General Assembly

Sixtieth session
Item 60 (b) of the provisional agenda*
**Training and research: United Nations System Staff College
in Turin, Italy**

Report of the Director of the United Nations System Staff College on its work, activities and accomplishments

Note by the Secretary-General

1.   The Secretary-General transmits herewith to the General Assembly the second report of the Director of the United Nations System Staff College on its work, activities and accomplishments, pursuant to Assembly resolution 55/207.

2.   In paragraph 8 of its resolution 58/224, the General Assembly invited the United Nations System Chief Executives Board for Coordination (CEB), in accordance with article X of the statute, to make a recommendation that the report of the Secretary-General submitted pursuant to article IV, paragraph 5, of the statute be submitted to the Economic and Social Council rather than to the Assembly.

3.   It should be recalled that, under its statute adopted by the General Assembly, the Staff College work is to cover the areas of economic and social development, peace and security and internal management of the United Nations system. The Secretary-General, in his capacity as Chairman of CEB, would nevertheless concur that biennial reports on the activities of the Staff College be submitted to the Economic and Social Council. It is noted, in this connection, that consideration in the General Assembly of the reports of the Economic and Social Council would continue to make it possible for the Assembly to be apprised of the activities of the College, as provided for in the statute of the College.

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Summary

The present report outlines the objectives of the United Nations System Staff College and describes its outputs, projects and other activities in the two years ending 30 June 2005. The human and financial resources available to the College during the same period are also considered in the report. Furthermore, some issues related to College governance are discussed and future directions for the College are outlined.

The report highlights the progress made by the College over the last two years as well as some of the challenges that lie ahead. The General Assembly may wish to reiterate its support for the objectives of the College, review its operations and underline the importance of its role as a means of helping to strengthen the effectiveness and cohesiveness of the United Nations system and contribute to the process of administrative reform.

Contents

I. Introduction

1.   The present report is the second one submitted to the General Assembly on the work, activities and accomplishments of the United Nations System Staff College since 1 January 2002, when the College became a distinct institution within the United Nations system. Like the first report (A/58/305), the present report is submitted in accordance with Assembly resolutions 55/207 and 55/278.

2.   The present report covers the two years that have elapsed since the period covered by the first report, namely, the period from 1 July 2003 to 30 June 2005. This means that the report covers the last six months of the previous biennium and the first 18 months of the current biennium.

II. Historical background

3.   The idea of establishing a staff college to serve the United Nations system was a direct response to the need to strengthen the coherence and effectiveness of the international civil service. Investigations into the feasibility of a staff college date back many decades. The College itself began operations as a project entrusted to the International Training Centre of the International Labour Organization (ILO) in 1996.

4.   Towards the end of the project (August 2000), an independent evaluation was carried out. The evaluation recommended the establishment of a fully fledged United Nations staff college and drafted a statute for it. In December 2000, the General Assembly authorized the establishment of the United Nations System Staff College and extended the staff college project by one year in order to allow for a smooth transition to its new status.

5.   In July 2001, the General Assembly, in its resolution 55/278, formally approved the statute of the new United Nations System Staff College. The Board of Governors held its first session in Geneva in November 2001 and the College began operations as a distinct institution within the United Nations system on 1 January 2002.

III. College objectives

6.   The overall objective of the College is set out in its statute. According to article II, the Staff College shall serve as a distinct, system-wide, knowledge-management and learning institution, providing strategic leadership and management development, strengthening inter-agency collaboration, increasing operational effectiveness, enhancing cooperation with stakeholders inside and outside the United Nations system and developing a more cohesive, system-wide, management culture.

7.   This mandate reflects a number of significant features. First, the College is expected not only to promote training for individual staff members but also to provide strategic leadership and to promote management development on an institutional scale.

8.   Secondly, the College is expected to concentrate its work at an inter-agency level so that its programmes and activities can serve multiple organizations and do not duplicate those of relevant units within United Nations agencies.

9.   Thirdly, the College is intended to enhance cooperation among United Nations agencies and with stakeholders in the private sector and civil society, generally.

10.   Fourthly, the College has the very ambitious goal of promoting improvements in operational effectiveness and changes in the management culture within the United Nations system. In other words, the College is not intended to be merely a think tank or even a training institution. Rather, it is mandated to be an agent of change and to support reform efforts across the United Nations system.

11.   The immediate objective and underlying strategy of the College is to develop and implement appropriate action programmes and projects. According to the statute of the College, these programmes and projects are to be developed in accordance with two main criteria. Programmes and projects are to be aimed in particular at the areas of economic and social development, peace and security and internal management of the United Nations system, carried out on the basis of the needs expressed by the agencies of the United Nations system and implemented in close cooperation with training and learning institutes and similar bodies inside and outside the United Nations system.

12.   Accordingly, the Board of Governors, at its meeting in June 2002, recommended that the College should give priority to four main "thematic areas", namely,

- Promoting a "learning culture" within the United Nations system

- Developing leadership and management capacity across the United Nations system

- Strengthening knowledge management

- Developing collaborative partnerships within the United Nations system and between the United Nations system and civil society.

IV.   College outputs

13.   In order to achieve the foregoing objectives, including giving priority to the four thematic areas, in November 2003 the Board approved a strategic plan and a budget for the current biennium. The plan focused on four main target groups, namely, individual staff members, organizations and organizational units, the United Nations system as a whole and the College itself.

14.   For most of the reporting period therefore the College has been delivering the following four programmes of activities:

        (a)   **Promoting training and continuous learning**, which means the development and implementation of innovative and relevant training programmes for United Nations staff members and, in particular, support for human resources management in the United Nations system, with particular reference to needs assessment, training methodologies and impact evaluation. Table 1 provides an indication of the number and nature of the training and learning activities carried out by the College over the last few years. During the current reporting period, the

College passed a significant milestone in its history as a training institution, when it recorded its 10,000th participant in a College-run course. A feature story on this event is available on the College website at www.unssc.org;

Table 1
Number of training and learning activities implemented by the United Nations System Staff College, 2003-2005

Subject area	2003	2004	2005 (to 30 June)
Peace and security	7	8	3
CCA/UNDAF/RCS[a]	30	28	12
Communication, partnerships and civil society	6	2	4
Management and leadership development	4	14	13
Knowledge management	1	2	2
Learning Managers Forum	1	1	1
Total	**49**	**55**	**35**

[a] CCA/UNDAF/RCS refers to training for United Nations country teams in the common country assessment, the United Nations Development Assistance Framework and the resident coordinator system. Management and leadership development in 2005 includes induction training (3) and various inter-agency support projects (10).

(b) **Strengthening organizational capacities** (capacity-building), which means the design, development, dissemination and implementation of systems, processes and procedures designed to increase operational effectiveness and enhance the internal management of organizations and work groups in the United Nations system. The College has provided specific capacity-building services to 12 organizations of the system. In some cases, these projects have involved training and learning services included in table 1;

(c) **Raising awareness of management issues and promoting collaboration among agencies in the United Nations system**, which includes projects designed to develop a more cohesive, system-wide management culture in the United Nations and to encourage inter-agency collaboration and stakeholder cooperation. One broad indicator of interest in the College and its possible contribution to raising awareness and promoting collaboration is the number of visitors to the College website. This number grew steadily during the reporting period, to the point where it is now approximately twice what it was at the beginning of the period. Details are given in table 2 below.

Table 2
Number of visitors to the College website, 2003-2005

	2003	2004	2005 (to 30 June)
January	13 776	18 517	23 849
February	13 560	19 447	24 687
March	14 522	21 399	25 387
April	15 647	18 009	25 295
May	15 663	15 741	24 501
June	13 811	14 932	24 097
July	13 188	13 889	
August	11 623	14 772	
September	16 378	17 187	
October	20 024	20 806	
November	20 447	20 541	
December	17 316	21 428	
Total	**185 955**	**216 668**	**147 816**

Note: Data refer to discrete visitors (not "hits").

As for specific web-based services that the College provides, the Centre for Learning Technologies has attracted more than 1,400 registered users from more than 150 countries since opening its virtual doors in September 2004. Similarly, the College's consultants database on human resources trainers came online towards the end of the reporting period. Within a few months, the database had attracted a total of 441 consultants from around the world and users from 26 different United Nations organizations;

(d) **Internal capacity-building and continuous learning in the College**, which includes activities designed to strengthen internal management systems and procedures and to create a learning organization in the College, in order to serve as a case study ("exemplary organization") of a results-based organization within a public sector environment. During the reporting period, the College implemented improvements in its own management and administration. Details are given in section V. Many of these innovations reflect key themes in the Secretary-General's programme for administrative reform, including steps to improve human resources management, provide better financial reporting and accountability and strengthen the commitment to results-based management. Some of these changes were cited with approval in reports of the Office of Internal Oversight and the Board of Auditors.

V. College activities

15. College activities during the reporting period were organized within the context of six (latterly, 10) project areas or clusters. The following paragraphs provide details of selected College activities and achievements since the last biennial report.

A. Peace and security

16. The peace and security area consists of two important projects, one on early warning and preventive measures and the other on training for African military personnel. The primary goal of the early warning and preventive measures project is to build institutional capacity in preventing conflicts and wars between nations. To achieve this, the College works in cooperation with the Department of Political Affairs of the Secretariat and the entire international community. The purpose of the project is to train United Nations staff and others to:

- Identify the causes and stages of conflict

- Structure systematically early warning analysis

- Identify and integrate a range of preventive measures

- Use mechanisms for interdepartmental, cross-agency cooperation

- Improve the quality and effectiveness of policy recommendations.

The methodology and content of the programme have been developed in collaboration with the Conflict Analysis Development Unit of the London School of Economics (United Kingdom), the Centre for Conflict Resolution (South Africa), InterWorks at the University of Wisconsin, Madison (United States of America) and the Asian Institute of Management (Philippines).

17. In 2004, the project implemented six field-based training activities, involving a total of 143 participants. Details of these activities are given in table 3 below. Additional activities took place in Chile, Lebanon, Moldova, Senegal, Turkmenistan and the United States of America.

Table 3
Key activities in the early warning and preventive measures project, 2004

Date	Activity	Venue	Number of participants	Number of participant-days
23-25 March	Workshop for the United Nations country team of Moldova	Chisinau	30	90
21-25 June	Workshop for francophone Africa (in French)	Saly, Senegal	27	135
19-23 July	Workshop for Central Asia (in English)	Ashgabat	22	110
4-8 October	Workshop for the Middle East (in English)	Beirut	26	130
9-11 November	General Service staff training for the Department of Political Affairs	New York	16	48
13-17 December	Workshop for Central and Latin America (in Spanish)	Santiago, Chile	22	110
Total	**6**		**143**	**623**

Note: "Participant-days" is the number of participants multiplied by the number of days.

18. Contributions were received from the Governments of Sweden and Germany, the Department of Political Affairs and the United Nations Development Programme office in Moldova. Various other agencies, departments, offices and funds of the United Nations system also provided support. At the request of some contributors, an independent body — the Performance Assessment Resource Centre — was asked to make an external evaluation of the project. Details of its recommendations can be found on the College website at www.unssc.org (see the section on the early warning and preventive measures project).

19. The goal of the second project (training for African military personnel) is to communicate to officers in the African military forces the principles, concepts and procedures of United Nations peacekeeping operations, including humanitarian assistance and human rights aspects, and to enable them to pass this information on to any of their national colleagues who may be selected for peacekeeping operations in Africa.

20. The purpose of the project is to train military officials to understand and apply:

- The political-legal military dimensions of United Nations operations

- Operations, principles and stakeholders involved in United Nations peacekeeping

- The dynamics of conflict and their relationship to peacekeeping

- The nature of traditional United Nations and regional peacekeeping operations

- Legal and operational human rights issues in peacekeeping operations

- Functions and roles of military peacekeepers in relation to human rights

- Appropriate action to promote and protect human rights in the mission area

- United Nations planning processes and procedures at the Force Commander level.

21. The methodology and content of the programme were developed and delivered by the College in collaboration with the Department of Peacekeeping Operations of the Secretariat, the International Training Centre of ILO, the Office of the United Nations High Commissioner for Refugees, the African Union, the Sierra Leone Truth and Reconciliation Commission, the Scuola Superiore Sant'Anna di Pisa, the University of Turin, the Scuola di Applicazione Militare di Torino and the Brigata Alpina "Taurinense". Major funding for this programme was provided by the Government of Italy.

22. The College ran two activities for a total of 68 participants (see table 4 below). Participants came from Botswana, Burkina Faso, Cameroon, Chad, the Congo, Côte d'Ivoire, Ghana, Kenya, Madagascar, Malawi, Mali, Mauritania, Mauritius, Morocco, Mozambique, Sao Tome and Principe, Senegal, Uganda and the United Republic of Tanzania. The training took place in Turin and Brindisi, Italy.

Table 4
Key activities in the training for African military personnel project, 2004

Date	Activity	Venue	Number of participants	Participant-days
2-21 May	Training for African military personnel in conflict prevention, human rights and peacekeeping	Turin, Italy	35	525
8-26 November	Training for African military personnel in conflict prevention, human rights and peacekeeping	Brindisi, Italy	33	495
Total		**2**	**68**	**1 020**

Note: "Participant-days" is the number of participants multiplied by the number of days.

B. Resident Coordinator system

23. Under contract to the United Nations Development Group Office, the College delivered a total of 28 integrated workshops in 2004. Details are given in table 5 below.

Table 5
Key activities in the Resident Coordinator system project, 2004

Date	Activity	Venue	Number of participants	Participant-days
8-9 January	Quality Support and Assurance meeting and workshop	New York	40	80
14 January	Regional Directors meeting	New York	50	50
3-18 February	Resident Representative/Resident Coordinator induction	New York	16	256
3-5 March	UNDAF prioritization retreat	Guatemala City	45	135
28 March-2 April	Training of trainers workshop	Turin, Italy	48	288
13-16 April	Common country assessment/ UNDAF workshop	Dhaka	51	204
9-15 May	Coordination officers workshop	Dakar	33	231
15-18 June	Coordination officers workshop	Turin, Italy	26	104
5-7 July	UNDAF prioritization retreat	N'Djamena	67	201
11-13 August	UNDAF prioritization retreat	Lima	64	192
22-24 August	UNDAF prioritization retreat	Dhaka	48	144
1-3 September	UNDAF prioritization retreat	Windhoek	110	330
8-10 September	UNDAF prioritization retreat	Hanoi	57	171
11-14 September	United Nations programming workshop	Beirut	62	248

Date	Activity	Venue	Number of participants	Participant-days
15-17 September	UNDAF prioritization retreat	Georgetown	51	153
21 September-1 October	Resident Representative/Resident Coordinator induction	New York	19	171
22-24 September	UNDAF prioritization retreat	Tbilisi	29	87
28-30 September	UNDAF prioritization retreat	Jakarta	31	93
4-6 October	UNDAF workshop	Tirana	108	324
13-15 October	UNDAF prioritization retreat	Ouagadougou	42	126
20-22 October	UNDAF prioritization retreat	Phnom Penh	33	99
26-29 October	United Nations programming workshop (Asia and the Pacific)	Bangkok	45	180
27-29 October	UNDAF prioritization retreat	Kampala	81	243
3-5 November	UNDAF prioritization retreat	Ankara	45	135
9-11 November	UNDAF prioritization retreat	Accra	49	147
9-12 November	United Nations programming workshop (francophone Africa)	Pretoria	42	168
16-19 November	United Nations programming workshop (anglophone Africa)	Pretoria	63	252
8-9 December	UNDAF prioritization retreat	Praia	66	198
Total		**28**	**1 421**	**5 010**

Note: "Participant-days" is the number of participants multiplied by the number of days.

24. The aim of the workshops is to strengthen the capacity of United Nations country teams to assist in the implementation of the common country assessment and UNDAF at the country level. The workshops have three main goals:

- To strengthen the ability of United Nations country teams to lead, coordinate, advocate and deliver United Nations system activities

- To provide staff members with increased competencies

- To increase unity of purpose, professionalism and speed.

Participants include United Nations staff members, as well as others who work, inter alia, as national counterparts, partners and resource persons. The workshops provide an opportunity for stakeholders to discuss key policy documents, such as the Millennium Development Goals, the poverty reduction strategy paper and other national development plans.

25. Under the training of trainers workshops project, the College also conducted training at the regional levels for coordination officers working in resident coordination offices and facilitated the induction workshop for Resident Coordinators.

C. Communication, partnerships and civil society

26. Activities in the strategic communication area have three objectives:

- To support the United Nations reform process, using strategic communication to foster the implementation of the Millennium Development Goals

• To develop a more coordinated and common cost-effective approach to the use of strategic communication across the system

• To explore how to create strategic relations with all United Nations partners in support of the Millennium Development Goals campaign.

27. During the reporting period, the College designed and facilitated two workshops aimed at assisting international civil servants to come to terms with techniques for promoting United Nations messages. Both workshops were held in Turin and focused on two thematic areas:

• Communication as a tool for reform in the United Nations system

• Communication and the Millennium Development Goals.

28. As far as partnerships and civil society are concerned, the College helped organize a number of activities and events during the reporting period. The aim of all these various activities is to help strengthen the capacities of United Nations staff and United Nations organizations to work with partner organizations in the private sector and in civil society. At the same time, the College is also strengthening its links with like-minded organizations within and outside the United Nations system. Details of some key activities in 2004-2005 are given in table 6 below.

Table 6
Key activities in communication/partnerships/civil society, 2004-2005

Date	Activity	Venue	Number of participants	Participant-days
19-22 January 2004	Introduction to effective communication for junior diplomats	Turin, Italy	45	180
5-8 April 2004	Enhancing communication skills and media relations for diplomacy	Turin, Italy	23	92
25-29 April 2005	Business partnership training	Senek, Slovakia	34	170
3 May 2005	Training Group Meeting at European Organization for Nuclear Research	Geneva, Switzerland	26	26
4 May 2005	World Meteorological Organization Senior Managers Meeting	Geneva, Switzerland	15	15
26-27 May 2005	United Nations Private Sector Focal Points Meeting	Geneva, Switzerland	86	172
Total	**6**		**229**	**655**

Note: "Participant-days" is the number of participants multiplied by the number of days.

D. Management and leadership development

29. The College has undertaken various initiatives aimed at promoting management and leadership development across the United Nations system.

Although not as numerous as its activities in other areas, the College regards management and leadership development as having a high strategic importance in relation to its overall objective of helping to promote a more effective and cohesive management culture within the United Nations system.

30.   During the reporting period, activities in this area were focused on strengthening the management capacities of young professionals, as well as developmental work on the senior-level leadership development programme, in collaboration with the organizations of the system.

Table 7
Key activities in management and leadership development, 2004

Date	Activity	Venue	Number of participants	Participant-days
19-21 January	Meeting of the CEB working group on the senior leadership programme	Turin, Italy	13	39
1 April	Assessing learning needs: strategies for managers	Geneva, Switzerland	14	14
19-22 July	World Food Programme New Graduates Programme	Rome	9	36
13-24 September	Italian Young Professionals orientation	Turin, Italy	45	450
4-8 October	Netherlands Young Professionals orientation programme	Turin, Italy	5	25
Total	**5**		**86**	**564**

Note: "Participant-days" is the number of participants multiplied by the number of days.

31.   With regard to managerial development, the College supported the design and development of a leadership development programme and assisted in the development of system-wide managerial competencies to underpin the programme and the vendor evaluation process.

32.   With respect to junior professionals, the College worked closely with organizations, such as the Department of Economic and Social Affairs of the Secretariat and the World Food Programme, and with Member States, such as Italy and the Netherlands, to train young professionals in developing knowledge and skills related to United Nations organizations and working collaboratively within multicultural teams.

E.   Knowledge management

33.   The College's goal in facilitating workshops on knowledge management is to enhance organizational learning and organizational change by:

- Raising awareness and disseminating information on good practices in relation to knowledge sharing and knowledge management

- Facilitating change through consultation and engagement within an organization

- Developing the capacity for an organization to manage its knowledge resources better and adapt to change through learning

- Aiding participatory design and implementation of knowledge management systems within organizations

- Building development tools that facilitate organizational learning and knowledge retention.

34. In 2004, the College facilitated workshops on knowledge management that were focused on three key issues:

- People: owners of the knowledge resources

- Processes: ways in which knowledge can be deployed by the organization

- Technologies: mechanisms that enable both people and processes, with special reference to organizations that operate on a global basis.

35. At the end of the workshops, participants were better able to socialize their knowledge within their organizations; combine different ideas in order to help their organizations adapt to changes through learning; internalize knowledge by creating the need for stronger communication flow between organizational units that had been previously disconnected; and externalize knowledge by collaborating with external sources. Details are given in table 8 below.

Table 8
Key activities in knowledge management, 2004

Date	Activity	Venue	Number of participants	Participant-days
27 October	Seminar on knowledge sharing for the World Health Organization	Geneva, Switzerland	36	36
8 December	Seminar on knowledge management for the World Health Organization (in collaboration with the World Bank)	Geneva, Switzerland	68	68
Total		**2**	**104**	**104**

Note: "Participant-days" is the number of participants multiplied by the number of days.

F. Learning Managers Forum

36. The main aim of the Learning Managers Forum is to help give United Nations learning managers a common vision on human resources and staff development issues. In this context, the College coordinated forums in Florence, Italy, in 2004 and in Washington, D.C., in 2005. Participants were chiefs, heads and coordinators of learning, training or staff development units from across the United Nations system. Details are given in Table 9.

37. In both cases, the agenda featured a focus on human resources management issues, including staff development and cultural diversity. Participants had the

opportunity not only to learn from others but also to present some of their own reform initiatives. There were also various external speakers and participants who presented thought-provoking sessions on various aspects of management learning and leadership development. These sessions provide opportunities for learning and personal development. Finally, there were also "share fair" sessions, in which participants share with others their major success stories from the past year in order to promote best practices and to inspire colleagues.

Table 9
Key activities with the Learning Managers Forum, 2004-2005

Date	Activity	Venue	Number of participants	Participant-days
8-10 June 2004	Learning Managers Forum	Florence, Italy	31	93
7-9 June 2005	Learning Managers Forum	Washington, D.C.	39	117
Total		**2**	**70**	**210**

Note: "Participant-days" is the number of participants multiplied by the number of days.

G. Other expert services

38.   The College was asked to provide ad hoc support to organizations in the United Nations system through workshops and other expert services. In 2004, the College was involved in at least nine such activities, as shown in table 10 below.

Table 10
Key other expert services, 2004

Date	Activity	Venue	Number of participants	Participant-days
10-12 March	Expert Services — Global Consultation Workshop in support of the Triennial Comprehensive Policy Review (TCPR)	Turin, Italy	25	75
10-14 May	Expert Services-Results — Based Management and Budgeting Workshop	New York	110	330
14-16 June	Expert Services — Human Rights: Human Rights in United Nations Development and Humanitarian Work	Turin, Italy	12	36
17-18 June	Expert Services — United Nations country team retreat, Lao People's Democratic Republic	Talat, Lao People's Democratic Republic	26	52
5-7 July	Expert Services — A Human Based Approach to common country assessment/UNDAF	Kiyiv	27	81

Date	Activity	Venue	Number of participants	Participant-days
	in Ukraine			
10-13 August	Expert Services — training course for Statistical Institute for Asia and Pacific	Chiba, Japan	19	57
20-26 August	Workshops on the Millennium Development Goals	Manila	26	78
22-25 September	Common Services — Team Facilitation Workshop for Training of Trainers	Bangkok	20	80
1-3 October	Regional Workshop on the Millennium Development Goals	Siem Reap, Cambodia	35	105
Total	**9**		**300**	**894**

Note: "Participant-days" is the number of participants multiplied by the number of days.

VI.   Management and administration

39.   The College has also been active in strengthening its own internal systems of management and administration. Numerous measures aimed at strengthening the way the College "does business" were implemented during the reporting period. These included the introduction of new systems and procedures, as well as investments in various activities aimed at organizational and staff development. Details are provided in table 11 below. These measures helped to make the College more efficient and effective and served as a demonstration of the kind of assistance that the College can provide to its clients.

Table 11
Selected innovations in administration and management, 2003-2005

Area innovation	Description
General management	
1. General Staff meeting	Monthly meeting of all staff, regardless of status, for information and discussion about all aspects of the College and its achievements
2. Management Committee	Standing committee of senior staff to advise the Director on all aspects of College management
3. Best Practices Committee	Standing committee of senior staff to review all project proposals for quality assurance, financial feasibility and legal compliance

Area innovation	*Description*
4. Resource mobilization	Systematic procedure adopted for contacting, soliciting and reporting on the use of funds from donors, charitable foundations and others
5. Joint campus working groups	Regular meetings among tenants of the United Nations campus in Turin, Italy, on various matters, including campus security and programme collaboration

Human resources management

6. Associate collaborators	Development of two new categories of staff (Senior/Associates and Resident Scholars) under article VI of the College statute
7. Staggered contract anniversary dates	Dispersion of anniversary dates of staff contracts from the end of December to throughout the year, with a view to reducing uncertainty (by increasing allowable lead time) and cash-flow requirements
8. Compensatory time-off for professional staff	Procedure for promoting flexible management of working time by professional staff (without incurring overtime costs)
9. Staff Development Committee	Standing committee of a cross-section of staff to advise the Director on policy matters related to staff development
10. Internal staff training	College-wide training programmes in various information technology programmes (e.g. Outlook, Excel, PowerPoint), time and stress management, statistics, personal security (in collaboration with the Office of the United Nations Security Coordinator), procurement and anti-fraud awareness (in collaboration with the International Training Centre/ILO) and other topics

Financial management

11. Project registration system	Project database for monitoring the accounts of each project as a distinct cost/revenue centre
12. Standard project budgeting	Systematic approach to project budgeting leading to calculation of a break-even point ("project factor") for each project

Area innovation	*Description*
13. Internal cost recovery rates	System of calculating unit labour costs for United Nations staff based on: (a) full salary costs and benefits; (b) net overhead costs (including support staff but net of the annual core contribution); and (c) development costs (including marketing, sales and research and development)
14. Project reporting	Monthly financial reports to project managers on the status of their projects
15. College financial reporting	Consolidated monthly reports to the Management Committee on cash flow and accounts receivable
16. Following up on overdue contributions	Bimonthly procedure for reviewing and following up on outstanding financial contributions (core and voluntary)
Knowledge management	
17. Project Management Information System	Project database of all active and completed projects, including data on contracting, budgeting, implementation and completion
18. Time sheet system	Performance management system for monitoring productivity, providing the basis for more flexible working arrangements, improving accountability to clients and supporting the Performance Appraisal System (PAS) process
19. Customer relationship management	Information system for managing and sharing information about contacts, projects and other links with College clients
20. Consultants database	Online consultants database developed and made available to all United Nations organizations through the Internet
21. College website	Scope and functionality of College website expanded and converted to content management system for ease of updating content and changing its "look and feel"
22. Online Administrative Procedures Manual	Web-based manual of regulations, rules, guidelines, tools and templates related to administrative procedures in the College

40.   Finally, the College was fortunate in having the pro bono assistance of an international, Turin-based design firm (Pininifarina) to help design a new logo for

the College. The new logo was endorsed by the Chairman of the Board on behalf of the Board, approved by the Publications Board in New York and came into effect on 1 January 2005.

VII. Human and financial resources

41. Total College staff at the end of the reporting period stood at 35 full-time equivalents. The corresponding figure at the beginning of the period was 37. Details are given in table 12 below. These figures include:

- 23 persons on fixed-term contracts (26 at the beginning of the period)

- 12 full-time equivalents on various ad hoc contracts, including consultants, contractors and associate collaborators (11 at the beginning of the period).

Several staff at the College were provided on loan or secondment from other United Nations organizations, and the College is grateful for such support.

Table 12
Staffing table, 1 July 2003 and 30 June 2005

Date	Category	United Nations Professional staff	United Nations General Service staff	External staff (full-time equivalent)	Total College staff
1 June 2003	Programmes	9	6	10.0	**25.0**
	Administration and Management	6	5	1.0	**12.0**
	Total	**15**	**11**	**11.0**	**37.0**
	Gender balance	*47%*	*82%*	*27%*	*51%*
	Geographic balance	*20%*			
30 June 2005	Programmes	6	6	11.0	**23.0**
	Administration and Management	6	5	3.2	**14.2**
	Total	**12**	**11**	**14.2**	**37.2**
	Gender balance	*25%*	*82%*	*17%*	*40%*
	Geographic balance	*42%*			

Note: All data refer to persons, except external staff who are recorded in terms of full-time equivalents. Data for the Directorate are included in Administration and Management. United Nations professional staff include the D, P and L categories; external staff include consultants, individual contractors and associate collaborators (associates and resident scholars). "Gender balance" is the number of female staff as a per cent of total staff in each category; geographic balance is the number of staff coming from countries in the South as a per cent of total staff. Data include staff on loan or secondment to the College.

42. One notable innovation during the reporting period was approval by the Board of Governors for the College to appoint associate collaborators under article VI of its statute. Associates and senior associates are recruited on the basis of their management or professional experience and are remunerated on the same basis as consultants. Resident scholars are appointed on the basis of their academic or

scientific qualifications and normally do not receive any remuneration. These appointments provide for a degree of employment flexibility that is not available through other forms of contract. During the reporting period, a total of 18 associate collaborators (15 associates and 3 resident scholars) have held appointments in the College.

43. Financial resources available to the College in 2003, 2004 and the first half of 2005 are shown in the summary of total income and expenditure in table 13 below.

Table 13
Income and expenditure, 2003-2005

Source of funds/type of expenditure	2003	2004	2005 (to 30 June)
	(millions of United States dollars)		
United Nations core contribution (untied)	0.50	0.50	0.50
Host-country contribution (untied)	0.65	0.65	0.65
Voluntary United Nations contributions	0.96	2.36	1.18
Voluntary contributions from Member States (including host country) and others	2.11	1.83	3.11
Total	**4.22**	**5.34**	**5.44**
Salaries and benefits	1.43	2.28	0.84
Other labour costs	0.19	0.56	0.46
Overhead costs (excluding reimbursables)	0.59	0.42	0.38
Net transfer to reserves	0.27	0	0.12
Total	**2.48**	**3.26**	**1.81**

Note: Contributions may include tied funds, except as shown. Overhead costs (excluding reimbursables) for 2003 are estimated, because reimbursable costs were not identified separately prior to mid-2003. A further transfer to reserves ($0.44 million) is expected later this year, but that is not reflected in the data shown here. Income is shown on an accrual basis.

44. On the income side, the College receives funding from four main sources. First, there is an annual core contribution from the member organizations of the Chief Executives Board. The contribution is based on a cost-sharing formula fixed by the Board.

45. Secondly, the host country (Italy) makes a generous, untied contribution to the activities of the College amounting to €500,000 (about $650,000) per year. The Government of Italy also continues to provide office facilities for the College at the United Nations campus in Turin.

46. Thirdly, the College earns voluntary contributions from organizations in the United Nations system in the form of fees and costs related to the supply of service. These contributions are almost always related to specific projects and vary from year to year, in terms of clients and amounts. Nevertheless, income from this source provides a reliable, overall measure of the perceived value of the College to its clients.

47. Lastly, the College receives voluntary contributions from Member States, private corporations, non-governmental organizations and charitable foundations. A list of contributors in the period 2003-2005 is shown in table 14 below (and on the College website). Among such contributions received were: $730,000 for the training of trainers for African military personnel engaged in United Nations peacekeeping operations; $370,000 for support to various activities related to management and administrative reform; $330,000 for a project in conflict prevention (early warning and preventive measures); and $80,000 to support a project related to civil society partnerships.

Table 14
Voluntary contributions to the College, 2003-2005

2003	*2004*	*2005 (to 30 June)*
Italy	Compagnia di San Paolo	Compagnia di San Paolo
Sweden	Germany	Germany
Switzerland	Italy	Italy
United Kingdom	Sweden	Sweden
		United Kingdom
Total: $2.11 million	**Total: $1.83 million**	**Total: $3.11 million**

VIII. Governance

48. The College mandate is defined by the General Assembly.

- As set out in the statute approved by the Assembly, the Secretary-General, as the Chair of CEB, shall submit a biennial report to the Assembly on the activities of the College.

- The College has a Board of Governors made up of member organizations of CEB plus the Director of the College. According to the statute, the Board has five main responsibilities:

  (a) To formulate "general policy";

  (b) To approve a biennial work programme and budget;

  (c) To ensure the long-term financial viability of the College;

  (d) To evaluate the performance of the College;

  (e) To submit an annual report to CEB.

- The Board appoints an expert technical review panel to advise it on matters related to the College work programme.

- The Director is appointed by the Secretary-General. The Director is responsible for all aspects of College management and is accountable for delivering results within the policy framework established by the Board.

49.   In December 2003, the Board of Governors of the College met in New York and approved a strategic plan and budget for the biennium 2004/2005, as well as resolutions related to human resources management in the College.

50.   The Expert Technical Review Panel met on three occasions during the reporting period: in Paris (September 2003); Turin (May 2004); and New York (September 2004). In addition, the Panel coordinated a "retreat" in Rome in February 2005 in order to have informal discussions about future directions for the College.

51.   In May 2004, the accounts of the College for 2002/2003 were audited by the Board of Auditors. The audit was carried out in conjunction with the regular audit of the accounts of the United Nations Secretariat. The areas where the Auditors' recommendations affected the College have been duly addressed.

52.   At the same time, the Auditors submitted a "management letter" directed specifically to the College, with recommendations on strengthening the institutional status and delegation of authority that are currently being addressed by the College governance.

IX. Future developments

53.   During the reporting period, the College has focused on expanding the range of services that the College provides, responding more directly to the needs of clients, decentralizing delivery to clients' sites, collaborating more with external providers and strengthening the College's own internal capacities. The challenge now facing the College is to develop its activities based on systematic needs assessments in order to play a more effective role as an agent of change.

54.   Its success depends on each stakeholder playing its proper role, as foreseen in the College statute. For their part, College managers need to be able to respond quickly and flexibly to opportunities that arise and to demonstrate that they themselves "practice what they preach". For its part, the Board of Governors needs to show leadership in bringing business to the College and in ensuring its long-term stability and security. For their part, Member States have a role to play in helping to fund the College and ensuring that the "distinct" status of the College is preserved so that it can serve as a beacon for reform across the United Nations system.

55.   In summary, the future of the College is firmly in the hands of its stakeholders. As long as each stakeholder continues to play its part in a pro-active manner, the College will be successful, not only in sustaining its own programmes and activities, but also in serving as an illustration of the reform process itself.

X. Concluding remarks

56.   The present report concludes by noting the progress made by the College during the reporting period. Credit for much of what has been achieved is due to the dedicated work of its staff and to support from organizations of the United Nations system that have worked with the College on various projects over the last two years.

57.   The College is grateful to the organization members of the Chief Executives Board for their core contribution to the College each year.

58.   The College would also like to acknowledge the generous support provided by the host country (Italy), including not only core support (now written into an Act of Parliament), but also voluntary contributions to support College projects. The active support of the Italian Government will continue to play a critical role in the future of the College.

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

60.   The next report on the United Nations System Staff College will be submitted to the General Assembly in October 2007. That report will cover the period from 1 July 2005 to 30 June 2007.

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