



**unitar**

United Nations Institute  
for Training and Research

# 2017 Results Report

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# Foreword

Nikhil Seth

I am pleased to present the 2017 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 learning services that meet internationally recognized quality standards. Much like how water beads come in different shapes and sizes, as this year's report cover nicely illustrates, our activities, and the results they produce, vary tremendously in scale and impact. Ranging from short, intensive executive-type training to mid and large-sized capacity development projects spanning months if not 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 medium to longer term, by contributing broader organizational and institutional changes.

2017 was another record-breaking year in terms of our overall outreach, with close to 57,000 individuals across the world benefiting from our services, 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 achieved include geospatial analyses and reports issued to the international humanitarian community in response to requests for technical assistance. Over this past year, UNITAR, through its Operational Satellite and Applications Programme – UNOSAT – produced close to 600 analyses and issued 32 maps to assess the needs of vulnerable populations and track displacements.

2017 also marked the end of our 2014-2017 strategic framework cycle. Over the four-year period, we reached out to some 185,000 beneficiaries, with most learning programme-related beneficiaries coming from developing countries and close to half coming from countries in special situations, comprised of the least-developed countries, the landlocked developing countries and the Small Island Developing States. In the spirit of the 2030 Agenda, we strive to ensure that no one is left behind and that we reach the furthest behind first.

We could have hardly achieved the results we did in the absence of a strong and committed partnership base. In fact, half of our 2017 events and two-thirds of our beneficiaries resulted from partnership-based programming. With an annualized 2017 budget of \$25.6 million, we are very proud of and grateful to our partners and donors for their support in helping us achieve the results highlighted in this report.

**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 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 2030 Agenda for Sustainable Development and other international agreements of 2015, the key thematic areas in which UNITAR operates include (1) strengthening multilateralism, (2) promoting economic development and social inclusion, (3) advancing environmental sustainability, (4) promoting sustainable peace and post conflict reconstruction, (5) increasing resilience and disaster risk reduction capacities, and (6) supporting the implementation of the 2030 Agenda. This report summarizes the Institute's major results and achievements in 2017.





**Our Primary  
Output**  
Trained Beneficiaries



UNITAR provided learning, training and knowledge-sharing services to **56,210** individuals **in 2017**, representing a 2.5 per cent increase from **2016** figures of **54,840**, as shown in chart 1<sup>1</sup>. The Institute's global network of affiliated International Training Centres for Authorities and Leaders (CIFAL) delivered 25 per cent of the beneficiaries. Sixty-seven per cent of UNITAR's overall beneficiaries were associated with training events having specific learning outcomes. This category of beneficiaries increased by 9 per cent, **from 35,093 in 2016 to 38,090 in 2017**. This increase is attributed largely to the continued delivery of the pre-deployment peacekeeping training courses targeting African peacekeepers; the introductory e-Learning course on climate change, administered in partnership with agencies of the One UN Climate Change Learning Partnership; and the increase in participants enrolled in the Introduction to the 2030 Agenda for Sustainable Development e-course. 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, **from 19,747 in 2016 to 18,120 in 2017**, in line with the Institute's strategy to emphasize learning solutions to specific needs. Overall beneficiaries for the **2014-2017 strategic framework** period amounted to some **185,000**.

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1 Based on figures reported in UNITAR's Events Management System (EMS), in addition to 935 participants from learning events not recorded in the EMS which were added manually.



Chart 1

## Overall Beneficiaries

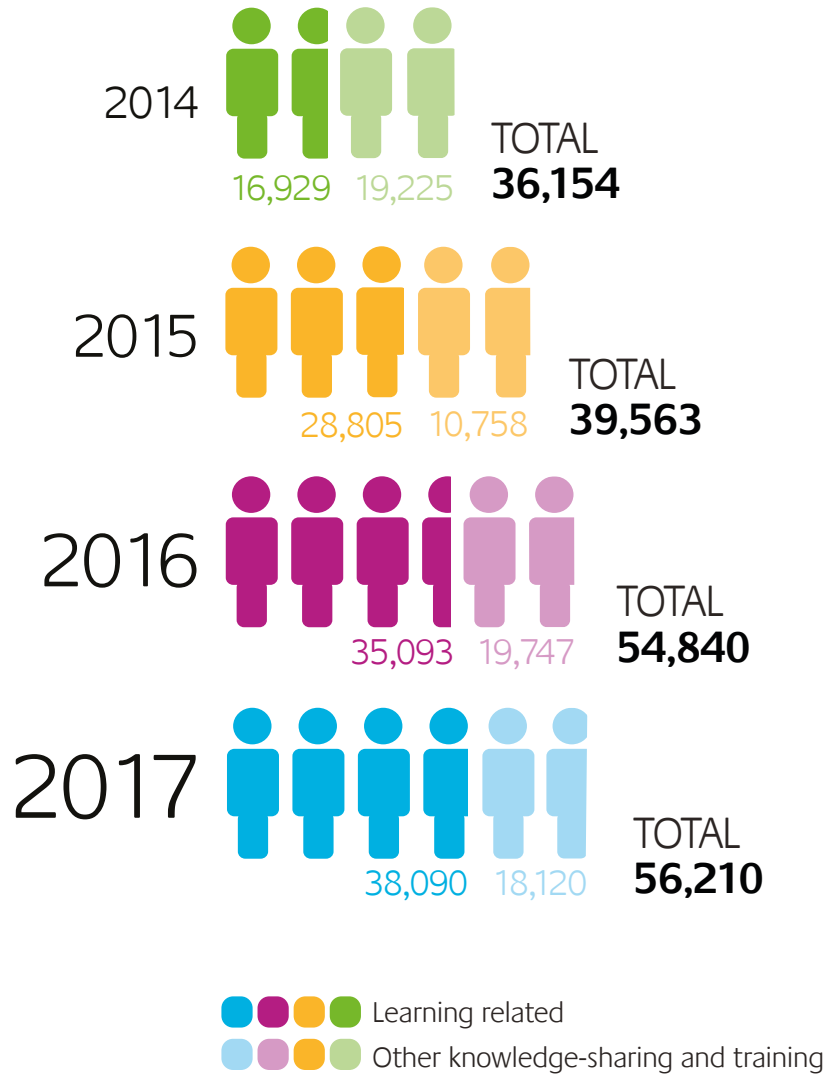
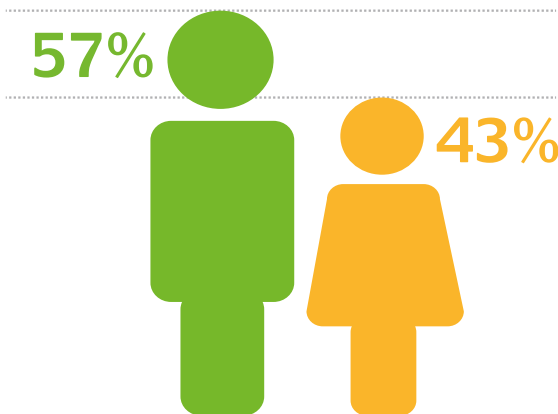


Chart 2  
**Learning related beneficiaries by gender**  
 (without peacekeeping)

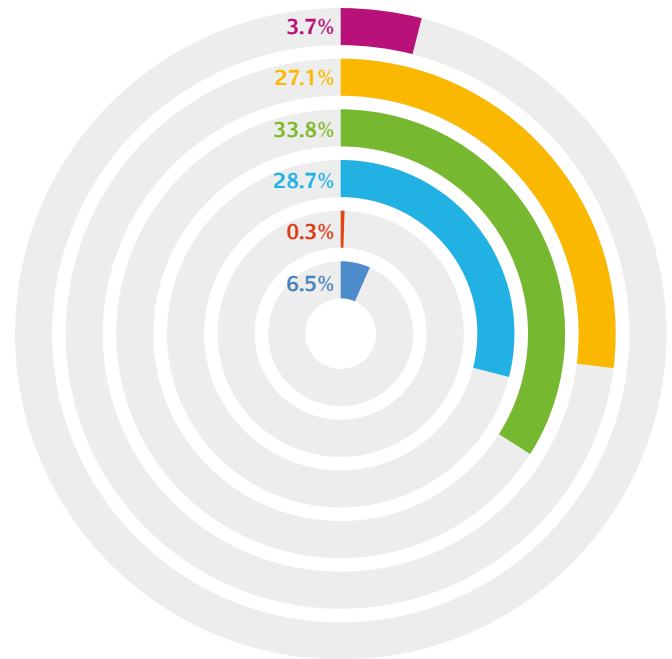


The overall male to female gender ratio of beneficiaries from learning-related events for 2017 was 57 to 43 (without counting peacekeeping training beneficiaries), as illustrated in chart 2, above.<sup>2</sup>

As shown in Chart 3, 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.

<sup>2</sup> 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 unduly skew the UNITAR gender ratio.

Chart 3  
**Beneficiaries by programme objective**



- 3.7%** Strengthen Multilateralism
- 27.1%** Promote Economic Development and Social Inclusion
- 33.8%** Advance Environmental Sustainability
- 28.7%** Promote Sustainable Peace
- 0.3%** Increase Resilience and Humanitarian Action
- 6.5%** Build capacity for the 2030 Agenda

## Chart 4 Regional breakdown of learning-related beneficiaries



### Learning related beneficiaries by country status

DEVELOPED 15%  
OTHER DEVELOPING 33%  
SPECIAL SITUATION 52%

As shown in chart 4, 85 per cent of learning-related beneficiaries came from developing countries (and 52 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 (53 per cent), Latin America and Caribbean (24 per cent), Asia and Pacific (12 per cent), Europe (7 per cent), North America (3 per cent) and the Middle East (1 per cent).

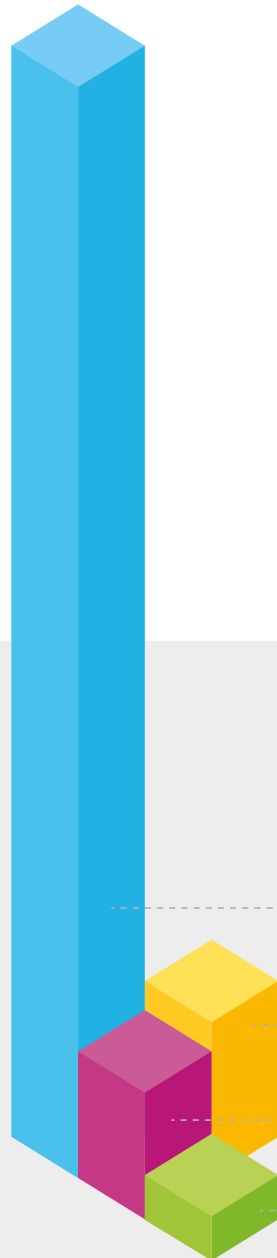


## Chart 5 Location of Learning Events (Face-to-face and blended)

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UNITAR's overall beneficiaries were trained through the delivery of 497 events (equivalent to some 3,474 event days over the calendar year). Seventy-one percent of events took place through face-to-face, residential training activities (and 27 per cent through e-Learning). As shown in chart 5, more than three-quarters of the face-to-face and blended events were delivered in the field (60 per cent of which were in developing countries).

**497** learning events



**77%** Trainings in field locations  
(all - except GVA, NY, HO)

**60%** of which were in  
developing countries

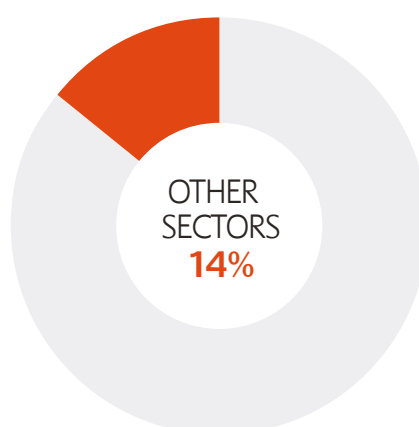
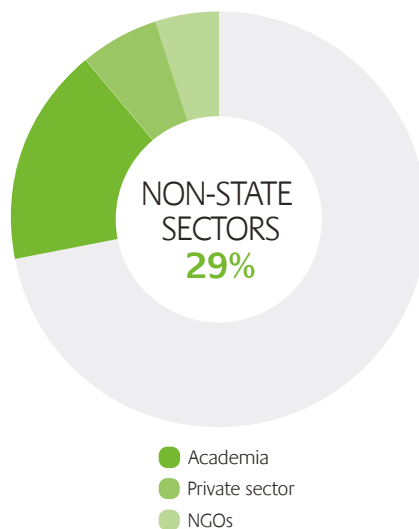
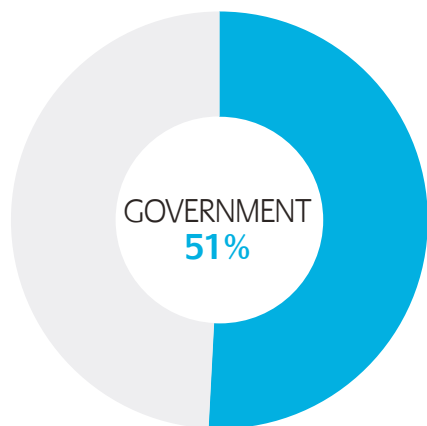
**11%** UNITAR Headquarters  
In Geneva, Switzerland

**9%** UNITAR New York Office

**3%** UNITAR Hiroshima Office

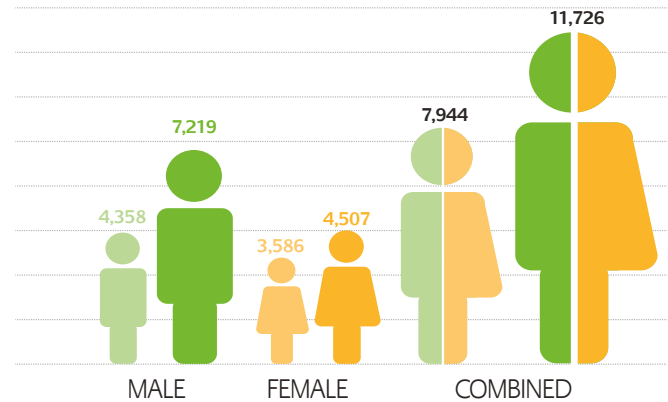
## Chart 6 Learning-related beneficiaries by affiliation

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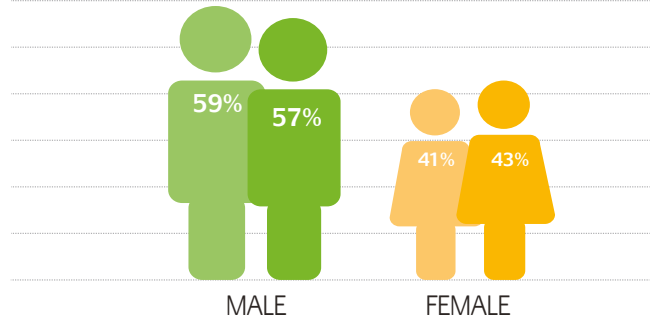


As shown in chart 6, UNITAR serves a wide spectrum of constituencies, with 51 per cent of its learning-related beneficiaries coming from government (national, state and local); 29 per cent from non-state sectors, including Academia, Private Sector, and NGOs; 6 per cent the United Nations and other international organizations; and 14 per cent from other sectors.

## Chart 7 Number of participants and total certificates by gender



## Chart 8 Gender breakdown of participants and certificates (without peacekeeping)



As shown in chart 7, UNITAR issued a total of 19,670 certificates of participation and completion for 2017 learning-related events. While the total number of certificates increased by 2,816 (or by 17 per cent) from 2016 figures of 16,854, the number of certificates of completion increased more sharply, from 6,858 to 11,726, or by 71 percent<sup>3</sup>.

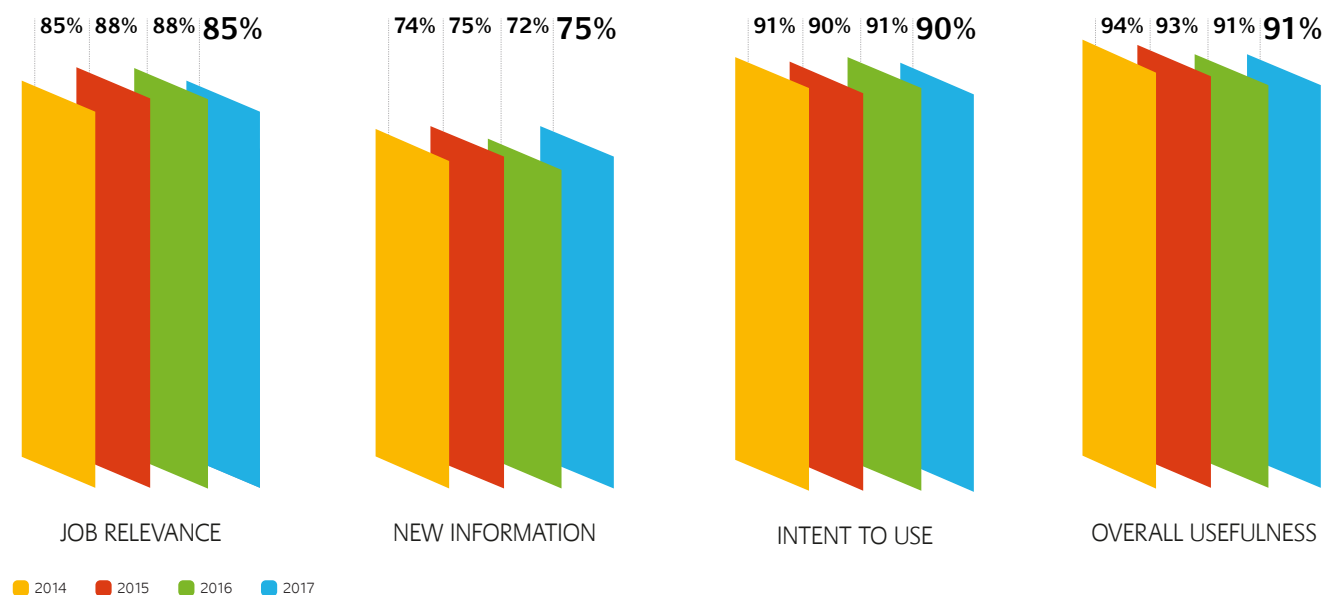
The certificate of completion rate for events with objective knowledge assessments was 59 per cent, up from 36 per cent in 2016. As shown in chart 8, the male to female gender ratio of the distribution of certificates (59 to 41) is marginally less balanced than the overall male to female gender ratio, at 57 to 43 (without peacekeeping)<sup>4</sup>.

<sup>3</sup> According to UNITAR's certification policy, certificates of completion are awarded to participants having successfully fulfilled all course requirements of a learning-related event (i.e. an event in which learning objectives are specified), including successfully passing a criterion references test(s) or another knowledge or skills-based test or assessment(s) within three attempts.

<sup>4</sup> Gender was not recorded for 935 participants who received certificates of completions.



## Chart 9 Beneficiary reaction to learning services Averaging ranking 4 (agreeing) and 5 (strongly agreeing)



As illustrated in chart 9, feedback on key performance indicators of UNITAR training services remains positive, with 85 per cent of respondents agreeing or strongly agreeing that the training was job relevant, 75 per cent agreeing or strongly agreeing that information was new, 90 per cent confirming their intent to use the information, and 91 per cent confirming that the training was overall useful.<sup>5</sup> The Institute monitors feedback parameters regularly as part of its activity and project monitoring, with values remaining relatively constant over the past four years.

In addition to measuring the achievement of learning objectives and beneficiary reaction to training services, through participant self-assessment, objective knowledge assessments (e.g. tests) or through multiple methods, the Institute regularly tracks the transfer and application of acquired knowledge and skills through periodic post-training questionnaires. Results indicate the presence of widespread application, with 82 per cent of respondents from the sample population from UNITAR learning-related programming confirming application of knowledge or skills, as in 2016<sup>6</sup>.

<sup>5</sup> Based on participant feedback from 340 of 345 learning-related events (or 99 per cent of the total number of learning events delivered in 2017) in which 37,086 participants took part and feedback was provided. The average response rate was 58 per cent.

<sup>6</sup> Based on responses from 18 per cent of sampled participants from 2017 learning-related programming.



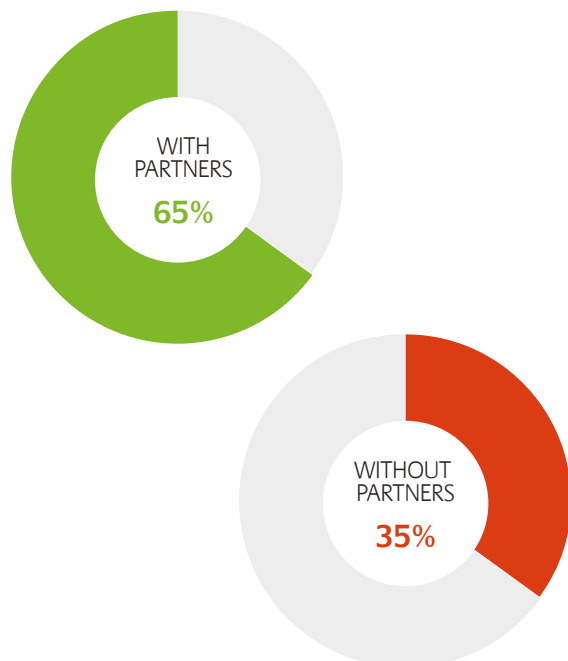


# Partnerships

A Key Pillar to Programming

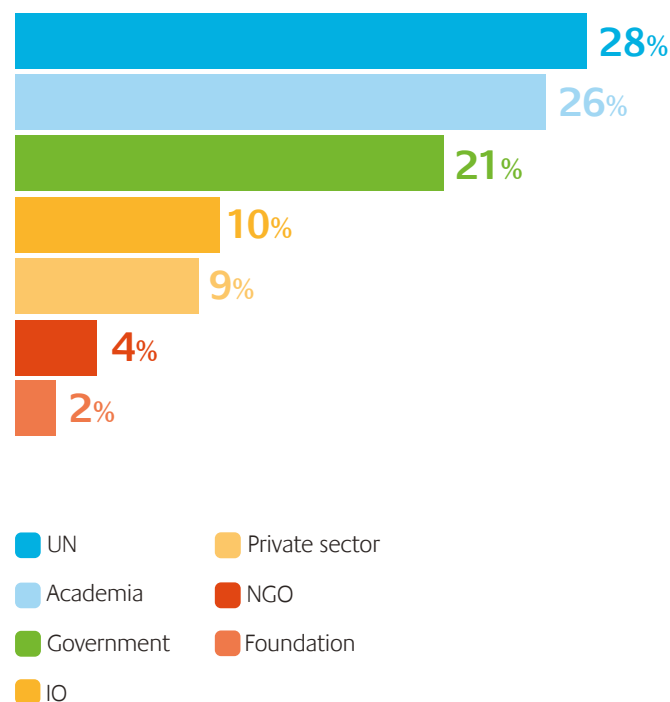


Chart 10  
Beneficiaries  
by partnership



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. As shown in charts 10 and 11 above, of the Institute’s 497 events in 2017, 49 per cent were delivered with partners and 65 per cent of 2017 beneficiaries were trained through events implemented in partnership. Partners include organizations as diverse as UN entities (representing 28 per cent of all partners), other

Chart 11  
Partners by type



international organizations, NGOs, foundations, universities and the private sector. The UN CC:Learn Partnership, with UNITAR hosting the secretariat of a platform for 36 agencies and the Partnership for Action on the Green Economy, a joint initiative involving ILO, UNDP, UNEP, UNIDO and UNITAR and the CIFAL Global Network continue to be instrumental in delivering results.

The following pages showcase various activities and achievements from 2017 in each of the Institute’s six programme areas.



# Strengthen Multilateralism

Programme Area 1

Developed knowledge, skills and awareness of **658 delegates** to the United Nations in Geneva, New York, Vienna, Beirut and other venues as part of the Institute's core diplomatic training, including training on the **General Assembly** and the **Quadrennial Comprehensive Policy Review**.

Successfully prepared more than **10 country delegations** to effectively participate in international conferences, as well as staff from international and regional organizations.

Awarded **241 scholarships** from Swedish support for G77 country participants under the **Leveling the Playing Field** initiative in New York.

Launched a new **Master of Advanced Studies in European and International Governance** with the University of Geneva, and developed knowledge, skills and awareness of the **18 students** taking part in this Master programme.

Raised awareness of more than **900 people**, including diplomats, public officials, private stakeholders, civil societies and individuals, on the importance of cyber diplomacy as part of the annual series of high-level events.

Championed a discussion among **30 Geneva-based members and delegates of the trade community** on the actions for a more inclusive

participation of women in trade and key areas of collaboration for **gender-responsive policies**, following the adoption of the Declaration on Trade and Women's Economic Empowerment.

Implemented a Retreat for more than **120 Ambassadors and diplomats** from the Group of 77 and China in Geneva.

Developed knowledge and skills of nearly **36 government officers and other stakeholders** on the substance, processes and procedures of the **climate change negotiations**.

Developed an **online community engagement strategy** to increase the awareness of the Programme: **UNITAR's first alumni platform**.

Developed knowledge of **40 stakeholders**, mostly from developing countries, on various subjects of **international law**, including **20 Indian foreign service officials**.

**4,775 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.



BENEFICIARY SPOTLIGHT

**Professional focus:  
EU-Gambia relations,  
ACP-EU relations,  
Euro-African Dialogue  
on Migration and  
Development**

Ndey Haddy Jeng



Courtesy of Ndey Haddy Jeng

**ORGANIZATION** Embassy of The Republic of The Gambia and Mission to The European Communities

**FUNCTIONAL TITLE** Deputy Head of Mission **COUNTRY** Gambia

**COURSE PARTICIPATED IN** Master of Advanced Studies in European and International Governance

## “I wanted to understand the dynamics of Euro-African relations”

Ndey Haddy Jeng graduated from the University of Gambia in 2009 with a degree in political science and sociology. She then worked at the Ministry of Foreign Affairs for two years before completing a master’s degree at the Diplomatic Academy of Azerbaijan on a government scholarship. She has also taken diplomatic training courses from the Foreign Service Academy of Pakistan and the Diplomatic Academy of Turkey. Her diplomatic career now spans 9 years.

Last year she came to Geneva to take Master of Advanced Studies in European and International Governance, co-organized by UNITAR and the University of Geneva.

Before taking the Master’s programme, her work as a director at the Ministry was in the African division, where she dealt with African relations and foreign policy issues, many of which were connected to European countries. She was also the national focus person for the Euro-African Dialogue for Migration and Development. She felt that she needed to learn more about the European system of governance to perform more effectively, and to see how her work in Gambia related to global issues: “When I saw the Master’s programme, I felt it fit perfectly into my vision for my career and went for it.”

The course was made up of several modules that covered a range of topics including international peace and security, health, environment, and migration. The European government module was a standout, involving a

mission trip to the European capital in Brussels, where the participants visited the parliament and various European Union organizations.

Ndey Haddy found the content of the course extremely applicable to her line of work, especially when she was assigned to the Euro-African summit in November: “everything I learnt in the module helped me to understand the European system and what was needed for a partnership and cooperation to exist between Europe and Africa.”

She thinks of Geneva as the birthplace of her career specialization in European Governance: “when I came here to do the Master’s programme, I realized that this was my calling, and that I really wanted to understand the dynamics between Europe and Africa.” She has now been posted to mission in the EU Capital in Brussels, where she is Deputy Head of Mission: “everything I learnt in the Master’s has been very helpful in making me more efficient in my work.” She says that working as a young diplomat, “you see a lot of things that you don’t understand, but the Master’s explains a lot of these things, it equips you with the skills to analyse what you see.” It has also enabled her to make a larger impact: “you can put your country in a better place because you can analyse situations and recommend policies that would benefit your country, and more widely your continent - in my case Africa.”

It is her passion: “For me this not just a job but a career, I believe this is a lifelong journey.”

BENEFICIARY SPOTLIGHT

**Conflict  
mediation for  
a peaceful future**

Julia Maciel

**ORGANIZATION** Permanent Mission of Paraguay to the United Nations in New York

**FUNCTIONAL TITLE** Minister Counsellor **COUNTRY** Paraguay

**COURSE PARTICIPATED IN** A series of courses on Conflict Resolution and Mediation organized by UNITAR and Columbia Law School.

## “Diplomats equipped with mediation tools can engage more effectively.”

Julia Maciel is a Minister Counsellor at the Permanent Mission of Paraguay in New York. She took a series of courses on Conflict Resolution and Mediation organized by UNITAR’s New York Office and Columbia Law School.

Julia’s background encompasses Architecture, Diplomacy, and International Relations.

The conflict mediation course she took with UNITAR was very hands-on: “We had a lot of training, role-playing with different roles that imply the mediation... a facilitator, a victim, or as one of the parties involved... So we did a lot of on-site training and that was very enriching.”

One of the highlights of the course was how diverse the participants were: “we had judges, we had policemen, there was a lot of variety of participants and that really provided a value added to the classes because each one brought a different perspective to a mediation case.”

Julia said the course “definitely provided the skills” to help her strengthen her work at the UN.

She came out of the course with more faith in her abilities: “Everything gave me the confidence and the strength that a facilitator should have in order to face all the challenges.”

The skills she gained from the course have proved enormously helpful in her everyday life: “Unfortunately there is conflict at all levels so you use your skills anywhere on a daily basis, for any situation.” She says she has learnt how to handle differences in opinion: “you need to cope with that, and to cope with that, you need to exercise certain values such as empathy and respect.”

“You find yourself in situations where you have to mediate among different interests, and try to find a balance... Even in daily conversation, everyone pulls it their own way, so you need to respect that. Whether you like it or not, you find yourself exercising mediation between one colleague and another on certain issues.”

She hopes to further her knowledge of conflict mediation in the future: “I would like to explore more and learn more... There are always opportunities to practice mediation.”

She feels that conflict mediation is essential to ideal work and sustainable peace: “We need to have mediation skills. [...] If diplomats are equipped with the tools of mediation, they will be able to engage more effectively in this global environment and all the challenges that it brings.”





# Promote Economic Development and Social Inclusion

Programme Area 2

Trained

## **760 beneficiaries**

on public finance and debt management, trade and intellectual property rights, primarily through e-Learning courses.

Raised awareness and strengthened capacities through over 100 training and knowledge-sharing events of some **12,710 stakeholders** through the **UNITAR Global Network of 15 CIFAL training centers** on a wide range of sustainable development topics.

Raised awareness of

**115 stakeholders** through the Fourth Mayoral Forum on Mobility, Migration and Development.

**Assembled over 1,000 participants** for learning events and multi-stakeholder conferences to exchange best practices under the realm of the United Nations Decade for Action on Road Safety and the 2030 Agenda for Sustainable Development.

Trained

## **17 officials from the public sector and civil society in the Sahel Region**

on anti-corruption in the field of law enforcement.

Completed the

## **three-year mechanical engineering degree programme,**

**with 29 Nigerian students graduating** with specialization in petroleum technology and marine construction.

In partnership with the United Nations Conference on Trade and Development, trained over **800 stakeholders** on the value of creativity and culture as pillars of sustainable development.

BENEFICIARY SPOTLIGHT

# Developing the private sector as a team

Nafissa Dia

**ORGANIZATION** Ministry of Economy, Finance, and Planning

**FUNCTIONAL TITLE** Head of the Environmental Affairs Division **COUNTRY** Senegal

**COURSE PARTICIPATED IN** UNITAR-BADEA Online Course on Private Sector Development

## “Private sector development is a passion for me.”

Nafissa Dia is Head of the Environmental Affairs Division at the Senegal Ministry of Economy, Finance, and Planning. She took a course on Private Sector Development organized by UNITAR.

Nafissa’s background is in International Commerce. She went to the International School of Administration in Dakar where she studied economics, commerce, and administration.

She started her career in Public Administration in Senegal at the Ministry of Commerce, where she was dealing with questions of intellectual property. She also tackled issues of international cooperation between Senegal and Asian countries at the Ministry of Cooperation.

She later went to Canada to study International Public Administration at the Quebec University, School of Public Administration, and then returned to Senegal where she started her career in private sector development with the Ministry of Economics and Finance.

She took UNITAR’s private sector development course to strengthen her skills: “I was new at the job, and even though I was competent, I thought to myself that I could reinforce my capacity and learn to develop measures to help the private sector.”

The course covered the basics of private sector development, and evaluated what the needs of the private sector were: “They put us in teams... We brainstormed together and created an idea-bank with ideas on how we could reinforce our private sectors. Then we produced

a final document with all of our ideas.” She found the collaborative aspect of the course especially enriching: “Sharing the knowledge and experiences was very useful.”

“We were from many different countries”, Nafissa recalls. The diversity of the participants led to some particularly enlightening discussions: “We found that our countries had similar needs and the same obstacles and problems.” She also realized that nothing happens in a vacuum: “We learnt that we cannot only think of our own country. In West Africa we are a community of countries. Learning about the goals of other countries helped us to figure out our priorities, we can’t develop our private sector just for us.” She says it is important to always keep an eye on the bigger picture: “We want to develop it within a community context, in an international context, so it’s important to know what issues other countries are facing with private sector development to better focus our reform and our politics.”

She was glad that she could transfer her knowledge to her job: “The course wasn’t just theoretical, it had practical applications as well, it’s directly in line with my daily tasks at the office.”

“Private sector development is a passion for me... Before, I was more interested in government and intellectual property, but private sector development is more focused and more practical as well, we’re helping to create jobs, to advance the economy, the results are much more visible at this level. It’s become a real passion of mine and I want to continue to work in this area.”





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

## Expanded the One UN Climate Change Learning Partnership

(UN CC:Learn) to 36 partners, with the United Nations Economic Commission for Europe joining in 2017.

## Organized 4 climate dialogues for

**235 youth** in Ethiopia (Sheder Refugee Camp), Benin, Burkina Faso, Malawi and France.

## Youth Leadership Camp for Climate Change

was organized in West Java, North Sumatra and Lampung in Indonesia, and **149 youth** participated.

Raised awareness of some

**200 stakeholders, mainly from LDCs,** through the Climate Classroom at the 24<sup>th</sup> Session of the Conference of the Parties to the United Nations Framework Convention on Climate Change.

Developed climate change related knowledge and skills of **some 14,896 stakeholders** through the UNITAR-managed **UN CC:e-Learn platform**, which has more than 140,000 registrations and 10 courses in 7 languages.

Trained 148 policy makers on

## climate change learning policies

in Ghana, Ethiopia and Costa Rica.

Trained

**493 policy makers** and key stakeholders from developing countries on concepts and applications for **advancing a green economy**, particularly in Ghana, Mongolia, Mauritius, South Africa and through e-courses on Green Economy and Trade and Green Fiscal Reform.

Developed knowledge and skills of more than

## 60 policymakers and practitioners in Latin America and the Caribbean Region

on sustainable production and consumption. All learners developed and applied action plans at the end of the trainings.

Developed NAP-related skills for

## 277 government officers from Jordan, Morocco, Tunisia, South Korea,

in cooperation with UNDP and UNEP.

Developed skills and capacities on climate change education and finance for

**50 learners** from Dominican Republic, Malawi, Ethiopia, Benin and Uganda.

Supported

**7 countries** in ratifying the **Minamata Convention on Mercury** and **one country** in ratifying the **Ban Amendment to the Basel Convention**.

Supported the completion of a GEF-funded project on a Mercury Initial Assessment in **Nigeria and Comoros**.

Trained

**90 government officers** and other stakeholders on pollutant release and transfer registers.

Trained over

**50 government officers** and other stakeholders through the MercuryLearn inventory modules.

Trained over

**90 government officers** and other stakeholders through **two** national workshops on the **UN system on classification and labelling (GHS)**.

Developed and delivered two cycles of an **e-Learning course on GHS**.









BENEFICIARY SPOTLIGHT

# Chemical Waste Management in Cambodia

Laska Sophal

**ORGANIZATION** Ministry of Environment in Cambodia

**FUNCTIONAL TITLE** Analyst **COUNTRY** Cambodia

**COURSE PARTICIPATED IN** MercuryLearn Course on Inventories

## Completing Cambodia's Mercury Inventory

Laska Sophal completed his Master's in Marine Environment in 2006 in Sweden before starting to work at the Ministry of Environment in Cambodia. He feels strongly about chemical waste management: "It is a passion of mine... I've been working on it for almost ten years."

He took part in the MercuryLearn Course on Inventories from UNITAR's Chemical Waste Management Programme. The course was developed in response to the growing interest of countries to develop mercury emissions inventories and the subsequent high demand of guidance and training on the topic. The online training platform assists users in developing a comprehensive inventory on mercury releases and emissions, using the standardized toolkit available from UN Environment (UNEP). It provides a standardized methodology and accompanying database enabling the development of consistent national and regional mercury inventories. The toolkit includes calculation spreadsheets and a reporting template to make the development of a mercury inventory as easy as possible.

Laska was recently tasked with updating the National Chemical Profile of Cambodia – the last time it was done was in 2008. The country wants to prepare an inventory for the Minamata Convention on Mercury, which aims to control the use and releases of mercury. The objective

of the convention is to protect human health and the environment from anthropogenic emissions and releases of mercury and mercury compounds. Laska wasn't familiar with the UNEP toolkit but was able to learn about it thanks to UNITAR's course.

The participants of the course learnt how to collect appropriate information for their inventories and how to calculate mercury emissions from different sources. The accessible web-based platform is made up of online training modules, forums, a document repository, and links to other websites.

The workshop has enabled the Department of Hazardous Substance Management to identify all kinds of potential mercury emission sources and collect the relevant information: "the course was very helpful for us, to calculate pollutants from landfills and other sources. We are really grateful that UNITAR has this course."

Laska would recommend the course to his colleagues without hesitation, and was even able to share the skills he learnt from the course with his co-workers. He encourages UNITAR to conduct more workshops: "I hope they keep doing it in the future, keep providing such courses to other countries who are needed to implement these projects."



BENEFICIARY SPOTLIGHT

# Promoting Forest Conservation

Dr. Ikram Ur Rahman



**ORGANIZATION** Mountains and Markets Project, UNDP Pakistan

**FUNCTIONAL TITLE** Regional Project Coordinator **COUNTRY** Pakistan

**COURSE PARTICIPATED IN** Introductory e-Course on Climate Change and REDD+ Academy e-Course

## E-courses on climate change are impacting forest communities in northern Pakistan

Dr. Ikram Ur Rahman has 27 years of work experiences in the field of nature conservation.

In 2017, he was serving as a Regional Project Coordinator in the Mountains and Markets Project in the Northern Province of Pakistan, funded by the United Nations Development Programme (UNDP) and the Global Environmental Facility (GEF). The goal of this project is to use the voluntary certification of non-timber forest products (NTFP) to promote conservation and help create a market, which benefits existing conservation efforts.

In 2015, Dr. Rahman attended COP21 in Paris and learned about the Reducing Emissions from Deforestation and Forest Degradation programme (REDD+), which aims at reducing greenhouse gas (GHG) emissions by introducing sustainable forest management in developing countries. Soon after, he observed many REDD+ related approaches dealing with the mitigation of climate change, such as the conservation of existing resources and the enhancement of carbon stock through forestation and afforestation.

He integrated these new concepts into his technical training in the rural Pakistani communities. As he began to gain new knowledge on these topics, he started taking courses offered by UN CC:Learn. UN CC:Learn is a global

“Being global citizens of the planet earth, let us join hand in hand to work individually and collectively to fight for global climate change issues. We must act today instead of thinking to do it tomorrow.”

One UN initiative hosted by the United Nations Institute for Training and Research (UNITAR) and involving more than 30 UN agencies.

He enrolled in the Introductory e-Course on Climate Change and REDD+ Academy e-Course, which enhanced his knowledge on setting reference levels, monitoring and stakeholder engagement in forest preservation.

According to Dr. Rahman, these e-courses helped him tremendously in training the rural communities.

“I was able to raise awareness in the approach of nature conservation,” he said. He integrated information related to sustainable forest management and conservation issues into the presentation materials, which provided practicable information for people living in the rural Northern Pakistani areas.

“By taking courses, I was able to grant communities, that committed to NTFP harvests, the access to national and international markets with their products,” he added.

Furthermore, Dr. Rahman was rewarded for taking part in this course. After presenting his UNITAR/UN CC:Learn



certificate to his supervisor, he was granted a raise, based on the fact that his newly acquired know-how can be used to boost economic benefits for his community.

Although, Dr. Rahman has come a long way, he aims to do more. He plans to take a more inclusive approach in his undertakings, such as involving women in sustainable resource projects and educating students about the importance of nature conservation and the responsible conduct with environment.

These two tasks can be supported by taking other courses such as Children and Climate Change and an upcoming course on Gender Equality, Women's Empowerment and the Environment, which are available on the UN CC:e-Learn platform.

The UN CC:e-Learn courses helped Dr. Rahman to advance his career, but he was also able to pass on knowledge he acquired to his community. In turn, people can sell their products on the international market now. These products provide a steady income to the poor rural communities of Northern Pakistan, and the change in resource use within the community is helping to decrease deforestation and upholding the rich biodiversity in the region.

Dr. Rahman is currently acting as a Regional Programme Coordinator in Sustainable Land Management Project (SLMP-II) in Khyberpukhtunkhwa Province of Pakistan.







# Promote Sustainable Peace

Programme Area 4



Organized a high level knowledge and experience exchange with the **Secretary-General, the Deputy Secretary-General and 63 Special Representatives, Envoys, Heads of Mission 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.

Facilitated experience-sharing among

**24 programme alumni and other indigenous representatives** through

a briefing on training in conflict prevention and peacemaking.

Trained

**13,861 military personnel from African Troop Contributing Countries** prior to

deployment to UN and AU Peacekeeping Missions in collaboration with the US State Department African Contingency Operations and Training Assistance Programme.

Strengthened knowledge and skills of

**75 teachers, educators, psychologists, and social workers**

to conduct the learning sequence for a further 156 multipliers, subsequently reaching out to **426 students, children and youth** on development of strategies to identify and prevent risks in their contexts, and capacities to create small but important projects that would positively impact their communities.

Strengthening the abilities and skills

**of 24 young leaders** to discover their inner strengths, develop their resilience and emotional intelligence and to build stronger relationships with their peers and communities.



Organized the

**AU Member States High level seminar on effective and sustainable counter terrorism responses** in collaboration with the Commission of the African Union to foster more effective coordination in preventing violent extremism, with attendance of **55 representatives from more than 40 countries**.

Organized the

**Third High-Level Seminar on Peace and Security in Africa** in collaboration with the Commission of the African Union to foster more effective coordination in peace and security, with attendance of **68 representatives from more than 40 countries**.

Enhanced knowledge and skills of

**87 individuals to promote peace and security, through the delivery of four master degrees** in collaboration with internationally-recognized universities.

Furthered understanding of

**4,798 stakeholders of key concepts related to conflict and post conflict theory and practice** through online learning nuggets virtual gaming.

Strengthened, harmonized and standardized knowledge and skills of

**296 members of the African Formed Police Units** on their roles and responsibilities as part of **regional and international stabilization efforts in Mali**.

Convened the

**Energy for Displaced People Conference**, a two-day event with **130 members from UN agencies, donor, civil society groups and the private sector**. This conference was the first step in developing a **Global Plan of Action for Sustainable Energy Solutions in Situations of Displacement**, a platform to strengthen capacity in humanitarian assistance to respond with more reliable, sustainable, modern and affordable energy.

Trained

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

Trained

**29 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 Afghanistan Fellowship Programme.





Durée: 10 minutes



BENEFICIARY SPOTLIGHT

# The Primacy of Political Solutions

Mariame Camara

**ORGANIZATION** Mediation Facilitation Division (MFD) / Department of Political Affairs, Peace and Security (PAPS) / Economic Community of West African States (ECOWAS) Commission

**FUNCTIONAL TITLE** Programme Officer, Mediation Resources **COUNTRY** Guinea

**COURSE PARTICIPATED IN** UNITAR Regional Training Programme to Enhance Conflict Prevention and Peacemaking in Africa

## The Primacy of Political Solutions - Enhancing Key Negotiation and Mediation Capacities in Africa

The 2017 UNITAR Regional Training Programme to Enhance Conflict Prevention and Peacemaking in Africa trained thirty-one mid and senior-level officials. Participants came from Offices of Presidents and Prime Ministers, Ministries of Foreign Affairs, African Union Peace and Security Council Member States, the African Union Commission and sub-regional organizations, and from UN and AU peace missions. Several staff from key non-governmental organizations also took part. Since its inception in 2000, the Regional Training Programme has trained more than six hundred officials across the continent who are playing a crucial role to enhance prevention and promote sustainable peace in Africa.

Mariame Camara joined the ECOWAS Commission in 2015 as a Programme Officer for Mediation Resources in the Mediation Facilitation Division of the Department of Political Affairs, Peace and Security. As part of the ECOWAS Mediation Support Structure, she provides operational and technical support to preventive

“Beyond my professional expectations, the UNITAR regional training programme was a unique life experience. Practitioners from all over Africa were put together with wonderful resource persons and experts, to reflect deeply on mediation, and most importantly, on prevention and transformation of conflict in Africa.”

diplomacy and mediation missions led by former Heads of State. Ms. Camara ensures that challenges, lessons learned and best practices of ECOWAS mediation interventions are captured and inform policy orientation and ECOWAS training programmes in the field of mediation. She also generates and disseminates knowledge to improve mediation processes in the ECOWAS region and beyond.

“I applied for this programme because I wished to enhance my skills in conflict analysis, and interest-based negotiation and mediation, and to gain an understanding of how and when to use different approaches. One of my objectives was also to learn from the experiences of other organisations involved in mediation. The UNITAR

training design facilitated the opportunity for a valuable exchange among colleagues from government, the AU, sub-regional organizations and UN peace missions engaged in mediation.”



“The UNITAR Regional Training Programme helped to create a network of practitioners in Africa on which I can call upon for further guidance and for informal consultations. In addition to practical learning, the Regional Training Programme provided space for teambuilding and networking.”

In the framework of the African Peace and Security Architecture (APSA), and as a part of the continent’s Agenda 2063, sub-regional organisations, including ECOWAS, are expected to play an important role in the prevention and sustainable resolution of conflict.

“I strongly believe that the Training Programme added value to my work and the skills acquired during the training are being applied and benefitting ECOWAS. After completing the programme, I had stronger analytical skills that were used for drafting analytical reports on specific political crises which erupted in the region. I also undertook conflict analyses to identify potential ECOWAS interventions. The deepened knowledge and strengthened skills after the training were very instrumental in the support provided for the development of the ECOWAS Mediation Guidelines. The guidelines provide guidance on key principles of mediation processes such as inclusivity and participation, a comprehensive conflict analysis which is gender sensitive, culturally grounded mediation aiming at addressing the root causes of conflict.”

There is already a waiting list for the annual regional training programme. A new requested regional training for African Women Peacemakers is being designed. Fund-raising for a dedicated training for Youth in Peacemaking is also under way.









BENEFICIARY SPOTLIGHT  
**Setting goals  
with the  
Afghanistan  
National Soccer  
Team**  
Khatool Shahzad

**ORGANIZATION** Afghanistan Female Soccer Team Committee

**FUNCTIONAL TITLE** Head **COUNTRY** Afghanistan

**COURSE PARTICIPATED IN** Women's Leadership and Empowerment for the Afghanistan National Soccer Team

## “Hoping that women can emerge as symbols of peace and transparency in Afghanistan.”

Khatool Shahzad is the The Head of Afghanistan Female Soccer Team Committee. She is also involved in the Youth Convergence Organization which aims to support young people and address their professional needs. Through the organization she provides technical support for two soccer teams and two cricket teams.

She took a course with UNITAR entitled “Women’s Leadership and Empowerment for Afghanistan National Soccer Team” which was organized by our office in Hiroshima. The workshop aimed to provide its participants with the knowledge and tools of leadership, communication, and empowerment, so that they can ensure their own well-being and the well-being of other women in Afghanistan and Iraq. At the end of the workshop the women developed strategies to become agents of change so that they could serve their people and their country.

Khatool has been passionate about soccer for as long as she can remember. She played frequently in high school and was such a skilled player that she was recruited by the Afghanistan National Soccer Team. Unfortunately, her dreams of becoming a professional player were dashed when she suffered a devastating knee injury. Although she couldn’t play, she was determined to remain engaged with the sport. She decided she wanted to be a referee and took

courses from AFC, AFF, and FIFA. She has now obtained recognition as an international assistant referee.

She took the course with UNITAR to improve her abilities in the areas of leadership, coaching, and management. She could “compare the training environment of Japan with Afghanistan [...] to see the Japan female team’s improvement and how they are practicing using different resources.”

She recalled that the course was all-encompassing. It was very hands-on and involved all kinds of different activities like practical exercises, leadership and team building training. They visited schools, soccer teams and soccer players’ families to share their experiences with sport. They also took trips to the peace park, peace museum and different stadiums to get a sense of what Japan was like.

Khatool said the course was extremely useful and has helped her a lot in the professional sphere: “I have shared all the experiences and knowledge I gained during the trip to other soccer players and my colleagues.” Her next step is to get her Master’s degree to better support women, especially in soccer and sport. She hopes that UNITAR can continue its partnership with the female team, so that women can emerge as symbols of peace and transparency in Afghanistan.



Courtesy of Judith Draluru



BENEFICIARY SPOTLIGHT  
**A life-changing  
Master's in  
Conflictology  
Programme**  
Judith Draluru



**ORGANIZATION** United Nations Volunteer Programme

**FUNCTIONAL TITLE** Midwife **COUNTRY** Uganda

**COURSE PARTICIPATED IN** Master's in Conflictology

“The knowledge and skills from the course have improved my ability to deliver with confidence”.

Judith Draleru is a midwife in South Sudan as a United Nations Volunteer. She took a Master in Conflictology offered by the United Nations Institute for Training and Research (UNITAR) and the Universtat Oberta de Catalunya (UOC).

Judith grew up in Northern Uganda. When the war broke out in 1979, she was separated from her parents at the age of five, raped, and then forced to live with her maternal aunts who bullied her. Later she built up the courage to leave them to live with her paternal aunt, who inspired her to go to school. Her life has been extremely difficult but she never gave up on her dreams: “I was always a girl who thought that one day maybe I’ll be a big person.”

A colleague told her about UNITAR and she started investigating courses straight away. Eventually she came across the Master in Conflictology course and knew that she had to take it. She was thrilled when she discovered that her scholarship application had been successful: “You don’t know how happy I was when I received the scholarship news... It was the very day my grandmother died, and I said, she left me with blessings, I saw her death as a blessing to me.”

“I have come to understand that there is no culture that is superior, we only need to understand why people are behaving this way and suit their needs [...] Looking at the philosophy of peace, it tells us everyone is important, which means all of us have something to contribute.”

Juggling her duties as a mother, full time employee, and student was a tough challenge. Fortunately, the course was online, which made life a bit easier: “The Bachelor’s

was a bit hectic for me, going face-to-face and then going back... The online course is much easier, I can be with my family as I do assignments... [It] is more convenient for me than the distance I had for my bachelor’s course.”

“I have come to understand that there is no culture that is superior, we only need to understand why people are behaving this way and suit their needs [...] Looking at the philosophy of peace, it tells us everyone is important, which means all of us have something to contribute.”

The course has made a tremendous impact in her professional life: “The UNITAR knowledge and skills have improved my abilities so much to deliver with confidence in the conflict area [...] the course has encouraged me so much [...] I came to understand that I am a very important person, even if I am just one.”

She was incredibly grateful for the opportunity: “I want to thank UNITAR so much for this offer, that finally,

before I was not known, now I am a big woman who is recognized at the international level.”

She hopes that she can give something back in the future: “I told my Executive Director, maybe one day I will also teach at UNITAR and advocate for peace in the world.”

Judith’s current work as a United Nations Volunteer midwife focuses on reducing preventable deaths and improving maternal and child health in South Sudan through mentoring and training. The midwives offer reproductive health services such as family planning, antenatal care, labour, delivery, postnatal care, management of complications, as well as services on sexual and gender based violence, clinical management of rape, adolescent and youth friendly interventions, community awareness, and home visits.

Without peace and security, the work of midwives is negatively affected and maternal and new-born deaths increase. The Master in Conflictology has helped Judith to analyze situations at work, prevent or solve conflicts between staff, put students at ease, and advocate for peace.

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Listen to her story on TEDx: “One baby at a time  
Judith Draluru | TEDxBonn”  
<https://www.youtube.com/watch?v=MESLZOW3khl>



Courtesy of Judith Draluru





# Improve Resilience and Humanitarian Assistance

Programme Area 5





Produced

**596 geospatial analyses** 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 included floods in Mozambique, Haiti and Bangladesh, tropical cyclone in Madagascar, earthquake in Iraq and the crises in Syria and Iraq.

Produced

**32 maps and 45 news items** 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 skills of

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



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**.

With the support of the Government of Japan and in collaboration with the United Nations Office for Disaster Risk Reductions, trained **33 senior female participants** from government and civil society organizations from 16 Pacific small island developing States on tsunami-based disaster risk reduction leadership skills.

A portrait of Chika Ohashi, a woman with short dark hair, wearing a dark blazer. The background is a blue and white United Nations logo. A large red graphic overlay is on the left side of the image.

BENEFICIARY SPOTLIGHT

**Disaster risk  
reduction with  
Geographic  
Information  
Systems in Guyana**

Chika Ohashi

**ORGANIZATION** United Nations Development Programme

**FUNCTIONAL TITLE** Programme Analyst **COUNTRY** Japan

**COURSE PARTICIPATED IN** 13th International Course on GIS for Disaster Risk Management

## “I could actually apply my knowledge to a project.”

Chika Ohashi is a Programme Analyst with the United Nations Development Programme. She took a course on Geographic Information Systems (GIS) for Disaster Risk Reduction with UNITAR’s Operational Satellite Applications Programme (UNOSAT).

Chika’s passion is the environment - she has a bachelor’s degree in Environmental Management and a Masters’ degree in Environment and Sustainable Development to prove it!

As a Programme Analyst at the United Nations Development Programme, Chika dealt with environmental and natural disaster issues in Guyana on a daily basis: “My responsibility is to deal with implementation of projects, strategic partnership and formulation of projects that lead to resource mobilization [...] mostly environmental management and disaster risk reduction (DRR) in Guyana. Anything to do with those two.”

She took part in UNITAR’s course as she found that knowledge of Geographical Information Systems (GIS) especially in the context of DRR in Guyana is much needed, particularly when it comes to how it can be used for disaster risk reduction, such as establishing and implementing early warning systems at national and community levels, for enhanced informed decision and response.

She found the course helpful for both learning new skills and refreshing her memory: “I learnt GIS when I was studying, but I didn’t brush up my knowledge so this course was really excellent.” The course has also made a massive difference in her professional life: “I am happy as I was able to apply my learnings at the GIS course

to formulate a project, and created a partnership with UNOSAT in the project.” The project is called Project for Strengthening Disaster Management Capacity of Women in the Cooperative Republic of Guyana and Commonwealth of Dominica. It aims to reduce the vulnerabilities and risks of women and men living in hazard-prone coastal and hinterland communities. One of the component for Guyana is to create and apply “Flood Finder”, which can be used for flood early warning and early action.

The course also enabled her to provide technical guidance to the National Disaster Risk Coordination Platform with more confidence.

“For me this course wasn’t just a course that I attended, but it was something else, something more... I could actually make something out of it, I really learnt a lot and I enjoyed it so much.”

Chika has recently moved to the UNDP country office in Libya, where she could apply her GIS skills to a different context: “Through the course I also learnt that there is GIS application in crisis settings as well [...] I can definitely utilize what I’ve learnt and further extend my learning in crisis context in the future.”

She is very grateful to UNITAR for the course: “I wanted to take advantage of this opportunity to say I really appreciated the amount of support, flexibility and patience that UNOSAT gave to me during the course, and when I was developing the project document with them. As a result, the 5 million USD project has been financed thanks to the Government of Japan.”

# Capacity for the 2030 Agenda

## Programme Area 6





Developed knowledge and skills of **1,094 stakeholders** through an introductory online course on the 2030 Agenda. UNITAR's e-tutorial on "Mainstreaming the 2030 Agenda for Sustainable Development" was visited by **an additional 170 users**.

**Raised awareness of 72 Member States delegates and other stakeholders** on strengthening data use for evidence-based decision-making and stakeholder engagement as part of national reviews of progress on the SDGs at the 2017 High-level Political Forum on Sustainable Development.

In cooperation with the United Nations Department of Economic and Social Affairs, the United Nations Development Programme and other partners, **raised awareness and facilitated knowledge-sharing on policy coherence, stakeholder engagement and innovative evaluation tools** to support the holistic implementation of the 2030 Agenda in Abuja, Cartagena de Indias and in Addis Ababa, with participants from **29 African LDCs and 9 Latin American Developing Countries**.

Working jointly with the United Nations Department of Economic and Social Affairs, **helped strengthen capacities of government officials from 32 countries** 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.

BENEFICIARY SPOTLIGHT

# A quick start guide to the Sustainable Development Goals

Dragana Stojanovic  
Besirevic



**ORGANIZATION** Private Sector

**FUNCTIONAL TITLE** Translator **COUNTRY** Serbia

**COURSE PARTICIPATED IN** Introductory Online Course on the 2030 Agenda for Sustainable Development

## Dragana Stojanovic Besirevic was asked to help develop a project on the SDGs

Dragana holds a Master's degree from Belgrade University in English language and literature.

She has extensive work experience, most of it in higher education. At the beginning of her career she taught English as a second language at university. Later she started working at an international philanthropic organization in Budapest and Belgrade where she managed programmes on higher education.

She currently manages her own translating and interpreting agency in Belgrade while occasionally doing some consulting work for Serbian think tanks and NGOs.

She took an online course from UNITAR on the 2030 Agenda. The course was made up of five modules which participants completed at their own pace.

Dragana was asked to help one of the think-tanks in Serbia that was trying to develop a project related to the Sustainable Development Goals (SDG) which would involve the creation of a platform for society-wide dialogue on the SDGs. "Considering I had some international experience in development programmes", she recalls, "I was asked to review the proposal to help there and work a bit on the programme."

She wasn't very familiar with the 2030 Agenda or the SDGs before being invited to work on the project: "When I was asked I really didn't know much about the SDGs so I searched on the internet and of course, the UNITAR course appeared

as something that was happening already but I had a possibility to enrol and catch up. The whole idea behind that was to get acquainted with the problem, with SDGs, what that was."

The online course helped Dragana to make an impact on the project: "I got more in-depth knowledge and I was able to contribute to the project proposal writing of the think-tank in a more informed and professional manner. I have had many years of experience in programme management of development projects, however I lacked particular knowledge on the SDGs and the Agenda 2030."

She found the resources available to be very useful: "what was extremely helpful when I was working on the project, I could always consult the manual when I needed particular information, and there was a lot of material there." She praised how informative it was: "it helped a lot, it gave me not just the basic idea but a really good idea on SDGs, and the Agenda 2030." She also appreciated how her knowledge was tested: "I found the quiz very useful, mainly as a test and self-evaluation of how well I understood and remembered the material of each module. I believe that it is very well developed. Additionally, if I felt that there were some bits I failed to remember or understand, I would read material from the available manuals later."

Dragana appreciated the flexibility of the course, claiming it was more "convenient." She said without hesitation that she would recommend the course to anyone who needed to learn about the SDGs in a short amount of time.

# Financial Information

In 2017, results were produced with an annualized budget of \$25.6 million.

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 private sector.

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

Chart 13  
**Contributions for the General Fund and Programming** (cash basis)

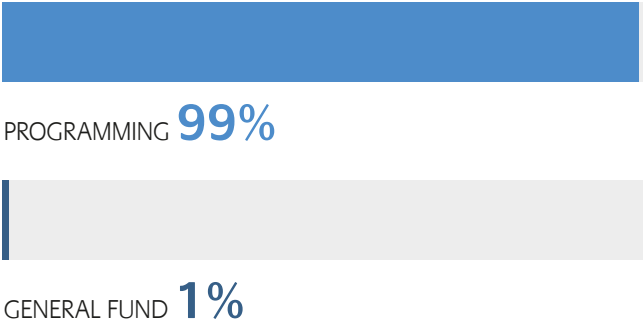


Chart 2  
**Revenues by Source** (cash basis)

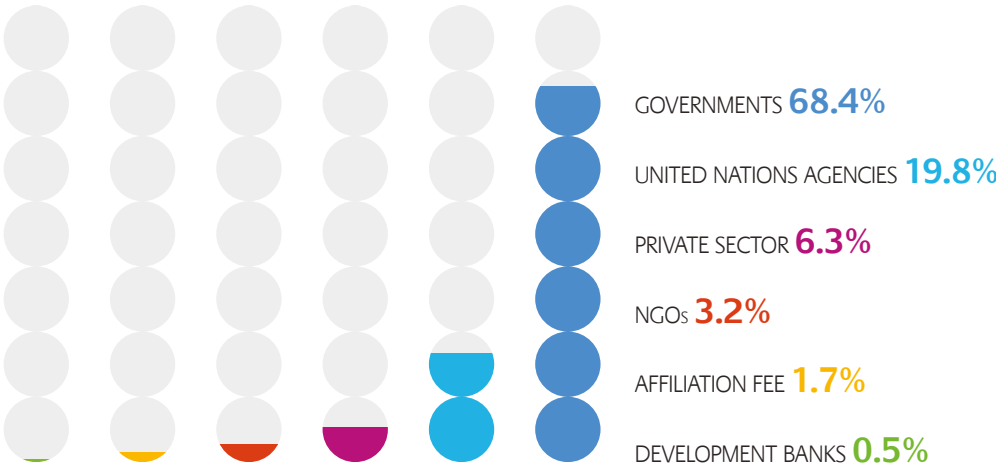




Table 1  
**Contributions for the General Fund** (cash basis)

Switzerland	≥ 90,000	Turkey	≥ 10,000
China	≥ 50,000	United Arab Emirates	≥ 10,000
Russia	≥ 50,000	Philippines	≥ 5,000
Japan	≥ 10,000	Thailand	≤ 5,000
Liechtenstein	≥ 10,000	Chile	≤ 5,000

Table 2  
**Contributions for Programmes** (cash basis)  
 Above \$100,000

### Governments

Switzerland	≥ 3 million
Germany	≥ 2 million
Norway	≥ 2 million
Petroleum Technology Development Fund	≥ 1 million
Japan	≥ 1 million
Canada	≥ 1 million
United Kingdom	≥ 1 million
Sweden	≥ 800,000
Hiroshima Prefecture	≥ 700,000
United States of America	≥ 700,000
Saudi Arabia	≥ 300,000
Gulf Cooperation Council	≥ 300,000
IFA (Institut für auslandsbeziehungen)	≥ 200,000
Finland	≥ 200,000
Afghanistan	≥ 200,000
Russia	≥ 100,000
Anambra State Government	≥ 100,000
Rogaland Training & Education Centre	≥ 100,000

### Other institutions

DIAGEO	≥ 200,000
Impact Initiatives	≥ 200,000
Novo Nordisk	≥ 200,000
Instituto de Estudios de las Finanzas Publicas Americanas (IEFPA)	≥ 200,000
WFUNA	≥ 100,000
Agence Française de Developpement	≥ 100,000

### UN Agencies

UNEP	≥ 2 million
UNDP	≥ 1 million
UNIDO	≥ 500,000
WHO	≥ 300,000
FAO	≥ 200,000
UN Economic Commission for Africa	≥ 100,000
UNICEF	≥ 100,000

All figures are in United States Dollars



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## ONLINE RESOURCES AND SOCIAL NETWORKS

Website ([www.unitar.org](http://www.unitar.org))  
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e-Learning platform ([www.learnatunitar.org](http://www.learnatunitar.org))  
Learning and training wiki ([www.click4it.org](http://www.click4it.org))  
Newsletter ([www.unitar.org/newsletter](http://www.unitar.org/newsletter))  
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Twitter ([twitter.com/UNITAR](http://twitter.com/UNITAR))