UNITED NATIONS
SYSTEM STAFF COLLEGE

ABBREVIATIONS

APT	Association for the Prevention of Torture
CCA	Common Country Assessment
CEB	Chief Executive Board for Coordination
CeLT	Centre for Learning Technologies
CIDA	Canadian International Development Agency
CP	Conflict Prevention
DfID	British Department for International Development
DPA	Department of Political Affairs
EWPM	Early Warning and Preventive Measures
FAHAMU	Non-Governmental Organization
FAO	Food and Agriculture Organization
HLCP	High Level Committee on Programmes
HLCM	High Level Committee on Management
IAEA	International Atomic Energy Agency
ICAO	International Civil Aviation Organization
ICT	Information and Communication Technologies
IFAD	International Fund for Agricultural Development
ILO	International Labour Organization
IMF	International Monetary Fund
IPR	International Professional Roster
ITC/ILO	International Training Centre of the International Labour Organization
ITU	International Telecommunication Union
LQSA	Learning Quality Support and Assurance
MDGs	Millennium Development Goals
OHCHR	Office of the United Nations High Commissioner for Human Rights
OLF	Organizational Learning Framework
OSCE	Organization for Security and Cooperation in Europe
OXFAM	Non-Governmental Organization
PRSP	Poverty Reduction Strategy Paper
PT	Prevention of Torture
RBM	Results-Based Management
RCS	Resident Coordinator System
UN	United Nations
UNCT	United Nations Country Team
UNCTAD	United Nations Conference on Trade and Development
UNDAF	United Nations Development Assistance Framework
UNDESA	United Nations Department of Economic and Social Affairs
UNDG	United Nations Development Group
UNDP	United Nations Development Programme
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNFPA	United Nations Fund for Population Activities
UNHCR	United Nations High Commissioner for Refugees
UNICEF	United Nations Children's Fund
UNIDO	United Nations Industrial Development Organization
UNODC	United Nations Office on Drugs and Crime
UNOPS	United Nations Office for Project Services
UNOV	United Nations Office at Vienna
UNRWA	United Nations Relief and Works Agency for Palestine Refugees
UNSSC	United Nations System Staff College
UPU	Universal Postal Union
WFP	World Food Programme
WHO	World Health Organization
WIPO	World Intellectual Property Organization
WMO	World Meteorological Organization
WTO	World Trade Organization

INTRODUCTION

HISTORICAL FEATURES

The idea of establishing a Staff College to serve the United Nations system was a direct response to long-standing perceptions of the need to strengthen the coherence and effectiveness of the international civil service.

The first investigations into the feasibility of creating a Staff College were begun in 1969. In 1971, the United Nations General Assembly approved in principle the creation of the United Nations System Staff College.

However, the Staff College was put on indefinite hold pending the identification of financial resources. In 1993, the Secretary-General requested a joint UN/ILO team to elaborate a more concrete Staff College proposal that was accepted in 1995.

The College itself began operations in 1996 as a project entrusted to the ITC/ILO. In August 2000, the College was evaluated by an Independent Team that recommended the establishment of a fully-fledged United Nations System Staff College. A draft Statute was prepared. In July 2001, the General Assembly approved the statute of the United Nations System Staff College.

In November 2001, the Board of Governors held its first session in Geneva.
On 1 January 2002 the College began its operations as a distinct institution within the United Nations system.

ORGANIZATIONAL STRUCTURE

The governing bodies of the College are a Board of Governors and an Expert Technical Review Panel. The Director of the College participates as ex-officio member in the work of the Board and provides secretarial support to the Board.

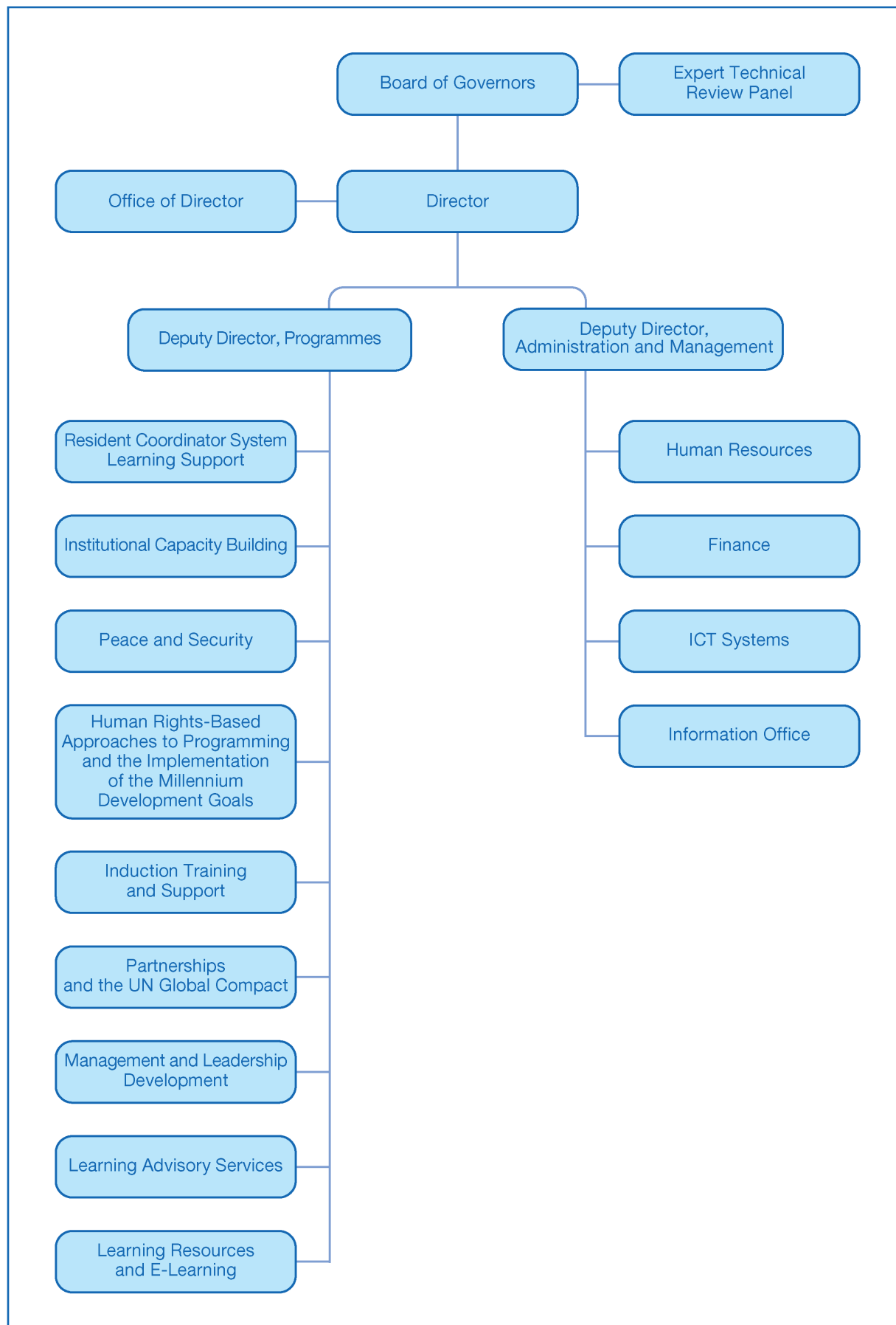According to the Statute, the Board is responsible for:
- Formulating general policy for the activities of the Staff College;
- Considering the work programme and budget, on the basis of the proposals submitted by the Director, and making recommendations thereon to the Chief Executive Board;
- Considering ways and means of enhancing the financial resources of the Staff College with a view to ensuring the effectiveness and continuity of its operations;
- Evaluating the activities of the Staff College, their impact and reporting thereon to the Chief Executive Board;
- Submitting an annual report to the Chief Executive Board.

The Secretary General, in his capacity as Chairman of the Chief Executive Board, submits a biennial report to the General Assembly on the activities of the Staff College.

The College management is composed of a Director and two Deputy Directors, one heads the Programmes Division while the other the Administration and Management Division.
The Programmes Division consists of nine groups or clusters of projects and activities. The Administration and Management Division includes the Financial Resources Unit, ICT Unit, Human Resources Unit, and an Information Office.

ORGANIZATIONAL CHART

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                    ┌──────────────────┐        ┌──────────────────┐
                    │ Board of Governors│────────│ Expert Technical │
                    └──────────────────┘        │  Review Panel    │
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   │Office of Director│──│ Director │
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| Office of Director | Director | Expert Technical Review Panel |

Board of Governors

Expert Technical Review Panel

Office of Director

Director

Deputy Director, Programmes

Deputy Director, Administration and Management

- Resident Coordinator System Learning Support
- Institutional Capacity Building
- Peace and Security
- Human Rights-Based Approaches to Programming and the Implementation of the Millennium Development Goals
- Induction Training and Support
- Partnerships and the UN Global Compact
- Management and Leadership Development
- Learning Advisory Services
- Learning Resources and E-Learning

- Human Resources
- Finance
- ICT Systems
- Information Office

MISSION STATEMENT

The College's mission is to promote and advance the quality of knowledge management within the UN system through training, learning, technical assistance, and awareness raising.

To this end, the College offers a broad range of management services to meet UN system needs, including:

- On-campus and on-site workshops, seminars, and training courses;
- Distance leaning;
- E-Learning and research;
- Awareness-raising;
- Advisory services;
- Coaching and mentoring;
- Tailor-made projects and technical support.

OVERALL OBJECTIVE OF THE COLLEGE

The overall objective of the College is set out in its Statute. According to Article II, "The Staff College shall serve as a distinct, system-wide, knowledge-management and learning institution… provid[ing] strategic leadership and management development…, strengthening [inter-agency] collaboration…; increasing operational effectiveness; enhancing cooperation with [stakeholders inside and outside the UN system], and developing a more cohesive, system-wide, management culture."

This mandate contains a number of significant features. First, the College is expected not only to promote training for individual staff members but also to provide strategic leadership and to promote management development at an institutional level. Second, the College is expected to concentrate its work at an inter-agency level, so that its programmes and activities can serve multiple organizations and do not duplicate those within UN agencies. Third, the College is intended to enhance cooperation among UN agencies and with stakeholders in the private sector and civil society generally.

Fourth, the College has the very ambitious goal of promoting improvements in operational effectiveness and changes in the management culture within the UN system. In other words, the College is intended to be not just a think tank, nor even a training institution. The College is mandated to be an agent of change across the UN system.

WHAT DOES THE COLLEGE DO?

The immediate priorities of the College are to implement training/learning programmes and projects with special reference to the areas of:

- Economic and social development;
- Peace and security;
- Internal management, as expressed by the organizations of the United Nations system.

Other organizations within the UN system provide learning and training services, but the College is unique in its activities because:

- It plays an important role in supporting a common culture of learning in the United Nations system;
- It strengthens knowledge management in the United Nations system by providing a variety of expert services in the areas of facilitation, networking and knowledge sharing;
- It provides cross-agency learning events.

The activities of the College are developed according to three key principles:

- Customer orientation;
- Mass customization;
- Quality Management.

PROGRAMMES DIVISION
AND ITS ACTIVITIES

PROGRAMMES DIVISION

The Deputy Director of Programmes supervises the following staff:
- 6 Professionals;
- 5 General Service;
- 12 Associates, consultants and individual contractors.

The College provides support to system-wide initiatives aimed at:
- Promoting a "learning" culture" within the UN system;
- Developing leaders and management capacity across the UN system;
- Strengthening knowledge management;
- Developing collaborative partnerships within the UN system and between the UN system and civil society.

In 2005 there were 9 programme areas under which individual projects/activities were clustered:
- Resident Coordinator System Learning Support;
- Institutional Capacity Building;
- Peace and Security;
- Human Rights-Based Approaches to Programming and the Implementation of the Millennium Development Goals;
- Induction Training and Support;
- Partnerships and the Global Compact;
- Management and Leadership Development;
- Learning Advisory Services;
- Learning Resources and E-Learning[1].

This structure was established to respond to the demands of client organizations.
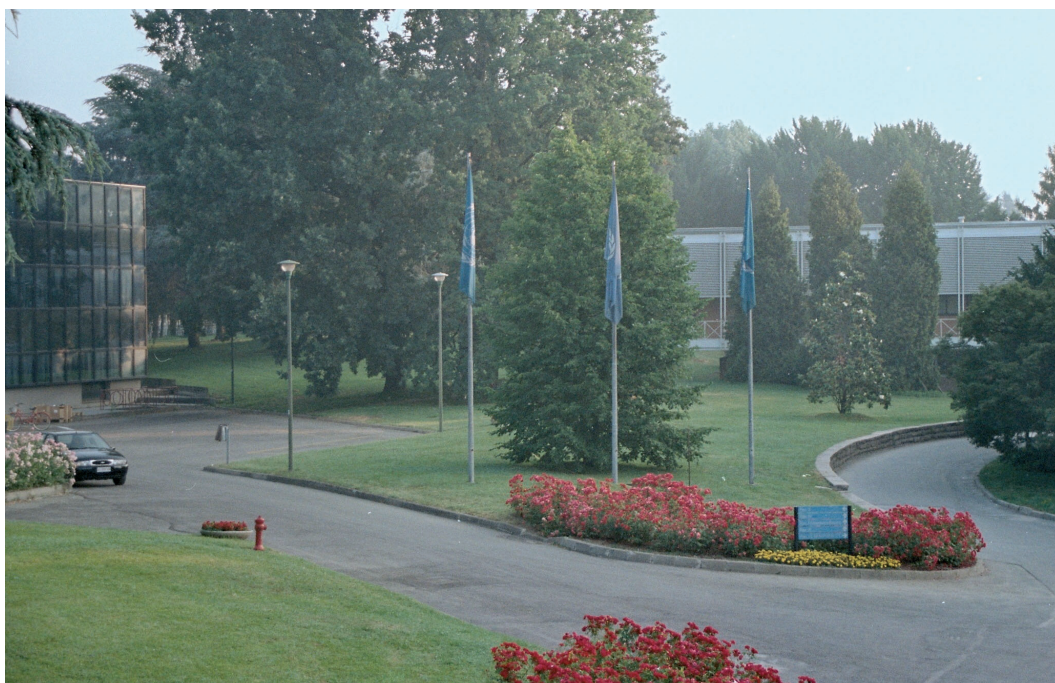
The College is located in Turin on the same campus as ITC/ILO and UNICRI.

[1]*Learning Resources and E-Learning serves all the above programme areas and provides various online learning options.*

Programmes Division Overview, 2004 & 2005

Table 1 - Learning and Training Activities Undertaken in 2004 and 2005			
Programme Area	Total Training/Learning Activities in 2005	Total Training/Learning Activities in 2004	Total
Resident Coordinator System Learning Support	28	42	70
Institutional Capacity Building	5	7	12
Peace and Security	8	6	14
Human Rights-Based Approaches to Programming and the Implementation of the Millennium Development Goals	4	6	10
Induction Training and Support	5	6	11
Partnerships and the Global Compact	0	5	5
Management and Leadership Development	3	1	4
Learning Advisory Services	2	1	3
Total	55	74	129
Average per Month	4.6	6.2	10.8

Activities in Turin Versus Activities Elsewhere

The College runs its activities both in Turin (headquarters) and elsewhere in the world (see Table 2). In 2004, 10 activities were run in Turin compared with 11 in 2005.

Location of Training Activities (in Numbers)

Table 2 - Training Activities Undertaken by the College Between Turin and Elsewhere			
Location	2004	2005	Total
Turin	10	11	21
Elsewhere	45	63	108
Total	55	74	129

Activities by Region

Table 3 - Activities by Region, 2004 & 2005			
Regions	Total Activities in 2004	Total Activities in 2005	Total
Arab States	2	7	9
Asia and the Pacific	11	8	19
Latin America and the Caribbean	4	11	15
Africa	10	22	32
Europe and North America[2]	28	26	54
Total	55	74	129

Training Statistics

Table 4 - Participants, Total Training Days and Total Participant Days, 2004 and 2005						
Programme Area	2004			2005		
	Total Participants	Total Training Days	Total Participant Days	Total Participants	Total Training Days	Total Participant Days
Resident Coordinator System Learning Support	1421	113	5010	2048	147	6957
Institutional Capacity Building	200	15	594	135	32	828
Peace and Security	211	56	1643	153	26	677
Human Rights-Based Approaches to Programming and the Implementation of the Millennium Development Goals	100	12	300	162	25	1746
Induction Training and Support	127	27	738	174	52	1746
Partnerships and the Global Compact	0	0	0	146	9	272
Management and Leadership Development	58	7	146	39	3	117
Learning Advisory Services	104	2	104	10	1	10
Total	2221	232	8580	2867	295	11308
Average per Month	185.1	19.3	715	238.9	24.6	942.3

Between 2004 and 2005 there was a significant growth in terms of participants (2221 in 2004 and 2867 in 2005), resulting in a 29% increase.

The total number of training days increased by 27% and the total number of participant days grew by 32% in 2005 compared with 2004.

[2]The number of activities in Europe and North America reached 26 in 2005, Turin accounted for 42%.

Participants by Gender

Table 4a - Participants by Gender, 2004 and 2005				
	2004	2005	Total	Percentagaes
Fermale	956	1175	2131	+23
Male	1265	1692	2957	+34
Total	2221	2867	5088	+29

Participants by Organization

Table 4b - Participants by Organization, 2004 and 2005				
	2004	2005	Total	Percentagaes
UN organizations	1621	1950	3571	+20
Other organizations (NGOs, etc.)	600	917	1517	+53
Total	2221	2867	5088	+29

2005 was a particularly significant year for the Programmes Division. For the first time activities were undertaken in all of the programme areas. Compared with 2004 there was an almost 1.5 times increase in learning/training activities in 2005 due to the expansion of the client base. The College also developed new activities in e-learning and in the use of the web environment, in particular through learning tool kits. This reinforced the concept of the College providing a "blended" learning approach with classroom and online learning methodologies.

The Offices of the College are in Pavilion T.

PROGRAMME AREA 1:
RESIDENT COORDINATOR SYSTEM LEARNING SUPPORT

Background

The programme was implemented by the College in partnership with the United Nations Development Group (UNDG) and aimed at strengthening Resident Coordinators and UN Country Teams (UNCTs) in their common programming processes, including the Common Country Assessment (CCA)/United Nations Development Assistance Framework (UNDAF) at local level.

Objectives

The programme has three objectives:
- To strengthen the UN system, by enabling the UNCT team members to work together effectively;
- To provide UNCTs and staff members with increased competencies;
- To enable the UN to work with greater unity of purpose, professionalism and speed.

Activities and Participants

In 2005, the programme consisted of 42 activities with 2048 participants, of whom 38% were women. As already mentioned, the programme accounted for 57% of the College's activities.

The RCS activities included:
- 31 Strategic Planning Retreats;
- 1 UN Programming Workshop;
- 1 DevInfo[3] Advanced Training;
- 2 Training of Trainers Workshops;
- 1 Lessons Learned on Integrating Conflict Sensitivity into UN Planning and Programming;
- 4 Roll Out Country Orientation Workshops;
- 1 Coordination Officers Workshop;
- 1 RC/RR Induction;
- Team Building for UNCTs (Belbin)[4].

The participants were:
- UN Resident Coordinators and Resident Representatives;
- UN staff members who worked as Senior Programme Staff;
- Senior staff who worked as designated focal points for Dev/Info in governments, UN organizations and Development Partners;
- UN Coordination Officers.

As expected, the programme helped participants to gain:
- An operational overview of UN reform in progress;
- A clear view of UN in-country planning mechanisms;
- New ideas on cooperation opportunities among UNCTs, Member States and other UN organizations;
- A wealth of resources / materials for the implementation of the Results-Based Management (RBM), CCAs/UNDAFs and the MDGs;
- Improved facilitation skills and extended practice to help participants to deal with global challenges;
- Networking and insight into the work of other UN agencies.

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[3]*DevInfo is a database system developed by the United Nations. It contains indicators, time periods and geographical areas organized to monitor global and national commitments to sustain human development.*
[4]*It assists UNCTs with team building activities using an online programme developed by Belbin Associates. This is a separate training activity and its statistics are not included in Table 5.*

Methodology

The programme used participatory learning methodologies based on adult learning theory (plenary presentations, group discussions, exercises, individual and group work and role play). Resource people and professional facilitators developed sessions on issues relating to the UN system. Professional facilitators were assigned to each group to help the resource people with their assignments and also to provide feedback on their facilitation and presentation skills.

Box 1: Resident Coordinator System Learning Support: Strengthening UN Country Teams

The UN Resident Coordinator System is responsible for integration and coordination of UN development activities at country level by supporting UN Country teams' capacity-building efforts to assist UN staff to realize their organizational goals. The representative of the UN at country level is the UN Resident Coordinator.

The Resident Coordinator System project in the UNSSC, with the full support of the United Nations Development Group (UNDG), has designed a training programme that makes extensive use of experienced staff from the UN system nominated by their agencies, to form rapid response teams that are sent to maximise implementation of the CCA and UNDAF at country level.

The CCA is a document detailing indications of a country's development level, and an analysis of development related causes. The UNDAF is designed as a common UN response to a country's development challenges. It is a planning framework for the development operations of the UN system at country level. The CCAs and UNDAFs are the main common planning instruments for UN organizations in the field. And the central channel within the UN system for implementing the CCA/UNDAF is the Resident Coordination System.

An issue which has been considered to be particularly crucial during the past three years has been the choice, by governments and UN Country Teams, of strategic priorities for the UN in a particular country. To assist this process, the RCS Learning Support project has organized over 50 Strategic Planning Retreats of this nature.

The RCS Learning Support group also organizes a number of learning events for different groups in the UN system. These include Training of Trainers Workshops for facilitators, Strategic Planning Retreats for UNCTs; Resident Coordinator Inductions for newly appointed Resident Coordinators; In-Country and Regional UN Programming Workshops for UN staff in countries where the UN is harmonizing its programming processes; Coordination Officers Workshops for UN staff responsible for coordination and inter-agency activities at country level. The project also organizes teambuilding events for country teams, and has developed an on-line kit for orientation on UN programming processes.

The Training of Trainers Workshop for facilitators from various UN organizations was held in May 2005, in Turin.
Above: Participants and College staff posed for a group picture.

Table 5 - Overview of Resident Coordinator System Learning Support (2005)				
Activity	City & Country	Participants	Days	Participant Days
Strategic Planning Retreat	Beijing-China	51	2	102
UN Programming Workshop for Latin America	Panama City-Panama	51	4	204
Strategic Planning Retreat	Kabul- Afghanistan	47	4	188
Strategic Planning Retreat	Mbabane-Swaziland	44	3	132
Strategic Planning Retreat	Kiev-Ukraine	54	2	108
Roll Out Country Orientation Workshop	Kingston-Jamaica	35	2	70
Strategic Planning Retreat	Dar es Salaam-Tanzania	35	3	105
DevInfo Advanced Training	Turin-Italy	36	6	216
Training of Trainers Workshop	Turin-Italy	47	7	329
Lessons Learned Workshop on Integrating Conflict Sensitivity into UN Planning and Programming	Turin-Italy	24	3	72
Roll Out Country Orientation Workshop	Montevideo-Uruguay	47	2	94
Coordination Officers' Workshop	Turin-Italy	27	4	108
Roll Out Country Orientation Workshop	Asmara-Eritrea	47	2	94
Strategic Planning Retreat	Damasco-Syria	50	31	50
Strategic Planning Retreat	Chisinau-Moldova	52	3	156
Strategic Planning Retreat	Vientiane-Laos	99	3	297
Strategic Planning Retreat	Ulaanbaatar-Mongolia	70	3	210
Strategic Planning Retreat	Libreville-Gabon	53	3	159
Global Training of Trainers on Common Services	Johannesburg-South Africa	55	12	660
Strategic Planning Retreat	Sanaa-Yemen	85	3	255

Activity	City & Country	Participants	Days	Participant Days
Strategic Planning Retreat	Rabat-Morocco	47	3	141
Strategic Planning Retreat	Tunis-Tunisia	58	3	174
Strategic Planning Retreat	Cairo-Egypt	71	3	213
Roll Out Country Orientation Workshop	Monrovia-Liberia	34	3	102
Strategic Planning Retreat	Bangkok-Thailand	59	3	117
RC/RR Induction	New York-USA	22	11	242
Strategic Planning Retreat	Brasilia-Brazil	56	3	168
Strategic Planning Retreat	Lusaka-Zambia	55	3	165
Strategic Planning Retreat	Asmara-Eritrea	47	3	141
Strategic Planning Retreat	Algiers-Algeria	68	3	204
Strategic Planning Retreat	Conakry-Guinea	38	3	144
Strategic Planning Retreat	San Salvador-El Salvador	44	3	132
Strategic Planning Retreat	Addis Ababa-Ethiopia	54	2	108
Strategic Planning Retreat	Santo Domingo-Domenican Republic	32	3	96
Strategic Planning Retreat	Banjul-Gambia	34	3	102
Strategic Planning Retreat	Montevideo-Uruguay	27	2	54
Strategic Planning Retreat	Panama City-Panama	51	3	153
Strategic Planning Retreat	Maputo-Mozambique	52	3	156
Strategic Planning Retreat	San Ignacio-Belize	36	4	144
Strategic Planning Retreat	Sao Tome-Sao Tome&Principe	39	3	117
Strategic Planning Retreat	Dakar-Senegal	65	3	195
Strategic Planning Retreat	Asunciòn-Paraguay	50	3	150
Total 42		2048	147	6957

PROGRAMME AREA 2:
INSTITUTIONAL CAPACITY BUILDING

Background

This programme delivered leading-edge management solutions to clients across the UN system, including results-based management, information systems, procurement, and other common services.

Objectives

In 2005, UNSSC training services in this programme were aimed at helping UN organizations to be:
- Programmatically sustainable (in order to enhance their planning and operational capabilities);
- Organizationally sustainable (by enhancing their systems and procedures).

Activities and Participants

In 2005, the programme ran 7 training activities with 135 participants, of whom 42% were women. 71% of the activities in this programme were run in Africa (compared with 39% in Europe). The programme was jointly organized by the College, United Nations Fund for Population Activities (UNFPA), UNCTs and other UN organizations, with activities being held in Zambia, Ethiopia, Zimbabwe, Gambia, Italy and Senegal (see Table 6).

The activities included:
- 2 UNCTs Workshops;
- 3 Facilitation Skills Workshops for UNFPA;
- 1 Capacity Building and Training for Humanitarian Personnel-Programme Design Meeting;
- 1 Training Course on Humanitarian Action for the UN system.

The participants were UN staff from:
- UNCT - Zambia;
- UNFPA;
- UNCT - Gambia;
- NGOs.

The programme was aimed at advancing participants' skills on:
- How to measure institution's capacities;
- Measurement approaches useful for particular types of capacity building;
- Strengths and limitations of each approach with regard to internal capacities and abilities;
- How to collect data and how participatory the measurement process could and should be.

Moreover, a Consultants' Database was launched to serve as a virtual "market-place" that brings together available consultants and UN organizations seeking consultants for specific assignments. (See www.unssc.org/cr).

Methodology

The programme used participatory learning methodologies based on adult learning theory (plenary presentations, group discussions, exercises, individual and group work and role play).

Box 2: Institutional Capacity Building: The Importance of Results-Based Management

UNSSC capacity-building support to the UNCTs, UNFPA, NGOs and ITC/ILO was considered by the participants as very useful.

In some cases, participants were trained on how to develop the most appropriate tools/methodology for developing project proposals and for financial control and evaluation/assessment of projects.

In this area, and among other issues, the emphasis was on results-based management. Results-based management is intended to help establish organization-wide standards with regard to key aspects of results methodology. Managing for results is not completely new to the UN organizations and their partners. However, what makes the current approach different is the determination to make the results-based management approach the driving force behind the organization's institutional culture and to develop and apply a corporate methodology for this purpose.

Table 6 - Overview of 2005 - Institutional Capacity Building

Activity	Client	City & Country	Participants	Days	Participant Days
Country Team-Zambia	UNCT	Lusaka-Zambia	32	8	256
Facilitation Skills Workshop for UNFPA Country Technical Teams Located in Africa	UNFPA	Addis Ababa-Ethiopia	16	2	32
Facilitation Skills Workshop for UNFPA Country Technical Teams Located in Africa	UNFPA	Harare-Zimbabwe	13	2	26
UN in the Gambia: Country Retreat	UNCT	Kanilai-Gambia	21	3	63
Capacity Building and Training for Humanitarian Personnel - Programme Design Meeting	UN System	Turin-Italy	5	2	10
UNFPA Facilitation Skills Workshop for the Country Support Team at UNFPA	UNFPA	Dakar-Senegal	15	3	45
Training Course on Humanitarian Action	NGOs	Rome-Italy	33	12	396
Total 7			135	32	828

PROGRAMME AREA 3: PEACE AND SECURITY

Projects under this programme included:

- Early Warning and Preventive Measures Project;
- Actors for Change Project.

1) EARLY WARNING AND PREVENTIVE MEASURES (EWPM) PROJECT

Background

The EWPM project originated from the 1997 Secretary General's report "Renewing the United Nations: A Programme for Reform." The report noted: "The United Nations of the twenty-first century must become increasingly a focus of preventive measures."

Following this report, the EWPM project was introduced by the UNSSC to build UN capacity in preventing violent conflicts by strengthening the professional capabilities of staff in the UN and partner organizations. In this project, the Staff College worked in collaboration with the Department of Political Affairs (DPA) and various representatives of the international community.

Objectives

The primary objective of this project was to build capacity in conflict analysis.

Activities and Participants

In 2005, the project held 4 workshops in Eastern Europe and the Balkans, North Africa, Asia and the Pacific, Central America & Latin America (see Table 7) with 109 participants, 40% were women. Each workshop comprised 5 full days and the participants were able to:
- Identify conflict causes and stages of conflicts;
- Structure systematically early warning analysis;
- Identify and integrate a range of preventive measures;
- Use existing mechanisms for interdepartmental, cross-agency cooperation;
- Improve quality and effectiveness of policy recommendations.

Methodology

The methodology and content was developed by UNSSC with:
- The Conflict Analysis Development Unit of the London School of Economics;
- Centre for Conflict Resolution (Capetown);
- Interworks (University of Madison);
- Asian Institute for Management (Manila) in collaboration with a number of agencies, departments, offices and funds from the UN system.

The project used a participatory learning methodology based on adult learning theory (plenary presentations, group discussions, exercises, individual and group work and role play).

Box 3: Peace and Security: Building Capacity in Conflict Analysis

The government of the UK financed an international needs assessment mission to the UN in 1998. The recommendations arising from the assessment mission were endorsed by the Secretary General. The College was selected as the implementing organization with DPA as focal point at headquarters.

A design and development team was set up in September 1998 and was composed of staff from DPA and the College, as well as two subject matter experts from the London School of Economics (from the Conflict Analysis and Development Unit). The content and methodology were tested in a pilot phase (January - July 1999). Lessons learnt from this phase were incorporated into a final design.

Two Training of Trainers workshops were conducted (in 1999 and in 2001) to broaden the training team to deliver the EWPM methodology and content in English, in Spanish and in French. To date the training team consists of 18 trainers from 11 different nationalities from the UN system and from NGOs.

The Project is managed at the College in Turin. The project functions through a network of designated EWPM focal points in the UN system, through contacts at NGOs, universities, Member States and Inter-Governmental Bodies to ensure client centred approaches at the design and planning stages of all workshops.

This project offers training in conflict analysis and provides useful tools to develop effective preventive measures.

Between 1999 and 2005, the project held 55 workshops to offer the latest knowledge in conflict analysis and preventive measures through case studies, discussion of obstacles and causes of conflicts.

Since 1999, the EWPM Project has trained over 1500 participants.

For each training session the concepts are introduced in plenary. Then they are directly applied to a specific case study (which may relate to a specific country or region). Participants are placed in mixed groups to enhance collaborative efforts to address issues such as the causes of conflict, preventative measures and mechanisms for inter-departmental and cross-agency cooperation.

This project has been supported by the governments of Sweden, Norway, Italy, Germany, the United Kingdom and Turner Foundation.

Table 7 - Overview of 2005 – Early Warning and preventive Measures Workshops				
Activity	City & Country	Participants	Days	Participant Days
EWPM Workshop for Eastern Europe and the Balkans	Prague-Czech Republic	23	5	115
EWPM Workshop for North Africa	Marrakech-Morocco	21	5	105
EWPM Workshop for Asia and the Pacific	Bangkok-Thailand	48	5	240
EWPM Workshop for Central America and Latin America	Panama-Panama	17	5	85
Total 4		109	20	545

1) ACTORS FOR CHANGE PROJECT

Background

The project is a joint initiative between UNSSC and the Office of the High Commissioner for Human Rights (OHCHR). The project is being implemented in cooperation with the Association for the Prevention of Torture (APT) and the NGO Fahamu.

Objectives

The main objective of the project is to strengthen the capacity of National Institutions in the prevention of torture and in conflict prevention through early warning.

Activities and Participants

In 2005, this project held two courses with a total of 44 participants, of whom 55% were women. After the distance-learning programme, the project organized 2 face-to-face workshops, which took place in Colombo, Sri Lanka and Abuja, Nigeria.

The participants developed skills to:
- Support National Institutions' efforts aimed at improving conflict prevention mechanisms;
- Enable National Institutions to strengthen cooperation among themselves at regional level;
- Facilitate the role of National Institutions in preventing torture.

Methodology

The project utilized modules developed on CD ROM through distance-training and face-to-face workshops. Prior to each workshop there was a period of 10 weeks of distance learning. This was followed by 3 days of face-to-face training facilitated by the College, and a tutor programme of 4 weeks.

The first Actors for Change workshop took place in Colombo,
Sri-Lanka in September 2005.
Above: Participants and College staff posed for a group portrait.

Box 4: Actors for Change: Strengthening National Human Rights Institutions

In 2005, the College in cooperation with the OHCHR's National Institutions Unit launched a 28-month regional training project on National Institutions and their role in the Prevention of Torture (PT) and Conflict Prevention (CP). As mentioned earlier, the project is being implemented in cooperation with OHCHR, APT[5] and Fahamu[6]. The training has utilised modules developed on CD ROM, through distance training and regional workshops (5 CP & 3 PT) and the project will be completed by the end of 2006.

The training sessions were designed to strengthen National Human Rights Institutions' capacity by stimulating debate, discussion and analysis to reinforce national human rights protection systems.

Participants were introduced to various aspects of conflict prevention mechanisms and were helped to develop skills on the prevention of conflicts. The training sessions were conducted in 3 phases. The first phase was conducted through distance learning. The second phase was facilitated by the College and focused on issues covered in phase 1. The third (and last phase) focused on what participants learned in the course.

This structure supported the efforts by the College and its partners to strengthen national institutions in prevention of conflicts. The CD ROM was developed and used to ensure ultimate flexibility in terms of information technology. The CD ROM was aimed at providing timely training without the use of the Internet.

In 2005, 2 courses were launched and took place in Sri-Lanka (for the Asia and Pacific region) and in Nigeria (for English-Speaking Africa).

Table 8 - Overview of of Actors for Change Project[7]				
Activity	City & Country	Participants	Days	Participant Days
Actors for Change: Strengthening National Human Rights Institutions	Colombo-Sri Lanka	22	3	66
Actors for Change: Strengthening National Human Rights Institutions	Abuja-Nigeria	22	3	66
Total 2		44	6	132

[5]The Association for the Prevention of Torture (APT) is an independent non-governmental organization (NGO) based in Geneva, Switzerland. The APT operates as a source of ideas and expertise for a broad variety of partners in torture prevention, ranging from Governments to NGOs, UN bodies, Regional bodies (e.g. African Commission on Human and Peoples Rights, Inter-American Commission, OSCE and the Council of Europe), National Human Rights Institutions, Prison Authorities and Police Services (see: http://www.apt.ch/).

[6]Fahamu comprises a small core of highly skilled and experienced staff based in Oxford (UK), Cape Town (South Africa) and Nairobi (Kenya). It has a network of Associates located in Africa, UK and elsewhere. Fahamu also works with a wide range of international partners. Its work is also made possible through the commitment of volunteers and interns (see: http://www.fahamu.org/).

[7]In 2005, the project held 2 workshops and each workshop lasted for 3 months. The training days mentioned in Table 8 were the 6 days of face-to-face workshops facilitated by the College.

PROGRAMME AREA 4:
HUMAN RIGHTS-BASED APPROACHES TO PROGRAMMING AND THE IMPLEMENTATION OF THE MILLENNIUM DEVELOPMENT GOALS (MDGs)

Background

The programme supported UN reform and incorporated Human Rights-Based Approaches to Programming in the United Nations. In this area, the Staff College worked in cooperation with United Nations Educational, Scientific and Cultural Organization (UNESCO), UNCTs and OHCHR.

Objectives

The projects in this programme were aimed at:
- Supporting UN organizations to foster cross-agency cooperation at country level in order to guide and monitor the implementation of the MDGs;
- Developing appropriate models for governments, civil society, private sector and the UN;
- Strengthening the knowledge and skills of UN organizations to mainstream human rights in UN development activities;
- Enabling staff to strengthen the CCA/UNDAF instruments through the application of human rights-based approaches.

Activities and Participants

In 2005, this programme ran 6 workshops with 162 participants, of whom 51% were women. Collaboration with UNESCO and OHCHR was further enhanced with 5 workshops for UNESCO, held in Paris, Orléans, New Delhi, San José and Zanzibar. 1 workshop for OHCHR was held in Turin (see Table 9).

Participants were:
- Professionals involved in human rights issues;
- Staff from UNESCO, UNCTs and OHCHR.

The participants were trained on how to:
- Integrate human rights into their work;
- Strengthen the on-going inter-agency efforts to support the Millennium Declaration and MDGs-related processes in their countries;
- Support the implementation of the learning strategy on capacity building of UNCTs on human rights-based programming and development.

Methodology

The College was involved in designing, developing and implementing face-to-face training workshops as requested by UNESCO, UNCTs and OHCHR. Moreover, the College provided expert facilitation and assisted in content development:

1) For UNESCO, the College facilitated 5 workshops on poverty and human rights. The following topics were addressed:
- The links between poverty and human rights;
- The human rights approach to poverty eradication;
- Human rights integration in research methodologies and project design.

2) For OHCHR, a workshop was organized and three main topics were discussed:
- UN reform, development and humanitarian operations;
- The links between human rights & human development and approaches to integrate human rights in UN country-level assignments;

Box 5: Human Rights in UN Development and Humanitarian Work

Given the importance of Human Rights and MDGs (especially Action 2: Mainstreaming of Human Rights in UN Programmes) for the entire UN system, the College is actively engaged with relevant agencies towards strengthening their capacities, in those areas. The activities include both face-to-face training and development of learning strategies.

In 2005, the College worked in close cooperation with OHCHR and UNESCO to strengthen the capacities of their staff at headquarters and in different regions and to help them foster dialogue and cooperation among their agencies, governments and civil societies towards human rights approaches to poverty eradication.

The workshops under this programme addressed the interests of many UN staff and their national counterparts to take a step forward following the guidelines of CCA/UNDAF and other important documents and instruments through the application of human rights-based approaches. Participants acquired basic skills to help integrate human rights issues to strengthen the CCA and UNDAF instruments through the application of human rights-based approaches.

As regards UNESCO, the College's workshops provided learning opportunities for UNESCO staff to examine UNESCO's strategy which is "poverty is a violation of human rights," which UNESCO itself developed and has put forward to mobilize international public opinion in the fight against poverty. The discussions among other topics focused on whether there is an acceptable and plausible interpretation of the strategy, in a human rights framework, that improves the chance of implementing the above-mentioned strategy. Participants were trained to fit the existing strategy in a human rights approach to the eradication of poverty. The College is in the process of finalizing a CD Rom for building capacities of UNESCO staff in mainstreaming human rights.

The college also organized a workshop for OHCHR staff which provided them with an opportunity to identify important strategies to fit into UN reform processes. This is part of the on-going efforts which the College initiated in 2003. This was due to the fact that OHCHR has been involved in integrating human rights into the UN agenda, including the overarching development goal of poverty eradication. It should be noted that in 2001 the United Nations Committee on Economic, Social and Cultural Rights requested the OHCHR "to develop substantive guidelines for the integration of human rights in national poverty reduction strategies". Since then, OHCHR has been involved in providing practitioners involved in the design and implementation of poverty reduction strategies (PRS) with operational guidelines for the adoption of a human rights approach to poverty reduction. This workshop helped OHCHR staff to develop important strategies for the implementation of the UN reform.

Table 9 - Overview of 2005 - Human Rights-Based Approaches and the Implementation of the Millennium Development Goals

Activity	Client	City & Country	Participants	Days	Participant Days
A Human Rights Approach to UNESCO Programming	UNESCO	Paris-France	57	31	71
A Human Rights Approach to UNESCO Programming	UNESCO	Orléans-France	10	3	30
UNESCO Small Grants for Research on Poverty and Human Rights	UNESCO	New Delhi-India	18	4	72
UNESCO Small Grants for Research on Poverty and Human Rights	UNESCO	San José-Costa Rica	18	4	72
UNESCO Small Grants Programme on Poverty Eradication	UNESCO	Zanzibar-Tanzania	19	4	76
OHCHR Workshops	OHCHR	Turin-Italy	40	2	80
Total 6			162	25	701

PROGRAMME AREA 2:
INSTITUTIONAL CAPACITY BUILDING

Background

This programme provided induction training and other learning services for Junior and Mid-Career civil servants and new recruits to the UN system.

Objectives

The main objectives of the programme were to:
- Introduce effective communication and negotiation skills;
- Provide a pre-placement learning opportunity for new UN staff members to gain the skills and knowledge required in a UN Career;
- Provide skills and knowledge on development cooperation.

Activities and Participants

The programme ran 6 activities with 174 participants, of whom 44% were women. 83% of the activities were run in Turin (see Table 10).

The activities included:
- 2 UN Fellows Workshops entitled "Tools for Development Cooperation";
- 1 Workshop on Communication Skills for Italian Junior Diplomats;
- 2 Workshops on Communication Skills and Media Relations for Diplomacy;
- 1 Young Professional Orientation Project.

Cooperation with Italy and the Netherlands was reinforced. The programme brought together 49 Italian- and Dutch-sponsored Young Professionals to learn from within the UN system what it means to be an international civil servant.

The Young Professionals and UN Fellows were trained to develop new skills in:
- Preparing for upcoming placements;
- Developing skills related to interacting and working collaboratively within multicultural teams in the UN system;
- Organizing and delivering professional presentations;
- Planning and organizing meetings;
- Applying principles of project management and project cycle management;
- Forming a network of professional contacts for staff development purposes.

Methodology

The programme used a number of hands-on, active sessions, featuring input from expert resource people and a high level of interaction from participants. Learning topics included content on the structure of the UN, on UN reform and the role of international civil servants. Skills sessions were also included.

The learning approach is usually a combination of plenary and group presentations with flexible use of parallel or optional sessions on subjects that target certain groups (e.g. administrative entitlements for the OECD, the EU, the UN system, the World Bank Group) or special concerns. This caters to certain aspects or activities of different organizational systems.

In general, for all AEs/APOs/JPOs, the Turin course provides simulation exercices, role plays, personal research through computer-based information gathering and sharing, and videotaped presentations. "How to" manuals are distributed on key topics (e.g. professional presentations, management of meetings) to serve as an operational reference together with literature and CD-ROM materials that embrace cross-cutting issues, principles, reports and indicators (e.g. Human Development Report, World Employment Report, etc.).

Since 1996, the College has been offering a course to Italian-sponsored Associate Experts/Associate Professional Officers and Junior Professional Officers. In September 2005, for the first time, the College organized a joint orientation workshop for both Italian-sponsored and Dutch-sponsored Associate Experts (AEs), Associate Professional Officers (APOs) and Junior Professional Officers (JPOs). The orientation workshop was designed to offer the Young Professionals an opportunity to develop the competencies that would help them begin their UN system placements with success.

The course aims to complement the institutional and on-the-job training that AEs/APOs/JPOs receive during their two-year assignments in their respective organizations. It thus serves as an initial "launching-pad" for their future careers.

The course has three elements:
● Pre-assignment briefing: contractual terms, conditions and entitlements; travel and medical infomation; advice on personal conduct and security.
● Core management skills: cross-cultural communication, negotiation techniques, professional presentations, conduct of meetings, team-building and self-management.
● Management of technical co-operation: programme/project conception, design and cycle, project context, analysis and strategy, salient components, logical framework approach, evaluation and monitoring of actual projects.

Both the management skills and the technical co-operation elements are framed in the context of current global initiatives and substantive issues. Participants thereby gain insight into the nature of these issues, into the mandates of various multilateral organizations and systems and into their comparative advantages and roles.

Resource persons are asked to deal with topics by presenting "real life" situations and problems that challenge participants' expectations and ideas. Time is also devoted to experience-sharing and cross-fertilization. More than half the resource persons are former AEs/APOs/JPOs, usually close in age to the participants: "near peers" whose experience is fresh and relevant to their audience. They are chosen for their direct knowledge of the subject matter. Sessions comprise multimedia presentations interfaced with active learning tasks, exercises and discussion.

Table 10 - Overview of 2005 - Induction Training and Support					
Activity	Client	City & Country	Participants	Days	Participant Days
2005 UN Fellow Workshop: Tools for Development Cooperation	UN/DESA	Turin-Italy	34	11	374
Negotiation and Communication Skills for Italian Junior Diplomats	Italian Ministry of Foreign Affairs	Rome-Italy	17	5	85
Enhancing Communication Skills and Media Relations for Diplomacy	Italian Ministry of Foreign Affairs	Turin-Italy	21	5	105
Young Professional Orientation Project	UN/DESA	Turin-Italy	49	13	637
2005 UN Fellow Workshop: Tools for Development Cooperation	UN/DESA	Turin-Italy	35	13	455
Enhancing Communication Skills and Media Relations for Diplomacy	Italian Ministry of Foreign Affairs	Turin-Italy	18	5	90
Total 6			174	52	1746

PROGRAMME AREA 6:
PARTNERSHIPS AND THE UN GLOBAL COMPACT

Background

Building on the Staff College's pioneering partnership training that dates back to 1998, the new Partnerships & UN Global Compact programme was launched in early 2005. The College is implementing this programme in collaboration with various partners within and outside the UN system. The programme includes two components:

- **Partners in Action**: is a joint programme with The Partnering Initiative (Prince of Wales International Business Leaders Forum and University of Cambridge)
- **Strengthening the UN Global Compact**: includes various projects implemented in collaboration with the UN Global Compact Office, the core UN Global Compact agencies[8] and various external partners.

Objectives

In 2005, specific objectives for the two main programme components were as follows:

- **Partners in Action**: supported UN partnering capacity building and systemic UN reform via partnership awareness-raising, partnering skills training, strategic facilitation, action research, learning case studies and building review and evaluation competencies;
- **Strengthening the UN Global Compact**: supported the UN Global Compact's efforts to provide strategic leadership on UN engagement with business and civil society.

Activities and Participants

In 2005, the focus was on programme development and the identification of partners. The programme comprised 5 activities with 146 participants, of whom 50% were women. This programme ran about 7% of the College's activities in 2005.

The activities included:
- Business Partnership Training in collaboration with the International Business Leaders Forum;
- Geneva Training Group Meeting at the European Organization for Nuclear Research;
- World Meterological Organization (WMO) Senior Managers Meeting;
- UN Private Sector Focal Points Meetings;
- Partnering Skills for Strategic Engagement. (See Table 11).

The participants were staff from:
- UN Global Compact Office;
- UN staff in country and regional offices from all UN agencies;
- The Partnering Initiative;
- Business enterprises, associations and networks;
- Civil society organizations (including NGOs, trade unions and academic institutions)

The following were the expected outcomes:
- Increased understanding of the role and potential of cross-sector relationships – specifically UN-business partnerships – in helping to achieve the MDGs and the wider goals of the UN system;
- Enhanced partnering competencies, tools and resource materials;
- Higher level of awareness and competency in delivering the 'partnership agenda' within their organizations;
- Deeper understanding of how UN decision-making and delivery systems need to adapt to incorporate partners more effectively and sustainably.

[8]OHCHR
ILO
UNEP
UNDP
UNIDO
UNODC

Methodology

The programme used a range of participatory learning methodologies based on adult learning theory (plenary presentations, group discussions, exercises, individual and group work and role play, and on-line mentoring). Participants were engaged in sessions on issues relating to the strategic value of partnerships within the UN system. Course tutors worked with groups and individuals to provide feedback on their partnering facilitation, negotiation and planning skills.

Box 7: Partnerships and the UN Global Compact: Equipping UN Staff and Agencies to Be Better Partners

The programme area supports the development of multi-sector partnerships and other forms of cooperation between UN organizations and key stakeholders in member states including government agencies, private sector companies and civil society organizations and academic institutions.

Besides the 5 activities mentioned in Table 11 for the year 2005, three partnership modules were integrated into the College's Induction Training and Support programmes for UN Fellows and Junior Professional Officers in January, September and December respectively. Similar sessions were also included in a team-building workshop undertaken for the UN Country Team in The Gambia and in research workshops facilitated for the UNESCO Poverty and Human Rights Small Grants Programme in Costa Rica, India and Tanzania.

Using this programme, the Staff College also provided expert input on partnerships and the Global Compact for various conferences, seminars and training events organized by other institutions. These included: Amnesty International Italia (Bologna), Corporate Social Responsibility Association (Istanbul, Turkey), Global Forum for Disaster Reduction (Mumbai, India), ILO Bureau for Employers' Activities (Geneva) and ITC/ILO (Turin).

In addition, the fourth United Nations System Private Sector Focal Points Meeting was convened in Geneva on 26-27 May, 2005. This two-day event, co-hosted by the UN Global Compact and the UN System Staff College, brought together more than 80 representatives from over 30 UN departments/agencies to discuss institutional challenges and assess strategies to enhance business and philanthropy for development. The meeting was designed to offer UN staff working with the private sector an opportunity to share recent experiences, discuss challenges, analyze innovative approaches and assess core competencies and learning needs in order to facilitate partnership capacity-building and mainstreaming within the UN system.

Table 11 - Partnerships and the Global Compact Programme Area

Activity	Client	City & Country	Participants	Days	Participant Days
Business Partnership Training in Collaboration with the International Business Leaders Forum	UNDP Regional Bureau for Central/ Eastern Europe	Senec-Slovakia	24	2	48
Geneva Training Group Meeting at European Organization for Nuclear Research	UN System	Geneva-Switzerland	24	1	24
World Meteorological Organization (WMO) Senior Managers Meeting	WMO	Geneva-Switzerland	14	1	14
UN Private Sector Focal Points Meeting	UN System	Geneva-Switzerland	66	21	32
Partnering Skills for Strategic Engagement	UNOV/ UNODC & UNIDO	Vienna-Austria	18	354	
Total 5			146	9	272

PROGRAMME AREA 7:
MANAGEMENT AND LEADERSHIP DEVELOPMENT

Background

The Management and Leadership Development programme was designed to provide a common training programme in leadership and management development for senior staff members. This programme represents an area of high strategic priority for the College and it is meant to develop a cohesive and effective management culture across the UN system.

In 2005, projects under this area included:

1) Senior Management Network;
2) Learning Managers Forum (see page 36).

SENIOR MANAGEMENT NETWORK

Objectives

The project was designed to:
- Develop various management approaches to support a unified managerial culture within the UN system;
- Promote inter-agency coordination and mobility;
- Provide a common training programme in management and leadership development for Senior Managers.

Activities and Participants

In 2005, the College was engaged with the Inter-Agency Working Group involved with the development of the leadership and management programme for a Senior Management Network. The bidding process for awarding the contract was completed. The College is prepared to support and work with the UN system in organizing and implementing this activity and to finance the development work.

Methodology

The Senior Management Network will provide a common set of core competencies to support Senior Managers.

Box 8: Management and Leadership Development

In 2005, there were a number of milestones that the College was able to achieve through the support of Compagnia di San Paolo, a Turin-based foundation.

Firstly, the College identified qualified business institutions and schools specialised in executive education which helped it to deal with approaches and techniques required to meet the standards it needs to run the Management and Leadership Development Network.

Secondly, the College built a partnership with the Working Group on the Senior Management Network and the United Nations Procurement Service for the development of the network. The College and its partners agreed on the design and on the business processes that are compliant with the agreed UN standard procurement practices to ensure the highest level of transparency, integrity, fairness and the selection of the best institutions for the delivery of the Management and Leadership Development Network.

Thirdly, the proposal for the Management and Leadership Development Network and the bidding process for the awarding of the contract were finalized.

Mr. Antonio Vigilante, UN Resident Coordinator and UNDP Resident Representative in Egypt, speaking in one of the workshops in Turin, January 2005

A UNDAF Strategic Planning Retreat in Afghanistan, January 2005.

PROGRAMME AREA 8:
LEARNING ADVISORY SERVICES

Background

The programme provided support to human resource managers and human resource units and departments across the UN system. In particular, through improving the overall learning environment and assisting with the implementation of knowledge- and competency-based approaches to human resources management.

To achieve this, the College organized Knowledge Management seminars to enhance organizational change and learning by:

- Raising awareness and disseminating information on good practices in knowledge sharing/management;
- Facilitating change through consultation and engagement within an organization;
- Developing the capacity of an organization to manage its knowledge resource better and adapt to change through learning;
- Aiding participatory design and implementation of knowledge management systems within organizations;
- Building development tools that facilitate organizational learning and knowledge retention.

Objectives

In 2005, the main objective of the Knowledge Management seminar was to develop understanding and raise awareness amongst the WHO staff of the benefits, lessons learned and added value of better knowledge management.

Activities and Participants

Participants were UN staff from WHO. A total of 10 participants (with women making up 50% of the total) were trained in a 1-day seminar, which took place in Geneva (see Table 13).

A case study entitled *"Knowledge Management Experiences in the Social and Public Sectors in Thailand: Practical Examples of Knowledge Management Applied at the Local Level,"* was chosen.

 Discussion in the seminar focused around the following points:

- The process of building up the network of partners involved in collective learning at the Thai hospital;
- Teaching/learning methods used for this collective learning.

Methodology

The Knowledge Management seminar used a number of active sessions, featuring input from expert resource people and a high level of interaction from participants. Participants were asked to share knowledge and exchange experiences. The learning process was based on a practical approach rather than a theoretical approach.

Box 9: Learning Advisory Services: Enhancing Knowledge Management in the UN System

The College works with UN agencies to implement processes and tools that further professional development of staff. This involves developing the organizational learning culture as well as facilitating the development of competency-based approaches to human resources management and improved knowledge sharing practices.

Since its inception in 2003, the Learning Advisory Services programme through its Knowledge Management project has focused on assessing and providing guidance on improving the state of learning across the system as well as supporting knowledge sharing initiatives by facilitating awareness-raising and the development and implementation of Knowledge Management strategies. Improving the quality of human resources through competency design and implementation are also key elements.

Besides the Knowledge Management seminar in Geneva, in 2005, other projects under this cluster included:
a) Learning Consulting Service project and b) Competency Development and Design project.

Firstly, the Learning Consulting Service developed and promoted a learning culture by using the organizational Learning Framework. The framework was based on six principles and three stages of development that were approved by the Human Resources Network on behalf of the Chief Executive Board for Coordination. The Principles are:
- Learning is strategic;
- Learning is part of the culture;
- Learning is a shared responsibility;
- Learning is accessible;
- Learning is more than training;
- Learning is effective.

Secondly, the Competency Development and Design project supported the UN system in implementing competence-based approaches to human resources management. The College worked through internal consultation and facilitation to develop and align competency frameworks. The development of FAO's managerial competency framework and the creation of the UN system competency map for the CEB are two examples undertaken in this project.

Table 13 - Overview of 2005 – Knowledge Management					
Activity	Client	City & Country	Participants	Days	Participant Days
WHO KS Seminar 1 Series	WHO	Geneva-WHO	10	1	10
Total 1			10	1	10

Background

This programme provided a wide range of activities for UN Staff and served all the other programme areas. It facilitated the development of a learning culture within the UN through:

- The use of innovative learning processes;
- The use of existing and new technologies;
- The creation and facilitation of different fora for sharing ideas, insights and knowledge.

Objectives

The main objectives of this programme were:

- The use of e-technologies to develop both self and structured learning resources of an interactive nature;
- The promotion of learning through networks and communities.

Activities and Participants

In 2005, there were 5 activities:

- Centre for Learning Technologies (CeLT) invested in the development of interactive learning resources;
- UN Learning Platforms supplied technical resources and skills in setting up web-sharing spaces and e-learning environments for virtual communities within the UN system. Discussions focused on UNSSC's programmes, with particular reference to projects in distance education and use of new technologies, HIV/AIDS education, MDGs and Learning Tool Kits;
- Learning Quality Support and Assurance (LQSA) supported and strengthened capacity building initiatives through assessment and evaluation services;
- Consultants Database established an on-line database of consultants' previous assignments plus future plans;
- The UN Learning Community created a system-wide network of learning practitioners who supported each other through a variety of knowledge-sharing activities. All community members were connected through a dedicated e-mail distribution list, which was an ideal vehicle for posing questions and answers. The results of these discussions were summarized by the Staff College and all information shared was stored in an online searchable database.

Participants varied widely in their experience patterns based on job tenure and other factors. As far as the participants were concerned:

- Since its inception in August 2004, the CeLT has registered over 1000 members from over 130 countries;
- Since its inception in early 2005, the Consultants Database has registered over 800 consultants;
- Since its inception in 2004, the UN Learning Communities have registered over 250 members;
- The LQSA project provided evaluation services. As such registration and recording of participants did not apply. In 2005 four activities were completed:
  - UNDG - Formative Evaluation Questionnaire (design, development and administration) captured information on the Training Materials and Facilitators Guide for UNCTs;
  - Evaluation of the 2004 UNHCR - Entry-test to the International Professional Roster (IPR);
  - ITC/ILO - Employers' Activities Training Programme – Evaluation of the Learning Impact;
  - UNHCR - Entry-test to IPR 2005 – Correction and Marking of Examination Papers.

Methodology

This programme has provided various learning options. Various online services have been available to enhance the use of e-technologies to promote learning through networks and communities.

Box 10: Learning Resources and E-Learning Programme: Supporting UN Learning Communities

The UN Learning Community is a system-wide network of learning and staff development practitioners. Currently, there are about 250 members of this network, representing over seventy UN and affiliated organizations. The updated list is at the WHO link (www.who.org).

The UN Learning Community interacts through several avenues. All community members are connected through a dedicated e-mail distribution list, which is an ideal vehicle for posing questions and comments of interest to all members. The results of these e-mail discussions are summarized by the UNSSC and all information shared is stored in an online searchable database.

The database is housed on the UNSSC website, and it includes a range of features (e.g. members' profiles, resource banks and event calendars). The shared space keeps members aware of what is happening in other organizations as well as regional communities, such as the New York Community of Practice on Learning and the Geneva Training Group (GTG).

LEARNING MANAGERS FORUM

The 8th annual Learning Managers Forum, organized by the College and hosted by the World Bank, was held in Washington, DC from 7 – 9 June 2005 (see Table 12).

Objectives

The main objective of the Forum was to provide UN Learning Managers with a common vision on human resources and staff development issues.

Activities and Participants

The 2005 Learning Managers Forum featured a mix of sessions attended by 39 learning and training specialists from 30 UN system bodies and UN-affiliated international organizations (see Table 12). 50% of the participants were women.

Several activities were introduced and participants were given time for internal knowledge sharing and discussion (i.e. share-fair and discussions):

- *The Share Fair* was considered by participants as one of the most useful and interesting session for developing a common understanding and sense of community, a means of reinforcing networking and helping identify potential partners in future collaboration. It was also an opportunity for many individuals to share ideas, techniques, problems in a meaningful way;
- *The discussions* focused on:
  - *Learning Consulting Service* as a practical tool to implement the principles of the Organizational Learning Framework (OLF). Since its launch in 2004, three organizations have taken advantage of the service: UNHCR, UNICEF and UNFPA. All three organizations reported good results, relating experiences with engaging in-house discussions on the topic of learning and high quality reports that can be used to advocate the benefits of learning at a strategic level;
  - *Consultants Database* as a new tool launched in early 2005 by the College, at the request of many Learning Managers. The Database is a centralized web-based platform which serves to identify recommended consultants who have experience in the UN system;
  - *UN Learning Community web sharing space* as a means of keeping community members in touch with information on resources and learning materials, events, and other information of interest to the community. Some UN system organizations, such as Department for Peacekeeping Operations, have started contributing their learning materials to the sharing space, making it an ideal place to share experiences and materials. This was also started in 2005.

Participants were chiefs and heads of learning and of staff development from the UN system.

The participants were involved in:

- Developing their network of contacts in UN system and UN-affiliated organizations;
- Sharing the experiences of their peers working in learning, training and staff development;
- Learning about new developments and practicing new approaches to learning and training;
- Discussing the progress made by the UN Learning Community and suggesting how it can further grow and improve;
- Identifying areas of collaboration for a range of inter-agency initiatives in the field of learning and training.

Methodology

The Learning Managers Forum was developed on a range of inputs received from members of the UN Learning Community, combined with recommendations from the 2004 Forum, along with valuable suggestions from the Learning Managers Planning Committee. The methodology used was also based on a successful model used in past years - namely a 3-day residential event featuring a mix of internal knowledge sharing and external resource people input.

Table 12 - Overview of 2005 - Management and Leadership Development				
Activity	City & Country	Participants	Days	Participant Days
Learning Managers Forum	Washington D.C.-USA	39	3	117
Total 1		39	3	117

UN Learning Managers in Washington DC, June 2005.

EVALUATION OF PROGRAMMES IN 2005

In 2005, the College used various evaluation questionnaires developed by project managers and their staff to evaluate its training activities. The questionnaires incorporated quantitative and qualitative data and obtained information from a wide variety of sources, including participants. Project managers were responsible for initiating various aspects of the evaluation processes and for using evaluation data in an analytic manner to maintain and improve the quality of their projects.

Most of the feedback was collected on a periodic basis (e.g. during the workshops or other training events). The workshop facilitators were responsible for distributing workshop questionnaires to the appropriate participants. This procedure was carried out in a manner that protected the anonymity of the participants completing the questionnaires and the confidentiality of results on individuals. All questionnaires provided space for written comments. In this way, the participants rated the quality of the workshops/training events. Each programme had its own internal evaluation process based on external sources (in this case, participants and facilitators).

The participants' feedback provided the main source of assessing the extent to which the projects were successful. For the purpose of accountability, resource allocation, control, and programme justification, specific questions on the activities of the workshops/training events were put to the participants. Once the feedback was received, the internal evaluation was conducted by project managers and their staff to review the extent to which the projects were achieving their goals. This made the programmes more effective, apart from judging whether they worked. The approach the College adopted was evaluation of feedback about what was actually happening as opposed to what should be happening or what was intended.

In the future, some of the Peace and Security activities will also be reviewed by external evaluators and this approach may also be utilized for other College activities.

Participants discussing UNDAFs and other MDGs-related issues in Turin, May 2005.

"The staff of UNSSC are some of the most inspiring UN professionals that one is likely to meet. Informed, organized, patient, great communicators and tireless… I really do think that this is some of the best training that the UN does. I would encourage anyone with a will and aptitude to facilitate to participate and help move the UN reform process forward."
Senior Programme Officer - UNHCR, Asmara.

"How pleased the whole UN Country Team in Thailand has been with our UNDAF Prioritization Retreat which was organized by the Staff College. We had a wonderful facilitator and her thorough knowledge of both the methodology and the UN system programmes were crucial for the success of pulling together a complex and broad team such as the one we have in Thailand. I am glad we kept our expectations on the Staff College high and we aimed for the best possible resources… it was definitely worth it."
Resident Coordinator - UN, Thailand.

"Before entering on duty, I attended the Young Professionals Orientation Programme held from 4 to 16 September 2005 at the United Nations System Staff College (UNSSC) in Turin (Italy). The Programme was a great opportunity for learning much more about the UN System, its organization and functioning, its achievements and challenges, as well as for acquiring useful knowledge for career development in the international civil service. In addition, the programme has established a rich ground for networking among a high and diverse range of 49 Young Professionals deployed all over the world, in different agencies within and outside the UN system, in the field and at headquarters."
Dutch-sponsored Associate Expert - OHCHR, Cameroon.

" ...Yes, I enjoy every minute. I appreciate the copies of PowerPoint presentations, also the ones on management and leadership. Very well prepared and it shows the capabilities of the Staff College. Thank you very much for this ongoing distance teaching!"
Senior Officer - HLCP, Switzerland.

"I learned a lot from this seminar and it was very interesting to participate, as I have been developing Knowledge Management regarding environmental health determinants, and I am planning to expand those activities in the near future, and establishing a community of practice on environmental health determinants and on interventions/responses to address those determinants."
Participant - WHO, Switzerland.

"We are pleased to inform you that the Mongolian UN Country Team has successfully organized a UNDAF Prioritisation Retreat with excellent support from the Team Facilitators. The 3-day Retreat has accomplished all the objectives such as identifying priority areas, UNDAF outcomes and in some areas up to the identification of potential partners to work together."
UN Coordination Officer - UN, Mongolia.

" …Trainers, tutors and facilitators were very helpful, calm and reliable. Good job! Thank you very much."
Participant - National Human Rights Institution, Sri Lanka.

ADMINISTRATION AND MANAGAMENT
ACTIVITIES IN 2005

SALIENT DEVELOPMENTS

The Deputy Director Administration and Management supervises 13 staff:
- 3 Professionals;
- 5 General Service;
- 2 Associates;
- 2 individual Contractors;
- 1 Associate Expert.

In 2005 several administrative and management initiatives were introduced to strengthen the College's internal capacity. These included, inter-alia, investments in staff development and human resources management, and the upgrading of certain aspects of the College Information and Communication Technology.

In addition, substantial effort has been expended on finalizing the negotiation for the new Memorandum of Understanding with the United Nations Office in Geneva for services to the College.

1. Staff Development

The Staff Development Committee launched a new initiative aimed at offering equal opportunities to all staff. As a means of keeping College staff abreast of new developments in their individual fields of expertise, staff was encouraged to develop their skills through certified training programmes and/or get membership with reputable international organizations. As a result:
- 5 in-house training sessions were conducted for all staff in the areas of: project budgeting, procurement, performance management, results based management and UN business partnership;
- 16 individual training programmes were followed leading to certification (46% of staff at full-time attendance as at 31.12.05);
- Staff development costs in 2005 were increased by 67% in comparison with 2004, for approximately 25,000 USD.

2. Classification of Posts

The classification of posts was completed.

3. IT System Upgrading

- The hardware and software of the email system have been upgraded with a more powerful server (more disk space, higher processor speed, more backup capacity and speed) and with the latest version of the e-mail server software. Furthermore, the new email service enhances the remote interoperability with the office through its web interfaces;
- A new anti-spam system has been installed. It is blocking approximately 600 unsolicited emails a day;
- New security improvements have been implemented with an automatic and centralized updating and monitoring service. The new system monitors the computer clients daily;
- The telephone system has been upgraded. It can now host a multipoint telephone conference.

4. External Relations

In 2005 the College enhanced its visibility in Turin, organizing and participating in events of public interest such as:

- "One World. Le città e le culture della cooperazione internazionale, - Turin, 23-25 September 2005", a three-day event organized by the Turin Olympic Committee on the occasion of the Olympic Truce. UNSSC also presented its activities during the plenary meeting for the signature of the Olympic Truce;
- "Giornata della cooperazione: Processi di ricostruzione nei post-conflict - Turin, 2 December 2005", a one-day event organized by UNSSC at the Scuola di Applicazione Militare of Turin, in collaboration with two partner organizations (Centro Studi di Politica Internazionale - CeSPI and Centro Militare di Studi Strategici - CeMiSS), to present a joint project on post conflict reconstruction processes.

5. Negotiation with UNOG

During 2005 a negotiation with the United Nations Office in Geneva was conducted in order to modify and improve the Memorandum of Understanding (MoU) signed on 2002. The MoU covers the various administrative support services provided by UNOG to the College.

6. Implementation of the Board of Auditors' Audit Recommendations

In March 2004, the Board of Auditors (BoA) conducted an audit of the UNSSC. The main objective of the audit was to review the financial statements of UNSSC and the follow-up actions taken for the implementation of the BoA's previous recommendations.

As a result of this, a management letter was issued in May 2004 with 19 audit recommendations. Out of these, 8 recommendations were related to the follow-up of previous audit recommendation, 9 recommendations were related to accounts and financial-management reporting, 1 recommendation was for non-expendable property, and 1 recommendation was for cases of fraud and presumptive fraud.

The implementation of some of the audit recommendations involves UNSSC,the UN Secretariat, the UN Office at Geneva, and the UNSSC Board of Governors. Other audit recommendations could be implemented unilaterally by UNSSC. The audit recommendations implemented by UNSSC in 2004 and 2005 were:

Staff and Premises Security

1) The BoA recommended UNSSC to request a building and staff security audit, and to develop a security plan.

- An Inter-Agency Working Group on Safety and Security was jointly established by UNSSC, ITCILO, and UN Interregional Crime and Justice Research Institute (UNICRI) to exchange security-related information and to provide coordinated advice with regard to major issues pertaining to security and safety measures and priorities. This working group now meets regularly to discuss security and safety matters related to the staff and the Campus. A Joint Campus Security Action Plan was proposed by UNSSC and then adopted as an operational annex to the Terms of Reference of the Inter-Agency Working Group;
- In July 2004, the UNOV Security and Safety Section at the request of the Inter-Agency Working Group on Safety and Security (UNSSC, ITCILO, and UNICRI) conducted a security assessment of the Turin Campus;
- All of the UNSSC staff undertook and completed the online security and safety training (Basic Security in the Field – Staff Safety, Health, and Welfare).

Accounts and Financial Management Reporting

1) The BoA recommended that UNSSC be granted ready access to IMIS transactions posted to its accounts with the UN Office at Geneva:
- Since 2004, UNSSC has been granting access to its IMIS transactions, and actively retrieving financial information from the system for monitoring and reviewing purposes.

2) The BoA recommended that UNSSC formally implement the 15 percent guideline for "Operating Reserves" called by administrative instructions ST/AI/284 and ST/AI/285:
- This recommendation has been fully implemented. UNSSC is now in full compliance with ST/AI/284 and ST/AI/285.

3) The BoA recommended that UNSSC report its contribution in kind in its financial statements and in compliance with UNSAS 34:
- This recommendation has been implemented. UNSSC reported to UNOG a contribution-in-kind from the Government of Italy for an Associate Expert under the UN Programme of Technical Cooperation.

4) The BoA recommended that UNSSC comply with UN financial rules on segregation of duties and ensure that certifying and approving functions are systematically exercised by designated staff members:
- This recommendation has been fully implemented and UNSSC ensures that the segregation of the certifying and approving functions is fully enforced.

5) The BoA recommended that UNSSC account for its receivables on an accrual basis:
- This recommendation has been fully implemented. Agency service contract agreements are now forwarded to UNOG for recording in UNSSC's accounts receivable.

6) The BoA recommended that UNSSC review its unliquidated obligations at the end of the year:
- UNSSC has been complying with this recommendation and continues to monitor its unliquidated obligations closely.

Non-Expendable Property

1) The BoA recommended that UNSSC conduct a comprehensive physical inventory of non-expendable properties every two years, and dispose of all obsolete and unserviceable items:
- This recommendation has been fully implemented. A yearly physical inventory of non-expendable properties has been carried out since 2004. Non-expendable properties, mainly consisting of IT equipment and office furniture, have been updated on a yearly basis. A meeting of the Local Property Survey Board was conducted in November 2005 to review and recommend the disposal of zero value and of any unserviceable IT equipment.

Cases of Fraud and Presumptive Fraud

1) The BoA recommended that UNSSC articulate and develop a fraud awareness policy, plan, internal training sessions on fraud awareness, and, in co-ordination with the UN Secretariat, develop a plan against the risk of internal corruption and fraud, including fraud-awareness initiatives:

- The finance officer of UNSSC in 2005 joined the Association of Certified Fraud Examiners and is in the process of becoming a Certified Fraud Examiner. UNSSC is now scheduling a fraud awareness policy and provide training on fraud awareness to staff.

In connection with the 20th Winter Olympics, the College had two banners on display along Corso Unità d'Italia.

FINANCIAL REPORT, 2005

Budget

1. The College Budget for 2004-2005 (Ref: BOG4/2003/3) was approved at the fourth session of the Board of Governors (BoG) in New York on 4 December 2003. The total budget is USD 15.13 million for the biennium, consisting of USD 7.38 million for 2004 and USD 7.75 million for 2005.

2. The budget for the biennium 2004-2005 consists of USD 9.95 million in labor and overhead costs, USD 4.48 million in reimbursable costs, and USD 698,000 as a reserve.

3. Of this budget, approximately 7% (US$ 1.00 million) is to be provided through a core contribution from the UN system. Another 7% (Euro 1.00 million) is to be contributed by the host country (Italy). The balance is to be provided more or less equally through cost-recovery for services provided to UN organizations and other clients and beneficiaries, and from contributions (tied and untied) from donors and others.

4. Expenditure for the biennium is budgeted at US$ 4.48 million in reimbursable costs, US$ 9.95 million in staff costs, other staff costs, and overhead costs for a total of USD 14.43 million.

Contributions

5. Total contributions as of 31 December 2005 amounted to US$ 11.85 million, compared to a biennium budget of US$ 14.43 million (for a variance of 18%).

6. Of the total contributions for the biennium 2004-2005, US$ 1.00 million is the core contribution from the UN system, US$ 1.30 million is the host-country contribution from Italy, US$ 4.00 million is non-core contributions (fees for services rendered) from UN organizations, and US$ 5.55 million has been received from donors and others in the form of tied and untied contributions (see Table 1 on page 47).

7. The UN core contribution is exactly as budgeted (see Table 2 on page 47). The host-country contribution is about 30% above budget, because of changes in the euro-dollar exchange rate since the budget was prepared.

8. Non-core contributions from the UN system (US$ 4.00 million) were 36% below budget (see Table 3 on page 48).

9. Donor and other contributions were US$ 5.55 million or 11% below budget (see Table 4 on page 48).

Net Income

10. Reimbursable costs were also lower than budgeted – by approximately US$ 1.20 million (or 27% of budget).

11. Thus, net income for 2004-2005 stood at US$ 8.57 million. This is about 14% below budget.

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[9]This report is based on financial data compiled from the United Nations Office at Genova's Integrated Management Information System.

Expenditure

12. Expenditure (disbursements plus unliquidated obligations) in 2004-2005 came to US$ 6.83 million. This excludes reimbursable costs of US$ 3.28 million and excludes net transfers to reserves.

13. Of this total expenditure, US$ 3.84 million (56%) went to pay for full-time staff, US$ 1.89 million (28%) was used to pay for consultants, associates, and other part-time staff, and US$1.11 million (16%) was spent on overhead costs (see Table I on page 47).

14. As income turned out to be below budget for biennium 2004-2005 expenditure was likewise kept below budget. The variance on expenditure was about 31%, compared to 14% on income.

Core Budget from UN System

15. Core contributions for biennium 2004-2005 amounted to US$1.00 million, exactly as budgeted. Core contributions for the biennium were received in full by July 2005.

Net Transfer to Reserves

16. Net transfer to operating reserves amounted to US$ 0.92 million. This is approximately 15% of the estimated annual planned expenditures. The College in 2004 only maintained about US$ 0.27 million in its reserves. In response to the observation of the UN Board of Auditors, the College set aside an additional amount of US$ 0.65 million for its reserves to comply with administrative instruction ST/AI/284.

Results for the Year

17. The total fund balance for the College (excluding reserves) stands at US$ 0.93 million as of 31 December 2005, compared to US$ 3.31 million in January 2005. This represents a net decrease of US$ 2.38 million. The decrease of fund balance is mainly due to the transfer to allotment accounts (see Table 5 on page 49).

Table 1 - Income and Expenditure, 2004/2005, against Budget

	Budget				Received/Actual			Variance on Budget	
	2004	2005	Total	%	2004	2005	Total	Amount	%
Contributions									
Core UN contribution	500.000	500.000	1.000.000	7%	500.000	500.000	999.999	-1	0%
Host-country contribution	500.000	500.000	1.000.000	7%	-	1.297.017	1.297.017	297.017	30%
Other UN system contributions	3.020.500	3.194.000	6.214.500	43%	1.743.913	2.264.069	4.007.982	-2.206.518	-36%
Donor and other contributions	3.020.500	3.194.000	6.214.500	43%	1.841.750	3.704.744	5.546.494	-668.006	-11%
Total contributions	*7.041.000*	*7.388.000*	*14.429.000*	*100%*	*4.085.663*	*7.765.829*	*11.851.492*	*-2.577.508*	*-18%*
Less reimbursable expenses	2.290.000	2.185.000	4.475.000		1.321.000	1.958.217	3.279.217	-1.195.783	-27%
Net income	**4.751.000**	**5.203.000**	**9.954.000**		**2.764.663**	**5.807.612**	**8.572.275**	**-1.381.725**	**-14%**
Expenditure									
UN staff costs	3.301.000	3.751.000	7.052.000	71%	2.283.000	1.554.629	3.837.629	-3.214.371	-46%
Other staff costs	798.000	799.000	1.597.000	16%	558.000	1.327.573	1.885.573	288.573	18%
Overhead costs	652.000	653.000	1.305.000	13%	421.000	689.884	1.110.884	-194.116	-15%
Total	*4.751.000*	*5.203.000*	*9.954.000*	*100%*	*3.262.000*	*3.572.086*	*6.834.086*	*-3.119.914*	*-31%*
Net transfer to reserves	*339.000*	*359.000*	*698.000*		*268.000*	*647.851*	*915.851*	*217.851*	*31%*
Surplus/deficit as of 31 December 2005					- 765.337	1.587.675	822.338		

Table 2 - Core Budget

		Budget			Received			Variance on Budget	
		2004	2005	Total	2004	2005	Total	Amount	%
Income									
FAO	7,39%	*36.934*	*36.934*	73.868	36.934	36.934	73.868	-	0%
IAEA	4,16%	*20.789*	*20.789*	41.579	20.789	20.789	41.579	-	0%
ICAO	1,69%	*8.458*	*8.458*	16.915	8.458	8.458	16.915	-	0%
IFAD	0,71%	*3.549*	*3.549*	7.099	3.549	3.549	7.098	- 0,82	0%
ILO	5,03%	*25.130*	*25.130*	50.260	25.130	25.130	50.260	-	0%
IMO	0,62%	*3.093*	*3.093*	6.186	3.093	3.093	6.186	-	0%
ITU	1,63%	*8.133*	*8.133*	16.266	8.133	8.133	16.266	-	0%
UNDP	7,33%	*36.630*	*36.630*	73.260	36.630	36.630	73.260	-	0%
UNESCO	5,00%	*24.998*	*24.998*	49.996	24.998	24.998	49.996	-	0%
UNFPA	1,57%	*7.849*	*7.849*	15.699	7.849	7.849	15.699	-	0%
UNHCR	7,14%	*35.687*	*35.687*	71.374	35.687	35.687	71.374	-	0%
UNICEF	9,63%	*48.140*	*48.140*	96.280	48.140	48.140	96.280	-	0%
UNIDO	1,48%	*7.403*	*7.403*	14.806	7.403	7.403	14.806	-	0%
United Nations	30,08%	*150.424*	*150.424*	300.848	150.424	150.424	300.848	-	0%
UNOPS	1,41%	*7.068*	*7.068*	14.137	7.068	7.068	14.137	-	0%
UNRWA	0,43%	*2.130*	*2.130*	4.259	2.130	2.130	4.259	-	0%
UPU	0,34%	*1.714*	*1.714*	3.428	1.714	1.714	3.428	-	0%
WFP	2,79%	*13.964*	*13.964*	27.929	13.964	13.964	27.929	-	0%
WHO	9,51%	*47.572*	*47.572*	95.144	47.572	47.572	95.144	-	0%
WIPO	1,52%	*7.575*	*7.575*	15.151	7.575	7.575	15.151	-	0%
WMO	0,55%	*2.758*	*2.758*	5.517	2.758	2.758	5.517	-	0%
Total	*100,00%*	*500.000*	*500.000*	*1.000.000*	*500.000*	*500.000*	*999.999*	*- 1*	

Table 3 - Non-Core Contributions from UN System Organizations, 2004-2005

Contributor	2004 Total	2005 Total	2004-2005 Biennium Total
Core contributors			
FAO	$ 98.122	$ 51.443	$ 149.565
IAEA	$ -	$ -	$ -
ICAO	$ -	$ -	$ -
IFAD	$ -	$ -	$ -
ILO	$ 27.161	$ 4.347	$ 31.507
IMO	$ -	$ -	$ -
ITU	$ -	$ -	$ -
UNDP	$ 95.016	$ 12.882	$ 107.898
UNESCO	$ -	$ 50.237	$ 50.237
UNFPA	$ -	$ 31.790	$ 31.790
UNHCR	$ -	$ 99.327	$ 99.327
UNICEF	$ 12.995	$ 24.485	$ 37.480
UNIDO	$ -	$ 7.400	$ 7.400
United Nations	$ 263.070	$ 622.654	$ 885.724
UNOPS	$ -	$ 4.638	$ 4.638
UNRWA	$ -	$ -	$ -
UPU	$ -	$ -	$ -
WFP	$ 95.826	$ -	$ 95.826
WHO	$ 82.428	$ 1.000	$ 83.428
WIPO	$ -	$ -	$ -
WMO	$ -	$ -	$ -
Total	*$ 674.617*	*$ 910.203*	*$ 1.584.820*
Others			
Inter-agency	$ 967.415	$ 1.182.691	$ 2.150.106
ITCILO	$ 10.264	$ 76.341	$ 86.605
World Bank	$ -	$ -	$ -
User fees, etc.	$ 91.617	$ 94.834	$ 186.452
Total	*$ 1.069.296*	*$ 1.353.866*	*$ 2.423.162*
Total, all UN sources	***$ 1.743.913***	***$ 2.264.069***	***$ 4.007.982***

Note: Unted Nations includes Un Secretariat, ICJ, UNEP, UNCHS, OHCHR, ITC, and UNDESA. INTER-AGENCY INCLUDES UNDGO, UNAID, and CEB

Table 4 - Donor Contributions, 204-2005

Contributor	Received 2004	Received 2005	Total
Compagnia di San Paolo	$ 373.134	$ 341.503	$ 714.638
Germany	$ 100.000	$ -	$ 100.000
Italy	$ 900.427	$ 2.664.914	$ 3.565.340
Sweden	$ 441.873	$ 372.656	$ 814.529
Switzerland	$ 26.316	$ -	$ 26.316
UK	$ -	$ 325.671	$ 325.671
Total	***$ 1.841.750***	***$ 3.704.744***	***$ 5.546.494***

Note: Italy includes host-country and other contributions.

Table 5 - Fund balance, 2002-2005 (in thoursands)

	Fund Balance	Reserves	Total Fund Balance
Balance at 1 Jan 02	3.367	274	3.641
Balance at 1 Jan 03	2.918	274	3.192
Balance at 1 Jul 03	980	274	1.254
Balance at 1 Jan 04	2.928	268	3.196
Balance at 1 Jul 04	1.349	268	1.617
Balance at 1 Jan 05	3.305	268	3.573
Balance at 31 December 05	925	916	1.841
Forecast Balance, at 31 Jan 06	1.498	916	2.414
Forecast Balance, at 31 Mar 06	2.504	916	3.420

Notes: Fund balance is total fund available for allotments and operating reserves.
The forecast balance includes receivables, and work in progress.

Fund Balance, 2002-2005
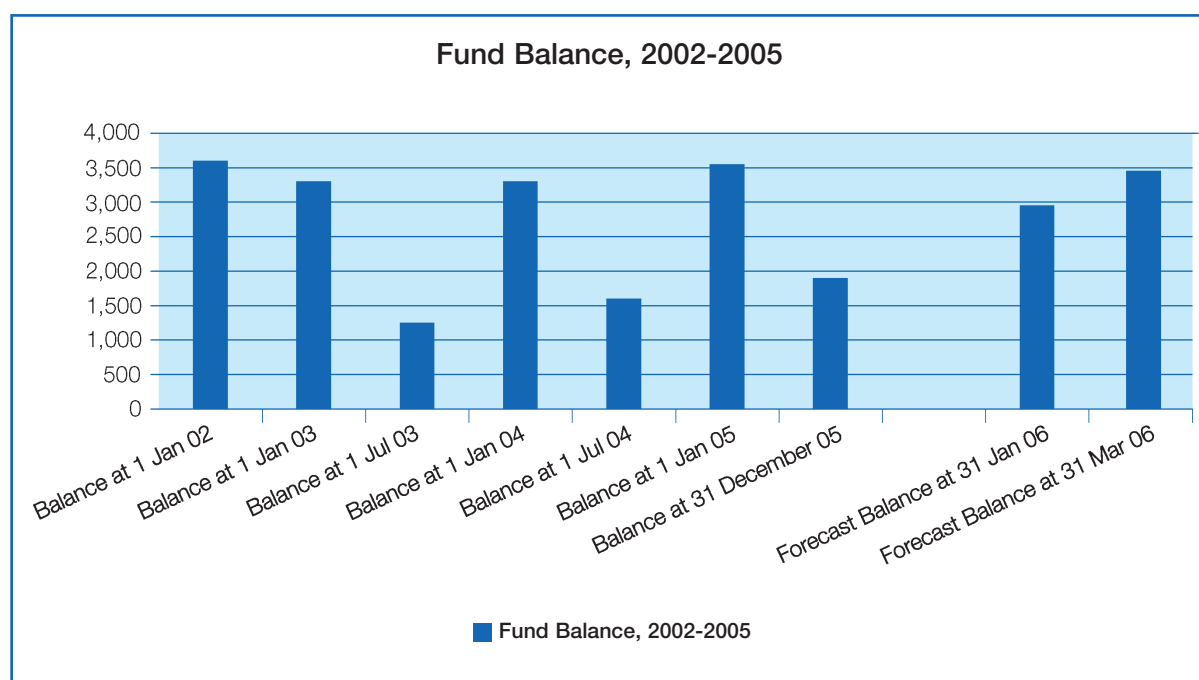
CONCLUSIONS

As highlighted earlier, in 2005 the College increased the number of its activities (74) and reached a record number of participants (2867). This was possible by expanding the range of services that the College provides; by responding to additional requests of client-organizations; by incrementing the delivery to more world-wide sites; by collaborating closely with donors and new partners; and by strengthening the College's internal capacities.

After 4 years since its establishment, the challenge that now faces the College is two-fold: (i) do more than its present activities if it is to fulfill its ambitious mandate; and (ii) ensure that its training and learning products are "better linked" to the reform efforts underway.

With this in view, at its July 2005 meeting, the College Board of Governors agreed to build on the strong interest of the system in the College's future and review "the kind of program and other activities that they expected from the College." As a basis for such work, Board Members requested that a proposed Core-Curriculum be prepared, outlining the programmes and activities that the College might design and deliver in the medium-term. It recommended that this be done in close consultation with the CEB High-Level Committees; that the curriculum be clearly linked with the on-going reform process; and that it be presented, through the High-Level Committees, to the CEB "for commitment on both content of the curriculum programmes and their financing."

This represents an important development and goal for the new College management, expected to be in place by April 2006. And, as foreseen in its Statute, the future of the College will continue to depend on each stakeholder playing its role.

For its part, the Governance of the College needs to show leadership and guidance in identifying opportunities that ensure the long-term stability and security of the College. Member States have a role to play in helping to fund the College so that it can serve as a beacon for reform across the system through substantive initiatives. College managers have in turn a role to play in responding to partners' requests with the launch of a Core-Curriculum that is relevant and appreciated. This unity of purpose has the common denominator of defining the central element of the College "niche" and provides the measure by which the College performance and impact can be assessed.

In recent reports, the Secretary General speaks about the need for radical reform in the UN system. The challenge for the College and its stakeholders is to be able to consolidate this "niche" and contribute to systemic transformation. Reform is a process that the College wishes to support in its implementation through training and learning. Hence, as long as each stakeholder plays its part in a pro-active manner, the College will be successful, not only in implementing its activities but also as an illustration of the reform process itself.

This annual report concludes by noting the progress made in 2005 and the new level of ambition that the Core Curriculum aims to set for 2006 and beyond.

Credit for much of what has been done in 2005 is due to the dedicated work of College staff and those in partner organizations.

The College is grateful to the organisation members of the Chief Executives Board for their core contribution to the College each year, and for the additional UN organizations' financial support, in particular that of inter-agency UN Development Group (UNDG).

The College would also like to acknowledge the generous support provided by the host country (Italy), including voluntary contributions to assist the College in offering several training and learning events and in research oriented initiatives. The assistance of the Italian Government will continue to play a critical role in the future of the College.

Similarly, the College is very appreciative of voluntary contributions received from Member States and others. These contributions help broaden the Programme and improve the quality of services that the College can offer. Thank you.

ANNEXES

ANNEX I: STAFFING TABLE, 2004 & 2005

Staff Category	Directorate		Programme		Admin & Mgt		College Total	
	2004	2005	2004	2005	2004	2005	2004	2005
D	1	1	1	1	1	1	3	3
P/L	0	0	6	6	4	4	10	10
GS	1	2[b]	6	5	4	4	11	11
Others[a]	0	0	10	12[c]	3	4[d]	13	16
Total	2	3	23	24	12	13	37	40

(a) Includes Associates, Consultants, Individual Contractors;
(b) Includes one staff member on special leave without pay;
(c) Includes one staff member on part-time appointment;
(d) Includes one staff member on part-time appointment.

ANNEX II: EXTERNAL CONTRIBUTORS

Year	Contributor	Purpose	Currency	Amount
2005	Italy	Programme Activities	EUR	1,058,738
2005	Italy	Core Support in 2004-2005	EUR	2,000,000
2005	Sweden	Core & Programme Activities in 2006	EUR	316,758
2005	United Kingdom DfID	Early Warning & Preventive Measures	GBP	300,000
2005	Compagnia di San Paolo, Italy	Programme Activities	EUR	275,000
2005	Sweden	Core & Programme Activities in 2005	SEK	3,000,000
2004-5	Italy	Capacity Building for Humanitarian Affairs	EUR	600,000
2004	Compagnia di San Paolo, Italy	Core Support	EUR	300,000
2004	Germany	Early Warning & Preventive Measures	USD	100,000
2004	Italy	Programme Activities	USD	101,063
2003	Italy	Programme Activities	USD	728,547
2003	Sweden	Core & Programme Activities in 2004	USD	400,000
2003	Switzerland	Programme Activities	USD	76,336
2003	Switzerland	Programme Activities	CHF	100,000
2003	United Kingdom DfID	Programme Activities	USD	48,452
2002	Ireland	Staff Loan		In-kind
2002	Sweden	Core & Programme Activities	SEK	4,000,000
2002	Switzerland	Programme Activities	USD	67,114
2002	Switzerland	Programme Activities	CHF	100,000
2002	United Kingdom DfID	Programme Activities	USD	1,181,020
2001	Compagnia di San Paolo, Italy	Programme Activities	EUR	81,591
2001	Denmark	Core & Programme Activities	DKK	500,000
2001	Norway	Core & Programme Activities	NOK	1,000,000
2001	Regione Piemonte	Core Support	ITL	500,000,000
2001	Sweden	Core & Programme Activities	SEK	4,000,000
2001	Switzerland	Programme Activities	USD	40,000
2001	United Kingdom DfID	Programme Activities	USD	1,000,080
2000	Compagnia di San Paolo, Italy	Programme Activities	EUR	132,805
2000	Germany	Early Warning & Preventive Measures	USD	131,970
2000	Norway	Core & Programme Activities	NOK	2,000,000
2000	Switzerland	Staff Secondment from UNICEF	CHF	100,000
2000	United Kingdom DfID	Early Warning & Preventive Measures	USD	1,100,600

Year	Contributor	Purpose	Currency	Amount
1999	Canada (CIDA)	Programme Activities	CAD	500,000
1999	France	Staff Loan		In-kind
1999	Italy	Staff Loan		In-kind
1999	Italy	Early Warning & Preventive Measures	USD	223,950
1999	Norway	Core & Programme Activities	NOK	2,000,000
1999	Regione Piemonte	Core Support	ITL	500,000,000
1999	Sweden	Core & Programme Activities	SEK	3,000,000
1999	United Kingdom DfID	Core & Programme Activities	USD	1,322,445
1998	Denmark	Core Support	DKK	5 00,000
1998	France	Staff Loan		In-kind
1998	Italy	- Training for African Peace Initiative - Early Warning & Preventive Measures	USD	117,116
1998	Italy	Staff Loan		In-kind
1998	Regione Piemonte, Italy	Core Support	ITL	500,000,000
1998	Sweden	Core & Programme Activities	SEK	3,000,000
1998	United Kingdom DfID	Management Change Progress	USD	200,000
1998	United States of America	Core Support	USD	100,000
1997	Cassa di Risparmio, Italy	Core Support	ITL	400,000,000
1997	Denmark	Core Support	DKK	500,000
1997	France	Staff Loan		In-kind
1997	Italy	Staff Loan		In-kind
1997	Norway	Core & Programme Activities	USD	586,450
1997	Open University, UK	Core Support	USD	10,000
1997	Sweden	Core & Programme Activities	SEK	3,000,000
1997	Switzerland	Core Support	CHF	200,000
1997	United Kingdom DfID	Core & Programme Activities	USD	168,350
1997	United States of America	Core Support	USD	75,000

ANNEX III: LIST OF UN PARTNERS

United Nations Peace-Building Support Office in the Central African Republic
United Nations System Chief Executives Board for Coordination
United Nations Department for Disarmament Affairs
United Nations Department of Economic and Social Affairs
United Nations Department of Peacekeeping Operations
United Nations Economic Commission for Latin America and the Caribbean
United Nations Economic and Social Commission for Asia and the Pacific
Food and Agriculture Organization
International Atomic Energy Agency
International Criminal Tribunal for the former Yugoslavia
International Fund for Agricultural Development
International Labour Organization
International Organization for Migration
International Trade Centre
International Training Centre of the International Labour Organization
International Telecommunications Union
United Nations Office for the Coordination of Humanitarian Affairs
Office of the United Nations High Commissioner for Human Rights
United Nations Secretariat
UN Global Compact Office
International Strategy for Disaster Reduction
United Nations Human Settlements Programme
Joint United Nations Programme on HIV/AIDS
United Nations Commission on Human Rights
United Nations Conference on Trade & Development
United Nations International Drug Control Programme
United Nations Development Group
United Nations Development Programme
United Nations Department of Political Affairs
United Nations Department of Public Information
United Nations Economic Commission for Africa
United Nations Environment Programme
United Nations Educational, Scientific and Cultural Organization
United Nations Framework Convention on Climate Change
United Nations Population Fund
United Nations High Commission for Refugees
United Nations Children's Fund
United Nations Interregional Crime and Justice Research Institute
United Nations Industrial Development Organization
United Nations Development Fund for Women
United Nations Institute for Training and Research
United Nations Mine Action Centre for Afghanistan

United Nations Office in Geneva
United Nations Peace-Building Support Office in Guinea-Bissau
United Nations Office for Project Services
United Nations Office for Outer Space Affairs
Office of the United Nations Security Coordinator
United Nations University
United Nations Volunteers Programme
United Nations World Food Programme
World Health Organization
Pan American Health Organization
World Intellectual Property Organization
The World Bank Group
World Trade Organization

Annex iv: Board of Governors Members as at BoG 5

Name	Agency	Title
Mr. Qazi Shaukat Fareed	UN	Director, CEB Secretariat.
Ms. Jan Beagle	UN	Assistant, Secretary-General, OHRM.
Mr. Yohannes Mengesha	UN	Director, Office of the Deputy Secretary-General.
Ms. Patricia O'Donovan	ILO	Executive Director, Management and Administration (ED/ADM).
Mr. Khalib Mehboob	FAO	Assistant Director-General, Admin and Finance Dept (AFD).
Ms. Dyane Dufresne-Klaus	UNESCO	Director, Bureau of Human Resources Management.
Mr. A. P. Singh	ICAO	Director, Bureau of Administration and Services.
Dr. Anders Nordström	WHO	Assistant Director General - General Management.
Mr. R. G. Jones	IMO	Director, Administrative Division.
Ms. Phyllis Pomerantz	WORLD BANK	Chief Learning Officer
Ms. Gail Davenport	WORLD BANK	Lead Management Consultant Leadership and Organizational Effectiveness.
Mr. Reinhard Munzberg	IMF	Special Representative to the UN, Office at the UN.
Mr. Guozhong Huang	UPU	Deputy Director General.
Mr. Soobasschandra Chacowry	WMO	Director of Cabinet and External Relations.
Mr. Mpazi A. Sinjela	WIPO	Director.
Ms. Ana Knopf	IFAD	Assistant President.
Mr. Renato Fornocaldo	UNIDO	Managing Director, Director a.i. HR.
Mr. David Waller	IAEA	Deputy Director General.
Mr. Willy Alfaro	WTO	Director, External Relations Division.
Ms. Imelda Henkin	UNFPA	Deputy Executive Director (Management).
Mr. Toshiyuki Niwa	UNICEF	Deputy Executive Director.
Mr. Jan Mattsson	UNDP	Assistant Administrator & Director, Bureau of Management.
Ms. Susana Malcorra	WFP	Deputy Executive Director for Administration.
Ms Wendy Chamberlin	UNHCR	Deputy High Commissioner.
Mr. Peter McAteer	UNDP	Chief, Learning Officer.
Mr Saahir Lone	UNRWA	Senior Liaison Officer (he replaces Nasser@un.org who left unrwa).
Ms. Carleen Gardner	UNOPS	Deputy Executive Director and Director of Global Operations.
Mr. Michel Rolland	ITU	Acting Chief, Personnel and Social Protection Development.
Mr. Huges Bello	UNRWA	Chief, Human Resources Planning & Development.
Mr. Don Skerrett	UNSSC	a.i. Director UNSSC.

ANNEX V: EXPERT TECHNICAL REVIEW PANEL MEMBERS AS AT 31 DECEMBER 2005

Name	Organization	Title
Mr. Patrizio Civili	UN	ASG for Policy Co-ordination & Inter-Agency Affairs, Secretary of CEB.
Ms. Jan Beagle	UN	Assistant Secretary General, OHRM.
Mr. Qazi Shaukat Fareed	CEB	Director, CEB.
Mr. Doug Smith	FAO	Chief, Staff Development & Recruitment.
Mr. Michael Alford	ILO	Manager, Management & Leadership Development Project.
Mr. Peter McAteer	UNDP	Chief Learning Officer.
Mr. Aboubacry Tall	UNICEF	Deputy Director, Communications.
Mr. Pierre Moreau-Peron	UNFPA	Chief, Learning and Career Management Branch.
Mr. Paul Clarke	WFP	Senior Training Officer.
Ms. Geneviève Rouchet	UNESCO	Chief, HRM/TCD.
Ms. Helen Robinson	WHO	General Management, Health Leadership and Staff Development.
Ms. Gail Davenport	WORLD BANK	Lead Management Consultant, Leadership and Organizational Effectiveness.
Ms. Michelle Page	UNOPS	Chief, Division for Human Resource Management.
Ms. Daisy Buruku	UNHCR	Chief, Division for Human Resource Management.

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System Staff College