



# **REPORT OF THE TENTH MEETING OF THE UNCTAD ADVISORY GROUP ON Innovation Knowledge for Inclusive and Sustainable Development: Transferring Knowledge through Technology**







# REPORT OF THE TENTH MEETING OF THE UNCTAD ADVISORY GROUP ON **Innovation Knowledge for Inclusive and Sustainable Development: Transferring Knowledge through Technology**



## SUMMARY

Established in 2001, the UNCTAD Advisory Group on the Strengthening of Training Capacities and Human Resources Development in its 10<sup>th</sup> session focused on identifying best practices and emerging solutions that are relevant for UN agencies and can be implemented in UNCTAD especially with the view of big data and analytics. Experts from UNCTAD and participating international organizations, universities, permanent missions and private enterprises assessed and discussed technological trends in the field of big data and analytics especially with regards to human resources development. Overall, the Advisory Group found UNCTAD's work on the issue of address analytics in managing and evaluating training delivery timely and appropriate in answering questions that abound today on effectiveness and impact of training. The private sector and academic representatives provided a different edge to the proceedings and their inputs were critical to a balanced review of the importance of appropriate data collection and storage, and then framing the right questions in order to obtain value and complement the knowledge development efforts.

*"Big data is the future and we definitely have to develop such solutions in our organizations in order to improve knowledge and collaboration within the UN entities" - Anonymous Participant*

*"Nearly everyone doing training struggles to measure success - [it] would be ideal to combine [our] thinking and share learnings specifically on this topic" - Aaron Nelson - Google*



## I. INTRODUCTION

- 1 The UNCTAD Advisory Group on the Strengthening of Training Capacities and Human Resources Development was established in 2001 in response to the recommendations endorsed at the 38<sup>th</sup> session of UNCTAD's Working Party on the Medium-term Plan and the Programme Budget<sup>1</sup>. The Group is expected to examine the evolution of UNCTAD's training and capacity-building activities in order to determine the elements needing to be strengthened, developed or modified; and to put forth proposals to enhance the work being carried out by UNCTAD in this area.
- 2 The 10<sup>th</sup> Advisory Group focused on the collection and analysis of data on training to develop better ways of refocusing training efforts and assessing the impact of training. Experts from UNCTAD and from the following international organizations, government representations, private companies and universities attended the meeting:
  - International organizations: United Nations Office in Geneva (UNOG), International Federation of the Red Cross (IFRC), International Trade Centre (ITC), World Health Organization (WHO), World Trade Organization (WTO), the Council of Europe (COE), Economic Community of West African States (ECOWAS), International Organization on Migration (IOM)
  - Private companies: Google and Nestlé.
  - Educational Institutions/Universities: the University of Dakar and the Ecole Polytechnique Fédérale de Lausanne (EPFL)
  - Government: Benin (Ministry of Industry and Commerce), Guinea (Ministry of Commerce).
  - Non-Gouvernemental Organisation (NGO): Learning Strategies International (LSI),

## II. OUTCOME OF THE MEETING

### Recommendations of the experts

3. The experts from UNOG, IFRC, ITC, WHO, WTO, IOM, ECOWAS, LSI, the Council of Europe, EPFL,

the University of Dakar, Benin and Guinea that gathered in Geneva on 22 October 2015 10<sup>th</sup> meeting of the UNCTAD Advisory Group on Strengthening Training Capacities and Human Resources Development:

- *Commend* the UNCTAD Secretariat for the organization of this meeting on “ Innovation Knowledge for Inclusive and Sustainable Development; Transferring Knowledge through Technology “, which discussed innovative solutions that could be implemented by international organizations, universities and other entities to build and share knowledge;
- *Appreciate* the efforts of the TrainForTrade programme to illuminate the issue of using Big Data and Analytics to improve knowledge development and to support developing countries in evaluating their knowledge gaps;
- *Commend* TrainForTrade's efforts provide this multifaceted platform to share experiences and foster cooperation not only within the UN family but with leading private organizations;
- *Stress* the importance of UNCTAD's choice to use ICTs as a tool to improve access to pedagogical materials and training, deliver training and facilitate knowledge sharing, in order to increase the number of those who can be reached while reducing the cost of the activities;
- *Take note* of the initiatives of other organizations such as ITC, WTO, Google, the Nestlé, and EPFL in the field of E-learning and Analytics;
- *Express their appreciation* for the kind availability of the representatives of such organizations and universities to come and share their experiences and practices on how to work with the emerging field in big data and analytics to better serve their beneficiary communities, and to discuss the way forward to analyze impact and relevance of E-learning activities for enhanced targeting and better results.

## III. OPENING CEREMONY

4. Ms. Geneviève Féraud, Head of UNCTAD's Knowledge Development Branch, open the session and she introduced the topic of the meeting and elaborated on the evolution of knowledge management especially noting the

<sup>1</sup> TD/B/WP/144, 17 July 2001.

impact of Big Data, Analytics and other emerging technologies such as Software robots and the Internet of Things. Ms. Féraud emphasized TrainForTrade's commitment to utilizing the most viable cutting edge technologies to support developing countries in human resource development. In describing the choice of an area of focus, Ms. Féraud highlighted how Big Data today is a cross cutting issue that will have an enormous implication for years to come on humans, culture and learning especially e-learning. In defining Big Data, she explained how it is changing the way we learn and acquire knowledge, because of our improved abilities to store huge volumes of a multitude variety of types of data that we can process at high velocity to provide answers to many question that we can ask almost instantly. With reference to developments in the private sectors on Big Data, Ms. Féraud challenged the participants to think of how their own capabilities in analysing their clients and staff could be useful in UNCTAD's situation where there is a need to understand and to also support developing countries to identify their own needs for capacity building.

5. Ms. Féraud, chairing the session also outlined the plan of the meeting.

## IV. SUMMARY OF DISCUSSIONS

### A. Mr. Adrian HOLZER & Mr. Quentin CAVILLIER: EPFL (Graasp.net - Spreading Knowledge)

6. Mr. Adrian Holzer introduced the Graasp.net knowledge sharing project that the EPFL is working on in collaboration with the Médecins Sans Frontières (MSF). He highlighted the challenges that knowledge intensive organisations such as MSF face when it comes to ensuring that knowledge is shared and easy to find. Most NGO spend a lot of their time searching through various data sources that included silos like email and relational databases. And with private stores of data such as email, turnover of staff limits the spread of data amongst staff. In implementing the Graasp.net project, EPFL and MSF worked on a principle of implementing a single data sharing platform for the entire organisation with powerful

search functionality to ensure that knowledge is easily shared or discovered.

7. With Graasp.net, organisations can combine heterogeneous data with powerful search features, a decentralized ownership scheme that ensures continuity even in the face of frequent turnover, and contextual analytics to keep track of user activity in a particular project, task or mission. With its support for inter organisational data sharing Graasp.net aims to facilitate the management of knowledge as a common "public" good.
  8. As a future path, the Graasp.net project is currently considering introducing Gamification as part of the incentivisation of the use while making the more knowledge users stand out.
  9. Mr. Quentin Cavillier presented a case study that used Graasp.net to access the utilization of technology at the Chamber of Commerce in Dhaka, Bangladesh. The aims of the project is to discover how culture interacts with the knowledge sharing and management, build awareness on the benefits of new technologies and how culture can impede their adoption and how to overcome cultural obstacles during technological transformation, and how to maintain the pace of adoption.
  10. In his study, Mr. Cavillier will collect data from multiple sources including emails, network access logs and social media access logs and use perform some data mining on other sources to enable an analysis to answer the questions above. Through social network analysis (SNA), the research will modulate the flow of information to identify the key users who control the flow of information.
  11. In bringing all this research together, Mr. Cavillier will attempt to create new working processes based on the outcomes of the SNA and social business process modeling (SBPM) and the outcomes will be used for benchmarking to try and use the similar solutions in other Chambers of Commerce around the world.
- ### B. Mr. Aaron NELSON: Data logging for Google (Google Maps)
12. Mr. Nelson, addressed the advisory group on the issues of how Google handles its big data and analytics and how this is used.

13. With the example of Google Maps, Mr. Nelson explained that the process all starts with the collection of data from many sources and today even pictures to create the StreetView. But for Google, this process is continually evolving as they continue to collect usage data in order to improve their performance.
  14. Data collected from logs of users and tracking, helps Google assess how people using their navigation capabilities are following the routes suggested by the search. This serves to notify Google if their results are good, the preferences of the individual users so that future results take this into consideration and where many deviations occur, it helps them to find the cause and correct their own data and algorithms where necessary.
  15. The data that Google collects is also used to guide decisions on the development and deployment of new technologies. In the launch on new products, this data together with other locally generated data, also guide the release and no release decisions.
  16. Google through working with its huge volumes of data is therefore able to know its customer better and able to improve and customise its services to tailor made to individual.
  17. And in analysis of its huge volumes of data, Google suggests that three (3) important issues are addressed in order to achieve value:
    - a. Decide what you want to measure;
    - b. Use as many venues for collecting the data;
    - c. Assume good intentions from the data sources as each source can be manipulated.
  18. Mr. Nelson reiterated that knowing the question that you want to ask is one of the most important issues to address when dealing with big data. This was also in response to a question ask by Ms. Bowers (Nestlé) who wanted to know how Google can narrow down from its vast amounts of data to find relevant answers.
  19. In responding to a comment by WTO on how to define good metrics or to measure success, Mr. Nelson indicated that finding a way to demonstrate engagement is the best way to measure success. This would mean that you have developed the right proxy for your activities that will keep your clients coming back and providing you with more.
  20. In commenting on a question of how privacy is maintained from EPFL, he responded that the best way is to err on the side of caution by collecting only the data that is useful to you and not everything just because its there to collect and making sure that the correct access controls are put in place.
- C. Ms. Katy Bowers & Mr. Jude Fletcher: Nestlé UK and Ireland**
21. Mr. Fletcher started the presentation on the work that Nestlé Human Resources and Talent Management are doing especially with regards to big data and more specifically on how they are utilizing Predictive Analytics.
  22. Nestlé's motivation to work on Big Data and Predictive Analytics is a commitment to their People Strategy. This involves collecting data on people, posts, talents and time in a post and analysing it to make informed decisions about these people. This is accomplished by using their vast amount of collected data to provide insights that help people make smart decisions.
  23. With over three hundred and thirty nine thousands employees in 197 locations around the world, Nestlé's first step was to develop a system that draws data from over 8 separate HR source systems and other business area systems into a single analytics platform. This pilot system was developed using Excel and MS Access to ascertain value before now starting to implement a one-stop system.
  24. Mr. Fletcher then demonstrated some examples of the reports that they have developed that make it easy for end users to pull information, which Ms. Bowers complimented with an explanation of how these reports are a demonstration of how big data and analytics have been a people enabler.
  25. Ms. Bowers started summing up Nestlé's Learning and Development Strategy as being personalised to the individuals and the needs of the organisation and discussed how this is being linked up with Big Data and Analytics.
  26. Nestlé strategy involves blended learning, social learning and developing a Life learning culture. Big data is helping them to establish how the training provided to staff on recruitment or reassignment is helping the organisation adopt a life learning mentality.
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27. Nestlé uses Three (3) different systems to achieve its goals. Two (2) systems handle the actual training materials and collaboration while the iLearn system keeps track of all learning including attendance, costs and external training. Webcasts and team rooms are another technology that is also used extensively to enable collaboration and training across the organization.
28. Nestlé also takes into consideration that its learning platforms should be accessible on as many access platforms as possible including mobile and desktop and multiple operating systems such as Windows, Mac OS, Linux, iOS and Android.
29. Technology is moving HR systems from systems of record to user experience and generating insights.
30. In terms of Analytics, with time, Nestlé is realizing a level of maturity on information being demanded from their data. These questions include basic questions such as spending levels, fill rates. With experience, the question develop into whether the organization has the right people and then moving into proactive analytics ensuring that qualifications and training are up to date for the right people. Tracking people who are missing the proper qualifications and keeping track of qualifications that require renewals. And all this information is then being fed back into the training management teams.
31. In turn, the data is also being used to see if things such as management training are leading to improvements in management or health and safety e-learning is reducing accidents or incidents and if sales training is improving sales from the sales KPIs. Tracking which courses staff are taking, the amount of time spent on the course and whether the users are recommending the courses for their colleagues.
32. Course surveys have now been replaced by e-learning courses that have a pre- and after-training assessment to help assess how much of the training has been retained.
33. Outside of learning management, the data and analytics have also been used in areas including managing attrition at organisation level, helping managers have better insights into the situation in their own sections at coordinator level, changing policies such as implementing a casual dress code, removing clocking requirements at headquarters, a wellness strategy and flexible working arrangements at individual level (a result of understanding the group of people who are leaving the organization such as millennials), and profiling efficiency at operational levels.
34. Ms. Bowers concluded by discussing the challenges that the organisation faced. These included the technological difficulties in linking all the data sources for analysis to remove the time spent on getting data; data quality as influenced by issues such as differences in data definition might not fully match, its the focus on direction or trend; and stakeholder demand that needs to be managed so that they learn to ask the right question.
35. For Nestlé, Analytics is a journey and not the destination. It is important to use the collected data otherwise its useless to have it. And their main challenge is about speed, agility and not amount of data.
- D. Ms. Denise Kappel & Mr. William Babumba : International Federation of Red Cross (IFRC)**
36. Mr. Babumba introduced the presentation on the work of the IFRC with regards to learning for its 16 million volunteers worldwide. While IFRC has implemented an e-Learning strategy, data collection and analysis is still a challenge but also a work in progress.
37. IFRC has a strategy that tries not to reinvent the wheel on e-Learning hence they use mostly readily available solutions for e-Learning and they also focus on cooperating with other content producers to collaborate and share already existing courses.
38. To bring value to its courses, IFRC has developed relationships with Universities that accredit their Certified Professional Development courses so that participants get university credits for the courses that they complete.
39. IFRC also focuses on developing partnerships and collaborations with other international organisations such as OHCHR, UNICEF, WHO, OCHA, FAO and WFP.
40. Ms. Kappel started by highlighting that IFRC makes all their e-Learning courses publicly available for free.

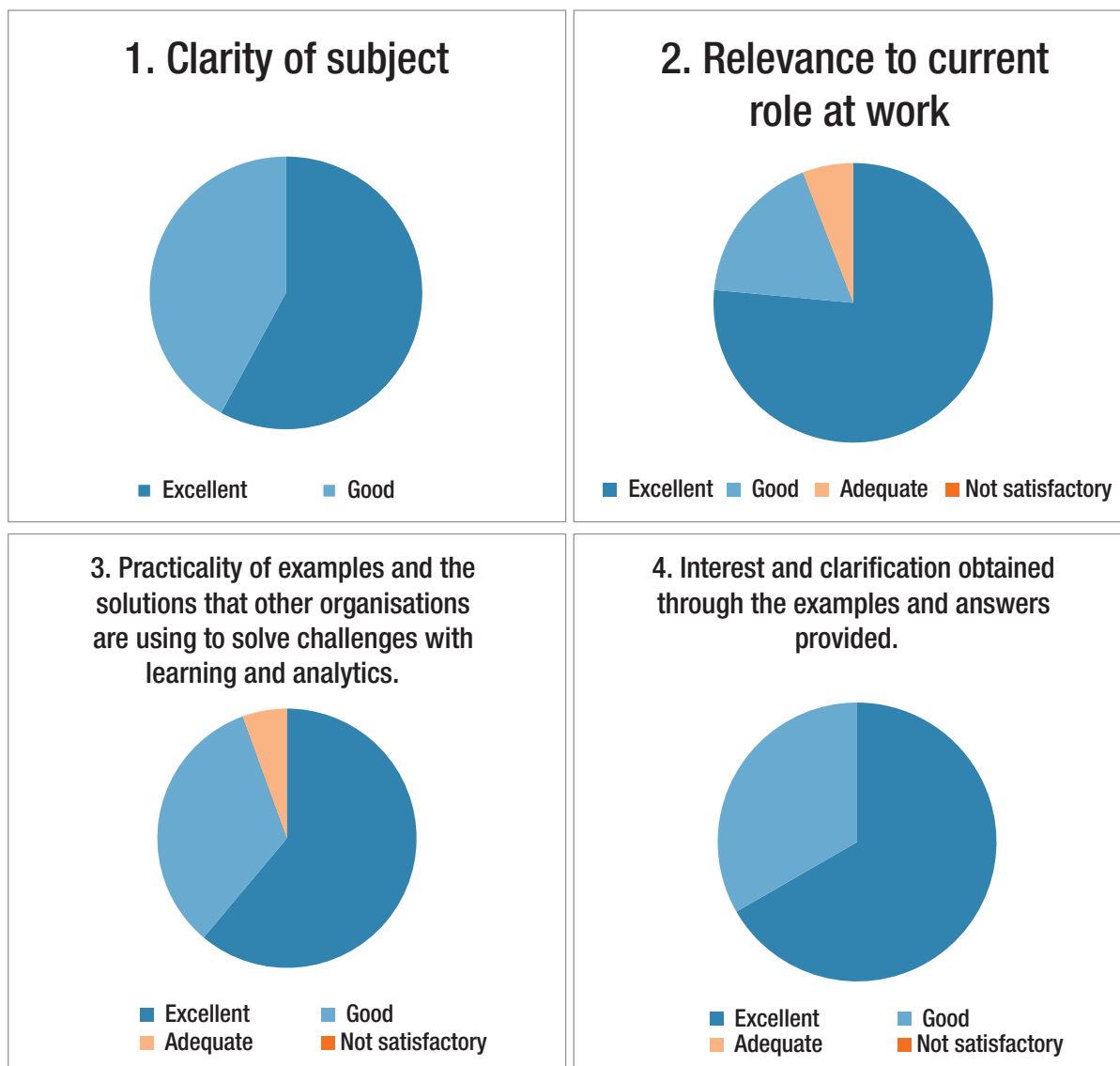


41. Using their Cornerstone based platform, the courses are self-directed and users their learning records are maintained for a lifetime and across the world through their Learning Passport.
  42. The IFRC learning platform is available in 20 languages and it can be customized for local societies around the world to help them better target their market.
  43. Through compartmentalisation, each local society can also track the learnings of its own volunteers.
  44. In closing, IFRC iterated their keen interest in developing collaborations with other international organisations to enhance the opportunities for the IFRC e-Learning offerings.
- E. Open discussion**
45. ITC suggested that for Moodle to be used for Analytics on usage and learner behaviour, it is important to know the data points that links the people, courses and events.
  46. ITC offered an example of behaviour towards deadlines and how such information can be used to structure your courses and reminders of outstanding work. They found that sometimes, while online courses can be self-paced, structure of deadlines could help ensure people follow through with the courses to completion.
  47. ITC also clarified that some of the functionality such as reminders could be accomplished by using free plugins, tracking based on free Google analytics and some in-house customization of the platform.
  48. ITC, in response to whether impact can be measured with the Moodle platform, indicated that measuring impact of e-Learning can not be done through the Moodle platform. This is better accomplished through collaboration with the people being trained, their supervisors or employers.
  49. Google indicated that they also use surveys to gain precise details from their users when they are or have implemented new features in their products. In clarifying, they said that while other data points could be helpful, there is not better way to gain precise information that asking for it from the people involved with the use of the products or working with the people trained.
  50. The Ministry of Trade, Guinea stated its appreciation for the role that online learning provided by international organisations such as UNCTAD plays in their country. In special recognition, the example of the training centre provided by the WTO was commended for the motivation to learn that it provides to beneficiaries with its facilities such as computer equipment and electricity.
  51. The experience of the EPFL in setting up in Dhaka indicated that some people are not comfortable with the introduction of technology as they see it as a threat to their positions especially for the older generation and top management who are more likely to retire in the near future. EPFL recommended that to successfully conduct such transformative training, the support at board-level is imperative.
  52. ECOWAS echoed the challenges faced by EPFL in stating that they also face similar problems where introduction of new equipment such as laptops sees top management not able to use them take them and just keep them. ECOWAS proposed that change should start demonstrating that introduction of new technologies will not lead to loss of work.
  53. EPFL with the Graasp.net project deals with sharing and learning by focusing on a bottom up approach. Indeed Graasp.net can be viewed as a Personal Learning Environment, which gives a space to learners to put together their own learning material and collaborators. This is somewhat complementary to the Learning Management System approach where institutions provide fixed learning courses to learners. Similarly, in the context of MOOCs, the Graasp.net project is more focused on connectivist MOOCs, or cMOOCs, where knowledge is co-constructed and shared by participants.
  54. Google is also addressing the issue of applications that are designed for audiences in the developed countries being consumed in developing countries and LDCs where power and data are not always available. For example, Google has just developed an application which is currently being tested in India that is inherently developed to use less data and draw power slowly from devices.
  55. TrainForTrade stated that with over 10yrs experience with using Moodle, and its blended learning strategy, over the last 2 years they have
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- trained over 800 people in 15 countries in West Africa and complemented the learning process with USB sticks for locations with no data connectivity. One of the major issues was that they did not always get feedback on how the materials were used. While some used it locally and responded, some took material and used it to teach in other forums like University courses and UNCTAD did not get feedback on this. The other issue was how to manage the certification process for courses that are run outside of the platform and you cannot track the progress or results. Lastly, tracing on a long-term learning process is not easy with over 3000 new users per year. To highlight this, sometimes people contact you 5-6 years after taking a course to ask for a copy of their certificates. How are other organisations dealing with this?
56. The WTO also had a problem of tracking participants in the past. But with the introduction of Results Based Management (RBM), they have had to change their approach and have since developed a certification database where each certificate is registered, as well as the participants' profile, applications, detailed curricula, results obtained in the courses and feedback on the activities. The next step is to continue to enhance the reporting mechanism and implement a comprehensive RBM system covering identification of needs and targets, organization of activities, delivery, evaluation and assessments of results at different levels.
57. ITC responded that another approach to maintaining the integrity of the certificates awards is to extend a similar certification database and provide a unique QR code on each certificate such that anyone wishing to validate the certificate can scan it and be directed to a web interface that provides the original record of the issuance details including recipient, course attended and date issued.
58. LSi offered that predictive learning analytics should be explored in depth, using data derived from courses that have been offered in the past, without having to develop huge analytics systems. LSi gave the example of how some US universities are using predictive analytics to provide early support to people whose profiles match those of low performers, even before the first exam. LSi indicated that given the complexity of learning analytics (i.e. Big Data for learning), requesting collaboration with such universities could be beneficial as it brings credibility, scientific background and academic credentials, and can be mutually beneficial on the basis of research interest rather than financial transaction.
59. EPFL responded that in the region, they are always interested in research so they would be happy to have collaborative projects that solve problems. But EPFL reminded that while we have talked about analytics mostly from the perspective of the provider, it might also be very important to provide analytics to the learners.
60. WTO commented that in order to address the issue of impact measurement, they have developed analytics reports for knowledge gain and knowledge gap that the user can test. There is a pre-test and post-test to measure the knowledge gain during the training. The WTO is also using big data to optimize the scheduling time of activities such as chat sessions or webinars, or to target audience and enhance the outreach of their E-Learning programme.
61. LSi commented that in their experience, Moodle is incompatible with big data because its based on small, tutor-led cohorts and assessment requires the tutor to individually review each learner's work. We need to shift to learning technologies that leverage peer and machine assessment that scales and has been shown to be as effective as expert assessment for most topics.

## IV. CONCLUSIONS

62. A survey was conducted at the end of the meeting and the results demonstrated that all participants found the subject clear with 58 per cent of the participants finding it excellently clear and 43 per cent finding it good. On the question of relevance to current role at work, on six (6) per cent felt it was adequately relevant and 76 per cent finding it excellent. The practicality of the examples and solutions from other organisation satisfied all the participants with 61 per cent particularly finding the examples an excellent fit and again Six (6) per cent find them to be adequately



practical. All participants also agreed on the interest and clarification obtained from the examples and answers provided during the meeting. Requests were made to include even more practical examples in future meetings, e.g. demonstrations.

- 63. Participants requested that for the next meeting, sometime be allocated to allow more networking amongst attendees, an increased number of case studies, best practices, practical experiences, successes and failures. Furthermore, it was also suggested that a more International Organization (IO) focused session would be beneficial as it would highlight how big data is pertinent to them as multinational entities might have a different focus compared to IO.

## V. CLOSING OF THE MEETING

- 64. Mr. Mark Assaf thanked the experts for their important contributions to E-learning best practises and field experience. He also expressed his gratitude to the participants for the valuable suggestions made during the meeting. He explained that their comments and suggestions would be taken into consideration in the formulation of the recommendations. These recommendations would be included in a draft report that would be forwarded to the participants for comments and validation. The final report would be submitted to the Secretary-General of UNCTAD.

## VI. ANNEX 1: MEETING OUTLINE

22 October 2015	
Place : Room XXVII, Palais des Nations, Geneva (Switzerland)	
9h30-10h00	Welcome address: Ms. Geneviève Féraud, Head KDB/DTL Outline of the meeting
10h00-10h45	Big Data – Knowledge & Innovation (Academia ) <ul style="list-style-type: none"> <li>• UNCTAD (Ms. Geneviève Féraud)</li> <li>• EPFL(Dr. Adrian Holzer &amp; Mr. Quentin Cavillier)</li> <li>• Discussion</li> </ul>
10h45-11h00	<i>Coffee break</i>
11h00-12h30	<b>Big data - Training &amp; Developing countries (Institutions)</b> Google – Impact of Big data in Training (Mr. Aaron Nelson) Nestlé – Big Data Opportunity (Ms. Katy Bowers, Senior HR Analyst, and Mr. Jude Fletcher, HR System Developer for Nestlé UK and Ireland) IFRC – Learning Platform & Learning Initiatives (Ms. Denise Kappel & Mr. William Babumba, IFRC) Discussion
12h30-14h00	<i>Lunch break</i>
14h00-15h30	Big Data / Training and International Organisations <ul style="list-style-type: none"> <li>• ITC, WTO, UNOG, OCHA, ITU, WIPO, WHO, OHCHR, IPU</li> </ul> Moderator : Mr. Mark Assaf, UNCTAD <b>Moderate Caucus</b>
15h30-16h00	<b>Summary of discussions and recommendations</b> <b>Closing of the meeting</b>

## VII. ANNEX 2: SYNTHÈSE OF OPINION QUESTIONNAIRES

Aspect of module	Excellent	Good	Adequate	Not satisfactory
<b>1. Clarity of subject</b>	<b>11</b>	<b>8</b>		
<b>2. Relevance to current role at work</b>	<b>13</b>	<b>3</b>	<b>1</b>	
<b>3. Practicality of examples and the solutions that other organisations are using to solve challenges with learning and analytics.</b>	<b>11</b>	<b>6</b>	<b>1</b>	
<b>4. Interest and clarification obtained through the examples and answers provided.</b>	<b>12</b>	<b>6</b>		

### 5. What are the key insights that you gained from the presentations and discussions, and why?

- Big data is the future and we definitely have to develop such solution in our organizations in order to improve knowledge and collaboration within the UN entities
- It is also very interesting to listen to people from West Africa on issues they follow.
- Better appreciation for how other companies and international organizations are thinking about and approaching Big Data. Nearly everyone doing training struggles to measure success - would be ideal to combine [our] thinking and share learnings especially on this topic.
- Current situation of organizations facing Big Data and E-learning
- There is no silver bullet! We are at the infancy of big data management
- Pulse on what is happening in different organizations
- Challenges faced to obtain data and impact of training is still a problem
- Idea generation
- Improved knowledge on big data
- Learn what other organizations are doing regarding E-learning
- Evaluate the use of big data, useful examples
- Asking the right questions so data can provide the right answers. The variety and amount of data that is actually available
- Importance of e-learning and using big data to reorient activities and strategies
- Knowledge on big data, benchmarking, we are all in the learning stages
- How important it is to collect data and strategically use it for high impact. Data is the key for knowledge management
- Avoid certain mistakes and identified certain hurdles, as well as new ideas
- Importance of understanding online user needs and being able to monitor whether the right information reaches the target groups and determining its usefulness
- Good forum to share experiences and see how we can partner more. Helpful to know that we're also dealing with similar issues in many cases. Appreciate the opportunity to also hear from the private sector
- Les aspects clés retenus des présentations et discussions sont notamment: le Big Data avec sa capacité de stockage formidable des informations avec une rapidité de calculs multiples et variables ; les TIC doivent tenir compte de la culture et de la résistance à toute innovation ; Identification de la motivation des bénéficiaires.
- Les points les plus intéressants sont : la capacité du Big data à gérer une approche culturelle des communautés ; mettre en place un nouveau système de travail pour les pays en développement et élargir l'analyse sur tout le réseau.
- That there are common challenges across industry & UN agencies, & areas where we can learn from each other. But in general it was very interesting to hear about UNCTAD's work in developing nations & the work of other UN agencies.

### 6. How will the presentations and discussions help you improve your work?

- In the UN, we have to take the examples from the private sector on their impressive initiatives as presented by Google, Nestlé and EPFL staffs. It adds to my better understanding of technologies used in E-learning.
- I was more presenting but discussion and insights for training-specifically how to think about what success means is fairly universal outside of training is useful.
- Better target current needs of organizations
- We'll see, we are building solutions
- Connection with others
- Better comprehension of potential partnerships
- See what other agencies are doing and learn from them
- Give ideas on how to improve our activities
- Give the opportunity to have more information on the different platforms used
- Food for thought to further input into development of online learning
- Performance evaluation and different platforms used
- Think better about data acquiring and apply data to improve courses offered
- As an international regional organization of developing countries, experiences learnt from presentations/discussions can be replicated
- Good ideas that I can apply in my work
- I look forward to explore collaborations with various UN agencies
- It will be useful for devising a new learning and development strategy
- Find synergies and save on resources by virtualizing
- We will be able to further monitor as well as evaluate the usefulness of the courses directed at the users. Be able to analyse learner behaviours effectively.

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- <sup>ww</sup> It was helpful to learn about what others in the learning/training field are doing. This allows for reflections in relation to one's own context and consider solutions and adapted approaches
  - En notre qualité de Point focal du programme TrainForTrade dans son volet promotion du commerce électronique (e-com), les présentations et discussions aideront beaucoup à l'amélioration de notre approche d'intéressement des acteurs des secteurs publics et privés à s'intéresser davantage aux cours en ligne.
  - Le Big Data peut aider mon travail quotidien à acquérir de nouvelles connaissances, à travailler de façon transparente et à partager les informations avec d'autres collègues.
  - The day has brought analytics in learning & development to the front of my mind, as it is an area we worked in predominantly last year, and not as much in 2015. We will be sharing a summary of the day with the UK L&D team to give them an understanding of what others are doing in this area.

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**7. What one thing would you suggest to improve your experience based on this Advisory Group meeting?**

- In the opening session-a quick review of key questions or insights help frame some of the discussions during the day.
  - Define what big data is and if it affects us IOs. Multinationals have a different reality!
  - More informal opportunities for workshop and discussion with other participants
  - Maybe more detail and learnings from case concepts, more best practice
  - It has been an outstanding experience. Congratulations for an excellent event.
  - Give more time for practical experiences, success and challenges
  - It is my first time to attend the advisory group meeting, the format and content were very good
  - How to effectively capture big data
  - Very well organized, keep the mix of bringing in speakers from different environments
  - Perhaps slightly more time should be allocated to presenters. Also allowing for short demos for instance rather than only presentations- and lunchtime could be shorter
  - En terme de suggestions pour l'amélioration des travaux de pareille réunion, en cas où les présentations seraient disponibles avant la tenue de la réunion, les faire poster sur site de la CNUCED et permettre aux participants d'y accéder par avance.
  - Pour améliorer ce type de meeting, nous devons passer par la sensibilisation, analyser les avantages et les inconvénients que cela suscite sur le plan opérationnel.
  - It was unfortunately that we missed the afternoon discussion due to our flight times as I think this would have been very interesting. If I had to suggest one thing to improve the experience it would be to have a bit more context about TrainforTrade prior to the day so that we could tailor our presentation to suit the needs of the audience.
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## VIII. ANNEX 3: UNCTAD NEWS



UNITED NATIONS CONFERENCE ON TRADE AND DEVELOPMENT

# UNCTAD

PROSPERITY FOR ALL

Home
Meetings

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### 10th Meeting of the UNCTAD Advisory Group on: Innovation Knowledge for Inclusive and Sustainable Development: Transferring Knowledge through Technology

22 October 2015  
Room XXVII  
Geneva, Switzerland

Key Issues

Documents

The UNCTAD Advisory Group on Strengthening Training Capacity and Human Resource Development was established in 2002, following a recommendation endorsed by the 38th session of UNCTAD's Working Party on the Medium-Term Plan and the Programme Budget in 2001.

The Advisory Group's objectives are:

- to examine the evolution of UNCTAD's training and capacity building activities in order to determine elements that need to be strengthened, developed, or modified in the context of the organization's strategy;
- to put forth proposals to enhance the work carried out by UNCTAD in this area and increase its access to financial resources required for the development of technical cooperation projects in the field of training and capacity building.

The 2015 Advisory Group includes international organisations (IFRC, IRU, ITC, OCHA, OHCHR, UNCTAD, UNOG, WIPO, WTO), private sector players (Google, Nestlé) as well as academia (EPFL, Dakar University) and provides a forum to discuss and identify best practices, platforms, processes and solutions that are relevant to UN agencies in the areas of training and e-Learning, and the development of academies and training institutions.

During its 10th meeting, the Advisory Group will look into solutions for development in the areas of Big Data and Analytics, capacity building, and knowledge sharing, and address the following specific questions:

- How can we leverage big data for knowledge development?
- How do big data and analytics fit into Capacity Building within the context of UN entities and other international institutions?
- How can Big Data help to setup and contribute to E-learning and career path development?
- Can Big Data reveal insights on change in human well-being, real time trends on population behaviour or perceptions related to sustainable development issues?
- Where should United Nations Agencies focus on regarding Big Data /Analytics, HR and career planning?
- Will Big Data create a new rift or new opportunity for developing countries?
- Is Big Data the next quantum leap?

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*Sponsor / funding:* TrainForTrade Programme

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*Related Sites:* [TrainForTrade Website and Registration](#)



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**MEETINGS**

- Trade and Development Board
- Working Party
- Expert Meetings
- Commission: Trade and Development
- Commission: Investment, Enterprise and Development
- Commission: Science and Technology for Development (ECOSOC)
- Group of Experts: Competition Law and Policy
- Group of Experts: International Standards of Accounting and Reporting (ISAR)
- UNCTAD Conferences

## IX. ANNEX 4: PARTICIPANTS LIST

	Last Name	First Name	Organization/Company
1	LAKE	SHAUN	ITC
2	MEISTER	VANESSA	COE
3	AHLUWALIA	DEVINA	WHO
4	FERRE	VIRGINIE	UNOG
5	PERES	LEONARDO	UNOG
6	ROMERO	BEATRIZ	UNOG
7	KOFFI	RAPHAEL	ECOWAS
8	AKOWANOU	RENE	MINISTERE DE L'INDUSTRIE ET DU COMMERCE (BENIN)
9	BALDE	FATIMATOU	MINISTERE DU COMMERCE, GUINEE, CONAKRY
10	PEREGRINO-BRIMAL	FATIMA	IOM
11	FLETCHER	JUDE	NESTLE
12	BOWERS	KATY	NESTLE
13	CAVILLIER	QUENTIN	EPFL
14	HOLZER	ADRIAN	EPFL
15	DARD	RAPHAEL	ITC
16	VEYRAT	LAURENT	WHO
17	SADKI	REDA	LSI
18	KAPPEL	DENISE	IFRC
19	BARUMBA	WILLIAM	IFRC
20	MARIE	ELIZABETH	WTO
21	KIRSCHKE	FRANZISKA	WTO
22	BERTHON	AUDREY	WTO
23	FERAUD	GENEVIEVE	UNCTAD
24	ASSAF	MARK	UNCTAD
25	PANICKER	MOHAN	UNCTAD
26	YU	ZHILIANG	UNCTAD
27	CHANTREL	DOMINIQUE	UNCTAD
28	ZABULA	AYLWIN	UNCTAD
29	FRANCISCO	DEBBIE	UNCTAD
30	KELPE	STEPHANIE	UNCTAD
31	MOREIRA	ALVARO	UNCTAD
32	GAAFAR	KHALED	UNCTAD
33	OLIVARES	SUSANA	UNCTAD
34	BELMONTE	JAVIER	UNCTAD



