



# United Nations Institute for Training and Research 2014 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. Aiming to strengthen the effectiveness of the United Nations, UNITAR's mission is to develop capacities of individuals, organizations and institutions to enhance global decision-making and to support country-level action for shaping a better future.

The key thematic areas in which UNITAR operates include strengthening multilateralism, promoting economic development and social inclusion, advancing environmental sustainability and green development, promoting sustainable peace, and improving resilience and humanitarian assistance. This report summarizes the Institute's major results and achievements in 2014.

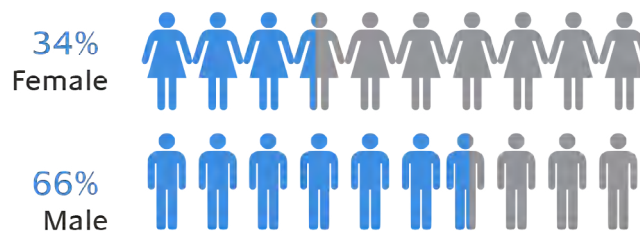
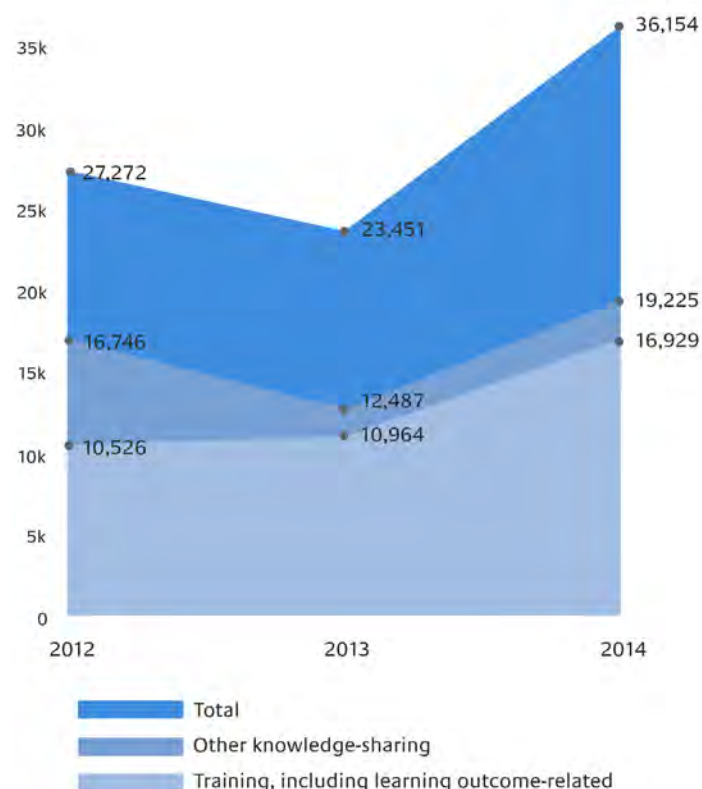
# Our Primary Output - Trained Beneficiaries

UNITAR provided training, learning and knowledge-sharing services to 36,154 individuals in 2014, representing a 54 per cent overall increase in numbers from 2013 figures of 23,451, as shown in chart 1. Eighty-six per cent of training-related beneficiaries were associated with specific learning outcomes. These beneficiaries increased by 88 per cent, from 7,920 beneficiaries in 2013 to 14,904 in 2014 (This is not shown in Chart 1). This marked increase is attributed largely to the delivery of the new introductory e-Learning course on climate change, administered in partnership with UN CC: Learn agencies, and a new series of pre-deployment peacekeeping training courses targeting African military personnel. Participants from knowledge-sharing conferences and related events also increased significantly, from 12,487 in 2013 to 19,225 in 2014 (54 per cent).

These outputs were produced with a budget of \$24 million, some \$22.5 million in expenditures and the delivery of 476 events (equivalent to some 1,800 event days over the calendar year). The overall male to female gender ratio of training-related beneficiaries for 2014 was 66 to 34, as opposed to 60 to 40 for 2013. This shift was attributed largely to the marked increase in peacekeeping training targeting primarily male military and related personnel.

Chart 1

Overall beneficiaries (numbers with comparisons to 2012-2013)





As shown in charts 2 and 3, 75 per cent of training-related beneficiaries came from developing countries with the following regional breakdowns: Africa (39 per cent), Asia and Pacific (25 per cent), Europe (14 per cent), Latin America and the Caribbean (13 per cent), Middle East (3 per cent) and North America (6 per cent).

Chart 2

2014 Training-related beneficiaries

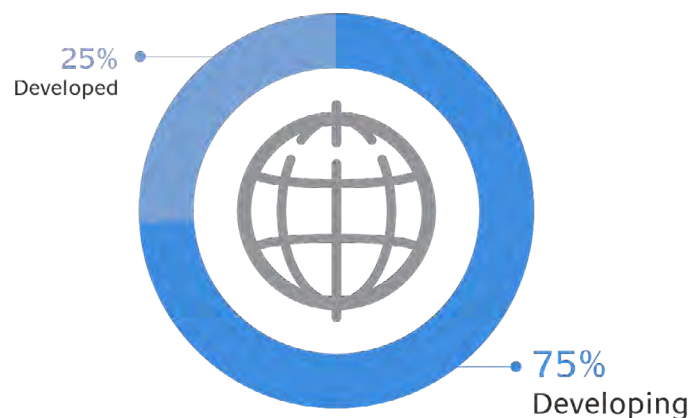
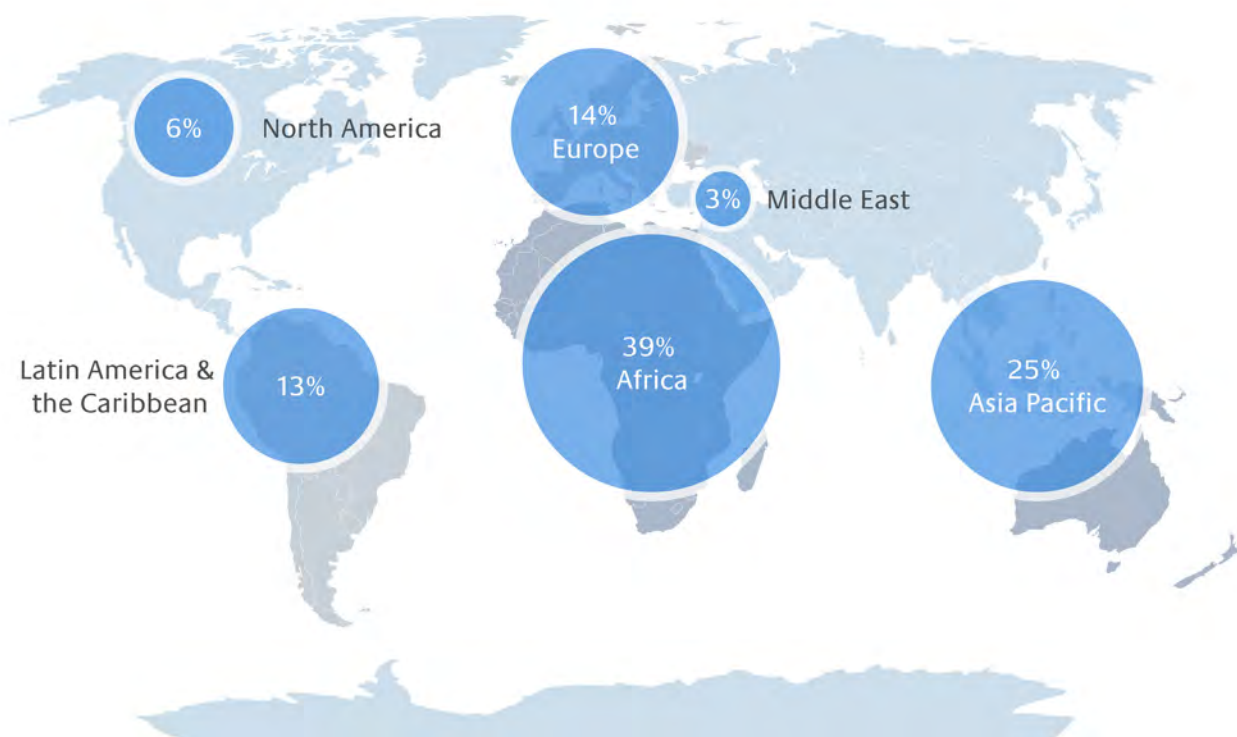


Chart 3

Training-related beneficiaries (geographic breakdown)



UNITAR serves a broad-based group of constituencies, with 53 per cent of its training-related beneficiaries coming from government; 22 per cent from non-state sectors, including NGOs, academia and the private sector; 10 per cent the United Nations; and 12 per cent from other sectors.

At the outset of 2014, UNITAR introduced a new policy on the issuance of certificates for events with learning objectives to raise standards of certificates of completion. As a result, while the number of learning-related participations and completions has increased from previous years, the proportion of certificates of completion awarded has decreased, as shown in chart 5.

Chart 4

Training-related beneficiaries by affiliation

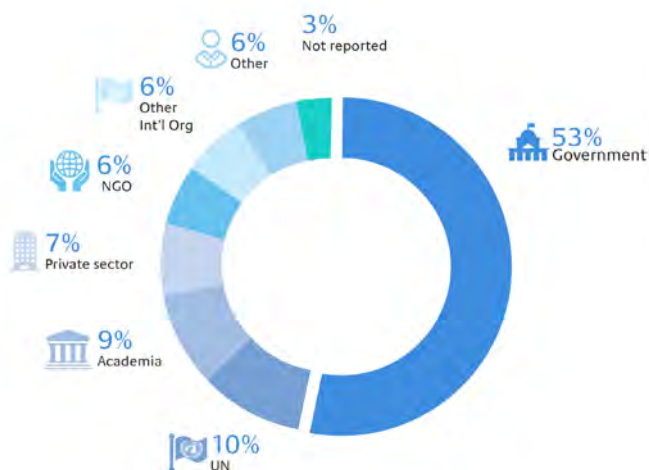
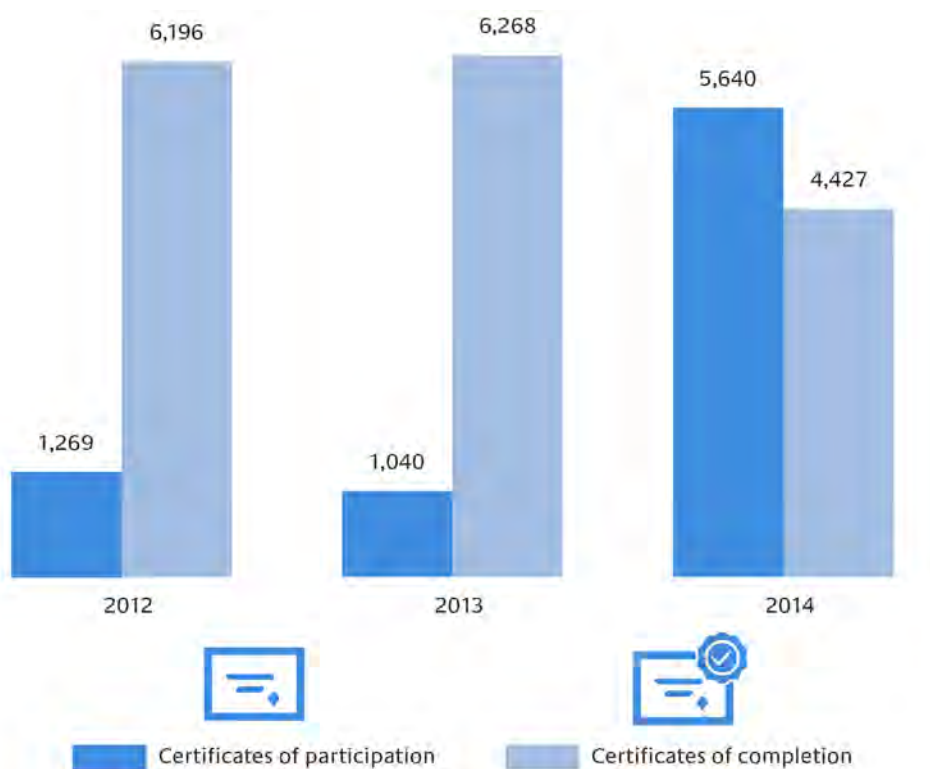


Chart 5

Certificates issued from learning-specific events





As shown in chart 6, feedback on key performance indicators of UNITAR learning services remains very positive, with 85 per cent of respondents agreeing or strongly agreeing that the training was job relevant, 74 per cent agreeing or strongly agreeing that information was new, 91 per cent confirming their intent to use the information, and 94 per cent confirming that the training was overall useful<sup>1</sup>. The Institute monitors feedback parameters regularly as part of its activity and project monitoring.

In addition to measuring the achievement of learning objectives and beneficiary reaction, the Institute regularly tracks the transfer and application of acquired knowledge and skills through periodic post-training questionnaires. As shown in chart 7, based on a random sample of participants from 2014 learning events, 82 per cent of respondents who completed the respective events confirmed having applied knowledge/skills<sup>2</sup>. Of those respondents, 49 per cent confirmed that transfer/application was frequent and 51 per cent occasional. Opportunity to apply, importance to job success and support received from supervisors were cited by respondents as the top three enablers to knowledge and skills transfer. These results are similar to those obtained from 2013 learning-related events.

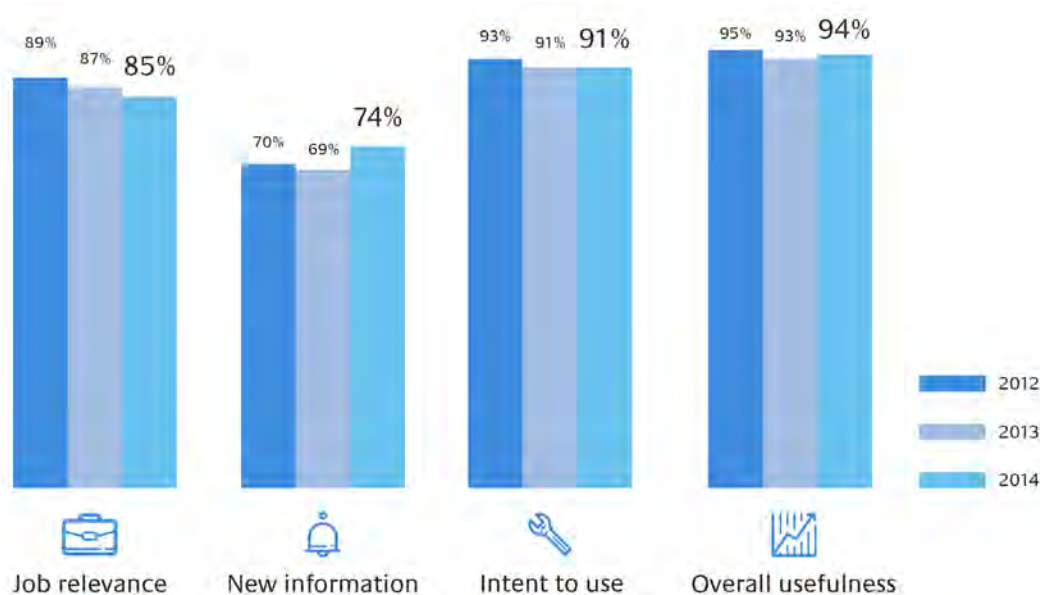
Chart 7

Proportion of sampled beneficiaries conforming having applied/transferred knowledge/skills.



Chart 6

Beneficiary reaction to learning services  
Average ranking 4 (agreeing) and 5 (strongly agreeing)



<sup>1</sup>Based on participant feedback from 250 learning-related events (or 86% of the total number of learning events delivered in 2014) in which 13,108 participants took part. The average response rate was 45%.

<sup>2</sup>Based on feedback obtained from 262 respondents of a pool of 1,300 randomly sampled participants enrolled in 198 learning-related events in 2014 (representing 69% of all learning events). Ninety one learning-related events with invalid email addresses were excluded from the survey.

# Partnerships - A Key Pillar to Programming

The Institute's strong partnership strategy is an integral part of its approach to achieving effective and efficient programme results, by combining the substantive expertise of United Nations entities and other partners with its internal expertise in programming, instructional design and adult learning. Of the Institute's 476 events in 2014, 60 per cent were delivered with partners and nearly three-quarters of 2014 beneficiary outputs were produced through partnership-based programming, as shown in chart 8.

Partners include not only Governments (34 per cent) but also organizations as diverse as other United Nations agencies (26 per cent), other international and regional organizations, national training institutes, foundations, universities, non-governmental organizations and the private sector. Several partnerships have clearly become instrumental, including the One United Nations Climate Change Learning Partnership (UN CC:Learn), with UNITAR hosting a common platform for 28 UN agencies and 5 other organizations; the Partnership for Action on the Green Economy (PAGE), a joint initiative involving ILO, UNDP, UNEP, UNIDO and UNITAR; and the Inter-Organization Programme for the Sound Management of Chemicals (IOMC).

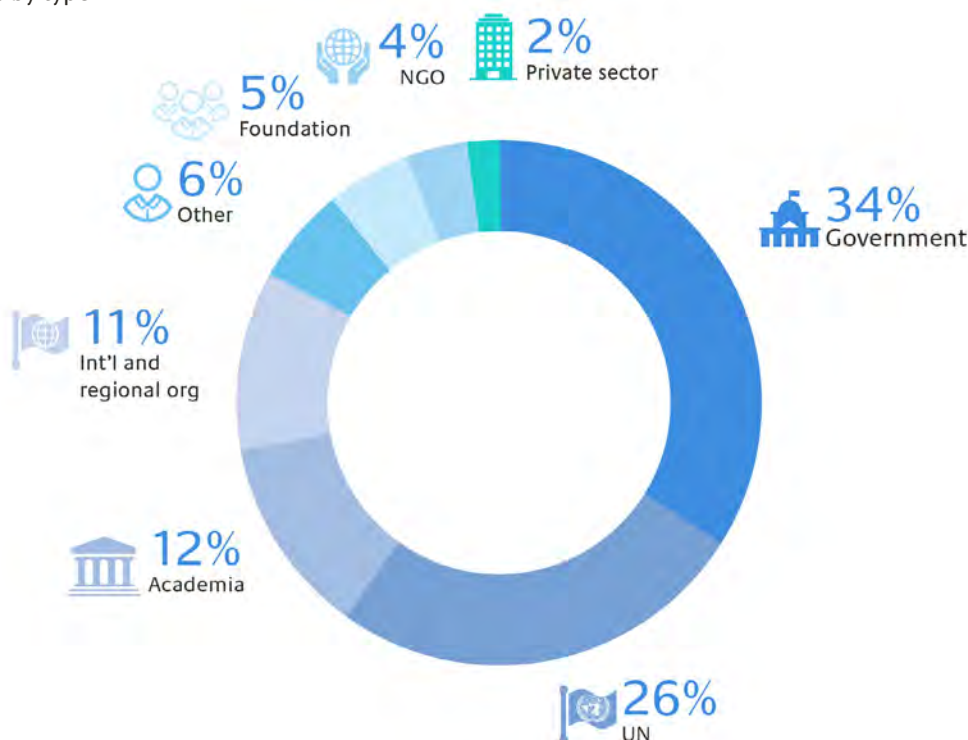
Chart 8

Beneficiaries by partnership



Chart 9

Partners by type



The background features a network of grey circles of various sizes connected by thin grey lines. The circles are scattered across the page, with some being significantly larger than others. The lines connect these circles in a non-linear fashion, creating a web-like structure. The overall aesthetic is clean and modern, typical of a corporate or academic report cover.

# Key Results 2014



Raised awareness of **485 delegates from Member States** and **28 delegates** from regional organizations on the **Post-2015 agenda** through more than 25 technical briefings. Over 300 delegates identified themselves as being directly involved in the Post 2015 Development Agenda negotiations. Developed an **online resource platform** to support the learning experience.

Raised awareness of **105 delegates in Geneva on the WTO Bali Package** in cooperation with WTO, UNCTAD, ITC, UNDP and the South Centre.



Organized a **high-level international conference in Beijing on Transformative Global Governance: China and the United Nations** examining the future role of China in the United Nations.



Launched a project to support the establishment of the **Gabonese Diplomatic Academy**.



## Programme Area 1 Strengthen Multilateralism

Developed knowledge and skills of nearly **350 government officers and other stakeholders** on the substance, processes and procedures of the **climate change negotiations**.

Developed knowledge of **123 stakeholders**, mostly from developing countries, on **international water law** and trained an additional 174 beneficiaries on other contemporary topics of international law.

Trained over **60 Foreign Service and other government officers from Myanmar** on preparations for the ASEAN Summit.

Trained more than **700 delegates to the United Nations in Geneva and New York** through 27 training activities as part of the Institute's core diplomatic training (CDT) programme, and awarded 151 fellowships from the Algerian Fellowship Fund and 100 fee waivers from Swedish support under the 'Leveling the Playing Field' New York initiative.

Briefed nearly **60 delegates from New York and capitals on the General Assembly** and its Main Committees in preparation for the 69th Session of the General Assembly.

UN Photo/RickBajornas





Raised awareness through training and knowledge sharing events of some **8,000 stakeholders** at the national and sub national levels on a **wide range of sustainable development topics** with emphasis on enhancing governance at all levels.

Raised awareness of more than **100 stakeholders** on **business ethics and sustainability**.



Strengthened capacities of **130 government officials** to **address migration and development** challenges and opportunities.

Strengthened the training skills of **37 Algerian trainers** on **building entrepreneurship skills** and raised awareness of over **100 young graduates** on entrepreneurship development.



## Programme Area 2 Promote Economic Development and Social Inclusion



Trained **1,500 beneficiaries** from **Francophone developing countries** on trade in services, negotiating skills, economic partnership agreements and regional trade integration (in partnership with the Organisation internationale la Francophonie).

Trained **96 trade officials** from **12 Commonwealth of Independent States** countries on WTO accession (with FAO).

Trained **91 Nigerian Rivers State Government officers** on **increasing education efficiency** in local schools.

Trained **128 development professionals** on **harnessing the potential of social media** for improving efficiency and effectiveness of development work.

Trained **14 agricultural sector representatives** and a Ministerial advisor to the President of **Afghanistan** on **change leadership and agribusiness development**, with 100% of respondents rating the training as very useful.



Launched **introductory e-course on climate change** receiving more than **10,000 registrations** from 195 countries.

Developed **9 e-Learning modules** on preparing mercury inventories and identifying priority areas of intervention for mercury management, in collaboration with UNEP.

Developed, launched, and ran two cycles of an introductory pilot e-Learning course on **nanotechnology**.



Trained over **250 government officers** and other stakeholders through 6 national workshops on the **UN chemical labelling standard** and 6 national workshops on implementing integrated national chemicals management programmes.



**Programme Area 3  
Advance  
Environmental  
Sustainability and  
Green Development**



Completed training needs assessments on **linking climate change policy with public finance** in South East Asia.



Launched **six country projects** to support ratification and implementation of the **Minamata Convention on Mercury** in Jordan, Nigeria, the Philippines, Senegal, Uruguay and Zambia.

UN Photo/Fred Noy





Launched **second phase of the multi-year UN CC: Learn** to extend the coverage to **five new countries** (Burkina Faso, Ethiopia, Ghana, Kazakhstan and Niger)

Developed leadership skills of **90 change agents in developing countries** through a 2-week **Green Economy Academy**.

Developed knowledge of more than **50 participants** through the pilot testing of an innovative e-Learning course on **Sustainable Consumption and Production**.

Managed **capacity development project to identify and destroy over 150 tons of PCBs** and obsolete pesticides in Ghana (with UNDP).



Organized a Conference on Environmental Governance and Democracy together with Yale University for **150 policy makers and academics** from around the world to advance knowledge generation on **human rights and the environment**.

Co-hosted the climate science session with the heads of WMO and UNESCO at the Secretary-General's Climate Summit. Four Heads of State attended the session.



Leveraged international and national funds for **climate change learning**, e.g. in the Dominican Republic an initial grant of \$30,000 for teacher training on climate change leveraged more than \$1 million in national budgetary funds.

Brokered major **learning partnership on REDD+ with UN system and Yale University**, which will lead to the establishment of an Online REDD+ Academy.

Fostered South-South cooperation by nominating of 5 'Ambassadors for Climate Change Learning' from 4 developing countries.



Organized interaction between the **Secretary-General** and **35 Special Representatives** of the Secretary-General, **Representatives of the Secretary-General**, **Heads of Mission and Advisors** as well as by the **Under Secretaries General** of **DPKO**, **DPA** **OHCHR** and **UNHCR** to identify and address challenges faced by **UN peace issues** especially the potential conflict between the promotion of peace agreements and addressing human rights violations.



Published **Strengthening the Practice of Peacemaking and Preventive Diplomacy in the United Nations: The UNITAR Approach** on the twentieth anniversary of the **UNITAR-International Peace Institute Fellowship Programme** in Peacemaking and Preventive Diplomacy.



**Programme Area 4  
Promote  
Sustainable Peace**



Launched a fourth phase of the **Strengthening Peacekeeping Training Centres** project, with the objective to strengthen the training capacities of centres in **Egypt**, **Kenya**, **Liberia**, **Nigeria** and **Rwanda** in new thematic areas.



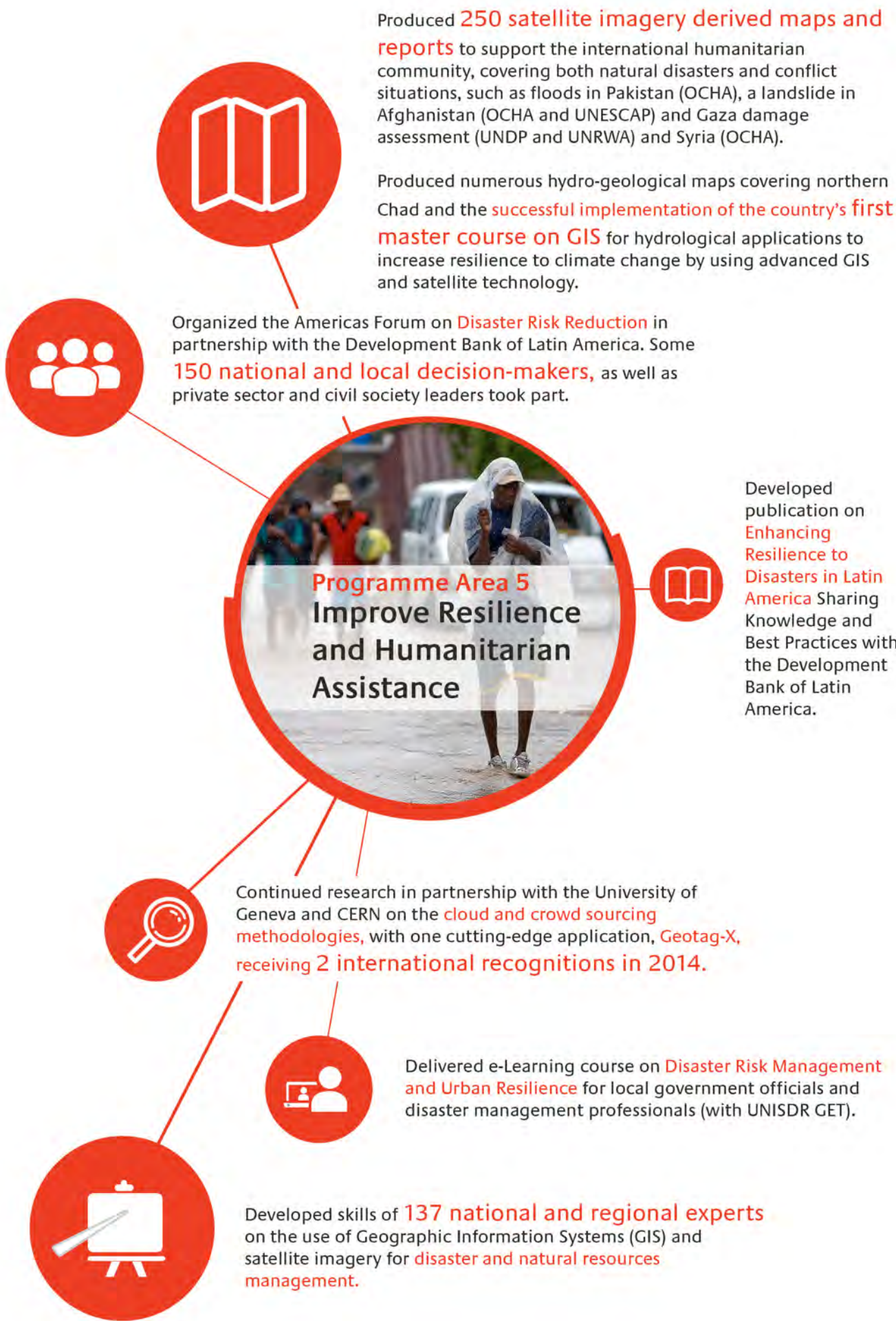
Trained **2,881 pre-deployment military personnel** from **African countries** in connection with the **US State Department African Contingency Operation and Training Assistance Programme**.

Trained **27 staff** from the **United Nations Assistance Mission for Iraq (UNAMI)** on project management.


Trained **69 personnel** to be deployed in **conflict and post conflict environments** in connection with a **Master's Programme on Conflictology** with the **University of Catalonia**.

Trained over **60 Afghan civil servants and NGO representatives** on needs assessments, organizational change and development, and **peace building-related knowledge** and skills as part of the **UNITAR Afghan Fellowship Programme**.









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