



UNITED NATIONS  
SYSTEM  
STAFF COLLEGE



**Annual Report 2021**

# Leveraging Learning to Build Forward Together





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## INTRODUCTION

# Leveraging Learning to Build Forward Together

Continuous learning is vital because change is the only constant. Looking towards the future and learning enables us to integrate new knowledge, develop skills and innovate. Today, acquiring knowledge and learning about changing tools and trends are essential practices for all of us.

As the United Nations' system-wide learning institution, the UN System Staff College (UNSSC) creates world-class learning experiences grounded in the values enshrined in the UN charter of multilateralism and dignity for all. Our objective is to support peace and sustainable development, while strengthening UN leadership

and management capacities in order to implement the 2030 Agenda. That is why the UN system and partners rely on us to enhance their knowledge and skills. At UNSSC, we believe in the power of learning to bring about a world that is safer, freer, more equitable and sustainably prosperous for all.

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in the power of learning  
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## Looking back, leading into the future through learning



Around the world, professionals need to put forward insightful policies, strategic plans and concrete actions to address the widening disparities caused by the COVID-19 pandemic. This imperative is what drove the Staff College's 2021 efforts to develop, and adjust learning solutions to build the knowledge and skills that are required to support UN staff and relevant partners as they assist in global and national efforts to build forward better.

In this report you will read highlights about how we have continued to adapt our activities in response to the challenging circumstances of the pandemic and the new normal. The report also highlights many of our achievements as a community and our impact across education,

research and society, both locally and internationally. We also present impact stories featuring alumni who have taken learnings from the Staff College to help drive progress for the 2030 Agenda, peace and security, and leadership and management – the three areas of the College mandated by the UN General.

**Around the world, professionals need to put forward insightful policies, strategic plans and concrete actions to address the widening disparities caused by the COVID-19 pandemic.**



## A note from the director



The COVID-19 pandemic has exacerbated inequalities in countries across the globe. To spur a recovery that is inclusive and resilient, many policymakers, governments, private sector institutions and UN entities have put in place plans to “Build Forward Better.” Our annual report for 2021 focuses on how our learning programmes supported this effort.

In 2021, we initiated new programmes that connected a global community of sustainable development actors to support action on the 2030 Agenda. We delivered numerous cutting-edge learning solutions aimed at supporting senior leaders to undertake adaptive leadership and nurture systems thinking to build forward better. We stepped up our efforts to mainstream learning about holistic and integrated approaches to tackle the climate emergency. We also empowered youth stakeholders and peace-and-security professionals by improving their ability to make a positive impact on sustainable peace. In 2021, the total number of people who benefitted from UNSSC learning programmes increased by an impressive 45 percent over the previous year.

Several collaborative initiatives reinforced the Staff College’s commitment to raising awareness and promoting dialogue on a series of critical issues. Examples include our partnership with the [Group of Women Leaders Voices for Change and Inclusion](#) to deliver the “Women’s Voices for An Equal Future” thought leadership series which advocated for women’s equal and meaningful participation in all spheres of society. We also hosted the “Unity in Difference” thought leadership event alongside the [Vittorio Dan Segre Foundation](#) to explore identity, diversity and inclusion and contribute to more open and tolerant societies.

In this report we offer highlights from the year together with client and partner stories that allow you to get a deeper understanding of the impact of learning as we work to “Build Forward Better.” As we respond to the key proposals from the Secretary-General’s [“Our Common Agenda”](#) report, I wish to acknowledge the dedication of all UNSSC colleagues. The Staff College contributed to making the United Nations System and partners better able to offer integrated solutions to the challenges we face.

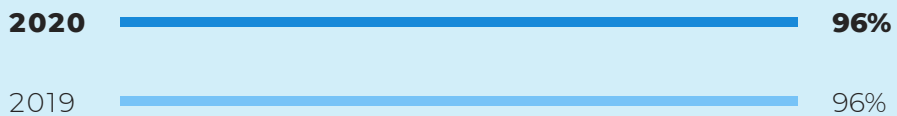
**Jafar Javan**  
Director

## Learning snapshot

### WHOM WE SERVED

	2021	2020	
Total beneficiaries	27,500	18,982	<b>+45%</b>
Direct training	24,455	15,603	<b>+57%</b>
Indirect training	3,045	3,379	<b>-10%*</b>
Number of activities UNSSC Direct Training	194	181	<b>+7%</b>
Number of people who registered for UNSSC webinars	4,172	3,410	<b>+22%</b>

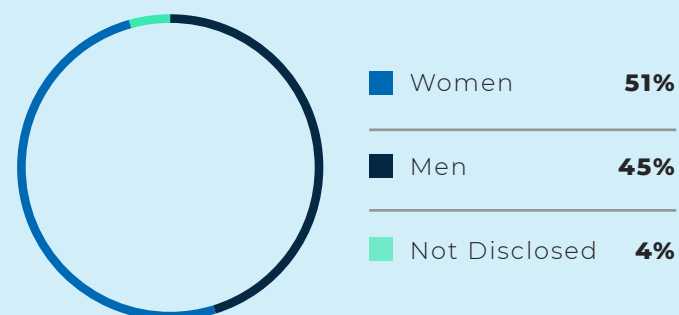
### RECOMMENDATION RATE



### HOW WE DID (0 TO 6)

	2021	2020
How satisfied are you with the overall quality of the training you attended?	5,5	5,2
How relevant to your work was the training you received?	5,0	5,2
How would you rate UNSSC's facilitation and teaching methodology?	5,3	5,3

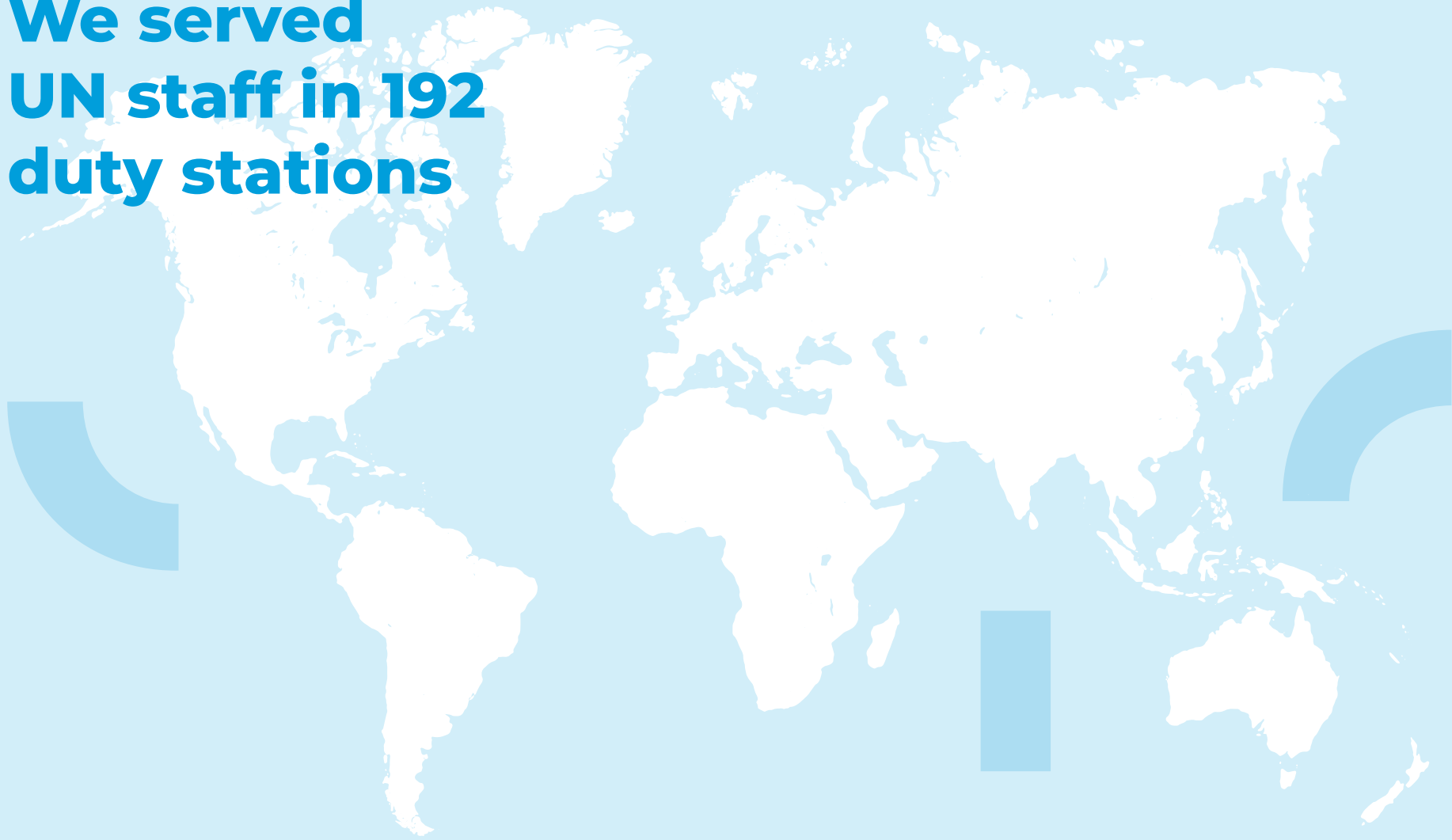
### GENDER BREAKDOWN



\*According to preliminary data, the number of learners trained by UNSSC-certified trainers in the area of UN Staff safety and security decreased by 10%, but this is a partial figure as the data is still being collected.



**We served  
UN staff in 192  
duty stations**





**Focus Area I**

# Supporting the 2030 Agenda







## Supporting the 2030 Agenda



With a greater focus on social protection, communication and leadership, we advanced knowledge and learning to enable sustainable development actors to drive action towards the 2030 Agenda for Sustainable Development.

The effects of the COVID-19 pandemic continue to threaten progress towards the Sustainable Development Goals (SDGs). To support UN Staff and relevant partners who are working on a range of recovery efforts, the Staff College delivered diverse learning offerings to push people's knowledge of current challenges, promote resilience and strengthen sustainable recovery.



## New learning for a new age



Achieving the transformative potential of the 2030 Agenda requires systemic approaches. It is often difficult to measure the accomplishments of learning programmes but at UNSSC we get to see how knowledge gets channeled and utilized throughout the UN system. In 2021, our faculty and their ahead-of-the-curve insights and educational offerings continued to be recognized by the wider UN community through strong growth in attendance and participation levels.

Because the COVID-19 pandemic has exacerbated sustainability challenges, stakeholders require opportunities to learn and develop strategies. Below are some highlights from 2021 of such activities. As the pandemic moved into its second year, initiatives like the UNSSC- World Health Organization (WHO) **“Leadership Programme on Epidemic and Pandemic Preparedness and Response”** brought together leading WHO practitioners to gain skills and devise sustainable public health solutions. This was an intensive six-month programme whose goal was to build the confidence of senior leaders to undertake adaptive leadership,

express emotional resilience, and nurture systems thinking for health and well-being at the country level. Another initiative, the **UN Mastermind Groups**, enabled senior UN managers to explore innovative approaches to sustainable development in a post-pandemic world. The initiative continues to be a space for senior leaders to ideate, share knowledge and explore solutions.

Because global communications platforms have integrated technology and society into the same conversations, to effectively promote the 2030 Agenda, UN communications professionals increasingly need to understand how to better harness ever-changing digital tools. Towards that end, in 2021 UNSSC delivered the first edition of **“Communications for the 2030 Agenda.”**

UN Communications professionals from around the world came together to learn how to better use methods like impactful storytelling, digital content, data analysis and evaluation to advocate for sustainable development as countries implement their pandemic recovery strategies.



## IMPACT STORY

# Communications for the 2030 Agenda and the SDGs

The Staff College course on Communication for the 2030 Agenda and the SDGs surpassed my expectations. Instructors challenged and supported me and I learned a whole range of skills and interests that I use in my job every day. One highlight was learning about communicating on the basis of science, facts, and with consistency. I also enjoyed teachings on advocacy, building campaigns, storytelling for impact, designing a theory of change, public affairs, social media analysis, evaluation and crisis communication.

## Betty Chella Nalungwe

Communication Officer,  
UNICEF Afghanistan

My learning is allowing me to contribute effectively to the development and production of compelling content. It also supports my work with engaging the media and building relationships with journalists and the media so I can convey the story of UNICEF's successes to wider audiences. My supervisors at UNICEF have seen the change in my skillset and trust me now with more responsibilities. I was caught completely by surprise by the value and rigour of this course and couldn't be happier.



## Accelerating progress on the Sustainable Development Goals (SDGs)

2021 provided a moment for the global community to take stock of progress on different SDG targets. Because learning and training are at the core of what we do, it was a moment for UNSSC to ensure that the insights our faculty and associated experts deliver find practical applications with our stakeholders.

In 2021, the College zoomed in on SDG 1.3, whose emphasis is on social protection. Our **“Social Protection for Sustainable Development”** course culminated in a sizable number of actors convening to gain new insights on accelerating the transformation of social protection systems in light of the pandemic. Participants learned

how to identify global trends, use practical tools, implement good practices, and discern social protection approaches. A key goal of the training was to help participants identify gaps in national social protection systems.

[SDG 13](#) — Climate action also took center stage with the UN Climate Change - UNSSC course called **“The Paris Agreement on Climate Change as a Development Agenda”**. By demonstrating the interlinkages and interdependencies between sustainable development and climate change, participants had opportunities to learn holistic and integrated approaches to climate change.





## IMPACT STORY

### **Social protection for sustainable development**

When I enrolled in the Social Protection for Sustainable Development course, I was working for the International Organization for Migration (IOM) in Sri Lanka as the Migration, Environment and Climate Change (MECC) focal point. In that job I wore many hats. I was working for the International Organization for Migration (IOM)'s Humanitarian Country Team within the UN network. By liaising with different international and national groups I provided institutional guidance and support to environmental migrants. I now work as the Senior National Programme Officer (Global Programme Migration and Forced Displacement) at the Swiss Agency for Development and Cooperation

#### **Rangitha Balasuriya**

Senior National Programme Officer,  
(Global Programme Migration and Forced Displacement),  
Swiss Agency for Development and Cooperation (SDC),  
Embassy of Switzerland to Sri Lanka and the Maldives

(SDC), at the Embassy of Switzerland to Sri Lanka and the Maldives. This career switch occurred while taking the Staff College course.

The knowledge I acquired from at the Staff College helped me shift to my present position as a donor agency head for a country. Concretely, through the Staff College I gained a multidimensional understanding of social protection, social security and other interlinked competencies. I also acquired new skills in public relations and communication that have helped make me better at networking.

I joined SDC when the organization was

working with the United Nations Capital Development Fund to develop a project on digital remittances and social protection for migrant workers.

Through my learning I am now confident in evaluating concept notes at an early stage. The social protection and social security knowledge I gained from the course helps me to review and provide solid feedback to my employer. I'm also more confident now sharing project-design suggestions.

I am using those skills to develop a social protection programme for the United Nations Children's Fund (UNICEF), supporting migrant children.



## Training to develop an SDG- competent civil service

To reach their SDG targets, governments face choices: will they produce civil servants with the skills and knowledge to address the needs of societies moving in new directions? Can they produce civil servants who are action-oriented and sensitive to fostering and sustaining societies that encourage sustainability and that encourage society to achieve at the highest possible level? These are some of the questions that frame a Staff College course designed to improve the competencies of civil servants working in places like schools and hospitals. A second edition of the **“Building Back Better: Strengthening capacities of Schools of Public Administration in a Post- Covid-19 World”** was launched to strengthen knowledge of the 2030 Agenda, and reinforce the pivotal role played by public administrators in contributing to broad-based multi-stakeholder coalitions that influence change.

Another new training for government employees, developed in partnership with Escola Nacional de Administração Pública (ENAP) - National School of Public

Administration in Brazil, saw the Staff College launch **“The 2030 Agenda for Sustainable Development and e-Learning Design Basics”**. This online course is hosted on ENAP’S virtual academy platform. Its aim is to increase capacity building among civil servants in Brazil. It does this by providing them with knowledge and resources to support initiatives to tackle extreme poverty, inequalities, and climate change.

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## Learning to strengthen country-level uptake of the 2030 Agenda

Covid-19 recovery efforts and the 2030 Agenda have a reduced chance of success without adequate support from country level UN entities. To support the mainstreaming of the UN Sustainable Development Cooperation Framework (UNSCDF), UNSSC reached hundreds of UN country level staff through the **UNSCDF self-paced online course**. Co-developed with the United Nations Development Coordination Office, this tool

helps staff contribute to the UN development system's collective responses for supporting countries working to meet the Sustainable Development Goals.

Through the **UNCT Dream Team Leadership Programme**, UNSSC bolstered its efforts to support UN leaders to strengthen their skills and capabilities in the areas of policy support, systems thinking, strategic communications and agile leadership.

## The power of collaborative multi-stakeholder innovation

With COVID-19 the scope of many global problems became more defined. What isn't always so apparent is a commonly accepted approach for solving such problems. What is clear is that multi-stakeholder engagement and partnerships are vital for accelerating the 2030 Agenda. It was in this spirit that in 2021 UNSSC delivered its second virtual edition of

our popular **UN Summer Academy**. Brought together were representatives from governments, academia, civil society and the private sector. The format of the academy was a mix of expert inputs, peer-to-peer learning, knowledge exchange, and collaborative co-creation with the goal of articulating timely, compelling and galvanizing solutions.



## IMPACT STORY

# UN Summer Academy

### Brianne Wolf

Director of Global Learning & Engagement Strategies, College of Agricultural Sciences and Natural Resources, University of Nebraska-Lincoln

The UN Summer Academy was an enriching learning experience that definitely improved my knowledge and ability to use design thinking and futures thinking in different activities. Now I am more able to effectively apply concepts of systems thinking into my work. I have also learned how to relay and incorporate systems thinking into the student activities I organize. Some of my other learning has been incorporated into a course I launched last year, the SDG Scholars Programme &

Digital Badge programme.

The project engages students in our university to explore diverse perspectives and methods related to the Sustainable Development Goals.

Many of our students do not have the time or resources to participate in expensive study-abroad programmes, so this is a great learning opportunity for them. By learning from open-source online material, live sessions with experts, brainstorming exchanges with peers, plus reflection and application into a final creative product, students can meaningfully explore how to contribute towards the most complex problems of our time.

I have incorporated many aspects of the UNSSC Summer Academy programme into the project. Most importantly, I have involved my fellow Academy participants, from Bolivia to Albania to Benin, as our global experts. They are able to share their unique and innovative approaches to SDG-related issues with our students, as well as help them learn and grow professionally.

The project is ongoing, but is already

drawing interest from graduate and undergraduate students from a fascinating mix of ages, majors and backgrounds. It is showing promise helping students meaningfully connect their areas of study, life experience, skills and the insights of both local and global experts, plus that of their peers. An important aspect I want to achieve with this programme is bringing students into contact with perspectives different from their own: different disciplines, country and cultural contexts, urban and rural perspectives, differing political or religious ideologies, etc. The more we can do this in the context of solving large world problems, the more innovative solutions we will gain. My hope is this can meaningfully help decrease polarization, xenophobia, ignorance and intolerance among our students.

I would highly recommend university faculty or staff members to participate in learnings like the UN Summer Academy. They would learn fresh and innovative insights for their teaching and programme management. For a globally focused staff member like I am, the Staff College was timely and exceptionally useful.





**Focus Area II**

**Building and  
Sustaining Peace**





## Building and Sustaining Peace



Credit: UN Photo/Gregorio Cunha

We led programmes to build the competencies of peace and security professionals who are developing initiatives to address the interconnected pandemic-related challenges that continue to impact conflict-affected countries.

In an increasingly uncertain world, peace and security professionals are being challenged to build multidimensional and inclusive peace processes. In 2021, our peace and security learning offerings and initiatives were re-scoped to support responses to the conflict-related challenges arising from the COVID-19 pandemic.



## Encouraging climate action and sustainable peace



Climate change is considered by many as among the greatest risks for peace and security in the 21st century. Learning programmes need to unpack the interlinkages between climate change, peace and security and explore opportunities for promoting inclusive climate action, conflict prevention and peacebuilding. In 2021, hundreds of peace and security professionals participated in learning and knowledge-sharing initiatives. Our goal was to help them analyse climate-related security risks in order to shape integrated responses and recovery plans.

The **Climate Sensitive Programming for Sustaining Peace** course was refreshed to better unpack the interlinkages between climate change and peace and security. The focus was on conducting localized climate risk assessments and integrating them into programmatic planning throughout peacebuilding programming, from early warning through to mediation and peacekeeping. Participants reported that they gained a better awareness of the risks

climate change poses and that they left better equipped with the tools and knowledge to analyse different contexts affected by climate change and insecurity, as well as being able to manage associated risks.

The staff College also hosted three Coffee Hour webinars at the 2021 **Berlin Climate and Security Conference**. Such informal engagements are useful for assisting stakeholders to learn to create comprehensive climate and security risk assessments that lead to preventative climate security policies.

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## Looking at the world through a prism of conflict-sensitivity

In conflict-affected areas, pandemic-related health measures such as restrictions on non-essential activities, lock downs, and physical distancing can aggravate the consequences of armed conflict, extremism and crime. To avoid this, it is important for peace and security professionals to adopt a conflict-sensitive lens across their interventions.

Throughout 2021, the Staff College engaged UN staff as well as other stakeholders to

integrate conflict-sensitive lenses into their COVID-19 responses and recovery plans. The College's **Conflict-Sensitive Approaches to Programming** course was instrumental in helping professionals assess changed contextual information. Several participants reported that the course helped them identify and mitigate conflict risks, and strengthened their ongoing efforts to “do no harm” and “do more good.”

## Building trust in political cohesion

A consequence of the pandemic has been diminishing trust in governments and leaders, resource competition, and low social cohesion. Conflict-affected countries have become less equipped to analyse the root causes and drivers of conflict within their borders.

The “**Conflict Analysis for Sustaining Peace**” course was adapted to improve awareness about new and pre-existing drivers of conflict that should be considered both during ongoing assessments as well as in recovery programming

initiatives. Similarly, the College's “**Analysing and Engaging Armed Groups**” provided peace and security professionals with theoretical knowledge of current key trends and practical tools to conduct analysis of armed groups in order to understand the implications for engagement.

With the pandemic projected to lead to 15 new or resumed armed conflicts before 2023, the Staff College continues to leverage its partnerships and strengthen learning and knowledge-sharing initiatives to build capacity in conflict analysis.



## Developing youth, peace and security champions

Inequalities caused by the pandemic have hindered meaningful participation of youth in peace and security processes. In spite of this, young people continue to be important contributors to innovative and effective response and recovery solutions to conflict prevention and resolution processes.

As part of our continued efforts to reinvigorate dialogue and action on the Youth Peace and Security (YPS) Agenda, the Staff College implemented a number of youth programmes. The **Realizing the Peace and Security Agenda** and the **“Youth, Peace and Security Primer,”** which were both offered free of charge, were launched in 2021. Created in collaboration with the [Folke Bernadotte Academy](#) (FBA), the **Realizing the Youth Peace and Security Agenda** is the first ever YPS Agenda course for UN Staff. It is already an instrumental resource for helping UN Staff facilitate youth participation, and engagement so they might more efficiently support peace and security

initiatives. Staff continue to gain valuable understandings of coordinating, advising, strategically planning and reporting on YPS issues, as well as analysing the results of YPS programmes.

The Youth, Peace and Security Primer is available in five languages — English, Spanish, Arabic, French and Portuguese. Over 600 people from around the world have enrolled in the YPS Primer. As schools and training programmes remained closed during the pandemic, our YPS primer contributed a much-needed free and accessible training. Practitioners valued learning to establish common bases of understanding approaches for the UN system and partners. With an increased number of course participants expected, this YPS primer is set to play an important role in empowering and training youth stakeholders, and improving their ability to make a positive impact on sustainable peace.



## IMPACT STORY

# Realizing the Youth Peace and Security Agenda

## Daniel Sandoval

Associate Public Information Officer,  
United Nations Verification Mission in Colombia

The “**Realizing the Youth Peace and Security Agenda**” course at the Staff College is the perfect solution for busy professionals looking to further their career in international affairs. The course was carefully crafted to provide working professionals with a strong theoretical grounding in this subject. The course definitely challenged me philosophically and professionally. The course content was interesting, meaningful and has clear applicability to my work in Colombia or to the everyday work of mid-level UN staff. I have three takeaways from the programme:

**First, I learned about enabling meaningful youth participation in projects and initiatives:** I learned that **actively enabling** a group of diverse young women and men is an important first

step to ensure that participatory processes are inclusive.

**Second, I learned about including youth-sensitive perspectives.** In peace and security analysis we often treat youth as a collective with similar characteristics. It’s necessary to desegregate and expand the information because young women and men represent a diverse group of individuals with different backgrounds, opinions and needs.

**Third, I learned to differentiate between forms of youth participation.** I implement these processes in my daily work, and on the “Approach to future youth political leadership in southeast of Colombia” project that I have been working on.

The project’s goal is to create dialogue and



## IMPACT STORY

# Realizing the Youth Peace and Security Agenda

knowledge-sharing spaces for 7 to 10 young people representing a cross-section of Colombia's political spectrum. The conversations are meant to empower the members to share their newly acquired insights with members of their political parties and with some schools and universities in the region. Some of the young people who participate belong to political parties that emerged victorious after the peace agreement in the country (with the former FARC-EP guerrillas). They also include young people from traditional political parties and alternative social organizations. I have used this project as an opportunity to implement my Staff College learning and ensure that we have truly inclusive youth processes. I use what I learned for analysis techniques and this has helped me understand the back-

grounds of youth actors. This is important as it helps us determine how different factors can affect their willingness or ability to work in certain contexts.

Based on my learning, I am also paying special attention to the nuances that exist in this region. This informs how we communicate on social media. Wherever work takes me I also try to advance the concept of "promoting action without harm." Perhaps most importantly the Staff College taught me not to get stuck in a loop of working with the same group of young people for every event and process. I am continually adjusting this project to include new voices and expand participation of youth from different political parties, civil society organizations and communities.



**Focus Area III**

# Advancing Leadership and Management







## Advancing Leadership and Management



We delivered a variety of leadership and management programmes to support stakeholders in their effort to drive a UN management culture that fully supports the implementation of the 2030 Agenda.

As leaders support teams and organizations to move more effectively towards recovery from the COVID-19 pandemic, a set of leadership programmes were delivered to advance a collective understanding of principled, accountable, inclusive, and transformational leadership, as outlined in the [United Nations System Leadership Framework](#).



## Ensuring equity, inclusivity and wellbeing at the heart of all that we do



Equity and inclusion have been important components of COVID-19 emergency responses. Going forward, they will be crucial for our collective recovery planning and efforts. To bend the curve of thinking and behaviour on gender equality, diversity, and inclusion, UNSSC has supported multiple stakeholders through two flagship learning programmes, and two college-wide thought leadership events.

Our flagship **Leadership, Women and the UN** programme continues to be a useful tool for female UN leaders wishing to learn about leadership approaches, as well as the gender and cultural dimensions of leadership, and the dynamics of power, influence and negotiation. The joint UNSSC - [Global Woman Leaders Voices for Change and Inclusion](#) “**Women’s Voices for An Equal Future**” thought leadership event convened a powerhouse panel of women leaders who shared insights on the significance of women’s leadership, gender equality, and women’s empowerment. The event drew an online audience of over 250 participants from the UN system and civil society. Through such initiatives, the College continues to underscore the critical

role of women’s leadership in preparing for a more equitable recovery. The first edition of the “**Developing Diversity and Cultural Intelligence Skills for Results in Today’s Environment**” programme and the “**Unity in Difference**” thought leadership series saw the College take a step further in contributing to a more diverse and inclusive United Nations. These programmes focused on supporting UN Staff to widen their cultural sensitivity and awareness in order to foster more harmonious interactions and communication in diverse work environments. The “**Unity in Difference**” thought leadership event offered a space to collectively explore and understand identities as they relate to diversity and inclusion. Stakeholders were able to gain clearer understandings of diversity and its implications on individuals and policies. These domains included development, social cohesion, climate change, migration and demographics, education, welfare and social security, peace and security, and many others. Together, these initiatives aim to ensure that UN staff, and society at large, stay invested in building diverse and inclusive workplaces and societies.



## IMPACT STORY

### Leadership, Women and the UN

The Leadership, Women and the UN Programme was an incredibly enriching leadership and networking experience. The course covers a broad range of topics. What I found really helpful were classes about the nexus of cultural dimensions of leadership and strategic negotiations for win-win outcomes. I also valued meeting UN staff from around the world who are dealing with similar challenges. This broadened my perspective and network.

The UN is highly diverse, especially culturally. Daily scenarios we face in the workplace require strong negotiation skills.

#### Benta Achieng' Aseto

Chief, Client Service Delivery Pillar,  
UN Regional Service Centre Entebbe, Uganda

Through Staff College learnings, I gained relevant and invaluable insights into achieving improved outcomes through negotiations. It has helped me break down barriers. In my daily job I am responsible for rolling out and embedding the Client Service Delivery Model (CSDM) at the UN Regional Service Centre Entebbe (RSCE) and the 21-client missions in Africa whom we serve. The CSDM project seeks to streamline the client experience for all the entities involved. We try to ensure clients are served in the most client-oriented way, through effective and seamless processes, with transparency throughout the issue/

query resolution process.

By applying what I learned from the UNSSC's Leadership, Women and the UN Programme, I have witnessed increased commitment by stakeholders. They tell me they feel like their interests are being heard and considered. Each party also has a clearer understanding of what they are signing up for. These days our delivery timelines are shorter as the rollout approach gets contextualized. These are the benefits that trace back to what I learned at the Staff College.

Learning and changing our approach to negotiations is helping my office "Support Peace in Africa".



## Fostering innovation and operational excellence

Innovation, data analytics, and operational excellence are critical levers to ensure sustainable and inclusive recovery efforts. To create awareness and advance knowledge on innovation, in 2021 the Staff College continued its efforts to mainstream the **UN Innovation Toolkit**. Through a series of events and other activities, UNSSC highlighted the role of innovation in the UN. The Staff College demonstrated how innovative practices can lead to transformation at an organizational, individual and community level. Stakeholders from across the UN participated in different initiatives to showcase and share insights and explain how they are adopting UN Innovation Toolkit tools to nurture innovation. Coupled with Innovation, data analytics is an invaluable tool for the United Nations to innovate further, but only if staff know what to do with the available data. To support staff in the area of data analysis, the College launched the **Fundamentals of Data Analytics in the UN context** course. Across different UN agencies, staff learned how to effectively access, use,

interpret, and communicate data.

Data will continue to transform the way the UN organizes, strategizes, and operates. Keeping pace with and effectively applying innovative initiatives and data technologies will depend on operational excellence and the ability to simplify processes. In line with this, the Staff College continued to deliver the **Business Operations Strategy (BOS) 2.0 Practitioner Online Training** developed in collaboration with the United Nations Development Coordination Office. The course continues to assist operations staff to establish a common understanding of the UN's Business Operations Strategy whose focus is on eliminating duplication, leveraging the common bargaining power of the UN, and maximizing economies of scale.

**Innovation, data analytics, and operational excellence are critical levers to ensure sustainable and inclusive recovery efforts.**



## IMPACT STORY

### **World Tourism Organization(UNWTO) – UN Innovation Toolkit**

#### **Natalia Bayona**

Director of Innovation,  
Education and Investments

The world is changing so fast. My organization, the World Tourism Organization, is a multilateral institution that gathers over 150 Member States and more than 500 private sector affiliate members so one has to be attuned to the various developments that are going on across the world to keep abreast of cutting-edge innovations. Our collaboration with the UN System Staff College on innovations and the UN Innovation Toolkit helps us do just that.

There are many benefits to working with the Staff College and we have worked on a number of initiatives together. In 2021 we continued to mainstream and contextualize the UN Innovation Toolkit. We also collaborated on events like the “UNSSC live

with UNWTO on the UN Innovation Toolkit: Partnerships to Achieve the SDGs” as well as the “Summer Research Programme” led by UNSSC and IE University.

The collaborations are great displays of how public and private sector stakeholders can come together to stimulate innovation. At UNWTO we support entrepreneurs and help them grow. We do this through mentoring and connecting entrepreneurs with funding and pilot project opportunities. We seek to generate social impact through innovative technological solutions. The UN Innovation Toolkit continues to be an inspiration for UNWTO staff. It gets used each day. In particular, we use it to build partnerships. This means its impact is spread far and wide, all



## IMPACT STORY

# World Tourism Organization(UNWTO) – UN Innovation Toolkit

through the global tourism value chain, like in the areas of technology adaptations and digital transformation.

Using some of the tools and strategies in the Toolkit, we have been able to strengthen the global tourism innovation ecosystem, made up of governments, institutions, corporations, investors, education centres, accelerators, and entrepreneurs (start-ups and SMEs). We are working to continue developing programmes based on a flow of knowledge and funding to speed up transformation processes.

There are innovation related projects that we are particularly proud of. These include the first [SDGs Global Startup Competition](#) where we collaborated with the likes of Globalia, Qatar Airways, Qatar National Tourism Council, Amazon Web Services, Mastercard, Google, Amadeus, IE University, Telefónica, IDB Lab and Plug and Play.

Another is the [Top 25 Innovators Working for a More Sustainable and Innovative Tourism catalogue](#). This initiative helps Member States and the private sector access solutions. The success of these programmes can be partly attributed to the knowledge that we gained from the Partnerships Module of the UN Innovation Toolkit. Our initiatives have led to startups getting support from venture capitalists, launching projects with governments, and having their solutions tested in other geographic locations.

I would strongly recommend UNSSC to any organization interested in honing their skills and keeping in touch with best practices and cutting-edge research on innovations. There's no doubt that the UN Innovation Toolkit is a preeminent instrument for multilateral agencies. I don't think there's any equivalent parallel. It certainly stands out on its own.



## Collaborative partnerships with academia

Tapping into the research and teaching capabilities of leading academic institutions in order to provide better learning outcomes for the UNSSC community, the Staff College advanced a number of academic partnerships in 2021. Collaborations centered around curriculum design with IE University and the National University of Singapore's Lee Kuan Yew School of Public Policy.

UNSSC leveraged its partnership with IE University to develop a new curriculum on the "Fundamentals of Data Analytics in the UN context" which enables UN professionals to strengthen their ability to access, use,


interpret and communicate data. To support UN staff to embrace diversity and inclusion in the workplace, UNSSC partnered with the National University of Singapore's Lee Kuan Yew School of Public Policy to create and deliver a course on "Diversity and Cultural Intelligence Skills for Results". The course is designed to help participants increase their cultural sensitivity and awareness, enabling them to work, interact, and communicate in diverse work environments, as well as build relationships with people from different cultural and ethnic backgrounds, and mitigate cross-cultural challenges.

## Strengthening leadership, management, and professional competencies to help leaders adapt to complexity

People-centred recovery strategies cannot be strengthened without good management and leadership. Managers and staff throughout the UN system need professional competencies to successfully contribute to pandemic recovery efforts. In 2021, the Staff College offered unique learning programmes that were designed to equip UN staff with updated skills in areas like change management, communication, adaptive leadership, emotional intelligence. Our **Leading Transformational Change in a Volatile, Unpredictable, Complex, & Ambiguous (VUCA) World**, and the **UN Emerging Leaders e-Learning programme** empowered UN staff and leaders to develop


these skills. The mental health challenges that have been exacerbated by the pandemic call for a new type of UN leadership, where leaders create workplace environments where staff feel psychologically safe. Through our newly launched **Workplace Mental Health and Well-being: Lead and Learn Programme**, UNSSC in collaboration with the UN Workplace Mental Health and Well-Being Strategy Team, developed learnings on mental health and well-being. The programme helps train leaders and managers to be supportive and understanding of the needs of their staff, and able to foster workplaces that enhance mental and physical health and well-being.

## Instilling a new leadership & change culture



To play a role in shaping recovery efforts, UN entities and the UN system as a whole will need sustained leadership rooted in a cohesive leadership culture and change management practices. To further support this, the Staff College implemented and re-scoped a set of learning initiatives, including **The Blue Line and UN Leaders Programme**, as well as knowledge exchange initiatives under the auspices of the **UN Lab for Organizational Change & Knowledge (UNLOCK)**.

Like all the College's leadership and management development programmes, the Blue Line and the UN Leaders programme are aligned to the UN System Leadership Framework (UNLSF). The framework outlines what a UN leadership culture aligned with Agenda 2030 should consist of and how it should look.



In 2021, **the Blue Line** — a global learning hub for self-directed e-learning — continued to enable the Staff College to provide a comprehensive online training plan to supplement the leadership skills of UN staff. The expectations outlined in the UNLSF apply to all UN staff, at all levels, and in all locations. In line with this, the Blue Line has been an effective tool for providing a common language around leadership for UN staff. Similarly, UNSSC's **UN Leaders Programme** has supported leaders dealing with the various complexities exacerbated by the pandemic. Through a combination of self-paced learning, peer exchanges, personalized executive coaching, individualized assessments, and interactions with leading experts, senior UN leaders continue to benefit from a unique opportunity to examine their leadership challenges and lead the transformational change required of the UN.

With change and recovery efforts happening at an unprecedented pace,

UNSSC's 2021 **UN Lab for Organizational Change & Knowledge (UNLOCK)** provided forums for change practitioners throughout the UN to connect, share, and support one another on work related to organizational change, transition, culture transformation and similar initiatives. In June 2021, UNSSC hosted the sixth annual peer exchange for the UNLOCK Network, hosting about 50 participants. Three days of discussion centered on change management topics like hybrid working, the UN efficiency agenda, anti-racism, and systems thinking. UNLOCK has been a successful forum for discussing critical change management trends and topics and finding solutions that enhance the work of the United Nations as we build forward better. In addition to facilitating knowledge exchanges, strengthening the network, and conducting case studies to identify good practices and lessons learned, UNSSC offered, through UNLOCK, advisory services to UN entities to provide capacity building on change management.





## IMPACT STORY

# Blue Line Learning Hub

### Corporate Client

International Criminal Court (ICC)

The ICC is a partner organization of the UN and shares similar challenges with many UN entities, which is why we find great value in our staff building their network within the UN system. We came to the Staff College because of their Blue Line platform which offers the learning tools we need to implement our leadership development plan.

Partnering with UNSSC allowed us to make use of contextual learning activities, and embed our leadership training in contexts that ICC staff are familiar with, thus making participants

more adept at assimilating their learning.

We signed a three-year collaboration agreement with UNSSC which offers our staff access to two programmes, the **“UN System Executive Management Programme”** and the **“Extended E-Certificate on Leadership and Management.”** We also have access to other free learning resources and tools. The programmes on the Blue Line platform are equipping staff with practical tools and knowledge to address complex issues, lead change, and increase impact within and outside the organization. Each module delivers insights and guidance on topics directly relevant to our work.

What I like best is that the Blue Line allows staff to integrate the learning process into their work routines. The platform is flexible. Our staff also value the chance to connect with peers in the UN network. We are gaining insights into UN colleagues’ perspectives on leadership and learning the value of collaboration.

Our partnership with UNSSC provides additional benefits. With many of us working virtually, getting staff to commit to online learning is not always easy. For some colleagues, the process is not linear and it’s challenging to stay on track. Fortunately, the UNSSC team is accessible and committed to providing support and guidance. UNSSC staff are approachable. They communicate regularly with students. They run a help desk and modify courses based on our feedback. They offer more than instruction. They have become our trusted training partner.

There is much more to the Staff College than what I initially expected. It has been much more than an educational experience. It has offered our staff phenomenal leadership training, personal growth and professional development experiences as well. I think the entire programme is very well-designed and adds tremendous value to the long-term career aspirations of our staff.

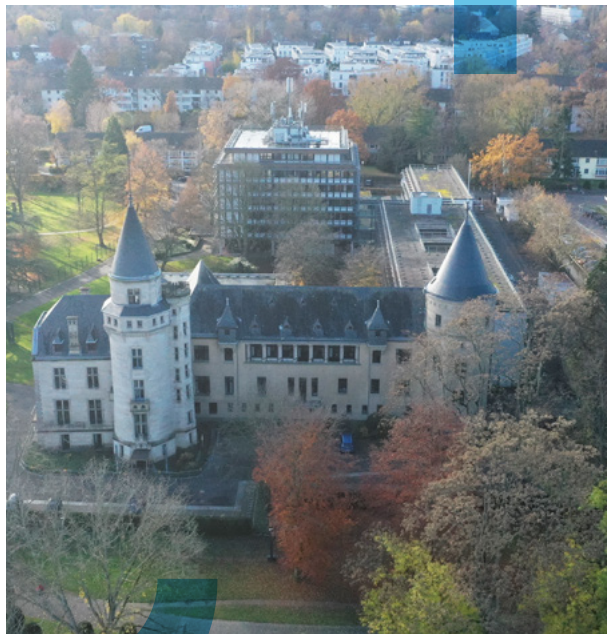


# The College at a Glance





## The College at a Glance



Advancing learning and training to unleash the potential of professionals who are working to support our collective efforts to build a more peaceful and sustainable world based on the principle of human rights for all.

UNSSC is a dynamic and engaged community committed to realizing the potential of learning to bring about a more peaceful and sustainable world. Since 2002 we have continually adapted an array of professional development solutions to answer the learning, training and knowledge management needs of the UN system and partners.



## Board of Governors 2021

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



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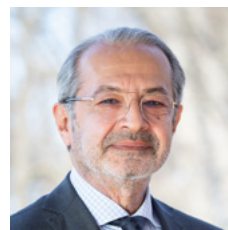
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## Financial Results

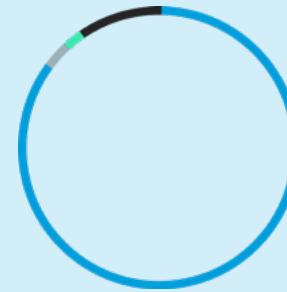
### Expenditure by year (United States dollars)

TOTAL 2021: 14,638,261



SALARIES AND OTHER PERSONNEL COSTS	<b>12,865,311</b>
OPERATING EXPENSES	<b>1,587,226</b>
TRAVEL	<b>144,454</b>
CONTRACTUAL SERVICES	<b>41,270</b>

TOTAL 2020: 11,610,875



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

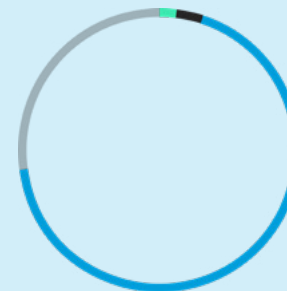
### Contributions (United States dollars)

TOTAL 2021: 19,824,565



SELF-GENERATED INCOME	<b>13,524,259</b>
GOVERNMENTS	<b>5,443,469</b>
UN CORE CONTRIBUTIONS	<b>508,000</b>
FOUNDATIONS	<b>348,837</b>

TOTAL 2020: 13,050,322



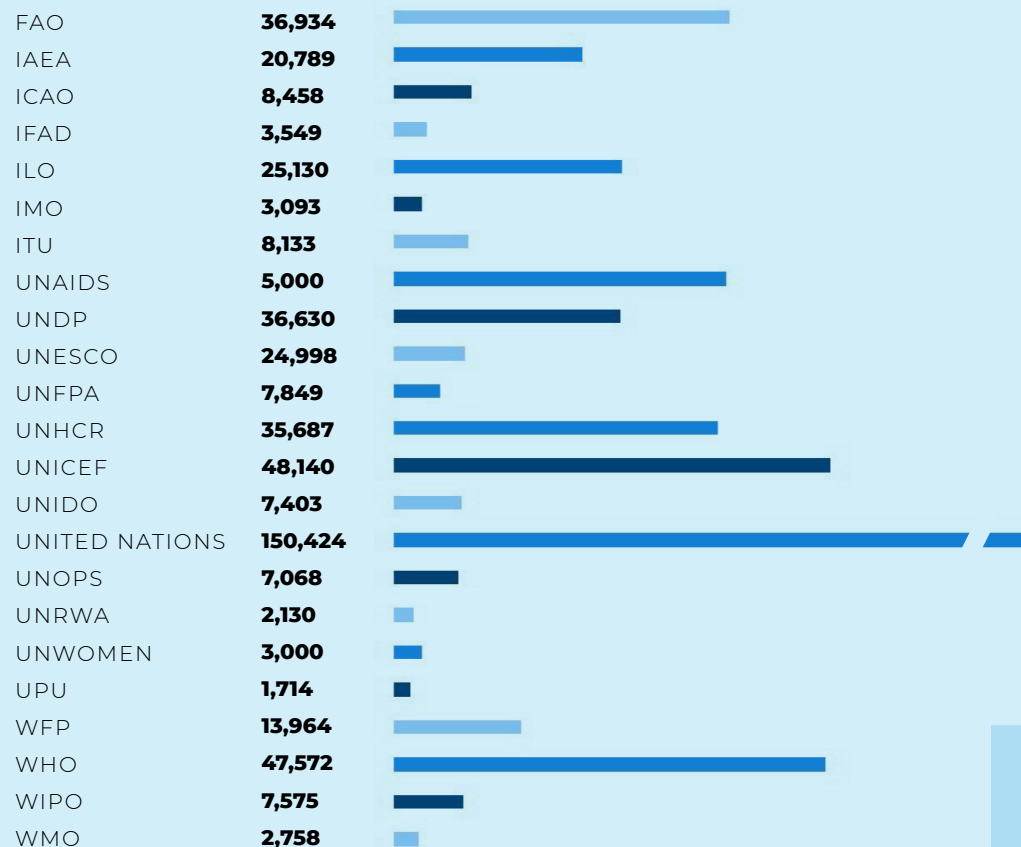
SELF-GENERATED INCOME	<b>8,111,550</b>
GOVERNMENTS	<b>4,019,974</b>
UN CORE CONTRIBUTIONS	<b>508,000</b>
FOUNDATIONS	<b>410,798</b>



## Financial Results

### Core contributions from UN organizations (United States dollars)

TOTAL 2021: 508,000



### Statement of Financial Performance

(Expressed in Thousands of United States dollars)

REVENUE	2021	2020
Voluntary contributions	6,300	4,939
Investment revenue	91	354
Other exchange revenue	13,524	8,111
Other revenue	10	229
<b>Total Assets</b>	<b>19,925</b>	<b>13,633</b>
<b>EXPENSES</b>	<b>2021</b>	<b>2020</b>
Employee salaries, allowances and benefits	7,527	7,093
Non-employee compensation and allowances	5,338	3,193
Depreciation	16	11
Other contracted services	41	65
Travel	144	139
Other operating expenses	1,572	1,110
<b>Total Liabilities</b>	<b>14,638</b>	<b>11,611</b>
<b>Surplus/(deficit) for the year</b>	<b>5,286</b>	<b>2,022</b>



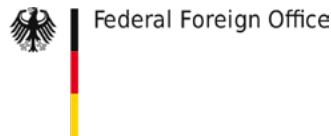
## Financial Results

### Statement of Financial Position (Thousands of United States dollars)

ASSETS	12/31/21	12/31/20	LIABILITIES	12/31/21	12/31/20
Current assets			Current liabilities		
Cash and cash equivalents	2,193	10,218	Accounts payable and accrued payables	767	288
Investments	10,027	9,672	Employee benefit liabilities	353	219
Voluntary contributions receivable	27	16	Advance receipts	2,692	3,507
Other receivables	3,314	1,404	<b>Total current liabilities</b>	<b>3,813</b>	<b>4,104</b>
Advance transfers	210	225	Non-current liabilities		
Other assets	1,565	440	Employee benefit liabilities	18,734	16,662
<b>Total current assets</b>	<b>17,336</b>	<b>21,975</b>	<b>Total non-current liabilities</b>	<b>18,734</b>	<b>16,662</b>
Non-current assets			<b>Total Liabilities</b>	<b>22,547</b>	<b>20,676</b>
Investments	16,243	5,577	<b>Total of Assets and Liabilities</b>	<b>11,072</b>	<b>6,886</b>
Property, plant and equipment	41	10	Net Assets		
<b>Total non-current assets</b>	<b>16,284</b>	<b>5,587</b>	Accumulated surplus	11,072	6,886
<b>Total Assets</b>	<b>33,619</b>	<b>27,562</b>	<b>Total Liabilities and Net Assets</b>	<b>33,619</b>	<b>27,562</b>



## Special thanks to our donors



At UNSSC, we are extremely grateful for the continuing support that our key donors provided in 2021. Italy, as the host government of our main campus and headquarters, provided essential funding that has enabled UNSSC to grow and better deliver on its mandate. Similarly, Germany's generous contributions have enabled the UNSSC Knowledge Centre in Bonn to expand its reach and operations

in the area of Sustainable Development. The Swedish International Development Cooperation Agency and the Turin-based Compagnia di San Paolo Foundation have been strong supporters, allies and partners with whom we have shared visions, strategies and ideas. The results achieved in 2021 would not have been possible without the support of our key donors.





UNITED NATIONS  
SYSTEM  
STAFF COLLEGE

2021 ANNUAL REPORT

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