



ANNUAL REPORT

2020

Rising to the Challenge: Delivering Learning Despite a Pandemic





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INTRODUCTION

Rising to the challenge: delivering learning despite a pandemic

In 2020, COVID-19 challenged the United Nations System Staff College (UNSSC) to deliver learning differently. People across the UN and relevant partner organizations required new knowledge and skillsets to meet the demands of the pandemic to push forward with the 2030 Agenda. Critically, UN staff and relevant partners needed their learning to be offered online.

In the wake of the disruption, the Staff College responded. It leveraged digital transformation and new ways of working to ensure continued access to high-quality learning solutions. While working remotely, UNSSC staff learned how to grow

digitally and deliver learning opportunities to support the achievement of the 2030 Agenda, the sustaining peace resolutions and management reform – all the while fostering adaptability, resiliency and agility.





INTRODUCTION

Unprecedented times, unfailing responses



In 2020, the College became a full-fledged online learning provider for the first time in its history. Its ability to produce engaging, first-class e-learning solutions positioned it as a leading learning provider for the UN system and beyond. A total of 281 learning activities and courses reached over 57,000 beneficiaries and partners. Online learning activities grew to 85 per cent of total activities in 2020, up from 24 per cent in 2019. UNSSC significantly increased its number of participants by over 241 percent - a record high for the College. This increase illustrates its successful and seamless incorporation of digital learning and training practices.

Key initiatives led the way: The introduction of Blue Line — a glo-

bal learning hub for self-directed elearning — enabled the College to provide a robust online training plan to advance the skillsets of UN staff. UNSSC's newly launched Coffee Hour webinars welcomed 3,500 registrants from across the UN system for rich and dynamic conversations on topics ranging from data and climate security to the future of multilateralism in a post COVID-19 world.

UNSSC pivoted to meet the challenges of a disruptive year and the opportunities of a digital future. This challenging time resulted in a stronger Staff College committed to embracing the multi-dimensional knowledge exchange and capacity development required for the work of the United Nations and relevant partners.

This report tells UNSSC's story in 2020, highlighting how the College rose to the challenge to ensure access to learning. Led by a vision to empower UN staff and those advancing the 2030 Agenda, the Staff College drew from its learning expertise to provide UN staff and relevant partners with the competencies and knowledge they needed at a critical moment.

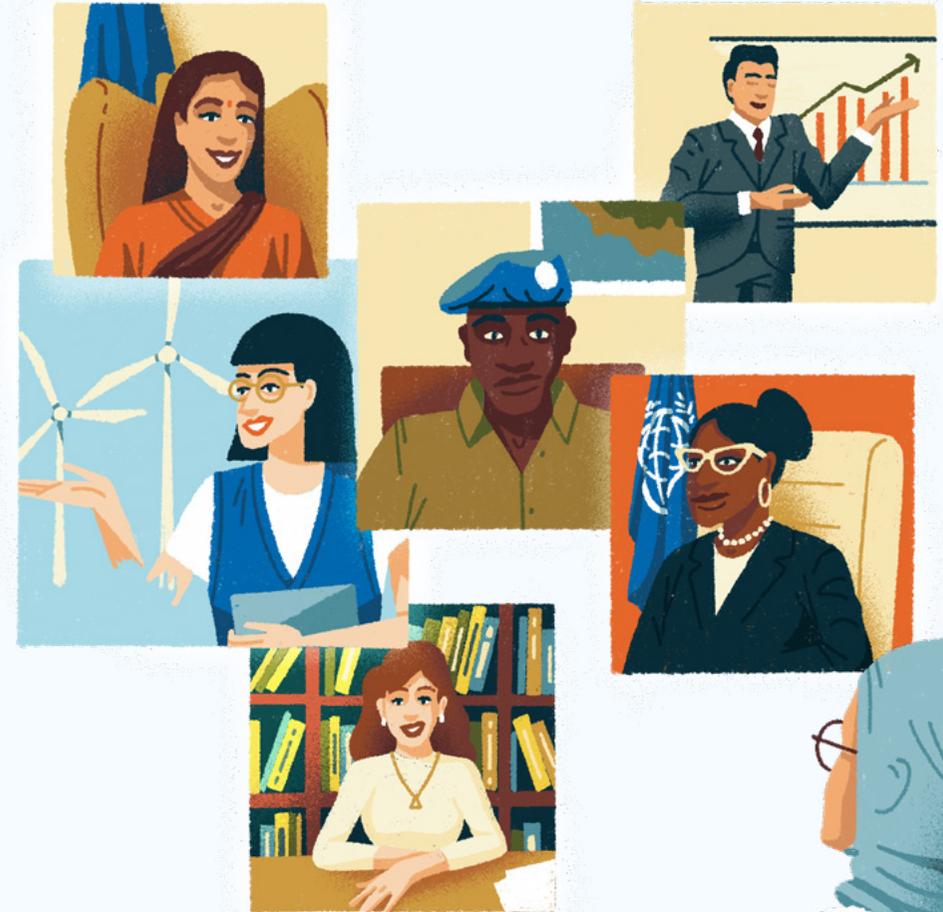
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FOCUS AREAS

Cross-cutting learning, aligned with emerging needs

In 2020, widespread training and knowledge were needed to build skills and competencies in line with emerging needs. Against this backdrop, the Staff College rose to the challenge to ensure learning for UN staff and relevant partners. Led by our mission to empower people through learning, and in line with our strategic plan, we delivered across three focus areas:

- ☆ **Advanced knowledge and learning to enable UN staff** and partners at all levels and in all roles and functions to increase their substantive knowledge, core professional skills, and functional competencies.
- ☆ **Led programmes and initiatives to empower UN staff** to collaborate system-wide to break down silos and foster partnerships with public and private stakeholders.
- ☆ **Leveraged our expertise to enable UN staff** and partners to display an ability to think and work differently to respond and adapt to changing contexts.





UNSSC

Learning snapshot

Who we served	2020	2019
TOTAL BENEFICIARIES	18,982	16,334
DIRECT TRAINING	15,603	4,550
INDIRECT TRAINING	3,379	11,328
DIRECT TRAINING (NUMBER OF ACTIVITIES)	181	137

How we did (out of a possible 6.0)	2020	2019
HOW SATISFIED ARE YOU WITH THE OVERALL QUALITY OF THE TRAINING?	5.2	5.2
HOW RELEVANT TO YOUR WORK WAS THE TRAINING YOU RECEIVED?	5.2	5.3
HOW WOULD YOU RATE THE UNSSC FACILITATION AND TEACHING METHODOLOGY?	5.3	5.3

Recommendation rate



Gender breakdown



A note from the director

I am so gratified by our staff, who moved all courses online to meet the needs of UN Staff and those outside the UN who are pushing forward the transformative 2030 Agenda.



2020 was a critical year. The United Nations needed to respond to the needs of a world jolted by the COVID-19 pandemic. To support countries to address the health crisis, as well as the devastating socioeconomic, humanitarian and human rights effects of the pandemic, and to foster a recovery that builds back better, UN staff and relevant partners required new competencies, skillsets and ways of working.

UN staff and relevant partners needed to manage teams remotely and navigate new levels of uncertainty in order to provide the support requested by Member States on the 2030 Agenda. UN staff needed new approaches to, for example, sustain peace given the new political challenges brought upon by the pandemic. And the restrictions meant they needed to absorb all this new learning online.

The College responded. We became a fully online learning institution for the first time in our history, with a record number of direct participants. The recommendation rate of our courses remained strong – 96 per cent. I am so gratified by our staff, who moved all courses online to meet the needs of UN Staff and those outside the UN who are pushing forward the transformative 2030 Agenda. They did so while maintaining the quality of our programmes.

The pandemic has irrevocably altered the future of learning. I do not expect that we will go back to the way learning was delivered before. We will be delivering learning online much more than we did before the pandemic. According to the World Economic Forum, research suggests that online learning has been shown to increase retention of information, and takes less

time to deliver, meaning the changes caused by COVID-19 might be here to stay.

That said, online learning cannot fully replace face-to-face learning, particularly when it comes to programmes that involve bringing together high-level groups on sensitive issues. Accordingly, we stand ready to offer face-to-face learning as soon as it is safe to do so. I look forward to seeing you on campus, either in Turin or Bonn. And of course, I welcome your engagement in our online programmes. Either way, learning will remain a key enabler for the achievement of a sustainable world.

JAFAR JAVAN
DIRECTOR



Focus Area I Increase knowledge and competencies





FOCUS AREA I

Increase knowledge and competencies



We advanced knowledge and learning to enable UN staff and partners at all levels and in all roles and functions to increase their substantive knowledge, core professional skills and functional competencies.

With many of our staff and relevant partners working remotely, COVID-19 caused a level of disruption that most were not prepared for. Remote working conditions allowed the College to provide a robust training plan of courses accessible from home, via telework, to advance the skillsets of UN staff and key partners.

UNSSC
ROSE TO THE CHALLENGE TO:

Build diverse skill sets



Building a range of varied skills was core to the numerous offerings that were delivered online in 2020. In strengthening the collective capacities of UN system entities and partners, we remained true to our mission – ensuring that we support the implementation of the 2030 Agenda, the sustaining peace resolutions and management reform.

The rapidly changing nature of conflict and violence made it critical for UN personnel and partners to be grounded in the complexity of the global landscape. The newly redesigned course, **“Analyzing and Engaging Armed Groups”**, equipped practitioners with methodologies to analyse these groups given the unique contexts in which they have operated during the pandemic. **“Conflict Analysis for Sustaining Peace”** was re-scoped to provide cutting-edge analytical skills – data interpretation, problem-solving and reporting rooted in an un-

derstanding of the concepts, core components and phases of conflict analysis. The learning in turn enabled participants to integrate conflict analysis into planning and programming processes and better identify priorities and entry points to build and sustain peace. Through vibrant virtual peer exchanges, the College advanced dialogue on the importance of integrating conflict analysis into established procedures, understanding conflict indicators, articulating good practices and quality criteria to conduct conflict analysis.

Implementing peace resolutions in complex environments requires specialized operational knowledge. In partnership with the Department of Safety and Security, the College delivered the **“Advanced Safe Driver Training”** and **“Road Safety Management”** courses to enhance security awareness skills through Safe and Secure Appro-

aches in Field Environments. The learning was maximized through train-the-trainer programmes for UN security personnel and affiliated organizations, enabling personnel to be deployed swiftly to volatile and dangerous areas.

From gaining insights into the causes and consequences of violent conflict, to elaborating on the dynamics supporting or undermining peace efforts, and the needs and interests of diverse stakeholders – our staff and partner organizations were ready to address emerging challenges exacerbated by the pandemic. Our learning offerings prioritized open-mindedness, sensitivity, respect and adaptation to local conflict contexts.

The College was instrumental in the delivery of learning solutions to enable nimble, effective, transparent, accountable, efficient and pragmatic leadership and management at the height of the pandemic.



Cutting-edge skills enabled leaders across the system to collaboratively design and implement relevant solutions to deliver results.

The newly scoped “UN System Executive Management Programme”, “Extended E-Certificate on Leadership and Management” and the “Project Management Certification path” quickly emerged as vital offerings to help managers integrate more principled, accountable and inclusive approaches to managing themselves and their teams. Cutting-edge skills in adaptive leadership, effective communication, systems thinking, project management and results-based management enabled leaders across the system to collaboratively design and implement relevant solutions to deliver results.

A surge in requests for courses from the Staff College suggested that the pandemic was driving demand for new learning. The College significantly contributed to providing insights on novel and innovative approaches to learning and professional development. Through the “Learning Managers Forum”, converted to an online event for the first time, several learning managers took part in strategic discussions on how to address the new learning needs that resulted from the pandemic. With a focus on making learning more accessible, participants explored new approaches to learning and

professional development, and shared ideas on how to continue contributing to formulating a common learning agenda among UN agencies and other international organizations.

To build on the evaluation management capabilities of UN staff, the College developed the “E-Learning Path on Evaluation Management”, in order to help accelerate the implementation of the 2030 Agenda. The programme supported participants with key knowledge on the understanding and application of methods and tools needed for conducting and managing evaluations in the UN context.

TESTIMONIAL

ANALYZING AND ENGAGING ARMED GROUPS

“One of the benefits that I think will have the greatest influence is that the course puts programming staff and security advisors into the same conversations about non-state armed groups – enabling them to learn from each other’s perspectives so as to better understand WFP’s full scope of considerations in complex contexts.”

- Erin Blankenship, Regional Peace and Conflict Advisor at the World Food Programme (WFP)

Promote learning on climate change



The College’s learning programmes were essential to improving climate literacy and helping practitioners understand and address the impact of climate change. Two courses, **“The Paris Agreement on Climate Change as a Development Agenda”** and **“Climate Sensitive Programming for Sustaining Peace”**, advanced learning to demonstrate the interlinkages and interdependencies between sustainable development, peace and security and climate change. They helped staff and partners make more informed policy and

programmatic decisions. Practitioners gained new knowledge on tools and instruments to mainstream sustainable development and climate action into national development policies and peace programming. Interactive course webinars facilitated discussion on the different methodologies and techniques to analyze and measure climate-related risks, and built robust solutions across the critical dimensions of sustainable development: People, Planet, Prosperity, Peace and Partnership.

TESTIMONIAL

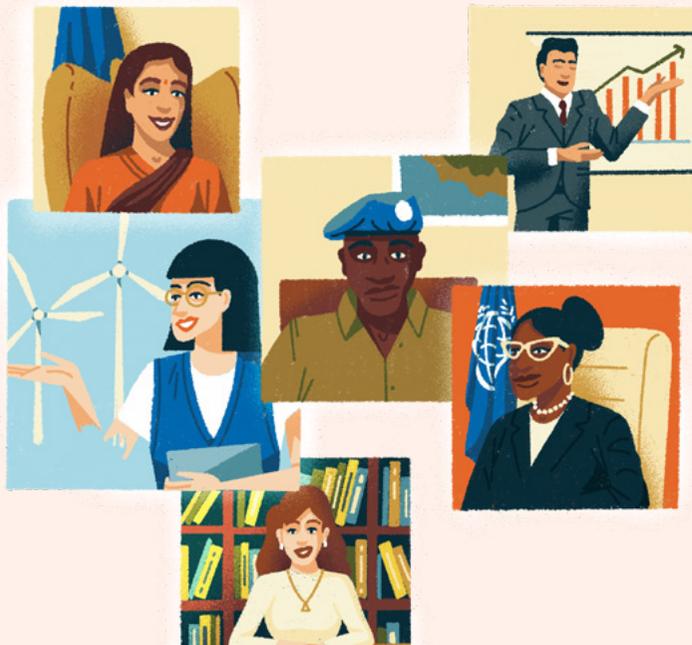
THE PARIS AGREEMENT
ON CLIMATE CHANGE
AS A DEVELOPMENT
AGENDA COURSE

“The course helped me to think more deeply about my research and my activities and exposed me to other people’s perspectives, including scientists from different cultures around the world with different challenges and political situations than mine.”

- Kirsten Florentine Weber, PhD student at the University of Sheffield

Develop digital skills

Digital learning accelerated quickly, even for learning institutions that were lagging behind.



Digital learning accelerated quickly, even for learning institutions that were lagging behind. Some leveraged various platforms and successfully reskilled staff for changing roles, while other institutions faced a number of challenges. The College quickly responded by developing offerings for training professionals. Two offerings focused on providing new digital skills and virtual delivery methods to ensure continuous learning.

The new “[From in-classroom to e-learning](#)” and “[Delivering Engaging Live Virtual Training](#)” were instrumental in helping a massive pool of UN staff and partners navigate the digital transformation. These two programmes were particularly useful for trainers and specialists involved in the delivery of training workshops who, due to the global lockdown, were confronted with uncertainty and faced serious challenge in delivering face-to-face courses.

TESTIMONIAL

FROM IN-CLASSROOM
TRAINING TO
E-LEARNING: A HANDS-
ON WORKSHOP

“This programme has given me more self-confidence in using online tools and techniques. Delivering online workshops and webinars with an appropriate course design and new interactive tools has become an everyday practice since I attended the programme.”

- Agnes Novoszel, Senior Staff Development Associate at UNHCR,
The UN Refugee Agency



Offer free access to new skills and knowledge

Knowledge dissemination and skills development are core elements of the College's mission. In 2020, we continued to adhere to these principles.

Knowledge dissemination and skills development are core elements of the College's mission. In 2020, we continued to adhere to these principles, delivering learning and knowledge on various topics that support the achievement of the 2030 Agenda. The **“Policy Coherence for Sustainable Development”**, **“SDG Primer”**, **“Anti-Corruption in the context of the 2030 Agenda for Sustainable Development”**, **“Circular Economy and the**

2030 Agenda” courses provided an opportunity for different actors to share substantive knowledge and experiences on sustainable development through networking opportunities, platforms and safe spaces for cross-sectoral dialogue. With support from the Federal Government of Germany, the College was able to leverage digital learning to successfully upskill and reskill UN staff and relevant partners for a changing world.

To help managers pivot to meet

the challenges of a disruptive time – the College developed the **“UN Leadership in Times of Uncertainty”** course which was offered for free during the first wave of the pandemic. The course played an integral role in the reskilling of almost 2,000 managers across the UN system. Surveyed participants indicated that the learning offering helped them face challenges, ranging from helping employees deal with stress, to managing teams remotely.

TESTIMONIAL

ANTI-CORRUPTION IN THE CONTEXT OF THE 2030 AGENDA

“I have definitely gained knowledge and new resources to strengthen my work. This will undoubtedly help add value to the interventions we make from the team and expand and strengthen our work within our country office with our partners and stakeholders, as well as with other UN entities.”

- Patricia Pérez Prieto, Programme Officer at the United Nations Development Programme (UNDP)

Create flexible and inclusive customized learning



To address the unique training needs of different stakeholders, we enhanced our varied learning offerings through customized solutions designed to meet the organizational goals and learner needs of different UN entities and partners. The **“UNSSC-FAO Executive Leadership Certificate Programme”** provided FAO leaders with advanced-level knowledge on management and leadership, practical skills and networks necessary to ensure robust organizational performance. The programme was recognized for having a tangible impact on the insights and behaviours of leaders at the FAO, as well as their openness to change management. It has brought about a deeper understanding of what good leadership means in practical terms.

The **“UN Emerging Leaders e-Learning for the Economic Commission for Africa”** staff was customized and redesigned to meet the management and leadership realities of middle managers amid the changing global context, particularly due to COVID-19. The College’s **“Rights and Results-based Management Training of Trainers”** for UNICEF staff at the Regional Office for South Asia played a vital role in supporting the entity achieve coherence, effectiveness and results in line with the UN’s results-based management principles. A number of similar projects were rolled out throughout the year to support individual agencies as they dealt with the impacts of COVID-19.

The **“UNICEF-UNSSC Evaluation Learning Programme”** contributed to meeting the unique needs of a diverse UNICEF workforce. The blended programme included a first part, delivered and facilitated online, and a second face-to-face edition. The College advanced learning on evaluation design and evaluation methods, complemented with mentoring and on-the-job assignments.

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Promote knowledge sharing among youth changemakers

At the College, we developed initiatives that promoted dialogue and innovative solution mapping on the 2030 Agenda, the sustaining peace resolutions and management reform.

Pervasive inequalities, visible in the extent to which women, young women and young men are able to participate in matters of peace and security, and in discussions on the 2030 Agenda, were exacerbated as the world responded to COVID-19. This argued for knowledge sharing and dialogue with different changemakers and youth actors across the UN system and beyond. At the College we developed initiatives that promoted dialogue and innovative solution mapping on the 2030 Agenda, sustaining peace resolutions management reform.

In a challenging year marked by the COVID-19 pandemic, The **“Torino Forum for Sustaining Peace”**, sponsored by the Italian Ministry of Foreign Affairs, supported efforts to advance the Women, Peace and Security as well as the Youth, Peace and Security agendas by sparking dialogue, inspiring action and invigorating learning among women and youth peacebuilders – alongside UN staff and practitioners. The first virtual 9th **“UN Summer Academy”** sponsored by the Federal State of North-Rhine Westphalia, and in partnership with the City of

Bonn, was delivered under the theme “UN at 75: The Future We Want” which focused on reaffirming the global commitment to multilateralism as the world community faced a global health crisis with severe short-term and long-term economic and social impacts. **The Virtual 2020 Junior Professional Officer Orientation Programme** – an intensive programme designed to train new Junior Professional Officers, empowered young aspirant UN leaders to gain leadership skills and embark on their new roles with a renewed confidence and resilience.

TESTIMONIAL
UN SUMMER ACADEMY

“Since the programme was convened online due to the pandemic, it made me realize the importance of leveraging technological solutions and building momentum over social media for sustainable actions and for a better world for youth, women, and all those marginalized.”

- Nadine Burbar, Deputy Chief Resilience Officer at the City of Ramallah



ANNUAL REPORT

2020

Focus Area II

Collaborate and foster partnerships



FOCUS AREA 2

Collaborate and foster partnerships



We led programmes and initiatives to empower UN staff and partners to collaborate system-wide to break down silos and foster partnerships with public and private stakeholders.

Amidst the crisis, the College developed learning programmes to support partnership building and collaboration both across the UN and with civil society partners.

Courses and initiatives brought together personnel from different UN agencies and partner organizations to provide opportunities for staff to break down silos and work across the UN's three pillars – human rights, peace and security and development – both internally and in partnership with others to encourage synergies.



UNSSC
ROSE TO THE CHALLENGE TO:

Build on the untapped power of collaboration



In 2020 the College joined forces with **the United Nations Development Coordination Office (DCO)** to launch two customized online learning offerings to support the effective implementation of the **United Nations Sustainable Development Cooperation Framework (UNSDCF)** and **Business Operations Strategies 2.0**. The two offerings co-designed with DCO were an important contribution for both programme and operations staff who will need know-

ledge and expertise to collaborate and increase UN effectiveness and efficiency to contribute to a UN system that delivers on its mandates in a post-pandemic world. A partnership with the **German Development Institute** and the **Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ)** saw the College address the learning needs of public officials and civil servants during the COVID-19 pandemic. The **“Building Back Better: Stren-**

gthening capacities of Schools of Public Administration in a Post-Covid-19 World” learning programme strengthened knowledge of the 2030 Agenda and reinforced the key role that public administrators play in contributing to broad-based multi-stakeholder coalitions to influence change. The programme helped prepare them to build, maintain and leverage networks, coalitions and partnerships.

TESTIMONIAL

UN EMERGING LEADERS
E-LEARNING (UNEL-E)

“The course has improved my ability to work collaboratively with my other UN agency colleagues, and, in that regard, made me a more confident leader, particularly when working outside of my area of technical expertise.”

- Dr. Rufus Ewing, Country Programme Advisor (Caribbean)
at the World Health Organization (WHO)



UNSSC
ROSE TO THE CHALLENGE TO:

Advance public and private sector partnerships

Collaboration between private- and public-sector entities added valuable new perspectives at the height of the COVID-19 pandemic. In support of UN staff and partners engaging with private sector entities, the College delivered learning on **“Unleashing the Power of the Private Sector for the 2030 Agenda”**.

This was a timely offering as UN entities were seeking to collaborate with different entities to protect hard-won development gains. Participants were introduced to the different types of private sector organizations, and they gained crucial skills on how to strategically engage with them in the implementation of the 2030 Agenda.

Cooperation between local governments and different peace actors is becoming fundamental in peace agreements and national post-conflict peacebuilding agendas. In 2020, the College re-scoped the **“Decentralized Governance and Peacebuilding”** course to aid a clearer understanding of local governance and decentralization as they relate to conflict and peacebuilding contexts. The learning offering proved fundamental for empowering practitioners of regional institutions, national governments and civil society organizations to form partnerships and have a common approach to analyzing and sustaining decentralization reforms.

Promoting system-wide knowledge sharing

In 2020, 3,500 people registered for 40 **“Coffee Hour” webinars** geared towards promoting system-wide knowledge sharing. The College tapped into different topics to have participants take part in dialogue that provided actionable insights for collaboration, re-imagining our work and dealing with uncertainty. The most popular sessions, attended by nearly 200 participants, were: “Data and Climate Security: How Climate Security Data Analytics Can Support Integrated Analysis for Sustaining Peace”, “Navigating Uncertainty – Your Stories, Learning for Future Resiliency”, “Climate Security for Sustaining Peace”, “The future of Multilatera-

lism in a Post COVID-19 World”, and “Sustaining Peace in a Climate Change World: Why Climate Change matters to conflict mediation.” Many of these sessions were also delivered as Staff College side events during the 2020 Berlin Climate Security Forum.

The College had participants take part in dialogue that led to actionable insights into collaboration, re-imagining our work and dealing with uncertainty.



Upskill and reskill for integrated responses

To scale learning opportunities that drive holistic thinking and integrated approaches as well as foster collaborative partnerships, the College, together with UNITAR, promoted learning on a unique online platform: **UN SDG: Learn**

The College moved swiftly to advance programmes and initiatives to help UN entities and relevant partners redefine collaboration and support their teams to find solutions in the new normal. The **“Integrated Analysis for Sustaining Peace Writing Course”** promoted an integrated analytical approach for peace and security practitioners seeking to have a common approach to undertaking

integrated analysis using different methodologies adopted by the UN. To scale learning opportunities that drive holistic thinking and integrated approaches as well as foster collaborative partnerships, the College, together with UNITAR, promoted learning on **UN SDG: Learn**, an online platform that hosts learning opportunities on sustainable development. UN SDG: Learn features courses and

micro-learning on sustainable development from 57 organizations working together to develop and enhance programmes and initiatives to address knowledge gaps and provide sustainable development learning.

TESTIMONIAL

SDG PRIMER
OFFERED THROUGH
UN SDG: LEARN

“We are taking steps to adapt our programmes, our skillsets, and mindsets to respond to the paradigm shift of the 2030 Agenda. This SDG Primer course aims to strengthen that work. It will help achieve conceptual clarity on the 2030 Agenda and its integrated nature.”

- Amina J. Mohammed, UN Deputy Secretary-General



Focus Area III Innovate and respond to changing contexts



FOCUS AREA 3

Innovate and respond to changing contexts



We leveraged our expertise to enable UN staff and partners to display an ability to think and work differently to respond and adapt to changing contexts.

COVID-19 presented real uncertainties in 2020. Accordingly, the College decided to develop initiatives to address uncertainty, cope with change, and promote innovative ways of working.

Newly developed and redesigned learning interventions provided an opportunity for staff and partners to think differently and develop foresight techniques to better anticipate, prepare for, and adapt to changing contexts.

UNSSC
ROSE TO THE CHALLENGE TO:

Build future-fit leaders



With UN staff and partner organizations working remotely, extensive training was needed to help promote new mindsets, behaviours and skillsets to rapidly adapt and adjust to deliver amidst a changing context. A range of timely knowledge and learning programmes like **“Helping Teams Navigate Uncertainty”** were designed to help team leaders build resilience and manage and structure teams remotely. Participant feedback showed that this learning offering was a great help in the early stages of the pandemic. As time passed, it allowed managers to reflect on, and identify the changes that were beneficial and that needed to be maintained. The **“UN Leaders for Sustainable Development Mastermind Group”**, sponsored by the Federal Republic of Germany, was launched in June 2020 to provide a safe environment to ideate, discuss and reflect on leadership contributions and solutions to the

design, development and implementation of sustainable development pathways. Going forward, the Mastermind Group will serve as an incubator for multistakeholder engagement and collaboration. The College also contributed to strengthening a culture of shared leadership within UN Country Teams by rolling out a UNCT Dream Team Leadership Initiative for the UN Country Team in Jordan. The training brought together the heads of agencies of the UN in Jordan, and created a safe space to strengthen the team, foster collaboration and discuss the collective value proposition of the United Nations in Jordan. Through the **“Virtual Dialogue Series for Deputy Special Representatives of the Secretary General”**, senior UN leaders from peace operations were provided with a space to exchange context-specific experiences on the changing environments they were working on, and how the effective-

ness of their missions had been affected by the growing polarization of the international system at the global and regional level. Participants used the series to explore how best peace operations can support member states in building back better after the COVID-19 pandemic. **“The College’s “Digital Leadership Series”** delivered three strategic programmes: the **“Executive Leadership in Times of Crisis- Human Dimension”**, the **“Executive Leadership in Times of Crisis – Business Dimension”** and **“Leading for the Future”**. In the first programme, senior leaders devised solutions to the human dimensions – trust, shared values and ethics – of what leadership responses should look like in the face of the unfolding crisis. The second programme allowed for a deep dive into the leadership that UN senior leaders are called to demonstrate in the new realities presented by remote work. Topi-



An enabling environment is important for establishing evaluation functions that allow leaders to plan for the future.

cs included leading and caring for a global workforce, e-diplomacy and adaptive leadership for a new digital reality. The final programme **“Leading for the Future”**, examined critical dimensions like resource mobilization and partnership building – particularly in the light of the constraints presented by COVID-19. The programme concluded by taking stock of the current realities and how best to position the United Nations going forward.

An enabling environment is important for establishing evaluation functions that allow leaders to plan for the future. To support the UN’s work in evaluation, the College developed the **“Evaluation Dialogue**

Sessions” for senior leaders. This webinar-based learning programme provided a forum for senior managers at UN Secretariat entities to reflect on how to enable and promote evaluation as a tool to improve performance, innovation and renewal in a post-pandemic world. The respective offerings were uniquely positioned to help leaders deal with the immense pressures brought about by the pandemic. Each learning and knowledge product defined how to respond and adapt, while setting the tone, direction and priorities at an organization-wide and system level. Robust evidence of the success of our initiatives came as the College

saw peers lean on each other to cultivate and enhance their vantage point; problem solve and identify pragmatic solutions to difficulties or questions faced; build peer support networks to help each other through real work and life challenges, and interact with leading experts to gain insights and inspiration on how to tackle the various leadership challenges at the height of the pandemic. Beyond 2020, the College is confident that the investment in knowledge-based and learning activities driven by high-quality learning methodologies and highly qualified professionals will continue to give leaders the ability to foster and sustain agile workforces.

TESTIMONIAL
UN MASTERMIND GROUPS

“Good reflections on situational leadership – from directive to delegatory – depending on situational complexity vis-à-vis team competence and comfort.”

- Rosemary Kalapurakal, Deputy Director at the United Nations Development Coordination Office



UNSSC
ROSE TO THE CHALLENGE TO:

Fast track digital learning

The COVID-19 pandemic eliminated face-to-face training, leaving only synchronous and asynchronous online learning. To meet emerging training and learning needs, the College launched the **“Blue Line”**, a global learning hub designed by the UN, for the UN. Blue Line has been instrumental for unifying and standardizing the learning culture that is essential for elevating the leadership and

management potential of the UN system. The more than 40 curated online modules on leadership, management, innovation and sustainable development have proven beneficial for all who are interested in self-directed learning to hone new skills or master existing ones. The rapid uptake by 9,790 users in 2020 unequivocally demonstrated the need for this learning solution.

Promote dialogue for Innovation

The UN Innovation Toolkit is a digital platform geared to fostering innovation across the United Nations. To spur system-wide change rooted in innovation, the College developed a set of UN **“Innovation Toolkit”** mainstreaming events alongside different

UN entities. Through these mainstreaming events, UN staff from across the system came together to gain insights on how to contextualize and bring innovation to unprecedented levels – levels that would allow us to meet the challenges of our time.

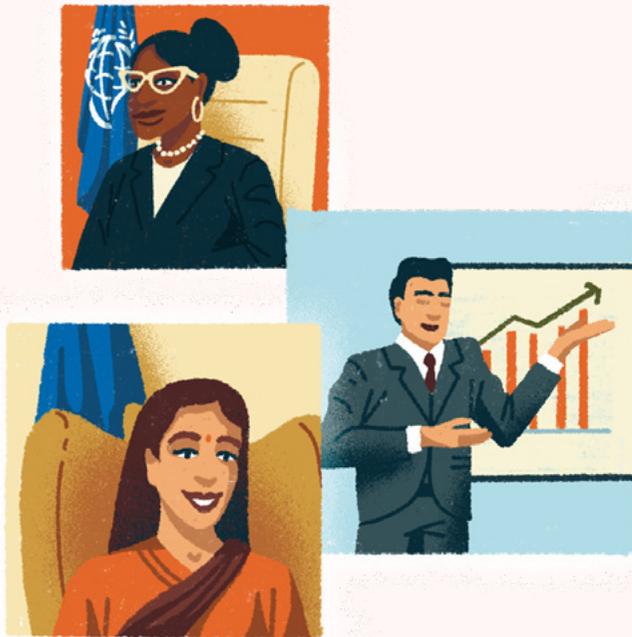
TESTIMONIAL
THE E-MANAGEMENT
CERTIFICATE
PROGRAMME
OFFERED UNDER THE
BLUE LINE

“I enjoyed the quality and ease of use of the online platform. I found the Human Resources modules extremely useful for everyday life, not only professionally but also personally. I would recommend it to every UN staff member.”

- Masha Meyer, Administrative Specialist at the International
Civil Aviation Organization (ICAO)

UNSSC
ROSE TO THE CHALLENGE TO:

Fuel transformational change



To fuel system-wide change, the College offered learning and knowledge products on designing and managing organizational change. **“Introduction to Change Management”** was enhanced to have a focus on the mindset and skills needed for change leaders to develop change management strategies amidst the pandemic. Participants gained essential knowledge to help them rapidly apply change management principles to their work. This was particularly impactful in 2020, as people’s priorities and ways of working shifted.

UNSSC’s **UN Lab for Organizational Change and Knowledge (UNLOCK)** was originally created to promote a culture of change and innovation across the UN system. Through UNLOCK, the College succeeded in increasing support for strengthening the UN system’s capability to undertake reform efforts and drive change. Insightful webinars sought to explore the changing world of work, as affected by the pandemic. The webinars received groups of UN change

practitioners who are part of the UNLOCK network and who have successfully led complex change processes in UN system organizations. In line with the objective to accelerate change, the College developed a case study on **“Change Agent Networks in the UN System”** to advance knowledge on the ways through which UN entities can develop and use change agent networks to drive successful initiatives. In 2020, **“Change management advisory services”** were focused on supporting UN entities with the assessment, review and implementation of various change programmes stemming from UN reform. The UNSSC-Mckinsey **“Leadership Culture Assessment”** tool further fueled UNSSC’s actions to support leaders to influence organizational culture change and to foster the kind of culture envisioned in the UN System Leadership Framework. The tool supports the narrowing of the gap between the current and the desired leadership cultures, revealing key opportunities for leadership development,

effectiveness and efficiency at all levels. This was an important intervention as UN agencies, funds and programmes sought to change and develop unified approaches to leadership. Learning was also advanced through programmes like the **“Assistant FAO Representative Leadership Development Initiative, Building Capacity for Change 2020 Edition”**, a leadership development initiative for staff of the Food and Agriculture Organization (FAO) who are responsible for managing the office and overseeing country programmes. At a time characterized by rapid change, the offering contributed to new knowledge on agile leadership approaches, emotional intelligence and skills in leading virtual teams. Change management capacity and capability building continued to support all levels of staff – G to ASG-levels – including Resident Coordinators and UN country team members in creating awareness, understanding and knowledge of how to apply change management principles within their areas of work.



UNSSC
ROSE TO THE CHALLENGE TO:

Invest in gender transformative learning

TESTIMONIAL

LEADERSHIP WOMEN AND THE UN

“The training programme really provided insights into new dimensions of leadership. This will make anyone in a leadership position think critically about their current role and learn how to make it more successful by taking into account future demands and strategies necessary for change.”

- Mahym Orazmuhammedova,
Chief of Mission at the International Organization
for Migration (IOM) in Belarus

Diverse and innovative thinking is needed to create new initiatives that help to transform societies, environments and economies to create a sustainable post-pandemic world. Central to this vision are women thinkers and leaders. In 2020, the need to advance women’s contributions spurred the College to develop learning initiatives that strengthen women’s leadership capacities, unlock their potential and emphasize a gender perspective in reporting.

To this end the flagship **“Leadership Women and the UN”** was converted into an online format. The programme gave participants a unique opportunity to explore different leadership approaches, the gender and cultural dimensions of leadership, the dynamics

of power, influence and negotiation, as well as deeper personal professional coherence and self-awareness to develop a set of skills for transformative and charismatic leadership by women.

The **“Training of Trainers on the 2030 Agenda for Sustainable Development”** for women educators at the Princess Nourah University in Saudi Arabia, proved equally beneficial. Women educators took part in interactive workshops and peer-to-peer learning on topics such as sustainable development, the role of the private sector in implementing the 2030 Agenda, and the role of women leaders in driving efforts in achieving a sustainable future. The College played a significant role in strengthening knowledge and capacities around

sustainable development topics to empower women to act and think differently about their contributions during and after the pandemic.

UNSSC’s **“Integrating Human Rights and Gender into the UN Office of the High Representative for the Least Developed Countries, Landlocked Developing Countries and Small Island Developing States (UNOHRLLS)”** strengthened the skills of UNOHRLLS staff in incorporating relevant human rights and gender dimensions into reporting. The College’s customized learning initiative contributed to the shared goal of the UN system to systematically include gender aspects and human rights considerations into all its activities.



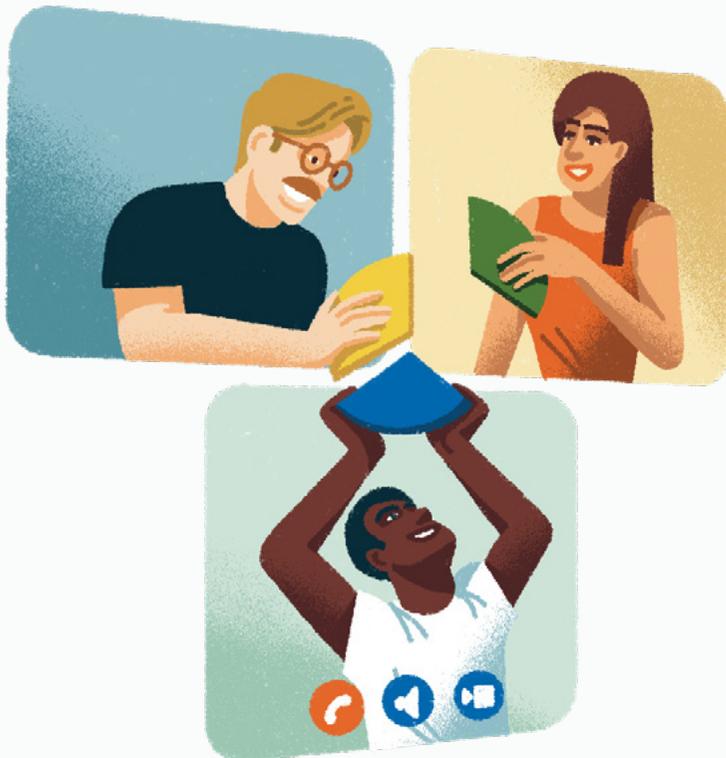
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About UNSSC



About UNSSC



With its headquarters in Turin (Italy) and its second campus in Bonn (Germany), the UN System Staff College is a center of excellence for training and knowledge management within the UN system and beyond.

Since 2002, we have continued our commitment to providing high-quality and effective programmatic learning to empower people with the competencies and knowledge that support the UN system and its wide array of partners.

The College remains flexible and agile, and regularly re-evaluates its approach to ensure that it is aligned to the learning needs of its key stakeholders.



UNSSC

Board of Governors 2020

The Director of the UNSSC reports to the Board of Governors on an annual basis. The UNSSC Board of Governors is composed of UN representatives selected by the UN Chief Executives Board (CEB) and appointed by the UN Secretary-General.



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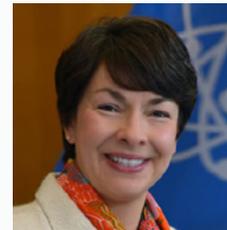
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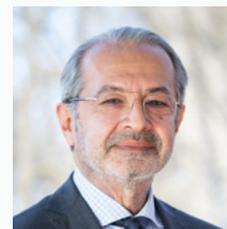
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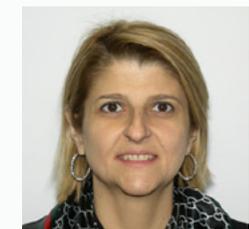
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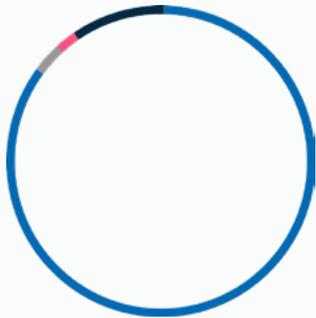
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Financial Report

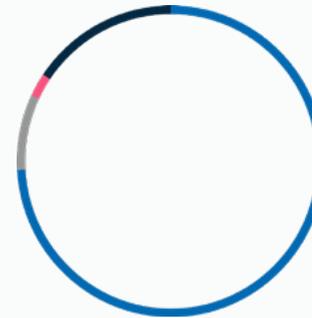
Expenditure by year (United States dollars)

TOTAL 2020: 11,610,875



SALARIES AND OTHER	
PERSONNEL COSTS	10,285,379
TRAVEL	138,729
CONTRACTUAL SERVICES	65,370
OPERATING EXPENSES	1,121,397

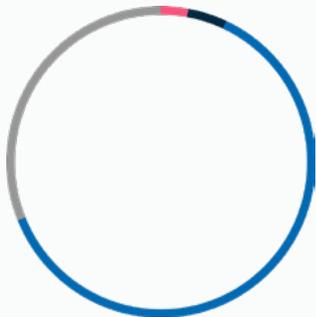
TOTAL 2019: 11,478,500



SALARIES AND OTHER	
PERSONNEL COSTS	8,733,647
TRAVEL	899,613
CONTRACTUAL SERVICES	20,466
OPERATING EXPENSES	1,824,772

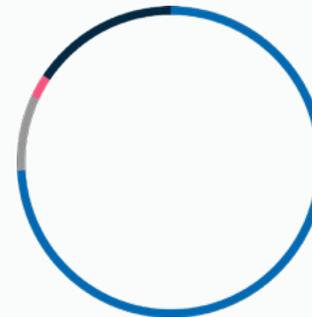
Total funding by source (United States dollars)

TOTAL 2020: 13,050,322



FOUNDATIONS	410,798
UN CORE CONTRIBUTION	508,000
SELF-GENERATED INCOME	8,111,550
GOVERNMENTS	4,019,974

TOTAL 2019: 13,388,781



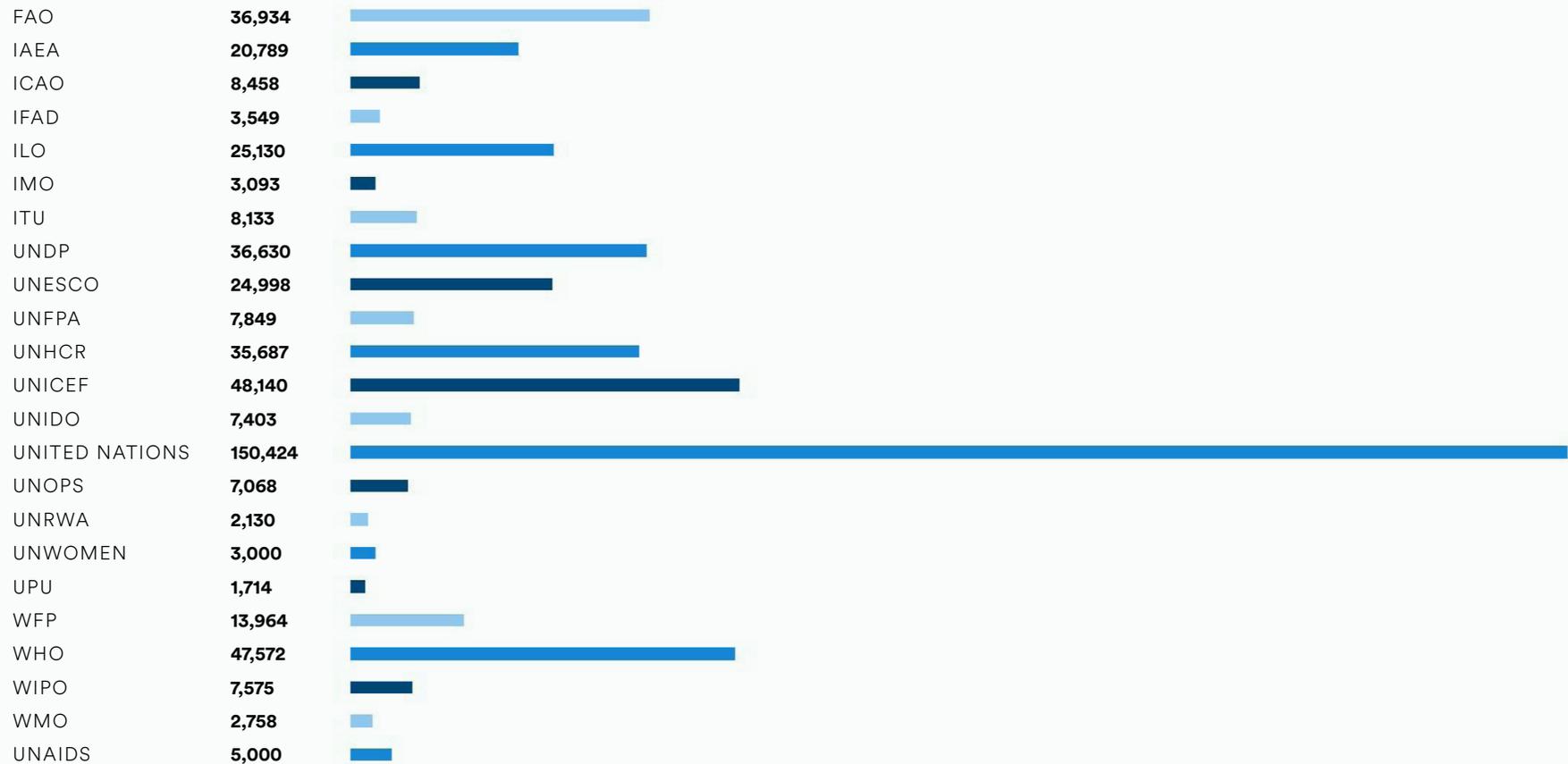
FOUNDATIONS	352,035
UN CORE CONTRIBUTION	508,000
SELF-GENERATED INCOME	9,245,262
GOVERNMENTS	3,283,483



Financial Report

Core contributions from UN organizations (United States dollars)

TOTAL 2019: 508,000





Financial Report

Statement of Financial Position (Thousands of United States dollars)

ASSETS	12/31/20	12/31/19	LIABILITIES	12/31/20	12/31/19
Current assets			Current liabilities		
Cash and cash equivalents	10,218	8,286	Accounts payable and accrued payables	288	329
Investments	9,672	11,754	Employee benefit liabilities	219	160
Voluntary contributions receivable	16	357	Advance receipts	3,507	2,448
Other receivables	1,404	1,727	Total current liabilities	4,014	2,937
Advance transfers	225	177	Non-current liabilities		
Other assets	440	152	Employee benefit liabilities	16,662	15,178
Total current assets	21,975	22,453	Total non-current liabilities	16,662	15,178
Non-current assets			Total Liabilities	20,676	18,115
Investments	5,577	995	Net Assets		
Property, plant and equipment	10	21	Accumulated surplus	6,886	5,354
Total non-current assets	5,587	1,016	Total Liabilities and Net Assets	27,562	23,469
Total Assets	27,562	23,469			



Financial Report

Statement of Financial Performance (Thousands of United States dollars)

REVENUE	2020	2019	EXPENSES	2020	2019
Voluntary contributions	4,939	4,144	Employee salaries, allowances and benefits	7,093	5,892
Investment revenue	354	464	Non-employee compensation and allowances	3,193	2,842
Other exchange revenue	8,111	9,245	Depreciation	11	11
Other revenue	229	6	Other contracted services	65	20
Total Revenue	13,633	13,859	Travel	139	900
			Other operating expenses	1,110	1,813
			Total Expenses	11,611	11,478
			Surplus/(deficit) for the year	2,022	2,381



UNSSC

To our donors, thank you!

At UNSSC, we are extremely grateful for the continuing support that our key donors provided in 2020. Italy, as the host government of our main campus and headquarters, provided essential funding that has enabled UNSSC to grow and better deliver on its mandate. Similarly, Germany's generous contributions have enabled the UNSSC Knowledge Centre in Bonn to expand its reach and operations in the area of Su-

tainable Development. The Swedish International Development Cooperation Agency and the Turin-based Compagnia di San Paolo Foundation have been strong supporters, allies and partners with whom we have shared visions, strategies and ideas. The results achieved in 2020 would not have been possible without the support of and collaboration with our key donors.





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