



UN SDG:Learn

UN SDG:Learn 1st Steering Group Meeting

21 November 2019, 09:00 – 18:00 CET

Summary of decisions:

The meeting has concluded with the adoption of the **following milestones for 2020**:

1. Obtaining **feedback from UN SDG:Learn members** on workstreams, Working Groups and the Steering Committee (**by 19 December 2019**)
 - Propose to members by email a **Steering Committee** (2 more co-chairs from UN and 1 non-UN) and **3 working groups** (1 on learning pathways, 1 on strategic mapping, programme and evaluation issues, 1 on content distribution approach) and **call for nominations/volunteers for Steering Committee and Working Groups** (Leads and members)
 - Share a **list of ongoing and proposed deliverables**
2. **Active promotion of UN SDG:Learn by Secretariat and all Partners (starting December)** and development of a communication strategy (**mid 2020**)
3. Developing a **draft concept on learning pathways** connected to competencies, assessments and SDG interlinkages for web-based development (**February 2020**)
4. **Blog and podcasts series** to be launched (**February 2020**)
5. Setting up a **community of practice** for the Partnership (**January 2020**)
6. **Tailoring Regional pages** of UN SDG:Learn (**Jan-Feb 2019**)
7. **Mapping of the courses** and related key metadata (key words, subjects, levels, etc.) to identify overlaps and gaps (**May 2020**)
8. Designing an **approach for making SDG platform also a content-distribution platform** to reach the millions (**September 2020**)
9. Welcome the implementation of the **Statistics Page** and examine additional opportunities for **Special Landing pages** (continuous)
10. **Work with UN Secretariat** to make UN SDG:Learn reflected in the work plans of relevant individual UN entities who see high synergies
11. Conducting an **initial evaluation** (June 2020) and developing an **evaluation approach** (**September 2020**)
12. Develop a **pledge-based Quality Assurance Framework**
13. Hold **next Steering Group meeting** (**fall 2020**)
14. Plan an **informal meeting** and **UN SDG:Learn booth** during **2020 HLPF**

Context

*The UN SDG:Learn 1st Steering Group Meeting was the first opportunity for all the UN SDG:Learn Partners to meet together and brainstorm the three main components of the initiative: **Platform, Partnership, and Programme**, agree on the governance structure, and define key milestones for 2020. It was also an opportunity for the Joint Secretariat to provide updates on recent developments around UN SDG:Learn.*

Detailed summary

Welcome and introduction

The meeting opened with the welcoming remarks by Mr. Nikhil Seth, UNITAR Executive Director, who emphasized the importance of learning for the achievement of the SDGs as a whole and explained that the rationale behind the initiative was to set up a platform that provides access to interactive learning experience and makes SDG learning attractive to involve more and more people. One of the key challenges, he felt, would be to ensure in every classroom there is a teacher who is both aware of the SDGs and can make learning fun to engage children and young people.

Mr. Patrick van Weerelt, Head of Office of the UNSSC Knowledge Centre for Sustainable Development, noted that we are embarking on a decisive decade for the 2030 Agenda for sustainable development. UN SDG:Learn's ambition is to serve as a platform to engage all stakeholder groups in developing learning solutions, building effective partnerships, and accelerating action. It is important to see UN agencies, universities, think tanks, civil society organisations, and the private sector supporting UN SDG:Learn as a partner. We can achieve the transformation towards a more sustainable world through purposeful collaboration."

Mr. Einar Bjorgo, Director, Division for Satellite Analysis, Applied Research and Agenda 2030, stressed the crucial role various UN SDG:Learn Partners have to play: from UN family to the Academia, the private sector and civil society.

Substantive objectives of UN SDG:Learn: Platform, Partnership and Programme

Overview of UN SDG:Learn

Mr. van Weerelt provided a quick overview of the agenda of the meeting. Its main objective was to share the update on the initiative and discuss the ways collectively forward in terms of three components Platform, Partnership and Programme, including introduction of new functionalities and kick-off the Programme part, leverage the partnership community, discussion of governance structure and quality assurance as well as of activities for 2020. The agenda was adopted without amendments.

Platform:

Mr. Einar Bjorgo has noted that the initiative has emerged against the backdrop of the 2030 Agenda and a need for new types of knowledge, skills and attitudes to take actions and implement evidence-based policies in an integrated and coherent manner involving all stakeholders with leaving no one behind. Therefore, joining forces of UN family, academia and private sector in this endeavour and synergizing the work was essential.

The Platform was launched in July 2019 thanks to all partners who have made this possible. By November 2019, 51 partners ranging from UN to universities, think tanks and businesses have joined the initiative (representing a total of 53 organizations with UNITAR and UNSSC). The Platform has a

user-friendly interface featuring courses and microlearning with search and taxonomies by SDG, type of learning, etc. Every partner has access to the back office of the Platform. Regional Commissions have their own dedicated page to facilitate and leverage regional learning solutions. All 5 regional commissions joined UN SDG:Learn providing learning content related to their respective regions. The interface and content could be further developed based on the needs of the commissions.

Ms. Paulyn Duman, Associate Fellow, UNSSC, has provided an update on the statistics of the platform featuring 115 courses and microlearning that are products of 114 organizations – UN SDG:Learn Partners and their partner institutions. More than 3,000 users have accessed the platform with more than 5,000 sessions. These users represent 161 countries. 74.7 % of users primarily used the desktop computer to access and navigate, 22.9 % via mobile devices and a small share by tablet.

A special sub-item under this agenda item was dedicated to the first Special Landing page. Ms. Elena Proden, Specialist and Team Leader for the 2030 Agenda at UNITAR, has provided an update on the pilot Special Landing page dedicated to a specific target audience, e.i. statistical community, resulting from a collaboration with a well established professional community and its Global Network of Institutes for Statistical Training (GIST) who appreciated the concept of UN SDG>Learn and were interested in creating a sub-gateway for their learners. The page is being developed in collaboration with the GIST and in particular with UN Statistics Division who will serve as the substantive custodian for this page. Ms. Vibeke Oestreich Nielsen from UNSD provided an overview of the GIST expectations regarding the Statistics Page on the Platform and together with Ms. Proden showed the mock-up interface of this special landing page. This page will feature the search function similarly to the main search page, but with an inclusion of an additional taxonomy tailored to the needs of the statistical community. The learning products will be available on both main and special landing pages. It is proposed that GIST members who are not part of UN SDG:Learn will have a special GIST access to the back office of the Platform. The Statistics Page will be presented during the 51st session of UN Statistical Commission through a dedicated Official Side Event.



gist_landing_page_ layouts.pdf

Ms. Proden noted that this was an example of a win-win solution for UN SDG:Learn and GIST members and that this pilot could serve as a basis for examining further opportunities for special landing pages for other types of audiences such as youth, private sector, etc.

Mr. Einar Bjorgo introduced the work that was in the pipeline to further address the needs of the users and the Partners:

- Developing preference-based search (Spotify) and course recommendations based on objective assessments (tests or quizzes) – **ongoing**.
- Blog and Podcast series (organic content)- **ongoing**.
- Promotion through social media (Facebook, LinkedIn, Twitter) - **ongoing**.
- Recommending learning pathways.
- Reviews of courses (the stars idea) by students.
- Leveraging regional pages.
- Languages (making the platform multilingual)
- Evaluation of the Platform effectiveness.

Mr. Einar Bjorgo noted that the evaluation of the Platform was a very important element of future success. Some of the elements of the planned evaluation include looking at the following parameters:

- Share of polled users indicating the Platform helped them identify the most suitable product in a quick way.
- Share of returning visitors.
- Quarterly increases in visits.
- Share of users who clicked on provider link.
- Diversity of constituencies represented by the polled users.

In response to a point raised by Mr. Willem Overbosch, Ubiquity University, about GDPR in relation to the planned "Spotify" approach and creation of a user profile, Mr. Bjorgo has confirmed the Secretariat and web developers were aware of the requirements which would be hopefully further discussed within a dedicated Working Group. Ms. Aneta Nikolova from ESCAP mentioned that they would like to feature more of SDG Help Desk on the Asia-Pacific regional landing page. The Secretariat promised to follow up on this request as the further work on the regional pages was envisaged. Ms. Mona Fattah from ESCWA asked whether it would be possible to analyse the background of the visitors to help better tailor the content.

Under the "Brainstorming on new functionalities and improvements" sub-item, Ms. Paulyne Duman and Ms. Madina Imaralievna provided a short description on each of the suggested items.

- Future Blog and podcasts series, communications (Paulyne)
(UN SDG: Learn social media accounts have been set up)
- Leveraging regional pages (Paulyne)
- How to frame preference-based searches, quizzes (Madina)
- Improvements to current functionalities and taxonomies (Madina)
(archiving, library, other taxonomies, ranking, massive upload, other languages)

In response to a question from Mr. Overbosch about a possibility for an end-user to upload his learning material on the platform, it was explained that this was not currently possible/envisaged.

Ms. Sarah Wade-Apicella (UNDRR) noted that the communication and engagement strategies should be prioritized and offered her help. Regarding the organic content, she welcomed the idea of podcasts based on the Prevention Web's use of podcasts on their side. She also mentioned she could facilitate the engagement of expert series from UNDRR side. She emphasized that the podcasts should be action-oriented and prioritize topics based on demands from the users.

Ms. Elena Proden took the opportunity to mention that several comments have been received from GIST on the taxonomy related to the type of learning which may probably need to be revised. She invited Partners to share their comments on how to improve it.

Mr. Jean-Christophe Carteron from Kedge Business School has suggested using special landing pages as a tool for marketing a specific target audience. He also suggested that Sulitest could be a good resource to draw upon for the assessment-related work.

Ms. Elena Stankovska-Castilla from ITU inquired on the possibility of enabling a mass upload of the courses from the back office, and the criteria of selecting uploads if they are not free. Ms. Imaralievna

explained that Partners were informed that they could not feature courses that were not part of the non-profit activities. The only paid courses featured are those that are part of the cost recovery fees by UN and other non-profit entities.

Mr. Peter Merry from Ubiquity University inquired on the algorithm behind matching assessments and courses and talked to the importance of using a competency framework such as the one promoted by UNESCO for sustainability as a basis for SDG-related assessments. Ms. Proden explained that it is expected that one of the Working groups would be working precisely on developing this idea further.

Ms. Elizabeth Marie from WTO and Ms. Castilla from ITU noted that the level of the course (introductory, intermediary, advanced) was a useful element for matching it to the results of the assessments.

Ms. Dipanwita C. Sinha from UNAIDS asked to clarify whether a special landing page could be created also for an organization, particularly with a view to targeting those external users who cannot access the intranet. Mr. Bjorgo explained that since most UN Organizations already had their internal knowledge management and learning systems, there was no intention so far to extend this feature for internal learning purposes. Overall on the special landing pages, Ms. Proden added that each page could be different to respond best to the needs of different audiences and that a Partnership could maintain flexibility in terms of possible models to match the needs.

Ms. Castilla from ITU suggested that a special landing page could be created in accordance with the accessibility standards.

Mr. Ian Thorpe from UNICEF, participating remotely, noted in the chat box that users would probably have focused learning needs, so the assessment should be linked to a specific course, not general questions. He commented that he liked the idea of Spotify approach. One additional topic discussed was related to past courses and archiving. Mr. Thorpe suggested that if the courses are "ongoing", a date range should be set for (auto-)archiving (Face-to-face on-demand and self-study micro learning wouldn't have a "date" but should remain fresh). He also inquired on the feeds function to help feed relevant curated content to the platform (inbound - e.g. UNDRR's PreventionWeb has training and events and MOOC collections that could be tagged and fed - not just UNDRR but if meeting then criteria, from other partners).

Partnership:

Mr. Patrick van Weerelt started the Partnership session by defining what Partnership in UN terms means and what can be done with UN SDG:Learn as a Partnership and invited each Partner to talk to:

- What is the value-added for you as an agency in this Partnership?
- What is your agency good at in terms of learning on SDGs and what your agency contribute to the Partnership?

Ubiquity University

- Content for the platform
- Skills-based approach to properly assess learners' competencies (Currently work with UNESCO's SDG Competency Framework)
- A technology platform enabling end-user to be engaged

IE School of Global and Public Affairs –

- Could increase the offer, upload content and help disseminate it

ILO

- Have curated databases
- Conduct many courses through ITC in Turin and all could be made available on the platform.

ITU

- Courses on Smart and Sustainable Cities, private sector, etc.
- Help reach out to more people

ESCWA

- Building its own Arabic SDG gateway that will be part of the regional landing page
- Videotaping training workshops because of the security situation in the region that can be available on the platform and landing page
- Translating relevant SDG related courses into Arabic, providing at least briefs translated into Arabic

UNODC

- Have a global learning platform that is available for public and staff, offered in UN languages and some other languages

UNIGE

- Have a master's degree in sustainable development and multiple learning
- Could be a hub between the UN system and other academic groups around the world (e.g. Beijing, Helsinki, UCL and Sorbonne soon with whom they are already collaborating)

World Bank Group

- Open Learning Campus for staff and extern learners on all development sectors and crosscutting themes
- Publications
- MOOCs
- Videos, experts answering specific questions
- Annual flagships

WTO

- E-learning platform on trade related topics, joint courses with UNDP/FAO/UNEP in several different languages (French, English and Spanish)

UN DESA

- SDG Learning training with UNITAR
- Research and trainings

WIPO

- Learning available in six languages and customized courses

UNWTO

- SDG platform
- Space for policymakers and stakeholders, which is an interactive tool online, that can bring to the table a very large audience, interact with policymakers, UN SDG Learn is included in their space

Kedge Business School

- Sulitest

- Students often ask questions about what the next step is after taking courses, so it is important to address that

UNITAR

- Secretariat for UN SDG:Learn with UNSSC
- currently looking into what can be done to raise value added of UN SDG:Learn
- UNITAR develops joint learning material and activities on SDGs with many Partners and would be willing to explore further synergies
- UNITAR provides both e-learning and face-to-face trainings with Governments as primary target audience but also other stakeholders, particularly on data for SDGs, data literacy, working with planning ministries to promote integrated planning and system thinking at the national level, working on stakeholder engagement for SDGs.

UNSSC

- UNSSC functions as Secretariat for UN SDG:Learn, together with UNITAR
- UNSSC Knowledge Centre for Sustainable Development was established to respond to the comprehensive learning, training, and knowledge management needs of UN staff and partners in the context of the 2030 Agenda for Sustainable Development as well as the Paris Agreement under the UN Framework Convention on Climate Change. - UNSSC KCSD's primary audience consists of representatives from the UN system. Given the need for multi-stakeholder engagement, we also serve representatives from the public and private sector, academia, and civil society.
- UNSSC KCSD offers both face-to-face and online courses and it stands ready to design and deliver tailor-made learning programmes

UNICEF

- A platform: we have an open source learning management system which is open/free for all to join
- Content: we produce online learning materials around child-focused SDGs
- Our platform has an active user base of over 50,000 users (33,000 non-UNICEF) which is also a potential outreach audience for SDG learn content
- At the UN Learning management forum we talked about setting up a spreadsheet of planned course developments - but I think it proved difficult to get this done in practice. If we know what is being planned, we would have a better chance to spot potential collaborations before we put money into competing/overlapping resources. In our case we develop learning materials to support our programmes - for staff and partners. We won't develop courses that don't do this, but we are very open to use materials from others if they meet our needs and to work with others to co-develop content when our goals overlap. We have some good practical examples on this (e.g. using UNITAR materials on climate, working with a consortium on a MOOC on children and migration)
- Interesting point on building a learning community through the partnership. For me the first thing would be to find the common ground which also relates to the interest of each partner. I think there are real benefits to learning from each other and pooling resources BUT given how busy we are with our own agency things, there needs to be a real value to make sure we can find space for it - just because of competing things

Esri

- Esri's learning pathways for geographic understanding serves 7million+ people. We are interested in integrating SDGs into this leaning

UNDRR

- UNDRR facilitates a large, multistakeholder interdisciplinary network as disaster risk reduction inherently crosses sectors and groups. Fully agree this group needs to work collectively on understanding SDG learning needs and supporting Systems Thinking for member states and UNCTs We are good at:
 - Multistakeholder engagement and facilitation
 - tools and guidance development with partners
 Our current learning offer: 1. Sendai Framework support: face-to-face training (targeting national or local gov cross-sector, UN and with stakeholders) (i) Sendai Framework Monitor setup, use and link to SDG reporting (including self-paced online) (ii) disaster risk reduction strategy development in coherence with development and cc - Indicators for 1,11 and 13, (iii) DesInventar disaster loss database methodology, setup and us -All are part of SDG1,11,13 in coherence with 10 of 17 overall) 2. Guidance: a Strategic Approach to Capacity Development for DRR that articulates common principles and approach relevant beyond DRR 3. Content/expert access DRR "plus" - "Micro learning" PreventionWeb from UNDRR with DRR community/partners - including Global Assessment Report, Words Into Action" (DRR and X sector/theme) Ask an Expert and Blogs and "lists" of communities of practice to be studied.

UNICRI

- We mainly focus on SDG 16 and we deliver courses (face-to-face and blended) for different stakeholders (post-grad students, LOAs, judicial personnel, governmental institutions and CSO). I hope this can help and that we can provide a contribution to the Platform.

FAO

- Our platform has a wide active user base that can be a potential target audience for Un SDG: Learn content. It would be very useful to build a learning community through the partnership but it would be good plan on the community facilitation so, even if busy with work in our agency, we can the most out of the participation in a learning community.

Millennium Institute

- have courses on System Dynamics and inter-relations between different SDGs

The exchange was followed by a short discussion on how to break silos and synergize work around the SDGs, create an ecosystem for learning, create a meaningful community of practices.

Ms. Ruth Sembajwe (UNODC)

- Member States are asking for actionable solutions, something new. This group can serve to move forward and assess the needs and address them.

Mr. Wolfgang Schiefer (ILO)

- We have to address needs at a country level and have leverages at country level.

Jean-Christophe Carteron (KEDGE Business School)

- Mapping of skills and expertise would be a good idea.

Ms. Eva Rood (Rotterdam School of Management)

- Agrees with Jean-Christophe on mapping. Mr. Patrick van Weerelt (UNSSC) noted that, although it is important to look at the different contents on UN SDG:Learn, as well as mapping of skills and expertise that such content build, it would be challenging to qualify, evaluate, and

rate different content from learning events and courses and their correlated skills and competencies as they are built on different methodologies and objectives. It is important to consider realistic goals.

Mr. Nikhil Seth closed the morning session by making a number of suggestions on what may require special attention such as the incorporation of feedback, periodicity of updates on the platform, the need to communicate to the partners and end users on the evolution of the platform, and the need to build trust for a successful cooperation.

Programme:

Ms. Elena Proden kicked off the session by explaining the Programme was the P on which the least work had been done and on which there was the least clarity as to what it may become. She explained that the concept note provided some initial thoughts on the Programme by referring to “integrated learning support” and this came from the good practices shared by UNITAR colleagues working on UN CC:Learn, a successful One UN approach to climate change learning. One of the things they do as a Partnership - in addition to the Platform - is specific country projects which they call “Programme”. For example, in Dominican Republic UN CC:Learn was working with the Ministry of Education on making sure that teachers are trained on climate change for different school grades.

Ms. Proden, however, emphasized that the Programme under UN SDG:Learn can be different and the objective of the session was exactly to provide space for all Partners to brainstorm on how the Programme could look like. One additional bit shared before brainstorming was the reference to the importance of policy integrated and coherence and how they may be affecting the change in required knowledge and skillsets. She provided an example of UNITAR’s recent training on Integrated policies and policy coherence for SDGs where integrated planning was discussed more as alignment of national planning instruments with the SDGs. To ensure policy coherence, one would however need to address synergies and trade-offs between various sectoral policies. This would require a shift from linear to system thinking. She also noted that many things are organized in a siloed manner, incl. learning, and that one of the things perhaps Programme could try to address is to challenge the siloed approaches to SDG learning and knowledge.

- What do we offer by putting together our joint efforts?
- Can it promote the knowledge sharing that fit-for-purpose in terms of policy coherence?
- If we do the mapping, are there any aspects that we would like to have a look at to see how through learning we can build skills set and change mindsets that people will start thinking in more systemic way that his/her actions can impact others’?
- If we do the mapping and find gaps, could we collaborate and how?
- Possible synergies? Technology, etc.
- Innovative collaboration projects?
- Addressing gaps together?
- Other type of strategic learning support at country level?

Ms. Proden then invited the Partners to react and to form Working Groups.

Mr. Jean-Christophe Carteron (KEDGE Business School)

- We should have experts on specific SDGs and crosscutting topics.
- One learning should trigger another one.

Mr. Peter Ubiquity University

- The core should be competences set, e.g. UNESCO’s competencies set.

Ms. Kali Taylor, SDG Lab

- Having one common foundational test in addition to tests for specific competencies.

Ms. Ruth Sembajwe, UNODC

- Who are the key players and how to make sure that these players will be working in an integrated manner and each will have an accountability?

Mr. van Weerelet made a comment on SDG Primer that will be rolled out for all UNCT, Heads of UN Agencies that they are mastering the basics of SDGs. Second product is People's SDG Primer – a shorter version. A Learning product on SDG Primer is being produced as well. Mapping in accordance with the Primer will be good as it addresses the competencies, skills-sets, and gaps.

Discussion in groups - Visioning exercise

Group 1: Mapping of competencies and assessments.

Coordinated approach to sustainable development learning

- Get all data on the platform (videos, podcast, etc.)
- Analyze the data to see if there is a redundancy. structure, using technology, e.g. AI. – 2020
- Evaluate what we have so far and does it contribute to the systematic transformation? The more courses, the better
- Design, build the infrastructure to redistribute the content to have more publishers to reach millions - late 2020 – 2021
- Need to:
 - Boost resources
 - Develop partnerships
- By 2025 we will have a coordinate approach.

Group 2: Mapping of stakeholders with a community of practice to have a structured community to provide support to countries

Competency assessment and learning journeys

- UNESCO's SDG competency and how to nudge them to make an integrated learning journey
- After a thematic course, have a linkage course. For example, at the end of the course on climate change, it will link to the course on poverty.
- Crossover APIs: how to link people across platforms?
- provide demand-driven courses and analyze learning paths
- Packaging of learning courses to reach multiple competencies
- Linking courses – showing causalities in a form of maps on the platform

Ms. Mona Fattah emphasized on the importance of developing a continuity plan for this group.

Governance

Mr. Patrick van Weerelt (UNSSC) on behalf of the Secretariat issued a call for 2 volunteers – 1 UN and one non-UN – and suggested that 3 Working Groups be formed for each of the three Ps.

Mr. Peter Merry (Ubiquity University) pointed that there can be overlaps between the three Ps. Mr. Carteron suggested starting with one component and moving to others. Ms. Fattah proposed having one committee on content, and one on the rest. Ms. Taylor suggested to have a work plan and identify which deliverables are in the pipeline (required) and which ones are not. Following up on the Partners' comments, Ms. Proden suggested that two Working Groups could be formed based on the work carried out during the Programme session, and one additional on the programming and evaluation as per ESCWA's proposal. She also explained that some of the deliverables were indeed required for UNITAR under a project from which further development was to be funded, however, it was expected that the Partners will help define how exactly the deliverables will look like. In response to a question on the time investment for Working Groups, Ms. Proden explained that the Secretariat was primarily hoping that Partners would spare some time for brainstorming's and, in particular, contribute their ideas while the implementation such as web development will be taken care of by the Secretariat.

To conclude this discussion, Mr. van Weerelt suggested that a consultation by email will be organized to invite nominations for the Committee and the Groups.

Ms. Duman (UNSSC) suggested having a common quality assurance mechanism. The discussions have revealed that Partners favour strengthening quality assurance for contents submitted on the platform but raised some concerns related to the review mechanism (who will be determining quality and how, etc). As a result, there was a consensus to further develop a pledge-based approach proposed in the UN SDG:Learn concept note and applied to the initial course submissions. A pledge-based Quality Assurance mechanism was suggested where Partners would agree on a common set of criteria and pledge to ensure that the courses and resources featured on UN SDG:Learn are compliant. The pledge could be implemented through features on the website that reflect agreement to a set of criteria depending on the availability of future funding.

Milestones

The meeting concluded with Mr. Einar Bjorgo reading out the decisions coming out the meeting, including some key milestones for 2020 (please see p. 1). No objections have been raised.

In-person attendees:

Mr. Nikhil Seth (UNITAR)
Mr. Einar Bjorgo (UNOSAT)
Mr. Patrick van Weerelt (UNSSC)
Ms. Elena Proden (UNITAR)
Ms. Estève Morel (ITC)
Ms. Riina Jussila (UN DESA)
Ms. Catriona Fraser (UNDRR)
Ms. Ruth Sembajwe (UNODC)
Ms. Dipanwita C. Sinha (UNAIDS)

Mr. Jorge Córdoba (UN Women)
Ms. Mona Fattah (ESCWA)
Mr. Wolfgang Schiefer (ILO)
Ms. Elena Stankovska-Castilla (ITU)
Ms. Rosanne Watson (UNWTO)
Ms. Caroline Storan (WIPO) representing Ms. Altayework Tedla Desta (WIPO)
Ms. Nardie Daniel (WIPO) representing Ms. Altayework Tedla Desta (WIPO)
Mr. Jos Verbeek (World Bank Group)
Mr. Ferran Perez (World Bank Group)
Ms. Elisabeth Marie (WTO)
Ms. Wiktorja Urantowka (Millennium Institute)
Mr. Jean-Christophe Carteron; (Business School)
Mr. Fabrice Calame (UNIGE)
Mr. Borja Santos (IE School of Global and Public Affairs)
Mr. Olivier Martin (CERN)
Ms. Nina Probst (McKinsey Global Institute)
Ms. Kali Taylor (SDG Lab)
Mr. Peter Merry (Ubiquity University)
Mr. Willem Overbosch (Ubiquity University)
Ms. Paulyn Duman (UNSSC)
Ms. Madina Imaralieva (UNITAR)
Mr. Younes Bouferma (UNITAR)
Ms. Jennifer Bwamba (UNITAR)

Online attendees:

Ms. Sarah Wade-Apicella (UNDRR)
Mr. Ian Thorpe (UNICEF)
Ms. Aneta Nikolova (ESCAP)
Mr. Christian Mortelliti (ESCAP)
Ms. Vibeke Oestreich Nielsen (UNSD)
Ms. Giuseppina Maddaluno (UNICRI)
Ms. Annalisa DeVitis (FAO)
Ms. Michelle Breslauer (UN Global Compact)
Mr. Daniele Violetti (UNFCCC)
Ms. Neha Sharma (SDSN)
Mr. Wulf Reiners (German Development Institute)
Ms. Lynn Wagner (IISD)
Mr. Riley Peake (Esri)
Ms. Kathy Cappelli (Esri)
Mr. Charles Brigham (Esri)
Ms. Mercy Wambul (ECA)
Ms. Anne-Marie Helland (PwC Norway)
Ms. Eva Rood (Rotterdam School of Management)