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Independent Evaluation of the Supporting the Yearly Training Programme of the École de Maintien de la Paix Project

January 2024

Planning, Performance Monitoring and Evaluation Unit

Project Reference: C2022.TARPT109.DEUMFA

This report is a product of the Planning, Performance Monitoring and Evaluation Unit of UNITAR. The findings, conclusions and recommendations expressed herein do not necessarily reflect the opinion of the partners of the Supporting the Yearly Training Programme of the École de Maintien de la Paix Project. The evaluation was conducted by Emmanuelle Diehl and Bryan Hopkins. The report is issued without formal copy editing.

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Foreword

The Supporting the Yearly Training Programme of the École de Maintien de la Paix project aimed to strengthen the impact of peace operations (UN and non-UN) by directly addressing the challenges related to paring deployed personnel. More specifically, the project sought to reinforce the École de Maintien de la Paix (EMPABB) to host training of African personnel deploying to peace operations. The project planned to achieve its goals by enhancing accessibility to the regional training centre, empower local trainers to deliver impactful training and equip personnel from the region to effectively operate in high-risk environments. The project activities consisted in i) a review of the EMPABB internal operating framework; ii) establishment of a roster of certified trainers; iii) delivery of pre-deployment training; and iv) delivery of training on cross-cutting topics of Malian and ECOWAS Member States representatives.

The evaluation assessed the project's relevance, coherence, effectiveness, efficiency, likelihood of impact and likelihood of sustainability. Overall, the evaluation found the project to be relevant to for all stakeholders, though not equally across all project components. The evaluation found the project to be coherent with the thematic areas and teaching methods offered by EMPABB and UNITAR. Project performance was deemed satisfactory given its short time frame, with successful training implementation and positive feedback from both participants and trainers. The evaluation found the institutional assessment's final report lacking strategic recommendations critical for EMPABB's achievement of financial independence and adoption of a business strategy. The project was found to be efficient in delivering the training activities in the context of the short timeframe. The evaluation traced progress of intended outcomes over time under the broader context in which the project was implemented, i.e., considering any previous related UNITAR project interventions. While progress has been achieved in strengthening EMPABB's independence, there is a need to further expand the number of trainers to ensure greater sustainability of results.

The evaluation issued a set of five recommendations of which all were partially accepted and based on the present contextual circumstances in the targeted country.

The evaluation was managed by the UNITAR Planning, Performance Monitoring and Evaluation (PPME) Unit and was undertaken by Emmanuelle Diehl and Bryan Hopkins. The PPME Unit is grateful to the evaluator, the Peacekeeping Training Programme Unit's project team and partners based in Geneva and Mali, as well as other project stakeholders for providing important input into this evaluation.

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Executive Summary

The Planning, Performance Monitoring and Evaluation Unit commissioned an evaluation of the Supporting the Yearly Training Programme of the École Maintien de la Paix project. The project received 2 million EUR in funding from the Federal Foreign Office of Germany, for a duration of six months, spanning the period from June to December 2022. The project's primary objectives were to enhance accessibility to the regional training centre, empower local trainers (both men and women) to deliver impactful training and equip personnel from the region to effectively operate in high-risk environments.

The evaluation used the OECD-DAC criteria of relevance, coherence, effectiveness, efficiency, likelihood of impact and likelihood of sustainability in assessing the project. The evaluation sought to identify commendable practices and challenges faced during delivery, as well as to put forward recommendations and draw lessons on the project's design, implementation and management. The evaluation served accountability requirements and sought to promote organisational learning and project improvement.

A team of two independent consultants conducted the evaluation between December 2022 and July 2023, which included a field mission to Bamako, Mali in January 2023. The team adopted a methodological approach using various analytical tools to draw findings and focused, actionable recommendations. The team interviewed a total of 42 stakeholders, including 32 trainers, out of which seven were women. The evaluation followed UNITAR's evaluation guidelines and UNEG's Norms and Standards.

The evaluation encountered several limitations in data collection that are worth mentioning. Firstly, due to the short time frame of the project, the assessment was conducted in conjunction with the evaluation of another project executed by UNITAR with EMPABB as the

implementing partner. During interviews, the trainers could not always discern the specific project title under which they received training, although the trainers were able to distinguish the training programmes funded by UNITAR from those funded by other donors. Secondly, and related to the first, isolating the effects of the project proved challenging, in so far as UNITAR has been supporting the implementing partner notably through training of trainers interventions over the course of the past several years. Thirdly, the evaluation could not gather input from the beneficiaries of the project's various training activities, apart from the trainers, thereby providing an incomplete perspective. The lack of baseline values for some of the project's log frame indicators also rendered assessing project performance difficult. Finally, reporting was either inconsistent (different financial reporting formats were employed between interim and final reports of the implementing partner) or lacking/not yet due (such as the final financial and narrative reports to the donor). This made analysis difficult and less accurate. Notwithstanding these challenges, the evaluation team managed to derive findings and recommendations across the six criteria, which are outlined below.

Relevance

In general, **the project was relevant for all stakeholders, though not equally across all project components.** The second outcome, which focused on enhancing the organisational capacity of EMPABB, could have been more pertinent if a comprehensive gaps assessment had been conducted beforehand and in close collaboration with EMPABB. The *bilan* was based on limited information and lacked EMPABB ownership.

Coherence

Although various institutions provide numerous training sessions in Mali, interviews and the desk review found no overlap or duplication in the thematic areas and teaching methods offered by EMPABB and UNITAR. The training is perceived as practical and well-aligned with the needs of

the security forces, civilians and the prevailing contexts. To further enhance the delivery and adaptation of the content by the security forces and civilians across the country and the region, some suggestions were made, which have been addressed in the effectiveness section. It is important to underline that the project has been evaluated in the broader context of UNITAR's support to EMPABB over the past several years, including the intervention focusing on EMPABB's training of formed police units and security forces in Mali and the region. The present project is referred to as the 2022 project within the report. This 2022 project's remit and target audience also target security forces in Mali and in the region as well as civilians, NGOs and personnel deployed to peacekeeping missions (UN and non-UN).

Effectiveness

The project performed satisfactorily given its short time frame, with successful training implementation and positive feedback from both participants and trainers. This assessment is rather limited, in so far as baseline values for some of the project's log frame indicators were not specified to allow for measurement and a more complete picture of project performance. The evaluation also found one significant output – the roadmap to inform EMPABB's future organisational strengthening strategy – lacking. The report, known as the *bilan* (meaning assessment or review in French), lacked comprehensive insights into EMPABB's organisational structure gaps and lacked recommendations for improvement. Interviews revealed that the primary objective of this output was to assess how EMPABB could achieve greater financial independence and adopt a business mindset by diversifying its resources beyond traditional donors. Although EMPABB had initiated some activities for revenue diversification, the output should have focused on identifying gaps with EMPABB and provided actionable recommendations. The *bilan* did not address these critical aspects.

Efficiency

The evaluation could only partially assess the project's efficiency due to the

unavailability of the project's final financial report, which was only scheduled for submission on 30 June 2023. Nevertheless, the financial approach, which involved UNITAR granting EMPABB the budget for implementing the project's training plan, was deemed suitable for the Ministry of Foreign Affairs of Germany to continue supporting its foreign policy for peace and stabilization in the Sahel. Approximately 60 per cent of the budget was allocated to the trainings delivered by EMPABB, which successfully executed the programme within the project's short six-month time frame, with the exception of two training activities that occurred in January 2023, a month after the project's end. While the payment structure to EMPABB in tranches caused some delay, the financial modality proved effective in supporting the project's objectives.

Likelihood of Impact

Given the project's short time frame and other factors identified in the limitations section, assessing the likelihood of impact is not feasible without a more in-depth evaluative undertaking in the medium to long-term, with enhanced clarity on baseline conditions and indicators, access to the end beneficiaries of the training delivered by EMPABB, etc. However, in so far as UNITAR has been supporting EMPABB through different project interventions over the past several years, the evaluation attempts to provide a partial response to this question by taking into consideration the broader context in which the project was implemented, tracing progress and intended outcomes over time. While attributing the enhanced capacities of the trainers and then the enhanced deployment capacity of the police, security forces and civilians operating in high-risk environments, including UN and non-UN peacekeeping missions to EMPABB and UNITAR, is challenging considering the various trainings they receive from multiple agencies, observable impacts are evident across all previous project interventions. Each project intervention included developing well-trained and equipped formed police units and other stakeholders of peace support operations (PSO), where relevant (albeit to varying degrees), expanding the pool of competent trainers

and promoting greater participation of women as both participants and trainers.

To ensure effective monitoring, learning and progress assessment, it becomes imperative to establish measurable and realistic outcomes, outputs and indicators. These tools should extend beyond mere donor reporting and embrace a more comprehensive approach to measuring the project's intended impact. Currently, the indicators predominantly rely on quantitative metrics, lacking the necessary depth to evaluate the true effectiveness of the training activities. By integrating qualitative indicators in future projects, valuable insights can be gained, offering a more holistic understanding of the achieved outcomes and, ultimately, pathways to impact.

Likelihood of Sustainability

The project's primary focus on sustainability has been evident through its efforts to enhance EMPABB's capacity to conduct training with trained trainers. While EMPABB already provides training independently from UNITAR, the project was designed to reinforce this independence and support the execution of the partner's annual training programme. While progress has been achieved in this respect, there is a need to further expand the number of trainers to ensure lasting impact. Collaborative partnerships and EMPABB's transparent organisational structure have contributed to shared responsibility. Additionally, efforts to diversify revenue sources and digitize training methods are promising, but the project's considerable reliance on donor funding for its operations remains notable. The output related to organisational strengthening lacked sufficient detail to create a comprehensive sustainability roadmap.

Based on the findings, the evaluation issued the following set of recommendations and lessons learned:

Recommendations

1. Continue to enhance the pool of trainers.

2. Address the organisational gaps within EMPABB to strengthen collaboration and establish a collaborative process involving EMPABB's directors.
3. Enhance the project's M&E framework by refining outcomes and integrating qualitative indicators alongside quantitative metrics.
4. Further promote gender integration and advance the WPS agenda by continuing efforts and taking additional steps to ensure meaningful progress in this area.
5. Communicate actively and regularly with other international organisations working in the field of peacekeeping and capacity-building in Mali and the Sahel.

Lessons Learned

Enhanced and Sustained Funding for Desired Outcomes

Sustaining funding is essential for achieving consistent outcomes and driving meaningful changes, as exemplified by training of trainers (ToT) initiatives and the dedicated efforts to train and empower female officers as trainers.

Adapting Organisational Structural Gap Assessments

When conducting organisational structural assessments, it is crucial to tailor the approach and methodology to the specific context and the maturity level of the entity. This adaptability ensures that the assessment is relevant, effective, and valuable for the organisation's growth and development.

Importance of Training of Trainers Refresher Courses

Regular refresher courses for the ToT are highly valuable and necessary to maintain an active and motivated pool of trainers. These refreshers contribute to the continuous professional development of trainers, ensuring they stay updated with evolving best practices and methodologies.

Addressing Gender Bias

There exists a divergence in perception between female and male trainers regarding the inclusion of gender and human rights topics in training curricula. This gender bias highlights the need for ongoing efforts to promote a more comprehensive and inclusive approach to

gender-related issues, ensuring that all trainers recognize and address the necessary topics in their training programmes.

L'Unité de planification, de suivi des performances et d'évaluation (PPME) de l'UNITAR a commandé une évaluation pour le projet Supporting the Yearly Trainings Programme of the École Maintien de la Paix (EMPABB). Le projet a bénéficié d'un financement de 1,2 million d'euros du ministère fédéral des Affaires étrangères allemand, pour une durée de six mois, de juin à décembre 2022. Les principaux objectifs du projet étaient d'améliorer l'accessibilité au centre de formation régional, d'habiliter les formateurs locaux (hommes et femmes) à offrir une formation efficace et d'équiper le personnel de la région pour qu'il puisse travailler efficacement dans des environnements à risque élevé.

L'évaluation a été réalisée conformément à la politique d'évaluation de l'UNITAR et aux critères d'évaluation du CAD-OCDE concernant la pertinence, la cohérence, l'efficacité, l'efficience, la probabilité d'impact et la probabilité de durabilité. En outre, l'évaluation visait à identifier les bonnes pratiques et les défis rencontrés lors de l'exécution, à formuler des recommandations et à tirer des leçons apprises sur la conception, la mise en œuvre et la gestion du projet. L'évaluation répondait aux exigences de responsabilisation et visait à promouvoir l'apprentissage organisationnel et l'amélioration du projet.

Une équipe de deux consultants indépendants a mené l'évaluation entre décembre 2022 et juillet 2023, qui comprenait une mission de terrain à Bamako, au Mali, en janvier 2023. L'équipe a adopté une approche méthodologique à l'aide de divers outils analytiques pour tirer des conclusions et formuler des recommandations concrètes et ciblées. L'équipe a interviewé un total de 42 intervenants, dont 32 formateurs, dont sept femmes. L'évaluation a suivi les directives

d'évaluation de l'UNITAR et les normes et standards de l'UNEG.

L'évaluation a rencontré plusieurs limites dans la collecte de données qui méritent d'être mentionnées. Tout d'abord, en raison du court délai du projet, l'évaluation a été menée conjointement avec l'évaluation d'un autre projet exécuté par l'UNITAR avec l'EMPABB comme partenaire d'exécution. Lors des entretiens, les formateurs n'ont pas toujours pu discerner le titre spécifique du projet sous lequel ils ont reçu une formation, bien que les formateurs aient pu distinguer les programmes de formation financés par l'UNITAR de ceux financés par d'autres donateurs. Deuxièmement, et en rapport avec le premier, isoler les effets du projet s'est avéré difficile, dans la mesure où l'UNITAR a soutenu le partenaire de mise en œuvre, notamment à travers la formation des interventions de formateurs au cours des dernières années. Troisièmement, l'évaluation n'a pas permis de recueillir les commentaires des bénéficiaires des diverses activités de formation du projet, en dehors des formateurs, ce qui a fourni une perspective incomplète. L'absence de valeurs de référence pour certains des indicateurs du cadre de résultats du projet a également rendu difficile l'évaluation du rendement du projet. Enfin, les rapports étaient incohérents (différents formats de rapports financiers ont été utilisés entre les rapports intermédiaires et finaux du partenaire de mise en œuvre) ou manquants/pas encore dus (tels que les rapports financiers finaux et narratifs au donateur). Cela rendait l'analyse difficile et moins précise. Malgré ces difficultés, l'équipe d'évaluation a réussi à tirer des conclusions et à formuler des recommandations pour les six critères décrits ci-dessous.

Pertinence

En général, le projet était pertinent pour toutes les parties prenantes, mais pas pour toutes les composantes du projet. Le deuxième résultat, axé sur l'amélioration de la capacité organisationnelle de l'EMPABB, aurait pu être plus pertinent si

une évaluation complète des lacunes avait été effectuée au préalable et en étroite collaboration avec l'EMPABB. Le bilan qui a été émis était basé sur des informations limitées et manquait de appropriation de l'EMPABB.

Cohérence

Bien que diverses institutions offrent de nombreuses sessions de formation au Mali, les entretiens et l'examen documentaire n'ont révélé aucun chevauchement ou duplication dans les domaines thématiques et les méthodes d'enseignement offerts par l'EMPABB et l'UNITAR. La formation est perçue comme pratique et bien alignée sur les besoins des forces de sécurité, des civils et des contextes dominants. Pour améliorer davantage la prestation et l'adaptation du contenu par les forces de sécurité et les civils à travers le pays et la région, certaines suggestions ont été faites, qui ont été abordées dans la section sur l'efficacité. Il est important de souligner que le projet a été évalué dans le contexte plus large du soutien de l'UNITAR à l'EMPABB au cours des dernières années, y compris l'intervention axée sur la formation des unités de police formées et des forces de sécurité au Mali et dans la région. Le présent projet est appelé projet 2022 dans le rapport. Le mandat et le public cible de ce projet pour 2022 ciblent également les forces de sécurité au Mali et dans la région, ainsi que les civils, les ONG et le personnel déployés dans le cadre de missions de maintien de la paix (ONU et non ONU).

Efficacité

Le projet a donné des résultats satisfaisants compte tenu de son court délai, avec une mise en œuvre réussie de la formation et des commentaires positifs des participants et des formateurs. Cette évaluation est plutôt limitée, dans la mesure où les valeurs de référence de certains indicateurs du cadre de résultats du projet n'ont pas été spécifiées pour permettre une mesure et un tableau plus complet du rendement du projet. L'évaluation a également révélé l'absence d'un résultat significatif – la feuille de route

pour éclairer la future stratégie de renforcement organisationnel de l'EMPABB. Le rapport, connu sous le nom de bilan (c'est-à-dire évaluation ou 'état des lieux' en français), manquait de connaissances approfondies sur les lacunes de la structure organisationnelle de l'EMPABB et de recommandations d'amélioration. Les entretiens ont révélé que l'objectif principal de ce résultat était d'évaluer comment l'EMPABB pourrait atteindre une plus grande indépendance financière et adopter un état d'esprit commercial en diversifiant ses ressources au-delà des donateurs traditionnels. Bien que l'EMPABB ait lancé certaines activités de diversification des revenus, le résultat aurait dû se concentrer sur l'identification des lacunes avec l'EMPABB et fournir des recommandations concrètes. Le bilan n'a pas abordé ces aspects critiques.

Efficiace

L'évaluation n'a pu évaluer que partiellement l'efficacité du projet en raison de l'indisponibilité du rapport financier final du projet, dont la soumission n'était prévue que le 30 juin 2023. Néanmoins, l'approche financière, qui impliquait que l'UNITAR accorde à l'EMPABB le budget pour la mise en œuvre du plan de formation du projet, a été jugée appropriée pour que le ministère des Affaires étrangères de l'Allemagne continue à soutenir sa politique étrangère de paix et de stabilisation au Sahel. Environ 60 pour cent du budget a été alloué aux formations dispensées par l'EMPABB, qui a exécuté avec succès le programme dans les six mois du projet, à l'exception de deux activités de formation qui ont eu lieu en janvier 2023, un mois après la fin du projet. Bien que la structure de paiement par tranches à l'EMPABB ait causé un certain retard, la modalité financière s'est avérée efficace pour soutenir les objectifs du projet.

Probabilité d'impact

Étant donné le court délai du projet et les autres facteurs cernés dans la section sur les limites, il est impossible d'évaluer la probabilité de l'impact sans entreprendre une évaluation plus approfondie à moyen

et à long terme, avec plus de clarté sur les conditions et les indicateurs de référence, accès aux bénéficiaires finaux de la formation dispensée par l'EMPABB, etc. Toutefois, dans la mesure où l'UNITAR a soutenu l'EMPABB à travers différentes interventions de projets au cours des dernières années, l'évaluation tente de fournir une réponse partielle à cette question en tenant compte du contexte général dans lequel le projet a été mis en œuvre, en traçant les progrès et les résultats escomptés au fil du temps. Tout en attribuant à l'EMPABB et à l'UNITAR les capacités accrues des formateurs, puis les capacités de déploiement de la police, des forces de sécurité et des civils opérant dans des environnements à haut risque, y compris les missions de maintien de la paix des Nations Unies et autres, Compte tenu des diverses formations qu'ils reçoivent de plusieurs agences, les impacts observables sont évidents dans toutes les interventions précédentes de projets. Chaque intervention de projet comprenait le développement d'unités de police formées et bien formées et d'autres intervenants des opérations de soutien de la paix, le cas échéant (à des degrés divers), l'élargissement du bassin de formateurs compétents et la promotion d'une plus grande participation des femmes en tant que participantes et formatrices.

Pour assurer un suivi efficace, l'apprentissage et l'évaluation des progrès, il devient impératif d'établir des résultats, des extraits et des indicateurs mesurables et réalistes. Ces outils devraient aller au-delà des simples rapports des donateurs et adopter une approche plus complète pour mesurer l'impact prévu du projet. À l'heure actuelle, les indicateurs reposent principalement sur des mesures quantitatives, qui manquent de profondeur pour évaluer l'efficacité réelle des activités de formation. En intégrant des indicateurs qualitatifs dans les projets futurs, il est possible d'obtenir des informations précieuses, offrant une compréhension plus globale des résultats atteints et, en fin de compte, des voies d'impact.

Probabilité de durabilité

L'accent principal du projet sur la durabilité a été mis en évidence par ses efforts pour améliorer la capacité de l'EMPABB à mener une formation avec des formateurs formés. Alors que l'EMPABB dispense déjà des formations indépendamment de l'UNITAR, le projet a été conçu pour renforcer cette indépendance et soutenir l'exécution du programme de formation annuel du partenaire. Bien que des progrès aient été réalisés à cet égard, il est nécessaire d'augmenter encore le nombre de formateurs pour garantir un impact durable. Les partenariats collaboratifs et la structure organisationnelle transparente de l'EMPABB ont contribué au partage des responsabilités. En outre, les efforts visant à diversifier les sources de revenus et à numériser les méthodes de formation sont prometteurs, mais la dépendance considérable du projet à l'égard du financement des donateurs pour ses opérations demeure notable. Les résultats liés au renforcement organisationnel manquaient de détails suffisants pour créer une feuille de route de durabilité complète.

À la lumière des constatations, l'évaluation a émis l'ensemble de recommandations et de leçons apprises suivant:

Recommandations

1. Continuer d'améliorer l'équipe de formateurs;
2. Comblent les lacunes organisationnelles au sein de l'EMPABB afin de renforcer la collaboration et d'établir un processus collaboratif impliquant les directeurs de l'EMPABB;
3. Améliorer le cadre de M&E du projet en affinant les résultats et en intégrant des indicateurs qualitatifs aux mesures quantitatives;
4. Promouvoir davantage l'intégration de la dimension de genre et faire progresser le programme WPS en poursuivant les efforts et en prenant des mesures supplémentaires pour assurer des progrès significatifs dans ce domaine;
5. Communiquer activement et régulièrement avec d'autres

organisations internationales travaillant dans le domaine du maintien de la paix et du renforcement des capacités au Mali et au Sahel.

Leçons apprises

Financement accru et soutenu pour les résultats souhaités

Le maintien du financement est essentiel pour atteindre des résultats cohérents et susciter des changements significatifs, comme en témoignent les initiatives de formation des formateurs (PT) et les efforts consacrés à la formation et à l'autonomisation des agentes en tant que formatrices.

Adaptation des évaluations des lacunes structurelles organisationnelles

Lors des évaluations structurelles organisationnelles, il est essentiel d'adapter l'approche et la méthodologie au contexte spécifique et au niveau de maturité de l'entité. Cette adaptabilité garantit que l'évaluation est pertinente, efficace et utile pour la croissance et le développement de l'organisation.

Importance de la formation des formateurs

Des cours de rappel réguliers pour la formation des formateurs sont très utiles et nécessaires pour maintenir une équipe de formateurs actifs et motivés. Ces mises à jour contribuent au perfectionnement professionnel continu des formateurs, en veillant à ce qu'ils restent à jour avec les meilleures pratiques et méthodologies en évolution.

Lutte contre les préjugés sexistes

Il existe une divergence de perception entre les formateurs féminins et masculins concernant l'inclusion des questions de genre et de droits de l'homme dans les programmes de formation. Ce biais souligne la nécessité de poursuivre les efforts pour promouvoir une approche plus globale et inclusive des questions liées au genre, en veillant à ce que tous les formateurs reconnaissent et abordent les sujets nécessaires dans leurs programmes de formation.

Acronyms and Abbreviations

A4P	Action for Peacekeeping
CFA	Communauté Financière Africaine franc
CSA	Comité de suivi de l'Accord
CSH	Critical Systems Heuristics
ECOWAS	Economic Community of West African States
EMPABB	Alioune Blodin Bèye Ecole de Maintien de la Paix
EQ	Evaluation Question
EU	European Union
EUR	Euro
EUCAP Sahel Mali	European Union Capacity Building Mission in Mali
FPU	Formed Police Units
INTERPOL	International Criminal Police Organisation
MINUSMA	Multidimensional Integrated Stabilization Mission in Mali
ToT	Training of Trainers
UN	United Nations
UNDPPA	United Nations Department of Political and Peacebuilding Affairs
UNEG	United Nations Evaluation Group
UNITAR	United Nations Institute for Training and Research
UNODC	United Nations Office on Drugs and Crime
WPS	Women, Peace and Security

Introduction

Background

1. The United Nations Institute for Training and Research (UNITAR) is the principal training arm of the United Nations (UN) that aims to improve the effectiveness of the UN in achieving its major objectives through training and research. Since 2016, UNITAR's Division for Peace has been working to strengthen the capacities of the Alioune Blondin Bèye Ecole de Maintien de la Paix (EMPABB) and, more broadly, to sustain peace in Mali and the Sahel region through a series of project interventions, all supported by the Federal Foreign Office of Germany. These interventions include the following specific projects:
 - Sustaining Peace in Mali and the Sahel Region through Strengthening Regional Peacekeeping Training Capacities (2017-2019, implemented in two phases);
 - Strengthening Operational Capabilities of Francophone Police Contributing Countries (2020) and Strengthening Operational Capabilities of Police Contributing Countries (2021);
 - Supporting the Yearly Trainings Programme of the Ecole de Maintien de la Paix (2022), which is the scope of the present evaluation.
2. Although the project supporting the yearly training programme of EMPABB is distinct from the others, the evaluation was undertaken with this wider EMPABB engagement in mind, in so far as UNITAR has been supporting the centre through a ToT capacity-building approach for it to become, and maintain its status as, a centre of excellence and contribute to the preparation of personnel deploying to UN and non-UN operations. Indeed, the project specifically builds on the support provided to EMPABB over the years.
3. The 2022 project aimed to strengthen the impact of peace operations (UN and non-UN) by directly addressing the challenges related to paring deployed personnel. The project's initial budget of 1 million EUR was increased to 2 million EUR in September 2022. The project sought to reinforce EMPABB to host training of African personnel (women and men) deploying to UN and non-UN operations. EMPABB aimed to consider the specific needs of female personnel, complement the activities of existing centres in the region and function as a centre for high impact training.¹
4. The project comprised long-term and short-term objectives, with the overarching, long-term objective to facilitate broader availability of impactful training for deployed personnel (women and men) in Africa. The project's short-term outcomes include:
 - Increased accessibility to the regional training centre;
 - Strengthened capabilities and motivation of local trainers (women and men) to deliver high impact training;
 - Strengthened capabilities and motivation of personnel (women and men) from the region to operate effectively in high-risk environments.

The project contained the following main components:

- A review of the internal operating framework of EMPABB (including overall environment, culture, strategy, structure, systems, people, inputs and resources,

¹ UNITAR's approach to high impact training is grounded in the principles of performance, human-centredness, innovation, transformation, inclusivity and interactivity.

- outputs and performance, and considering cultural and gender aspects), based on which a medium-term strategy will be developed, in line with the UNITAR strategic framework;
- The establishment of a roster of certified trainers – temporarily or permanently associated with EMPABB - in line with UNITAR quality standards;
 - The delivery of pre-deployment training of African personnel in preparation for UN assignments;
 - The delivery of training on cross-cutting topics of Malian and ECOWAS Member States representatives, at EMPABB or through mobile training teams.
5. By reinforcing the capacities of EMPABB to host training of African personnel and by stressing the importance of coordination with relevant stakeholders, the project sought to contribute to the harmonization and standardization of training, which in turn was expected to have a positive impact on field performance and, finally, strengthen the impact of both UN and non-UN peace operations.

Purpose of the Evaluation

6. The purpose of the evaluation is to assess the relevance, coherence, effectiveness, efficiency, likelihood of impact and likelihood of sustainability of the project; identify good practices as well as any challenges that the project has encountered; and provide recommendations and identify lessons to be learned on design, implementation and management. The evaluation was thus intended to meet accountability requirements and provide findings, conclusions, recommendations and lessons learned to contribute to the project's improvement, strategic direction and broader organisational learning. The evaluation did not only assess project performance, but also sought to explicate the relations by identifying factors contributing to, or inhibiting, successful delivery of the results. The evaluation built on two independent evaluations undertaken on the earlier project interventions.² Lessons from the evaluation should inform possible future projects.
7. In addition to serving as an accountability function, the evaluation's purpose was also to be as forward-looking as possible to inform strategic decisions in formulating possible future projects, with an emphasis on institutional assessment and support.³ The primary audience of the evaluation is UNITAR's project management team; the implementing partner, EMPABB; and the donor.⁴ In accordance with the disclosure requirements of the UNITAR Evaluation Policy, the report will be shared externally with the donor and other relevant stakeholders and published online on the UNITAR and the United Nations Evaluation Group (UNEG) website repositories of evaluation reports.

² Independent evaluation of the Strengthening Operational Capacities of Police Contributing Countries (2020-2021) and Independent Evaluation of the Sustaining Peace in Mali and the Sahel Region through Strengthening Peacekeeping Training Capacities Project.

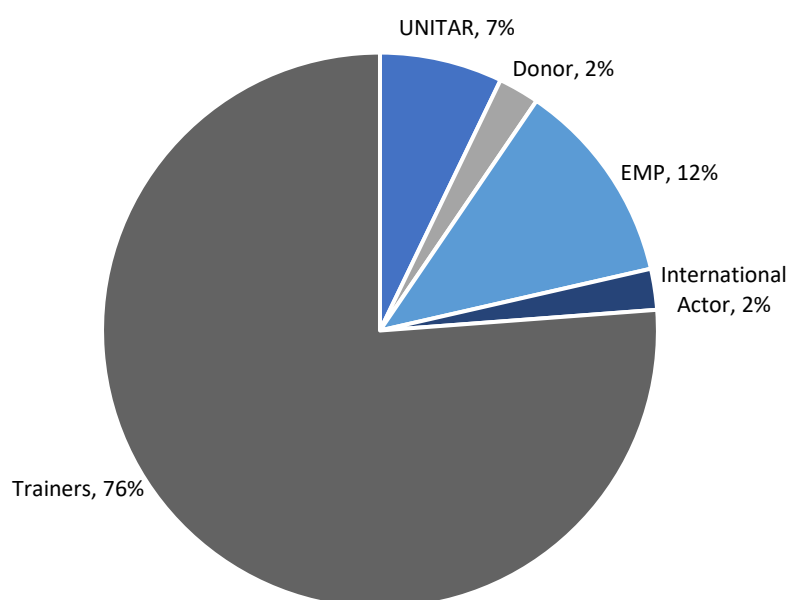
³ The evaluation assessed the institutional assessment and support dimension in conjunction with the project's intended outcome.

⁴ The Federal Foreign Office of Germany.

Evaluation methodology

8. Based on the evaluation's overarching and sub-objectives, the evaluation team adopted an approach that included a realist evaluation approach through a set of analytical tools.⁵ The evaluators drew their findings and recommendations using context analysis, contribution analysis and some elements of the most significant change approach with some relevant stakeholders.
9. Mixed methods were used for this evaluation, with a survey⁶ administered to EMPABB trainers (with 18 responses received or a 56 per cent response rate), a desk review of internal and external documents (see list in Annex 4), key informant interviews and focus group discussions (see anonymized list in Annex 3). The number of female trainers that were interviewed remained comparatively low, as shown in Figure 2, given the limited participation of females in the security sector of West Africa, especially in Mali, where the field work of the evaluation was conducted.

Figure 1: Stakeholders consulted during the evaluation

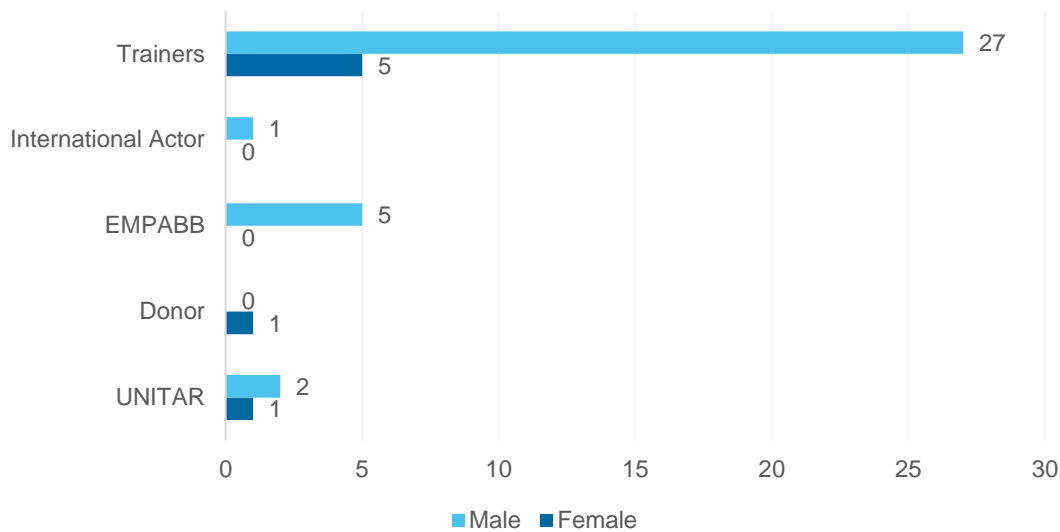


Source: Evaluators based on interviews

⁵ The evaluation intended to also draw on Critical Systems Heuristics (CHS), a tool used to aid the exploration of the decision-making processes of any situation of interest and help identify potential chains of causality.

⁶ The survey targeted 32 ToT participants from this project and the Strengthening Crisis Management Capacities of Malian National Police, Gendarmerie and National Guard during Elections Project.

Figure 2: Gender of the stakeholders consulted in interviews



Source: Evaluators based on interviews

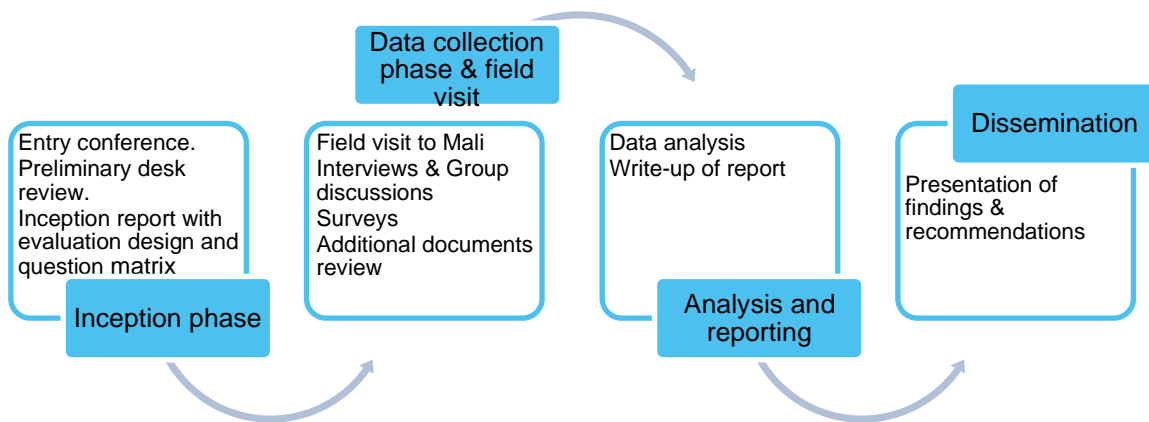
10. According to the Security Council report of January 2023 with regard to MINUSMA's overall deployed forces,⁷ the ratio of female officers across security forces, both military and police, has increased since 2021. The project focuses on training police and military officers, as well as civilians, who are deployed to peacekeeping missions across Africa, both UN and non-UN. However, the evaluators did not interview any of the beneficiaries of the training courses, due to a lack of contact information, and given security-related matters, as specified in the limitations section.

Stakeholder Mapping

11. The selection of key informants followed a purposive sampling methodology. Additionally, when deemed appropriate and necessary, referrals were solicited to identify other relevant informants, in consultation with the project management team. This process was carried out during in-person interviews, group discussions, phone interviews and the field mission.
12. Most of the interviews were conducted during the field mission to Bamako during the last week of January 2023. Subsequent interviews were carried out using distance communication based on referrals and contact details included in the surveys for additional information generation.
13. The evaluation took place in several phases as shown in the figure below.

⁷ From the latest security council report – January 2023: “Women accounted for 5.1 percent of the military personnel. Compared with December 2021, the number of female military personnel increased by approximately 0.79 per cent. S/2023/21 14/19 22-29311 Police 67. As of 14 December, 1,598 police personnel were deployed, corresponding to 83.22 per cent of the authorized strength of 1,920 personnel. Women accounted for 28.83 per cent of 274 individual police officers and 14.50 per cent of 1,324 formed police unit personnel. Compared with December 2021, the number of female individual police officers increased from 71 to 79, an increase of approximately 11.26 per cent.” It has to be noted that these percentages represent females that contribute to the peacekeeping force, which is composed of different nationalities, and not just Mali.
https://minusma.unmissions.org/sites/default/files/s_2023_21-en.pdf

Figure 3: Evaluation Phases



Ethical standards

14. The evaluation adhered to UNEG Norms and Standards and the UNITAR Evaluation Policy and operational guidelines for independent evaluation, as well as ensured gender, human rights and ‘leave no one behind’ principles. The evaluation tools upheld these practices and applied a Do No Harm approach during stakeholder engagements. This approach ensured that the evaluators did not jeopardize any of the relationships generated through this project. Finally, the evaluators informed stakeholders prior to any interview about the non-attribution of comments by stakeholders in the report. Only the name of the institutions is mentioned in the list of interviewees but not the names of the people interviewed.

Limitations

15. The evaluation encountered several limitations that are worthy of mentioning. These include:
 - **Limited time frame of the project’s implementation and missing baseline values.** The limited time frame of this project - only six months – was an important limitation in assessing the project’s outcome results and intended (and preliminary) impact. To partially mitigate this limitation, the evaluation team drew on the reports from two previous evaluations undertaken on programming to support EMPABB. Nonetheless, the lack of some baseline values in the project’s log frame rendered a complete assessment of the project’s performance difficult.
 - **Access to deployed officers and former participants.** For the evaluation, it would have been critical to obtain as much information as possible from participants who were trained and then deployed to peacekeeping missions or from their supervisors. However, contacts (e.g. e-mail addresses) were not available for participants. To

attempt to mitigate this limitation, the evaluators consulted the trainers on the behavioural or performance changes expected of the trained participants once in the field. The evaluation team also did not consult any civilians that had benefitted from the training activities.

- **Access to documentation.** The final narrative and financial reports of the project were only scheduled to be submitted on 30 June 2023, some six months after the end of the project's implementation period. This scheduling time frame did not allow the evaluation to draw on either final report.
- **No consultation with the end beneficiaries.** The evaluation's time frame, budget and on-the-ground security situation did not permit carrying out consultations with the project's end-beneficiaries – the communities directly in contact with deployed personnel in peacekeeping operations. The evaluation team focused on assessing the level of usability and usefulness of the trainings received by the participants in their daily work, and understanding what else is needed to help them during peacekeeping missions, from the trainers' perspective. As the 2022 project is focused on the institutional strengthening of EMPABB, the evaluation team also focused on the internal impact and sustainability of the project's activities rather than on the impact on the communities, which form part of the overarching outcome of the different UNITAR project interventions funded by the German Ministry of Foreign Affairs since 2017.
- **Delayed delivery of the organisational assessment report.** The delayed delivery of the organisational assessment of EMPABB's capacity (received in March 2023 two months after the evaluation's field work) and lack of stakeholder engagement in the process did not enable the evaluators to use the Critical Systems Heuristics tool as intended to explore the decision-making process. The delay in the report's delivery also affected the extent to which the evaluation could assess organisational assessment. To partially mitigate this limitation, some questions were included in the evaluation e.g. the extent to which the project contributed to strengthening EMPABB's capacity and the level of autonomy of the trainers.
- **Assessing the project's level of impact.** It should also be noted at this stage that determining reliable chains of causality linking any form of learning activity with subsequent behaviour change is extremely difficult, due to a wide range of factors, often not recognised or invisible, which prevent knowledge and skills from being implemented. Isolating the effects of the project's intervention was also challenging given the iterative approach to supporting EMPABB over the past six to seven years, with at least some of the trained trainers having benefitted from other interventions. Nevertheless, the evaluation tried to collect sufficient data to make it possible to provide an informed assessment of the likely contribution that learning makes to behaviour change.
- **Survey response rate and sample.** Due to a small sample, the survey received a limited number of responses despite a good response rate. Moreover, as the survey was administered jointly for two projects, only 18 responses can be accounted for this project and results shall hence be treated with caution. In addition, while survey respondents have taken part in the ToT refresher (for instance, Vivier de formation de formateur), some of them have also taken part in previous ToTs under previous project interventions.
- **One field mission for two project evaluations.** The simultaneous delivery of two projects (TARPT109, TARPT083) with EMPABB as implementing partner, with some beneficiaries involved in the delivery of both projects, and the need to optimize resource efficiencies led to data collection for the two evaluations being combined

into a single mission. At interviews during the mission, the trainers could not discern the specific project title under which they received the different training courses over the past year, provided by EMPABB in collaboration with UNITAR. Consequently, the primary focus was directed towards assessing the content and its delivery, as well as evaluating the training's overall relevance, usefulness, sustainability and areas for improvement. It is worth noting that beneficiaries in general, in this case, the trainers, often do not distinguish between different donors or project implementers. In such instances, the evaluation team reoriented its inquiries towards other critical evaluation criteria, the findings of those aforementioned. Nonetheless, recipients were clearly familiar with UNITAR and could easily distinguish UNITAR's training programmes from others. This underlined positive difference was due mostly to UNITAR's distinct and learning methodological approaches, which are documented in this report.

Key evaluation questions

16. The evaluation responded to the following key evaluation questions (EQs) that were agreed at the inception phase. A set of sub-questions was proposed in the evaluation matrix (Annex 3) to answer these evaluation questions, which were also included in the interview guides (Annex 4). For further discussion of how these key EQs have been derived, see Annex 2.

RELEVANCE: To what extent is the project relevant for EMPABB and the needs of other key beneficiaries?
COHERENCE: How coherent is the project with other UNITAR/other actor initiatives for EMPABB/the region?
EFFICIENCY: How efficient has this project been in delivering the expected outputs within the dedicated time frame and resources?
EFFECTIVENESS: How effective has the project been in delivering planned outputs and achieving intended outcomes?
LIKELIHOOD OF SUSTAINABILITY: How sustainable is this project, in terms of results enduring beyond the end of the project?
LIKELIHOOD OF IMPACT: What impact can be observed after the end of this project and since the beginning of the first project intervention? What indicators exist that intended outcomes of the 2022 project are likely to produce impacts?

Findings

17. The findings are the results of the triangulation between document review, external sources, interviews and the survey. The following findings answer the main EQs and are presented by evaluation criterion and according to relevant stakeholders.

Relevance

To what extent is the project relevant to EMPABB and to the needs of other key beneficiaries?

18. This EQ is divided into several findings according to stakeholder (*viz*, EMPABB, the donor, and the Malian and African security and police forces that are deployed to the peacekeeping operations, amongst others).
19. Overall, **most of the components of this project were assessed as relevant to all stakeholders**. The project was found to be relevant, aligning with the mandates of

MINUSMA, the needs of the police forces and EMPABB. The project also integrated UN Resolution 1325⁸ on the role of women in peacekeeping by promoting an increase in the number of female officers across functions of police forces deployed across peacekeeping forces and within EMPABB's pool of trainers. Some of the components of the project remained relevant, especially for EMPABB. Details are provided below under each stakeholder.

Project relevance for EMPABB

20. Overall, and similar to findings from evaluations of previous interventions, interviews and the desk review, the objectives, outputs and results were found to be relevant to EMPABB, especially with respect to the ToT, the support in strengthening quality assessments of the trainers' ability to deliver, the certification processes and the strengthening of the training content.
21. The project's first outcome was on strengthening the accessibility to EMPABB through two outputs: increasing the percentage of trained African personnel deploying to UN and non-UN peacekeeping operations and an organisational strengthening analysis of EMPABB's internal operating framework. The first output was relevant and aligned with EMPABB's mandate and the context of MINUSMA and other peacekeeping operations across Africa. The second output was aligned with the UN Secretary General's 2018 Action for Peacekeeping (A4P)⁹ Strategy, which emphasized the need to strengthen local capabilities and shared responsibility in the expected peace outcomes with local partners and countries. While the interviews concurred that this second output was interesting and potentially relevant for EMPABB, the conclusions of the process were less convincing as EMPABB had already integrated the need to diversify revenue through alternative sources as well as maintain and potentially expand its infrastructure in its existing strategy.¹⁰ EMPABB had launched two Masters programmes on peacekeeping and security studies,¹¹ leased its premises for events organized by external parties and contributed to one project, other than training, that is related to peacebuilding on empowering women for mediation, funded by Norway. The relevance of the organisational strengthening assessment was questioned during the field mission as it was already part of EMPABB's internal reviews which led to the development of the alternative activities between 2018 and 2023. The *bilan* (or overall review or assessment) summarizing the findings does not reveal new themes or offer any clarity on the gaps that require strengthening. The report underlines that hardly any documents were shared by EMPABB and only two phone calls were conducted between the executive team and UNITAR. Further details as to the effectiveness and efficiency of the institutional strengthening component are provided in the sections below.
22. The project's second and third outcomes, namely strengthened capabilities and motivation of local trainers (both women and men) to deliver high impact training, strengthened capabilities and motivation of personnel (both women and men) from the region to operate effectively in high-risk environments (and the outcomes' corresponding outputs) were viewed as relevant by both the trainers and EMPABB. It was also acknowledged that they aligned with the previous project interventions that took place between 2017 and 2021, which focused on building African police capabilities to deploy to peacekeeping missions across Africa. From a relevance perspective, these two outcomes were aligned with the needs of the trainers. However, the way the outcomes and outputs are defined makes them difficult to assess further, beyond their relevance, as it is difficult to gauge what is understood by "high impact

⁸ <https://wps.unwomen.org/security-council/>

⁹ <https://www.un.org/en/A4P/>

¹⁰ According to interviews and the EMPABB Board's 26th Session meeting minutes of 30 January 2022.

¹¹ <https://www.empbamako.org/en/master-training/>

training” without a clear definition to align UNITAR’s and EMPABB’s understanding of the term. Finally, although the training cycle should start with a training needs assessment, the evaluation found the lack of baseline metrics to be an important limiting factor in gauging the project’s relevance to these intended outcomes.

Relevance to the donor

23. The evaluation found that support for EMPABB is relevant to and aligned with Germany’s foreign policy objectives for the Sahel with respect to stabilization and security. The new funding mechanism, to channel funds¹² to EMPABB through UNITAR that was otherwise provided directly, was found to be relevant to the donor to continue engagement with relevant and vetted institutions, such as EMPABB, when the political and regional contexts were degrading and becoming more and more volatile. For EMPABB, it is relevant to continue to deliver the trainings as planned and fulfil their mandate that aligns with Germany’s strategy for the Sahel.¹³ For the current situation, although adding an intermediary, new financing model, it is a win-win solution for EMPABB and the German Federal Foreign Office to continue delivering their mission.

Relevance to UNITAR

24. The evaluation found that the project shared similarities with other projects implemented by UNITAR in Mali and the broader Sahel region.¹⁴ This alignment reflects UNITAR’s commitment to pursuing its strategic objective of promoting peace and addressing the underlying causes of violence. As such, this project aligns seamlessly with the overarching goals and vision set out in UNITAR’s Strategic Objective 1 to promote peace and just and inclusive societies.¹⁵ With regards to the management of funds, UNITAR acted primarily as a fund manager. This modality did not present any major implications for the project’s implementation, which continues to offer technical assistance as it has previously done it.

Relevance to the trainers

25. According to the survey deployed to the trainers, the ToT and all training activities delivered were found to be extremely relevant and of great quality. According to the interviews, the trainers referred to the training as offering more practical content than other training programmes and focused on pedagogy and methods of delivery. As to the trainings offered by EMPABB, the surveys and interviews underline the relevance of the topics for police officers from the region being deployed to different peacekeeping missions around Africa.

26. In conclusion, the evaluation found the project to be overall relevant for all stakeholders, but not uniformly across all project components. The second outcome, on strengthening the organisational capacity of EMPABB, could have been more pertinent had the gaps assessment been carried out beforehand and in collaboration

¹² Of the project’s 2 million EUR budget, a total of 789,113,604.50 CFA, equivalent to some 1.2 million EUR (some 60 per cent), was distributed by UNITAR in the form of a grant to EMPABB.

¹³ <https://www.auswaertiges-amt.de/en/newsroom/news/-/2595298>

<https://www.diplomatie.gouv.fr/en/country-files/africa/the-international-coalition-for-the-sahel/>

¹⁴ Sustaining Peace in Mali and the Sahel Region through Strengthening Regional Peacekeeping Training Capacities.

¹⁵ Strategic Objective 1. Promote peace and just and inclusive societies. Conflicts, new or longstanding, undermine sustainable development. As so eloquently summarized in the 2030 Agenda, “[t]here is no peace without development, there is no development without peace.” Tackling violence; addressing root causes of conflict, insecurity and injustice; and strengthening governance and institutions are essential steps to creating a more sustainable future. This is of critical importance at a time when large numbers of people feel that development has left them behind, express a lack trust in institutions, and are concerned about corruption, violence and instability. https://unitar.org/sites/default/files/media/publication/doc/UNITAR_Strategic%20Framework_2022-2025.pdf

with EMPABB. At the end of this project, the *bilan* is based on little information and not grounded in EMPABB's ownership of the process.

Coherence

How coherent is the project with other initiatives for EMPABB and/or the region?

International actors in the Sahel and in Mali

27. The evaluation mapped what other international actors were doing with respect to training forces to be deployed to peacekeeping operations and, while some organisations¹⁶ were conducting similar training, all the interviews and surveys underlined the quality of EMPABB's training activities as an added value. Following the change of the government's leadership in 2021, some of the bilateral aid agencies withdrew their direct contributions and are now engaged through similar financing models as the one Germany established with EMPABB and UNITAR.

Building capacity through ToT

28. The evaluation found the project to be coherent and aligned with the longer-term vision of strengthening local capacities and EMPABB to prepare African peacekeeping forces, particularly since the project is not the first project implemented by UNITAR in Mali and the region with the support of EMPABB.¹⁷ The training of the African peacekeeping forces is coherent with the previous mandate and renewed¹⁸ mandate of MINUSMA¹⁹ which stipulates that "its main strategic priority has remained unchanged: to support the implementation of both the Agreement for Peace and Reconciliation in Mali ('the Agreement') and the full realization of the political transition". The Security Council also reiterated that the UN and other international partners remain firmly committed to the implementation of the Agreement as a means of achieving long-term peace and stability in Mali, and acknowledged the efforts of the head and members of the *Comité de suivi de l'Accord* (CSA) to enhance the implementation of the Agreement. Thus, UNITAR's project and Germany's funding are aligned with the Security Council's mandate and renewed commitment to peace in the Sahel and in supporting the political transition in Mali.

29. Training of trainers is also offered by EMPABB on different topics (such as women and security, elections and protection of civilians) to those delivered by UNITAR and consequently the evaluation found no duplication. EMPABB ToTs are viewed as complementary to others and coherent with the security forces' needs. On the contrary, security and police force officers are interested in accessing more trainings from UNITAR and other institutions as this gives them the opportunity to learn and integrate into their daily work 'international best practices and standards', according to interviews.

30. The evaluation found the organisational strengthening outcome to be aligned with another project, also financed by Germany, aiming to reinforce the Peacekeeping Training Centre of Tanzanian Armed Forces. This project is still ongoing. A *bilan* of the sustainability and diversification of revenue was carried out by EMPABB and the Peacekeeping Training Centre to understand how each can become less dependent on international donors. However, according to interviews with EMPABB's

¹⁶ Other organisations that offer similar trainings include the EU, MINUSMA and bilateral aid agencies from France (until 2021), Norway and the United States.

¹⁷ Sustaining Peace in Mali and the Sahel Region through Strengthening Regional Peacekeeping Training Capacities.

¹⁸ <https://minusma.unmissions.org/en/mandate-0>

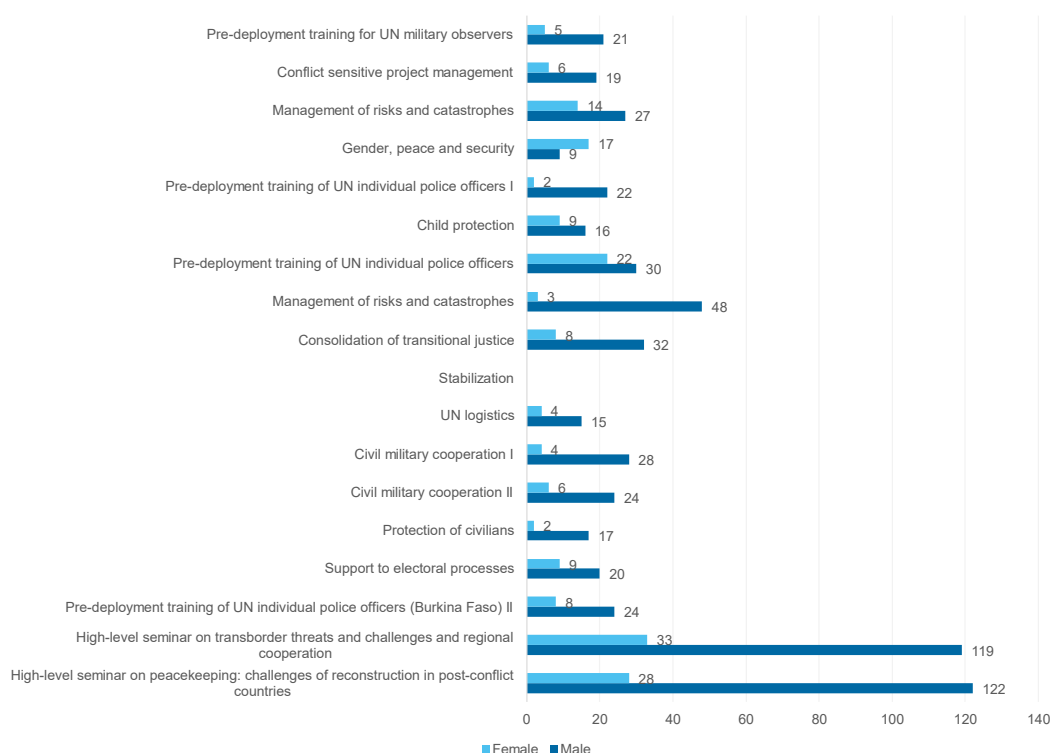
¹⁹ The United Nations announced that MINUSMA will be dismantled by the end of 2023.

management, the diversification strategy was already embedded into its institutional strategy and implementation of solutions in progress, such as the rental of the school's facilities and the development of master's programmes and exploring online training. In contrast to EMPABB, and according to interviews with the evaluation team and other relevant stakeholders, Tanzania's centre was established before EMPABB, which required additional and more continuous support from UNITAR than EMPABB.

Women, Peace and Security Agenda

31. The project was also found to be coherent with the UN Security Council Resolution 1325 on Women, Peace and Security (WPS), as UNITAR and EMPABB acted on recommendations to integrate gender-related topics, such as gender-based violence, how to properly arrest women, female protection in crowd control processes and how to increase the pool of female trainers. Evaluations of other project interventions supporting EMPABB underlined that female trainers were not yet recruited due to gender norms, such as family constraints and cultural bias. EMPABB addressed the recommendation and integrated into its pool of trainers female officers who also travelled to Guinea and towns outside Bamako to deliver training. During data collection in the field, the female trainers interviewed concurred that they have delivered trainings and are advocating for greater gender-focused themes in the training contents. The evaluation found that the project has become more coherent and aligned with the WPS Agenda than in previous project interventions and that EMPABB is working towards more gender balance in its pool of trainers. The school is also actively advocating for female participants in its various trainings, although it recognizes that ongoing challenge to obtain greater numbers of female participants. However, according to the female trainers, change is slowly taking shape and mentalities are evolving amongst Malian society to enable women to take on more security forces roles.
32. In addition, and according to interviews, the survey and the desk review, EMPABB pushed to invite female officers to become trainers as well as to encourage female participants. As per Figure 4, above, there were female participants in 99 per cent of the training activities, except for the training on stabilization. There was a higher percentage of female officers on the Gender, Peace and Security training than male officers. This training should be more balanced as male officers also need to be informed and trained on this agenda. Nonetheless, the evaluation concluded through interviews and the desk review that EMPABB, as an institution, is advocating for greater female integration into security and peacekeeping forces, which is coherent with the ["Cruz Report"](#).

Figure 4: Number of participants by gender



Source: Project intermediary report, January 2023

33. In conclusion, while there are many training programmes offered in Mali by different institutions, interviews and the desk reviews concurred that there is no overlap or duplication in the themes and teaching methods offered by EMPABB and UNITAR. The training is viewed as more practice-oriented and coherent with the needs of the security forces and their contexts than other training programmes. Some suggestions were made to strengthen the delivery and the adaptation of the content by the security forces across the country and the region, which will be addressed in the section on effectiveness.

Effectiveness

How effective has the project been in delivering planned outputs and achieving intended outcomes?

34. The following findings are based on the triangulation of interviews, the desk review and the survey responses. Table 1 contains the assessment of achievement of the outcomes/outputs proposed on the log frame, based on the colour-coded scoring below.

Key	Description of the grades of achievement
Not achieved	None of the planned outputs has been achieved and thus the outcome is not achieved.
Partially achieved	Some of the planned outputs have been achieved.
Mostly achieved	Over 50 per cent of the planned outputs have been achieved.
Fully achieved	All planned outputs have been achieved.*
Not measurable	The evaluation did not obtain the data required for measurement or baseline data was missing to allow for measurement.

*The associated outcomes may not be measurable within such a short time frame, however. Further info will be included in the section on impact.

Table 1: Achievement of outputs for each of the three outcomes

Project Outcome/outputs	Description	Indicator	Evaluation's assessment
Project Objective 1 (Outcome)	Increased accessibility to the regional training center.	<p>% of increase of African personnel trained in/by the staff of EMPABB for deployment to UN and non-UN peace operations within 1 year from its establishment</p> <p>Baseline: Not specified by project management or available in document review Target: 15%</p>	<p>Not measurable. As the target is a 15% increase from the baseline, it is important to underline that the indicator refers to 1 year from the establishment of the project. In the absence of a baseline, the evaluation was unable to measure the indicator.</p>
Result 1.1 (Output)	Action plan developed (based on the results of the review of the operating framework)	<p>Number of action plans developed</p> <p>Baseline: 0 Target: 1</p>	<p>Not achieved. No action plan was developed. A report on a partial organisational strengthening assessment was produced and delivered in March 2023 but it does not contain an action plan. This indicator is mentioned as "achieved" in the interim narrative report, however. The interim report explains that discussions with EMPABB led to a change in plans regarding this output.</p>
Project Objective 2 (Outcome)	Strengthened capabilities and motivation of local trainers (women and men) to deliver high-impact training	<p>% of trainers meeting the completion requirements of the certification programme</p> <p>Baseline: 0% Target: 80%</p>	<p>Fully achieved. 16 trainers have completed UNITAR's TOT process and 85 per cent of them met the completion requirements, according to the interim narrative report. However, it is difficult to gauge what is understood by 'high impact' training as the indicators do not reflect the measurement of the type of training but rather the level of mastery of the trainers. In addition, as highlighted in the limitation section, the evaluation team could not speak to any participants and thus it is difficult to assess what they perceived and understood as 'high impact training'. However, the evaluation team interviewed trainers and they have all been enthused and motivated to deliver trainings.</p>

<p>Result 2.1 (Output)</p>	<p><i>Training delivered to EMPABB trainers.</i></p>	<p>Number of trainers certified</p> <p>Baseline: 0 Target: 20</p>	<p>Mostly achieved. While a ToT was delivered and appreciated by all the trainers, the target was partially met, with 16 trainers completing the event, according to the list of participants from the “Vivier formation de formateurs”. The interim narrative report indicates 22 participants. However, the evaluation was not able to verify this figure.</p>
<p>Project Objective 3 (Outcome)</p>	<p><i>Strengthened capabilities and motivation of personnel (women and men) from the region to operate effectively in high-risk environments.</i></p>	<p>% of participants meeting the completion requirements of the training programme</p> <p>Baseline: 0% Target: 80%</p>	<p>Not measurable. EMPABB’s training reports do not include completion requirements. While reference is made to pre- and post-test scores, completion requirements are not defined. Upon examining the post-test scores and considering the reports containing complete required data points (6 out of 9), it appears that 55 per cent of the participants attain 80 per cent or higher on average. The interim report indicated that 89 per cent have achieved the completion requirements.</p>
<p>Result 3.1 (Output)</p>	<p><i>Pre-deployment training delivered to personnel from Africa in preparation for UN assignments.</i></p>	<p>Number of participants trained</p> <p>Baseline: To be confirmed at the beginning of the project Target: No target defined in the beginning. Target of 360 defined in second interim report, including for crosscutting topics</p>	<p>Not measurable. The pre-deployment training was delivered to a total of 774 participants, according to the second interim report, including on cross-cutting topics. The evaluation did not obtain all participant lists to verify this information.</p>
<p>Result 3.2 (Output)</p>	<p><i>Training on cross-cutting topics delivered to personnel from Mali and ECOWAS Member States, either at EMPABB or locally, through mobile training teams.</i></p>	<p>Number of participants trained</p> <p>Baseline: To be confirmed at the beginning of the project Target: To be confirmed at the beginning of the project</p>	<p><i>Training on cross-cutting topics was delivered, including gender and human rights, international humanitarian law, protection of civilians and conflict sensitivity, amongst others. The interim narrative report and log frame do not, however, specify which of the training events are considered as cross-cutting precisely and does not differentiate between outputs 3.1 and 3.2, either for target or actuals.</i></p>

35. Overall, the evaluation found the project to have performed satisfactorily given its limited time frame. However, this assessment is limited, in so far as baseline values for some of the project log frame indicators were not specified to allow for measurement and a more complete picture of project performance. Moreover, the evaluation found one shortfall concerning the organisational strengthening output, as it was only achieved partially, without any roadmap.²⁰ The organisational assessment merely offers a brief overview of EMPABB's organisational and legal structure. Interviews underscored that several factors contributed to delays and affected this deliverable, such as the challenging security context in Mali. This restricted UNITAR staff from conducting multiple trips to Bamako to effectively assess the gaps and challenges of EMPABB's organisational structure, as well as a lack of engagement by EMPABB given its intensive training schedule and other demanding commitments.
36. As mentioned above, output 1.2²¹ under outcome 1 on organisational strengthening was delivered in March 2023 yet the *bilan*²² provides little insight or analysis on institutional gaps, let alone ways to address them. It does not offer any recommendations as to how to diversify its sources of revenue but only repeats what EMPABB has already put in place, e.g. developing two master's programmes, new partnerships with different bilateral actors to support peacebuilding projects, the digitalization of the trainings to minimize the cost of trainings for some and diversity of the types of content offered. The *bilan* does not offer a roadmap to EMPABB on how to strengthen the diversification of funding and its organisational development where needed. According to interviews, little information was shared between EMPABB and UNITAR and only two calls and a short visit to Bamako had taken place. According to interviews with EMPABB, the process stopped there. Some documents were shared and the *bilan* was delivered in March 2023. The key objective of the organisational strengthening outcome was to reinforce the mindset of EMPABB in diversifying its resources and adopting a more business-focused approach. As underlined during this evaluation, a roadmap was intended to be the project's output to be integrated into EMPABB's new five-year strategy. One of the conclusions that the evaluation team drew from this output was that EMPABB did not necessarily need that type of organisational strengthening support but rather needed a deeper look into its knowledge management and database streamlining as it was very difficult for the evaluation team to obtain clear information on the trainings' trainees, content and contact details. The information was scattered across different departments and not consolidated into one register or repository. A similar comment could be made on the pool of trainers that EMPABB uses on a regular basis. This outcome was proposed by UNITAR to EMPABB, as UNITAR has been helping other training centres with a similar approach. Overall, the evaluation found that the *bilan* missed the opportunity to identify and assess EMPABB's organisational gaps.
37. The key achievements of the projects are outputs 2.1, 3.1 and 3.2, dedicated to trainings and strengthening a pool of trainers for EMPABB to deliver high-quality trainings to future police and army officers deploying to peacekeeping missions in Mali and Africa. However, these outputs only describe delivered training and the number of trained trainers and thus it is difficult to assess further impact. However, from an effectiveness perspective, the outputs were delivered but do not suffice to assess the achievement of outcomes 2 and 3.

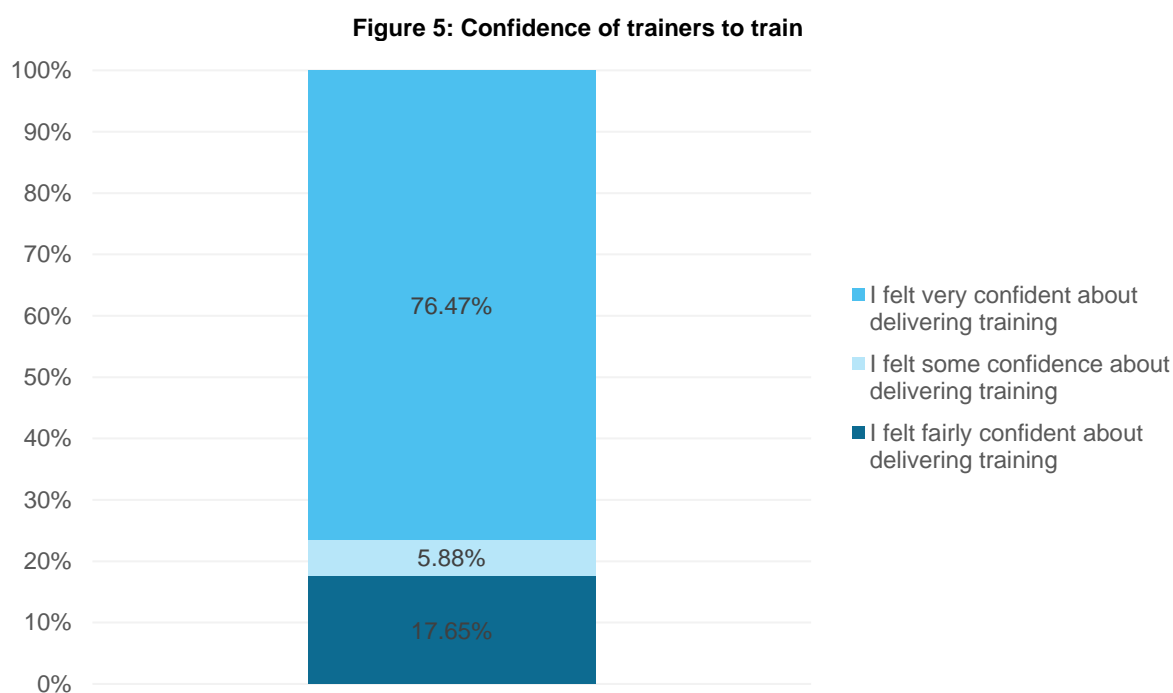
²⁰ Road maps or action planning are considered to be the most important part of organisational assessments.

²¹ Output 1.2 is defined as 'Action plan developed (based on the results of the review of the operating framework)' as per the log frame of the project TARPT109.

²² The *bilan* is 36 pages, with the first 15 pages describing the organisational structure's methodology and the other 15 pages describing EMPABB's legal status, EMPABB's organigramme, human resources available, infrastructure and equipment available, EMPABB's network and relations with other partners, and the question of sustainability. The report does not offer any details on the percentages of funding received from donors versus the revenues generated by other activities, such as the master's programmes, the rental of the facilities and the contribution to other peacebuilding projects.

Output 2.1: The refresher training of trainers for the roster of EMPABB trainers

38. A key output in the different project interventions supporting EMPABB has been the creation and strengthening of a pool of trainers. At the time of the data collection, this pool numbered 32 trainers, comprising officers from the police, gendarmerie and national guard with approximately 16 trainers also originating from the same units within Mali's national security forces.²³ The project targeted 20 trainers to be certified on ToT, but only 16 participated in the refresher ToT course. The output was nonetheless partially delivered (80 per cent) and the trainers were very satisfied.
39. Survey responses indicate that out of the 18 trainers who replied to the survey and reported their nationality, one trainer was from Cameroon while the rest were from Mali. According to interviews and prior evaluations conducted during the previous project interventions, trainers were highly regarded due to their valuable field experience in peacekeeping operations, whether in Mali or other parts of Africa.
40. Over the course of the different project interventions since 2017, the pool of trainers has consistently expanded. Both interviews and surveys highlighted a notable level of confidence amongst the trainers about delivering training (77 per cent felt very confident) following the ToT received from UNITAR through EMPABB, as depicted in Figure 5.



Source: Survey responses from trainers.

41. The knowledge and skills acquired during the ToT training have also been useful for trainers, particularly in relation to peacekeeping operations (100 per cent). However, there was some frustration expressed regarding the deployment and utilization of the pool of trainers. The survey and training sessions emphasized that the deployment process lacks clarity and transparency, with a preference to prioritize trainers from the police force over

²³ It is important to underline that there is no clear repository of the trainers' names and contact details at EMPABB. The lists were collated from different requests during the field mission of the evaluation in January 2023 at EMPABB, which indicates that the list is held with a few people within the institution rather than by the institution itself.

those from other security forces. On a positive note, the pool of female trainers had increased from the first project intervention to a total of five women out of 32. The evaluations of the previous project interventions²⁴ emphasized the need to continue expanding the pool of female trainers, which has been fulfilled and should be continued. Other recommendations, such as one on coordinating better with MINUSMA and other players in the Sahel for aligning trainings and avoiding duplication, was only partially accepted by the management of EMPABB and, according to interviews, this coordination could be improved, as it is not systematic.

42. During the project's time frame of April to December 2022, with two additional training activities occurring in January 2023, a total of 774 participants took part in 18 training courses. Amongst the participants, there were 183 female officers. Assessing whether some participants attended multiple sessions held in Bamako is challenging since the lists of attendees were only available for nine of the 18 training activities. Nevertheless, EMPABB has successfully maintained and expanded its pool of trainers. Interviews reveal that these trainers are highly satisfied and motivated to conduct more training, continuously learning and incorporating best practices into their daily work. A significant request arising from interviews and surveys is the need to keep the trainers' training capabilities up to date and engaged through the delivery of additional training.
43. As shown in Figure 5, 76 per cent of those who underwent the ToT from UNITAR at EMPABB, along with the refresher training in November 2022, felt very confident in their ability to deliver training. The interviews also emphasized the benefits of being able to deliver training and the usefulness of ToT, with trainers eagerly requesting more opportunities to enhance their delivery capacity and integrate best practices and standards.
44. In summary, the project demonstrated **overall effectiveness within the constraints of a short delivery time frame**, with a high level of training implementation and positive satisfaction reported by both participants and trainers. However, one significant output fell short in providing a roadmap for informing EMPABB's future strategy regarding organisational strengthening. The *bilan* lacked comprehensive insights into the gaps within the organisational structure of EMPABB, as well as any recommendations for improvement. The primary objective of this output, as indicated in interviews, was to assess how EMPABB could achieve greater financial independence and adopt a business mindset by diversifying its resources beyond traditional donors. While EMPABB had already been implementing some activities towards revenue diversification, the output could have focused on identifying gaps within the organisation and provided a set of actionable recommendations.

Efficiency

How efficient has this project been in delivering the expected outputs within the dedicated time frame and resources?

45. The following findings were drawn from interviews and the desk review although it is important to underline that the review of the budget is only based on UNITAR's interim financial report. At the time of data collection and, in particular, in conjunction with the field visit to Mali in January 2023, some financial reports were missing. The final financial report is due six months after the end of the 2022 project, which ended in December 2022.

²⁴ The previous project interventions include: Sustaining Peace in Mali and the Sahel Region through Strengthening Regional Peacekeeping Training Capacities (2017-2019, implemented in two phases); Strengthening Operational Capabilities of Francophone Police Contributing Countries (2020); and Strengthening Operational Capacities of Police Contributing Countries (2021).

From an efficiency perspective, it is also important to note the project's implementation period of six months.

Time frame and human resources

46. The project's time frame from April to December 2022 was unusually short but it was aligned with the other previous three project interventions, which focused on strengthening the training of African police forces deployed to MINUSMA and strengthening the capacity of peacekeeping forces to deploy to peacekeeping missions around Africa through EMPABB. The targeted participants were broader, however, and extended to civilians and security and police forces working in their respective country of origin, besides the institutional strengthening component specific to the 2022 project.
47. The time frame for this project was very short considering the time it takes to plan a training session, which is about two months, from the planning stage (visas and logistics) to the delivery (two to three weeks in country or in Bamako), according to EMPABB's head of training. In addition, the delivery of the trainings was not always on schedule due to delays in receiving the transfer of funds from UNITAR, attributed to the new financial modalities of EMPABB receiving German funding in the form of a grant from UNITAR, according to interviews with different stakeholders. This delay in financial transfer was one of the shortcomings in this project but interviews concurred that it had a minor impact on the delivery of the training, which led to two training activities being implemented in January 2023. According to the intermediary report,²⁵ the documents collected during the field mission and the training reports, 18 training activities were conducted during the six-month period. Table 2 highlights the training activities that took place in accordance with the project's log frame. According to the initial project's log frame, eight training activities were planned and most of them took place. Eighteen training activities took place between April 2022 and January 2023. It is unclear whether the training on Child Protection took place or not and whether there was any provision of support for Internet security.²⁶ Both activities are mentioned in the financial report²⁷ with indications of the sums allocated to each of them but with no dates and no follow up training reports, unlike for the other activities. Additional information on these two activities could not be obtained during the field mission.

²⁵ Financial report submitted by EMPABB to UNITAR on 29 September 2023 and the intermediary report submitted by UNITAR in January 2023.

²⁶ Financial report submitted by EMPABB to UNITAR on 29 September 2023 indicates a sum of 9,908,750 CFA allocated to Internet security training, but no dates were determined, and no follow up training report was found or procured by the evaluation team. It is unclear whether the training took place or not.

²⁷ Financial report submitted by EMPABB to UNITAR on 29 September 2023.

Table 2: List of training activities delivered

Log frame number	Title of the training	Date of delivery	Location of Training
2.1	Training delivered to EMPABB trainers	14 to 25 November 2022	EMPABB Bamako
3.1	Pre-deployment training for UN Military Observers	29 August to 23 September 2022	EMPABB Bamako
3.2	Conflict-sensitive project management	20 August to 9 September	EMPABB Bamako
3.3	Management of risks and catastrophes	3 to 14 October 2022	Comoros
3.4	Gender, peace and security	12 to 23 September 2022	EMPABB Bamako
3.5	Pre-deployment training of UN Individual Police Officers I	3 to 14 October 2022, probably ²⁸ – see footnote	EMPABB Bamako
3.6	Child Protection	24 October to 3 November 2022 ²⁹	EMPABB Bamako
3.7	Pre-deployment training of UN Individual Police Officers	5 to 16 December 2022	Togo
3.8	Management of risks and catastrophes	3 to 14 October 2022	Guinea Conakry
3.9	Consolidation of transitional justice	Took place in January 2023 ³⁰	EMPABB Bamako
3.11	UN Logistics	16 to 27 January 2023 ³¹	EMPABB Bamako
Not in log frame	Internet security	The activity took place over the duration of the project but there are no specific dates included in the financial report.	It was not a training but support provided by UNITAR to EMPABB.
3.12	Stabilization	Did not take place due to conflicting dates	
3.13	Civil military cooperation I	7 to 18 November 2022	EMPABB Bamako
3.14	Civil military cooperation II	21 November to 2 December 2022	EMPABB Bamako
	Protection of civilians	3 to 14 October 2022	EMPABB Bamako
3.15	Support to electoral processes	5 to 16 December 2022	EMPABB Bamako
3.16	Pre-deployment training of UN Individual Police Officers	12 to 23 December 2022	EMPABB Bamako
3.17	High-level seminar on transborder threats and challenges and regional cooperation	19 to 21 December 2022	EMPABB Bamako
3.18	High-level seminar on peacekeeping: challenges of reconstruction in post-conflict countries	27 to 29 November 2022	EMPABB Bamako

48. Considering the short project implementation time frame, EMPABB managed to deliver all the originally planned trainings, with the exception of two training activities that took place in January 2023. EMPABB is viewed as a respected and professional training centre

²⁸ The evaluation found inconsistent record keeping. According to the September 2023 financial report, this event did not take place, but 3.16 (UNPOL Burkina Faso) had taken place. However, there is a report for output 3.5 but not 3.16. The evaluation also found inconsistencies in the number of women participants.

²⁹ The financial report of 29 September 2022 reports that it was yet to be scheduled but 45,807,707,00 CFA were allocated to this training. The January interim report includes the dates and the number of participants but there was no individual report provided or further information collected. The staff of EMPABB were reportedly very busy with ongoing training activities and could not provide a narrative report, besides the financial report, and UNITAR submitted the interim report of January 2023. The evaluation team spoke to the trainers on child protection trainings and one confirmed that it had taken place. However, the information could not be further triangulated.

³⁰ Agenda collected during the field mission in Bamako in January 2023. The interim report submitted by UNITAR indicates the dates of 6 to 16 of December 2022, but there were no reports on the specific training; only the agenda was provided during the field mission.

³¹ Agenda obtained during the evaluation mission in Bamako in January 2023, with different dates from those provided in the interim report issued by UNITAR of January 2023.

by its counterparts in the security forces and with international actors within EUCAP, MINUSMA, UNDP/PPA and the local authorities. It is worth underlining that UNITAR's training activities conclude with an assessment of the trainees to gauge their command of the topic. However, the evaluation only found two³² of the training courses having certificates of completion recorded in UNITAR's Event Management System.

49. Finally, with respect to the human resources allocated to this project, the evaluation team found that EMPABB has a dedicated Head of Training, who coordinates with counterparts and trainers to facilitate the organisation and delivery of the planned trainings in Mali and the region. According to interviews with trainers and beneficiaries, the quality of the trainings is due to the quality of the trainers who have been certified by UNITAR/EMPABB (78 per cent of the trainers consulted through the evaluation survey) as well as other international institutions, such as EUCAP Sahel, UNODC and INTERPOL, to cite a few. All trainers acknowledged UNITAR's added value with respect to the ToT content and approaches, and all requested additional training and refresher courses, and expanding the pool of trainers. Overall, the human resources were found to be adequate to deliver the training as planned. As output 1³³ (organisational strengthening) under outcome 1, it was not a mismatch in the personnel but rather in the focus of the outcome and expected output.

Budget

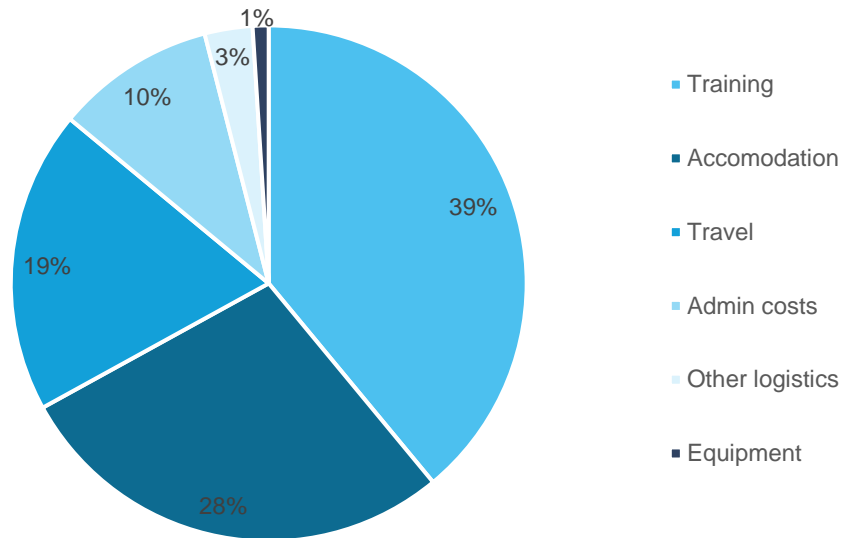
50. The initial project budget was 1 million EUR, covering a six-month period between April and December 2022 to deliver three outcomes. In September 2022, an additional 1 million EUR was added to the project's budget. The evaluation team only consulted the project's implementing partner's intermediate financial and narrative reports submitted in September 2022. The evaluation team sought further details during the field visit to Bamako in January 2023, but the final reports were not yet ready and could not be shared as the numbers had not been consolidated, according to interviews. The project's final financial and narrative reports were only scheduled for submission to the donor on 30 June 2023, well after data collection of the evaluation had ended.
51. According to the implementing partner's September 2022 report, the breakdown of the financial expenditure reflects how the funds were spent to implement the training activities (Figure 6). The training cost that represents 39 per cent of the budget is for the trainers and EMPABB's directors. The total expenditure is 232,835,516.99 CFA, which is the equivalent of 354,841.33 EUR.³⁴ This sum does not account for UNITAR's role in output 2 for the organisational strengthening roadmap, the staff support on the ground (local liaison) and UNITAR's overall administration costs for the project.

³² Protection des Civils - Bamako, Mali (3 to 14 October 2022) and Séminaire d'haut niveau sur Maintien de la Paix : les Défis de la Reconstruction des Pays Post-Conflict - Bamako, Mali (27 to 29 November 2022). Project management notified the evaluation team that no certificates of completion were awarded, however.

³³ Refer to the table under effectiveness for the details on the outcomes and outputs.

³⁴ Exchange rate obtained at the time of the report from xe.com.

Figure 6: EMPABB's expense report July to September 2022

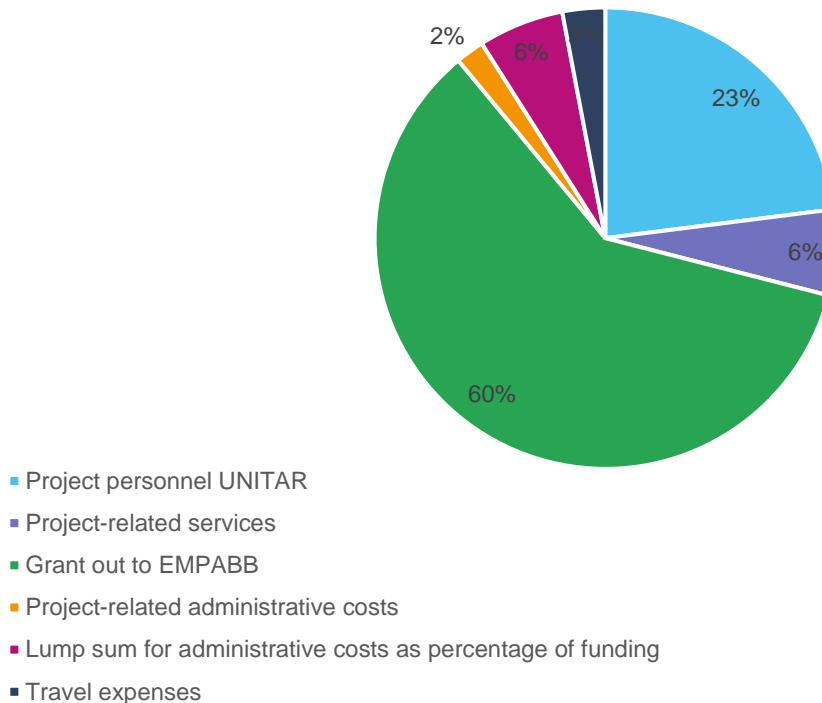


Source: Financial report - 29 September 2022, submitted by EMPABB to UNITAR

52. Figure 7 shows the initial breakdown of the budget, as agreed with the donor.

Figure 7: Distribution of initial budget 2022

Agreed budget for the project April to December 2022



Source: Budget breakdown for the project prepared by UNITAR.

53. According to Figure 7, the budget expenditure underlines that 60 per cent of the funds were allocated in the form of a grant to EMPABB. This allocation aligns with the new financial model where UNITAR would facilitate the transfer of funds to EMPABB.

However, this approach incurs additional administrative costs to the overall budget. Nevertheless, interviews highlighted that this model was deemed most suitable given the political context in Mali, ensuring continued funding from Germany for EMPABB. The allocated 60 per cent represents approximately 600,000 EUR, which is nearly twice the amount reported by EMPABB in September 2022, halfway through the implementation period, as indicated in Figure 7. According to the final report, EMPABB had received about 1.2 million EUR by the end of this six-month project. Two training activities and the administrative costs of EMPABB were yet to be included, which should be reflected in the 30 June 2023 financial report. The budget allocation of 23 per cent was designated for UNITAR's staffing for this project, aimed at providing the needed support for project implementation both in Mali and from headquarters in Geneva. This allocation also included 25 per cent of the salary for the organisational strengthening specialist who was co-funded through a parallel project in Tanzania.

54. The interim reports were submitted punctually and met the donor's requirements in terms of the level of detail. Disbursements were made in tranches, following approval from the donor. The donor expressed satisfaction with the project's progress and the expenditure reports. As the evaluator had limited access to other sources, only the expenditure reports shared by EMPABB with UNITAR were available for verification. It is relevant to underline that the reporting is done in CFA per training and aligned to the adjusted log frame, which made it difficult for the evaluation to compare.
55. Thus, the evaluation cannot draw clear conclusions on the efficiency of the project per se as only half of the financial picture is available, as reported by EMPABB. However, with regards to 60 per cent of the budget allocation and the reported expenditure for the first half of the implementation period, the training activities were delivered on time and according to the expected budgets.
56. The evaluation could not issue a fair analysis on the efficiency of output on organisational strengthening as no financial reports were available at the time of the evaluation. The fact that the UNITAR specialist was co-funded through a similar project provides for resource efficiencies. However, the deliverable on this output could have been stronger had the objectives been more fitted to EMPABB's needs. Finally, the local liaison officer (foreign police officer) recruited by UNITAR for the project's implementation and diligent engagement with local stakeholders from the relevant ministries and security forces was seen as an essential and very useful component by all project stakeholders. Having the officer based in Bamako facilitated communication between UNITAR, EMPABB and the governmental authorities in times when the political situation was fragile and volatile.
57. As part of the sustainability objective of output 1.2, the evaluation team tried to obtain further details of the proportion of the German contribution to EMPABB's overall budget. The evaluation team could not obtain figures from EMPABB but, according to different interviews, the donor's contribution corresponded to 20 per cent of the overall budget of EMPABB in 2021. However, this figure varies every year. EMPABB is funded by various donors (12) that form part of a board of directors that gathers every year to review EMPABB's achievements and strategic goals for the year to come. According to one interviewee, *'EMPABB was built on donor funding and will remain as such; although the training [centre] is diversifying its sources of revenue, but it is unrealistic to believe that it will become a peacekeeping and peacebuilding training [centre] that is 100 per cent independent from donors'*.
58. In conclusion, the project's efficiency could only be partially assessed as the project's final financial statements were only made available at the end of the evaluation. However, the financial modality of using UNITAR to grant EMPABB the budget for the implementation of the project's training plan was viewed as fitting for the German Federal Foreign Office

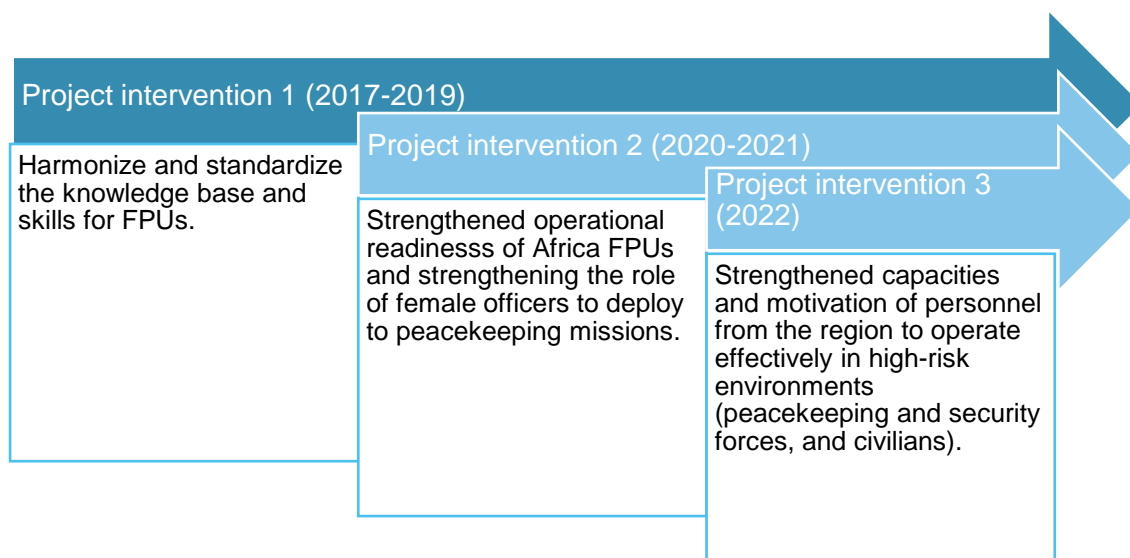
to continue supporting its foreign policy for peace and stabilization in the Sahel. Sixty per cent of the budget was allocated to the training programme delivered by EMPABB, which was implemented within the short time frame of six months, except for two training activities that took place in January 2023. The evaluation found that payments in tranches, while understandable for accountability and fiscal responsibility, can at times cause delays if transfers are not timely.

Likelihood of Impact

What impact can be observed after the end of this project?

59. Given the project's short time frame and other factors identified in the limitations section, addressing this question is not feasible without a more in-depth evaluative undertaking in the medium to long-term, with enhanced clarity on baseline conditions and indicators, access to the end beneficiaries of the training delivered by EMPABB, etc. However, in so far as UNITAR has been supporting EMPABB through different project interventions over the past several years, the evaluation attempts to provide a partial response to this question by taking into consideration the broader context in which the project was implemented, tracing progress and intended outcomes over time.
60. The evaluation team reviewed the way each outcome, output and indicators were specified to understand whether they were measurable, actionable and informed by the project management team. The evaluation found the outcomes, outputs and indicators to be defined vaguely and used as reporting mechanisms rather than monitoring and learning tools. Through process tracing, some preliminary impact can be drawn with regards to strengthening security forces readiness to deploy to peacekeeping operations and strengthened capacity to work in high-risk environments, as shown in Figure 8. Some civilians were also trained in the 2022 project intervention.

Figure 8: Intended impacts of each project intervention



Source: Based on the evaluation reports of the first two project interventions and the log frame of the 2022 project intervention supporting EMPABB's yearly training programme.

Trained personnel across the region

61. The progression of these three outcomes throughout the three project interventions aligns with the intervention logic and theory of change, which posits that enhancing regional capabilities of stakeholders of peace support operations (PSO), in line with international best practices and standards would increase their willingness to deploy in peacekeeping operations and contribute to the overall objective of project interventions 1 and 2 , i.e. to “contribute to regional efforts to sustain peace in the Sahel”. Over the course of the three project interventions, a series of trainings were conducted, and the scope of beneficiary countries was widened, with trainings even taking place in and beyond Mali. Access to training to support African capabilities in PSO has undeniably increased over time.
62. While interviews and survey results from all three project interventions consistently indicate a high level of satisfaction among participants, a notable shortfall lies in the absence of monitoring tools to effectively assess how the stakeholders (FPU for the case in the previous project interventions) apply the skills they acquired from the training in their daily work. Additionally, during the evaluation of the last project intervention, the evaluation team was unable to directly engage with trained participants and could only gather insights from trainers. Consequently, corroborating the long-term impact of the training delivered is challenging.

Pool of trainers

63. In addition, consistently throughout the three project interventions, there was a strong emphasis on establishing a reliable pool of trainers within EMPABB. While these trainers are affiliated with their respective national security forces, EMPABB can call upon them as needed, based on their availability. At present, the pool consists of 32 certified trainers. Interviews and survey responses highlight that these trainers have received various types of ToT and certifications from different agencies on numerous topics. Stakeholders unanimously agreed that UNITAR’s training approach stands out as the most effective, emphasizing practical application, pedagogy and effective engagement and communication techniques to enhance the learning experience. By focusing on hands-on training and effective teaching methods, UNITAR has been able to provide trainers with the necessary tools to facilitate greater learning intake among the participants. This approach has contributed to the success and effectiveness of the trainers within EMPABB’s pool.

Gender mainstreaming

64. Project interventions 2 and 3 specifically aimed at increasing the representation of female participants and trainers. As highlighted in the effectiveness section, there has been a notable increase in the number of female participants and trainers. Interviews revealed a shift in mentality among female trainers, but continuous and sustained efforts are necessary to encourage more female officers to join the national security forces and train as female trainers, according to interviewees. This ongoing endeavour will help maintain the positive momentum and gradually change societal perceptions regarding women's participation in these forces.
65. As mentioned above, to address gender-related issues, thematic modules were integrated into the training activities, such as the protection of civilians, gender-based violence, the WPS Agenda, and handling differences between detaining women and men. However, survey results and interviews indicate differing perceptions between female and male officers regarding the extent to which gender-related topics were covered in the training modules. Female trainers viewed the integration as minimal and lacking systematic implementation, while male trainers expressed satisfaction and considered the training courses inclusive in addressing these issues. Despite the different perceptions regarding the gender content of the training courses, a noteworthy outcome is the

increased participation of female trainers and participants across all 18 delivered training activities in the 2022 project compared to previous years. These outputs across project intervention 2 and the 2022 project contribute to the 2022 project's overall objective which is to expand access to high impact training for uniformed personnel in Africa and make EMPABB a centre of excellence.

66. In conclusion, while it is difficult to solely attribute the enhanced deployment capacity of the trained stakeholders to EMPABB and UNITAR, given that they undergo various trainings from multiple agencies, there are discernible impacts observed throughout the two previous project interventions and the 2022 project. Each project intervention maintained a consistent focus on developing well-trained and equipped security forces (in addition to civilian for the 2022 intervention and FPU for the previous interventions), strengthening and increasing the pool of trainers, as well as increasing the participation of female participants and trainers.
67. To ensure effective monitoring, learning and assessment of progress, it is crucial to draft measurable and realistic outcomes, outputs and indicators. These tools should go beyond mere donor reporting and enable a more holistic approach to measuring the project's impact. Currently, the indicators primarily rely on quantitative metrics, lacking the necessary granularity to assess the true usefulness of the training activities. Integrating qualitative indicators in future projects would provide valuable insights and a more comprehensive understanding of the outcomes achieved.

Likelihood of Sustainability

How sustainable is the project in terms of results enduring beyond the end of the project?

68. Sustainability has been a key focus integrated into the different project interventions, primarily through the development of EMPABB's capacity to deliver training independently with a pool of trained trainers. In this regard, the project has made progress in establishing a sustainable pool of local trainers. However, interviewees emphasized the need to further increase the number of trainers, as well as consolidate the existing pool through additional ToTs.
69. EMPABB has maintained a collaborative partnership with UNITAR since 2016, demonstrating a genuine commitment to enhancing its capabilities and becoming a centre of excellence for the region. The organisational structure of EMPABB, with a Board composed of 12 donors, reinforces transparency and shared responsibility in achieving results and making a positive impact, serving as the first guiding principle for EMPABB. Interviews confirmed that sustainability is also a crucial objective for the school's management and its director, leading to efforts in diversifying its sources of revenue through master's programmes, facility rentals and support for other peacebuilding projects.
70. Lastly, the 2022 project aimed to strengthen the long-term sustainability of EMPABB by addressing the gaps in its financial model and organisational structure. However, the output related to organisational strengthening fell short in providing sufficient details and analysis regarding these gaps, making it challenging to draft a comprehensive roadmap for enhancing EMPABB's sustainability.
71. The digitalization of EMPABB's training, as emphasized during the field mission and interviews and documented in the *bilan*, holds significant potential for strengthening its outreach, diversifying training types and reducing its environmental impact. This digitization effort can also contribute to long-term sustainability by offering a range of

online training to diverse audiences. However, it is important to acknowledge that EMPABB's establishment and operations have been heavily reliant on donor funding. As highlighted by interviewees, the organisation's model and focus on peacekeeping and peacebuilding forces necessitate continued donor support for a significant portion of its functioning.

Conclusions

Relevance and Coherence

72. The project demonstrated its relevance to all stakeholders involved, including EMPABB, the trainers, the donor and UNITAR, despite its short delivery time frame. The content of the training and the project's overall objective of establishing EMPABB as a centre of excellence were aligned and coherent. However, while the objectives of the *bilan* were interesting and relevant from a sustainability perspective, the evaluation did not find the assessment to be coherent with EMPABB's organisational gaps and did not lead to any changes. The project nonetheless maintained coherence with the previous two project interventions and other similar projects implemented by UNITAR in training centres across Africa, such as Tanzania. Additionally, the project remained consistent with the peacekeeping context. Throughout the two project interventions and the 2022 project, the project aimed to achieve greater impact by consistently focusing on developing a pool of trainers, strengthening the centre, and delivering trainings that meet international standards and best practices for police and military personnel deploying to peacekeeping missions.

Efficiency

73. Despite the time constraints, the project demonstrated efficiency by successfully delivering over 18 trainings within a six-month period, including two trainings implemented in January, which was a month after the end of the funding cycle. A new financial model was introduced by the donor, involving the transfer of funds to EMPABB through UNITAR in two tranches, with one midway through the 2022 project. Although there were some slight delays in the disbursement of funds, which affected the timing of training delivery, the project team managed to adapt and ensure that the training was carried out effectively.
74. The evaluation found the project to have excelled in various areas, except in delivering a road map to enhance EMPABB's financial model and organisational structure. This roadmap was intended to foster greater financial independence and sustainability for the centre. Unfortunately, the output delivered lacked sufficient detail and analysis to formulate an effective roadmap.
75. It is important to note that the evaluation faced limitations in assessing the project's cost-efficiency. Due to the unavailability of financial reports beyond September 2022, the scheduled submission of the final financial report by UNITAR at the end of June 2023 as well as the fact that the financial reports did not reflect budgets versus expenditure, a comprehensive evaluation of the project's cost-efficiency could not be undertaken. This restricted the evaluation team's ability to provide a comprehensive analysis of the project's financial efficiency.

Effectiveness

76. The project performed satisfactorily as demonstrated by successful implementation of training activities, high satisfaction among participants and trainers, and adherence to the project's objectives within the given time frame. This assessment is rather limited, however, in so far as baseline values for some indicators of the project's log frame were not specified meaning it was not possible to provide a more complete picture of project performance. Moreover, the lack of contact details of trained participants in the field limited the evaluation's ability to assess changes beyond the classroom. A significant output related to strengthening EMPABB's organisational structure and financial sustainability fell short by not providing the planned detailed roadmap for improvement. The *bilan* lacked comprehensive insights and actionable recommendations regarding EMPABB's gaps and strategies for achieving greater financial independence and sustainability.

Likelihood of impact

77. While it is challenging to attribute the enhanced deployment capacity of trained personnel solely to EMPABB and UNITAR, the project has generated discernible impacts throughout its two previous project interventions and the 2022 project. Consistent efforts have been made to develop well-trained and equipped security forces, police and civilians; expand the pool of trainers, and increase female representation in both trainees and trainers. However, to effectively monitor and assess progress, it is crucial to develop measurable and realistic outcomes, outputs and indicators. The current reliance on quantitative metrics, such as the number of trained participants, limits the ability to fully evaluate the use of knowledge/skills from training and what on-the-ground development changes are subsequently produced, in line with the coined term of high impact training. Future projects should integrate qualitative indicators to provide a more comprehensive understanding of the project's impact.

Likelihood of sustainability

78. The project has prioritized sustainability by developing EMPABB's capacity to deliver independent training through trained trainers. While progress has been made, there is a need to increase the number of trainers. Collaborative partnerships and EMPABB's organisational structure contribute to transparency and shared responsibility. Efforts to diversify revenue sources and digitalize training hold potential, but the project's reliance on donor funding for functioning remains significant. The output on organisational strengthening lacked details for a comprehensive sustainability roadmap.
79. In conclusion, despite the challenging and volatile context in the region, the enduring relationship between EMPABB and UNITAR has been instrumental in navigating the various political challenges in Mali and the Sahel. This partnership has facilitated the development of outcomes and outputs with a strong focus on sustainability and the promotion of peacekeeping impact in the region.

Recommendations

Based on the key findings outlined in this report, the evaluation issues the following five recommendations:

Recommendation 1: Continue to strengthen EMPABB’s pool of trainers. With the support of UNITAR and external donors, EMPABB should focus on increasing the number of trainers to meet the growing demand for training. Efforts should also be made to ensure gender inclusivity and diversify the trainers' backgrounds, drawing from various national security forces. This will contribute to a more comprehensive and effective training programme at EMPABB.

Recommendation 2: Address the organisational gaps within EMPABB to strengthen collaboration and establish a collaborative process involving EMPABB directors. The evaluation’s findings highlighted the need for improvements in managing training data, maintaining data sets, and enhancing cross-department coordination and collaboration. Recognizing that EMPABB has already taken steps to diversify its revenue, the focus should primarily be on addressing the identified organisational challenges to ensure smooth operations and efficient data management within EMPABB.

Recommendation 3: Refine the definition of outcomes and indicators, including the integration of qualitative indicators (e.g. based on a narrative assessment) together with quantitative metrics, in the project’s monitoring and evaluation framework. This inclusion will enable a more comprehensive evaluation on the usefulness and impact of training. The indicators and outcomes should be carefully crafted to ensure they are measurable, realistic and achievable.³⁵ Furthermore, the development of monitoring tools based on these indicators will allow the project management team to review, manage, learn and make necessary adjustments, going beyond mere reporting requirements. This approach will provide a holistic understanding of the achieved outcomes and facilitate continuous improvement.

Recommendation 4: Further promote gender integration and advance the WPS agenda. The following actions are recommended to ensure meaningful progress in this area.

- **Enhance gender-focused training.** UNITAR and EMPABB should continue to collaborate to further integrate specialized trainings that specifically address gender-related topics, such as gender-based violence, protection of civilians and the specific challenges faced by women in peacekeeping operations into the existing curriculum. The technical trainings should be delivered to both female and male participants to foster gender equality and promote inclusive practices.
- **Continue on expanding the pool of female trainers.** Both UNITAR and EMPABB should continue to actively work towards increasing the participation of female trainers in the training programmes. Creating a diverse pool of trainers will not only provide role models for female participants but also ensure a more balanced and inclusive learning environment which will slowly contribute to a shift in the population’s perception towards female officers.
- **Implement gender-sensitive monitoring and evaluation.** It is crucial for EMPABB and UNITAR to incorporate gender-sensitive indicators into the monitoring and evaluation processes to assess the effectiveness of gender integration efforts. This includes continuing capturing data on the participation and performance of female participants, as well as monitoring the application of gender-related knowledge and skills acquired during the training programmes (qualitative). Regular assessment and analysis of this data can

³⁵ Qualitative indicators to complement the quantitative indicated in the log frame and include elements of increased confidence in delivering training, attitudinal shifts, knowledge sharing and mentoring, increased communication skills. See e.g. [one.oecd.org/document/DCD\(2023\)17/en/pdf](https://one.oecd.org/document/DCD(2023)17/en/pdf)

provide insights into the impact and effectiveness of gender integration initiatives and enable the project team to adjust their efforts towards gender integration where needed and with targeted stakeholders.

- **Strengthen partnerships and knowledge sharing.** UNITAR and EMPABB should actively engage with relevant international organisations, regional partners and experts working on gender and WPS issues. This collaboration will facilitate knowledge exchange, sharing of best practices and capacity-building opportunities. By leveraging external expertise and building strategic partnerships, EMPABB can enhance its gender integration efforts, contribute to the broader WPS agenda and become a role model for other training centres.

Recommendation 5. Communicate actively and regularly with other international organisations working in the field of peacekeeping and capacity-building in Mali and in the Sahel. The following action could be taken:

- **Facilitate information exchange.** UNITAR and EMPABB could strengthen their communication and information exchange with other international organisations. A communication mechanism could be established whereby the EMPABB and UNITAR teams meet to exchange best practices and lessons learned. Additionally, the organisations should actively engage in online platforms, forums and communities of practice to foster ongoing dialogue and collaboration. Such exchanges can help avoid duplication of efforts, identify gaps in training coverage, ensure the programmes are complementary and help EMPABB and UNITAR maximize the impact of their training. Finally, by pooling their knowledge and their pool of experts, EMPABB and UNITAR can explore joint training and benefit from each other's technical expertise and experience.

Lessons Learned

The following lessons learned were harvested through the desk review, surveys and interviews.

Enhanced and Sustained Funding for Desired Outcomes

Sustaining funding is essential for achieving consistent outcomes and driving meaningful changes, as exemplified by the ToT initiatives and the dedicated efforts to train and empower female officers as trainers.

Adapting Organisational Gap Assessments

When conducting organisational gap assessments, it is crucial to tailor the approach and methodology to the specific context and the maturity level of the entity. This adaptability ensures that the assessment is relevant, effective and valuable for the organisation's growth and development. The adaptability also fosters trust between the organisation being assessed and the entity assessing, and creates a sense of ownership in the results and actions identified to fill gaps in organisational capacity.

Importance of Training of Trainers Refresher Courses

Regular refreshers for the ToT are highly valuable and necessary to maintain an active and motivated pool of trainers. These refreshers contribute to the continuous professional development of trainers, ensuring they stay updated with evolving best practices and methodologies.

Addressing different perceptions of gender inclusion and human rights

There exists a divergence in perception between female and male trainers regarding the inclusion of gender and human rights topics in training curricula. This bias highlights the need for ongoing efforts to promote a more comprehensive and inclusive approach to gender-related issues, ensuring that all trainers recognize and address the necessary topics in their training programmes.

Annexes

1. Terms of Reference

Independent Evaluation of the “Supporting the Yearly Trainings Program of the Ecole Maintien de la Paix (EMP)” project

Background

1. The **United Nations Institute for Training and Research (UNITAR)** is a principal training arm of the United Nations, with the aim to increase the effectiveness of the United Nations in achieving its major objectives through training and research. UNITAR’s mission is to develop the individual, institutional and organisational capacity of countries and other United Nations stakeholders through high-quality learning solutions and related knowledge products and services to enhance decision-making and to support country-level action for overcoming global challenges.
2. UNITAR’s first Strategic Objective calls to “Promote peace and just and inclusive societies”. The sub-objective SO 1.1 “Support institutions and individuals to contribute meaningfully to sustainable peace” focuses on increasing institutions and individuals’ capacities to prevent and resolve violent conflicts, restore the rule of law and build lasting peace. Special focus is placed on strengthening knowledge and skills of women as change agents in conflict analysis, negotiation and mediation; and strengthening engagement of men and boys as agents of change in efforts to work towards ending sexual and gender-based violence and reducing the stigmatization.
3. Since 2016 UNITAR has been implementing projects to strengthen the capacities of the [Ecole Maintien de la Paix "Alioune Blondin Bèye"](#) (EMPABB) or in collaboration with EMPABB through four distinct phases of the project:
 - “Sustaining Peace in Mali and the Sahel Region through Strengthening Regional Peacekeeping Training Capacities” (2017-2019, implemented in two phases);
 - “Strengthening Operational Capabilities of Francophone Police Contributing Countries” (2020);
 - “Strengthening Operational Capabilities of Police Contributing Countries” (2021) and the current project phase;
 - “Supporting the Yearly Trainings Program of the Ecole Maintien de la Paix (EMP)” (2022).
4. The project’s 2022 phase aimed to strengthen the impact of peace operations (UN and non-UN) by directly addressing the challenges related to deficient preparation of deployed personnel. It planned to reinforce the Ecole de Maintien de la Paix "Alioune Blondin Bèye" (EMPABB) to host training of African personnel (men and women) deploying to UN and non-UN operations. The training centre aimed to consider the specific needs of female personnel, complement the activities of existing centres in the region and act as reference for high impact training.³⁶
5. By leveraging on the experience acquired by UNITAR working with EMPABB since 2017, the 2022 project aims at:

Long-term outcome of the project:

- Expanded access to high impact training for personnel (men and women) in (West) Africa.

Short-term outcomes of the project:

³⁶ High impact training is based on six principles: i) performance, ii) human-centredness; iii) innovation; iv) transformation; v) inclusivity; vi) interactivity; and vii) sustainability.

- Increased accessibility to the regional training center.
- Strengthened capabilities and motivation of local trainers (women and men) to deliver high-impact training.
- Strengthened capabilities and motivation of personnel (women and men) from the region to operate effectively in high-risk environments.

The project will entail the following components:

- Review of the internal operating framework of EMPABB (including overall environment; culture; strategy; structure; systems; people; inputs and resources; outputs and performance; and considering cultural and gender aspects), based on which a medium-term strategy will be developed, in line with the UNITAR strategic framework.
 - Establishment of a roster of certified trainers – temporarily or permanently associated with EMPABB- in line with UNITAR quality standards.
 - Delivery of pre-deployment training of African personnel in preparation for UN assignments.
 - Delivery of training on cross-cutting topics of Malian and ECOWAS Member States representatives (at EMPABB or through mobile training teams).
6. By reinforcing the capacities of EMPABB to host training of African personnel and by stressing the importance of coordination with relevant stakeholders, the project contributes to the harmonization and standardization of training, which in turn is expected to have a positive impact on performance in the field.
 7. The project is subject to an independent evaluation as per UNITAR Evaluation Policy. The evaluation shall also build on two independent evaluations undertaken of the earlier phases of the project (click [here](#) for the evaluation of phase I and [here](#) for phase II and III). Lessons from the evaluation shall not only inform possible future phases of the project but also be of use for similar projects in other countries.

Purpose of the evaluation

8. The purpose of this evaluation is to assess the relevance, coherence, effectiveness, efficiency, likelihood of impact and likelihood of sustainability of the project; to identify good practices, as well as any challenges that the project has encountered; to issue recommendations and to identify lessons to be learned on design, implementation and management. The evaluation's purpose is thus to meet accountability requirements, and provide findings, conclusions, recommendations and lessons learned to contribute to the project's improvement, strategic direction and broader organisational learning. The evaluation should not only assess how well the project has performed, but also seek to answer the 'why' question by identifying factors contributing to (or inhibiting) successful delivery of the results.
9. While the evaluation will include an assessment of all six OECD/DAC criteria and gender, disability human rights and environmental considerations, the evaluation's emphasis will be placed on assessing the impact of the intervention, which may include an assessment of the impacts from the 2017-2019 and 2020-2021 phases without duplicating the findings from the earlier evaluations. In addition to serving as accountability function, the evaluation's purpose is also to be as forward-looking as possible to inform strategic decisions on the design and planning of possible future phases and focus areas of this or similar projects, with emphasis on institutional assessment and support.

Scope of the evaluation

10. The evaluation will cover the project's phase IV (April 2022 to December 2022). Although the scope of the evaluation does not include the previous project phases (2017-2019 and 2020-2021) also funded by the Ministry of Foreign Affairs of Germany, the evaluator should take the other into account when framing the evaluation's findings and conclusions. In addition to assessing the results achieved from 2022 with a particular focus on the impact criterion, the evaluation should provide forward-looking recommendations to inform possible future phases or the development of similar projects under the PDTA programming, with particular focus on institutional assessment and support.

Evaluation criteria

11. The evaluation will assess project performance using the OECD/DAC criteria: relevance, coherence, effectiveness, efficiency, likelihood of impact and likelihood of sustainability. The evaluation questions related to gender equality and the empowerment of women dimensions are marked with "GEEW". Questions related to environmental sustainability are marked with "ENVSUSE". Disability and human rights considerations should also be considered throughout the evaluation.

- **Relevance:** *Is the project reaching its intended individual and institutional users and are activities relevant to the beneficiaries' needs and priorities, and designed with quality?*
- **Coherence:** *To what extent is the project coherent with relevant policies, complementing other programmes and projects and adhering to international norms and standards?*
- **Effectiveness:** *How effective has the project been in delivering results and in increasing accessibility to the regional training centre, strengthened capabilities and motivation of local trainers (women and men) to deliver high impact training and strengthened capabilities and motivation of personnel (women and men) from the region to operate effectively in high-risk environments?*
- **Efficiency:** *To what extent has the project delivered its results in a cost-effective manner and optimized partnerships?*
- **Likelihood of Impact:** *What are the potential cumulative and/or long-term effects expected from the project, including contribution towards the intended impact, positive or negative impacts, or intended or unintended changes? (This criterion shall be considered the focus of this evaluation)*
- **Likelihood of Sustainability:** *To what extent are the project's results likely to be sustained in the long-term? How is environmental sustainability addressed in the project?*

Principal evaluation questions

12. The following questions are suggested to guide the design of the evaluation, although the criteria applied to the outcomes and the final questions selected/identified will be confirmed by the evaluator following the initial document review and engagement with project management with a view to ensuring that the evaluation is as useful as possible with regard to the project's future orientation. The focus of the evaluation shall be on the impact criterion and the questions falling under it.

Relevance

- To what extent is the project aligned with the Institute's efforts to help Member States implement the 2030 Agenda for Sustainable Development, the UNITAR strategic framework (2022-2025), and particularly SO 1.1. and SDG 16?*
- To what extent is the project aligned with UN and international frameworks in the peace and security area, including the 2017 Report on "[Improving Security of United Nations Peacekeepers](#)" ("Cruz Report"), the [Strategic Guidance Framework for International Policing](#), the [UNSC Resolution 2242 \(2015\) on Women and Peace](#), the [Policy on United Nations Police](#) (2014) and the Women, Peace and Security (WPS) agenda, the Call to Action for Human Rights, the SG's Data Strategy, the Behavioural Science Guidance Note and the Human Rights Due Diligence Policy and the (2018) [report on Forced Police Unit Command Staff Training Needs Assessment](#)?³⁷ How well does the project align to environmental frameworks, e.g., Blue Marble principles? (ENVSUSE)*
- How relevant are the project components (i.e., operating framework, trainer roster, pre-deployment and cross-cutting training delivery) to the needs and priorities identified at EMPABB, including related to human resources, skills needed, type of training or mentoring required to be able to deliver on its mandate?*
- How relevant is the project to supporting gender equality and women's empowerment in the peace and security field? (GEEW)*

³⁷ A non-exhaustive list of relevant frameworks is included in Annex C.

- *Note: In order to avoid repetition and duplication, it is recommended to consult the previous independent evaluation report as with regards to the relevance criteria-related questions that may apply equally to the 2021 phase and 2022 phase.*

Coherence

- e. *How well does the project complement other UNITAR programming in the area of pre-deployment training funded by the same or other donors, including those aiming at strengthening the deployment-related training offerings of training centres in the African continent, e.g., Peacekeeping Training Centre of Tanzanian Armed Forces in East Africa or the KAITPC in Ghana (West Africa)? How well is the project building on results from the previous three phases?*
- f. *How well is the project aligned with UNITAR standards for training of trainers?*
- g. *How well does the project complement and foster synergies with other existing capacity-building programmes and projects by other actors, such as training by the Department of Peace Operations (DPO) once personnel is being deployed, training delivered by other national or regional centres, the Regional Conflict Research Centre (CARESS) Masters programmes for Malian and other ECOWAS Member States participants, the funding provided by Germany to EMPABB through other means, the European Union Training Mission (EUTM/MLI), the International Association of Peacekeeping Training Centres (IAPTC) and work from the German political foundations Konrad Adenauer Stiftung (KAS) and Friedrich Ebert Stiftung (FES)?*

Effectiveness

- h. *To what extent did the project achieve planned outputs and outcomes? What are the factors positively or negatively affecting the project's, organisation's and the individual's performance?*
- i. *To what extent was the institutional support provided by UNITAR to the internal operating framework of EMPABB effective?*
- j. *Have the project's structure and partnerships been effective, including the performance of the implementing partner EMPABB?*
- k. *How well do the project pre-deployment activities complement further national induction and in-mission training?*
- l. *To what extent are a human rights-based approach, disabilities and a gender mainstreaming and inclusiveness strategy incorporated in the design and implementation of the project, including in the design and delivery of training events? **(GEEW)***
- m. *How effective were the training events delivered by previously certified EMPABB trainers?*
- n. *To what extent have certified trainers delivered gender sensitive training? **(GEEW)***
- o. *To what extent have recommendations from previous independent evaluations been taken into account/implemented?*
- p. *To what extent is environmental sustainability taken into account when designing the internal operating framework of EMPABB, when designing the pre-deployment training, etc.? **(ENVSUSE)***

Efficiency

- q. *To what extent has the project been able to link to other initiatives and collaborated with UN DPO, ECOWAS member states as well as EMPABB's Governing Board members?*
- r. *To what extent has the project produced outputs in a timely and cost-efficient manner, including through partnership arrangements (e.g., in comparison with alternative approaches)? Were the project's resources (human and financial) used as planned and fully utilised?*
- s. *How environment-friendly (natural resources) has the project been? **(ENVSUSE)***

Likelihood of impact and early indication of impact (the following questions shall be considered the focus of this evaluation)

- t. *To what extent has the project contributed to expanded access to high impact training for uniformed personnel (women and men) in Africa?*
- u. *To what extent and how is the project contributing to increased accessibility to the regional training centre, strengthened capabilities and motivation of local trainers (women and men) to deliver high impact training and strengthened capabilities and motivation of personnel (women and men) from the region to operate effectively in high-risk environments?*
- v. *What real difference does the project make to the role of female participants and trainers? (GEEW)*
- w. *To what extent has the project strengthened EMPABB's capacities and the autonomy of trainers?*
- x. *What other observable end-results or organisational changes (positive or negative, intended or unintended) have occurred or are likely to occur?*

Likelihood of sustainability and early indication of sustainability

- y. *To what extent are the project's results likely to endure beyond the implementation of the activities in the mid- to long-term and under which conditions?*
- z. *To what extent did the institutional support provided by UNITAR contribute to the sustainability of the project?*
 - aa. *What are the major factors which influence the achievement or non-achievement of sustainability, of the project and can be mitigated by project stakeholders?*
 - bb. *To what extent are the current design and exit strategies likely to contribute to sustained capacity of EMPABB?*
 - cc. *To what extent can the approach be replicated elsewhere?*
 - dd. *What can we learn to inform the future design of similar programming, particularly in the area of institutional assessment and support?*

Gender equality and women empowerment (GEEW)

The evaluation questions with gender equality and women empowerment dimensions are marked with "GEEW" in the above. Disability considerations should also be considered throughout the evaluation.

Environmental Sustainability in Evaluation (ENVSUSE)

The evaluation questions with the evaluation sustainability dimension are marked with "ENVSUSE" in the above.

Evaluation Approach and Methods

- 13. The evaluation is to be undertaken in accordance with the [UNITAR Evaluation Policy, the operational guidelines for independent evaluations](#) and the [United Nations norms and standards for evaluation, and the UNEG Ethical Guidelines](#). The evaluation will be undertaken by a supplier or an international consultant (the "evaluator") under the supervision of the UNITAR Planning, Performance Monitoring and Evaluation Unit (PPME). PPME shall support the evaluation team in gathering background documentation and other data collection processes.
- 14. In order to maximize utilization of the evaluation, the evaluation shall follow a participatory approach and engage a range of project stakeholders in the process, including the project partners, the UN Country Teams, the participants, the donor and other stakeholders. Data collection should be triangulated to the extent possible to ensure validity and reliability of findings and draw on the following methods: a comprehensive desk review, including a stakeholder analysis; surveys; review of the log frame (reconstructed) baseline data and the theory of change; key informant interviews; focus groups; and, if possible, field visits. These data collection tools are discussed below.

15. It is recommended to look at the different dimensions of capacity development, including:
- **Individual dimension** relates to the people involved in terms of knowledge, skill levels, competencies, attitudes, behaviours and values that can be addressed through facilitation, training and competency development.
 - **Organisational dimension** relates to public and private organisations, civil society organisations and networks of organisations. The change in learning that occurs at individual level affects, from a results chain perspective, the changes at organisational level.
 - **Enabling environment dimension** refers to the context in which individuals and organisations work, including the political commitment and vision; policy, legal and economic frameworks and institutional set-up in the country; national public sector budget allocations and processes; governance and power structures; incentives and social norms; power structures and dynamics.

Table 1: Capacity areas within the three dimensions

Individual	Skills levels (technical and managerial skills) Competencies	Essential knowledge, Cognitive skills, Interpersonal skills, Self-control, Attitude towards behaviour, Self-confidence, Professional identity, Norms, Values, Intentions, Emotions, Environmental barriers and enablers with specific focus on gender and disability inclusion (among others)
Organisations	Mandates Horizontal and vertical coordination mechanisms Motivation and incentive systems Strategic leadership Inter/intra institutional linkages Programme management Multi-stakeholder processes	Organisational priorities Gender and disability inclusion Processes, systems and procedures Human and financial resources Knowledge and information sharing Infrastructure
Enabling environment	Policy and legal framework Political commitment and accountability framework Governance	Economic framework and national public budget allocations and power Legal, policy and political environment

16. The evaluator should engage in quantitative and qualitative analysis in responding to the principal evaluation questions and present the findings qualitatively or quantitatively as most appropriate.

Suggested data collection methods:

Comprehensive desk review

The evaluator will compile, review and analyse background documents and secondary data/information related to the project, including a results framework indicator tracking review. A list of background documentation for the desk review is included in Annex C.

If baseline data available allows for it, the evaluator should consider using quantitative approaches to assess the impact assessment-related evaluation questions.

The evaluator should also consider whether [Outcome mapping/Outcome harvesting/outcome evidencing, process tracing, contribution analysis, episode study, or other theory-based approaches to evaluate outcomes](#), are suitable tools for answering the evaluation questions.

Stakeholder analysis

The evaluator will identify the different stakeholders involved in the project. Key stakeholders at the global and national level include, but are not limited, to:

- Implementing and beneficiary partner institutions in Mali (EMPABB);
- The donor (Ministry of Foreign Affairs of Germany);
- Other partners such as DPO;
- Beneficiaries/participants (trainers and participants);
- UNITAR and EMPABB trainers;
- IPOs, FPU, project consultants serving as expert trainers/facilitators;
- UN Country Teams;
- Host (local and national) governments;
- UNITAR project implementation team (local coordinator based in Mali, operations officer, learning solutions specialist, technical advisor, monitoring and evaluation specialist).

Survey(s)

With a view to maximizing feedback from the widest possible range of project stakeholders, the consultant will develop and deploy a survey(s) following the comprehensive desk study to provide an initial set of findings and allow the evaluator to easily probe during the key informant interviews.

Key informant interviews

Based on stakeholder identification, the evaluator will identify and interview key informants. The list of contacts is available in Annex A. In preparation for the interviews with key informants, the consultant will define interview protocols to determine the questions and modalities with flexibility to adapt to the particularities of the different informants, either at the global, at the national or local level.

Focus groups

Focus groups should be organized with selected project stakeholders at the local levels to complement/triangulate findings from other collection tools.

Field visit

A field visit for interviews and focus groups with logistical support from project management shall be organised to Mali. A combination of field visits with another ongoing evaluation may be considered.

Observation may also prove useful if activities are being implemented simultaneously to the local field visit.

17. The evaluation shall look for synergies and benefit from the evaluation undertakings of the projects “Training and Advanced Training of West African Security Forces” and “Reinforcement of the Peacekeeping Training Centre of Tanzanian Armed Forces”, taking place in parallel. PPME will be liaising with the evaluation teams and schedule joint meetings that allow for exchange.

Gender and human rights

18. The evaluator should incorporate [human rights](#), [gender](#), [disability](#), and equity perspectives in the evaluation process and findings, particularly by involving women and other disadvantaged groups subject to discrimination. All key data collected shall be disaggregated by sex, country status/classification, disability and age grouping, and be included in the draft and evaluation report. Though this is a general requirement for all evaluations, this evaluation should particularly put emphasis on **gender equality**.

19. The guiding principles for the evaluation should respect transparency, engage stakeholders and beneficiaries; ensure confidentiality of data and anonymity of responses; and follow **ethical** and professional standards ([UNEG Ethical Guidelines](#)).

Time frame, work plan, deliverables and review

20. The proposed time frame for the evaluation spans from November 2022 (initial desk review and evaluation design) to June 2023 (submission of final evaluation report). An indicative work plan is provided in the table below.
21. The consultant shall submit a brief evaluation design/question matrix following the comprehensive desk study, stakeholder analysis and initial key informant interviews. The evaluation design/question matrix should include a discussion on the evaluation objectives, methods and, if required, revisions to the suggested evaluation questions or data collection methods. The Evaluation design/question matrix should indicate any foreseen difficulties or challenges/limitations in collecting data and confirm the final time frame for the completion of the evaluation exercise.
22. Following data collection and analysis, the consultant shall submit a zero draft of the evaluation report to the evaluation manager and revise the draft based on comments made by the evaluation manager.
23. The draft evaluation report should follow the structure presented under Annex D. The report should state the purpose of the evaluation and the methods used and include a discussion on the limitations to the evaluation. The report should present evidence-based and balanced findings, including strengths and weaknesses, consequent conclusions and recommendations, and lessons to be learned. The length of the report should be approximately 30 pages, excluding annexes.
24. Following the submission of the zero draft, a draft report will then be submitted to project management to review and comment on the draft report and provide any additional information using the form provided under Annex G by 2 May 2023. Within two weeks of receiving feedback, the evaluator shall submit the final evaluation report. The target date for this submission is 29 May 2023. Subsequently, PPME will finalize and issue the report, and present the findings and recommendations to project management and other invited stakeholders.

Indicative time frame: November 2022 – June 2023

Activity	November 2022	December 2022	January 2023	February 2023	March 2023	April 2023	May 2023	June 2023
Evaluator selected and recruited								
Initial data collection, including desk review, stakeholder analysis								
Evaluation design/question matrix								
Data collection and analysis, including survey(s), interviews and focus groups and field visit								
Zero draft report submitted to UNITAR								
Draft evaluation report consulted with UNITAR evaluation manager and submitted to project management								
Presentation of emerging findings, recommendations and lessons learned								
Project management reviews draft evaluation report and shares comments and recommendations								
Evaluation report finalized and management response by project management								
Dissemination and publication								

Summary of evaluation deliverables and indicative schedule

Deliverable	From	To	Deadline*
Evaluation design/question matrix	Evaluator	Evaluation manager	9 December 2022
Comments on evaluation design/question matrix	Evaluation manager	Evaluator	16 December 2022
Zero draft report	Evaluator	Evaluation manager	10 April 2023
Comments on zero draft	Evaluation manager	Evaluator	24 April 2023
Draft report	Evaluator	Evaluation manager	2 May 2023
Presentation of emerging findings, recommendations and lessons learned	Evaluator/evaluation manager	Programme Management	To be defined
Comments on draft report	Programme Management	Evaluation manager	15 May 2023
Final report	Evaluator	Evaluation manager	29 May 2023
Dissemination and publication of report	Evaluation manager		June 2023

*To be adjusted depending on the contract signature and to be agreed upon with the Evaluation Manager.

OPTIONAL: A reference group is considered a good practice in independent evaluations. Members of the reference group could be a representative from project management, from the donor and several representatives from the implementing partners for example. These stakeholders would then be included throughout the evaluation phases and would e.g., be able to provide comments on the draft report.

Communication/dissemination of results

25. The evaluation report shall be written in English with the Executive Summary both in English and French. The final report will be shared with all partners and be posted on an online repository of evaluation reports open to the public.

Evaluation management arrangements

26. The evaluator will be contracted by UNITAR and will report directly to the Director of the Strategic Planning and Performance Division and Manager of Planning, Performance Monitoring and Evaluation Unit (PPME) ('evaluation manager').

27. The evaluation manager reports directly to the Executive Director of UNITAR and is independent from all programming-related management functions at UNITAR. According to UNITAR's Evaluation Policy, in due consultation with the Executive Director/programme management, PPME issues and discloses final evaluation reports without prior clearance from other UNITAR Management or functions. This builds the foundations of UNITAR's evaluation function's independence and ability to better support learning and accountability.

28. The evaluator should consult with the evaluation manager on any procedural or methodological matter requiring attention. The evaluator is responsible for planning any meetings, organizing online surveys and undertaking administrative arrangements for any travel that may be required (e.g., accommodation, visas, etc.). The travel arrangements, if any, will be in accordance with the UN rules and regulations for consultants.

Evaluator Ethics

29. The evaluator selected should not have participated in the project's design or implementation or have a conflict of interest with project activities. The selected consultant shall sign and return a copy of the code of conduct under Annex F prior to initiating the assignment and comply with [UNEG Ethical Guidelines](#).

Professional requirements

30. The evaluator should have the following qualifications and experience:

- MA degree or equivalent in international relations, peace and conflict studies, evaluation, or a related discipline. Knowledge of and experience in training design and delivery, including training of trainers approaches and in areas related to peacekeeping and police training.
- At least seven years of professional experience conducting evaluation in the field of capacity-building or peace and security thematic evaluations. Knowledge of United Nations Norms and Standards for Evaluation.
- Technical knowledge of the focal area including the evaluation of peacekeeping-related topics, as well as contemporary developments in multilateral efforts to develop policing capacities in broader peacekeeping missions. Knowledge of or experience in institutional assessments/support.
- Field work experience in Africa, especially West Africa.
- Excellent research and analytical skills, including experience in a variety of evaluation methods and approaches. Experience in evaluation using Kirkpatrick method is an advantage.
- Excellent writing skills.
- Strong communication and presentation skills.
- Cross-cultural awareness and flexibility.
- Availability to travel.
- Fluency in oral and written French and English.

PPME may also hire a team of up to two evaluators (local and international) or an evaluator (team leader, evaluation methodological approach) and a subject matter expert (team member, training and contextual expertise).

Annexes:

- A. List of contact points**
- B. Event data available on the UNITAR Event Management System**
- C. List of documents and data to be reviewed**
- D. Structure of evaluation report**
- E. Project logical framework**
- F. Audit trail**
- G. Evaluator code of conduct**

Annex A: List of contact points

Project management to complete as no contacts available on EMS

- Implementing Partner EMPABB: Point focal, Baba Mariko, (+22320228676, IP5-EMP@empbamako.org)
- Donor: Germany MFA
- Trainers (UNITAR and EMPABB including mobile training teams), certified trainers
- Other EMPABB staff
- Participants
- Malian and ECOWAS Member States representatives (Benin, Burkina Faso, Cape Verde, Cote d' Ivoire, The Gambia, Ghana, Guinea, Guinea Bissau, Liberia, Mali, Niger, Nigeria, Sierra Leone, Senegal and Togo)
- List of communities served by peace operations
- UNITAR project team personnel

B: Event data available on the Event Management System from 1.4.2022-31.12.2022

Annex C: List of documents/data to be reviewed

- Annual narrative and finance reports
- Legal Agreement
- Logical Framework and outcome areas
- Project Description
- UNITAR website content
- Event Management System Data
- Implementing Partner deliverables and interim report(s) – *Annexes missing*
- Training material
- Documents related to the 2017-2020 and 2020-2021 earlier project phases, including evaluation reports.
- Relevant international frameworks including [Strategic Guidance Framework for International Policing](#), [Women, Peace and Security \(WPS\) Agenda](#), [the UN Uniformed Gender Parity Strategy](#), [Cruz Report](#), [Action for Peacekeeping \(A4P\)](#), [Integrated Peacekeeping Performance and Accountability Framework](#), [Elsie Initiative for Women in Peace Operations](#), [Africa Peace Support Trainers Association's values and objectives](#), [UNSC Resolution 2242 \(2015\) on Women and Peace](#), [the Policy on United Nations Police \(2014\)](#), [report on Forced Police Unit Command Staff Training Needs Assessment](#); and other relevant UN, AU or ECOWAS frameworks.
- Any other document deemed to be useful to the evaluation

Annex D: Structure of evaluation report

- i. Title page
- ii. Executive summary
- iii. Acronyms and abbreviations
1. Introduction
2. Project description, objectives and development context
3. Theory of change/project design logic
4. Methodology and limitations
5. Evaluation findings based on criteria/principal evaluation questions
6. Conclusions
7. Recommendations
8. Lessons Learned
9. Annexes
 - a. Terms of reference
 - b. Survey/questionnaires deployed
 - c. List of persons interviewed
 - d. List of documents reviewed
 - e. Evaluation question matrix
 - f. Evaluation consultant agreement form

Annex E: 2022 Project Logical Framework and outcome areas

Intervention Logic	Description of objectives and results	Indicators	Sources of Information	Assumptions and Risks	Interim Report 1 (Period: 1 Jul - 30 Aug)		Final Report	
					Target Value	Value achieved	Target Value	Value achieved
Overall Objective (Impact)	<i>Expanded access to high-impact training for uniformed personnel (men and women) in Africa</i>	Please leave these fields empty						

Project Objective 1 (Outcome)	<i>Increased accessibility to the regional training center</i>	<p>% of increase of African personnel trained in / by the staff of EMPABB for deployment to UN and non-UN peace operations within 1 year from its establishment</p> <p><u>Baseline:</u> (to be established at the beginning of the project) <u>Target:</u> 15%</p>	<i>Report of regional center's activities</i>	<i>(please refer to assumptions and risks section in the project doc)</i>		
Result 1.1 (Output)	<i>Action plan developed (based on the results of the review of the operating framework)</i>	<p>Number of action plans developed</p> <p><u>Baseline:</u> 0 <u>Target:</u> 1</p>	<i>Report of regional center's activities</i>	<i>(please refer to assumptions and risks section in the project doc)</i>		
Project Objective 2 (Outcome)	<i>Strengthened capabilities and motivation of local trainers (women and men) to deliver high-impact training</i>	<p>% of trainers meeting the completion requirements of the certification program</p> <p><u>Baseline:</u> 0% <u>Target:</u> 80%</p>	<i>Report of raining event</i>	<i>(please refer to assumptions and risks section in the project doc)</i>	<p>80%</p>	<p>0%</p>
Result 2.1 (Output)	<i>Training delivered to EMPABB trainers</i>	<p>Number of trainers certified</p> <p><u>Baseline:</u> 0 <u>Target:</u> (to be confirmed at the beginning of the project)</p>	<i>Report from training event</i>	<i>(please refer to assumptions and risks section in the project doc)</i>	<p>15</p>	<p>0</p>

Project Objective 3 (Outcome)	Strengthened capabilities and motivation of personnel (women and men) from the region to operate effectively in high-risk environments.	% of participants meeting the completion requirements of the training program <u>Baseline:</u> 0% <u>Target:</u> 80%	<i>Report from training event</i>	<i>(please refer to assumptions and risks section in the project doc)</i>	80%	0%	
Result 3.1 (Output)	Pre-deployment training delivered to personnel from Africa in preparation for UN assignments	Number of participants trained <u>Baseline:</u> (to be confirmed at the beginning of the project) <u>Target:</u> (to be confirmed at the beginning of the project)	<i>Report from training event</i>	<i>(please refer to assumptions and risks section in the project doc)</i>	25	0	
Result 3.2 (Output)	Training on cross-cutting topics delivered to personnel from Mali and ECOWAS Member States (either at EMPABB or locally, through mobile training teams)	Number of participants trained <u>Baseline:</u> (to be confirmed at the beginning of the project) <u>Target:</u> (to be confirmed at the beginning of the project)	<i>Report from training event</i>	<i>(please refer to assumptions and risks section in the project doc)</i>	25	0	

Annex F: Evaluation Audit Trail Template

(To be completed by project management to show how the received comments on the draft report have (or have not) been incorporated into the evaluation report. This audit trail should be included as an annex in the evaluation report.)

To the comments received on (date) from the evaluation of the “Supporting the Yearly Trainings Program of the Ecole Maintien de la Paix (EMP)” project

The following comments were provided in track changes to the draft evaluation report; they are referenced by institution (“Author” column) and track change comment number (“#” column):

Author	#	Para No./ comment location	Comment/Feedback on the draft evaluation report	Evaluator response and actions taken

Annex G: Evaluation Consultant Code of Conduct and Agreement Form*

The evaluator:

1. Must present information that is complete and fair in its assessment of strengths and weaknesses so that decisions or actions taken are well founded.
2. Must disclose the full set of evaluation findings along with information on their limitations and have this accessible to all affected by the evaluation with expressed legal rights to receive results.
3. Should protect the anonymity and confidentiality of individual informants. He/she should provide maximum notice, minimize demands on time and respect people's right not to engage. He/she must respect people's right to provide information in confidence and must ensure that sensitive information cannot be traced to its source. He/she are not expected to evaluate individuals and must balance an evaluation of management functions with this general principle.
4. Sometimes uncovers evidence of wrongdoing while conducting evaluations. Such cases must be reported discreetly to the appropriate investigative body. He/she should consult with other relevant oversight entities when there is any doubt about if and how issues should be reported.
5. Should be sensitive to beliefs, manners and customs and act with integrity and honesty in their relations with all stakeholders. In line with the UN Universal Declaration of Human Rights, he/she must be sensitive to and address issues of discrimination and gender equality. He/she should avoid offending the dignity and self-respect of those persons with whom he/she comes in contact in the course of the evaluation. Knowing that evaluation might negatively affect the interests of some stakeholders, he/she should conduct the evaluation and communicate its purpose and results in a way that clearly respects the stakeholders' dignity and self-worth.
6. Is responsible for his/her performance and his/her product(s). He/she is responsible for the clear, accurate and fair written and/or oral presentation of study imitations, findings and recommendations.
7. Should reflect sound accounting procedures and be prudent in using the resources of the evaluation.

Evaluation Consultant Agreement Form³⁸

Agreement to abide by the Code of Conduct for Evaluation in the UN System

Name of Consultant: _____

Name of Consultancy Organisation (where relevant): _____

I confirm that I have received and understood and will abide by the United Nations Code of Conduct for Evaluation. and I declare that any past experience, of myself, my immediate family or close friends or associates, does not give rise to an actual or perceived conflict of interest.

Signed at *place* on *date*

Signature: _____

*This form is required to be signed by each evaluator involved in the evaluation.

³⁸www.unevaluation.org/unegcodeofconduct

2. Explanations on the Critical Systems Heuristics

Conceptual basis

The evaluation methodology will also draw, as explained in the report above under methodology, on the principles of a systems thinking tool called Critical Systems Heuristics (CSH). This is a tool developed by the Swiss systems thinking academic Werner Ulrich and is based on earlier work done by the American academic Charles West Churchman. It starts from the principle that in any particular situation of interest in the practical domain that what happens will be determined by decisions made by those involved.

In the systems thinking language used in CSH, decisions are known as boundary judgements. Boundaries are lines which distinguish between what is included or excluded, who is or is not involved, what is or is not important, and so on. In the context of a training evaluation, boundary judgements will be made about what pedagogical approaches are used or not used, who makes decisions about the content of training programmes, how training is administered and supported, etc.

Because all situations involving human beings involve making boundary judgements, CSH helps to develop an understanding about why certain boundaries have been drawn and therefore helps in the understanding of why a situation develops in a particular way.

The work done by Churchman and Ulrich requires us to conceive of a situation in which we are interested in as a 'system'. In the context of systems thinking, a system may be defined as a collection of entities which interact with each other in a way which creates a particular behavioural outcome. It is important to note that these entities may not conceive of themselves as being in 'a system' and there may be no formal mechanisms or structures connecting them. Nevertheless, each entity's behaviour influences other entities.

Some questions related to CHS were included in the matrix and in the tools.

3. Evaluation question matrix

Key evaluation questions	Sub-questions	Data collection tools	Challenges
<p>RELEVANCE To what extent is this project relevant for EMPABB and other key beneficiaries?</p>	<p>To what extent is the project aligned with the Institute's efforts to the UNITAR strategic framework (2022-2025)?</p> <p>To what extent is this project and the previous 3 phases aligned with the German's MFA priorities for Mali and peacekeeping missions?</p> <p>To what extent is the project aligned with UN and international frameworks in the peace and security area including the women and peace and security agenda?</p> <p>To what extent are the outcomes and outputs identified for this project relevant to the main beneficiaries?</p> <p>How relevant are the project components (i.e., organisation strengthening, operating framework, trainer roster, pre-deployment and cross-cutting training delivery) to the needs and priorities identified at EMPABB, including related to human resources, skills needed, type of training or mentoring required to be able to deliver on its mandate?</p>	<p>Desk review of key documents.</p> <p>Interviews with EMPABB's staff, UNITAR's project managers; Donor; Other training centres; MINUSMA Police Department; ECOWAS standby police unit department.</p> <p>Online surveys with trainers, participants and EMPAB's staff.</p>	<p>Access to stakeholders for phone and face to face interviews.</p> <p>Acceptable response rate of the surveys to use the findings for the analysis.</p>
<p>COHERENCE How coherent is the project with other UNITAR or other donors' initiatives for EMPABB?</p>	<p>Were the activities for organisational strengthening coherent with identified gaps and organisational needs?</p> <p>Were the project other outputs (trainings delivered by EMPABB) aligned with an organisational strengthening roadmap?</p> <p>How coherent is this project with other UNITAR projects, including for EMPABB and the broader capacity development architecture in West Africa for peacekeeping-related training institutions?</p> <p>How well is the project building on results from the previous three phases?</p> <p>How coherent is this project with other organisational strengthening undertaken within EMPABB?</p> <p>How complementary are the training and capacity-building activities delivered by this project to other projects and partners of EMPABB?</p>	<p>Desk review</p> <p>Interviews with EMPABB's staff, UNITAR's project managers; Donor; Other training centres; MINUSMA Police Department; ECOWAS standby police unit department.</p>	<p>Access to participants that are deployed could be difficult but through WhatsApp it might work out based on previous experience.</p>

Key evaluation questions	Sub-questions	Data collection tools	Challenges
	<p>How coherent are the trainings delivered by this project with the WPS and peacekeeping pre-deployment requirements?</p> <p>How well is the project aligned with UNITAR standards for training of trainers?</p> <p>To what extent are a human rights-based approach, disabilities and a gender mainstreaming and inclusiveness strategy incorporated in the design and implementation of the project, including in the design and delivery of training events?</p> <p>To what extent has the project been able to link to other initiatives and collaborated with UN DPKO, ECOWAS member states as well as EMPABB's Governing Board members and other training centres?</p> <p>How well do the project pre-deployment activities complement further national induction and in-mission training?</p> <p>How well does the project complement and foster synergies with other existing capacity-building programmes and projects by other actors, such as training by the Department of Peace Operations (DPO) once personnel is being deployed, training delivered by other national or regional centres, the Regional Conflict Research Centre (CARESS) Masters programmes for Malian and other ECOWAS Member States participants, the funding provided by Germany to EMPABB through other means, the European Union Training Mission (EUTM/MLI), the International Association of Peacekeeping Training Centres (IAPTC) and work from the German political foundations Konrad Adenauer Stiftung (KAS) and Friedrich Ebert Stiftung (FES)?</p>	<p>Online surveys with trainers, participants and EMPABB's staff.</p>	
<p>EFFICIENCY How efficient has this project been in delivering the expected outcomes and outputs within the dedicated time frame and resources?</p>	<p>To what extent has the project produced outputs, from EMPABB's perspective, in a timely and cost-efficient manner, including through partnership arrangements (e.g., in comparison with alternative approaches)?</p> <p>Were the project's resources (human and financial) used as planned and fully utilised?</p> <p>Did the project have the needed human resources to achieve the expected outputs and outcomes?</p>	<p>Desk review</p> <p>Interviews with EMPABB's staff- financial department, UNITAR's project managers; Donor.</p>	<p>To have access to EMPABB's financial overview- The financial department of EMPABB might not want to disclose that kind of information as this is a bit outside of the project's reporting obligations.</p>

Key evaluation questions	Sub-questions	Data collection tools	Challenges
	<p>What is the percentage of the financial contribution of this project in EMPABB's overall budget?</p> <p>How environment-friendly (natural resources) has the project been? (ENVSUSE)</p>		
<p>EFFECTIVENESS How effective has the project been in delivering the expected outputs and results?</p>	<p>To what extent has the project achieved its planned outputs?</p> <p>What factors are positively or negatively affecting the project's, organisation's and the individual's performance?</p> <p>How did COVID impact the implementation of the planned activities? What mitigations measures were put in place to minimize delays in the project's implementation plan?</p> <p>What major changes can the staff of EMPABB observe after the organisational strengthening strategy was implemented?</p> <p>What success criteria are defined at different levels within EMPABB (organisational, departmental, training level) and how are these done?</p> <p>How have knowledge/skills/awareness from the trainings been used by the police forces deployed to peacekeeping missions? What key elements of the trainings were most useful for the police officers' daily work once deployed in peacekeeping missions?</p> <p>How effective were the training events delivered by previously certified EMPABB trainers?</p> <p>Have the project's structure and partnerships been effective, including the performance of the implementing partner EMPABB?</p> <p>To what extent have recommendations from previous independent evaluations been taken into account/implemented?</p>	<p>Desk review</p> <p>Interviews with EMPABB's project managers, UNITAR's project managers; Donor, participants, Training centres; other partners (ECOWAS)</p> <p>Online surveys with trainers, participants and EMPABB's staff.</p> <p>Evaluator observation</p>	<p>It might be difficult to isolate the results the project (across the 4 phases) has generated.</p> <p>The attribution of this project might not be easy to isolate as EMPABB receives other training projects from other partners and donors.</p>

Key evaluation questions	Sub-questions	Data collection tools	Challenges
	<p>To what extent has the project strengthened EMPABB's organisational capacities?</p> <p>How many planned trainings took place within the project time frame?</p> <p>Are there any unintended and unexpected results?</p> <p>Were partnership agreements in place and respected for each output? Has there been any delays?</p> <p>To what extent is environmental sustainability taken into account when designing the internal operating framework of EMPABB, when designing the pre-deployment training, etc?</p> <p>How environment-friendly (natural resources) has the project been?</p>		
<p>EMPABB's positioning</p> <p>strategic</p>	<p>What is EMPABB's unique role or entry point, (ideally) compared to other actors? What is EMPABB's added value?</p> <p>Where, i.e., at what level, should EMPABB direct its efforts/resources in terms of capacity-building to make the most of a contribution towards peacekeeping and training African police forces on international best standards?</p> <p>To what extent has the current EMPABB's operational model improved its overall delivery and impact?</p> <p>What considerations are there for the operational model, to improve impact?</p>	<p>Interviews with EMPABB's project managers, UNITAR's project managers; Donor, participants, Training centres; other partners (ECOWAS)</p> <p>Online surveys with trainers, participants and EMPABB's staff.</p>	<p>Take into consideration EMPABB's bias</p>

<p>LIKELIHOOD OF SUSTAINABILITY How sustainable are the results from this project?</p>	<p>To what extent did the institutional support provided by UNITAR contribute to the sustainability of the project? Can EMPABB sustain the results and impact of the project after the end of its cycle? What are the potential barriers to the sustainability of the results and outcomes of this project? To what extent are the current design and exit strategies likely to contribute to sustained capacity of EMPABB? What is the level of ownership of this project by EMPABB? To what extent can the approach be replicated elsewhere?</p>	<p>Desk review</p> <p>Interviews with EMPABB's project managers, UNITAR's project managers; Donor, other partners (ECOWAS, MINUSMA); EMPABB's staff- financial department</p>	<p>To have access to EMPABB's financial overview- The financial department of EMPABB might not want to disclose that kind of information as this is a bit outside of the project's reporting obligations.</p>
<p>LIKELIHOOD OF IMPACT What (potential) impact can be observed after the end of this project?</p>	<p>To what extent has the project contributed to expand access to high impact training for uniformed personnel (women and men) in Africa?</p> <p>To what extent and how is the project contributing to increased accessibility to the regional training centres, strengthened capabilities?</p> <p>What other observable impacts or organisational changes (positive or negative, intended, or unintended) have occurred or are likely to occur according to you?</p> <p>To what extent has the project strengthened EMPABB's capacities and the autonomy of trainers?</p> <p>What real difference does the project make to the role of female participants and trainers?</p> <p>What type of impact can be traced from the first to this fourth phase of the project?</p>	<p>Desk review</p> <p>Interviews with EMPABB's project managers, UNITAR's project managers; Donor, participants, Training centres; other partners (ECOWAS, MINUSMA)</p> <p>Online surveys with trainers, participants and EMPABB's staff.</p> <p>Evaluator's observations</p>	<p>It might be difficult to isolate the impact the project (across the 4 phases) has generated.</p> <p>The attribution of impact to UNITAR's project might be difficult to isolate.</p>
<p>Lessons learned and best practices. What are the main lessons that can support future programming?</p>	<p>What can we learn to inform the future design of similar programming, particularly around institutional assessment and support? What would you continue doing? What would you do differently if the project was to continue or expand? Any other comments?</p>	<p>Desk review of the past evaluations; participants' assessments. Interviews with EMPABB's project managers,</p>	

		UNITAR's project managers; Donor, participants, Trainers.	
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4. Interview tools and surveys

General Interview Guide

In order to collect the needed information amongst all stakeholders and ensure due process, interview guidelines were developed. These questionnaires are just guidelines and will be adjusted according to the conversation and the stakeholders.

Name of stakeholder:

Position:

Date and location of the interview:

Gender: (female and male - important for data disaggregation)

Interview guidelines are divided according to the types of stakeholders as identified in the sampling strategy 1) EMPABB's project managers; 2) UNITAR's project managers; 3) Trainers; 4) participants (including trained trainers); 5) Donor; 6) Partners and others.

Each questionnaire should be adjusted to the interviewee and the language will be adjusted to French or English. The interview should not exceed one hour. The questions are not to be used verbatim but for the evaluators to use as a guideline. Simple language will be used without using technical language to avoid confusion and get the most information out of the interviews.

At the end of the interview, the evaluators thank the stakeholders for their time and their inputs and ask if the evaluators can contact them at a later stage if in need of additional information or to verify a piece of information.

Interview guide for EMPABB's project managers

Questions will focus on the context and mechanisms and the following criteria: relevance, effectiveness, coherence, impact, sustainability and lessons learned.

Relevance

To what extent is this project relevant for EMPABB and other key beneficiaries?

- To what extent is the project aligned with the school's strategy?
- To what extent are the outcomes and outputs identified for this project relevant to the main beneficiaries?
- How relevant are the project components (i.e., organisation strengthening, operating framework, trainer roster, pre-deployment and cross-cutting training delivery) aligned to the needs and priorities identified at EMPABB, including related to human resources, skills needed, type of training or mentoring required to be able to deliver on its mandate?
- How is the project aligned with EMPABB's strategic priorities?

Coherence

How coherent is the project with other UNITAR initiatives for EMPABB?

- Were the activities for organisational strengthening coherent with identified gaps and organisational needs?
- Were the project outputs aligned with an organisational strengthening roadmap?
- How coherent is this project with other organisational strengthening undertaken within EMPABB?
- How complementary are the training and capacity-building activities delivered by this project to other projects and partners of EMPABB?
- How coherent are the trainings delivered by this project with the WPS and peacekeeping pre-deployment requirements?
- To what extent are a human rights-based approach, disabilities and a gender mainstreaming and inclusiveness strategies incorporated in the design and implementation of the project, including in the design and delivery of training events?
- To what extent has the project been able to link to other initiatives and collaborated with UN DPKO, ECOWAS member states as well as EMPABB's Governing Board members and other training centres?

- How well do the project pre-deployment activities complement further national induction and in-mission training?
- How well does the project complement and foster synergies with other existing capacity-building programmes and projects by other actors, such as training by the Department of Peace Operations (DPO) once personnel is being deployed, training delivered by other national or regional centres, the Regional Conflict Research Centre (CARESS) Masters programmes for Malian and other ECOWAS Member States participants, the funding provided by Germany to EMPABB through other means, the European Union Training Mission (EUTM/MLI), the International Association of Peacekeeping Training Centres (IAPTC) and work from the German political foundations Konrad Adenauer Stiftung (KAS) and Friedrich Ebert Stiftung (FES)?

Effectiveness

How effective has the project been in delivering the expected outputs?

- What major changes can the staff of EMPABB observe after the organisational strengthening strategy was implemented?
- What intended/unintended positive/negative results has the project contributed to?
- What factors are positively or negatively affecting the project's, organisation's and the individual's performance?
- What success criteria are defined at different levels within EMPABB (organisational, departmental, training level) and how are these done?
- What type of activities have yielded the greatest results for EMPABB's strengthening?
- Were procurement procedures in place and respected for each output? Has there been any delays?
- Have the project's structure and partnerships been effective, including the performance of the implementing partner EMPABB?

Sustainability

How sustainable is this project?

- To what extent did the institutional support provided by UNITAR contribute to the sustainability of the project?
- Can EMPABB sustain the results and impact of the project after the end of its cycle?
- What are the potential barriers to the sustainability of the results and outcomes of this project?
- What is the level of ownership of this project by EMPABB?

EMPABB's strategic positioning

- What is EMPABB's unique role compared to other actors? What is EMPABB's added value according to you?
- Where should EMPABB direct its efforts/resources in terms of capacity-building to make the most of a contribution towards peacekeeping and training African police forces on international best standards?
- To what extent has the current EMPABB's operational model improved its overall delivery and impact?
- What considerations are there for the operational model, to improve impact?

IMPACT

What impact can be observed after the end of this project?

- To what extent has the project contributed to expand access to high impact training for uniformed personnel (women and men) in Africa?
- To what extent and how is the project contributed to increased accessibility to the regional training centres, strengthened capabilities?
- What other observable impacts or organisational changes (positive or negative, intended, or unintended) have occurred or are likely to occur according to you?
- What are the keys to success for such project to yield the expected impact in your opinion?
- What real difference does the project make to the role of female participants and trainers?

Lessons learned

- What can we learn to inform the future design of similar programming, particularly around institutional assessment and support?
- What would you continue doing? What would you do differently if the project was to continue or expand?
- To what extent the recommendations from past evaluations have been taken into consideration by EMPABB's management and UNITAR's management?
- Any other comments?

Interview guide for UNITAR's project managers

Relevance

To what extent is this project relevant for EMPABB and other key beneficiaries?

- To what extent is the project aligned with the Institute's efforts to the UNITAR strategic framework (2022-2025)?
- To what extent is this project and the previous 3 phases aligned with The German's MFA priorities for Mali and peacekeeping missions?
- To what extent is the project aligned with UN and international frameworks in the peace and security area including the women and peace and security agenda?

Coherence

How Coherent is the project with other UNITAR initiatives for EMPABB?

- How coherent is this project with other UNITAR projects for EMPABB?
- How is the project building on results from the previous three phases?
- How is the project aligned with UNITAR standards for training of trainers?
- To what extent are a human rights-based approach, disabilities and a gender mainstreaming and inclusiveness strategies incorporated in the design and implementation of the project, including in the design and delivery of training events?
- To what extent has the project been able to link to other initiatives and collaborated with UN DPKO, ECOWAS member states as well as EMPABB's Governing Board members and other training centres?
- How well do the project pre-deployment activities complement further national induction and in-mission training?
- How well does the project complement and foster synergies with other existing capacity-building programmes and projects by other actors, such as training by the Department of Peace Operations (DPO) once personnel is being deployed, training delivered by other national or regional centres, the Regional Conflict Research Centre (CARESS) Masters programmes for Malian and other ECOWAS Member States participants, the funding provided by Germany to EMPABB through other means, the European Union Training Mission (EUTM/MLI), the International Association of Peacekeeping Training Centres (IAPTC) and work from the German political foundations Konrad Adenauer Stiftung (KAS) and Friedrich Ebert Stiftung (FES)?

Effectiveness

How effective has the project been in delivering the expected outputs?

- To what extent have the project's outputs been achieved? Could you provide examples of concrete achievements?
- What type of challenges did the project face during its implementation?
- How did COVID-19 impact on the implementation of the outputs? What type of mitigation measures were taken?
- How have the trainings been used by the police forces deployed to peacekeeping missions? What key elements of the trainings were most useful for the police officers' daily work once deployed in peacekeeping missions?
- What other trainings or support would you need from EMPABB?
- To what extent have recommendations from previous independent evaluations been taken into account/implemented?

- Were procurement procedures in place and respected for each output? Have there been any delays?
- To what extent is environmental sustainability taken into account when designing the internal operating framework of EMPABB, when designing the pre-deployment training, etc?
- How environment-friendly (natural resources) has the project been?

Impact

What impact can be observed after the end of this project?

- To what extent has the project contributed to expand access to high impact training for uniformed personnel (women and men) in Africa?
- To what extent and how is the project contributed to increased accessibility to the regional training centres, strengthened capabilities?
- What other observable impacts or organisational changes (positive or negative, intended, or unintended) have occurred or are likely to occur according to you?
- What are the keys to success for such project to yield the expected impact in your opinion?
- What real difference does the project make to the role of female participants and trainers?
- What type of impact can be traced from the first to this fourth phase of the project?

EMPABB's strategic positioning

- What is EMPABB's unique role compared to other actors? What is EMPABB's added value according to you?
- Where should EMPABB's direct its efforts/resources in terms of capacity-building to make the most of a contribution towards peacekeeping and training African police forces on international best standards?

Sustainability

How sustainable is this project?

- To what extent did the institutional support provided by UNITAR contribute to the sustainability of the project?
- Can EMPABB sustain the results and impact of the project after the end of its cycle?
- What are the potential barriers to the sustainability of the results and outcomes of this project?
- To what extent are the current design and exit strategies likely to contribute to sustained capacity of EMPABB?
- According to you, what is the level of ownership of this project by EMPABB?

Lessons learned

- What can we learn to inform the future design of similar programming, particularly around institutional assessment and support?
- What would you continue doing? What would you do differently if the project was to continue or expand?
- To what extent the recommendations from past evaluations have been taken into considerations by EMPABB's management and UNITAR's management?
- Any other comments?

Interview guide for the Donor

Relevance

To what extent is this project relevant for EMPABB and other key beneficiaries?

- To what extent is this project and the previous 3 phases aligned with The German's MFA priorities for Mali and peacekeeping missions?
- To what extent is the project aligned with UN and international frameworks in the peace and security area including the women and peace and security agenda?

Coherence

How Coherent is the project with other UNITAR's initiatives for EMPABB?

- How coherent is this project with other projects you fund within EMPABB and other training institutes?
- How coherent is this project with the context according to you?

Effectiveness

How effective has the project been in delivering the expected outputs?

- Are you satisfied with the project's achievements?
- Were you informed of any challenges faced by the project? Were you informed of any delays or mitigation measures taken during COVID?
- What would you have liked to see done differently?
- How were the communications and the reporting by UNITAR?
- What makes UNITAR's approach adequate for this type of project?

Impact

What impact can be observed after the end of this project?

- What are the keys to success for such project to yield the expected impact in your opinion?
- What real difference does the project make to the role of female participants and trainers?
- What type of impact do you think can be traced from the first to this fourth phase of the project?
- Any other comments?

Interview guide for the Trainers delivering the ToT

Relevance

- How relevant were the training activities to the trainers? And to the participants?
- How relevant was the training of trainers' course for you?

Coherence

- How is this project coherent with other trainings that you have undergone by other training centres?
- How well do the project pre-deployment activities complement further national induction and in-mission training?
- How coherent are the training with the participants' needs according to you?

Effectiveness

How effective has the project been in delivering the expected outputs?

- Have you noticed any improvement in EMPABB's organisational structure and capabilities as a trainer?
- What do you think makes this type of project successful?

EMPABB's strategic positioning

- What is EMPABB's added value according to you?
- Does EMPABB offer different types of trainings that are not found anywhere else?

Impact

- To what extent has the project contributed to expand access to high impact training for uniformed personnel (women and men) in Africa?
- As a trainer have you implemented trainings in other training centres abroad? Can you give examples? To what type of participants?
- What are the keys to success for a training centre like EMPABB according to you?
- What real difference does the project make to the role of female participants and female trainers?

Lessons learned

- What would you like EMPABB to continue doing?
- What can EMPABB do differently?
- Any other comments?

Interview guide for participants

Context and mechanisms

- How do you see the work of EMP contributing to peace and security in Mali?
- How can you see the work of EMP developing in order to further strengthen peace and security in Mali?
- What is the gender balance of trainers in EMP?
- What is the representation of different ethnic groups as trainers in EMP?
- How would you assess the quality of the EMP trainers?
- What could your EMP trainer have done better?
- How confident were you that your trainer had adequate subject matter knowledge?
- How much have you kept in contact with and shared knowledge and ideas with people you have met on EMP training courses?

Relevance

- How relevant were the training activities to the participants?
- Can you give examples of the type of trainings that you found most useful?
- What changes have you noticed in your daily work after receiving the training? Give examples.

Coherence

- Have you received the same trainings from other training centres?
- How well do the project pre-deployment activities complement further national induction and in-mission training?
- How coherent are the trainings with your needs according to you?

EMPABB's strategic positioning

- What is EMPABB's unique role compared to other actors? What is EMPABB's added value according to you?
- Where should EMPABB's direct its efforts/resources in terms of capacity-building to make the most of a contribution towards peacekeeping and training African police forces on international best standards?

Impact

- What impact on your work have the trainings had?
- What real difference does the project make to the role of female officers according to you?

Lessons learned

- What worked best in the trainings?
- What can the trainings do differently?
- Any other comments?

Surveys to trainers

Trainer survey / Sondage formation de formateur de l'UNITAR en collaboration avec l'Ecole Maintien de la Paix (EMPABB)

Introduction

Cher formateur/chère formatrice et ancien participant de l'UNITAR,

A l'UNITAR, nous nous engageons non seulement à fournir une formation de qualité, mais nous aimerions également mieux comprendre les changements (le cas échéant) que votre participation au programme a apportés. Cette enquête est conçue pour recueillir les expériences de votre participation à la formation de formateur, auquel vous avez participé en collaboration avec l'Ecole Maintien de la Paix (EMPABB).

Nous vous serions reconnaissants de nous faire part de vos commentaires par le biais de ce sondage en ligne. L'UNITAR apprécie vos commentaires et votre participation à cette courte enquête est cruciale pour l'amélioration continue de la qualité. Les réponses à ce questionnaire sont traitées de manière anonyme. Toutes les réponses, y compris les informations personnelles que vous fournissez, resteront strictement confidentielles. Votre contribution ne sera utilisée qu'en combinaison avec les réponses des autres participants à l'enquête. Cette enquête peut être complétée en 15 minutes environ et fait partie d'une évaluation indépendante.

Vous pourriez répondre aux questions de l'enquête en anglais ou en français. Veuillez sélectionner votre langue préférée en haut à droite.

Merci pour votre participation à ce sondage!

Dear trainer and former UNITAR participant,

At UNITAR we are not only committed to providing quality training, but we would also like to better understand the changes (if any) that your participation in the programme has brought. This survey is designed to gather experiences from your participation in the trainer training, in which you participated in collaboration with the Ecole Maintien de la Paix (EMPABB).

We would appreciate if you could provide feedback through this online survey. UNITAR values your feedback and your participation in this short survey is crucial for continuous quality improvement. The answers to this questionnaire are treated anonymously. All responses, including the personal information you provide, will be kept strictly confidential. Your contribution will only be used in combination with the responses of other survey participants. This survey can be completed in approximately 15 minutes and is part of an independent evaluation.

Thank you for participating in the programme and for your cooperation in this survey!

You may answer the survey questions in English or French. Please select your preferred language at the top right.

Thank you for participating in this survey!



ToT trainers survey / Sondage formation de formateur de l'UNITAR en collaboration avec l'Ecole Maintien de la Paix (EMPABB)

These first questions are about your experience as a trainer

* 1. How much experience do you have as a trainer?

- Less than 1 year
- Between 1 and 3 years
- Between 3 and 5 years
- More than 5 years

* 2. What certification do you have for your training skills? Select all that apply.

- I have no certification
- I have been certified by EMPABB
- I have been certified by UNITAR
- I am not sure
- I have an other certification (please specify below)

* 6. How would you describe the coverage of the following subjects in the training of trainers' certification for the event "Sécurisation des élections au Mali - Formation de maitres formateurs (Mali - 30 Aug - 10 Sept 2021)"? Tick "I did not attend" if you did not attend.

	It was not mentioned at all	It was mentioned on one or two occasions	It was mentioned several times during the training	It was integrated into the training	I did not attend
Gender equality	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Human rights	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

* 7. How would you describe the coverage of the following subjects in the training of trainers' certification for the events related to Training the Formed Police Units and Individual Police Forces in 2021? Tick "I did not attend" if you did not attend.

	It was not mentioned at all	It was mentioned on one or two occasions	It was mentioned several times during the training	It was integrated into the training	I did not attend
Gender equality	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Human rights	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

* 8. How would you describe the coverage of the following subjects in the training of trainers' certification for the event "VIVIER DE FORMATEURS UNITAR" from 14-25 November 2022 at the EMP School? Tick "I did not attend" if you did not attend.

	It was not mentioned at all	It was mentioned on one or two occasions	It was mentioned several times during the training	It was integrated into the training	I did not attend
Gender equality	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Human rights	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

9. If you have any suggestions for changes to the programme that would make it more useful, please write them here.

* 10. To what extent do you keep in touch with and share knowledge with other certified trainers?

- I never speak to other certified trainers
- I might discuss training issues with other certified trainers once a month at most
- I might discuss training issues with other certified trainers two or three times a month
- I might discuss training issues with other certified trainers at least once a week

* 11. How would you describe the support provided by the EMPABB for the training programme you organised?

- Very poor
- Fairly poor
- Fairly good
- Extremely good
- I have not requested support

12. If you have any specific suggestions about how support could be improved, please make a note of it here



ToT trainers survey / Sondage formation de formateur de l'UNITAR en collaboration avec l'Ecole Maintien de la Paix (EMPABB)

13. Please provide examples of how you have applied knowledge/skills to your training or what you may have done differently as a result of completing the training of trainers programme.

* 14. Which of the following situations have you faced in trying to use your new knowledge and skills as a certified trainer since completing the certification?

	This is not a problem	This is sometimes a small problem	This is occasionally a significant problem	This is regularly a significant problem.
Having the time to apply new knowledge and skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Having the confidence to use new knowledge and skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have forgotten what I learnt during the certification course	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My supervisors do not allow me to use new knowledge and skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The new knowledge and skills do not seem relevant to my work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My colleagues do not support me in using new knowledge and skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The new knowledge and skills are not important for me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I need more skills and knowledge than the training provided me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The systems and processes that exist do not allow me to use the new knowledge and skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

If there are any other issues which sometimes stop you using new knowledge and skills, please explain what they are here.

15. Have you noticed any organizational improvement within EMPABB? Please explain using examples.

Kindly write NA if you have not noticed any changes.

16. What other improvements could be made to strengthen EMPABB's role as a centre of excellence?

* 17. Please can you indicate how many courses and total number of participants you have trained in the following countries?

	Number of courses delivered	Total number of participants (all training)
Mali	<input type="text"/>	<input type="text"/>
Burkina Faso	<input type="text"/>	<input type="text"/>
Senegal	<input type="text"/>	<input type="text"/>
Niger	<input type="text"/>	<input type="text"/>
Nigeria	<input type="text"/>	<input type="text"/>
Guinee-Bissau	<input type="text"/>	<input type="text"/>
Guinee	<input type="text"/>	<input type="text"/>
Cameroon	<input type="text"/>	<input type="text"/>
Ghana	<input type="text"/>	<input type="text"/>

Other (please specify)

* 18. Please indicate your level of agreement with the following statements.

	Totally disagree	Disagree	Agree	Fully agree
The subjects covered in the trainings were cross-cutting across peacekeeping operations and MINUSMA deployment needs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The participants are more aware of and respect gender equality	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The participants are more aware of and respects Human Rights issues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

* 19. In addition to taking part in training of trainers courses, have you participated in other EMPABB courses?

- Yes
- No



20. What are your thoughts about the following training courses?

	The trainers were specialised and had the experience to manage the course	The trainers were specialised but lacked the experience to manage the course properly	The trainers did not have the knowledge and skills required to manage the course	I have not attended that course
Military Observation Internship	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Conflict Management and Resolution	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Crisis Management and Risks Management in Congo	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Women Peace and Security	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
UN Police (UNPOL)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Children's Rights and Protections	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Crisis Management and Risks Management in Guinea Conakry	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



ToT trainers survey / Sondage formation de formateur de l'UNITAR en collaboration avec l'Ecole Maintien de la Paix (EMPABB)

Finally, here are some personal questions

* 21. Please indicate your nationality

* 22. What is your gender?

- Male
- Female
- Non-binary
- I prefer not to answer

23. If you have any final thoughts, please add them here.

* 24. Would you agree to be contacted to talk in more depth about your experience to one of the evaluators? If so, please add your WhatsApp or mobile number with the international country code. Thank you.

No

Yes, please add your number here

5. List of documents reviewed

- Annual narrative and finance reports
- Legal Agreement- project's agreement and amendment
- Logical Framework and outcome areas
- Project Description
- UNITAR website content
- Implementing Partner deliverables and interim report(s) – *Annexes missing*
- Training materials received during the field mission
- Pre-and post-training assessment forms
- UNITAR Strategic Framework
- Institutional Assessment questionnaire and analysis
- EMPABB's Organisational Framework or Strategy
- Documents related to the 2017-2020 and 2020-2021 earlier project phases, including evaluation reports.
- International frameworks, including Strategic Guidance Framework for International Policing, Women, Peace and Security (WPS) Agenda, the UN Uniformed Gender Parity Strategy, Cruz Report, Action for Peacekeeping (A4P), Integrated Peacekeeping Performance and Accountability Framework, Elsie Initiative for Women in Peace Operations, Africa Peace Support Trainers Association's values and objectives, UNSC Resolution 2242 (2015) on Women and Peace, the Policy on United Nations Police (2014), report on Forced Police Unit Command Staff Training Needs Assessment; and other relevant UN, AU or ECOWAS frameworks.
- EMP's Board Meeting Minutes January 30, 2022
- Training programmes collected during the field mission
- List of trainers
- The 'Bilan' of the Organisational Structure Assessment produced by UNITAR's specialist. March 2023
- Interim financial reports
- Agendas for trainings
- DPPA's Mission report of needs assessment
- Analysis of Electoral Tasks needed in Mali
- Certification table for trainers
- PTPU UNITAR toolbox
- EMPABB's website and training lists
- Listings for trainers
- Independent evaluation reports of the sustaining peace in Mali and the Sahel region through strengthening peacekeeping training capacities project (phase II) and phase III.
- Presentation CECOGEC
- Presentation DGPC (civil protection)
- Sitreps
- Role of Police Manual during elections
- UNPOL training materials on elections.
- Conflict analysis reports from ACLED.

6. List of interviewed stakeholders

Affiliation	Female	Male	Country
UNITAR	1	2	Switzerland
Donor	1	0	Germany
EMPABB	0	5	Mali
International Actors		1	
Trainers	5	27	Mali

7. Evaluation consultant agreement form

Annex: Evaluation Consultant Code of Conduct and Agreement Form

The evaluator:

1. Must present information that is complete and fair in its assessment of strengths and weaknesses so that decisions or actions taken are well founded.
2. Must disclose the full set of evaluation findings along with information on their limitations and have this accessible to all affected by the evaluation with expressed legal rights to receive results.
3. Should protect the anonymity and confidentiality of individual informants. They should provide maximum notice, minimize demands on time, and respect people's right not to engage. Evaluators must respect people's right to provide information in confidence, and must ensure that sensitive information cannot be traced to its source. Evaluators are not expected to evaluate individuals, and must balance an evaluation of management functions with this general principle.
4. Sometimes uncover evidence of wrongdoing while conducting evaluations. Such cases must be reported discreetly to the appropriate investigative body. Evaluators should consult with other relevant oversight entities when there is any doubt about if and how issues should be reported.
5. Should be sensitive to beliefs, manners and customs and act with integrity and honesty in their relations with all stakeholders. In line with the UN Universal Declaration of Human Rights, evaluators must be sensitive to and address issues of discrimination and gender equality. They should avoid offending the dignity and self-respect of those persons with whom they come in contact in the course of the evaluation. Knowing that evaluation might negatively affect the interests of some stakeholders, evaluators should conduct the evaluation and communicate its purpose and results in a way that clearly respects the stakeholders' dignity and self-worth.
6. Is responsible for his/her performance and his/her product(s). They are responsible for the clear, accurate and fair written and/or oral presentation of study limitations, findings and recommendations.
7. Should reflect sound accounting procedures and be prudent in using the resources of the evaluation.

Evaluation Consultant Agreement Form¹

Agreement to abide by the Code of Conduct for Evaluation in the UN System

Name of Consultant: Emmanuel Diehl

Name of Consultancy Organization (where relevant): _____

I confirm that I have received and understood and will abide by the United Nations Code of Conduct for Evaluation and I declare that any past experience, of myself, my immediate family or close friends or associates, does not give rise to a potential conflict of interest.

Signed at Barcelona on 14/11/2022



Signature: _____

¹www.unevaluation.org/uneq/codeofconduct



ETHICAL GUIDELINES FOR EVALUATION
PLEDGE OF ETHICAL CONDUCT IN EVALUATION



By signing this pledge, I hereby commit to discussing and applying the UNEG Ethical Guidelines for Evaluation and to adopting the associated ethical behaviours.



INTEGRITY

I will actively adhere to the moral values and professional standards of evaluation practice as outlined in the UNEG Ethical Guidelines for Evaluation and following the values of the United Nations. Specifically, I will be:

- **Honest and truthful** in my communication and actions.
- **Professional**, engaging in credible and trustworthy behaviour, alongside competence, commitment and ongoing reflective practice.
- **Independent, impartial and incorruptible**.



ACCOUNTABILITY

I will be answerable for all decisions made and actions taken and responsible for honouring commitments, without qualification or exception; I will report potential or actual harms observed. Specifically, I will be:

- **Transparent** regarding evaluation purpose and actions taken, establishing trust and increasing accountability for performance to the public, particularly those populations affected by the evaluation.
- **Responsive** as questions or events arise, adapting plans as required and referring to appropriate channels where corruption, fraud, sexual exploitation or abuse or other misconduct or waste of resources is identified.
- **Responsible** for meeting the evaluation purpose and for actions taken and for ensuring redress and recognition as needed.



RESPECT

I will engage with all stakeholders of an evaluation in a way that honours their dignity, well-being, personal agency and characteristics. Specifically, I will ensure:

- **Access** to the evaluation process and products by all relevant stakeholders – whether powerless or powerful – with due attention to factors that could impede access such as sex, gender, race, language, country of origin, LGBTQ status, age, background, religion, ethnicity and ability.
- **Meaningful participation and equitable treatment** of all relevant stakeholders in the evaluation processes, from design to dissemination. This includes engaging various stakeholders, particularly affected people, so they can actively inform the evaluation approach and products rather than being solely a subject of data collection.
- **Fair representation** of different voices and perspectives in evaluation products (reports, webinars, etc.).



BENEFICENCE

I will strive to do good for people and planet while minimizing harm arising from evaluation as an intervention. Specifically, I will ensure:

- **Explicit and ongoing consultation** of risks and benefits from evaluation processes.
- **Maximum benefits** at systemic (including environmental), operational and programmatic levels.
- **No harm**. I will not proceed where harm cannot be mitigated.
- **Evaluation makes an overall positive contribution** to human and natural systems and the mission of the United Nations.

I commit to playing my part in ensuring that evaluations are conducted according to the Charter of the United Nations and the ethical requirements laid down above and contained within the UNEG Ethical Guidelines for Evaluation. When this is not possible, I will report the situation to my supervisor, designated focal points or channels and will actively seek an appropriate response.

_____  _____

14/11/2022

(Signature and Date)

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Evaluation Consultant Agreement Form¹


Agreement to abide by the Code of Conduct for Evaluation in the UN System

Name of Consultant: Bryan Hopkins

Name of Consultancy Organization (where relevant): _____

I confirm that I have received and understood and will abide by the United Nations Code of Conduct for Evaluation and I declare that any past experience, of myself, my immediate family or close friends or associates, does not give rise to a potential conflict of interest.

Signed at Sheffield, United Kingdom on 22nd November, 2022



Signature: _____

¹www.unevaluation.org/unesccodeofconduct



ETHICAL GUIDELINES FOR EVALUATION
PLEDGE OF ETHICAL CONDUCT IN EVALUATION



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- **Professional**, engaging in credible and trustworthy behaviour, alongside competence, commitment and ongoing reflective practice.
- **Independent, impartial and incorruptible**.



ACCOUNTABILITY

I will be answerable for all decisions made and actions taken and responsible for honouring commitments, without qualification or exception; I will report potential or actual harms observed. Specifically, I will be:

- **Transparent** regarding evaluation purpose and actions taken, establishing trust and increasing accountability for performance to the public, particularly those populations affected by the evaluation.
- **Responsive** as questions or events arise, adapting plans as required and referring to appropriate channels where corruption, fraud, sexual exploitation or abuse or other misconduct or waste of resources is identified.
- **Responsible** for meeting the evaluation purpose and for actions taken and for ensuring redress and recognition as needed.



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- **Meaningful participation and equitable treatment** of all relevant stakeholders in the evaluation processes, from design to dissemination. This includes engaging various stakeholders, particularly affected people, so they can actively inform the evaluation approach and products rather than being solely a subject of data collection.
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- **Explicit and ongoing consideration of risks and benefits** from evaluation processes.
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I commit to playing my part in ensuring that evaluations are conducted according to the Charter of the United Nations and the ethical requirements laid down above and contained within the UNEG Ethical Guidelines for Evaluation. When this is not possible, I will report the situation to my supervisor, designated focal points or channels and will actively seek an appropriate response.

Bryan Hopkins

22nd November 2022

(Signature and Date)



unitar

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