

Cluster Evaluation of UNITAR Training of Trainers Programming



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Preface

Training of trainers (ToT) has become widespread in the training and learning industry. UNITAR has been involved in ToT-related activities and projects for years, dating back even decades to initiatives designed to support curriculum development through training in the 1980s. Subsequent to the 2010-2012 strategic plan, ToT initiatives grew in number in conjunction with the objective to increase resource efficiencies in programming. The 2011 Report of the Secretary-General on UNITAR to the Economic and Social Council (ECOSOC) referenced several ToT initiatives in various thematic areas. In resolution E/2011/11, ECOSOC called on UNITAR “to pursue its efforts to enhance the capabilities of learning centres in developing countries with innovative methodologies, as well as to contribute to better coordination of United Nations research and training institutes.”

This ToT cluster evaluation contains six projects which were implemented from 2011 to 2016. The projects varied from relatively small initiatives to larger ones. As each of the projects had self-evaluation and narrative reporting requirements with the respective donor or client, the primary purpose of this cluster evaluation was to look at the results achieved and learn what works well and why, with a view to improving ToT-related programming in the future. In assessing ToT relevance, effectiveness, efficiency, impact and sustainability, the primary purpose of the evaluative exercise was clearly learning as opposed to accountability. The report contains a set of five recommendations.

The evaluation was undertaken in 2016 and 2017. Although the report was intended to be issued in 2018, the report’s finalization and issuance was delayed because of organizational and work planning issues. The report notes the progress reported by programmes in the area of ToT, and that ToT has further developed as an important crosscutting approach to support the Institute’s core training function over the past several years.

The evaluation was managed by the UNITAR Planning, Performance Monitoring, and Evaluation (PPME) Unit and was undertaken by Elenor Richter Lyonette, consultant and independent evaluator. The PPME Unit provided guidance, oversight, and quality assurance, as well as logistical support for interviews. The programme units’ response to the evaluation and its conclusions and recommendations are outlined in the Management Response.

The PPME Unit is grateful to the evaluator, the Directors and Managers and other staff of the relevant UNITAR programme units, as well as to the beneficiaries, donors and other stakeholders for providing important input into this evaluation.

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Abbreviations

ADDIE	Analysis, Design, Development, Implementation, Evaluation
AU	African Union
BIS	Bank for International Settlement
CCCPA	Cairo Regional Centre for Training on Conflict Resolution and Peacekeeping in Africa
CDT	Core Diplomatic Training
CIFAL	Centre International de Formation des Autorités et Leaders
CoP	Community of Practice
DCP	Decentralized Cooperation Programme
DFS	Department of Field Support
DPKO	Department of Peacekeeping Operations
EAPTC	European Association of Peace Training Centres
ECOSOC	Economic and Social Council
ECOWAS	Economic Community for West African States
ENA	Ecole Nationale d'Administration (Algeria)
F2F	Face-to-Face
IDRI	Institut Diplomatique et des Relations Internationales (Algeria)
ILO	International Labour Organization
IMF	International Monetary Fund
IPSAS	International Public Sector Accounting Standard
KSA	Knowledge, Skills, Attitude
KSI	Knowledge Systems Innovation
LEAC-TPSR	Law Enforcement Anti-Corruption Training Programme for the Sahel Region
LMS	Learning Management System
LoA	Letter of Agreement
LDP	Local Development Programme
MDG	Millennium Development Goal
MEFMI	Macroeconomics and Financial Management Institute of Eastern and Southern Africa (Harare, Zimbabwe)
MICL	Ministère de l'Intérieur et des collectivités locales (Algeria)
MoFA	Ministry of Foreign Affairs
MTESS	Ministère du Travail, de l'Emploi et de la Sécurité Sociale (Algeria)
NGO	Non-Governmental Organization
OIOS	Office of Internal Oversight Services
PEFM	Public Expenditure and Financial Management
PFTP	Public Finance and Trade Programme
PKT	Peacekeeping Training
PME	Petite et moyenne entreprise
POC	Protection of Civilians
PPRS	Planning, Performance and Results Section
PTP	Peacekeeping Training Programme

ROPES	Review, Overview, Presentation, Exercise and Summary
SADC	Southern African Development Community
SADC RPTC	South African Development Community Regional Peacekeeping Training Centre
SDG	Sustainable Development Goal
SMART	SMART abbreviates goals / objectives that are: specific, measurable, achievable, relevant and time-bound
SME	Small and medium-sized enterprise
SO	Specific Objective
TbT	Training by Trainers
ToR	Terms of Reference
ToT	Training of Trainers
UN	United Nations
UNCTAD	United Nations Conference on Trade and Development
UNDP	United Nations Development Programme
UNDPA	United Nations Department of Political Affairs
UNITAR	United Nations Institute for Training and Research
UOC	Universitat Oberta de Catalunya
UNRISD	United Nations Institute for Training and Research
UNWOMEN	United Nations Entity for Gender Equality and the Empowerment of Women

Executive Summary

A cluster evaluation of six UNITAR training of trainer (ToT) related projects was undertaken to assess the relevance, effectiveness, efficiency, impact and sustainability of programming to strengthen capacities of learning centres in developing countries.ⁱ The primary purpose of the evaluation was to identify factors contributing to or hindering successful implementation and achievement of results, and to issue recommendations and lessons on how to strengthen capacities of learning centres, including the identification of approaches that work well and the reasons why.ⁱⁱ The evaluation aimed to build on this analysis to facilitate the development of ToT and the strengthening of institutional capacities in the future.

The projects in the cluster were implemented between October 2011 and June 2016 and include:

- Law Enforcement and Anti-Corruption Training Programme for the Sahel Region (“Sahel”),
- Developing e-Learning Capacities of the Macroeconomic and Financial Management Institute of Eastern and Southern Africa (“MEFMI”),
- Enhancing the Capacity of African Peacekeeping Training Institutions (“Peacekeeping”),
- Training and Follow-up on Entrepreneurship for Young Graduates from Algeria (“Ibtikari”),
- Partnership between UNITAR and Algeria on the Establishment of an International Training Centre for Local Actors from the Maghreb (“CIFAL Maghreb”), and
- Training of Algerian Diplomat-trainees and Senior Officials of the Institut diplomatique et des relations internationales (“IDRI”).

All six projects targeted institutional and individual beneficiaries in African countries, although the projects varied considerably in scope, scale, duration, and approach. The cumulative value of the projects was just over \$10 million, with two projects (Peacekeeping and Sahel) funded from donors and the other projects funded through exchange revenue from the respective organizations. While all projects had a clear ToT dimension, the CIFAL Maghreb, Ibtikari and Peacekeeping projects reflected ToT more prominently in the design concept and delivery than the IDRI, MEFMI and Sahel projects.

The evaluation was undertaken from 2016 to 2017 and applied mixed methods. Data collection included a desk and literature review, questionnaire, interviews, focus groups and field visits. Key informant interviews and exchanges with UNITAR-supported learning centres and with trained trainers and the beneficiaries of the trained trainers provided insights and allowed for exchanges of ideas. A survey was deployed to capture the experiences, perceptions, and recommendations for future action of ToT beneficiaries. The questionnaire was administered to 229 ToT participants and received a response rate of 34 per cent. Field visits to project sights in Algeria, Egypt and Zimbabwe provided a clearer picture of UNITAR’s ToT-related approaches and strategy. Some 92 interviews and exchanges with UNITAR staff and collaborating partners, donors, the representatives of training centres (together “evaluation correspondents”) contributed to the analysis and findings.

FINDINGS

ToT is not a specific area of UNITAR programming or a core function explicit of the Institute’s strategic framework. It is, however, an increasingly common approach used by programmes in the design and delivery of training to address capacity needs of individuals, organizations and institutions. Emphasis is

placed on multiplier effects, instructional design and delivery, thematic content, and knowledge-sharing as well as, to varying degrees, on learning centres or training institutions. Training of trainers has helped UNITAR and its partners diversify training and develop their portfolios in both qualitative and quantitative terms. ToT has proven to be a valuable approach to programme delivery, although UNITAR's experience was ToT was limited in both scope and scale during the period in which the projects included in this cluster evaluation were implemented.

A second finding relates to the assumption that the strengthening of institutional capacities of learning centres in developing countries is central to the projects of this cluster evaluation. This assumption could not be confirmed. Indeed, as mentioned above, client-funded delivery characterized four of the six projects, and two projects were delivered through traditional donor funding. For the latter two, in addition to IDRI, learning centres provided a physical venue for training, but there were mixed views on whether the centres were the intended main beneficiaries of the projects. There did not appear to be a clear understanding among stakeholders that the projects aimed to strengthen institutional training capacities.

The evaluation found the objectives of ToT projects and the intended outcomes at the individual and institutional levels to be reflected in UNITAR's strategy and aligned with the programme of work. At the level of the individual projects, the evaluation found that while needs assessments were undertaken, objectives were not adequately formulated across the six projects in a Theory of Change and that a logical framework or another results matrix were either lacking or underdeveloped. The evaluation also found that despite the existence of project planning tools with standards for benchmarking, application of the standards was not uniform or harmonized in such a way that would have facilitated comparison and the monitoring and evaluation of project results.

In four of the six projects, follow-up training by trainers (TbT) was intended. Results were mixed, however, with only two of the projects realizing this intended follow-up. In one project, no TbT follow-up was reported and in another, TbT performance was limited. Where institution-building has been central, UNITAR has invested in ToT as part of capacity building and did so to the benefit and satisfaction of its partners. Multiplier effects in training institutions have been achieved where local conditions permitted and where the use and replication of the acquired knowledge and skills shared by UNITAR has been institutionally promoted.

The evaluation found that ToT services were perceived by trained trainers as having been delivered with quality. Survey respondents confirmed appreciation for and support of the newly acquired knowledge, skills and methods. The training resulted in improved quality of training delivery capacity, though for both professional trainers and ToT participants.

ToT methodology and content use was widespread among former ToT participants. Peacekeeping trainees made most direct ex-post use of individual skills and methodsⁱⁱⁱ. However, a lack of support of and funding for training is cited as the most frequent factor hindering use of the ToT-related knowledge and skills. This finding concerned both female and male participants alike and proved to be the single most important challenge encountered in the replication and further development of knowledge, skills and methods learned. It is remarkable that most participants reported using skills without major delays and directly after the training.

The evaluation found that a continuation and/or replication of the same or related initiatives after project closure was not guaranteed and only happened in three of the six projects: two donor-funded initiatives (Peacekeeping and Sahel) and one service-based contract project (IDRI). In MEFMI, empowerment led to the ability to

outsource follow-up work to local partners. For peacekeeping, a donor-funded yet smaller scaled continuation was implemented. No continuation reportedly occurred for the Ibtikari project. Sustainability of the projects was entirely dependent on continued funding. Depending on their financial situation and UNITAR's ability to contribute (either expertise or funding or both), CIFAL, both peacekeeping training centres visited (Cairo Peacekeeping Centre and the SADC Regional Peacekeeping Training Centre (SADC-RPTC), IDRI and MEFMI declared willingness to embark on a future collaboration in ToT and/or on a wider scale. This confirms options for future programming and reflects client satisfaction with past services.

Evaluation findings suggest that ToT aspects related to quality, learning, client orientation, flexibility and knowledge-sharing were well established and widely acknowledged, yet a common UNITAR approach to ToT was lacking. Evaluation stakeholders perceived UNITAR as a reputable, honest broker and facilitator and as a training provider with the potential for innovation. In the cases where projects did not produce longer-term results, the evaluation found that learning centres were not central to the ToT design.

CONCLUSIONS

1. Relevance, alignment and complementarity

The evaluation found much alignment with the overall UNITAR strategy and programme of work and relevance to learner and institutional beneficiary needs. The evaluation also found complementarity with the UN, regional and/or other international as well as national strategies and policies for the training sector.

2. Results frameworks and risk mitigation

Results frameworks and risk mitigation plans were found to be missing or inadequately developed. Consequently, project documents did not provide stakeholders with a common understanding how ToT initiatives would

develop the capacities of learning centres and what potential risks could mitigate the achievement of planned outcomes.

2. Quality, client orientation, ownership and approaches to learning

The evaluation found ToT aspects related to quality, learning, client orientation, ownership, flexibility and knowledge-sharing were well established and widely acknowledged, yet a common UNITAR approach to ToT was lacking. While the projects in this cluster were distinct, all six comprised a clear ToT dimension with sessions, modules or entire workshops devoted to training needs analysis, instructional design. A review of documents revealed the lack of an overarching competency framework for trainers and that learning objectives from the ToT specific events uncovered many different learning objectives, some having a degree of commonality, yet were formulated differently.

3. Learner self-assessment

Except for one or two ToT specific events, achievement of learning objectives was based on subjective self-assessment by learners. While the results of self-assessments of learning clearly indicated an increase in knowledge and skills and while self-assessment provides certain advantages such as learner engagement, certifying training competency cannot be done using learner self-assessment alone.

4. Entry and exit strategies

One of the overarching objectives of ToT initiatives is the development of endogenous capacities of learning centres to respond to needs and to decrease reliance on training expertise from the outside. Enhanced capacities of learning centres should, ultimately, translate into decreased reliance on the capacities of external learning centres as service providers. In fact, in one of the projects of the cluster, one year following the delivery of the project, UNITAR was called back to deliver

the training. None of the six projects included a clear entry or exit strategy which communicates a common understanding on the role of UNITAR and the partner, at project start up to project conclusion and follow-up. The lack of an entry and exit strategy could compromise the sustainability of results.

5. A promising “niche market”

UNITAR’s institutional mandate as a global service provider of training using both face-to-face and online delivery methods provides a promising backdrop to develop a ToT niche market. At the time of the evaluation, however, this market was very nascent from an institutional perspective, despite various ToT-related projects and stand-alone courses. UNITAR programme units have pursued ToT through their specific approaches in the absence of much knowledge-sharing or a coherent institutional approach.

RECOMMENDATIONS

Recommendation 1:

Theory of change and results frameworks

UNITAR should ensure that future ToT projects contain a clear ToC and results frameworks with measurable and objectively verifiable indicators at the levels of outcomes and impact, based on needs and baseline assessments. It is also recommended to ensure that results frameworks include assumptions on moving from one level of results to another, and risk mitigation plans are developed and communicated to project stakeholders.

Recommendation 2:

Standard competency framework with harmonized learning objectives

UNITAR should develop a trainer competency framework with standardized learning objectives, methods and assessment criteria for a ToT certification which can be used across all UNITAR programmes, with the understanding that some degree of

customization to cater to the particularities of the targeted beneficiaries would be required.

Recommendation 3:

Formalize certification of competencies or another recognition mechanism

UNITAR should develop a common objective assessment tool to include knowledge and performance-based testing to certify ToT competencies (knowledge, skills, behaviors/attitudes) and ensure that the tool is applied consistently across ToT programming.

Recommendation 4:

Entry and exit strategies

UNITAR should ensure that all ToT projects contain a well-defined entry and exit strategy in consultation with the beneficiaries and donors, clarifying understanding between UNITAR, the learning centre and the ToT beneficiaries at the start and conclusion of the project, and a strategy for disengagement of UNITAR over time. This is important to manage expectations, enable sustainability and provide a benchmark for UNITAR engagement and measuring and evaluating the change that UNITAR services have provided to its clients.

Recommendation 5:

Programme lead and promoting a niche market

UNITAR should assign a ToT programme lead at UNITAR to coordinate the development of a common approach to designing and delivering ToT related programming and use this coordinated approach to leverage UNITAR’s mandate and experience in developing a niche market to enhance visibility of UNITAR expertise.

The evaluation identified the importance of assessing needs and ensuring medium to long-term institutional engagement, as well as partner ownership, buy-in and clarity of roles as important lessons.

ACKNOWLEDGEMENTS

This evaluation would not have been possible without the high-quality support of the Planning, Performance and Results Section (now Planning, Performance Monitoring, and Evaluation Unit) which invested time and effort into ensuring that this evaluation had the best possible working conditions and information base. The evaluator expresses her gratitude to Brook Boyer and Katinka Koke, as well as the important contribution of the senior managers and managers of projects and programmes at UNITAR, project partners met in Algeria, Egypt and Zimbabwe without whom this evaluation report could not have been produced. Appreciation also goes to all other evaluation stakeholders, including ToT trainers, who contributed in various ways.

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1. Introduction

1. The United Nations Institute for Training and Research (UNITAR) is a principal training arm of the United Nations and works to develop the capacities of individuals, organizations and institutions to enhance global decision-making and support country-led action for shaping a better future. The UNITAR programme of work covers a broad range of thematic areas, including multilateral diplomacy, economic development and social inclusion, environmental sustainability, peacekeeping and peacebuilding, resilience and humanitarian action and support for the implementation of the 2030 Agenda for Sustainable Development.
2. Learning-related programming accounts for some two-thirds of UNITAR's beneficiaries, most of whom come from developing countries. It has evolved over time, from focusing almost exclusively on the development of knowledge, skills, attitudes and behaviours of individual learners, to also working to develop the capacities of trainers and training institutions through training of trainers (ToT), coaching and mentoring approaches. UNITAR has pursued ToT approaches in virtually all thematic areas, including conflict resolution, diplomacy, environmental sustainability, peacekeeping, post-conflict reconstruction and nation building, public finance, and territorial planning and disaster management. In its resolution E/2011/11, the United Nations Economic and Social Council (ECOSOC) acknowledged the efficiency gains realized by UNITAR through e-Learning and the increased emphasis placed on multiplier effects of training by developing capacities of national and regional training organizations, and called on UNITAR to continue efforts to enhance the capabilities of learning centres^{iv} in developing countries.
3. In June 2016, UNITAR commissioned an independent evaluation of its ToT-related programming to provide evidence that programming aimed at building the capacities of learning centres in developing countries is producing the intended results and creating efficiency gains in training. The evaluation was undertaken during the second half of 2016 and 2017 to assess the performance of ToT-related programming and to identify factors contributing to or hindering the successful implementation and achievement of results. The terms of reference of the evaluation are contained in annex 1. This report presents the evaluation's findings, conclusions, recommendations and lessons.

2. Overview of Training of Trainers Programming

4. ToT is not a specific programme area or a core function explicitly referenced in the strategic framework. However, ToT is used increasingly as a strategic approach to learning-related programming, with virtually all UNITAR programme units having engaged in ToT-related projects or isolated ToT courses (i.e. independent of broader projects) at one time or another. Between 2012 and 2016, for example, 37 events were recorded in the UNITAR events management system as ToT-related, producing 592 beneficiaries. ToT is thus a highly cross-cutting form of training designed to empower the training capacities of individuals and, in many cases, to also enhance the institutional capacities of learning centres.
5. UNITAR has pursued different approaches to ToT, including stand-alone training (as is the case of some stand-alone ToT courses organized on a fee basis) or training integrated into broader capacity development projects (project embedded ToT). Approaches also include focusing on the development of the individual capacity of trainers in existing learning centres (e.g. IDRI, Peacekeeping), institutional capacity development to deliver training using new delivery formats (e.g. MEFMI), or the creation of

new training institutions altogether (e.g. CIFAL Maghreb). Moreover, former participants may also serve as resource persons in subsequent training activities including ToT activities and achieve multiplier effects.^v Training by ‘trained’ trainers (“TbT”) thus serves as a means of increasing ToT effectiveness, efficiency, impact and sustainability.

6. Trained trainers may use knowledge, skills, and other capacities differently. They may replicate the training in their own work environment as learning and development managers (or administrative support staff) or as future trainers, mentors or coaches, including in the context of ToT initiatives under the auspices of UNITAR or other organizations; or use the knowledge and skills sets gained to further their career development either as trainers or in other capacities. There is thus no single post-ToT pattern. UNITAR also aims to benefit from ToT to build a wider pool of qualified resource persons and trainers for its own training, sometimes complementing training through coaching and mentoring strategies. In performance evaluation terms, the assessment of the outcome of UNITAR’s ToT learning-related programming is not limited to measuring short-term learning achievements, but also individual and institutional results in the medium to long-term.

3. Methodology

7. The evaluation was undertaken by an independent, external consultant commissioned by UNITAR’s Planning, Performance and Results Section (PPRS). The consultant received overall guidance, oversight and quality assurance from PPRS, as well as support in data collection and the organization of field work.
8. The evaluation aimed to provide evidence that UNITAR’s approach to developing capacities of learning centres in developing countries through ToT has produced the intended results and created efficiency gains in training. The purpose was also to identify factors contributing to or hindering the successful achievement of results, and to provide recommendations and lessons on the strengthening of institutional capacities, including identifying what methods work well and why. The evaluation focused more on creating opportunities for learning and quality improvement than accountability.
9. The evaluation assessed a cluster of six projects from different thematic areas of UNITAR’s work programme which were implemented from 2012 to 2016. While the projects varied in scope, scale, duration, thematic orientation, design, partnership and funding modality, they shared one common characteristic: they all comprised a ToT-related component, albeit to varying degrees. Table 1 (page 3) lists the projects’ titles, delivery periods, funding modality and beneficiary institutions. The cumulative total budget of the six projects amounted to just over \$10 million. Annex 2 provides a more in-depth comparative analysis of the different projects selected for this cluster evaluation.
10. The projects were designed and delivered by six UNITAR programme units, including the Knowledge Systems Innovation Unit (Ibtikari), the Hiroshima Office (Sahel), the Public Finance and Trade Unit (MEFMI), the Decentralized Cooperation Programme – now the Social Development Programme (CIFAL Maghreb), the Peacekeeping Training Programme (Peacekeeping) and the Multilateral Diplomacy Programme (IDRI).
11. The UNITAR programme units implementing the projects are the primary target audience of the evaluation. Secondary audiences include the donors and client partners, beneficiary institutions and trained trainers, and other UNITAR programme units.

Table 1: Overview of Projects in the Cluster

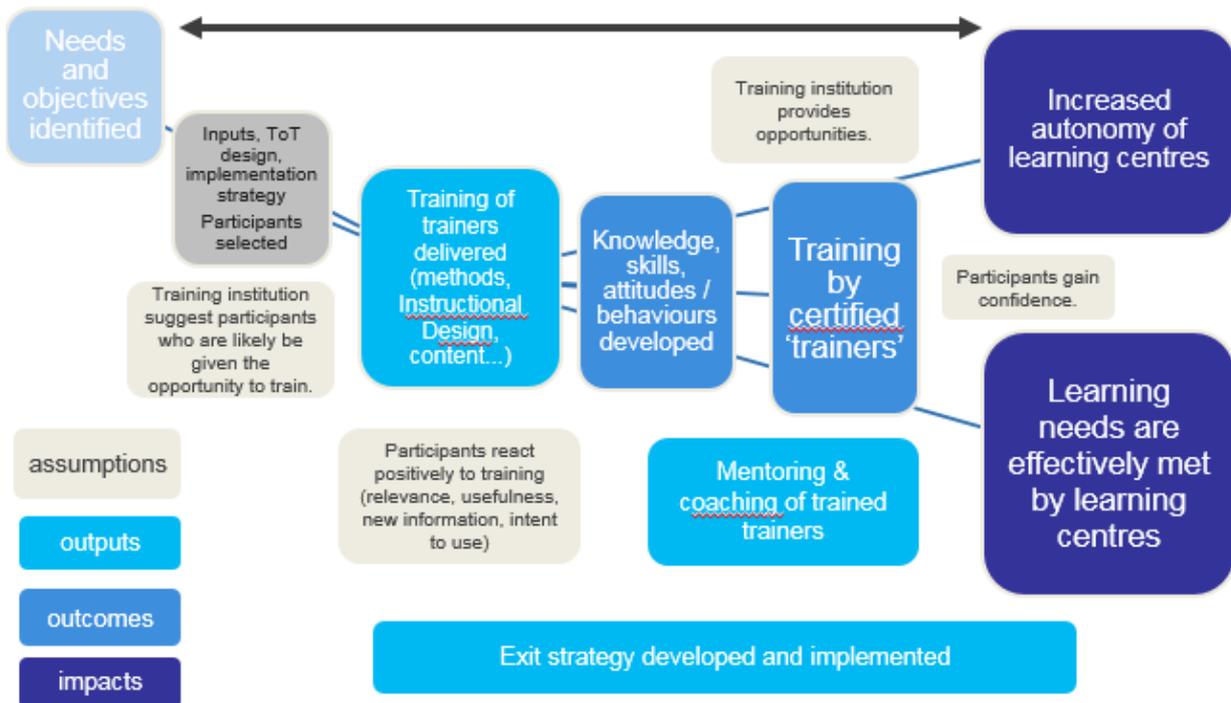
PROJECT TITLE	IMPLEMENTATION PERIOD	SCOPE	FUNDING MODALITY	CLIENT / DONOR (PER AGREEMENT)	BENEFICIARY INSTITUTION(S)
Training and Mentoring on Entrepreneurship for Young Graduates from Algeria (“Ibtikari”)	15/04/2012 to 14/04/2015 (extended to 2017)	National	Client-funded	Ministry of Foreign Affairs, Algeria	Multi-sectoral ministries and training agencies
Law Enforcement and Anti-Corruption Training Programme for the Sahel Region	04/03/2015 to 31/03/2016	Regional	Donor-funded	Ministry of Foreign Affairs, Japan	Multiple anti-corruption agencies in the Sahel region
Developing e-Learning Capacities of the Macroeconomic and Financial Management Institute of Eastern and Southern Africa	23/01/2015 to 30/06/2016	National	Client-funded	Macroeconomic and Financial Management Institute of Eastern and Southern Africa (MEFMI), Harare	MEFMI
Partnership between UNITAR and Algeria on the Establishment of an International Training Centre for Local Actors (CIFAL) of the Maghreb	31/10/2011 to 31/10/2014 (extended to July 2016)	National and regional	Client-funded	Ministry of Foreign Affairs, Algeria	CIFAL Maghreb (to be established through project)
Enhancing the Capacity of African Peacekeeping Training Institutions	01/02/2012 to 31/12/2015	Regional	Donor-funded	Ministry of Foreign Affairs, Germany	Multiple African peacekeeping training centres
Training of Algerian Diplomat-trainees and Senior Officials	15/04/2012 to 31/12/2014	National	Client-funded	Ministry of Foreign Affairs, Algeria	<i>Institut diplomatique et des relations internationales</i>

Reconstructing a Generic ToT Theory of Change

12. While none of the projects selected for the cluster contained a well-defined or developed logical framework or Theory of Change (ToC), it is possible to reconstruct a generic one. Any ToT approach is based on the premises that individual and, in many cases, institutional training capacities, need strengthening to increase i) delivery (i.e. increased outreach, including through different delivery methods) and quality of training (, ii) the cost effectiveness of training, iii) ownership, or to decrease reliance on exogenous training support. Strengthened individual capacities may include imparting knowledge and skills to undertake needs assessments; to design, develop and deliver training; and to evaluate training. Strengthened institutional capacity may require strengthened technical capacities, such as equipment and computer hardware or software for an e-Learning management system. In many cases, developing individual and institutional training capacities are intertwined and inseparable, as learning and development managers, administrators, course designers, trainers, evaluators are all part of a system of training development and delivery.

13. Figure 1 below provides an illustration of a reconstructed generic ToT Theory of Change.

Figure 1: A Reconstructed Generic ToT Theory of Change



14. The evaluation assessed the cluster against the criteria of relevance, effectiveness, efficiency, impact and sustainability. Key evaluation questions were identified for each criterion. Human rights and gender perspective were integrated in the evaluation process and findings, particularly through the involvement of women evaluation correspondents and the sex disaggregation of key data.
15. The principal questions of the five evaluation criteria are presented in Table 2 below.

Table 2: Evaluation Criteria and Principal Questions	
Criterion	Principal questions
Relevance	<p>To what extent are the ToT projects suited to the institutional needs and priorities of the respective training centres?</p> <p>Are the activities and outputs of the projects consistent with their respective goals and objectives?</p> <p>To what extent has ownership of new training methodologies/content amongst the training centres been created or reinforced?</p> <p>To what extent was the ToT component of the projects relevant to the learning needs of the identified trainers?</p>
Effectiveness	<p>To what extent have the ToT projects achieved the planned objectives and results such as filling the gap between existing capacities and desired training capacities of the training centres?</p> <p>What factors may have influenced the achievement (or non-achievement) of the objectives?</p> <p>How effective has UNITAR support been following the delivery of ToT activities to support the autonomy of the learning centres?</p>
Efficiency	<p>To what extent have outputs been produced in a cost-effective manner (e.g. in comparison with alternative approaches)?</p> <p>To what extent have the projects produced a multiplier effect in terms of responding to training needs of other beneficiaries?</p>
Impact	<p>What real difference have the ToT projects made to the strengthening of the learning centres?</p> <p>To what extent have the learning centres integrated their new courses and training methodologies into their curricula and delivery methods?</p> <p>To what extent have the learners of the trained trainers developed knowledge, skills and/or awareness to respond to specific learning needs?</p>
Sustainability	<p>To what extent have the ToT projects contributed to sustaining the capacities of the learning centres in the long term?</p> <p>Are the trained trainers continuing with the design and delivery of training in their respective learning centres?</p> <p>To what extent have learning centres used fewer external capacities to design and deliver training following the ToT projects?</p>

Data collection

16. The evaluation used a range of data collection tools and methods. Where feasible, information and data collected were triangulated. Data collection included the following tools and methods summarized as follows:

Questionnaire. A questionnaire was developed and deployed in the second half of 2016 to 229 participants from ToT events of the six projects. By the date of closure, 77 respondents from the six

projects had replied, representing a 34 per cent response rate. The questionnaire and results are attached as annex 3 of the report.

Stakeholder analysis. Stakeholders of UNITAR facilitated ToT and learning centre staff, donors, UNITAR programme staff, trained trainers (participants), ToT trainers and TbT beneficiaries. Indirectly, other UN agencies or coordinating bodies in charge of similar programmes were also of interest.

Key informant interviews. In total, 92 key informant interviews were conducted with interlocutors either in person or via Skype in addition to written exchanges. Most interviews were with UNITAR staff and ToT participants; however, ToT trainers and those in charge of the development and delivery of ToT projects also provided views. The Ministries of Foreign Affairs of Japan and Germany offered valuable donor country perspectives (MEFMI and Peacekeeping projects). Several line ministries and government agencies offered valuable support during the mission to Algeria (CIFAL Maghreb, Ibtikari and IDRI projects).

Field visits and focus groups. Three field visits were organized to enable the evaluator to engage in first-hand observation, focus group discussions and to facilitate the interviews and exchanges with UNITAR partners. Focus group discussions (FGDs) were held with selected stakeholders to complement/triangulate findings from other data collection tools e.g. at the South African Development Community Regional Peacekeeping Training (SADC-RPTC) in Harare, at the Regional Centre for Training on Conflict Resolution and Peacekeeping in Africa (CCCPA) in Cairo, and for Ibtikari and CIFAL Maghreb in Algiers. Skype interviews were used to deepen the understanding of the anti-corruption programme and of MEFMI. The only project which did not receive a field visit was the Sahel anti-corruption training which resulted from the regional and partially online character of the project and its closure earlier in 2016. Field visits undertaken by the evaluator are summarized in the Table 3 below:

Location	Dates	Project	Partner Visited
Harare, Zimbabwe	September 2016	MEFMI-UNITAR Partnership	MEFMI
		Enhancing the Capacities of Peacekeeping Training Institutions	Southern African Development Community Regional Peacekeeping Training Centre
Cairo, Egypt	October 2016	Enhancing the Capacities of Peacekeeping Training Institutions	Cairo Regional Centre for Training on Conflict Resolution and Peacekeeping in Africa
Algiers, Algeria	December 2016	Training of Algerian Diplomat-trainees and Senior Officials	Institut diplomatique et des relations internationales
		Partnership between UNITAR and Algeria on the Establishment of an International Training Centre for Local Actors	CIFAL Maghreb
		Training and Mentoring on Entrepreneurship for Young Graduates from Algeria	Ministry of Interior, Algeria

Risks and limitations

- The evaluation was exposed to different risks and limitations. They include, for example, the absence of or underdeveloped ToC and results frameworks to assess project effectiveness and impact.vi

Changes in the intervention logic of several projects were noted, but primarily ex-post and in relation to narrative reporting. Assessing efficiency proved difficult as verifiable costs for the ToT-specific elements of the projects were not available and had to be estimated. While it was not the evaluation's intent to undertake a comprehensive evaluation of each project, the cluster nature of the evaluation and the differences in size, scope and purpose of the projects made generalization nevertheless challenging. Finally, at the time of data collection and field work, two of the projects (CIFAL Maghreb and Ibtikari) had not yet completed all planned activities, and there was on-going discussion with both projects for either no-cost extensions or subsequent phases.

18. Unexpected issues and risks emerged as in every evaluation. Interviews with former participants, for example, were easily available at the institutional level during field work but proved difficult when former trained trainers had moved into new functions. Survey participants were not easily available for elaboration. While the survey had an acceptable response rate, a higher rate of return would have provided better results and insights. There was not always the opportunity to probe. Gender balance nomination issues were addressed with difficulty due to the mixture of development funding and contract-based service agreements. Scheduling travel to certain destinations has delayed the process of evaluation for several months.

4. Findings

19. This section presents the evaluation findings based on the criteria of relevance, effectiveness, efficiency, impact and sustainability. Annex 2 summarizes the results specific to the projects of the cluster. Results of the evaluation-specific survey are provided in annex 3.

4.1 Relevance

To what extent are the ToT projects relevant to the UNITAR programme of work, taking into consideration the strategic framework and other guiding instruments?

20. The evaluation found that the six projects were relevant to and aligned with the UNITAR programme of work, and that UNITAR effectively translated the 2011 ECOSOC resolution into existing and new programming initiatives to strengthen institutional capacities of learning centres in developing countries through ToT approaches.vii
21. UNITAR also ensured complementarity with the UN, regional and/or other international as well as national strategies and policies for the training sector. The Special Committee on Peacekeeping Operations of the United Nations, for example, welcomed UNITAR's contribution to peacekeeping training through its train-the-trainer programme in Africa, stating that "[t]he programme aims to facilitate the transfer of knowledge and skills to the national and regional training institutions in a sustainable manner, as well as capacity-building. The Special Committee requests that this "train-the-trainers" programme be expanded to other regions, including Asia and Latin America" (A/66/19).

To what extent are the ToT projects, as designed and implemented, suited to the institutional needs and priorities of the respective learning centres?

22. The evaluation found that the six ToT projects, as designed and implemented, were suited to the institutional orientation and priorities of UNITAR, partners and the broader capacity needs context. Throughout project implementation, local partners and UNITAR demonstrated continued commitment notwithstanding some delays, particularly for the CIFAL Maghreb and Ibtikari projects. Such commitment led to well-appreciated results and mutual respect, as was particularly noted by key informants of the CIFAL Maghreb project.
23. Given the particularities of the local and institutional contexts, different approaches were employed across the projects. By identifying their own competency framework and training needs, designated trainers of the Ibtikari project assumed ownership of training methodologies and ToT content prior to and during the training of Algerian graduates in preparation for establishing small and medium-sized enterprises (SMEs).^{viii} While aspects of transferability and replication aspects were not seen as important characteristics of this customized ToT design, potential for replication was an important aspect for the Sahel project which related ToT to regional programming priorities, partnerships, and multi-stakeholder coalitions with substantial flexibility. Like the Ibtikari project, the Sahel project design was based on a joint development of the ToT design by the donor and UNITAR. The design of the Peacekeeping project embraced introductory training, specific stand-alone and embedded ToT courses and follow-up courses where former ToT trainees led training themselves (TbT) under the supervision of UNITAR trainers. For the second phase of the Peacekeeping project (2014-2015), a three-stage design was adopted consisting of training, coaching and mentoring.
24. The most varied methodology was applied by the Sahel anti-corruption project by combining skills training and experience-sharing, including presentations, facilitated discussions group-work and after-action reviews. Each participant was assigned a project to be developed over several months based on personal needs in the national work context, and room was given for the exchange of experiences.
25. Mutual respect characterized the relations between donors/clients and UNITAR, and vice versa. Local partners and UNITAR maintained open lines of communication, even in more complicated phases of the collaboration. Several projects led to follow-up or complementary projects or contracts for which important synergies and follow-up collaboration emerged (e.g. IDRI, Peacekeeping and Sahel).

Are the activities and outputs of the projects consistent with their respective goals and objectives?

26. Project strategies varied by targeted audience. While changing venues have been an intended means of modifying and widening the learning perspective in diplomatic training and law enforcement/anti-corruption, training centres have fulfilled wider duties for the remaining initiatives. In most cases, the activities and outputs were consistent with the respective goals and objectives, although a ToC or results framework would have provided conditions for enhanced consistency between activities and results.
27. The acquisition of knowledge in a relatively short period of training was generally sought, reflecting donor and client preferences for short, compact and intensive training. Balancing the need for adequate learning time and interaction was a challenge, however, and participants would have preferred more time to digest information or less content. The project strategy was adapted to large audiences for peacekeeping training. It was found that the offer of courses with a limited number of beneficiaries particularly benefited those who, in general, could not benefit from and count on training in smaller groups at home. Acknowledging the diversity of the projects and scale of objectives, the

evaluation found that delivery strategies generally sought solutions. The Ibtikari project had perhaps the most ambitious objectives. While designed very much from the bottom-up, the approach was found by beneficiary stakeholders as too ambitious and the implementation strategy overly complex, despite achieving important results, nonetheless.

28. The capacities of ToT institutional partners (“benefactors”) varied widely, from rather understaffed training centres e.g. SADC-RPTC to well-equipped and well-staffed institutions with multi-faceted training offers and technical abilities and qualified core staff e.g. CCCPA and MEFMI. The functioning of training centres and their capacity gains were found to be largely correlated with institutional affiliation, staff continuity, good management and longer-term perspectives, and MEFMI may serve as an example of a well-run institution producing multiple capacity gains.

To what extent has ownership of new training methodologies/content amongst the learning centres been created or reinforced?

29. Local ownership was a central component for the CIFAL Maghreb, Ibtikari, IDRI and MEFMI projects. Regarding the CIFAL Maghreb and IDRI projects, ownership of the new training methodologies and contents remained with the institutional partners which would certainly reuse the material in the future.
30. UNITAR trains and develops capacities in a wide range of thematic areas, be it on economic or social development, governance, diplomacy, or on training itself. UNITAR programming has addressed training methodologies and tools, the utilization of adult learning principles in instructional design approaches and, through ToT, the replication of knowledge and institutional and individual capacity development. It promoted the introduction of innovation into the implementation of learning and training strategies for ToT as well as innovative learning solutions.
31. The evaluation found that project partners and stakeholders played more than one role in the respective projects. A learning centre, for example, may receive donor funding for a project or initiative and, at the same time, provide scholarships to beneficiaries. A participant may have been sponsored to attend a ToT course but at the same time assume significant responsibilities for resources or budget lines in his or her regular, professional functions. A client donor may have its own training centres and still fund UNITAR for specialized services, training, or knowledge-sharing abroad. Trainers for UNITAR ToT may work for UN agencies and for the private sector, in other occasions. Partners are either substituting, complementing or replacing ToT at national level while they may be involved in national or regional training independent of, or in parallel with, UNITAR. UNITAR may propose and promote technical advancement, sectoral or stand-alone ToT teaching, and thus training and knowledge management solutions while learning centres may have own and/or other models in place. Gender issues and questions of equal representation in training may be promoted by UNITAR while they are more difficult to promote in certain national contexts.
32. To summarize, the stakeholders from partner learning centres directly associated with the six UNITAR projects were often decision-makers responsible for the change management or developmental issues at multiple levels. Depending on the perspective of each stakeholder, problems and solutions may differ on scope, duration, conceptualization, implementation, and cause and effect of learning.

To what extent was the ToT component of the projects relevant to the learning needs of the identified trainers (to be trained)?

33. The six projects included a highly heterogenous group of ToT learners, who represented different functions within and outside of government (including line ministries, diplomatic institutes) and peacekeeping and national anti-corruption specialists attempting to form African networks. Selecting ToT candidates for training was either the responsibility of the partner or a shared responsibility between the local partner and UNITAR.
34. The initiatives reached their intended beneficiaries and their approaches were relevant, both for embedded and stand-alone ToT. Added value was achieved through direct and indirect multiplication effects in learning centres and training institutions and for other individuals mostly from institutions or government administrations as well as from armed forces and civil society. According to the results of the survey, among those trained, staff trainers accounted for 38.4 per cent of ToT participants while 9.6 per cent of the trainers worked as external consultants for a learning centre. Almost half of those trained (48 per cent) indicated having a professional background and/or are certified in training. The evaluation considers this satisfactory since among the remainder there are numerous planners of training including ToT who serve in national institutions, line ministries, armed forces and government agencies and who seem to use the training as a basis for modernizing national or other systems of training. The UNITAR ToT training and knowledge-sharing projects were found to have either a national or regional outlook, with a focus on the introduction of innovative learning methodology and/or on thematic solutions.

4.2 Effectiveness

To what extent did the projects achieve the planned objectives and results, such as filling the gap between existing and desired training capacities of the learning centres?

35. Table 4 (page 11) summarizes the number of training activities outputs (including both ToT and TbT outputs) of the six projects.^{ix} Each of the projects included a distinct ToT training component and in several cases multiple ToT components, with the number of ToT-specific events and training days generally commensurate with the size and scope of the project. While the number of ToT training days varied considerably across projects (from 2 days to 146 days), the range in the number of planned trained trainers was not as wide (from 14 to 27), with almost all projects specifying the number of planned trainers in the respective project description/document. The actual number of trained trainers (199), with the sizable increase over planned trainers resulted from the Peacekeeping project's large number of trained trainer outputs. Beyond outputs, however, Table 4 also records the number of planned indirect beneficiaries (i.e. beneficiaries from TbT), although such beneficiaries were only recorded in two projects (CIFAL Maghreb and Ibtikari) and in one project it was not applicable (MEFMI). It is striking that of the total number of planned indirect beneficiaries from TbT (1,240), only 366 (or 30 per cent) were produced.
36. While the number of trained trainer outputs (237) is impressive, the limited TbT results above should not be equated with lack of use, however. Results from the questionnaire and interviews provided important evidence of use across the six projects. While there was much indirect use recorded, direct use from ToT was found to be greatest among participants from the IDRI, Ibtikari, MEFMI and Peacekeeping projects. Change has been most noticeable where a team or several individuals of the same learning centre has been trained and would introduce the learned into their own professional teaching or planning practice directly. This occurred, for example, at the Cairo Regional Centre for

Training on Conflict Resolution and Peacekeeping in Africa. MEFMI reported broadening its outreach through the successful introduction of e-Learning. Policy-relevant results, networking and regional collaboration have been furthered in the Sahel anti-corruption project and the development of individual projects by beneficiaries was characteristic of the Ibtikari project. IDRI worked with UNITAR repeatedly to deliver diplomatic training after the ToT. However, the involvement of the trained trainers was more limited. The continued collaboration with IDRI has been beneficial to complement its own training offer. At the time of the evaluation, CIFAL had no institutional culture or practice yet because the centre was only physically established in 2017 and no outcome projections could be made at the time of the evaluation.

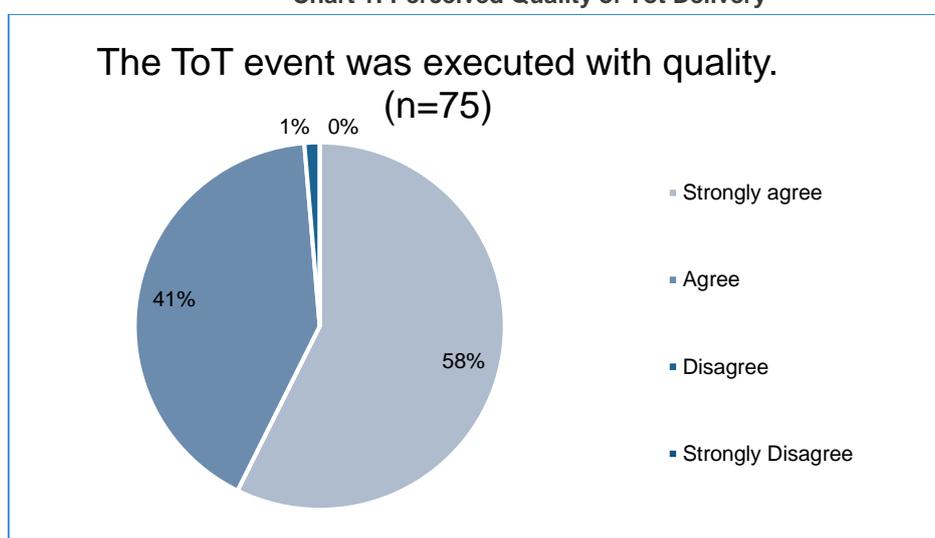
Project	Number of training events	Number of ToT training events	Number of TOT training days	Planned number of trained trainers	Actual number of trained trainers	Actual number of others trained (not TbT)	Planned number of indirect beneficiaries (TbT)	Actual number of indirect beneficiaries (TbT)	Project Budget (\$US)
CIFAL Maghreb	3	1	8	16	16	15	520	0	2,039,411
Sahel anti-corruption	2	0,5	2	18	14	Not specified	Not specified	Not reported	349,780
Ibtikari	23	5	14	24	17	Not specified	720	366	1,883,531
IDRI	19	3	15	20	18	167	Not specified	Not specified*	1,500,000
MEFMI	7	1	5	20	27	Not applicable	Not applicable	Not applicable	231,860
Peace-keeping	26	11	146	Not specified	145	446	Not specified	Not reported	4,748,403
TOTAL	80	21,5	190	98	237	628	1240	366	10,753,005

37. Attributing use and other results to the ToT intervention is always challenging, however. The generic ToC presented earlier holds that the ToT concept is intended to fill a gap between actual and desired capacity to design and deliver training that was either not delivered before or that was delivered with less quantity (i.e. outreach) or with less quality. In almost all projects, there was contribution and sometimes significant contribution, as described above. However, the lack of objective knowledge assessments to certify trainers meeting pre-defined competencies or qualifications renders attribution more difficult. The evaluation found that knowledge is reported as having been acquired, but it was not based on objective assessment of learning in almost all cases. Moreover, certification (e.g. through the issuance of certificates of participation or completion) was not uniformly awarded and in one project, the lack of information provided by UNITAR on certification requirements created a sense of disappointment among project beneficiaries.^{xi} The evaluation concludes that while the projects collectively produced many outputs, with 199 trainers and 433 other beneficiaries trained by UNITAR, there was an important gap between perceived and objective learning performance and a lack of clear criteria for certifying trainers based on pre-defined competencies. While some trainers may have been awarded certificates of completion (or in most cases participation), attesting to fulfilling requirements, UNITAR has not certified any trainers in any of the projects.

What factors may have influenced the achievement (or non-achievement) of the objectives?

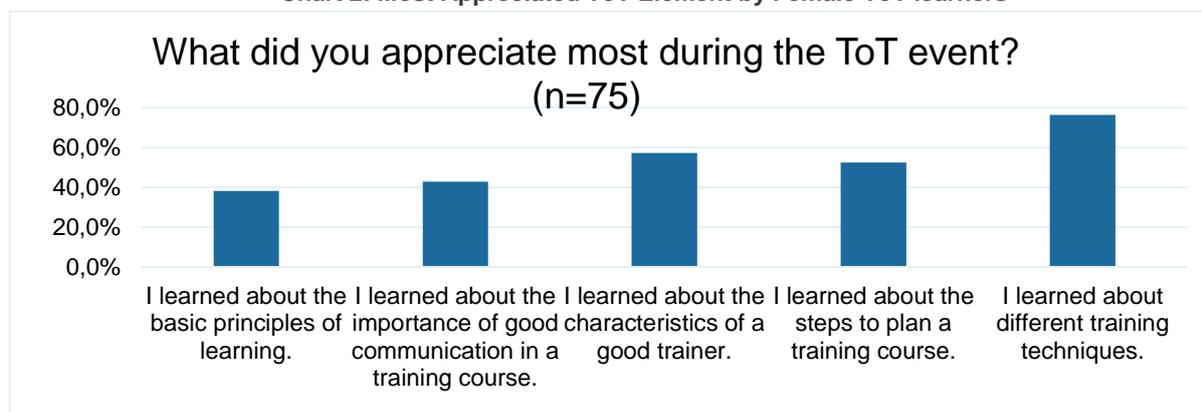
38. The evaluation identified several important factors that facilitated use and application from the ToT, such as quality and ownership and others such as lack of results frameworks, baseline assessments and slow or delayed delivery that prevent achievement of the objectives.
39. While the projects varied considerably in scope and scale, there was widespread agreement among respondents to the questionnaire that ToT was delivered with quality, with 97 per cent of respondents agreeing or strongly agreeing with the statement, as shown in Chart 1 below. This finding was triangulated with the results from interviews and discussion groups with ToT stakeholders. Beneficiaries from the CIFAL Maghreb ToT, for instance, noted the methodological excellence of the training.

Chart 1: Perceived Quality of Tot Delivery



40. Female ToT respondents (28 per cent of respondents, or 21 of 77) had similar perspectives on quality (95 per cent agreeing or strongly agreeing), with 10 identifying themselves as having participated in the Peacekeeping project, 4 from MEFMI, 3 from Ibtikari and one each from the Sahel and IDRI. Some comments point to the fact that they feel that the selection process for ToT has not guaranteed sufficient participation of women in the training. This is strongest among peacekeeping trainees where traditional national armed forces tend to propose larger numbers of men than women.

Chart 2: Most Appreciated ToT Element by Female ToT learners



41. Other important factors contributing to the achievement of objectives include local ownership, as was previously noted for several projects, including undertaking joint needs assessment and design with partners (e.g. Ibtikari and Sahel anti-corruption projects in particular); and pursuing innovative and participatory teaching and learning methodologies.
42. In addition to factors facilitating the attainment of objectives, the evaluation also identified factors that may have hindered the full achievement of objectives. The evaluation found missing logical frameworks and risk and mitigation plans to be factors that prevented monitoring progress towards outcome (and eventually impact) level project performance by both UNITAR and partners. As discussed earlier, a results framework did not exist or was not adequate in project documents specifying intended inputs, outputs, output targets, activities, and indicators. Moreover, while need assessments were performed in all projects, as Table 5 summarizes below, baseline assessments were only undertaken in two of the six projects. In the absence of such assessments, determining whether or to what degree the projects were effective in filling the gap between actual and desired capacities is difficult. Having such frameworks in place would have provided opportunities for clarity and understanding between UNITAR and the benefactors' gaps to be filled and the results to be achieved.

Table 5: Needs and Baseline Assessments

Project	Needs Assessment	Baseline Assessment
Ibtikari	Yes (UNITAR & partner)	Yes
Sahel anti-corruption	Yes (UNITAR & partner)	No
MEFMI	Yes (Partner)	Yes (MEFMI)
CIFAL Maghreb	Yes (Ministry of the Interior and of Local Government)	No
Peacekeeping	Yes (Partner)	No
IDRI	Recurrent (partner)	No

43. Other factors preventing full achievement of results include the length of the ToT. Generally, the projects with more time and financial investments in the ToT specific component saw more use and application than projects with less intensive ToT specific elements. However, in all self-evaluations administered by the programme units, respondents rated the ToT components as too short. In two projects (CIFAL Maghreb and Ibtikari), the local context of the projects contributed to slow rate of delivery. In the case of CIFAL, the context was largely dependent on administrative arrangements of the partner institution, in addition to the UNITAR programme unit changing management during the implementation period. The evaluation found that these two factors contributed to the slow delivery rate, including the fact that no planned TbT outputs were achieved at project closure. With Ibtikari, the highly innovative, participatory, and consultative nature of the project, while creating much ownership and methodological rigour, also produced a slower than expected delivery rate and eventually a mismatch with client expectations.

Wide variation in the formulation of learning objectives

44. Acknowledging that ToT approaches are context dependent and based on needs, duration, and beneficiary attributes, such as prior learning and professional experience, the evaluation found a wide variation in the formulation of learning objectives and types of knowledge: declarative, such as naming, explaining, or recalling (e.g. express the key principles of adult learning); procedural, such as

acting or doing certain tasks (e.g. develop a speech); and meta cognitive, such as know-how to comprehend or solve problems (e.g. develop a culture of self-analysis). Meta-cognitive knowledge acquisition has been supported easiest where senior cadres or responsible programme planning staff attended ToT and adopted UNITAR methodological approaches for future use in central planning tasks related to training.xii

Table 6: Comparison of Learning Objectives and Methods Used for Assessment of Learning

Project	ToT event (days)	TOT Learning objectives	Method to assess learning objectives	TOT Follow-up Event Learning objectives	Method to assess learning objectives
Ibtikari 28 May – 1 June 2016 ¹	5	<ul style="list-style-type: none"> Identify the technical elements related to the necessary strategic and operational approaches that are required for the conceptualization, implementation, management and evaluation of enterprise establishment (knowledge) Utilize approaches and competences related to the knowledge of how to prepare and run training sessions (pedagogical objectives, methodology, training tools, evaluation) Master the techniques of interpersonal communication relevant to one's own presence (to facilitate, to moderate, to facilitate group discussions, to deal with conflict in groups etc.) Develop a culture of self-analysis in order to integrate an approach of evaluation and of the inclusion of corrective measures (almost automatic to serve also the learner / entrepreneur) 	Self-assessment	<ul style="list-style-type: none"> Describe results-based training Identify the different types of learning needs in a specific context Write the specific objectives as an answer to the learning needs Choose training methods which facilitate the achievement of the specific learning objectives Define the term "evaluation" and distinguish it from the terms "tracking" and "monitoring" Describe 4 levels to evaluate a training programme Identify at least 4 ways of measuring the learning Make the distinction between the terms findings, conclusions, recommendations and lessons learned (2 days, 10-11 November 2014) 	Objective assessment and self-assessment
Sahel – Workshop II Training of Trainers 12-20 February 2015 ¹	2	<ul style="list-style-type: none"> Express the key principles of adult learning Describe the basic elements of the ADDIE model for instructional design Explain the development of learning objectives integrating SMART methodologies and verb levels Compare different knowledge retention activities Restate the steps for preparing an environment conducive to learning Describe the four levels of evaluation and their applicability 	Self-assessment	No follow-up event.	

¹ Of the five-day workshop, the last two were devoted to training of trainers.

MEFMI 13-17 April 2015	5	<ul style="list-style-type: none"> • Describe e-Learning and its importance for a training institute • Discuss the importance of quality assurance for MEFMI's training activities • Apply the methodologies and pedagogies in developing impactful online courses • Propose the hardware and software requirements needed to operationalize a MEFMI learning management system 	Self-assessment	No follow-up event.	
CIFAL Algiers 8-10 December 2014	3	<ul style="list-style-type: none"> • Identify personal learning styles; • Adapt training presentations and practical instructions for exercises to different target groups • Improve and evaluate the efficiency of a presentation • Develop a speech and gain skills of persuasion thanks to practical exercises • Develop exercises, simulations and interactive modules to illustrate theoretical concepts • Manage different types of audiences • Facilitate and moderate debates • Manage resistance and objections from the participants 	Self-assessment	<ul style="list-style-type: none"> • Identify personal learning styles • Adapt training presentations and practical instructions for exercises to different target groups • Improve and evaluate the efficiency of a presentation • Develop a speech and gain skills of persuasion thanks to practical exercises • Develop exercises, simulations and interactive modules to illustrate theoretical concepts • Manage different types of audiences • Facilitate and moderate debates • Manage resistance and objections from the participants <p>(3 days, 12-14 July 2016)</p>	Self-assessment
Peacekeeping 9-20 September 2013		<ul style="list-style-type: none"> • Define the role of the trainer • Discuss the principles of adult education • Describe the different phases of the training cycle • Analyse learning needs • Conceive a training session 		No follow-up event.	

² Two additional ToT events were delivered with the same objectives at other national/sub-regional training institutions.

	10	<ul style="list-style-type: none"> • Deliver a training session through the application of interactive methods used in adult education • Develop a monitoring and evaluation framework • Apply the instruments of personal transformation for self-development 	Self-assessment		
Peacekeeping 27-31 October 2014 (Phase III) ³	5	<ul style="list-style-type: none"> • Define the role of the trainer • Discuss the principles of adult education • Describe the different phases of the training cycle • Analyse learning needs • Conceive a training session • Deliver a training session through the application of interactive methods used in adult education • Develop a monitoring and evaluation framework • Apply the instruments of personal transformation for self-development 	Objective assessment or self-assessment	No follow-up event.	
IDRI – Diplomacy 11-13 March and 22-24 April 2013	6	<ul style="list-style-type: none"> • Identify personal learning styles • Adapt training presentations and practical exercise to different target audiences • Develop the right message and acquire competencies for persuasion through practical exercises • Enhance and evaluate the effectiveness of a presentation • Develop exercises, simulations, and interactive modules to illustrate theoretical concepts • Manage different types of audiences • Facilitate and moderate debates • Manage resistance and objections from participants 	Self-assessment	No follow-up event.	

³ Two additional ToT events were delivered with the same learning objectives to a different cohort of beneficiaries over a period of 10 days at other national/sub-regional training institutions.

<p>IDRI – Diplomacy 7-8 November 2013 and 2-3 December 2013</p>	<p>4</p>	<ul style="list-style-type: none"> • Formulate, structure and draft effective and convincing presentations • Recognize and take into consideration personal styles of learning and adapt presentations for use with different audiences • Apply the techniques and concepts of training and distinguish between different styles and forms of training • Speak publicly in a diplomatic context • Prepare and conduct negotiation simulations 	<p>Self-assessment</p>	<ul style="list-style-type: none"> • Appreciate the workload of preparing a diplomatic training • Combine the individual and collective aspects of this preparation. Become experts in the fields of facilitation • To put into practice the theoretical and practical knowledge acquired during the training of trainers both during the preparation of the workshop and in its implementation • Have a clear idea of the process from preparation to the implementation of a training <p>(2 days, 2-3 December 2013)</p>	<p>Self-assessment</p>
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45. The learning objectives and methods used to assess learner achievement are listed in Table 6 in the preceding pages. In all but two cases, the methods used to assess the achievement of objectives were learner self-assessment. While a broad range of objectives may provide a degree of richness and may have resulted from the contextual particularities of each project, the evaluation found that such wide variation also displays an overly decentralized and subjective-based approach to assessing ToT capacities at UNITAR.

How effective has UNITAR support been following the delivery of ToT activities to support the autonomy of the learning centres?

46. Learning centres are central to ToT success. By aiming to increase the efficiency and effectiveness of training, a commitment to long-term capacity development is not only expected, but essential. ToT is a cornerstone to meeting longer term capacity development needs, and learning centres are seen by UNITAR as a central component of knowledge transfer. The MEFMI projects serve as a good example, where the aim of achieving autonomy in delivering online learning was linked to more staff administrators becoming technically skills for this delivery modality. Yet, in a number of the projects, the evaluation found that learning centres were not always central to the ToT strategy, but a choice that was made based on budgetary considerations, funding source, opportunity or thematic orientation of the project.^{xiii} ToT was thus not always based on the premises of strengthening the learning centres, at least as a direct, intended outcome; where this was the case, internationally recruited short-term consultants delivered the training.

Mentoring and coaching, and TbT

47. In the immediate term, mentoring and coaching are important follow-up functions and part of UNITAR services. While mentoring and coaching were explicit elements of the Peacekeeping project and, to some degree, in the MEFMI, Ibtikari and IDRI projects, the evaluation found that there was generally infrequent ex-post mentoring or coaching after a ToT event.^{xiv} Some evaluation correspondents viewed mentoring as a process subject to technical solutions, whereas others favoured mentoring in its original understanding as a face-to-face or distance-based (e.g. Skype) activity. Some understood mentoring as a one-time observation and advice provided during an ongoing training. This kind of mentoring was mostly reserved for TbT components.
48. Evaluation correspondents from interviews and focus groups who had the opportunity to benefit from UNITAR facilitated TbT expressed satisfaction with UNITAR's post ToT support and their ability to apply training-related knowledge and skills. They considered TbT to be a logical continuation of ToT and recommended it to be an integral part of UNITAR ToT planning and execution. Several correspondents advanced the idea that regular refresher trainings should be offered, with TbT as one of its supporting elements.
- 49.
50. The evaluation found that the lack of certifying trainer competences also played a role in limiting the autonomy of learning centres. While many ToT learners completed ToT training and received certificates of participation and in some cases certificates of completion, the training competencies of the ToT learners were not certified by UNITAR. In fact, in one case, the evaluation found that certification requirements were not clearly communicated by UNITAR or clearly understood by the ToT learners, and that this lack of clarity produced a sense of disappointment among the ToT learners who had expected to receive certificates attesting successful completion of the ToT training but only

received recognition of participation. Several partner organizations and ToT participants expressed their hope that UNITAR would become more pro-active in certifying competencies, and that it would be useful to ensure a more structured ToT follow-up with supervised application of knowledge and skills learned. ToT learners having undergone both phases successfully could, for instance, be eligible for a certification of competence, which would provide a valued designation for trainers and learning centres alike.

Exit strategies

51. How long follow-up support is required to ensure successful implementation or what is or should be the exit strategy of a ToT project are important questions to ask. In the document review of projects in the cluster, the evaluation found that exit strategies were not addressed upfront, at least explicitly. Exit strategies may have been understood implicitly, however, with project closure or with the degree of local ownership in addressing needs or ensuring project delivery.
52. In addressing exit strategies, the evaluation recognizes the different funding modalities of the cluster of projects, with four projects funded on an exchange revenue basis and two on the basis of donor funded, non-exchange revenue, and that defining an exit strategy may be easier and expected for donor-funded as opposed to client-funded projects. Regarding the latter, in commercial transactions, the ability to remain a relevant player in the ToT market is inherently tied to the interest and ability to demonstrate competence in and sensitivity to new trends and regional needs, to spot niches based on market or industry needs and to constantly improve services that can be deployed in a timely manner. In short, it requires service providers to be positioned to offer products and services and the availability and interest to deploy expertise to remain competitive.
53. The comparative advantage of UNITAR in the ToT market is related to the Institute's universality as a UN entity. It comes with the trust of partners in compliance with UN norms and standards and in proposing ethical and high-quality learning solutions. It comes with a track record in cutting-edge technology and its ability to serve as a reliable partner in the design and delivery of quality training. Comparative advantage also relates to emotions and the customer expectations that, while certain private training service providers may come and go, UNITAR will be there as their partner in the future. Determining what type of ToT exit strategy should be agreed with the donor and local partner should bear in mind this multi-faceted logic and the need to balance the desire to continue offering services with the need to transfer complete ownership to the partner.

4.3 Efficiency

54. Efficiency is a function of how cost-effective and timely projects can produce outputs from activities. Assessing efficiency entails consideration of the nature of the inputs (expertise), activities and outputs, both in quantitative and qualitative terms, as well as how timely the outputs were delivered. This evaluation limits its efficiency analysis on the characteristics of the ToT activities, the number of ToT activities and ToT outputs and, if planned, TbT outputs, as compared to the costing of the ToT components, and the degree to which projects pulled resources for mutual benefit. The analysis also looks at costs of alternative approaches but does not undertake a cost effectiveness analysis.
55. Total funding of the six projects amounted to \$10,753,005. The Peacekeeping project was the largest initiative at 44 per cent of total funds across the projects in the cluster, followed by the CIFAL Maghreb,

Ibtikari, and IDRI projects funded by Algeria (together representing roughly 50 per cent of the total funds), as shown in Table 7 below.

Table 7: Project budgets and percentage of total cluster

Project	Percent of total	Budget (USD)
Sahel anti-corruption	3,25%	349,780
MEFMI	2,16%	231,860
Peacekeeping	44,16%	4,748,403
Ibtikari	17,52%	1,883,551
CIFAL Maghreb	18,97%	2,039,411
IDRI	13,95%	1,500,000
Total	100%	10,753,005

56. The evaluation attempted to isolate the costing of the ToT components of the projects based on the programme unit's estimation. Of the projects' cumulative budgets, an estimated \$4,158,150 (or 38 per cent) was spent on ToT specific activities as shown in Table 8 below. It is important to emphasize that these amounts were taken directly from programme management and were not based on certified financial reports, since budgets and expenditures did not include a breakdown of expenditures for ToT-specific elements.
57. The largest ToT element by far was delivered in the Peacekeeping project, at 75 percent of the total project budget. While considerable, this can be expected, given the large number of ToT activities and outputs (see Table 4), and it is likely that the investment in the ToT component is directly responsible for the outputs achieved. Interestingly, however, two other projects which the evaluation found to contain significant ToT design components, CIFAL Maghreb and Ibtikari, only contained 4 per cent and 8 per cent of budgeted resources for the ToT components, respectively. Assuming that estimations were correct, this preliminary analysis suggests that underperformance of the two projects, which only delivered cumulatively 30 per cent of TbT outputs, may have resulted from under-expenditure on ToT elements. Although Ibtikari underperformed in terms of delivering TbT, it was the most efficient across the six projects, with 366 TbT or 22 TbT per trained trainer. What is striking, however, is that across the six projects, the total number of trained trainers only produced 1.5 TbTs. This finding can be largely attributed to four of the six projects not having planned TbT outputs as part of the project design.

Table 8: Estimated Costing of ToT Components

Project	ToT estimated percent of total budget	Amount (USD)
Sahel anti-corruption ^{xv}	0,60%	26,000
MEFMI	5,37%	231,860
Peacekeeping	74,97%	3,236,973
Ibtikari*	8,11%	190,500
CIFAL Maghreb	4,00%	172,817
IDRI	6,95%	300,000
Total		4,158,150

58. Often, ToT components and initiatives are seen to have been executed at reasonable cost and efficiently, and the Sahel anti-corruption programme may serve as a particularly good example. In

comparison, the CIFAL Maghreb project appears to have been less cost-effective and the project partners viewed the costs as high in comparison with the output achieved. The project took five years to produce 16 trained trainers, and this was due partly to the administrative arrangements of the project, as well as the lack of an entry strategy and clarity on roles between UNITAR and the donor, and the lack of a risk assessment and mitigation strategy. With this observation, CIFAL is also an example of unintended results, since the ToT component proved to be very well suited to the needs of the government planners from Algerian line ministries and specialized agencies who attended the ToT, and who reportedly used components and methodology from the training for the restructuring and modernization of training services for civil servants in Algeria and for the further qualification of the labour and employment sector. The CIFAL Maghreb project therefore had unexpected and indirect beneficial effects and stimulated central government planning beyond the creation of CIFAL as an institution. For the Ibtikari project, difficulties to break down ToT costs point to a limited planning value of initial cost attribution, and it is likely that ToT activity costs may have been greater. In no case is there an assumption of deliberate negligence or mismanagement though.

To what extent have outputs been produced in a cost-effective manner (e.g. in comparison with alternative approaches)?

59. It is difficult to compare the six initiatives with non-UNITAR alternatives. Primarily, this is due to the inclusiveness of costing or, in some instances non-inclusiveness of all related costs, tailor-made character of the individual initiatives, to the need to pay subsistence at market rates and to UNITAR's mix of learning objectives and instructional design. The International Labour Organization's International Training Centre (ILO-ITC), for example, charges a tuition plus subsistence-based total cost of €4,160 for a two-week ToT course, of which tuition accounts for €2,810 of this amount.^{xvi} A two-day ToT in London in May 2017 was offered by a private sector company for £995 plus VAT.^{xvii} A German Chamber of Commerce Training Centre charges €1,980 in participants' fees for a five-day ToT^{xviii}, and an additional €610 for certification and €180 for course-related training material in 2017. These are, however, all stand-alone ToT courses, as opposed to ToT being embedded in a broader project designed to strengthen capacities of learning centres.
60. All ToT activities were implemented through face-to-face delivery methods requiring travel and logistical arrangements; alternative costing for alternative forms of ToT is not available.^{xix} The feedback of the vast majority of participants is that face-to-face training is essential to the success of ToT which suggests that its planning requires adequate costing of physical training events of adequate length. The face-to-face delivery methods likely had consequences on the delivery timeline and that alternative approaches such as e-Learning, while start-up costs may be high, may prove to be of use in the future.

Timeliness of project delivery

61. In practically all ToT initiatives, intended and unintended changes have occurred, mostly in the form of delays and comparatively more often for CIFAL Maghreb, Ibtikari and IDRI than in the other projects of the cluster. Half of the projects started or ended after planned dates and went through phases of adjustment and modification. The evaluation found that delays resulted in part from administrative and legal characteristics of the project design. Clearer and more uniform contract standards and the use of standard clauses and agreed procedural milestones would diminish these delays and reduce transaction costs.

To what extent have the initiatives produced a multiplier effect in terms of responding to training needs of other beneficiaries?

62. The evaluation did not find strong evidence of efficiency gains based on planned Tbt output delivery. Ibtikari, CIFAL Maghreb, Sahel anti-corruption and the MEFMI projects were all prototype developments, only partially replicable but customer-oriented and customer-specific. IDRI and the Peacekeeping projects are replicable and either stand-alone ToT and thus replicable. Replicability of the CIFAL Maghreb and the Sahel anti-corruption projects could be achieved provided that funding were to be secured. The evaluation did not find much evidence of sharing of resources to develop learning material.
63. Multiplier effects and efficiency gains were not always achieved, not least because these centres are not always considered central to the success of the ToT initiative. At times, and depending on the project orientation and location, the empowerment of a learning centre is not paramount to the achievement of results. These initiatives generally used short-term consultants in ToT. The desired multiplier effects for training institutions are achieved where local conditions train their own trainers through the UNITAR facilitated ToT and where they support the use and replication of the acquired knowledge and skills. The initiatives are considered to have produced a multiplier effect in terms of responding to the training needs of beneficiaries other than those directly benefiting from UNITAR facilitated ToT. This is particularly true for the learning centres where replication effects were achieved but also a somewhat valid observation for the other initiatives.

4.4 Impact

What real difference have the ToT projects made to the strengthening of the learning centres?

64. Assessing impact of ToT programming presents challenges for at least two reasons. First, the absence of a robust results framework for the projects specifying what longer-term objectives or changes are expected in most of the projects renders this task difficult, if not impossible. Second, while the timeline of the evaluation spanned several years, some of the projects in the cluster had shorter implementation periods rendering impact level changes unlikely within the project period.

To what extent have the learning centres integrated their new courses and training methodologies into their curricula and delivery methods?

To what extent have the learners of the trained trainers developed knowledge, skills and/or awareness to respond to specific learning needs?

65. The evaluation found all six projects having produced multiplier effects, but the effects have been unevenly distributed. The Peacekeeping project produced the single largest number of trainers. Peacekeeping training thus had the largest output in terms of beneficiaries and regional distribution of participants. Its multiplier effects reached national armed forces, civilian, police and military across the African continent. Similarly, the Ibtikari project produced 366 trainees from the cohort of 17 trained over 42 sessions and 210 training days. Based on self-evaluations, 92 per cent of trainee respondents rated the trainers as competent, 84 per cent found objectives met, 93 per cent rated the training content relevant and 87 per cent useful. 86 per cent of the trainees had obtained certificates of completion.

66. In comparison, the Sahel law enforcement / anti-corruption numbers of participants seem small. Yet, here the seniority of participants adds to multiplier effects across the African continent. The same applied to CIFAL Maghreb participants and to Algeria where participants tended to come from centrally placed agencies and institutions of the Algerian civil service. Throughout, those trained have shown enthusiasm and appreciation for their UNITAR ToT initiative and they have replicated tools and methods often very soon after their return. For MEFMI practically no staff fluctuation has occurred since 2013 and the ToT has been mostly technical in nature with the aim to introduce e-Learning. MEFMI was able to establish a quality assurance framework and introduce e-Learning as a delivery method to complement its face-to-face training in the field of public finance and related subjects.
67. The degree and extent to which the learning centres have integrated new courses and training methodologies into their portfolio and delivery methods depends very much on their funding situation; the availability of qualified, dedicated and core training staff; and the availability and use of own methodologies in the beneficiary organizations. There is compatibility of approaches, instructional design and working methods between UNITAR and most of its partners. Some partners of UNITAR – including learning centres - have budgets that match or exceed designated budgets of UNITAR, or they can mobilize trainers or fellows contributing on a pro-bono basis. Here, UNITAR’s ability to transfer and anchor approaches was found to depend on cutting-edge or niche filling capability and on showing and demonstrating comparative advantage.
68. The evaluation also found significant unintended changes. While no TbT took place in the CIFAL Maghreb, ToT beneficiaries have taken tools and methods for future use. Concise and high-quality outputs and outcomes are achieved where partners are creative, mindful of internal and external dynamics, where they respect the potential and limitations of each partner and where both partners are resourceful and capable of innovation and constant quality delivery. CCCPA does careful programming in a difficult policy environment for the benefit of the centre and its training topics.
69. It is beyond doubt that most learners from the six projects developed knowledge, skills and/or awareness to respond to specific learning needs. These positive effects are emphasized by participants upon completion of their events and confirmed by the survey for this evaluation. While the impact is not the same throughout, findings support the conclusion that impact has been achieved in all initiatives.
70. Results from the questionnaire point to some factors that prevent efficiency gains through ToT. These factors relate to the inability of trainers to replicate newly acquired skills and knowledge at home and/or in their home institution. Some respondents reported obstacles in introducing more modern training methods or more cost-intensive training in smaller groups, some found it difficult to upgrade and modernize instructional design after ToT training. Management for change options are identified but they cannot always be pursued in countries where training departments are either understaffed, underfunded or both. Finally, nominations for ToT at times come with seniority in management structures rather than functional responsibility.
71. Other factors limiting impact include training durations which are often perceived as short at the expense of practical exercises to better anchor behavioural change. Impact is also limited where nomination processes are not sufficiently gender-sensitive to aim at an equal or close to equal representation of women in the group of learners. It is too early to provide a conclusive statement about the longer-term impact of all six projects but so far results are by and large encouraging.

72. The evaluation survey points to multiple and varied uses of the training, always in direct connection with learning needs, design, materials, delivery of training events or presentations and for the assessment and evaluation of training events. The predominance of male ToT users is confirmed by the survey as well as by the data provided by individual projects. The survey shows that some 27 percent of beneficiaries' work as trainer full-time while more than 44 per cent work as trainers part-time. Most others also train occasionally. The ToT group is therefore much more likely than an average group of training beneficiaries to use their acquired skills and knowledge.

4.5 Sustainability

To what extent have the ToT projects contributed to sustaining the capacities of the learning centres in the long term?

73. Sustainability of training centres: The extent to which the UNITAR supported ToT initiatives have contributed to sustaining the capacities of the participating learning centres in the long-term depends on the size and length of UNITAR support in comparison with the funding available at centre level. It appears that some training institutions have budgets that exceed those of UNITAR largely while others see in UNITAR a sizeable and stable institution. Most partners like to keep sustained relations with UNITAR for their ToT due to UNITAR being part of the UN system and they name quality and impartiality as its strength.
74. Sustainability through intensified networking and partnership: Fostering networks and partnerships are underestimated, at times, in their dynamics. A surprising finding is the extent to which certain training centres initiate and establish active alliances and seek funding collaborations for ToT as part of their regular training portfolio. The planned CIFAL Maghreb was planned to be located on the grounds of the Ecole nationale de l'administration in Algiers beginning in 2017. Contacts have been established by its founders with bilateral donors (e.g. China, France, Germany), the European Union and with institutions abroad that offer training for the public sector, such as Spain for tax administration training, China for free-of-charge courses in Shanghai and France, where training similar to that in Spain is offered as well as performance management in Marseille and township planning in Paris. An action plan has been concluded with China for the years 2017-2018. Collaborations exist also with universities in Canada and with European and local universities. Algeria has some 600,000 civil servants of which 350,000 work at regional and local level. Of the total, 13,000 are currently in further education and 11,000 civil servants have already completed their training. 15 permanent master trainers were available for public service training and their numbers were expected to increase to 60 with the assistance of the European Union. The training market in Algeria is therefore dynamic, expanding and interesting in terms of sustainability of UNITAR action. The founders of CIFAL Maghreb planned to invest in interactive training, e-Learning, training methodology, and evaluation, concept development and adult education and, in thematic areas, such as participatory democracy, planning, and fiscal training. A sustained collaboration with UNITAR would be desirable since it offers added benefits in the form of free-of-charge knowhow and well executed training. CIFAL founders themselves view sustainability as working with other CIFAL centres, and there are thus two perspectives.xx
75. IDR1 as the diplomatic training and international relations institute of the Ministry of Foreign Affairs of Algeria formulates a clear request for the sustainability of collaboration with UNITAR and asks for two courses per year, one for young entry-level diplomates and one for senior diplomatic staff. It describes

its collaboration with UNITAR as a clear win-win-situation with the customer in charge of its direction. Depending on budgetary flexibility and compared to the past, one might request more training in Algeria than abroad in the future.xxi

Are the trained trainers continuing with the design and delivery of training in their respective learning centres?

76. Continuous design and delivery of training by trained trainers have been observed in both Egypt and Algeria and for training centres with a wider catchment area and up-to-date communication and information-sharing. Various partners point to the fact that, with projects ending, websites are either no longer updated, are no longer available or become dysfunctional. One of the tasks in sustainability is the careful handover of website administration to national partners. This is part of exit strategies for ToT and enables trained trainers to not only design but also execute training in the future.

To what extent have the learning centres used fewer external capacities to design and deliver training following the ToT initiatives?

77. No uniform picture can be provided in response to this last question. It is simply unclear whether all learning centre / training facility staff met or interviewed are full-time, part-time or affiliated. Among the affiliated staff there may be persons who teach at universities, or have salaries paid by other institutions while they render services to training institutions. The exception is MEFMI where all staff met was regular MEFMI staff. Yet, MEFMI also works with a wide network of affiliations.

78. In terms of time-limited projects, Ibtikari may serve as an example for clarity. Here, the trained trainers were by and large all paid from sources external to the project. For IDRI and the Sahel anti-corruption projects, all trainers were external consultants. Again, it should be emphasized that learning centres have not been throughout the focus of ToT.

79. Replication and profiling: For sustainable gains to occur, ToT would have to be more oriented towards replication instead of proto-type development. This is not to be misunderstood as a call for declining opportunities to innovate. But for UNITAR to play a more significant role in ToT, replication, and re-use of self-developed or adapted learning material is desirable. This makes the operation more economical and targeted and requires a partnership structure which creates or adds profile. UNITAR delivers by and large very good products but it is not perceived as an agency with a ToT focus.

80. Financial sustainability: With the exception of peacekeeping, projects in the cluster contained no budget allocations for ToT components above \$300,000. The evaluation found that from the point of view of the Institute, excellence of the product should be the starting point but achievable income from ToT should certainly also matter. Innovative and developmental solutions are already in the foreground of discussion, but economically interesting solutions are also required for the ToT sustainability. The question is indeed how existing collaborations can be better used to finance ToT. CIFAL centres, for example, may indeed be a partner for UNITAR in this.

81. Sustainability as sharing of expertise and resources: Several partners defined sustainability as sharing expertise and pointed to UNITAR as having to establish a pool of ToT trainers which then would reference quality trainers in ToT for the use of its partners.

82. Comparative advantages and suitability: The analysis of the cluster of projects suggests that comparative advantages in ToT exist for UNITAR and that by leveraging these advantages UNITAR could promote ToT sustainability and further develop its expertise and portfolio. It is found that these elements include but are not necessarily limited to the following areas:
- UNITAR's experience and know-how in the area of ToT;
 - Dedicated staff combining technical and applied expertise;
 - Expertise in core areas such as diplomatic training and peacekeeping;
 - Networks with like-minded organizations and institutions including UN specialized agencies and research bodies in the Geneva region;
 - Partnerships at the level of its subsidiary offices and affiliated training centres on instructional design;
 - Ability to learn from both successes and challenges and to confront and embrace change;
 - Innovative potential and flexibility;
 - Instructional design and knowledge management capacity;
 - New media / multiple media orientation and e-Learning focus; and
 - Focus on tailor-made and standard solutions in defined areas of ToT expertise.

Partnerships, job-sharing and the creative use of niche markets

83. On multiple occasions, partners inquired about the possibility of a closer collaboration with UNITAR in the light of the quality of its output. This was reported during field visits to Algeria, Egypt and Zimbabwe.xxii UN agencies in Algeria repeated that call, calling for a Memorandum of Understanding approach or closer project implementation. Based on interviews with a variety of partners, lateral alliances to development ToT could include partnerships with the following entities:
- UN agencies, in particular UNDP and the International Labour Organization;
 - CIFAL centres;
 - Other peacekeeping training institutions active in the field of pre-deployment;
 - Learning centres with a solid resource base, such as diplomatic academies or public sector training centres in individual partner countries; and
 - Individual donors with a focus on thematic areas of UNITAR programming.

5. Conclusions, recommendations and lessons

84. ToT is not one of UNITAR's broad programme areas of intervention or an explicit core function, but it does reflect an increasingly common strategy used to increase programme efficiencies through the strengthening both individual and institutional capacities. ToT varies considerably across the cluster of projects, including thematic orientation, funding modality, degree of ownership by local partners, administrative arrangements, length and place of project implementation, length of ToT training, instructional design, replicability, group size and composition, as well as follow-up from post-training communities of practice, mentoring and advising.
85. ToT has helped UNITAR diversify and develop its programme portfolio, increase the size and scale of projects and make more impactful contributions to the development of individual and institutional capacities. In terms of relevance, the evaluation found much alignment with the overall UNITAR strategy and programme of work, although as a service provider, institutional recognition of UNITAR ToT was found to lack visibility. With the exception of course announcements and reference by the

Special Committee on Peacekeeping Operations of the United Nations Peacekeeping, it was difficult to find references to ToT, however.

86. Effectiveness varied across the cluster of projects, as some proved to achieve more results than others. Some projects produced many ToT outputs (i.e. trained trainers), while other projects failed to achieve the planned number of trained beneficiaries from the trained trainers. The evaluation found that results frameworks and risk mitigation plans were either missing or inadequate in the project or proposal documents. Consequently, project documents did not provide project stakeholders with a common understanding how ToT initiatives would develop the capacities of learning centres and what potential risks could mitigate the achievement of planned outcomes.
87. While the evaluation acknowledges the importance that ToT projects are grounded in the particularities of local contexts, the evaluation found that they lacked a coherent approach to ToT across UNITAR programme units. Although projects in the cluster were distinct, all six comprised a clear ToT dimension with sessions, modules or entire workshops devoted to training needs analysis, instructional design, etc. The review of documents and interviews revealed, except for one project, the lack of a competency framework for trainers. Selection of trainers to be trained was done either by the client or by the client and UNITAR, although qualifications were for the most part undefined. Learning objectives of the ToT sessions were formulated quite differently and did not reflect a coherent institutional approach. Except for one or two ToT specific events, achievement of learning objectives was based on subjective self-assessment by learners and the award of certificates attesting participation. While the results of self-assessments of learning clearly indicated an increase in knowledge and skills and while self-assessment provides certain advantages such as learner engagement, certifying competency of trainers cannot be done using learner self-assessment alone.
88. One of the overarching objectives of ToT initiatives is the development of endogenous capacities of learning centres to respond to needs and decrease reliance on training expertise from abroad. Enhanced capacities of learning centres should, ultimately, translate to decreased reliance on the capacities of external learning centres as service providers. In fact, in one of the projects of the cluster, one year following the delivery of the project with a clear ToT dimension, UNITAR was called back to deliver training. None of the six projects included an explicit entry or exit strategy communicating clear understanding on the role of UNITAR and the partner, including the donor or client, at project start up to project conclusion and follow-up. The lack of an entry and exit strategy could compromise the sustainability of results.
89. UNITAR ToT-related programming is maturing and merits continued programmatic focus and resources. UNITAR's institutional mandate as a global service provider of training using both face-to-face and online delivery methods provides a promising backdrop to develop a ToT niche market. At the time of the evaluation, however, this market was very much underdeveloped from an institutional perspective, despite various ToT-related projects and stand-alone ToT courses. UNITAR programme units have pursued ToT through their specific approaches in the absence of much knowledge-sharing or a coherent institutional approach. Regular attention has been paid to the pro-active identification of niche markets and its managers and leadership will have to continue to invest heavily in cultivating and retaining donors and clients. In times of public budget constraints and stagnating economies this task is demanding. Exchange and collaboration among managers of different UN agencies and other partners may make fund-raising easier.

Recommendations

90. The evaluation issues a set of five recommendations.

Recommendation 1: Theory of change and results frameworks

UNITAR should ensure that future ToT projects contain a clear ToC and results frameworks with measurable and objectively verifiable indicators at the levels of outcomes and impact, based on needs and baseline assessments. It is also recommended to ensure that results frameworks include assumptions on moving from one level of results to another, and risk mitigation plans are developed and communicated to project stakeholders.

Recommendation 2: Standard competency framework with harmonized learning objectives

UNITAR should develop a trainer competency framework with standardized learning objectives, methods and assessment criteria for a ToT certification which can be used across all UNITAR programmes, with the understanding that some degree of customization to cater to the particularities of the targeted beneficiaries would be required.

Recommendation 3: Formalize certification of competencies or another recognition mechanism

UNITAR should develop a common objective assessment tool to include knowledge and performance-based testing to certify ToT competencies (knowledge, skills, behaviors/attitudes) and ensure that the tool is applied consistently across ToT programming.

Recommendation 4: Entry and exit strategies

UNITAR should ensure that all ToT projects contain a well-defined entry and exit strategy in consultation with the beneficiaries and donors, clarifying understanding between UNITAR, the learning centre and the ToT beneficiaries at the start and conclusion of the project, and a strategy for disengagement of UNITAR over time. This is important to manage expectations, enable sustainability and provide a benchmark for UNITAR engagement and measuring and evaluating the change that UNITAR services have provided to its clients.

Recommendation 5: Programme lead and promoting a niche market

UNITAR should assign a ToT programme lead at UNITAR to coordinate the development of a common approach to designing and delivering ToT related programming, and use this coordinated approach to leverage UNITAR's mandate and experience in developing a niche market to enhance visibility of UNITAR expertise.

Lessons

91. Several important lessons can be learned from the evaluation:

Needs assessments and medium to long-term engagement. Successful ToT initiatives take time and require a careful and thorough assessment of needs and medium to long-term engagement in which capacities of learning centres can be developed through training, mentoring and coaching strategies, as well as through regular monitoring and follow-up before disengagement of the ToT service provider. The timing of disengagement needs to be carefully considered and discussed by the service provider and the beneficiary: disengagement too early could compromise impact and sustainability; disengagement too late

could lead to reliance on the service provider and long-term inefficiencies in the ToT strategy for the beneficiary.

Institution-based. ToT initiatives that are institution-based are likely to produce more enduring results, as trained trainers of learning centres (whether they are staff or consultants) are more likely to have training opportunities in the medium to long term. While an institutional basis for ToT is a necessary condition, it is not sufficient, however.

Partner ownership, buy-in and clarity in roles. Successful ToT requires a spirit of multi-stakeholder partnership, buy-in and clarity in roles by the ToT service provider, the beneficiary institution/client, the donor (if applicable) and the individual trainers to be trained. A lack of clarity in the ToT partnership concept or the roles of any of these stakeholders can compromise the success of the engagement.

Annex 1: Terms of Reference

Cluster Evaluation of UNITAR Training of Trainers Programming

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1. Background

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. Learning outcomes are associated with about two-thirds of the Institute's 450-some events organized annually, with a cumulative outreach to over 40,000 individuals (including 25,000 learners). Approximately three-quarters of beneficiaries from learning-related programming are from developing countries. UNITAR training covers a number of thematic areas, including activities to support 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; decentralized cooperation; and resilience and disaster risk reduction.

Over time, the Institute's focus on learning has evolved from not only aiming to expand its outreach to beneficiaries and address the needs of individual learners, to also working to increase the efficiency of its training by enhancing the capacities of learning centres in developing countries with innovative methodologies to design and deliver training through face-to-face and/or e-Learning approaches. To achieve this objective, UNITAR has developed or strengthened existing cooperation with a number of learning centres in developing countries through training-of-trainer (ToT) or related initiatives. For the

purpose of this evaluation, UNITAR has identified a cluster of six projects in which institutional capacity development through ToT has played an important role.

These projects include:

- Partnership between UNITAR and Algeria on the Establishment of an International Training Centre for Local Actors of the Maghreb (2011 - 2015);
- Training of Algerian Diplomat-trainees and Senior Officials (2012 - 2014);
- Enhancing the Capacity of African Peacekeeping Training Institutions (2012 - 2015);
- Developing e-Learning Capacities of the Macroeconomic and Financial Management Institute of Eastern and Southern Africa (2015 - 2016);
- Training and follow-up on entrepreneurship for young graduates from Algeria (2012 - 2016);
- Law Enforcement Anti-Corruption Training Programme for the Sahel Region (2015-2016).

The projects are of varying degrees of scale, duration and complexity, and are related to training in decentralized cooperation, diplomacy, peacekeeping, public finance and trade, youth entrepreneurship and anti-corruption. Three of the **six** projects are implemented in the French language in collaboration with different government institutions in Algeria; one project is implemented in English, French and Portuguese with training activities taking place in multiple countries with different national/regional partners; one project focuses on supporting a regional training institution in the development of its own e-Learning capacity and one project focuses on anti-corruption. Annex I provides a synopsis of the **six** projects selected for this cluster evaluation.

2. Purpose of the Evaluation

The purpose of the evaluation is to provide evidence that the Institute's approach to developing the capacities of learning centres in developing countries is producing the intended results and creating efficiency gains in the delivery of UNITAR training. The evaluation should not only assess the performance of the projects, but it should also seek to answer the 'why' question by identifying factors contributing to (or inhibiting) the successful implementation and achievement of results. The purpose of the evaluation is also to provide recommendations and lessons-learned on the strengthening of institutional capacities of learning centres, including identifying what methods or approaches work well and why, since ToT will likely continue to play an important role in the Institute's strategy to respond to learning and capacity development needs at the country level. In this sense, the results from this evaluation will contribute to guiding the development of similar ToT/institutional capacity strengthening projects in the future. Following the finalization of the evaluation report, the use of the evaluation will be promoted by sharing it internally within UNITAR, and externally with donors and other project partners.

3. Scope of the evaluation

The evaluation will focus on the ToT-related components of the **six** projects which were under implementation during the period of January 2012 – June 2016.

4. Evaluation criteria

The evaluation will assess the projects against the following criteria: relevance, effectiveness, efficiency, impact and sustainability.

- Relevance: Is UNITAR's ToT programming reaching the targeted participants and is the approach taken through the projects relevant to the learning centres' needs and priorities?

- Effectiveness: To what extent have UNITAR ToT initiatives produced the planned outputs and have made progress towards attainment of intended outcomes?
- Efficiency: How cost efficient were the outputs produced? Were there alternative, less resource-intensive means to produce the outputs?
- Impact: What cumulative and/or long-term effects have been produced from the ToT initiatives, including positive or negative effects, or intended or unintended changes?
- Sustainability: To what extent are the planned results likely to be sustained in the medium to long term?

5. Key Evaluation Questions

The following questions are suggested to guide the evaluation:

Criterion	Key evaluation questions
Relevance	<p>To what extent are the ToT initiatives, as designed and implemented, suited to the institutional needs and priorities of the respective learning centres/training institutions?</p> <p>Are the activities and outputs of the initiatives consistent with their respective goals and objectives?</p> <p>To what extent has ownership of new training methodologies/content amongst the learning centres/training institutions been created or reinforced?</p> <p>To what extent was the ToT component of the initiatives relevant to the learning needs of the identified trainers?</p>
Effectiveness	<p>To what extent have the ToT initiatives achieved the planned objectives and results such as filling the gap between existing capacities and desired training capacities of the learning centres/institutions?</p> <p>What factors may have influenced the achievement (or non-achievement) of the objectives?</p> <p>How effective has UNITAR support been following the delivery of ToT activities to support the autonomy of the trainers/learning centres?</p>
Efficiency	<p>To what extent have outputs been produced in a cost effective manner (e.g. in comparison with alternative approaches)?</p> <p>To what extent have the initiatives produced a multiplier effect in terms of responding to training needs of other beneficiaries?</p>
Impact	<p>What real difference have the ToT initiatives made to the strengthening of the learning centres?</p> <p>To what extent have the learning centres/training institutions integrated their new courses and training methodologies into their curricula and delivery methods?</p> <p>To what extent have the learners of the trained trainers developed knowledge, skills and/or awareness to respond to specific learning needs?</p>
Sustainability	<p>To what extent have the ToT initiatives contributed to sustaining the capacities of the learning centres in the long term?</p> <p>Are the trained trainers continuing with the design and delivery of training in their respective learning centres?</p> <p>To what extent have the learning centres used fewer external capacities to design and deliver training following the ToT initiatives?</p>

6. Evaluation Approach and Methodology

The evaluation will be undertaken by an international consultant under the overall responsibility of the UNITAR evaluation manager. The evaluation will be undertaken in accordance with the UNITAR Monitoring and Evaluation Policy Framework and the Norms and Standards of the United Nations Evaluation Group.

The evaluation should follow a participatory approach and engage a range of project stakeholders in the process. 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; key informant interviews; focus groups; and field visits (to selected countries). These data collection tools are discussed below.

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

Data collection methods

Comprehensive desk review

The evaluator shall review project documents, interim and final project reports, self-evaluation reports, and other documents (e.g. ToT specific training material) as needed. A list of background documents and data for the desk review is included in Annex II.

Stakeholder analysis

The evaluator will identify the different stakeholders involved in the various initiatives. Key stakeholders include, but are not limited, to:

- The implementing partner organizations ('learning centres');
- The donors;
- UNITAR programme staff involved in project design and implementation;
- Trained trainers from the learning centres; and
- Participants who have benefited from training activities implemented by the trained trainers.

Survey(s)

With a view to maximizing feedback from the widest possible range of stakeholders, the consultant shall 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 focal points for each initiative will be provided.

Focus groups

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

Field visits

Two to three field visits will be organized to enable the evaluator to engage in first-hand observation, focus group discussions and interview key informants from the learning centres. One field visit will be organized to Algiers, Algeria. The venue(s) of the other one or two field visits will be determined following the desk review.

Country	Project	Selection
Algeria	Partnership between UNITAR and Algeria on the Establishment of an International Training Centre for Local Actors of the Maghreb (2011 - 2015) (Accord de partenariat entre l'UNITAR et l'Algérie en vue de d'Etablissement à Alger du Centre International de Formation des Acteurs Locaux du Maghreb (2011 - 2015))	X
Algeria	Training of Algerian Diplomat-Trainees and Senior Officials (2012 - 2014) (Accord-cadre 2012 - 2014 pour la formation des diplomates stagiaires et hauts fonctionnaires algériens)	• X
Algeria	Training and follow-up on entrepreneurship for young graduates from Algeria (2012 - 2016) (Formation et accompagnement à l'entrepreneuriat des jeunes diplômés en Algérie)	• X
Egypt	Enhancing the Capacity of African Peacekeeping Training Institutions (through the Training of Trainers): 2012 - 2015	• TBD
Liberia	Enhancing the Capacity of African Peacekeeping Training Institutions (through the Training of Trainers): 2012 - 2015	• TBD
Kenya	Enhancing the Capacity of African Peacekeeping Training Institutions (through the Training of Trainers): 2012 - 2015	• TBD
Nigeria	Enhancing the Capacity of African Peacekeeping Training Institutions (through the Training of Trainers): 2012 - 2015	• TBD
Rwanda	Enhancing the Capacity of African Peacekeeping Training Institutions (through the Training of Trainers): 2012 - 2015	• TBD
Zimbabwe	Enhancing the Capacity of African Peacekeeping Training Institutions (through the Training of Trainers): 2012 - 2015	• TBD
Zimbabwe	Developing e-Learning Capacities of the Macroeconomic and Financial Management Institute of Eastern and Southern Africa (MEFMI)	• TBD
Cameroon	Law Enforcement Anti-Corruption Training Programme for the Sahel Region (2015-2016)	• TBD
Chad	Law Enforcement Anti-Corruption Training Programme for the Sahel Region (2015-2016)	• TBD
Burkina Faso	Law Enforcement Anti-Corruption Training Programme for the Sahel Region (2015-2016)	• TBD
Mali	Law Enforcement Anti-Corruption Training Programme for the Sahel Region (2015-2016)	• TBD
Mauritania	Law Enforcement Anti-Corruption Training Programme for the Sahel Region (2015-2016)	• TBD
Niger	Law Enforcement Anti-Corruption Training Programme for the Sahel Region (2015-2016)	• TBD

Nigeria	Law Enforcement Anti-Corruption Training Programme for the Sahel Region (2015-2016)	• TBD
Senegal	Law Enforcement Anti-Corruption Training Programme for the Sahel Region (2015-2016)	• TBD

Identify and interview key informants

The evaluator will undertake two to three field visits to the selected learning centres, depending on the number of initiatives covered by each visit. Based on the stakeholder analysis, the evaluator will identify national informants, whom he/she will interview during each mission. The list of initiative partner and contact points will be provided.

7. Guiding Principles and Values

Gender and human rights

The evaluator should incorporate a human rights and gender perspective in the evaluation process and findings, particularly by involving women and other groups subject to discrimination. All key data collected shall be disaggregated by sex and be included in evaluation report.

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.

8. Timeframe, work plan, deliverables and review

The proposed timeframe for the evaluation spans from June to November 2016. An indicative work plan is provided in the table below.

The consultant shall submit a brief evaluation design/ question matrix following the comprehensive desk study and stakeholder analysis. The evaluation design/ question matrix should include a discussion of the project objectives and development context, and comment on or, if required, propose revisions to the suggested evaluation questions or data collection methods. The evaluation design/ question matrix should indicate any foreseen difficulties or challenges in collecting data and confirm the final timeframe for the completion of the evaluation exercise.

Following data collection and analysis, the consultant shall submit a zero draft of the evaluation report to the evaluation manager and revise the draft on the basis of comments made by the evaluation manager.

The draft evaluation report should follow the structure presented under Annex IV. 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; as well as lessons to be learned. The length of the report should be approximately 30 to 40 pages in length, excluding annexes.

Following the submission of the zero draft, a draft report will then be submitted to the UNITAR programme focal points.

The programmes will review and comment on the draft report and provide any additional information using the form provided under Annex V by 15 November 2016. Within two weeks of receiving feedback, the consultant shall submit the final evaluation report. The target date for this submission is 30 November 2016.

Indicative timeframe: June – November 2016

Activity	June	July	Aug.	Sept.	Oct.	Nov.
Evaluator selected and recruited						
Initial data collection, including desk review, stakeholder analysis						
Evaluation design/ question matrix						
Data collection and analysis, including survey(s), interviews, focus groups and field visits						
Draft evaluation report consulted with UNITAR evaluation manager and submitted to the Programmes						
Programmes review draft evaluation report and share comments and recommendations						
Evaluation report finalized and validated by Programmes and UNITAR						

Summary of evaluation deliverables and schedule

Deliverable	From	To	Deadline
Evaluation design/ question matrix	Consultant	Evaluation manager/ programmes	13 July 2016
Comments on evaluation design/question matrix	Evaluation manager/ programmes	Consultant	20 July 2016
Zero draft report	Consultant	Evaluation manager	1 October 2016
Comments on zero draft	Evaluation manager	Consultant	15 October 2016
Draft report	Consultant	Evaluation manager/ programmes	1 November 2016
Comments on draft report	Programmes	Evaluation manager/ consultant	15 November 2016
Final report	Consultant	Evaluation manager/ programmes	30 November 2016

9. Communication/dissemination of results

The final evaluation report will be shared internally within UNITAR, externally with donors and implementing partners, and posted on an online repository of evaluation reports open to the public. The language of the report is English.

10. Professional requirements/qualifications

The consultant should have the following qualifications and experience:
Master of Arts degree or equivalent in social science or related discipline.

At least 7 years of professional experience conducting evaluation in the field of capacity building for international development. Experience undertaking evaluations related to training, learning methodologies and/or training of trainer approaches would be a strong asset.

Field work experience in developing countries;

Excellent research and analytical skills, including experience using a variety of evaluation methods and approaches;

Excellent report writing skills;

Strong communication and presentation skills;

Cross-cultural awareness and flexibility;

Availability to travel;

Fluency in English and French required. Knowledge of Arabic and/or Portuguese a strong advantage.

11. Contractual arrangements

The consultant will be contracted by UNITAR and will report directly to the Manager, Performance and Results Section ('evaluation manager'). The consultant should consult with the evaluation manager on any procedural or methodological matter requiring attention. While the consultant is responsible for planning any meetings, organizing online surveys and undertaking arrangements for other data collection tasks, UNITAR will support the consultant with regard to logistical and administrative arrangements in connection with any travel that may be required with the field visits (e.g. travel, accommodation, visas, etc.).

12. Evaluator Ethics

The selected evaluator should not have participated in any of the project's selected for this assignment or have a conflict of interest with any project or programme related activities. The selected consultant shall sign and return a copy of the code of conduct under Annex VI prior to initiating the assignment.

How to Apply

Interested individuals are requested to submit an expression of interest including a cover letter and CV or P11 form curriculum vitae to evaluation@unitar.org by 10 June 2016. Please indicate in the subject line "**ToT Cluster Evaluation**".

Please note that only candidates who are under serious consideration will be contacted.

Annexes:

I: Summary of initiatives

II: List of documents and data to be reviewed

III: List of Partners and Contact Points

IV: Structure of evaluation report

V: Audit trail

VI: Evaluator code of conduct

Annex I: Summary of initiatives (based on project documents)

Accord de partenariat entre l'UNITAR et l'Algérie en vue de d'Etablissement à Alger du Centre International de Formation des Acteurs Locaux du Maghreb (CIFAL Maghreb)	
Country	Algeria
UNITAR Programme	Decentralized Cooperation Programme
Implementing partners	-
Budget	EUR 1,500,000
Overall intended outcomes	The CIFAL Maghreb is able to guarantee the training and perfectionism needed of the trainers in the context of new methods of economic, environmental and social management and the transcription of internal agreements to the local level depending on the expressed needs by the public administrations in the different sectors.
Intended outcomes	520 managerial staff trained
Outputs	16 trainers trained
ToT Activity Summary	On 8-10 December 2014 a ToT activity was organized in Geneva for 3 days (16 participants). Additionally, the ToT was divided into 3 pilot course modules (1 in Geneva, 2 and 3 in Algiers) and the participants were each time divided into 2 groups of 8 participants each.
Self-evaluation	Kirkpatrick level 1 self-assessment

Accord-cadre 2012 – 2014 pour la formation des diplomates stagiaires et hauts fonctionnaires algériens	
Country	Algeria
UNITAR Programme	Multilateral Diplomacy Programme
Implementing partners	Institut diplomatique et des relations internationales (IDRI). Ministère des Affaires Etrangères
Budget	\$1,500,000
Objectives	Strengthening the pedagogic skills of the members of IDRI and to make the structure more autonomous in the long term.
Overall intended outcomes	Strengthened pedagogical skills of IDRI resource persons.
Intended outcomes	More than 400 beneficiaries trained
Primary outputs	10 trainers trained
ToT activity summary	In the framework of the 2012 partnership, a 10-day ToT training course was organized (5 days in Algiers, 5 days in Geneva) for 8 participants in 2013 (11-15 March and 21-25 April). The aim was to develop training methodologies and approach principles of adult training, pedagogic methods and reinforce the training capacities of IDRI. In the framework of the 2013 partnership, a training was organized (7-11 October) in Geneva for 10 participants and future trainers of the Ministry of Foreign Affairs. The accent was placed on training techniques, styles, structures of presentations, public speaking and preparing of simulation exercises and multilateral diplomacy issues.

	In 2014, a five-days training for 10 trainers in Algiers was proposed.
Self-evaluation	Kirkpatrick level 1 and 2 self-assessment

Enhancing the Capacity of African Peacekeeping Training Institutions: 2012 - 2015	
Countries	Egypt, Kenya, Liberia, Nigeria, Rwanda, Zimbabwe
UNITAR Programme	Peacekeeping Training Programme
Implementing partners	Cairo Regional Centre for Training on Conflict Resolution and Peacekeeping in Africa, International Peace Support Training Centre (Nairobi), Angie Brooks International Centre, Nigerian Peacekeeping Training Centre, Rwanda Peace Academy, South African Development Community Regional Peacekeeping Training Centre (SADC RPTC) Harare, Zimbabwe
Budget	EUR 1,515,000
Summary	<p>To strengthen the capacities of African peacekeeping training institutions and by supporting already existing regional, sub-regional and national African peacekeeping and peace building training institutions, in 2014 UNITAR delivered three training of trainers courses (one in Switzerland, two in Zimbabwe), followed by three pilot training courses (two in Rwanda, one in Egypt) on specific topics related to peacekeeping and peace building, thereby leaving a heritage with the beneficiary institutions. Additionally, further two training courses were implemented with the involvement of previously trained trainers and UNITAR coaches. The content of the ToT courses included the following modules: what is training? analysis, design, development, implementation, evaluation, communicating effectively, class management.</p> <p>In 2012, 12 training of trainers (5-10 days) for 10-15 participants each and 6 five-days pilot trainings for 20-25 participants each were planned. Following the events, communities of practice are planned to be organized.</p>
Overall expected outcomes	<p>Strengthened knowledge and skills of participants in relation to the learning objectives.</p> <p>Strengthened confidence of participants in relation to the achievement of the learning objectives set for the training.</p>
Intended outcomes	150 beneficiaries trained
Primary outputs	60-90 trained trainers (83 trainers in 2014, 60 planned in 2012 - 2013)
ToT Activity Summary	<p>The goal of the course was to provide prospective trainers with the knowledge and skills to implement adult training courses on a given topic. The course was designed to support new trainers with the design, development, implementation and evaluation of training courses and to assist more experienced trainers in strengthening the impact of their activities. At the end of the training, participants were able to:</p> <ul style="list-style-type: none"> o Define the role of a trainer; o Examine the principles of adult education; o Analyze training needs; o Conceive a training session; o Deliver a training session through the application of interactive methods used in adult education; o Develop a monitoring and evaluation framework;

	o Apply the instruments of personal transformation for self-development.
Self-evaluation	Kirkpatrick level 1, 2 and 3 as self-assessment

Developing e-Learning Capacities of the Macroeconomic and Financial Management Institute of Eastern and Southern Africa (MEFMI)	
Countries	Zimbabwe
UNITAR Programme	Public Finance and Trade Programme
Implementing partners	Macroeconomic and Financial Management Institute of Eastern and Southern Africa
Budget	\$231,860
Objective	To strengthen the capacity of MEFMI staff to independently develop and deliver e-Learning courses.
Overall Expected outcomes	Improved knowledge and enhanced skills of MEDMI staff in developing content for online delivery and in managing and administering online courses.
Intended outcomes	6 e-courses developed and delivered
ToT activity summary	5-day training to develop understanding on e-Learning Quality Standard Framework, developing effective e-Learning content and pedagogical and managing the learning management system and administering e-course participants and experts.
Primary outputs	Up to 20 MEFMI staff trained
Self-evaluation	Kirkpatrick level 1 and 2 as self-assessment planned

Formation et accompagnement à l'entrepreneuriat des jeunes diplômés en Algérie	
Countries	Algeria
UNITAR Programme	Knowledge Systems Innovation
Implementing partners	-
Budget	EUR 1,500,140
Objective	The objective of the project is to contribute to the high demand for the creation of companies in different activity sectors by delivering training to young graduates who are unemployed. In this way, the project contributes to the competitiveness and growth of the country.
Overall Expected outcomes	720 young graduates trained on Entrepreneurship (1 entrepreneur per day for 2 years) 24 young graduates trained as trainers (1 trainer per month for 2 years) A training adapted to the national economic system A national and international visibility of the programme and the participants A model to be followed by other countries of the region or elsewhere where young graduates are unemployed
Intended outcomes	720 beneficiaries trained
ToT Summary	A ToT was organized in June (4 days) and November 2014 (2 days) and training was delivered by pairs between November 2014 and January

	2015. Training pedagogy, methodology and evaluation, thematic issues and coaching were amongst the issues addressed. After training events such as “after action review” and participation to training courses were organized as a follow-up of the ToT. Moreover, a number of training manuals were developed.
Primary outputs	24 trained young trainers
Self-evaluation	Kirkpatrick level 1 and 2 self-assessment

Amended: Law Enforcement Anti-Corruption Training Programme for the Sahel Region (2015-2016).	
Country	Cameroon, Chad, Burkina Faso, Mali, Mauritania, Niger, Nigeria, Senegal,
UNITAR Programme	Hiroshima Office
Implementing partners	-
Budget	\$350,000
Overall intended outcomes	<ul style="list-style-type: none"> • Strengthened knowledge and skills regarding transparency in the public service • Enriched knowledge and skills in the areas of Anti-corruption • Increased awareness of leadership processes • Enhanced networks for knowledge and best-practice exchange • Improved knowledge and skills for indigenously developing and delivering need-based, and locally contextualized training • Raised awareness of management of change strategies • Further developed incorporation of risk mitigation in programme development
Intended outcomes	Two mid-senior level representatives from government agencies and institutions from each country
Outputs	16 trainers trained
ToT Activity Summary	Two face-to-face sessions in Senegal (5 days) and Japan (8 days) augmented by beneficiary led projects and asynchronous training modules and a Training of Trainers focus
Self-evaluation	Kirkpatrick level 1,2 and 3

Annex II: Background Information

Partnership agreements and project documents of the **six** initiatives

Agreements concluded with implementing partners

Narrative reports, including completion reports/results summaries/self-evaluation feedback information of the **six** initiatives

Event and beneficiary statistics from the **six** initiatives

Any other document deemed to be useful to the evaluation

Annex III: List of Contact Points per initiative

To be circulated

Annex IV: Structure of the Evaluation Report

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

Annex VI: Evaluation Consultant Code of Conduct and Agreement Form

Annex VI: 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. He/She 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). 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 ¹	
Agreement to abide by the Code of Conduct for Evaluation in the UN System	
Name of Consultant:	<u>ELENOR RICHTER LYONETTE</u>
Name of Consultancy Organization (where relevant):	<u>SDS</u>
I confirm that I have received and understood and will abide by the United Nations Code of Conduct for Evaluation.	
Signed at place on date	<u>Saint-Sulpice, VD, Switzerland</u>
Signature:	<u>Elenor Richter Lyonette</u>

¹www.unevaluation.org/unegcodeofconduct

Annex 2: Summary of Initiatives

Annex 2.1: Training and follow-up on entrepreneurship for young graduates from Algeria, 2012-2016 (Ibtikari)

2.1.1 Relevance

Background: The Peoples' Democratic Republic of Algeria suffers from high unemployment among university graduates and brain drain. There is no coherent and aligned pathway to employment. The pathway to stable self-employment is complicated by teaching content at university level that prioritizes theoretical knowledge and lacks exposure to real-world business situations.

The government of Algeria is favourable to the establishment of start-ups and the creation of small and medium-size enterprises (SMEs). It aims to promote the development of a modern and dynamic labour market and to modernize systems, but inter-ministerial coordination is limited. Cooperation between line ministries and the UN exists and UNDP is in charge of inter-sector coordination^{xxiii}. Besides UNITAR, UNDP and the ILO^{xxiv} are active partners of the government. Under the title 'Formation des Maîtres Formateurs CREE/GERM' the ILO has implemented an entrepreneurship scheme including ToT between 2013 and 2015.^{xxv} The European Union funds capacity strengthening of local actors under its funding envelopes. At the national level, some 4,000 to 5,000 professional training institutions offer degree and other professional training courses. One particularity of the Algerian situation is the fact that 27 per cent of all young Algerians are neither registered as unemployed or as looking for employment, nor do they appear as employed in statistics.^{xxvi} There is thus hidden unemployment of some proportion.

Ibtikari was commissioned by the Department of Labour, Employment and Social Security (MTESS) of the Algerian government and jointly developed by UNITAR and MTESS. It was conceived to be a modern, process-oriented multi-sectorial entrepreneurship training and coaching programme for well-qualified but unemployed Algerian graduates to promote the creation of SMEs.

The design included a complete competency framework including soft skills and learning objectives as well as draft modules.^{xxvii} UNITAR developed an experimental learning format for the project^{xxviii}. Asked about the design, local partners unanimously emphasize that the design was of quality but too complicated.

Activities and outputs were consistent with the respective goals and objectives but partially delayed while the ToT component was on time.

The needs of the target groups: The project has addressed with some success the needs of a priority group of Algerian labour policy, the well-qualified but unemployed youth. Due to the limited output of SME founders, the project can be described as more of an experimental and innovative scheme than one mitigating or alleviating the wider problem of youth unemployment in Algeria.

The ToT component of the initiative preceded and ran in parallel to the training of future entrepreneurs. It proved to be relevant to the learning needs of the identified trainers. The ToT sessions, as designed and implemented, were tailored to phase 2 Ibtikari training needs (the actual training of youth) and to the needs and wants of the ToT trainers.^{xxix} ToT was thus understood as enabling and as a prerequisite for the delivery of high quality learning at a number of training delivery sites across Algeria.

Ownership of the training methodologies and content: By proposing the ToT, the trainers themselves assumed ownership of the training methodologies and content of the programme. Shared methodologies also helped to unify the approaches across the programme. All ToT participants were civil servants and thus adopted a longer-term training perspective.

Indicators: Ibtikari was an entirely new programme, with neither the ToT component nor the curriculum/ instructional design replicating existing programmes. Its rating systems are indicator-based and have been used both for the selection process and for the measurement of training achievements and objectives. Indicators used are sex-disaggregated and the composition of groups reportable.

2.1.2 Effectiveness

Ibtikari's implementation was planned to be completed between 15/04/2012 and 14/04/2015. An understanding was reached later that the end date would be flexible upon completion of the third year of activities through 2016.

Baselines: UNITAR conducted an integrated context analysis prior to the implementation of the programme to generate baseline information. As a result, Ibtikari was able to promote the establishment of businesses in strategic sectors with high added value for the Algerian economy.

Instructional design: In consultation with its partners, UNITAR opted to use innovative instructional design, decided to limit the number of participants per course to an average of 25-30 and thereby increasing opportunities for group learning. It developed a comprehensive set of training materials beginning with a ToT manual, a methodological training guide and a compilation of pedagogical methodology. Training guides for participants were also developed as well as a summary manual. All in all, 12 modules were developed in addition to methodological components. The elaborate process and methodological orientation resulted in high performance requirements for trainers.

Selection of candidates / participants: Initially the programme aimed to reach some 700 young unemployed but qualified youth. Candidates wishing to join Ibtikari had to apply with their business idea already in place and had to defend their project during an application interview. The application itself was website-supported. Some 20 to 25 per cent of those initially selected proved not to be eligible for the programme because they either already owned an enterprise or were in gainfully employed.^{xxx}

Learning process sequence: The entrepreneurship programme delivery was preceded by an initial phase of knowledge content development, preparation and quality time for the future trainers to further develop their soft skills and/or to familiarize themselves with their future role as trainers. At was at this time that the first ToT was delivered.

Training of Trainers: Ibtikari became the first inter-ministerial training programme in Algeria and, in June 2013, each of the four ministerial partners began to nominate ToT participants. All participants were national civil servants, mostly from the Ministries of Labour, Youth and Professional Training. Six 'National Experts^{xxxii}' were offered a UNITAR-led reinforcement session. This motivated and strengthened the skills of proposed Ibtikari trainers before training young graduates. Materials were made available before each session and the Steering Committee opted for a ToT training duration of 10 days. Upon reflection, national experts and their colleagues decided to expand the ToT element and in the end a total of four events were organized throughout the programme, one each in June and November 2014, one in October 2015 and the last event in May/June 2016. Over time, 28 civil servants joined ToT and 17 completed it. These came from specialized governmental agencies, were planners and trainers and they served as Ibtikari resource persons in addition to their regular professional duties without specific remuneration, often throughout implementation.

Ibtikari entrepreneurship training: The actual Ibtikari programme delivery was designed as a two-phased learning process in entrepreneurship composed of a) sensitization and b) training. A sensitization phase aimed to test the willingness to proceed and the choices made by the selected applicants – who each had had to present a personal entrepreneurship project idea during their application process beforehand and defend this projects as mentioned above. Those who chose to go further attended the actual Ibtikari entrepreneurship training phase, too. Participatory approaches were used to better involve the selected

participants into developing their abilities. To date, of five planned 'promotions' two were undertaken and, for a third one, sensitisation was completed. By the end of the project, 349 of the 700 young graduates were trained.^{xxxii}

At the output level, Ibtikari proved to be an innovative, timely and responsible scheme into which UNITAR invested heavily. It created beneficial but not always fully satisfactory training conditions for both ToT participants and unemployed but qualified youth on entrepreneurship training. The first lot of trainees, for example, was supposed to start the training phase after their sensitization with a delay of two weeks. Due to module finalization delays, they could only continue nine months later and by then, a good number of trainees had abandoned Ibtikari. In comparison with 700 planned graduations only 349 youth completed the training during the implementation period. Of these, some 12 persons created a total of nine SMEs at the time of the evaluation.^{xxxiii} The solidity of these new enterprises is impossible to assess as early after the programme end as this evaluation takes place. In Algeria, an SME is only considered solid when it remains in operation for at least three years after its creation.

UNITAR demonstrated flexibility, competence and dedication during the implementation of Ibtikari, i.e. by increasing the number of training workshops from 30 to 42 to achieve a higher output. While the early planning foresaw the training of 24 civil servants in ToT events - corresponding to the training of one trainer per month for two years - the programme modified its approach with success and accommodated 28 civil servants of which 17 completed.

Currently, former Ibtikari participants of the ToT and those planning at ministerial and government agency level seem committed to further develop the existing fundus of Ibtikari achievements at national level and to adapt and develop it further to ensure a successful continuation of knowledge content application based on national training expertise and ownership.

At the outcome level, the collaboration between UNITAR and the Algerian Government was innovative in that UNITAR was able to introduce an online *merit-based application package* for the selection of participants. The Algerian authorities nominated a selection body in which UNITAR participated. This selection procedure modernized prior practices and introduced more options for qualified candidates outside institutions or networks to present their knowledge, experience and ideas alongside other candidates. Despite remaining shortcomings, the programme thus contributed favourably to changes in behaviour and development conditions in Algeria.

The change process was of quality and bi-directional in that both trainees and UNITAR were able to propose changes. The fact that change was not fully accomplished may not be a disadvantage in terms of longer-term commitment and replication. The use of online training in addition to face-to-face training is still not fully functional but platforms may be further developed at national level.

Independent and results based *UNITAR grading and certification for youth*, with graded tests and results being shared online were also a novelty. Local counterparts of Ibtikari concede that UNITAR invested an enormous amount of time and effort to assist and invest in training systems' modernization. *Full marks are given to the sensitization element* of the course which may serve as an element of replication in other governmental schemes to stimulate the labour market and SME creation by young people. In its present form the subsequent training is seen as too elaborate, overly compact and too short. Algerian counterpart trainers, often lecturers in tertiary education institutions or from line ministries, were critical about the hierarchical management approach of the programme.

Certification: Successful ToT participants who then taught in the programme for extended periods were awarded a UNITAR 'Certificate of participation' instead of a 'Certificate of completion' which seems overly restrictive but not contrary to UNITAR's policy - which as such does not per se make provisions for longer-term embedded programme-based ToT training processes. Remaining misunderstandings will have to be resolved for ToT participants becoming IBTIKARI trainers.

2.1.3 Efficiency

The Government of Algeria funded Ibtikari under a service agreement with UNITAR in the amount of \$1,883,551. UNITAR in turn presented two reports on the progress of Ibtikari to the satisfaction of the client.

The implementation period of the initiative was officially 15 April 2012 to 14 March 2016 but the programme ended in June 2016.

Algerian government sources complemented the direct funding of Ibtikari by providing senior civil servants from line ministries and government administrations to serve as trainers. These served without specific remuneration during the entire project duration showing a remarkable commitment to the programme. These civil servants did receive a certificate of participation but no specific or individualized recognition of their services in the form of a certificate of completion. The ToT element under the budget accounts for approximately \$ 190,500 facilitating both preparatory refresher training and a harmonization of teaching styles and methodological approaches of the Ibtikari trainers' group.

A comparison between the Ibtikari approach and alternative approaches concerning the question as to whether outputs have been produced at reasonable cost is not possible due to the rather specific character of the programme. To date, no multiplier effects are measurable since the programme has been only recently completed and only 12 participants have set up a total of nine new enterprises.^{xxxiv} The programme requires more time to reap the benefits of the investment.

2.1.4 Impact

The Ibtikari project ended in 2017. Its impact was affected by the initial selection process which has had no filters to recognize the applications of persons who already ran or owned businesses or who were employed, at the time. A number of those first selected thus did not qualify for the programme creating initial delays. Another limiting factor in terms of impact has been the attempt to cover all possible areas of SME creation. Participants are reported to have been partially overwhelmed by the detail and depth of required knowledge and learning. Some trainers report to have had to invest large amounts of their free time to familiarize themselves with the curriculum requirements. All trainers though show respect for the determination of the project manager and for her technical ability and preparedness to introduce new and challenging methodology for the benefit of the programme. Those who completed the programme are no longer registered as un-employed but most also have not established their SME, yet. They continue to benefit from an interest-free government loan arrangement that will allow them to open their businesses without haste.^{xxxv}

2.1.5 Sustainability

The sustainability of Ibtikari is not guaranteed. From the beginning the scheme was not based on replication elsewhere but on the continuation of the existing scheme. This has not materialized, to date. While the design approach can be replicated - including participatory approaches and joint selection of relevant content and methodology - the socio-economic and legal framework as well as other circumstances are rather specific to the programme itself.

Annex 2.2: Law enforcement anti-corruption training programme for the Sahel region (Sahel)

2.2.1 Relevance

The Japanese government-funded Law Enforcement Anti-Corruption Training Programme for the Sahel Region (LEAC-TPSR) was designed to support the development of regional multi-stakeholder coalitions of African specialists in law enforcement and anti-corruption. It was implemented between 04.03.2015 and 31.03.2016.^{xxxvi} The programme is relevant to UNITAR activities as it relates ToT to regional programming priorities, partnerships and multi-stakeholder coalitions with substantial flexibility. UNITAR and the donor jointly developed the programme sequence. Japan agreed the UNITAR proposal of a six-months training period with an intermittent interval of e-Learning.

The design covers an initial workshop in Dakar, Senegal (02.-06.11.2015) followed by a project development phase and a 2nd and final training event in Hiroshima, Japan (23-27.02.2016). 16 participants attended the Dakar workshop and the same number travelled to Hiroshima for further training. Both prior and after the actual programme implementation, Japan has collaborated with UNITAR Hiroshima in initiatives addressing similar topics.

The ToT component of LEAC-TPSR represents part 3 of the second workshop in Japan. It has been taught during the last two days of the Hiroshima workshop and has been designed to cover five ADDIE modules addressing an introduction to learning, design, development, implementation and evaluation of a training event. A sixth ADDIE element is analysis.^{xxxvii} Job aids are available as module summaries.

2.2.2 Effectiveness

The implementation period of the Law Enforcement Anti-Corruption Programme was 01/03/2015–28/02/2016 (with the final report ending March 2016).

Implementation of content and sequence: The training first examined anti-corruption best practice, and then used knowledge and skills gained to undertake a detailed needs assessment and project planning. During this needs assessment phase, individual participants provided a problem statement explaining why they needed to form a coalition, what the specific problem in their area of responsibility was, what networks, if any, already existed and what the added advantage of a new coalition would be. Participants subsequently had to develop a project back home, including a concise statement describing their project's purpose and the possible results. This was accompanied by a situation analysis to define the pre-project status, to name the relevant legal instruments, policies and / or on-regulators mechanisms in place as well as the main stakeholders, levels of awareness, understanding and competence as well as immediate opportunities and available technical infrastructure. A gap analysis was undertaken based on the situation analysis. This phase was then followed by a setting of objectives based on the situation and gap analysis completed. A stakeholder / spoiler analysis further situated the project in terms of relevant stakeholders, coalition partners, and those who would like act as spoilers aiming to prevent the success of a law enforcement anti-corruption coalition. Based on these elements, participants would then identify the role of civil society, private sector and public institutions and formulate strategies to reach these group successfully and to coordinate the resulting structure. Following these steps, a resource mobilization strategy was developed as well as, in a subsequent step, a trust building process including incentives. This was followed by a risk analysis step during which participants identified anticipated risks and

strategies and mechanisms to manage such risks and to maintain the integrity of the coalition. In a last step, a monitoring and evaluation proposal was developed including benchmarks, timing and methodology.

At the output level, the programme was successfully developed, planned and administered out of the Hiroshima offices of UNITAR. It was delivered in two consecutive courses in Dakar, Senegal, and Hiroshima, Japan. The Hiroshima course has addressed both ‘Change Management’ and ‘Training of Trainers (methodologies)’. A project development phase has complemented the workshops.

The ToT is methodologically stand-alone but it is also embedded ToT teaching in that context is interwoven.^{xxxviii} The ToT has focussed initially on the ways in which adults learn and on their preferences in terms of styles, i.e. auditory, visual or kinaesthetic. It then examined the three categories of learning: knowledge, skills and attitudes, and it introduced the ADDIE model^{xxxix}, SMART targets / objectives and ROPES.^{xl} Asynchronous training, including examinations of leadership and a personality profile test related to work environments, as well as to risk identification and mitigation. The achievement of the objectives has been furthered by the choice of methodological approaches and their variety.

Regional distribution as part of output: Participants came from both Anglophone and Francophone Africa. 16 places were available for two participants each from the eight participating countries of the Sahel. For each country, one participant from a government anti-corruption agency/service and one from civil society were nominated. Attention was being paid to attracting civil society participants from valid and relevant NGOs. UNDP actively supported and facilitated the nomination process locally. Of 16 initial participants, 14 completed the training cycle successfully. The selection and regional mix are rather unusual but may well serve to stimulate a successful change and alliance building process.

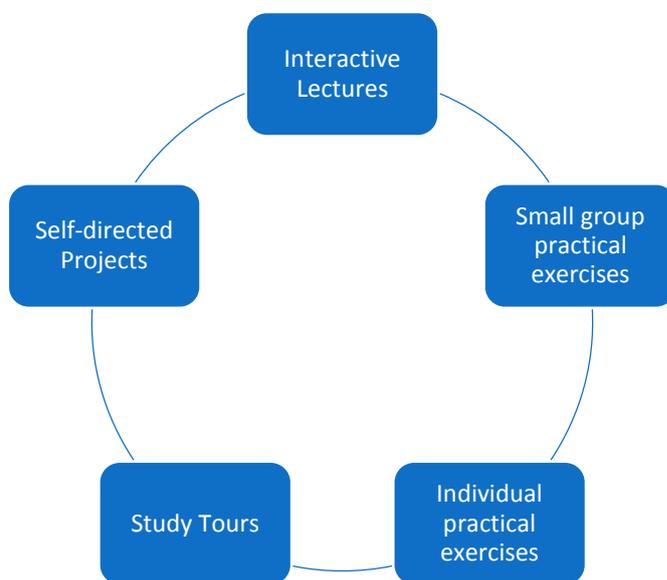


Figure 2: UNITAR training methodology for Anti-Corruption Training for the Sahel Region

At the outcome level, changes in behaviour were assessed by a survey as far as possible at the time of reporting. The results are encouraging and also documented in annex 3.

Follow-up: Unlike most other UNITAR ToT projects, LEAC-TPSR engaged with its stakeholders up to six months after the end of the actual training. ToT was not only rated as a quality product but also actively discussed afterwards. The evaluation considers such continued exchange with participants as highly beneficial and as real support in improving professional performance and application of the learned.

2.2.3 Efficiency

Funding: The Government of Japan provided earmarked funding for the project in the amount of \$350,000 against which \$346,871.60 was disbursed by UNITAR. The grants contained a ToT element of \$26,000. The grant was part of a larger donation of \$730,000 made available to UNITAR under note verbale IIII/UNITAR/085 of 25 February 2015. The grant was as specified, and the agreed final financial reporting was submitted to the Government of Japan in the form of a Final Statement of Income and Expenditure in June 2016. Japan was the sole funder of the programme. The funding was used to pay for the design of the programme and two international workshops of which the ToT element formed part of the second.

2.2.4 Impact

Kirkpatrick: Participants completed the Kirkpatrick level 1 and 2 research questionnaires. Level 3 was also administered.^{xli} More detailed feedback is documented in both the evaluation survey and the project-specific survey undertaken. Both point to encouraging levels of impact.

Project philosophy as an engine for impact: While in some of the ToT projects the strengthening of specific training centres is in the forefront of desired results, this programme is rather building on the idea of providing both, an inter-African dialogue of national specialists in anti-corruption matters, a combination of f2f with study and project work and the provision of an Asian perspective in addition to the African.

Training-centre focus: Here, training centres are simply of minor relevance.

It remains to be seen as to whether a replication of the actual programme will a) take place and b) positively influence gains made under this programme.

2.2.5 Sustainability

The UNITAR Hiroshima Office has implemented a follow-up programme to the Law Enforcement Anti-Corruption Programme with a slightly changed orientation entitled 'UNITAR Hiroshima Anti-Corruption Training Programme for North Africa'. This programme was implemented between October 2016 and January 2017.

Annex 2.3: Zimbabwe: Developing E-Learning capacities of the Macroeconomic and Financial Management Institute of Eastern and Southern Africa, 2015-2016 (MEFMI)

2.3.1 Relevance

A high-profile partner: The Macroeconomic and Financial Management Institute of Eastern and Southern Africa (MEFMI) was established in 1994 and has the mandate to build human and institutional capacity in client institutions. Its clients are Ministries of Finance, Ministries of Economic Development and Planning or equivalent, Central Banks or Reserve Banks and other public institutions and organs that interface with these core institutions.

MEFMI supports economic planning in Eastern and Southern Africa and, as a regional economic management institute, offers courses in macroeconomic management, debt management, and financial sector management as well as in multi-disciplinary activities. MEFMI has technical cooperation partnerships with the World Bank (WB) and the WB Institute (WBI), the International Monetary Fund (IMF) and the IMF Institute (IMFI), the Bank for International Settlement (BIS), the African Development Bank (AfDB), the Commonwealth Secretariat (COMSEC), the United Nations Conference on Trade and Development (UNCTAD) and others.

MEFMI delivers its products and services through courses / workshops for professionals, seminars for senior professionals, country missions, E-learning courses, retreats for heads of relevant departments / divisions / units, special policy related studies, and the preparation of manuals and guidelines. It trains junior to senior professionals, heads of departments / divisions, senior officials and executives.

MEFMI also conducts an 'Executive Forum Series' for networking amongst decision makers such as ministers of finance and planning and economic development and equivalent, secretaries to the treasury and permanent secretaries for finance and equivalent and their deputies, central bank governors and their deputies as well as human resources managers.

In the area of knowledge base development, MEFMI operates three schemes: a) in-house training for course development and perfection and other aspects of learning, b) the creation of a pool of regional experts providing temporary expertise to MEFMI and c) a fellowship development programme under which MEFMI trains potential fellows on its own systems to create and expand regional expertise of practitioners and to create a community of practice.^{xliii}

Other courses relate to the 'Fundamentals of Regulating Microfinance Institutions', 'Introduction to balance of payments and International Investment Position (BOP/IIP) Compilation and analysis', 'Financial negotiation skills and techniques', 'Fundamentals of financial markets' and to 'Introduction to macroeconomic modelling and forecasting'.

UNITAR - MEFMI collaboration: This collaboration goes back to 1998 when UNITAR and MEFMI conducted joint workshops relating to financial and debt management for least developed Sub-Saharan countries.^{xliiii} From 2010 onwards, the collaboration focused more on developing and delivering online courses for greater outreach and cost effectiveness.

Project design and ownership: Under the project reviewed, UNITAR strengthened MEFMI's capacity further and addressed three areas: (a) the development of content for online delivery, (b) the administration of online courses, and (c) the operationalization of MEFMI's Learning Management System (LMS). The activities and outputs of the project are consistent with its formulated goals and objectives. UNITAR PFTP has implemented the project and handled the design and management aspects of the collaboration. The project was designed to support a specialized regional training institution through the delivery of ToT. Ownership of the project always remained with MEFMI.

2.3.2 Effectiveness

Project implementation: During the project implementation period between 23/1/2015 and 30/6/2016, UNITAR trained six MEFMI staff to facilitate MEFMI's move from face-to-face workshops to e-learning through the delivery of ToT workshops in Harare. It also further developed and adapted the 'Learning Management System' / 'MEFMI online portal'.

ToT content: About half of the ToT content came from MEFMI and the other half came from UNITAR. Training took place in the form of plenary sessions and individual coaching related to best technical solutions for individual managers. MEFMI staff applied the learned directly and currently actively uses E-Learning to train its member state constituency. UNITAR training was conducted to refer to two aspects primarily: a) how e-learning operates and b) how to operate content.

Online support: After the training, the six staff members - each of them a qualified manager of a specific MEFMI online course and training area – were given the option to remain in touch with UNITAR for specific questions and further support through the IT manager. The collaboration was specific in that each staff member was individually supported for periods longer than the simple face-to-face training. The UNITAR support following the delivery of f2f ToT did support the autonomy of MEFMI and has enabled MEFMI to locally out-contract technical solutions for remaining issues locally leading to savings.^{xliv}

Achievement of objectives: UNITAR's ToT created in-house capacity for replication, was relevant, timely and contributed to the onward qualification of MEFMI affiliates. General MEFMI programme priorities and its e-learning profile begin to match for debt management, financial sector management and macroeconomic management. UNITAR also assisted MEFMI with impact and needs assessment to identify capacity gaps and thus provided a cross-cutting and multi-faceted package of support with ToT.

At the output level, the UNITAR-MEFMI collaboration concentrated on MEFMI staff but resulted in the ability to deliver six e-Learning courses which went online and were offered to participants free of charge. Some 250 to 300 participants benefitted directly. Course participants came from central banks and ministries of finance of the member states of the Southern African Development Community (SADC) primarily.

MEFMI feedback: MEFMI values UNITAR support under the project as effective and reserves to contract UNITAR at a later point in time. UNITAR's expertise and performance are rated as high by the client. In its delivering of E-learning, UNITAR is perceived as specialized by its partners.

At the outcome level, MEFMI core staff were trained in ToT in Harare, courses were further developed and 85% of E-Learners completed these courses. MEFMI does not use the Kirkpatrick self-evaluation model but its own format to get feedback from participants and to collect information i.e. about improved roll-out

options. Changes in e-learner behaviour cannot be included into this analysis because it is too early to report on them. MEFMI has developed a rich resource base in which its core staff, a pool of regional contracted temporary experts and fellows work together. Behavioural change manifests itself in a more commercial MEFMI programming outlook than prior to 2015.

2.3.3 Efficiency

Project volume: The MEFMI project covers a project volume of \$ 231.860 under a service agreement. The implementation period is 23.1.2015 to 30.6.2016. Since training services span the entire project period the entire amount is considered as ToT. All contract funding comes from MEFMI Member states.

Quality: The customer perceives UNITAR as financially correct, implementing without delay and as delivering quality services. The contract between both organizations did not provide for financial reporting and the UNITAR narrative report was found to be fully satisfactory. The agreement with UNITAR has not included a budget provision for specific one to one training of the MEFMI information technology manager and MEFMI regretted that oversight and attributes it to its own financial limitations.

Reasonable cost: MEFMI has contracted UNITAR in a very specific field of expertise and for technical solutions to implant E-Learning in more systematic ways in this own service package. This has been done at reasonable cost and efficiently, and both partners show satisfaction with the process. Project results are encouraging and have helped MEFMI to reduce its overall course costs and to increase its outreach.^{xlv} MEFMI considers payable courses for participants from non-member states.^{xlvi} Beyond this, MEFMI intends to keep the formula of free courses (pre-paid by its members) and free of charge certification. As of 2015, MEFMI is 70 percent self-financing and 30 percent donor funded.^{xlvii}

2.3.4 Impact

In its collaboration with MEFMI, UNITAR has rendered long-term support to an otherwise fully regionally owned learning and skills development process. MEFMI had trained some 5,000 course participants face-to-face during the last four years before the project began. During that period its own e-learning platform had been of limited use. The impact of the UNITAR services is related to its applied expertise in E-Learning more than to ToT methodology or instructional design. The results are considered suitable and the flexibility and attitude of UNITAR has been rated as excellent.^{xlviii} A longer-term benefit has been achieved.

Permissions: The question of setting permissions to provide support to enable MEFMI staff to upload programmes is of relevance to MEFMI and MEFMI wishes to locate a maximum of permissions in-house so as to not have to contract outside providers in the future.

Classroom teaching: According to the customer, more one-to-one training would have enhanced the impact of UNITAR's training. MEFMI regrets to not have planned for it early. A trip of its IT staff to Geneva, it feels, would have also been of use to achieve additional impact.^{xlix}

2.3.5 Sustainability

Longer training and sustainability: MEFMI regards sustainability has having several aspects. At the level of ToT, it would opt for longer training if possible in the future. Currently and in its own programming, MEFMI proposes 12-day trainings and that duration is fully acceptable to its own clients. MEFMI recommends that UNITAR would offer longer trainings.

SDG Programming and sustainability: At the level of programming, a link of MEFMI programmes and the Sustainable Development Goals (SDG), in particular Goal 17, is pursued in the new Strategic Plan of MEFMI. MEFMI also contemplates a stronger imprint in natural resources management. Being rather autonomous in terms of its operations, MEFMI is able to define and refine its own priorities as needed. As a training institution, it owns the building in which it trains and is solidly implanted in the SADC context and beyond. In terms of partnering in the future in either ToT or other areas, UNITAR is seen an attractive partner, a) because it is part of the UN system, and b) because it complements cooperation with the World Bank and other UN entities. Quality courses and technical solutions matters. A Memorandum of Understanding (MoU) might be desirable but would require to define areas of common interest. Such collaboration would have to clarify who has the rights to content and what conditionality applies.

The UNITAR perspective: Sustainability as seen by UNITAR is that of a mutually beneficial programme collaboration serving as a functional part and parcel for the further in-house development of MEFMI's e-learning structure. With technology and content transferred and training completed, sustainability is seen as the most likely result. There may be the need to update and upgrade earlier technical solutions or input modes, at some later point in time. UNITAR considers it likely that the partnership with MEFMI will continue in some form or other.

Annex 2.4: Partnership between UNITAR and Algeria on the establishment of an international training centre for local actors of the Maghreb (CIFAL Maghreb)

2.4.1 Relevance

Background: The project « Partnership between UNITAR and the People's Democratic Republic of Algeria on the Establishment of an International Training Centre for Local Actors of the Maghreb » has been implemented under a Partnership Agreement signed on 18 October 2011.

Key needs and strategy: Currently, the « Ecole Nationale d'Administration » (ENA) of Algeria houses CIFAL. CIFAL is to move to its own training centre premises shortly but did not have such premises during the implementation period. The project took as its point of departure the National School of Administration (ENA) and a network of 11 training centres in Algeria on whose capacities it builds. Through the creation of a new CIFAL training centre, Algeria sought to widen and deepen its public sector training capacities. The cooperation with UNITAR aimed to assist this process and was to introduce also new instructional design and teaching and learning methodology. As part of a wider CIFAL network, Algeria aimed to benefit from UNITAR's wider CIFAL network capacity.

Learning needs and the ToT initiative, as designed and implemented, have suited the institutional needs and priorities of the CIFAL partners fully. The UNITAR training was relevant to the learning needs of the participating trainers and it has had a capacity-strengthening effect.

Ownership: Due to the design of the collaboration, the institutional needs and priorities of the Government of Algeria have remained central throughout the collaboration. The ownership of new training methodologies and content has remained central to the Algerian authorities. The CIFAL partners describe their project collaboration with UNITAR in ToT as most encouraging. ToT activities and outputs are consistent with their respective goals and objectives while not all planned outputs beyond ToT were realized.

2.4.2 Effectiveness

The UNITAR Decentralized Cooperation Programme (DCP) has been in charge of the project collaboration with CIFAL.ⁱ In the course of a long negotiation processes, UNITAR presented technical proposals for programme planning and for the start of activitiesⁱⁱ as well as for Training of Trainers.ⁱⁱⁱ 16 trainers were to be trained through a pilot scheme. Their knowledge would assist local level public sector training to be more effective and performant. Sessions of three days were planned, with 8 participants per group and a required total participation in three modules. To be admitted, potential beneficiaries were to show extensive experience in training, university degrees, and formal training qualifications recognized by the Ministry of Interior and Local Government (MICL) to qualify for the three proposed courses.

ToT implementation: In October 2014, MICL shared the list of CIFAL trainers selected for ToT with UNITAR and on 8-9 December 2014 the first ToT took place in Geneva. The activities implemented modified the original design in that one group of 16 participants was formed instead of two of 8. On 31 March and 1 April 2015, a second two-day training was organized, this time in Alger. It centred on more general planning and stock-taking aspects and addressed the further development of CIFAL post-2015 and project management questions as well as the UN system, the Millennium Development Goals (MDGs) and project planning and implementation in the context of training. On 12-14 July 2016, a final session took place in Geneva, this time of a three-day duration.

Emphasis: Altogether, three ToT trainings took place, the first two in 2015 and a third in 2016. These ToT emphasized aspects such as the transfer of knowledge related to the modernization of existing training modules, the development of training plans and the optimization of the adult education for government professional staff, behavioural changes required to better deliver training, and impact evaluation and follow-up through self-evaluation techniques.ⁱⁱⁱⁱ The goals and objectives of learning for all three trainings were in line with UNITAR recommendations on indicators such as the relevance of training, innovativeness of content, intention to use content, personal usefulness of the training for the beneficiary.

At the output level, of the initial 16 ToT participants 13 completed the third session. Three beneficiaries were entrusted with new duties between sessions or left active service before the end of the ToT. This output is relatively low in comparison with the time used to implement the initiative.^{liv}

At the outcome level, it seems premature to attempt to summarize results related to change. Officially, CIFAL Maghreb exists since April 2013 but a physical centre continues to be unavailable. There is thus not the same identity that might have been developed in a group of ToT trainers, with a physical CIFAL centre in place. Trainers who underwent the ToT came from line ministries and services, mostly specialized in the planning of public service training or training. They are a dynamic group ready to use the learned.

2.4.3 Efficiency

The Partnership Agreement between UNITAR and the Government of Algeria of 18 October 2011 covers a total project volume of \$ 2,039,411.21. Its ToT component accounts for \$ 172,817 and Algeria assumed the initial funding of the initiative under a service agreement. Until the end of 2014, the Algerian government funded CIFAL exclusively and paid UNITAR for its services, including project coordination, knowledge content development, staff costs, consultants and expert's fees, staff travel and operational costs. The implementation of final activities was funded from un-earmarked funds of the UNITAR DCP.^{lv} No formal

Addendum was signed to cover the gap between February 2016, when the project officially concluded, and the actual end of the project in July 2016.^{lvi} Financial reports are available for 2012, 2013 and 2014.

Multiplier effects: The Algerian partners of UNITAR see the ToT collaboration as highly beneficial in terms of their methodological advancement through the UNITAR facilitated ToT. The overall project is rated as expensive. Notwithstanding this comment, the CIFAL team expresses interest in a continued collaboration with UNITAR.^{lvii} In addition to the UNITAR service rendered under the service agreement with CIFAL, Algerian public service training also benefits from donor contributions. Canada, China, France and Spain have made sizeable contributions to Algerian public service training and so have individual universities abroad. The European Union is also assisting with ToT. Algeria itself funds the training of some 600,000 civil servants, of which 350,000 are eligible at communal level. 11,000 civil servants are benefitting from ongoing training while the same number has completed such training already.^{lviii}

2.4.4 Impact

The implementation of the preparatory and knowledge content development work has been delayed for at least 2 ½ years and ended in July 2016 only. In spite of this slow start, the ToT component of the programme receives praise and individual participants report changes in their training approaches which served to make their training more efficient and participatory.

Without the establishment of the physical CIFAL learning centre, to date, no conclusions can be drawn about the real difference that the ToT initiatives might make in terms of a strengthening of the CIFAL learning centre. It is also too early to provide a reading of how new ToT course and training methodologies have been integrated into CIFAL curricula and delivery methods. Yet, the evaluation survey points to the conclusion that CIFAL-connected ToT learners developed adequate knowledge, skills and/or awareness which they applied rather rapidly.

The methodological aspect of the UNITAR supported ToT is seen as of such value that the Ministry of the Interior of Algeria plans to replicate the ToT training in 2017.

2.4.5 Sustainability

The UNITAR Executive Director visited Algeria and met with the Prime Minister and with the Chairperson of UNITAR's Board of Trustees to discuss a second phase for this project in 2016. This second phase was verbally approved and UNITAR is working to secure new funding from the Ministry of Interior and Local Authorities for its implementation, at the moment.

Annex 2.5: Enhancing the capacity of African peacekeeping training institutions, 2012-2015 (Peacekeeping)

2.5.1 Relevance

UNITAR launched the initiative “Enhancing the Capacity of African Peacekeeping Training Institutions” in response to the Non-paper “A New Partnership Agenda” launched jointly by the UN Department of Peacekeeping Operations (DPKO) and the Department of Field Support (DFS) in 2009.

Two phases The ToT initiative is part of a series of German funded UNITAR peacekeeping training. The programme was implemented in two phases between 01/02/2012 and 31/12/2015.

The design of the initiative embraced introductory training, specific stand-alone and embedded ToT courses and follow-up courses where former ToT trainees were invited to teach themselves (training by trainers – TbT) under the supervision of their UNITAR ToT trainers. For the second phase, a three-stage design approach was adopted consisting of training, coaching and mentoring.

As designed and implemented, the Training of Trainers elements responded to the institutional needs and priorities of the learning centres and training institutions reviewed. Two centres, SADC-RPTC in Harare and CCCPA I Cairo were visited during field trips.

Consistency: The activities and outputs were consistent with the formulated goals and objectives and relevant to the learning needs of the trainees turned trainers. This is confirmed by the evaluation survey results (see annex 3) as well as interviews with former participants.

The Length of training has been subject to commentary and was found to have been rather short in most cases.^{lix}

Ownership: The sense of ownership of new training methodologies / content amongst the learning centres/training institutions is not uniform. These institutions benefit most where options exist to reuse design, where UNITAR trained staff continues to be available as backup and where methodologies are being refined and adapted to local or regional level needs (e.g. by introducing case examples with relevance to the trainees).

2.5.2 Effectiveness

Training sites: The programme was implemented at six different training institutions in Africa and in the Middle East between 01.02.2012 and 31.12.2015.

Table 9: Local partners in the six countries where the Peacekeeping project was implemented

COUNTRY	PROJECT	LEARNING CENTRE / TRAINING INSTITUTION
Egypt	Enhancing the Capacity of African Peacekeeping Training Institutions (through the Training of Trainers): 2012 – 2015	Cairo Regional Centre for Training on Conflict Resolution and Peacekeeping in Africa (CCCPA)
Liberia		Angie Brooks International Centre (ABIC), Monrovia
Kenya		International Peace Support Training Centre
Nigeria		Nigerian Peacekeeping Training Centre
Rwanda		Rwanda Peace Academy
Zimbabwe		South African Development Community Regional Peacekeeping Training Centre (SADC RPTC) Harare.

ToT: During the period 2012 – 2013, 13 training courses were implemented including seven training of trainers' courses. Multiplier effects have arisen for the respective pilot training courses and for the 6 pilot training courses with the involvement of previously trained trainers and UNITAR coaches. Overall, 358 individuals have been trained (119 women and 239 men) who represented 27 African countries. More specifically, 107 individuals were trained as trainers (40 women and 67 men) and these came from 21 African countries. For the period 2014 – 2015, 13 training courses were implemented, 4 training of trainers and respective pilot training courses and 5 training courses in areas previously covered by the project with the involvement of previously trained trainers and UNITAR coaches. Overall, 233 individuals were trained (89 women, 134 men and 10 not known) originating from 27 African countries. More specifically, 38 individuals were trained as trainers (13 women and 25 men) and these came from 3 African countries. The remaining participated in the pilot training courses.

The ToT and pilot training courses of phase I had the following characteristics and thematic orientation:

Table 10: Peacekeeping training and characteristics of ToT

Thematic Focus	Place of training	Duration	In partnership with:
Human security in post-conflict interventions	Harare, Zimbabwe	19-30.11.2012	SADC RPTC
Transitional justice and peacebuilding	Monrovia, Liberia	04-15.12.2012	Angie Brooks
Transitional justice and peacebuilding	Musanze, Rwanda	20-28.08.2013	Rwanda Peace Academy
Training of Trainers	Harare, Zimbabwe	09-20.09.2013	SADC RPTC
Conflict resolution	Monrovia, Liberia	30.09.-11.10.2013	Angie Brooks
Training of Trainers	Harare, Zimbabwe	14-25.10.2013	SADC RPTC
Training of Trainers	Harare, Zimbabwe	28.10.-08.11.2013	SADC RPTC

Training courses implemented with the involvement of previously trained trainers and UNITAR coaches took place as TbT:

Table 11: Peacekeeping training phase I: Use of previously trained trainers

Thematic Focus	Place of training	Duration	In partnership with:
Protection of civilians in peace operations	Kaduna, Nigeria	17-24.09.2012	Nigeria Army PTC
Natural resources management in post-conflict countries	Cairo, Egypt	07-11.10.2012	CCCPA
Introduction to security sector reform	Musanze, Rwanda	08-13.10.2012	Rwanda Peace Academy

Protection of civilians in peace operations	Harare, Zimbabwe	15-26.10.2012	SADC RPTC
Protection of civilians in peace operations (special focus on child soldiers)	Musanze, Rwanda	22-29.11.2012	Rwanda Peace Academy
Protection of civilians in peace operations	Kaduna, Nigeria	22.07.- 02.08.2013	Nigeria Army PTC

Thirteen training courses were implemented in phase one. Of these, seven were ToT and respective pilot training courses and six were pilot training courses with the involvement of previously trained trainers and UNITAR coaches. Overall, 358 individuals from 21 African countries were trained, 119 women and 239 men. 107 individuals were trained as trainers, 40 were women and 67 men. In terms of output, seven training of trainers and pilot training courses took place against a target of 12 and six training courses were implemented through the African Peacekeeping Learning Network. In addition, some 100 persons were engaged in a Community of practice exchange.

In phase II, further 'Training of Trainers' combined with TbT took place in the following locations:

Table 12: Peacekeeping Phase II: ToT and TbT

Topic	Learning Centre	Date(s)
'Training of Trainers'	Geneva	27-31.10.2014
'Training of Trainers'	Harare	10-21.11.2014
'Protection of Civilians'	Musanza	05-07.11.2014 & 10-14.11.2014
'Strategic Crisis Management'	Cairo	23-27.11.2014 & 30.11.- 04.12.2014
'Understanding Conflict and Conflict Analysis'	Musanze	24-28.11.2014 & 17-19.12.2014
'Human Security in Post-Conflict Environment'	Harare	13-24.10.2014
UN Staff Officers Training	Musanze	01-12.12.2014

Detailed documentation and reporting for each of these training courses of phase II exists. Training of trainer courses were structured in eight modules and at the end of the training, participants were meant to be enabled to define the role of the trainer, examine the principles of adult education, analyze training needs, conceive a training session, deliver a training session through the application of interactive methods used in adult education, develop a monitoring and evaluation framework and apply the instruments of personal transformation for self-development.

For each course, UNITAR developed *course narratives and participant guides*, distributed to participants at the beginning of the training course. Participants were asked to have prior experience of one year minimum in training or education as well as excellent communication and public speaking skills. *Facilitator guides* were developed to describe the methodological approach to be followed. Facilitators were selected from among those from partner institutions previously trained through the training, coaching and mentoring programme as often as possible. This was done to build a pool of trainers for ToT courses in peacekeeping. Deployments aimed to pair experienced UNITAR trainers with those trained in ToT events. Subject matter experts were outsourced. Topics such as Rule of Law, International Law, Humanitarian Law and specific country examples were introduced as well as core Peacekeeping, Peacebuilding and Post-Conflict elements. A Peacekeeping Trainer roster is currently developed. *Course participants* came from the armed forces of UN member states, law enforcement, correctional services, and a wide range of other government institutions and bodies, NGOs, academia, and other civil society. Two of the six Peacekeeping Training Centres under the programme were visited during the

evaluation (the 'Cairo Regional Centre for Training on Conflict Resolution and Peacekeeping in Africa' (CCCPA) and the 'Southern African Development Community (SADC) Regional Peacekeeping Training Centre' (RPTC)).

Below please find the UNITAR developed eight modules of ToT for the peacekeeping training and a description of their learning objectives as referenced in the Final Report of the programme.^{ix}

Table 13: The eight modules of ToT for peacekeeping training

What is training? 1 st module	Analysis 2 nd module	Design 3 rd module	Development 4 th module
This module explores training and the role of the trainer. It describes how training occurs and the principles of cognitive load and how adults learn and different learning styles.	This module addresses how to identify the needs of beneficiaries and their organizations. It tests whether training is the correct response to the needs of the audience and to provide a clear indication of what the training should focus on.	This module focuses on how to write learning objectives, define the sequence and plan the time for the different sessions of the training. It builds on module 2 and stresses the importance of creating a training that meets the needs and characteristics of the target audience.	This module addresses how to define the instructional strategy and how to create content and learning material that is used during training.
Implementation 5 th module	Evaluation 6 th module	Communicating effectively 7 th module	Class management 8 th module
This module focuses on how to facilitate learning and ensure that participants achieve the objectives during the design phase.	This module teaches how to assess how the training contributed to any change.	Effective communication is taught in this module to better understand a person or situation and to resolve differences, build trust and respect, create an environment where ideas, problem solving, affection and caring can flourish. Effective communication as is taught as a means to better connect with participants, avoid misunderstandings, conflict and frustration.	This module describes skills and techniques that trainers can use to facilitate learning and keep participants focused and attentive. It focuses on the behavioural component of class management and presents challenging scenarios and suggestions how to handle them successfully.

2.5.3 Efficiency

Donor: The programme has been funded by the German Federal Foreign Office in three tranches for a total amount of \$4,748,403^{ix} between 01.02.2012 and 31.01.2015. It unfolds into two phases: 01.02.2012-31.12.2013 and 01.01.2014-31.12.2015.

The ToT component amounts to \$3,236,973 and represents therefore a significant part of the total funding not only of this ToT initiative but of all ToT reviewed.

Reporting: The donor, the German Federal Foreign Office, considers narrative and financial reporting complete and fully satisfactory but comments on partially delayed submissions. While Germany fully funded the programme, UNITAR assumed full responsibility for all methodological support.

2.5.4 Impact

The *Peacekeeping Training Programme (PTP)* is the largest single UNITAR programme with some 15,000 learners annually and the only UNITAR programme with a formally appointed Advisory Board.^{lxii} A Peacekeeping Training Programme (PTP) concept paper and an evaluation of the service exist. At present, the programme runs more than 30 courses annually.

For peacekeeping training, ToT has produced the single largest number of newly qualified trainers. During the period 2012 – 2013, 13 training courses were implemented including 7 training of trainers' courses. Multiplier effects have arisen for the respective pilot training courses and for the 6 pilot training courses with the involvement of previously trained trainers and UNITAR coaches. Overall, 358 individuals have been trained (119 women and 239 men) who represented 27 African countries. More specifically, 107 individuals were trained as trainers (40 women and 67 men) and these came from 21 African countries. For the period 2014 – 2015, 13 training courses were implemented, 4 training of trainers and respective pilot training courses and 5 training courses in areas previously covered by the project with the involvement of previously trained trainers and UNITAR coaches. Overall, 233 individuals were trained (89 women, 134 men and 10 not known) originating from 27 African countries. More specifically, 38 individuals were trained as trainers (13 women and 25 men) and these came from 3 African countries. The remaining participated in the pilot training courses. Peacekeeping training is thus the initiative with the largest impact in terms of beneficiaries and regional distribution of participants. Its multiplier effects reached national armed forces across the African continent.

At the level of learning and training centres, programme impact has been created through the choice of relevant partners. The Cairo Regional Centre for Training on Conflict Resolution and Peacekeeping in Africa (CCCPA) may serve as an example. CCCPA is both an African Union (AU) centre of excellence in training and the only civilian training centre on issues of peace and security in the Arab world. It offers courses free of charge and serves participants from a number of African countries. This widens its influence and options to further develop topics and agendas in peacekeeping training such as gender equality and implementation of UN Sec Res. 1325 ff. CCCPA also wields influence as an institution from a Troop and Police Contributing Country (TCC/PCC).

In terms of linkages and connectivity, PKT has achieved added impact by complementing peacekeeping training with UNITAR Master's Degree partnerships. A Master in Conflictology is one of five UNITAR / UOC qualifications of which the Post-Graduate Certificate in Armed Conflict and Crisis Management, a Specialization in Armed Conflict, A Specialization in Crisis Management and a Diploma in Peacekeeping and Peacebuilding are the other four elements.

2.5.5 Sustainability

The 'Special Committee on Peacekeeping Operations of the United Nations' (C 34) was established by General Assembly Resolution 2006 (XIX) of 18 February 1965, to conduct a comprehensive review of all issues relating to peacekeeping. It specifically supports the UNITAR PTP initiative and emphasizes that "The Special Committee welcomes the contribution of the United Nations Institute for Training and Research to peacekeeping training through its "train-the-trainer" programme being implemented in Africa. It requests that this "train-the-trainers" programme be expanded to other regions, including Asia and Latin America" (A/66/19).

The programme under review has facilitated the transfer of knowledge and skills to national and regional training institutions in a sustainable manner. It also has achieved capacity-building as planned.

Synergies with other UN entities: Sustainability is also sought through the achievement of synergies with other UN entities. Here, UNITAR does not market itself as a brand but as representing UN principles. Recently, UNITAR's PTP has begun to partner with academic institutions in the development and establishment of three online Master's degree courses and Master Degree courses will thus complement certificate courses in the future.^{lxiii}

Relevance in sustainability: Besides the above, sustainability is safeguarded by a careful monitoring of the trends surrounding discussions of the UN Peace and Security Architecture and suggestions for potential reforms. It is also furthered by the prioritization of research and knowledge management on the role of women in sustaining peace. Relevance in sustainability is also maintained by increasing the percentage of women nominations for training.

Annex 2.6: Training of Algerian Diplomat-trainees and senior officials (IDRI)

2.6.1 Relevance

The collaboration between the "Institut Diplomatique et des Relations Internationales" (IDRI) of the Ministry of Foreign Affairs (MoFA) of Algeria and UNITAR addresses the training of diplomats and dates back to 2011.^{lxiv}

Institutional responsibility: The Multilateral Diplomacy Programme (MDP) of UNITAR has assumed operational responsibility for the initiative and Algerian diplomat-trainees and senior officials we trained between 2013 and 2015. At the national level, the Ministry of Foreign Affairs of Algeria (MoFA) has ensured sector coordination. The collaboration of similar character is ongoing and a new framework agreement covers the IDRI-UNITAR cooperation for the period 2016-2018.

Topics covered during training included international cooperation and multilateral diplomacy so as to enhance the understanding of the United Nations system and its organs and procedures, to reinforce skills relevant to conferences and negotiations and to support efforts to build a more effective multilateral system. The training addressed political mediation, commercial and economic diplomacy, charismatic and strategic leadership and the preservation of peace and security in the UN system, among others.

ToT was an integral element of the initiative.

Consistency: The activities and outputs of the initiative are consistent with its formulated goals and objectives. As planned, two types of capacity building were implemented targeting both senior officials and diplomat-trainees.

Complementing national expertise: UNITAR provided knowledge and methods in areas where Algeria had no immediate availability of in-house or resident expertise and meaningfully complemented national efforts.

Ownership: IDRI, fully integrated part of the Ministry of Foreign Affairs (MoFA)^{lxv}, assumed the ownership of new training methodologies and content which thus clearly rested with the recipient country. All key stakeholders continued to demonstrate effective commitment throughout the project implementation period.

2.6.2 Effectiveness

Diplomacy as a function of international relation-building: The IDRI – UNITAR Training of Algerian Diplomat-Trainees and Senior Officials is not a training centre-oriented capacity-building project but rather a project focused on providing support to diplomacy as a function of international relations-building.

Two formats: The ToT component of the project was implemented in two different formats: Training of Trainers (ToT) and Training by Trainers (TbT). Initially, three workshops were held in 2013, in Geneva (on 11-15 March 2013), in Algiers (on 21-25 April 2013) and in Geneva, again (7-11 October 2013). These were classic ToT training sessions. Nine participants attended the ToT sessions in Geneva and Algiers in March and April 2013. Eleven participants attended the October 2013 session in Geneva.

Subjects of ToT were diplomatic protocol, the UN system and its organs and entities as well as diplomatic negotiations. Styles used by the participants, pedagogical skills, concepts for and styles of training, forms of public presentation and convincing presentations adapted to the audience, group dynamics, the facilitation and moderation of debates, and overcoming obstacles were also addressed. Each ToT started with a recapitulative of the previous session, and session two addressed the use of PowerPoint as a tool, the moderation of debates involving difficult audiences, the dealing with divergence and convergence and decision-making processes, the Minto pyramid, and the dealing with objections. The third ToT built on the first two.

Four of the ToT participants were selected for TbT practice sessions in November and December 2013. During these events, the recently trained trainers were given the opportunity to practice their newly acquired skills and techniques. Both these TbT practice sessions took place in Geneva, the first on 7-8 November 2013 and the second on 2-3 December 2013.

At the output level, three ToT were held, each with a duration of five days. The TbT practice element consisted of two times two days. Of the trainers who participated in the first three modules of the ToT, four were selected to give presentations to the diplomatic community in Geneva during two practice sessions on 2 and 3 December 2013.

At the outcome level, the Training of Trainers courses have provided the participants with international exposure and assisted them with a deeper understanding of the foundations, dynamics and strategies of effective cross-cultural communication, aided by training tools and peer practicum sessions where own facilitation skills were demonstrated and further developed. This has been reported to have led to behavioural change and to increased success in the development of individual job performance.

2.6.3 Efficiency

The Training of Algerian Diplomat-Trainees and Senior Officials project covers a total project volume of \$1,500,000 designated to pay for UNITAR services. The Peoples' Democratic Republic of Algeria assumed all costs of the project which was implemented between 15.04.2012 and 18.05.2015. This was done under a three-year framework agreement for the period 2012-2014[ii], with annually signed 'Letters of Agreement' (LoA) further describing and defining the agreed scope of work for each year. The ToT element accounted for \$240,000 of the project volume and the TbT amounted to \$60,000. The total project volume of both components is \$300,000. The original project duration of 15.04.2012 – 31.12.2014 was amended to cover the period up to 18.05.2015. No financial reports were requested or provided but

detailed narrative reporting exists. The ToT was executed in a cost-effective manner, obviously helped by long UNITAR experience in the field.

2.6.4 Impact

Acquisition of skills to successfully operate in a multilateral system: The IDRI-UNITAR focus of the ToT / TbT project was on the acquisition of skills to successfully operate in a multilateral system. The acquisition of first-hand exposure to and of experience with the United Nations system meant to train where such exposure was guaranteed. The impact achieved was thus related to the extra-quality that comes with such exposure, accompanied by professional training feedback and support. IDRI confirms that the training fulfilled its objectives and expectations and that it has had a positive impact on the professional development of the diplomatic staff trained.

Evaluation-specific survey results show that all IDRI respondents either strongly agree or agree that their UNITAR facilitated training session has been executed with quality. Forty per cent of respondents mentioned that they work as professional trainers in a training centre, 2/3 work full-time. Most respondents emphasize to have made direct use of the training, mostly for the design of learning objectives. Two thirds of all respondents emphasize that learning about good communication was particularly important for them. Asked about ways to improve the design of the training, former participants expressed a desire for longer training and more practical exercises and more gender equality in the selection of participants. From the responses it appeared that learners had developed knowledge, skills and awareness to respond to specific learning needs at home and abroad.

The practical use of skills depends on the exposure of former learners to training, presentation, or capacity building tasks after the completion of the training. Not all participants enjoy such exposure in the context of IDRI and some simply use it in the scope of their functional responsibilities outside IDRI or the diplomatic service.

In recent years, *UNITAR has continued its collaboration with the Algerian Ministry of Foreign Affairs* (MOFA) and various initiatives have been executed. Yet, none of the activities implemented in 2015 or 2016 were related to ToT.^[iii] The UNITAR diplomatic training activities of these years use the same methodology as used during the project under review. Theory and PowerPoint presentations are kept to a minimum and negotiations and leadership skills, for example, are strengthened. Individual trainers have integrated the training methodologies into their curricula and delivery methods at home as the evaluation survey shows.

2.6.5 Sustainability

IDRI serves as both a provider and recipient of training. In that it is similar to a number of peacekeeping training institutions, to Ibtikari and to MEFMI. IDRI has its own in-house training programmes for Algerian diplomatic staff, both in the form of training of recently recruited young diplomates and as in-service training and it also sees its future in the training of diplomatic staff of countries with ties to Algeria. It embraces studies and research, conferences, seminars and thematic workshops as well as functional partnerships with like-minded organizations as opportunities for capacity building. It has expanded foreign language training to embrace English and Spanish in addition to the Arab and French. In deepening thematic knowledge, it resorts to the use of communities of practice. In its diplomatic training, IDRI regularly uses the expertise of professors from the University of Algiers, of visiting scholars and of diplomates of other countries posted to Algeria besides in-house expertise.

For IDRI, the out-contracting of services to UNITAR rests an option where the above pool of specialists cannot be contracted in-country to assist with new and so far unexplored topics. However, the recently more constrained budgetary situation of Algeria has impacted on its options to out-contract training abroad. National options are being explored first.

UNITAR is also diversifying its approach. In expanding the existing framework, the UNITAR Multilateral Diplomacy Programme has launched an 'Executive Diploma in Diplomatic Practice' in 2015. A second edition is ongoing. The programme focuses on the diplomatic communities and the United Nations and consists of a series of core diplomatic training events coupled with a research assignment.^[vi] ToT elements are not part of the instructional design. Collaborations with the diplomatic Academies of the United Arab Emirates and Thailand take the form of project collaboration but also do not include ToT. A UNITAR facilitated meeting between the heads of diplomatic academies and institutes from Francophone Africa in Algeria in 2015 led to the creation of a network of such academies and institutions which is equally in favour of sustainability.^[vii]

The partnership between IDRI / the Ministry of Foreign Affairs of Algeria and UNITAR has continued after the end of the project in May 2015 with a series of new initiatives. In 2014-2015 e.g. another diplomatic training initiative has been agreed and implemented^[iv], understood as a proof of trust and mutual satisfaction of both parties.^[v] For 2016-18, a Framework Agreement is in place. In terms of sustainability, the IDRI-UNITAR partnership is thus one of the most promising among the projects and programmes reviewed, while noting that ToT / TbT has not figured prominently in recent initiatives.

Annex 2.7 below summarizes information from all six project in the cluster.

Annex 2.7: Summary of data on ToT projects and programmes under review

Title	Law Enforcement Anti-Corruption Training Programme for the Sahel Region	Developing e-Learning Capacities of the Macro-economic and Financial Management Institute of Eastern and Southern Africa (2015 - 2016) MEFMI	Enhancing the Capacity of African Peacekeeping Training Institutions (2012-2015)	Training and follow-up on entrepreneurship for young graduates from Algeria (2012 - 2016) Ibtikari	Partnership between UNITAR and Algeria on the Establishment of an International Training Centre for Local Actors from the Maghreb (2011-2015) CIFAL	Training of Algerian Diplomat-trainees and Senior Officials (2012-2014) IDRI
Validity / Project duration	01/03/2015 - 28/02/2016***	23/1/2015 - 30/6/2016	01/02/2012-31/12/2013 and 01/01/2014-31/12/2015	15/04/2012 - 14/04/2015	31/10/2011 - 31/10/2014	15/04/2012 - 31/12/2014
Extension to				End date was flexible on completion of the 3rd year activities.	extended to July 2016	18/05/2015
UNITAR partner(s)	Government of Japan	MEFMI	Various Peacekeeping Training Institutes in Africa	Government of Algeria	Ministry of Foreign Affairs of Algeria	Government of Algeria
UNITAR programme unit	Hiroshima Office	Public Finance and Trade Programme	Peacekeeping Training Programme	Knowledge Systems Innovation Unit	Decentralized Cooperation Programme	Multilateral Diplomacy Programme
Sector orientation	Anti-corruption training	Strengthening institutional capacity to deliver training through e-Learning	Pre-Deployment Peacekeeping training at a total of six training institutions in Africa	- Information + communication technologies - Tourism - Agriculture and fishing - Renewable energies - Car industry - Surplus value of agricultural products - Public construction - Environment.	New management methods for public administration (public, central, local): economic, environmental, and social governance; Transcription of international treaties at local level.*	Diplomacy: -Political Mediation Commercial and economic diplomacy - Charismatic and strategic leadership - Preservation of peace and security in the UN system
Needs Assessment	Yes	Yes, by MEFMI internal supported by UNITAR	./.	Yes	Yes, feasibility study by the client	Yes

Implementation	Anticorruption Training as agreed	As agreed.	Peacekeeping training as agreed	PME support as agreed	Establishment of a resource centre and ToT	Training of Algerian diplomates and senior officials
Planned UNITAR input	<ul style="list-style-type: none"> - Training and capacity-building - Information-sharing system - Best practices and lessons learned sharing - Awareness-raising 	Learning management system under full operationalization; Migration of content from UNITAR to MEFMI	Training materials and training	Training materials	<ul style="list-style-type: none"> - Initial institutional set-up - Expertise for feasibility study - Interim running - Admin and finance infrastructure support of UNITAR 	Training
Project implementation location	Dakar, Senegal and Hiroshima, Japan	MEFMI Harare, Zimbabwe	<ul style="list-style-type: none"> - CCCPA (Egypt) - Angie Brooks (Liberia) - International Peace Support Training Centre (Kenya) - Nigerian Peacekeeping Training Centre - SADC RPTC (Zimbabwe) - Rwanda Peace Academy. 	Algiers, Algeria <ul style="list-style-type: none"> - Blida - Satif - Tlemcan - Adrar - Bechar. 	Algiers and Geneva	Institut Diplomatique et des Relations Internationales (IDRI), Algiers and Geneva
Budget	\$349,780.86****	\$231,860.00	\$4,748,403.92	\$1,883,551.54	\$2,039,411.21	\$1,500,000.00
Resources for ToT-specific elements (estimated)	\$26,000.00	\$231,860.00	\$3,236,973.00	\$190,500	\$172,817.00	\$300,000.00
New / ongoing (with current partners)	Similar UNITAR activities are funded by the same donor	Partnership dates back to 1999; MEFMI contracts new services locally	No continuation of funding of this programme	Collaboration has come to an end; discussions about possible extension were ongoing	Collaboration ended in July 2016; no continuation, at present	MoU for another three years signed. 2015: \$99,000.

Other donors	None	EU and members locally to MEFMI directly	None	None	Algeria: - Provision of ENA training sites and of - Local running costs	None
Earmarking	ToT formed part of the second of two workshops (held in Japan).	As per MoU / contract	yes	As per MoU / contract	As per accord de partenariat	No specification
Statement of Income and Expenditure (=Financial Report)	Available	Not required.	FR for phase 1. FR for phase 2 due.	Reporting for 2013, 2014, and summary for 15/04/2012-14/03/2016.	Statements available for 2012, 2013, 2014.	Not required
Origin of trainees	African countries	MEFMI staff/ Zimbabwe	African countries	Algeria	Algeria	Algeria
Actual number of trainees (training of trainers)	Anti-corruption: 14 trained as part of overall ToT training	27 MEFMI specialists responsible for individual MEFMI programmes	145 individuals were trained as trainers	17 trainers trained	15 civil servants	18
Particular aspects of training approach / methodology	- Interactive lectures - Small-group / indiv. practical exercises - Self-directed reading + Study tours + Self-directed projects. Combination of F2F and project-based learning of 6 months duration.	- One to one training for IT - Group sessions ToT training plus follow-up	Part of regular core UNITAR programming; replicable Individual training courses	Specific to Ibtikari – ToT as enabling for further training in the framework of the project; customer-tailored; Non-replicable	Custom-tailored; Specific to country civil servant needs	Part of regular core UNITAR programming; replicable
Outcome indicators	yes	no	no	no	no	no
Quality Assurance / Self-assessment tool	Self-assessment before / after - Overall programme evaluation. Level 1 + 2 + 3.	MEFMI has its own evaluation and QA model. UNITAR reconstructed of level 1 + 2	CCCPA has own set of questions to assess the reaction of participants; Kirkpatrick, level 1 + 2 + partially 3 in use.	Kirkpatrick, level 1 + 2.	Kirkpatrick level 1 + 2.	Kirkpatrick, level 1 + 2.

Annex 3: Survey

Scope and participation: The evaluator developed a ToT follow-up survey in English and French for deployment to former ToT participants of UNITAR projects and programmes under this evaluation. The survey was designed to capture information about the experience with and use of UNITAR facilitated ToT with a view of adding a post-training perspective to the evaluation. It was distributed by UNITAR to some 229 persons who had offered their contact details at the end of ToT courses. It was administered via an instructive email and distributed between 16 August and 14 October 2016. Recipients were the beneficiaries of the six UNITAR supported projects. Of the 229 persons consulted, 77 (33.63 per cent) returned the questionnaire by 28.10.2016 when the survey was closed.

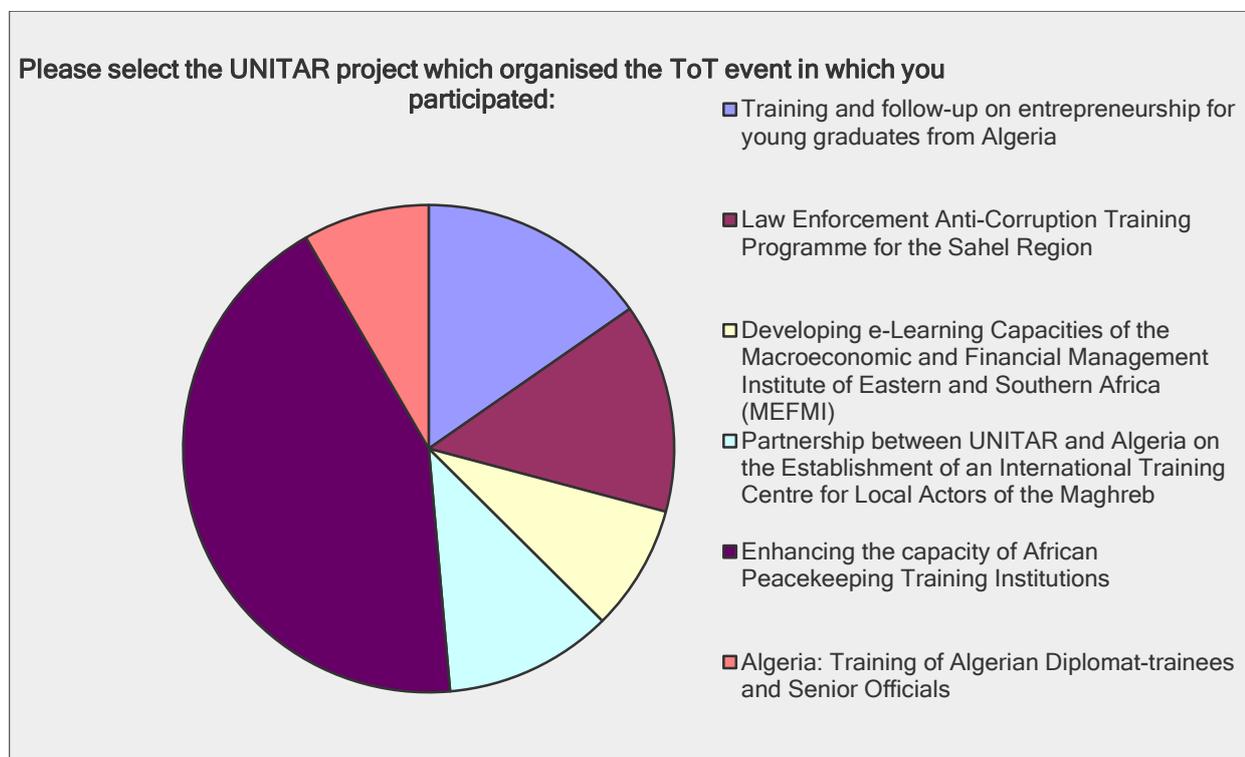


Anglophone respondents were more numerous than Francophone respondents due to the large number of peacekeeping training respondents. All Francophone respondents completed the ToT while, in the Anglophone group, three persons did not.^{lxvi} The survey includes responses of 21 female ToT participants of which 10 identify themselves as having participated in peacekeeping training, 4 as MEFMI staff, 3 came from Ibtikari and one each from the Sahel and IDRI projects.

Annex 3.1 Survey results

Question 1

Please select the UNITAR project which organised the ToT event in which you participated



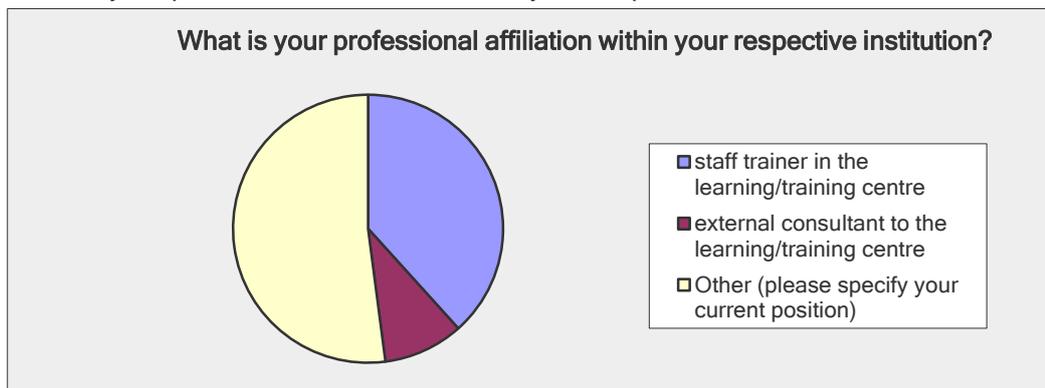
UNITAR Training of Trainers Cluster Evaluation_EN_FR

Please select the UNITAR project which organised the ToT event in which you participated:

Answer Options	Response Percent	Response Count
Training and follow-up on entrepreneurship for young graduates from Algeria	15%	11
Law Enforcement Anti-Corruption Training Programme for the Sahel Region	13,9%	10
Developing e-Learning Capacities of the Macroeconomic and Financial Management Institute of Eastern and Southern Africa (MEFMI)	8,3%	6
Partnership between UNITAR and Algeria on the Establishment of an International Training Centre for Local Actors of the Maghreb	11,1%	8
Enhancing the capacity of African Peacekeeping Training Institutions	43,1%	31
Algeria: Training of Algerian Diplomat-trainees and Senior Officials	8,3%	6
answered question		72
skipped question		5

Question 2

What is your professional affiliation within your respective institution?



What is your professional affiliation within your respective institution?

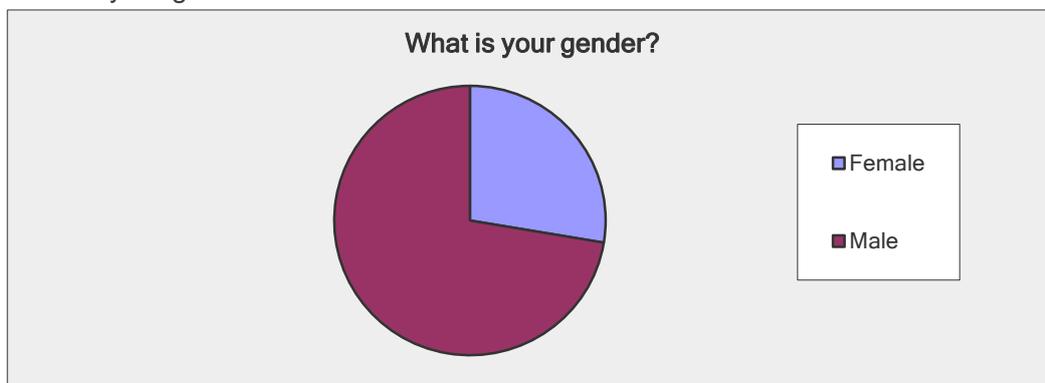
Answer Options

staff trainer in the learning/training centre
 external consultant to the learning/training centre
 Other (please specify your current position)

Response Percent	Response Count
38,4%	28
9,6%	7
52,1%	38
answered question	73
skipped question	4

Question 3

What is your gender?



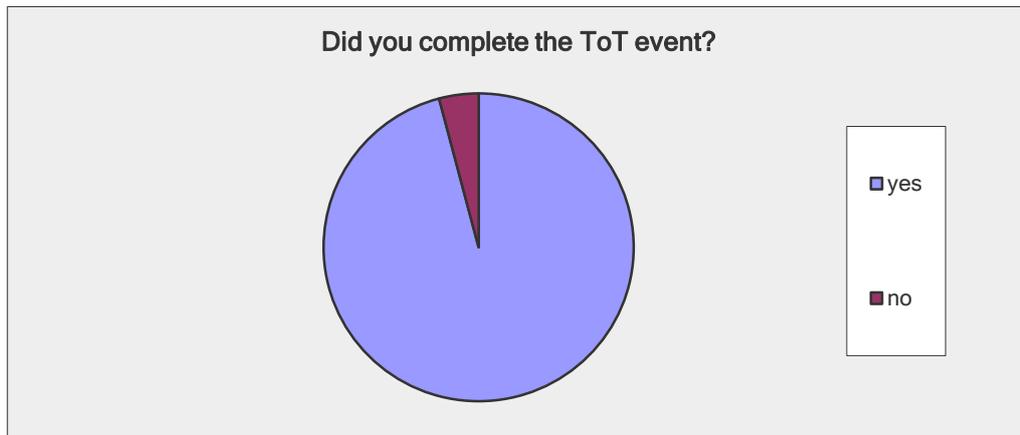
Answer Options

Female
 Male

Response Percent	Response Count
27,6%	21
72,4%	55
answered question	76
skipped question	1

Question 4

Did you complete the ToT event?



Did you complete the ToT event?

Answer Options

yes

no

answered question**skipped question****Response
Percent**

95,9%

4,1%

**Response
Count**

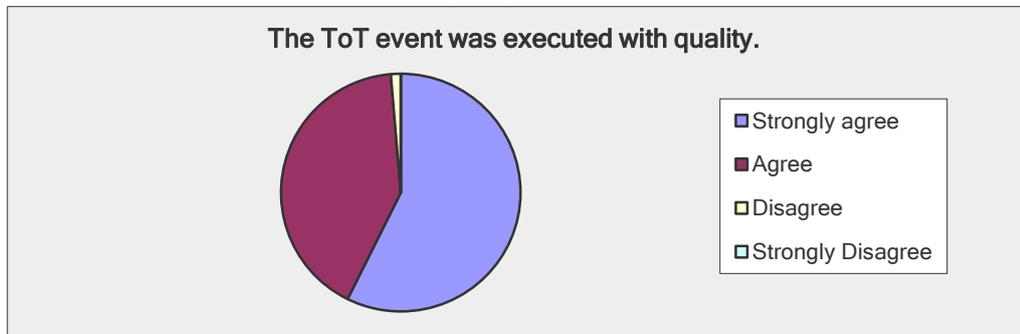
70

3

73**4**

Question 5

The ToT event was executed with quality?



The ToT event was executed with quality.

Answer Options

Strongly agree

Agree

Disagree

Strongly Disagree

answered question**skipped question****Response
Percent**

57,3%

41,3%

1,3%

0,0%

**Response
Count**

43

31

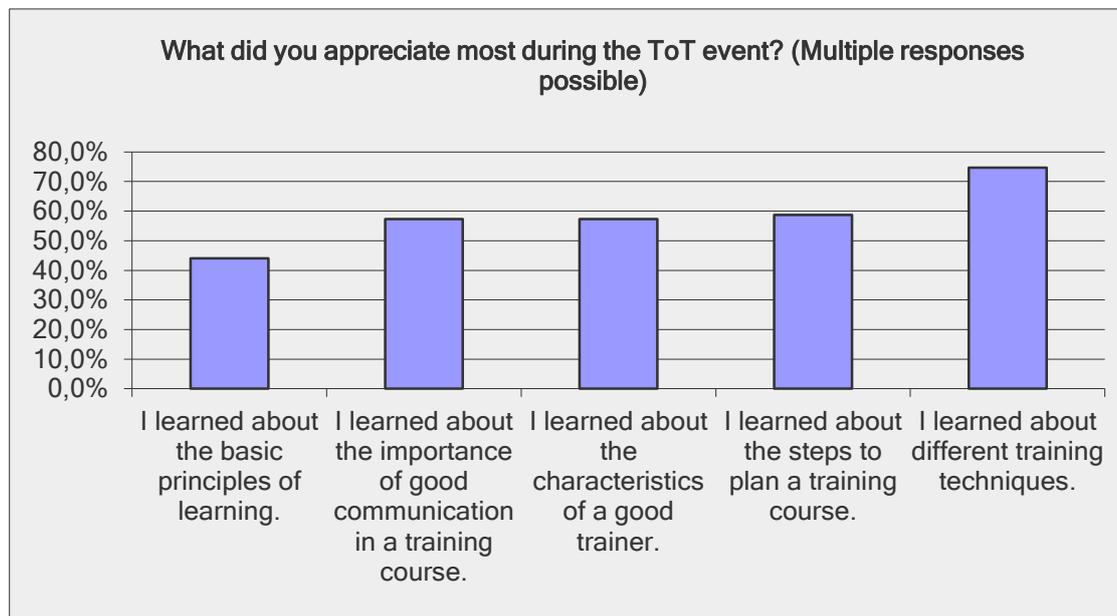
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75**2**

Question 6

What did you appreciate most during the ToT event? (Multiple responses possible)

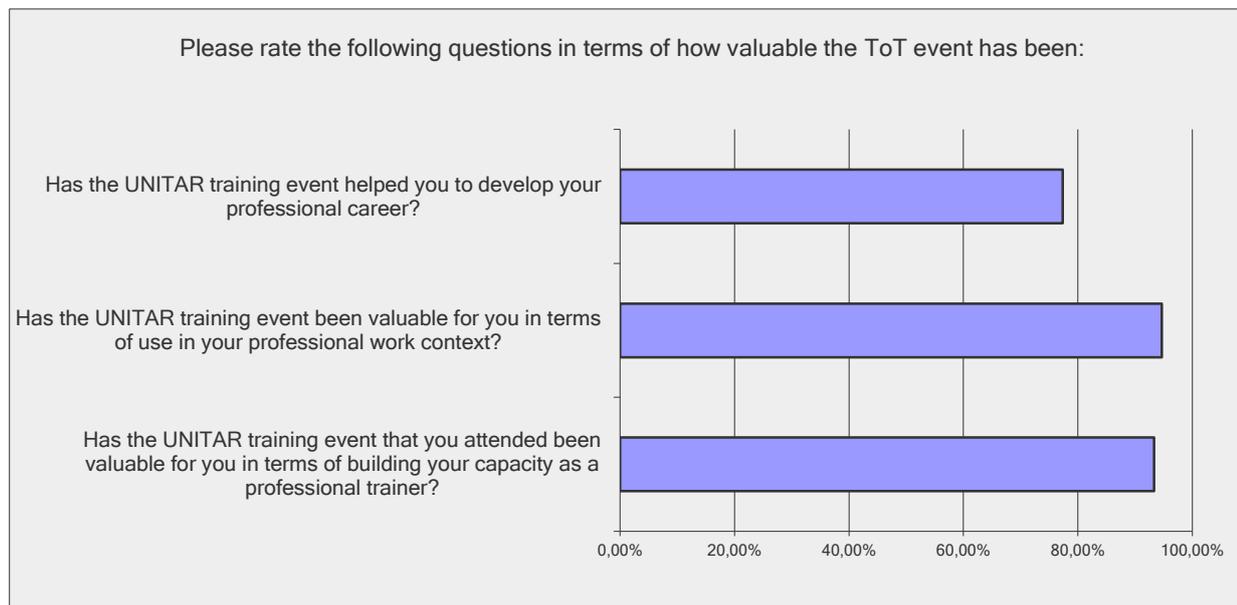


What did you appreciate most during the ToT event? (Multiple responses possible)

Answer Options	Response Percent	Response Count
I learned about the basic principles of learning.	44,0%	33
I learned about the importance of good communication in a training course.	57,3%	43
I learned about the characteristics of a good trainer.	57,3%	43
I learned about the steps to plan a training course.	58,7%	44
I learned about different training techniques.	74,7%	56
answered question		75
skipped question		2

Question 7

Please rate the following questions in terms of how valuable the ToT event has been.



Please rate the following questions in terms of how valuable the ToT event has been:

Answer Options	very valuable	valuable	invaluable	very invaluable	% of very valuable and valuable	Response Count
Has the UNITAR training event that you attended been valuable for you in terms of building your capacity as a professional trainer?	47	23	2	0	93,33%	72
Has the UNITAR training event been valuable for you in terms of use in your professional work context?	39	32	3	0	94,67%	74
Has the UNITAR training event helped you to develop your professional career?	25	33	9	7	77,33%	74
answered question						75
skipped question						2

Question 8

Have you worked as trainer / training resource person after the UNITAR ToT event?

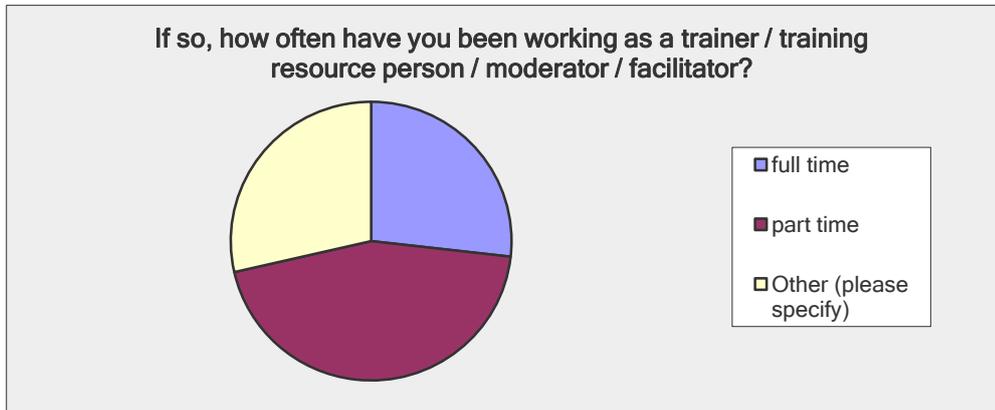


Have you worked as trainer / training resource person / moderator / facilitator after the UNITAR ToT event?

Answer Options	Response Percent	Response Count
yes	76,0%	57
no	24,0%	18
answered question		75
skipped question		2

Question 9

If so, how often have you been working as a trainer?

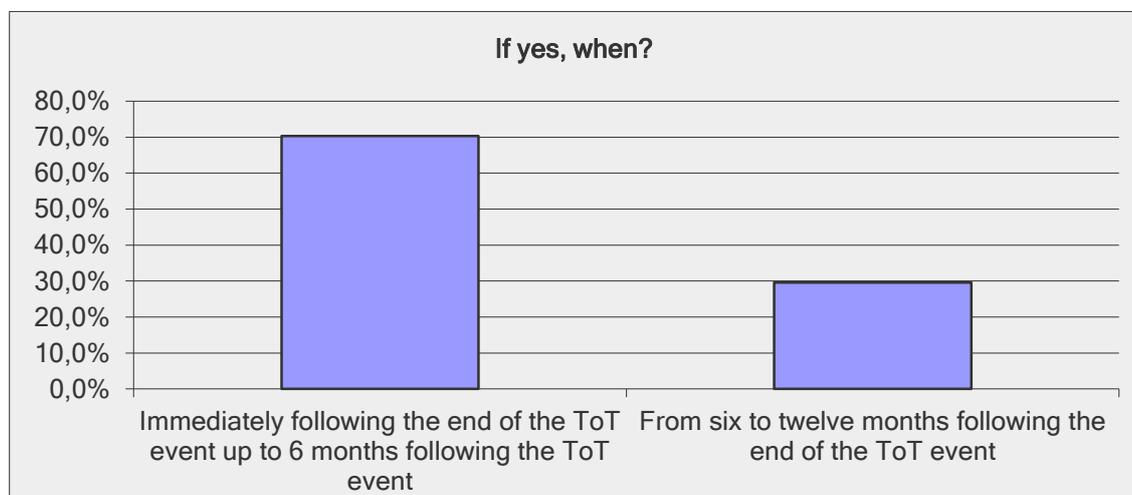


If so, how often have you been working as a trainer / training resource person / moderator / facilitator?

Answer Options	Response Percent	Response Count
full time	26,8%	15
part time	44,6%	25
Other (please specify)	28,6%	16
answered question		56
skipped question		21

Question 10

If yes, when?

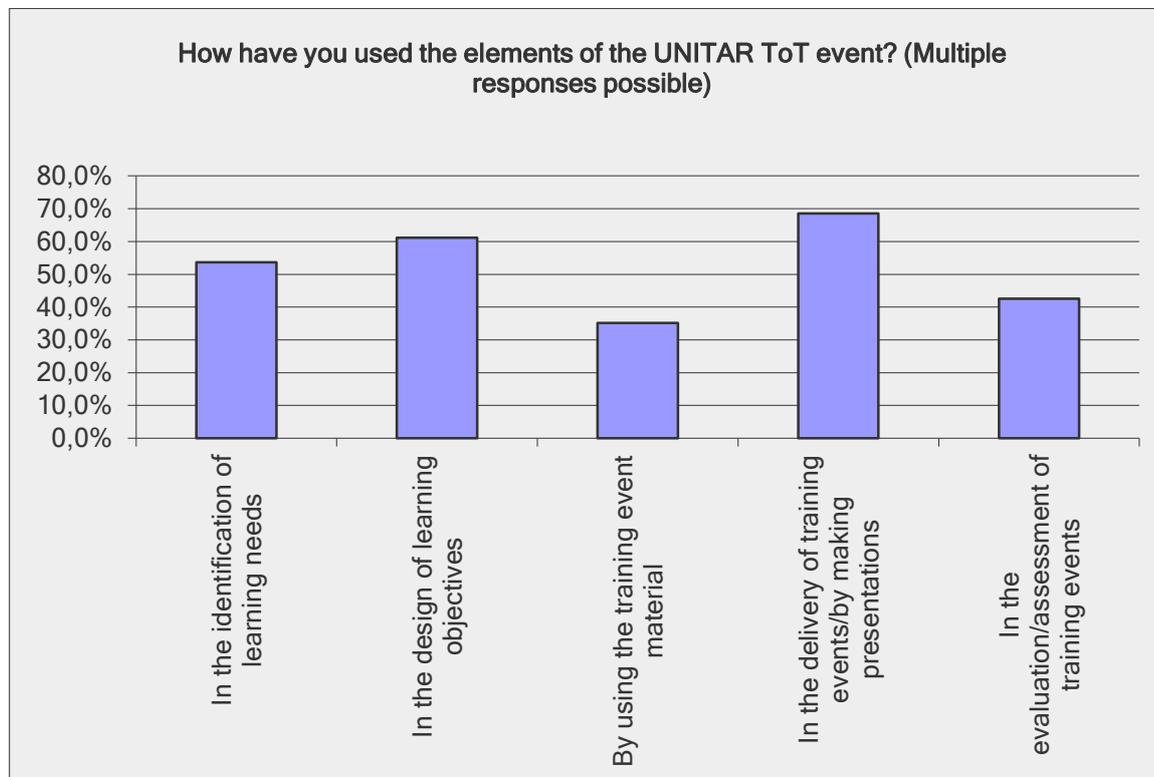


If yes, when?

Answer Options	Response Percent	Response Count
Immediately following the end of the ToT event up to 6 months following the ToT event	70,4%	38
From six to twelve months following the end of the ToT event	29,6%	16
answered question		54
skipped question		16

Question 11

How have you used the elements of the UNITAR ToT event? (Multiple responses possible)



How have you used the elements of the UNITAR ToT event? (Multiple responses possible)

Answer Options	Response Percent	Response Count
In the identification of learning needs	53,7%	29
In the design of learning objectives	61,1%	33
By using the training event material	35,2%	19
In the delivery of training events/by making presentations	68,5%	37
In the evaluation/assessment of training events	42,6%	23
Other (please specify)		5
answered question		54
skipped question		23

Question 12

What has enabled you to apply knowledge and skills that you acquired in the ToT event?



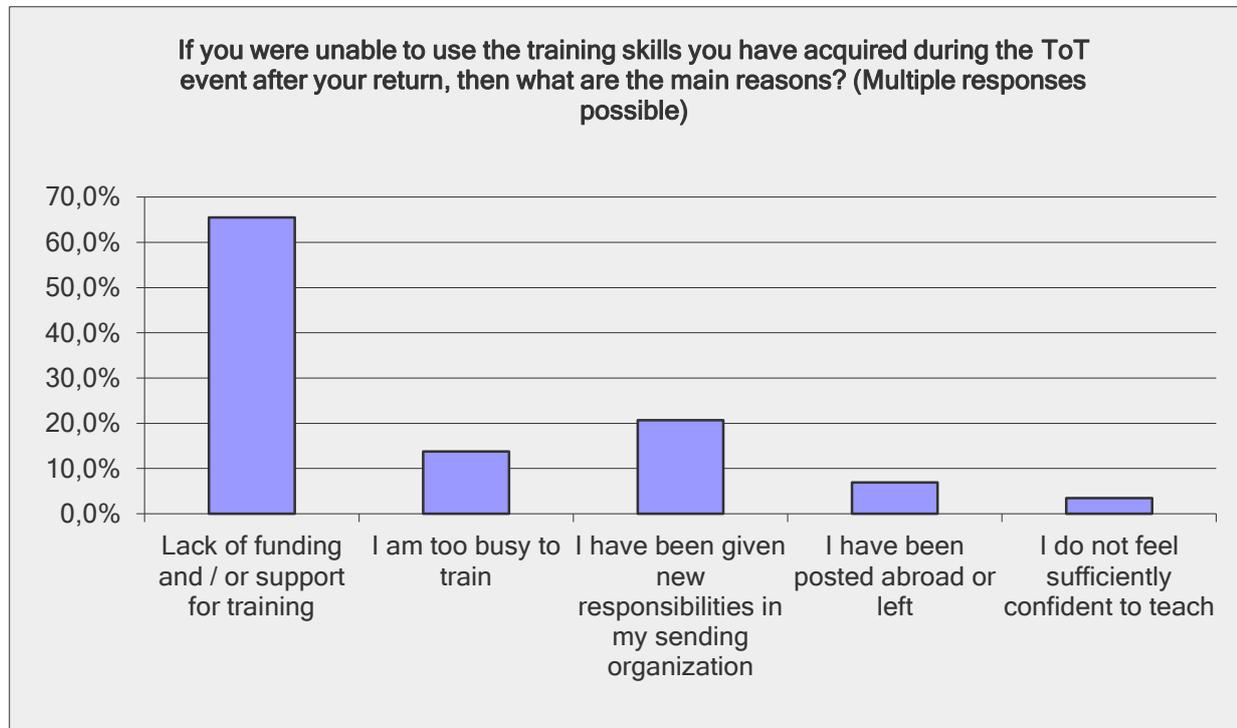
What has enabled you to apply knowledge and skills that you acquired in the ToT event?

Answer Options

Answer Options	Response Percent	Response Count
I received encouragement during the course.	41,8%	23
We needed trainers and my sending organization encouraged me to train (necessity).	25,5%	14
I motivated myself.	38,2%	21
I had the opportunity to train.	43,6%	24
My serving as trainer was part of a successful job performance.	63,6%	35
Other (please specify)		2
answered question		55
skipped question		22

Question 13

If you were unable to use the training skills you have acquired during the ToT event after your return, then what are the main reasons? (Multiple responses possible)

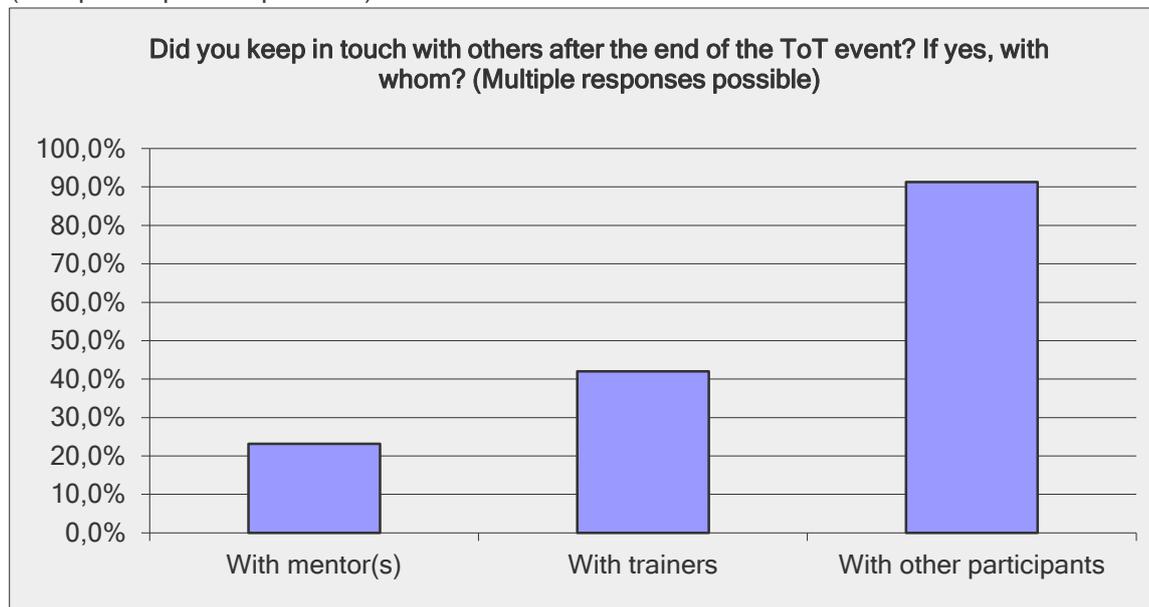


If you were unable to use the training skills you have acquired during the ToT event after your return, then what are the main reasons? (Multiple responses possible)

Answer Options	Response Percent	Response Count
Lack of funding and / or support for training	65,5%	19
I am too busy to train	13,8%	4
I have been given new responsibilities in my sending organization	20,7%	6
I have been posted abroad or left	6,9%	2
I do not feel sufficiently confident to teach	3,4%	1
Other (please specify)	51,7%	15
answered question		29
skipped question		48

Question 14

Did you keep in touch with others after the end of the ToT event? If yes, with whom?
(Multiple responses possible)



Did you keep in touch with others after the end of the ToT event? If yes, with whom? (Multiple responses possible)

Answer Options	Response Percent	Response Count
With mentor(s)	23,2%	16
With trainers	42,0%	29
With other participants	91,3%	63
answered question		69
skipped question		8

Question 15

If you were to improve the design of the ToT event that you attended or design one for yourself, what would you modify (e.g. gender inclusiveness / balance, E-Learning component, length of event, practical exercises, selection criteria, other)?

If you were to improve the design of the ToT event that you attended or design one for yourself, what would you modify (e.g. gender inclusiveness / balance, E-Learning component, length of event, practical exercises, selection criteria, other)?

Answer Options	Response Count
	62
answered question	62
skipped question	15

Number	Response Text	Categories
1	Gender inclusiveness / balance; in the training that I attended there were far more women than men.	
2	gender inclusiveness ,cultural diversity and practical exercises	
3	Internship and design chance for field experience	
4	gender balance	
5	Length of events	
6	Selection criteria. Only participants who carry reach out activities in their organizations should be selected for TOT trainings	
7	Selection criteria E-learning component ant practical exercises	
8		
9	Practical exercises	
10	practical exercises	
11	Length of event	
12	Not practiced it , so I am not in position to comment on this	
13	Length was too short	
14	use the local language of the country i am giving training	
15	selection criteria, gender inclusiveness	
16	Evaluating impact and effectiveness of e-learning, and selection criteria.	
17	practical exercises	
18	Practical exercises	
19	The session we did lasted only three days.at least a week should be utilised so as to provide more communication and exchange of skills	
20	Nothing: it was well delivered.	
21	more practical sessions	
22	E-Learning component, opportunity for collaborative partnership with relevant organizations that are being coordinated Trainees	
23	E-learning component and practical exercises.	
24	I use all the above in my design and training	
25	1. Extension of the length of the training; 2. Adding of E-Learning component; 3. More practical exercises with respect to the length of the event	
26	Selection criteria	
27	I would encourage more private sector organizations and entrepreneurs to attend.	
28	DONT KNOW	
29	Gender Inclusiveness/balance	
30	gender inclusiveness / balance, length of event and E-Learning component	
31	Length of event	
32	Practical exercises	
33	Follow up of participants and to support them to make impact in their society.	
34	Length of event	
35	Nothing to add. Training was good.	
36	E-Learning component	
37	gender balance	
38	Better start-up with description of the goals and that all understand the scope of the training	
39	on side of follow up on both sides trainers and participants	
40	Length of event, selection criteria	
41	It was a good TOT. No changes needed.	
42	length of event	

Question 16

What does UNITAR do particularly well in its ToT events?

Number	Response Text
1	Pre training plan was excellent. Everything was in place before participants arrived so there was no hiccup along the line. I commend UNITAR for that.
2	pre-training assessment questionnaires and group exercises
3	Basic skills and knowledge through participatory trainings
4	Delivery of the training
5	Excellent trainers
6	Development of training manual
7	Practical exercises
8	Nothing
9	Experience sharing! Discuss with trainers!
10	Use of more illustrations
11	accompagner davantage les participants en organisant d'autres ateliers de formation pour qu'ils deviennent des véritables acteurs du changement dans leurs pays respectifs
12	Practical exercises
13	Advanced technology and the knowledgeable staff
14	Good organization and sourcing of well qualified facilitators
15	engage the people
16	providing quality facilitators
17	Provided practical exercises. We were able to start designing our E-learning pages.
18	Practical exercises
19	Elle nous a permis d'être en mesure sans nous en rendre compte comment définir un objectif, le mettre en œuvre, le mener et faire l'évaluation
20	fantastic trainers
21	Time management
22	Course material is well prepared
23	e-learning component
24	Course content, practical exercises, excellent teacher/student relationship
25	Everyone was given a chance to express him/herself if they are in a class or in front of participants.
26	TOT itself and lots of practical
27	The learning material; The environment was conducive; The TOT trained mastered his topic.
28	Use electronic images that leave one to think hard
29	The UNITAR Trainers were excellent
30	Communication skills
31	They informed Participants in advance and provide the course guideline that enable me to prepare or conduct research before attending Course/ or training.
32	Giving a lot of practical group discussions among the participants that is based on case studies. Organize their training well by providing smart and experienced Tutors/ facilitators. They do their presentations effectively and efficiently topic by topic which gives participants easy time to comprehend fully the sessions.
33	Providing great trainers
34	Providing all necessities
35	Open discussion on different topic, practical exercises and Time management.
36	Selection of the training sites
37	Good cooperation between trainers of trainers. Good organization of the ToT.
38	good organization of the events
39	issues related to conflict management and early warning were clearly conceptualized
40	The facilitator was excellent and motivated the students.
41	Motivation
42	Course content
43	Logistics. Participatory learning methodology.
44	Very good organization, and good program.

Question 17

If you would agree to be contacted by the evaluator as follow-up to submitting this questionnaire, kindly provide an email address and phone number below.

If you would agree to be contacted by the evaluator as follow-up to submitting this questionnaire, kindly provide an email address and phone number below.

Answer Options	Response Count
	60
<i>answered question</i>	60
<i>skipped question</i>	17

Annex 3: Stakeholders interviewed

UNITAR

Table 14: Evaluation correspondents (UNITAR Staff)

Evaluation correspondent	Function	Project
Michael ADALLA	Specialist, Public Finance and Trade Programme	MEFMI
Philippe AUBERT	Multilateral Diplomacy Programme	IDRI
Armands CAKSS	Finance and Budget Officer	(Finance)
Claudia CROCI	Specialist, Peacekeeping Training Programme	Peacekeeping
Sueli GIORGETTA	Manager; Knowledge Systems Innovation	Ibtikari
Babar KAMAL	Manager, Public Finance and Trade Programme	MEFMI
Evariste KARAMBIZI	Manager, Peacekeeping Training Programme	Peacekeeping
Mihoko KUMAMOTO	Head of the UNITAR Hiroshima Office	Sahel anti-corruption
Maria Luisa MACIEIRA	Knowledge Systems Innovation	Ibtikari
Berin McKENZIE	Specialist, UNITAR Hiroshima	Sahel anti-corruption
Alexander A. MEJIA	Senior Manager, Decentralized Cooperation Programme	CIFAL Maghreb
Nicolas PLOUVIEZ	Programme Officer	CIFAL Maghreb
Emma SAIBEN	Peacekeeping Training Programme	Peacekeeping
Joel THALLA	Chief- Finance & Budget Section	(Finance)
Katharina WACZEK	Peacekeeping Training Programme	Peacekeeping

Survey Participants

Table 15: Contacts with different groups of interlocutors

EVALUATION-SPECIFIC SURVEY / INTERVIEWS AS ADMINISTERED TO DIFFERENT GROUPS ASSOCIATED WITH UNITAR TRAINING OF TRAINERS (TOT) EVENTS		
For participants of ToT training courses (English)	For participants of ToT training courses (French)	For Donors to ToT
Administered to the subjects directly via an instructive email	Administered to the subjects directly via an instructive email	Catalogue of synonymous questions submitted & Skype interviews held

Donors

Table: 16 Evaluation correspondents (Donors)

COUNTRY	CONTACT PERSON	CONTACT DETAILS
Federal Republic of Germany	Ulrike Platz	Auswärtiges Amt (AA) / Federal Foreign Office, Division S 03, Crisis Prevention, Stabilization, Peace Consolidation, Mediation
Japan	Mr Nishioka	Ministry of Foreign Affairs of Japan (MOFA), Director, Global Issues Cooperation Division

During the field visits, key informant interviews were organized with:

- ❖ UNITAR partners at ministerial level (Algeria),
- ❖ UNDP (Algeria),
- ❖ Partnering learning centres (Zimbabwe and Egypt as well as Algeria) and
- ❖ Individual trainers (for Sahel anti-corruption and IDRI projects).

Inter-ministerial focus groups including former trainers have been met in Algeria for CIFAL and Ibtikari.

Other focus groups were held in Zimbabwe and in Egypt at the peacekeeping training centres:

- ❖ Cairo Regional Centre for Training on Conflict Resolution and Peacekeeping in Africa (CCCPA) and the
- ❖ South African Development Community Regional Peacekeeping Training Centre (SADC-RPTC).

Annex 4: Training self-evaluation

UNITAR applies the Kirkpatrick Four-Level Training Evaluation Model^{lxvii} to systematically monitor training at the project level.^{lxviii} With Kirkpatrick, UNITAR obtains formative evaluation results which provide ongoing feedback on the curriculum design and content delivery and ensure that the feedback of the intended audience is recorded as well as process evaluation results since information about what occurs during training is collected. Both elements are used as monitoring tools. The table below shows a summary of the data obtained at the different Kirkpatrick levels. Since Kirkpatrick established his original model, other theorists and indeed Kirkpatrick himself, have referred to a possible fifth level, namely ROI (Return on Investment).^{lxix}

Table 17: The Kirkpatrick Four-Level Training Evaluation Model

THE KIRKPATRICK FOUR-LEVEL TRAINING EVALUATION MODEL			
LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
REACTION	LEARNING	BEHAVIOUR	RESULTS
Gathering data on participant reactions at the end of a training programme.	Assessing whether the learning objectives for the training programme were met.	Assessing whether job performance changes as a result of training.	Assessing costs against benefits of training programme, i.e. organizational impact in terms of reduced costs, improved quality of work, increased quantity of work etc.

Table 26 below lists the levels of evaluation undertaken by programme units for the respective ToT projects.

Table 18: Application of the Kirkpatrick Model

Project	Use of	Kirkpatrick levels
Ibtikari		Level 1 & 2
Sahel anti-corruption	Two-fold evaluation process: - Self-assessment before / after - Overall project evaluation.	Level 1, 2 & 3
MEFMI	MEFMI has its own evaluation and quality assurance model.	Level 1 & 2
CIFAL		Levels 1 & 2
Peacekeeping training	Training institutions like CCCPA have own set of questions to assess the reaction of participants;	Level 1, 2 & 3 (partially)
IDRI		Level 1 & 2

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- ❖ Agreements concluded with partners
- ❖ Narrative reports, including completion reports/results
- ❖ Final Financial reports
- ❖ Summaries / self-evaluation feedback information of the six initiatives
- ❖ Event and beneficiary statistics from the five initiatives
- ❖ Survey information sorted according to project / programme

- ❖ Any other document deemed to be useful to the evaluation.

Training and Follow-up on Entrepreneurship for Young Graduates from Algeria (2012-2016)

- ✚ See list above.

Law Enforcement Anti-Corruption Training Programme for the Sahel Region

- ✚ See list above.

Developing e-Learning Capacities of the Macroeconomic and Financial Management Institute of Eastern and Southern Africa (MEFMI)

- ✚ See list above.

-

Partnership between UNITAR and Algeria on the Establishment of an International Training Centre for Local Actors of the Maghreb

- ✚ See list above.

-

Enhancing the Capacity of African Peacekeeping Training Institutions

- ✚ See list above.

-

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- ✚ See list above.

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Endnotes

- ⁱ The issuance of this evaluation was foreseen in 2018 but was delayed resulting from organizational and administrative factors.
- ⁱⁱ Evidence that the Institute's approach to developing the capacities of learning centres in developing countries is producing the intended results was to be examined during this evaluation as well as whether efficiency gains in the delivery of UNITAR training are being achieved. See Terms of Reference for more detailed information.
- ⁱⁱⁱ They also constitute the single largest group of respondents.
- ^{iv} This report will use the term learning centre throughout. Other terms could include training centres, training institutes, academies, etc.
- ^v Ex-participants have been invited to various thematic trainings in the area of conflict resolution in the context of Nigeria, for post-conflict reconstruction in Afghanistan and in the area of diplomacy where South Africa may serve as an example.
- ^{vi} UNITAR institutional requirements for results frameworks with measurable indicators and risks and assumptions were only in place as of March 2012.
- ^{vii} UNITAR Strategic Framework 2014-2017, p.7.
- ^{viii} Focus group discussions reported mixed views among stakeholders on the degree of participatory engagement, however.
- ^{ix} Data provided from project documents, statistics downloaded from the Events Management System, and narrative project reports.
- ^x Four trained trainers participated in a training organized by UNITAR for Geneva-based diplomats in November and December 2013; the training was not delivered entirely by the trained trainers, however, and number of participants not recorded.
- ^{xi} MEFMI would assess using its own standards.
- ^{xii} The African Peacekeeping ToT addressed itself to the pre-assignment training level and Ibtikari posed challenges less likely to facilitate transfers of knowledge.
- ^{xiii} CIFAL centres, for example, are of no relevance to UNITAR ToT as evaluated.
- ^{xiv} With UNITAR funding being voluntary and scarce, costs are an issue.
- ^{xv} The UNITAR Hiroshima Office may well have under-costed the ToT component, as proportional costs of participants traveling to Hiroshima were not included.
- ^{xvi} ILO costing for 2017 for a two week ToT in its Turin centre: http://www.itsilo.org/en/areas-of-expertise/international-labour-standards/ILSGENCatalogue_2017_Rev_8.2.2017.pdf ILO costing for 2016: Course A909194: 20/06/2016 – 01/07/2016. http://intranetp.itsilo.org/STF/A909194/en_and_Course_A909225: 12/09/2016 – 23/09/2016. <http://intranetp.itsilo.org/STF/A909225/en> shows a total of € 4,100.
- ^{xvii} <http://www.impactfactory.com/open-courses/train-trainer/train-trainer-course>
- ^{xviii} <http://www.trainthetrainer-trainplan.de/train-the-trainer-ihk-trainerausbildung/>
- ^{ix} One of the evaluation questions has been: To what extent have outputs been produced in a cost effective manner (e.g. in comparison with alternative approaches)?
- ^{xx} Focus group in Algiers on 14.12.2016.
- ^{xxi} Amina Mesdoua, Director-General of IDRI, 13.12.2016.
- ^{xxii} A request situated outside the scope of the evaluation.
- ^{xxiii} Unlike UNITAR, UNDP is not using the Kirkpatrick self-assessment tool.
- ^{xxiv} The 'Formation des Maîtres Formateurs CREE/GERM' is an example of an ILO / UNDP initiative.
- ^{xxv} The programme has been enlarged to comprise training for up to 1,000 youth and UNDP feeds information into the programme focussing on the modalities of training in the public sector.
- ^{xxvi} Interview with Sana Al-Attar of UNDP Algiers.
- ^{xxvii} These were jointly validated.
- ^{xxviii} With ILO references consulted.
- ^{xxix} These aimed to update their knowledge prior to the start of the actual training programme.
- ^{xxx} According to focus group presentations of trainers, researchers and ministerial directors and inspectors (15 participants), 14.12.2016.
- ^{xxxi} Their initial number was four but the number of National Experts was increased to 6.
- ^{xxxii} According to focus group 14.12.2016.
- ^{xxxiii} According to focus group 14.12.2016.
- ^{xxxiv} Focus group, Algiers, 14.12.2016.

^{xxxv} And according to their progress made, sometimes between 2016 and 2020 according to the project manager.

^{xxxvi} According to the UNITAR Final Statement of Income and Expenditure.

^{xxxvii} Covered as part of the project development phase between workshops.

^{xxxviii} UNITAR Hiroshima: Training Programme on Anti-Corruption and Law Enforcement in the Sahel, Project completion report, July 2016, p.36-37.

^{xxxix} ADDIE comprising analysis, design, development, implementation and evaluation.

^{xl} ROPES is the sequential model used during the training events. The acronym stands for the five components of a course content: Review, Overview, Presentation, Exercise, and Summary. ROPES holds that a session delivered by facilitators to participants follows the model when during review, facilitators explore participants' background knowledge to create a transition from past learning to the concept they plan to introduce. The overview of the new concept becomes an opportunity to inform participants of the plan for the session, because adults may be more receptive to learning when they are familiar with plans and expectations. Knowles, 1980. The facilitator then presents the lesson or the new concept that is the heart of the session. After the presentation, participants engage in exercise activities that amplify the new concept. Participants are more likely to transfer their learning to other situations if the exercise activity is realistic. And, finally, the lesson is summarized to reinforce the learning that has occurred. This part includes reflection, questioning, and/or review of information presented.

Set up to enable learners to explore, understand, and act themselves, the ROPES format was new for the participants but quickly gained acceptance. Interactivity encouraged the validation of own experiences and active exchanges between participants.

^{xli} Since the sample size of those responding is too small to draw any conclusions, as yet.

^{xlii} In ToT sustainability terms, UNITAR may envisage closer collaboration with the Fellows Development Programme of MEFMI which seems a rather unique capacity building programme. It is aimed at developing and sustaining a cadre of regional experts in financial and macroeconomic management. As MEFMI elaborates, "client institutions (Central Banks and Ministries of Finance and Planning) nominate staff to participate in the Programme. Nominated officials go through a rigorous and competitive selection and interview process to become Candidate Fellows. Upon successful completion of training, Candidates graduate and go through an apprenticeship phase where they facilitate courses and support technical assistance missions. Upon successful completion of the apprenticeship, Graduate Fellows are accredited and become regional experts in their respective areas of specialisation". UN specialized agencies are already assisting in the development of content through partnerships.

^{xliii} An example of one of the six courses under the UNITAR-MEFMI collaboration is 'Legal Aspects of Public Debt Management'. Its content came from different sources, including from UNITAR, and the course was designed to meet the specific requirements of constituencies such as front office, mid-office or back-office staff of the sending institutions through re-deployable, and thus updatable, content reflecting latest developments in the field of finance and debt as well as through standard learning content for each level and orientation. The UNITAR-MEFMI mid-level and entry level online training collaboration has served to shape a body of like-minded, well trained central bankers.

^{xliiv} Remaining tasks: MEFMI is in a position to do its own e-learning course development and delivery after the training. Yet, after the end of the service agreement in June 2016 it realized that not all remaining technical issues could be resolved online with the UNITAR team. It therefore out-contracted remaining tasks locally which, in development and institutional budget terms, was an advantageous and good move.

^{xli v} MEFMI is currently in the process of setting up its own Business Development Unit.

^{xli vi} There could be a pro-bono exchange of course content between both organizations with MEFMI feeding back content into UNITAR and with UNITAR feeding content into MEFMI.

^{xli vii} Besides UNITAR, other global and regional partners of MEFMI such as the World Bank, the IMF, UNCTAD, the Bank for International Settlements and the South African Reserve Bank. The 14 member states of MEFMI contribute an annual membership subscription fee to MEFMI and, in return, MEFMI offers its training free of charge to individuals nominated by member states. Member states' sending organizations thus pay for e-Learning courses when participants from their organizations enrol.

^{xli viii} during interviews in Harare during the evaluation

^{xli x} Interview with Caleb Fundanga, Executive Director of MEFMI and Christine Batenga, Finance Manager, Harare, 20.09.2016. They also mention that while MEFMI is well respected and functioning it still has to be careful with using its funds in the most economical way.

^l UNITAR is responsible for overseeing, coordinating and supporting the CIFAL network in accordance with the rules and regulations of the United Nations, the UNITAR Statute and policies and the 2014-2017 Strategic Framework and its relevant programme budgets. Currently, UNITAR discharges this function by: a) Providing continuous monitoring, assistance and advice through its programme officers attached to the Decentralized

Cooperation Programme (DCP); and b) Convening an annual Steering Committee meeting of the CIFAL Directors and major partners. Several parts of UNITAR are involved, to a different extent, in the management of the network and the centres. See: UNITAR Guidelines on the CIFAL network, October 2016.

^{li} A detailed résumé of the sequence of the establishment of CIFAL is part of the CIFAL narrative reporting.

^{lii} In July 2014, the CIFAL programming planning proposes to organize pilot activities around the Training of Trainers component. See also: *Établissement du CIFAL Maghreb à Alger. Rapport final, Août 2016*, p.7.

^{liii} The individual modules are called: Methodologies for participative training and adult education, Practice session and Methods for follow up / evaluation and quality assurance.

^{liv} No assessment of the entire CIFAL project is being made since the evaluation concentrates on ToT only.

^{lv} In the end, the TOT modules complemented the content development part of the project (three new customized courses), as the new trainers were familiarized with courses specifically developed by UNITAR in French and for an Algerian context.

^{lvi} The UNITAR Board has decided to determine on a case by case basis the maximum level of deviation permitted between actual and budgeted costs without a formal amendment or an exchange of letters. The permitted level of deviation is to be agreed with the donor at the time of signing an agreement with UNITAR or of UNITAR receiving a pledge. Board of Trustees, Fifty-Sixth Session, UNITAR/BT/56/2, 19 - 20 November 2015, summary records of 19 January 2016, para 30. This stipulation is not used in this case due to the use of UNITAR's own funds.

^{lvii} Focus group of 14.12.2016 in Algiers.

^{lviii} Focus group of 14.12.2016 in Algiers.

^{lix} Other comments related to options to tailor training to specific institutional needs instead of using mixed groups.

^{lx} Enhancing Capacity of Peacekeeping Training Institutions in Africa 2015-2016

^{lxi} \$ 1,576,878.96 for the period February 2012 to December 2013, Euro 60,000 also for 2013 and an amount of Euro 1,200,000 for 2014 and 2015.

^{lxii} The Advisory Board is composed of high-ranking specialists in the field and formally endorses the UNITAR PTP programme and its courses.

^{lxiii} 'Master in Humanitarian Action and Peacebuilding' (with the Oxford Brookes University) + 'Master in Electoral Policy and Administration' (with the Scuola Superiore Sant'Anna Università) + 'Master in Conflictology' together with the 'Universitat Oberta de Catalunya' (UOC).

^{lxiv} It is a tailor-made approach and outside Core Diplomatic Training (CDT).

^{lxv} For more information on IDRI, please refer to the brochure 'Institut diplomatique et des relations internationales / Institute of Diplomacy & International Relations'.

^{lxvi} Under the 2014 Letter of Agreement and outside the scope of the project, a retreat for directors, heads of diplomatic academies and training institutes of French Africa was implemented in 2015. In October 2015, a Memorandum of Understanding (MoU) with a three-year duration was signed, with no direct financial implications. Under the MoU, LoAs are discussed and signed annually. In 2016 and under this arrangement, UNITAR implemented two activities, one in April on negotiation skills and techniques and one in September on leadership. Yet, there are no further ToT activities to be reported. The new activities are similar in their methodological approach to those implemented under the project under review in that they prioritize practical work, simulation exercises, case studies, focus group discussions and experience-sharing activities, and thus the UNITAR CDT approach. This continuation of the UNITAR-Algeria collaboration has created added value and multiplier effects in terms of responding to training needs of new and additional beneficiaries. The ToT training activities produced outputs in a cost-effective manner.

^{lxvii} 17 participants were enrolled in the diploma course in 2015, and a launching in New York and possibly Vienna is being discussed.

^{lxviii} UNITAR 2015 Results Report, p. 11.

^{lxix} This project is entitled: « Formation à l'attention des diplomates du Ministère des Affaires étrangères de la République Algérienne démocratique et populaire. Partenariat 2014-2015 avec l'Institut diplomatique des relations internationales (IDRI) » and its final report is available, dated July 2015.

^{lxx} Ibid, p.7.

^{lxxi} Two of those respondents who report to not have completed the ToT in the Anglophone group come from the Law Enforcement Anti-Corruption scheme.

^{lxxii} This model dates from 1959. Other models are e.g. the CIPP Model of 1987, the IPO Model of 1990 and the TVS Model of 1994, all referenced on UNITAR's website: click4it.org/images.

^{lxxiii} Other UN entities using Kirkpatrick include the United Nations Environment Programme (UNEP).

^{lxxiv} See also: Jack Phillips' Five Level ROI Model, Daniel Stufflebeam's CIPP Model (Context, Input, Process, Product), Robert Stake's Responsive Evaluation Model, Robert Stake's Congruence-Contingency Model, Kaufman's Five Levels of Evaluation, CIRO (Context, Input, Reaction, Outcome), PERT (Program Evaluation

and Review Technique), Alkins' UCLA Model, Michael Scriven's Goal-Free Evaluation Approach, Provus's Discrepancy Model, Eisner's Connoisseurship Evaluation Models, Illuminative Evaluation Model, Portraiture Model and also commentary by the American Evaluation Association.
<http://www.businessballs.com/kirkpatricklearningevaluationmodel.htm>