



Report on the TrainForTrade course Statistics on International Trade in Services (SITS) 2025

Organized by UNCTAD in cooperation with UNSD and WTO

Delivered in English and French

Course delivery dates: from 15 September to 26 October 2025

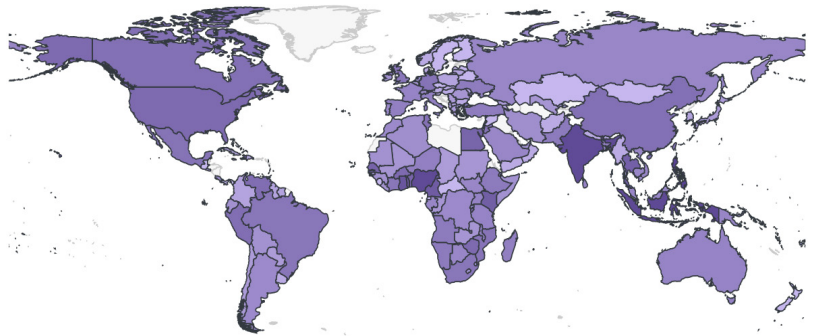
Date of webinar: 11 November 2025

Statistics of International Trade in Services 2025

six-week e-learning course from 15 September to 26 October + two webinars in November • in English and French



1689
participants
from
171
countries or areas



77%

average score

84%

satisfaction rate

42%

female participations



*“This knowledge is very useful in my work,
particularly in supporting evidence-based trade policy formulation
and negotiations on services and digital trade.”*

Nizza Al Husna, Indonesia

*“The course provided a clear understanding of the methods
for collecting, analyzing, and interpreting
trade in services data.”*

Kais Alsuhiemat, Jordan

*“These kind of courses help our generation improve
and motivate our commitment to develop the trade
in our countries.”*

Alejandro Barrón Casco, Mexico



Participants had access to manuals, multimedia presentations, tests, surveys, forum and webinar

Summary

“Statistics on International Trade in Services (SITS)”, e-learning course offered in English, and “Statistiques du Commerce International des Services (SCIS)”, offered in French, were successfully organized by the UN Trade and Development (UNCTAD) in cooperation with the UN Statistics Division (UNSD) and the World Trade Organization (WTO). The courses were delivered from 15 September to 26 October 2025. The SITS 2025 course concluded with a webinar on 11 November 2025, while the SCIS 2025 course concluded with a webinar on 12 November 2025.

A total of 1,689 participants (711 women – 42 percent) from 171 countries or areas registered for SITS and SCIS. Among them, 967 individuals have successfully completed the course and have received a certificate. The average score and satisfaction rate for the courses were 74 percent and 87 percent respectively.

As for the SITS 2025 course, a total of 1339 participants registered (602 women – 45 percent) from 161 countries or areas. Among the accepted participants, 737 participants started the course by completing at least one module, and 613 successfully completed all course requirements to receive a certificate of completion. The course demonstrated a high level of engagement, and feedback for each module remained consistently positive, with an average score of 77% and satisfaction rate at 84%.

The course was delivered through the TrainForTrade distance-learning platform. The platform provides access to modules that include manuals, multimedia presentations, evaluations, opinion polls, and communication forums, promoting interactive learning and discussion between participants and instructors.

The main objectives of the course is to develop knowledge and capacities of port professionals and enhance their understanding of the user manual on Statistics of International Trade in Services (MSITS 2010). In brief, the course seeks to improve global accessibility to high-quality training materials for those involved in the collection, compilation, and dissemination of statistical data.

Note: This report primarily presents results of the SITS 2025 course. Where relevant, information regarding the SCIS 2025 course or other trade statistics courses is also included and has been clearly indicated.

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Background

The development of a sound statistical system is key to implement evidence-based policies and to foster an open and unbiased dialogue between stakeholders and policymakers. It is thus an essential tool for both economic performance and social cohesion.

The role of statistics becomes particularly important in trade-related negotiations, providing countries with fundamental information to explore interests and beyond. Statistical data that is relevant, accurate, and reliable not only helps negotiators better comprehend the situation but also assess their own and counter positions and interests.

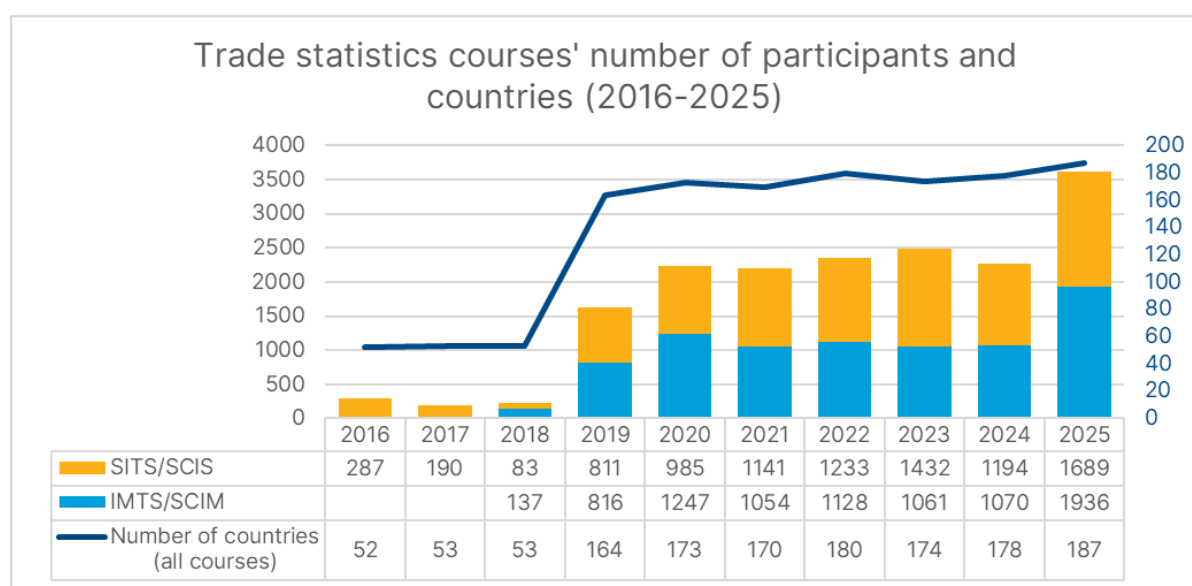
While the definitions, concepts and methodologies for statistics on merchandise trade have been long established and recognized worldwide, that is not the case for trade in services. Although the globally shared definitions, concepts and methodologies for trade in services statistics exist, they have yet to be developed and applied in many countries. Today, services represent a key component of economic activity at a national and international level, accounting for 1/5 of all international trade by value based on the balance of payments. Trade in services is now one of the most heated topics of multilateral negotiations, and thus, it is crucial to develop the corresponding statistics on a sound and harmonized basis.

The UN Trade and Development (UNCTAD) is the UN's focal point for the integrated treatment of trade and development and the interrelated issues in the areas of finance, technology, investment and sustainable development. UNCTAD compiles, validates and processes a wide range of data collected from national and international sources.

Statistics on International Trade in Services (SITS) provides technical assistance in the compilation of trade in services statistics, by which the programme directly addresses the aims of Goal 17 of Agenda 2030 for Sustainable Development. This course has been developed and delivered jointly by UNCTAD, the World Trade Organization (WTO), and the United Nations Statistics Division (UNSD) as well as the Inter-Agency Task Force on ‘Statistics of International Trade and Services’.

Statistics on International Trade in Services (SITS) and Statistiques du Commerce International des Services (SCIS) are part of the UNCTAD’s initiative to deliver courses on trade statistics every year. Since 2016, UNCTAD TrainForTrade has been offering courses on international trade statistics in cooperation with UNCTADstats, UNSD and WTO. It first started with SITS and later implemented the International Merchandise Trade Statistics course (IMTS). Both courses are now available in English and French with SITS/SCIS offered in autumn and IMTS in spring. Figure 1 shows a growing number of participants and countries since the beginning of the initiative. In 2019, the courses welcomed all interested individuals, resulting in having 10 times more participants for SITS and SCIS than the previous years. The number of participating countries has gradually increased over the years. The courses welcomed a total of 17,494 port professionals (7,972 women – 46%) from 218 countries or areas to date, which reflects the growing relevance of statistics in the field of trade in goods and services.

Figure 1. Number of participants and countries for the TrainForTrade trade statistics courses (2016 – 2025)



Objectives

The main objectives of the course are to improve and enhance performance of statisticians worldwide, and to help them better understand the user manual on Statistics of International Trade in Services (MSITS 2010).

The global objective of the course is to provide learning opportunities for professionals involved in the collection, compilation and dissemination of statistical data. Although the focus is primarily on statistics on trade in services, it is also placed in a broader context of SNA2008 and BPM6 (2016) frameworks.

Programme Outline

The SITS and SCIS courses were delivered online from 15 September to 26 October 2025, followed by live webinars on November 11th (English) and November 12th (French). Registration and course participation were free of charge. Once confirmed, registered trainees were provided access to the user guide and the credentials to log-on to the TrainForTrade e-learning platform.

The training package consists of six modules, as presented below, and delivered in a period of six weeks (for a detailed agenda, please refer to Annex 1: Agenda of the e-learning course).

Course Modules

1. Importance of Statistics on International Trade in Services
2. Setting up Pre-requisites for Data Collection and Compilation
3. Data sources & Collection
4. Data Compilation (BOP STIS)
5. Data Compilation (FATS)
6. Dissemination and Analysis

Each module comes with a manual, lecture videos to explain and elaborate the module content and a discussion forum to answer questions and share experiences (more details in the “Discussions in the fora” section below). To complete the module, participants were invited to take a quiz and to share their feedback and suggestions (for more information, refer to the Course Evaluation section below).

Course Participants

Primary Target

The primary target of the course is the compilers and producers of data such as statistics on international trade in services, balance of payments, business statistics, etc., including:

- BoP statisticians (from Central Banks or National Statistical Institutes)
- Statistical officers in trade and services
- National accountants
- Business statisticians

Secondary Target

The secondary target of the course is data users that include but are not limited to :

- Ministries (Tourism, Trade, Economy and Finance)
- Professionals and experts (economists, lawyers, etc.)

Figure below demonstrates that 46 percent of participants of SITS 2025 consider themselves as users of trade-related statistics. Additionally, 40 percent identified themselves as both data users and producers, while only 9 percent as producers. According to the figure, the proportion was only 1 % different from SCIS 2025. The survey indicates a remarkable shift in the course participants with a growing interest from those who analyse and interpret relevant statistics. An increasing number of data users may enrich discussions and foster mutual understanding between data users and producers.

Figure 2. Course participants' roles in SITS 2025 (left) and SCIS 2025 (right) courses

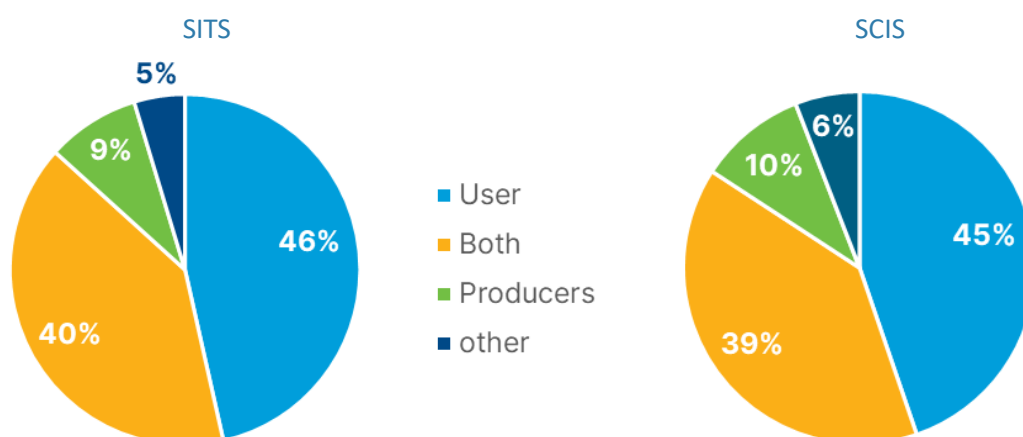
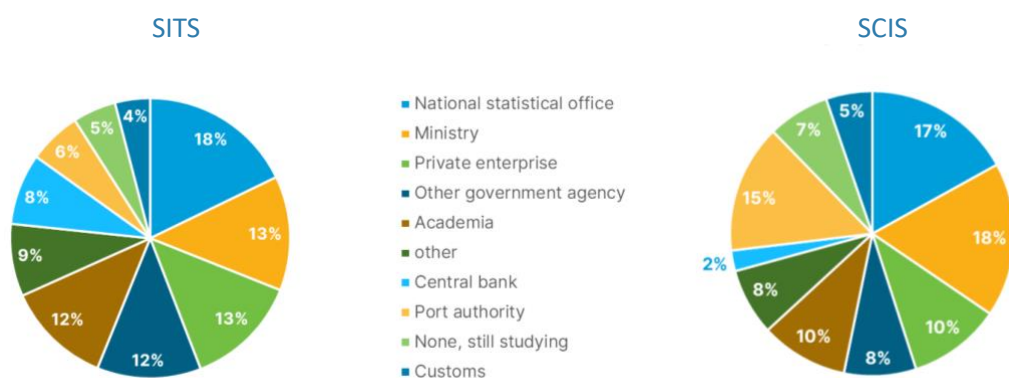


Figure below illustrates that 18 percent of SITS 2025 course participants were from national statistics offices, 13 percent from ministries, and 13 percent from private enterprises. As for SCIS, 18 percent were from ministries, 17 percent from national statistics offices, and 15 percent from port authorities.

Figure 3. Distribution of course participants by institution for SITS 2025 (left) and SCIS 2025 (right)

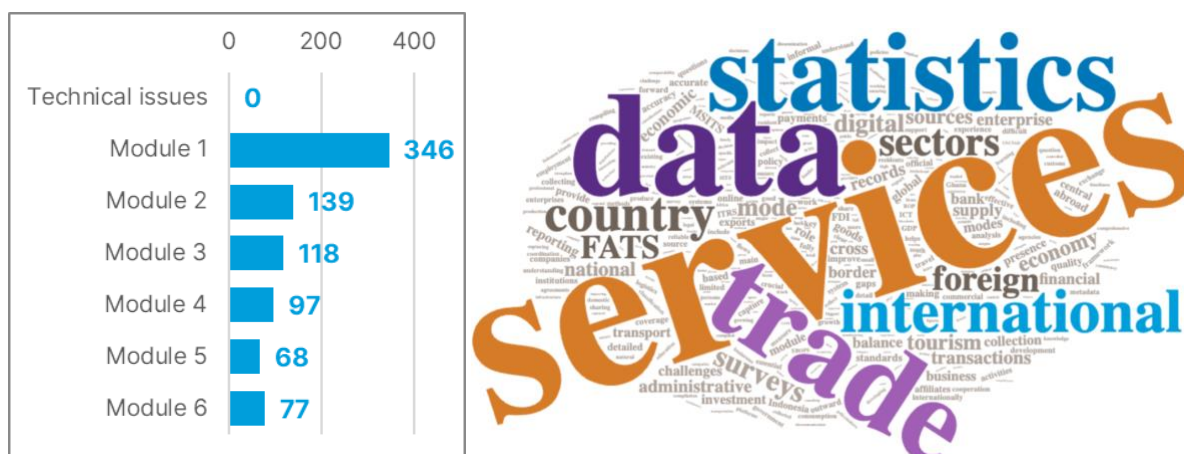


For more details, the breakdown of participants by country and gender is available at Annex 2: Participants of the e-learning course in English and Annex 3: Participants of the e-learning course in French.

Discussions in the fora

All course participants had access to the communication fora to post questions and discuss with colleagues and experts. A **total of 848 posts** were exchanged, elaborating on the topics covered in the course. A brief overview can be found in the figure below.

Figure 4. Number of posts in the different fora and the word cloud with the most frequently used words



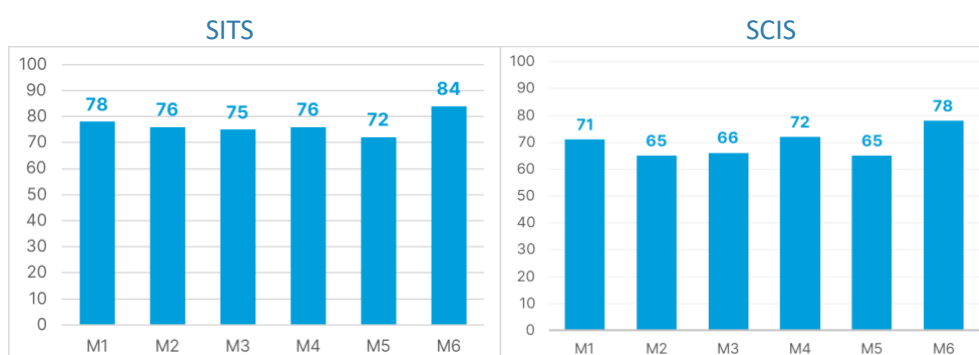
Moderators of the course fora:

Questions posted in the communication fora were reviewed and answered by Ms. Sanja Blazevic from UNCTADstat, Mr. Markie Muryawan, Mr. Vysaul Nyirongo, Mr. Habibur Khan, Ms. Nancy Snyder from UNSD, and Ms. Shradha Bhatia from WTO. Mr. Dominique Chantrel, Mr. Tomasz Kulaga, Ms. Lili Flour, Ms. Kanon Yamagishi, and Ms. Clara Massas from UNCTAD TrainForTrade moderated the fora and provided technical assistance as needed.

Course Results

At the end of each module, participants were invited to assess their skills and knowledge through a quiz. **The average scores for SITS and SCIS fall between 71% and 84%** (see figure below).

Figure 5. Average score (%) for quizzes for specific modules (M1-M6) in SITS (left) and SCIS (right) courses

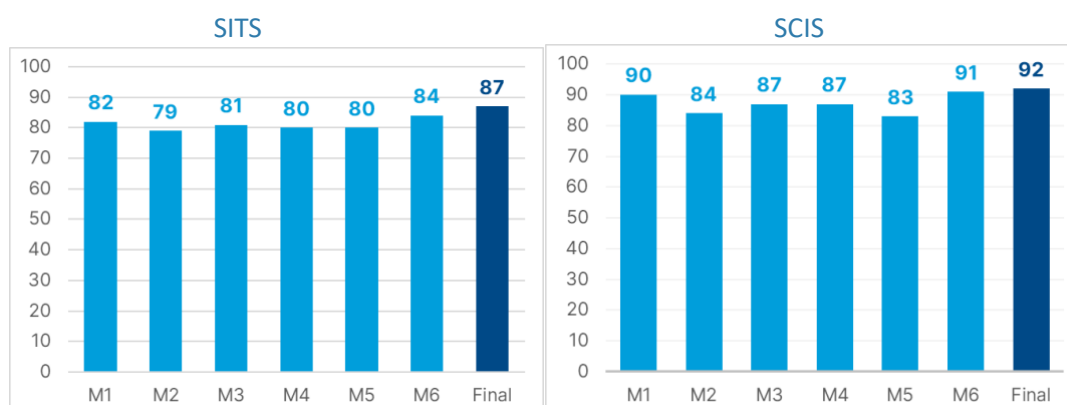


Course Evaluation

The course evaluation is designed to assess the quality and value of the course delivery and training materials. The evaluation encompasses different aspects, such as module content, relevance of subjects, and course organization.

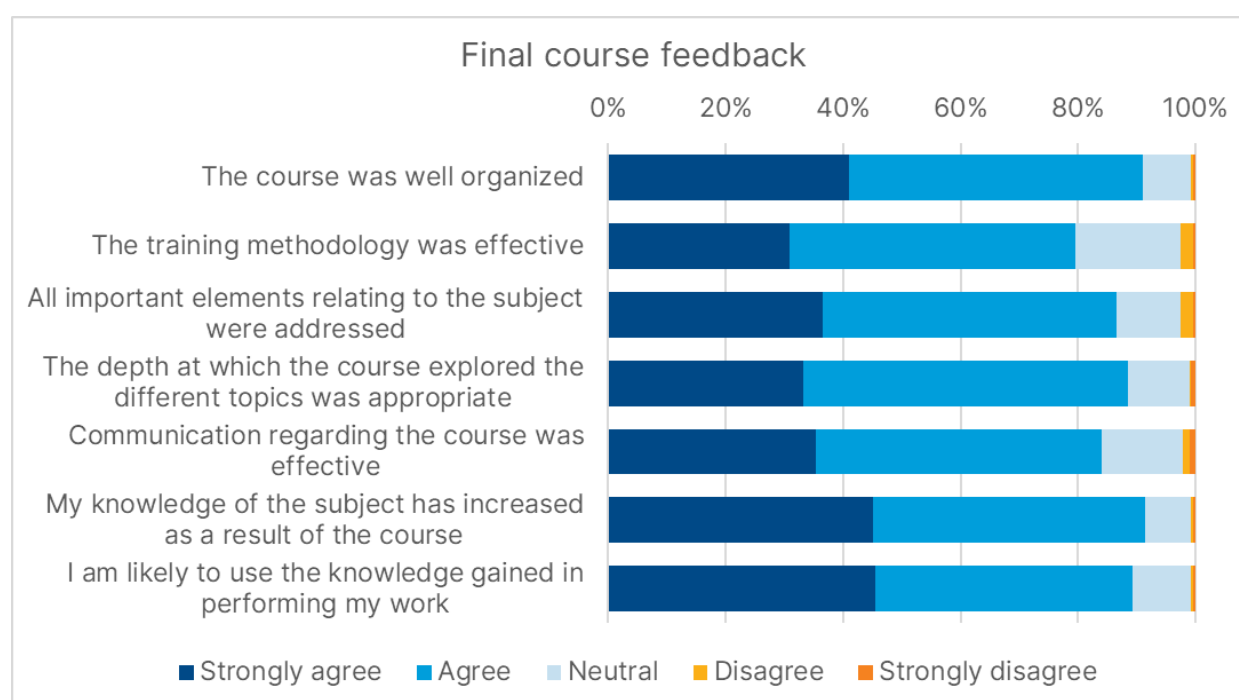
At the end of each module, participants were invited to complete an opinion questionnaire, based on which The TrainForTrade generated a report to be shared with the team and all course participants. **The satisfaction rates¹ for both SITS and SCIS modules were notably high, 79% being the lowest and 92% the highest** (see the figures below). Feedback from participants will be reviewed to enhance future learning experiences.

Figure 6. Satisfaction rates (%) for each module (M1-M6) and final feedback for SITS (left) and SCIS (right) courses



The SITS 2025 course was successfully managed and organized with an overall satisfaction rate of 87 percent.

Figure 7. End of the course opinion questionnaire for SITS 2025



¹ Satisfaction rate is the percentage of “strongly agree” and “agree” answered in relation to all the answers to positively formulated questions evaluating different aspects of the module or the course itself.

Strengths of the course

The course received positive feedback from the participants in various aspects such as organization, methodology, and communication. Participants were particularly satisfied with the flexibility of the self-paced e-learning platform, which allowed individuals to access the course from across the world. Moreover, the structure of the course and training materials such as manuals, slides, and videos received high praise for its clarity and presentation throughout the course.

“In my view, the strengths of the SITS course lie in its comprehensive structure, methodological rigor, and practical relevance. It effectively bridges international statistical standards, such as MSITS 2010, BPM6, EBOPS 2010, and FATS frameworks, with real-world data compilation and policy applications. Each module builds logically from conceptual foundations to applied methods, ensuring participants develop both technical expertise and analytical insight...”

“One of the main strengths of the course was that all written materials were accessible throughout the entire duration of the program. Additionally, each weekly test could be completed within a full week, which provided a high degree of flexibility. This made it possible for participants to integrate the course into their schedules in the way that suited them best. The written materials were also clear and easy to understand, which greatly supported the learning process.”

“The course strength: Each module included videos and readings that were very helpful for answering the quizzes.”

“Overall, the course is rich, relevant, and professionally developed, successfully strengthening participants’ capacity to produce, analyze, and disseminate high-quality statistics on international trade in services, while also promoting the principles of transparency, coordination, and effective data use.”

“Overall, the course is very elaborate and educative, the instructor did a good job in explaining the concepts and everything you need to know about the Statistics on Trade in Services. The major strength for me is the wide coverage of the course, the course covered a lot within a short period of time.”

“In my view, the strength of the Trade in Commerce course is that it connects theory with real-world practice. It helps me understand how international trade works, how goods and services move between countries, and how global policies affect local economies. The course also builds important skills in data analysis, critical thinking, and international awareness, which are useful for careers in business, government, and trade organizations.”

Aspects to be improved

The course also received feedback and suggestions for improvements. The most common suggestion was to incorporate more interactive elements, such as small quizzes and live sessions, to encourage discussions with instructors. Some suggested updating lecture videos and improving audio and visual quality. Finally, many suggested adding more real-life examples to help contextualize the module content.

“There should be opportunities for direct interaction between the lecturer and the audience. We should stop using electronic platforms for a while.”

“In terms of areas for improvement, I found the presentations somewhat monotonous and not sufficiently informative to fully support the completion of the weekly tests. It would be beneficial to develop more structured and comprehensive summary slides that clearly highlight the key points of each week’s content. Additionally, incorporating a more engaging and dynamic presentation style

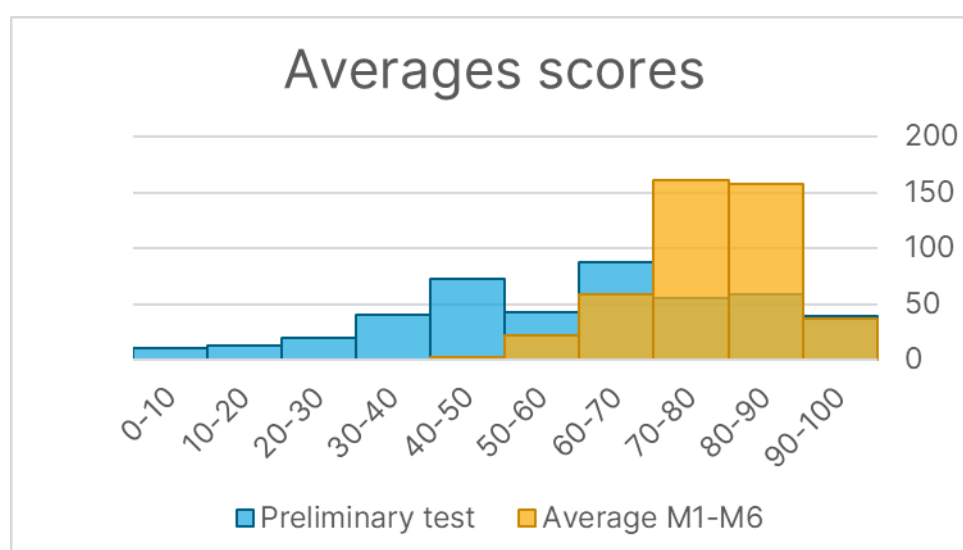
would help maintain interest and enhance understanding. Simply reading the text from the slides does not constitute an effective lecture.”

“While the course content is strong, a few improvements could further enhance the learning experience. First, more interactive elements—such as quizzes after each module or short discussion prompts—could help reinforce understanding and encourage peer learning. Second, providing more real-world case studies from different regions (especially developing economies) would make the material even more practical and globally inclusive. Finally, offering brief video summaries at the end of each module could help learners consolidate key takeaways before moving on to the next section.”

Course impact

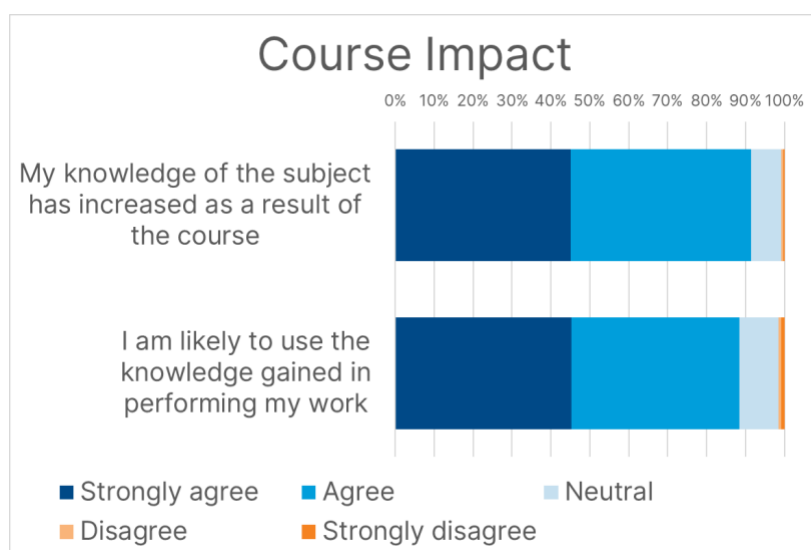
The participants were requested to complete a preliminary test to assess their knowledge prior to taking this course. These results were later compared with the average module grades to visualize the impact of the course. This impact assessment focused on participants who completed both the preliminary test and the module tests. As shown in the figure below, the average grade increased from 61% to 78% indicating that the course had a positive impact on participants knowledge. The course provided a structured and in-depth understanding of key concepts, allowing participants to progress from basic awareness to a more confident, and evidence-based grasp of the subject matter.

Figure 8. Impact of the course (SITS)



Additionally, as shown in the figure below, 91% of participants indicated in the final opinion questionnaire that the course increased their knowledge of the subject matter, and 89% stated that they would likely apply the knowledge gained in their work. These findings further underscore the positive impact of the course.

Figure 9. Final opinion questionnaire (SITS course impact)



Testimonials

Most participants considered the course as helpful and relevant to their professional field. Furthermore, the participants appreciated that the course was both practical and comprehensive. Feedback illustrates that the course successfully helped participants to better understand statistics on international trade in services. Moreover, some highlighted the value of learning in a dynamic international community as it provides valuable opportunities to broaden networks and enhance soft skills. Please find below some of the testimonials:

*“I greatly appreciate the TrainForTrade SITS 2025 course for its **practical and comprehensive approach** to international trade and supply chain management. The course has enhanced both my **technical knowledge and soft skills**, including analytical thinking, problem-solving, and effective communication... The **networking and collaborative exercises have also helped me build valuable connections**. Overall, this training has strengthened my confidence and readiness to handle real-world trade and business challenges” — Md. Mahub Alam, Commercial-Officer at Soorty Textile BD Ltd., Bangladesh.*

*“(...) The training has **significantly deepened my understanding** of the concepts, classifications, and methodologies used in compiling and analyzing international trade in services statistics. The knowledge gained — especially on MSITS 2010, modes of supply, and institutional coordination — will be very useful in my work at the Ministry of Trade of Indonesia, **particularly in supporting evidence-based trade policy formulation and negotiations on services and digital trade**. Thank you to UNCTAD, UNSD, WTO, and all facilitators for such an engaging and insightful learning experience.” — Nizza Al Husna, Technical Policy Analyst at Ministry of Trade, Indonesia.*

*“This course offers a powerful blend of **conceptual depth and practical application**. It helped me understand not just how to compile and disseminate trade in services statistics, but why these processes matter for policy, transparency, and economic development. The integration of frameworks like MSITS and SDMX with **real-world examples made the material highly relevant to my work** in international*

trade and public sector analysis. I now feel more confident advocating for data-driven decision-making and contributing to Canada's global engagement." — Lingfei Li, Business Analyst for the City of Vancouver, Canada.

"(...) The knowledge I have acquired will be directly applied **to enhance the quality, detail, and timeliness of our data dissemination**, ensuring it better serves the needs of policymakers and trade negotiators within the Northern Corridor region. Furthermore, the modules on advocacy and user engagement have equipped me with the **soft skills to more effectively promote the use of our statistics**, strengthening evidence-based decision-making for regional economic integration." — Kevin Chesa Kweyu, Statistician at the Northern Corridor Transit Transport Coordination Authority, Kenya.

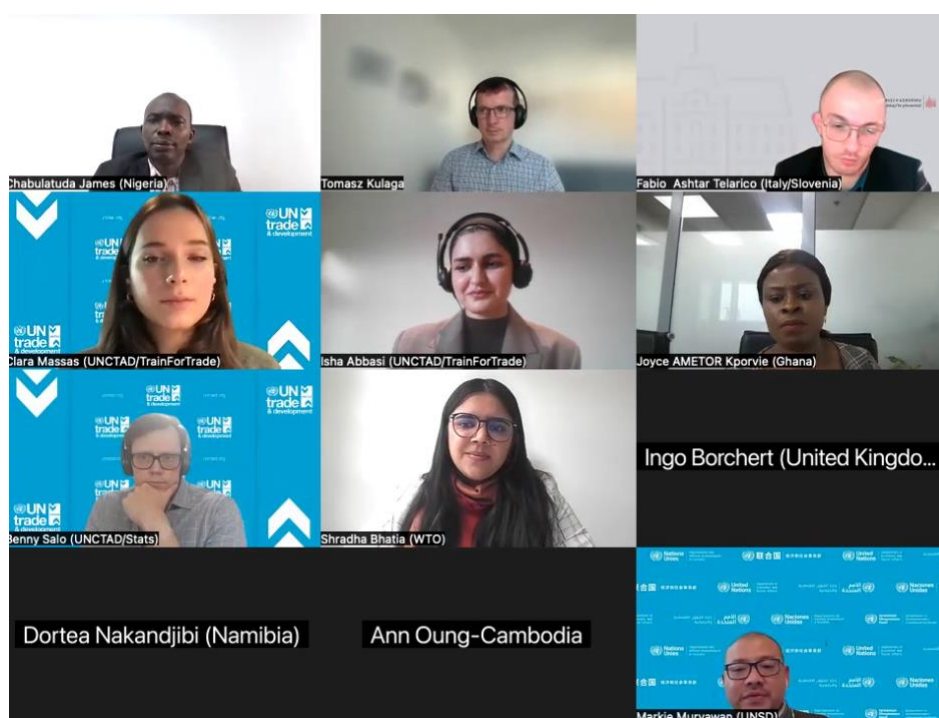
Follow-up webinar

The e-learning course concluded with a live webinar on 11 November 2025. The objective is to review and share the course outcomes and to invite selected participants to present their case studies based on their own experience with statistics on international trade in services. Out of 74 submissions from 52 countries, the following 5 case studies were selected to be featured during the webinar:

- Nigeria International Trade Statistics Compilation and Dissemination Challenges, Mr. Chabulatuda James (Nigerian Shippers' Council, Nigeria)
- Financial Services in Cambodia - Digital Transformation and Cross-Border Integration, Mr. Ann Oung (SBILH Bank, Cambodia)
- Ghana's Digital Frontier: Applying the SITS Framework to Promote SME and Creative Arts Exports, Ms. Joyce AMETOR Kporvie (Ghana Export-Import Bank, Ghana)
- Mapping Global Trade in Services, Mr. Fabio Ashtar Telarico (University of Ljubljana, Slovenia)
- From Data Gaps to Global Insight: Reflections on Trade in Services Statistics, Ms. Dorte Nakandjibi (Livestock And Livestock Products Board Of Namibia, Namibia)
- Primer on data for trade in services and development policies, Mr. Ingo Borchert (University of Sussex, United Kingdom)

All course participants of SITS 2025 as well as previous trade statistics courses were invited to attend. **A total of 475 participants registered for the webinar.** The event was joined by Mr. Markie Muryawan from UNSD, Ms. Jiayue Zeng from UNSD, Ms. Petra Kynclova from UNCTAD, Mr. Benny Salo from UNCTAD, Ms. Katalin Bokor from UNCTAD, Ms. Nour Barnat from UNCTADstat, and Ms. Shradha Bhatia from WTO. The event was moderated by Ms. Clara Massas and supported by Mr. Tomasz Kulaga, Ms. Kanon Yamagishi, and Ms. Isha Abbasi from UNCTAD/TrainForTrade.

Figure 10. Screenshot of the SITS 2025 closing webinar



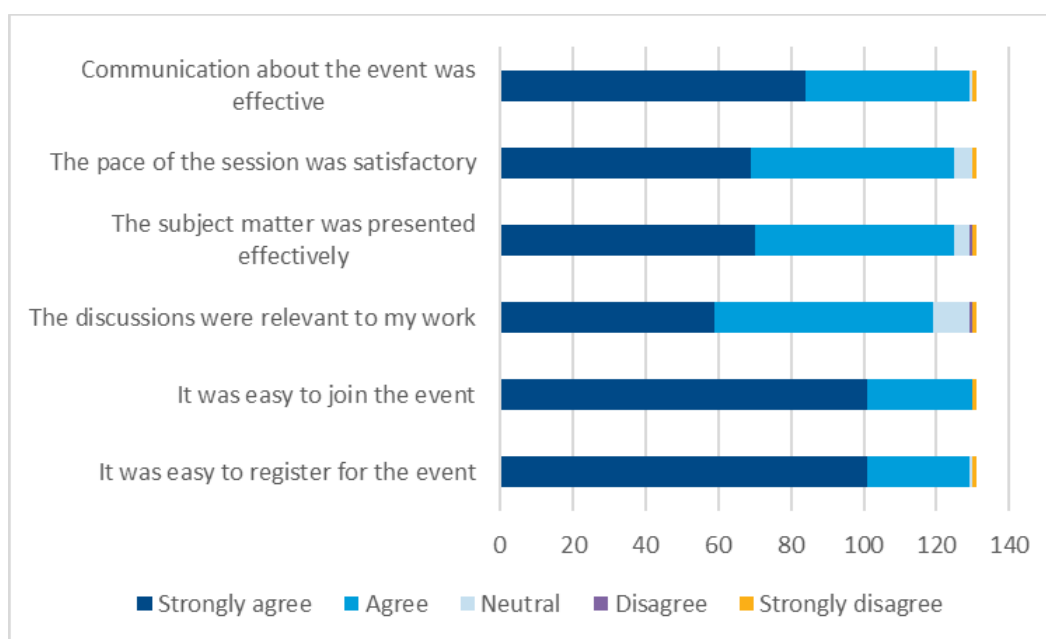
Both SITS and SCIS webinars were conducted on Zoom. The slides presented during the event and recordings are available to course participants on the TrainForTrade course platform².

² All webinar materials are available on the webinar page at <https://learn.unctad.org/course/view.php?id=207>.

Feedback

The satisfaction rate for the webinar was 96% with 131 responses (see figure below). The majority of attendees agreed that the subject matter was presented in a clear and effective manner, and that the discussions were relevant to their work.

Figure 11. Evaluation of the SITS 2025 webinar



Conclusion

The TrainForTrade course on SITS 2025 was successfully delivered to over 1,300 participants from 161 countries. The course evaluation analysis demonstrates that the methodology, tools, and resources used during the course were effective in various aspects, ensuring the quality of training materials. Feedback from the participants not only highlights a high level of satisfaction, but also the relevance of subjects. Furthermore, the e-learning platform offered communication fora that were accessible to all participants, which encouraged active discussion with colleagues and experts from diverse cultures and backgrounds. Overall, the e-learning process was effectively adapted and organized. The course helped individuals develop knowledge of trade-related statistics, enhancing the capacities of trade practitioners worldwide.

Annex 1: Agenda of the e-learning course and webinars



AGENDA

Week	Description	Activities
Week 1 15 - 22 September	Module 1 Importance of Trade in Services Statistics	• Watch the M1 video • Read the M1 manual (PDF) • Run the M1 quiz • Complete M1 anonymous opinion questionnaire
Week 2 23 - 28 September	Module 2 Pre-requisites for Data Collection and Compilation	• Watch the M2 videos (parts 1 and 2) • Read the M2 manual (PDF) • Run the M2 quiz • Complete M2 anonymous opinion questionnaire
Week 3 29 September - 5 October	Module 3 Data Sources and Collection	• Watch the M3 videos (parts 1 and 2) • Read the M3 manual (PDF) • Run the M3 quiz • Complete M3 anonymous opinion questionnaire
Week 4 6 - 12 October	Module 4 Data Compilation (BOP STIS)	• Watch the M4 video • Read the M4 manual (PDF) • Run the M4 quiz • Complete M4 anonymous opinion questionnaire
Week 5 13 - 19 October	Module 5 Data Compilation (FATS)	• Watch the M5 videos (parts 1 and 2) • Read the M5 manual (PDF) • Run the M5 quiz • Complete M5 anonymous opinion questionnaire
Week 6 20 - 26 October	Module 6 Dissemination and Analysis	• Watch the M6 video • Read the M6 manual (PDF) • Run the M6 quiz • Complete M6 anonymous opinion questionnaire
	Course conclusion	• Complete the final anonymous opinion questionnaire on the course • Complete the testimonials • Receive the course certificate
11 November	90-minute webinar	• Participate in the webinar

Annex 2: Participants of the e-learning course in English

The following table summarizes participants and certified participants of the e-learning course with the breakdown of participants' country of residence and gender.

#	Country	Participants			Certificates		
		Total	W	M	Total	W	M
1	Afghanistan	2	0	2	2	0	2
2	Albania	3	2	1	3	2	1
3	Algeria	2	0	2	1	0	1
4	Andorra	1	0	1	1	0	1
5	Angola	14	8	6	9	7	2
6	Antigua and Barbuda	2	2	0	1	1	0
7	Argentina	8	4	4	2	0	2
8	Armenia	2	2	0	2	2	0
9	Aruba	2	1	1	1	0	1
10	Australia	10	3	7	4	2	2
11	Austria	2	2	0	1	1	0
12	Bahamas	1	1	0	0	0	0
13	Bahrain	1	1	0	1	1	0
14	Bangladesh	12	2	10	7	2	5
15	Barbados	1	1	0	1	1	0
16	Belarus	1	0	1	0	0	0
17	Belgium	4	2	2	1	0	1
18	Benin	2	1	1	1	1	0
19	Bhutan	3	1	2	3	1	2
20	Bolivia (Plurinational State of)	6	4	2	3	2	1
21	Botswana	9	5	4	2	0	2
22	Brazil	16	6	10	8	2	6
23	Brunei Darussalam	4	4	0	4	4	0
24	Bulgaria	2	2	0	0	0	0
25	Burkina Faso	1	0	1	0	0	0
26	Burundi	1	0	1	0	0	0
27	Cabo Verde	3	0	3	1	0	1
28	Cambodia	9	4	5	4	1	3
29	Cameroon	2	1	1	1	0	1
30	Canada	18	15	3	6	5	1
31	Chile	4	1	3	2	0	2
32	China	19	8	11	5	1	4
33	China, Hong Kong SAR	1	1	0	1	1	0
34	China, Taiwan Province of	1	0	1	0	0	0
35	Colombia	2	1	1	1	0	1
36	Cook Islands	1	1	0	1	1	0
37	Costa Rica	6	3	3	3	1	2
38	Cuba	3	1	2	1	0	1
39	Czechia	1	1	0	1	1	0
40	Democratic Republic of the Congo	1	0	1	0	0	0
41	Denmark	2	2	0	0	0	0
42	Djibouti	2	1	1	0	0	0
43	Dominica	2	2	0	0	0	0
44	Dominican Republic	2	2	0	1	1	0
45	Ecuador	6	1	5	4	0	4
46	Egypt	30	20	10	12	7	5
47	El Salvador	5	4	1	3	2	1
48	Eswatini	5	3	2	4	2	2
49	Ethiopia	14	2	12	7	0	7

#	Country	Participants			Certificates		
		Total	W	M	Total	W	M
50	Fiji	3	3	0	0	0	0
51	Finland	1	0	1	1	0	1
52	France	5	2	3	1	0	1
53	Gambia	1	0	1	0	0	0
54	Georgia	4	1	3	2	0	2
55	Germany	18	9	9	5	0	5
56	Ghana	48	16	32	24	9	15
57	Greece	4	2	2	2	2	0
58	Grenada	3	3	0	0	0	0
59	Guatemala	1	0	1	1	0	1
60	Guinea-Bissau	1	0	1	0	0	0
61	Guyana	3	2	1	2	1	1
62	Haiti	4	0	4	3	0	3
63	Hungary	2	1	1	0	0	0
64	India	70	32	38	21	8	13
65	Indonesia	73	34	38	29	16	13
66	Iran (Islamic Republic of)	6	4	2	1	1	0
67	Ireland	6	3	3	3	2	1
68	Isle of Man	1	0	1	0	0	0
69	Israel	2	1	1	0	0	0
70	Italy	11	6	5	4	2	2
71	Jamaica	4	4	0	2	2	0
72	Japan	4	0	4	3	0	3
73	Jordan	18	7	11	10	3	7
74	Kazakhstan	1	0	1	0	0	0
75	Kenya	37	18	19	17	5	12
76	Kiribati	6	5	1	2	1	1
77	Latvia	1	1	0	1	1	0
78	Lebanon	2	0	2	0	0	0
79	Lesotho	5	2	3	1	0	1
80	Liberia	5	1	4	0	0	0
81	Lithuania	3	1	2	2	0	2
82	Madagascar	2	0	2	1	0	1
83	Malawi	12	2	10	5	2	3
84	Malaysia	9	5	4	6	3	3
85	Maldives	7	3	4	1	0	1
86	Malta	1	1	0	1	1	0
87	Mauritius	11	8	3	8	5	3
88	Mexico	17	9	8	8	4	4
89	Micronesia (Federated States of)	1	0	1	0	0	0
90	Mongolia	1	1	0	0	0	0
91	Morocco	3	0	3	1	0	1
92	Mozambique	17	4	13	13	3	10
93	Myanmar	2	1	1	2	1	1
94	Namibia	14	8	6	3	3	0
95	Nepal	2	0	2	0	0	0
96	Netherlands (Kingdom of the)	10	3	7	8	3	5
97	New Zealand	1	0	1	0	0	0
98	Niger	1	0	1	0	0	0
99	Nigeria	67	25	42	26	10	16
100	North Macedonia	4	3	1	3	2	1
101	Norway	2	1	1	1	0	1
102	Oman	2	1	1	0	0	0
103	Pakistan	14	6	8	6	4	2

#	Country	Participants			Certificates		
		Total	W	M	Total	W	M
104	Panama	1	0	1	0	0	0
105	Papua New Guinea	9	3	6	4	2	2
106	Paraguay	4	1	3	2	1	1
107	Peru	21	9	12	8	3	5
108	Philippines	91	43	48	48	22	26
109	Poland	3	1	2	3	1	2
110	Portugal	8	4	4	5	2	3
111	Republic of Korea	3	2	1	1	0	1
112	Republic of Moldova	3	3	0	3	3	0
113	Romania	5	1	4	1	0	1
114	Russian Federation	9	5	4	5	3	2
115	Rwanda	6	2	4	2	0	2
116	Saint Lucia	3	2	1	2	1	1
117	Saint Vincent and the Grenadines	1	1	0	0	0	0
118	Samoa	5	5	0	5	5	0
119	Sao Tome and Principe	1	0	1	1	0	1
120	Saudi Arabia	9	2	7	2	1	1
121	Senegal	2	0	2	0	0	0
122	Serbia	4	2	2	1	1	0
123	Seychelles	2	1	1	1	0	1
124	Sierra Leone	1	0	1	0	0	0
125	Singapore	3	2	1	1	1	0
126	Slovakia	2	1	1	1	1	0
127	Slovenia	1	0	1	1	0	1
128	Solomon Islands	12	1	11	5	0	5
129	Somalia	6	0	6	2	0	2
130	South Africa	16	8	8	6	2	4
131	South Sudan	9	4	5	5	4	1
132	Spain	12	4	7	7	3	3
133	Sri Lanka	10	5	5	4	2	2
134	State of Palestine	2	0	2	1	0	1
135	Sudan	5	3	2	4	3	1
136	Suriname	3	2	1	3	2	1
137	Sweden	1	0	1	0	0	0
138	Switzerland	7	4	3	2	0	2
139	Syrian Arab Republic	1	0	1	0	0	0
140	Thailand	35	21	14	25	16	9
141	Timor-Leste	2	0	2	1	0	1
142	Togo	4	0	4	3	0	3
143	Tonga	8	2	6	3	1	2
144	Trinidad and Tobago	12	5	7	5	3	2
145	Tunisia	3	3	0	3	3	0
146	Turks and Caicos Islands	1	1	0	0	0	0
147	Türkiye	11	5	6	2	1	1
148	Uganda	10	4	6	8	3	5
149	Ukraine	13	12	1	12	11	1
150	United Arab Emirates	6	3	3	1	1	0
151	United Kingdom	15	5	10	5	2	3
152	United Republic of Tanzania	10	2	8	6	2	4
153	United States of America	24	9	14	4	2	2
154	Uruguay	2	1	1	0	0	0
155	Uzbekistan	5	1	4	3	1	2
156	Vanuatu	3	0	3	2	0	2
157	Venezuela (Bolivarian Republic of)	22	7	15	15	4	11

#	Country	Participants			Certificates		
		Total	W	M	Total	W	M
158	Viet Nam	9	4	5	4	1	3
159	Yemen	2	1	1	1	1	0
160	Zambia	5	1	4	4	1	3
161	Zimbabwe	25	10	15	16	7	9
	International organisation	27	17	10	8	3	5
	Total	1339	602	734	613	272	340

Annex 3: Participants of the e-learning course in French

The following table summarizes participants and certified participants of the e-learning course with the breakdown of participants' country of residence and gender.

#	Country	Participants			Certificates		
		Total	W	M	Total	W	M
1	Algeria	5	0	5	2	0	2
2	Benin	26	9	17	12	3	9
3	Burkina Faso	24	4	20	10	1	9
4	Burundi	25	11	14	11	4	7
5	Cabo Verde	3	3	0	1	1	0
6	Cameroon	38	13	25	14	3	11
7	Canada	2	1	1	0	0	0
8	Central African Republic	1	1	0	0	0	0
9	Chad	4	1	3	0	0	0
10	China	1	0	1	0	0	0
11	Colombia	1	1	0	0	0	0
12	Comoros	1	1	0	0	0	0
13	Congo	5	0	5	3	0	3
14	Côte d'Ivoire	16	3	13	9	2	7
15	Democratic Republic of the Congo	7	1	6	6	1	5
16	Djibouti	6	0	6	1	0	1
17	Equatorial Guinea	1	0	1	0	0	0
18	France	5	2	3	1	0	1
19	Gabon	9	5	4	5	4	1
20	Guinea	6	0	6	3	0	3
21	Guinea-Bissau	4	0	4	2	0	2
22	Haiti	30	12	18	15	5	10
23	Iran (Islamic Republic of)	1	0	1	0	0	0
24	Israel	1	1	0	0	0	0
25	Madagascar	10	5	5	6	4	2
26	Mali	5	0	5	0	0	0
27	Mauritania	6	2	4	2	1	1
28	Mexico	1	1	0	1	1	0
29	Morocco	5	2	3	1	0	1
30	Niger	11	3	8	2	0	2
31	Nigeria	1	0	1	1	0	1
32	Senegal	29	9	20	8	2	6
33	Switzerland	1	1	0	0	0	0
34	Togo	38	6	32	21	5	16
35	Tunisia	16	9	7	10	6	4
36	Türkiye	2	1	1	1	1	0
	International organisation	3	1	2	0	0	0
	Total	350	109	241	148	44	104