



unitar

United Nations Institute
for Training and Research

2016

Results Report



2016 Results Report



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Introduction

The United Nations Institute for Training and Research (UNITAR) is a dedicated training arm of the United Nations.

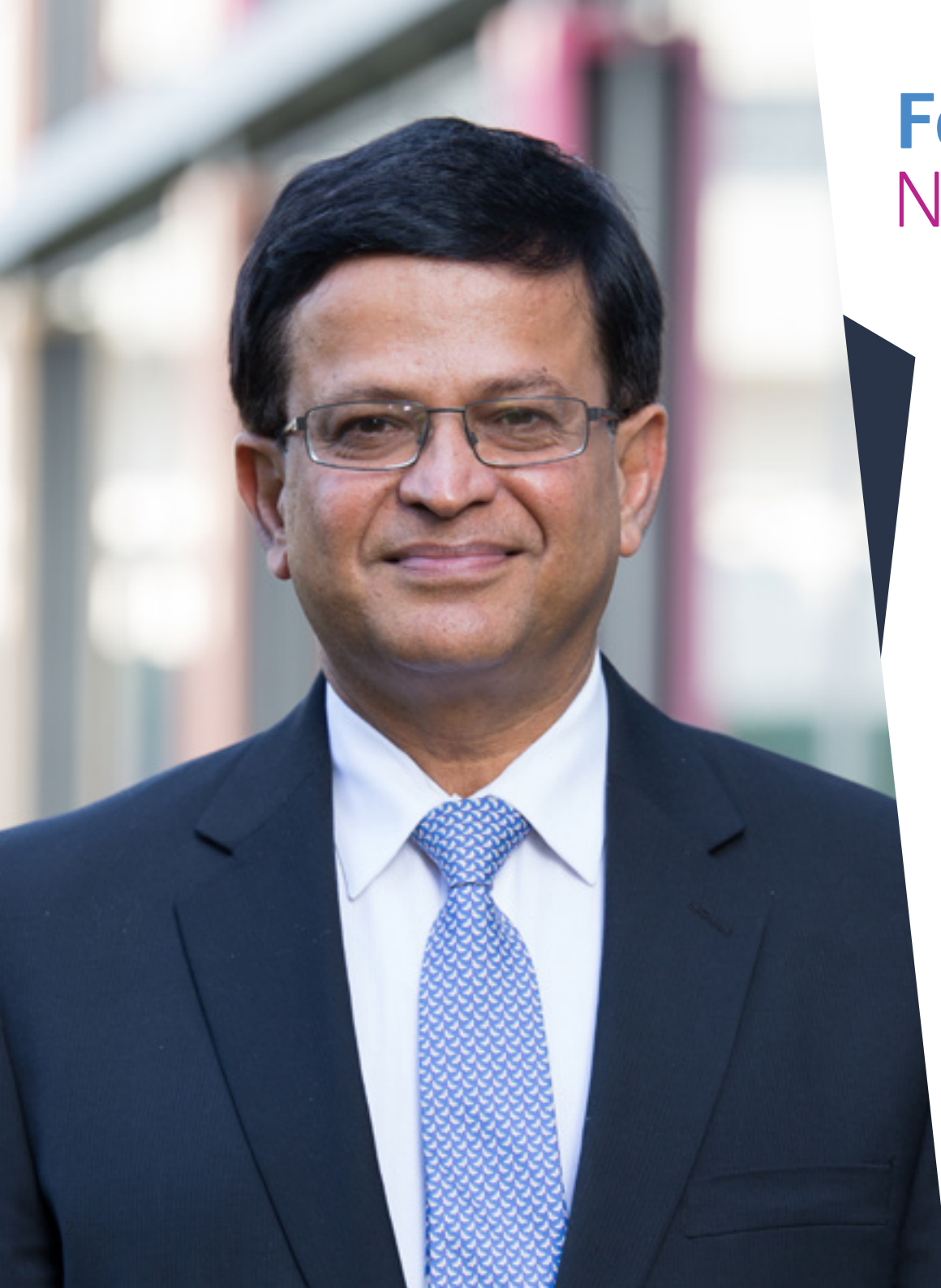
Our mission is to develop the capacities of individuals, organizations and institutions to enhance global decision making and to support country-level action for shaping a better future.

Guided by the UNITAR Statute, the Board of Trustees, the UN Charter and the relevant intergovernmental agreements, including the 2030 Agenda for Sustainable Development, UNITAR delivers innovative training and conducts research across the following key thematic areas:

1. Supporting the implementation of the 2030 Agenda,
2. Strengthening multilateralism,
3. Advancing environmental sustainability and green development,
4. Improving resilience and humanitarian assistance,
5. Promoting sustainable peace and post conflict reconstruction, and
6. Promoting economic development and social inclusion.

The following is a breakdown of who and how we served in 2016, and how we tracked our results.





Foreword

Nikhil Seth

Developing the knowledge, skills and capacities of individuals, to enhance their professional performance, represents so much of what UNITAR does. In 2016, UNITAR reached more people than ever before. With close to 55,000 benefitting from UNITAR's work worldwide, both at national and local levels, the Institute is playing a key role in ensuring that the work of the United Nations does not stop at the walls of UN conference halls, but impacts people and livelihoods on the ground.

We strive to ensure that our training uses the most up-to-date technologies, with the widest accessibility, and a reach that includes the most remote communities, who are furthest away and furthest behind.

UNITAR's 2016 statistics highlight that 80% of our learning-related beneficiaries come from developing countries, and 50% come from countries in special situations, including countries in Africa, Small Island Developing States (SIDS), Land Locked Developing Countries (LLDCs) and Least Developed Countries (LDCs).

UNITAR's activities focus on the four pillars of the 2030 Agenda for Sustainable Development – people, planet, prosperity and peace – delivering our services, in partnership with leading institutions from across the world, including with governments, the UN System, academia, civil society and the business sector.

Our broad range of activities includes pre-deployment training for African military and police, climate change learning, decentralized training for local authorities, training in chemicals and waste management, diplomatic training, satellite imagery analysis and training in many other fields which fall within the purview of the 2030 Agenda pillars. UNITAR's special focus for the 2030 Agenda is on the interlinkages between thematic areas, and the interdisciplinary skills and knowledge needed to devise effective national plans and strategies to deliver on the goals and targets.

UNITAR recognizes that a lot more needs to be done to make the new transformational era defined by the 2030 Agenda, a reality. Delivering on global and regional frameworks like the 2030 Agenda, the Paris Climate Change Agreement, the Sendai Framework, and Africa 2063, will require an unprecedented investment in training and capacity building to ensure the coherent and comprehensive leadership necessary to realize transformational change. Knowledge sharing, awareness raising and technical capacity building will be the cornerstones with which we can build pathways to sustainable development for all.

Investment in training is crucial to delivering on the Sustainable Development Goals, with an emphasis on accountability, transparency, and measurable, meaningful results. UNITAR's research into training methodologies and pedagogies, as well as its planning, monitoring and evaluation processes, ensure that our training is cutting edge, and our diligence and concerted efforts from an evaluation logic ensure consistent and efficient delivery, at the highest standards of quality.

This report provides a summary of UNITAR's results in 2016, and a snapshot of our key programmes, facts and figures. With an annualized, project-based budget of **\$25.6million**, the Institute is proud to work efficiently and effectively, and is grateful to its partners and donors for their support.



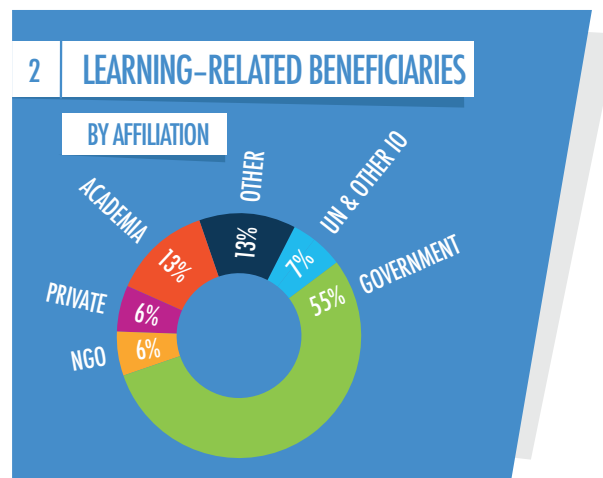
Nikhil Seth
UNITAR Executive Director
United Nations Assistant Secretary-General

Our Primary Output Trained Beneficiaries

Who we served UNITAR Beneficiaries

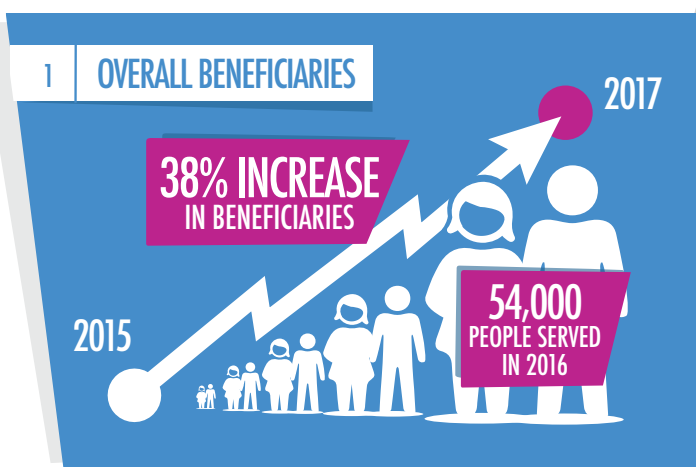
UNITAR's primary output is trained individuals, or "beneficiaries". In 2016, we increased this output by 38%, providing training, learning and knowledge-sharing services to 54,840 beneficiaries (see FIG1), with UNITAR beneficiaries for the 2014-2017 Strategic Framework period exceeding 120,000 through 31 December 2016.

We served a broad-based group of constituencies, with 55% of our learning-related beneficiaries coming from government; 25% from non-state sectors, including NGOs, academia and the private sector; 7% from the United Nations and other international organizations; and 13% from other sectors (see FIG2).



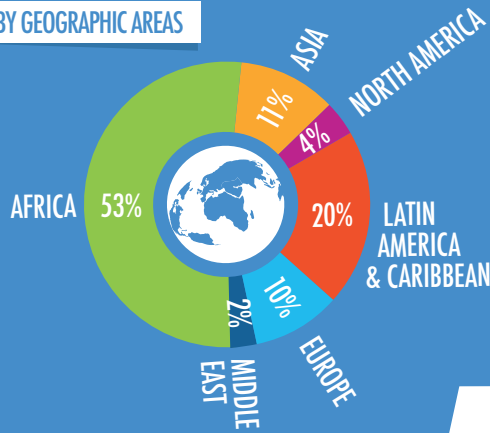
The geographic breakdown of UNITAR learning-related beneficiaries was as follows: Africa (53%), Latin America and Caribbean (20%), Asia and Pacific (11%), Europe (10%), North America (4%) and the Middle East (2%). In 2016, 80% of UNITAR's learning-related beneficiaries came from developing countries, with 50% coming from countries in special situations comprised of the Least Developed Countries (LDCs), Landlocked Developing Countries (LLDCs) and Small Island Developing States (SIDS) (see FIG3).

We issued a total of 16,854 certificates for learning-related events. While the total number of certificates decreased by 9% in 2016, the number

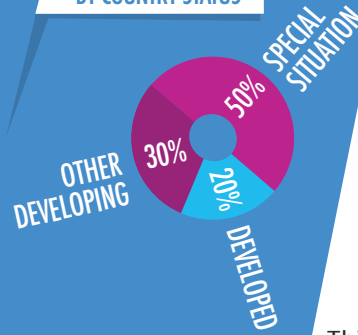


3 LEARNING-RELATED BENEFICIARIES

BY GEOGRAPHIC AREAS



BY COUNTRY STATUS

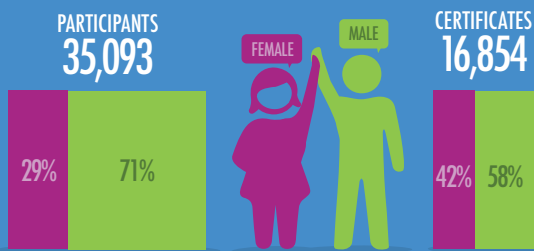


of certificates of completion increased by 100%. The distribution of certificates by gender (58 to 42) is more equitable than the overall male to female gender ratio for learning-related events, at 71 to 29 (inclusive of peacekeeping) (see FIG4).

This discrepancy can be attributed to the low certification rate of beneficiaries from peacekeeping learning events (with male participants representing some 45% of all learning-related beneficiaries). The overall male to female gender ratio of our learning-related beneficiaries in 2016 – not including peacekeeping training – was 57 to 43 (see FIG5).

4 NUMBER OF PARTICIPANTS AND CERTIFICATES FOR LEARNING-RELATED EVENTS

BY GENDER



5 LEARNING-RELATED BENEFICIARIES BY GENDER

w/o PEACEKEEPING



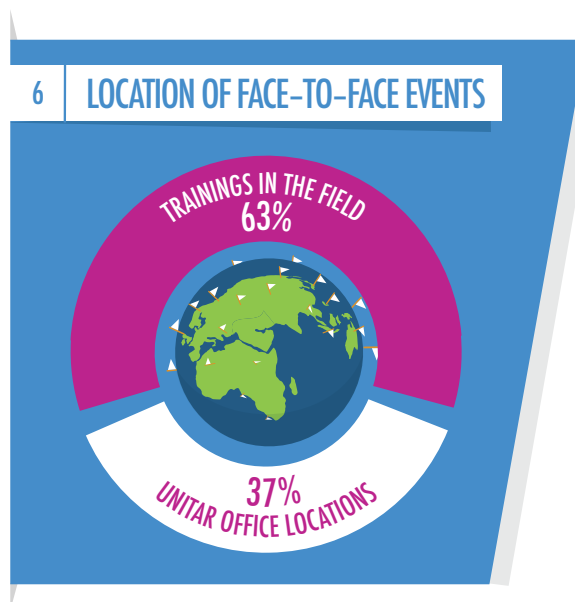
How we served UNITAR Programmes

Never before has the Institute's programming been as diverse as it is presently, with a wide range of training and other types of events covering topics in the broad areas of supporting the implementation of the 2030 Agenda; multilateralism; environmental sustainability and green development; resilience and humanitarian assistance; sustainable peace; and economic development and social inclusion.

In 2016, UNITAR delivered 456 training events (equivalent to some 2,963 event days over the calendar year). Seventy-two percent of these events involved face-to-face, residential training activities, while the remaining 28% were delivered through our e-Learning platform. Close to two-thirds of our face-to-face events were delivered in the field, 79% of which took place in developing countries (fig 6).

Our global network of affiliated International Training Centres for Authorities and Leaders (CIFAL) provided training to 21% of UNITAR beneficiaries in 2016.

Sixty-four percent of UNITAR's beneficiaries were associated with specific learning outcomes, marking a 22% increase in this category of beneficiaries from the previous year. This notable increase is primarily attributable to the delivery of our introductory e-Learning course on climate change, in addition to the continued and scaled-up delivery of our pre-deployment peacekeeping training course series targeting African military personnel.

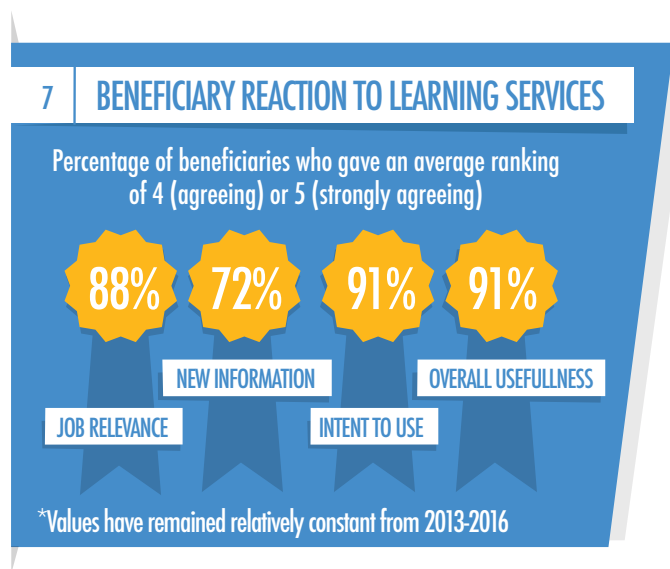


Participants at UNITAR knowledge-sharing events (e.g. conferences and public lectures) increased by 44%. However, the proportion of participants from this event category to the whole decreased from 40% to 30%, in line with our strategy of emphasizing learning solutions for specific needs.

How we succeeded

Tracking Our Results

As a results-based learning organization, we are committed to delivering results and ensuring that our programming is relevant, effective and resource-efficient. We assess our effectiveness in fulfilling our mission using a variety of tools. We measure beneficiary achievement of learning objectives and reaction to training services with data collected through participant self-assessments, objective knowledge assessments (e.g. tests) and multiple methods.



We also track a number of other key performance indicators (KPIs) which enable us to evaluate our organizational performance in light of intended outcomes and strategic objectives. Feedback on UNITAR KPIs (see [FIG7](#)) remains very positive, with 88% of respondents agreeing or strongly agreeing that the training was job-relevant, 72% agreeing or strongly agreeing that the information they received

was new, 91% confirming their intent to use the information, and 91% confirming that the training was useful overall.¹ We monitor feedback parameters regularly as part of our 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, we regularly track the transfer and application of acquired knowledge and skills through periodic post-training questionnaires. Based on a random sample of participants from learning events, 82% of respondents who completed their respective events confirmed having used or applied knowledge/skills.² Of the respondents confirming use, 70% confirmed that transfer/application was frequent or always and 28% occasional. Opportunity to apply, importance to job success and confidence to apply were cited by respondents as the top three enablers to knowledge and skill transfer. These results are similar to those obtained in 2014 and 2015.

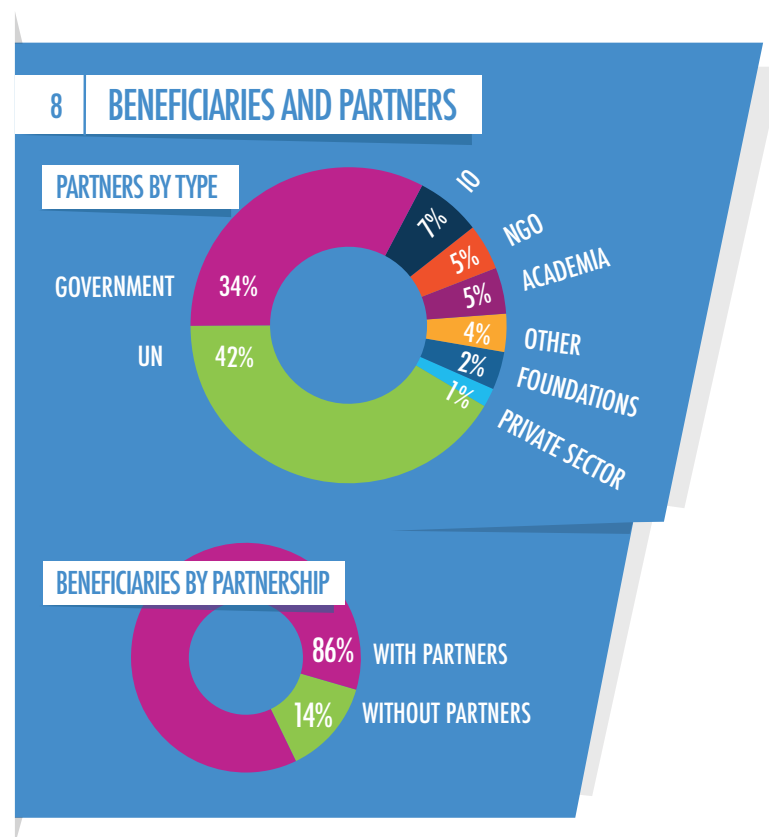
1: Based on participant feedback from 232 of 315 learning-related events (or 74 per cent of the total number of learning events delivered in 2016) in which 22,091 participants took part and feedback was provided. The average response rate was 67 per cent.

2: Based on feedback from 1,041 participants of a sample of 5,449 participants from 187 learning-related events (or 59 per cent of the total number of learning events delivered in 2016) in which 35,123 participants took part. The average response rate was 19 per cent. Participants from UN CC:Learn events have been excluded from the sample since a separate survey on beneficiaries' application of knowledge and skills was administered.

Partnerships A Key Pillar to Programming

A strong partnership strategy is an integral part of our approach to achieving effective and efficient results. In 2016, 65% of UNITAR events were delivered in collaboration with partners and 86% of our 2016 beneficiary outputs were achieved through partnership-based programming (see FIG8). UNITAR partners include parties as diverse as UN entities (which make up 42% of our partners), other intergovernmental entities, governments, universities, private companies, foundations and members of civil society. We combine the substantive experience of our partners with our own internal expertise in programming. The partnerships which contributed to our 2016 results include UN CC:Learn; the Partnership for Action on the Green Economy (PAGE, a joint initiative involving ILO, UNDP, UNEP, UNIDO and UNITAR); the Inter-Organisation Programme for the Sound Management of Chemicals; and the global network of 16 CIFAL centres.

The following pages showcase our activities and achievements from 2016 in each of our six programme areas.







Building Capacity to Implement the 2030 Agenda

Under the Capacity for the 2030 Agenda initiative, UNITAR has been developing and delivering a series of activities, e-Learning courses, face-to-face workshops, webinars, conferences and other learning events with the goal of building the capacities of national governments and other stakeholders for the mainstreaming, implementation and review of the 2030 Agenda.

This Agenda will require all countries and stakeholders to work together to implement the global goals at national, regional and global levels.

Key Results

Through our introductory online course on the 2030 Agenda, we developed the knowledge and skills of **368 stakeholders**.

We launched the “Mainstreaming the 2030 Agenda for Sustainable Development” e-tutorial which was taken by almost **300 users within its first three months**.

In collaboration with the United Nations Development Programme, we raised awareness and facilitated knowledge-sharing on national evaluation capacities towards the mainstreaming and implementation of the 2030 Agenda, **with participants from Fiji, Indonesia, Malaysia, Mongolia, Nepal, Pakistan and the Philippines**.

We delivered two learning sessions – “Harmonizing global, regional and national commitments to implement the SDGs” and “Strengthening national reviews, monitoring and evaluation systems for the Goals” – at the 2016 High-Level Political Forum on Sustainable Development, **raising the awareness of 99 Member State delegates and other stakeholders**.

Working jointly with the United Nations Department of Economic and Social Affairs, we **strengthened the capacities of government officials from 13 countries** in developing inclusive and participatory approaches and designing national stakeholder engagement strategies for the implementation and review of the 2030 Agenda.

We held the first learning conference for government officials from **17 African LDCs and Nigerian public servants** in Nigeria to improve the understanding of the processes to mainstream the 2030 Agenda into national plans and strategies and promote a “whole-of-government” and “whole-of-society” approach. **Fifty-nine officers benefitted from this capacity development intervention**, hosted by the Government of Nigeria and organized in partnership with Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ), Agence Française de Développement and UN Development Group.

Beneficiary Spotlight

Ziad Obeidat

Director of Development Plans &
Programs, Ministry of Planning &
International Cooperation, Jordan

“The real benefit of the course was the opportunity to learn different approaches with different stakeholders. We want to engage all concerned in Jordan in our work towards the SDGs – civil society, community leaders, women, youth, people with disabilities. We want to make sure that we are leaving no one behind.”



A Commitment to Leave No One Behind

Born in 1961, Ziad Obeidat has lived most of his life in Jordan...

He now holds the position of Acting Secretary-General and Director of Development Plans & Programmes at the Ministry of Planning and International Cooperation. He first began working for the government of Jordan in 1993, since that time, his career has continued to rise, while his country has gone through many challenges.

In the first ten years of the new millennium Jordan's economy grew steadily, but the country was later faced with a number of challenges following the global financial crisis and regional conflicts.

"We are now in the seventh year of the Syrian conflict, which has impacted Jordan at all levels," explains Mr. Obeidat. "It is the biggest challenge facing Jordan right now."

Today, there are 1.3 million Syrian refugees living in Jordan, 89% of whom live in Jordanian hosting communities. This sharp population increase has raised unemployment rates, and has affected the country's infrastructure, services, energy consumption, and health and education systems – not to mention the effect the crisis has had on the tourism industry in Jordan and the whole region. "Despite these challenges," says Mr. Obeidat, "the government is committed to safeguarding its past achievements and continuing along the road to sustainable development." Jordan

is turning its current circumstances into an opportunity, having endorsed an economic growth plan towards the achievement of national goals. "But," stresses Mr. Obeidat, "we will need the support of the international community in our efforts to bear the current burden."

In 2016, Mr. Obeidat attended a joint UNITAR-UNDESA course entitled, "Strengthening Stakeholder Engagement for the Implementation and Review of the 2030 Agenda", which had an emphasis on the mainstreaming of human rights and gender equality. He was drawn to the training because he felt it would increase his understanding of the unique challenges faced by Jordan's major groups and stakeholders, as well as, his capacity to engage all of them in the process towards sustainable development. "The course provided us with an opportunity to learn from other countries about approaches they had used," says Mr. Obeidat. "It was encouraging to receive very positive feedback from participants and organizers on the Jordan experience. At the same time, it was helpful to learn that other countries were facing similar challenges." In particular, he appreciated that the course encouraged attendees to hold workshops with youth, academia, and civil society organizations to discuss their roles in the realization of the 2030 Agenda. "Steps like these will help increase the sense of ownership among these groups in the achievement of the Sustainable Development Goals. It will also feed into the expansion of the road map to SDG implementation which we can all work on in the coming years."



Strengthening Multilateralism

In an increasingly globalized world, where the importance of multilateral dialogue and cooperation is ever growing, the demand from Member States for training and capacity development in the field of multilateral diplomacy is constantly rising.

UNITAR supports Member States by transferring knowledge and know-how on the practices, policies and procedures of the multilateral working environment and the United Nations intergovernmental machinery as well as on contemporary diplomacy-related topics including, as a special focus, negotiations related to climate change, trade and intellectual property issues.

Key Results

We provided core diplomatic training to **1,236 delegates to the United Nations** in Geneva, New York, Vienna and other venues, including training on the General Assembly and the Quadrennial Comprehensive Policy Review.

We awarded **164 fellowships** with support from the Algerian Fellowship Fund and **333 scholarships** with Swedish support under our Levelling the Playing Field initiative in New York.

Through our Women's Leadership Programme, we delivered women's leadership training and awareness-raising activities to **111 delegates from UN Member States**, supporting the full and effective participation of women in multilateral decision-making fora.

Through our Climate Change Diplomacy: Negotiating Effectively Under the UNFCCC courses, we trained **125 government officials and other stakeholders** on the substance, processes and procedures of climate change negotiations.

Through our Law for Development activities (Law4Dev), we enhanced the **knowledge of 109 stakeholders**, mostly from developing countries, on key aspects of international law and environmental law, positioning them to advance the implementation of international commitments.

We facilitated knowledge sharing among **620 beneficiaries** involved in trade and intellectual property rights negotiations.

We launched the **"UN - How To" app**, providing a portable avenue for delegations to access all the information and documentation necessary to successfully navigate the United Nations system.

Beneficiary Spotlight

Dajana Paravac

Student at the Institute of
Political Science, University
of Bern, Switzerland

“ I wanted to learn how to participate effectively in multilateral conferences and negotiations, and to enhance my understanding of the United Nations system. This programme gave me the opportunity to enhance my knowledge in these areas with instruction from diplomats and experts in politics. ”



An Executive Diploma in Diplomatic Practice to Connect with Real-World Diplomacy

Dajana Paravac was 25 and the youngest in her class...

when she completed the Executive Diploma in Diplomatic Practice, within the framework of UNITAR's Multilateral Diplomacy Programme, in August 2016.

In addition to gaining knowledge in her field of interest, Ms. Paravac reports feeling more confident after participating in the programme. "The training made me stronger. I would observe diplomats and try to understand how they would say things or how they would react to certain situations. Through these workshops I learned how to participate effectively in multilateral conferences and negotiations. I feel better qualified. I know now how to behave in a multilateral context."

Indeed, every workshop she attended incorporated hands-on exercises. For example, how to negotiate, draft and adopt a United Nations resolution. "This workshop was presented by a former diplomat.

He first explained the theory and then we had the real simulation where we negotiated, drafted and, finally, adopted the resolution." Ms. Paravac felt the added dimension of hands-on training was invaluable. "At university, one learns what diplomacy means, but one does not have the opportunity to do a simulation with diplomats."

Moreover, the Executive Diploma allowed Ms. Paravac to network with professionals in her area of interest. "I met many inspiring personalities from diverse fields and it was amazing to have the opportunity to exchange views on global issues with such distinguished individuals."

Ms. Paravac highly recommends the Executive Diploma in Diplomatic Practice programme for young graduates, who are interested in diplomacy and international relations. "It is a remarkable opportunity: a unique chance to meet and learn how to perform effectively in a multilateral environment from senior-level diplomats and other government officials and experts."

Beneficiary Spotlight

Linda Scott

Deputy Permanent
Representative of the Republic
of Namibia Permanent
Mission to the United
Nations in New York, USA

“ It was one of the highlights of my diplomatic career. It was phenomenal. We were a fantastic group of people, with diplomats from different missions and people from the United Nations Secretariat. ”



Empowering Delegates on Women's Leadership in Negotiations

Linda Scott is the Deputy Ambassador for Namibia...

She represents her country in the United Nations. Ms. Scott has a deep interest in conflict resolution and negotiations, and it was this interest which motivated her to attend several UNITAR workshops.

“The first UNITAR workshop I attended was in 2008.. It was my first real contact with the UN Secretariat. I made friends there that I am still in contact with today. The information we received and the exercises we took part in opened my mind and taught me a lot. The course was based on the political situation at that time in Afghanistan. I learned so much about how the different groups were operating, how they interacted with each other, and so forth. I met experts on conflict resolution from Ghana and Afghanistan. It was a fascinating experience.”

Since that first UNITAR training, Ms. Scott has taken part in subsequent UNITAR workshops in New York – one on women and leadership, and another on UN documentation and learning skills. The most recent of these workshops was last year in New York. The subject matter was women's leadership in negotiations.

“Namibia initiated the UN security council resolution on women peace and security when we were on security council in 2000,” explains Ms. Scott. “It was a very important resolution because we focused on the need for women leaders in negotiations. So, this UNITAR course was a continuation for me in this area.”

Ms. Scott found the workshop's practical exercises to be particularly beneficial. She describes one of the negotiation simulations: “It was an interesting situation, and also a first for me. I was the chief negotiator in my group. I am a Christian, but in the exercise I had to represent the position of a Muslim woman. I had to literally put myself in the shoes of a woman of a different culture and negotiate from that point of view. I had to double-check everything that I was thinking or that I wanted to say, to see if I was being culturally sensitive in the way that I represented the group. I learned a lot and I was even elected best negotiator by the class!”

Today, Ms. Scott uses the skills and awareness she developed in these trainings in her professional and personal life. “The trainings had a very powerful effect on me. They have given me an increased sense of confidence. The friendships that I made were incredible, and the amount of knowledge I gained was phenomenal.”



Advancing Environmental Sustainability and Green Development

As countries continue to build human and institutional capacities to overcome critical environmental challenges and to promote low-carbon growth, UNITAR offers unique solutions based on its experience in assessing learning needs, designing tailored learning approaches, and using the latest in instructional design techniques.

UNITAR works with UN partners, other organizations and countries to develop systematic and results-oriented learning strategies and plans, as a pathway towards achieving green, low-carbon and climate-resilient development goals.

Key Results

Our Youth Climate Dialogues provided a forum for some **1,000 young people** in the Dominican Republic, France, Malawi, Niger, Switzerland and Uganda to share their views on climate change.

In cooperation with UNDP and UN Environment we developed the course “Human Rights and Environmental Protection for Sustainable Development” raising the awareness of **73 stakeholders** on the linkages between human rights and the environment in light of the SDG’s rights-based approach.

Through the UNITAR-managed UN:CC Learn e-Learning platform, we provided climate change-related training and skills to some **8,000 stakeholders**.

We raised the awareness of some **2,000 stakeholders** on sustainability and economic policy making through our Partnership for Action on Green Economy (PAGE).

We developed the knowledge and skills of more than **170 policymakers and practitioners** in Asia through our sustainable production and consumption courses. Two grants were awarded to practitioners from Bhutan and Sri Lanka to implement projects.

In collaboration with Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ), we provided training to **170 government officials** from Djibouti, Lesotho, Mauritania, and Niger on National Adaptation Planning (NAP).

In partnership with the training arm of Cambodia’s Ministry of Economy and Finance, we trained **60 learners** in Cambodia, and **3,000 more online**, on climate policy and finance – in English, Khmer and Thai languages.

We supported Tajikistan in developing its Intended Nationally Determined Contribution and enhanced the capacities of **40 national policy makers** to address climate change and engage in the UNFCCC process.

Through the UNITAR Climate Classroom at the 22nd Session of the Conference of the Parties to the United Nations Framework Convention on Climate Change (UNFCCC), we raised the awareness of some **164 stakeholders**, predominantly from LDCs.

We launched **6 country projects**, supporting the ratification and implementation of the Minamata Convention on Mercury in Cambodia, Indonesia, Mauritius, Rwanda, Thailand and Zimbabwe.

In collaboration with UN Environment, we updated **2 e-Learning modules** on the preparation of mercury inventories and identifying priority areas of intervention for mercury management.

Through our MercuryLearn online platform, and regional and national face-to-face training workshops, we trained **300 officials** and other stakeholders on mercury inventories.

We delivered **3 national workshops**, training over **200 government officials** and other stakeholders on the UN chemical labelling standard.

Beneficiary Spotlight

Pem Lama

Director for Research,
Communication and Finance
for the Project “Green Public
Procurement”, Bhutan

“ The policy and implementation tools that I learned through the course were the most valuable to me, and these are what I used to design the project. I am now convinced that sustainability can be introduced to a wider population. ”



Learning and Teaching Simple Things Everyone Can Do to Become More Sustainable

Pem Lama oversees research, communication and finance for the “Green Public Procurement in Bhutan” project.

The GPP Bhutan project promotes sustainable public procurement in Bhutan through research and advocacy.

She learned about UNITAR while attending a SWITCH-Asia conference. The SWITCH-Asia Programme was launched by the European Commission to support interested consumers, businesses and associations in Asia in “switching” to a more sustainable paradigm.

Ms. Lama enrolled in a 3-month e-Learning course entitled “Introduction to Sustainable Consumption and Production in Asia”, hoping to learn more about sustainable consumption and production in the region. “The work I do is related to sustainable consumption on a governmental scale and the course helped me understand relevant methods, policies and tools in this area that can be used at a national level. Not only did I find the course interesting and helpful for learning about these tools,” says Ms. Lama, “but it also refreshed my knowledge.”

The UNITAR course took an interesting turn for Ms. Lama when she started the last module. “We had to submit an implementation idea linked to sustainable consumption and production and my idea

was chosen by UNITAR!” Ms. Lama’s project idea was to design a school competition to encourage students to become more sustainable. “We developed a small curriculum that introduced students and teachers at several schools to sustainability. The students and teachers then competed for the titles of Sustainable School and Sustainable Ambassadors.”

Called the “EGO-to-ECO Challenge”, the project lasted for 3 months and, at the end, participating students and teachers displayed what they had accomplished at a fair. At the beginning of the project, the students knew very little about sustainability. “Even the teachers with some knowledge on the subject did not feel confident enough to teach it,” explains Ms. Lama. Through the project’s curriculum and intervention, students and teachers learned simple daily actions that they can take to become more sustainable. “Every school came up with great ideas such as establishing rules about the use of paper, waste management, recycling, etc.”

In addition to inspiring the “EGO-to-ECO Challenge”, Ms. Lama says the UNITAR course was beneficial in other ways: “The policy and implementation tools that I learned through the course were the most valuable to me, and these are what I used to design the project. I am now convinced that sustainability can be introduced to a wider population.”

Beneficiary Spotlight

Bontiébite Badjare

Independent Consultant, Togo

“ I appreciated that my colleague from the Ministry acknowledged the need for help on the issues and allowed me to assist him. The workshop has also given me a better understanding of the release factors and reinforced my global methodology. ”





Fighting the Environmental Damages of Mercury in Togo

Born in Togo, Bontiébite Badjare was trained as an agricultural engineer, like his older brother.

He first obtained a position as an assistant at the International Center for Soil Fertility. A few years later, he worked for the Togolese Agricultural Research Institute, before he resigned to become an independent consultant, working for several organizations, including the Food and Agriculture Organization of the United Nations. This is where he first looked into the impact of chemicals on the environment, a field in which his expertise is much appreciated today.

In 2016 the Togolese government applied to sign Minamata Convention on mercury, and Mr. Badjare attended that year's Mercury Inventory Workshop in Barcelona along with the Togolese delegate. The Barcelona workshop was a positive experience for Mr. Badjare, and relevant to a major challenge for Togo. Due to local practices in waste disposal and traditional small-scale gold mining, mercury pollution is a very concerning health issue in Togo.

“Gold mining is largely a small-scale industry here, and independent gold diggers are relying heavily

on mercury,” says Mr. Badjare. mercury is used to recover gold from gold-containing materials. The process leads to significant mercury exposure and contamination, not only for the gold-miners, but also for the surrounding population, as mercury can contaminate the atmosphere and water at a very long distance. “The whole area is quickly saturated with this pollutant, that can have toxic effects on the digestive and immune systems, the lungs, kidneys, skin and eyes”.

The burning of waste in open air and coal combustion from power plants are the other main sources of mercury pollution in Togo, along with unrecycled fluorescent lamps and thermometers, all of which have been linked to a worrying lack of awareness among low-income populations.

Mr. Badjare found the workshop beneficial in giving him knowledge that he could use to support his country on this issue. “The workshop gave me a better understanding of the mercury release factors and reinforced my global methodology. We need to raise awareness about the dangers of mercury, and I certainly will remain at the disposal of the Togolese government in this regard.”

A satellite image of a city, likely in a developing region, showing a dense urban area with a mix of residential and commercial buildings. The image is overlaid with numerous small, colored markers (red, yellow, blue, and green) scattered across the city, indicating specific locations of interest or data points. The city is situated near a large body of water, possibly a river or a bay, which is visible on the left side of the image. The overall scene is a high-resolution aerial view of an urban environment.

Improving Resilience and Humanitarian Assistance

Over the past 20 years, disasters have affected 4.4 billion people, caused USD 2 trillion of damage, and killed 1.3 million people.

With the objective of enhancing the capacities of governments and communities to better respond to disasters and reduce risks, UNITAR works on two fronts:

1) providing advanced technologies and applications to reduce disaster impact by monitoring situations before, during and after disasters, while building resilience; and

2) providing training opportunities for government officials in the most vulnerable regions to disasters – Africa, Latin America and the Caribbean, and Asia-Pacific.

Satellite image: GeoEye-1, DigitalGlobe 2015,
analysis by UNITAR-UNOSAT

Key Results

We produced **166 geospatial analyses**, supporting relief and recovery efforts of the international humanitarian community including the UN Member States, UN agencies, international and regional organizations, NGOs and other humanitarian stakeholders, in response to the earthquake in Ecuador, Hurricane Matthew in the Caribbean, the Syrian Crisis, and Tropical Cyclone Winston in the Pacific, among others.

In partnership with IMPACT Initiatives and ACTED, we produced **numerous maps and analytical reports** assessing damages to infrastructures, and assessing the needs of vulnerable populations and tracking displacement – primarily in Africa, the Middle East, and Asia.

We contributed to sustainable water management in Chad and produced **7 additional hydrogeological maps and a Hydrogeological Atlas** of North and Eastern Chad.

We trained **201 national and regional experts** on the use of Geographic Information Systems (GIS) and satellite imagery for disaster and natural resources management.

We developed **data-sharing and operational GIS web platforms** to support Member States of the Intergovernmental Authority on Development (IGAD) in decision making and managing disaster risks in the Horn of Africa.

With the support of the Government of Japan, and in collaboration with the United Nations Office for Disaster Risk Reductions, we trained **28 senior female participants** from government and civil society organizations from **14 Pacific Small Island Developing States (PSIDS)** on tsunami-based disaster risk reduction leadership skills.

Beneficiary Spotlight

Mazharul Aziz

Project Director, Agrometeorological
Information Systems Development
Project, Department of Agricultural
Extension (DAE), Bangladesh

“ It was hard to know the exact damage area from flood, drought or other disaster because they happened fairly frequently and all estimates were done manually. Now, with GIS we can show our department and ministry a clear picture of the area of disaster and other important information quickly. ”





Using Geographical Information Systems to Help Bangladesh's 3 million Farmers

For more than 23 years, Dr. Mazharul Aziz has worked with the DAE disseminating information and technologies to farmers at a grass-roots level.

The DAE, under the Ministry of Agriculture in Bangladesh, is the country's largest ministry. Traditionally, much of the work in his department was done manually. For instance, flood assessments, disaster assessments, land coverage and agricultural disease mapping were all analyzed and estimated without the help of Geographical Information Systems (GIS).

Through a collaboration with the Asian Disaster Preparedness Centre, UNITAR held a Geospatial Information Technology for Disaster Risk Reduction training for 10 ministries of the Bangladesh Government in Dhaka. The two-week programme trained participants on the use of new technologies in agriculture and other related sectors.

Dr. Aziz had virtually no experience with GIS or remote sensing (RS) technologies before the course. Since the course, he has found his new knowledge and skills to be quite helpful. Last year, the Wheat Blast disease attacked a crop of wheat in Bangladesh. Normally, the DAE would have had to calculate

the damage area manually. Through the UNITAR course, Dr. Aziz was able calculate this figure using Geographical Information Systems combined with meteorological data from other sources. Previously, says Dr. Aziz, "it was hard to know the exact damage areas resulting from floods, droughts or other disasters because they happened fairly frequently and all estimates were done manually. Now, with GIS, we can show our department and ministry a clear picture of the area of disaster and other important information quickly." Using the GIS and RS information Dr. Aziz and his colleagues discovered that the Wheat Blast was positively correlated with weather parameters in Bangladesh. They will also be able to use these technologies to plan more effective rehabilitation programmes.

Dr. Aziz also learned that GIS and RS technologies can be used to improve crop zoning to support more effective and efficient planting practices. Though Bangladesh is currently self-sufficient for most of the cereals, they continue to import wheat and several other crops. Dr. Aziz believes that the use of these technologies could enable Bangladesh to become entirely self-sufficient.



Promoting Sustainable Peace

The peaceful resolution of conflict and maintenance of international peace and security are at the heart of the Organization's work and continue to be a pressing priority for Member States.

To contribute to the realization of this objective, UNITAR designs and conducts training programmes and seminars in the areas of conflict prevention, peace and security.

Key Results

In collaboration with the Executive Office of the UN Secretary-General (SG), we organized a high-level knowledge and experience exchange with the SG, Deputy SG and 64 Special Representatives, Envoys, Heads of Peace Operations Missions, Advisors of the SG, Under Secretaries-General of DPA, DPKO, DFS, 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**.

Through international and regional fellowship programmes, we **trained 81 senior and mid-level diplomats**, regional organization and UN staff, and other stakeholders in conflict analysis, negotiation and mediation.

We facilitated experience-sharing among **31 programme alumni** and other indigenous representatives through a briefing on training in conflict prevention and peacemaking.

In collaboration with the US State Department African Contingency Operations and Training Assistance Programme (ACOTA), we trained **12,946 military personnel** from African Troop Contributing Countries prior to deployment to UN and African Union Peacekeeping Missions.

We prepared **33 teachers, educators and youth leaders** to conduct a learning sequence on preventing the recruitment of young people into armed groups and criminal gangs and performed a mentoring role as these educators trained further multipliers and a total of **6,790 students**.

We strengthened, harmonized and standardized the knowledge and skills of **225 members of the African Formed Police Units** on their roles and responsibilities as part of regional and international stabilization efforts in Mali.

In collaboration with the Commission of the African Union, we organized the third High-Level Seminar on Peace and Security in Africa with an attendance of **64 representatives** from more than **40 countries** to foster more effective coordination in peace and security.

In collaboration with internationally-recognized universities, we designed and delivered Executive Master's Degree Programme on development policies and Master's Degree programmes on peace and security topics. We enhanced knowledge and skills of **15 Afghan Ministerial officials** and **121 students**.

Our e-Learning nuggets furthered the understanding of **4,740 stakeholders** on key concepts related to conflict and post-conflict theory and practice.

Through the South Sudan Fellowship Programme, we trained **20 South Sudanese officials** from the public sector and civil society on effective project management.

As part of the Afghanistan Fellowship Programme, we trained **29 Afghan civil servants and NGO representatives** on needs assessments, organizational change and development, and peace-building knowledge and skills.

Beneficiary Spotlight

Kamsiah Kamaruddin

Former Deputy Director
General, ASEAN Department,
Ministry of Foreign Affairs of
Malaysia, now Undersecretary
for Europe Division, Malaysia

“International relations tells us to operate from the head. I think in peacemaking and preventive diplomacy, it is also important that the heart is involved.”



A Surge in Diplomacy for Peace - New Training Initiated for the Asia-Pacific Region

I wanted to expand my knowledge beyond bilateral negotiations and learn more about conflict analysis, peacemaking and preventive diplomacy. Countries need to be constantly on the lookout to resolve issues that could be triggers or flashpoints for confrontation. This is where preventive diplomacy comes in, helping countries to understand and address root causes to better contribute to peace and stability in the region.”

As announced by the UN Secretary-General at the ASEAN Summit, the first UN regional training programme in peacemaking and preventive diplomacy for diplomats and track two officials of the Asia-Pacific, was organized in Vientiane in November 2016. The programme was the first concrete action of the ASEAN-UN Plan of Action (2016-2020), and was hosted by the Ministry of Foreign Affairs of Laos, ASEAN Chair at the time.

Ms. Kamaruddin said, “In many ways, people do not think about this region when they hear the word conflict due to relative peace in recent years. I recall when there was war. It is always good to be prepared to deal with things constructively, to know how to negotiate effectively to prevent violence and deal with what is driving it. These are important skills.”

Two ambassadors counted among the 43 mid- and senior- level officials who completed the regional training programme coming from each ASEAN Member State, and from Bangladesh, Nepal, Papua New Guinea, Sri Lanka and Timor Leste. Officials took part in group

work identifying sources of conflict, engaged in conflict analysis, learned about interest-based negotiation theory, worked on listening skills, practiced negotiations based on real cases, and participated in discussions with senior resource persons carrying out good offices in various countries. Sessions focusing on enhancing women’s participation in peace processes and in social transformation through community mediation were also included. The sole female negotiator in the Bougainville peace process also shared lessons from her experience.

Ms. Kamaruddin added, “In a negotiation, we can think that facts are clear, concrete—yet how those facts are conveyed is very important to the process. It is also good to know what we know, and think about what we may not know, and seek to gain a better understanding.”

This first regional training programme for officials of the region was made possible through financial support from the Government of Malaysia through the Malaysian Technical Cooperation Programme, and from the United Nations Department of Political Affairs for which the Institute is most grateful.

“What has changed is my awareness, my consciousness. I am now back in bilateral negotiations as an Undersecretary (which includes negotiations with regional organizations.) When a text is being negotiated, instead of becoming defensive, I ask myself, why would they want that text removed? Or, what concern of theirs is addressed by including the new text? It is a deeper level of analysis and understanding, a fuller awareness. Now I seek to see things from their perspective.” she said, with the goal of coming up with a mutually-beneficial process. “I have gained a lot from the training and would recommend it in a heartbeat.”

There is already a waiting list of potential officials for a requested 2017 training for the region. The UNITAR Programme in Peacemaking and Conflict Prevention brings 24 years of experience in the development and design of tailored training programmes for senior and mid-level officials and other key actors in the prevention of violent conflict and promotion of sustainable peace—the top priorities of the UN Secretary-General.

Beneficiary Spotlight

Mohamed Keita

Permanent Instructor at the National Gendarmerie School of Mali and Temporary Instructor at the “Ecole de Maintien de la Paix Alioune Blondin Beye”, Mali

“ Thanks to the UNITAR courses, I have learned new teaching techniques that are concretely applicable in my daily work. ”



Training the Malian Police and Gendarmerie Trainers on Sustainable Peace Prior to Deployment

Mohamed Keita, who is a permanent instructor at the National Gendarmerie School of Mali, in Bamako. He is the Training Director of the Gendarmerie application course.

The close collaboration between UNITAR and the Ecole de Maintien de la Paix Alioune Blondin Beye (EMPABB) aims at contributing to international and regional efforts towards sustaining peace and security in Mali, by supporting the preparation of African military contingents and Formed Police Units (FPUs) prior to their deployment to the United Nations Multidimensional Integrated Stabilization Mission in Mali (MINUSMA). This project will also lead to strengthening capacities of EMPABB to act as a centre of excellence in preparing military contingents and FPUs prior to deployment.

Mr. Keita serves as the interim training division Chief of the National Gendarmerie Headquarter, as well as the temporary instructor at the EMPABB. It is within this framework that he was nominated to undertake two UNITAR training courses: one Training of Trainers (TOT) during the fall 2016 and one coaching session in the spring 2017.

The TOT that he followed in Bamako alongside a dozen other police force officers lasted three weeks and was part of a project called “Sustaining Peace in Mali and the Sahel Region through Strengthening Peacekeeping Training Capacities”, a UNITAR initiative financed by Germany.

Its major goal is to consolidate the skills of Malian instructors who will train future FPUs on UN peace operations prior to deployment to MINUSMA. “The TOT was very useful, because it reinforced my teaching skills and helped me diversify my teaching methods,” says Mr. Keita. “It furthered my technical knowledge of the UN pre-deployment and specialized training modules and Formed Police Units.”

Mr. Keita described another beneficial technique that he learned at the TOT: “It’s called the ‘fishbowl technique’ and it is particularly efficient when debating sensitive questions. The participants are placed in two circles, a large outer circle and a smaller centre circle. The participants of the two circles are all seated, and it is those from the outer circle who tap on the shoulders of those from the centre circle to be able to talk. We used this technique to effectively discuss critical issues like the use of force against terrorists.”

Mr. Keita’s enthusiasm for UNITAR training continued after his coaching session some months later: “Coaching was something new for me. The session included techniques and simulations that gave a realistic dimension to the training, while providing us with practical experience in applying the various steps of the coaching process. I was unfamiliar with these techniques and found the three-day coaching session to be very effective.”



Promoting Economic Development and Social Inclusion

To achieve sustainable growth and development and to attain internationally agreed upon objectives, such as the UN Sustainable Development Goals, developing countries need to fully grasp the social, economic, political and environmental implications of current and future challenges.

However, many countries are poorly equipped to design, implement and monitor sound development strategies. UNITAR works with developing countries, including Least Developed Countries, to strengthen their capacities for trade, finance, investment and intellectual property, helping them achieve their development priorities and translate multilateral norms and decisions into practice.

Key Results

Through our e-Learning platform and other programmes, we trained **822 beneficiaries** on public finance and debt management, and an **additional 1,321** on trade and intellectual property rights.

Through communities of practice, we facilitated knowledge-sharing among **338 trained beneficiaries** from previous UNITAR public finance, trade and intellectual property events.

Through **103 training and knowledge-sharing events** produced by our global network of CIFAL training centres, we raised awareness and strengthened the capacities of some **11,756 stakeholders**. These training events were delivered at the national and sub-national levels and covered a wide range of sustainable development topics with emphasis on enhancing governance at all levels.

At the Third Mayoral Forum on Mobility, Migration and Development, we raised the awareness of **99 stakeholders**.

Under the realm of the United Nations Decade for Action on Road Safety and the 2030 Agenda for Sustainable Development, we assembled **over 700 participants** for multi-stakeholder conferences to exchange best practices.

We further developed the capacities of **16 trainers** from the Algerian Ministry of Interior and Local Authorities.

Ibtikari Programme, implemented in partnership with the Algerian government to tackle unemployment among young graduates, enhanced the capacities of **28 national trainers** on entrepreneurship development. They provided entrepreneurial skills to 309 young graduates. **97% of them** are no longer unemployed.

Through the UNITAR Iraq Fellowship Programme on Leadership and Entrepreneurship, we provided 24 young Iraqi professionals with the skills to **build their own businesses**, contributing to post-conflict reconstruction.

Through the UNITAR Anti-Corruption Training programme, we trained **24 officials** from the public sector and civil society in North Africa (Algeria, Morocco, and Tunisia) on anti-corruption.

In partnership with Norway's renowned Stord/Haugesund University College, we strengthened the knowledge and skills of **29 Nigerian students**, delivering the second academic year of a three-year mechanical engineering degree programme with a specialization in petroleum technology and marine construction.

Beneficiary Spotlight

Rova Rakotondratsimba

Interim Chief of the Transversal
Mission “Analysis, Strategy and
Statistics” to the Public Debt
Directorate, Treasury Department
Senior Management, Madagascar

“ In previous years, we
fumbled our way along.
But, after the course, we
realized it is possible to
proceed in a very precise way.
Thanks to the tools the UNITAR
expert gave us, we no longer
need to wait for the end of the
year nor communicate
approximate numbers. ”



Reinforcing the Skills of the Government of Madagascar to Manage Public Finance Efficiently

Quality Content and Good Organization are Key to a Fruitful Training.

In October 2016, UNITAR delivered a training to Government of Madagascar employees to support them in efficiently managing the country's public finances. The training programme took place in Antananarivo over a two-week period and included three main themes: negotiation techniques, follow-up and evaluation of public investment projects and internal debt management.

Ms. Rova Rakotondratsimba was one of the managers who took part in the training. "I work at the General Directorate of the Treasury, at the Directorate of Public Debt," says Ms. Rakotondratsimba. "We chose to organize an on-site training so that more staff could attend. This turned out to be a good strategy and, as a result, 40 attendees benefitted from the knowledge of two UNITAR experts. It was our largest in-house training to-date."

Ms. Rakotondratsimba and her colleagues were pleased with the quality, content and organization of the training. "The courses were quite interactive, the atmosphere was friendly and the fact that the participants did not all have the same background (some were economists and others were not at ease with numbers) brought a positive aspect because each time we did group exercises the ones that were more gifted in math could help the others."

The training also proved beneficial in giving attendees knowledge and skills directly applicable to their professional roles. For example, Ms. Rakotondratsimba explains that public finance controllers in Madagascar are given little instruction in negotiation techniques: "It is not something we learn in the public finance controller training programme. We are not prepared for these kinds of situations. So, I was pleased to learn how to guide discussions according to the conversation partner and how to assert our interests knowing we are negotiating a financing arrangement or a loan from a backer who has his own interests to defend as well."

The most popular part of the training was a module called, "The Effects of Exchange Rate Variations on Debt" which focused on internal debt management. "The content of the course really increased our skills in reevaluating debt stock, a task we undertake every year," explains Ms. Rakotondratsimba. "In previous years, we fumbled our way along. But, after the course, we realized it is possible to proceed in a very precise way. Thanks to the tools the UNITAR expert gave us, we no longer need to wait for the end of the year nor communicate approximate numbers."

According to Ms. Rakotondratsimba, the attendees were all very satisfied because they could easily transfer the tools and techniques they learned in the course to their daily work. Overall, she found the training "very intense and fruitful."

Beneficiary Spotlight

Noureddine Benaidja

Training Officer for the Algerian
government, Algeria

“ I learned to work in a more cooperative way, we are having more meetings, where everybody has a say, and the cases we’re dealing with are everyone’s responsibility. Things done more quickly with a lot less resistance when it comes to practical implementations. ”



New Training Methods for Algeria's Next Political Challenges

As long as he can remember, Algerian born Nouredine Benaidja dreamed of working in the public sector.

After four years at Alger's Ecole Nationale d'Administration (ENA), he realized his dream in 2001 when he began working for the Interior Ministry of Algeria. He then went on to study law, both in Algeria and in France. Now, at age 38, he's working on a Ph.D. while holding the position of Training Officer for the Ministry.

In recent years, Algeria has made a tremendous effort to increase its investments in material infrastructures. With a view toward matching international standards, the Interior Ministry has made the levelling up of executive expertise one of its major priorities. Last year the Ministry reformed ENA training programmes. Soon it will open new training sectors directed at mid-rank administrative officials.

"Our objective," explains Mr. Benaidja, "is to improve the quality of the services that our officials provide to our citizens. One of the biggest challenges we will face in this effort will be introducing e-learning. While it will be of great use for our large country,

with some training centres located more than 1,200 miles from Alger, it will require breaking away from classic teaching patterns."

In 2016, Mr. Benaidja took a UNITAR training of trainers course. It gave him and his colleagues tools to help Algeria improve its training programmes. "We were given new methods and case studies that many of us have put to use in our daily tasks. Many older colleagues at the Ministry, sometimes with more than twenty years of old habits, weren't especially thrilled. But all it took was half a day of new exciting methods like role-plays and everybody was on board."

Before the UNITAR courses, Mr. Benaidja and his colleagues had a more rigid, top-down approach to training. "The courses," he says, "have shown us how to work in a more cooperative and effective way. We are having more meetings, where everybody has a say, and the cases we're dealing with are everyone's responsibility, with no more arguing about who should be the only one in charge. At first glance, it seems like it's taking much more time, but at the end of the day, it's actually quicker, with a lot less resistance when it comes to practical implementations."

Beneficiary Spotlight

Hasan Ismaeel Abd Alkadum Al-Ruaiey

Project Manager at PTC Group, Iraq

“ Many friends or people I meet in my daily life are telling me: ‘your English is great, you have an academic degree, why don’t you leave to work in the United States or somewhere else?’ I tell them that I believe in our country and its youth. I am convinced that we can have a brighter future, here and now. ”



I Believe in My Country and Its Youth

At 25 years old, Hasan Ismaeel Abd Alkadum Al-Ruaiey might be a part of Iraq's best chance for a brighter future.

Born in Baghdad one year after the end of the first Gulf War, he grew up in a family of engineers that nurtured his passion for science. "It's a field I've always had a huge interest in," Hasan admits.

Today, Hasan holds a Master's degree in Engineering and is a lecturer at the university where he studied. "But not an ordinary lecturer," explains Hasan, "in the sense that I get to mix real practical life with theoretical knowledge. This is a working method that you seldom encounter in Iraq's academic world."

"Even as a student I would help my fellow students, showing them how to write solid CVs, build effective communication plans, and successfully pass job interviews for any kind of job. Then I saw that this could become a full-time job, so I decided to become professional trainer." Several big companies in Iraq have asked for his expertise, including AstraZeneca (a biopharmaceutical company), Zain Iraq (the country's biggest communication specialist) and the University of Technology. Baghdad's largest mall and three of its universities have shown interest in allowing him to organize technology job fairs on their premises.

But, it hasn't all been smooth sailing for Hasan, whose ideas have been met with some resistance.

"It's hard to convince people of the importance of allowing engineering students to learn leadership techniques. Many people in academia have a hard time taking this seriously - mostly older people who haven't seen that the world they knew has changed."

When asked about his experience with UNITAR, the first word that came to Hasan was "fascination". "The courses were very well thought-out," he explains, "and not boring at all. The skills taught there were very helpful to me because I already had clear projects in my head, but I did not know what the proper first steps were. I had no idea of the number of things to take in consideration before starting anything. I was especially excited to learn about PESTLE analysis, for example."

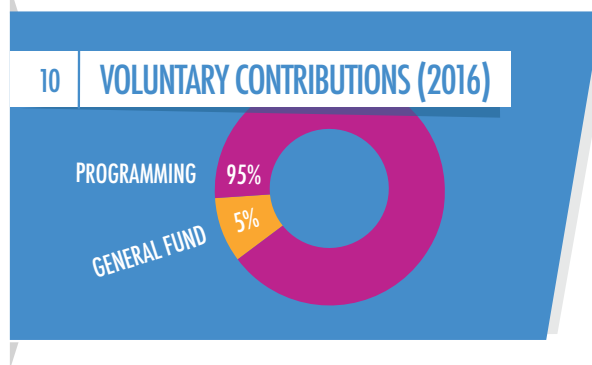
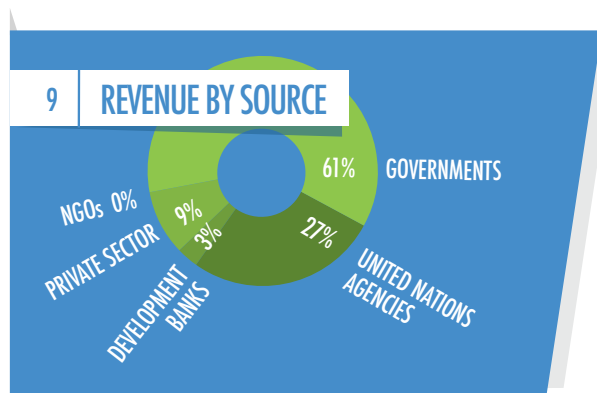
Iraqis have gone through tough times in recent years and in the eyes of the younger generation, the future might not look so bright. But Hasan seems immune to any kind of pessimism. "Many friends or people I meet in my daily life are telling me: 'your English is great, you have an academic degree, why don't you leave to work in the United States or somewhere else?' I tell them that I believe in our country and its youth. I am convinced that we can have a brighter future, here and now."

Financial Information

UNITAR achieved its 2016 results with an annualized budget of \$25.6 million, \$24.7 million in contributions and some \$23.7 million in expenditures.

We are a project-based organization and do not receive any funds from the regular United Nations budget. UNITAR is financed entirely from voluntary contributions derived from UN Member States, other UN agencies, international and intergovernmental organizations, NGOs and the private sector. Of these voluntary contributions, 95% are earmarked for specific programmes, as shown (see FIG9 and FIG10).³ A breakdown of contributions by donor is provided in Table 1 and Table 2.

We are grateful to all of the organizations and individuals who support our work financially.



³ Revenue and expenditures are accounted for on a budgetary basis and audited financial statements for the year ending 31 December 2016.

Table 1: Contributions for the General Fund (2016)

Governments

Algeria	> 1 million
Switzerland	> 100,000
China	> 50,000
Russia	≥ 50,000
Kuwait	≥ 20,000
Turkey	≥ 20,000
Japan	> 10,000
Thailand	< 5,000

All figures are in United States Dollars.

Table 2: Contributions for Programming (2016)

Governments

Norway	> 3 million
Switzerland	> 2 million
Japan	> 1 million
Germany	> 1 million
Japan Hiroshima Prefecture Gvt.	> 500,000
Afghanistan	> 500,000
Sweden	> 500,000
Algeria	> 200,000
Denmark	> 100,000
Saudi Arabia	> 100,000
Russia	> 100,000
Gabon	> 100,000

Other Institutions

Petroleum Technology Development Fund	> 2 million
The Arab Bank for Economic Development in Africa	> 500,000
The Deutsche Gesellschaft für Internationale Zusammenarbeit	> 200,000
DIAGEO	> 200,000
Institut für Auslandsbeziehungen	> 200,000
IMPACT Initiatives	> 100,000
The Global Fund to Fight AIDS, Tuberculosis and Malaria	> 100,000
Emirates Diplomatic Academy	> 100,000
Public Interest Incorporated Hiroshima Foundation	> 100,000

United Nations Agencies

UNEP	> 2 million
UNDP	> 1 million
UNIDO	> 1 million
WHO	> 100,000
UNDPA	> 100,000



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