



UNITED NATIONS SYSTEM STAFF COLLEGE

# ANNUAL REPORT 2017



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# Message **from** **the** Director

Today more than ever, the UN system needs leaders, managers and professionals who share a common understanding of the global challenges and opportunities related to the implementation of the 2030 Agenda. Since 2015, our programmes have been geared towards providing the skills and knowledge to help achieve this transformative agenda.

With each year, we continue to innovate and grow, gaining further prominence on the UN system's radar. In 2017, we stayed true to our goal of building the ability of the UN workforce to learn and adapt to new ways of working. We delivered 113 programmes with a number of new offerings to meet rising demand. Our beneficiaries grew to 21,976 comprising individuals from the UN and beyond.

We continued to evolve significantly not only in terms of geography – with 49 countries reached – but also in terms of collaborations, programmes and knowledge assets, detailed in the report.

It is a critical time for the UN and the world. Secretary General Guterres has stated that: "The United Nations needs to be

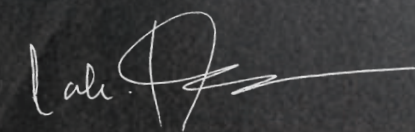
nimble, efficient and effective. It must focus more on delivery and less on process; more on people and less on bureaucracy." The College has been dedicated to bolstering the skills and competencies of personnel across the UN since its inception. Boosting staff capacity and substantive knowledge, beyond specific agency perspectives, will be a top priority for UNSSC as we go forward. Providing learning programmes designed in an inter-disciplinary fashion will be key.

To help guide this critical work, we completed our strategic plan for 2018 to 2021. The plan serves as a detailed road map, marking the goals we anticipate achieving, and at a high level, describing how we plan to do this.

We are in a unique position to catalyse system-wide change. We will build further on our mission to contribute to a more effective, results oriented and agile United Nations through learning, training and knowledge dissemination in the coming years.

Thank you for having made 2017 a rewarding year for the United Nations System Staff College.

**Jafar Javan**  
UNSSC Director





# 2017 HIGHLIGHTS



## INNOVATIVE LEARNING

We launched our blended learning programme, the UN System Executive Management Programme, which combines online and face-to-face learning. A unique management learning experience, it is tailor-made for UN managers across the system, both at headquarters and field locations.

By interacting with UN colleagues online, participants meet virtually, enabling valuable learning exchanges – even before they come together for the face-to-face learning element of the programme. We will continue to focus on blended learning as it offers participants flexibility and knowledge at a convenient pace, across geographies.

We also launched various other innovative tools for learning including an interactive learning package on Women's Access to Justice as well as an Open Learning Hub on Big Data.



## NEW MBA STREAM LAUNCHED

A unique collaboration with the University of Stellenbosch Business School (USB) resulted in a new MBA stream on Managing International Organisations, launched in September 2017 in Cape Town, South Africa.

UNSSC and USB co-designed this stream in a way to equip managers and leaders with the tools, theories and frameworks to lead successfully in a complex global environment.

This is a great opportunity for seasoned professionals to take the programme and fast-track their UN career. It is also an opportunity for senior UN leaders to serve as faculty and thesis supervisors.

In its very first year of existence, the MBA will welcome an impressive 27 students.





## A DECADE OF ENHANCING SAFETY FOR UN PERSONNEL

One of our most successful programmes, Safe and Secure Approaches in Field Environments (SSAFE) celebrated its 10-year anniversary. SSAFE was created in 2007 as a joint effort with UNDSS. It equips UN staff deployed to volatile and dangerous regions across the globe with critical and comprehensive safety and security skills. Nearly 60,000 UN and associated personnel (i.e. NGOs, International Organizations and Governments Agencies) have been trained worldwide, leveraging a thorough and practical curriculum.

The Italian armed forces play a significant role in the Turin-based edition of the programme. Participants benefit from the skills and knowledge of Italian soldiers, who have served as peacekeepers in various countries. They help conduct simulations of crisis scenarios in the field, which are a core aspect of the programme. This allows participants to effectively apply knowledge acquired in the classroom, in a challenging, practical environment.

The year also marked the signing of an MOU by Dr.Jafar Javan, Director of the UNSSC and General Claudio Graziano, Chief of Italian Defence Staff – establishing the continued training collaboration with the Italian armed forces.



## KNOWLEDGE FREE OF CHARGE

Knowledge dissemination is a core element of our mission and we continue to strengthen our commitment towards this. Our free of charge knowledge assets encompass various topics that support efforts towards the achievement of the 2030 agenda.

**Case studies** - Four case studies on two strategic topics significant to the UN system – change in the context of the launch of ERP systems, and the relevance of innovation – proved immensely popular with our beneficiaries.

**Video content and primers** - Assets launched over the course of the year include explainer videos on the Dimensions of Sustainable Development, Climate Action for Sustainable Development, and the need to protect migratory animals. In addition, we also created two-page primers on Sustainable Development in seven languages.

**Sustainable Development Talks Series** - A series of webinars titled Sustainable Development (SD) Talks was conducted, engaging over 1,800 individuals from the UN and beyond. The webinars tackled a variety of issues pertinent to the sustainable development discourse, such as financing and data for sustainable development. We also rolled out six episodes focusing on climate action in cooperation with UN Climate Change (UNFCCC).



## SUSTAINING HEALTH THROUGH LEARNING

We partnered with the World Health Organization (WHO) to design and develop a new online learning path on ‘Accelerating progress towards health-related SDGs for WHO staff.’

The path aims to enhance technical advice capacity of WHO staff to support governments and stakeholders in the implementation of the 2030 Agenda, and health-related SDGs at country level. The course is the first WHO interdepartmental capacity development initiative, composed of seven self-paced modules. These modules focus on concrete actions and challenges of WHO staff at country level.

A dedicated WHO-UNSSC working group, consisting of representatives from WHO headquarters, regional offices, and country teams, provided guidance to UNSSC in the design and development of the learning path. UNSSC conducted an extensive review of key WHO resources and several rounds of interviews with WHO country representatives and colleagues from headquarters, regional, and country offices, to identify actions and challenges at country level.

The online learning path complements existing capacity building initiatives and tools for WHO staff on the 2030 Agenda and its SDGs. It marks the beginning of a long-term collaboration between WHO and UNSSC on Sustainable Development learning. The course will be launched in April 2018.

# 49 COUNTRIES

## OUR GLOBAL OUTREACH



- |   |  |
|---|--|
|  AFGHANISTAN                         |  MOROCCO                  |
|  ALGERIA                             |  NEPAL                    |
|  CAMEROON                            |  NETHERLANDS              |
|  CENTRAL AFRICAN<br>REPUBLIC         |  NIGER                    |
|  CHAD                                |  NIGERIA                  |
|  COLOMBIA                            |  NORWAY                   |
|  DEMOCRATIC REPUBLIC<br>OF THE CONGO |  PAKISTAN                 |
|  EGYPT                               |  PANAMA                   |
|  EL SALVADOR                         |  PAPUA NEW GUINEA         |
|  ETHIOPIA                            |  REPUBLIC OF THE<br>CONGO |
|  GERMANY                             |  SENEGAL                  |
|  GUINEA-BISSAU                       |  SOUTH AFRICA             |
|  HUNGARY                             |  SOUTH KOREA              |
|  IRAQ                                |  SOUTH SUDAN              |
|  ISRAEL                              |  SUDAN                    |
|  ITALY                              |  SWITZERLAND             |
|  IVORY COAST                       |  SYRIA                  |
|  JORDAN                            |  THAILAND               |
|  KAZAKHSTAN                        |  TUNISIA                |
|  KENYA                             |  TURKEY                 |
|  KYRGYZSTAN                        |  UGANDA                 |
|  LEBANON                           |  UKRAINE                |
|  MALAYSIA                          |  UNITED STATES          |
|  MALI                              |  UZBEKISTAN             |
|  MAURITANIA                        |  |



# WHO WE SERVED

TOTAL BENEFICIARIES

# 21,976

DIRECT  
TRAINING

## 2,769

Learners who directly benefited from UNSSC courses and learning events delivered face-to-face or online.

INDIRECT  
TRAINING

## 13,513

Learners trained by UNSSC certified trainers.

KNOWLEDGE SHARING  
SERVICES & OPPORTUNITIES

## 5,694

Users who actively benefited from UNSSC webinars, communities of practice, web-based learning platforms, and other online services.

## MALE AND FEMALE LEARNERS

44%

56%



# TESTIMONIALS

“ [The programme] was well structured. Its contents provided a useful background and historical context of the sustainable development agenda including the rationale for the transition from MDGs (2015) to SDGs (2030). It also provided concrete illustrations by way of [a] case study on the practical impact of the different targets and the role of agencies in spearheading the achievement of the interrelated SDGs. The course is a stepping stone to the bigger picture of the sustainable development subject. I would like to continue studying and eventually be part of the change. ”

**Programme:** The Foundational Course on the 2030 Agenda for Sustainable Development.



“ I can't remember any other training that has succeeded in deepening the direction of the debate between participants as much. It was a unique opportunity for bridging theory with practice among UN practitioners of Africa and the Middle-East. We looked at policies, trends, and tools to assess and mitigate risks in electoral cycles in different circumstances. That approach is relevant for an organization called to provide politically-sensitive and effective electoral technical assistance in complex contexts such as dynamic transitions and post-conflict settings. In Tunisia, as probably elsewhere, analytical and technical aspects of elections related work should support each other for more impactful undertakings. ”

**Programme:** Political approaches to preventing and responding to election-related violence

“ It has been a great and memorable course. Probably the best course on communication I have ever had. It has been entertaining, practical, well-structured and useful. The amount of time and thought put into its preparation was evident throughout the course. I am enthusiastically recommending it to some of my colleagues and especially those working directly for my organization's senior management. I will make sure to keep all the course materials, as I will surely refer back to them in the future. ”

**Programme:** Speech-writing and Developing Talking Points.





# STORIES OF IMPACT

## MILKO BERNER

Former Officer and team leader at Organisation for the Prohibition of Chemical Weapons (OPCW)  
Programme: SSAFE

“In May 2014, I was a field team leader for OPCW in Syria. My team consisted of exceptional OPCW professionals - inspectors with vast experience and expertise gained from different missions. We were tasked with examining an area where chlorine gas was allegedly used. This meant reaching the area after making it through an extremely hazardous route and encountering potentially hostile situations, which could escalate quickly and put our lives in danger. Our role was to collect samples, interview eyewitnesses and gather facts pertaining to the allegation.

The mission was planned carefully, down to the last detail. Security measures were put in place and various probable threats and scenarios were taken into consideration. Towards the end of the month, we received the green light to proceed. As we made our way to the destination, an improvised explosive device hit our car, leaving it completely wrecked. The damage was extensive, leaving us trapped inside for a few minutes – until we managed to pry the car open and escape with help from team members who were in another vehicle. However, it did not end there. As we approached the designated rendezvous point, we came under fire and had to split up into two smaller groups.

While the other group escaped, a hostile faction detained my group. Luckily, our release was negotiated with the help of the representatives from the different opposition groups in the area, and we were escorted to a buffer zone in a few hours.

During our second attempt to get to the rendezvous point, the same hostile faction detained us again but this time we managed to escape with our cars. It was a terrifying experience and a complex, hazardous situation where our lives were at constant risk. **We made it through because we could cope successfully with the stress during the crisis and remain focused on developments in the situation and the area around us – skills that were bolstered by attending the SSAFE programme.**

I attribute our measured reactions largely to the training we received, which gave us stability, coherence in our actions and behavioural coordination, even with limited opportunities for verbal communication between us.

**The SSAFE programme was a big contributing factor in our survival.** In spite of having a military background and extensive field experience, participating in the programme gave my team and I added behavioural skills to cope with a life-threatening situation in Syria.”

“The SSAFE programme was a big contributing factor in our survival.”

# STORIES OF IMPACT

## MAYSSAM TAMIM

Assistant Resident Representative UNDP Saudi Arabia  
Programme: Leadership, Women and the UN

“I took the ‘Leadership, Women and the UN’ course in parallel with the UNDP Leadership Development Pathways advanced leadership course. **The women in leadership course** was a beneficial addition because of its focus on gender and cultural dimensions of leadership. It **helped me tremendously** in reflecting on how to best interact with male and female supervisors and direct reports, in the cultural context of Saudi Arabia.

As a result of both programmes, I have learned to temper my reactions. I tend to be extremely direct in how I word my opinions – so direct that I often overlooked how people may have felt when I spoke to them. The results of my 360° assessment taught me to put myself in others’ shoes. Having recently undertaken another 360° in the context of the Deputy Country Director assessment, the beauty is that I can compare and see the changes in in my communication skills and the way I relate to people.

I also learned not to say, ‘I’m sorry,’ just to state my opinion. My job requires me to provide advice to my Resident Representative and Deputy Resident Representative. I used to wait until asked my opinion to share it. **Now, when I have an opinion that I know will benefit results, I offer it.**

Similarly, I learned that I do not need to ask permission to do a good job. In my country office, I know the context and what national partners in general want. When I saw a new consultative approach put in place was not generating the desired results over the course of a year, I approached the partners myself with ideas of what we could deliver on their strategy. **My approach resulted in a 24 million-dollar programme** paid for in full by the government.

Finally, I have learned to ask for what I deserve in terms of evaluation and word my request in a way that does not allow room for negotiation. As I am undergoing the Deputy Country Director/Deputy Resident Representative assessment process, I knew I needed the best score in my recent performance review. During my review with my supervisors, I recounted my achievements, including this 24 million - which will help the office close the GLOC deficit gap. In the past, I would have waited for my score, then said I deserved better. This time, I said up front, ‘I want highest rating. This is what I did for the office. I deserve it and I need it for the assessment.’ I also added, jokingly, ‘If you want to get rid of me, this is a good way.’ And it worked!”

“Now, when I have an opinion that I know will benefit results, I offer it.”



# STORIES OF IMPACT

## DWITI VIKRAMADITYA

Managing Committee Member, the Kalinga Institute of Social Sciences (KISS)

Programme: UN Summer Academy

“As a managing committee member of the Kalinga Institute of Social Sciences (KISS), a private university in India – it is my constant endeavour to develop an ecosystem that encourages cross-border higher education.

K.I.S.S has been committed towards the holistic development of underprivileged indigenous children since its inception in 1993. Eradication of poverty has been the institute's primary goal, and education, nutrition, health, and skill development are the four pillars to achieve that goal. Even before the Sustainable Development Goals were adopted, we have been trying to build a better and sustainable future for indigenous children. K.I.S.S is also committed towards a greener planet.

Our objectives and initiatives are aligned with the SDGs, and the Summer Academy provided a great opportunity to enhance my knowledge of the topic. **One of the primary aims of attending the programme was to bring these learnings back to the institute and implement them for the benefit of 25,000 underprivileged indigenous children.**

The programme was a fantastic opportunity to build a network with UN agencies and improve my understanding of them.

The concept of the SDGs and their focus on the 5Ps are deeply embedded in my work. The following areas reflect the principles of the 5Ps at K.I.S.S:

- People – Indigenous children at the institute speak multiple languages. The mother tongue-based multilingual education bridges gaps between students from different communities and preserves cultures and traditions of tribal groups
- Planet – Our mega kitchen produces 100,000 meals every day and uses steam to prepare food in an energy efficient manner, which reduces carbon footprint. The kitchen is supplemented by solar energy and a biogas plant running on organic waste
- Prosperity – The vocational training programme increases the employability of students and empowers them to be entrepreneurs
- Partnership – The institute collaborates with multiple Indian and international organizations to run programmes for students. These enhance their quality of education and life
- Peace – The life-skill education programme empowers students to mobilize their communities to fight superstitions, social evils, and create awareness about reproductive health.

“Implementing learnings for the benefit of 25,000 underprivileged indigenous children.”

The Summer Academy also helped me realise the necessity for SDG-specific capacity building in India. I designed a workshop for UN Volunteers and senior Indian government officials and leaders, which was conducted by UNSSC.

The workshop enabled us to work with NITI Aayog – the highest policy advisory body of the Government of India. K.I.S.S. also engaged with 23 different provinces to address their capacity building requirements for the SDGs.

The leaders shared their experiences in the implementation of the SDGs, and the brainstorming of ideas helped them formulate course correction measures in their provinces.

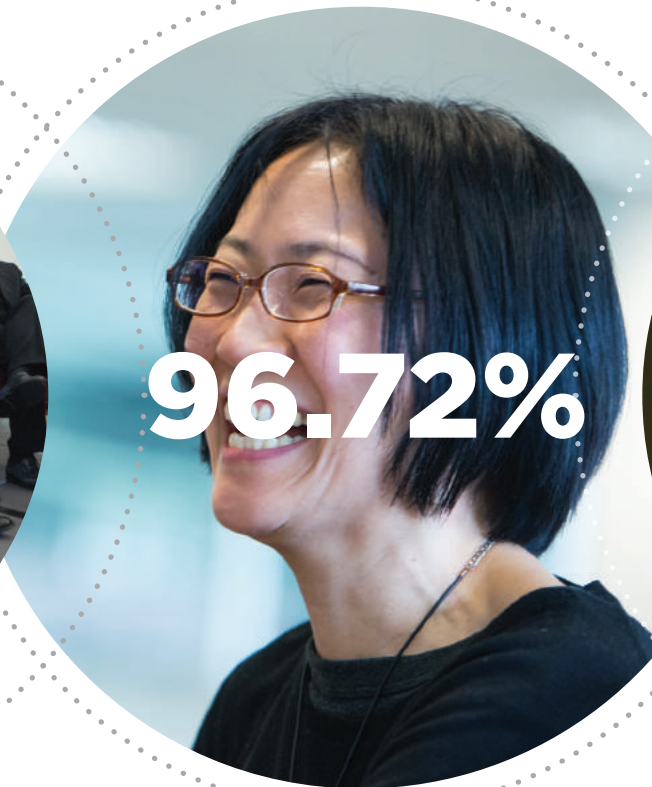
In addition, the training helped leaders develop a wider perspective on the SDGs – with an emphasis on developing metrics to evaluate implementation strategies.

The assimilation of these strategies will bring greater accountability and support endeavours to realise the SDGs.”

# END OF COURSE EVALUATION



OVERALL  
SATISFACTION



RECOMMENDATION  
RATE



QUALITY OF FACILITATION AND  
TEACHING METHODOLOGY

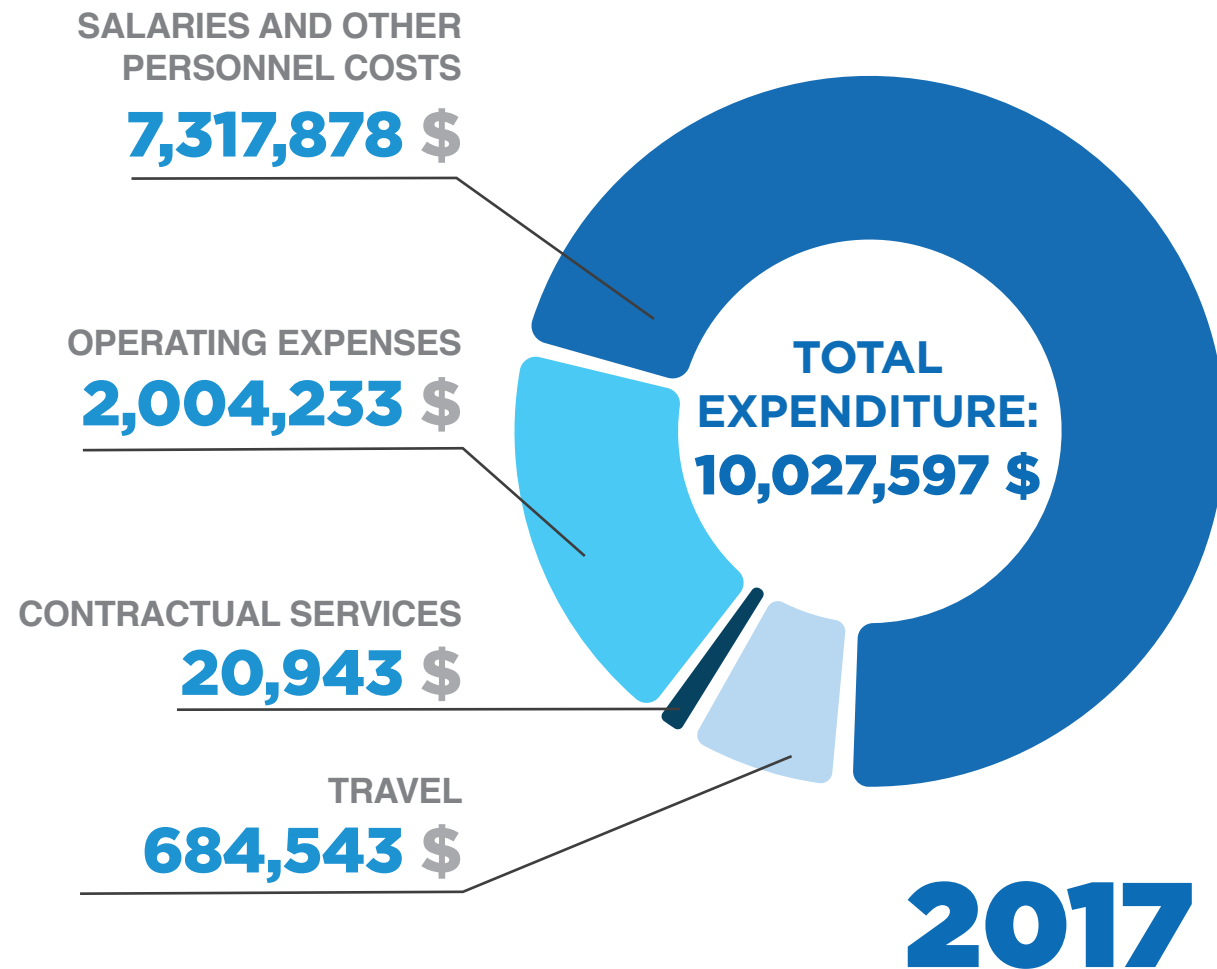


OVERALL  
RELEVANCE

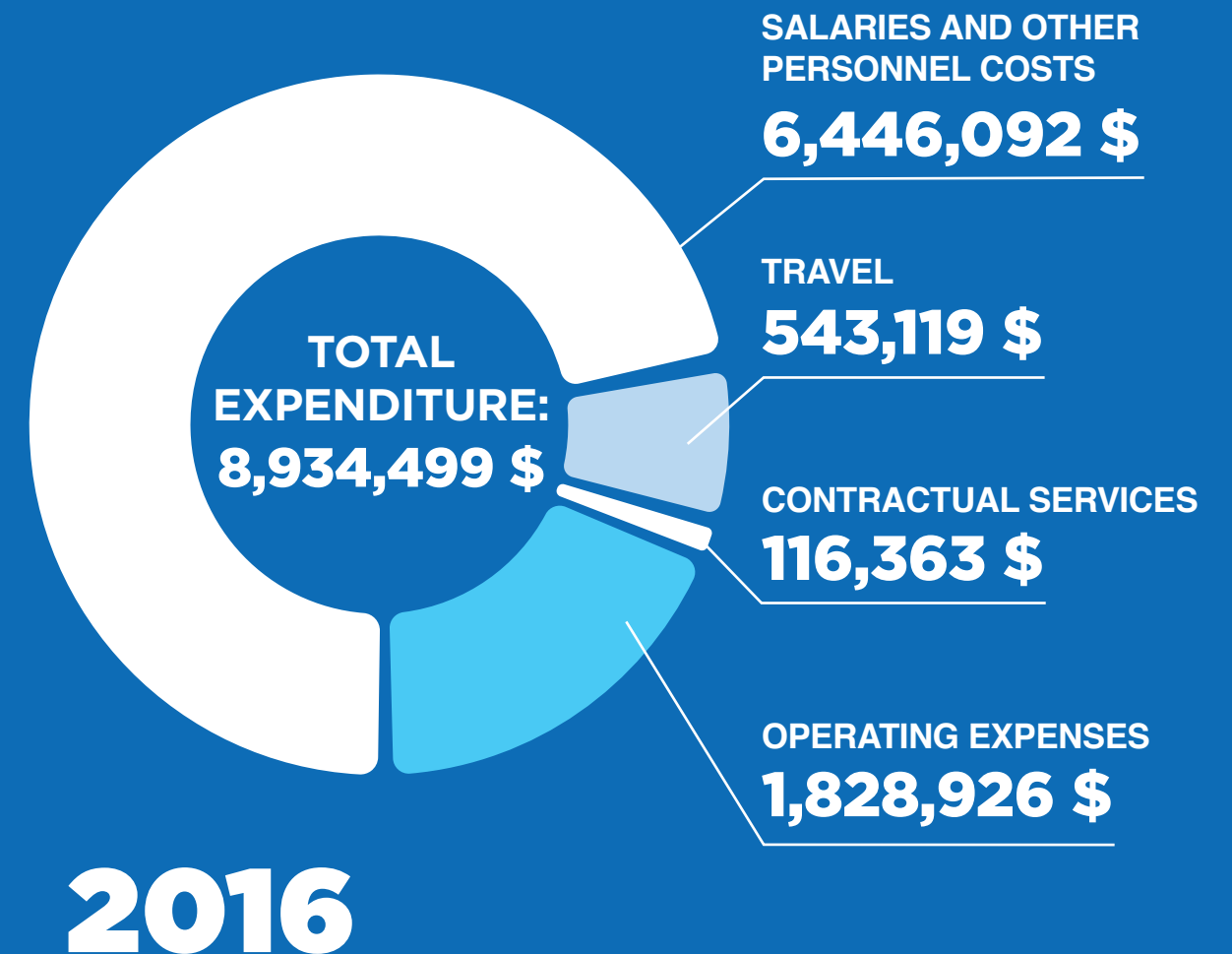


# EXPENDITURE

EXPRESSED IN US DOLLARS



# BY YEAR



# TOTAL FUNDING by SOURCE for 2017

EXPRESSED IN US DOLLARS

total:  
**10,897,164 \$**

**3%**

**370,697 \$**  
FOUNDATIONS

**5%**

**508,000 \$**  
UN CORE CONTRIBUTIONS

**30%**

**3,304,949 \$**  
GOVERNMENTS

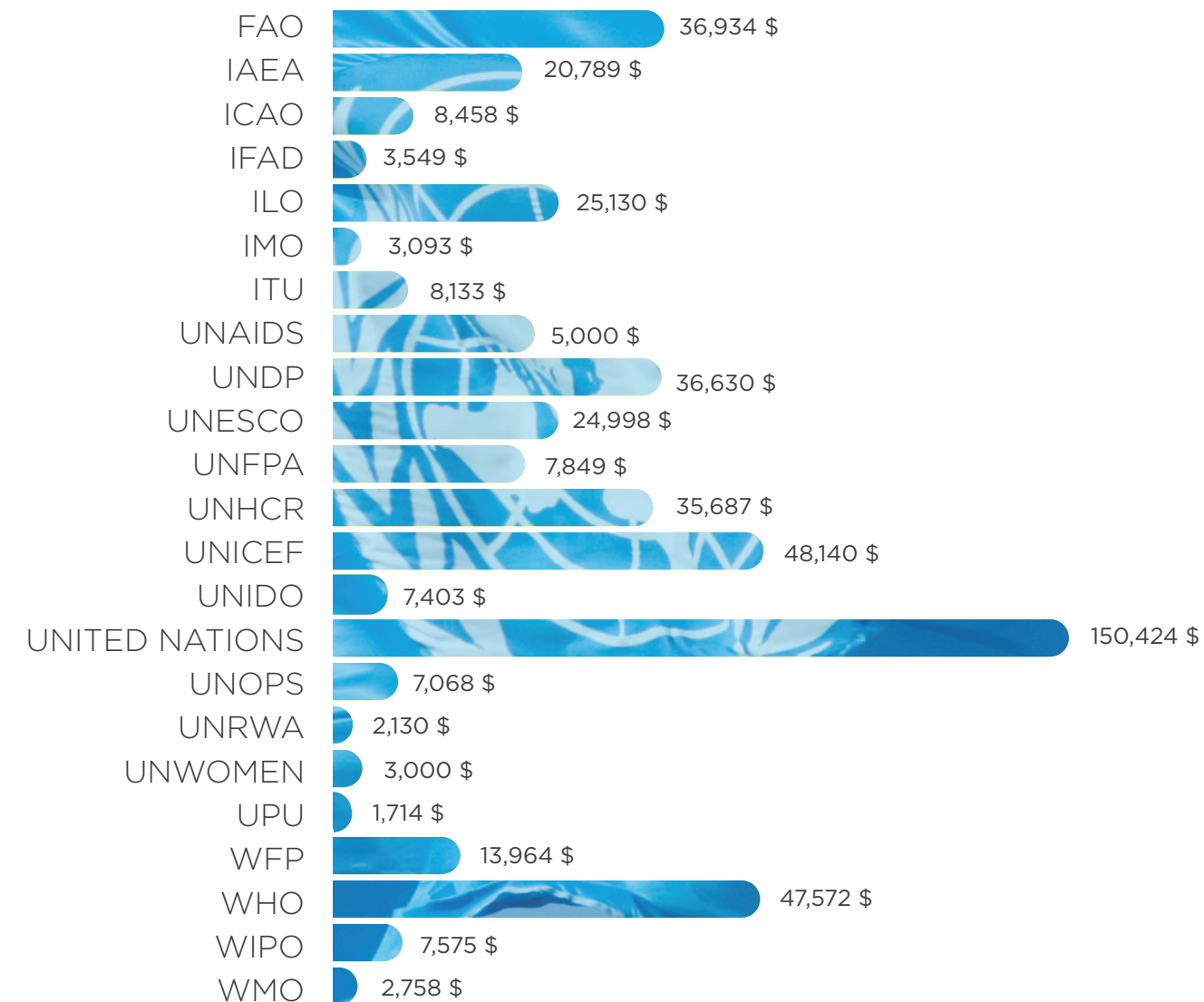
**62%**

**6,713,518 \$**  
SELF-GENERATED INCOME



# CORE CONTRIBUTIONS from UN ORGANIZATIONS 2017

EXPRESSED IN US DOLLARS



**508,000 \$**

# STATEMENT OF FINANCIAL POSITION

(thousands of United States dollars)

## ASSETS:

	31/12/2017	31/12/2016
<b>Current assets</b>		
Cash and cash equivalents .....	874	2,949
Investments .....	13,654	7,285
Assessed contributions receivable .....	-	-
Voluntary contributions receivable .....	-	204
Other receivables .....	1,550	921
Advance transfers .....	106	67
Inventories .....	-	-
Other assets .....	349	2,735
<b>Total current assets .....</b>	<b>16,533</b>	<b>14,161</b>
<b>Non-current assets</b>		
Investments .....	-	-
Advance transfers .....	-	-
Property, plant and equipment .....	47	38
Intangibles .....	-	-
Other assets .....	-	-
<b>Total non-current assets .....</b>	<b>47</b>	<b>38</b>
<b>TOTAL ASSETS: .....</b>	<b>16,580</b>	<b>14,199</b>

## LIABILITIES:

	31/12/2017	31/12/2016
<b>Current liabilities</b>		
Accounts payable and accrued payables .....	351	101
Employee benefit liabilities .....	96	61
Advance receipts .....	808	656
Other liabilities .....	-	-
<b>Total current liabilities: .....</b>	<b>1,255</b>	<b>818</b>
<b>Non-current liabilities</b>		
Employee benefit liabilities .....	8,005	6,267
Other liabilities .....	-	-
<b>Total non-current liabilities .....</b>	<b>8,005</b>	<b>6,267</b>
<b>TOTAL LIABILITIES .....</b>	<b>9,260</b>	<b>7,085</b>
<b>NET ASSETS:</b>		
Accumulated surplus .....	7,319	7,114
<b>Total net assets .....</b>	<b>7,319</b>	<b>7,114</b>
<b>TOTAL LIABILITIES AND NET ASSETS: .....</b>	<b>16,580</b>	<b>14,199</b>



# OUR GOVERNANCE



## Members



**Ms. Shambhu Acharya**  
Director, Department of Country Cooperation and Collaboration with the UN System, Office of the Director-General, WHO



**Ms. Jan Beagle**  
Under-Secretary-General for Management, United Nations



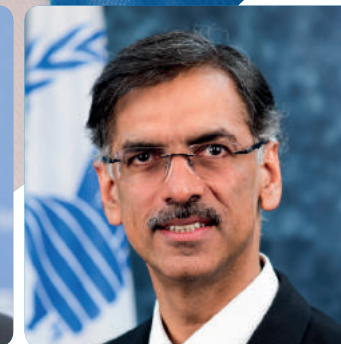
**Mr. Getachew Engida**  
Deputy Director-General, UNESCO



**Mr. Tegegnetwork Gettu**  
Associate Administrator, UNDP



**Mr. Navid Hanif**  
Director Office of ECOSOC Support and Coordination, UNDESA



**Mr. Manoj Juneja**  
Assistant Executive Director and Chief Financial Officer, WFP

## Chair of the Board



**Ms. Maria Luiza Ribeiro Viotti**  
UN Chef de Cabinet

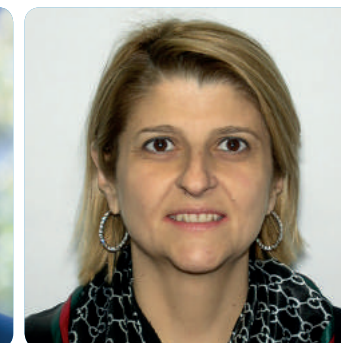
## Ex-officio Members



**Mr. Jafar Javan**  
Director, UNSSC



**Mr. Nikhil Seth**  
Executive Director, UNITAR



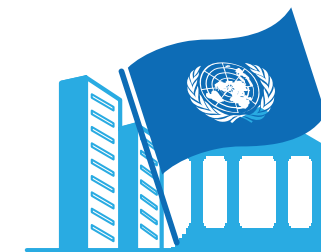
**Ms. Simona Petrova**  
Acting Secretary and Director of the CEB

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.



# OUR ADDED VALUE



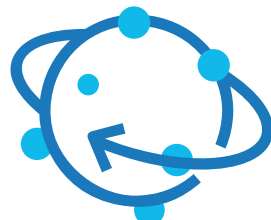
## RELEVANT TO DAILY UN WORK

We blend external expertise with practical UN experience. Courses feature subject-matter expert solutions, think tanks, the private sector and civil society, as well as experienced UN practitioners.



## GEARED TOWARDS THE TRANSFORMATIVE 2030 AGENDA

Through our learning and knowledge products, we support UN staff and other relevant stakeholders in identifying innovative approaches to deliver on the requirements of a universal, more integrated and holistic 2030 Agenda.



## TRULY INTER-AGENCY

We bring together UN staff from across the system in a truly inter-agency spirit to learn from each other, exchange views on common issues, and build networks to continue learning beyond the classroom.



## ACCESSIBLE

We offer residential courses in state-of-the-art facilities at the UN Campuses in Turin, Italy and Bonn, Germany. We also deliver training in over 50 countries each year, thanks to our mobile team of trainers.



## UN-SPECIFIC

We are part of the UN family, so we know what it means to work at the United Nations - be it in the field or at headquarters, in middle-income countries, in programmes or in operations, at entry level or management positions.



## DELIVERED DIRECTLY AT DESK

Our distance learning courses combine self-paced online learning and live sessions with the course instructor and participants from the UN system and beyond. UN staff, as well as partners can learn how they want, when they want, and still benefit from an interactive experience.



## TAILOR-MADE

We design and deliver customized learning programmes on-demand to meet the specific needs of organizations, departments, peace operations, or inter-agency groups.



# OUR AREAS OF EXPERTISE







## Establishment

We were established on 1 January 2002, by the United Nations General Assembly's Resolution A/RES/55/278.

## Mission

To contribute to a more effective, results-orient and agile United Nations through learning, training and knowledge dissemination.

## Outreach

Every year, we offer approximately 100 learning events, benefiting over 8,000 beneficiaries on average.

## Mandate

To serve as a system-wide knowledge management and learning institution, with a view to fostering a cohesive management culture across the UN system.

## Headquarters

We are based in Turin, Italy. In 2016, we opened our Knowledge Centre for Sustainable Development in Bonn, Germany.

## We are known for

Helping the diverse staff of the UN system and other partners to learn together, share experiences, and formulate joint solutions to the challenges facing the UN.

## Vision

To provide the skills and knowledge to empower the most valuable resource of the UN system: our people.

## Staff Size

We have 39 staff members. The majority is directly engaged in learning and training activities.

## What we offer

Residential courses on our campuses, e-learning opportunities, as well as “at the door” training in some 50 countries annually.



# OUR THANKS TO



...and to our alumni!

**THE UN SYSTEM STAFF COLLEGE THINKS ABOUT THE ENVIRONMENT**

This book is printed on recycled paper without the use of acids, without chlorine bleaches and using a selective cut of the trees.

TURIN, 2018





## HEADQUARTERS

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