

# INDEPENDENT EVALUATION OF THE STRATEGIC FRAMEWORK FUND (2019-2020)

October 2021

Planning, Performance Monitoring and Evaluation Unit



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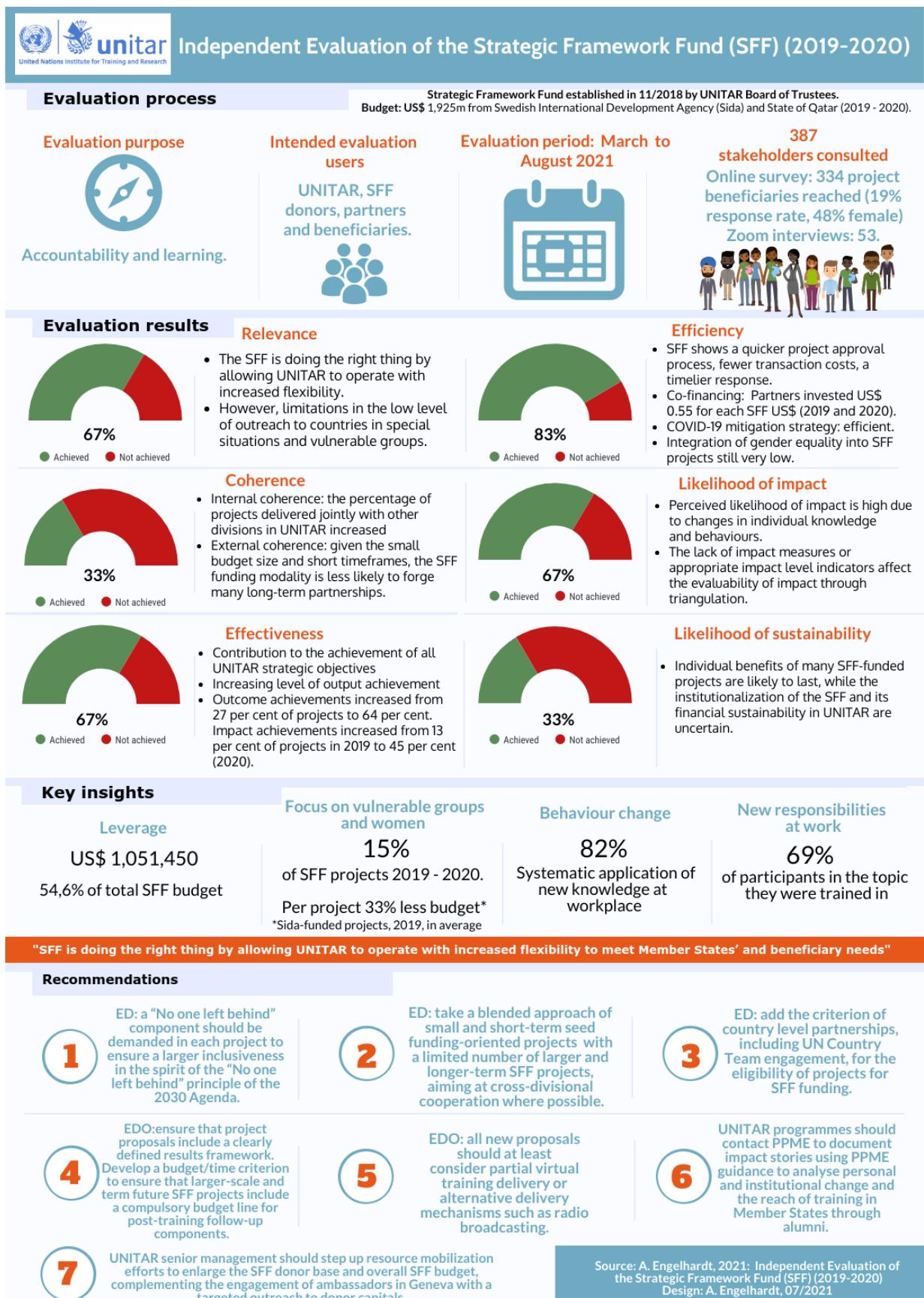
## Abbreviations

|          |  |
|----------|--|
| AI       | Artificial Intelligence                                      |
| CC       | Climate Change   |
| COVID-19 | Corona virus disease 2019                                    |
| EMS      | Event Management System                                      |
| GEEW     | Gender equality and empowerment of women                     |
| ILO      | International Labour Organization                            |
| LDC      | Least Developed Country                                      |
| LLDC     | Land-locked Developing Country                               |
| MBC      | Malawi Broadcasting Cooperation                              |
| MDPU     | Multilateral Diplomacy Programme Unit                        |
| NCD      | Noncommunicable diseases                                     |
| NGO      | Non-Governmental Organization                                |
| OECD     | Organisation for Economic Development and Cooperation        |
| SDG      | Sustainable Development Goal                                 |
| SFF      | Strategic Framework Fund                                     |
| Sida     | Swedish International Development Agency                     |
| SIDS     | Small Island Developing State                                |
| SO       | Strategic Objective  |
| ToR      | Terms of Reference   |
| UN       | United Nations   |
| UNIDO    | United Nations Industrial Development Organization           |
| UNITAR   | United Nations Institute for Training and Research           |
| UNSDCF   | United Nations Sustainable Development Cooperation Framework |
| US\$     | United States Dollar   |
| WHO      | World Health Organization                                    |

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**Figure 1: Infographic: Independent evaluation of the Strategic Framework Fund (2019-2020) and evaluation results**



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## Foreword

In November 2018, the UNITAR Board of Trustees established the Strategic Framework Fund (SFF) as a flexible, pooled funding instrument to help UNITAR deliver on its mandate and achieve the objectives of the 2018-2021 strategic framework. The SFF's governing principles foresees an independent evaluation every two years to assess performance, support learning and inform any revisions to the SFF in the future.

The evaluation found the SFF and its implementation to be **relevant** by doing the right thing by allowing UNITAR to operate with increased flexibility to meet Member States' and beneficiary needs. However, outreach to countries in special situations and vulnerable groups could be further increased. According to the findings, the overall **coherence** is low but showing a positive trend. The feedback on UNITAR's **effectiveness** is satisfactory with regards to results achievement. Similarly, the efficiency of the SFF is found to be satisfactory. While the perceived likelihood of **impact** is high due to changes in individual knowledge and behaviour, the evaluation finds that there is a lack of impact measures or appropriate impact level indicators. While individual benefits of many SFF-funded projects are likely to last, the institutionalization of the SFF and its financial **sustainability** are uncertain.

The evaluation identified some areas for improving current work through a set of seven recommendation areas to inform the SFF's continued implementation and future direction. The recommendation areas focused on:

- Recommendation 1: While carefully balancing needs and/or requests from Member States and SFF allocation requirements, a clear "Leave no one behind" component should be required for each SFF-funded project.
- Recommendation 2: Decisions on allocation awards should take a blended approach of small and short-term seed funding-oriented projects (based on clear criteria, demonstrated needs and clearly identified results which are sustainable) with a limited number of larger and longer-term projects with cross-divisional cooperation, where possible.
- Recommendation 3: Emphasis should be placed on the development of country-level partnerships, including UN Country Team engagement, in SFF project design and allocation decisions.
- Recommendation 4: UNITAR programme units should ensure that allocation requests include a clearly defined results framework with specified Level 3 performance needs in project design and in post-training, including, for example, cost neutral communities of practice among alumni, and develop a budget/time criterion to ensure that larger-scale and term future SFF projects include a compulsory post-training follow-up action to measure and assess performance components.
- Recommendation 5: UNITAR programme units should at least consider partial virtual training delivery or alternative delivery mechanisms such as radio broadcasting to leverage increased reach, reduce costs and reduce the environmental footprint. This could become additional SFF project allocation criteria.
- Recommendation 6: Programme units should document impact stories using available guidance to analyse personal and institutional changes and the reach of training in Member States through alumni.
- Recommendation 7: The Executive Director's Office, in cooperation with the Board of Trustees, should strengthen efforts to widen the SFF donor base and overall SFF resources, complementing the engagement of ambassadors in Geneva with a targeted outreach to donor capitals.

The evaluation was managed by the UNITAR Planning, Performance Monitoring, and Evaluation (PPME) Unit and was undertaken by Dr. Achim Engelhardt, consultant and independent evaluator. The PPME Unit provided support, guidance and quality assurance.

We are grateful to the evaluator, UNITAR staff, participants, donors and partners, and the other stakeholders for providing important input into this evaluation.

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## Executive summary

**Introduction:** This document constitutes the report of the Independent Evaluation of the Strategic Framework Fund (SFF). The SFF was established by the UNITAR Board of Trustees in November 2018 as a flexible, pooled funding instrument to help UNITAR deliver on its mandate and achieve the objectives of the 2018-2021 strategic framework. The SFF focuses on meeting the learning and other capacity development needs of beneficiaries from countries in special situations, including the least developed countries, the landlocked developing countries, the small island developing States and countries in and emerging from conflict, as well as groups made vulnerable, including women and children, indigenous peoples and persons with disabilities. In 2019-2020, the SFF supported over 50 initiatives with a total allocation amounting to \$1,925,001. The SFF's two largest donors are the Swedish International Development Agency (Sida) and the State of Qatar.

**Evaluation purpose:** The purpose of the evaluation is to assess the relevance, coherence, effectiveness, efficiency, likelihood of impact and likelihood of sustainability of SFF-related programming; to identify any problems or challenges that the SFF has encountered; to issue recommendations, and to identify lessons to be learned on the SFF design, implementation and management. The evaluation's purpose is thus to provide findings and conclusions to meet accountability requirements, and recommendations and lessons learned to contribute to the initiative's improvement and broader organization learning. The evaluation also seeks to answer the 'why' question by identifying factors contributing to (or inhibiting) successful delivery of the results.

**Evaluation methodology:** The evaluation uses a mixed-methods approach. In total, 47 allocations formed part of the evaluation scope based on the availability of documentation and the implementation phase of the projects. Only those projects implemented by 31 December 2020 and with sufficient documentation were considered for the evaluation. For SFF allocations made for training outputs (accounting for over 90 per cent of the total allocations), the evaluator applied the Kirkpatrick New World model for evaluating training systematically to address the capacity-building focus of the SFF-funded projects.

Data collection tools and processes for the evaluation include: i) comprehensive desk review; ii) online survey with 19 per cent response rate<sup>1</sup>; iii) key informant interviews with 18 UNITAR directors, managers, personnel and the Executive Director, as well as with 36 beneficiaries from diverse training activities, one donor and one implementing partner.

While all 47 SFF-funded project allocations<sup>2</sup> were covered through the online survey, eight projects/events were evaluated using complementary Zoom interviews. The sampling of those eight projects/events followed a two-tiered approach aiming to uncover most significant changes based on: i) engagement from trainees and; ii) purposeful sampling aimed to make the best use of the learning aspect for this evaluation.

For each evaluation criterion, the exercise applied a rating using a four-point scale as practiced by the United Kingdom's Independent Commission for Aid Impact. The

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<sup>1</sup> Corresponding to 334 respondents out of 1,747 participants surveyed.

<sup>2</sup> In total, 47 project allocations formed part of the evaluation scope based on the availability of documentation and including only projects that were implemented by 31 December 2020. A detailed overview of the allocations can be found in Annex i.

aggregate of sub-criteria listed in the Terms of Reference (ToR) serves as the basis for the assessment, with a maximum score of 100 per cent. Targeted audiences of the evaluation include UNITAR and SFF donors, beneficiaries and implementing partners.

The **main evaluation findings** are presented by the evaluation criteria in the ToR: relevance, coherence, effectiveness, efficiency, the likelihood of impact and likelihood of sustainability.

**Relevance:** **The SFF is doing the right thing by allowing UNITAR to operate with increased flexibility to meet Member States' and beneficiary needs. However, the low level of outreach to countries in special situations and vulnerable groups, the large number of small-scale allocations and the relative low level of SFF resources attenuate the relevance of the SFF to the strategic framework's emphasis on reaching the further behind first and helping Member States achieve the SDGs.** The rating for the relevance criterion is 67 out of 100.

SFF funding is allocated on the basis of a project's expected contribution to UNITAR strategic objectives and the SDGs as well as the potential for leveraging of partnerships and cross-divisional cooperation. The SFF allows UNITAR to operate with more flexibility within a broader framework set by donors, contributing to programming needs.

The relevance of the SFF to meet the financial needs to support programming under the strategic framework varies widely across the UNITAR landscape, with some programme units highly dependent on the instrument to support planned result areas under the UNITAR programme budget.

The evaluation finds that the level of contribution to the 2030 Agenda and the SDGs is limited, however, given the large number of small-scale projects based on small contribution amounts, and the overall small amount of SFF funding mobilized during 2019 and 2020 equivalent to about 4.8 per cent of UNITAR's total amount of project funding.

High levels of performance for women (78.3 per cent) and men (78.8 per cent) in their work, organization or community show similar levels of relevance of SFF projects. However, SFF projects' focusing specifically on women and other vulnerable groups is diluted across the SFF portfolio, with only 15 per cent of the projects focusing on these vulnerable groups. The relevance of SFF-funded training addressed to a large extent individual needs with an average rating of 72.2 per cent. Overall, SFF has potential to generate greater impact in harder to reach user groups and achieve transformational change.

**Coherence:** **Overall, the complementarity of the SFF-funded projects is low, but increasing.** The rating for the coherence criterion is 33 out of 100.

On *internal coherence*, the percentage of projects planned to be delivered jointly with other divisions in UNITAR increased from 29 per cent in 2019 to 42 per cent in 2020. As a funding instrument, the SFF contributes to addressing long-standing silo cultures in UNITAR, but only to a small degree and in the short-term. Examples emerge of SFF project complementarity with the broader UNITAR programming, such as with the One UN Climate Change Partnership (UN CC:Learn) project.

On *external coherence*, given the small budget size and short timeframes for SFF-funded projects, the SFF funding modality is less likely to forge many long-term partnerships. However, donors are attracted to project funding when risks are shared, and there is much space to further leverage the SFF for such purposes.

As observed in the Mid-term Evaluation of the 2018-2021 Strategic Framework, engagement with the UN country teams and the UN Sustainable Development Cooperation Framework is not well developed. This finding, combined with the lack of a UNITAR field network, is constraining, and the softly-earmarked character of the SFF could provide UNITAR with leverage to engage meaningfully with broader UN efforts to help Member States implement the SDGs and, at the same time, promote UNITAR's role and added value and expertise in its niche areas. This has not yet been vigorously pursued in conjunction with the SFF.

**Effectiveness: The level of results achievement is satisfactory.** The rating for the effectiveness criterion is 67 out of 100.

The SFF is contributing to the achievement of all UNITAR strategic objectives, although some more than others. This is evidenced by the contribution the SFF is making to the achievement of planned results of the biennium programme budgets, including both recurrent and new result areas. However, the extent to which the SFF-funded projects have helped achieve the strategic objectives is difficult to determine given the lack of indicators for the strategic objectives.

At the level of SFF-funded projects, there is an increasing level of output achievement (82 per cent of projects in 2020, up from 30 per cent in 2019) based on a review of final project narrative reports. The level of outcome achievements increased from 27 per cent in 2019 to 64 per cent in 2020. Intended impact achievements increased from 13 per cent of projects in 2019 to 45 per cent in 2020. In this context, the evaluation noted that the funding from Sida was available as of July 2019 in accordance with the agreement governing its contribution to the SFF.

**Factors affecting SFF project performance** include i) demand-led, needs-based and tailored approach to project design; ii) the strategic use of alumni; iii) SFF's role as part of broader programming, including access to partner structures at country level; iv) small scale/output drivenness; and v) lack of consistent post-training follow-up. While the first three factors are the main drivers affecting performance positively, the latter two are the main factors inhibiting project performance. This last factor is the Achilles heel of the SFF projects. The evaluation finds good results concerning the leverage, flexibility and innovation in the SFF portfolio, however.

**Results in the COVID-19 context:** The pandemic affected SFF delivery only marginally for most training due to UNITAR's long-standing expertise in delivering online training courses, while other UN and international agencies struggled in the COVID-19 context.

The evaluation did not detect a systematic use of a human rights-based approach or explicit ***inclusion strategies*** in the SFF portfolio 2019-2020.

**Efficiency:** Overall, the evaluation finds high efficiency of the SFF, with a criterion rating score of 83 out of 100.

**Timeliness and Member States' needs:** Compared to tightly-earmarked donor-funded projects, the SFF shows a quicker project approval process, fewer transaction costs, and a timelier response to meeting Member States' needs. The timelines of SFF decisions and the allocation process are significantly quicker and more flexible than in non-SFF-funded projects. The SFF also enabled UNITAR to address underserved thematic issues and Member States outside donor's usual priority countries, showing its value as a softly earmarked fund.

**Co-financing:** For each dollar invested in SFF projects, partners invested on average about \$0.55 between 2019 and 2020. However, the percentage of co-financing decreased from 43 per cent in 2019 to 35 per cent in 2020.

**Mitigation of COVID-19:** Overall, the mitigation strategy of the SFF in the COVID-19 context was efficient and effective with a conversion of in-person to virtual event.

**Gender and environment:** The integration of gender equality into SFF projects is increasing, however, starting at a very low level, with only 15 per cent of projects showing a clear focus on gender or women empowerment. The environmental footprint of SFF related to travel was drastically reduced from March 2020 onwards when international travel restrictions started applying as part of mitigation measures to the COVID-19 pandemic.

**Overall, the likelihood of impact is satisfactory. While the perceived likelihood of impact is high due to changes in individual knowledge and behaviour, the evaluation finds that the lack of impact measures or appropriate impact level indicators attenuate this conclusion.** The criterion rating is 67 out of 100.

While the SFF addresses all UNITAR SOs, the evaliability of the degree of progress made, including impact, is hindered by the lack of a measurable results structure of UNITAR's Strategic Framework.

In comparison to the tightly earmarked donor funding, the SFF had significantly lower financial resources (4.8 per cent of UNITAR's overall budget only) to help Member States advancing with the 2030 Agenda. However, the evaluation documented specific cases of change where the empowerment of individuals helped advance the 2030 Agenda in institutions at the national or local levels. Observable SFF project end-results include better communication skills, new opportunities to join organizations and new national initiatives. After the training, 81.8 per cent of beneficiary respondents indicated a systematic application of new knowledge back at the workplace, and 76.5 per cent of respondents affirmed applying or transferring knowledge and skills with confidence. The institutional level impact is medium to high due to the attitudes of supervisors and prevailing organizational cultures.

**Likelihood of sustainability:** While individual benefits of many SFF-funded projects are likely to last, the institutionalization of the SFF and its financial sustainability are uncertain. The sustainability criterion is rated at 33 out of 100.

As discussed under likelihood of impact, beneficiaries are affirmed applying new knowledge and skills in the future, despite weaknesses in organizations' reward and incentive systems. However, the short SFF funding cycles which currently allow for incubation or catalytic functions to start or enhance longer-term partnerships seriously jeopardize the sustainability of SFF results at the institutional level.

**Financial sustainability:** While the sustainability criterion seeks above all to assess the likelihood that results produced will last, the evaluation also assessed the financial

sustainability of the instrument. The SFF is mainly dependent on contributions from Sida (corresponding to 83.8 per cent of contributions received during the evaluation period), and efforts to significantly broaden the donor base, while multiple, have been for the most part unsuccessful to date. UNITAR's project-driven funding approach places divisions and programme units in competition with each other and with the SFF. Hence the 'bottom-up' funding approach poses the main threat to the full institutionalization of the SFF.

**The above key findings lead to the following conclusions:**

**Relevance:** The relevance of the SFF is sufficiently high. The allocation of SFF funding is based on the contribution to UNITAR's strategic objectives and the SDGs, and the possibility of leveraging of partnerships and cross-divisional cooperation. As such, the flexibility of the SFF operating within a broader framework set by donors is appreciated. However, the SFF is anchored on a very small funding base, combined with small allocations, which limits significant contributions to the SDGs.

The relevance of SFF projects to participants individual performance needs is high, based on participants' perceptions without main differences between women and men. However, vulnerable groups and women are underrepresented as specific target groups across the SFF portfolio.

**Coherence:** The evaluation concludes that the complementarity of the SFF-funded projects is low, but increasing with opportunities to make further progress. The complementarity among SFF-funded projects stimulates cross-divisional cooperation and dovetailing into broader programming.

The creation of external partnerships is affected due to small SFF budget size and short project timeframes of an SFF operating currently largely as a small grants' facility. Consequently, the capacity development scope of approved projects is reduced, making SFF projects often less attractive for external partners.

At the same time, the evaluation concludes that the SFF is missing opportunities to create further partnerships and leverage more funding at the country level. The loosely-tied nature of the SFF provides an opportunity for UNITAR to engage more strategically and coherently with UN programming at the country level and, as a result, contribute to more impactful results. This opportunity is still to be explored.

**Effectiveness:** SFF projects are largely delivering their expected results and fulfilling SFF objectives. However, inclusiveness strategies are not systematically embedded in project design and implementation.

There are various drivers and barriers to SFF project performance. Among the drivers include i) demand-led and needs based project design; ii) the strategic use of alumni; iii) SFF's role as part of broader programming, including access to partner structures at country level; and iv) a tailored training approach. Noteworthy barriers include the small scale and lack of clearly defined changes (and metrics) that are expected to occur beyond learning outcomes, and systematically addressing post-training follow-up as a means to significantly increase behaviour change in the longer term.

The evaluation finds that apart from some project delays, UNITAR responded well to the onset of the COVID-19 crisis and successfully converted planned in-person training for online delivery.

**Efficiency:** The SFF enables UNITAR to be closer to Member States in responding quickly to their needs, regardless of geographic or thematic donor priorities. The attractiveness of the SFF shows in the leveraging of partners through significant co-financing, despite the shortcomings of small projects sizes and short timeframes, as stated above.

UNITAR's COVID-19 mitigation strategy for the SFF worked well. As a secondary effect, SFF's environmental footprint was significantly reduced following COVID-19 related travel restrictions. There was little evidence of benefits created for gender since gender was undeveloped in the project portfolio.

**Likelihood of impact:** While the perceived likelihood of impact is high due to changes in individual knowledge and behaviour, the evaluation assesses this criterion as satisfactory due to a less systematic use of impact measures and the difficulty measuring (or lack of) actual impacts. Evidence emerges of advancing the 2030 Agenda mainly for individuals at the local level, where the likelihood for impact is highest.

**Likelihood of sustainability:** The sustainability of the SFF is mixed. While the lasting nature of training results seems high based on participants' perception, short funding cycles are suboptimal for sustaining results and building longer-term partnerships. The financial sustainability of the SFF is uncertain and needs to be reconciled with UNITAR's programme unit-driven funding approach.

**Based on the above key findings and conclusions, the following recommendations emerge. The evaluation considers all recommendations to be of a high priority.**

#### **Relevance:**

Recommendation 1: While carefully balancing needs and/or requests from Member States and SFF allocation requirements, a clear "Leave no one behind" component should be required for each SFF-funded project.

#### **Coherence and effectiveness:**

Recommendation 2: Decisions on allocation awards should take a blended approach of small and short-term seed funding-oriented projects (based on clear criteria, demonstrated needs and clearly identified results which are sustainable) with a limited number of larger and longer-term projects with cross-divisional cooperation, where possible.

Recommendation 3: Emphasize should be placed on the development of country-level partnerships, including UN Country Team engagement, in SFF project design and allocation decisions.

#### **Effectiveness:**

Recommendation 4: UNITAR programme units should ensure that allocation requests include a clearly defined results framework with specified Level 3 performance needs in project design and in post-training, including, for example, cost neutral communities

of practice among alumni, and develop a budget/time criterion to ensure that larger-scale and term future SFF projects include a compulsory post-training follow-up action to measure and assess performance components.

Recommendation 5: UNITAR programme units should at least consider partial virtual training delivery or alternative delivery mechanisms such as radio broadcasting to leverage increased reach, reduce costs and reduce the environmental footprint. This could become additional SFF project allocation criteria.

**Efficiency:** See recommendations 1,5, and 7.

**Likelihood of impact:**

Recommendation 6: Programme units should document impact stories using available guidance to analyse personal and institutional changes and the reach of training in Member States through alumni.

**Sustainability:** See recommendations 1 and 3.

Recommendation 7: The Executive Director's Office, in cooperation with the Board of Trustees, should strengthen efforts to widen the SFF donor base and overall SFF resources, complementing the engagement of ambassadors in Geneva with a targeted outreach to donor capitals.



## Section I: Introduction

1. UNITAR's 2018-2021 strategic framework covers programming in a number of thematic areas, including support for the implementation of the 2030 Agenda for Sustainable Development; multilateral diplomacy; public finance and trade; environment, including climate change, environmental law and governance, and chemicals and waste management; peacekeeping, peacebuilding and conflict prevention; social development and inclusion; and resilience and disaster risk reduction. Programming under these thematic areas are operationalized through the results frameworks of UNITAR's programme budgets and the design and delivery of specific projects.

### 1.1 Background of the SFF

2. The Strategic Framework Fund (SFF) was established by the UNITAR Board of Trustees in November 2018 as a flexible, pooled funding instrument to help UNITAR deliver on its mandate and achieve the objectives of the 2018-2021 strategic framework. The SFF focuses on meeting the learning and other capacity development needs of beneficiaries from countries in special situations, including the least developed countries (LDCs), the landlocked developing countries (LLDCs), the small island developing States (SIDS) and countries in and emerging from conflict, as well as groups made vulnerable, including women and children, indigenous Peoples, and persons with disabilities.
3. The SFF has at present seven donors. The Swedish International Development Agency (Sida) and the State of Qatar are by far the largest donors, accounting for approximately 95 per cent of contributions. A set of Governing Principles governs the SFF. The Governing Principles call for an independent evaluation every two years.
4. The administration of the SFF is led by the Office of the Executive Director. Allocations from the SFF are made by the Executive Director on the basis of a request for funds from a UNITAR division or programme unit with supporting documentation, including an application, project description and results framework, and budget. Allocations are made on a rolling basis, although most allocations are made shortly after a contribution has been made from a donor.
5. In 2019-2020 the SFF supported 54 initiatives<sup>3</sup> (31 in 2019 and 23 in 2020) with a total allocation amount of \$1,925,001. While there is no individual allocation limit, most allocations were granted for small scale initiatives under \$100,000, with the average allocation amount being \$35,650. The SFF initiatives include projects and activities under UNITAR's Peace, People, Planet and Prosperity programme pillars, in addition to cross-cutting programme pillars on accelerating the implementation of the 2030 Agenda, multilateral diplomacy and optimizing the use of technologies for evidence-based decision-making. The majority of projects receiving allocations aimed to contribute to two or more strategic objectives, and most supported projects or activities related to learning outcomes through training delivered in person or online.

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<sup>3</sup> This includes ongoing projects. The evaluation scope included 47 SFF project allocations which were finalized by 31 December 2020.

## 1.2 Evaluation purpose and scope

6. The evaluation terms of reference (ToR)<sup>4</sup> define the purpose and scope of the evaluation:

The purpose is to assess the relevance, coherence, effectiveness, efficiency, impact, and sustainability of SFF-related programming; to identify any problems or challenges that the SFF has encountered; to issue recommendations, and to identify lessons to be learned on the SFF's design, implementation, and management. The evaluation's purpose is thus to provide findings and conclusions to meet accountability requirements, and recommendations and lessons learned to contribute to the initiative's improvement and broader organization learning. The evaluation should not only assess how well the SFF and SFF-supported projects have performed, but also seek to answer the "why" question by identifying factors contributing to (or inhibiting) successful delivery of results.

The evaluation's scope covers contributions to and allocations made to divisions or programme units for projects during 2019 to 2020. In addition to assessing the results achieved, the evaluation is forward-looking with a view to providing recommendations to inform the future of the fund. The scope is different from the Mid-term Evaluation of the Strategic Framework 2018-2021, which covered all of UNITAR's programming to implement the strategic framework during its first two years of implementation (2018-2019). The evaluation's scope does not cover support from the fund to the UNITAR strategic enablers or functional support units.

## 1.3 Evaluation methodology and approach

7. The evaluation uses a mixed-methods approach, including<sup>5</sup>
  - A comprehensive desk review, which includes a review of allocation requests and annual narrative SFF reports and individual project reports;
  - An online survey which was sent to 1,747 beneficiaries with valid e-mail addresses in the UNITAR database for SFF-funded training events, which received a response rate of 19.1 per cent (334 responses) and for which weighted average were used to analyse responses to Likert-scale questions; and
  - Key informant interviews using Zoom or other tools with 53 stakeholders, including 14 UNITAR directors and managers and the Executive Director. Zoom interviews with 36 training beneficiaries and a representative from one donor and one implementing partner complemented the primary data collection.
8. For training-related projects, the evaluator applied the Kirkpatrick New World model for evaluating training systematically to address the capacity-building focus of the projects, as shown in Figure 2 below. In addition to reviewing the results of Level 1 (reaction) and Level 2 (learning) components of the model which were undertaken by programme units immediately following the delivery of the training events, the evaluation assessed Level 3 (application) of the model, which targets participants' behavioral change when they are back in their organizational settings.

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<sup>4</sup> Ibid, page 1.

<sup>5</sup> The originally suggested theory-based approach was not pursued, given the recent mid-term evaluation of the UNITAR Strategic Framework with an in-depth assessment of the Theory of Change.

9. Level 4 of the model enquires about changes in the enabling environment that can be attributed to the project-funded training.

**Figure 2: SFF capacity-building focus and use of Kirkpatrick evaluation model**



**Source: SFF evaluation ToR and Kirkpatrick Partners (adapted)**

10. In addition to key informant interviews, a virtual focus group with project beneficiaries was planned with participants from the same institution.<sup>6</sup> Unfortunately, participants showed no interest and the focus group did not take place.

## 1.4 Sampling

11. While all events recorded on the EMS as funded by the SFF were covered through the online survey, eight projects/events were evaluated using complementary Zoom interviews.
12. The sampling followed a two-tiered approach aiming to uncover most significant changes based on:
- Feedback from beneficiary respondents to the online survey who expressed willingness to be interviewed to “dive deeper” into changes that occurred following the training. Projects where participants agreed to be interviewed<sup>7</sup> were selected. Based on this approach, five projects/events were evaluated in more depth, as listed in Figure 3 and Figure 4 below.

<sup>6</sup> National Statistics Workshop for the Philippine Statistics Authority

<sup>7</sup> Those participants were selected after the survey data analysis and based on respondents volunteering to be interviewed.

**Figure 3: Demand-based sampling of projects/events**

| <b>Project/event</b>   |
|--|
| Levelling the playing field (focus on (1) Columbia Law School Series: Women and Self-Advocacy, Future of Diplomacy after COVID-19 and (2) Defining Transformation: A Global Food System) |
| Overcoming Global Challenges through the Rule of Law   |
| Responding to Crisis: Strengthening Finance and Trade Resilience to Global Pandemics and Health Emergencies in Sub-Saharan Africa  |
| Rule of Law & Governance   |

ii) Consultations with project managers in accordance with a predefined set of criteria, such as the perception of the most significant change, the project's budget size and duration, focus on vulnerable groups and countries in special situations, or funding contributing to larger initiatives. Purposeful sampling aimed to make the best use of the learning aspect for this evaluation. However, the second approach proved to be less successful due to the lack of user participation in interviews, and only three projects were evaluated in more depth.

**Figure 4: Purposeful sampling of projects/events**

| <b>Project/event</b>  |
|---|
| Towards Shattering the Glass Labyrinth of Female Leadership in National Security Forces                                 |
| Training Programme to Enhance the Conflict Prevention and Peacemaking Capacities of Indigenous Peoples' Representatives |
| Digital Design Process for the development of an app in support of women mediators on the African continent             |

## 1.5 Evaluation questions

13. The evaluation's terms of reference (ToR) contains 29 evaluation questions. To keep the number of questions manageable, the evaluator prioritized the questions and where feasible, combined or deleted questions with explanations. The revised list of evaluation questions is provided below.

### **1. Relevance**

1. *To what extent do the SFF's design and delivery mechanism meet the programmatic and financial needs of UNITAR to achieve the 2018-2021 strategic objectives/sub-objectives?*
2. *How relevant has the SFF been to UNITAR's work in helping Member States achieve the Goals of the 2030 Agenda?*
3. *How relevant are the projects under the SFF to the needs of the targeted beneficiaries from vulnerable groups (e.g., women, children, youth, persons with disabilities, or indigenous groups) and stakeholders from countries in special situations? (GEEW)*
4. *How relevant are the funded projects to the SFF's selection criteria (have strong SDG alignment; give rise to high impact results that benefit countries in special situations, including individuals who are made vulnerable, such as women and children; promote the attainment of multiple goals or the holistic, integrated nature of the Agenda; delivered with partners to maximize resource efficiencies; involve cross UNITAR projects collaboration been complied with? (GEEW) (It was suggested to move this question under "coherence" and combine it with question 2.3.)*
5. *To what extent were concrete performance needs of individuals systematically assessed, e.g., based on needs assessment. Are those performance needs individuals' priorities? (New question)*

## **2. Coherence**

- 1 *How well do the funded projects complement each other (internal coherence) and other UNITAR programming efforts with a view to achieving the objectives of the strategic framework, and to what extent is synergy across programming promoted and possible?*
- 2 *To what extent has UNITAR leveraged partnerships with external actors, within and outside the UN system, to promote synergy in efforts to achieve SFF-funded project objectives?*
- 3 *To what extent are the projects under the SFF aligned with a human rights approach and the 2030 Agenda's principles of leaving no one behind and reaching the furthest behind first? (The question was covered indirectly by evaluation question 1.4, focusing on issues of the most vulnerable.)*

## **3. Effectiveness**

- 1 *How effectively has UNITAR made use of the SFF to contribute to the achievement of the objectives and expected thematic results of the strategic framework for the period 2019-2020? Which factors have contributed to this?*
- 2 *To what degree have the funded projects achieved the results expected (depending on the training or other needs), and to what degree have the funded projects enhanced programmatic innovation, and how?*
- 3 *Has the SFF been effective in providing increased leverage and flexibility to UNITAR to achieve the objectives of the strategic framework, and to what extent has the SFF provided value-added opportunities, **including scalable seed funding for partnerships or a wider programmatic approach?** (It was suggested to add this specification to enable the deletion of question 3.6.)*
- 4 *Has the effectiveness of the SFF in contributing to the achievement of the strategic objectives (SOs) changed due to COVID-19? How responsive have the funded projects been to the COVID-19 realities, and **how can this inform the future design and implementation of the SFF?** (It was suggested to add this specification to enable the deletion of question 6.3.)*
- 5 *To what extent have human rights-based approaches and inclusion strategies (gender, disability) been incorporated in the design, planning, and implementation of each of the projects funded by the SFF? (**GEEW**) (e.g., Has a twin-track approach been adopted in the programming of the projects funded by the SFF)<sup>8</sup>*
- 6 *Has the initiative's structure of providing seed funding for smaller initiatives and partnerships with implementing or other partners been effective? (The question was covered indirectly by evaluation question 3.3.)*
- 7 *Do the allocation approvals indicate a balanced allocation of funds to all pillars/divisions in efforts to achieve the different strategic objectives, and integration of diverse goals and targets from the 2030 Agenda 2030, as well as the support of diverse groups made vulnerable? ? (The question was covered indirectly by evaluation question 1.5.)*

## **4. Efficiency**

- 1 *To what extent have SFF project outputs been produced in a cost-efficient (e.g., in comparison with feasible alternatives in the context) and timely manner, and how?*
- 2 *How timely has the SFF's decision and allocation process been?*
- 3 *To what extent has UNITAR maximized resource efficiencies through partnerships, including with implementing partners, and to what extent are the SFF-funded projects implemented through co-financing or cost-sharing?*
- 4 *To what extent have programme units mitigated delivery constraints during the COVID-19 context?*
- 5 *From a natural resources perspective, how efficient have the SFF-funded projects been (e.g., by minimizing waste, unnecessary travel)?*
- 6 *To what extent have projects created benefits of integrating gender equality (or not), and what were the related costs? (**GEEW**)*

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<sup>8</sup> The twin-track approach combines mainstreaming of programmes and projects that are inclusive of persons with disabilities with programmes and projects that are targeted towards persons with disabilities  
UN Disability Inclusion Strategy, UN Disability Inclusion Strategy: Technical notes)

- 7 *How efficient is the fund as a softly earmarked instrument for maximizing opportunities to address needs to achieve the strategic objectives of the framework? (new)*

#### **5. Likelihood of impact/early indication of impact**

- 1 *What real differences has the SFF made towards contributing to the achievement of the strategic objectives and helping Member States to implement the 2030 Agenda, in comparison to other funding channels (e.g., traditional earmarked SPG)?*
- 2 *What observable end-results or organizational changes (positive or negative, intended, or unintended) have occurred from the SFF-funded projects?*
- 3 *To what extent has SFF funding provided opportunities for scalable initiatives, and to what extent have any such initiatives achieved scalable results? ? (The question was covered by evaluation question 3.3.)*
- 4 *Is there a likelihood of change on individual knowledge and behavior and/or institutional level impact? (new)*

#### **6. Likelihood of sustainability/early indication of sustainability**

- 1 *To what extent have the projects (short vs. long-term) affected the likelihood of the perception of benefits beyond the implementation of the activities?*
- 2 *Are the strategies and mechanisms of the SFF to capture financial resources sustainably, and how can it be improved? What is to be expected for the 2021 period?*
- 3 *What can we learn from the 2020 COVID-19 pandemic to inform the future design and implementation of the SFF? (The question was covered indirectly by evaluation question 3.4)*
- 4 *To what extent are the SFF-funded projects' results likely to endure beyond the implementation of the activities in the mid-to-long term?*
- 5 *To what extent has seed funding led to other initiatives and funding? (The question was covered indirectly by evaluation question 3.3.)*

#### **Gender equality and women empowerment**

The evaluation questions with gender equality and women empowerment dimensions are identified with the “**GEEW**” abbreviation.

### **1.6 Scoring methodology**

14. The evaluation uses a four-point scale assessment methodology applied by the United Kingdom's Independent Commission for Aid Impact for its performance reviews. The four-point scale is described in Figure 5 below.
15. Each evaluation criterion is rated based on an aggregate of the relevant sub-criteria based on the evaluation questions. This produces an overall rating for the evaluation criterion.
16. Starting at the level of the individual evaluation questions, the evaluator scored the performance according to the available evidence. It is important to state that the evidence base determines the scores, for example, the degree of achievement of planned outputs or outcomes, quantitative results of surveys or other quantifiable data. Qualitative data is quantified where applicable.
17. Quantitative results from interviews or the survey are not directly converted in cardinal scorings but complemented with qualitative evidence.
18. Subsequently, the scores for each evaluation question are aggregated by evaluation criteria using a numerical "translation" of the colour coding. Red scores are rated with 0, amber/red scores with 1, green/amber scores with 2 and green scores with 3.

19. For the percentage calculation of the total score of each evaluation criterion, the aggregate is divided by the maximum possible score and multiplied by 100.

**Figure 5: Legend for colour coding used for results assessment**

|  |   |
|--|---|
|  | Green: Strong achievement across the board. Stands out as an area of good practice where SFF is making a significant positive contribution. Score 76 to 100 out of 100                    |
|  | Green/amber: Satisfactory achievement in most areas, but partial achievement in others. An area where SFF is making a positive contribution but could do more. Score 51 to 75 out of 100  |
|  | Amber/red: Unsatisfactory achievement in most areas, with some positive elements. An area where improvements are required for SFF to make a positive contribution. Score 26-50 out of 100 |
|  | Red: Poor achievement across most areas, with urgent remedial action required in some. An area where SFF is failing to make a positive contribution. Score: 0-25 out of 100               |

20. The total score per evaluation criterion can easily be translated into a colour coded rating scheme. For this purpose, 100 is evenly divided into four categories to match the colour coding. As a result, ratings of 25 and below translate into a red colour coding. Ratings of 26 to 50 fall into the category of amber/red colour coding. The green/amber colour coding corresponds to ratings between 51 and 75. All ratings above 75 translate into the green colour coding.

## 1.7 Limitations

21. The evaluation's main limitation is the small-scale nature of the projects and the cluster approach which did not allow the evaluation to engage in a project-specific focus. The purposeful sampling using the Most Significant Change approach sought to mitigate this shortcoming. Unfortunately, the sampling approach did not work as planned due to a low participation rate of participants. The evaluation employed a complementary demand-led sampling approach to a stronger degree to help mitigate this shortcoming.
22. From the 50 plus SFF projects funded in 2019 and 2020, 47 allocations formed part of the scope of the evaluation, given that the evaluation only considered allocations that were completed by the time sampling took place in April 2021. From these 47, only 8 allocations were looked into in more depth and given the diversity of SFF projects. This is not necessarily representative of the entire portfolio, however.
23. Data is based on the analysis of project documents, final narrative reports and beneficiary responses from a survey. The assessment of some evaluation criteria such as project effectiveness (e.g. achievement of outcomes) is based largely on

participant perception (e.g. the achievement of learning objectives), rather than, for example, objective based tests or other hard performance data.

24. Quantitative data was not available for all sub criteria evaluation questions. Where the evidence base was less strong or lacking, the evaluator opted not to score the sub-criteria and did not apply any colour coding, as explained in section 1.6.
25. The methodology for rating the evaluation criteria on the basis of colour codes may be exposed to some degree of misrepresentation, since borderline aggregate scores could be rated green (or red or amber) by a mere a point or two. For this reason, assessment of each criterion should be read by both the colour and numerical ratings.
26. Finally, the COVID-19-related travel restrictions inhibited any field visits for the evaluator. The evaluator mitigated this limitation through a blended use of Zoom interviews and a multi-lingual online survey. Experience in undertaking evaluations during the COVID-19 pandemic shows that stakeholders tend to react positively to remote primary data collection.

## Section II: Findings

### 2. Relevance: Is the SFF doing the right thing?

27. Assessment of the relevance criterion is based on the following sub-criteria: i) relevance of SFF's design and delivery mechanism to meet the programmatic and financial needs of UNITAR to contribute to achieving the 2018-2021 strategic objectives/sub-objectives; ii) relevance in helping Member States achieve the Goals of the 2030 Agenda; iii) relevance for reaching women and other vulnerable groups; and iv) relevance of individual performance needs. The primary data sources for this analysis include document review, Zoom interviews and the online survey.

**Summary of key findings:** Relevance is satisfactory. The SFF is doing the right thing by allowing UNITAR to operate with increased flexibility to meet Member States' and beneficiary needs. However, the low level of outreach to countries in special situations and vulnerable groups, the large number of small scale allocations and the relative low level of SFF resources attenuate the relevance of the SFF to the strategic framework's emphasis on reaching the further behind first and helping Member States achieve the SDGs.

- The SFF allows UNITAR to operate with more flexibility within a broader framework set by donors, contributing to UNITAR's programming needs.
- SFF funding is allocated based on a project's expected contribution to UNITAR strategic objectives and the SDGs as well as potential for leveraging of partnerships and cross-divisional cooperation.
- The relevance of the SFF to meet the financial needs to support programming under the strategic framework varies widely across the UNITAR landscape, with some programme units highly dependent on the instrument and other units less dependent.
- The level of contribution to the 2030 Agenda and the SDGs is limited, with the overall small amount of SFF funding during 2019 and 2020 reaching about 4.8 per cent of the total of UNITAR project funding. The small amount of SFF funding is a factor driving small scale allocations.
- High performance needs of women (78.3 per cent) and men (78.8 per cent) in their work, organization or community show similar levels of relevance of SFF projects.
- SFF projects' focusing specifically on women and other vulnerable groups is diluted across the SFF portfolio, with only 15 per cent of the projects focusing on those vulnerable groups.
- The relevance of SFF-funded training addressed to a large extent individual needs, with a weighted average rating of 72.2 per cent.

28. The evaluation finds the relevance of the SFF to be satisfactory. Based on the scoring methodology<sup>9</sup>, the relevance score of the SFF is amber-green with a score of 67 out of 100<sup>10</sup>.

<sup>9</sup> Explained in the methodology section of this report. The UK's Independent Commission for Aid Impact applies the methodology. See <http://icai.independent.gov.uk/wp-content/uploads/ICAI-Review-UK-aids-contribution-to-tackling-tax-avoidance-and-evasion.pdf>

<sup>10</sup> Scores by sub-criteria: green: 3, green/amber: 2, amber/red: 1; red: 0

## 2.1 SFF's design and delivery mechanism meeting needs to achieve the 2018-2021 strategic objectives

- 
29. The results from interviews with UNITAR directors and managers provided evidence that the SFF is enabling the Institute to operate with more flexibility within the broader (and more restrictive) framework of donor-funded earmarked projects. The SFF donor interviewed coincided with this view. In contrast to the tightly earmarked character of most donor funding, the SFF is seen as a flexible tool to enable UNITAR to allocate funds to projects where needs are most relevant. A review of SFF funded projects shows that the funding modality helps address neglected issues such as disaster prevention or countries located outside the geographic priority of many donors. The review of projects also shows that SFF funding is used to pilot new modalities to identify successful models for upscaling, for example the use of artificial intelligence or the development of an app to support women mediators on the African continent, while other projects have shown that the SFF complements existing funding streams for expanded impact or provides needed funds to support the delivery of planned programming in the biennium results-based programme budgets under the strategic framework.
  30. The document review shows that SFF funding contributes to significant planned results and funding for some programme units, while for others the SFF was less vital. For example, in 2019, allocations from the SFF amounted to 52 per cent of programme funding of the New York Office and 42 per cent of funding for the Agenda 2030 Unit. In 2020, SFF funding contributed to 46 per cent of programme funding of the New York Office and 44 per cent of funding of the Public Finance and Trade Programme under the Division for Prosperity.
  31. SFF allocation decisions are based on a project's contribution to UNITAR's strategic objectives and helping Member States achieve the SDGs, in addition to other criteria, such as leveraging partnerships and supporting cross-divisional cooperation for more integrated programming. All projects were linked to the strategic objectives and most projects had links to multiple objectives, as observed earlier in this report. The criterion of supporting cross-divisional cooperation was more apparent in projects funded in 2020, with seven of the 23 projects funded having been implemented by two or more programme units.

“For my division, SFF project funding was instrumental for experimentation. It filled a gap where mainstream funding was not available, yet. SFF helped us to be ahead of the curve”.

“The SFF grants are rather small. Hence, we used them to complement existing programming, create linkages where possible with the aim to enhance our reach and eventually impact”.

### Sources: UNITAR directors

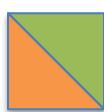
32. A review of the SFF allocation database shows that 54 of 63 allocation requests (or 85 per cent) were funded, although only 18 requests (or 28 per cent) received

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i) SFF's design and delivery mechanism meeting programmatic and financial needs of UNITAR to achieve the 2018-2021 strategic objectives/sub-objectives: 2 out of 3; ii) relevance in helping Member States achieve the Goals of the 2030 Agenda: 2 out of 3; iii) relevance for the women and other vulnerable groups: 2 out of 3; and iv) relevance of individual performance needs: 2 out of 3 = 8 out of 12 (67 per cent).

the requested amount of funds and in most cases, projects submitted for funding required downsizing or mobilizing parallel funding.

33. In the context of predominantly earmarked project funding, the SFF represents only about 4.8 per cent of overall project funding, which is a significant financial limitation and very likely an important contributing factor driving small-scale allocations. The question arises whether UNITAR may be spreading SFF resources too thinly which, in addition to attenuating the relevance, may also have an effect on how effective, impactful and sustainable SFF-funded project results are. Put differently, while UNITAR may be seeking to maximize the SFF project landscape, by doing so it may be minimizing the SFF's relevance of the instrument to the achievement of strategic objectives or helping Member States achieve the SDGs, or the important principles under the 2030 Agenda on reaching the furthest behind first/leaving no one behind.

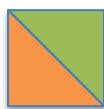


## 2.2 Relevance in helping Member States achieve the SDGs

34. The evaluation finds specific steps in the right direction towards contributing to the 2030 Agenda, though at a small scale. Samples from eight SFF projects evaluated in more depth include, among others:

- the leadership training and mentoring for female uniformed personnel in Burkina Faso, with women gaining more confidence to take leadership roles in the armed forces (contribution to SDG 5: gender equality, target 5.5 "Ensure women's full and effective participation and equal opportunities for leadership at all levels of decision-making in political, economic and public life");
- training on the prevention, analysis, and sustainable resolution of conflicts, including indigenous leaders (contribution to SDG 16: peace, justice and strong institutions, target 16.1 "Significantly reduce all forms of violence and related death rates everywhere"); or
- the "Defining Transformation: A Global Food System" virtual training course reaching, for example, non-governmental organizations (NGOs) working on food banks to support the most vulnerable populations (contribution to SDG 2: zero hunger, target 2.1 "By 2030, end hunger and ensure access by all people, in particular the poor and people in vulnerable situations, including infants, to safe, nutritious and sufficient food all year round").

35. However, given small SFF project allocations, the reach of those activities benefits for significant progress in SDG achievements is limited.



## 2.3 Relevance for women and other vulnerable groups

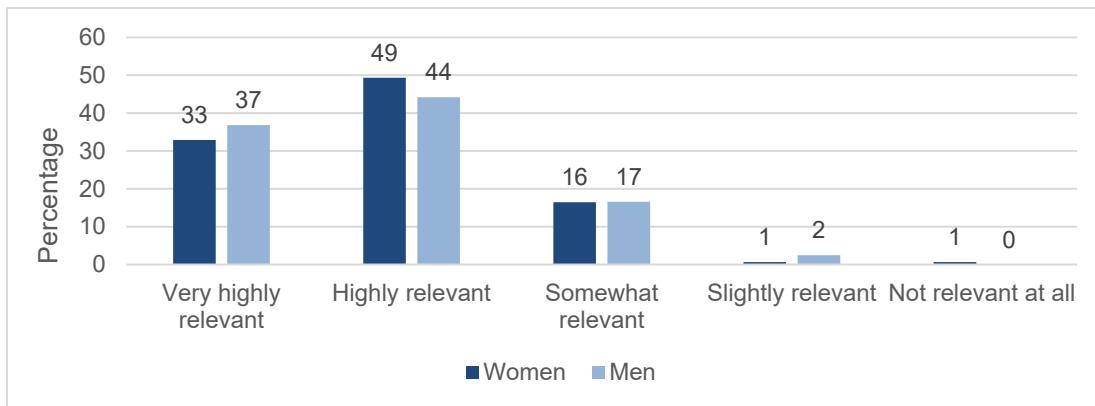
36. Based on the high relevance detected in the survey results and interviews but a lower relevance in the SFF project portfolio, the relevance for women and vulnerable groups appears satisfactory (amber/green rating), as discussed in more detail in the following paragraphs.
37. The evaluation survey received responses from 334 SFF project beneficiaries, with a response rate of 18.4 per cent for questions on the relevance of SFF events for women and vulnerable groups<sup>11</sup>. The main distinction of beneficiaries can be drawn by sex, while nearly no stakeholders stated a disability status.

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<sup>11</sup> Zoom interviews were specifically held with several indigenous leaders, confirming a high relevance

38. Figure 6 shows high levels of homogeneity of the relevance of SFF events to the performance needs of women and men in their work, organization or community. The overall weighted average relevance rating reaches 78.3 per cent for women and 78.8 per cent for men. Figure 5 presents detailed results disaggregated by sex.

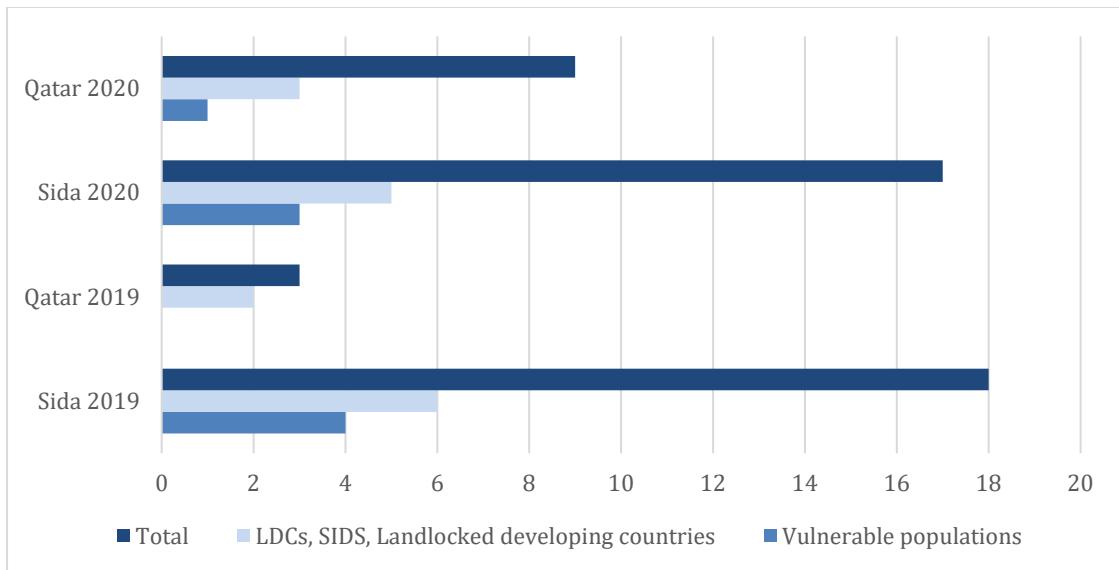
**Figure 6: Relevance of SFF events/training for needs for women and men**



**Source:** Online survey, n=322

39. The evaluation finds that project focus on vulnerable groups and women is diluted across the SFF portfolio, with only 17 per cent of the 47 SFF-funded project allocations in 2019 and 2020 focusing on vulnerable populations and women while 51 per cent of beneficiaries in SFF events were female, based on data from UNITAR's Event Management System (EMS). A third of SFF projects focused on countries in special situations, including the LDCs, SIDS or LLDCs. Figure 7 provides insights into the focus of SFF-funded projects on vulnerable groups or countries in special situations ("vulnerable geographies").
40. UNITAR event data show that 28 per cent of SFF project beneficiaries are from countries in special situations, 44 per cent from other developing countries, and 27 per cent from developed countries (and 1 per cent with no data recorded). By comparison, country status from 2020 learning events include 15 per cent of beneficiaries from countries in special situations, 63 per cent from other developing and 22 per cent from developed countries. While SFF-funded project outreach to countries in special situations was undeniably greater than the UNITAR overall average, one would expect the SFF to be a more strategic lever in reaching this cluster of countries.

**Figure 7: Disaggregation of SFF-funded projects by vulnerability focus**



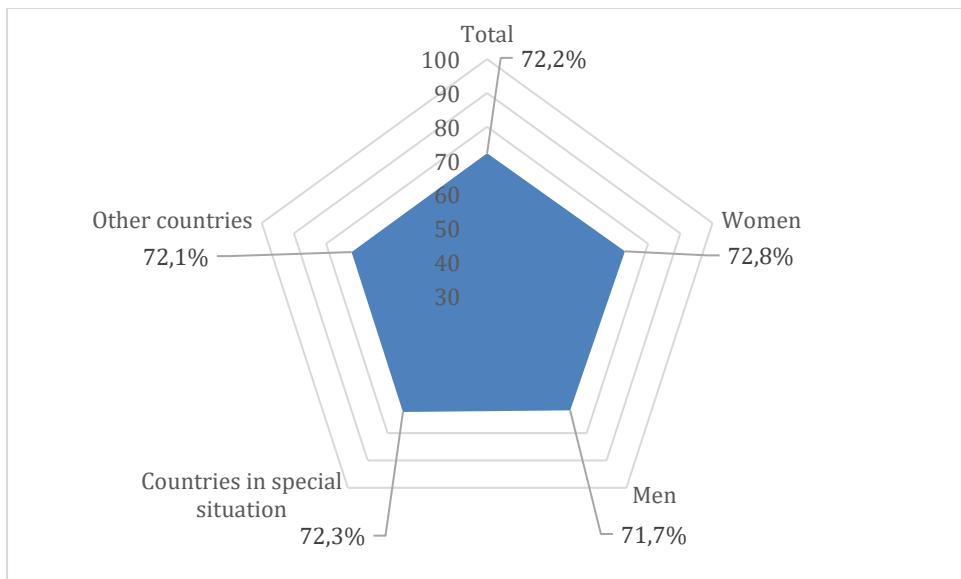
Source: Analysis of SFF data, n=47

## 2.4 Relevance of individual performance needs

41. The evaluation survey shows that the relevance of SFF-funded training addressed to a large extent individual performance needs (based on individual perception)<sup>12</sup>, with a weighted average rating of 72.2 per cent (n=322). The data analysis further reveals that the weighted average relevance is similarly high for women (72.8 per cent) and men (71.7 per cent), respondents from countries in special situations (72.3 per cent) and other countries (72.1 per cent). A slightly more significant difference is visible for participants from projects with cross-divisional collaboration (74.7 per cent) versus projects without cross-divisional collaboration (71.2 per cent).

<sup>12</sup> Performance needs were neither quantified nor measurable.

**Figure 8: Relevance of SFF-funded projects for individual performance needs (%)**



**Source:** Online survey, n=322

42. Figure 8 provides an overview of the relevance of disaggregated individual performance needs.
43. Informed by qualitative survey data, the reason for the high ratings was that the participation in online training was demand-led, with participants being clear on the purpose of the courses, which SFF-funded projects/activities clearly stated. Reasons for the results in courses related, for example, to diplomacy and indigenous Peoples, include the need for diplomatic solutions in conflict-prone countries or participants rooting in indigenous communities.
44. However, the document review revealed that for the eight sampled projects/events, only half had a results framework and that performance needs were either largely unknown or at least not specified in the project allocation requests. Hence, while on the one hand survey respondents found that the training addressed performance needs, there is a lack of evidence on what the specific performance needs are, as the needs are not identified in the project documents submitted for funding.



### 3. Coherence: How complementary are SFF-funded projects, both internally and externally?

45. The coherence criterion is assessed on the basis of two sub-criteria: i) internal complementarity, including complementarity of broader UNITAR programming; and ii) responsiveness to global priorities and partnerships with external actors. The principal sources of evidence for assessing these two sub-criteria include document review and interviews with a donor and UNITAR managers and directors.

**Summary of key findings: Overall, the complementarity of the SFF-funded projects is low, but increasing.**

- On internal coherence, the percentage of projects delivered jointly with other divisions in UNITAR increased from 29 per cent in 2019 to 49 per cent in 2020.
- As a funding instrument, the SFF contributes to addressing long-standing silo cultures in UNITAR, but only at a small scale and in the short-term.
- Examples emerge of SFF projects' complementarity with the broader UNITAR programming, for example, UN CC:Learn.
- On external coherence, given the small budget size and short timeframes for SFF-funded projects, the SFF funding modality is less likely to forge many long-term partnerships. However, donors are attracted to project funding when risks are shared, and there is much space to further leverage SFF funding for such purposes.
- As observed in the Mid-term Evaluation of the 2018-2021 Strategic Framework, engagement with the UN country teams and the UN Sustainable Development Cooperation Framework is not well developed. This finding, combined with the lack of a field network, is constraining, and the softly-earmarked character of the SFF could provide UNITAR with leverage to engage meaningfully with broader UN efforts to help Member States implement the SDGs and, at the same time, promote UNITAR's role and added value and expertise. This has yet to be pursued in conjunction with the SFF.

46. The evaluation finds less than satisfactory achievement under the two sub-criteria, although there are some positive elements observed from 2020 allocations. The colour coding score for the coherence criterion is amber/red with a rating of 33 out of 100<sup>13</sup>.



#### 3.1 Internal complementarity

47. For the 2020 cycle, UNITAR emphasized the criterion of cross-divisional work. As a result, the percentage of projects designed/delivered with other divisions or units in UNITAR increased from 29 per cent in 2019 (6<sup>14</sup> out of 21) to 42 per cent (11

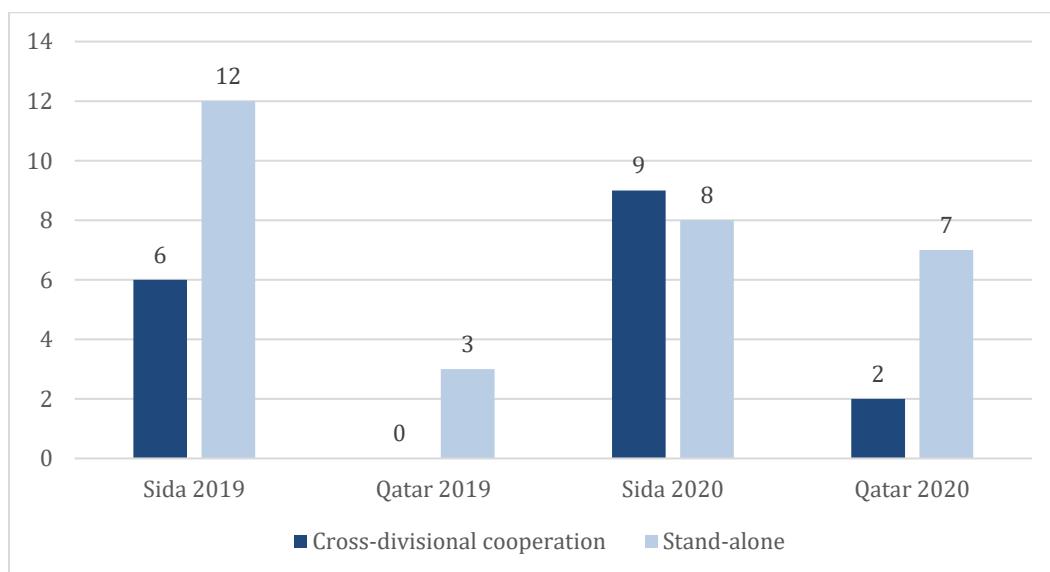
<sup>13</sup> Internal complementarity and complementarity of broader UNITAR programming: 1 out of 3; partnerships with external actors: 1 out of 3 = 2 out of 6 (33.3 per cent).

<sup>14</sup> Out of the projects stating cooperation in the funding requests, only two were cross-divisional. Two are in the same division between different programme units (Hiroshima Office and Public Finance and Trade Programme and Chemicals Waste Management & SCYCLE, while two are "Information exchange with GCP on indigenous peoples and climate change" and "The gateway helps promote other Divisions' SDG related learning products". The latter constitute very light ways of cooperating.

out of 26<sup>15</sup>) in 2020 (the latter including 53 per cent of Sida-funded projects). Figure 9 presents the data in more detail. As such, while internal complementarity is low, it is increasing. However, the evaluation notes some inconsistencies between planned cooperation in allocation requests and the narrative report on actual internal cooperation of SFF projects (with planned cooperation in allocation requests showing higher results than in the narrative reporting).

48. The evaluation finds that at a small scale and in the short-term, the SFF contributes to diluting a long-standing silo culture in UNITAR, which is largely grounded in UNITAR's 'bottom-up' funding model which places the divisions or programme units at centre stage in mobilizing programme and project funding. However, questions on the sustainability of this process arise, as addressed in the sustainability section of this report, due to the small proportion of SFF-funding to the total UNITAR budget.
49. Interviews and the review of documents identify examples of the complementarity of a number of SFF projects with the broader UNITAR programming. For example, in the Division for Planet, the UN CC:Learn course which is part of a larger donor-funded project, benefitted from SFF funding to deepen engagement in Ethiopia and Kenya. The SFF funding enabled the division to produce additional materials and to further strengthen the relationship with government counterparts in the two countries.

**Figure 9: Number of projects disaggregated by level of internal cooperation**



Source: SFF project data 2019 and 2020, n=47

50. In another example, SFF funding allowed the New York Office, under the Division for Multilateral Diplomacy, to cover costs for training for new members to the UN Security Council such as Niger, Vietnam and Saint Vincent and the Grenadines (2020), parallel to its ongoing diplomacy training engagement. The funding permitted to prepare least developing countries for their Security Council membership and equipping them with the necessary skills to have a successful Security Council presence. Also, SFF funding supported team members of the Palestinian Delegation for their Chairmanship at the G77 (2019).

<sup>15</sup> Based on the SFF allocation request tracking sheet. The 2020 narrative report showed only eight projects with cross-divisional or cross-unit cooperation (or 31 per cent of 2020 allocations).



### 3.2 Partnerships with external actors

51. Overall, the evaluation finds that strategic opportunities to engage with external actors were not used much in SFF project design and implementation.
52. Given the small budget size and short timeframes for SFF-funded projects, this funding modality is less likely to attract many long-term partnerships. However, evidence emerges of a few SFF-funded projects embarking on processes to create new partnerships, as witnessed, for example, by the Chemicals and Waste Management Programme Unit's partnership with the Organisation for Economic Development and Cooperation (OECD). The aim of this partnership is to jointly bring countries closer to OECD chemicals standards. Another example comprises the Division for Planet's partnership with the World Health Organization (WHO) on health and climate linkages. Both examples derive from ongoing SFF projects.
53. The evaluation concurs with findings from the Mid-term Evaluation of the UNITAR Strategic Framework that, for example, in the climate change and SDG learning spaces "UNITAR has developed platforms and partnerships to consolidate initiatives and avoid duplication as well as developing specific activities in partnership and shared ownership with other actors. Through partnerships such as this UNITAR has proven a commitment to reducing duplication in the capacity building context".<sup>16</sup>
54. In the Division for Multilateral Diplomacy, SFF funding resulted in cases where the SFF leveraged governments to co-fund SFF project activities, for example, in Bhutan<sup>17</sup> and Kenya. Also, the New York Office deepened the partnership with Columbia Law School and Yale University, the latter through a series of lectures on environmental issues. Both academic partners are of international prestige and further enhance UNITAR's visibility and weight in training delivery.
55. The Mid-term Evaluation of the UNITAR Strategic Framework stressed the importance of partnerships and found that "UNITAR has identified some challenges in working in a crowded space, both thematically and geographically in Geneva. However, the Institute has capitalised on this to harness partnerships and expertise for greater impact. (...) There is potential to emulate this approach more broadly in other multi-donor or multi-country initiatives at a larger scale"<sup>18</sup>. Concerning the SFF, the evaluator concurs with this mid-term evaluation finding, as well as with the findings on a lack of partnerships at the country level. Access to funding opportunities in the UN Country Teams are one approach to scale up seed funding, as evaluative evidence of un-earmarked International Labour Organization (ILO) project funding shows. In the case of Somalia, the ILO's \$864.000 seed funding over 24 months managed to leverage over \$10 million through engaging with the UN Country Team and partnerships with other UN agencies in multiple projects.<sup>19</sup>
56. In this context, the evaluation finds that engagement with the UN Sustainable Development Cooperation Framework is not well developed yet. The Mid-term Evaluation of the Strategic Framework already had alluded that engagement with

<sup>16</sup> UNITAR 2020: UNITAR Strategic Framework mid-term evaluation, p. 35.

<sup>17</sup> In cooperation with MDPU.

<sup>18</sup> UNITAR 2020: UNITAR Strategic Framework mid-term evaluation, p 35.

<sup>19</sup> Engelhardt, A, 2021: Final independent cluster evaluation report of four ILO projects on employment and sustainable enterprise development in Africa for peace and resilience.

the UN Sustainable Development Cooperation Framework would provide an opportunity for UNITAR to increase connection at the country level and promote UNITAR's role and capacity<sup>20</sup>



## 4. Effectiveness: Were results and objectives achieved, and how?

57. The effectiveness criterion is assessed using the following set of sub-criteria: i) contribution to the achievement of strategic framework objectives; ii) achievement of SFF project results; iii) factors affecting performance; iv) leverage, flexibility, and innovation; v) contribution to strategic objectives in the COVID-19 context; and vi) use of human-rights based approach and inclusiveness strategies.
58. The principal data sources for assessing effectiveness are document review, online stakeholder survey and Zoom interviews.

### **Summary of key findings: The level of results achievement is satisfactory showing SFF effectiveness.**

- The SFF is contributing to the achievement of all UNITAR strategic objectives, although some more than others.
- SFF projects show an increasing level of output achievement (82 per cent of projects in 2020, up from 30 per cent in 2019) based on final project narrative reports. The outcome achievements increased from 27 per cent of projects to 64 per cent. The impact achievements increased from 13 per cent of projects in 2019 to 45 per cent in 2020.
- Factors affecting SFF project performance include i) demand-led and needs-based project design, ii) the strategic use of alumni, iii) SFF's role as part of broader programming, including access to partner structures at country level, and iv) a tailored training approach, including post-training follow-up.
- The evaluation finds good results concerning the leverage, flexibility, and innovation in the SFF portfolio.
- COVID-19 affected SFF delivery only marginally for most training thanks to UNITAR's long-standing expertise in delivering online training courses, while other UN and international agencies severely struggled in the COVID-19 context.
- The evaluation did not detect a systematic use of a human rights-based approach or explicit inclusion strategies in the SFF portfolio 2019-2020.

59. The evaluation finds that the SFF shows satisfactory achievement in most areas. The score for the effectiveness criterion is amber/green with a score of 67 out of 100.<sup>21</sup>

<sup>20</sup> Ibid, p. 7

<sup>21</sup> Contribution to the achievement of strategic framework objectives in 2019 and 2020: 2 out of 3; Achievement of expected project results: 2 out of 3; Factors affecting performance: 2 out of 3; Leverage, flexibility, and innovation, including scalable seed funding: 2 out of 3; Contribution to strategic objectives in the COVID-19 context: 3 out of 3; Use of human rights-based approaches and inclusion strategies: 1 out of 3 = 12 out of 18 (66,7 per cent).



## 4.1 Contribution to the achievement of strategic framework objectives in 2019 and 2020

60. The evaluator asked UNITAR directors and managers to identify the linkages of their SFF project results to UNITAR's SOs. Figure 10 summarizes the SFF project contributions to UNITAR's SOs, showing that the wide use of SFF funding by all divisions but two<sup>22</sup> covers all UNITAR SOs. The document review supports these findings.
61. The evaluation was unable to assess the degree of progress made in achieving the strategic framework objectives, however, since the framework is qualitative in nature and is operationalized through the biennia results-based programme budgets. As such, the framework does not have high-level results with specific indicators, baselines, and targets, which explains the slightly more conservative rating for this sub-criterion.

**Figure 10: SFF projects contribution to UNITAR SOs**

| Strategic objective  | SFF projects by UNITAR Division  |
|--|--|
| <b>SO 1.1 Support institutions and individuals to contribute meaningfully to sustainable peace</b>   | Division for Multilateral Diplomacy<br>Division for Peace  |
| <b>SO 2.1 Promote people's well-being, including the protection and empowerment of groups that have been marginalized and are vulnerable</b> | Division for Peace<br>Division for Planet  |
| <b>SO 2.2 Strengthen representation of countries in special situations in institutions of global governance</b>                              | Division for Multilateral Diplomacy  |
| <b>SO 3.1 Foster a green, low-carbon and climate-resilient transition</b>  | Division for Multilateral Diplomacy<br>Division for Planet   |
| <b>SO3.2 Strengthen the sound and sustainable management of chemicals and waste</b>  | Division for Planet  |
| <b>SO 3.3 Improve the conservation and sustainable use of natural resources</b>  | Division for Multilateral Diplomacy<br>Division for Planet   |
| <b>SO 4.1 Help countries to achieve inclusive and sustainable economic growth</b>  | Division for Prosperity<br>Division for Planet   |
| <b>SO 5.1 Optimize the use of technologies, including geospatial technologies, for evidence-based decision making</b>                        | Division for Research and Satellite Applications   |
| <b>SO5.2 Support coherence and evidenced-based policies of the 2030 Agenda</b>   | Division for Multilateral Diplomacy<br>Division for Planet<br>Division for Research and Satellite Applications |



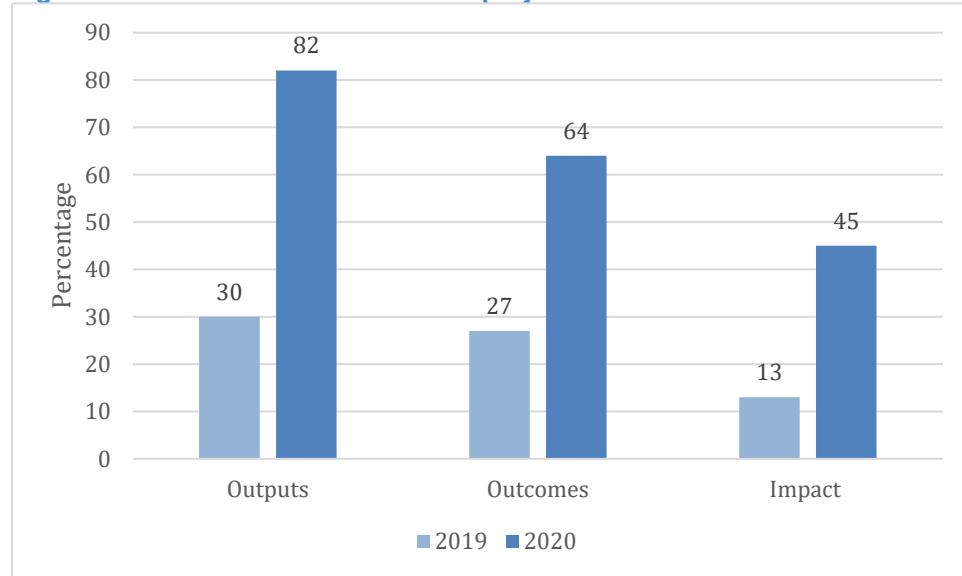
## 4.2 Achievement of expected project results

62. The evaluation finds the SFF reporting template to be well structured and allowing for comparability of project reporting using baselines and measurable targets. However, not all projects systematically use log frames. The evaluation also noted that, for example, at times impact or outcome statements are missing or that the quality of indicators is suboptimal. Also, many final reports lack quantitative data.

<sup>22</sup> The Division for People had one SFF project approved, but implementation was postponed due to COVID-19 measures in the partner country, Nepal. The Defeat-Noncommunicable Diseases (NCD) Partnership did not request any SFF allocation.

63. Analysis of the annual SFF narrative reports revealed much improvement in the achievement of results between 2019 and 2020, however. In this context, the evaluation noted that the Sida funds for 2019 only became available in July 2019.
64. Final project reports stated an **output achievement** for 30 per cent of projects in 2019. This rate increased to 82 per cent in 2020. At the same time, the percentage of projects without output data decreased from 61 per cent to 18 per cent.
65. At the **outcome level**, the achievement of targets in 27 per cent of projects in 2019 increased to 64 per cent of projects in 2020. Again, data availability increased in that period from 38 per cent of projects in 2019 to 63 per cent of projects in 2020 reporting outcome level results.
66. The analysis of final project reports indicated an increase of **impact level results** from 13 per cent of projects in 2019 to 45 per cent of projects in 2020. The percentage of project reporting impact results increased from 17 per cent to 45 per cent. However, many projects do not indicate impact levels in their respective log frames.
67. Figure 11 provides an overview of the results. The evaluation interprets this positive trend for results achievement overall as part of a maturing SFF.

**Figure 11: Achievement rates of SFF projects in 2019 and 2020**



Source: SFF annual donor reports for finalized projects 2019 and 2020

### Unexpected results

68. The evaluation identified unintended SFF results concerning the exponential use of online training and an increase in digital literacy amongst participants. However, the digital divide affected particularly participants from countries in special situations due to challenges in internet connectivity and stable power supply.



### 4.3 Factors affecting performance

69. The evaluation finds various factors to affect SFF project performance. These include i) demand-led and needs-based project design where UNITAR quickly responds to Member States' needs,<sup>23</sup> ii) the strategic use of alumni; iii) SFF's role as part of broader programming, including access to partner structures at the country level; iv) the relatively small scale of most SFF initiatives; and v) a tailored training approach, including post-training follow-up. While the first three factors are drivers for successful SFF delivery, the last two factors are clearly performance barriers.
70. For several projects, project directors stressed the importance of the SFF to swiftly respond to needs from Member States to deliver training activities, which would not have been possible through earmarked donor projects requiring lengthier proposal and approval processes. Also, participants of some trainings indicated the usefulness of alumni serving as resource persons, as they are more closely attached to the specific country contexts than international trainers. For virtual trainings in a hybrid format, where trainees gathered in a local training facility, the use of local mentors or coaches supported the SFF-funded training for on-site, hands-on support during the training.
71. The small scale of many SFF allocations translates to initiatives that are activity or output driven and consequently detached from outcomes beyond achievement of learning objectives (and which are almost always measured subjectively). When results are defined beyond learning achievement, the results are often formulated imprecisely and either not measured (since planned measurement falls outside the project period) or not measured with appropriate indicators.
72. Based on Zoom interviews with former participants, a common message from participants in five out of the eight sampled SFF-funded training events<sup>24</sup> revealed a lack of post-training follow-up. This is perhaps the most critical weakness in SFF-funded training<sup>25</sup>.
73. This finding is significant, given that research into the effectiveness of training by Brinkerhoff shows that a focus of 50 per cent of training resources on post-training follow-up<sup>26</sup> results in 85 per cent of training application through sustained behaviour change. This data compares to a significantly lower training application rate of only 15 per cent when most resources are spent on training delivery with limited or no follow-up. While SFF projects showed positive training results, the evaluation assessed training effectiveness **based on participants' perceptions**

<sup>23</sup> Based on interviews with UNITAR directors and managers.

<sup>24</sup> The participants took part in the following events:

- Defining Transformation: A Global Food System
- Columbia Law School Series Gender Equality in Peace Building and Conflict Resolution
- Overcoming Global Challenges through the Rule of Law
- Responding to Crisis: Strengthening Finance and Trade Resilience to Global Pandemics and Health Emergencies in Sub-Saharan Africa
- Training Programme to Enhance the Conflict Prevention and Peacemaking Capacities of Indigenous Peoples' Representatives

<sup>25</sup> Five training events were selected on a demand basis of participants for follow-up interviews. The evaluator selected one training based on the availability of good project documentation and meeting specific selection criteria, such as focusing on vulnerable populations, countries in special situations, size of project budget, and cross-divisional cooperation.

<sup>26</sup> Combined with 25 per cent of resources dedicated to pre-training preparations such as needs assessments.

rather than using tests or the achievement of predefined results.<sup>27</sup> Hence the evaluation finds that the SFF still has significant opportunities to further enhance project results by increasing on post-training follow-up.

74. As such, the evaluation finds that despite the good perception of effectiveness identified in SFF-funded training, the **training approach taken has room for significant improvement to enhance training application**. Figure 12 illustrates these drivers and barriers.

**Figure 12: Factors affecting SFF project performance**



**Source:** SFF evaluation data analysis

<sup>27</sup> This shortcoming is discussed in the limitations section of this report (section II, 1.7)

75. Participants identified the following post-training measures and processes to enhance the effectiveness of SFF-funded training:

- Creation of a working group with training attendees to work on specific objectives discussed in the training. Other professionals in the field can join in which can strengthen the work and help reach objectives.
- Include alumni in e-mails on essential developments in the different areas of training facilitated to keep a sort of continuum in communication.
- Facilitate the creation of informal communities of practice by sharing contact lists, based, for example, on social media platforms.
- Link participants to presenters/trainers by sharing their websites, Twitter handles, and other communication links to benefit from their knowledge base and stay up-to-date.
- Form an alumni database of all participants and their locations, and this can serve as a database of volunteers to be used by UNITAR, local institutions and participants. This can help with partnering with other institutions offering related workshops and training.
- Follow-up virtual meetings or courses for deepening knowledge to complement the one-off training event.



#### 4.4 Leverage, flexibility and innovation, including scalable seed funding

76. As stated in other parts of the report, the SFF enables UNITAR to leverage additional funding as donors consider SFF contributions as a means of risk-sharing. Despite the small SFF budgets, projects enhanced the visibility of UNITAR and potentially opportunities to leverage resources. Also, the flexibility to quickly react to demands from Member States is given due to short approval processes and the softly earmarked nature of the funds.

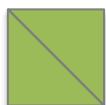
77. Figure 13 summarizes the funding leveraged in SFF projects based on the narrative reports. In 2019, one project leveraged \$731.450 and in 2020 four projects leveraged a total of \$320.000.

**Figure 13: Funding leveraged from SFF projects**

| Year | Project  | Co-financing \$ | Source                                 |
|------|--|-----------------|--|
| 2019 | Peacemaking and Conflict Prevention Programme  | 731,454         | Canada,<br>Finland,<br>Norway          |
| 2020 | Strengthening Knowledge and Skills to Address Climate Change and Advance Sustainable Development         | 150,000         | n/a                                    |
| 2020 | Joint UNITAR/UNICEF Online climate change course   | 75,000          | UNICEF                                 |
| 2020 | Joint UNITAR/WHO Online Climate Change Negotiations and Health Course                                    | 25,000          | WHO                                    |
| 2020 | Leading Inclusive 4IR: Empowering Women in Afghanistan for the Future of Work through Digital Reskilling | 70,000          | Hiroshima<br>Prefectural<br>Government |

Source: SFF 2019 and 2020 narrative reports

78. The evaluation finds cases of innovation, including to complement existing programming. Examples include the Online Design Thinking Workshops on the Development of a Digital Solution for Young African Women Mediators, and the new needs assessment component of the UN SDG: Learn platform.
79. The E-waste training needs assessment in Cote d'Ivoire and Ghana was also an innovative project, also embarking on a new partnership, but not scalable due to restructuring of the private sector partner resulting in changing business priorities.
80. Examples of scalable SFF projects include work on frontier technologies<sup>28</sup> and projects with a new partner such as the OECD.<sup>29</sup> In the latter case, UNITAR embarked on a new narrative. It is too early to assess, however, to what extent the results will be scaled up.



#### **4.5 Contribution to strategic objectives in the COVID-19 context**

81. The coronavirus pandemic required SFF to deliver 51 per cent of training in 2019 and 2020 through web-based interfaces. At relatively short notice, project teams were able to adapt, convert and deliver training online. However, the document review showed that a number of projects due to complete in 2020 were experienced delays due to COVID-19.
82. The evaluation finds that this overall quick response and mitigation capability is due to UNITAR's long-standing expertise in delivering online training courses. As such, the COVID-19 affected SFF delivery only marginally for most training and their contribution to the SOs, with positive to very positive results, as further discussed in the section on impact.
83. The evaluation finds that web-based formats enhanced the reach of participants. However, it is more challenging to assess to which extent the most vulnerable participated in SFF-funded events or how their participation varied.

“Our once innovative project approach to training (through online engagement) turned out to become a necessity.”

**Source:** UNITAR manager

84. The evaluation also finds the effectiveness of online training to be high.<sup>285</sup><sup>30</sup> survey respondents provided a weighted average of 79.7 per cent rating for the effectiveness of SFF-funded online formats. Limitations referred to reduced internet connectivity or shortages in power supply, which emerged particularly for countries in special situations.
85. UNITAR's successful adaptation and mitigation capacity are in stark contrast to the experiences of other UN and international agencies, which severely struggled in

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<sup>28</sup> Frontier Technologies for Sustainable Development: Unlocking Women Entrepreneurship through Artificial Intelligence in Afghanistan and Iraq

<sup>29</sup> BUILD BACK BETTER - Sustainable and resilient post-Covid recovery in Latin America: Enhancing Trade and Improving Safety by Strengthening Chemicals and Trade links and bringing countries closer to OECD Standards

<sup>30</sup> 20 respondents have indicated that they have participated to a face-to-face event.

the COVID-19 context. At least three SFF-funded projects specifically addressed the COVID-19 situation.<sup>31</sup>

86. The ILO, UNESCO and the World Bank (2021)<sup>32</sup> found in a global study on skills development in the time of COVID-19 that "[w]ith only a few exceptions, the increased adoption of distance learning solutions by training and vocational training and education programmes has not facilitated the acquisition of practical skills and organization of work-based learning." The study found a "lack of operational distance-learning platforms and educational resources, disruptions to assessment and certification, and a general decline in the quality of training caused demotivation among learners and teachers."
87. These alarming results from other service providers to adapt to the COVID-19 pandemic is even more worrisome, as the survey for the global study managed by ILO, UNESCO and the World Bank showed the highest response rates from middle-income countries such as Malaysia, the Philippines, Sri Lanka, Armenia, Jordan, Ecuador, or Mexico.

"UNITAR stepped in when others failed to deliver on the ground. We used national trainers of our network, e.g., in Senegal, Burkina Faso and Kenya. Our training of trainers approach empowered national institutions and create [sic] training capacities virtually and on the ground through established networks."

**Source:** UNITAR senior manager



## 4.6 Use of human rights-based approaches and inclusion strategies

88. The evaluation does not detect a systematic use of a human rights-based approach or explicit inclusion strategies in the 2019-2020 portfolio. However, a few projects applied explicit inclusion strategies and a human rights-based approach. Examples include the Peace and Conflict Prevention Programme with its SFF-funded courses for indigenous representatives, where the conflict resolution and negotiation skills of rights holders are strengthened. Participants interviewed stressed the importance of the courses' unique entry point to dialogue, which complemented the "standard" approach in human rights training to advocate for indigenous rights.
89. The SFF project on Digital Solution for Young African Women Mediators explicitly implemented an inclusiveness strategy, however. The SFF allowed for a reflection and thinking process of selected focal points. This inclusive process, shielded from donor pressures for quick project results, enabled a depth of understanding of

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<sup>31</sup> BUILD BACK BETTER - Sustainable and resilient post-Covid recovery in Latin America: Enhancing Trade and Improving Safety by Strengthening Chemicals and Trade links and bringing countries closer to OECD Standards Responding to Crisis: Strengthening Finance and Trade Resilience to COVID-19 in Sub-Saharan Africa Peacemaking and Conflict Prevention International and Regional Trainings: Transforming Fellowship Preventive Diplomacy and Africa Peacemaking Training Programmes in the Covid-19 Period.

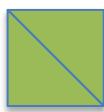
<sup>32</sup> International Labour Organization and World Bank 2021: Skills development in the time of COVID-19: Taking stock of the initial responses in technical and vocational education and training, page III. [wcms\\_776788.pdf\(il.org\)](https://wcms_776788.pdf(il.org))

digital solutions' specific needs. In the end, the network of focal points shaped the development of prototypes.

“For the project, inclusivity made all the difference. It gave voice and agency to the young African Women mediators”.

**Source: Stakeholder of the Digital Solutions for Young African Women Mediators project**

90. Given the demand-led nature of the SFF projects, some voices in UNITAR indicated that the level of human-rights-based programming in the SFF strongly depends on government demands. The evaluation finds that this demand was relatively low for the period of 2019 to 2020.



## 5. Efficiency: How well were resources used to achieve results?

91. The efficiency criterion is assessed with the following sub-criteria: i) cost efficiency in comparison with alternative approaches and timeliness; ii) maximizing resource efficiencies through partnerships, co-financing, and cost-sharing; iii) mitigating delivery constraints during the COVID-19 context; iv) environmental footprint, v) integration of gender equality and related costs; and vi) efficiency of the fund being softly earmarked and meeting beneficiary needs.
92. The principal sources of data for assessing these criteria include document review and interviews with UNITAR and project beneficiaries.

### **Summary of key findings: Overall, the evaluation finds a high efficiency of the SFF.**

- Compared to tightly-earmarked donor-funded projects, the SFF shows a quicker project approval process, fewer transaction costs and a timelier response to Member States' needs and meeting those needs.
- The timeliness of SFF decisions and the allocation process are significantly quicker and more flexible than for most tightly-earmarked projects.
- For each dollar invested in SFF projects, partners invested on average about \$0.55 between 2019 and 2020. However, the percentage of co-financing decreased from 43 per cent in 2019 to 35 per cent in 2020.
- Overall, the mitigation strategy of the SFF in the COVID-19 context was efficient and effective with shifts to virtual events, given the vigorous efforts of hard-working project teams.
- The environmental footprint of SFF related to travel was drastically reduced from March 2020 onwards when international travel restrictions took effect to reduce the effects of the COVID-19 pandemic.
- The integration of a focus on gender equality into SFF projects is increasing, however starting at a very low level, with 15 per cent of projects showing a clear focus on women in 2019-2020.
- The SFF enabled UNITAR to address underserved thematic issues and Member States outside donor's usual priority countries, showing its value as a softly earmarked fund.

93. The evaluation finds strong achievements for most sub-criteria, while the achievements for integrating gender equality appear weak. The score for the evaluation criterion of efficiency is green with a score of 83 out of 100<sup>33</sup>.

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<sup>33</sup> Cost efficiency in comparison with alternative approaches : scores 2 out of 3 ; maximizing resource efficiencies through partnerships, co-financing, or cost-sharing : scores 3 out of 3 ; mitigation of delivery constraints during the COVID-19 context: scores 3 out of 3; environmental footprint: scores 3 out of 3; integration of gender equality and related costs: scores 1 out of 3; efficiency of the fund being softly earmarked and meeting beneficiaries needs: scores 3 out of 3 =  $\text{SUM}(15/18)*100$ . Results = 83.3 per cent.



## 5.1 Cost efficiency in comparison with alternative approaches and timeliness

94. The average approximate timeframe between the submission of an allocation request and funding decision was about three months. As such, the SFF has a significant advantage to swiftly address emerging needs in Member States within the objectives of the SFF compared to lengthier design processes for donor-funded projects. In the latter case, the Member States needs require calibrating with donor priorities.
95. The quick project approval process, fewer transaction costs, a timelier response to Member States' needs and meeting needs without compromising donor priorities are important qualities. While the evaluation was unable to monetize these attributes compared to UNITAR's donor-funded projects for exact cost-efficiency calculations, the qualitative aspects seem significant. Nevertheless, the evaluation provides a slightly more cautious rating for this sub-criterion due to the lack of comparable quantitative data.
96. Only one stakeholder raised the issue of the short timeframe for communicating SFF priorities and the deadlines for the application of proposals. Also, the disbursement of one donor's contributions halfway through the year limits the engagement in ongoing UN processes in the first half of a calendar year, as mentioned by one stakeholder. The latter, however, is beyond the control of the SFF.
97. The timeliness of SFF implementation suffered in some cases, mainly due to COVID-19. One project in Nepal was postponed and is still awaiting implementation, as previously mentioned in the report.



## 5.2 Maximizing resource efficiencies through partnerships, co-financing, or cost-sharing?

98. The document review showed that 38 per cent of SFF project allocations (18 out of 47<sup>34</sup>) in 2019 and 2020 aimed to benefit from co-financing, based on allocation requests. The total amount of planned co-financing based on allocation requests was \$1,404,984, while de facto projects reported co-financing of \$1,051,450 (or 54.6 per cent of the total SFF budget for 2019 and 2020). The latter level of co-financing appears significant. In other words, for each dollar invested in SFF projects, partners invested on average about \$0.55<sup>35</sup>.
99. In both 2019 and 2020, nine projects were planned to be co-financed, respectively, based on the sample of 47 project allocations. This represents a decrease from 43 per cent<sup>36</sup> to 35 per cent<sup>37</sup> in the share of co-financed SFF projects, as presented in Figure 14.
100. Some SFF projects are built on partnerships, and the list below highlights some of the cooperation across UNITAR offices, with national governments, academia, the private sector, or other UN agencies.

<sup>34</sup> As previously stated, only 47 SFF project allocations were finalized at the time of project sampling for this evaluation.

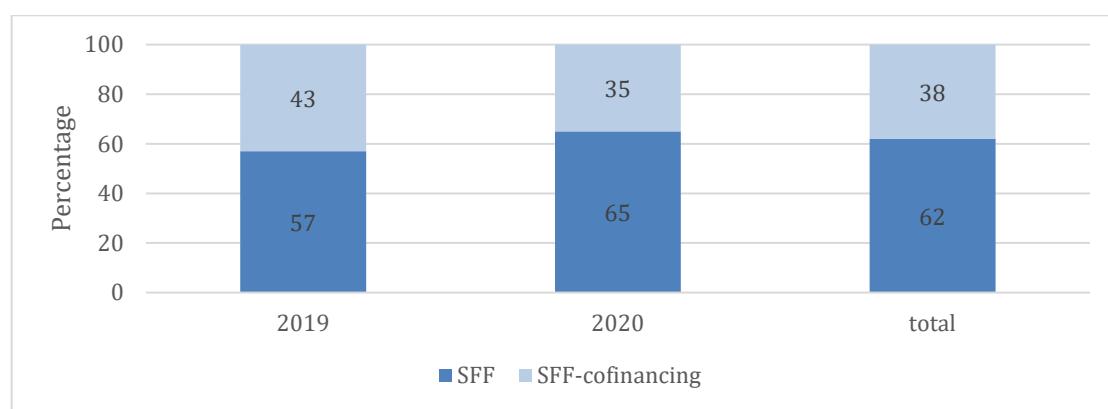
<sup>35</sup> Based on internal information contained in allocation requests, excluding cost-sharing components.

<sup>36</sup> Nine out of 21

<sup>37</sup> Nine out of 26

- Partnership with WHO on the Joint UNITAR/WHO Online Climate Change Negotiations and Health Course
  - Partnership with the OECD on Building Back Better - Sustainable and resilient post-COVID recovery in Latin America: Enhancing Trade and Improving Safety by Strengthening Chemicals and Trade links and bringing countries closer to OECD Standards
  - Engagement with Stanford University's Innovation and Entrepreneurship Programme and technical assistance from Fuji Xerox Co., Ltd., and Amada AI Innovation Laboratory Inc. of Japan in Iraq for the Frontier Technologies for Sustainable Development: Unlocking Women Entrepreneurship through Artificial Intelligence (AI) in Afghanistan and Iraq
  - Cooperation with the United Nations Industrial Development Organization (UNIDO) on mercury assessments in Angola and Rwanda
  - Partnership with the Geneva-based private sector company SGS on e-waste recycling
101. Cost-sharing showed, for example, when national governments provided meeting spaces for SFF-funded training before COVID-19 related travel bans. However, only four out of the 47 SFF projects funded in 2019 and 2020 indicated any cost-sharing.

**Figure 14: Percentage of planned co-financing vs not co-financed SFF projects 2019 and 2020**



Source: SFF reporting 2019 and 2020, own analysis

### 5.3 Mitigation of delivery constraints during the COVID-19 context

102. SFF funded training with high reach was often internet-based, such as the ones offered on the UN SDG: Learn platform, for example, the Massive Open Online Course on Data Governance for the SDGs. For these virtual courses, the COVID-19 context did not cause any delivery constraints. Other training events experienced minor delays, and training delivery and meeting modalities had to be changed from presential to virtual ones. In the case of one project, delivery had to be postponed due to the COVID-19 pandemic.<sup>38</sup> Overall, the mitigation strategy of the SFF in the COVID-19 context was efficient and effective, given the vigorous

<sup>38</sup> As earlier stated, the Division for People's SFF project in Nepal was postponed due to COVID-19 measures in the partner country.

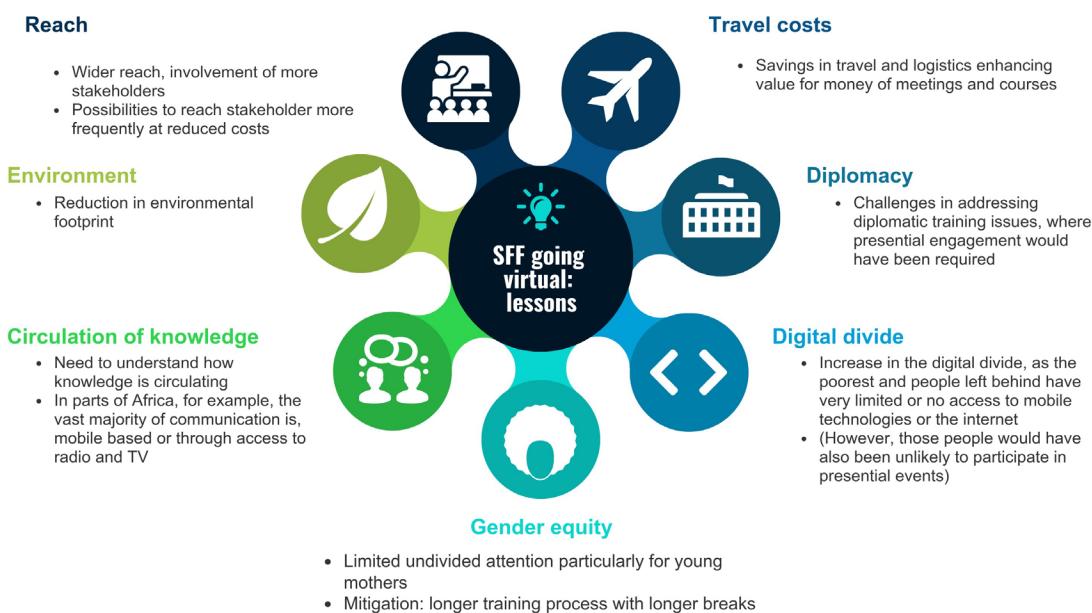
efforts of hard-working project teams. Just over half (51 per cent) of the training activities funded by the SFF in 2019 and 2020 were web-based.

103. Specific mitigation measures included blended learning with a room containing the physical infrastructure for training and a facilitator, with the trainers delivering the training virtually.

104. Some SFF projects also increased the use of communication officers to ensure a smooth transition to online training. For some training sessions, sessions were shortened to three hours compared to the previous eight hours planned for presentiel sessions.

105. The evaluation interviews with UNITAR staff and with project beneficiaries coincided in the finding that the mitigation measure from presential to virtual meetings and training had the following general consequences, as shown in Figure 15.

**Figure 15: UNITAR SFF going virtual – learning from process results**



**Source: SFF evaluation data**

106. The evaluation revealed the importance of alternative channels to the presential training beyond online delivery, for example radio broadcasting. In this context, UNITAR possesses valuable insights from climate change capacity building<sup>39</sup> as part of the UN CC: Learn project. Though funded outside of the SFF, lessons are highly relevant for all UNITAR programming, including the SFF.

107. An evaluation of project results<sup>40</sup> shows that radio communication in the digital age is particularly valuable for the millions of people living on the other side of the digital divide. The evaluation found that “because of its wide coverage, relatively

<sup>39</sup> Implemented between November 2020 and March 2021

<sup>40</sup> FutureLife – Now! (2021). Evaluation of the FutureLife – Now! Radio Programming. August 2020 to February 2021.

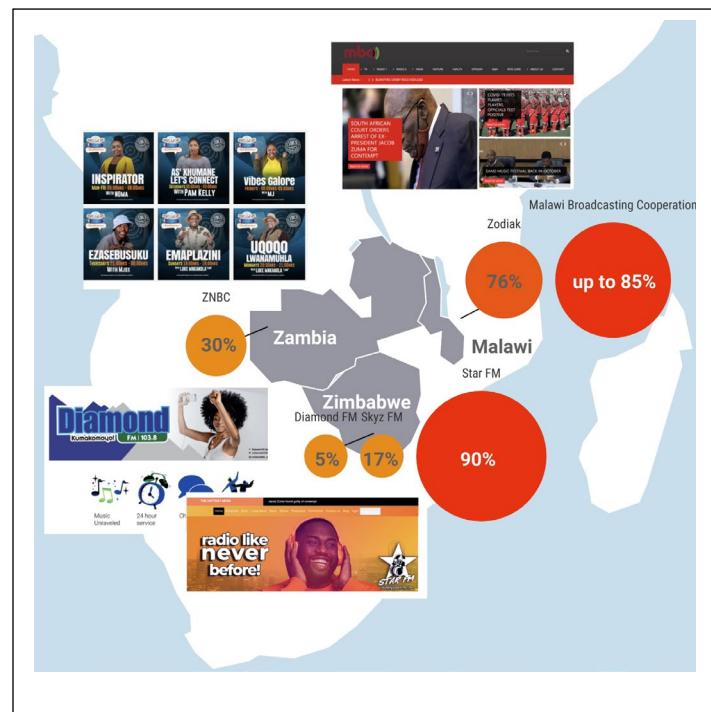
low unit cost and ability to reach a broad range of people (including those not in formal schooling or those in more remote areas), the potential of radio to deliver education to large numbers over a wide geographic area and across age groups is significant."<sup>41</sup>

108. Interesting aspects of using radio for the delivery of training messages include:

- *Wide reach*—radio can reach far-flung places where the most vulnerable people live, also using local languages.
- *Convenience*—programmes can be accessed anywhere there is a radio set that can receive the programme.
- *Economic efficiency*—programmes can be recorded and reused multiple times, and the best teachers can be used to reach a comprehensive coverage.
- *Exciting format*—radio programmes can be designed in ways that are more engaging than traditional remote learning.
- *Opening up dialogues*—interactive programmes can open up dialogues with audiences, facilitate information exchange at the community level, and foster critical inter-generational dialogues, especially among family members within households.

109. The adjacent infographic disaggregates the reach of the UN CC: Learn project in Southern Africa, reaching an estimated 34 million people through radio programming with investment of \$120,000. The reach entails up to 90 per cent of the population in Zimbabwe, up to 85 per cent of the population in Malawi and 30 per cent of the population in Zambia. This figure compares to the 133,421 people benefitting from UNITAR training globally in 2019 and 322,410 in 2020<sup>42</sup>.

110. The cost of \$0,0035 per listener compares to \$216 per beneficiary of all UNITAR training services reached in 2019.<sup>43</sup> This shows the interesting niche for radio broadcasting as a cost-efficient means of communication and broad reach.



Source: Data UNITAR 2021, evaluator's analysis

<sup>41</sup> Ibid, page 2.

<sup>42</sup> UNITAR, 2020: Results Report 2019

<sup>43</sup> 2019: 133,421 people benefitting with a budget of 28.9m. Source: UNITAR, 2020: Results Report 2019

111. The evaluation found limitations of virtual training in effectively reaching specific target groups, particularly diplomats, as outlined in the box below.

"Although we faced challenges moving all of our training online, we did face specific new opportunities such as allowing participants who would otherwise have been unable to travel to headquarters to participate and benefit from the training.

After all our training was moved online due to the pandemic, we did lose the informality usually associated with group diplomatic training that participants have valued in previous years. Diplomats lost opportunities to casually meet and form connections because all training was delivered via Zoom and other online meeting platforms.

Although we strove to do online training as interactive and as informative as possible, it is not possible to precisely re-create the benefits of in-person learning, which we hope to return to soon".

**Source:** UNITAR manager

## 5.4 Environmental footprint

112. Given the extraordinary COVID-19 context, SFF projects with the predominant capacity-building approach had to shift all presential events to virtual engagements. As such, the environmental footprint of SFF related to travel was drastically reduced from \$95,370 travel and daily subsistence expenses in 2019 to \$32,566 in 2020 when international travel restrictions started applying. The evaluation was unable to detect any additional information about the environmental footprint.

## 5.5 Integration of gender equality and related costs

113. As stated in the relevance section, only 15 per cent of the 47 SFF-funded project allocations in 2019 and 2020 focused on vulnerable populations and women. In this context, the evaluator calculated the SFF budget allocated to those projects. In 2019, three Sida-funded SFF projects with a focus on women comprised 11 per cent of the project funding. The average (median) project budget was \$60,000 compared to the average median of \$80,000 of other SFF projects. In 2020, the three new SFF projects amounted to 18 per cent of the total SFF budget from Sida. Concerning the budget, SFF projects with a focus on women showed an average median value of \$60,975, compared to the average median of the total project budget of \$69,000 for 2020 from Sida.

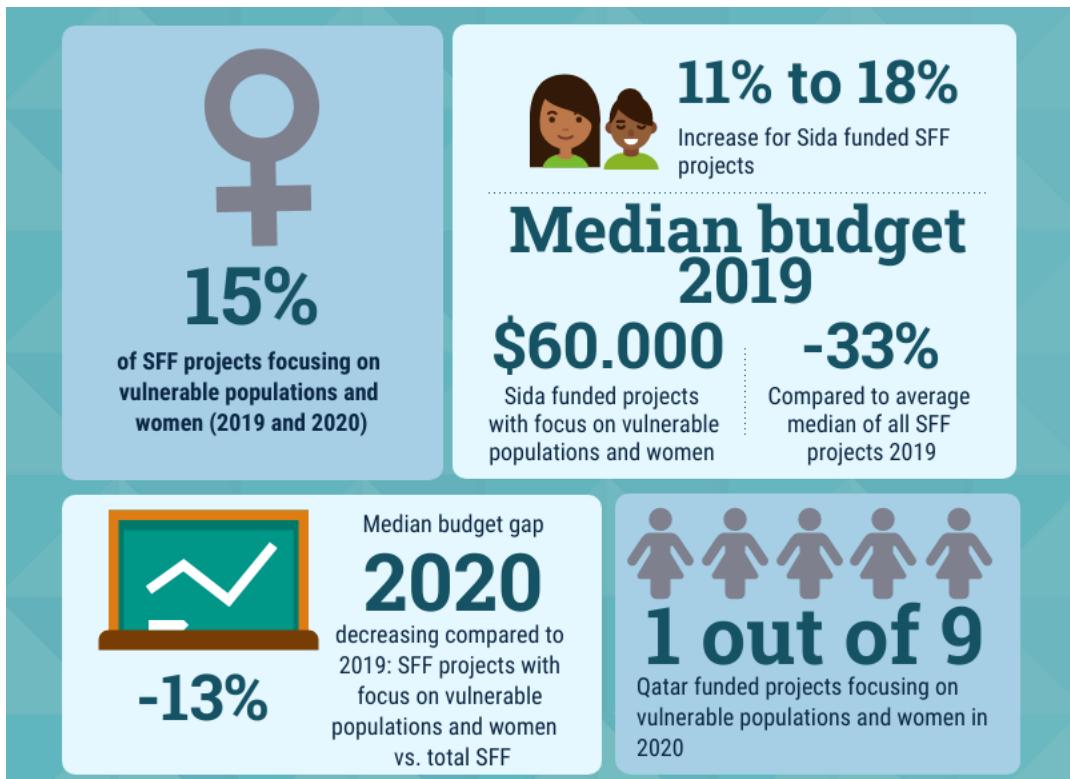
114. No projects with a focus on women alone showed for 2019 funded from Qatar. The analysis shows that 17 per cent of the budget for 2020 from Qatar addressed vulnerable populations and women through one project with this focus. The related average median costs were \$55,000 for the projects addressing women, the same as for the other projects. Figure 16 summarizes some of the gender-specific insights.

115. Sida-funded SFF projects in 2019, for example, with a focus on vulnerable populations and women have an average median budget of 33 per cent lower than

other Sida-funded SFF projects. This budget gap decreased and showed 13 per cent in 2020.

116. Interviews with UNITAR directors and managers showed that SFF-funded projects intended to achieve gender parity among participants, for example when asking partners in Member States to nominate beneficiaries.

**Figure 16: Women and vulnerability focus in SFF projects 2019 and 2020**



Source: Evaluation data

117. Based on the above analysis, the evaluation finds that the integration of gender equality into SFF projects is increasing, however starting at a very low level. The gap between budget sizes of the projects focusing on women is decreasing in comparison with non GEEW-focused SFF projects.



## 5.6 Efficiency of the fund being softly earmarked and meeting beneficiaries needs

118. As discussed earlier, the SFF enabled UNITAR to respond quickly to needs or requests from Member States. The SFF also enabled UNITAR to address underserved thematic issues and geographical areas outside a donor's usual priority countries. The softly earmarked SFF funding made a difference due to the SFF's demand-led nature. Also, the SFF enabled UNITAR to focus on delivering its SOs contributing to the 2030 Agenda rather than being driven by divergent donor priorities.

119. The evaluation noted that only 8 per cent of SFF-funded training events took place in countries in special situations, while approximately 41 per cent of events were delivered (online) by the New York Office.

120. However, 51 per cent of the overall events were web-based,<sup>44</sup> offering also access to stakeholders in countries in special situations. The question arises however whether web-based training reaches the most vulnerable and marginalised populations in the spirit of “leaving no one behind”, with vulnerability being an SFF selection criterion.

The evaluation finds that, based on beneficiary feedback, limitations in internet connectivity and access to stable power supplies creates a digital divide not only between developed countries and countries in special situations but also inside the latter countries.

However, the case of change identified during this evaluation in Colombia (see section II, 6.1.) shows that reaching a direct beneficiary with sufficient internet connectivity and power supply can have a significant multiplier effect for indirect beneficiaries who might not have access to the internet. In Colombia, 1,800 people in poverty conditions/living in poverty dependent on food aid benefitted from SFF-funded training, as further explained in section II, 6.1.

121. SFF outputs were not all planned or visible in the 2018-2019 and 2020-2021 programme budgets. While some of the smaller programme units have dedicated result areas for SFF-funded initiatives (e.g. New York Office, Peacemaking and Preventive Diplomacy Programme Unit and the Public Finance and Training Programme), some of the larger programme units do not integrate dedicated result areas given that SFF-funding represents only a very small proportion of their activities. Hence some of the outputs delivered were in addition to the outputs planned as part of the approved programme budget. The evaluation finds that in many cases, however, the SFF represents additionality to result areas under the strategic objectives. In the absence of results frameworks for all projects, however, it is challenging to assess the level of additionality.

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<sup>44</sup> Data taken from the EMS.



## 6. Likelihood of impact: What real difference did the SFF projects likely make?

122. This section assesses the likely impact of the SFF using the following sub-criteria: i) the difference the SFF made towards contributing to the achievements of SOs and the 2030 Agenda; ii) observable end-results or organizational changes from SFF projects; iii) likelihood of change on individual level; iv) likelihood of behaviour change; and v) likelihood of institutional level impact. The principal data sources used in this section are Zoom interviews with project beneficiaries complemented by a document review (analysis of project proposals and narrative reports) and interviews with UNITAR managers.

**Summary of key findings:** While the perceived likelihood of impact is high due to changes in individual knowledge and behaviour, the evaluation finds the overall likely impact to be attenuated due mostly to the lack of impact measures or appropriate impact level indicators in most allocation requests and narrative reports.

- The SFF addresses all UNITAR SOs. The evaliability of any difference made is strongly limited by a lack of baseline data, measurables targets, milestones, and smart indicators in the SFF beyond the individual SFF projects.
- In comparison to the earmarked donor project funding, the SFF had significantly low financial resources (4.8 per cent of UNITAR's overall budget only) to help Member States advancing with the implementation of the 2030 Agenda. However, the evaluation documented specific cases of change where the empowerment of individuals helps advancing the 2030 Agenda at the local and national levels.
- Observable SFF project end-results include better communication skills, new opportunities to join organizations and work on new national initiatives amongst others.
- After the training, a weighted average of 81.8 per cent of participants indicated a systematic application of new knowledge back at the workplace.
- The evaluation revealed a high level of confidence in applying or transferring knowledge and abilities from SFF-funded events to the workplace, reaching 76.5 per cent.
- Institutional level impact is medium to high due to attitudes of supervisors and prevailing organizational cultures.

123. The evaluation finds that the likely impact of the SFF shows strong achievements for the sub-criteria that can be rated. The score for impact is amber-green with a rating of 67 out of 100,<sup>45</sup> mainly based on the perceptions of 334 beneficiaries participating in the survey.

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<sup>45</sup>The score is calculated based on average of the following sub-criteria: difference the SFF made towards contributing to the achievements of SOs and 2030 Agenda (no rating due to lack of data); observable end-results or organizational changes: green/amber (scores 2 out 3); likelihood of change on individual knowledge: green (scores 2 out 3); likelihood of behaviour change: green (scores 2 out 3); likelihood of institutional level impact: green/amber (scores 2 out 3). =SUM(6/9)\*100. Result = 66,6 per cent.



## 6.1 Difference the SFF made towards contributing to the achievement of the strategic objectives and helping Member States to implement the 2030 Agenda, in comparison to other funding channels

124. The evaluation finds that the SFF addresses all strategic objectives, as stated in section II, 4.1. The evaluability of any difference made is strongly limited by a lack of baseline data, measurable targets, milestones and “SMART” indicators in the SFF beyond the individual SFF projects. As such, this sub-criterion is not rated.
125. In comparison to the earmarked donor project funding, the SFF had significantly low financial resources (4.8 per cent compared to the 95.2 per cent of other donor project funding) to support UNITAR’s programming to help Member States implement the 2030 Agenda. Besides, the SFF funding was allocated for a large number of small projects in 2019 and 2020, operating more attuned to a small grants facility. The importance of SFF-funding for some programme units should not be underestimated, however.
126. However, the evaluation documented specific cases of change where the empowerment of individuals helps advancing the 2030 Agenda at the local and national levels. The “relevance” section shows the alignment of selected SFF-funded projects to SDG indicators and targets.
127. The box below provides some relevant insights into cases of change.

“My name is Elena (*name changed to safeguard the data privacy of the interviewee*). I am a lawyer and work in the Prosecutors Office of a locality in Mesoamerica. Along my career, I have witnessed as a woman how the role of women is systematically being minimized in my country. While previous courses on women and advocacy had a problem-centred focus, the UNITAR course highlighted issues of dialogue.

While the engagement in sub-groups was at times challenging due to connectivity issues for some participants and the examples used in the course were Northern centric, I have experienced changes to my professional life.

When I am having meetings now in the Prosecutors Office, I am more aware of my own attitudes. I am more analytical and ready to amplify the voices of other women”.

**Source:** Participant of SFF-funded Columbia Law School Series: Women and Self Advocacy.

“Hi, my name is Maria (*name changed to safeguard the data privacy of the interviewee*). I am president of a foundation in Colombia and work with communities on food banks. I participated in the UNITAR online training course titled “Defining Transformation: A Global Food System”. In my city, our foundation supports 1,800 poor community members in five local food banks. Thanks to the course we can use the Spanish language course materials to share information with the community members. The materials are graphically well done and easy to understand. That’s important. We have started creating our own small orchards for communities to become less dependent on external food aid. Yes, and this is based on the course materials from UNITAR.

But we could go one step further: to empower female community leaders to engage with public policies. For example, local consumption policies and nutritional health standards for agriculture and agro-processing in a sector which is heavily dominated by traditional agriculture export policies”.

**Source:** Participant of SFF-funded online course Defining Transformation: A Global Food System.

“My name is Cindy (*name changed to safeguard the anonymity of the interviewee*) and I am the co-chair of my countries Indigenous People’s Organization. Thanks to the UNITAR training for Indigenous leaders on diplomacy, I have created an informal community of practice to stay in touch with other indigenous leaders. I feel empowered after the UNITAR training. I gained in confidence and negotiation skills. You see, in a few weeks’ time, I will meet the Minister of Indigenous Affairs of my country to engage in dialogue with government about adapting existing welfare programmes and make them less discriminatory. Without the training, I would not even have considered contacting the minister. I would not have had the knowledge and tools how to lead such a dialogue. Now I know how to bring evidence from government welfare programmes in indigenous peoples’ communities to the negotiation table”.

**Source: Participant of SFF-funded Training Programme to Enhance the Conflict Prevention and Peacemaking Capacities of Indigenous Peoples’ Representatives.**

128. UNITAR also produced impact stories on SFF-funded projects, for example, concerning the online course [Frontier Technologies for Sustainable Development: Unlocking Women’s Entrepreneurship through Artificial Intelligence in Afghanistan and Iraq](#). Other experiences were also documented by UNITAR Project Management in project narrative reports. An example comprises Ms Mai Thin Yu Mon, Global Indigenous Youth Caucus Member for Asia as a “voice for many voiceless indigenous peoples out there, especially indigenous youths and indigenous women who haven’t been heard enough”.

## 6.2 Observable end-results or organizational changes (positive or negative, intended or unintended) from the SFF projects

129. The evaluation invited survey respondents to take part in follow-up Zoom interviews to deepen an understanding of their experience following SFF-funded events. Based on this demand-led selection, the evaluation analysed the end results and organizational changes as shown in the following illustrations. It is noteworthy that the third example was selected after consultations with project managers in accordance with a predefined set of criteria, such as the perception of the most significant change, the project’s budget size and duration, focus on vulnerable groups and countries in special situations, or funding contributing to larger initiatives.

### **Multilateral Diplomacy: Columbia Law School Series: Gender Equality in Peace Building and Conflict Resolution**

130. The training topic was very relevant to participants’ context as it focused on fighting corruption in its different forms and specifically in African countries and working with youth. The training focused on essential topic points that are not often tackled in training sessions offered by other institutions. Usually, the focus tends to shift on what has happened in the past and the different ways the topic can be studied. However, this training offered some insight on what can be done in the future regarding this subject.

131. Some of the changes participants experienced after attending this training include better time management, more profound public speaking skills in conferences, more organized ways of working and better understanding of the anti-corruption issues. This allowed participants, mainly professionals in the field, to better communicate their thoughts on the topic. Participants are sharing their new knowledge with colleagues and encouraging them to explore UNITAR training sessions.

132. The evaluation identified three main barriers affecting the systematic application of learning:
- i) The organizational and political bureaucracy in the private and public sectors hinders the full use of this new knowledge, especially when it comes to the sensitive topic of corruption.
  - ii) It is people who are in positions of power and authority that should be attending this training to better understand how to deal with corruption when they see it, as they can actually make a big change in regard to the topic; they have this kind of influence.
  - iii) Participants find it difficult to move forward with their newly acquired knowledge as they are not sure how to present it to organizations, universities, and partners. The main reason being the absence of UNITAR training certificates, that would be accredited or recognized nationally or globally to add value and credibility to their work and future initiatives.

“Personally, I have been taking initiatives (in anti-corruption work) and this would have not been possible had I not participated in this training”.

**Source:** Course participant

### **Prosperity: Responding to Crisis: Strengthening Finance and Trade Resilience to Global Pandemics and Health Emergencies in Sub-Saharan Africa**

133. The training was concise and straight to the point. The reading material provided gives more insight on some of the issues that participants had not been able to pin-point on their own, but only had a general idea about the topic before the training. The timing of the training (during a pandemic) made it even more relevant.

“The peer-review activities were very beneficial. You learn a lot when other people review your work, it encourages you when someone else calls your attention to something.”

**Source:** Course participant

134. The structure of training is thought-provoking, especially with take-home assignments and group brainstorm activities as participants were able to see how others process information. Most importantly, this was an opportunity for participants to get insight on the local as well as global aspect of the matter.

135. The training broadened participants' knowledge in terms of how they do their work and interpret data, and allowed them to look at the subject-matter from a new perspective. It has encouraged some to think of new solutions and apply them in their workplace, while also approaching partners and institutions differently. For some it opened new opportunities to join organizations and work on new initiatives in their countries while also being able to look at the matter from a global perspective.

136. However, there appears a lack of opportunities for participants to use knowledge after the training. Many participants expressed a sense of frustration without seeing a “clear end-result.” It is also necessary to create

platforms where participants can connect with trainers and other participants to follow-up on updates and connect with each-other.

"We get a certificate, but we cannot use it".

"At the moment it's like being a doctor without a patient."

**Source:** Course participant

### **Peace: Towards Shattering the Glass Labyrinth of Female leadership in the Security Forces of Burkina Faso**

137. Four participants made their time available to participate in the evaluation. The participants found it interesting to have taken part in a mentoring that gathers all hierarchical relationships in one training, managers, and personnel, making everyone responsible in this subject-matter.

138. Participants experienced both personal and professional changes after this training. New skills acquired allow for more effectiveness and efficiency at work, and participants used their new knowledge at the workplace and throughout the workshops and training sessions they facilitate. They now offer their knowledge to younger mentees and have experienced a growth in their circle of connections.

139. One participant assisted several of her colleagues in developing their career paths and they succeeded in joining the working units they see fit for themselves. Some even applied and joined UN missions.

"Another participant underwent the UN trainer recruitment test and the process is on track. She applied and passed the Selection Assistance and Assessment Team (SAAT) test in English and French from the UN and is awaiting deployment, while in the meantime joined the Higher Authority for State Control and the Fight against Corruption where she supports departments in gender-sensitive results-based management, as well as in capacity building projects. She also puts her expertise to the account of the Committee responsible for drafting the reforms of the security sector which resulted in the rarefaction of a national security policy and a strategy."

140. The evaluation identified the following enabling factors supporting the use of new knowledge: the motivation of mentors and mentees, along with favorable organizational hierarchy structures.

141. As preventing factors, the security context in the country can hinder the use of new knowledge and the successful manifestation of female leadership in the security forces. There is also the socio-cultural constraints which are a real threat to the assertion of female leadership in the security forces.



## 6.3 Likelihood of change on individual knowledge and behaviour and/or institutional level impacts

142. The evaluation survey enquired about the likelihood of change on individual level, behaviour change and institutional level impact. The following sub-sections summarize the results accordingly. While the perception-based results are overall positive, the evaluation finds that the lack of impact statements in several project log frames, lack of impact measures or appropriate impact level indicators affect the evaluability of impact through triangulation. As such, a slightly more conservative rating is provided for this evaluation criterion.

### 6.3.1 Likelihood of change at the level of individuals

143. The likelihood of application of knowledge by individuals seems high, given the proxy indicators used in the evaluation survey. A weighted average of 81.8 per cent of participants indicated a systematic application of new knowledge. At the same time, a weighted average of 81.4 per cent of participants stated that they are more engaged in the topic they were trained on back at the workplace.<sup>46</sup> A weighted average of 78 per cent of participants noted opportunities to discuss new learning with line management, and formal feedback from line management on the new learning.

144. Responses to other survey questions also back up those perception-based results. A weighted average of 81.9 per cent of beneficiaries<sup>47</sup> have confidence to lead on topics addressed in SFF-funded training events. This confidence translates to 68.9 per cent of participants gaining new responsibilities in the topic they received training about. A weighted average of 79.3 per cent of beneficiaries<sup>48</sup> include the newly acquired knowledge in formal reporting.

145. 29 per cent of participants stated that they used newly acquired skills and knowledge frequently and 40 per cent often.

### 6.3.2 Likelihood of behavioural change

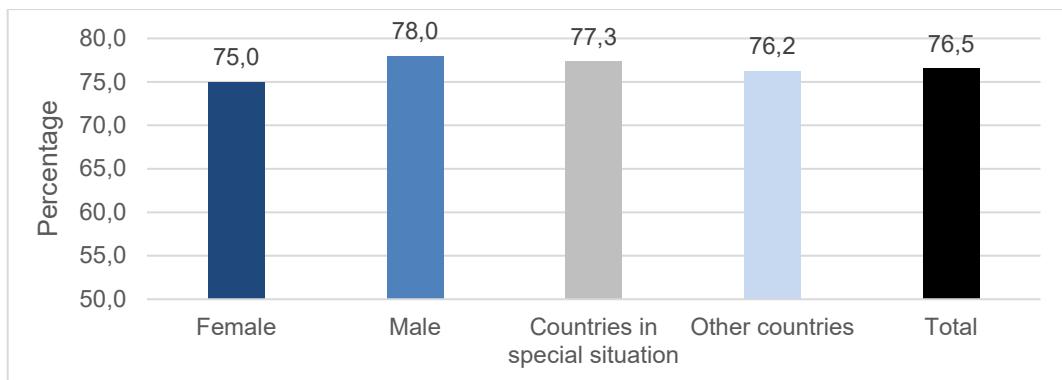
146. Concerning behavioural change the evaluation detected a high level of confidence in applying or transferring knowledge and abilities from SFF-funded events to the workplace, reaching a weighted average of 76.5 per cent. Figure 17 disaggregates the results by sex and countries in special situations.

<sup>46</sup> n=167

<sup>47</sup> Ibid.

<sup>48</sup> n=162

**Figure 17: Confidence in applying or transferring the knowledge/abilities from the SFF-funded training events to the workplace**



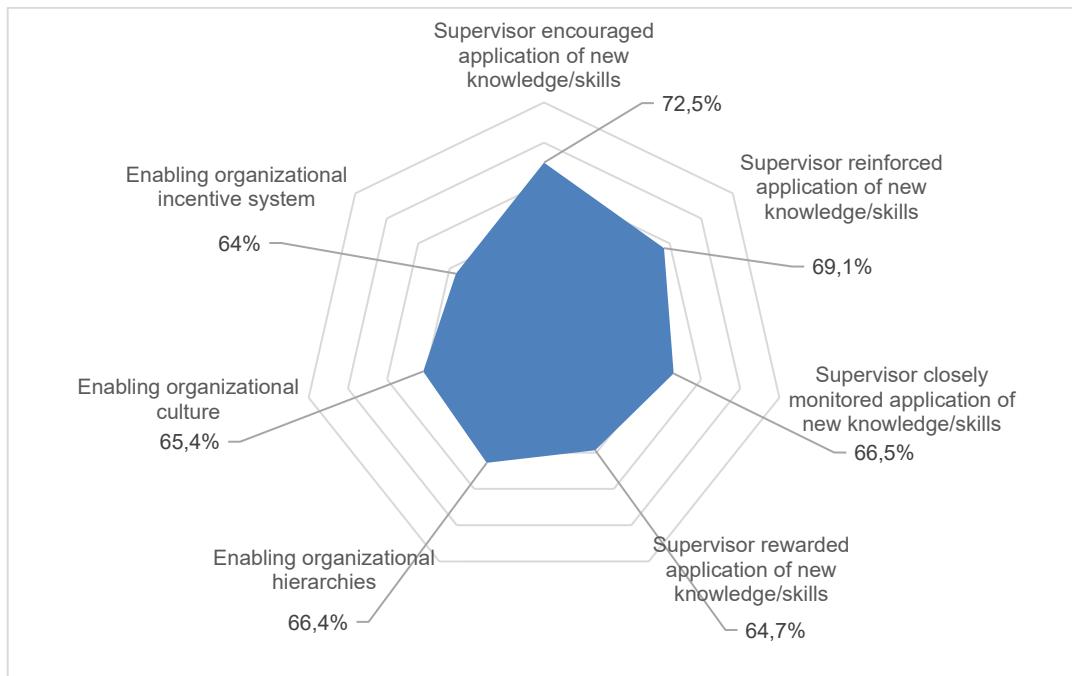
Source: evaluation survey, n=277

147. Male participants are marginally more confident than female participants in applying or transferring knowledge to the workplace (78 per cent vs. 75 per cent). Similarly, participants from countries in special situations such as LDCs, LLDCs or SIDS have a slightly higher confidence in knowledge use or transfer (77.3 per cent) compared to other countries (76.2 per cent).

### 6.3.3 Likelihood of institutional level impact

148. The evaluation also enquired about institutional level impact, using proxy indicators related to the attitude of participants' supervisors and enquiring about organizational culture.

**Figure 18: Proxy indication of institutional level impact**



Source: evaluation survey, n= 224 to 227

149. Figure 18 reveals the important role of supervisors encouraging the use of new knowledge (weighted average of 72.5 per cent) and reinforcing the use of new knowledge and skills (weighted average of 69.1 per cent). Institutional

level impact seems lower for the reward for the use of new knowledge and skills (weighted average of 65.7 per cent). The latter is in line with the role of organizational culture which plays only partly an enabling role for the use of new knowledge and skills (weighted average of 654 per cent), with the lowest rating showing for organizational enabling systems (weighted average of 64 per cent).

## 7. Likelihood of Sustainability

150. The sustainability criterion is assessed with the following sub-criteria: i) perception of likely sustainability of benefits; ii) financial sustainability; iii) institutional sustainability; and iv) sustainability of results. Principal data sources used in this assessment include document review, interviews with UNITAR management and the online participants survey.

**Summary of key findings: Individual benefits of many SFF-funded projects are likely to last, while the institutionalization of the SFF and its financial sustainability in UNITAR are uncertain.**

- Participants are confident and willing to apply new knowledge and skills in the future, despite weaknesses in organizations' reward and incentive systems.
- The SFF is largely dependent on Sida contributions (83.8 per cent) and efforts to significantly broadening the donors base were unsuccessful to date.
- UNITAR's funding approach puts divisions in competition with each other for donor funding. This poses the main threat to the full institutionalization of the SFF.
- The sustainability of SFF results at the institutional level is seriously jeopardized by the short timeframes of SFF-funded projects, which currently allow for incubation or catalytic functions to start or enhance longer-term partnerships.

151. The evaluation finds that the sustainability of the SFF shows less than satisfactory achievement in most areas. The score for sustainability is ambered with a score of 33 out of 100.<sup>49</sup>

### 7.1 Perception of likely sustainability of benefits

152. The evaluation survey showed that individual participants are confident and willing to apply new knowledge and skills, with 73 per cent of respondents stating they would have an action plan to do so. The latter would imply the sustainability of training benefits. Participants feel also supported by peer to apply the new knowledge (70.9 per cent) and sense that the enabling environment in their organizations is sufficiently high (70.1 per cent). Those results are overall positive and encouraging, but are perception and not test-based.

<sup>49</sup>. The score is calculated based on average of the following sub-criteria: perception of likely sustainability of benefits: (scores 2 out 3); financial sustainability: (scores 0 out of 3); institutional sustainability: (scores 1 out 3); and sustainability of results (scores 1 out 3) =SUM 4/12)\*100. Result = 33,3 per cent.

153. However, when prompted about specificities of the enabling environment, the evaluation revealed weaknesses in organizations' reward and incentive systems, with an average rating around 64 per cent for this enabling/preventing factor for applying knowledge/skills.<sup>50</sup>

154. As stated in previous sections, participants would appreciate a systematic post-training engagement of UNITAR, including cost-neutral communities of practice among alumni, to further increase the lasting nature of training results.

## 7.2 Sustainability of strategies and mechanisms of the SFF to capture financial resources

### Financial sustainability

155. The SFF contributes to UNITAR's strategic resource mobilization target to increase the share of non-earmarked/softly earmarked funding, as specified in the UNITAR 2017-2021 resource mobilization strategy.

156. However, the assumption of the designers of the SFF that the fund would attract a sufficiently large donor base to sustain the SFF seems not to hold. Since its inception, the SFF depends on Sida contributions (83.8 per cent), complemented by funding from the State of Qatar (16.2 per cent). Other donors provide smaller, punctual contributions for specific events.

157. Other major UNITAR donors prefer the earmarked project funding, as UNITAR senior management repeatedly stated.

158. With a minuscule volume of 4.8 per cent of UNITAR project funding, the SFF lacks financial volume and the broadness of a donor base to ensure financial sustainability. More importantly, the SFF funding model with its focus on cross-divisional work is diametric to UNITAR's project-based funding model which puts divisions in competition with each other for donor funding, as stressed by UNITAR senior management.

159. As such, the evaluation finds that the financial sustainability of the SFF seems very uncertain.

### Institutional sustainability

160. Hand-in-hand with the ambiguous financial sustainability, the institutional sustainability of the SFF is unsolved. As stated above, UNITAR's funding approach poses the main threat to the full institutionalization of the SFF, given that incentives for cross-divisional cooperation are not provided in UNITAR's competition-based funding model. Twelve of the 19 UNITAR programme units received less than 5 per cent of their programme funding from the SFF in 2020. It would require a common change of UNITAR funding to enable the sustainable funding of the SFF and to enable its full institutionalization.

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<sup>50</sup> See section II, 6.3.3



## 7.3 Sustainability of results

161. The sustainability of SFF results is seriously jeopardized by the short project implementation timeframes for SFF funding.
162. Evaluation interviewees indicated that the short-term nature of SFF projects challenge partnership building, which tends to require longer engagement. While the SFF can serve as an incubator or catalyst to initiate or enhance partnerships, as shown in the engagement with important partners such as the OECD or the WHO, further complementary programming is required to fully leverage those SFF results and ensure sustainability.
163. A training of trainers approach and the systematic use of alumni as resource persons, as practiced in several SFF trainings, seems to be a tried and tested way of institutionalizing learning. However, to regularly engage with an established network of trainers, including mentoring, SFF funding cycles are too short. Another entry point to ensure the sustainability of SFF training results is to include new training elements in established learning curricula.
164. Finally, the UN SDG: Learn platform works on the innovation to include a layer of pre-assessment of competences guiding learners which courses to take. This automated element checking training needs is likely to enhance the relevance of trainings, their utility for participants and ultimately sustained new behaviour, according to Brinkerhoff's research (2006).

## Section III: Conclusions and recommendations

Figure 19 summarizes the key findings listed at the beginning of each findings sub-section, draws conclusions which in term lead to the evaluation's recommendations.

**Figure 19: Summary of key findings, conclusions, and recommendations**

|           | <b>Key findings of the evaluation</b>  | <b>Conclusions</b>   | <b>Recommendations</b>  |
|-----------|--|--|---|
| Relevance | SFF allows UNITAR to operate with more flexibility within a broader framework set by donors, contributing to UNITAR's programming needs.   | The SFF is a flexible tool contributing to UNITAR SOs, however with a very small funding base and allocations to significantly contribute to the SDGs.   | See R7 on sustainability  |
|           | SFF funding gets allocated based on its contribution to strategic objectives and SDGs, leverage of partnerships and cross divisional cooperation   |  |   |
|           | The level of contribution to the 2030 Agenda and the SDGs seems limited, given the small amount of SFF funding during 2019 and 2020 reaching about 4,8 per cent of the total of UNITAR project funding.  |  |   |
|           | High levels of homogeneity of the relevance of SFF projects show to the performance needs of women (78,3 per cent) and men (78,8 per cent) in their work, organization or community. SFF projects' focus specifically on women and other vulnerable groups is diluted across the portfolio, with 15 per cent of the projects focusing on those groups. | The relevance of SFF projects to individual performance needs is high, without main differences between women and men. However, vulnerable groups and women are underrepresented as specific target groups across the SFF portfolio. | R1: While carefully balancing needs and/or requests from Member States and SFF allocation requirements, a clear "Leave no one behind" component should be required for each SFF-funded project.   |
|           | The relevance of SFF-funded trainings addressed to a large extent individual performance needs, with an average rating of 72,2 per cent.   |  |   |
| Coherence | The percentage of projects entailing formal cooperation with other divisions in UNITAR increased from 27 per cent in 2019 to 41 per cent in 2020. The SFF contributes to addressing long-standing silo cultures in UNITAR but only at a small scale and at short-term  | The complementarity of the SFF-funded projects is increasing, starting from a low level, stimulating cross-divisional cooperation, and dovetailing into broader programming.   | R2: Decisions on allocation awards should take a blended approach of small and short-term seed funding-oriented projects (based on clear criteria, demonstrated needs and clearly identified results which are sustainable) with a limited number of larger and longer-term projects with cross-divisional cooperation, where possible. |
|           | Examples emerge of SFF projects' complementarity with the broader UNITAR programming.  |  |   |
|           | Given the small budget size and short timeframes for SFF-funded projects, the SFF funding modality is less likely to   | The creation of external partnerships is affected due to small SFF budget size, small allocations and short project timeframes   |   |

|               |   |  |   |
|---------------|---|--|---|
| Effectiveness | <p>attract many long-term partnerships. However, donors are attracted when risks are shared with SFF funding.</p> <p>UNITAR does not have a field network but does engage well in some countries, particularly where there are strong partnerships with other institutions. Engagement with the UN Sustainable Development Cooperation Framework and UN Country Teams is not well developed yet would provide an opportunity for UNITAR to increase connection at the country level and promote UNITAR's role and capacity.</p> | <p>The SFF is missing on opportunities to create further partnerships and leverage more funding at the country level.</p>  | <p>R3: Emphasis should be placed on the development of country-level partnerships, including UN Country Team engagement, in SFF project design and allocation decisions.</p>  |
|               | <p>The evaluation finds a wide use of SFF funding by all divisions but one with contributions to all UNITAR SOs.</p> <p>SFF projects show a high level of results achievement (75 per cent in 2020, up from 47 per cent in 2019) based on final project reports.</p>  | <p>SFF projects are largely delivering their expected results and fulfilling SFF objectives. However, inclusiveness strategies are not systematically embedded in project design and implementation.</p>                       | <p>See R1</p>   |
|               | <p>The evaluation finds good results concerning the leverage, flexibility, and innovation in the SFF portfolio.</p>   |  |   |
|               | <p>The evaluation did not detect a systematic use of a human rights-based approach or explicit inclusion strategies in the SFF portfolio 2019 -2020.</p>  |  |   |
|               | <p>Factors affecting SFF project performance include i) demand-led and needs based project design, ii) the strategic use of alumni, iii) SFF's role as part of broader programming, including access to partner structures at country level, and iv) a tailored training approach, including post-training follow-up.</p>   | <p>UNITAR is aware of the factors driving SFF project performance positively but missed out on systematically addressing post-training follow-up as a means to significantly increase behaviour change in the longer term.</p> | <p>R4: UNITAR programme units should ensure that allocation requests include a clearly defined results framework with specified Level 3 performance needs in project design and in post-training, including, for example, cost neutral communities of practice among alumni, and develop a budget/time criterion to ensure that larger-scale and term future SFF projects include a compulsory post-training follow-up action to measure and assess performance components.</p> |
|               | <p>COVID-19 affected SFF delivery only marginally for most trainings due to UNITAR's long standing expertise in delivering online training courses, while other UN and international agencies severely struggled in the pandemic context.</p>   | <p>UNITAR was well prepared to ensure SFF delivery in the COVID-19 context.</p>  | <p>R5: UNITAR programme units should at least consider partial virtual training delivery or alternative delivery mechanisms such as radio broadcasting to leverage increased reach, reduce costs and reduce the environmental</p>   |

|                      |   |  |  |
|----------------------|---|--|--|
|                      |   |  | footprint. This could become additional SFF project allocation criteria.   |
| Efficiency           | Compared to donor-funded projects, the SFF shows a quicker project approval process, a timelier response to Member States' needs and meeting needs without compromising due to donor priorities.  | The SFF allows UNITAR to be closer to Member States in responding quickly to their needs, regardless of geographic or thematic donor priorities. The attractiveness of the SFF shows in the leveraging of partners through significant co-financing.   | See R7   |
|                      | The timelines of SFF decisions and the allocation process is significantly quicker and more flexible than in the cases of non SFF-funded projects   |  |  |
|                      | The SFF enabled UNITAR to address underserved thematic issues and Member States outside donor's usual priority countries, showing its value as a softly earmarked fund..  |  |  |
|                      | For each dollar invested in SFF projects, partners invested in average about US\$ 0.45 between 2019 and 2020. However, the percentage of co-financing decreased from 43 per cent in 2019 to 35 per cent in 2020.                                    |  |  |
|                      | Overall, the mitigation strategy of the SFF in the COVID-19 context was efficient and effective with shifts to virtual events, given the strong efforts of hard-working project teams   | UNITAR's COVID-19 mitigation strategy for the SFF worked well.   | See R5   |
|                      | The environmental footprint of SFF related to travel was drastically reduced from March 2020 onwards when international travel restrictions took effect to reduce the effects of the COVID-19 pandemic;   | SFF's environmental footprint was significantly reduced following COVID-19 related travel restrictions. The gender equality focus is underdeveloped in the SFF project portfolio.  | See R5 on environment  |
| Likelihood of Impact | The integration of gender equality into SFF projects is increasing, however starting at a very low level, with 15 per cent of projects showing a clear focus on women.  |  | See R1 on gender   |
|                      | The SFF addresses all UNITAR SOs. The evaluability of the degree of progress made, including impact, is disabled by the lack of a measurable results structure of the SFF beyond individual SFF projects.   | While the SFF addresses all SOs, comparisons to non-SFF funded projects concerning performance is challenging due to a less systematic use of impact measures. Evidence emerges of advancing the 2030 Agenda, with a higher likelihood for impact mainly for individuals at the local level. | R6: Programme units should document impact stories using available guidance to analyse personal and institutional changes and the reach of training in Member States through alumni. |
|                      | In comparison to the earmarked donor project funding, the SFF had significantly low financial resources (4.8 per cent only) to help Member States advancing with the implementation of the 2030 Agenda. However, the evaluation documented specific |  |  |

|                              |   |  |   |
|------------------------------|---|--|---|
|                              | <p>cases of change where the empowerment of individuals helps advancing the 2030 Agenda at the local and national levels.</p> <p>Observable SFF project end-results include better communication skills, new opportunities to join organizations and work on new national initiatives.</p> <p>After the training, 81,8 per cent of participants indicated a systematic application of new knowledge back at the workplace.</p> <p>The evaluation revealed a high level of confidence in applying or transferring knowledge and abilities from SFF-funded events to the workplace, reaching 76,5 per cent.</p> <p>Institutional level impact is medium to high due to attitudes of supervisors and prevailing organizational cultures.</p> |  |   |
| Likelihood of sustainability | <p>Participants are confident and willing to apply new knowledge and skills in the future, despite weaknesses in organizations' reward and incentive systems.</p> <p>The sustainability of SFF results is seriously jeopardized by the short timeframes of SFF funding.</p>   | <p>The sustainability of SFF training results seems high based on participant perception. However, short funding cycles are suboptimal for sustaining results and building longer-term partnerships.</p> | See R2  |
|                              | <p>The SFF is largely dependent on Sida contributions (83,8 per cent) and efforts to significantly broadening the donors base were unsuccessful to date.</p> <p>UNITAR's funding model which puts divisions in competition with each other for donor funding poses the main threat to the full institutionalization of the SFF with its cooperative approach in UNITAR.</p>   | <p>The financial sustainability of the SFF is uncertain and needs to be reconciled with UNITAR's funding model.</p>  | <p>R7: The Executive Director's Office, in cooperation with the Board of Trustees, should strengthen efforts to widen the SFF donor base and overall SFF resources, complementing the engagement of ambassadors in Geneva with a targeted outreach to donor capitals.</p> |

## 8. Conclusions

165. The following conclusions emerge based on the main findings summarized for each evaluation criteria. Figure 18 presents the logic between main evaluation findings and conclusions.

**Relevance:** The SFF is relevant to the strategic framework and the SDGs allowing UNITAR to operate with increased flexibility to meet Member States' and beneficiary needs. However, the low level of outreach to countries in special situations and vulnerable groups, the large number of small scale allocations and the relative low level of SFF resources attenuate the relevance of the SFF to the strategic framework's emphasis on reaching the further behind first and helping Member States achieve the SDGs.

The relevance of SFF projects to participants individual performance needs is high, based on participants' perceptions without main differences between women and men. However, vulnerable groups and women are underrepresented as specific target groups across the SFF portfolio.

**Coherence:** The evaluation concludes that the complementarity of the SFF-funded projects is increasing, starting from a low level, with opportunities to make further progress.

The complementarity among SFF-funded projects stimulates cross-divisional cooperation and is dovetailing into broader programming.

The creation of external partnerships is affected due to small SFF budget size and short project timeframes of an SFF operating currently largely as a small grants' facility. Consequently, the capacity development scope of approved projects is reduced, making SFF projects often less attractive for external partners.

At the same time, the evaluation concludes that the SFF is missing on opportunities to create further partnerships and leverage more funding at the country level. The loosely-tied nature of the SFF provides an opportunity for UNITAR to engage more strategically and coherently with UN programming at the country level and, as a result, contribute to more impactful results. This opportunity is still to be explored.

**Effectiveness:** SFF projects are largely delivering their expected results and fulfilling SFF objectives. However, inclusiveness strategies are not systematically embedded in project design and implementation.

UNITAR is aware of the factors driving SFF project performance positively. Those comprise i) demand-led and needs based project design, ii) the strategic use of alumni, iii) SFF's role as part of broader programming, including access to partner structures at country level, and iv) a tailored training approach. The small scale/output focused design and lack of systematically addressing post-training follow-up as a means to significantly increase behaviour change in the longer term are important inhibiting factors.

Concerning the COVID-19 context, UNITAR was well prepared to ensure SFF delivery.

**Efficiency:** The SFF allows UNITAR to be closer to Member States in responding quickly to their needs, regardless of geographic scope or donor thematic priorities. The attractiveness of the SFF shows in the leveraging of partners through significant co-financing, despite the shortcomings of small projects sizes and short timeframes, as states above.

UNITAR's COVID-19 mitigation strategy for the SFF worked well. As a secondary effect, SFF's environmental footprint was significantly reduced following COVID-19 related travel restrictions. There was little evidence of benefits created for gender equality, since gender was undeveloped in the project portfolio.

**Likelihood of impact:** The likelihood of impact is high due to changes in individual knowledge and behaviour. While the SFF addresses all SOs, comparisons to non-SFF funded projects concerning performance is challenging due to a less systematic use of impact measures. Evidence emerges of advancing the 2030 Agenda mainly for individuals at the local level, where the likelihood for impact is highest.

**Sustainability:** The sustainability of the SFF is mixed. While the lasting nature of training results seems high based on participants' perception, short funding cycles are suboptimal for sustaining results and building longer-term partnerships.

The financial sustainability of the SFF is uncertain and needs to be reconciled with UNITAR's funding model.

## 9. Recommendations

166. Based on the above key findings and conclusions, seven recommendations emerge. The evaluation considers all recommendations to be of a high priority.

### **Relevance:**

Recommendation 1: While carefully balancing needs and/or requests from Member States and SFF allocation requirements, a clear “Leave no one behind” component should be required for each SFF-funded project.

### **Coherence and effectiveness:**

Recommendation 2: Decisions on allocation awards should take a blended approach of small and short-term seed funding-oriented projects (based on clear criteria, demonstrated needs and clearly identified results which are sustainable) with a limited number of larger and longer-term projects with cross-divisional cooperation, where possible.

Recommendation 3: Emphasis should be placed on the development of country-level partnerships, including UN Country Team engagement, in SFF project design and allocation decisions.

### **Effectiveness:**

Recommendation 4: UNITAR programme units should ensure that allocation requests include a clearly defined results framework with specified Level 3 performance needs in project design and in post-training, including, for example, cost neutral communities of practice among alumni, and develop a budget/time criterion to ensure that larger-scale and term future SFF projects include a compulsory post-training follow-up action to measure and assess performance components.

Recommendation 5: UNITAR programme units should at least consider partial virtual training delivery or alternative delivery mechanisms such as radio broadcasting to leverage increased reach, reduce costs and reduce the environmental footprint. This could become additional SFF project allocation criteria.

**Efficiency:** See recommendations 1,5, and 7.

### **Likelihood of impact:**

Recommendation 6: Programme units should document impact stories using available guidance to analyse personal and institutional changes and the reach of training in Member States through alumni.

**Sustainability:** See recommendations 1 and 3.

Recommendation 7: The Executive Director’s Office, in cooperation with the Board of Trustees, should strengthen efforts to widen the SFF donor base and overall SFF resources, complementing the engagement of ambassadors in Geneva with a targeted outreach to donor capitals.

## 10. Lessons learned

167. The evaluation identified the following lessons:

### Mitigation measures for training delivery in COVID-19 context

1. The COVID-19 mitigation measures for training delivery are mainly related to switching presentiel training formats to virtual ones. **Moving training online requires stable internet connectivity and reliable access to electricity, which is not necessarily given in all Member States.** Those limitations do not only show in the Least Developed Countries but even in some Middle-Income Countries. The evaluation shows, based on other evaluative evidence, that the use of other training approaches such as broadcasting radio programs can significantly enhance the reach of UNITAR. The latter could be a complementary approach also for SFF-funded projects.

### Leaving no one behind

2. The suboptimal focus on women, vulnerable populations and countries in special situations shows the importance of applying, or even enforcing, the SFF selection criteria. The systematic use of the criteria of leaving no one behind and programming focusing on gender equality is required to have allocations support programming benefiting these groups.

### Cross-programmatic collaboration

3. The SFF serves as a modality for cross-divisional engagement. While Directors are fully aware of this opportunity in a context of a silo culture rooted in UNITAR's funding system, at staff level awareness raising is still required. The SFF evaluation shows that cross-programmatic collaboration can help overcome silo cultures, but needs to be unambiguously communicated to all staff. It also requires a long-term focus and at sufficient scale for meaningful collaboration.

### Sustainability

4. For SFF projects with modest funding (average of approximately \$60,000 in 2019/2020), sustainability can be challenging. To help ensure sustainability of results and scalability, it is important to include exit strategies right at the project design. Besides, linkages to complementary programming either in UNITAR or partners agencies need to be established as early as during the project design.

## Annex a: Terms of Reference

### Terms of Reference Independent Evaluation of the Strategic Framework Fund (2019-2020)

#### **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 organizational 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. The UNITAR Board of Trustees established the Strategic Framework Fund (SFF) in November 2018. The SFF is a flexible, pooled funding instrument to help UNITAR deliver on its mandate and achieve the objectives of the [2018-2021 strategic framework](#). The SFF's two largest donors are the Swedish International Development Agency (Sida) and the State of Qatar. The SFF focusses on meeting the learning and other capacity development needs of beneficiaries from countries in special situations, including the least developed countries, the landlocked developing countries, the small island developing States and countries in and emerging from conflict, as well as groups made vulnerable, including women and children and persons with disabilities. The SFF is guided by a set of [Governing Principles](#). The Governing Principles call for an independent evaluation every two-years.
3. In 2019-2020 the SFF supported over 50 initiatives (31 initiatives in 2019 and 23 initiatives in 2020 reported on) with a total budget of 1,925,001 USD. The initiatives include programming and activities under the Peace, People, Planet and Prosperity pillars of the 2030 Agenda, in addition to crosscutting programme pillars on accelerating the implementation of the 2030 Agenda, multilateral diplomacy and optimizing the use of technologies for evidence-based decision-making.

#### **Purpose of the evaluation**

4. The purpose of the evaluation is to assess the relevance, coherence, effectiveness, efficiency, impact, and sustainability of SFF-related programming; to identify any problems or challenges that the SFF has encountered; to issue recommendations, and to identify lessons to be learned on the SFF's design, implementation, and management. The evaluation's purpose is thus to provide findings and conclusions to meet accountability requirements, and recommendations and lessons learned to contribute to the initiative's improvement and broader organization learning. The evaluation should not only assess how well the SFF and SFF-supported programming have performed, but also seek to answer the 'why' question by identifying factors contributing to (or inhibiting) successful delivery of the results.

#### **Scope of the evaluation**

5. The evaluation will cover programme unit projects funded in 2019-2020. In addition to assessing the results achieved, the evaluation should also be forward-looking with a view to providing recommendations to inform the future of the fund. The evaluation's scope is different from the [midterm evaluation of the strategic framework 2018-2021](#), which covered all of UNITAR's programming to implement the strategic framework during its first two years of implementation (2018-2019). The evaluation will not cover support from the fund to the UNITAR strategic enablers or functional support units.

## Evaluation criteria

6. The evaluation will assess SFF-funded project performance using the following criteria: relevance, coherence, effectiveness, efficiency, impact and sustainability.

- **Relevance:** Are projects reaching their intended individual and institutional users and are activities relevant to the beneficiaries' needs and priorities, and designed with quality?
- **Coherence:** To what extent are the SFF-funded projects coherent with other UNITAR projects and adhering to international norms and standards?
- **Effectiveness:** How effective have the SFF-funded projects delivered planned results and strengthened the capacities of beneficiaries, particularly those left behind, or other groups made vulnerable?
- **Efficiency:** To what extent have the SFF-funded projects delivered results in a cost-effective manner and optimized partnerships?
- **Impact:** What are the cumulative and/or long-term effects expected from the SFF-funded projects, including contribution towards the intended impacts, positive or negative impacts, or intended or unintended changes?
- **Sustainability:** To what extent are the SFF-funded project results likely to be sustained in the long term?

## Principal evaluation questions

7. The following questions are suggested to guide the design of the evaluation, although the final questions selected/identified will be confirmed by the evaluator following the initial document review and engagement with programme management with a view to ensuring that the evaluation is as useful as possible.

### Relevance

- To what extent do the SFF's design and delivery mechanism meet the programmatic and financial needs of UNITAR to achieve the 2018-2021 strategic objectives/sub-objectives?
- How relevant has the SFF been to UNITAR's work in helping Member States achieve the Goals of the 2030 Agenda?
- How relevant are the objectives and design of the projects under the SFF to the priorities of donors and strategic partners?
- How relevant are the projects under the SFF to the needs of the targeted beneficiaries from vulnerable groups (e.g., women, children, youth, persons with disabilities, indigenous groups, etc.) and stakeholders from countries in special situations? (**GEEW**)
- How relevant are the funded projects to the SFF's selection criteria (have strong SDG alignment; give rise to high impact results that benefit countries in special situations, including individuals who are made vulnerable, such as women and children; promote the attainment of multiple goals or the holistic, integrated nature of the Agenda; delivered with partners to maximize resource efficiencies; involve cross UNITAR projects collaboration been complied with? (**GEEW**)

### Coherence

- How well do the funded projects complement each other (internal coherence) and other UNITAR programming efforts with a view to achieving the objectives of the strategic framework, and to what extent is synergy across programming promoted and possible?
- To what extent has UNITAR leveraged partnerships with external actors, within and outside the UN system, to promote synergy in efforts to achieve SFF-funded project objectives?
- To what extent are the projects under the SFF aligned with a human rights-approach, and the 2030 Agenda's principles of leaving no one behind and reaching the furthest behind first?

### Effectiveness

- How effectively has UNITAR made use of the SFF to contribute to the achievement of the objectives and expected thematic results of the strategic framework for the period 2019-2020? Which factors have contributed to this?
- To what degree have the funded projects achieved the results expected (depending on the training or other needs), and to what degree have the funded projects enhanced programmatic innovation, and how?
- Has the SFF been effective in providing increased leverage and flexibility to UNITAR to achieve the objectives of the strategic framework, and to what extent has the SFF provided value-added opportunities?
- Has the effectiveness of the SFF in contributing to the achievement of the strategic objectives (SOs) changed due to COVID-19? How responsive have the funded projects been to the COVID-19 realities?
- To what extent have human rights-based approaches and inclusion strategies (gender, disability) been incorporated in the design, planning and implementation of each of the projects funded by the SFF? (**GEEW**) (e.g., Has a twin-track approach been adopted in the programming of the projects funded by the SFF)<sup>51</sup>
- Has the initiative's structure of providing seed funding for smaller initiatives and partnerships with implementing or other partners been effective?
- Do the selection criteria ensure a balanced allocation of funds to all pillars/divisions in efforts to achieve the different strategic objectives, and integration of diverse goals and targets from the 2030 Agenda 2030, as well as support of diverse groups made vulnerable?

#### **Efficiency**

- To what extent have SFF project outputs been produced in a cost-efficient (e.g., in comparison with feasible alternatives in the context) and timely manner, and how?
- How timely has the SFF's decision and allocation process been?
- To what extent has UNITAR maximized resource efficiencies through partnerships, and to what extent are the SFF-funded projects implemented through co-financing or cost-sharing?
- To what extent have programme units mitigated delivery constraints during the COVID-19 context?
- From a natural resources perspective, how efficient have the SFF-funded projects been (e.g. by minimizing waste, unnecessary travel)?
- To what extent have projects created benefits of integrating gender equality (or not), and what were the related costs? (**GEEW**)

#### **Likelihood of impact/early indication of impact**

- What real differences has the SFF made towards contributing to the achievement of the strategic objectives and helping Member States to implement the 2030 Agenda, in comparison to other funding channels (e.g., traditional earmarked SPG)?
- What observable end-results or organizational changes (positive or negative, intended, or unintended) have occurred from the SFF-funded projects?
- To what extent has SFF funding provided opportunities for scalable initiatives, and to what extent have any such initiatives achieved scalable results?

#### **Likelihood of sustainability/early indication of sustainability**

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<sup>51</sup> The twin-track approach combines mainstreaming of programmes and projects that are inclusive of persons with disabilities with programmes and projects that are targeted towards persons with disabilities [UN Disability Inclusion Strategy](#), [UN Disability Inclusion Strategy: Technical notes](#))

- To what extent have the projects (short vs. long-term) affected the likelihood of the perception of benefits beyond the implementation of the activities?
- Are the strategies and mechanisms of the SFF to capture financial resources sustainable and how can it be improved? What is to be expected for the 2021 period?
- What can we learn from the 2020 COVID-19 pandemic to inform the future design and implementation of the SFF?
- To what extent are the SFF-funded projects' results likely to endure beyond the implementation of the activities in the mid- to long-term?
- To what extent has seed funding led to other initiatives and funding?

#### **Gender equality and women empowerment (GEEW)**

The evaluation questions with gender equality and women empowerment dimensions are marked with “**GEEW**” in the above.

#### **Evaluation Approach and Methods**

The evaluation is to be undertaken in accordance with the [UNITAR Monitoring and Evaluation Policy Framework](#), 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).

8. In order to maximize utilization of the evaluation, the evaluation shall follow a participatory approach and engage a range of SFF stakeholders in the process, including the project partners, participants, donors, implementing partners 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: comprehensive desk review, including a stakeholder analysis; surveys; review of project log frames and theories of change (including reconstruction if needed); key informant interviews; and focus groups. These data collection tools are discussed below.
9. In assessing results, the evaluation should look at the different dimensions of capacity development, including:
  - **Individual dimension**, as it relates to the people involved in terms of knowledge, skills levels, competencies, attitudes, behaviours, and values that can be addressed through facilitation, training, and the development of competencies.
  - **Organizational dimension**, as it relates to public and private organizations, civil society organizations, and networks of organizations. The change in learning that occurs at individual level affects, from a results chain perspective, the changes at organizational level.
  - **Enabling environment dimension**, as it refers to the context in which individuals and organizations 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**

|                       |   |   |
|-----------------------|---|---|
| <b>Individual</b>     | Skills levels (technical and managerial skills)<br>Competencies   | Knowledge<br>Attitudes, behaviours, and values  |
| <b>Organizational</b> | Mandates<br>Horizontal and vertical coordination mechanisms<br>Motivation and incentive systems<br>Strategic leadership | Organizational priorities<br>Processes, systems, and procedures<br>Human and financial resources<br>Knowledge and information sharing |

|                             |   |  |
|-----------------------------|---|--|
|                             | Inter/intra institutional linkages<br>Programme management<br>Multi-stakeholder processes     | Infrastructure   |
| <b>Enabling environment</b> | Policy and legal framework<br>Political commitment and accountability framework<br>Governance | Economic framework and national public budget allocations and power<br>Legal, policy and political environment |

10. 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.

**Data collection methods:**

*Comprehensive desk review*

The evaluator will compile, review, and analyse background documents and secondary data/information related to the SFF-funded projects, including results frameworks. A list of background documentation for the desk review is included in Annex C.

The evaluator should also consider the most appropriate tools/methods to collect data and answer the key questions. This may include participatory approaches such as [Outcome mapping](#) / [Outcome harvesting](#).

*Stakeholder analysis*

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

- Partner institutions, including the SFF donors and implementing partners;
- Beneficiaries/participants;
- Trainers/facilitators;
- Etc.

*Survey(s)*

With a view to maximizing feedback from the widest possible range of SFF-funded 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.

*Focus groups*

Focus groups should be organized with selected SFF project stakeholders to complement/triangulate findings from other collection tools.

*Field visit*

Due to COVID-19 the data collection does not include a field visit that requires international travel. Local travel for interviews and focus groups is to be considered depending on the residence of the evaluator.

The evaluator should be able to undertake data collection entirely remotely should travel restrictions be imposed due to the COVID-19 pandemic.

### **Gender and human rights**

11. The evaluator should incorporate human rights, gender, and equity perspectives ([UNEG Guidance](#)) 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, disability and age grouping and be included in the draft and evaluation report.
12. 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](#)).

### **Timeframe, work plan, deliverables, and review**

13. The proposed timeframe for the evaluation spans from February 2021 (initial desk review and data collection) to July 2021 (submission of final evaluation report). An indicative work plan is provided in the table below.
14. The consultant shall submit a brief evaluation design/question matrix following the 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 timeframe for the completion of the evaluation exercise.
15. 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.
16. 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 20-30 pages, excluding annexes.
17. Following the submission of the zero draft, a draft report will then be submitted to UNITAR Programme Management (Directors and Managers of Programmes with SFF funded projects) to review and comment on the draft report and provide any additional information using the form provided under Annex G by 23 July 2021. Within two weeks of receiving feedback, the evaluator shall submit the final evaluation report. The target date for this submission is 30 July 2021. Subsequently, PPME will finalize and issue the report, and present the findings and recommendations to UNITAR Programme Management and other invited stakeholders.

#### **Indicative timeframe: February 2021 – July 2021**

| Activity   | February | March | April | May | June | July |
|--|----------|-------|-------|-----|------|------|
| 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 Programme Management |  |  |  |  |  |  |
| Programme Management reviews draft evaluation report and shares comments and recommendations           |  |  |  |  |  |  |
| Evaluation report finalized and management response by Programme Management                            |  |  |  |  |  |  |
| Presentation of the evaluation findings and lessons learned  |  |  |  |  |  |  |

#### Summary of evaluation deliverables and indicative schedule

| Deliverable  | From                         | To                   | Deadline*     |
|--|------------------------------|----------------------|---------------|
| Evaluation design/question matrix  | Evaluator                    | Evaluation manager   | 9 April 2021  |
| Comments on evaluation design/question matrix                                | Evaluation manager           | Evaluator            | 16 April 2021 |
| Zero draft report  | Evaluator                    | Evaluation manager   | 25 June 2021  |
| Comments on zero draft   | Evaluation manager           | Evaluator            | 2 July 2021   |
| Draft report   | Evaluator                    | Evaluation manager   | 9 July 2021   |
| Comments on draft report   | Programme Management         | Evaluation manager   | 23 July 2021  |
| Final report   | Evaluator                    | Evaluation manager   | 30 July 2021  |
| Presentation of the evaluation findings, recommendations and lessons learned | Evaluator/evaluation manager | Programme Management | 30 July 2021  |

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

#### Communication/dissemination of results

18. The evaluation report shall be written in English. 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

19. 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').
20. The evaluation manager reports directly to the Executive Director of UNITAR and is independent from all programming related management functions at UNITAR.<sup>52</sup> According to UNITAR's Monitoring and 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.
21. 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 should that be required (e.g. accommodation, visas, etc.). The travel arrangements, if any, will be in accordance with the UN rules and regulations for consultants. Given COVID-19, no travel for the evaluation is presently foreseen.

## Evaluator Ethics

22. The evaluator selected should not have participated in the design or implementation of any of the SFF-funded project or have any other conflict of interest with the evaluation. The selected consultant shall sign and return a copy of the code of conduct and pledge of ethical conduct under Annexes F and G prior to initiating the assignment and comply with [UNEG Ethical Guidelines](#).

## Professional requirements

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

- MA degree or equivalent in development or a related discipline. Knowledge and experience in evaluating training, including in areas related to broader development cooperation undertakings.
  - At least 7 years of professional experience conducting evaluation in the field of training/capacity building and preferably experience undertaking cluster type evaluations.
  - Knowledge of the OECD DAC Criteria, the [United Nations Norms and Standards for Evaluation](#) and Ethical Guidelines for Evaluation.
  - Knowledge of the 2030 Agenda for Sustainable Development and awareness of other outcomes of 2015 international conferences.
  - Field work experience in developing countries.
  - Excellent research and analytical skills, including experience in a variety of evaluation methods and approaches. Experience in evaluation using Kirkpatrick/Phillips or similar method for evaluating training is an advantage.
  - Excellent writing skills.
  - Strong communication and presentation skills.
  - Cross-cultural awareness and flexibility.
  - Fluency in oral and written English.
- **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. Audit trail

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<sup>52</sup> While PPME liaises with donors to the SFF and compiles and synthesizes annual narrative reports, the unit is not involved in any activity that would compromise its independence for the present evaluation.

- F. Evaluator code of conduct
- G. Evaluator pledge of ethical conduct in evaluation

**Annex A: List of contact points**

- UNITAR directors and managers
- EDO office
- SFF donors
- Beneficiaries
- Other stakeholders

**B: Event data available on the Event Management System from 1.1.2019-31.12.2020 on events funded by the SFF**

| Export date:          | 2021-01-15         | Event title      | Learning type                 | Registration type | Custom number     | Participated dates | Participates of comp. | % Overall             | % 4-5     | Job relevant | % 4-5        | % New info | % 4-5      | % Intent of us | % 4-5          | Overall useful | % 4-5          |       |     |
|-----------------------|--------------------|------------------|-------------------------------|-------------------|-------------------|--------------------|-----------------------|-----------------------|-----------|--------------|--------------|------------|------------|----------------|----------------|----------------|----------------|-------|-----|
| <b>EVENT REACTION</b> |                    |                  |                               |                   |                   |                    |                       |                       |           |              |              |            |            |                |                |                |                |       |     |
| Admin entity          | start date (Y-m-d) | end date (Y-m-d) | Event title                   | Learning type     | Registration type | Custom number      | Participated dates    | Participates of comp. | % Overall | % 4-5        | Job relevant | % 4-5      | % New info | % 4-5          | % Intent of us | % 4-5          | Overall useful | % 4-5 |     |
| NYO / New Y           | 2019-02-04         | 2019-02-04       | Financing for L               | By application    | 124               | 0                  | 124                   | 124                   | 0         | 23           | 81           | 23         | 90         | 23             | 66             | 23             | 86             | 23    | 90  |
| NYO / New Y           | 2019-04-10         | 2019-04-10       | Elections in t L              | By application    | 79                | 0                  | 79                    | 79                    | 0         | 29           | 80           | 29         | 96         | 29             | 52             | 29             | 91             | 29    | 91  |
| NYO / New Y           | 2019-03-03         | 2019-03-03       | Columbia Lav L                | By application    | 66                | 0                  | 66                    | 0                     | 0         | 45           | 79           | 45         | 97         | 45             | 47             | 45             | 93             | 45    | 90  |
| NYO / New Y           | 2019-05-13         | 2019-05-13       | Columbia Lav L                | By application    | 49                | 0                  | 49                    | 0                     | 0         | 18           | 78           | 18         | 78         | 18             | 67             | 18             | 89             | 18    | 89  |
| NYO / New Y           | 2019-03-12         | 2019-03-12       | Columbia Lav L                | By application    | 70                | 0                  | 70                    | 0                     | 0         | 43           | 90           | 43         | 97         | 43             | 77             | 43             | 97             | 43    | 97  |
| NYO / New Y           | 2019-03-26         | 2019-03-26       | Diversifying N L              | By application    | 32                | 0                  | 32                    | 0                     | 0         | 38           | 83           | 38         | 75         | 38             | 92             | 38             | 83             | 38    | 92  |
| NYO / New Y           | 2019-04-21         | 2019-04-21       | How Agrofore L                | By application    | 25                | 0                  | 25                    | 0                     | 0         | 64           | 77           | 64         | 75         | 64             | 69             | 64             | 88             | 64    | 88  |
| NYO / New Y           | 2019-04-18         | 2019-04-18       | The Role of CL                | By application    | 21                | 0                  | 21                    | 0                     | 0         | 81           | 73           | 81         | 71         | 81             | 65             | 81             | 82             | 81    | 82  |
| NYO / New Y           | 2019-04-29         | 2019-04-29       | Workshop on L                 | By application    | 30                | 0                  | 30                    | 0                     | 0         | 93           | 84           | 100        | 77         | 90             | 81             | 90             | 93             | 100   | 93  |
| NYO / New Y           | 2019-05-08         | 2019-05-08       | Workshop on L                 | By application    | 25                | 0                  | 25                    | 0                     | 0         | 36           | 78           | 36         | 100        | 36             | 56             | 36             | 78             | 36    | 78  |
| PMCP / Peac           | 2019-07-22         | 2019-07-26       | Training Prog L               | Private – by ii   | 29                | 0                  | 29                    | 0                     | 29        | 100          | 97           | 100        | 93         | 100            | 97             | 100            | 100            | 100   |     |
| PMCP / Peac           | 2019-06-25         | 2019-07-04       | Fellowship P L                | Private – by ii   | 38                | 0                  | 38                    | 0                     | 38        | 100          | 97           | 100        | 97         | 100            | 95             | 100            | 100            | 100   |     |
| NYO / New Y           | 2019-01-23         | 2019-01-23       | The Work of I L               | By application    | 79                | 0                  | 79                    | 0                     | 0         | 38           | 82           | 38         | 97         | 38             | 63             | 38             | 87             | 38    | 83  |
| NYO / New Y           | 2019-04-30         | 2019-05-02       | Introduction to the work of t | Private – by ii   | 15                | 7                  | 15                    | 0                     | 0         | 0            | 0            | 0          | 0          | 0              | 0              | 0              | 0              | 0     |     |
| NYO / New Y           | 2019-05-19         | 2019-05-20       | Developing Leadership and     | Private – by ii   | 25                | 0                  | 25                    | 0                     | 0         | 0            | 0            | 0          | 0          | 0              | 0              | 0              | 0              | 0     |     |
| NYO / New Y           | 2019-05-22         | 2019-05-23       | Training for the Developmer   | Private – by ii   | 37                | 0                  | 37                    | 0                     | 0         | 0            | 0            | 0          | 0          | 0              | 0              | 0              | 0              | 0     |     |
| PFTP / Public         | 2020-01-15         | 2020-04-15       | Frontier Tech L               | By application    | 32                | 0                  | 32                    | 0                     | 28        | 88           | 86           | 88         | 75         | 88             | 82             | 88             | 100            | 88    | 100 |
| PTP / Peacel          | 2019-11-05         | 2019-12-13       | (PTP.2019.23)L                | Public – by re    | 68                | 0                  | 68                    | 43                    | 0         | 60           | 57           | 60         | 54         | 60             | 51             | 60             | 66             | 60    | 63  |
| PTP / Peacel          | 2019-12-02         | 2019-12-31       | (PTP.2019.24)L                | Public – by re    | 9                 | 0                  | 9                     | 1                     | 0         | 0            | 0            | 0          | 0          | 0              | 0              | 0              | 0              | 0     |     |
| NYO / New Y           | 2019-10-20         | 2019-10-28       | Practical Pre L               | Private – by ii   | 9                 | 0                  | 9                     | 0                     | 0         | 100          | 82           | 100        | 89         | 100            | 78             | 100            | 78             | 100   | 100 |
| NYO / New Y           | 2019-10-14         | 2019-11-04       | Training for N L              | Private – by ii   | 6                 | 0                  | 6                     | 0                     | 0         | 100          | 94           | 100        | 100        | 100            | 83             | 100            | 100            | 100   | 100 |
| NYO / New Y           | 2019-10-20         | 2019-10-28       | Practical Pre L               | Private – by ii   | 17                | 0                  | 17                    | 0                     | 0         | 100          | 98           | 100        | 100        | 100            | 94             | 100            | 100            | 100   | 100 |
| PMCP / Peac           | 2019-11-26         | 2019-12-05       | Regional Trai L               | Private – by ii   | 35                | 0                  | 35                    | 0                     | 35        | 100          | 100          | 100        | 100        | 100            | 100            | 100            | 100            | 100   | 100 |
| UNOSAT /Op            | 2019-12-16         | 2019-12-20       | Introduction t L              | Private – by ii   | 20                | 0                  | 20                    | 0                     | 0         | 75           | 89           | 75         | 93         | 75             | 73             | 75             | 100            | 75    | 100 |
| NYO / New Y           | 2020-02-10         | 2020-02-10       | Demographic NL                | By application    | 33                | 0                  | 33                    | 0                     | 0         | 0            | 0            | 0          | 0          | 0              | 0              | 0              | 0              | 0     | 0   |
| PTP / Peacel          | 2019-12-09         | 2019-12-13       | Youth-Led Cc L                | Private – by ii   | 30                | 0                  | 30                    | 30                    | 0         | 0            | 0            | 0          | 0          | 0              | 0              | 0              | 0              | 0     | 0   |
| MDP / Multile         | 2020-05-04         | 2020-05-25       | Rule of Law & L               | By application    | 65                | 0                  | 65                    | 65                    | 0         | 34           | 92           | 34         | 100        | 34             | 77             | 34             | 100            | 31    | 100 |
| NYO / New Y           | 2020-11-04         | 2020-11-04       | Columbia Lav L                | By application    | 223               | 0                  | 223                   | 100                   | 0         | 93           | 13           | 90         | 13         | 96             | 13             | 92             | 14             | 85    | 16  |
| NYO / New Y           | 2020-11-18         | 2020-11-18       | Columbia Lav L                | By application    | 171               | 0                  | 171                   | 0                     | 0         | 18           | 89           | 18         | 93         | 18             | 90             | 18             | 83             | 18    | 100 |
| PTP / Peacel          | 2020-01-20         | 2020-01-30       | Towards Shai L                | Private – by ii   | 30                | 0                  | 30                    | 0                     | 0         | 0            | 0            | 0          | 0          | 0              | 0              | 0              | 0              | 0     |     |
| MDP / Multile         | 2020-11-09         | 2020-11-10       | Overcoming c NL               | By application    | 19                | 0                  | 19                    | 0                     | 0         | 0            | 0            | 0          | 0          | 0              | 0              | 0              | 0              | 0     |     |
| NYO / New Y           | 2020-10-15         | 2020-10-15       | Achieving Su L                | By application    | 70                | 0                  | 70                    | 20                    | 0         | 95           | 93           | 100        | 97         | 96             | 87             | 89             | 95             | 97    | 96  |
| MDP / Multile         | 2020-11-16         | 2020-11-17       | Overcoming c NL               | By application    | 20                | 0                  | 20                    | 0                     | 0         | 0            | 0            | 0          | 0          | 0              | 0              | 0              | 0              | 0     |     |
| MDP / Multile         | 2020-11-23         | 2020-11-24       | Overcoming c NL               | By application    | 16                | 0                  | 16                    | 0                     | 0         | 0            | 0            | 0          | 0          | 0              | 0              | 0              | 0              | 0     |     |
| PTP / Peacel          | 2020-03-11         | 2020-05-06       | Introduction t L              | Private – by ii   | 30                | 0                  | 30                    | 0                     | 0         | 0            | 0            | 0          | 0          | 0              | 0              | 0              | 0              | 0     |     |
| PTP / Peacel          | 2019-12-31         | 2020-03-09       | Conflict Reso L               | Private – by ii   | 42                | 0                  | 42                    | 0                     | 0         | 0            | 0            | 0          | 0          | 0              | 0              | 0              | 0              | 0     |     |
| PTP / Peacel          | 2020-09-08         | 2020-09-11       | Design thinkii L              | Private – by ii   | 7                 | 0                  | 7                     | 0                     | 0         | 0            | 0            | 0          | 0          | 0              | 0              | 0              | 0              | 0     |     |
| PTP / Peacel          | 2020-05-13         | 2020-07-08       | Gender Matte L                | Private – by ii   | 27                | 0                  | 27                    | 0                     | 0         | 0            | 0            | 0          | 0          | 0              | 0              | 0              | 0              | 0     |     |
| PTP / Peacel          | 2020-03-10         | 2020-06-01       | Human Secu L                  | Private – by ii   | 31                | 0                  | 31                    | 0                     | 0         | 0            | 0            | 0          | 0          | 0              | 0              | 0              | 0              | 0     |     |
| PTP / Peacel          | 2020-05-13         | 2020-07-06       | Conflict Analy L              | Private – by ii   | 49                | 0                  | 49                    | 0                     | 0         | 0            | 0            | 0          | 0          | 0              | 0              | 0              | 0              | 0     |     |
| MDP / Multile         | 2020-10-26         | 2020-10-29       | e-Workshop t L                | Private – by ii   | 12                | 0                  | 12                    | 12                    | 0         | 58           | 86           | 58         | 100        | 58             | 57             | 58             | 100            | 58    | 100 |
| UNOSAT /Op            | 2020-10-26         | 2020-10-30       | Introduction t L              | Private – by ii   | 20                | 0                  | 20                    | 0                     | 20        | 95           | 95           | 95         | 100        | 95             | 95             | 95             | 100            | 95    | 100 |
| UNOSAT /Op            | 2020-12-07         | 2020-12-10       | Application o L               | Private – by ii   | 26                | 0                  | 26                    | 26                    | 0         | 92           | 100          | 92         | 100        | 92             | 100            | 92             | 100            | 92    | 100 |
| UNOSAT /Op            | 2020-12-14         | 2020-12-18       | Introduction t L              | Private – by ii   | 13                | 0                  | 13                    | 0                     | 13        | 100          | 77           | 100        | 92         | 100            | 38             | 100            | 100            | 100   | 100 |
| MDP / Multile         | 2020-10-26         | 2020-12-06       | Multilateral D L              | Private – by ii   | 19                | 0                  | 19                    | 0                     | 15        | 61           | 92           | 58         | 100        | 63             | 75             | 63             | 100            | 63    | 100 |
| MDP / Multile         | 2020-12-14         | 2020-12-15       | Asylum, extr L                | Private – by ii   | 28                | 0                  | 28                    | 0                     | 24        | 64           | 79           | 64         | 94         | 64             | 50             | 64             | 94             | 64    | 83  |
| MDP / Multile         | 2020-10-15         | 2020-10-27       | Online Works L                | Private – by ii   | 10                | 0                  | 10                    | 10                    | 0         | 60           | 94           | 60         | 100        | 60             | 83             | 60             | 100            | 60    | 100 |
| MDP / Multile         | 2020-11-02         | 2020-11-05       | Online Works L                | Private – by ii   | 45                | 0                  | 45                    | 45                    | 0         | 0            | 0            | 0          | 0          | 0              | 0              | 0              | 0              | 0     |     |
| MDP / Multile         | 2020-11-20         | 2020-11-25       | Online Works L                | Private – by ii   | 22                | 0                  | 22                    | 22                    | 0         | 41           | 89           | 41         | 89         | 41             | 78             | 41             | 100            | 41    | 0   |
| PMCP / Peac           | 2020-11-09         | 2020-11-20       | Fellowship P L                | Private – by ii   | 41                | 0                  | 41                    | 0                     | 41        | 98           | 98           | 98         | 100        | 98             | 95             | 98             | 100            | 98    | 98  |

**Annex C: List of documents/data to be reviewed**

- Annual narrative and financial reports
- SFF reporting to donors
- SFF Guiding principles
- SFF Allocation requests
- Mid-term evaluation of the strategic framework
- Board of trustees annotations
- SFF Flow chart
- Event Management System event and participant data
- Any other document deemed to be useful to the evaluation

**Annex D: Structure of evaluation report (UNITAR provides a template)**

- 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
  - g. Code of conduct
  - h. Pledge of ethical conduct form

**Annex E: Evaluation Audit Trail Template**

(To be completed by Programme 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 “Strategic Framework Fund” initiative**

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 F: 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 Form<sup>53</sup>

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

Name of Consultant: \_\_\_\_\_

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 an actual or perceived conflict of interest.

Signed at *place* on *date*

Signature: \_\_\_\_\_

<sup>53</sup>[www.unevaluation.org/unegcodeofconduct](http://www.unevaluation.org/unegcodeofconduct)

## Annex G: Evaluator pledge of ethical conduct in evaluation



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 consideration of risks and benefits from evaluation processes.
- Maximum benefits at systemic (including environmental), organizational 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.

\_\_\_\_\_. (Signature and Date)



## Annex b: survey/questionnaires deployed

Strategic Framework Fund Independent Evaluation Survey

### Introduction

Dear former UNITAR participant,

Thank you for accepting to provide feedback on your post-training experience.

UNITAR is committed to providing quality training and your participation in this short survey is crucial for continuous quality improvement. We will be collecting quantitative and qualitative data to assess the most significant changes you have experienced since participating in the learning event, also focusing on the long term impacts this event may have brought you.

All responses, including any personal information you provide, will be kept **strictly confidential**. Your input will only be used in combination with the responses of others participating in the survey. This survey can be completed in about 15 minutes.

We thank you very much for your participation in the course as well as for the time you spend in responding to this survey. When you are ready to begin, just click on the "Next" button below.

We look forward to receiving your feedback!Achim  
Engelhardt, Independent Evaluator &  
Planning, Performance Monitoring, and Evaluation Unit at UNITAR

**1. Please indicate your gender.**

Male

Female

Non-binary

Other

Prefer not to say

**\* 2. Kindly indicate your current position at work.**

Junior - Entry level position

Mid-level position

Senior level position

Co-director/Manager/CEO

Not working

Other (please specify)

**3. Could you indicate the name of the organization you work for?**

**\* 4. In which country are you currently based?**

\* **5. Do you have any disability?**

*This information is collected to inform UNITAR Management on the profile of its beneficiaries. Answering this question is strictly voluntary, however. Any information that may be provided by you will be presented in aggregate form and not attributed to you.*

*UNITAR defines persons with a disability as those "who have long-term physical, mental, intellectual or sensory impairments which in interaction with various barriers may hinder their full and effective participation in society on an equal basis with others." (Convention on the Rights of Persons with Disabilities, art. 1)*

Yes

No

I prefer not to answer this question

**\* 6. To what extent was the training relevant to a performance need in your work/organization/community?**

Very highly relevant

Highly relevant

Somewhat relevant

Slightly relevant

Not relevant at all

Not applicable

**\* 7. To what extent was this particular performance need a priority to be addressed?**

- Essential priority
- High priority
- Moderate/Medium priority
- Low priority
- Not a priority at all
- Not applicable

Could you please explain your assessment to the above question?

**\* 8. To what extent was the training a timely response to your needs?**

- Very much timely
- Very timely
- More or less timely
- A little timely
- Not at all timely
- Not applicable

Could you please explain your assessment to the above question?

**\* 9. To what extent has the training met your needs?**

- Very much so
- Much
- More or less
- A little
- Not at all
- Not applicable

Could you please explain your assessment to the above question?

**\* 10. If you participated in an online event, how effective was the format?**

- Very effective
- Effective
- More or less effective
- Ineffective
- Very ineffective
- Not applicable, I participated to a face-to-face event

**\* 11. How would you assess the following results of the UNITAR training?**

|                |       |                               |          |                      |                |
|----------------|-------|-------------------------------|----------|----------------------|----------------|
| Strongly agree | Agree | Neither agree<br>nor disagree | Disagree | Strongly<br>disagree | Not applicable |
|----------------|-------|-------------------------------|----------|----------------------|----------------|

I have better/ more  
knowledge/understanding of the  
topic

I believe this will be  
worthwhile to do on the  
job

I know I can do it on the job

        73

**I will do it on the job**

\* 12. As a follow-up to the UNITAR training event, have you applied or transferred any knowledge/skills from the training to your work?

If after the UNITAR training event you have been unemployed, please tick "Not applicable".

Yes

No

Not applicable

\* 13. Please, indicate if you do any of the following things differently as a result of the training.

| Strongly agree | Agree | Neither agree<br>nor disagree | Disagree | Strongly<br>disagree | Not applicable |
|----------------|-------|-------------------------------|----------|----------------------|----------------|
|----------------|-------|-------------------------------|----------|----------------------|----------------|

Systematic application of new learning when required

Opportunities to discuss use of new learning with line manager

Formal reporting includes experiences with new learning

Formal feedback to line manager on my new learning

\* 14. Please, indicate if any of the following things have changed at your workplace as a result of the training.

| Strongly agree | Agree | Neither agree<br>nor disagree | Disagree | Strongly<br>disagree | Not applicable |
|----------------|-------|-------------------------------|----------|----------------------|----------------|
|----------------|-------|-------------------------------|----------|----------------------|----------------|

I shared learning from the training informally with colleagues (e.g. during lunch breaks)

I shared learning from the training formally in my workplace (e.g. presentation during team meeting)

In my job I am more engaged in the topic I got trained on

In my job I got new responsibilities related to the topic I got trained on

In my job I am confident to lead on the topic I got trained on

As a result of the training, I got a job promotion

As a result of the training, I got a new job in a different organization

As a result of the training, my organization is performing better in reaching its objectives

\* 15. Please provide examples of the knowledge/skills area(s) which you have transferred or applied to your work and how you have done it. (Please try to be as specific as possible, indicating what you may have done differently as a result of transferring or applying the knowledge/skills).

\* 16. How much of the application of the indicated knowledge/skills to your workplace can you attribute directly to the training? Please express your answer in per cent.



\* 17. Please indicate how frequently you have applied the knowledge/skills to your work.

- Frequently
- Often
- Occasionally
- Infrequently
- Never
- N/A

\* 18. To what extent has the following enabled/prevented you to apply the learnings from the UNITAR training?

|  | Very highly<br>enabling | Highly enabling                  | Neutral               | A little disabling    | Very much<br>disabling | Not applicable        |
|--|-------------------------|----------------------------------|-----------------------|-----------------------|------------------------|-----------------------|
| <b>My supervisor closely monitored application of new knowledge/skills</b>                           | <input type="radio"/>   | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>  | <input type="radio"/> |
| <b>My supervisor encouraged application of new knowledge/skills</b>                                  | <input type="radio"/>   | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>  | <input type="radio"/> |
| <b>My supervisor rewarded application of new knowledge/skills</b>                                    | <input type="radio"/>   | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>  | <input type="radio"/> |
| <b>My supervisor reinforced application of new knowledge/skills</b>                                  | <input type="radio"/>   | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>  | <input type="radio"/> |
| <b>Organizational hierarchies enabled the application of new knowledge/skills</b>                    | <input type="radio"/>   | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>  | <input type="radio"/> |
| <b>Organizational incentive system in place to encourage the application of new knowledge/skills</b> | <input type="radio"/>   | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>  | <input type="radio"/> |
| <b>Organizational culture allowing application of learning, also through committing errors</b>       | <input type="radio"/>   | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>  | <input type="radio"/> |
| <b>I had an action plan on how to apply knowledge/skills</b>   | <input type="radio"/>   | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>  | <input type="radio"/> |
| <b>My peers encouraged me to apply knowledge/skills</b>  | <input type="radio"/>   | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>  | <input type="radio"/> |
| <b>Enabling environment (policy/structure)</b>   | <input type="radio"/>   | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>  | <input type="radio"/> |

\* 19. Please reflect on and state the level of confidence you have in applying/transferring the knowledge/abilities from the training event to the workplace.

- \* Fully confident
- \* Very confident
- \* Neutral
- \* Somewhat confident
- \* Not at all confident

20. Do you have any recommendations or comments to improve UNITAR training further? If so, please share below.

\* 21. Would you be willing to be interviewed to share your experience with UNITAR training in more detail with the external evaluator?

No

Yes, please share your preferred email address

**Thank you for your participation!**

**Your feedback is very much appreciated**

## Annex c: List of persons interviewed

|    | Name                         | Organization |
|----|------------------------------|--------------|
| Mr | Alex Mejia                   | UNITAR       |
| Ms | Anais Indriets               | UNITAR       |
| Mr | Angus Mackay                 | UNITAR       |
| Ms | Claudia Croci                | UNITAR       |
| Mr | Einar Bjorgo                 | UNITAR       |
| Ms | Elena Proden                 | UNITAR       |
| Mr | Evariste Karambizi           | UNITAR       |
| Mr | Jonas Haertle                | UNITAR       |
| Mr | Jorge Ocana                  | UNITAR       |
| Mr | Luca Del Oro                 | UNITAR       |
| Mr | Marco A. Suazo <sup>54</sup> | UNITAR       |
| Ms | Mihoko Kumamoto              | UNITAR       |
| Mr | Michael Adalla               | UNITAR       |
| Mr | Nikhil Seth                  | UNITAR       |
| Mr | Peter Roslander              | Sida         |
| Mr | Rabih Haddad                 | UNITAR       |
| Ms | Svenja Vollmer               | UNITAR       |
| Ms | Trisha Riedy                 | UNITAR       |

The names of 37 interviewees (36 SFF participants and one implementing partner) are treated anonymously, as agreed in the evaluation interviews. The same applies to the 334 survey respondents, which the evaluator administered anonymously.

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<sup>54</sup> Submission of written responses to the evaluation questionnaire

## Annex d: List of documents reviewed

Engelhardt, A, 2021: Final independent cluster evaluation report of four ILO projects on employment and sustainable enterprise development in Africa for peace and resilience.

FutureLife – Now! (2021). Evaluation of the FutureLife – Now! Radio Programming. August 2020 to February 2021

International Labour Organization and World Bank 2021: Skills development in the time of COVID-19: Taking stock of the initial responses in technical and vocational education and training

UN Economic and Social Council, 2019: UNITAR. Report to the Secretary-General

UNITAR, 2021: SFF 2020 Narrative report. 1 March 2021

UNITAR, 2021: Interim financial report. UNITAR SFF. 1 January 2018 to 31 December 2020

UNITAR, 2021: Events Management System. SFF funded events 1.1.2021 (extract)

UNITAR, 2021: Events Management System. SFF funded participants 1.1.2021 (extract)

UNITAR, 2020: Terms of Reference. Independent Evaluation of the Strategic Framework Fund (2019-2020)

UNITAR, 2020: 2019 Narrative report of the SFF. Allocations from 2019 funds provided by Sida. 3 March 2020

UNITAR, 2020: Narrative report of activities. Contribution Agreement between the Government of the State of Qatar and UNITAR

UNITAR 2020: Board of Trustees. Sixtieth Session. UNITAR/BT/60/7

UNITAR, 2020: Annual meeting between UNITAR and Sida to review progress of UNITAR's SFF and Sida's contribution

UNITAR, 2020: Results Report 2019

UNITAR, 2020: Online design thinking workshop on the Development of a digital solution for young African women mediators. Summary outcome.

UNITAR, 2020: Mid-term evaluation of the implementation of the Strategic Framework 2018-2021

UNITAR, 2020: Lette d'accord entre L'école de maintien de la paix « Alioune Blondine Beye » et UNITAR

UNITAR, 2020: Allocation request GCP SFF Qatar

UNITAR, 2020: Allocation request PTPU SFF Qatar

UNITAR, 2020: Allocation request UNOSAT SFF Qatar

UNITAR, 2019: Special Purpose Agreement between UNITAR and the Swedish International Development Agency.

UNITAR, 2019: Report of the 2019 UNITAR training programme to enhance the conflict prevention and peacemaking capacities of indigenous peoples' representatives

UNITAR, 2019: Favoriser le leadership intergénérationnel des femmes parmi le personnel en uniforme pour de la paix et de la sécurité au Burkina Faso. Project brief

UNITAR, 2018: Cooperation Agreement between the Government of the State of Qatar and UNITAR

UNITAR, 2017: Monitoring and Evaluation Policy Framework

UNITAR, undated: Digital solutions for African Women Mediators. Needs Assessment analysis

UNITAR, undated: Case study. From indigenous fellow to chair of the un permanent forum on indigenous issues, UNITAR alumna works to enhance the rights and well-being of indigenous peoples.

UNITAR, undated: Twentieth Session of the UN Permanent Forum on Indigenous Issues. Peace, justice and strong institutions: the role of indigenous peoples in implementing Sustainable Development Goal 16. Item 4

UNITAR, undated: UNITAR SFF application log (extract)

UNITAR, undated: SFF allocation request

UNITAR, undated: SFF governing principles

UK's Independent Commission for Aid Impact, 2016: UK aid's contribution to tackling tax avoidance and evasion. A learning review.

## Annex e: Evaluation questions matrix

|   | Evaluation questions   | Primary data collection tool/source | Secondary data collection tool/source |
|---|--|-------------------------------------|---------------------------------------|
| 1. Relevance: Is the SFF doing the right thing? | 1. <i>To what extent do the SFF's design and delivery mechanism meet the programmatic and financial needs of UNITAR to achieve the 2018-2021 strategic objectives/sub-objectives?</i>  | Document review                     |                                       |
|   | 2. <i>How relevant has the SFF been to UNITAR's work in helping Member States achieve the Goals of the 2030 Agenda?</i>  | Document review                     | Zoom interviews                       |
|   | 3. <i>How relevant are the projects under the SFF to the needs of the targeted beneficiaries from vulnerable groups (e.g., women, children, youth, persons with disabilities, indigenous groups, etc.) and stakeholders from countries in special situations? (GEEW)</i> | Document review                     | Online survey<br>Zoom interviews      |
|   | 4. <i>To what extent were concrete performance needs of individuals systematically assessed, e.g. based on needs assessment. Are those performance needs individuals' priorities?</i>  | Online survey, Zoom interviews      | Document review                       |
|   | 1 <i>How well do the funded projects complement each other (internal coherence) and other UNITAR programming efforts with a view to achieving the objectives of the strategic framework, and to what extent is synergy across programming promoted and possible?</i>     | Document review                     | Zoom interviews                       |
| 2. Coherence: Is the SFF                        |  |                                     |                                       |

|  | Evaluation questions   | Primary data collection tool/source | Secondary data collection tool/source |
|--|--|-------------------------------------|---------------------------------------|
|  | 2 <i>To what extent has UNITAR leveraged partnerships with external actors, within and outside the UN system, to promote synergy in efforts to achieve SFF-funded project objectives?</i>  | Document review                     | Zoom interviews                       |
| 3. Effectiveness: were results achieved and how? | 1. <i>How effectively has UNITAR made use of the SFF to contribute to the achievement of the objectives and expected thematic results of the strategic framework for the period 2019-2020? Which factors have contributed to this?</i>   | Zoom interviews                     | Document review                       |
|  | 2. <i>To what degree have the funded projects achieved the results expected (depending on the training or other needs), and to what degree have the funded projects enhanced programmatic innovation, and how?</i>   | Online survey<br>Zoom interviews    | Document review                       |
|  | 3. <i>Has the SFF been effective in providing increased leverage and flexibility to UNITAR to achieve the objectives of the strategic framework, and to what extent has the SFF provided value-added opportunities, including scalable seed funding for partnerships or a wider programmatic approach?</i> | Zoom interviews                     | Document review                       |
|  | 4. <i>Has the effectiveness of the SFF in contributing to the achievement of the strategic objectives (SOs) changed due to COVID-19? How responsive have the funded projects been to the COVID-19 realities, and how can this inform the future design and implementation of the SFF?</i>                  | Zoom interviews                     | Document review                       |
|  | 5. <i>To what extent have human rights-based approaches and inclusion strategies (gender, disability) been incorporated in the design, planning, and implementation of each of the projects funded by the SFF? (GEEW) (e.g., Has a twin-track approach been adopted in the programming of the projects</i> | Zoom interviews                     | Document review                       |

|  | Evaluation questions   | Primary data collection tool/source | Secondary data collection tool/source |
|--|--|-------------------------------------|---------------------------------------|
| 4. Efficiency: Were resources used appropriately to achieve results? | <p><i>funded by the SFF)</i><sup>55</sup></p>  |                                     |                                       |
|  | <p>1. <i>To what extent have SFF project outputs been produced in a cost-efficient (e.g., in comparison with feasible alternatives in the context) and timely manner, and how?</i></p>   | Document review                     | Zoom interviews                       |
|  | <p>2. <i>How timely has the SFF's decision and allocation process been?</i></p>  | Zoom interviews                     | Document review                       |
|  | <p>3. <i>To what extent has UNITAR maximized resource efficiencies through partnerships including with implementing partners, and to what extent are the SFF-funded projects implemented through co-financing or cost-sharing?</i></p> | Document review                     | Zoom interviews                       |
|  | <p>4. <i>To what extent have programme units mitigated delivery constraints during the COVID-19 context?</i></p>   | Zoom interviews                     | Document review                       |
|  | <p>5. <i>From a natural resources perspective, how efficient have the SFF-funded projects been (e.g. by minimizing waste, unnecessary travel)?</i></p>   | Zoom interviews                     | Document review                       |
|  | <p>6. <i>To what extent have projects created benefits of integrating gender equality (or not), and what were the related costs? (GEEW)</i></p>  | Zoom interviews                     | Document review                       |
|  | <p>7. <i>How efficient is the fund being softly earmarked and meeting beneficiaries needs?</i></p>   | Zoom interviews                     | Document review                       |

<sup>55</sup> The twin-track approach combines mainstreaming of programmes and projects that are inclusive of persons with disabilities with programmes and projects that are targeted towards persons with disabilities [UN Disability Inclusion Strategy](#), [UN Disability Inclusion Strategy: Technical notes](#))

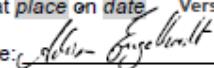
|  |   |                                  |                 |
|--|---|----------------------------------|-----------------|
| 5. Likelihood of impact: what likely change did SFF cause? | <ol style="list-style-type: none"> <li>1. <i>What real differences has the SFF made towards contributing to the achievement of the strategic objectives and helping Member States to implement the 2030 Agenda, in comparison to other funding channels (e.g., traditional earmarked SPG)?</i></li> <li>2. <i>What observable end-results or organizational changes (positive or negative, intended, or unintended) have occurred from the SFF-funded projects?</i></li> <li>3. <i>Is the likelihood of change on individual knowledge and behavior and/or institutional level impact?</i></li> </ol> | Zoom interviews                  | Document review |
| 6. Likely sustainability: Are results likely to last?      | <ol style="list-style-type: none"> <li>1. <i>To what extent have the projects (short vs. long-term) affected the likelihood of the perception of benefits beyond the implementation of the activities?</i></li> <li>2. <i>Are the strategies and mechanisms of the SFF to capture financial resources sustainable, and how can it be improved? What is to be expected for the 2021 period?</i></li> <li>3. <i>To what extent are the SFF-funded projects' results likely to endure beyond the implementation of the activities in the mid-to-long-term?</i></li> </ol>                                | Online survey<br>Zoom interviews | Document review |
|  |   | Zoom interviews                  | Document review |
|  |   | Online survey<br>Zoom interviews | Document review |

## Annex f: 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 imitations, findings and recommendations.
7. Should reflect sound accounting procedures and be prudent in using the resources of the evaluation.

| Evaluation Consultant Agreement Form <sup>1</sup>  |                        |
|--|------------------------|
| <b>Agreement to abide by the Code of Conduct for Evaluation in the UN System</b>   |                        |
| Name of Consultant:  | Achim Engelhardt       |
| 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 place on date  | Versoix, 18 March 2021 |
| Signature:    |                        |

<sup>1</sup>[www.unevaluation.org/unegcodeofconduct](http://www.unevaluation.org/unegcodeofconduct)



## 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 consideration of risks and benefits from evaluation processes.
- Maximum benefits at systemic (including environmental), organizational 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.

Achim Engelhardt

19 March 2021

(Signature and Date)

## Annex g: Dashboard of key findings by evaluation criteria and main evaluation questions

| Criteria  | Assess-<br>ment   | Rationale  |
|-----------|---|--|
| Relevance |    | <p><b>The SFF is doing the right thing by allowing UNITAR to operate with increased flexibility to meet Member States' and beneficiary needs. However, the low level of outreach to countries in special situations and vulnerable groups, the large number of small scale allocations and the relative low level of SFF resources attenuate the relevance of the SFF to the strategic framework's emphasis on reaching the further behind first and helping Member States achieve the SDGs.</b></p> <ul style="list-style-type: none"> <li>• The SFF allows UNITAR to operate with more flexibility within a broader framework set by donors, contributing to UNITAR's programming needs.</li> <li>• SFF funding is allocated based on a project's expected contribution to UNITAR strategic objectives and the SDGs as well as potential for leveraging of partnerships and cross-divisional cooperation.</li> <li>• The relevance of the SFF to meet the financial needs to support programming under the strategic framework varies widely across the UNITAR landscape, with some programme units highly dependent on the instrument and other units less dependent.</li> <li>• The level of contribution to the 2030 Agenda and the SDGs is limited, with the overall small amount of SFF funding during 2019 and 2020 reaching about 4.8 per cent of the total of UNITAR project funding. The small amount of SFF funding is a factor driving small scale allocations.</li> <li>• High performance needs of women (78.3 per cent) and men (78.8 per cent) in their work, organization or community show similar levels of relevance of SFF projects.</li> <li>• SFF projects' focusing specifically on women and other vulnerable groups is diluted across the SFF portfolio, with only 15 per cent of the projects focusing on those vulnerable groups.</li> <li>• The relevance of SFF-funded training addressed to a large extent individual needs, with a weighted average rating of 72.2 per cent.</li> </ul> |
| Coherence |  | <p><b>Overall, the complementarity of the SFF-funded projects is low, but increasing.</b></p> <ul style="list-style-type: none"> <li>• On internal coherence, the percentage of projects delivered jointly with other divisions in UNITAR increased from 29 per cent in 2019 to 49 per cent in 2020.</li> <li>• As a funding instrument, the SFF contributes to addressing long-standing silo cultures in UNITAR, but only at a small scale and in the short-term.</li> <li>• Examples emerge of SFF projects' complementarity with the broader UNITAR programming, for example, UN CC:Learn.</li> <li>• On external coherence, given the small budget size and short timeframes for SFF-funded projects, the SFF funding modality is less likely to forge many long-term partnerships. However, donors are attracted to project funding when risks are shared, and there is much space to further leverage SFF funding for such purposes.</li> <li>• As observed in the Mid-term Evaluation of the 2018-2021 Strategic Framework, engagement with the UN country teams and the UN Sustainable Development Cooperation Framework is not well developed. This finding, combined with the lack of a field network, is constraining, and the softly-earmarked character of the SFF could provide UNITAR with leverage to engage meaningfully with broader UN efforts to help Member States implement the SDGs and, at the same time, promote UNITAR's role and added value and expertise. This has yet to be pursued in conjunction with the SFF.</li> </ul>  |

|                             |   |
|-----------------------------|---|
| <p><b>Effectiveness</b></p> | <p><b>The level of results achievement is satisfactory showing SFF effectiveness.</b></p> <ul style="list-style-type: none"> <li>• The SFF is contributing to the achievement of all UNITAR strategic objectives, although some more than others.</li> <li>• SFF projects show an increasing level of output achievement (82 per cent of projects in 2020, up from 30 per cent in 2019) based on final project narrative reports. The outcome achievements increased from 27 per cent of projects to 64 per cent. The impact achievements increased from 13 per cent of projects in 2019 to 45 per cent in 2020.</li> <li>• Factors affecting SFF project performance include i) demand-led and needs-based project design, ii) the strategic use of alumni, iii) SFF's role as part of broader programming, including access to partner structures at country level, and iv) a tailored training approach, including post-training follow-up.</li> <li>• The evaluation finds good results concerning the leverage, flexibility, and innovation in the SFF portfolio.</li> <li>• COVID-19 affected SFF delivery only marginally for most training thanks to UNITAR's long-standing expertise in delivering online training courses, while other UN and international agencies severely struggled in the COVID-19 context.</li> <li>• The evaluation did not detect a systematic use of a human rights-based approach or explicit inclusion strategies in the SFF portfolio 2019-2020.</li> </ul>                                       |
| <p><b>Efficiency</b></p>    | <p><b>Overall, the evaluation finds a high efficiency of the SFF.</b></p> <ul style="list-style-type: none"> <li>• Compared to tightly-earmarked donor-funded projects, the SFF shows a quicker project approval process, fewer transaction costs, a timelier response to Member States' needs, and meeting needs.</li> <li>• The timeliness of SFF decisions and the allocation process are significantly quicker and more flexible than for most tightly-earmarked projects.</li> <li>• For each dollar invested in SFF projects, partners invested on average about \$ 0.55 between 2019 and 2020. However, the percentage of co-financing decreased from 43 per cent in 2019 to 35 per cent in 2020;</li> <li>• Overall, the mitigation strategy of the SFF in the COVID-19 context was efficient and effective with shifts to virtual events, given the vigorous efforts of hard-working project teams.</li> <li>• The environmental footprint of SFF related to travel was drastically reduced from March 2020 onwards when international travel restrictions took effect to reduce the effects of the COVID-19 pandemic.</li> <li>• The integration of a focus on gender equality into SFF projects is increasing, however starting at a very low level, with 15 per cent of projects showing a clear focus on women in 2019-2020.</li> <li>• The SFF enabled UNITAR to address underserved thematic issues and Member States outside donor's usual priority countries, showing its value as a softly earmarked fund.</li> </ul> |

|  |   |
|--|---|
| <p><b>Likelihood of impact</b></p>         | <p>The perceived likelihood of impact is high due to changes in individual knowledge and behaviour. However, the evaluation finds that the lack of impact measures or appropriate impact level indicators limits the evaluability of impact likelihood through triangulation.</p> <ul style="list-style-type: none"> <li>• The SFF addresses all UNITAR SOs. The evaluability of any difference made is strongly limited by a lack of baseline data, measurable targets, milestones, and smart indicators in the SFF beyond the individual SFF projects.</li> <li>• In comparison to the earmarked donor project funding, the SFF had significantly low financial resources (4.8 per cent of UNITAR's overall budget only) to help Member States advancing with the implementation of the 2030 Agenda. However, the evaluation documented specific cases of change where the empowerment of individuals helps advancing the 2030 Agenda at the local and national levels.</li> <li>• Observable SFF project end-results include better communication skills, new opportunities to join organizations and work on new national initiatives amongst others.</li> <li>• After the training, a weighted average of 81.8 per cent of participants indicated a systematic application of new knowledge back at the workplace.</li> <li>• The evaluation revealed a high level of confidence in applying or transferring knowledge and abilities from SFF-funded events to the workplace, reaching 76.5 per cent.</li> <li>• Institutional level impact is medium to high due to attitudes of supervisors and prevailing organizational cultures.</li> </ul> |
| <p><b>Likelihood of sustainability</b></p> | <p>Individual benefits of many SFF-funded projects are likely to last, while the institutionalization of the SFF and its financial sustainability in UNITAR are uncertain.</p> <ul style="list-style-type: none"> <li>• Participants are confident and willing to apply new knowledge and skills in the future, despite weaknesses in organizations' reward and incentive systems.</li> <li>• The SFF is largely dependent on Sida contributions (83.8 per cent) and efforts to significantly broadening the donors base were unsuccessful to date.</li> <li>• UNITAR's funding model which puts divisions in competition with each other for donor funding poses the main threat to the full institutionalization of the SFF with its cooperative approach in UNITAR.</li> <li>• The sustainability of SFF results at the institutional level is seriously jeopardized by the short timeframes of SFF funded projects, which currently allow for incubation or catalytic functions to start or enhance longer-term partnerships.</li> </ul>  |

## Annex h: Ratings for evaluation criteria

| Evaluation criteria                 | Sub-criteria | Ratings (0 to 3)             |
|-------------------------------------|--------------|------------------------------|
| <b>Relevance</b>                    | 2.1          | 2                            |
|                                     | 2.2          | 2                            |
|                                     | 2.3          | 2                            |
|                                     | 2.4          | 2                            |
| <b>Sub total</b>                    |              | 8 out of 12 (66,7 per cent)  |
| <b>Coherence</b>                    | 3.1          | 1                            |
|                                     | 3.2          | 1                            |
| <b>Sub total</b>                    |              | 2 out of 6 (33,3 per cent)   |
| <b>Effectiveness</b>                | 4.1          | 2                            |
|                                     | 4.2          | 2                            |
|                                     | 4.3          | 2                            |
|                                     | 4.4          | 2                            |
|                                     | 4.5          | 3                            |
|                                     | 4.6          | 1                            |
| <b>Sub total</b>                    |              | 12 out of 18 (66,6 per cent) |
| <b>Efficiency</b>                   | 5.1          | 2                            |
|                                     | 5.2          | 3                            |
|                                     | 5.3          | 3                            |
|                                     | 5.4          | 3                            |
|                                     | 5.5          | 1                            |
|                                     | 5.6          | 3                            |
| <b>Sub total</b>                    |              | 15 out of 18 (83,3 per cent) |
| <b>Likelihood of impact</b>         | 6.1          | No rating                    |
|                                     | 6.2          | 2                            |
|                                     | 6.3          | 2                            |
|                                     | 6.4          | 2                            |
| <b>Sub total</b>                    |              | 6 out of 9 (66,6 per cent)   |
| <b>Likelihood of sustainability</b> | 7.1          | 2                            |
|                                     | 7.2          | 0                            |
|                                     | 7.3          | 1                            |
|                                     | 7.4          | 1                            |
| <b>Sub total</b>                    |              | 4 out of 12 (33,3 per cent)  |

## Annex i: Allocations considered

**2019**

| <b>Programme Unit/Division</b> | <b>Title</b>   | <b>Funding from</b> |
|--------------------------------|--|---------------------|
| Agenda 2030                    | Upgrading StaTact Application  | Sida                |
| Agenda 2030                    | UN SDG:Learn   | Sida                |
| DMD                            | Democratic Governance  | Sida                |
| DMD                            | Promoting Gender Mainstreaming and Women's Leadership and Empowerment  | Sida                |
| DMD                            | Diplomatic Excellence Programme<br><br>Empowering diplomats from LDC's, DC's and SIDS, "levelling the playing field" | Sida                |
| DMD                            | Workshop on Multilateral Diplomacy and Diplomatic Skills   | Sida                |
| DMD                            | Diplomatic Excellence Programme<br><br>Empowering diplomats from LDC's, DC's and SIDS, "levelling the playing field" | Sida                |
| DMD/NYO                        | Leveling the Playing Field   | Sida                |
| Peace                          | Enhancing the Capacities of Personnel Working in Conflict and Post-Conflict Environments                             | Sida                |
| Peace                          | Towards Shattering the Glass Labyrinth of Female Leadership in National Security Forces.                             | Sida                |
| People                         | Implementation of a National NSOAP Workshop in Nepal   | Sida                |
| Peace                          | Youth-led conflict transformation in Liberia – Imp!act for Peace training event.                                     | Sida                |
| Planet                         | Strengthening Knowledge and Skills to Address Climate Change and Advance Sustainable Development                     | Sida                |
| Planet/CWM                     | E-waste training needs assessment for two African countries  | Sida                |
| PMCP                           | Programmes in peacemaking and conflict prevention  | Sida                |
| Prosperity                     | Frontier Technologies for Sustainable Development: Unlocking Women Entrepreneurship through Artificial               | Sida                |

|          |   |       |
|----------|---|-------|
|          | Intelligence (AI) in Afghanistan and Iraq   |       |
| UNOSAT   | Enhancing Capacities in the use of Geospatial Information Technology for Improved Disaster Risk Reduction/Management (DRR/M) in 5 target Least Developed Countries (LDCs) | Sida  |
| NYO      | Leveling the Playing Field  | Sida  |
| DMD/NYO  | Leveling the Playing Field  | Qatar |
| DMD/MDPU | Workshop on Negotiation Skills  | Qatar |
| DMD      | Workshop for Kenyan Diplomats and Diplomats from other African Countries in the Region  | Qatar |

## 2020

| Programme Unit/Division | Title  | Funding from |
|-------------------------|--|--------------|
| DMD/NYO                 | Leveling the Playing Field   | Sida         |
| A2030                   | Strategic Implementation of Agenda 2030 Unit & Green Development and Climate Chang   | Sida         |
| DMD                     | Joint UNITAR/WHO Online Climate Change Negotiations and Health Course  | Sida         |
| DMD                     | Overcoming global challenges through International Law   | Sida         |
| DMD                     | Diplomatic Excellence  | Sida         |
| NYO                     | Leveling the Playing Field   | Sida         |
| Peace/ PMPCU            | Peacemaking and Conflict Prevention International and Regional Trainings: Transforming Fellowship Preventive Diplomacy and Africa Peacemaking Training Programmes in the Covid-19 Period | Sida         |
| Peace                   | Women's Leadership for Peace: Needs assessment, operational plan and design phases   | Sida         |
| Peace                   | Enhancing the Capacities of Personnel Working in Conflict and Post-Conflict Environments   | Sida         |
| Peace                   | Youth Impact for Peace Liberia   | Sida         |
| People                  | Vector-borne disease risk mapping dashboard  | Sida         |

|                   |   |       |
|-------------------|---|-------|
| Planet / CWM      | Sudan – safer chemicals management and gender mainstreaming   | Sida  |
| Planet / SCYCLE   | How to be E-Waste Literate: A citizen's approach to solving the e-waste curse   | Sida  |
| Prosperity        | Leading Inclusive 4IR: Empowering Women in Afghanistan for the Future of Work through Digital Reskilling  | Sida  |
| Prosperity / PFTP | BUILD BACK BETTER - Sustainable and resilient post-Covid recovery in Latin America: Enhancing Trade and Improving Safety by Strengthening Chemicals and Trade links and bringing countries closer to OECD Standards | Sida  |
| UNOSAT            | Conflict Prevention and an Early Warning System Development in the Lake Chad Region: Support to the Multinational Joint Task Force (MNJTF) Regional Intelligence Fusion Unit  | Sida  |
| DMD/NYO           | Leveling the Playing Field  | Sida  |
| DMD/NYO           | Leveling the Playing Field  | Qatar |
| DMD               | Workshop for Kenyan Diplomats and other Diplomats of the Region   | Qatar |
| DMD               | Workshop for Negotiation Skills   | Qatar |
| Prosperity        | Responding to Crisis: Strengthening Finance and Trade Resilience to COVID-19 in Sub-Saharan Africa  | Qatar |
| UNOSAT            | E-learning course on the use of Geospatial Information technologies for Humanitarian assistance   | Qatar |
| Peace             | Digital Design Process for the development of an app in support of women mediators on the African continent   | Qatar |
| Planet            | UNICEF on an excellent online course training for their staff on climate change   | Qatar |
| DMD               | Executive Diploma on International Law in the 21st century – 2 fee waivers  | Qatar |

