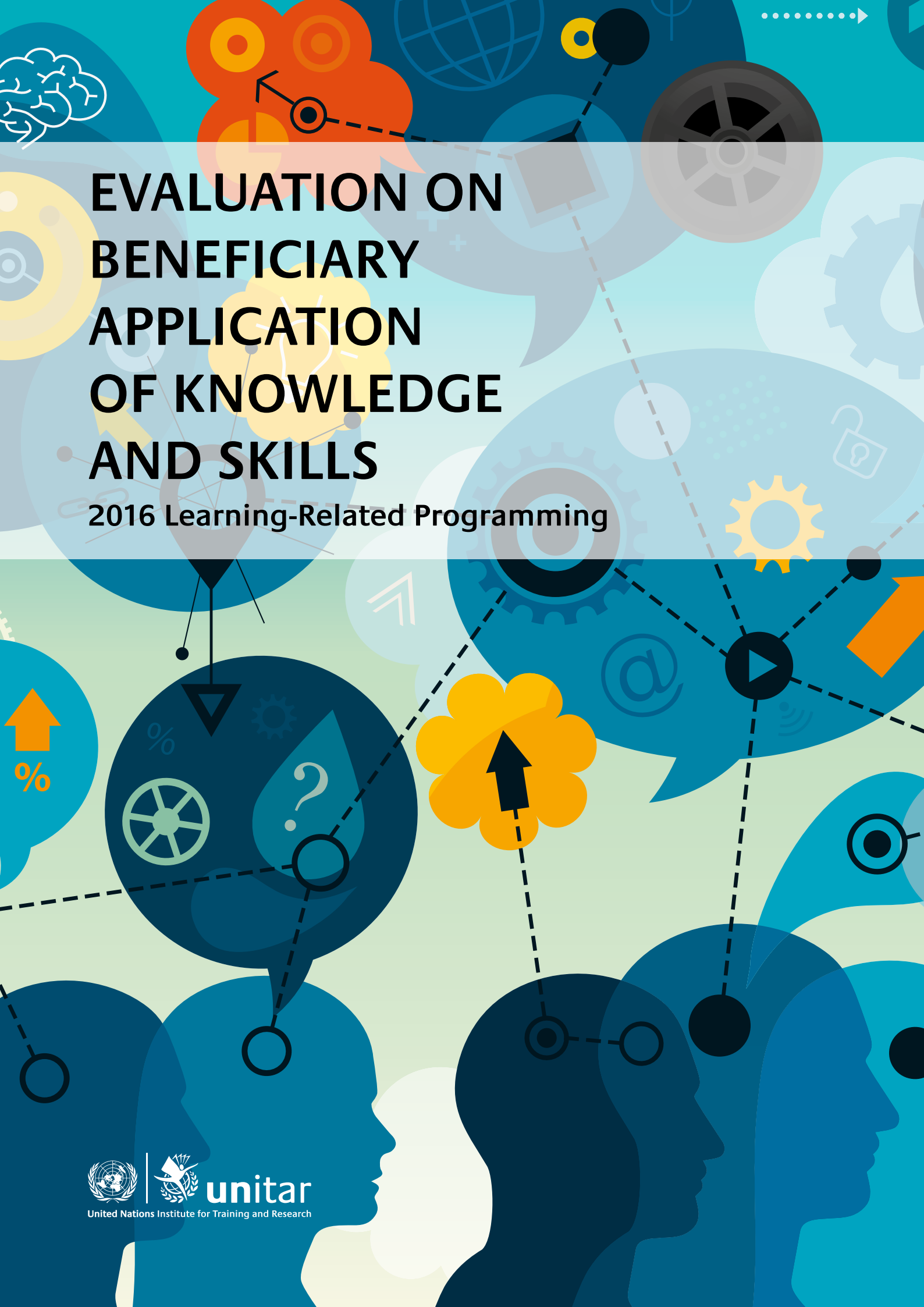
EVALUATION ON BENEFICIARY APPLICATION OF KNOWLEDGE AND SKILLS

2016 Learning-Related Programming



unitar
United Nations Institute for Training and Research

This report is a product of the Planning, Performance and Results Section of the United Nations Institute for Training and Research (UNITAR). The report records the section's periodic independent assessment of learning-related programme outcomes. The report was prepared by Katinka Koke, João Lima and Gregory Gelli.

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This report has not been formally edited.

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Contents

List of Charts, Graphs and Tables iv
Executive Summary vii
1. Introduction 1
2. Key Evaluation Questions 2
3. Methods and Data Collection 2
3.1 Survey 2
3.2 Interviews 4
4. Limitations 5
5. Findings 6
5.1 To what extent were knowledge and skills applied/used? 6
5.2 Reported behavioral changes in the workplace 9
5.3 How frequently are participants applying what they learned or are likely to apply what they learned in the future? 13
5.4. What were the major enablers and barriers to application/use? 13
6. Conclusions and Recommendations 15
Annexes 18

List of Charts, Graphs and Tables

Charts

Chart 1 Summary of the main findings of the evaluation

Chart 2 UNITAR's primary outputs

Chart 3 Respondents by programme area

Chart 4 Gender of the respondents

Chart 5 Respondents by format of event

Chart 6 Respondents by affiliation

Chart 7 Geographic location of interviewees (2016)

Chart 8 Limitations

Chart 9 Enablers and barriers

Chart 10 Application rate by gender (2015-2016)

Chart 11 Application rate by event duration

Chart 12 Application rate by completion rate in 2016

Chart 13 Application rate by type of event in 2016

Chart 14 Application rate by programme Area

Chart 15 Application rate by event duration

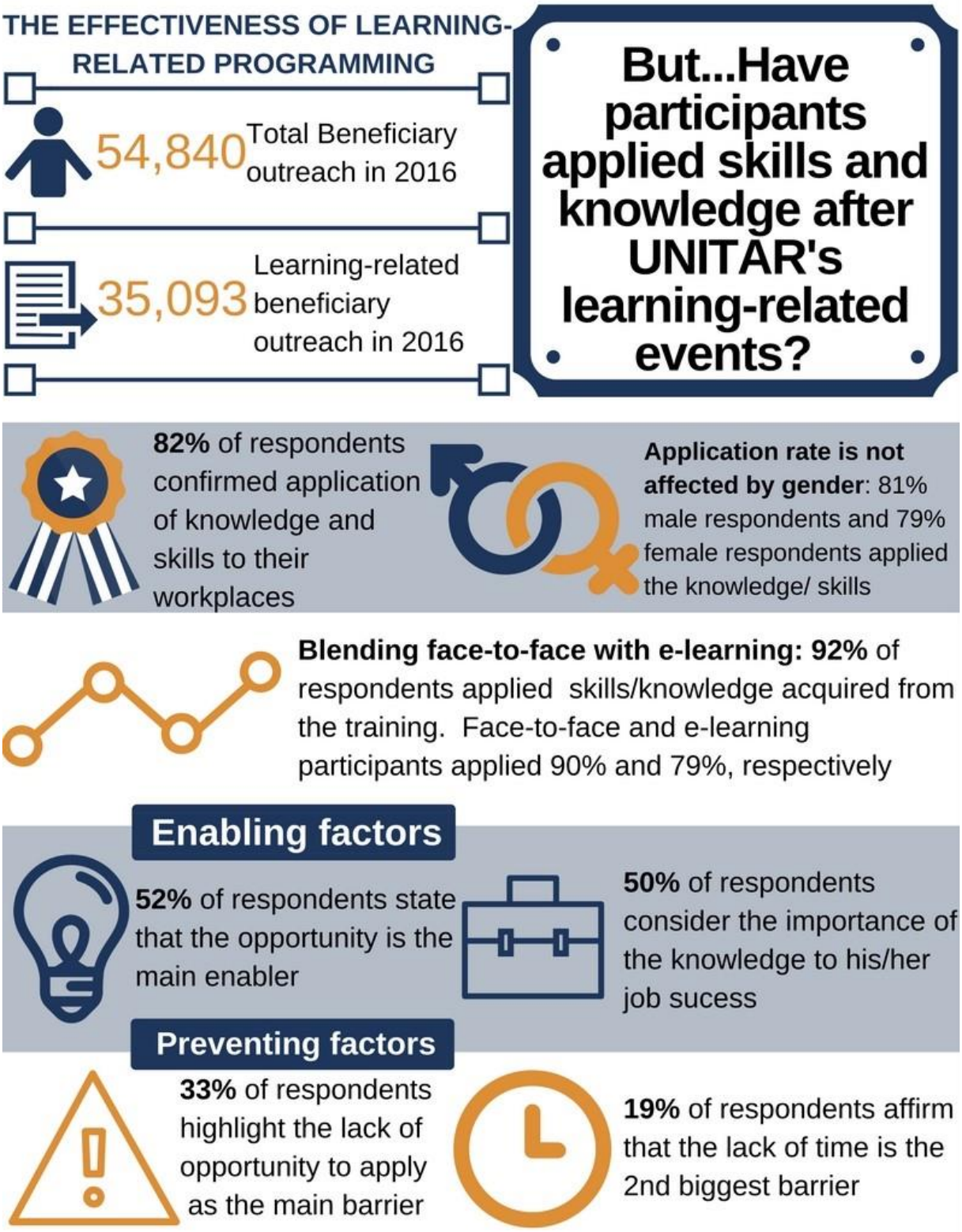
Graph

Graph 1 Application rate of the knowledge/skills at workplace

Table

Table 1 Application rate by professional affiliation in 2016

Chart 1: Summary of the main findings of the evaluation



Source: UNITAR

Executive Summary

The Planning, Performance and Results Section (PPRS) of the United Nations Institute for Training and Research (UNITAR) undertakes a periodic independent assessment of learning-related programming to determine the extent to which on-the-job or other behavioural changes have occurred from learning. The assessment complements self-evaluations undertaken by programmes to assess participant reaction and achievement of learning outcomes.

Given the scale of learning-related programming in UNITAR's overall programme of work, accounting for 60 per cent of beneficiaries and 67 per cent of events in 2016, it is important to examine under what circumstances learners have applied or transferred knowledge and skills acquired from UNITAR training. Evaluating the effectiveness of learning depends not only on beneficiary reaction or the degree to which learning outcomes are achieved, but also the extent to which knowledge and skills acquired from training are applied to practice, and ultimately, produce positive changes in beneficiaries' performance in their workplaces.

Methodology: A survey was deployed to obtain data and information on the application or non-application of knowledge and skills from 2016 learning events. In total, 1,041 randomly sampled participants responded to 21 open and closed ended questions. Forty interviews were also held to better understand the factors contributing to or preventing application of knowledge and skills. Analysis examined various contributing factors, such as gender, organizational affiliation, thematic area, event duration, completion rate, and learning assessment. Frequency of application, time spent on tasks, confidence and other factors were also examined.

Key findings: Results indicate the presence of widespread application, with 82 per cent of respondents from the sample population confirming application of knowledge or skills, which is slightly up from the rate of 79 per cent reported in 2015. The rate is also higher among respondents who completed events (83 per cent) in comparison to those who did not complete the event (70 per cent). The analysis of survey and interview results indicates that factors such as organizational affiliation, thematic area, event duration, and completion rate have a direct relationship with application of knowledge and skills. The results of the evaluation show no direct relation with gender, however.

Much of the knowledge and skills application reported was either frequent (51 per cent) or occasional (28 per cent), while only 19 per cent of respondents confirmed having always applied knowledge/skills. Regarding confidence to apply or transfer knowledge/skills, 31 per cent and 57 per cent of respondents expressed full and much confidence in application, respectively. Most respondents confirmed having both a personal and professional interest in the training. Some 77 per cent of respondents stressed that application/use of knowledge/skills are either entirely or very important to their job success.

In some cases, environmental aspects influence application/transfer of knowledge/skills to the workplace. Respondents shared that opportunity to apply and importance to job success are the most important factors that enabled them to put knowledge/skills to practice, representing nearly 47 per cent. The lack of opportunity to apply and lack of time are the top barriers, accounting for approximately 52 per cent. Additionally, the lack of funds was frequently cited among other factors relevant to prevent the application of skills.

Changes in professional activity and performance of learners were also observed, including the use of methods, technologies and tools; improved teamwork; and new job-related tasks and responsibilities. Survey respondents and interviewees cited examples of multiplying

knowledge/skills acquired through the delivery of training and the dissemination of publications or other written works.

Moreover, examples provided by the respondents on how they have transferred/applied the knowledge/skills at their workplaces can be interpreted in different categories. Content analysis was used to better organize different examples of knowledge and skills application over time. Respondents confirmed a change in mindsets after a UNITAR training; disseminated new knowledge/skills with family members, colleagues, peers, students and professors; transferred knowledge/skills via external advocacy with community members; developed new projects based on the knowledge/skills acquired; and assumed new roles or were promoted.

Although 18 per cent of respondents did not confirm application or transfer of knowledge/skills in their workplaces, it does not necessarily mean that knowledge and skills are irrelevant. Most respondents conveyed reasons for not applying knowledge or skills e.g. the topic of the event was not the same as her/his job or participation in the training was used primarily to seek a new job. All respondents not applying knowledge/skills confirmed their intention to apply in the future when an opportunity would arise.

Recommendations:

Recommendations from the evaluation include the following:

1) Programmes should increase the number and proportion of learning events that include objective assessment of learning.
2) Programmes should create incentives to help ensure that participants successfully complete learning events and obtain certification of completion if relevant.
3) Programmes should take concrete steps to integrate follow-up actions into knowledge- and skills-based training, such as learning retention plans, communities of practice, or post-training coaching or mentoring.
4) Programmes should provide post-training letters to participants to encourage supervisor support for the application of knowledge and skills.

Recommendations issued from 2016 report:

The evaluation recalls the five recommendations issued in the report of 2015 learning-related programming:

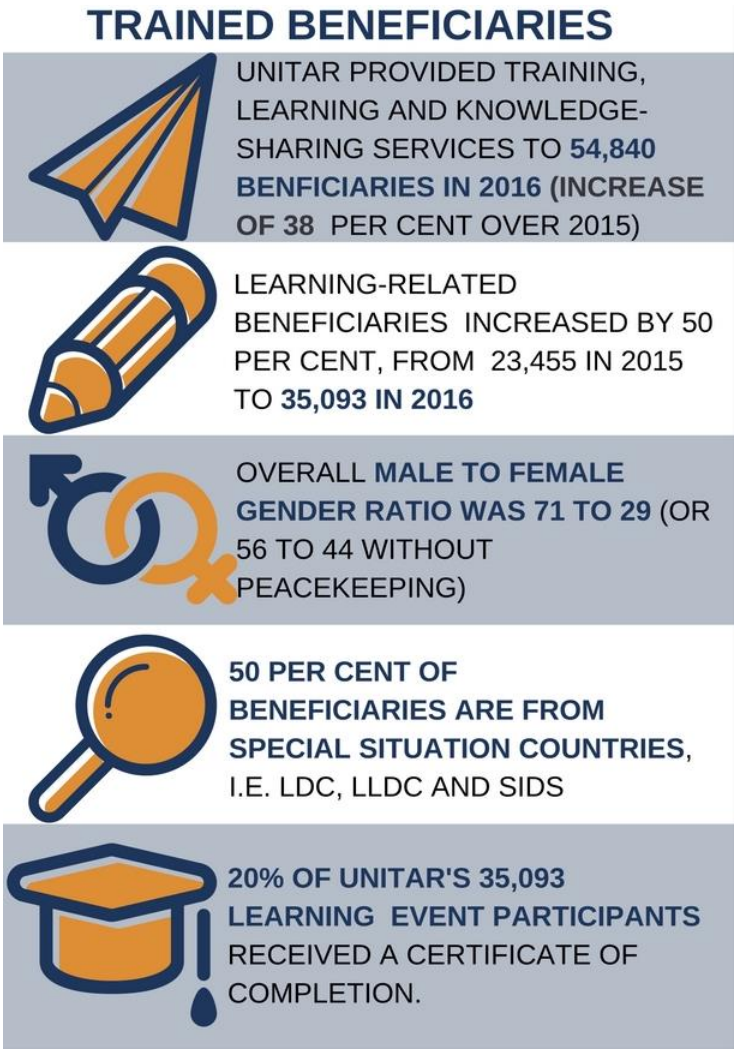
1) Programmes should expand opportunities for blended learning, particularly by combing e-Learning with face-to-face interaction.
2) Programmes should encourage learners to inform their supervisors of attendance at the beginning of the learning event, and to provide their supervisors with updates as learning progresses and results are achieved.
3) Programmes should refine pre-event announcement information to include objectives on the application/use of knowledge and skills to participant workplaces.
4) When feasible, programmes should engage in learning-related events that are part of longer duration initiatives.
5) Programmes should ensure the integration of ready-to-use tools in learning programmes to facilitate the application of knowledge and skills by beneficiaries in the work place.

1. Introduction

1. The United Nations Institute for Training and Research (UNITAR) is a dedicated training arm of the United Nations. Aiming to strengthen the effectiveness of the United Nations, UNITAR develops the capacities of individuals, organizations and institutions to enhance global decision-making and to support country-level action for shaping a better future. The key thematic areas in which UNITAR works include strengthening multilateralism; promoting economic development and social inclusion; advancing environmental sustainability, green development and climate change; promoting sustainable peace and post conflict reconstruction; increasing capacities for resilience and humanitarian assistance; and supporting the strategic implementation of the 2030 Agenda for Sustainable Development.

2. In 2016, UNITAR provided training, learning and knowledge-sharing services to 54,840 individuals through the delivery of 456 events (chart 2). Sixty-nine per cent of these events (or 316) and 64 per cent of these individuals (or 35,105) took part in training having specific learning outcomes. The events include briefings, courses, fellowship programmes, workshops and other events organized through a face-to-face (accounting for 48 per cent of beneficiaries) and online (52 per cent of beneficiaries). [1] The male to female gender ratio was 71 to 29.[2] Just over half of the learners took part in events with an objective assessment of knowledge [3]; 73 per cent of learners completed these events, although only 20 per cent of learners completing events with objective assessment of learning obtained certificates of completion (the remaining obtaining certificates of participation).

Chart 2: UNITAR's primary outputs



[1] Three events were recorded as blended delivery with 52 participants (accounting for less than 1 per cent).

[2] Without counting peacekeeping training beneficiaries, the male to female gender ratio was 56 to 44.

[3] 157 events included an objective assessment of learning. An equal proportion of participants took part in learning-related events without objective assessments of knowledge, with over 10,000 certificates of participation issued.

3. Participant reaction to UNITAR services was positive, with 88 per cent of respondents agreeing or strongly agreeing that the training was job-relevant, 72 per cent agreeing or strongly agreeing that information was new, 91 per cent confirming intent to apply/use information, and 91 per cent agreeing or strongly agreeing that training was useful overall.[4]

4. In addition to measuring the achievement of learning objectives through various instruments, including participant self-assessment and objective testing, UNITAR regularly tracks the application and use of knowledge and skills through periodic post-training surveys. The subsequent sections of this report review the principal questions of this evaluation; describe the methods and data collection used, as well as the limitations; and present the findings, conclusions and recommendations. The scope of the evaluation focuses on 2016 learning-related programming, with findings compared to 2015 where relevant.

2. Key Evaluation Questions

5. The key questions framing this evaluation are the following:

- To what extent were knowledge and skills acquired through training events applied or used in the participants' respective workplaces?
- What were the noticeable and measurable changes resulting from application/use?
- How frequently are knowledge and skills applied or used?
- What are the principal enablers and barriers to the application/use of knowledge and skills?
- Is the application of knowledge and skills different based on gender considerations?

3. Methods and Data Collection

6. The methods and data collection tools used for the evaluation are threefold and include a review of documents, including learning event announcement information, event and participant statistics and narrative reports; the deployment of an online survey to a pool of randomly sampled participants from 2016 learning events; and semi-structured interviews with sampled survey respondents.

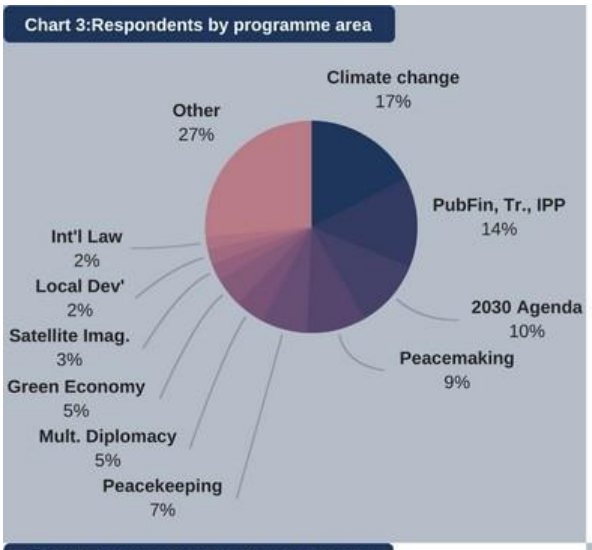
3.1 Survey

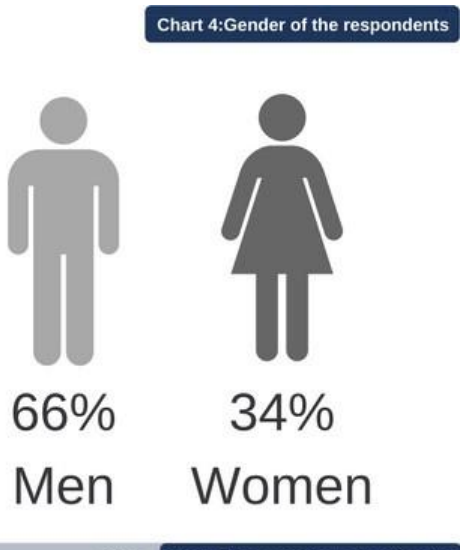
7. A survey was designed to assess the extent to which knowledge and skills acquired from learning events were applied/used by participants. The survey included questions on whether and how knowledge and skills were applied/used, the frequency and confidence in application/use, and the factors that may have enabled or deterred application/use. The survey also included questions to sort respondents by gender, organizational affiliation, thematic area and geographic region. The survey is attached as annex 1.

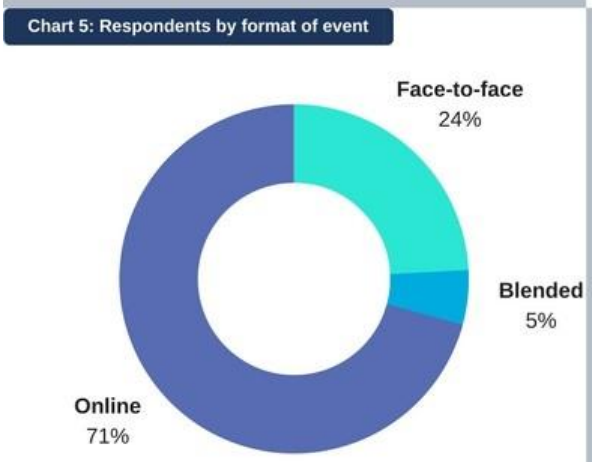
8. The survey was sent to the email addresses of a random sample of 5,449 participants (1,733 from learning events without an objective assessment of learning and 3,716 with an objective assessment of learning) from 187 of the 316 learning events (or 59 per cent)

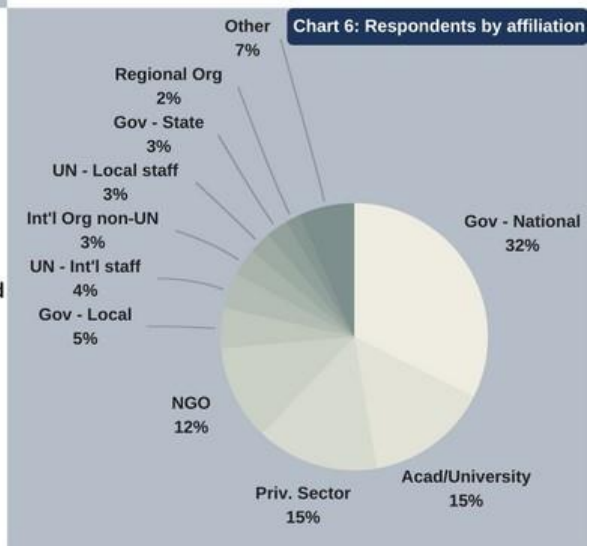
[4] Based on responses from 22 per cent of participants from 2016 learning-related programming.

delivered in 2016.[5] The list of events included in the evaluation is attached as annex 2. The survey was deployed in English, French and Spanish languages in June 2017. Two follow-up reminders were sent. Failure messages were received from approximately 500 participant email addresses. A total of 1,041 replies were received during the period in which the survey was open, representing a 19 per cent response rate.[6] Charts 3-6 below summarize the profile of the respondents by programme area, gender, training delivery format and affiliation.









Source: UNITAR

[5] The sample was taken from a pool of 10,628 cleaned data participants from 216 learning events (85 events without objective assessment of learning and 131 events with objective assessment) as recorded in the UNITAR events management system (EMS). Ninety events included either no or invalid email addresses and were thus excluded from the evaluation. An additional 9,000 participants from the UN CC:Learn Introductory e-course on climate change were excluded from the evaluation, since a separate survey on beneficiary application of knowledge and skills was administered by the Green Development and Climate Change Programme and the large number of beneficiaries from this series of courses would have skewed the results. The response rate for participants enrolled in training with and without objective assessment of knowledge was 19 per cent and 20 per cent, respectively. The sample contains a 2.4 per cent error level with a 90% confidence rating.

[6] In comparison, in 2015, 814 respondents replied to the survey from a sample of 3,000 cleaned data participants.

3.2 Interviews

9. As a follow-up to the survey, semi structured interviews were organized with 40 respondents who expressed a willingness to be contacted. The following criteria guided the selection of the interviewees: one half confirming application of knowledge and skills, one half non-application; one half participants with objective assessment of knowledge, one half participants without objective assessment; gender parity (50 per cent female, 50 per cent male); and representation of perspectives from diverse geographic regions and professional backgrounds.

10. In total, **95 participants were contacted and 40 were interviewed** (21 male and 19 female) from 28 nationalities from Africa, Asia, Europe and North America.[7] Invitations to the interview were also sent to respondents from Latin America and the Caribbean, although none from this pool was available to be interviewed or replied to the request (Chart 7). Twenty-seven interviews were held in English and 13 in French.

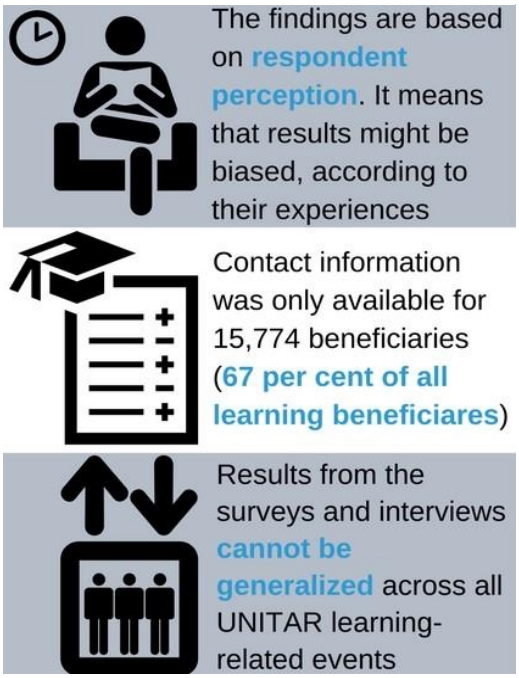
Chart 7: Geographic location of interviewees (2016)

[7] The first contact was made with 60 respondents (30 confirming application and 30 non-application) in July 2017. In the first round, 28 interviews were conducted with 15 interviewees confirming application and 13 interviewees not reporting application of skills/knowledge. The gender ratio was maintained with 14 male respondents and 14 female respondents. Due to insufficient positive responses, a new list of 22 participants, based on positive examples of application was established. Due to insufficient positive responses, 13 additional respondents having cited examples of application or non-application were contacted for probing/additional clarification.

4. Limitations

11. As with all evaluations, it is important to note several limitations (chart 8). First, while the survey allows for quantitative and qualitative data collection, the findings are largely based on respondent perception and a partial representative pool of learners. While 35,754 participants were recorded in 316 learning events, contact information was only available for 20,315 (or 58 per cent of all learners) from 202 events (or 64 per cent of all learning events). **The results of the evaluation should therefore only be interpreted as representative of the sample population and not generalized across all UNITAR learning-related programme areas**.[8]

Chart 8: Limitations



12. Second, except for some variables such as delivery method (face-to-face, e-Learning, blended) and event length and theme, the evaluation treated learning-related events similarly, although learning events invariably differ in terms of targeted audiences, learning objectives, cognitive levels of learning, and presence of moderators/facilitators (i.e. instructor-led v. self-paced), and follow-up communities of practice.

13. Third, the sample of the interviewees is small in comparison with the number of respondents from the deployment of the survey. At the outset, the interview process was established to balance different groups (gender ratio, application rate, objective assessment and geographical distribution). However, because of the lack of feedback and availability of some participants, the interviews did not collect information from participants from Latin America and the Caribbean.

14. Fourth, most learning-related programming was either administered on a stand-alone basis (e.g. executive-type training, independent of broader capacity development project outcomes) or was not of a sufficiently large scale to include objectively verifiable on-the-job performance changes. As research suggests, learners on average forget 90 per cent of what they learn after one week of the training event and wrongly assume that the fluency of a topic for genuine comprehension. Results therefore need to be interpreted with caution, since application of knowledge and skills may not necessarily be fully attributable to UNITAR training.

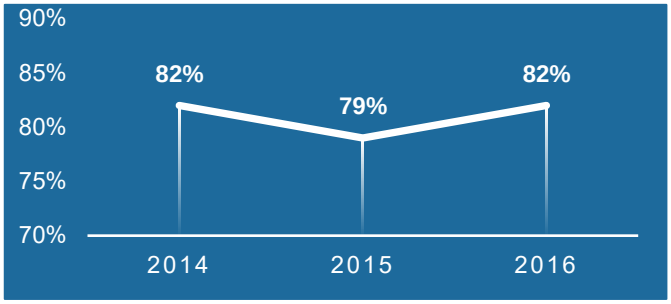
[8] While not all events were included in the evaluation, all five high-level programmatic areas of the 2014-2017 strategic framework were represented and all UNITAR programmes, except for the Peacemaking and Preventive Diplomacy Programme (due to the non-availability of beneficiary contact information).

5. Findings

5.1 To what extent were knowledge and skills applied/used?

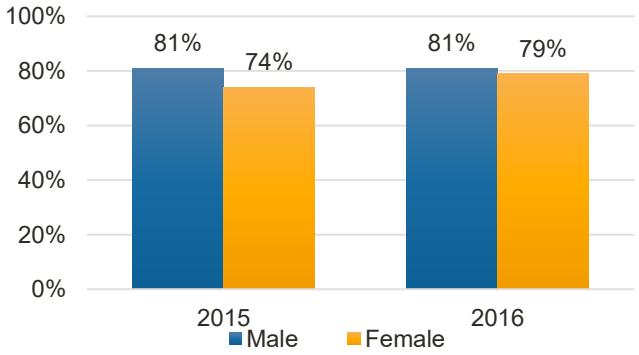
15. As shown in Graph 1, **82 per cent of respondents confirmed transfer or application** of knowledge and skills, a result which is marginally higher than the 79 per cent rate reported in 2015. The 2016 rate is 9 percentage points below the intent to use rating (at 91 per cent) recorded by respondents of post training feed-back questionnaires.[9]

Graph 1: Application rate of the knowledge/skills at workplace



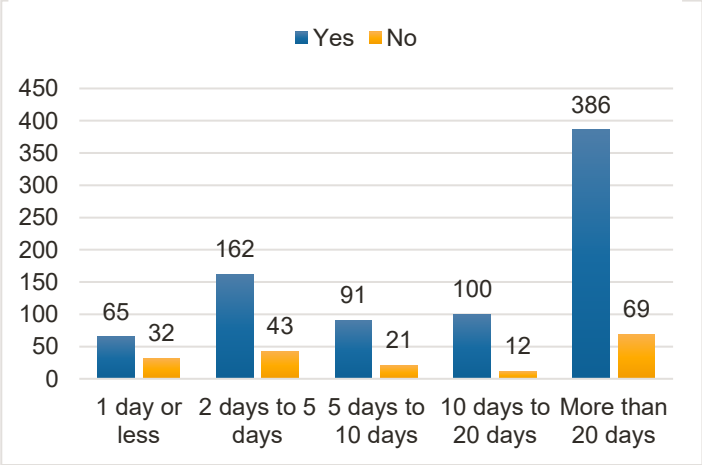
16. Charts 9-12 disaggregate the results of application/use by gender, event duration, affiliation, completion, event type, programme area and job importance. The application rate of knowledge/skills among female respondents increased by 5 per cent to 79 per cent in 2016, while male respondents maintained the rate of 81 per cent (chart 9). **In comparison to 2015, the gender gap decreased from 7 per cent to 2 per cent, suggesting that gender considerations are not likely to influence the application of knowledge and skills.**

Chart 9: Application rate by gender (2015-2016)



17. Corroborating findings from 2015, results confirm that application is strongly linked to the duration of training delivery, as shown in Chart 10. Shorter events, such as those lasting one day or less, contain the lowest application rate, at 67 per cent; in contrast, longer events present more than 80 per cent of application rate. For example, events lasting between 10 and 20 days have an application rate of 89 per cent, i.e. 22 per cent greater than those organized over one day or less. In events with more than 20 days of duration,

Chart 10: Application rate by event duration



[9] Based on feedback from 1,041 participants of a sample of 5,449 participants from 187 learning-related events (or 59 per cent of the total number of learning events delivered in 2016) in which 35,123 participants took part. The average response rate was 19 per cent.

386 respondents out of 455 (or 85 per cent) confirmed application of knowledge and skills following a training event.

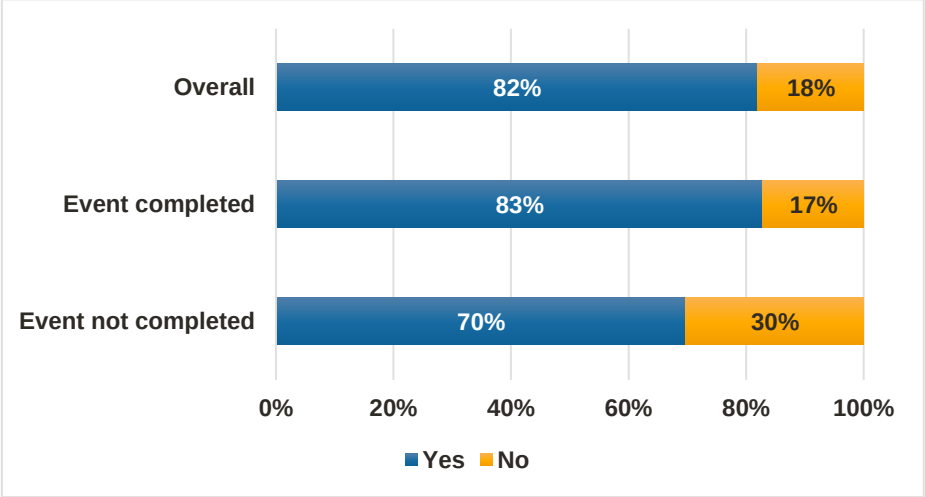
18. In 2016, local government officials, non-UN international organization officials and NGO staff reported the highest rate of application, accounting for 91, 91 and 89 per cent of the respondents, respectively (table 1). The survey findings also show two changes in relation to 2015: national level government officials no longer represent the sector with the highest application rate; and the application rate increased from 70 per cent to 91 per cent considerably for representatives of international organizations (non-UN) officials, from 71 per cent to 83 per cent for state/provincial government officers, and from 60 to 72 per cent for UN local staff.

Table 1: Application rate by professional affiliation (2016)

Affiliation	*Yes*	*No*
Government – local	91%	9%
International organization (non UN)	91%	9%
Non-governmental organization	89%	11%
Government – national	83%	17%
Government - state/provincial	83%	17%
United Nations - international staff	81%	19%
Regional organization	80%	20%
Academia/university	73%	27%
United Nations - local staff	72%	28%
Private sector	69%	31%

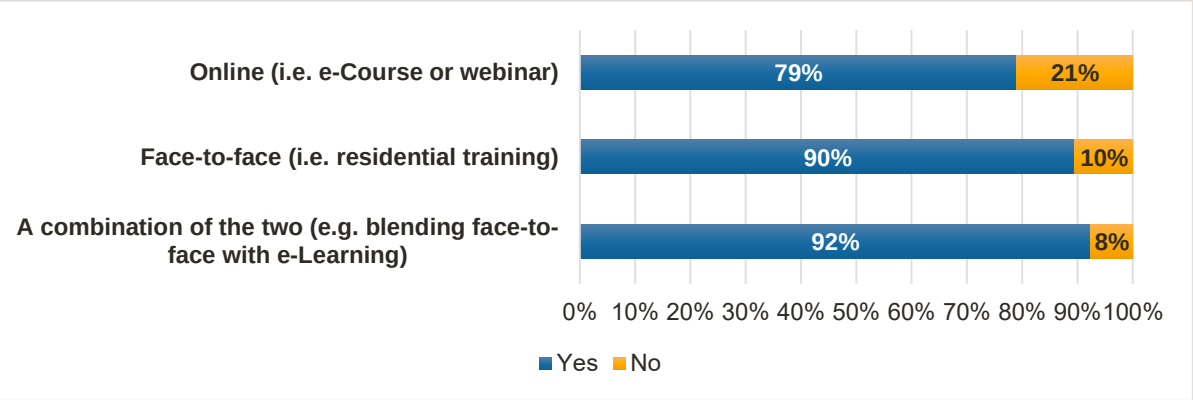
19. The results also found the application rate to be higher (83 per cent) for those respondents who **completed an event** in comparison to those who did not complete (70 per cent), as illustrated in chart 11. The overall completion rate of applicants and non-applicants represents 82 per cent of the respondents.

Chart 11: Application rate by rate of completion (2016)



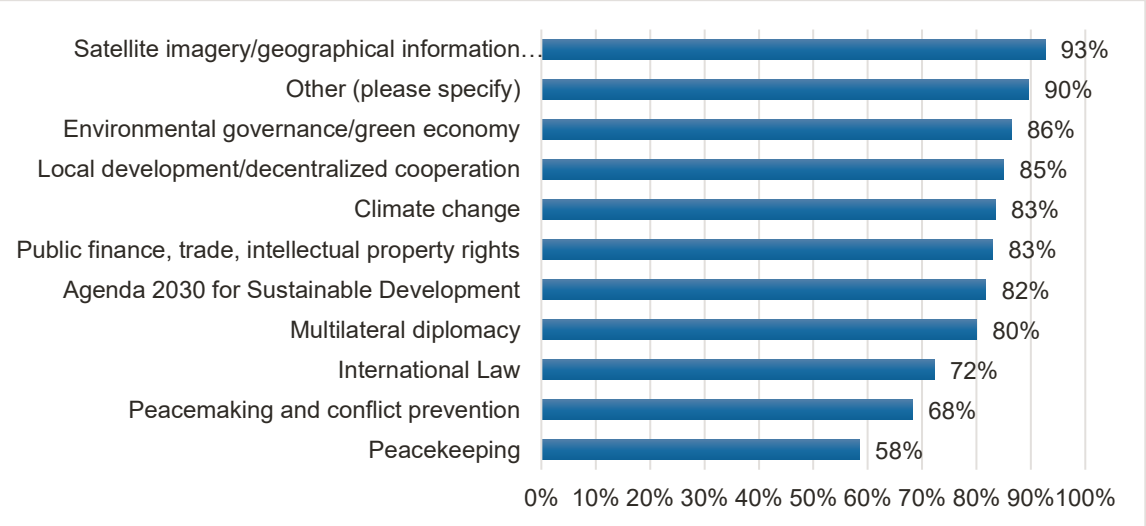
20. In relation to learning delivery, while the overall number of e-learning respondents (72 per cent) was higher than the number of face-to-face respondents (19 per cent), as shown in chart 11, only 79 per cent of respondents from e-Learning courses confirmed application/use, in comparison to 92 per cent and 90 per cent of respondents from blended and face-to-face learning events, respectively. While the small number of blended learning participants does not allow for much interpretation, **blended learning[10] and face-to-face participants do show a higher rate of application/use** among the respondents.

Chart 11: Application rate by type of event (2016)



21. As shown in chart 12, respondents from learning events related to satellite imagery/ geographical information systems, environmental governance/green economy and local development/decentralized cooperation confirmed application at 93, 86 and 85 per cent, respectively. Nearly 78 per cent of respondents who confirmed application consider fully or very important to apply knowledge/skills to their job success. This rate is 15 per cent higher than in 2015.

Chart 12: Application rate by programme area (2016)



[10] Based on participants' feedback from approximately 10 different blended learning events according to the information received from participants. Only 3 blended learning events were registered as per organizational definition.

5.2 Reported behavioral changes in the workplace

22. Survey respondents reported various changes in work-related performance from acquiring knowledge and skills, including:[11]

- Disseminating knowledge/skills in different social and professional circles e.g. between family members, community members, colleagues, supervisors, scholars, government officials and civil society organizations;
- Developing new projects and funding proposals
- Assuming leadership roles;
- Shifting mindsets following the acquisition of relevant knowledge/skills; and
- Using different skills, knowledge and terminology specific to the training, such as enhanced teamwork, project management, communication and public speaking, time management, reporting writing, leadership, presentations, needs assessments.

23. The following examples showcase the changes in activity and performance by different respondents across various categories:[12]

Direct application: Participants confirming the application of knowledge/ skills directly in their workplaces.

"I now can apply DSGE (Dynamic stochastic general equilibrium) models in analyzing macroeconomic fluctuations. (I) have also tried to investigate the business cycle of my country with the help of this technique with other colleagues […]"

"I have used the skills to manage drought and flood early warning systems at my workplace which is an early warning institution"

"As I have been working in both conflict and post-conflict settings in Burundi, I never knew what conflict analysis is. Now, any intervention by my organization in the country is preceded an analysis of the conflict at local level including actors, causes, stages of the conflict, etc. to better deal with the concerned conflict".

"In this year, we are planning to compile and produce the environment statistics of Nepal. This e-learning course helped me to develop the SCP (Sustainable Consumption and Production) related indicators which we will include in our publication".

"(I) used the knowledge gained in my day-to-day work when asked to brief memos and/or reports that are related to industrialization and trade, especially trade facilitation issues".

"Developing microfinance policy using the concepts I learned in capital market and institution course".

"I applied the knowledge I gained during the climate change course to my occupation, which is Architecture, in designing structures, climate factors in conjunction/relationship with the immediate environment has to be considered to generate effective and efficient design".

[11] Due to the high number of responses, a selection was made by the authors.

[12] It should be noted that these changes cannot be uniquely attributed to attendance in a UNITAR learning event.

Dissemination: Participants have shared knowledge/skills acquired with family members, colleagues, supervisors, students or professors.

"I prepared a report outlining what was discussed and taught at the training. The report was submitted to the Executive Director of the Environmental Protection Agency (EPA) in my country to assist with the negotiations at the COP 22 which was held in Marrakech […]"

"As an Adjunct Professor of three universities I have integrated the resiliency factors cities in courses I teach such as urban planning and community architecture"

"As part of our landscape conservation work in Kilombero region of Southern Tanzania, I have incorporated the rights-based approaches into our project design and implementation. I have also used materials from the course to inform colleagues on rights-based approaches to conservation and make the case for taking an informed and proactive approach to these approaches in our work".

"I transferred the whole experience to my cadets and urged them to sign up for any the diverse collection of courses and they did so".

"As a teacher, it is always important to update myself in order to pass new knowledge to my students, such as the 17 SDGs, were we worked on all of them explaining how it would benefit the future of the world"

Change in mindset: UNITAR training produced a change in the mindset of the participants.

"Having a broader perspective of what gender may mean has assisted me to look at work differently as a manager to be able to allocate work to candidates whom I would not have given the work to before due to them being females and thinking the work was more for males. This has absolutely opened my mind".

"From my background, gender issues are very sensitive issues by my understanding of the topic: 'Gender Matters' has helped me to relate others with Gender gap conscientiousness and respect"

"As the Programme Officer for UN system-wide Coherence and the DaO (the Delivering as One Initiative), the information served to better apprehend the linkages between the three pillars of the UN, the content of the SDGs for the MAPS (Mainstreaming, Acceleration and Policy Support) and the operationalization of the Agenda at the HQ and field levels".

"I have gained more knowledge concerning the fundamentals of Anti-Money Laundering. This knowledge helped to participate more in online discussions with other CFATF (The Caribbean Financial Action Task Force) countries and also in participating in a de-risking seminar held in Jamaica. If you do not have the basic skills, it would not be possible in participating".

Project Development: Participants confirming using knowledge/skills to produce new content or to develop a project in a related area. This category is different from direct application, in the sense that there is an element of creativity and adaptation to the local, regional or national context.

"I have used the knowledge gained from the gender course to assist in the design of a training module on gender for my organization. We are now currently working on a tool for gender mainstreaming and the same information and knowledge will inform how we structure and tailor our tool".

"I have established a network and movement in Asia pacific called 2030 youth force. 2030 Youth Force inspires youth to engage in promotion of the SDGs and initiate actions to drive positive changes towards an inclusive and peaceful society in Asia-Pacific. Using SDG 16 as an entry point, the network will focus on peacebuilding along with strengthening youth capacities for participation in decision-making".

"I designed a program for the protection of Cameroonian Migrants from Bui, in the North West Region for the Peace and Justice Commission of the Catholic Church based on my knowledge of International Migration Law gained from UNITAR".

"I developed WebGis application for disaster situations. Practically applied for flood in May 2017".

"Development of the strategic plan and action plans for the organization adopting knowledge on SDGs gained from the UNITAR".

Raising Awareness/External advocacy: Participants confirmed using knowledge/skills acquired to call attention on specific topics in a community in order to raise awareness.

"1) Help(ing) schools with tsunami knowledge and setup evacuation sites; 2) Doing DRR (Disaster Risk Reduction) awareness to my local community; 3) Help(ing) students who did their research in tsunamis and other disasters which occurred in our Islands (…)"

"Advocating on the issue of involving women in decision-making at local level and at the national level as well".

"After completing the course 'Gender Matters' I acquired rich knowledge on issues arising from gender inequality in corporations, work places, communities, small and big group events, households, etc. and how to deal with these issues".

"Les connaissances acquises m'ont permis d'entreprendre une sensibilisation autour de moi notamment dans le domaine de la gestion des ordures domestiques qui polluent considérablement".

Job promotion/new job: Participants who received a promotion in their workplaces or found a new job following a UNITAR training event.

> *"After orientation training, I was deployed as Police Mentor in (the) MINUSTAH (United Nations Stabilization Mission in Haiti)"*
>
> *"Nommé rapporteur national du groupe de travail sur les services et changes de renforcement de capacité en matière du commerce des services et d'expliquer l'importance de l'exportation des services aux autorités gouvernementales".*

Mixed reasons: Participants applied, disseminated, mobilized, invented and/or promoted initiatives based on the knowledge/skills acquired via UNITAR training.

> *"My analytical skills have greatly improved; I can better analyze political and electoral contexts of various democracies in Africa. Particularly, the impact of the skills and knowledge acquired was evident in my election assessment reporting during the 2016 Long Term Election Observation in Ghana and the 2017 African Union Pre-election Assessment Mission in Kenya which I was both engaged as an electoral expert. I easily took on coordinating roles as the Northern regional coordinator in Ghana and presently as an electoral expert and member of the African Union – Election Observation Mission core team in Kenya".*
>
> *"My motivation to attend this workshop was to learn strategies and techniques for waste management and then try to recommend local government officials (in Pakistan) to implement/enforce these strategies and techniques in the city to control waste management issue during or after the floods. After that workshop, I efficaciously evaluated strengths and weaknesses related to waste management and city planning. I investigated the impact of methods involved in waste management and city planning and I suggested improvements to the local government in the regard of waste management and city planning".*
>
> *"Previously, I had already had experience in WH (World Heritage) missions, but following UNITAR course I was able to be more structured with the assessment, but also to consider deeply the existent differences within the cultural contexts, the authenticity and integrity principles interpretation, and the state of conservation approach. Furthermore, the exchange of knowledge between participants also contributed greatly to learn about conservation approaches in different cultural contexts and countries. Finally, it had an important impact on my classes for PhD and Master students, but also on my key-note openings and lectures in different continents".*

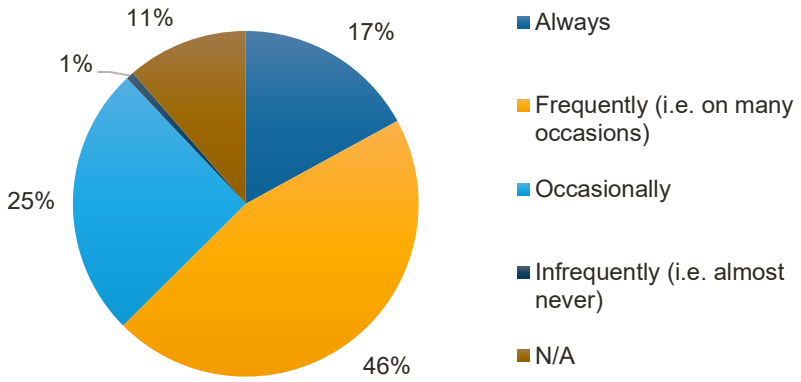
24. In addition to the above information collected through the survey, the evaluation also examined application of the correspondents who were interviewed, with the following sample of use/application having been reported:

- Improved participation at meetings and exchanges with colleagues, supervisors and communities;
- Increased confidence at work;
- Participation in competitive exams, preparation for job application, studies or for starting a new business;
- Collaboration with the private sector; and
- Support for the development of new legislation being drafted and presented to national institutions.

5.3 How frequently are participants applying what they learned or are likely to apply what they learned in the future?

25. As shown in chart 13, below, 17 per cent of the respondents have always applied the knowledge/skills, 46 per cent frequently, and 25 per cent occasionally. Only 1 per cent of respondents reported almost never applying knowledge/skills[13].

Chart 13: Application rate by frequency (2016)



5.4. What were the major enablers and barriers to application/ use?

26. **The two top enablers** of application/use of knowledge and skills were **opportunity to apply and importance to job success; the two top barriers are lack of opportunity and lack of time.** During the interviews, participants described in more detail their responses provided in the surveys, in accordance to their careers. As a result, lack of opportunity was mostly explained through the fact that the current job of the interviewee was not directly related to the content of the learning event – sometimes due to regular job rotation or other changes in profession.

[13] Data from 2016 cannot be compared to the past years due to the inclusion of the options “always” and “never” in the 2016 questionnaire only.

27. Four interview correspondents explained that they enrolled in training events that were not directly linked to their current job positions. In other cases, participants were students and took part in training to support their graduate studies (three interviewees). Moreover, there is one case related to a retired participant who participated in a training event for the sake of learning. Another participant (consultant) announced that he/she did not apply the knowledge/skills yet because it takes time to generate a product/training derived from UNITAR's learning event. Even though these participants expressed different reasons for non-application, they all expressed having confidence in applying knowledge/ skills of the opportunity would arise.

28. Interview correspondents who confirmed applying knowledge/skills also indicated preventing factors over time. For example, there are only few opportunities to apply when the content is not covered in the workplace, or just partially; the knowledge/skill acquired is not sufficient because training was too short; the lack of support from colleagues and supervisors.

Chart 14: Enablers and Barriers

6. Conclusions and Recommendations

Conclusions

29. The evaluation provides evidence of programme effectiveness through a widespread application/use of knowlegde and skills. The degree of application/use varies, however, across beneficiary affiliation, thematic area and delivery type. Application does not vary across gender, however. While application/use rates varied (marginally), data from 2015 and 2016 show relatively similar results for understanding the "why" question: **Opportunity to apply and importance to job success are clearly important drivers to application and use.**

30. While the evaluation did not aim to assess the impact of learning-related programming due to resource and sampling constraints, survey respondents and interview correspondents confirmed changes in professional responsibilities/tasks, the use of knolwedge/skills to produce new content or develop projects (e.g. develop policies), and changes in mindsets (e.g. vis-à-vis gender or environmental issues). Moreover, although not necessarily the intent of all learning events, some learners succeeded in applying/using knowledge and skills in their own training initiatives, while other learners confirmed having shared knowledge/skills with friends, colleagues, families and communities.

31. As positive as these conclusions are, they are limited to the sample of events included in the evaluation (64 per cent of learning events) and cannot be generalized across UNITAR learning-related programming. As noted in the evaluation's limitations, the findings are also based on respondent perception and the assumption that UNITAR training has resulted in strengthend knowledge and skills. Findings from the desk review of learning-outcome events show an emphasis placed on subjective, self-assessment of learning (as opposed to objective assessments), and a low course completion certification rate (for the 50 per cent of learning related events with objective knowledge assessments). This raises the liklihood that reported use/application of knowledge or skills may also be based on other contributing factors.

Recommendations

32. Based on the evaluation's findings and conclusions, the following recommendations are issued with a view to further enhancing the delivery and effectiveness of the learning-related programming.

Recommendation 1: Programmes should increase the number and proportion of learning events that include an objective assessment of learning.

Rationale: Establishing a clear linkage between the performance improvement of beneficiaries and UNITAR training requires solid evidence that knowledge, skills (and attitudes) have changed because of training. Fifty per cent of UNITAR's learning outcome-related training activities in 2016 (with a cumulative of some 16,000 participants) did not include any form of objective knowledge or performance-based assessments, however. While the results of participant self-assessments of knowledge and skills in many of these events may provide evidence of learning, literature suggests that self-assessments of knowledge are overrated. The linkage between performance

improvement or application and knowledge or skills development is thus largely assumption-based.

Recommendation 2: Programmes should create incentives to help ensure that participants successfully complete learning events and obtain certification of completion if relevant.

Rationale: While beneficiary outreach for learning-based programming is significant, with some 35,000 participants in 2016, the actual number of participants successfully completing learning events is much less. Moreover, the certification rate in 2016 was less than 50 per cent for learning-outcome related activities and only 20 per cent for learning-related events with an objective assessment of learning. These findings significantly diminish the contribution that UNITAR training can likely make in any follow-up actions that participants may take.

Recommendation 3: Programmes should take concrete steps to integrate follow-up actions into knowledge- and skills-based training, such as learning retention plans, communities of practice, or post-training coaching or mentoring.

Rationale: Although training is usually delivered in a discrete, time-bound manner, developing knowledge and skills and promoting attitudinal change quite often requires a sustained effort over time. Regular updates, reminders and sharing of news related to the content of the training are one possibility to increase the retention of knowledge and skills and continue the learning experience. Online communities of practice or coaching/mentoring programmes are also encouraged as they can further facilitate the application of knowledge and skills, as well as help participants identify 'opportunities to apply' knowledge and skills in the workplace.

Recommendation 4: Programmes should provide post-training letters to participants to encourage supervisor support for the application of knowledge and skills.

Rationale: In addition to the evaluation finding that opportunity to apply and importance to job success are the most cited factors for application (and the lack of opportunity to apply and lack of time as the most cited barriers), research indicates that supervisor support is an important enabling factor for the application. This recommendation is similar to the recommendation issued from 2015 learning events for programmes to encourage learners to inform supervisors of attendance at the beginning of a learning event and to provide learners to provide supervisors with updates as learning progresses and results achieved.

Recommendations from 2015 learning-related events:

Similar to the evaluation on beneficiary application of knowledge and skills of 2015 learning-related programming, the following recommendations are re-confirmed:

- ✓ **Programmes should expand opportunities for blended learning, particularly in combing e-Learning with face-to-face interaction.**

- ✓ **Programmes should encourage learners to inform their supervisors of attendance at the beginning of the learning event, and to provide their supervisors with updates as learning progresses and results are achieved.**
- ✓ **Programmes should refine pre-event announcement information to include objectives on the application/use of knowledge and skills to participant workplaces.**
- ✓ **When feasible, programmes should engage in learning-related events that are part of longer duration initiatives.**
- ✓ **Programmes should ensure the integration of ready-to-use tools in learning programmes to facilitate the application of knowledge and skills by beneficiaries at the work place.**

Annexes

1) Survey deployed
2) List of events included in the evaluation
3) Interview questions
4) Survey results
5) Interview results

Annex 1 – Survey Deployed

2017 UNITAR Training Follow-up Survey (English)

Dear former UNITAR participant,

Thank you for accepting to provide feedback on your post-training experience.

UNITAR is committed to providing quality training and your participation in this short survey is crucial for continuous quality improvement. We reconfirm that your responses will be treated confidentially and results reported anonymously.

When you are ready to begin, just click on the button below.

We look forward to receiving your feedback!

Planning, Performance and Results Section @ UNITAR

1. Please indicate the thematic area of the training event in which you took part. Multiple responses are possible.*

Agenda 2030 for Sustainable Development
Climate change
Environmental governance/green economy
International law
Local development/decentralized cooperation
Multilateral diplomacy
Peacekeeping
Peacemaking/conflict prevention
Public finance, trade, intellectual property rights
Satellite imagery/geographical information systems (UNOSAT)
Other (please specify)

2. Please indicate the type of event in which you participated.*

Briefing
Course
Fellowship Programme
Seminar
Workshop
Webinar (i.e. web-based seminar)
I don't know

3. Please indicate if the event was delivered:*

Face-to-face (i.e. residential training)
Online (i.e. e-Course or webinar)
A combination of the two (e.g. blending face-to-face with e-Learning)

4. If you recall the title of the event, please indicate it in the text box below (optional):

5. How long took the event you participated in?*

1 day or less

2 to 5 days

6 to 10 days

11 to 20 days

More than 20 days

6. Did you complete the event?*

Yes

No

7. How much of the event did you complete?* and **

More than half

About half

Less than half

Other (please specify)

8. As a follow-up to the event, have you transferred or applied any knowledge/skills acquired from the training to your work?* and **

Yes

No

9. Please provide an example of the knowledge/skills area(s) which you have transferred or applied to your work. (Please try to be as specific as possible, indicating what you may have done differently as a result of transferring or applying the knowledge/skills.)*

10. How much of the application of knowledge/skills to your workplace can you attribute directly to the UNITAR training?.*

- 76-100 per cent
- 50-75 per cent
- 26-50 per cent
- 1-25 per cent
- 0 per cent

11. Please indicate how frequently you have applied the knowledge/skills to your work.*

Frequently (i.e. on many occasions)

Often

Occasionally

Infrequently (i.e. almost never)

Never

12. How confident are you in transferring or applying the knowledge/skills to your work?*

Fully confident

Very confident

Neutral

Somewhat confident

Not at all confident

13. How important is applying the knowledge/skills acquired in the event to your job success? If you are currently unemployed, please tick 'Not applicable'.*

Fully important

Very important

Neutral

Somewhat important

Not at all important

Not applicable

14. Which of the following factors *enabled* you to apply knowledge/skills from the training (tick as appropriate)?*

Opportunity to apply knowledge/skills

Importance of knowledge/skills to my job success

Support received from my supervisor

Support received from colleagues/peers

Confidence to apply knowledge/skills

Action planning in the training facilitated transfer and application of knowledge/skills

Systems and processes supported the use of knowledge/skills

Other, please specify

15. Did any factors deter you from applying knowledge/skills more often than presently is the case?* and **

Yes

No

16. Which of the following factors deterred you from applying knowledge/skills from the event (tick as appropriate)?*

No opportunity to apply knowledge or skills

Knowledge/skills not important to my job success

Lack of supervisor support

Lack of support from colleagues/peers

Lack of confidence to apply knowledge/skills

Insufficient knowledge/skills to be applied

Lack of time

Application of knowledge and skills not supported by systems and processes

Other, please specify

Finally, UNITAR would like to conclude with four quick questions about you:

17. Which is your professional affiliation?

Academia/university

Government - local

Government - state/provincial

Government - national

Non-governmental organization

Private sector

United Nations - international staff

United Nations - local staff

International organization (non UN)

Regional organization
Other (please specify)

18. What is your gender?*

Female
Male

19. Please indicate your nationality or nationalities.*

Afghanistan
Albania
Algeria
Andorra
Angola
Antigua and Barbuda
Argentina
Armenia
Australia
Austria
Azerbaijan
Bahamas
Bahrain
Bangladesh
Barbados
Belarus
Belgium
Belize
Benin
Bhutan
Bolivia
Bosnia Herzagovenia
Botswana
Brazil
Brunei Darussalam
Bulgaria
Burkina Faso
Burundi
Cambodia
Cameroon
Canada
Cape Verde
Central African Republic
Chad
Chile
China
Colombia
Comoros
Congo (Republic of the)

Costa Rica
Côte d'Ivoire
Croatia
Cuba
Cyprus
Czech Republic
Democratic People's Republic of Korea
Democratic Republic of the Congo
Denmark
Djibouti
Dominica
Dominican Republic
Ecuador
Egypt
El Salvador
Equatorial Guinea
Eritrea
Estonia
Ethiopia
Fiji
Finland
France
Gabon
Gambia
Georgia
Germany
Ghana
Greece
Grenada
Guatemala
Guinea
Guinea-Bissau
Guyana
Haiti
Honduras
Hungary
Iceland
India
Indonesia
Iran
Iraq
Ireland
Israel
Italy
Jamaica
Japan
Jordan

Kazakhstan
Kenya
Kiribati
Kuwait
Kyrgyzstan
Lao People's Democratic Republic
Latvia
Lebanon
Lesotho
Liberia
Libya
Liechtenstein
Lithuania
Luxembourg
Madagascar
Malawi
Malaysia
Maldives
Mali
Malta
Marshall Islands
Mauritania
Mauritius
Mexico
Micronesia (Federated States of)
Monaco
Mongolia
Montenegro
Morocco
Mozambique
Myanmar
Namibia
Nauru
Nepal
Netherlands
New Zealand
Nicaragua
Niger
Nigeria
Norway
Oman
Pakistan
Palau
Palestine
Panama
Papua New Guinea
Paraguay

Peru
Philippines
Poland
Portugal
Qatar
Republic of Korea
Republic of Moldova
Romania
Russian Federation
Rwanda
Saint Kitts and Nevis
Saint Lucia
Saint Vincent and the Grenadines
Samoa
San Marino
Sao Tome and Principe
Saudi Arabia
Senegal
Serbia
Seychelles
Sierra Leone
Singapore
Slovakia
Slovenia
Solomon Islands
Somalia
South Africa
South Sudan
Spain
Sri Lanka
Sudan
Suriname
Swaziland
Switzerland
Sweden
Syrian Arab Republic
Tajikistan
Thailand
The former Yugoslav Republic of Macedonia
Timor Leste
Togo
Tonga
Trinidad and Tobago
Tunisia
Turkey
Turkmenistan
Tuvalu

Uganda
Ukraine
United Arab Emirates
United Kingdom
United Republic of Tanzania
United States
Uruguay
Uzbekistan
Vanuatu
Venezuela
Viet Nam
Yemen
Zambia
Zimbabwe

20. Do you have any comments that you feel may be useful to UNITAR?

21. Would you agree to be contacted as follow-up to submitting this questionnaire to discuss at more length your post training experience? If yes, kindly provide an email address below.

*=compulsory question

**=conditional question

Annex 2 – List of Events Included in the Evaluation

Division	OA	Start date	End date	Name of Event	Higher level outcome
UNOSAT	Yes	2016-12-05	2016-12-09	Advanced Application of Geospatial Information technology for Decision Support related to Disaster Risk Reduction	5.1 Leverage technology to generate geospatial information and create integrated solutions for human security, peace and socio-economic development; 5.2 Develop credible and reliable support systems for improved disaster risk reduction
UNOSAT	Yes	2016-05-29	2016-06-02	Advanced Operational Application of Geospatial Information Technology for DRR	5.1 Leverage technology to generate geospatial information and create integrated solutions for human security, peace and socio-economic development; 5.2 Develop credible and reliable support systems for improved disaster risk reduction
PFTP	Yes	2016-09-26	2016-10-28	Advanced Risk Management (2016)	5.2 Develop credible and reliable support systems for improved disaster risk reduction
PFTP	Yes	2016-10-31	2016-12-02	CEDEAO-UE-BMZ-UNITAR cours en ligne sur "L'accord de facilitation des échanges de l'OMC et les règles et réglementations relatives à la facilitation des échanges au niveau régional"	1.1 Empower delegates for effective participation in intergovernmental debates and decision making; 2.1 Strengthen capacities for trade, finance, investment and intellectual property
PFTP	Yes	2016-11-07	2016-12-09	CEDEAO-UE-BMZ-UNITAR curso on-line sobre o "O Acordo de Facilitação do Comércio da OMC e as Regras e Regulamentos de Facilitação do Comércio Regional"	1.1 Empower delegates for effective participation in intergovernmental debates and decision making; 2.1 Strengthen capacities for trade, finance, investment and intellectual property
MDP	Yes	2016-04-25	2016-05-08	Chairing International Conferences	1.1 Empower delegates for effective participation in

					intergovernmental debates and decision making
CWM	Yes	2016-04-27	2016-07-10	Classifying and Labelling Chemicals According to the UN GHS - 2016	3.2 Strengthen capacities to manage dangerous chemicals and wastes in a sound and sustainable manner
CWM	Yes	2016-09-26	2016-12-07	Classifying and Labelling Chemicals According to the UN GHS - 2016	3.2 Strengthen capacities to manage dangerous chemicals and wastes in a sound and sustainable manner
MDP	Yes	2016-02-29	2016-04-24	Climate Change Diplomacy: Negotiating Effectively Under the UNFCCC	3.1 Strengthen capacities to foster a green, low-carbon and climate resilient transition
MDP	Yes	2016-09-12	2016-11-06	Climate Change Diplomacy: Negotiating Effectively Under the UNFCCC	3.1 Strengthen capacities to foster a green, low-carbon and climate resilient transition
MDP	Yes	2016-03-07	2016-03-07	Climate Change Diplomacy: Negotiating Effectively Under the UNFCCC	3.1 Strengthen capacities to foster a green, low-carbon and climate resilient transition
KSI	Yes	2016-07-04	2016-09-02	Collaboration innovante pour le développement 2e trimestre 2016	2.3 Strengthen capacities for development and good governance
PTP	Yes	2016-02-17	2016-03-16	Conflict Resolution [PTP.2016.11E]	4.1 Strengthen capacities of Member States, UN and regional organizations to prevent and resolve conflict, and build peace; 4.2 Improve the preparedness of civilian, military and police personnel to serve in conflict and post-conflict environments
PTP	Yes	2016-05-18	2016-06-22	Conflict Resolution [PTP.2016.15E]	4.1 Strengthen capacities of Member States, UN and regional organizations to prevent and resolve conflict, and build peace; 4.2 Improve the preparedness of civilian, military and police personnel to serve in conflict and post-conflict environments
PTP	Yes	2016-02-04	2016-12-31	Conflict series - 1. What is a conflict? [PTP.2016.06E]	4.1 Strengthen capacities of Member States, UN and regional organizations to

					prevent and resolve conflict, and build peace; 4.2 Improve the preparedness of civilian, military and police personnel to serve in conflict and post-conflict environments
PTP	Yes	2016-02-04	2016-12-31	Conflict series - 2. Conflict analysis [PTP.2016.07E]	4.1 Strengthen capacities of Member States, UN and regional organizations to prevent and resolve conflict, and build peace; 4.2 Improve the preparedness of civilian, military and police personnel to serve in conflict and post-conflict environments
PTP	Yes	2016-06-16	2016-12-31	Conflict series - 3. From Conflict to Peace [PTP.2016.11E]	4.1 Strengthen capacities of Member States, UN and regional organizations to prevent and resolve conflict, and build peace; 4.2 Improve the preparedness of civilian, military and police personnel to serve in conflict and post-conflict environments
PTP	Yes	2016-02-04	2016-12-31	Confronting Trauma - A Primer For Global Action [PTP.2016.08E]	4.1 Strengthen capacities of Member States, UN and regional organizations to prevent and resolve conflict, and build peace; 4.2 Improve the preparedness of civilian, military and police personnel to serve in conflict and post-conflict environments
PTP	Yes	2016-01-18	2016-01-20	Confronting Trauma: a Primer for Global Action [PTP.2016.01F]	4.1 Strengthen capacities of Member States, UN and regional organizations to prevent and resolve conflict, and build peace; 4.2 Improve the preparedness of civilian, military and police personnel to serve in conflict and post-conflict environments
PTP	Yes	2016-02-15	2016-02-17	Confronting Trauma: A Primer for Global Action [PTP.2016.06F_]	4.1 Strengthen capacities of Member States, UN and regional organizations to prevent and resolve conflict,

					and build peace; 4.2 Improve the preparedness of civilian, military and police personnel to serve in conflict and post-conflict environments
MDP	Yes	2016-11-07	2016-12-04	Cosmopolitan Communication: Connecting across Diplomats, Business Leaders and Civil Society Actors	1.1 Empower delegates for effective participation in intergovernmental debates and decision making; 1.2 Research capacities developed to broaden the participation of citizens in international work and debates on global issues
PFTP	Yes	2016-02-22	2016-03-25	Cross Cultural Negotiation (2016)	1.1 Empower delegates for effective participation in intergovernmental debates and decision making
MDP	Yes	2016-02-15	2016-03-06	Cultural Diplomacy in a Multipolar World	1.1 Empower delegates for effective participation in intergovernmental debates and decision making
PFTP	Yes	2016-10-24	2016-11-25	ECOWAS-EU-BMZ-UNITAR on "WTO Trade Facilitation Agreement & Regional Trade Facilitation Rules and Regulations"	2.1 Strengthen capacities for trade, finance, investment and intellectual property
PTP	Yes	2016-10-03	2016-10-14	Elections and Voting as Instruments of Governance [MEPA001]	2.3 Strengthen capacities for development and good governance
PTP	Yes	2016-11-21	2016-12-09	Electoral Integrity and Malpractice [MEPA014]	2.3 Strengthen capacities for development and good governance
PTP	Yes	2016-11-21	2016-12-18	Electoral Operations [MEPA009]	2.3 Strengthen capacities for development and good governance
PTP	Yes	2016-10-03	2016-10-21	Electoral Systems and Managing Representation [MEPA004]	2.3 Strengthen capacities for development and good governance
PFTP	Yes	2016-09-12	2016-09-30	Ensuring Agricultural Trade Policy Transparency in the post-Soviet countries	2.1 Strengthen capacities for trade, finance, investment and intellectual property; 2.3 Strengthen capacities for development and good governance

PTP	Yes	2016-02-04	2016-12-31	Environment, Natural Resources and UN Peacekeeping Operations: Restoring Governance of Natural Resources [PTP.2016.04E]	2.3 Strengthen capacities for development and good governance; 3.3 Strengthen capacities for transparent, participatory and rights-based environmental decision-making
DCP	Yes	2016-05-29	2016-06-13	Executive Master's Degree Programme in Development Policies and Practices (May-June 2017)	1.2 Research capacities developed to broaden the participation of citizens in international work and debates on global issues
PFTP	Yes	2016-05-16	2016-06-17	Fundamentals of Anti-Money Laundering: International Standards and Compliance Issues (2016)	2.1 Strengthen capacities for trade, finance, investment and intellectual property
PFTP	Yes	2016-04-18	2016-05-20	Fundamentals of Financial Markets	2.1 Strengthen capacities for trade, finance, investment and intellectual property
PFTP	Yes	2016-03-07	2016-04-01	Fundamentals of Risk Management (2016)	2.1 Strengthen capacities for trade, finance, investment and intellectual property
PTP	Yes	2016-03-04	2016-12-31	Gender Matters [PTP.2016.10E]	2.3 Strengthen capacities for development and good governance; 4.2 Improve the preparedness of civilian, military and police personnel to serve in conflict and post-conflict environments
UNOSAT	Yes	2016-02-29	2016-03-11	Geo-Information in Disaster Situations - 6th Edition	5.1 Leverage technology to generate geospatial information and create integrated solutions for human security, peace and socio-economic development; 5.2 Develop credible and reliable support systems for improved disaster risk reduction
UNOSAT	Yes	2016-06-22	2016-06-24	Geospatial Disaster Risk Reduction: From Preparedness to Emergency Response (Applications and Cases Studies)	5.1 Leverage technology to generate geospatial information and create integrated solutions for human security, peace and socio-economic

					development; 5.2 Develop credible and reliable support systems for improved disaster risk reduction
UNOSAT	Yes	2016-09-19	2016-09-30	Geospatial Technologies for Flood and Drought Management in East Africa	5.1 Leverage technology to generate geospatial information and create integrated solutions for human security, peace and socio-economic development; 5.2 Develop credible and reliable support systems for improved disaster risk reduction
GCP	Yes	2016-11-07	2016-12-16	Green Economy and trade	2.1 Strengthen capacities for trade, finance, investment and intellectual property; 3.1 Strengthen capacities to foster a green, low-carbon and climate resilient transition
KSI	Yes	2016-06-13	2016-07-04	Human Rights and Environmental Protection for Sustainable Development - Pilot	3.3 Strengthen capacities for transparent, participatory and rights-based environmental decision-making; 6.1 Support the adoption and adaptation by Member States of the 2030 Agenda for Sustainable Development
KSI	Yes	2016-11-14	2016-12-12	Human Rights and Environmental Protection for Sustainable Development II - 16	3.3 Strengthen capacities for transparent, participatory and rights-based environmental decision-making; 6.1 Support the adoption and adaptation by Member States of the 2030 Agenda for Sustainable Development
PTP	Yes	2016-04-04	2016-05-10	Human Security in Post-Conflict Interventions [PTP.2016.13E]	4.2 Improve the preparedness of civilian, military and police personnel to serve in conflict and post-conflict environments; 4.3 Develop capacities for governance recovery of countries in

					transition from conflict and in particular fragile states
PTP	Yes	2016-06-22	2016-07-27	Human Security in Post-Conflict Interventions [PTP.2016.16E]	4.2 Improve the preparedness of civilian, military and police personnel to serve in conflict and post-conflict environments; 4.3 Develop capacities for governance recovery of countries in transition from conflict and in particular fragile states
KSI	Yes	2016-03-07	2016-05-06	Innovative Collaboration for Development 1st Trimester 2016	2.3 Strengthen capacities for development and good governance
KSI	Yes	2016-05-02	2016-05-30	International Economic Legal System and Sustainable Development - I 16	2.1 Strengthen capacities for trade, finance, investment and intellectual property
KSI	Yes	2016-10-17	2016-11-07	International Environmental Law - I 16	2.1 Strengthen capacities for trade, finance, investment and intellectual property
KSI	Yes	2016-11-21	2016-12-19	International Humanitarian Law: Challenges and Developments - I 16	1.1 Empower delegates for effective participation in intergovernmental debates and decision making; 4.1 Strengthen capacities of Member States, UN and regional organizations to prevent and resolve conflict, and build peace
PFTP	Yes	2016-06-13	2016-07-15	International Negotiations: Practical Skills and Techniques (2016)	1.1 Empower delegates for effective participation in intergovernmental debates and decision making; 2.1 Strengthen capacities for trade, finance, investment and intellectual property
PFTP	Yes	2016-11-14	2016-12-16	International Negotiations: Practical Skills and Techniques (2016B)	1.1 Empower delegates for effective participation in intergovernmental debates and decision making; 2.1 Strengthen capacities for trade, finance, investment and intellectual property
PFTP	Yes	2016-08-29	2016-09-30	International Players in Public Finance and	1.1 Empower delegates for effective participation in intergovernmental debates

				Debt Management (2016)	and decision making; 2.1 Strengthen capacities for trade, finance, investment and intellectual property
PTP	Yes	2016-02-04	2016-12-31	Introduction à la réforme du secteur de la sécurité [PTP.2016.02E]	4.1 Strengthen capacities of Member States, UN and regional organizations to prevent and resolve conflict, and build Peace; 4.2 Improve the preparedness of civilian, military and police personnel to serve in conflict and post-conflict environments
GCP	Yes	2016-09-05	2016-10-28	Introduction à une consommation et production durables en Afrique	2.3 Strengthen capacities for development and good governance; 3.1 Strengthen capacities to foster a green, low-carbon and climate resilient transition
LDP	Yes	2016-07-04	2016-07-22	Introduction to Corporate Social Responsibility	N/A
PTP	Yes	2016-02-04	2016-12-31	Introduction to Environment, Natural Resources and UN Peacekeeping Operations [PTP.2016.03E]	3.3 Strengthen capacities for transparent, participatory and rights-based environmental decision-making;
UNOSAT	Yes	2016-10-17	2016-10-21	Introduction to Geospatial Information technology for Disaster Risk Reduction	5.1 Leverage technology to generate geospatial information and create integrated solutions for human security, peace and socio-economic development; 5.2 Develop credible and reliable support systems for improved disaster risk reduction
PFTP	Yes	2016-03-07	2016-04-08	Introduction to International Intellectual Property Law (2016)	2.1 Strengthen capacities for trade, finance, investment and intellectual property
PFTP	Yes	2016-05-23	2016-06-24	Introduction to Macroeconomic Modelling and Forecasting (MEFMI/UNITAR Partnership Course)	2.1 Strengthen capacities for trade, finance, investment and intellectual property; 2.3 Strengthen capacities for development and good governance

PTP	Yes	2016-02-23	2016-03-23	Introduction to Peace Operations [PTP.2016.12E]	4.1 Strengthen capacities of Member States, UN and regional organizations to prevent and resolve conflict, and build peace
PTP	Yes	2016-10-12	2016-11-09	Introduction to Peace Operations [UN.002]	4.1 Strengthen capacities of Member States, UN and regional organizations to prevent and resolve conflict, and build peace
PTP	Yes	2016-02-04	2016-12-31	Introduction to Security Sector Reform [PTP.2016.01E]	4.1 Strengthen capacities of Member States, UN and regional organizations to prevent and resolve conflict, and build peace
GCP	Yes	2016-09-05	2016-10-28	Introduction to Sustainable Consumption and Production in Africa	6.1 Support the adoption and adaptation by Member States of the 2030 Agenda for Sustainable Development
GCP	Yes	2016-03-21	2016-05-13	Introduction to Sustainable Consumption and Production in Asia, 3rd Edition	6.1 Support the adoption and adaptation by Member States of the 2030 Agenda for Sustainable Development
A2030	Yes	2016-04-12	2016-07-01	Introduction to the 2030 Agenda: A New Agenda for a Sustainable World	6.1 Support the adoption and adaptation by Member States of the 2030 Agenda for Sustainable Development
A2030	Yes	2016-07-02	2016-10-01	Introduction to the 2030 Agenda: A New Agenda for a Sustainable World	6.1 Support the adoption and adaptation by Member States of the 2030 Agenda for Sustainable Development
A2030	Yes	2016-10-03	2016-12-22	Introduction to the 2030 Agenda: A New Agenda for a Sustainable World	6.1 Support the adoption and adaptation by Member States of the 2030 Agenda for Sustainable Development
MDP	Yes	2016-05-23	2016-07-03	Introduction to the United Nations System	6.1 Support the adoption and adaptation by Member States of the 2030 Agenda for Sustainable Development
MDP	Yes	2016-11-07	2016-12-04	Introduction to Water Diplomacy	1.1 Empower delegates for effective participation in intergovernmental debates and decision making
PFTP	Yes	2016-09-26	2016-10-30	LALIVE/UNITAR: Introduction to	2.1 Strengthen capacities for trade, finance,

				Investment Arbitration (2016)	investment and intellectual property
MDP	Yes	2016-10-08	2016-10-08	Leadership Workshop for Female Delegates to the Fifty-Sixth Series of Meetings of the Assemblies of the Member States of the World Intellectual Property Organization (WIPO)	1.1 Empower delegates for effective participation in intergovernmental debates and decision making
PFTP	Yes	2016-09-05	2016-10-14	Legal Aspects of Public Debt Management (2016)	2.1 Strengthen capacities for trade, finance, investment and intellectual property
PTP	Yes	2016-10-24	2016-11-04	Marginalized Electorates and Special Voting Programmes [MEPA010]	2.3 Strengthen capacities for development and good governance
DCP	Yes	2016-05-30	2016-06-13	Masters Degree Programme in Development Policies and Practices - Final Module	1.2 Research capacities developed to broaden the participation of citizens in international work and debates on global issues
DCP	Yes	2016-02-06	2016-02-26	Masters Degree Programme in Development Policies and Practices - Final Module (Asia group)	1.2 Research capacities developed to broaden the participation of citizens in international work and debates on global issues
MDP	Yes	2016-09-26	2016-10-23	Mediation Skills	1.1 Empower delegates for effective participation in intergovernmental debates and decision making
CWM	Yes	2016-10-10	2016-12-31	MercuryLearn - ENGLISH	3.2 Strengthen capacities to manage dangerous chemicals and wastes in a sound and sustainable manner
CWM	Yes	2016-10-10	2016-12-31	MercuryLearn - FRENCH	3.2 Strengthen capacities to manage dangerous chemicals and wastes in a sound and sustainable manner
CWM	Yes	2016-10-10	2016-12-31	MercuryLearn - SPANISH	3.2 Strengthen capacities to manage dangerous chemicals and wastes in a sound and sustainable manner

PTP	Yes	2016-02-04	2016-12-31	Milestones in UN Peacekeeping [PTP.2016.05E]	4.1 Strengthen capacities of Member States, UN and regional organizations to prevent and resolve conflict, and build peace
LDP	Yes	2016-04-18	2016-12-30	Movilidad Urbana Sostenible en Países en Desarrollo	2.2 Strengthen capacities to address human mobility in the context of development objectives
MDP	Yes	2016-02-22	2016-03-20	Multilateral Conferences and Diplomacy	1.1 Empower delegates for effective participation in intergovernmental debates and decision making
PFTP	Yes	2016-07-04	2016-07-29	Negotiating for Conflict and Dispute Resolution (2016)	1.1 Empower delegates for effective participation in intergovernmental debates and decision making
PFTP	Yes	2016-11-21	2016-12-16	Negotiating for Conflict and Dispute Resolution (2016B)	1.1 Empower delegates for effective participation in intergovernmental debates and decision making
MDP	Yes	2016-04-11	2016-05-08	Overcoming Negotiation Deadlocks	1.1 Empower delegates for effective participation in intergovernmental debates and decision making
LDP	Yes	2016-06-06	2016-08-07	Planes de Acción para Resiliencia	5.2 Develop credible and reliable support systems for improved disaster risk reduction
PTP	Yes	2016-10-24	2016-11-11	Political Parties, Campaigns and Political Finance [MEPA006]	2.3 Strengthen capacities for development and good governance
MDP	Yes	2016-07-11	2016-07-11	Preparing for the United Nations General Assembly	1.1 Empower delegates for effective participation in intergovernmental debates and decision making
UNOSAT	Yes	2016-06-22	2016-06-24	Principes d'Hydrologeologie et Lecture des Cartes Hydrogeologiques	N/A
MDP	Yes	2016-10-16	2016-11-12	Public Diplomacy in a Multipolar World	1.1 Empower delegates for effective participation in intergovernmental debates and decision making
PFTP	Yes	2016-02-22	2016-03-25	Public Funds and their Auditing (2016)	2.1 Strengthen capacities for trade, finance, investment and intellectual property
MDP	Yes	2016-05-09	2016-05-10	Public Speaking Workshop (Geneva)	1.2 Research capacities developed to broaden the

					participation of citizens in international work and debates on global issues
UNOSAT	Yes	2016-04-26	2016-04-28	Rapid Response Mapping in Disaster Situations	5.1 Leverage technology to generate geospatial information and create integrated solutions for human security, peace and socio-economic development; 5.2 Develop credible and reliable support systems for improved disaster risk reduction
PFTP	Yes	2016-09-26	2016-11-04	Rapport économique sur l'Afrique 2015: l'Industrialisation par le commerce	2.1 Strengthen capacities for trade, finance, investment and intellectual property
GCP	Yes	2016-01-01	2016-03-31	REDD+ Academy e-course	3.1 Strengthen capacities to foster a green, low-carbon and climate resilient transition
GCP	Yes	2016-04-01	2016-06-30	REDD+ Academy e-course	3.1 Strengthen capacities to foster a green, low-carbon and climate resilient transition
GCP	Yes	2016-07-01	2016-09-30	REDD+ Academy e-course	3.1 Strengthen capacities to foster a green, low-carbon and climate resilient transition
GCP	Yes	2016-10-01	2016-12-31	REDD+ Academy e-course	3.1 Strengthen capacities to foster a green, low-carbon and climate resilient transition
DCP	Yes	2016-09-12	2016-11-06	Renewable Energies for Sustainable Development (Sept. 2016)	N/A
LDP	Yes	2016-05-09	2016-07-10	Resilience Action Planning	5.2 Develop credible and reliable support systems for improved disaster risk reduction
LDP	Yes	2016-09-12	2016-12-04	Resilience Action Planning	5.2 Develop credible and reliable support systems for improved disaster risk reduction
PFTP	Yes	2016-04-04	2016-04-29	Resolving Agricultural Trade Issues through International and Regional Trade-	2.1 Strengthen capacities for trade, finance, investment and intellectual property

				related Agreements in the CIS Region	
PTP	Yes	2016-02-04	2016-12-31	Strengthening Civilian Capacities to Protect Civilians [PTP.2016.09E]	4.2 Improve the preparedness of civilian, military and police personnel to serve in conflict and post-conflict environments
A2030	Yes	2016-12-05	2016-12-21	Strengthening Stakeholder Engagement for the Implementation and Review of the 2030 Agenda	6.1 Support the adoption and adaptation by Member States of the 2030 Agenda for Sustainable Development
LDP	Yes	2016-05-02	2016-07-24	Sustainable Urban Mobility in Developing Countries	2.2 Strengthen capacities to address human mobility in the context of development objectives
PTP	Yes	2016-04-04	2016-05-18	Understanding Conflict and Conflict Analysis [PTP.2016.14E]	4.1 Strengthen capacities of Member States, UN and regional organizations to prevent and resolve conflict, and build peace; 4.2 Improve the preparedness of civilian, military and police personnel to serve in conflict and post-conflict environments
PTP	Yes	2016-11-09	2016-11-21	Understanding Conflict and Conflict Analysis [UN.000]	4.1 Strengthen capacities of Member States, UN and regional organizations to prevent and resolve conflict, and build peace; 4.2 Improve the preparedness of civilian, military and police personnel to serve in conflict and post-conflict environments
HO	Yes	2016-11-26	2016-11-30	UNITAR Afghanistan Fellowship Programme - Inspiring Transformation | 2016 Cycle | Workshop I	N/A
HO	Yes	2016-10-23	2016-10-26	UNITAR Hiroshima Training Programme on Anti-Corruption for North Africa | Workshop I	2.1 Strengthen capacities for trade, finance, investment and intellectual property; 4.3 Develop capacities for governance recovery of countries in

					transition from conflict and in particular fragile states
HO	Yes	2016-11-27	2016-12-01	UNITAR Iraq Fellowship Programme: Entrepreneurship and Leadership Youth Training | 2016 Cycle | Workshop I	2.4 Strengthen capacities to increase employability, to optimize potential of creative economies and to protect cultural and natural heritage
HO	Yes	2016-02-12	2016-02-20	UNITAR Law Enforcement Anti-Corruption Training Programme | Workshop II | Hiroshima	2.1 Strengthen capacities for trade, finance, investment and intellectual property; 4.3 Develop capacities for governance recovery of countries in transition from conflict and in particular fragile states
HO	Yes	2016-01-18	2016-01-22	UNITAR South Sudan Fellowship Programme | 2015 Cycle | Workshop II | Hiroshima	N/A
HO	Yes	2016-02-29	2016-03-04	UNITAR South Sudan Fellowship Programme | 2015 Cycle | Workshop III | Juba	N/A
HO	Yes	2016-10-17	2016-10-19	UNITAR South Sudan Fellowship Programme | 2016 Cycle | Workshop I | Sharjah	N/A
MDP	Yes	2016-01-18	2016-01-20	UNITAR's Training Workshop on Diplomatic Protocol, Public Diplomacy and Media Relations	1.1 Empower delegates for effective participation in intergovernmental debates and decision making
MDP	Yes	2016-04-11	2016-05-08	United Nations Protocol	1.1 Empower delegates for effective participation in intergovernmental debates and decision making
MDP	Yes	2016-10-31	2016-11-27	United Nations Protocol	1.1 Empower delegates for effective participation in intergovernmental debates and decision making
PFTP	Yes	2016-05-02	2016-06-24	WAIFEM/UNITAR e-Learning Certificate/Diploma course in French Language	N/A

GCP	No	2016-10-06	2016-10-12	Training of Trainers for a transition to an inclusive green economy	3.1 Strengthen capacities to foster a green, low-carbon and climate resilient transition
UNOSAT	No	2016-10-05	2016-10-07	12th International Training Course on GIS for Disaster Risk Management (Module 2: Post-Disaster Impact and Damage Analysis)	5.1 Leverage technology to generate geospatial information and create integrated solutions for human security, peace and socio-economic development; 5.2 Develop credible and reliable support systems for improved disaster risk reduction
UNOSAT	No	2016-12-05	2016-12-09	Advanced Application of Geospatial Information technology for Decision Support related to Disaster Risk Reduction	5.1 Leverage technology to generate geospatial information and create integrated solutions for human security, peace and socio-economic development; 5.2 Develop credible and reliable support systems for improved disaster risk reduction
CIFAL	No	2016-09-29	2016-09-30	Airports Economic Development: Canada	N/A
GCP	No	2016-11-28	2016-11-29	Atelier de formation pour les acteurs du système d'éducation	2.3 Strengthen capacities for development and good governance
NYO	No	2016-09-29	2016-09-30	Briefing for Delegates on the Work of the General Assembly and the Main Committees of the United Nations	1.1 Empower delegates for effective participation in intergovernmental debates and decision making
PFTP	No	2016-10-31	2016-12-02	CEDEAO-UE-BMZ-UNITAR cours en ligne sur "L'accord de facilitation des échanges de l'OMC et les règles et réglementations relatives à la facilitation des échanges au niveau régional"	1.1 Empower delegates for effective participation in intergovernmental debates and decision making; 2.1 Strengthen capacities for trade, finance, investment and intellectual property
PFTP	No	2016-11-07	2016-12-09	CEDEAO-UE-BMZ-UNITAR curso on-line sobre o "O Acordo de Facilitação do	1.1 Empower delegates for effective participation in intergovernmental debates and decision making; 2.1

				Comércio da OMC e as Regras e Regulamentos de Facilitação do Comércio Regional"	Strengthen capacities for trade, finance, investment and intellectual property
CIFAL	No	2016-11-01	2016-11-02	CIFAL Atlanta - How the New United Nations Sustainable Development Goals affect the Global Poultry Industry	6.1 Support the adoption and adaptation by Member States of the 2030 Agenda for Sustainable Development
CIFAL	No	2016-10-27	2016-10-27	CIFAL Atlanta - The Sustainable Development Goals and Engaged Young Leaders II	6.1 Support the adoption and adaptation by Member States of the 2030 Agenda for Sustainable Development
CIFAL	No	2016-02-01	2016-03-04	CIFAL Atlanta - Young Southeast Asian Leaders Initiative	N/A
CIFAL	No	2016-03-31	2016-04-01	CIFAL El Salvador - Promoting Airport Cities for Competitiveness	N/A
CIFAL	No	2016-09-26	2016-09-29	CIFAL Jeju - Cultural Tourism Development: Public Space and Cultural Landscape Management in the Asia-Pacific Region	2.4 Strengthen capacities to increase employability, to optimize potential of creative economies and to protect cultural and natural heritage
CIFAL	No	2016-04-18	2016-04-21	CIFAL Jeju - Developing Capacities on Climate Change Adaptation (CCA) and Disaster Risk Reduction (DRR) in the Asia-Pacific Region	5.1 Leverage technology to generate geospatial information and create integrated solutions for human security, peace and socio-economic development; 5.2 Develop credible and reliable support systems for improved disaster risk reduction
CIFAL	No	2016-03-21	2016-03-24	CIFAL Jeju - Green Energy and Sustainable City Planning	1.1 Empower delegates for effective participation in intergovernmental debates and decision making; 2.3 Strengthen capacities for development and good governance
CIFAL	No	2016-05-24	2016-05-27	CIFAL Jeju - Sustainable Tourism: Policies for Delivering	2.4 Strengthen capacities to increase employability, to optimize potential of

				Social, Environmental and Economic Benefits in Asia and the Pacific Region	creative economies and to protect cultural and natural heritage
CIFAL	No	2016-03-21	2016-03-24	CIFAL Jeju - Sustainable Tourism: Regional Tourism Development and MICE in the Asia-Pacific Region	2.4 Strengthen capacities to increase employability, to optimize potential of creative economies and to protect cultural and natural heritage
NYO	No	2016-04-19	2016-04-19	Climate Change for Sustainable and green development	3.1 Strengthen capacities to foster a green, low-carbon and climate resilient transition
GCP	No	2016-07-04	2016-07-08	Climate Change Negotiation Skills: Training for LDC Negotiators	1.1 Empower delegates for effective participation in intergovernmental debates and decision making; 3.3 Strengthen capacities for transparent, participatory and rights-based environmental decision-making
LDP	No	2016-02-23	2016-02-26	Collaborative Leadership (workshop)	1.2 Research capacities developed to broaden the participation of citizens in international work and debates on global issues
NYO	No	2016-12-02	2016-12-02	Conflict Resolution as a Tool for Innovation	4.1 Strengthen capacities of Member States, UN and regional organizations to prevent and resolve conflict, and build peace; 4.2 Improve the preparedness of civilian, military and police personnel to serve in conflict and post-conflict environments
MDP	No	2016-11-07	2016-12-04	Cosmopolitan Communication: Connecting across Diplomats, Business Leaders and Civil Society Actors	1.1 Empower delegates for effective participation in intergovernmental debates and decision making; 1.2 Research capacities developed to broaden the participation of citizens in international work and debates on global issues
CIFAL	No	2016-06-28	2016-07-01	Cultural Tourism Development in Asia and the Pacific Region	2.4 Strengthen capacities to increase employability, to optimize potential of creative economies and to

					protect cultural and natural heritage
A2030	No	2016-10-26	2016-10-27	Developing National Evaluation Capacities to Support the Implementation of the 2030 Agenda	6.1 Support the adoption and adaptation by Member States of the 2030 Agenda for Sustainable Development
PFTP	No	2016-10-24	2016-11-25	ECOWAS-EU-BMZ-UNITAR on "WTO Trade Facilitation Agreement & Regional Trade Facilitation Rules and Regulations"	2.1 Strengthen capacities for trade, finance, investment and intellectual property
CIFAL	No	2016-10-21	2016-11-04	Enhancing Human Security in South East Asia: Identification, Assistance and Sustainable Protection of Victims of Trafficking	N/A
PTP	No	2016-02-04	2016-12-31	Environment, Natural Resources and UN Peacekeeping Operations: Restoring Governance of Natural Resources [PTP.2016.04E]	2.3 Strengthen capacities for development and good governance; 3.3 Strengthen capacities for transparent, participatory and rights-based environmental decision-making
PTP	No	2016-02-22	2016-02-23	Formation de Base Préalable au Déploiement [PTP.2016.11F_]	1.2 Research capacities developed to broaden the participation of citizens in international work and debates on global issues
GCP	No	2016-12-01	2016-12-02	Formation des acteurs sur les mécanismes de financement bilatéraux et multilatéraux sur les changements climatiques	1.1 Empower delegates for effective participation in intergovernmental debates and decision making; 3.3 Strengthen capacities for transparent, participatory and rights-based environmental decision-making
UNOSAT	No	2016-06-22	2016-06-24	Geospatial Disaster Risk Reduction: From Preparedness to Emergency Response (Applications and Cases Studies)	5.1 Leverage technology to generate geospatial information and create integrated solutions for human security, peace and socio-economic development; 5.2 Develop credible and reliable support systems for

					improved disaster risk reduction
A2030	No	2016-07-14	2016-07-14	Harmonizing global, regional and national commitments to implement the SDGs	6.1 Support the adoption and adaptation by Member States of the 2030 Agenda for Sustainable Development
NYO	No	2016-05-12	2016-05-12	High-Level Training for Permanent Representatives, Deputy Representatives and Chargé d'Affaires	1.1 Empower delegates for effective participation in intergovernmental debates and decision making
PTP	No	2016-04-04	2016-05-10	Human Security in Post-Conflict Interventions [PTP.2016.13E]	4.2 Improve the preparedness of civilian, military and police personnel to serve in conflict and post-conflict environments
UNOSAT	No	2016-09-01	2016-09-02	Integrated Satellite Application for Urban Disaster Risk Reduction	5.2 Develop credible and reliable support systems for improved disaster risk reduction
PTP	No	2016-02-04	2016-12-31	Introduction to Environment, Natural Resources and UN Peacekeeping Operations [PTP.2016.03E]	2.3 Strengthen capacities for development and good governance; 3.3 Strengthen capacities for transparent, participatory and rights-based environmental decision-making
LDP	No	2016-02-29	2016-04-03	Introduction to International Migration Law	N/A
PTP	No	2016-02-04	2016-12-31	Introduction to Security Sector Reform [PTP.2016.01E]	4.2 Improve the preparedness of civilian, military and police personnel to serve in conflict and post-conflict environments; 4.3 Develop capacities for governance recovery of countries in transition from conflict and in particular fragile states
MDP	No	2016-10-30	2016-10-30	Leadership Workshop - Empowering Men and Women in ICT Standardization Processes for delegates accredited to the World Telecommunication	1.1 Empower delegates for effective participation in intergovernmental debates and decision making; 2.1 Strengthen capacities for trade, finance, investment and intellectual property

				Standardization Assembly 2016 (WTSA-16)	
MDP	No	2016-10-08	2016-10-08	Leadership Workshop for Female Delegates to the Fifty-Sixth Series of Meetings of the Assemblies of the Member States of the World Intellectual Property Organization (WIPO)	1.1 Empower delegates for effective participation in intergovernmental debates and decision making; 2.1 Strengthen capacities for trade, finance, investment and intellectual property
MDP	No	2016-10-13	2016-10-15	Leading in times of global transition - A retreat for women senior leaders	1.1 Empower delegates for effective participation in intergovernmental debates and decision making
NYO	No	2016-10-20	2016-10-20	Multilateral Negotiations: Strategies, Techniques and Results	1.1 Empower delegates for effective participation in intergovernmental debates and decision making
CIFAL	No	2016-08-22	2016-08-24	Nature, Culture and the Youth	2.4 Strengthen capacities to increase employability, to optimize potential of creative economies and to protect cultural and natural heritage
NYO	No	2016-11-03	2016-11-03	Negotiation Fundamentals for Diplomatic Leaders	1.1 Empower delegates for effective participation in intergovernmental debates and decision making
MDP	No	2016-01-11	2016-01-12	Negotiation Skills and Techniques	1.1 Empower delegates for effective participation in intergovernmental debates and decision making
MDP	No	2016-04-04	2016-04-05	Orientation Briefing on New York's Multilateral Working Environment	1.1 Empower delegates for effective participation in intergovernmental debates and decision making
NYO	No	2016-06-24	2016-06-24	Orientation Course on the Economic and Social Council for Members of the Council	1.1 Empower delegates for effective participation in intergovernmental debates and decision making
NYO	No	2016-03-22	2016-03-22	Planning, designing and building Website for Permanent Missions	1.1 Empower delegates for effective participation in intergovernmental debates and decision making; 2.3 Strengthen capacities for development and good governance

NYO	No	2016-11-17	2016-11-17	Processes for Sustainable Peace	4.1 Strengthen capacities of Member States, UN and regional organizations to prevent and resolve conflict, and build Peace; 6.1 Support the adoption and adaptation by Member States of the 2030 Agenda for Sustainable Development
KSI	No	2016-05-28	2016-06-01	Programme de Formation et d'Accompagnement à l'Entrepreneuriat des Jeunes diplômés: Formation des Formateurs mai 2016	1.1 Empower delegates for effective participation in intergovernmental debates and decision making; 2.4 Strengthen capacities to increase employability, to optimize potential of creative economies and to protect cultural and natural heritage
KSI	No	2016-03-13	2016-03-17	Programme Ibikari: Formation et Accompagnement à l'Entrepreneuriat - Promotion 3 Sensibilisation Béchar	1.1 Empower delegates for effective participation in intergovernmental debates and decision making; 2.4 Strengthen capacities to increase employability, to optimize potential of creative economies and to protect cultural and natural heritage
NYO	No	2016-03-18	2016-03-19	QCPR Training Series 2016 in preparation for the 2016 General Assembly Module 1	1.1 Empower delegates for effective participation in intergovernmental debates and decision making
PFTP	No	2016-09-26	2016-11-04	Rapport économique sur l'Afrique 2015: l'Industrialisation par le commerce	2.1 Strengthen capacities for trade, finance, investment and intellectual property
PFTP	No	2016-04-04	2016-04-29	Resolving Agricultural Trade Issues through International and Regional Trade-related Agreements in the CIS Region	2.1 Strengthen capacities for trade, finance, investment and intellectual property
NYO	No	2016-04-08	2016-04-08	Skills-Building Workshop: Elections to UN organs	2.3 Strengthen capacities for development and good governance
PTP	No	2016-02-04	2016-12-31	Strengthening Civilian Capacities to Protect Civilians [PTP.2016.09E]	4.2 Improve the preparedness of civilian, military and police personnel to serve in

					conflict and post-conflict environments
A2030	No	2016-07-15	2016-07-15	Strengthening national reviews and M&E systems for the SDGs	6.1 Support the adoption and adaptation by Member States of the 2030 Agenda for Sustainable Development
GCP	No	2016-11-11	2016-11-11	The Climate Classroom @ COP22 - Climate Action	3.3 Strengthen capacities for transparent, participatory and rights-based environmental decision-making; 6.1 Support the adoption and adaptation by Member States of the 2030 Agenda for Sustainable Development
GCP	No	2016-02-23	2016-02-23	UN CC:Learn Country Exchange Workshop	3.3 Strengthen capacities for transparent, participatory and rights-based environmental decision-making; 6.1 Support the adoption and adaptation by Member States of the 2030 Agenda for Sustainable Development
PTP	No	2016-04-04	2016-05-18	Understanding Conflict and Conflict Analysis [PTP.2016.14E]	4.1 Strengthen capacities of Member States, UN and regional organizations to prevent and resolve conflict, and build peace; 4.2 Improve the preparedness of civilian, military and police personnel to serve in conflict and post-conflict environments
HO	No	2016-10-29	2016-11-06	UNITAR Hiroshima Women's Leadership in Tsunami-based Disaster Risk Reduction (DRR) Training Programme for World Tsunami Awareness Day 2016	1.1 Empower delegates for effective participation in intergovernmental debates and decision making; 5.2 Develop credible and reliable support systems for improved disaster risk reduction
MDP	No	2016-01-19	2016-06-28	UNITAR's Training Workshop on Diplomatic Protocol, Public Diplomacy and Media Relations	1.1 Empower delegates for effective participation in intergovernmental debates and decision making

PFTP	No	2016-05-09	2016-07-01	WAIFEM/UNITAR e-Learning Diploma course in Public Debt Management	1.1 Empower delegates for effective participation in intergovernmental debates and decision making; 2.1 Strengthen capacities for trade, finance, investment and intellectual property
MDP	No	2016-06-01	2016-06-02	Women's Leadership Workshop GVA	1.1 Empower delegates for effective participation in intergovernmental debates and decision making
MDP	No	2016-06-14	2016-06-15	Workshop on Chairing International Conferences (Vienna)	1.1 Empower delegates for effective participation in intergovernmental debates and decision making
MDP	No	2016-03-22	2016-03-23	Workshop on Diplomatic Protocol (Geneva)	1.1 Empower delegates for effective participation in intergovernmental debates and decision making
MDP	No	2016-02-25	2016-02-26	Workshop on Economic Diplomacy	1.1 Empower delegates for effective participation in intergovernmental debates and decision making; 2.1 Strengthen capacities for trade, finance, investment and intellectual property
MDP	No	2016-06-09	2016-06-10	Workshop on Leadership (Geneva)	1.2 Research capacities developed to broaden the participation of citizens in international work and debates on global issues
MDP	No	2016-04-11	2016-04-12	Workshop on Negotiating, Drafting and Adopting United Nations Resolutions (Geneva)	1.1 Empower delegates for effective participation in intergovernmental debates and decision making
NYO	No	2016-06-20	2016-06-21	Workshop on the Structure, Drafting, and Adoption of United Nations Resolutions	1.1 Empower delegates for effective participation in intergovernmental debates and decision making
CIFAL	No	2016-09-05	2016-09-08	Workshop on Waste Management for Resilient Cities	3.2 Strengthen capacities to manage dangerous chemicals and wastes in a sound and sustainable manner
HO	No	2016-04-17	2016-04-21	World Heritage Nominations: Justification for Inscription	2.4 Strengthen capacities to increase employability, to optimize potential of creative economies and to

	protect cultural and natural heritage

Source: UNITAR. Acronyms: OA = Objective Assessment Learning; A2030 = Agenda 2030; CIFAL = Centre International de Formation des Autorités et Leaders; CWM = Chemicals and Waste Management Programme; DCP = Decentralize Cooperation Programme; GCP = Green Development and Climate Change Programme; HO = Hiroshima Office; KSI = Knowledge Systems and Innovation; LDP = Local Development Programme; MDP = Multilateral Diplomacy Programme; NYO = New York Office; PFTP = Public Finance and Trade Programme; PTP = Peacekeeping Training Programme; UNOSAT = Operational Satellite Applications Programme.

Annex 3 – INTERVIEW QUESTIONS

Information prior to interview:
- Information will be kept confidential and anonymous.
- We would like to record the interview. Would you agree to that?
- Thank you for having responded to the survey and your availability and agreeing to be interviewed; your feedback is very much appreciated.

Explain goal of probing questions:
- Understanding better participation answers provided, understanding what really changed following the event, going beyond level 1 and 2, seeing where UNITAR can improve/change approach

1. Tell us which training event you attended and when.

2. How long was the event you attended (effective time spent for completing the event)?

3. Did you take the learning event for the sake of learning, or did you decide to sign up with a specific goal to be able to perform e.g. job tasks (what tasks?) better? Why?

4. Could you kindly further explain the factors (mention factors) that enabled you to apply the knowledge/skills to your work and why?

5. You mentioned that you are fully/very/somewhat/not at all confident in applying the knowledge skills. Could you kindly explain what led you to your reply? To what extent is the gained confidence due to the learning/training event? Express your answer in percentage.

6. **Looking back, please compare your current behaviour at work to your behaviour prior to the learning event. What changes in your behaviour have resulted from acquiring new knowledge and skills or strengthening of existing knowledge and skills? Additionally, could you kindly describe what exactly has changed in your job performance (tasks, actions, procedures, steps)?**
   What has changed about you or your work as a result of your participation in this training/learning event?
   How has your organization/employer benefited from your participation in the learning/training event?
   How much % of your working time did you spent on tasks that require knowledge/skills you have obtained through the learning event?

7. Are you still using the gained knowledge/skills now? If so, could you give a specific example of a situation you experienced that illustrates the success/*improvements* (or failure) of the application of the knowledge/skills you acquired through the training?

Isolating effects

8. How much of your improvement at work is due to the attendance of the event? Express your answer in %.

9. Which other factors have also contributed to your changed behaviour at work, if any? Recognizing that other factors could have influenced your improvement, please estimate the percentage of improvement that is attributable to the learning/training event. Express as a percentage out of 100%.
   How confident are you with the response you have given (from 0-100%)?

10. Personalised follow-up question on individual responses if interesting reply.

Annex 4 – SURVEY RESULTS

Q1: PLEASE INDICATE THE MAIN THEMATIC AREA OF THE TRAINING EVENT IN WHICH YOU TOOK PART.	TOTAL	ENG_OA	ENG_N_OA	FRE_OA	FRE_N_OA	SPA_OA	SPA_N_OA
AGENDA 2030 FOR SUSTAINABLE DEVELOPMENT	109	62	25	11	6	5	0
CLIMATE CHANGE	181	113	31	9	15	13	0
ENVIRONMENTAL GOVERNANCE/GREEN ECONOMY	47	23	14	4	4	1	1
LOCAL DEVELOPMENT/DECENTRALIZED COOPERATION	24	7	7	3	7	0	0
MULTILATERAL DIPLOMACY	48	25	15	2	3	3	0
PEACEKEEPING	72	56	9	5	0	2	0
PEACEMAKING AND CONFLICT PREVENTION	94	79	8	4	1	2	0
PUBLIC FINANCE, TRADE, INTELLECTUAL PROPERTY RIGHTS	143	44	23	22	54	0	0
SATELLITE IMAGERY/GEOGRAPHICAL INFORMATION SYSTEMS (UNOSAT)	27	18	7	1	0	1	0
INTERNATIONAL LAW	20	11	3	4	2	0	0
OTHER (PLEASE SPECIFY)	276	120	70	29	46	10	1

Q2: PLEASE INDICATE THE TYPE OF EVENT IN WHICH YOU PARTICIPATED.	TOTAL	ENG_OA	ENG_N_OA	FRE_OA	FRE_N_OA	SPA_OA	SPA_N_OA
BRIEFING	35	11	12	2	8	1	1
COURSE	716	415	89	71	110	30	1
FELLOWSHIP PROGRAMME	67	40	15	7	3	2	0
SEMINAR	49	14	18	9	8	0	0
WORKSHOP	173	35	105	9	22	1	1
WEBINAR (I.E. WEB-BASED SEMINAR)	129	96	10	14	4	4	1
I DON'T KNOW	24	12	4	0	6	2	0

Q3: PLEASE INDICATE IF THE EVENT WAS DELIVERED.	TOTAL	ENG_OA	ENG_N_OA	FRE_OA	FRE_N_OA	SPA_OA	SPA_N_OA
FACE-TO-FACE (I.E. RESIDENTIAL TRAINING)	260	58	143	13	40	4	2
ONLINE (I.E. E-COURSE OR WEBINAR)	761	483	67	81	95	34	1
A COMBINATION OF THE TWO (E.G. BLENDING FACE-TO-FACE WITH E-LEARNING)	54	37	6	5	5	1	0

Q5: HOW LONG TOOK THE EVENT YOU PARTICIPATED IN?	TOTAL	ENG_OA	ENG_N_OA	FRE_OA	FRE_N_OA	SPA_OA	SPA_N_OA
1 DAY OR LESS	111	70	27	4	3	6	1
2 DAYS TO 5 DAYS	224	90	95	11	23	4	1
5 DAYS TO 10 DAYS	122	60	33	8	16	5	0
10 DAYS TO 20 DAYS	125	81	21	8	10	5	0
MORE THAN 20 DAYS	480	272	40	63	86	18	1
OTHER (PLEASE SPECIFY)	66	58	8				

Q6: DID YOU COMPLETE THE EVENT?	TOTAL	ENG_OA	ENG_N_OA	FRE_OA	FRE_N_OA	SPA_OA	SPA_N_OA

YES	932	487	196	85	128	34	2
NO	109	71	16	9	10	3	0
OTHER (PLEASE SPECIFY)	21	14	7				

Q7: HOW MUCH OF THE EVENT DID YOU COMPLETE?	TOTAL	ENG_OA	ENG_N_OA	FRE_OA	FRE_N_OA	SPA_OA	SPA_N_OA
ALL	866	452	178	79	125	30	2
MORE THAN HALF	80	53	18	2	5	2	0
ABOUT HALF	42	23	6	7	5	1	0
LESS THAN HALF	44	27	8	4	3	2	0
OTHER (PLEASE SPECIFY)	2	0	0	0	0	2	0

Q8: AS A FOLLOW-UP TO THE EVENT, HAVE YOU TRANSFERRED OR APPLIED ANY KNOWLEDGE/SKILLS ACQUIRED FROM THE TRAINING TO YOUR WORK?	TOTAL	ENG_OA	ENG_N_OA	FRE_OA	FRE_N_OA	SPA_OA	SPA_N_OA
YES	804	428	175	69	101	29	2
NO	177	97	26	18	31	5	0

Q10: HOW MUCH OF THE APPLICATION OF KNOWLEDGE/SKILLS TO YOUR WORKPLACE CAN YOU ATTRIBUTE DIRECTLY TO THE UNITAR TRAINING?	TOTAL	ENG_OA	ENG_N_OA	FRE_OA	FRE_N_OA	SPA_OA	SPA_N_OA
76-100 PER CENT	179	88	31	25	24	9	2
50-75 PER CENT	270	129	74	20	43	4	0
26-50 PER CENT	161	87	31	16	19	8	0
1-25 PER CENT	102	74	12	6	3	7	0
0 PER CENT	1	0	0	0	0	1	0

Q11: PLEASE INDICATE HOW FREQUENTLY YOU HAVE APPLIED THE KNOWLEDGE/SKILLS TO YOUR WORK.	TOTAL	ENG_OA	ENG_N_OA	FRE_OA	FRE_N_OA	SPA_OA	SPA_N_OA
ALWAYS	137	67	25	17	18	9	1
FREQUENTLY (I.E. ON MANY OCCASIONS)	366	194	78	34	52	8	0
OCCASIONALLY	204	114	45	14	18	12	1
INFREQUENTLY (I.E. ALMOST NEVER)	6	3	0	2	1	0	0
NEVER	0	0	0	0	0	0	0

Q12: HOW CONFIDENT ARE YOU IN TRANSFERRING OR APPLYING THE KNOWLEDGE/SKILLS TO YOUR WORK?	TOTAL	ENG_OA	ENG_N_OA	FRE_OA	FRE_N_OA	SPA_OA	SPA_N_OA
FULLY CONFIDENT	219	123	45	17	24	10	0
VERY CONFIDENT	406	198	82	45	63	16	2
NEUTRAL	66	41	15	5	2	3	0
SOMEWHAT CONFIDENT	22	16	6	0	0	0	0
NOT AT ALL CONFIDENT	0	0	0	0	0	0	0

Q13: HOW IMPORTANT IS APPLYING THE KNOWLEDGE/SKILLS ACQUIRED IN THE EVENT TO YOUR JOB SUCCESS? IF YOU ARE CURRENTLY UNEMPLOYED, PLEASE TICK 'NOT APPLICABLE'.	TOTAL	ENG_OA	ENG_N_OA	FRE_OA	FRE_N_OA	SPA_OA	SPA_N_OA
FULLY IMPORTANT	189	99	38	19	24	9	0
VERY IMPORTANT	362	177	81	37	54	12	1
NEUTRAL	60	36	15	5	3	0	1
SOMEWHAT IMPORTANT	43	30	8	1	1	3	0
NOT AT ALL IMPORTANT	4	2	0	0	1	1	0
NOT APPLICABLE	52	31	6	5	6	4	0

Q14: WHICH OF THE FOLLOWING FACTORS ENABLED YOU TO APPLY KNOWLEDGE/SKILLS FROM THE TRAINING (TICK AS APPROPRIATE)?	TOTAL	ENG_OA	ENG_N_OA	FRE_OA	FRE_N_OA	SPA_OA	SPA_N_OA
OPPORTUNITY TO APPLY KNOWLEDGE/SKILLS	403	239	90	26	33	15	0
IMPORTANCE OF KNOWLEDGE/SKILLS TO MY JOB SUCCESS	350	192	71	29	46	10	2
SUPPORT RECEIVED FROM MY SUPERVISOR	106	58	28	6	12	2	0
SUPPORT RECEIVED FROM COLLEAGUES/PEERS	104	61	25	6	9	3	0
CONFIDENCE TO APPLY KNOWLEDGE/SKILLS	281	165	66	14	25	10	1
ACTION PLANNING IN THE TRAINING FACILITATED TRANSFER AND APPLICATION OF KNOWLEDGE/SKILLS	176	96	38	13	22	6	1
SYSTEMS AND PROCESSES SUPPORTED THE USE OF KNOWLEDGE/SKILLS	149	75	37	11	22	4	0
OTHER, PLEASE SPECIFY	26	15	3	4	3	1	0

Q15: DID ANY FACTORS DETER YOU FROM APPLYING KNOWLEDGE/SKILLS MORE OFTEN THAN PRESENTLY IS THE CASE?	TOTAL	ENG_OA	ENG_N_OA	FRE_OA	FRE_N_OA	SPA_OA	SPA_N_OA
YES	221	106	56	22	30	7	0
NO	656	359	116	62	90	27	2

Q16: WHICH OF THE FOLLOWING FACTORS DETERRED YOU FROM APPLYING KNOWLEDGE/SKILLS FROM THE EVENT (TICK AS APPROPRIATE)?	TOTAL	ENG_OA	ENG_N_OA	FRE_OA	FRE_N_OA	SPA_OA	SPA_N_OA
NO OPPORTUNITY TO APPLY KNOWLEDGE SKILLS	73	39	19	5	10	0	0
KNOWLEDGE OR SKILLS NOT IMPORTANT TO MY JOB SUCCESS	17	6	3	2	3	3	0
LACK OF SUPERVISOR SUPPORT	34	19	10	0	4	1	0
LACK OF SUPPORT FROM COLLEAGUES/PEERS	21	9	4	3	5	0	0
LACK OF CONFIDENCE TO APPLY KNOWLEDGE/SKILLS	8	3	3	0	2	0	0
INSUFFICIENT KNOWLEDGE/SKILLS TO BE APPLIED	33	17	6	5	5	0	0
LACK OF TIME	43	27	8	2	5	1	0
APPLICATION OF KNOWLEDGE AND SKILLS NOT SUPPORTED BY SYSTEMS AND PROCESSES	40	19	8	1	11	1	0
OTHER, PLEASE SPECIFY	55	25	11	6	10	3	0

Q17: WHICH IS YOUR PROFESSIONAL AFFILIATION?	TOTAL	ENG_OA	ENG_N_OA	FRE_OA	FRE_N_OA	SPA_OA	SPA_N_OA
ACADEMIA/UNIVERSITY	146	84	26	8	19	8	1
GOVERNMENT - LOCAL	48	18	13	8	6	3	0
GOVERNMENT - STATE/PROVINCIAL	26	14	9	0	1	1	1
GOVERNMENT - NATIONAL	318	135	73	45	59	6	0
NON-GOVERNMENTAL ORGANIZATION	113	74	22	4	6	7	0
PRIVATE SECTOR	145	87	13	15	23	7	0
UNITED NATIONS - INTERNATIONAL STAFF	42	29	6	4	2	1	0
UNITED NATIONS - LOCAL STAFF	27	16	7	2	2	0	0
INTERNATIONAL ORGANIZATION (NON UN)	33	22	6	1	3	1	0
REGIONAL ORGANIZATION	17	9	3	1	2	2	0
OTHER (PLEASE SPECIFY)	66	35	14	9	2	6	0

Q18: WHAT IS YOUR GENDER?	TOTAL	ENG_OA	ENG_N_OA	FRE_OA	FRE_N_OA	SPA_OA	SPA_N_OA
FEMALE	310	174	83	22	15	14	2
MALE	605	314	95	66	108	22	0

Annex 5 – INTERVIEW RESULTS

Objective Assessment of Learning?	YES
Email:	
Interviewee:	
Language of the interview:	English
Data/Time (DD/MM/YYYY):	24/07/2017; 15h
Gender:	Female
Sector/Profession:	Private/Public Organization
Did you apply any knowledge/skill?	No
Frequency of application:	N/A
Course format:	e-learning
Course area:	Peacemaking and conflict prevention
Duration:	1 day or less
Certificate?	
Reason for registration:	Needed to fill an UN application
Factors - Enablers:	N/A
Factors - Barriers:	N/A
Confidence in application:	N/A
Confidence related to training event:	N/A
Changes in behavior at job:	N/A
Working time:	N/A
Use over time:	N/A
Isolating factors - improvement learning event:	N/A
Isolating factors - improvement other factors:	N/A
Confidence about answer:	N/A
Isolating factor multiplied with confidence:	N/A
Additional Comment:	Reality: she didn't apply any knowledge because, she only subscribed because it was a condition to apply to a UN job position. However, during her interview, she told us that the course was very interesting, by presenting different concepts of conflict at micro-level. She guesses it is possible to apply this knowledge to manage daily micro-conflicts at the workplaces. She believes that she can use this knowledge in the future if she works in a UN agency/fund.

Objective Assessment of Learning?	YES
Email:	[redacted]
Interviewee:	[redacted]
Language of the interview:	English
Data/Time (DD/MM/YYYY):	24/07/2017; 15h30
Gender:	Male
Sector/Profession:	National government
Did you apply any knowledge/skill?	YES
Frequency of application:	Frequently
Course format:	Blended
Course area:	Other (Proposal Writing)
Duration:	6 months
Certificate?	
Reason for registration:	Instead of managing ready projects sended by donors partners, He learned how to write project proposals. His supervisor recommended.
Factors - Enablers:	Supported by his supervisor; by his colleagues; confidence to apply skills.
Factors - Barriers:	
Confidence in application:	Neutral (but, he is much more confident. He wrote two projects already)
Confidence related to training event:	N/A
Changes in behavior at job:	Now, he and his supervisor are able to write proposals by themselves, in order to create demand according their needs.
Working time:	76-100%
Use over time:	Only him and his supervisor are able to write proposals
Isolating factors - improvement learning event:	UNITAR's training was crucial. This skill (write proposals) is only due to the Fellowship.
Isolating factors - improvement other factors:	New tasks, based on this skill: he is elaborating new strategies to control mouse diseases
Confidence about answer:	N/A
Isolating factor multiplied with confidence:	N/A
Additional Comment:	He told us he feels confident to share/disseminate this knowledge with colleagues and his students.

Objective Assessment of Learning?	YES
Email:	[redacted]
Interviewee:	[redacted]
Language of the interview:	French
Data/Time (DD/MM/YYYY):	24/07/2017; 16h
Gender:	Male
Sector/Profession:	auditor
Did you apply any knowledge/skill?	NO
Frequency of application:	N/A
Course format:	e-learning
Course area:	Agenda 2030 for Sustainable Development
Duration:	more than 20 days
Certificate?	
Reason for registration:	Personal interest
Factors - Enablers:	
Factors - Barriers:	lack of opportunity
Confidence in application:	confidant
Confidence related to training event:	N/A
Changes in behavior at job:	N/A
Working time:	N/A
Use over time:	N/A
Isolating factors - improvement learning event:	N/A
Isolating factors - improvement other factors:	N/A
Confidence about answer:	N/A
Isolating factor multiplied with confidence:	N/A
Additional Comment:	He didn't use the knowledge acquired because he is working in a different area

Objective Assessment of Learning?	NO
Email:	[redacted]
Interviewee:	[redacted]
Language of the interview:	French
Data/Time (DD/MM/YYYY):	24/07/2017; 16h30
Gender:	Female
Sector/Profession:	student
Did you apply any knowledge/skill?	NO
Frequency of application:	N/A
Course format:	Blended
Course area:	Programme Ibtikari
Duration:	5 days
Certificate?	
Reason for registration:	Personal interest
Factors - Enablers:	
Factors - Barriers:	lack of opportunity and lack of time
Confidence in application:	N/A
Confidence related to training event:	N/A
Changes in behavior at job:	N/A
Working time:	N/A
Use over time:	N/A
Isolating factors - improvement learning event:	N/A
Isolating factors - improvement other factors:	N/A
Confidence about answer:	N/A
Isolating factor multiplied with confidence:	N/A
Additional Comment:	She didn't use the knowledge because of her personal context, she is a student so she doesn't have the time. And because it is difficult to find funding

Objective Assessment of Learning?	NO
Email:	[redacted]
Interviewee:	[redacted]
Language of the interview:	French
Data/Time (DD/MM/YYYY):	07-25; 15h
Gender:	Male
Sector/Profession:	Researcher (macro-economy)
Did you apply any knowledge/skill?	NO
Frequency of application:	N/A
Course format:	e-learning
Course area:	CEDEAO-UE-BMZ-UNITAR cours en ligne sur "L'accord de facilitation des échanges de l'OMC et les règles et réglementations realatives à la facilitations des échangse au niveau régional"
Duration:	4 weeks
Certificate?	
Reason for registration:	Personal interest
Factors - Enablers:	
Factors - Barriers:	lack of opportunity and Application of knowledge and skills not supported by systems and process
Confidence in application:	Confidant if he would have the opportunity
Confidence related to training event:	N/A
Changes in behavior at job:	N/A
Working time:	N/A
Use over time:	N/A
Isolating factors - improvement learning event:	N/A
Isolating factors - improvement other factors:	N/A
Confidence about answer:	N/A
Isolating factor multiplied with confidence:	N/A
Additional Comment:	He would have like to have a community of practice at the end of the training. With for example groups by country, online, with a person who could coach them. That would help them to have more practical experience.

Objective Assessment of Learning?	YES
Email:	[redacted]
Interviewee:	[redacted]
Language of the interview:	English
Data/Time (DD/MM/YYYY):	25/07/2017; 16h
Gender:	Male
Sector/Profession:	National government
Did you apply any knowledge/skill?	YES
Frequency of application:	Occasionally
Course format:	e-learning
Course area:	Other (Fundamentals of Financial Markets)
Duration:	3 weeks
Certificate?	
Reason for registration:	Personal interest
Factors - Enablers:	
Factors - Barriers:	Few opportunities to apply (it is not the focus of his job)
Confidence in application:	Fully confident
Confidence related to training event:	N/A
Changes in behavior at job:	He hasn't change his behavior because financial market is not the main area in his job.
Working time:	1-25%
Use over time:	
Isolating factors - improvement learning event:	He used this course to complement his PhD studies.
Isolating factors - improvement other factors:	He plans to use this knowledge in the future, even because, according to him, financial markets are still incipient in Uganda. So, in the future, he will be able to manage this issue.
Confidence about answer:	
Isolating factor multiplied with confidence:	
Additional Comment:	He considers the online-course good, even as an introductory course. According to him, the course opened his eyes about financial markets. Meanwhile, he is finishing his PhD and his division is not interested at all in this topic (not yet).

Objective Assessment of Learning?	NO
Email:	[redacted]
Interviewee:	[redacted]
Language of the interview:	English
Data/Time (DD/MM/YYYY):	25/07/2017; 17h
Gender:	Female
Sector/Profession:	Academia/university
Did you apply any knowledge/skill?	YES
Frequency of application:	Frequently
Course format:	Face-to-face
Course area:	Other (World Heritage Nominations)
Duration:	1 week
Certificate?	
Reason for registration:	Personal interest/Her area
Factors - Enablers:	Opportunity to apply (consultant and professor); job success; confidence to apply
Factors - Barriers:	
Confidence in application:	Very confident
Confidence related to training event:	
Changes in behavior at job:	As consultant/professor, she is always looking for new techniques and trends. After the course, she got the confidence to work in different sectors and continents, both related to heritage. Now, she is more requested to be in missions and her reports are more consistent.
Working time:	26-50%
Use over time:	Frequently, because her knowledge is interconnected.
Isolating factors - improvement learning event:	She acquired knowledge in a different way; she expanded her network; she has disseminated her knowledge with students
Isolating factors - improvement other factors:	
Confidence about answer:	
Isolating factor multiplied with confidence:	
Additional Comment:	She is consultant and professor. It means she needs to be updated with the lastest issues and open to apply these skills in her workplaces. She figured out the course by herself.

Objective Assessment of Learning?	NO
Email:	[redacted]
Interviewee:	[redacted]
Language of the interview:	French
Data/Time (DD/MM/YYYY):	26/07/2017; 12h30
Gender:	Male
Sector/Profession:	Student
Did you apply any knowledge/skill?	NO
Frequency of application:	N/A
Course format:	e-learning
Course area:	CEDEAO-UE-BMZ-UNITAR cours en ligne sur "L'accord de facilitation des échanges de l'OMC et les règles et réglementations realatives à la facilitations des échangse au niveau régional"
Duration:	5 weeks
Certificate?	
Reason for registration:	He was studying that and a teacher recommended the training
Factors - Enablers:	
Factors - Barriers:	Lack of opportunity
Confidence in application:	Confidant, already for his study he could apply some knowledge
Confidence related to training event:	N/A
Changes in behavior at job:	N/A
Working time:	N/A
Use over time:	N/A
Isolating factors - improvement learning event:	N/A
Isolating factors - improvement other factors:	N/A
Confidence about answer:	N/A
Isolating factor multiplied with confidence:	N/A
Additional Comment:	For his first trainnig, it was good to have case study, and the panel was really good (high reputation). For the second training also. He has done some networking and met other students from this training in Paris.

Objective Assessment of Learning?	NO
Email:	[redacted]
Interviewee:	[redacted]
Language of the interview:	English
Data/Time (DD/MM/YYYY):	26/07/2017; 15h
Gender:	Female
Sector/Profession:	Academia/university
Did you apply any knowledge/skill?	YES
Frequency of application:	Frequently
Course format:	Face-to-face
Course area:	Green Economy Academy and training of trainers for an Inclusive Green Economy
Duration:	10 to 20 days
Certificate?	
Reason for registration:	Personal interest
Factors - Enablers:	She works at the university, so the Institute provided some conditions for her, by adapting systems and processes to enable the use of skills
Factors - Barriers:	
Confidence in application:	Very confident
Confidence related to training event:	N/A
Changes in behavior at job:	Yes. Now she is able to disseminate her knowledge in a better way, e.g. increasing the quality of materials.
Working time:	1-25%
Use over time:	Yes
Isolating factors - improvement learning event:	N/A
Isolating factors - improvement other factors:	N/A
Confidence about answer:	N/A
Isolating factor multiplied with confidence:	N/A
Additional Comment:	She feels confident to use this knowledge in the future because she has a passion for sustainable development. So, she wants to explore more issues on green economy. In addition, she contributed to the development of Strategy led by the Ministry of Environment of Ghana.

Objective Assessment of Learning?	YES
Email:	[redacted]
Interviewee:	[redacted]
Language of the interview:	English
Data/Time (DD/MM/YYYY):	26/07/2017; 15h30
Gender:	Female
Sector/Profession:	UN officer
Did you apply any knowledge/skill?	NO
Frequency of application:	N/A
Course format:	e-learning
Course area:	Conflict series (check table)
Duration:	More than 20 days
Certificate?	
Reason for registration:	Personal Interest
Factors - Enablers:	
Factors - Barriers:	She works with accounting, but is passionate for International Relations issues.
Confidence in application:	Even working in a different area, she would feel comfortable to apply what she learned.
Confidence related to training event:	N/A
Changes in behavior at job:	N/A
Working time:	N/A
Use over time:	N/A
Isolating factors - improvement learning event:	N/A
Isolating factors - improvement other factors:	N/A
Confidence about answer:	N/A
Isolating factor multiplied with confidence:	N/A
Additional Comment:	N/A

Objective Assessment of Learning?	YES
Email:	[redacted]
Interviewee:	[redacted]
Language of the interview:	French
Data/Time (DD/MM/YYYY):	26/07/2017; 17h
Gender:	Male
Sector/Profession:	Regional director
Did you apply any knowledge/skill?	YES
Frequency of application:	Frequently
Course format:	e-learning
Course area:	Rapport économique sur l'Afrique 2015: l'Industrialisation par le commerce
Duration:	6 weeks
Certificate?	
Reason for registration:	He wanted to develop his knowledge and capacities for his work
Factors - Enablers:	Importance of knowledge/skills to my job success
Factors - Barriers:	
Confidence in application:	Very confident
Confidence related to training event:	Yes
Changes in behavior at job:	Yes
Working time:	76-100%
Use over time:	Help him to get ideas for his job. He met the stakholders to encourage investment and did a guide to develop a strategy for increase commerce.
Isolating factors - improvement learning event:	The training event help but the application is due also to his own experience
Isolating factors - improvement other factors:	N/A
Confidence about answer:	N/A
Isolating factor multiplied with confidence:	N/A
Additional Comment:	It helped him to get new ideas to do the strategy for example, but the application is also due to his own experience.

Objective Assessment of Learning?	NO
Email:	[redacted]
Interviewee:	[redacted]
Language of the interview:	English
Data/Time (DD/MM/YYYY):	07-27; 09h
Gender:	Male
Sector/Profession:	Academia/university
Did you apply any knowledge/skill?	NO
Frequency of application:	N/A
Course format:	Face-to-face
Course area:	Training for Entrepreneurship
Duration:	1 week
Certificate?	
Reason for registration:	Personal interest
Factors - Enablers:	
Factors - Barriers:	He cannot apply it currently.
Confidence in application:	He cannot apply because he will start a PhD program in Cyprus, in Bionuclear Engineering. But, he thinks this course useful and he plans to use it in the future.
Confidence related to training event:	N/A
Changes in behavior at job:	N/A
Working time:	N/A
Use over time:	N/A
Isolating factors - improvement learning event:	N/A
Isolating factors - improvement other factors:	N/A
Confidence about answer:	N/A
Isolating factor multiplied with confidence:	N/A
Additional Comment:	N/A

Objective Assessment of Learning?	YES
Email:	[redacted]
Interviewee:	[redacted]
Language of the interview:	English
Data/Time (DD/MM/YYYY):	27/07/2017; 10h
Gender:	Male
Sector/Profession:	Project manager for an NGO
Did you apply any knowledge/skill?	YES
Frequency of application:	Frequently
Course format:	face-to-face
Course area:	The coomitment of citizens in the figt agains corruption -Casablanca; Projects against corruption hiroshima
Duration:	8 days
Certificate?	
Reason for registration:	His organisation was invited, but he wanted to be a participant
Factors - Enablers:	importance of knowledge/skills to my job success
Factors - Barriers:	
Confidence in application:	Very confidant
Confidence related to training event:	N/A
Changes in behavior at job:	Yes
Working time:	N/A
Use over time:	YES
Isolating factors - improvement learning event:	The training event help but the application is due also to his own experience
Isolating factors - improvement other factors:	N/A
Confidence about answer:	N/A
Isolating factor multiplied with confidence:	N/A
Additional Comment:	He wrote a "note succinte " (brief note ?) for the european union and his project was selected. It was partly due to his traing but also with his experience. He recommends having a platform or Facebook or Whatsapp group to keep communicating with other participants.

Objective Assessment of Learning?	NO
Email:	[redacted]
Interviewee:	[redacted]
Language of the interview:	French
Data/Time (DD/MM/YYYY):	27/07/2017; 11h
Gender:	Female
Sector/Profession:	NGO manager
Did you apply any knowledge/skill?	YES
Frequency of application:	Sometimes
Course format:	e-learning
Course area:	CEDEAO-UE-BMZ-UNITAR cours en ligne sur "L'accord de facilitation des échanges de l'OMC et les règles et réglementations realatives à la facilitations des échangse au niveau régional"
Duration:	5 weeks
Certificate?	
Reason for registration:	She had already experiences in this field. She wanted to strenghen her capacities
Factors - Enablers:	Supported by his supervisor; confidence to apply skills.
Factors - Barriers:	
Confidence in application:	Very confidant
Confidence related to training event:	N/A
Changes in behavior at job:	N/A
Working time:	N/A
Use over time:	YES
Isolating factors - improvement learning event:	The training event help but the application is due also to his own experience
Isolating factors - improvement other factors:	N/A
Confidence about answer:	N/A
Isolating factor multiplied with confidence:	N/A
Additional Comment:	She had already a lot of experience in the field. She recommended for this training to have a community of practice so the training is not forgotten and to have answers to questions. She wanted to use the material to make presentation for collegues but the material was in pdf and complicated because there are lots of acronyms.

Objective Assessment of Learning?	YES
Email:	[redacted]
Interviewee:	[redacted]
Language of the interview:	English
Data/Time (DD/MM/YYYY):	28/07/2017; 09h
Gender:	Male
Sector/Profession:	Academia and environnemental manager
Did you apply any knowledge/skill?	YES
Frequency of application:	occassionally
Course format:	e-learning
Course area:	REDD+ Academy e-course
Duration:	more than 20 days
Certificate?	
Reason for registration:	Personal interest
Factors - Enablers:	Confidence to apply knowledge/skills
Factors - Barriers:	
Confidence in application:	Fully confidant
Confidence related to training event:	N/A
Changes in behavior at job:	Yes
Working time:	N/A
Use over time:	YES
Isolating factors - improvement learning event:	Not using now at work but it will be useful for the future
Isolating factors - improvement other factors:	N/A
Confidence about answer:	N/A
Isolating factor multiplied with confidence:	N/A
Additional Comment:	Since the training he has change his behavior. He is more committed to man, environnement, more sensitive to this topics.

Objective Assessment of Learning?	NO
Email:	[redacted]
Interviewee:	[redacted]
Language of the interview:	English
Data/Time (DD/MM/YYYY):	28/07/2017; 10h
Gender:	Female
Sector/Profession:	NGO manager
Did you apply any knowledge/skill?	NO
Frequency of application:	N/A
Course format:	e-learning
Course area:	Collaborative Leadership for Achieving Agenda 2030
Duration:	3 days
Certificate?	
Reason for registration:	Personal interest: she is constantly looking for learning events and she is team coach in topics as innovation.
Factors - Enablers:	
Factors - Barriers:	She didn't apply yet, but she justifies: it takes time until to develop her own leadership program.
Confidence in application:	She didn't apply, but she feels comfortable and confident to do it; according to her, "knowledge valuable".
Confidence related to training event:	N/A
Changes in behavior at job:	N/A
Working time:	N/A
Use over time:	N/A
Isolating factors - improvement learning event:	N/A
Isolating factors - improvement other factors:	N/A
Confidence about answer:	N/A
Isolating factor multiplied with confidence:	N/A
Additional Comment:	She didn't create ties with other participants because the course structure was not favorable to this. Lack of application objectives in this course. She didn't approve the trainer.

Objective Assessment of Learning?	YES
Email:	[redacted]
Interviewee:	[redacted]
Language of the interview:	English
Data/Time (DD/MM/YYYY):	28/07/2017; 10h30
Gender:	Female
Sector/Profession:	Private sector
Did you apply any knowledge/skill?	NO
Frequency of application:	N/A
Course format:	e-learning
Course area:	REDD+ Academy e-course
Duration:	
Certificate?	
Reason for registration:	Job
Factors - Enablers:	
Factors - Barriers:	It is not directly related to her job. The job is on ICT and internet, while she is PhD candidate in economics and interested in green economy
Confidence in application:	She cannot apply not in her job, but she feels comfortable and confident to do it in the future.
Confidence related to training event:	N/A
Changes in behavior at job:	N/A
Working time:	N/A
Use over time:	N/A
Isolating factors - improvement learning event:	N/A
Isolating factors - improvement other factors:	N/A
Confidence about answer:	N/A
Isolating factor multiplied with confidence:	N/A
Additional Comment:	She uses this knowledge to help her in her studies (PhD in Economics)

Objective Assessment of Learning?	YES
Email:	[redacted]
Interviewee:	[redacted]
Language of the interview:	English
Data/Time (DD/MM/YYYY):	28/07/2017 ; 11h
Gender:	Female
Sector/Profession:	UN officer
Did you apply any knowledge/skill?	NO
Frequency of application:	N/A
Course format:	e-learning
Course area:	Conflict series (check table) and others on Natural Resources
Duration:	More than 20 days
Certificate?	
Reason for registration:	Personal interest; looking for other job; sake for learning
Factors - Enablers:	
Factors - Barriers:	She works with logistics now, but she would like to change to something more related to conflict, negotiation and protocol.
Confidence in application:	She is not using the knowledge currently, but she feels confident to apply it on her routine (in micro-level activities)
Confidence related to training event:	N/A
Changes in behavior at job:	N/A
Working time:	N/A
Use over time:	N/A
Isolating factors - improvement learning event:	N/A
Isolating factors - improvement other factors:	N/A
Confidence about answer:	N/A
Isolating factor multiplied with confidence:	N/A
Additional Comment:	She attended because she has interest in these topics and because she wants to improve her CV, in order to be prepared when some opportunity appears.

Objective Assessment of Learning?	NO
Email:	[redacted]
Interviewee:	[redacted]
Language of the interview:	French
Data/Time (DD/MM/YYYY):	28/07/2017; 11h30
Gender:	Male
Sector/Profession:	Entreprenor in a decoration
Did you apply any knowledge/skill?	YES
Frequency of application:	Frequently
Course format:	face-to-face
Course area:	Programme Ibtikari
Duration:	5 days
Certificate?	
Reason for registration:	He wanted to developped his knowledge and capacities for his work
Factors - Enablers:	Opportunity to apply knowledge/skills; importance of knowledge/skills to my job success
Factors - Barriers:	
Confidence in application:	Very confidant
Confidence related to training event:	N/A
Changes in behavior at job:	Yes
Working time:	N/A
Use over time:	YES
Isolating factors - improvement learning event:	N/A
Isolating factors - improvement other factors:	N/A
Confidence about answer:	N/A
Isolating factor multiplied with confidence:	N/A
Additional Comment:	He started before the training his firm but after the training we was more serious, he had more technical knowledge about how to manage his firm. He learnt during the training to be responsible, professional, etc. For him the training was too short. The was too many content in a short period.

Objective Assessment of Learning?	YES
Email:	[redacted]
Interviewee:	[redacted]
Language of the interview:	English
Data/Time (DD/MM/YYYY):	28/07/2017; 12h
Gender:	Female
Sector/Profession:	Volunter in the management team of UNDP
Did you apply any knowledge/skill?	YES
Frequency of application:	Frequently
Course format:	Blended
Course area:	UNITARiRAQ Fellowship Programme: Entrepreneurship and Leadership Youth Training
Duration:	6 months
Certificate?	
Reason for registration:	for learning, and because she had study this subject and had already worked as a volunteer in these thematics
Factors - Enablers:	Supported by his supervisor; Opportunity to apply knowledge/skills; confidence to apply skills; Action planning in the training facilitated transfer and application of knowledge/skills
Factors - Barriers:	
Confidence in application:	Very confidant
Confidence related to training event:	N/A
Changes in behavior at job:	Yes
Working time:	30%
Use over time:	YES
Isolating factors - improvement learning event:	It wasn't only technical skills that help her to aplly the knowledge but also Leadership and communications skills.
Isolating factors - improvement other factors:	N/A
Confidence about answer:	N/A
Isolating factor multiplied with confidence:	N/A
Additional Comment:	There was a variety of training, of the profil of the people, of the variety of private and public sector that made her confident in applying the knowledge. The lessons weren't only about knowledge but how to apply it. The staff was really supportive and they have helped her to have confidence in her project.

Objective Assessment of Learning?	YES
Email:	[redacted]
Interviewee:	[redacted]
Language of the interview:	English
Data/Time (DD/MM/YYYY):	07-28; 15h
Gender:	Female
Sector/Profession:	Retired
Did you apply any knowledge/skill?	NO
Frequency of application:	N/A
Course format:	e-learning
Course area:	Conflict series (check table) and others on Natural Resources
Duration:	2 days to 5 days
Certificate?	
Reason for registration:	Personal Interest; sake for learning
Factors - Enablers:	
Factors - Barriers:	She is retired, so it limits chances of applying these skills. However, she plans to keep working, as consultant or part-time.
Confidence in application:	She considers herself very confident to apply, transf or disseminate what she learned, based on micro-level daily activities.
Confidence related to training event:	
Changes in behavior at job:	N/A
Working time:	N/A
Use over time:	N/A
Isolating factors - improvement learning event:	N/A
Isolating factors - improvement other factors:	N/A
Confidence about answer:	N/A
Isolating factor multiplied with confidence:	N/A
Additional Comment:	she said that these courses are very useful, in terms of details, and they are even better than the political science's classes she had in College.

Objective Assessment of Learning?	NO
Email:	[redacted]
Interviewee:	[redacted]
Language of the interview:	English
Data/Time (DD/MM/YYYY):	28/07/2017; 09h30
Gender:	Male
Sector/Profession:	Gorernment-State/provincial
Did you apply any knowledge/skill?	YES
Frequency of application:	Frequently
Course format:	face-to-face
Course area:	CIFal Jeju- Cultural Tourism Development: Public Space and Cultural Landscape Mangement in the Asisa-Pacific Region
Duration:	2 weeks
Certificate?	
Reason for registration:	he is working with this thematic
Factors - Enablers:	Opportunity to apply knowledge/skills
Factors - Barriers:	
Confidence in application:	Very confidant
Confidence related to training event:	N/A
Changes in behavior at job:	N/A
Working time:	N/A
Use over time:	N/A
Isolating factors - improvement learning event:	The training event help but the application is due also to his own experience
Isolating factors - improvement other factors:	N/A
Confidence about answer:	N/A
Isolating factor multiplied with confidence:	N/A
Additional Comment:	N/A

Objective Assessment of Learning?	NO
Email:	[redacted]
Interviewee:	[redacted]
Language of the interview:	French
Data/Time (DD/MM/YYYY):	31/07/2017; 09h
Gender:	Female
Sector/Profession:	EU consultant to Ministry of Commerce
Did you apply any knowledge/skill?	YES
Frequency of application:	Frequently
Course format:	e-learning
Course area:	CEDEAO-UE-BMZ-UNITAR sur "L'accord de facilitation des échanges de l'OMC et les règles et réglementations relatives à la facilitation des échanges au niveau régional"
Duration:	3 weeks
Certificate?	
Reason for registration:	work related in order to accompagny countries in the facilitating exchanges with WTO
Factors - Enablers:	Opportunity to apply knowledge/skills: theory, practical exercises and online discussions including concerns of other participants allowed for having the opportunity to apply.
Factors - Barriers:	NA
Confidence in application:	very confident given that she gained more knowledge
Confidence related to training event:	NA
Changes in behavior at job:	better work performance in the field of her advice to the sub-committee on facilitating exchanges in the framework of the preparation of the agreement on facilitation exchanges with WTO.
Working time:	50-75 %
Use over time:	using now and in the future
Isolating factors - improvement learning event:	20%
Isolating factors - improvement other factors:	80%
Confidence about answer:	
Isolating factor multiplied with confidence:	
Additional Comment:	exchanges with other participants were important to get to know their opinions. Follow-up or combination with face-to-face event would have helped more for experience sharing and networking.

Objective Assessment of Learning?	YES
Email:	[redacted]
Interviewee:	[redacted]
Language of the interview:	English
Data/Time (DD/MM/YYYY):	31/07/2017; 16h30
Gender:	Female
Sector/Profession:	Local government, GHS specialist
Did you apply any knowledge/skill?	YES
Frequency of application:	Occasionally
Course format:	Face-to-face
Course area:	Advanced Operational Application of Geospatial Information Technology for DRR
Duration:	5 days
Certificate?	Yes (completion?)
Reason for registration:	job related, was directed by her organisation to this training
Factors - Enablers:	Importance of knowledge/skills to my job success: need for her work
Factors - Barriers:	insufficient knowledge/skills to be applied: too short, ideally 1 month with more time for practical exercises, case studies etc.
Confidence in application:	neutral
Confidence related to training event:	NA
Changes in behavior at job:	Yes, shared knowledge with colleagues via presentations and instructions. Also changes position, but this is related to her general experience.
Working time:	1-25%
Use over time:	not sure
Isolating factors - improvement learning event:	NA
Isolating factors - improvement other factors:	NA
Confidence about answer:	
Isolating factor multiplied with confidence:	
Additional Comment:	

Objective Assessment of Learning?	NO
Email:	[redacted]
Interviewee:	[redacted]
Language of the interview:	English
Data/Time (DD/MM/YYYY):	02/08/2017; 15h
Gender:	Male
Sector/Profession:	Government - local
Did you apply any knowledge/skill?	YES
Frequency of application:	Frequently
Course format:	Face-to-face
Course area:	Workshop on Waste Management for Relisient cities
Duration:	4 days
Certificate?	Yes (of presence)
Reason for registration:	Personal interest
Factors - Enablers:	Systems and processes; supported via colleagues and supervisor; importance to his job success
Factors - Barriers:	
Confidence in application:	Very confident
Confidence related to training event:	
Changes in behavior at job:	Before, he used to focus only in management. After the event, he started to mobilize colleagues, supervisor and community in order to include people in waste management discussion.
Working time:	
Use over time:	He agrees that he will use it for a long time.
Isolating factors - improvement learning event:	From a specific point of view, to a broader approach, i.e. awareness-raising.
Isolating factors - improvement other factors:	
Confidence about answer:	
Isolating factor multiplied with confidence:	
Additional Comment:	He also changed behaviors from their colleagues.

Objective Assessment of Learning?	NO
Email:	[redacted]
Interviewee:	[redacted]
Language of the interview:	English
Data/Time (DD/MM/YYYY):	02/08/2017; 15h30
Gender:	Female
Sector/Profession:	Government - national
Did you apply any knowledge/skill?	YES
Frequency of application:	Frequently
Course format:	Face-to-face
Course area:	Climate Change Negotiation Skills Training for LDC negotiators
Duration:	2 days to 5 days
Certificate?	
Reason for registration:	Job success; invitation from the National Environment Commission
Factors - Enablers:	Confidence to apply knowledge/skills; importance to his job success; and opportunity to apply
Factors - Barriers:	
Confidence in application:	Very confident
Confidence related to training event:	
Changes in behavior at job:	The event helped her to be prepared to the COP 22 and enabled her to conduct REDD+ workshops in Bhutan
Working time:	
Use over time:	
Isolating factors - improvement learning event:	
Isolating factors - improvement other factors:	
Confidence about answer:	
Isolating factor multiplied with confidence:	
Additional Comment:	She explained the importance of this event to the COP 22 (Marrakesh). She organized a presentation during this event.

Objective Assessment of Learning?	YES
Email:	[redacted]
Interviewee:	[redacted]
Language of the interview:	English
Data/Time (DD/MM/YYYY):	02/08/2017; 16h
Gender:	Male
Sector/Profession:	UN officer
Did you apply any knowledge/skill?	YES
Frequency of application:	Always
Course format:	e-learning
Course area:	ECOWAS-EU-BMZ-UNITAR on "WTO Trade Facilitation Agreement & Regional Trade Facilitation Rules and Regulations"
Duration:	3 weeks
Certificate?	
Reason for registration:	Personal interest and job success
Factors - Enablers:	Systems and processes; supported via colleagues and supervisor; importance to his job success; opportunity to apply; confidence to apply; facilitated transfer.
Factors - Barriers:	
Confidence in application:	Very confident
Confidence related to training event:	
Changes in behavior at job:	He feels more confident and important in the organization
Working time:	
Use over time:	
Isolating factors - improvement learning event:	
Isolating factors - improvement other factors:	
Confidence about answer:	
Isolating factor multiplied with confidence:	
Additional Comment:	As logistician, he appreciated the event, he learnt a lot and he confirmed that this event is useful in terms of content.

Objective Assessment of Learning?	NO
Email:	[redacted]
Interviewee:	[redacted]
Language of the interview:	French
Data/Time (DD/MM/YYYY):	03/08/2017; 17h45
Gender:	Male
Sector/Profession:	Lawyer in company
Did you apply any knowledge/skill?	YES/NO
Frequency of application:	Sometimes
Course format:	e-learning
Course area:	L'accord de facilitation des échanges de l'OMC et les règles et réglementations relatives à la facilitation des échanges au niveau régional.
Duration:	1,5 months
Certificate?	Yes
Reason for registration:	For changing work
Factors - Enablers:	Les systèmes et processus favorables à l'utilisation des connaissances / compétences, La planification d'action qui a facilité le transfert et l'application des connaissances / compétences, Importance des connaissances / des compétences pour la réussite de mon travail, Possibilité d'appliquer des connaissances / compétences
Factors - Barriers:	No opportunity
Confidence in application:	Fully confident
Confidence related to training event:	NA
Changes in behavior at job:	yes, but not in his current work but for making plans for changin work and creating his own law firm in the future. Helped to write some articles though.
Working time:	50-75%
Use over time:	Yes and in the future even more
Isolating factors - improvement learning event:	NA
Isolating factors - improvement other factors:	NA
Confidence about answer:	
Isolating factor multiplied with confidence:	
Additional Comment:	Would have prefered that some extracts from litterature would have been provided (no time to go to library himself) which would have allowed to go even deeper into the subject after the course (follow-up). The fact that the

	course included videos and text, classes and forum activities was very helpful.

Objective Assessment of Learning?	YES
Email:	[redacted]
Interviewee:	[redacted]
Language of the interview:	English
Data/Time (DD/MM/YYYY):	07/08/2017; 14h
Gender:	Male
Sector/Profession:	Government - national
Did you apply any knowledge/skill?	YES
Frequency of application:	Frequently
Course format:	e-learning
Course area:	Urban Risk Reduction: Developing and Implementing Resilience Action Plans for Cities
Duration:	
Certificate?	
Reason for registration:	Human Resources recommended
Factors - Enablers:	systems and processes; action planning (as one objective method of the training); confidence to apply; and opportunity to apply
Factors - Barriers:	It is not explicit in his survey, but he highlighted one limitation: he works in the strategical branch. And the knowledge provided at the training is more tactical than strategical. He stated that his colleagues would be more able to apply what they learned.
Confidence in application:	Fully confident
Confidence related to training event:	
Changes in behavior at job:	He has raised awareness via advocacy with representatives of local levels. He has incorporated the knowledge acquired during these conversations with local leaders.
Working time:	26-50%
Use over time:	
Isolating factors - improvement learning event:	NA
Isolating factors - improvement other factors:	NA
Confidence about answer:	
Isolating factor multiplied with confidence:	
Additional Comment:	He's a civil defense officer. It means that he works in an area that enables him to apply what he learned.

Objective Assessment of Learning?	NO
Email:	[redacted]
Interviewee:	[redacted]
Language of the interview:	English
Data/Time (DD/MM/YYYY):	08/08/2017; 14h
Gender:	Male
Sector/Profession:	NGO manager
Did you apply any knowledge/skill?	YES
Frequency of application:	Frequently
Course format:	face-to-face
Course area:	Enhancing Human Security in the Asia Pacific Region: Identification, Assistance and Sustainable Protection of Victims of Trafficking
Duration:	2 weeks
Certificate?	Yes
Reason for registration:	He needs to update himself with more knowledge
Factors - Enablers:	systems and processes; confidence to apply (based on the trainer's abilities); opportunity to apply
Factors - Barriers:	NA
Confidence in application:	Very confident
Confidence related to training event:	
Changes in behavior at job:	He is still in the same job position, with the same responsabilities, but now, he has deep understanding on the facts.
Working time:	76-100%
Use over time:	After a time far from trainings, he updated himself and now, he is able to understand better and better the hot topics
Isolating factors - improvement learning event:	
Isolating factors - improvement other factors:	
Confidence about answer:	
Isolating factor multiplied with confidence:	
Additional Comment:	In his opinion, the current activities carried out by him might be divided between: 70% (his accumulated experience) and 20% the skills learned during the event.

Objective Assessment of Learning?	NO
Email:	[redacted]
Interviewee:	[redacted]
Language of the interview:	English
Data/Time (DD/MM/YYYY):	08-09; 09h
Gender:	Female
Sector/Profession:	Government - local
Did you apply any knowledge/skill?	Yes
Frequency of application:	Frequently
Course format:	face-to-face
Course area:	Workshop on Waste Management for Relisient cities
Duration:	4 days
Certificate?	yes
Reason for registration:	work related: waste management is a major problem for the city she works for.
Factors - Enablers:	systems and processes supported the use of knowledge/skills (works in the city for a long time and knows the processes), confidence to apply knowledge/skills (21 years in government, knows people, finances, procedures), support received from my supervisor (city mayor allowed her for input and strategic advice), opportunity to apply knowledge/skills (trusted consultant to the mayor).
Factors - Barriers:	NA
Confidence in application:	very confident
Confidence related to training event:	NA
Changes in behavior at job:	yes: 1) has organized a training program for women and elderly on minimization of waste generation because she learnt at the UNITAR event that waste management shall be inclusive. 2) the city has adopted the recycling fair as a component part of the celebration of Environment month. Learnt at the UNITAR event to cooperate with business and consequently invited private sector. 3) A substantial amount has been included for solid waste management facility in the city's annual budget. Learnt at UNITAR event from god practices from other countries.
Working time:	50-75%
Use over time:	yes, now and future
Isolating factors - improvement learning event:	80%
Isolating factors - improvement other factors:	20% (experience, prior knowledge)
Confidence about answer:	NA
Isolating factor multiplied with confidence:	NA
Additional Comment:	positive facts about event that facilitated application: sharing of experience from other countries, learnings from

	other areas, staff efficient and friendly, field trips to factories illustrative (more needed), logistics worked smoothly

Objective Assessment of Learning?	YES
Email:	[redacted]
Interviewee:	[redacted]
Language of the interview:	English
Data/Time (DD/MM/YYYY):	08-09; 12h
Gender:	Female
Sector/Profession:	Government - national
Did you apply any knowledge/skill?	YES
Frequency of application:	Always
Course format:	e-learning
Course area:	Introduction to the Agenda 2030 for Sustainable Development
Duration:	2 months
Certificate?	Yes
Reason for registration:	She works at the President Office as Coordinator of Trainings. So she wanted to understand better the transition from MDGs to SDGs
Factors - Enablers:	Systems and Processes: She provides technical support and makes advocacy/advisory in different areas of the government
Factors - Barriers:	
Confidence in application:	very confident
Confidence related to training event:	
Changes in behavior at job:	She organized one event (African Youth Dialogue); She just did this because she understood of the concepts shared in the UNITAR's course; she took a new task: to develop an online course at the Institute.
Working time:	50-75%
Use over time:	Yes, for a long time, considering that this topic will last until 2030.
Isolating factors - improvement learning event:	That was her first course on the SDGs
Isolating factors - improvement other factors:	
Confidence about answer:	
Isolating factor multiplied with confidence:	
Additional Comment:	The event on the SDGs to African young people just occurred due to her participation at the UNITAR's course.

Objective Assessment of Learning?	YES
Email:	[redacted]
Interviewee:	[redacted]
Language of the interview:	English
Data/Time (DD/MM/YYYY):	08-09; 16h
Gender:	Female
Sector/Profession:	academia/university
Did you apply any knowledge/skill?	YES
Frequency of application:	Always
Course format:	e-learning
Course area:	International Masters in Conflictology
Duration:	-
Certificate?	-
Reason for registration:	She grew up in war zones, in the border of Uganda/South Sudan
Factors - Enablers:	sytems and processes; action planning; confidence to apply; supported by her colleagues; importance of knowledge to her job success; opportunity to apply
Factors - Barriers:	
Confidence in application:	fully confident
Confidence related to training event:	
Changes in behavior at job:	The course intensified her work in advocacy and provided her a deep understanding on conflict and how to handle this problems in routine activities.
Working time:	
Use over time:	
Isolating factors - improvement learning event:	
Isolating factors - improvement other factors:	
Confidence about answer:	
Isolating factor multiplied with confidence:	
Additional Comment:	The knowledge acquired as been useful to self-knowledge and she also has shared with students (dissemination) and communities. She also wrote a concept note to obtain support from a NGO

Objective Assessment of Learning?	YES
Email:	[redacted]
Interviewee:	[redacted]
Language of the interview:	English
Data/Time (DD/MM/YYYY):	08-09; 16h30
Gender:	Male
Sector/Profession:	private sector (preschool)
Did you apply any knowledge/skill?	YES
Frequency of application:	Always
Course format:	e-learning
Course area:	Gender Matters
Duration:	2 weeks
Certificate?	
Reason for registration:	Personal interest; job success; it was a free course.
Factors - Enablers:	Job success (in terms of interpersonal skills, public relations); supported by his supervisor and colleagues; confidence to apply.
Factors - Barriers:	
Confidence in application:	very confident
Confidence related to training event:	
Changes in behavior at job:	He has promoted raising-awareness between his peers; the skills have helped him to manage some situations in his routine activities at the preschool ("a Female predominant environment").
Working time:	
Use over time:	
Isolating factors - improvement learning event:	
Isolating factors - improvement other factors:	
Confidence about answer:	
Isolating factor multiplied with confidence:	
Additional Comment:	

Objective Assessment of Learning?	NO
Email:	[redacted]
Interviewee:	[redacted]
Language of the interview:	English
Data/Time (DD/MM/YYYY):	08-10; 14h30
Gender:	Male
Sector/Profession:	NGO manager
Did you apply any knowledge/skill?	YES
Frequency of application:	Frequently
Course format:	face-to-face
Course area:	Developing climate change adaptation and disaster risk reduction in the Asia Pacific Region
Duration:	4 days
Certificate?	-
Reason for registration:	Personal Interest; Opportunity to update his know-how
Factors - Enablers:	opportunity to apply; confidence to apply; action planning; systems and processes
Factors - Barriers:	no
Confidence in application:	fully confident
Confidence related to training event:	He highlighted that the event was very important by bringing know-how on the ground in order to update everyone about disaster risk reduction.
Changes in behavior at job:	He mentioned that his new tasks are more coincidence than consequence for taking the event. Indeed, training reinforced what he already knew - improved the way he addresses problems.
Working time:	50-75%
Use over time:	it is going to take a long time because he works raising awaraness and disseminating knowledge among persons with disability, to know how to protect themselves (resilience) against natural disasters.
Isolating factors - improvement learning event:	It is not his main task. It may helped his profile, but this knowledge just contributed marginally in his career.
Isolating factors - improvement other factors:	Event explains 50% of his improvement at work
Confidence about answer:	
Isolating factor multiplied with confidence:	
Additional Comment:	

Objective Assessment of Learning?	YES
Email:	[redacted]
Interviewee:	[redacted]
Language of the interview:	French
Data/Time (DD/MM/YYYY):	08-10; 15h00
Gender:	Male
Sector/Profession:	Government - national
Did you apply any knowledge/skill?	YES
Frequency of application:	Occasionally
Course format:	e-learning
Course area:	Rapport économique sur l'Afrique 2015: l'Industrialisation par le commerce
Duration:	5 weeks
Certificate?	yes
Reason for registration:	two reasons: professional (contact with industries) and personal (intellectual)
Factors - Enablers:	confidence to apply knowledge/skills (now feeling more confident towards his colleagues related to value chain or industrialization), opportuity to apply knowledge/skills, colleague's support (they encouraged and motivated him and invited him to meetings), opportunity to apply
Factors - Barriers:	yes, lack of support from colleagues/peers, lack of supervisor support (made a suggestion to supervisor), no opportunity to apply
Confidence in application:	very confident
Confidence related to training event:	NA
Changes in behavior at job:	yes 1) written and submitted a report to 5 ministries on the role and impact of an export promotion agency on commerce and industrialization. Knowledge from UNITAR event has allowed to add additional detail to the report. Was afterwards called to provide more information on the report.
Working time:	1-25%
Use over time:	yes, now and future foreseen
Isolating factors - improvement learning event:	70%
Isolating factors - improvement other factors:	30%
Confidence about answer:	
Isolating factor multiplied with confidence:	
Additional Comment:	good suggestion: UNITAR shall inform the supervisors (or provide standard letter that participants can submit to supervisors), confirming that the participant is signed up for

	the event and asking the supervisor to facilitate possibilities for application after the event - if possible.

Objective Assessment of Learning?	YES
Email:	[redacted]
Interviewee:	[redacted]
Language of the interview:	French
Data/Time (DD/MM/YYYY):	08-14; 14h30
Gender:	Male
Sector/Profession:	Government - national
Did you apply any knowledge/skill?	YES
Frequency of application:	Frequently
Course format:	e-learning
Course area:	L'accord de facilitation des échanges de l'OMC et les règles et réglementations relatives à la facilitation des échanges au niveau régional.
Duration:	5 weeks
Certificate?	yes
Reason for registration:	job success
Factors - Enablers:	opportunity to apply
Factors - Barriers:	NA
Confidence in application:	very confident
Confidence related to training event:	
Changes in behavior at job:	He used the knowledge to pass a competitive exam
Working time:	50-75%
Use over time:	Yes, it can help for a future job (to progress in his career)
Isolating factors - improvement learning event:	70-80%
Isolating factors - improvement other factors:	
Confidence about answer:	
Isolating factor multiplied with confidence:	
Additional Comment:	He used the knowledge to pass a competitive exam, but in his work they organise consultation with the population, and there he can use this acquired knowledge too.

Objective Assessment of Learning?	YES
Email:	[redacted]
Interviewee:	[redacted]
Language of the interview:	French
Data/Time (DD/MM/YYYY):	08-15; 10h00
Gender:	Female
Sector/Profession:	Government - national
Did you apply any knowledge/skill?	YES
Frequency of application:	Always
Course format:	e-learning
Course area:	International Masters in Conflictology
Duration:	-
Certificate?	-
Reason for registration:	After a first training of Unitar, Gender Leadership, she chose to follow this one
Factors - Enablers:	systems and processes
Factors - Barriers:	no
Confidence in application:	very confident
Confidence related to training event:	NA
Changes in behavior at job:	She changes her behavior at her work (she analyses more carefully both sides), and she has developped compentencies for her ONG
Working time:	26-50%
Use over time:	Yes
Isolating factors - improvement learning event:	70%
Isolating factors - improvement other factors:	30%
Confidence about answer:	
Isolating factor multiplied with confidence:	
Additional Comment:	The modules and their links are well made, the same for the learning material that she keps using even after the end. The exchanges on the forum was really important for her in order to see different point of view.

Objective Assessment of Learning?	NO
Email:	[redacted]
Interviewee:	[redacted]
Language of the interview:	French
Data/Time (DD/MM/YYYY):	08-16; 18h00
Gender:	Male
Sector/Profession:	Government - national
Did you apply any knowledge/skill?	YES
Frequency of application:	Frequently
Course format:	e-learning
Course area:	L'accord de facilitation des échanges de l'OMC et les règles et réglementations relatives à la facilitation des échanges au niveau régional.
Duration:	4 weeks
Certificate?	yes
Reason for registration:	Personal interest and job success
Factors - Enablers:	Action planning in the training facilitated transfer and application of knowledge/skills
Factors - Barriers:	NA
Confidence in application:	very confident
Confidence related to training event:	NA
Changes in behavior at job:	He changes his behavior at his work, he can understand better technical rapport and he can explain the important aspect to his colleagues
Working time:	50-75%
Use over time:	Yes
Isolating factors - improvement learning event:	85-90%
Isolating factors - improvement other factors:	
Confidence about answer:	
Isolating factor multiplied with confidence:	
Additional Comment:	Concrete example and case studies is what really helped him. For him the formation should be longer to have more discussion and more practical case. In his other formation, he wasn't convince by the only one week discussion (according to him, it was a mess in the answers and it is not enough to develop a conversation.

Objective Assessment of Learning?	NO
Email:	[redacted]
Interviewee:	[redacted]
Language of the interview:	English
Data/Time (DD/MM/YYYY):	08-16; 14h
Gender:	Female
Sector/Profession:	NGO manager
Did you apply any knowledge/skill?	YES
Frequency of application:	Always
Course format:	face-to-face
Course area:	Training Workshop of Human Security: Identification, Assistance and Sustainable Protection of victims of human trafficking
Duration:	2 weeks
Certificate?	yes
Reason for registration:	Personal interest to acquire new skills in human trafficking
Factors - Enablers:	sytems and processes; confidence to apply; supported by her colleagues and supervisor; importance of knowledge to her job success; opportunity to apply
Factors - Barriers:	NA
Confidence in application:	Fully confident
Confidence related to training event:	She got confidence enough to share this new skills with her colleagues.
Changes in behavior at job:	She kept her common role by working with local partners in child protection. However, she got a special attention on human trafficking.
Working time:	76-100%
Use over time:	She plans to keep using these skills for a long time.
Isolating factors - improvement learning event:	That was her first course on human trafficking. According to her, 30%-40% of the UNITAR's content is applied into the project.
Isolating factors - improvement other factors:	
Confidence about answer:	
Isolating factor multiplied with confidence:	
Additional Comment:	She works in a NGO, so she has support from supervisor and colleagues to apply skills on human trafficking, a subtopic of the NGO (child protection). She has used these new skills to disseminate content among local partners and member communities, to raise awareness and to promote network among local and national officers working in this topic.