



#### FOURTH ITEM ON THE AGENDA

### **PROGRESS REPORT ON THE 2002 - 2005 INVESTMENT FUND OF THE THIRD DEVELOPMENT PLAN**

#### **Introduction**

1. This document describes the progress made in implementing and concluding the 2002-2005 Investment Fund of the Third Development Plan, as approved by the Board at its 63<sup>rd</sup> Session (document CC 63/4) and 64<sup>th</sup> Session (document CC 64/5/b). It describes the factual implementation and the outputs of the different sub-projects financed by the Investment Fund, comparing them with their original intentions. In order to allow the necessary time for these projects to run their course and to produce effects, a report with an evaluative assessment of the qualitative and quantitative achievements of the Third Development Plan will be tabled at the Board meeting of Autumn 2007.
2. The purpose of the Investment Fund was to allocate financial resources that allow the Centre to make special efforts and investments with respect to the five lines of strategy of the Third Development Plan, namely: (A) closer association with the ILO; (B) gender mainstreaming; (C) improving the quality of training; (D) making more effective and efficient use of information technology; and (E) extending the Centre's reach.
3. In its approval of the Investment Fund, the Board indicated how the total amount of financial resources should be allocated to the five lines of strategy. This is summarized in Annex A. This annex also lists the actual expenditures in these five categories.
4. The following sections of this document take each line of strategy and its related projects and describe the purpose, objectives and expected outcomes of the various sub-projects, their past and planned activities and outputs, and factors that have influenced their implementation.
5. As noted in previous progress reports, some of the projects started later than foreseen or took more time than planned due to (a) the necessary but time-consuming consultation within the Centre and the ILO, and (b) the heavy

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operational workload of Centre staff limiting the opportunity for managing these projects.

6. For the same reasons, the completion of three projects was carried over into 2006: (a) the project to design and produce training materials on fundamental principles and rights at work and forced labour (A1), (b) the project to develop and implement an electronic system for the management of activities and participants (MAP) (D), and (c) the project dealing with former participants (E).
7. As mentioned, a full assessment of the Third Development Plan will be made in 2007. In the meantime, a preliminary document has been prepared with statistical indicators related to the quantitative targets set in the Third Development Plan. This document is attached as Annex B.

## **A. Closer Association with the ILO**

8. The formulation of two investment projects on this topic started in 2003. Major development work was done in 2004 and 2005. In 2006 the training packages were ready for inclusion in the Centre's regular programme. These packages and the associated activities will continue to strengthen the Centre's technical expertise and training capacity in the areas of international labour standards and core labour rights, social dialogue and tripartism.

### **A1. Design and Production of Training Materials on Fundamental Principles and Rights at Work and Forced Labour**

9. The immediate aim of this project was to strengthen the Turin Centre's Standards and Fundamental Principles and Rights at Work Programme (ILS/FPR) so that it could conduct training activities for putting into practice the principles and rights enshrined in the Declaration. The project's main output has been a set of training material on eliminating forced labour and the trafficking of human beings.
10. After long and intensive consultations with the technical departments of the Office and with the Bureau for Workers' Activities (ACTRAV) and the Bureau for Employers' Activities (ACT/EMP), the training material is now available in English and French, both on paper and in an on-line version. It was successfully used for the first time during two courses on forced labour, for representatives of the Myanmar FTUB (Bangkok, December 2005) and for a tripartite audience (Turin, May 2006). The material is also used to present the forced labour theme in different training activities carried out by the various Technical Programmes.
11. In addition, in 2005, the Centre and the International Programme on the Elimination of Child Labour (IPEC) agreed on a joint programme of training on child labour and trafficking, with three categories of activities: (a) training on core child labour issues for IPEC staff and partners, including constituents; (b) training on specialized topics in the area of child labour, reaching beyond IPEC staff and partners; and (c) collaboration in IPEC field projects, building on the training materials developed within this project. In

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this context, the Centre hired a project-based professional to concretise the joint training programme.<sup>1</sup> The cooperation with IPEC is giving good results and a co-ordinated programme of activities is now being carried out. The cooperation with the Special Action Programme on Forced Labour (SAP-FL), however, is proceeding more slowly, due to its limited resources and internal organizational dynamics.

## **A2. Design and Production of Training Materials in the Area of Industrial Relations and Collective Bargaining**

12. In 2003, consultations with ILO Geneva led to the conclusion that two training packages should be developed, one on joint union-management negotiation skills for Latin America, and another on promoting national social dialogue for Arab States. In order to make optimal use of the available funds, it was decided in 2005 to produce an additional training package on joint union-management negotiations skills for French-speaking African countries. Between 2004 and 2006, the packages were developed and field-based seminars were held to test their appropriateness and validity. The packages have now been completed for full use in the Centre's training offerings.

### **i. Joint Union-Management Negotiation Skills for Latin America**

13. The purpose of this project was to produce a training package, including participants' manual, trainer's guide and visual supports, for bipartite training activities on non-adversarial negotiation skills in Latin America. The training package was tested at a regional workshop (Montevideo, 23-27 May 2005) in cooperation with the ILO offices of Lima, Santiago and Buenos Aires, CINTERFOR and the Ministry of Labour of Uruguay. Based on the feedback and suggestions of the resource persons and the participants, the final version of the training package was prepared and ready for use in March 2006. It is already being used by ILO Field Offices.

### **ii. Joint Union-Management Negotiation Skills for French-speaking Countries**

14. This project had the same aim as the one for Latin America, namely to enhance the skill of constituents in non-adversarial negotiation. In close cooperation with the ILO Programme for the Promotion of Social Dialogue in French-speaking Africa (PRODIAF), the content of the original English version was re-formulated in order to fully reflect the specific context. The package was tested in a national workshop held in Lubumbashi (Democratic Republic of Congo) in November 2005. The results of this workshop were incorporated into the final version

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<sup>1</sup> In order to cover the full costs associated with hiring the project-based professional, the original allocation for strategic line A was increased, with a corresponding reduction in the allocation for strategic line C. (See also Annex A).

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(completed in April 2006), which is scheduled to be used by PRODIAP and the Centre in the last quarter of this year.

### **iii. Promoting National Social Dialogue for Arab States**

15. The purpose of this project was to produce a set of validated training and learning materials in Arabic adapted to the context and conditions of countries in the Arab States region. The materials are meant to be used for specific courses on social dialogue and as input into other courses aimed at promoting a social dialogue approach in policy-making and decision-making in the areas of employment, social protection, labour legislation, vocational training, development and equal opportunities.
16. The completed package includes the following materials: (a) a participants' manual and trainer's guide on "Promoting National Social Dialogue", (b) a resource book on "Promoting National Social Dialogue", and (c) a CD-ROM with documents and power point presentations on different aspects of social dialogue at the international, national and local level.

## **B. Gender Mainstreaming**

17. Three parallel projects were implemented under the leadership of the Gender Coordination Unit, in partnership with all Centre units. The results of these projects will have an important effect on: (a) increasing the number of women participants and women's representatives in the Centre's training activities, (b) incorporating a gender dimension into training design and delivery, and (c) creating an appropriate working environment for gender equality at the Centre.

### **B1. Greater Participation by Women and Women's Organizations in the Centre's Training**

18. The result of project B1, completed in 2003, was a database of 2,200 names of governmental and non-governmental women's organizations to be regularly invited to Centre courses, women's departments in social partner organizations, women and gender experts and selected former participants. In addition, a special Web site on gender issues was created. The web site, which also provides access to two distance learning courses, *Mainstreaming Gender Equality in the World of Work* and *Gender, Poverty and Employment On-Line*, has proven to be popular and is continuously updated.
19. Table 12 in Annex B shows that the Third Development Plan's target of having at least 40 per cent women among the Centre's participants was exceeded, with 43 per cent women participants in 2005. However, because regional differences in women participation remain, additional efforts are required to encourage larger numbers of women to participate, especially in the Arab States and the Asia and the Pacific regions.

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## **B2. Reinforcing Gender Mainstreaming in the Centre's Training Programmes**

20. Because of serious constraints on the staff's capacity to manage the originally planned project for training gender audit facilitators, and after consultation among the members of the Centre's gender coordination network, an alternative project of preparing and disseminating gender briefing notes and gender country profiles was implemented. Gender briefing notes discuss and illustrate specific issues or topics from a gender equity and gender mainstreaming perspective. They can be used as reference or training material. Gender country profiles include a gender-based analysis of selected countries. They can be used as reference material for country-based training needs assessment, or as case studies and training material. Five gender briefing notes<sup>2</sup> and nine country gender profiles<sup>3</sup> were prepared and distributed to staff. Another five gender briefing notes and 52 country gender information briefs have been developed and made available using resources other than the Investment Fund. New funds must be identified to ensure that they can be regularly updated.
21. Table 13 of Annex B shows that over the past five years the number of gender-specific and women-specific activities has been continuously rising, both in absolute terms (169) and as percentage (37) of the overall number of activities; thereby widely surpassing the target of 10 per cent set at the start of the Third Development Plan.

## **B3. Creating an Environment Conducive to Gender Equality within the Centre**

22. In 2003-04, in conjunction with the Human Resources Services and the Staff Union Committee, a survey was conducted to gather data for an analysis of Turin Centre staffing patterns in terms of gender, and to discover the needs of workers with family responsibilities. The survey captured a number of characteristics of the Centre's staff which, traditionally, are not included in the official statistics. The final report was completed in July 2005. It includes recommendations which can provide a basis for further discussions on human resources development policy and practice (e.g. gender representation, targeted staff training programmes, family-friendly staff provisions and childcare services) within the consultation and collective bargaining system established by the Recognition and Procedural Agreement.
23. At the same time the Human Resources Service has attained positive results with respect to a creating a greater gender balance among Centre staff. Table 14 in Annex B shows that on 1 June 2006, 30 per cent of Senior Staff

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<sup>2</sup> Gender Briefing Note No. 1: An introduction to the use of gender indicators at policy, programme and project level. Gender Briefing Note No. 2: Gender, employment and agricultural development programmes. Gender Briefing Note No. 3: Gender budgeting – mainstreaming gender perspectives into national budgets. Gender Briefing Note No. 4: Gender issues in public health and social services financing. Gender Briefing Note No. 5: Gender issues in migration and trafficking of human beings.

<sup>3</sup> Bénin, Congo, Jamaica, Kosovo, Macedonia, Niger, Rwanda, Somalia, Uganda.

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and 38 per cent of Professional Staff were women. This is slightly below the target of 40 per cent set at the start of the Third Development Plan. At the same time, it should be noted that, in the period 2001-2005, 46 out of 72 of all staff promotions (or more than 64 per cent) were women.

## **C. Quality of Training**

### **C1. Staff Development**

24. This project was designed to build on the previous Quality Management project, completed under the Investment Fund of the Second Development Plan. It aimed at identifying measures that would have an immediate positive effect on the quality of the Centre's products and services, while involving a broad spectrum of staff in the process.
25. During the first phase of the project, from late 2002 through 2003, five "Quality Groups" made suggestions for concrete improvements in the following areas: the design, planning and scheduling of training activities; the marketing of products and services; information to participants prior to activities; teaching and classroom services; and communication. A number of these suggested improvements have since been included in the Centre's daily operations.
26. In the second phase, initiated in January 2004, a new cycle of Quality Groups was begun. The Training Delivery and Communication groups were continued. Two new groups on Procedures and Study Visits were established. An in-house newsletter ("Quality Bulletin") kept staff informed on the progress of this exercise. The results, including recommendations on study visits and training needs analysis, were communicated to the Working Group on Quality that was part of a Centre-wide exercise on organizational strengthening (2004-2005).
27. The third phase started in 2005. The group on Training Design and Delivery continued its work, focusing on training needs analysis and training techniques. The group on Working Procedures produced the first instalment of an electronic manual on training-related procedures, as well as recommendations that have now been incorporated in the Centre's system for managing activities and participants (MAP). A new group, which will continue in 2007, is exploring ways in which the Centre can promote a "culture of respect" among and between participants and staff.

### **C2. Impact Evaluation**

28. The original aim was that, by 2005, at least ten of the Centre's activities would have undergone a thorough impact evaluation, while at the same time developing a specific methodology for realistically assessing the impact of the Centre's training programmes on constituents' and partners' capacity. Unforeseen staffing difficulties prevented carrying out the 10 impact studies, and in the end only one full-fledged study was conducted using the

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Investment Fund (see paragraphs 30-32). Because a smaller than planned number of studies could be realized, part of the Investment Fund allocation was transferred to the projects related to Closer Association with the ILO (see also footnote No. 1).

29. Nevertheless, as shown in Box 1, in the period 2001-2005, 19 other evaluation exercises were completed. They determined the extent to which specific projects or activities achieved their own objectives (summative evaluation), or they assessed their longer-term effects or impact on the participants and their organisations. In order to ensure that their conclusions and lessons are effectively incorporated in the content of the Centre's activities as well as in their pedagogy and operations, the Centre will carry out a secondary evaluation study in 2007.

### **Box 1**

#### **Summative and impact-oriented evaluation exercises (2001-2005)**

##### **2001**

- International economics and political economy for Trade Unions
- Training of consultants on micro-enterprises and small enterprises in Chile
- Employment creation and poverty reduction in post-conflict Kosovo
- Technical assistance for the reform of vocational training in Yemen

##### **2002**

- Follow-up and evaluation seminar on social protection for Trade Unionists
- Development of women's entrepreneurship in Romania
- Management training and consultancy centre for SMEs in Viet Nam
- Capacity-building in Human Rights in Pakistan

##### **2003**

- South Africa – Capacity-building on gender equality, employment promotion and poverty alleviation
- Women workers' rights, equal opportunities and workers with family responsibilities (core curriculum)
- Training programme on International Labour Standards (core curriculum)
- Integrated training programme dealing with health micro-insurance schemes (HMIS) – A pilot experience

##### **2004**

- Strengthening business development and micro-credit services for SME support, employment creation and poverty reduction in post-conflict Kosovo
- Creation and development of trade associations for the delivery of services to small and micro enterprises in Chile
- Development of micro and small enterprises owned by women in Portuguese-speaking countries of Africa
- Entrepreneurship development and handicraft for women in Afghanistan (mid-term review)

##### **2005**

- Master's degree in Management of Development
- Labour dispute prevention and resolution in Albania
- Employers' activities project to build capacity among employers' organizations in new EU countries and EU candidate countries

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30. The major full-fledged impact evaluation study under the Investment Fund took place in 2004-2005. It assessed the impact of a series of 13 courses on “International Labour Standards for Judges, Lawyers and Legal Educators” with 432 participants from North Africa and Latin America, conducted between 1999 and 2003. At the same time, the study developed and tested a comprehensive methodology for determining the longer-term and institutional impact of training. This methodology is currently introduced in the Centre’s evaluation practice.
31. The report of the evaluation study<sup>4</sup> highlights the overall appreciation of the courses by the participants and their organizations. It also provides detailed evidence of:
- strong links between the curricula and the ILO's strategic and operational objectives;
  - the high quality of the training programmes and activities;
  - the wide and diversified use that participants make of the competencies they acquire by taking part in the programmes;
  - the significant reach and impact of the actions that the former participants have undertaken in different national contexts, at the level of their institutions and/or at the level of their country’s judiciary system, either directly or indirectly, after participating in the programmes.
32. The report contains recommendations about: (a) improving the identification of potential participants; (b) having the course design make explicit reference to the expected impact; (c) establishing a former participants’ network to support the courses and boost their impact; and (d) strengthening the Centre’s own evaluation capacity.

#### D. Information Technology

33. **Information technology infrastructure improvement:** Between 2001 and 2005 the Centre greatly expanded and strengthened its information technology infrastructure to be in line with the needs and demands of participants and their organizations, sponsors, partner organizations and staff, and to enhance its availability and security. This was done without recourse to the Investment Fund. The server farm was doubled, resulting in secure access 24 hours a day. The capacity of the Storage Area Network was enlarged and an emergency power generator was installed. 300 personal computers were bought and installed in offices and classrooms. In line with the UN policy of privileging open source software, open sourcing was actively introduced. It facilitates internet communication with those participants and organizations that cannot afford buying proprietary software licenses.

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<sup>4</sup> *Evaluation of the impact of training courses on international labour standards for judges, lawyers and legal educators (1999-2003)*. Turin, August 2005.



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34. **Enhancement of the Centre's web site:** In the period 2002-2004, using a Centre-wide participatory approach, the Centre developed a new web site with a strong promotional orientation. The site was launched in April 2004. Its updating is part of the Investment Programme proposed for the period 2007-2011.
  35. **Development of the Centre's intranet:** The Centre's intranet, which in 2001 was still in the embryo stage, has greatly expanded its three components for the (a) management of training delivery, (b) administration and (c) human resources management. The Investment Fund allowed creating two main applications, namely an electronic manual of procedures and a comprehensive system for managing activities and participants (MAP).
  36. **IT and ODL staff development:** During the years 2001-2005, the Centre was attentive to continuously train its staff on new developments and applications using information technology. Advanced courses were offered on new software for daily office use as well as on new applications, such as Oracle Financial and MAP. All Centre staff now are competent in the use of basic computer applications, and all operational staff of the Training Department, Financial Services and Administration are fully trained in the use of computer applications for preparing, administering and delivering training products.
  37. As a result of the investments and additional efforts, prospective participants and their organizations are better informed about the Centre's expertise and products. The internet is increasingly used for conducting distance learning activities, sharing knowledge and building networks of (former) participants. The planning and administration of the growing number of participants and activities has become more efficient.

## E. Extended Reach

38. **Networking with former participants:** The purpose of this project was to create the conditions for the Centre to stay in touch with significant groups of former participants in each of the five Regions. Building on the web site and MAP (see paragraph 35), a database linked to MAP was created, and names and particulars of former participants and their organizations were entered. Subsequently, a special web site for former participants was launched in October 2005. This has made it possible to invite former participants to join the former participants' network. Five regional associations of alumni are now operational. At the time of writing, 758 former participants have joined the association: 120 from Africa, 165 from the Americas, 100 from the Arab States, 163 from Asia and the Pacific and 210 from Europe. Over the last 12 months, six regional meetings have been held to launch the former participants association and attract former participants to register as member:
  - 7 October 2005, Cartagena, Colombia: 60 participants;
  - 28 November 2005, Manila, Philippines: 17 participants;
  - 7 January 2006, Amman, Jordan, 60 participants;
  - 1 March 2006, Sofia, Bulgaria: 57 participants;
  - 29 May 2006, Beijing, China: 41 participants;
  - 31 May 2006, Shanghai, China: 19 participants.

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An additional meeting with former participants is scheduled to take place in October 2006 in Cairo.

39. In the second quarter of 2006, the Centre launched an essay competition among the registered former participants. They were invited to write a brief and well-argued paper with ideas and proposals about innovative approaches the Centre could follow in order to make its products and services more relevant and attractive, about new and different courses and training products, and about ways in which the former participants could contribute by promoting the Centre and implementing its activities. The authors of the two best proposals from each region will be invited to present them at a special meeting in Turin before the end of 2006.
40. In addition to the Centre's overall former participants' network, the Investment Fund has assisted the Workers' Activities Programme to develop a dedicated computer communications system, which enables its participants and former participants to work together. Participants in the Programme's residential courses can use the system to take online (via computer communication) courses before travelling to Turin. Afterwards, as alumni, they can remain in contact with each other and the Programme. This alumni network is subject based. For example, there is a network for International Labour Standards and another one for Occupational Safety and Health. Currently, approximately 300 former participants are active in the alumni network; about 50 per cent of them are women. In the coming years, the alumni network will be expanded to include more former participants.

## **Conclusion**

41. With the help of the Investment Fund, the Centre's operations have gained in relevance, reach, effectiveness, impact and efficiency. In short, the quality of the Centre's products and services has significantly improved. This would not have been possible, were it not for the Centre-wide and sustained participation of many of the Centre staff, in working groups, in surveys, in planning groups and committees. While the Centre's IT infrastructure and its physical infrastructure of residence rooms and classrooms have undergone a major transformation, to the satisfaction of participants and staff alike, staff have taken many initiatives for improving the quality of the training products and training approaches. As a consequence, the Centre's particular view on training and learning, the so-called Turin Learning Approach, is now one of the major selling points that distinguishes it from other training providers. The satisfaction of participants as measured by the post-course evaluation questionnaires has remained high. Impact evaluation studies show that the Centre's interventions have produced lasting positive effects on the performance of individual participants and their organizations. The network of former participants is a support to the Centre's programme development and to the ILO agenda. The visibility and effectiveness of both the Centre and the ILO have been enhanced.

*For information.*

## INVESTMENT FUND

(2002 – 2005)

Investment Programmes	Updated Investment Plan approved by the Board of the Centre at its 64 <sup>th</sup> Session (November 2002)  US \$	Expenditure (2002 – 2005)  US\$
A. Closer Association with the ILO	235,000	293,000
B. Gender Mainstreaming	45,000	45,000
C. Quality of Training	230,000	158,000
D. Information Technology	342,000	341,000
E. Extended Reach	148,000	113,000
<b>TOTAL</b>	<b>1,000,000</b>	<b>950,000</b>

*Note:* Judicious management and the fact that some costs were charged to other sources of fund than the Investment Fund explain the difference between the total authorized allocation and the actual expenditure.

## ANNEX B

### NUMERICAL INDICATORS OF THE CENTRE'S PERFORMANCE FROM 2000 TO 2005 AND COMPARISON, WHERE APPROPRIATE, WITH NUMERICAL TARGETS SET IN THE THIRD DEVELOPMENT PLAN (2001-2005)

**TABLE 1: OVERALL PERFORMANCE 2000-2005: NUMBER OF TRAINING ACTIVITIES, PARTICIPANTS, PARTICIPANT DAYS AND INCOME FROM ACTIVITIES**

	2000	2001	2002	2003	2004	2005	TOTAL 2001- 2005	TARGET 2001-2005
<b>No. of training activities</b>	<b>341</b>	<b>336</b>	<b>369</b>	<b>403</b>	<b>411</b>	<b>458</b>	<b>1,977</b>	<b>No target set</b>
Campus-based	202	169	181	175	156	164	845	
Country-based	132	153	167	202	220	257	999	
At a distance	7	14	21	26	35	37	133	
<b>No. of participants</b>	<b>6,870</b>	<b>8,063</b>	<b>8,007</b>	<b>9,749</b>	<b>10,796</b>	<b>11,680</b>	<b>48,295</b>	<b>40,000</b>
Campus-based	3,152	3,608	3,514	3,646	3,248	3,770	17,786	
Country-based	3,288	3,738	3,915	5,495	6,735	6,866	26,749	
At a distance	430	717	578	608	813	1,044	3,760	
<b>No. of participant days</b>	<b>77,942</b>	<b>59,087</b>	<b>59,292</b>	<b>75,341</b>	<b>82,611</b>	<b>84,646</b>	<b>360,977</b>	<b>No target set</b>
Campus-based	45,527	33,648	35,499	40,632	35,332	40,840	185,951	
Country-based	25,177	22,143	18,015	27,543	38,436	30,930	137,067	
At a distance	7,238	3,296	5,778	7,166	8,843	12,876	37,959	
<b>Income from activities</b> (in thousands of US\$, rounded)	<b>18,805</b>	<b>19,844</b>	<b>22,562</b>	<b>31,532</b>	<b>31,251</b>	<b>32,226</b>	<b>137,415</b>	<b>No target set</b>

**Notes:**

1. The United Nations System Staff College (UNSSC) became formally independent in 2002. For comparability purposes, all statistics related to activities run by the UNSSC in 2000 and 2001 have been excluded from this table.
2. Since 2001, the "participant days" indicator has been calculated for each training activity as the product of the number of participants and the actual number of days of training. Before 2001, the Centre used to calculate that indicator including travel days and weekends.
3. To compare face-to-face and distance learning activities, the days of training for the latter are calculated as the total number of "prescribed" study hours divided by six (the number of study hours in a day of training in a face-to-face activity).

**TABLE 2: NUMBER OF PARTICIPANTS IN STANDARDS AND FUNDAMENTAL PRINCIPLES AND RIGHTS AT WORK**

2000	2001	2002	2003	2004	2005	TOTAL 2001-2005	TARGET 2001-2005
387	820	984	1,128	1,256	1,577	5,765	4,000

**TABLE 3: NUMBER OF PARTICIPANTS IN EMPLOYMENT PROMOTION (TECHNICAL PROGRAMMES ON EMPLOYMENT AND SKILLS DEVELOPMENT, ON ENTERPRISE DEVELOPMENT AND ESF PROJECTS UNIT)**

2000	2001	2002	2003	2004	2005	TOTAL 2001-2005	TARGET 2001-2005
3,869	3,823	2,828	3,986	4,300	3,444	18,381	18,000

**TABLE 4: NUMBER OF PARTICIPANTS IN SOCIAL PROTECTION**

2000	2001	2002	2003	2004	2005	TOTAL 2001-2005	TARGET 2001-2005
529	613	877	790	728	767	3,775	4,000

**TABLE 5: NUMBER OF PARTICIPANTS IN SOCIAL DIALOGUE (\*)**

2000	2001	2002	2003	2004	2005	TOTAL 2001-2005	TARGET 2001-2005
858	1,282	1,506	1,742	2,191	1,815	8,536	6,000

(\*) Including the participants of the following three Technical Programmes: Employers' Activities, Social Dialogue and Workers' Activities.

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**TABLE 6: NUMBER OF PARTICIPANTS IN MANAGEMENT OF DEVELOPMENT**

<b>2000</b>	<b>2001</b>	<b>2002</b>	<b>2003</b>	<b>2004</b>	<b>2005</b>	<b>TOTAL 2001-2005</b>	<b>TARGET 2001-2005</b>
1,006	1,126	1,450	1,319	1,463	1,922	7,280	5,000

**TABLE 7: NUMBER OF DISTANCE LEARNING PARTICIPANTS**

<b>2000</b>	<b>2001</b>	<b>2002</b>	<b>2003</b>	<b>2004</b>	<b>2005</b>	<b>TOTAL 2001-2005</b>	<b>TARGET 2001-2005</b>
430	797	578	608	813	1,044	3,840	No target set

**TABLE 8: NUMBER OF PARTICIPANTS IN DISTANCE EDUCATION AND LEARNING TECHNOLOGY APPLICATIONS (DELTA)**

<b>2000</b>	<b>2001</b>	<b>2002</b>	<b>2003</b>	<b>2004</b>	<b>2005</b>	<b>TOTAL 2001-2005</b>	<b>TARGET 2001-2005</b>
156	254	171	335	426	613	1,799	3,000

**TABLE 9: NUMBER OF EMPLOYERS PARTICIPANTS**

	2000	2001	2002	2003	2004	2005	2001-2005
Employer-specific activities	0	179	146	288	278	261	1,152
Bi-tripartite and general activities	265	221	298	335	386	398	1,638
<b>TOTAL</b>	<b>265</b>	<b>400</b>	<b>444</b>	<b>623</b>	<b>664</b>	<b>659</b>	<b>2,790</b>
<i>as % of Centre's total number of participants (*)</i>	3.9% (*)	5% (*)	5.5%	6.4%	6.1%	5.6%	5.8%

**TABLE 10: NUMBER OF WORKERS PARTICIPANTS**

	2000	2001	2002	2003	2004	2005	2001-2005
Worker-specific activities	433	620	804	688	952	835	3,899
Bi-tripartite and general activities	205	323	318	468	515	491	2,115
<b>TOTAL</b>	<b>638</b>	<b>943</b>	<b>1,122</b>	<b>1,156</b>	<b>1,467</b>	<b>1,326</b>	<b>6,014</b>
<i>as % of Centre's total number of participants (*)</i>	9.5% (*)	11.8% (*)	14%	11.9%	13.6%	11.4%	12.5%

**TABLE 11: TOTAL NUMBER OF EMPLOYERS AND WORKERS PARTICIPANTS**

	2000	2001	2002	2003	2004	2005	2001 - 2005	TARGET 2005
Total number of Employers and Workers participants	903	1,343	1,566	1,779	2,131	1,985	8,797	
<i>as % of Centre's total number of participants (*)</i>	13.5% (*)	16.9% (*)	19.6%	18.2%	19.7%	17%	18.3%	20%

(\*) *Excluding the activities organized by the UN System Staff College in 2000 and 2001.*

**TABLE 12: NUMBER OF WOMEN PARTICIPANTS IN CENTRE'S TRAINING ACTIVITIES**

	2000 <sup>(*)</sup>	2001 <sup>(*)</sup>	2002	2003	2004	2005	TARGET 2005
Total participants	7,660	8,992	8,007	9,749	10,796	11,680	
Number of women	3,167	3,496	3,104	3,871	4,269	4,998	
Percentage	41.3%	38.9%	38.8%	39.7%	39.5%	42.8%	40%

(\*) Including the activities organized by the UN System Staff College in 2000 and 2001.

**TABLE 13: NUMBER OF GENDER-SPECIFIC AND WOMEN-SPECIFIC ACTIVITIES**

Year	Gender and Women-specific activities	Centre's overall activities	Percentage	TARGET 2005
2001	40	363	11.0%	
2002	109	369	29.5%	
2003	136	403	33.7%	
2004	154	411	37.5%	
2005	169	458	36.9%	10%

**TABLE 14: NUMBER OF WOMEN STAFF**

Senior Staff (D2, D1, P5)			Professional Staff (P4, P3, P2, P1)			TARGET 2005
Number of Officials	Number of Women	Percentage	Number of Officials	Number of Women	Percentage	
20	6	30%	56	21	38%	40%