the world in the 11th international training on **conflict prevention and peacemaking** to contribute to peaceful, just and inclusive societies.



10,688
soldiers
trained

96
civilians
trained

from African Troop
Contributing
Countries

Trained 10,688 soldiers and 96 civilians

from African Troop Contributing Countries prior to deployment to UN and AU Peacekeeping Missions in collaboration with the US State Department's African Contingency Operations and Training Assistance Programme.

- Strengthened, harmonized and standardized knowledge and skills of **1,260 police personnel** in African Formed Police Units, in collaboration with the German Government, prior to deployment to the United Nations Multidimensional Integrated Stabilization Mission in Mali.
- **Developed a comprehensive capacity-development package for the Women's Advisory Board (WAB)** which was formed in January 2016 by the UN Office of the Special Envoy for Syria in the context of the intra-Syrian political process to leverage the broad range of expertise, experience and knowledge existing within the generations of the WAB and to foster the development of a collective identity.
- Organized the **documentary screening** premiere "a call for peace" on the **Colombia Peace Process** for more than 400 attendees.

- Trained **17 public sector, civil society and media representatives from seven Sahel region countries on anti-corruption**, and youth awareness and initiative engagement.
- Trained **20 civil servants from 10 countries** on key skills relating to effective engagement on **Nuclear Disarmament and Non-proliferation** issues at regional and global fora.
- Strengthened the knowledge of **91 individuals in the field of international law, including law of international organizations and international environmental law**.



Strengthened knowledge and skills of **46 teachers, educators, psychologists, social workers, mothers and young people involved in the reconciliation process in Colombia**, leading to multiplication across communities and reaching many more families, students, children and youth on development of strategies to identify and prevent risks in their contexts, building capacities to create small but important projects that would positively impact their communities.

- Trained **36 civil society and NGO representatives from 18 Pacific and Indian Ocean islands on women's leadership and good practice around Tsunami-based Disaster Risk Reduction**.

- Built the capacity of and promoted good governance among the members and staff of the **Kenyan Parliament** through a training of **nine Kenyan trainers** in partnership with the Kenyan Centre for Parliamentary Studies and Training (CPST), the capacity-building arm of the Kenyan Parliament.
- Enhanced knowledge and skills of **56 individuals to promote peace and security**, through the delivery of **four master's degrees** in collaboration with internationally-recognized universities.
- Organized **three courses on Disarmament, Demobilization and Reintegration (DDR)**, building the knowledge and capacities of **38 individuals** in DDR processes.
- Furthered understanding of a total of **11,080 individuals** on key concepts related to **conflict and post-conflict theory and practice** through online learning.
- Convened the **Energy for Displaced People Conference**, a two-day event with **129 members from UN agencies, donors, civil society groups and the private sector**. This conference was the first step in developing the Global Plan of Action for Sustainable Energy Solutions in Situations of Displacement (GPA), a platform to strengthen capacity in humanitarian assistance to respond with more reliable, sustainable, modern and affordable energy. A number of side events



Trained **48 women** from the public, private and civil society sectors from both **Afghanistan and Iraq on women's leadership, good governance and the Sustainable Development Goals**.

- on this topic were also held, reaching a further 114 individuals.
- Trained **20 young South Sudanese** representatives from the public sector, private sector, NGOs, media, and academia on **organizational needs assessment, project planning, leadership, and entrepreneurship skills** to identify local needs and develop effective projects to address them.
- Trained **32 Afghan civil servants and NGO representatives** on needs assessments, organizational change and development, and peace building-related knowledge and skills.



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Beneficiary
Aleksei Tsykarev

Title
Chair, Center for Support of
Indigenous Peoples and Civic
Diplomacy “Young Karelia”
Former Expert Member
and Chair of the United
Nations Expert Mechanism
on the Rights of Indigenous
Peoples

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

Strengthening Capacities of Indigenous Leaders for Peace, Planet and Well- Being: Leaving No One Behind

“I was so lucky to be selected for the UNITAR training programme in the very beginning of my UN career. Earlier I attended the OHCHR Indigenous Fellowship Programme, and had an image of how the mechanisms work and my own ideas how to defend indigenous peoples’ rights. These were very helpful in my being appointed to EMRIP. At the same time, that part was theory – I also needed strategies and practice. This is exactly what I got at the UNITAR training.”

Aleksei Tsykarev was an incoming member of the UN Expert Mechanism on the Rights of Indigenous Peoples (EMRIP), a subsidiary body of the UN Human Rights Council, when he first joined the UNITAR Training Programme to Enhance the Conflict Prevention and Peacemaking Capacities of Indigenous Peoples Representatives. “People highly recommended I take this training to be able to apply the knowledge and strengthened skills in many important and innovative ways”.

The UNITAR training took place just one week after his first session as a UN mandate holder – the youngest person ever appointed to a UN indigenous-specific mechanism and with the least amount of international experience. “There was no accommodation time, as the work of mandate holders is very responsible and challenging, and indigenous peoples around the world expect results and efficiency from experts.”

Mr. Tsykarev is a representative of the Karelian people, an indigenous Finno-Ugric people living mainly in northwest Russia. A prominent member of the Finno-Ugric peoples' movement there, he is also known in international indigenous circles for his UN advocacy, including with the Global Indigenous Youth Caucus. Negotiations and conflict analysis are part of his routine in both local and global activism. "I am using the skills, knowledge and networking from the UNITAR training on a daily basis, as are the organizations I am representing." Over 500 indigenous representatives from around the world have been trained in 11 international and 6 regional UNITAR Training Programmes to date strengthening knowledge and skills in dialogue, conflict analysis, negotiation and reconciliation.

Two years after the UNITAR Training, Mr. Tsykarev was entrusted by colleagues to lead EMRIP through the process of reviewing its mandate. It was a challenging job, which required continued engagement with states and indigenous peoples – negotiations with all stakeholders. "We encountered so many opposite positions, and in such circumstances, I had to act on behalf of the group of five experts and present our collective views in the most diplomatic and strong way to ensure the new mandate of EMRIP would be instrumental to improve the situations on the ground. I would have never agreed to chair EMRIP during such difficult times, if I was not confident in my skills. I believe the knowledge I obtained at the UNITAR training was one of the key elements in building that confidence."

Understanding root causes of conflicts, tensions and misunderstandings, which Mr. Tsykarev learned at the training programme, has been useful on many occasions in his international work including on negotiations on new World Bank social and environmental safeguards, at meetings with African governments in Ethiopia, or facilitating a dialogue between the Saami Parliament and a government during a country engagement mission.

Mr. Tsykarev has used his conflict prevention knowledge multiple times in many international capacities: while advocating for the proclamation of an International Year of Indigenous Languages (2019 IYIL) and serving on its Steering Committee, or representing his people – the Karelians – in the World Congress of Finno-Ugric Peoples. Holding the cultural and linguistic rights portfolio at EMRIP, Mr. Tsykarev has promoted indigenous languages from the human rights perspective. It is noteworthy that the Action Plan for 2019 IYIL prepared by UNESCO understands the positive role of indigenous languages in conflict prevention and peacemaking.

Currently Mr. Tsykarev is not only applying his knowledge in his own work, but also transmits it to the next generations of activists and indigenous rights defenders in his own country and internationally. He organizes capacity building trainings in the Republic of Karelia and across Finno-Ugric regions in Russia, for which he has asked UNITAR's permission to use some of the exercises and materials. He also teaches and presents at the OHCHR Indigenous Fellowship Programme, Arctic Summer College, academic institutions

and conferences around the world. Five years after being a trainee himself, he now serves as a resource person for the UNITAR trainings on conflict prevention and peacemaking. "I see the eyes of many young indigenous advocates. They are eager to act passionately and quickly, and this is a good energy they have, but sometimes we need to calm

down, analyze and rethink our approaches, to make the results of our important work sustainable."

Aleksei Tsykarev speaks as Chair of EMRIP. Chief Willie Littlechild (center) also serves as a UNITAR Indigenous Training Programme Resource Person.





Courtesy of Sheewa Mohammadi Kabir

Beneficiary
Sheewa Mohammadi
Kabir

Title
Project Assistant

Training
UNITAR Hiroshima
Women's Leadership
Programme for
Afghanistan

How one woman is changing the lives of many in Kabul

The vast majority of women around the world have faced, at least once, challenges solely because of their gender. Born in Kabul, Afghanistan – considered one of the most dangerous countries in the world in which to be a woman – Sheewa Mohammadi Kabir had to deal with gender inequality and inequity from a very young age. Many of these barriers came as a consequence of the country's tumultuous recent past. Now she is challenging these barriers and changing her country's present and future.

In the last three decades, Afghanistan has been occupied by communist Soviet troops, US-led international forces, and in the years in-between has been ruled by militant groups and the infamously oppressive Taliban. Once a country that enjoyed progressive women's rights - Afghan women were first eligible to vote in 1919, in the 50s gendered segregation was abolished and in the 60s a new constitution brought equality to many areas of life, including political participation – after the emergence of the Taliban in 1994, Afghanistan became hostile for women and girls. They were banned from studying, working, and leaving the house without a male chaperone, among other restrictions. The Taliban were ousted from power at the end of 2001, but gender violence and discrimination still continues all over the country. Thanks to women like Sheewa, however, change is on the way.

Since she was little, Sheewa already felt the urge to do more for herself and those around her but she soon realized the consequences of gender discrimination at school. "Unfortunately,

the number of girls studying was decreasing because of the political situation. Most families were not allowing girls to go to school and many of them still don't value girls' education, so this is something I grew up with".

Sheewa continued her studies despite the odds and eventually became an English teacher, but she wasn't satisfied. "I did teach English for a couple of years in a private university, but I didn't have a platform where I could make much of a difference. So, I decided to change my career". While Sheewa was working with an NGO and volunteering in a project to support working children to go to school, she came across an ad on social media about the UNITAR Hiroshima Women's Leadership Programme for Afghanistan, created to empower junior to mid-level young female professionals. Sheewa was selected for the programme, participating in a workshop in Kabul, followed by a 15-day workshop in Hiroshima along with 19 other women like her. However, she encountered some resistance from her family. "Although my father isn't against our education, he fears the community and fears the people." For Sheewa, this wasn't just a matter of travelling abroad. "It was a matter of challenging my family, of taking risks and breaking boundaries. It was a private revolution for everyone around us. I was the first woman in the family to travel alone and achieve this big dream of mine".

Sheewa ended up receiving her father's blessing before going to Hiroshima but she wasn't prepared for what was yet to come. "I was so awestruck by

the environment, the people, how respectful, kind and well behaved the citizens, the mentors and the UNITAR staff were. The topics we learned during the workshop were amazing, but I've learned also a lot about the community we were in, things like how they behave on streets, the working women... it was wonderful". For her, it was a life-changing experience. "It helped me find myself. Before, I didn't have the courage to say no, but I have it now. If people don't listen to me, I'll make them listen and I don't accept any excuses until I'm convinced it's the right thing to do. It was a wakeup call and I came back another person, more confident, more empowered, and I fear no one anymore".

When Sheewa returned to Kabul, she started working on many projects of her own. "I started my own NGO along with three friends to attend to children, youth and women. I have now teams of volunteers. We fundraise to buy clothes and food for the working families. We are creating a cycling library for working children, where the volunteers take turns to go to different areas offering free books and we also organize gatherings for children on book reading. I want now to expand my volunteer groups and find more donations to help these children pursue their education". Through her NGO, Sheewa is also engaging women, youth, government officials and the private sector in political discussions. "We want to raise awareness among society of the government's responsibilities, and we want the government's commitment to ensure them, to answer them and we hold them accountable".

Sheewa is also working on projects related to gender issues. I've recently reviewed a gender policy for an international organization by myself and I've created a gender policy for the office I'm working in. There are 54 people working there but only 12 of them are female and there are no women in the senior management team nor even in a lower level of management. I'm also proposing a management training to empower our female staff. I delivered everything to HR and now I'm waiting for it to be reviewed and hopefully approved by the board of directors". Sheewa is also part of the Afghan Intellectual Movement (AIM) along with other women and men working for peacebuilding in Kabul.

Sheewa also wants to share what she learned during her fellowship. "I've shared the materials already with my colleagues, but I want it to get to a larger number of women. I want to train women so they can confidently go for management and leadership positions. Women are so often kept away from the opportunities they deserve and which are their right, and many of them accept it. I want to show them that this isn't right and that they are doing injustice to themselves, that they should stand up for their rights, do whatever they like and make their own choices. No one was happy for me to participate in this fellowship and for going this far away from home, but I did it". This is just the beginning for her.





Beneficiary
Farzana Raja

Title
Pakistani politician –
Former Federal Minister,
Ex- Member of the
National Assembly of
Pakistan and founding
Chairpersons of the
Benazir Income Support
Programme (BISP)

Master
Oxford Brookes University
(OBU) -
UNITAR Master in
Humanitarian Action and
Peacebuilding

Never too experienced to learn

Few of us can confidently say that we have impacted the lives of millions like Farzana Raja has. She has accumulated over 20 years of experience as a Pakistani politician, as a Former Federal Minister and Ex-Member of the National Assembly of Pakistan, among other positions. Her younger self have never imagined that her passion for the humanitarian field would bring her so far in life. “I was a middle-class family child and during my upbringing I saw many young people in my community whose parents struggled with paying their school fees, especially those for high education. I used to ask myself ‘what can I do to help people achieve their dreams?’, but at that time I didn’t have much exposure to the world and I didn’t know what to do”.

When she was at university, Farzana saw Benazir Bhutto become the first female prime minister of Pakistan and this fuelled Farzana with motivation to take real action. “As a woman and young leader, Bhutto would talk about women’s rights and youth and this inspired me”. After graduating from college, Farzana founded an NGO that offered scholarships to students having problems to keep up with their universities’ fees. Then, unexpectedly, she had the opportunity to meet Ms Bhutto in person, who was impressed by Farzana’s will to do more for others and extended to her a special invitation: to join her party and work on addressing social issues in the country. “This was a big breakthrough in my life and that was how I started my political career working for the underprivileged”.

Farzana’s career quickly developed and after six years she was elected to the Provincial Assembly of Punjab, one of the largest provinces in Pakistan, in a reserved seat for women, where she served for 5 years. She then ran for the National Assembly of Pakistan on a similarly reserved seat for women from Punjab, but a few days



Courtesy of Farzana Razi

before the election day, Farzana's life was shaken in a tragic turn of events. While accompanying Ms Bhutto at a political rally, shots were fired at the Prime Minister and a suicide bomb was detonated immediately after, killing Ms Bhutto and 24 other people. "I was devastated. She gave me a life opportunity and I saw her die in front of my very eyes along with other dear colleagues. This was a very traumatic experience for me".

Farzana was in grief when she received the news about her election victory and she channelled it

into founding what would become her life's work: the Benazir Income Support Programme (BISP), the first ever social protection programme in the country, which was designed to alleviate poverty through women's empowerment, grouping different social services under one umbrella. "A poverty assessment survey was done in the country with 27 million families responding to it. Cash transfers were delivered directly to the women participating in the programme for the first time in Pakistan through the bank accounts and debit cards given to them to eliminate third parties, so no one else would be involved in giving and taking the money. We offered vocational and technical training to develop their skills and make them gradually independent from the programme. The school fees of children would be covered to ensure their access to education and female entrepreneurs had the possibility to get loans to start their businesses".

After so many years of work, Farzana felt the need to get more knowledge to support her endeavours, by combining experience with academia. "I needed to learn more in depth about humanitarian issues, peacebuilding and peacekeeping to see how I could contribute more meaningfully towards a peaceful and better future". During her search, Farzana came across the Oxford Brookes University (OBU) - UNITAR Master's in Humanitarian Action and Peacebuilding and decided to apply. "I looked at the modules and I was really excited to see it was a work-based and objective programme. I was also pleased that my geographical restrictions wouldn't get in the way of learning because I could do it from anywhere in the world, so I would be able to

stay with my family and children while pursuing this Master's".

Farzana was over the moon with the course and everything she was learning. "You know when you like something so much that you think of it all the time? This Master's is like that for me. We learn about things that are happening right now in the world. I like the methodology as well, there are lots of discussions and experience-sharing among the participants and the experts delivering the modules. It feels like you're actually working and living all over the world, benefiting from 100 years of experience by learning from them, so it's very motivating". She also enjoys going through all the essential and optional readings. "I used to look at things from an outside perspective. I would read many newspapers and reports, but I didn't have such a diversified source of information to learn from".

Farzana is particularly interested in the implications of conflict resolution. "I always wondered why many conflicts happening around the world aren't being managed and solved but I've never considered aspects such as conflict sensitivity and conflict transformation. Without a peacebuilding process there cannot be real conflict resolution. We must avoid that all the suffering is passed on to the next generations, affecting children physically, mentally and economically in a vicious cycle". She also said that what she knows now would've come in handy in the past. "I recall one time we had a problem of internal displacement in a province on the border with Afghanistan. At that time, the War on Terror was going on, so many people living in the region

were taken from their homes. We provided them with shelters, but it was a challenging process because according to their culture and beliefs, the name of the female members of their families could not be shared with anyone else, but we needed their identification. We managed the situation, but I believe that we could have somehow improved our response to this problem if we had been more sensitive to their culture when finding a solution".

While enrolled in the Master's, Farzana was also writing a book where she shared everything about the BISP. "I wanted to put in writing the benefits and at the same time the political challenges we faced when designing the programme, as well as the methodology used. I started writing it before the course and, fortunately, the learning and writing skills I've acquired helped me polish the book in the end".

Farzana now wants to continue her work in the humanitarian field but she also wants others to join her. "We need more people dedicated to solving humanitarian issues. There are already many doing amazing things, but we need a lot more individuals to work in this field and invest their time and energy to bring harmony, peace and love into this world".



People

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

UNITAR programming under the People Pillar was aligned with eleven of the seventeen SDGs.





- UNITAR's network of affiliated "CIFAL" centres provided training and learning opportunities to **22,100** government officials, private sector representatives, (space missing between two words), and civil society leaders from around the world.
- **128 capacity building and awareness-raising events** were implemented by the **CIFAL Global Network**, covering a variety of topics in the areas of urban planning and governance, economic development, social inclusion, environmental sustainability, leadership, and on localizing the Agenda 2030 for Sustainable Development.
- Strengthened the managerial and leadership capacity of **788 government officials and key stakeholders** to develop and implement interventions that address **risk factors that contribute to road traffic crashes**.
- development and equitable growth at the local level.
- Enhanced knowledge and skills of **119 local government officials** and disaster management professionals to design and implement plans and programmes that **reduce disaster risk and enhance resilience**.
- In the framework of the World Interfaith Harmony Week created by UN General Assembly Resolution 65/5, raised awareness about interfaith and intercultural dialogue as important dimensions of peace and development among **46 permanent missions to the United Nations in Geneva**.
- Empowered **119 public officials and private sector executives** with transformational ideas for shaping public policy and with collaborative strategies in implementing policy through the **Leadership in the Public Sector** learning course, the annual Collaborative Leadership Workshop and through the 8th annual Geneva Institute for Leadership and Public Policy Conference.



Equipped

413

individuals to identify local solutions to global water challenges.

- Conducted the 5th Mayoral Forum on Human Mobility, Migration, and Development in Marrakech, Morocco benefitting **244 municipal and regional leaders**, promoting globally relevant policy dialogue, fostering knowledge exchange on how to better support migrants, protect refugees and enable their inclusion, while advancing sustainable



Courtesy of Ms. Lisa Gonsalves

Partner
Regional Municipality of
York, Canada

Focal Point
Lisa Gonsalves

Title
Director, Strategies and
Partnerships Branch,
Regional Municipality of
York, Canada (on Social
Inclusion)

How a Regional Municipality in Ontario is Setting an Example on Social Inclusion

More than ever, immigration and ethnic diversity are at the top of the global political agenda and have been subjects of heated debates. Nativism is driving populism and some people are reluctant to welcome foreigners, thinking that immigration will negatively change their communities, their countries and the economy at large. Studies show that when migrants move from one country to another, they carry a new range of skills and perspectives which nurture innovation and stimulate economic growth. However, newcomers face challenges integrating into their new surroundings. The integration process is often challenging and effective policies are necessary to make sure newcomers feel welcome in their new communities and to accelerate social inclusion. The Regional Municipality of York (York Region) in Ontario is setting an example for other municipal governments to follow.

York Region has a population of 1.2 million people. In 2016, 47% of residents were born outside of Canada, and this figure is expected to grow over the next 10 years. While the majority of the immigrant population arrived in Canada prior to 2001, York Region continues to attract new immigrants at a steady pace. "York Region is a welcoming and inclusive community that openly receives newcomers and promotes social equality", explains Lisa Gonsalves, Director, Strategies and Partnerships Branch, Community and Health Services at York Region. For example, the 2017-2021 York Region Newcomer Strategy was developed to help newcomers integrate economically and socially in their communities. Moreover, 56% of York Region's newcomers are economic migrants ready to contribute to the Canadian

workforce. Many newcomers to York Region are highly educated, but have specific needs that would help them better integrate into the workforce or community. York Region actively works with community partners to ensure that support services are relevant, timely and accessible.”

York Region is fortunate to be part of a coordinated service system with settlement service providers and other organizations that are well equipped to deliver services and supports to newcomers. There are five strategically located Welcome Centres in York Region that have specific responsibilities to help newcomers settle and integrate. These centres operate as service hubs, offering assistance to newcomers, such as language training, orientation workshops, family support groups and referrals to other services to help individuals get settled. However, Lisa and her team realize that there is still more to be done and they need to work closely with other service providers not only to address the needs of newcomers but also others in the community. “We saw a need for a change of attitude so we began to identify local opportunities to strengthen social cohesion and to build capacity in our own communities”.

York Region sees its diversity as a source of strength, vitality and economic opportunity. With a community that is one of the most diverse communities in Canada, York Region began by asking people what inclusion and diversity meant to them. “We had discussions and engagement sessions with the community to get their input.” Consultations involved over 1,800 individuals and

organizations and was carried out together with 20 organizations across York Region. “We have been working together with York Regional Police, local municipalities, our school boards, the hospitals, conservation authorities and agencies to prepare ourselves, our staff and our programmes to be more responsive to everyone, including newcomers”.

This collaborative action resulted in the creation of the Inclusion Charter for York Region. It began with a focus on newcomers but, after consulting with the community, was expanded to embrace people representing all dimensions of diversity.

“We wanted to make our community more welcoming and inclusive not just for newcomers but for everyone. By endorsing the Charter, our organizations share the vision of York Region as a community where diversity is celebrated and where everyone can develop to their full potential, participate freely in society and live with respect, dignity and freedom from discrimination.”

The Charter identifies a common commitment to be more welcoming and inclusive, and is a guideline to what each organization will do bring it to life. “It’s not just about words on paper, but rather a commitment to take action”. And action has indeed been taken. Using data and trend analyses, the organizations are developing and implementing many initiatives to create a more welcoming and inclusive York Region.

One of these successful initiatives is the Places of Worship Tour developed by York Regional Police. “New recruits go on this tour as part of their onboarding and orientation programme and now

many public servants also have the opportunity to participate in it. During the tour, we visit several different places of worship, meet the leaders of those faith communities and learn about their beliefs. It’s an opportunity for us to engage with the faith community and understand each other better”.

As one of the most diverse communities in Canada, York Region has lots of other activities that promote inclusion. The organization has created quiet rooms, for instance, which are spaces in the workplace designated for prayer, reflection and meditation for employees and are also a way to show the regional government’s support for inclusion. Another one is the Conference for Internationally Educated Professionals, which gathered 500 attendees in its 3rd edition. “This conference was created to bring together internationally educated professionals and potential employers from various sectors. It featured workshops on how to network and keynote immigrant speakers who shared their own experiences”.

But such accomplishments did not come effortlessly. “It took us 6 years to develop the Inclusion Charter for York Region. At the beginning, some organizations didn’t understand what this Charter meant. They were a little bit uneasy about it, so we started very slowly”. However, Lisa is convinced that this approach has paid off. “I’m glad we didn’t rush through it, because we were able to educate and inform people that probably wouldn’t think of inclusion and diversity the way we do today”. According to Lisa, part of this success can be attributed to UNITAR’s support of the Charter.

“Yes, we’ve been on this journey for quite some time and we’ve done really good work together with our partners, but when UNITAR came into the picture - and I think that is what the UN does - it brought people together! Everything seems to have gone to another level in terms of people being open to jump on board”.

The synergies that emerged from this special partnership helped to spread the work of the Charter beyond York Region’s geographical reach. UNITAR sees the Inclusion Charter as a leading practice model that other jurisdictions can adapt to create more inclusive communities.

Experts from York Region have been invited to share their Charter experiences at workshops and conferences in different places of the world. Presenting at UNITAR’s Road Safety Africa Conference to bring awareness on road safety has been one of the many opportunities to allow such exchanges. The Inclusion Charter was also presented to dignitaries at the UN Headquarters in New York to honour World Interfaith Harmony Week. “UNITAR is more than a logo on our Charter. This partnership has been incredibly impactful and is helping us with our mission and to move things forward”.



Planet

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

UNITAR programming under the Planet Pillar was aligned with two of the seventeen SDGs.



- Developed climate change related knowledge and skills of over **13,000 stakeholders** through the UNITAR-managed UN CC:e-Learn platform, which has more than **170,000 registrations** and **13 courses in 8 languages**.
- **Joined forces with Danone** to bring climate change and sustainability learning to thousands of private sector employees and other interested individuals around the world



Raised awareness of the importance of education and training for an effective response to climate change by **facilitating connection and participation of UN**

CC:Learn partner countries in ACE negotiations and providing technical advice in multiple occasions.

- **Kenya, the Kyrgyz Republic, Zambia and Zimbabwe** expressed an interest in taking a strategic approach to climate change learning and officially joined the UN CC:Learn partnership.
- **Regional hub established in West Africa** promoting South-South collaboration and exchange on climate change learning in **13 countries**, in partnership with the regional training centre of the Permanent Interstate Committee for Drought Control in the Sahel (CILSS), Agrhyment.

- Responding to country requests for additional knowledge and capacity on accessing the Green Climate Fund (GCF), UNITAR and the GCF Secretariat delivered **nine webinars over the course of 2018 introducing the GCF's Simplified Approval Process Pilot Scheme (SAP) to over 600 participants**.
- Co-organized and delivered National Adaptation Plan (NAP) trainings for **41 government officials** from 14 Pacific countries (including SIDS and LDCs) and **104 government officials** from African countries (including LDCs) in cooperation with UNDP and UN Environment. The training for the Pacific countries focused on the "*Appraisal and prioritization of adaptation options for national adaptation planning*" and the training for the African countries focused on "*Climate change adaptation finance*".
- Co-organized and delivered a Training of Trainers for **19 trainers** from NAP-GSP partner agencies on "*Delivering Training Effectively for NAPs*". The trainings were organized in cooperation with UNDP and UN Environment through the NAP-GSP.
- Developed NAP-related skills for **66 government officers from Pacific countries and 132 government officers from African countries** in cooperation with UNDP and UNEP.

- **More than 100 individuals from over 80 institutions** came together at the Second Global Forum on Green Economy Learning to discuss role of knowledge and skills in designing inclusive green economy solutions and enhance partnerships for green economy learning.
- In the area of green economy, UNITAR (co-) organized training activities, consultation workshops and seminars in Mongolia, Uruguay, Mauritius, Burkina Faso, Senegal, Indonesia, South Africa, Kyrgyz Republic reaching to **580 beneficiaries**.
- Supported the completion of GEF-funded Mercury Initial Assessments in **Benin, Burkina Faso, Ghana, Guinea, Mali, Niger, Samoa, Senegal and Togo**.
- Trained over **50 government officers** and other stakeholders on developing mercury inventories, consistent with the MercuryLearn inventory modules.



Published a **socio-economic research methodology and a handbook on formalizing the artisanal and small-scale gold mining sector (ASGM)**. Also, supported Sierra Leone in undertaking a comprehensive field study on the status of ASGM in the country.

- Trained **227 government officers** and other stakeholders in Mongolia and Peru on pollutant release and transfer registers (PRTRs).
- Trained over **150 government officers** and other stakeholders through national workshops on the UN system on classification and labelling (GHS).
- Developed and delivered two cycles of an e-Learning course on GHS, with **25 successfully passing**.
- Supported and closed national projects in **Burundi, Guinea and Uzbekistan on the GHS**, and in Mongolia on PRTRs.
- Strengthened the understanding of **1,421 participants** of how to successfully **integrate climate change and biodiversity considerations in spatial planning**.
- **Over 200 delegates brought up to speed on 11 different climate change topics** through two editions of the **Climate Classroom initiative** held at major UNFCCC-related events.



Dr. Ganzorig Gonchigsunlaa teaching Sustainable Development Goals in the Development Economics course among undergraduate students



Beneficiary
Ganzorig Gonchigsunlaa

Title
Doctor in Agricultural
Economics, Senior
Lecturer at the Mongolian
University
of Life Sciences

Course
e-Course on Green
Fiscal Reform

From an Online Course to the Classroom: Adapting the Green Fiscal Reform Concept to the Mongolian Context

Dr. Ganzorig Gonchigsunlaa, originally from Mongolia, studied at the University of Manchester, where he obtained a Master of Science in Environmental Economics in 2010. He gained his PhD in Agricultural Economics at the Georg-August University of Goettingen, Germany in 2016.

Since then, he has become a Senior Lecturer at the Mongolian University of Life Sciences where he teaches three courses: *Introduction to Economics*, *Cost-Benefit Analysis* and *Development Economics*. In addition, he also has experience working with the UN System and the Mongolian government.

During the weeks of 8 September to 10 November 2017, the Partnership for Action on Green Economy (PAGE) delivered an e-learning course on green fiscal reform (GFR) to meet the learning needs and build capacities of national stakeholders.

The interactive and practice-oriented course provided participants from government, business, civil society and academia with an introduction to various approaches and policy instruments for reforming government spending and revenue generation with the goal of supporting the transition to a green economy.

Ganzorig participated in the course and shares with us his experience:

"The GFR e-course was amazingly well-prepared and organized. The course plan, evaluation methods, training materials, online discussions and receiving feedback for my submitted assignments was fantastic. It was my first time taking an e-course, and I understand better now how useful it can be to take an e-course."

In terms of content, Ganzorig says he "gained knowledge related to fiscal and financial aspects of the green economy for a variety of economic sectors including agriculture and transportation."

The most important aspect of the course for him was the "chance to pool out every aspect of green fiscal reform with very practical international case studies and examples."

Among all the new concepts that he learned, one of the key takeaways is that a biggest challenge to fulfil country goals might be the financial gaps, and thanks to the e-course, he grasped this more clearly.

He encourages people who want to learn about GFR in a constructive manner to take the e-course. "The flexibility of taking the course at my pace, reading the training materials, and having homework was a good balance for me. The live discussions through the webinar was also very interesting and essentially allowed me to connect with other participants and talk

about the same topic regardless of our geographical locations," he adds.

After taking the course, Ganzorig had a chance to share his knowledge through PAGE at UN Mongolia to develop a course on *Green Economy and Modelling* among the undergraduate students.

The team of professors at the Mongolian University of Life Sciences, National University of Mongolia, and the University of Finance and Economics in Mongolia developed the course curriculum, and lecture and seminar materials.

"I was in charge of the topics on Green Fiscal Reform: Rationale and related concepts and Green Fiscal Reform: Instruments. The two topics are translated versions of the Module 1 and 2 of the GFR e-course; in addition to, a few more cases focused on the context of Mongolia. This is evidence that the course was beneficial to the participants, like myself, who can later evolve the concepts to reach more people," he concludes.

UNITAR is a founding member of the Partnership for Action on Green Economy (PAGE) providing foundational and applied learning to support global transition to an inclusive green economy.





Courtesy of Ms. Sarantuya Jigjiddorj

Partner
Ministry of Environment
and Tourism, Mongolia

Focal Point
Sarantuya Jigjiddorj

Title
Consultant for the Ministry
of the Environment of
Mongolia - National
Coordinator of the training

Training
National Inception
Workshop and trainings on
institutional and technical
aspects of PRTRs in
Mongolia

How Mongolia is Improving its Capacity to Collect Data on Pollutant Release

Since 1990 Mongolia has transitioned into a vibrant democracy. Its vast quantities of untapped mineral wealth have made it a target for foreign investors, transforming the country's tiny but fast-growing economy. These rapid changes increase economic opportunities, but they often come at the expense of human and environmental health. Over 100 million man-made chemicals and chemical formulations are used in every sector of the industrial economy; and worldwide production ensures that toxic chemicals are now found in all ecosystems on Earth, including Antarctica and the most remote seas. When we look to the future, the projections are more alarming. By 2025, cities around the world will produce 2.2 billion tonnes of waste every year. More than ever, economic growth must be matched by enhanced programmes and initiatives for sound chemicals and waste management. Fortunately, Mongolia is doing just that.

Mongolia has ratified international treaties on chemical and waste management, such as the Basel, Rotterdam, and Stockholm Conventions, while national legislation on the topic has been in force since 2000. The country also has numerous strategic plans for hazardous waste management in place such as the National Programme on Decreasing Waste. To help address its waste stream, Mongolia counted on extra help from UNITAR to design and implement a national Pollutant Release and Transfer Register (PRTR). "This is a very important project for Mongolia because it lays the foundation for improving the quality of data collection in the country to make it more accurate and, therefore, reliable. So far, the national database depends on the administrative data collected in the provinces, but by introducing the PRTR we can collect real data from the industrial facilities as well",

explains Sarantuya Jigjiddorj, a Consultant and National Coordinator of the PRTR project for the Ministry of Environment and Tourism in Mongolia.

At first, Sarantuya was anxious about working with Pollutant Release and Transfer Registers (PRTRs), as it was still a little-known topic in Mongolia. “At the beginning it was a little bit challenging because even I had to do some desk review to understand more about it. But UNITAR has a very structured process of implementing such projects. They’ve supported the project’s local office and have always given easy-to-follow instructions”. The project started with a series of trainings and workshops to get public officials, NGOs, Academia and other stakeholders familiar with the different aspects of PRTRs, especially their technical and institutional features. Sarantuya and her colleagues organized also an outreach campaign, visiting industrial facilities in Ulaanbaatar and talking to interested professionals about the trainings. “We invited them to participate in the project activities, to learn more about PRTRs. When they heard that we were working on the same issues they were and that we were on the same track, they were so excited that they’ve even got other companies and other people involved”.

During the trainings, the participants learned how to effectively communicate reported data from industries, which release estimation techniques should be used and what kind of legal framework needs to be developed at the national level. “UNITAR delivered the trainings and invited Mr

Nebojša Redžić, Head of Unit at the Serbian Environmental Protection Agency and a PRTP expert, which it was very helpful as it gave us a comprehensible understanding of the PRTRs. To support the training, we’ve translated UNITAR’s brochure on PRTRs to Mongolian and distributed it to those who participated in our project activities as well as to everyone interested in the subject”. And for those willing to learn more about it, she says: “I’ve used UNITAR’s PRTR Platform and I found it very useful. I recommend it to everyone that is confused about some areas of the PRTRs”.

As countries work to improve their data collection in order to comply with the multilateral environmental agreements, barriers in the private sector often hinder the possibility of change in the way chemicals are produced and managed. Therefore, it is important to create a responsibility system of producers or waste generators to ensure the contribution of more stakeholders towards waste management. For Sarantuya, the first efforts to get people in Mongolia involved are already paying off. “After the first workshops the participants had a better understanding of what the national PRTR would be and it became easier to get them on board to collaborate with us”.

With UNITAR’s help, Mongolia has designed its national PRTR system and is ready to compile data from point sources of pollution in the capital. Sarantuya believes these new initiatives will be highly beneficial for her homeland in many aspects.

“Once we set up the initial PRTR, I believe we will be able to comply with our responsibilities to the conventions and this is, of course, very positive for the country. But, moreover, once industrial facilities start to introduce and submit their PRTR, they will be much more aware of their pollution and emissions and consequently more interested in investing in greener technologies for their facilities, which contributes to sustainable development. So, this is

beneficial not only for the government offices but also for the businesses and industries”.

Meanwhile, Sarantuya wants to share what she learned with others. “By coordinating these trainings, I’ve learned a lot of things about environmental data and the importance of being environmentally conscious. Now I want to share my knowledge and teach others about environmental protection and sustainable consumption and production”.





Prosperity

Promoting inclusive and sustainable economic growth

UNITAR programming under the Prosperity Pillar was aligned with two of the seventeen SDGs.





Developed knowledge and skills of **132 trade and agriculture officials** from Europe and Central Asia (in Russian language) and Eastern and Southern Africa (in French language) on **Trade, Food Security and Nutrition** in partnership with the Food and Agriculture Organization (FAO) of the United Nations.

- Successfully developed and delivered online courses on **Gender-sensitive Value Chains** benefitting **434 participants** globally in partnership with the FAO.
- Trained **80 tax officials** from Ibero-American States on **environmental taxes and sustainable development, trade facilitation, and comparative analysis of tax codes** in Latin America in partnership with Instituto de Estudios de las Finanzas Públicas Argentinas.
- Jointly delivered with UNOSAT the strengthening of capacities of **21 officials** from Francophone African countries on **Project Monitoring Frameworks and Tools** in partnership with Arab Bank for Economic Development in Africa.

- Enhanced knowledge of **46 Central Bank Officials** from West Africa on **Banking Supervision** in partnership with the West African Institute for Financial and Economic Management.
- Trained **19 Afghan civil servants on public financial management** best practice.
- Trained **21 junior-to-mid-career-level Iraqi professionals** from public sector, private sector, academia, and civil society organizations on social entrepreneurship and leadership to be leaders in their communities and address local needs through innovative and creative business solutions.
- Trained **56 public officials, diplomats, private and civil society stakeholders on public finance and debt management, trade and intellectual property rights** primarily through e-Learning courses.





Multilateral Diplomacy

Strengthening multilateralism to foster dialogue and effective diplomatic solutions

UNITAR programming under Multilateral Diplomacy was aligned with two of the seventeen SDGs.




- Raised awareness of more than **530 delegates, members of international organizations and other stakeholders** through customized training
- Developed knowledge, skills and awareness of **1,447 delegates to the United Nations in New York** as part of the Institute's core diplomatic training, including training on the **General Assembly and Main Committees, ECOSOC, Security Council, Human Rights Council, the Fifth Committee and Drafting Resolutions**.
- Developed knowledge, skills and awareness of **244 participants**, including diplomats, public officials, private stakeholders, civil societies and individuals in Geneva, Vienna and Beirut as part of the Institute's **Core Diplomatic Training**.
- Developed knowledge of **184 stakeholders**, mostly from developing countries, on **Gender Equality and the Empowerment of Women**.
- Awarded 550 **scholarships from Swedish support for G77 country participants** under the **Leveling the Playing Field** initiative in New York.
- Developed skills of **238 national and regional experts on Strengthening Preventive Diplomacy and Multilateral Negotiation** (SDG 16) by implementing an International Conference in Madrid with 10 diplomatic academies, UN experts and members of academia.
- Developed two series for International Students to increase the awareness on United Nations Topics: **Global Diplomacy Initiative for 20 selected students**.
- Held an **introductory briefing on the 2030 Agenda for 63 senior administrative service officers** from the **Government of India**.
- Enhanced the knowledge and skills of **25 Indian Foreign Service Officials** in the field of International Law and Frontier Diplomacy.
- Successfully prepared more than **25 country representatives from the Commonwealth of Small States** to effectively negotiate in international conferences.
- Concluded its training course on "Strengthening Skills and Knowledge in Multilateral Diplomacy: Practical Preparation for Security Council Membership" for diplomats from Dominican Republic and Indonesia.



Developed knowledge and skills of **175 beneficiaries** through e-Learning.

- Developed knowledge and skills of **83 delegates, UN officers and other stakeholders** on the negotiation, mediation and conflict resolution implemented in partnership with **Columbia Law School**.

- Launched a new series on **New Technologies TechNovation Talks** with the collaboration of United Nations Office of Information and Communication Technology, and developed knowledge, skills and awareness of the **179 students**
- Raised awareness and developed skills and knowledge of **105 students** through **Master's programmes** with the University of Geneva, MGIMO University, and the Open University of Catalonia (UOC).

 **7,200 downloads** of the **UN "How To" app** to provide a portable avenue for delegations to access all information and documented need to successfully navigate the United Nations system.



UN Photo/Manuel Elias



Courtesy of Ms. Jennifer Anderson

Beneficiary
Jennifer Anderson

Title
Solicitor

Master
UOC - UNITAR Online
Master in International
Affairs and Diplomacy

Not just a Degree but a Life Experience

For many people, making time to study when you already have a solid and successful career may seem like a crazy idea. Add other activities such as hobbies, social life, family responsibilities, and most of us would not even consider it.

Not Jennifer Anderson, though, who has a background in law and economics and works as a solicitor in Newcastle, Australia. Through the UOC - UNITAR Online Master in International Affairs and Diplomacy, she found the perfect means to get the knowledge and skill-set she always longed for, without setting aside her well-established life. “To someone who has already done a lot, it’s fantastic to be able to access this type of learning without having to leave your job or move, and especially to do it while balancing other responsibilities and commitments”.

When Jennifer says she has accomplished a lot, she really means it. Throughout her career she’s had the opportunity to work and live in many different places, including in developing countries, rural and urban settings, and both impoverished and very affluent areas. These experiences gave her an international perspective, and really sparked her interest in the world of international affairs and diplomacy. However, Jennifer never thought she would be able to seriously learn more about it, as it always seemed out of reach to her. “I couldn’t imagine just leaving my family, my ties to my community, and a successful career to take off and study”. That is when the online Master’s came in handy. “It allows you to get all of the same benefits you would get at a day-class university, but still spend time with your family, keep your job, and pursue your career”.

During the course, Jennifer truly got to know the role of the United Nations and the importance of multilateralism. In a field trip to Geneva, she had an immersive and first-hand experience and was able to consolidate everything she studied and discussed in the online forums with her colleagues in a practical way. “There was a lot of background information on the UN and its agencies, on how delegates and diplomats prepare, and what their roles are - which is very different to being a lawyer or just representing someone. This included the importance of handling things with tact and being sensitive to the nuances of the political world”.

Jennifer knew that passing the Master’s degree would open some doors for her, but little did she know that a concrete opportunity to apply everything she learned was already waiting for her - even before she finished the course. “Involvement in the course led to a colleague putting me forward to attend the United Nations Commission on International Trade Law (UNCITRAL) Working Group on Micro, Small and Medium Enterprises (MSME)”. Through this invitation Jennifer attended the 31st session of the Working Group in Vienna, as a delegate for the Law Association for Asia and the Pacific (LAWASIA), an international NGO with a membership of lawyers from over 40 jurisdictions. “I’m very glad that I was well into the online Master’s before I attended the event, because it allowed me to fully appreciate what was going on. Having visited the UN agencies in Geneva during the field trip, I was very familiar with the importance of protocol and conduct required when interacting with Member States at this type of event”. Jennifer was thrilled to see how quickly

the efforts put into the classes and assignments paid off. “I spoke to the Working Group, got to meet many delegations, spent time with the executives, and since then have been promoting the work of UNCITRAL’s Working Group here in Australia”. But that was just the beginning for Jennifer, who already has two more upcoming events that she will attend as a speaker delegate in Canberra, the capital city of her home country, and Lead Delegate for LAWASIA on UNCITRAL Working Group I MSME in New York City, USA.

Beyond a qualification, the Master’s also proved to be an excellent opportunity to network and make meaningful connections with a widely diverse group of students. “Some people were a lot younger than me and just starting off, others were older and already had quite long professional careers, like me, and some people were already working for governments, in foreign affairs. What I found interesting, both during the online course and on the field visit, is that although everyone was participating in this course for their own personal reasons, there was still a common purpose”.

Now, Jennifer uses any opportunity she gets to advocate the work of the UN and to mainstream the Sustainable Development Goals. “When I explained to my family, friends, and colleagues what the course is about and what I was learning, I was surprised and very pleased with the level of interest they showed”. Jennifer wants to remind people that the UN is an active organization that works hand in hand with communities towards reaching concrete objectives. “Suddenly, the UN international dialogue

was something that I was talking about with people, and they were keen to be involved, to support, and to learn more about it”. Jennifer went on to add how enthusiastic people became “it has even led to people talking about it and saying ‘Wow, I would be keen to do something to promote the SDGs here’”. And to those who say that, Jennifer extends

a special invitation: “Well, take action, do a UNITAR course, follow them on social media, and read about the Sustainable Development Goals” because, as she says herself, “this course matters, what UNITAR does matters”.





Beneficiary
Prashant Shekhar Yadav

Title
Adviser to the Ambassador
at the Permanent Mission
of the Republic of Palau to
the United Nations

Training
UN Core Diplomatic
Training in International
Relations and Global
Diplomacy

Behind the UN curtains

Every so often we hear stories of inspiring people that dedicate time and energy to help address the biggest challenges we face as human beings. Prashant Shekhar Yadav is one of those people, and he is determined to go above and beyond to make the world a better place for everyone.

Working in New York City as an Adviser to the Ambassador at the Permanent Mission of the Republic of Palau to the United Nations, Prashant always knew that, like all island countries, Palau is most vulnerable to climate change effects. In fact, this is something that he already found out during his previous experience as Adviser to the Ambassador at the Permanent Mission of the Republic of Vanuatu to the UN, another island country.

The challenge was very clear to him, but he needed in-depth knowledge to help advance Palau's national interest of protecting its land and its people from the devastating consequences of global warming. "I was really looking forward to learning more about climate change and what the roles of different UN agencies are in tackling it and promoting climate action". To this effect, Prashant was also eager to get a solid grasp of the Sustainable Development Goals (SDGs) and to further develop his diplomatic skills.

When he came across an advertisement for the UN Core Diplomatic Training in International Relations and Global Diplomacy, offered by the UNITAR Office in New York, Prashant knew he'd found exactly what he needed. "I saw that this course offered two interesting modules, one on climate change and another on the Sustainable Development Goals". As each module unfolded before his eyes, Prashant realized that the training had much more to offer. "I also got to learn about different issues and fields that the UN works in. Multilateralism, globalization and conflict resolution were my favourite topics because I learned a lot

about the root causes of conflicts and why a dispute escalates”. But the best was yet to come.

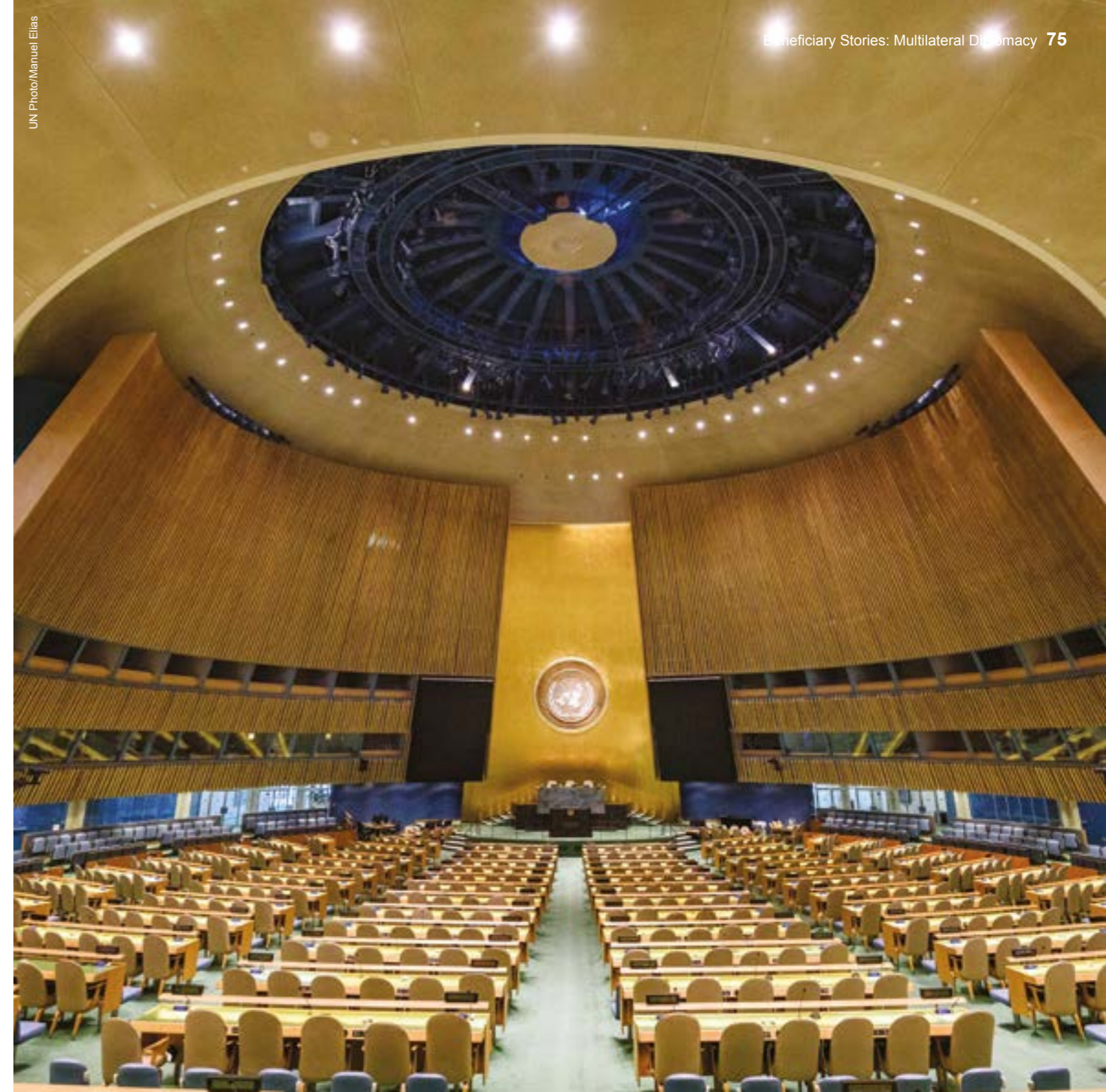
Throughout the course, Prashant had the opportunity to attend workshops delivered by actual diplomats and high-level officials who contributed with a more pragmatic point of view. “It’s like a first-hand experience”, he said. “Some of the diplomats really played important roles in negotiating UN conflict resolutions and the SDGs. They shared their own stories of both their personal and professional lives”. Attending the course at the UN headquarters made everything even more exciting. “It was a wonderful opportunity because after our lectures we were able to go to meetings and learn more about what we saw, to practice more”.

Indeed, the hands-on aspect of the course scaled-up his learning experience and made him feel more confident to take on his daily tasks at work. “Now I know all the protocols. When I go to meetings I know what takeaways are important or of priority for the mission”. This has not gone unnoticed by his co-workers and supervisors who were happy to offer him more responsibilities. “Because of the skills I gained during this training, I was invited to work for another year with the Palau Mission to the UN”. Soon Prashant was dealing with challenges that many would find too difficult or intimidating to address. “I have covered and represented Palau in the 2018 High-Level Political Forum on

Sustainable Development, the Global Compact for Migration negotiations, and the 73rd session of the United Nations General Assembly General Debate (including the bilateral meetings during the High-Level Week, the GA Committees and the Plenary meetings)”.

But maybe the most impressive outcome for him was the impact the course had in his personal life. “The tutor of the modules on the SDGs and climate change was a former diplomat. I learned through his experiences about the importance of consuming less resources and protecting the environment, which ultimately results in long-term sustainable development and prosperity for all”. Prashant was so awestruck by the so often forgotten importance of the Earth’s limited natural resources, that he decided to change his lifestyle and begin to act on a personal level. “Now I only buy things that I really need, and I started to put into practice some initiatives like planting trees. This brings me happiness in both my personal and my professional life”.

Now Prashant’s goal is to become a diplomat and be able to contribute towards solving global issues by getting involved in the discussion. “Now I consider myself a diplomat in training. I’ve already learned a lot of diplomatic skills with this course, and it is now helping me advance my career as an adviser and in the future will give me even more opportunities”.





Accelerating the implementation of the 2030 Agenda

Promoting the indivisible and integrated nature of the 2030 Agenda

UNITAR programming under the Accelerating the implementation of the 2030 Agenda Pillar was aligned with all of the seventeen SDGs.





- Working jointly with the Statistics Division of the United Nations Department of Economic and Social Affairs, **contributed to evidence-based decision-making and inclusive reviews for SDGs by developing and rolling out** - through regional and national workshops - **the StaTact tool and methodology to 15 countries, including 13 Least Developed Countries and 1 Small Island Developing State**. The workshops have also contributed to an improved data user-data producer dialogue, and greater awareness among participating government officials and other stakeholders about the importance of periodic and participatory national reviews, more robust national official data sources as well as possible approaches to ensuring stronger data partnerships based on good practices in the governance of National Statistical Systems and legislation.
- In collaboration with the United Nations Department of Economic and Social Affairs, **helped strengthen capacities of government officials from 38 countries, including 19 presenting their VNRs in 2018, to develop inclusive and participatory approaches and design national stakeholder engagement strategies for the implementation and review of the 2030 Agenda** as they prepare their

Voluntary National Reviews to be presented during the High-level Political Forum



Developed **an open-source training toolkit on “Policy cycle, integrated approaches and SDGs”** with contributions from UNDESA and UN Development Programme and successfully pilot-tested it with the Public Administration School and Ministry of Public Affairs of Togo in the context of a national workshops for high-ranking government officials leading to follow-up requests for Training of Trainers. The toolkit helps **to promote a coherent and participatory approach to working with the localized SDGs and promoting integrated approaches and the Leave No One Behind principle throughout the nationally defined policy cycle**. The toolkit is available for use by national experts and trainers in other countries for training public officials at different levels in a variety of sectors.

- In cooperation with the United Nations Department of Economic and Social Affairs developed the **3rd edition of the annual SDG learning and practice centre** on the auspices of the High Level Political Forum with 10 different sessions aligned with the SDGs under review and more than 300 attendees including a behavioral insights workshop focused on SDG 13

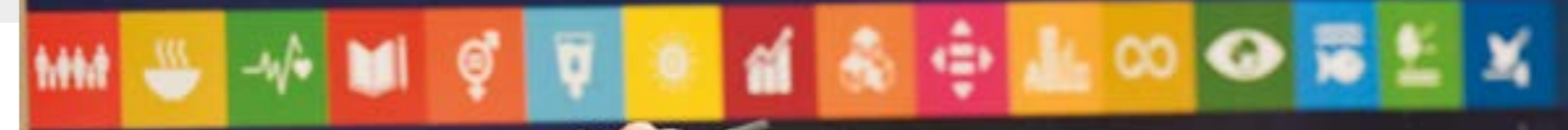


Launched a **Music Education and Sustainable Development** series of courses with more than 30 beneficiaries.

- Published “SDGs Main contributions and challenges”** in collaboration with SDG Fund and University Rey Juan Carlos I.

UN Photo/Evan Schneider

FINANCING THE 2030 AGENDA FOR SUSTAINABLE DEVELOPMENT





Beneficiary
Atissim Assih

Title
Ministry of Public Service,
Labor, Administrative
Reform and Social
Protection of the Togolese
Republic

Learning toolkit
Policy cycle, integrated
approaches and SDGs for
African Least Developed
Countries (LDCs) and
other African countries

Pilot Workshop
Renforcement Des
Competences Des Hauts
Fonctionnaires Pour La
Mise En Œuvre Des Odd
Dans Les Ministeres
Sectoriels

Developing National Ownership in Togo for Achieving the Global Goals

Togo is one of the smallest countries in Africa, with a population of 7.6 million people and a breathtaking 56-kilometer coastline that runs along the Gulf of Guinea. In 2018, economic growth was 4.7%, mainly driven by a continued expansion of agriculture, which accounts for about 40% of GDP and over 60% of employment¹. Recent improvements in the business climate are expected to result in even further growth, however, more still needs to be done to ensure that economic progress and sustainable development go hand in hand. Fortunately, the government is committed to accomplishing this task and is using the Sustainable Development Goals (SDGs) to do so.

During the 1st High-Level Political Forum on Sustainable Development (HLPF), Togo had voluntarily submitted itself to peer review, which gave the country a platform to share its experiences in the integration of the SDGs in its national development planning instruments. Now that the SDGs have been incorporated into Togo's five-year National Development Plan 2018–2022, The Ministry of Public Service, Labor, Administrative Reform and Social Protection has recommended the development and implementation of a training programme for civil servants on the SDGs to improve the skills of national experts, which will allow them to take over the reins of the global goals.

Through its School of Public Administration (Ecole Nationale d'Administration – ENA), Togo partnered with UNITAR and used its brand-new learning toolkit on 'Policy Cycle, Integrated Approaches and SDGs' – developed specially for African Least Developed Countries (LDCs) and other African countries – to organize a national

¹ World Bank

workshop. The toolkit, comprised of comprehensive training materials such as presentations, exercises and manuals, allows government officials, academics, UN Country Teams and others to run training workshops for junior to senior government officials and other audiences. “As you know, achieving the SDGs requires national ownership. This workshop, which is undoubtedly the beginning of a training process for civil servants, will facilitate the implementation of the SDGs in Togo”, said Mr. Atissim Assih, Secretary General of the ministry.

Ownership was indeed the essence of this partnership. Rather than having international experts organizing and delivering the training, the government itself was the one leading the workshop, counting on UNITAR’s support to co-facilitate it along with a team of UNDESA and UNDP resource persons in addition to the core group of Togolese experts. This has proved to be an effective approach to encourage countries to work independently while building upon their own resources. “Most of the national experts work at ENA and this module has allowed them to work as a team (both before and during the workshop) and to prepare for the future SDG-training programmes that will be followed by the ENA civil servant students”.

Developed in collaboration with other UN agencies, the toolkit explains the theory and practical implications behind policy integration as well as the ‘Leave No One Behind’ imperatives. The goal is to support more harmonized methods towards incorporating the SDGs across the national policy cycle, for instance, by coming up with more integrated

planning. Aligning budgeting frameworks and monitoring and evaluation (M&E) systems, reviews and reporting are other critical areas that need to reflect the SDGs. The toolkit serves as a starting point for countries that, like Togo, are dedicated to addressing some major challenges in terms of statistical development, allowing them to develop tools relevant to their specific context. “In preparation for the workshop, various relevant learning tools were developed. The ownership and implementation of these tools would provide great added value in terms of accessibility and improved quality of service to all Togolese people”, explained Mr. Assih.

The outcome of the training was very positive. “The participants were highly motivated and enjoyed the workshop modules”, said Mr. Assih, who added that participants even wanted to have more exercises. Now, Mr. Assih hopes to continue to build the skills of public officials in Togo and he feels optimistic about future collaborations with UNITAR for training, research, shared learning and experiences as well as study visits. “We thoroughly enjoyed working with the UNITAR staff, whose efficiency and team spirit made this pilot phase successful. This is just the beginning of a strong collaboration that I hope will be long lasting and fruitful”.

The learning toolkit “Policy cycle, integrated approaches and SDGs” for African LDCs and other African countries is available in both English and French and focuses on the immediate realities of these countries. A generic version of the toolkit is also available in English with world-wide case studies.





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Satellite Analysis and Applied Research

Optimizing use of technologies for evidence-based policies

UNITAR programming under the Satellite Analysis and Applied Research Pillar was aligned with four of the seventeen SDGs.



- Produced **232 geo-spatial products, including maps, reports, statistics and data** to respond to requests from the international humanitarian community, including Member States, UN agencies, international and regional organizations, NGOs and other humanitarian stakeholders. The supported relief and recovery efforts concerned namely the floods in Somalia, Lao PDR, Bangladesh and Vietnam, tropical cyclones in the Philippines, Fiji, Tonga and Madagascar, earthquake in Indonesia, landslide in Uganda, volcanic eruption in Guatemala, and the crises in Syria, Iraq, Yemen and Libya.
- Produced **25 maps** to assess the **needs of vulnerable populations and track displacement**, primarily in Africa, the Middle East, and Asia, in partnership with Impact Initiatives and ACTED.
- Developed knowledge and technical skills of **179 national and regional experts** on the use of Geographic Information Systems (GIS) and satellite imagery for disaster risk reduction (Beneficiaries:66% in Africa and 34% in Asia).



Raised awareness and trained **70 UNDP staff working from UNDP HQ and Regional/ Country Offices worldwide** on the use of **Geo-spatial Information Technology (GIT)** for emergency response and recovery planning.

- In collaboration with the Universities of Copenhagen and Geneva, strengthened technical skills on GIT applications for emergency response mapping of **51 master level students**.
- Developed **data-sharing and operational GIS web platforms** to support decision making of Member States of the Intergovernmental Authority on Development to manage disaster risks in the **Horn of Africa**.





Courtesy of Mr. Sopheap Sok

Beneficiary
Sopheap Sok

Title
Chief Officer of the
Agricultural Geographic
Information System at the
Agricultural Information
and Documentation
Centre

Workshops
Introduction to Use of
Geospatial Information
Technology for Drought
Risk (2017)
Advanced Use of
Geospatial Information
Technology for Drought
Risk Management (2018)

Approaching Agriculture in Cambodia from a Geospatial Perspective

Every day we make decisions that have an impact on our lives and the lives of those around us. We often rely on data and technology to make sure we make the best choices. Even the smallest decisions can be made easier by using technology. For instance, checking the weather forecast allows us to make an educated decision on how we should dress, or choose the best way to get to work.

Decisions that have the potential to influence the lives of millions of people are no different, and can also be improved with technology, however these larger decisions require a lot more information based on complex data analysis to support the decision-making process, especially when considering pressing issues – and never in the history of mankind have we had more pressing issues than those we face today.

Fortunately, technological tools are already being used to great effect, by helping decision-makers access the accurate information they need. When it comes to geographic problems, the decision-making process requires “spatial thinking”: complex, location-based knowledge that can only come from a Geographic Information System (GIS), a computer-based tool that analyzes, stores, processes and visualizes geographic information, usually in the form of a map. With GIS, we can connect data and geography to understand what belongs where. However, the same as any other tool, GIS requires specific skills to fully comprehend how it works, in order to get the best out of it.

Sopheap Sok, Chief Officer of the Agricultural Geographic Information System at the Agricultural Information and Documentation Centre, under the Ministry of Agriculture, Forestry, and Fisheries in Cambodia,

fully understands the importance of adopting a geospatial perspective for facing tough challenges and advancing national development. In 2017, Sopheap participated in an introductory training on the use of Geospatial Information Technology for Drought Risk Management, delivered by UNITAR's Operational Satellite Applications Programme - UNOSAT. Eager to learn more on how to apply GIS to the realities in Cambodia, in 2018 he took part in an advanced training on the same subject, also focused on Drought Risk Management. "The topic on GIS is much related to my current career and I wanted to seize this opportunity to learn new things".

Sopheap was excited with the knowledge he was gaining, especially on band combination, vegetation index calculation, geospatial data collection and change detection, and regarding the new technologies that could be used for natural disaster management. The training also contributed to improve his spatial analysis skills. "This workshop gave me new insights on how to download satellite imagery and analyze satellite image paradigm to varying geographies".

With his increased technical and analytical understanding, Sopheap decided to create the agricultural geographic information webpage, where he could share everything he learned about the use of GIS in agriculture. With this done, he felt there was still more to be done to support his

country's development, so he came up with an innovative idea: to use smartphones to collect data from the field. Now Sopheap is going even further with an action plan to incorporate GIS into the Office's annual activities. "I feel strongly motivated to share what I've learned and experienced during the training, so I teamed up with my colleagues to organize a workshop for all the departments under the Ministry of Agriculture, Forestry and Fisheries on the Basic Use of ArcGIS to Create Maps. I've also proposed that the Agricultural Information Bureau Office include the Geo-Information Farming Website into the Action Plan of 2017-2018. In 2019, I'm planning to organize another training for all Provincial Departments of Agriculture, Forestry and Fisheries on Disaster Data Collecting on Crops, and to integrate the information into the data system".

Sopheap is indeed putting everything he learned into practice and he wants to continue learning, in particular about the use of Unmanned Aerial Vehicles (UAV), also known as drones. "I think UNITAR's activities are really useful because GIS and Remote Sensing seminars are very demanded by all government officials in Cambodia. I hope UNITAR will provide more training on UAV and Remote Sensing for Crop Mapping and Using Google Earth engine for natural disaster analysis". We can only hope to meet Sopheap's expectations of future trainings and contribute to a more sustainable future in Cambodia.



Courtesy of Mr. Sopheap Sok

Financial Information

In 2018, the Institute’s results were produced with \$28.1 million in expenditures.

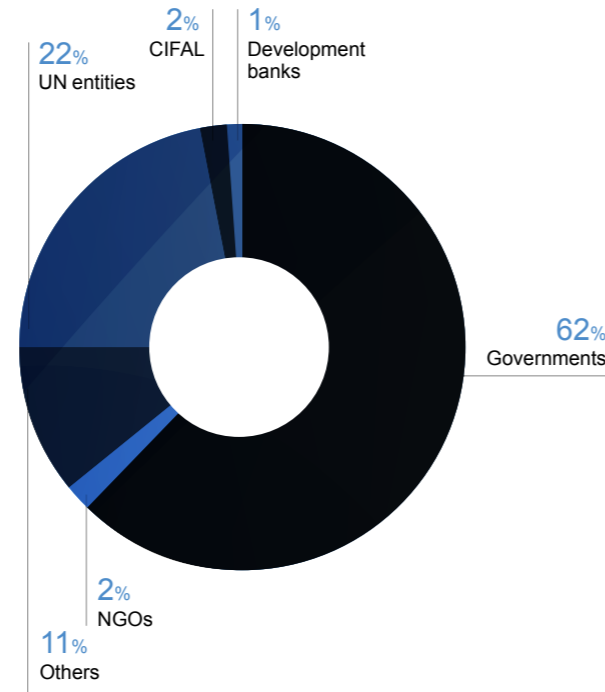
UNITAR is a project-based organization and does not receive any funds from the regular United Nations budget. UNITAR is financed entirely from voluntary contributions derived mainly from UN Member States, other UN agencies, international and intergovernmental organizations, NGOs and the business sector.

Strategic Framework Fund

In November 2018 the Board of Trustees established the Strategic Framework Fund at its Fifty-Ninth Session; it is a soft-earmarked instrument designed to leverage support from the donor community to support UNITAR’s 2018-2021 strategic objectives. The envisioned activities will focus on meeting capacity and training needs from countries in special situations as well as vulnerable groups, including women and persons living with disabilities. While most of UNITAR’s funding remains tightly earmarked, UNITAR hopes that this new modality will provide renewed opportunities for impacting the lives of the beneficiaries it serves. UNITAR is aiming to mobilize \$4.5 million to the Fund in 2019 and has already secured commitments and pledges for \$2.1 million.

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

Chart 13
2018 income by source



Endnotes

- 1 Based on figures reported in the UNITAR Events Management System (EMS). UNITAR records beneficiaries as numbers of individuals participating in events and not as unique participants. In some cases, it is possible that one participant may have taken part in multiple events.
- 2 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”.
- 3 Peacekeeping programming is excluded from the gender breakdown since most peacekeeping beneficiaries are male military and police officers, and the high number of such beneficiaries would skew the gender ratio.
- 4 According to UNITAR’s certification policy, certificates of completion are awarded to participants having successfully fulfilled requirements of a learning-related event that includes an objective knowledge assessment.
- 5 Based on participant feedback from 470 of 474 learning-related events (or 99 per cent of the total number of learning events delivered in 2018) in which 60,534 participants took part and feedback was provided.





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Online resources and Social Networks

Website (www.unitar.org)

Online course catalogue (www.unitar.org/event)

e-Learning platform (www.learnatunitar.org)

Learning and training wiki (www.click4it.org)

Newsletter (www.unitar.org/newsletter)

Facebook (www.facebook.com/UNITARHQ)

Twitter (twitter.com/UNITAR)