Report on the TrainForTrade course International Merchandise Trade Statistics (IMTS) 2025.

Organized by UNCTAD in cooperation with UNSD and WTO
Delivered in English and French
Course delivery dates: from 2 March to 13 April 2025
Webinars date: 23 April 2025

International Merchandise Trade Statistics 2025

30-hour e-learning course from 3 March to 13 April + two webinars in April • in English and French

1940 participants from **166** countries or areas

76% average score

88% satisfaction rate

43% female participations

"The training has enhanced my capacity to analyze trade flows and discrepancies using internationally recognized methodologies critically."
Nadiia Fedorova, Ukraine

"The knowledge and skills I gained will improve data compilation, analysis accuracy, and reporting efficiency in my professional activities."
Diego Fernández, Uruguay

"This course strengthened my ability to contribute meaningfully to data-informed decision-making in both national and international contexts."
Elizabeth Adu Anokye, Ghana
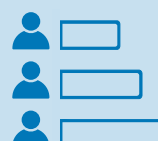
Participants had access to manuals, multimedia presentations, tests, surveys, forum and webinar

Summary

The e-learning courses on "International Merchandise Trade Statistics" (IMTS) (in English) and "Statistiques du Commerce International des Merchandises" (SCIM) (in French) were successfully organized by the United Nations Trade and Development (UNCTAD), in cooperation with United Nations Statistics Division (UNSD) and the World Trade Organization (WTO). The courses were delivered from 2 March to 13 April 2025. The IMTS 2025 course was followed by a webinar held on the 23 April 2025, while the SCIM 2025 course was followed by one webinar held on 24 April.

The total number of participants for both the IMTS 2025 and SCIM 2025 courses was 1937 participants (828 women – 42.7%) from 166 countries or areas. Out of the total registered, 820 have received a certificate of completion. Overall, the average score and satisfaction rates for the two courses were 76% and 88% respectively.

For the IMTS 2025 course, there were 1562 participants registered (710 women – 45%) from 158 countries or areas. Out of the total registered, 868 participants initiated their activities in the course and 656 have completed it receiving a certificate of completion. Overall, the course was met with success and interaction. The average score and satisfaction rates for the course were at very high levels of 78.9% and 87% respectively.

The course was delivered via the TrainForTrade distance learning platform. In this platform, participants have access to manuals, multimedia presentations, modules, evaluations, opinion polls, and forums created for each module allowing participants to hold discussions with the instructor and the other participants.

The main objectives of the course on International Merchandise Trade Statistics are to improve and enhance statisticians' ability to do their work, to value the importance of quality and metadata, and to master the use the internationally available guidance. The global objective of the eLearning courses is to provide smoother accessibility and complete training material for those involved in the collection, compilation, and dissemination of statistical data.
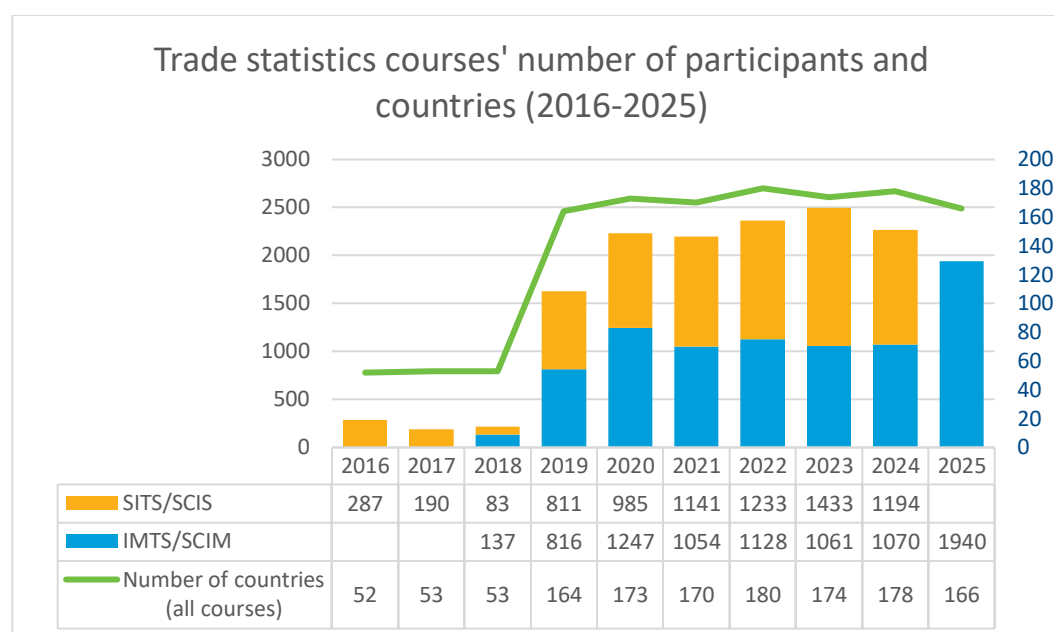
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Background

UN Trade and Development (UNCTAD) has been active in providing knowledge development and capacity building programs to developing countries for over four decades. Its TrainForTrade (TFT) Programme has been established some 20 years ago. With its dedicated platform and team, the Programme has conceptualized, created and delivered e-learning projects on various subjects related to trade and development in many individual countries or regional centers, usually within wider scope capacity building undertakings. The WTO has also been active in building trade capacity since 1995, in particular by providing trade related technical assistance, capacity building and developing e-learning courses. UN Statistics Division (UNSD) manages the development and maintenance on methodology of IMTS, including Standard International Trade Classification (SITC), Classification by Broad Economic Categories (BEC) and related correspondence tables. Furthermore, UNSD has been providing capacity building and technical assistance to countries through compilers manual, metadata survey, workshops and country missions with aims to support the implementation of the latest recommendations on IMTS.

As the United Nations' focal point for the integrated treatment of trade and development and the related economic issues, UN Trade and Development (UNCTAD) compiles a wide range of data. The statistics are made public via UNCTADstat, the free online data resource encompassing more than 150 indicators and time series, with figures for individual economies and country-groups presented in a harmonized framework (http://unctadstat.unctad.org). The UNCTADstat features: i) Data Center allowing users to easily access, compare, reorganize and download data; ii) Country Profiles presenting a selection of most recent key economic statistics by country; iii) Infographics library, a collection of key messages released to social networking sites from the published time series; and iv) Documentation, FAQ, and other supporting information.

IMTS is part of topics regularly discussed by the Inter-Agency Task Force on International Trade Statistics (TFITS) (http://unstats.un.org/unsd/trade/taskforce). TFITS promotes the development of international standards and respective compilation guidance, systems and classification for international trade statistics. Furthermore, it coordinates training and capacity-building initiatives, specifically in developing countries, to ensure the uniform application of international standards and recommendations in the area of international trade statistics. The e-learning is considered part of capacity building activities, and it is very much supported.

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

Trade statistics courses' number of participants and countries (2016-2025)

	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025
SITS/SCIS	287	190	83	811	985	1141	1233	1433	1194	
IMTS/SCIM			137	816	1247	1054	1128	1061	1070	1940
Number of countries (all courses)	52	53	53	164	173	170	180	174	178	166

TrainForTrade programme had been running international trade statistics courses since 2016. It first started with the course on Statistics of International Trade in Services (SITS) and was later supplemented by the International Merchandise Trade Statistics course in 2018. Both courses are now offered in English and French and both language versions are being run in parallel. IMTS is run in the spring and SCIM in the autumn. To date, there are 15806 trade practitioners (7263 women – 46%) from 218 countries that have participated in these courses. Figure 1 shows a growing number of participants, especially when the courses were opened to a broad public in 2019. The number of participating countries has also gradually increased over the years, indicating a broader scope and internationalisation of the courses. In conclusion, these courses have attracted an increasing number of participants from different countries, reflecting the importance and relevance of these subjects in the field of international trade statistics.

Objectives
The main objectives of the course on the International Merchandise Trade Statistics are to:

- Enhance ability to:
  - apply the most recent internationally agreed recommendations on IMTS,

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[1] SITS stands for Statistics of International Trade in Services and comprises both the English and the French courses. Similarly, IMTS comprises both of English and French courses.

- o define best possible data sources,
- o set up adequate (or enforce existing) collection systems,
- o enhance statistics compilation processes.
- Value the importance of quality, metadata, timely dissemination, and links to economic analysis and national policy objectives.
- Master the use of internationally available guidance, especially the IMTS Concepts and Definitions 2010 and the related Compilers Manual.

Programme Outline

The training package consists of six modules 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. Every module includes a participant's manual with an interactive video helping understand the manual's contents, and a discussion forum. After each module participants are asked to complete a test and an opinion questionnaire.

Course modules

1. Conceptual Framework
2. Institutional Arrangements
3. Production and Compilation
4. Metadata and Quality
5. Dissemination and Analysis
6. New Areas of Work

Course Participants

Primary Target

Trade data compilers from (depends on countries):
- National Statistical Office (NSO)
- Central Bank
- Ministry of Trade
- Customs Administration

Secondary Target

Trade negotiators, statisticians, analysts / Economist (reporting indicators) from:
- Ministries of Foreign affairs, Agriculture, Transport, Energy, etc.
- Chamber of Commerce, Industry
- NGOs
- Academics

A total of 1562 participants (710 women – 45.5%) from 158 countries registered and were selected to participate in the IMTS 2025 course. Out of the total of 1562 registered and accepted candidates, 868 participants initiated their activities in the course and 656 have completed it receiving a certificate of completion.

Figure 2. Course participants' roles in IMTS 2025 (left) and SCIM 2025 (right) courses
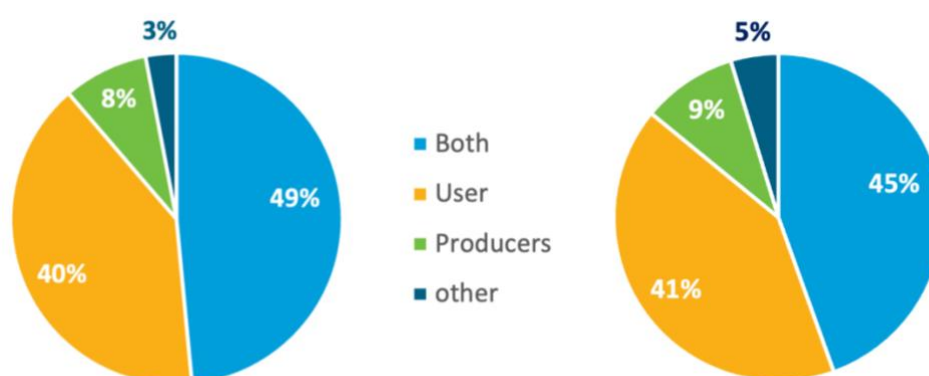
As shown in Figure 2, 49% of participants of IMTS 2025 course were both users and producers of trade statistics. On the other hand, 40% were users only while 8% were producers only. The percentages were slightly different for the French version of the course (SCIM 2025), with 45% of participants being users and producers at the same time.

Figure 3. Participants by institution for the IMTS 2024 (left) and SCIM 2024 (right) courses
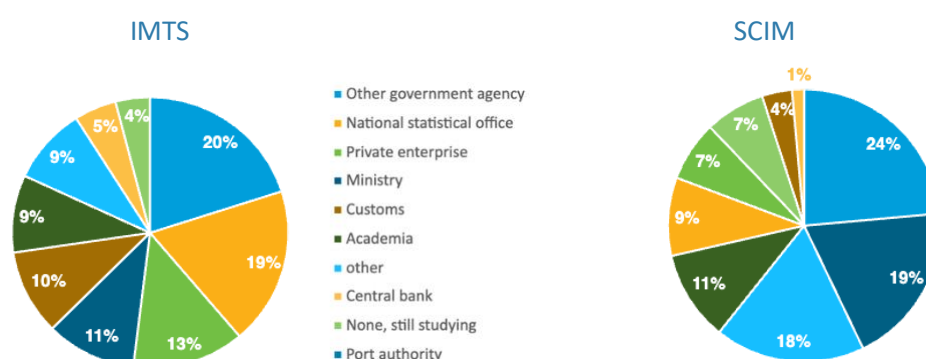
Figure 3, illustrate that 20% of the participants in the IMTS 2025 course belong to other government agency. The other percentages comprise 19% for national statistical office, 13% for private enterprises, 11% for ministries, 10% for customs, 9% for academics, 9% for other, 5% for central banks and finally 4% for no category (or those still in academia). Together, over 50 % of course participants belong to a national entity or governmental agency. The remainder of the participants of the course are from universities, private companies or are those who are principally users of data. For SCIM 2025, the composition of the participants has a majority making up the group other, with a combined 43% belonging to ministry or other government agency.

For detailed information about participants, with breakdown by gender and countries, please refer to Annex 2: Participants of the e-learning course in English and Annex 3: Participants of the e-learning course in French.

Delivery of the Course

The on-line courses were conducted from 2 March to 13 April 2025 with follow-up webinars organized on the 23 April 2025. The courses were delivered in English and in French, with registration and course participation free of charge. Registered trainees were accepted and provided access to the online platform user guide and the credentials to log-on to the TrainForTrade e-learning platform.

The e-learning courses were conducted according to the established schedule (see Annex 1: Agenda of the e-learning course). During the six-week period, participants had the opportunity to go through six modules of the course to learn through various multimedia means available in the e-learning platform (manuals and videos) and to interact with other participants from different countries, facilitators, and experts in the discussion forum. Trainees had the flexibility to study and participate in the fora within the different sections of the course, generating enriching discussions and allowing for the exchange of information, ideas, and experiences. At the end of each week, participants were evaluated through an online test. Additionally, at the end of each week and at the end of the course, participants were invited to share their feedback and suggestions. This information generated by the feedback and suggestions was then used to improve the training material and the organization of the course in the future (for more information, refer to the Course Evaluation section below).

Discussions in the forum

Participants engaged in discussions and exchanges with experts in the course forum. **There was a total of 776 posts** exchanged focusing on topics covered by the course. A brief overview can be found in the figure below.

Figure 3. Number of posts in the different fora and the word cloud with the most frequently used words
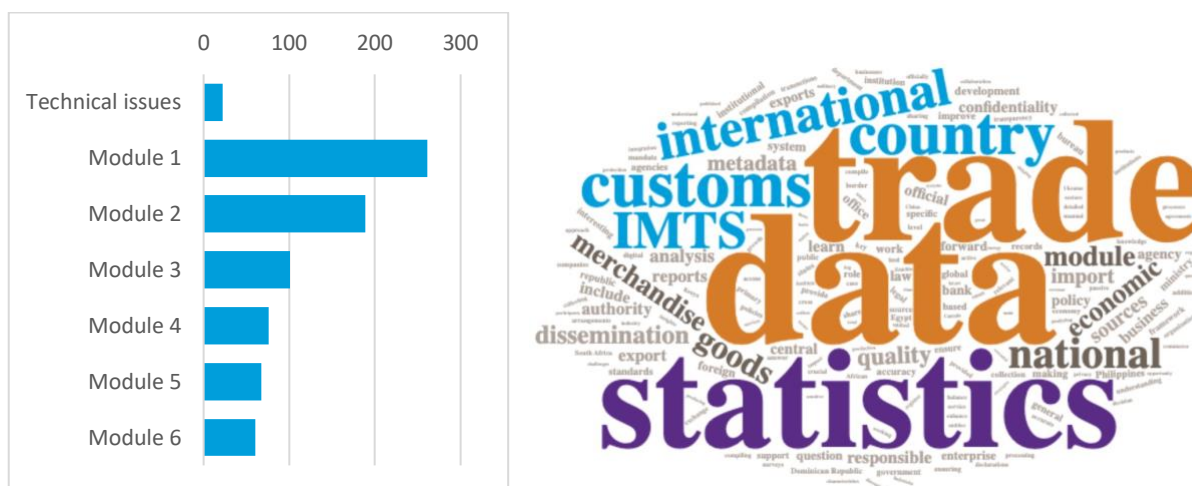
Main moderators for the fora:

Mr. Florian Eberth of the WTO and Mr. Vysaul Nyirongo of UNSD replied to specific questions asked by participants in the online fora. Mr. Dominique Chantrel, Ms. Liliane Flour, and Mr. Tomasz Kulaga from UNCTAD/TrainForTrade moderated the discussions in the fora and provided technical assistance.

Course Results

At the end of each module, participants were invited to evaluate their knowledge through a quiz. The average grades for specific modules for both IMTS and SCIM range between 59.8% and 83.7% (see figure below).

Figure 4. Average score (%) for quizzes for specific modules (M1-M6) in IMTS (left) and SCIM (right) courses
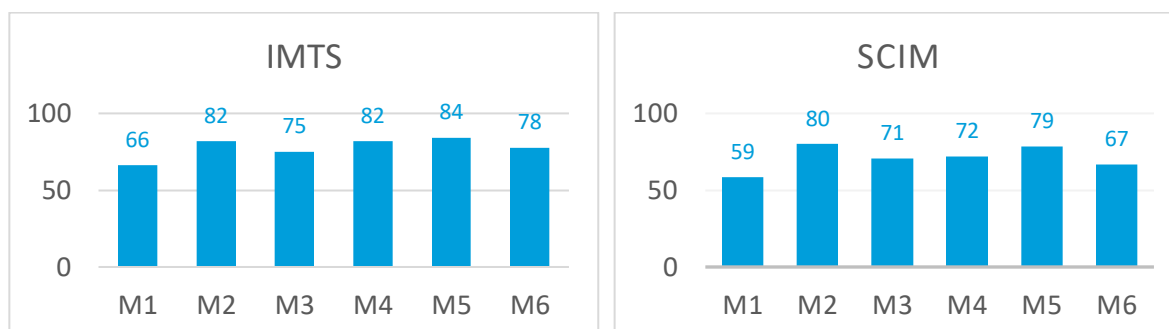
Course Evaluation

The evaluation of the modules and the course have been designed to assess participants learning processes, the accuracy of the training material and the organization of the course while considering different aspects, such as the quality of the training material, the organization of the module, the module subjects, etc.

Each week, participants were asked to complete the opinion questionnaire about the modules they had just completed. They were also invited to evaluate the course once completion was achieved. **The satisfaction rate for all the modules for the two courses were at very high levels between 80% and 91%** (see the figures below).

Figure 5. Satisfaction rates (%) for specific modules (M1-M6) and final feedback in IMTS (left) and SCIM (right) courses
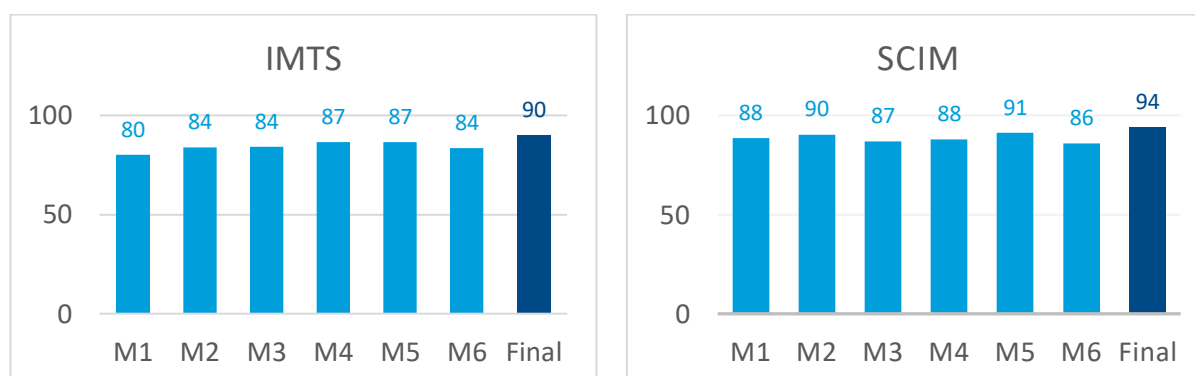
Final Opinion Questionnaire

Figure 6. End of the course opinion questionnaire for IMTS 2025 course
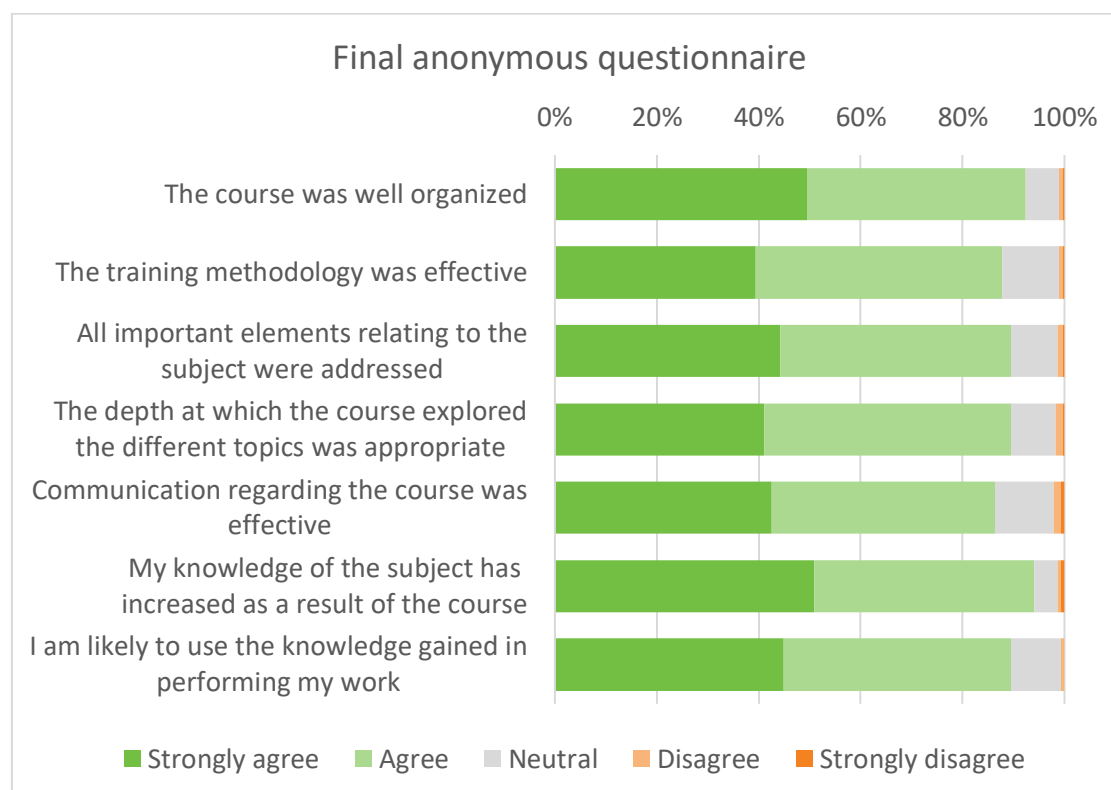
Strengths of the course

All aspects of the course generated positive feedback from the participants: topic, training materials and methods, facilitators and interaction with other participants. Participants were particularly satisfied with the flexibility the course offered via the e-learning platform and self-paced layout. Additionally, the online aspect of the course made it possible for participants from across the world tune in. Another aspect which was appreciated was the varied course material: manual, slides and videos.

"I think one of the main strengths of the course is how practical and focused it is on real-world challenges. The sessions were not only informative, but they also gave us concrete steps and tools to improve our work—especially in areas like trade data reconciliation and coordination between agencies. I also appreciated the interactive discussions, which helped clarify concepts and encouraged us to think critically."

"One of the strengths I loved about the course is its flexibility. The course is available online and can be accessed by participants from around the world, offering flexibility in terms of timing and location. This makes it accessible to professionals in different time zones and those with busy schedules, without the need to travel."

"I find the two ways of providing the material for the course, by watching video and reading text, very effective."

"This course offers industry-relevant knowledge and deep insights into international trade flows, shipping routes, and cargo data. It also teaches how to interpret customs statistics, trade volumes,

vessel tracking, and port activity. Strong emphasis on statistical tools and methods used in maritime and trade analysis. Helps us understand global trade databases such as UN Comtrade, WTO, or national customs data. Helps professionals understand geopolitical and economic factors influencing international shipping."

"Coming from a remote and less developed port where cargo statistics are relatively limited, I found the course particularly valuable. Despite the challenges faced in our region, the knowledge and skills gained through this training are highly beneficial. I am confident that what I have learned will be applied in my workplace and shared with my colleagues and team members to enhance our overall capacity and understanding in this area."

Aspects to be improved

The course feedback also saw some requests for improvements. The most popular suggestions were to provide more interactive elements in addition to the closing webinar. Several requests asked for more interactive videos and clearer video audio were also presented. Many requested more real-life examples to assist with contextualizing the course content.

"It would be nice to have more than one live session at the end of the module. It would be nice to have intermediary live sessions (at least one in the middle of the course) where we can do a check-in about the course work and ask questions in a live session."

"While the UNCTAD IMTS course offers valuable training, it could be improved by increasing interactivity through more quizzes, discussion forums, and hands-on tasks that engage participants more deeply. Incorporating region-specific case studies and examples from diverse sectors would provide greater contextual relevance, particularly for developing countries."

"One area that could be improved is the pacing of the sessions. At times, the content was quite dense, especially when discussing technical frameworks like trade data revision methods. It might help if future sessions could include more hands-on exercises or practical case studies to break down complex topics and make them easier to digest."

"While the content was informative, some modules could benefit from more interactive elements, such as quizzes or case studies, to reinforce learning. Additionally, simplifying technical terms or including a glossary could help participants with limited prior knowledge in statistics. More opportunities for peer interaction or discussion forums would also enhance the learning experience."

"I would have liked to see more practical examples explaining some of the difficult topics. For instance, in a topic such as seasonal adjustment, it would have been good to see a raw data set with outliers and other irregular elements and then to see how the whole process form graphical analysis to the actual direct or indirect adjustment is done, and the end result. There is no substitute for seeing something like that in learning a completely new subject such as this one."

Testimonials

Many people regarded the course as being helpful and pertinent to their professional work. The course illustrated that it clearly helped participants to better understand the International Merchandise Trade Statistics. Additionally, several participants highlighted the importance of being a part of a global learning community during the course.

*"(…) One of the most valuable aspects of the course was the opportunity to learn from **international experiences in foreign trade statistics**. The course also provided an **in-depth exploration** of the **use of relevant data sources** and highlighted the importance of thorough conceptual and methodological alignment to ensure the production of high-quality data. These insights have been particularly **useful and applicable in professional contexts**. — JANETH KARINA BELTRAN GUERRERO, Instituto Nacional de Estadística e Informática (INEI), Perú*

*"(…) As an aspiring staff member in the Public-Private Partnerships (PPP) division at the **African Development Bank (AfDB)**, I found the course particularly **relevant for understanding how high-quality trade statistics can support investment planning**, infrastructure development, and regional integration efforts across Africa. The training deepened my knowledge of the **full lifecycle of international merchandise trade statistics**. (…)"— Daniel Cuellar Garcia, IESE Business School, Côte d'Ivoire*

*"As a person belonging to an **insurance regulating body**, I really appreciate the course. I believe this course is **crucial in research of the trade statistics** of a country and [to] **find a policy gap** in the same and [to] **suggest a policy level intervention** in addressing the problem."— Nikhil Dongol, Nepal Insurance Authority, Nepal*

Follow-up webinar

The e-learning course was followed by a webinar held on 23 April 2025. All course participants were invited to present their experiences with international merchandise trade statistics. From 24 submitted presentations, the following 4 were selected to be featured in the webinars:

- Summary Presentation of the Processes for the Production, Compilation, and Dissemination of Brazil's Foreign Trade Statistics, Mr. Renato Castro de Faria Barbosa (MDIC, Brazil)
- From Plantation to Port: The Dominican Republic's Banana Export Industry, Ms. Maria Batlle (Central Bank of the Dominican Republic)
- Mitigating Trade Data Asymmetries, Mr. Muziwandile Dube (Eswatini Revenue Service, Eswatini)
- Integration of IMTS and Industry Classifications in Canada, Ms. Cher Saunders (Opportunities New Brunswick, Canada)

All course participants, as well as all previous participants of trade statistics courses were invited to attend. **The total number of participants registered for the webinar was 592 people.** The webinars were joined by Mr. Markie Muryawan from UNSD, Ms. Flavine Creppy from UNCTAD and Mr. Florian Eberth from the WTO. The event was moderated by Ms. Liliane Flour and supported by Mr. Mark Assaf, Mr. Dominique Chantrel and Mr. Tomasz Kulaga from UNCTAD/TrainForTrade.

Screenshot of the IMTS 2025 closing webinars
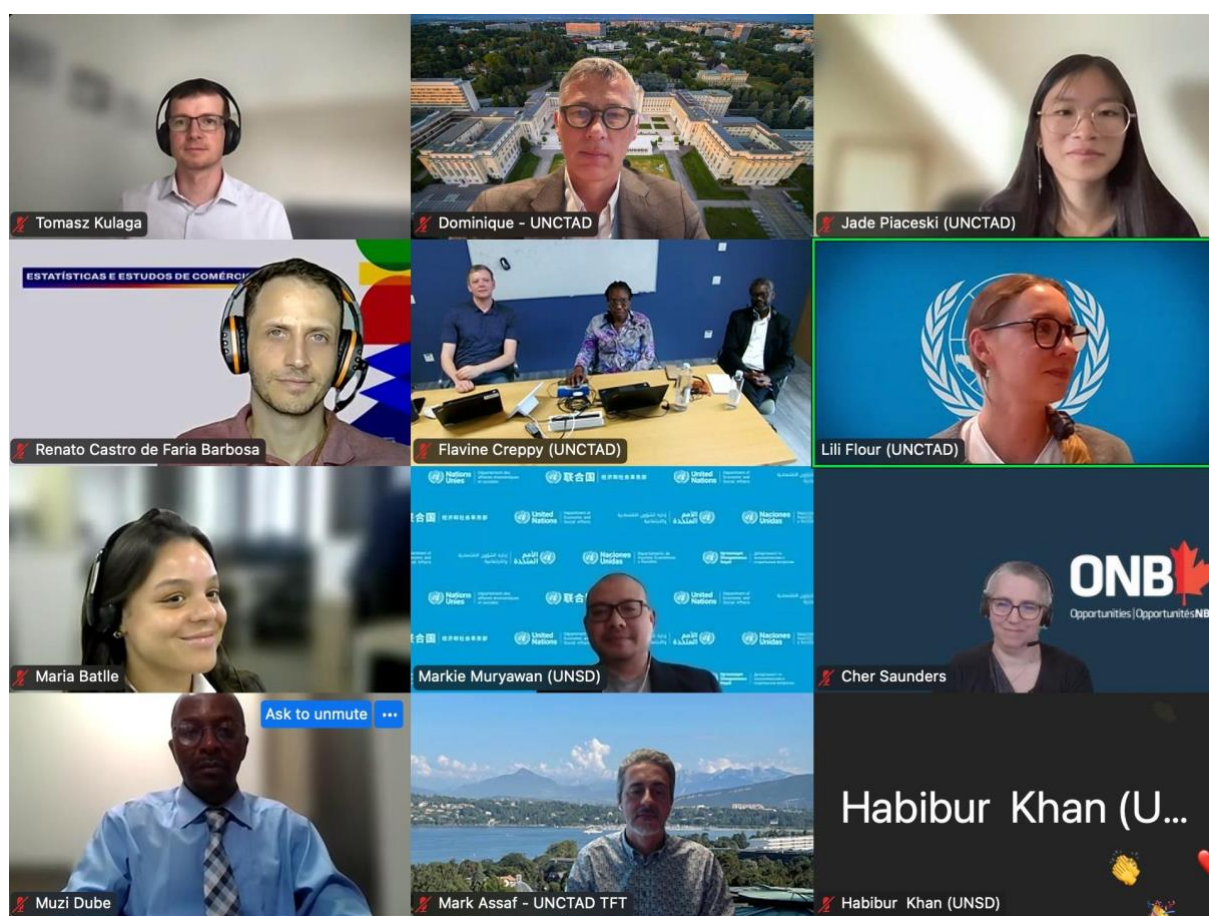
The webinars were conducted via Zoom platform. The slides shared in the event and its recording are available to course participants on the course platform.

Feedback

The satisfaction rate for the webinars were at 95% with 98 responses (see figure below).

Figure 7. Evaluation of the IMTS 2025 webinars
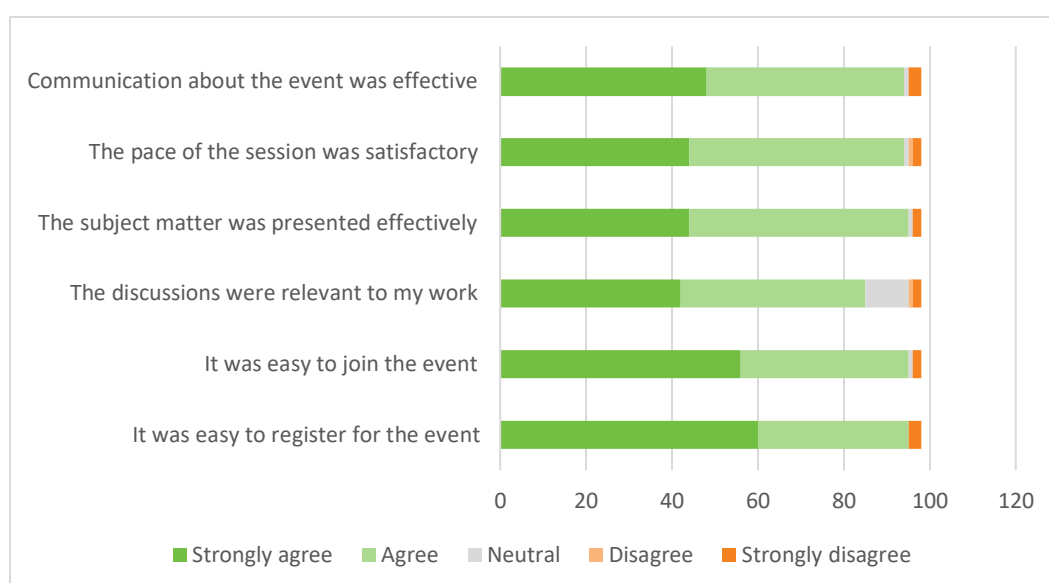
Conclusions

The course improved abilities and allowed all participants to exchange ideas and best practices. According to the analysis of the course evaluation, the methodology used to offer the course tools and resources through the distance learning platform was successful in many areas, including the quality of the training material. The participants feedback highlighted the richness of discussions and innovative approaches, but also the relevance of module subjects due to the added value that participants gained towards their respective fields of work. Moreover, the participant feedback was examined to enhance the course, and it will be utilized to further develop subsequent courses. Overall, the e-learning process was well adapted and organized.

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

E-Learning Course and Webinar Agenda

Week	Module	Activities
Week 1 3 – 9 March	1: Conceptual Framework	Read the manual of Module 1 (34 pages) (PDF or EPUB)
		Watch the video M1 (43 slides) 44"
		Run quiz M1
		Give your feedback on Module 1
Week 2 10 – 16 March	2: Institutional Arrangements	Read the manual of Module 2 (24 pages) (PDF or EPUB)
		Watch the video M2 (19 slides) 20"
		Run quiz M2
		Give your feedback on Module 2
Week 3 17 – 23 March	3: Production and Compilation	Read the manual of Module 3 (30 pages) (PDF or EPUB)
		Watch the video M3 (27 slides) 48"
		Run quiz M3
		Give your feedback on Module 3
Week 4 24 – 30 March	4: Metadata and Quality	Read the manual of Module 4 (23 pages) (PDF or EPUB)
		Watch the video M4 (30 slides) 46"
		Run quiz M4
		Give your feedback on Module 4
Week 5 31 March – 6 April	5: Dissemination and Analysis	Read the manual of Module 5 (28 pages) (PDF or EPUB)
		Watch the video M5 (30 slides) 60"
		Run quiz M5
		Give your feedback on Module 5
Week 6 7 – 13 April	6: New Areas of Work	Read the manual of Module 6 (25 pages) (PDF or EPUB)
		Watch the video M6 (29 slides) 48"
		Run quiz M6
		Give your feedback on Module 6 and on the course
		Complete Testimonials
23 April, 14h00 CEST	90" webinar on topics presented by selected course participants	

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

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

#	Country[2]	Participants			Certificates		
		Total	W	M	Total	W	M
1	Afghanistan	2	0	2	2	0	2
2	Albania	1	1	0	1	1	0
3	Algeria	1	0	1	0	0	0
4	Andorra	1	0	1	0	0	0
5	Angola	2	1	1	1	1	0
6	Anguilla	1	1	0	0	0	0
7	Antigua and Barbuda	2	1	1	2	1	1
8	Argentina	16	10	6	2	1	1
9	Aruba	1	0	1	1	0	1
10	Australia	7	3	4	4	2	2
11	Austria	2	2	0	0	0	0
12	Bangladesh	3	0	3	0	0	0
13	Barbados	5	4	1	3	3	0
14	Belgium	9	3	6	1	0	1
15	Belize	1	1	0	1	1	0
16	Bhutan	5	1	4	3	1	2
17	Bolivia (Plurinational State of)	5	3	2	2	1	1
18	Bosnia and Herzegovina	3	1	2	1	0	1
19	Botswana	10	4	6	5	1	4
20	Brazil	17	9	8	6	4	2
21	Brunei Darussalam	6	5	1	3	2	1
22	Burkina Faso	6	0	6	3	0	3
23	Cabo Verde	6	2	4	1	0	1
24	Cambodia	21	4	17	11	2	9
25	Cameroon	17	7	10	7	3	4
26	Canada	17	5	12	5	2	3
27	Chile	15	8	7	4	3	1
28	China	85	48	36	35	21	14
29	China, Hong Kong SAR	3	2	1	1	1	0
30	China, Taiwan Province of	2	1	1	1	0	1
31	Colombia	12	6	6	1	0	1
32	Congo	1	0	1	1	0	1
33	Costa Rica	8	3	5	2	0	2
34	Cuba	5	2	3	0	0	0
35	Cyprus	2	2	0	2	2	0
36	Czechia	2	1	1	1	1	0
37	Côte d'Ivoire	2	0	2	1	0	1

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[2] United Nations country designations

#	Country[2]	Participants			Certificates		
		Total	W	M	Total	W	M
38	Democratic Republic of the Congo	3	0	3	0	0	0
39	Denmark	4	3	1	1	1	0
40	Djibouti	1	0	1	0	0	0
41	Dominica	28	22	6	12	12	0
42	Dominican Republic	19	7	12	12	6	6
43	Ecuador	12	5	7	7	4	3
44	Egypt	72	23	49	23	8	15
45	El Salvador	2	1	1	1	0	1
46	Equatorial Guinea	2	1	1	2	1	1
47	Eswatini	9	1	8	6	1	5
48	Ethiopia	20	8	12	7	3	4
49	Fiji	10	6	4	4	4	0
50	France	10	3	7	4	2	2
51	Gambia	5	1	4	3	0	3
52	Georgia	8	6	2	5	3	2
53	Germany	10	4	6	2	0	2
54	Ghana	54	15	39	20	8	12
55	Grenada	2	1	1	0	0	0
56	Guatemala	2	1	1	0	0	0
57	Guinea	1	0	1	1	0	1
58	Guyana	3	2	1	0	0	0
59	Haiti	2	2	0	1	1	0
60	Honduras	1	1	0	0	0	0
61	Hungary	1	1	0	1	1	0
62	Iceland	1	1	0	1	1	0
63	India	47	14	33	12	4	8
64	Indonesia	62	36	26	22	13	9
65	Iran (Islamic Republic of)	3	0	3	2	0	2
66	Ireland	4	3	1	2	1	1
67	Italy	12	7	5	5	2	3
68	Jamaica	6	4	2	2	1	1
69	Jordan	24	13	11	17	9	8
70	Kazakhstan	3	1	2	2	1	1
71	Kenya	34	14	20	14	8	6
72	Kiribati	3	2	1	0	0	0
73	Kyrgyzstan	3	2	1	0	0	0
74	Lao People's Democratic Republic	19	12	7	8	5	3
75	Latvia	3	1	2	3	1	2
76	Lebanon	2	1	1	1	1	0
77	Lesotho	4	3	1	1	1	0
78	Libya	1	0	1	0	0	0
79	Lithuania	4	4	0	4	4	0
80	Luxembourg	1	1	0	1	1	0
81	Malawi	21	9	12	7	0	7
82	Malaysia	14	7	7	8	4	4

#	Country[2]	Participants			Certificates		
		Total	W	M	Total	W	M
83	Maldives	7	2	5	0	0	0
84	Malta	1	1	0	0	0	0
85	Mauritania	2	0	2	1	0	1
86	Mauritius	5	4	1	1	1	0
87	Mexico	29	17	12	13	8	5
88	Micronesia (Federated States of)	1	0	1	0	0	0
89	Mongolia	2	0	2	1	0	1
90	Montserrat	1	0	1	0	0	0
91	Morocco	5	1	4	2	0	2
92	Mozambique	7	2	5	2	1	1
93	Myanmar	3	3	0	3	3	0
94	Namibia	5	1	4	2	0	2
95	Nauru	1	1	0	0	0	0
96	Nepal	1	0	1	1	0	1
97	Netherlands (Kingdom of the)	6	2	4	2	0	2
98	New Zealand	1	1	0	0	0	0
99	Niger	1	0	1	0	0	0
100	Nigeria	33	9	24	8	1	7
101	Oman	2	0	2	0	0	0
102	Pakistan	13	2	11	5	0	5
103	Panama	2	1	1	0	0	0
104	Papua New Guinea	12	6	6	1	0	1
105	Paraguay	2	2	0	0	0	0
106	Peru	24	13	11	7	3	4
107	Philippines	135	66	68	102	50	51
108	Poland	2	1	1	1	0	1
109	Portugal	8	4	4	3	2	1
110	Republic of Korea	13	5	8	4	1	3
111	Romania	5	2	3	4	2	2
112	Russian Federation	11	7	4	4	3	1
113	Rwanda	9	1	8	6	1	5
114	Saint Kitts and Nevis	1	1	0	0	0	0
115	Saint Lucia	1	0	1	0	0	0
116	Saint Vincent and the Grenadines	3	1	2	1	0	1
117	Samoa	5	2	3	3	2	1
118	Saudi Arabia	12	1	11	4	0	4
119	Senegal	1	0	1	1	0	1
120	Serbia	4	2	2	3	1	2
121	Seychelles	5	5	0	2	2	0
122	Sierra Leone	3	2	1	0	0	0
123	Singapore	4	2	2	0	0	0
124	Solomon Islands	2	0	2	2	0	2
125	Somalia	4	0	4	2	0	2
126	South Africa	9	7	2	2	2	0
127	South Sudan	2	0	2	2	0	2

#	Country[2]	Participants			Certificates		
		Total	W	M	Total	W	M
128	Spain	27	14	13	14	6	8
129	Sri Lanka	8	3	5	3	2	1
130	Sudan	1	1	0	0	0	0
131	Suriname	1	1	0	1	1	0
132	Sweden	2	2	0	1	1	0
133	Switzerland	7	2	5	0	0	0
134	Syrian Arab Republic	1	1	0	0	0	0
135	Tajikistan	1	1	0	0	0	0
136	Thailand	17	9	7	10	5	4
137	Timor-Leste	5	3	2	1	0	1
138	Togo	3	0	3	1	0	1
139	Tokelau	1	1	0	0	0	0
140	Tonga	5	4	1	3	2	1
141	Trinidad and Tobago	15	11	4	10	7	3
142	Tunisia	3	1	2	2	1	1
143	Turks and Caicos Islands	3	3	0	3	3	0
144	Türkiye	18	8	10	7	3	4
145	Uganda	14	3	11	10	3	7
146	Ukraine	11	9	2	9	7	2
147	United Arab Emirates	5	1	4	0	0	0
148	United Kingdom	14	7	7	5	3	2
149	United Republic of Tanzania	7	0	7	3	0	3
150	United States of America	26	13	13	11	4	7
151	Uruguay	9	4	5	5	2	3
152	Uzbekistan	28	5	23	4	1	3
153	Vanuatu	3	1	2	1	0	1
154	Venezuela (Bolivarian Republic of)	8	5	3	4	1	3
155	Viet Nam	7	4	3	0	0	0
156	Yemen	3	0	3	0	0	0
157	Zambia	8	4	4	3	1	2
158	Zimbabwe	6	6	0	3	3	0
	International organisation	34	16	18	9	3	6
	Total	**1562**	**710**	**849**	**656**	**308**	**346**

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

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

#	Country[3]	Participants			Certificates		
		Total	W	M	Total	W	M
1	Algeria	9	8	1	4	4	0
2	Angola	1	1	0	0	0	0
3	Belgium	2	2	0	0	0	0
4	Benin	36	14	22	13	5	8
5	Burkina Faso	19	0	19	8	0	8
6	Burundi	16	7	9	8	4	4
7	Cabo Verde	1	0	1	0	0	0
8	Cameroon	51	17	34	21	6	15
9	Canada	4	1	3	1	0	1
10	Chad	2	0	2	1	0	1
11	Comoros	1	0	1	0	0	0
12	Congo	6	2	4	1	1	0
13	Côte d'Ivoire	21	2	19	7	0	7
14	Democratic Republic of the Congo	4	0	4	2	0	2
15	Djibouti	4	0	4	2	0	2
16	Dominican Republic	1	0	1	0	0	0
17	Ecuador	1	0	1	1	0	1
18	Egypt	1	0	1	0	0	0
19	Equatorial Guinea	3	0	3	3	0	3
20	France	5	2	3	2	1	1
21	Gabon	16	10	6	5	4	1
22	Guinea	10	1	9	4	1	3
23	Haiti	29	9	20	20	8	12
24	Italy	1	0	1	0	0	0
25	Madagascar	14	6	8	3	2	1
26	Mali	4	0	4	1	0	1
27	Mauritania	11	0	11	7	0	7
28	Morocco	11	3	8	6	2	4
29	New Caledonia	1	1	0	0	0	0
30	Niger	13	3	10	3	1	2
31	Peru	2	2	0	0	0	0
32	Romania	1	1	0	1	1	0
33	Russian Federation	2	0	2	2	0	2
34	Senegal	14	4	10	6	3	3
35	Switzerland	5	2	3	2	2	0
36	Thailand	1	0	0	1	0	0
37	Togo	29	8	21	17	3	14
38	Tunisia	15	9	6	10	5	5
39	Türkiye	1	1	0	0	0	0
40	United Arab Emirates	1	0	1	0	0	0
41	Vanuatu	1	0	1	0	0	0
	International organisation	5	0	5	2	0	2
	Total	**375**	**116**	**258**	**164**	**53**	**110**

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[3] United Nations country designations