



**unitar**

United Nations Institute for Training and Research



# Draft report Independent evaluation of UNITAR's joint master's degrees and other postgraduate non-degree programmes

The evaluation was undertaken by Eshetu Demissie Woldeyohannes, consultant and independent evaluator. The Planning, Performance Monitoring and Evaluation Unit supported the evaluator, liaised between the evaluator and the evaluation's diverse stakeholders and provided quality assurance for the evaluation. A Reference Group, comprised of representatives from the various UNITAR programme units delivering joint master's degree and other programmes, was the evaluation's primary interlocutor within UNITAR. The report is issued without formal copy editing.

The designation employed and the presentation of material in this report do not imply the expression of any opinion whatsoever on the part of UNITAR concerning the legal status of any country, city or area or its authorities or concerning the delimitation of its frontiers or boundaries.

# Foreword

Over the past several years there has been an increase in the number of joint master's degree and other postgraduate diploma initiatives designed and implemented by UNITAR in collaboration with universities and other academic institutions. From 2018 to 2022, UNITAR implemented 31 joint programmes through six of its programme units and the CIFAL Global Network of affiliated training centres. Many more joint programmes are being planned at the time of this evaluation.

The independent evaluation assessed the relevance, coherence, effectiveness, efficiency, likelihood of impact and likelihood of sustainability of UNITAR's joint master's programmes and other qualifications delivered in partnership with universities; identified good practices and opportunities of growth as well as any challenges encountered during the implementation of the programmes. Overall, the joint programmes were found to be relevant to UNITAR's strategic objectives and its efforts in helping UN Member States achieve the 2030 Agenda's Goals and principles, with yet more work required on reaching groups made vulnerable and participants from countries in special situations. The evaluation further found the joint programmes to be aligned with quality assurance standards, however, synergies between UNITAR divisions were found to be limited. In terms of effectiveness, most of the participants increased their knowledge and skills and indicated having changed their on the job behaviour following their participation to the joint programmes. The partnership model was found to be efficient. Moreover, the evaluation discovered initial results, including contribution to the SDGs and found that in order to achieve sustainability a combination of fee-based and donor-funded programmes and a robust fundraising strategy is required to allow the joint programmes to reach groups that are vulnerable.

The report contains a set of seven recommendations. Two recommendations got accepted by all programme units, while the other five recommendations received different responses from programme unit management ranging from accepted, partially accepted to rejected.

The evaluation was managed by the UNITAR Planning, Performance Monitoring, and Evaluation (PPME) Unit and was undertaken by Eshetu Demissie Woldeyohannes, 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, academic partners, donors and other stakeholders for providing important input into this evaluation.

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# Executive summary

## The joint programmes

Over the past several years, UNITAR has increased the number of joint [master's degrees and non-degree postgraduate programmes](#) with universities and other academic partners. Between 2018 and 2022, 2,411 participants took part in these joint programmes. By 2022, participants enrolled in these programmes had doubled compared with previous years. Of the 2,411 participants, 50 per cent participated in programmes organized by the Multilateral Diplomacy Programme Unit (MDP), 21 per cent by the Peacekeeping Training Programme Unit (PTP) and 19 per cent by UNITAR-affiliated International Training Centres for Actors and Authorities (CIFAL). The remaining 10 per cent of participants took part in programmes implemented by the Social Development Programme Unit (SDP), the Office of the Executive Director (OED) and the United Nations Satellite Centre (UNOSAT). Various factors motivated UNITAR and its partners to offer the joint programmes, such as the opportunity to combine theoretical and practical content for learners, and award recognized diplomas from accredited institutions as well as UNITAR certificates. UNITAR'S engagement with academic partners and other related institutions is projected to grow in the future.

## Purpose

This cluster evaluation was undertaken to assess the relevance, coherence, effectiveness, efficiency, likelihood of impact and likelihood of sustainability of the joint programmes. The evaluation sought to identify good practices, opportunities for growth, challenges encountered in the design and implementation of the programmes, and recommendations for future programming and collaborative partnerships.

## Methodology

Guided by OECD-DAC evaluation criteria, the evaluation used a mixture of qualitative and quantitative data collection and analysis to produce findings and recommendations. A combination of a document review, key informant interviews (KIIs), web-based surveys and focus group discussions (FGDs) were conducted. The interviews took place virtually and, when possible, through in-person meetings with selected staff at UNITAR Headquarters in Geneva. Three separate online surveys were developed and distributed to gather quantitative and qualitative feedback from academic partners, participants and UNITAR staff. An online survey was distributed to 793 of the programmes' participants (with 177 valid responses received corresponding to a 22 per cent response rate), academic partners (13 responses or a 59 per cent response rate) and UNITAR staff (12 responses). Thirty-four KIIs were held with UNITAR staff and academic partners. An additional six FGDs were conducted with staff and 25 selected participants. Thereafter, quantitative data was analysed using descriptive analysis. A thematic and content analysis was applied for analysing qualitative data. Finally, outcome harvesting, case studies and most significant change techniques were implemented to demonstrate changes at the outcome and impact levels.

## Limitations

The evaluation encountered various limitations, including the largely remote nature of the exercise; the difficulty gathering sufficient, in-depth data due in part from recall bias; a lack of clarity regarding diploma or certification-related data; a large proportion of participant respondents to the survey coming from the joint programmes delivered by two UNITAR programme units, thus skewing results; the lack of theories or pathways of change, making it difficult to more fully assess likelihood of impact; and the scope of the exercise including a large number of master's degree and non-degree joint programmes. A discussion of these

limitations (and others) and mitigation actions is provided in the report.

## **Evaluation findings**

### **Relevance**

The joint programmes are relevant to UNITAR's strategic objectives and efforts to help United Nations Member States achieve the 2030 Agenda's Goals and principles. The selection and design processes of the joint programmes were consciously embedded and aligned with the Institute's strategic framework and core functions.

The services provided by UNITAR were found to be consistent and highly relevant to the academic partners' needs and priorities. The academic institutions' selection was effective and the joint programmes' design and implementation were inclusive and consultative. However, a small number of academic partners expressed concerns that UNITAR did not respond to requests and feedback in a timely manner.

The design and implementation of the joint programmes addressed the participants' training needs and professional development goals. The relevant target participants were defined, the theoretical content was combined with practical experience providing a unique learning opportunity, the contents were directly linked to participants' learning objectives and, for the programmes delivered online, the e-learning platform eased their attendance. The evaluation found that UNITAR's inability to award degrees independent from academic partners presented challenges.

The joint programmes' efforts to reach participants from groups made vulnerable and from countries in special situations is limited, with 20 per cent of participants coming from such countries. The evaluation noted different actions that have been taken to improve this limited outreach, such as raising funds from donors and providing small scholarships to cover tuition fees and study trips. Some divisions also purposely designed

programmes targeting women and participants from the least-developed countries. However, the cost of the joint programmes impacted their participation, which requires further attention.

### **Coherence**

The evaluation found the joint programmes to be aligned with UNITAR's quality assurance standards. However, the evaluation also found that the UNITAR standards do not reflect the same level as the quality assurance benchmarks of master's degrees or national quality assurance policies, since UNITAR standards were originally designed with short executive training and development-oriented projects in mind. However, a significant percentage of academic partner survey respondents (85 per cent) reported that the joint programmes are aligned to their respective institution's quality standards.

The joint programmes and the UNITAR-led modules are largely selected based on the availability of subject matter expertise, the partners' interests, the required resources and, in most cases, the programme's costs or income for UNITAR. However, donor interests dictate the focus for the donor-funded joint programmes.

The evaluation found that synergies among UNITAR divisions are limited as the way the programmes' divisions are currently structured neither facilitates nor is conducive to collaboration. Instead, each division undertakes its own initiatives with partner universities. Yet, through collaboration between divisions, there is an opportunity to maximize the utilisation of existing resources, such as sharing experts and administrative capacity, conducting joint planning and review of contents, sharing learning and challenges, and integrating cross-cutting topics, such as climate change, and gender and human rights-based approaches, into the different joint programmes.

By working in partnership with UNITAR, academic partners have gained tangible experience with an online learning platform, course content, practical

experiences, recent data and information pertinent to current global development which have been applied to courses beyond their UNITAR joint programme engagement. Moreover, UNITAR's reputation has helped academic partners foster the development of partnerships with other similar organizations and implement the joint programmes' internship model into non-UNITAR training programmes.

### **Effectiveness**

The joint programmes are growing with additional programmes in the planning stages and a projected increase in the number of participants. The evaluation found that some programmes go beyond the expected targets, reaching more participants and covering more geographic areas than planned.

While attending the joint programmes, just over half of the survey's participant respondents (53 per cent) confirmed not having faced any challenges. However, a substantial proportion of respondents (44 per cent) expressed facing some challenges, such as covering tuition fees, and communication issues between participants and instructors or programme administration.

Thirty-five per cent of participant respondents confirmed that external factors affected their performance, with the top-ranked factors being teaching and learning methods, and a lack of support received from supervisors and systems.

Seventy-four per cent of participants strongly agreed or agreed that the joint programmes have positively changed their behaviour, enabled them to do their job in a professional manner (where relevant), created job opportunities, and shaped the way they manage responsibilities and interact and engage with others.

UNITAR has been able to adapt and align to its partners' requirements and standards, including grading scales, as academic partners are responsible for providing the programme accredited recognitions, such as degrees or certificates.

The joint programmes have adequately considered human rights-based approaches and inclusion strategies by driving a gender-balanced enrolment and giving special emphasis to gender in course contents and programme design.

UNITAR's current partnership model can be described as a "leverage/exchange" type of partnership, where the partners exchange resources, enabling them to better achieve their common strategic goals. The partnership has adopted a clear cost-recovery model where both partners are responsible for mobilizing funds to realize the partnership's objectives.

### **Efficiency**

In comparison with other UNITAR programmes, administrating the joint programmes is at times cumbersome and lengthy, as collaboration agreements and design and implementation plans need to pass through review processes at different levels. Moreover, the joint programmes' agreement process is unpredictable, varies from partner to partner, and is very lengthy as each partner has a different modality and (national) legal framework under which to work. The lengthy process is currently impacting delivery times since delays in signing agreements significantly affects the programme schedules, sometimes offsetting plans by at least one year.

In terms of cost, the joint programmes are more costly for participants compared to other non-joint programmes delivered by UNITAR as they need to cover the anticipated costs of both the academic partners and UNITAR. Despite cost considerations, feedback received from survey respondents is that the programmes' perceived value for money is positive and highly rewarding.

While the evaluation found nuances across UNITAR in identifying and selecting academic partners, such partners are generally selected based on their global reputation, their ability to cover UNITAR's operational costs, their topics of interest, accreditation, academic excellence and research, their willingness to collaborate, and the university's ranking, visibility and



expertise. Nonetheless, there are no pre-defined and homogeneous selection criteria that all divisions follow, with selection conducted generally, and thus universities are mostly selected on a case-by-case basis.

The overall perception of the value and recognition of a UNITAR certificate alone and through the joint programme partnership is very positive. If UNITAR were to issue certificates outside the partnership agreement, 60 per cent of participant respondents strongly agreed or agreed that a UNITAR certificate alone would be just as valuable as the joint programme's degree. For those participant respondents who have received a certificate, 59 per cent had not encountered challenges obtaining recognition by employers and/or other organizations. For the 23 per cent of respondents who had encountered challenges, the evaluation uncovered various constraints to this recognition, such as some employers not knowing UNITAR, the master's degree not being equivalent to other academic degrees that allow learners to continue studies at higher levels (e.g. a PhD programme), most organizations not recognising distance learning and the certificate not containing transcripts, grades or the UNITAR visual identity. The evaluation could not undertake a more thorough analysis on completion rates and certification given the lack of information obtained, which stems from the difficulty in recording diplomas in the UNITAR Events Management System and the lack of data obtained from programme units.

An overwhelming majority (85 per cent) of academic partners strongly agreed that the joint programmes with UNITAR have enabled them to deliver activities that they could not have implemented alone, and cited that UNITAR brings innovative courses and content, improved training delivery approaches, experts with practical experience, extensive networks, an internship model and UN branding.

From UNITAR's perspective, the added value that academic partners bring to the joint programmes is their accreditation, expertise, local or regional experiences

from their respective countries, research, being a partner for donor-funded programmes, training materials, networks, participant registration and fee collection, and the ability to improve UNITAR's visibility and connect UNITAR with many participants from all over the world.

The programmes' design and delivery methods for online-based learning are predominantly environmentally friendly. Most sessions are delivered entirely online and, since travel is not required apart from study visits, the joint programmes are able to maintain low carbon emissions. Furthermore, as in-person classrooms are not required, energy for heating, cooling and lighting, as well as paper waste, are dramatically reduced.

The overall efficiency of the programmes is high and the value added of the partnership model is visible. The partnerships have shown significant results that could not be achieved by either partner operating alone.

### **Likelihood of Impact**

The joint programmes have contributed towards achieving UNITAR's strategic objectives. Participants have gained knowledge and skills, changed their behaviours and effectively supported activities that address the objectives stated in the programmes' result areas, such as the root causes of conflicts, compliance with gender, climate, health, etc. However, for some participants, UNITAR's inability to provide recognition on its own has presented challenges, limiting UNITAR's ability to generate more impact and scale in its programmes, and create long-term plans with other academic partners.

UNITAR's joint programmes have led to many changes in the participants' personal and professional lives. The programmes have brought about many positive results for participants, including improving their career prospects, for example, joining the UN; moving to new and higher-level jobs; establishing larger networks; becoming public speakers; improving their listening skills; changing the way they view global organizations; and even enrolling on PhD programmes.

Since completing the joint programmes, a significant number of participant respondents have contributed to the wellbeing of society by taking part in policy design; sharing their newly gained knowledge; promoting and supporting the implementation of development programmes; contributing to the SDGs; working on human rights, global health and immunizations; advocating gender considerations; providing technical and managerial assistance to development programmes; developing the capacity of indigenous people's leadership; assisting vulnerable groups to implement projects; and representing their countries as diplomats on a global-level.

As a result of the joint programmes, academic partners have been able to design new programmes and improve existing programmes from certificate to master's levels, and leverage the experience with UNITAR to establish partnerships with other international organizations.

### **Likelihood of Sustainability**

The skills and knowledge acquired through the joint programmes will remain with participants and continue to affect changes in the organization they work for as well as in their wider society.

The programmes have improved academic partners' capacity, improved their online learning platform and course contents, and encouraged multilingualism in delivery. These benefits will remain and continue to impact the universities' joint and non-joint programmes as well as UNITAR's future initiatives.

New programmes are being developed periodically, new agreements are being signed and more participants are engaged, demonstrating growth and sustainability of the joint programmes.

The joint programmes are scalable, and this has been shown by the many academic partners that have identified good practices and replicated these successful approaches elsewhere in their institutions, such as online delivery

platforms, study tours and internship modules, and incorporated an international dimension to the course delivery.

The participants' selection requires an effective methodology to sustain the joint programmes, and this may require reaching out to employers globally to promote and encourage participants to register. Moreover, conducting admission interviews and implementing orientation sessions to encourage better attendance and completion rates would be highly advisable. Blending delivery methods has led to an increased appetite for participants to register and attend.

Fee-based approaches, dictated by the joint programmes' design costs, are mostly sustainable in the long-term. However, they exclude prospective participants who cannot afford the fees. At the same time, donor funding is very much subject to strategic shifts. Therefore, a combination of fee-based and donor-funded programmes, and a robust fundraising strategy would allow the joint programmes to reach groups that are vulnerable and achieve sustainability.

### **Conclusions**

In conclusion, the joint programmes are highly relevant to UNITAR's strategic objectives and efforts to support Member States in working to achieve the Goals and implement the principles of the 2030 Agenda. The joint programmes also meet the needs and priorities of the academic partners as well as the participants' professional development goals. However, the evaluation found that the joint programmes' reach to groups made vulnerable and to beneficiaries in countries in special situations requires attention as tuition fees are impairing the ability of participants from these countries to take part. Moreover, although UNITAR's quality standards for learning-related programming were designed for relatively short training activities in a results-specific development context, they are not aligned with master's level quality assurance benchmarks, such as those of national quality assurance policies or the partner universities. Nonetheless, the joint

programmes have effectively been aligned with the academic institutions' requirements since they are responsible for providing the programme accreditation.

The added value of the joint programmes partnerships is very apparent as both UNITAR and the academic partners clearly benefit. There is also evidence that some of the joint programmes contribute to capacity development projects led by UNITAR. Similarly, the programmes significantly complement the landscape of degrees offered by other universities, increasing partners' visibility and extending their partnership opportunities.

The online delivery modality is more effective and efficient than the face-to-face model in terms of time management and self-connectedness. The evaluation found that initiating the joint programmes is a lengthy agreement process when compared to other UNITAR projects. The evaluation also found that for academic partners and UNITAR, there is a higher perceived value for money proposition in the joint programmes in comparison with some other programmes.

Although some participants reported challenges with their certificates being acknowledged, recognised or validated by employers and universities, participant respondents urged UNITAR to seek institutional accreditation. Uniquely, UNITAR's interventions, such as study trips and internship modules, have brought practical experience and international exposure to the joint programmes. As a direct result of taking part in the joint programmes, there are real differences in the professional lives of participants, as well as in the capacity of the organization for which they work and the broader society in which they live. This not only meets the joint programmes' objectives but is also directly linked to UNITAR's strategic objectives. Moreover, the joint programmes have achieved their objectives of attracting more participants and directly contributing to behaviour change, both at the individual and organizational levels.

When it comes to embracing human rights-based approaches and inclusion

strategies, the joint programmes have performed adequately so far, but could benefit from more attention to actively include vulnerable groups by reviewing tuition fees and the costs of study trips. A fee-based approach combined with donor funding would mean that the joint programmes are able to reach groups made vulnerable and countries in special situations. The joint programmes' contribution to environmental sustainability cannot be underestimated and is demonstrated through the purposely designed content and also in its implementation model, which reduces the programmes' impact on the environment.

Based on UNITAR's cost-recovery model, how much revenue a course can generate is the main factor for selecting a programme and module. There are considerable opportunities for growth and collaborations, but limited synergy between divisions means these have yet to be explored. Additionally, the joint programmes have so far managed to maximize resource efficiencies but could achieve more through strategic divisional collaborations.

## Recommendations

The evaluation issued seven recommendations:

- 1. Increase alignment of the joint programmes with the Institute's results-based programming and strategic objectives to make joint master's degrees more strategic.** UNITAR's programme of work and results framework flow from its strategic objectives which are closely aligned with the 2030 Agenda, the SDGs and other development frameworks. While the joint programmes are aligned with the Institute's core functions (training and learning solutions) and more loosely aligned with the strategic objectives, it is important to also ensure alignment with the principles of results-based programming, with clearer alignment to the UNITAR results framework and, where possible, with clearer contributions to the intended development results of other projects or

initiatives, with a view to also strengthening coherence.

**2. Undertake/strengthen market research when selecting partners.** It is important that UNITAR uses strategic thinking and undertakes/strengthens its market research to better understand the joint programme's competitors, its competitive edge and the calculation of tuition fees with the target audience of the joint programmes in mind. Moreover, prior to entering into new partnerships, it would be useful to carry out capacity assessments of partners so that whenever there is a need to initiate a new joint programme, the assessment can be a good reference point, making future programmes cost-efficient, sustainable and effective. Cost-effectiveness should also be considered in assessing the comparative advantage of potential partners, and exploring the option to diversify the geographical representation of university partners may help in achieving this. UNITAR could also work with African, Asian, Latin American and other universities in developing countries or the least developed countries to reach more participants with fewer costs and allow the programme room for scalability. According to the academic partners consulted, covering their costs let alone reducing costs in the future appear unlikely. Therefore, it is recommended that UNITAR explores partnering with universities located in other geographic regions as this may help reduce overall fees, create more access and improve the programmes' effectiveness and efficiency.

**3. Enhance inclusion of participants from groups made vulnerable and countries in special situations through financial support.** To bring about more inclusivity of vulnerable groups and participants from countries in special situations, the current training costs and study trips must be reviewed. Reduced fees or other forms of financial support will not only allow UNITAR to achieve one of its own inclusion objectives, but will also increase enrolment rates and attendance, reduce dropout rates and increase its competitive edge. To ensure that

vulnerable groups and others can access the joint programmes, it is imperative to develop and deploy a robust fundraising strategy through donor funding, not only to reduce the costs and burden on participants but also to finance research initiatives within the Institute intended to ensure quality, accountability and continuous improvement of future programming.

**4. Improve UNITAR's visibility and programme of study value proposition through an effective communication campaign and leverage external partnerships.** To increase the sustainability of the joint programmes, increasing UNITAR's visibility is essential and urgent. With so many courses to choose from, by proactively promoting and advertising itself, the joint programmes would not only attract more participants but also support them in making sure their degrees/diplomas/certificates are widely recognized. Moreover, many participants from countries in special situations have limited Internet access to learn about and apply/register for the joint master's degree programmes. A comprehensive communication campaign, developed and implemented with the academic partners, would contribute to supporting the sustainability of the programmes.

**5. Explore the potential of institutional accreditation for the programmes' portfolio offer.** The lack of accreditation of some programmes is a major concern raised by some evaluation stakeholders, including academic partners, UNITAR and participants. The value of UNITAR's joint programmes can be further enhanced by ensuring a clear pathway between existing programmes and participants accessing further education, as well as recognition, by making the master's programmes equivalent to any master's level degree. With accreditation, UNITAR and the joint programmes model will appeal to high-ranking and well-known universities, and attract more participants thus increasing its sustainability and growth opportunities. International accreditation of joint master's degrees and other non-degree postgraduate diploma

programmes conducted through various forms of delivery modality (online, blended/hybrid and in-person) would significantly support participants to access the next level of their learning opportunity. It would also give them recognition of their training achievement with employers world-wide, including for those who have already graduated. Exploring the potential of accreditation for the Institute should be done carefully and perhaps on a pilot basis, bearing in mind that UNITAR is above all a training institute established within the framework of the United Nations and that it embraces collaborative partnerships with institutions of higher education and universities focusing on themes related to the UN 2030 Agenda.

**6. Establish a feedback mechanism to facilitate effective communication between universities and participants and incorporate participants' experiences in both the programme and instructional design, including implementation.** To enhance participants' experience of the joint programmes, communication between academic partners and the participants, administration and course coordination must be improved as this remains a major concern for a large percentage of participants. Focusing on the participants' experience will not only further align the programmes to the participants' needs, but it will also attract more participants and help to distinguish UNITAR's joint programmes from the many programmes in the increasingly competitive global education market. In this regard, a humanized pedagogy approach that develops a teaching and learning interface that enables agency to own the knowledge and be empowered by it would truly allow UNITAR's programmes to reach its objectives of inclusivity.

**7. Establish a cross-division working group on joint programmes.** A cross-division working group, perhaps co-convened by representatives from the two programme units accounting for the largest participant outreach of joint programmes, would: facilitate the sharing of lessons; provide a venue for addressing bottlenecks

and proposing actions that require whole-of-UNITAR responses, such as development of quality standards specific to master's degree programmes, communication campaigns, accreditation opportunities, reviewing the fee structure, development of common content to cross-cutting topics, including gender and human rights; promote better synergies between divisions/programme units; possibly increase resource efficiencies, for instance, by sharing content and experts; and ensure alignment to UNITAR's overall strategic framework. Convening such a working group would also reduce the challenges that currently exist with the high turnover of focal points, increase the effective communication flows and strengthen the joint programmes' partnership model.

#### **Lessons learned**

The exercise also resulted in four lessons, as follows:

**Including mid-level career participants in the joint programmes allows for sharing invaluable work-related perspectives and experiences,** and extends networks, including peer-facilitated learning. This adds much value and brings a unique element to the joint programmes, reflecting the bridge between theoretical and practical issues.

**It is key to allocate appropriate learning time,** including realistic deadlines, for coursework submission, to allocate more time to certain topics that were covered quickly in class, to consider flexible session times for those who are working, and to try to accommodate all geographical time zones in online sessions.

**Cross-thematic areas, such as climate change, gender, human rights and cross-divisional initiatives on, for example, the humanitarian-development-peace nexus, provide opportunities to collaborate between divisions.**

**Conducting admission interviews before participants are selected further encourages better attendance.**

# Acronyms and abbreviations

<b>2030 Agenda</b>	2030 Agenda for Sustainable Development
<b>AU</b>	African Union
<b>CIFAL</b>	Global Network of Affiliated International Training Centres for Authorities and Local Actors
<b>DAC</b>	Development Assistance Committee (DAC)
<b>EMS</b>	Event Management System
<b>EU</b>	European Union
<b>FGD</b>	Focus Group Discussion
<b>GIT</b>	Geospatial Information Technology
<b>GDPR</b>	General Data Protection Regulation
<b>GSF</b>	Global Surgery Foundation
<b>ICRC</b>	International Committee of the Red Cross
<b>INFJ</b>	Institut National de Formation Judiciaire
<b>KPIs</b>	Key Performance Indicators
<b>LDCs</b>	Least Developed Countries
<b>LoA</b>	Letter of Agreement
<b>MDP</b>	Multilateral Diplomacy Programme
<b>MEECI</b>	Italian Ministry of Foreign Affairs and International Cooperation
<b>MoU</b>	Memorandum of Understanding
<b>NORAD</b>	Norwegian Agency for Development Cooperation
<b>NYO</b>	New York Office
<b>OECD</b>	Organisation for Economic Co-operation and Development
<b>OED</b>	Office of the Executive Director
<b>PFTP</b>	Public Finance and Trade Programme
<b>PPME</b>	Planning, Performance Monitoring and Evaluation
<b>PTP</b>	Peacekeeping Training Programme
<b>QAF</b>	Quality Assurance Framework
<b>QS</b>	Quality Standards
<b>SDGs</b>	Sustainable Development Goals
<b>SDP</b>	Social Development Programme
<b>SOG</b>	School of Governance
<b>ToC</b>	Theory of Change
<b>ToR</b>	Terms of Reference
<b>TU Dublin</b>	Technological University of Dublin
<b>UK</b>	United Kingdom of Great Britain and Northern Ireland
<b>UN</b>	United Nations
<b>UNEG</b>	United Nations Evaluation Group
<b>UNHCR</b>	The UN Refugee Agency
<b>UNITAR</b>	United Nations Institute for Training and Research
<b>UNOSAT</b>	United Nations Satellite Centre
<b>UOC</b>	Universitat Oberta de Catalunya
<b>UPEACE</b>	University for Peace
<b>WHO</b>	World Health Organization

# Introduction

1. The United Nations Institute for Training and Research (UNITAR) is a principal training arm of the United Nations (UN) which aims to increase the effectiveness of the UN through training and research. UNITAR's mission is to develop the individual and organizational capacity of countries and other UN stakeholders through high-quality learning solutions and related knowledge products and services to enhance decision-making and to support country-level actions to overcome global challenges. While UNITAR's programming has traditionally focused on training and other forms of capacity development, this focus has widened to also include executive/higher education and career development programmes in collaboration with academic and other partners.

2. Within this evolving programming context, UNITAR has increased the number of joint master's degrees and other postgraduate programmes, such as executive and professional/postgraduate diplomas, in collaboration with universities and other academic institutions over the past several years. Between 2018 and 2021, the number of participants from academia represented about a third of UNITAR's overall learning beneficiaries. The proportion of university partners represented 20 per cent of UNITAR partners in 2018 and 2020 (and slightly less in 2019 and 2021). Revenue from the joint programmes has also increased, from 3 per cent of UNITAR income in 2020 to 5 per cent in 2021.

3. UNITAR's role in the provision of higher education includes activities such as outreach and communication, quality assurance, curriculum design, delivery of learning modules, study visits, coaching sessions, professional coaching, issuance of Micro Credits and student internship placements. Multiple reasons have motivated UNITAR and its partner universities to collaborate, such as combining theoretical and practical contents, benefitting from the different outreach opportunities, providing participants with recognized diplomas from accredited institutions and a certificate from a UN training institute, amongst others. UNITAR's partnerships are anticipated to continue to grow and, as such, this cluster evaluation aims to inform future collaborative partnerships and joint programme development as well as provide organizational learning opportunities.

## Description, objectives and context

4. From 2018 to 2022, UNITAR implemented 31 joint programmes through six of its programme units and the CIFAL Global Network of affiliated training centres. Thirteen new programmes were planned for delivery in 2023. Out of the total number of 44 programmes, 22 are master's degree programmes, six are postgraduate diplomas and three are non-degree programmes (executive and professional diplomas). Out of the 31 ongoing programmes, nine were delivered face-to-face, nine online and 12 in a hybrid format. In terms of participation, 44 per cent of participants have taken part in hybrid programmes, 31 per cent in online programmes and 25 per cent in programmes delivered in person. Nineteen of the 31 programmes were delivered in partnership with universities (61 per cent), seven with academic centres and think tanks (23 per cent) and five with international organizations (16 per cent, mostly with the University for Peace, UPEACE). The list of joint programmes is attached as Annex 1.

5. When looking at the type of universities, there is a "balance" between private (47 per cent) and public universities (53 per cent). Seventy-three per cent of the ongoing programmes are delivered in English only (22), while six of them (20 per cent) are multilingual, delivered in English and either Arabic, French, Portuguese or Spanish. At least two programmes implemented in partnership with MGIMO are delivered in Russian. Between 2018 and 2022, 2,411 participants have participated in the joint programmes as per the Event Management System (EMS) data complemented by programme units. From the 2,411 participants, 50 per cent took part in programmes implemented by the Multilateral Diplomacy Programme Unit (MDP), as shown in Figure 1.

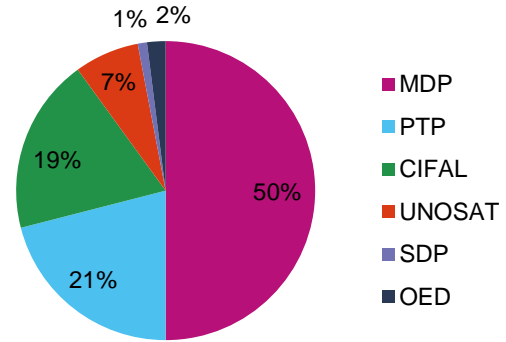


Figure 1 – Distribution of participants across UNITAR programme units

6. UNITAR’s role in the joint programmes varies and includes i) curriculum design, ii) course delivery and quality assurance of the delivered courses, and iii) student recruitment. For some programmes implemented by the Division for Multilateral Diplomacy (and MDP in particular), UNITAR is also responsible for organizing study visits and coaching sessions. For the master’s programmes in Human Rights and Diplomacy, International Humanitarian Cooperation and External Relations and Regions, and Project Management, UNITAR also leads the placement of participants for the internship modules. Moreover, for the programmes delivered by the Universitat Oberta de Catalunya (UOC) and MDP, UNITAR responds to participant enquiries and, for the partnership with Franklin University, UNITAR organizes six-week project phase matching participants with UN teams.

7. Based on the number of participants per year reviewed as part of the evaluation, by 2022 the number of participants enrolled in the joint programmes had increased significantly compared to previous years with some 1,075 participants. In 2018, there were 329 participants, 190 in 2019, 316 in 2020 and 358 in 2021. From these, 82 per cent participated in master’s degree programmes, 12 per cent in non-degree programmes and 7 per cent in postgraduate diploma programmes.

8. The master’s degree programmes usually last between 12 and 24 months. The postgraduate certificate courses last between six and 12 months. The length of other non-degree programmes ranges from a few days, such as the course with Harvard University, to several weeks, such as four weeks for the diploma in Airport Management. Completion rates and certification data could not be analysed given the lack of information available, which is attributable to the difficulty/ambiguity in recording joint diplomas in the EMS and the lack of data obtained from programmes for this evaluation.

**PURPOSE**

9. The purpose of the evaluation is to assess the relevance, coherence, effectiveness, efficiency, likelihood of impact and likelihood of sustainability of UNITAR’s joint programmes. By gathering perspectives from learners, academic partners and UNITAR staff, the evaluation identifies good practices, opportunities for growth and challenges encountered during the design and implementation of the joint programmes. Moreover, apart from providing findings and conclusions in response to the key evaluation questions, the evaluation provides recommendations and lessons learned to contribute to improvements in the joint programming and collaborative partnerships, as well as organizational learning opportunities. The evaluation asks the “why” question seeking to uncover factors contributing to (or inhibiting) the



successful delivery. The evaluation sought to be as forward-looking as possible to inform strategic decisions on the design, planning and implementation of future joint programmes.

## SCOPE

10. The evaluation covers the joint programmes organized and delivered between January 2018 and December 2022, including initiatives that have been discontinued, as listed in Annex I. The evaluation acknowledges the joint programmes planned for delivery in the coming years and includes both donor-funded and fee-based programmes.

11. The evaluation was conducted between March and September 2023 and responds to the evaluation questions in the Terms of Reference (ToR) available in Annex II, organized under six evaluation criteria - relevance, coherence, effectiveness, efficiency, likelihood of impact and likelihood of sustainability - as well as gender, disability and human rights, and environmental sustainability considerations.

## Evaluation design and methodology

12. An evaluation design (Annex III) was developed by the evaluator and reviewed by the Reference Group, comprising staff from the various programme units engaged in the joint programmes.<sup>1</sup> The matrix was designed based on the primary factors listed in the ToR and outlines the main evaluation questions, sub-questions, proposed data collection tools/data sources and challenges for data collection. The tools were largely developed to elicit responses on relevant topics in the evaluation question matrix, including the questions on gender, disability and environment. All survey tools can be found in Annex III.

## APPROACH

13. The evaluation adopted a participatory and collaborative approach and, as such, participants, UNITAR staff and representatives from academic partners who engage in the design and implementation of the joint programmes were consulted. The evaluation adhered to the [UNEG Norms and Standards for Evaluation](#) (UNEG, 2016), the [UNEG Ethical Guidelines](#) (UNEG, 2008) and the [UNITAR Evaluation Policy](#). Moreover, the UNEG guidance documents on integrating human rights and gender equality perspectives in evaluations within the UN system were also consulted.

14. The evaluation used a mixture of qualitative and quantitative data collection and analysis methods. A combination of document review, key informant interviews, web-based surveys, use of an outcome harvesting tool and focus group discussions (FGDs) were applied. The interviews and FGDs with UNITAR staff and selected academic partners were conducted virtually and, when possible, in person at the Institute's Headquarters in Geneva.<sup>2</sup> Gender and human rights considerations were mainstreamed into all aspects, looking at specific opportunities and inclusion, and brought out in all interviews. Furthermore, disaggregated information, such as gender, age, disability or country of origin data from participants was added as custom data to the survey. This was analysed and is presented in the evaluation findings section.

## EVALUATION PHASES

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<sup>1</sup>The Reference Group was comprised of 12 UNITAR staff involved in joint programmes across all programme divisions. Two members not involved in the joint programmes' delivery also took part due to their interest in designing and implementing similar programmes. One member of the Reference Group has since left the Institute.

<sup>2</sup> A field mission to Geneva was organized between 30 May and 2 June 2023, where the evaluator organized interviews and FGDs with UNITAR staff and unstructured interviews with academic partners from the master's in Human Rights and Diplomacy.

15. **Inception phase.** This phase included (i) the development and approval of the evaluation design, data collection tools, including confirmation of the evaluation process, and final evaluation questions, (ii) the collection of existing data and information through desk reviews, focused on extracting data for subsequent analysis, to better guide the development of the tools and cross-check information captured from respondents, and (iii) virtual meetings to discuss and refine the evaluation process, and to present the evaluation design to the Reference Group.

16. **The second phase.** In this phase, qualitative and quantitative data and information were collected through:

- **A comprehensive desk review.** The evaluator systematically reviewed and analysed background documents and secondary data/information related to the design and implementation of the programmes (see Annex 6).
- **A web-based survey.** Three separate online surveys using SurveyMonkey were developed and dispersed to gather quantitative and qualitative feedback from academic partners, participants and UNITAR staff. The online surveys remained open for three weeks. The participants' survey was available in English, Spanish, French and Portuguese. The survey questionnaires were sent out to 793 participants who have attended or are currently attending the joint programmes. The participants' online survey received 177 responses, a response rate of 22 per cent. Of these, 88 per cent were or are enrolled in master's programmes, 5 per cent in postgraduate certificate programmes, 6 per cent in other non-degree programmes, and for 1 per cent (two respondents) the programme they attended was unknown.<sup>3</sup> The academic partners' and UNITAR staff surveys received 13 and 12 responses, respectively. The academic partners received a response rate of 59 per cent. The survey to staff was circulated to all UNITAR staff involved in the implementation of the joint programmes, but the final number is unknown and therefore the response rate was not calculated. The survey responses were then used to inform the questions for the key informant interviews and FGDs as well as to assist in testing the validity of the findings.
- **Key informant interviews.** Interviews with UNITAR staff and academic partners were used to capture in-depth qualitative information. Eleven virtual and 12 face-to-face interviews were carried out with UNITAR staff in the Geneva office during the data collection mission. An additional 11 virtual key informant interviews were conducted with the programmes' academic partners.
- **Focus group discussions.** Group discussions were held with participants and UNITAR's programme staff to further investigate the conclusions of the survey analysis. The FGD questions were designed to stimulate thoughtful discussions and draw out differences in experiences in different contexts. In total, two focus group discussions, one face-to-face and one virtual, were conducted with 12 UNITAR staff. An additional four virtual group interviews were conducted with 13 selected participants who took part in the online survey and agreed to be contacted for follow-up interviews. During these interviews, particular attention was given to making sure that the questions asked uncovered responses to the evaluation questions that were not fully captured through other methods.
- **Outcome harvesting.** Qualitative information on pre-defined changes and unexpected changes brought about by the joint programmes, such as partnerships, collaboration, synergy, application of learning and career development, were collected through an online platform with

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<sup>3</sup> This distribution is similar to the distribution of students participating in the joint programmes: 82 per cent of participants in master's degrees, 7 per cent for postgraduate certificate programmes, and 12 per cent for other non-degree programmes.

UNITAR staff and academic partners using Miro<sup>4</sup>, which received six responses.

17. **The third phase.** This phase focused on analysis and reporting. Quantitative analysis was mostly applied to the programmes' context and extent, or level of changes observed. The quantitative data was analysed using descriptive analysis. Thereafter, the findings were interpreted through a summary. For qualitative analysis, thematic and content analyses were applied and a framework to transcribe and organize the qualitative data for classification and analysis was developed, based on responses to the evaluation questions. As themes and issues became apparent, the content was analysed in terms of issues stated in the evaluation objectives. Finally, this report was produced based on the main evaluation criteria as defined in the ToR with conclusions, lessons learned and recommendations to support the future of the joint programmes.

18. For all the data collection tools, reliability was ensured using standardized instruments, compliance with standard practices in evaluation and data triangulation through multiple data sources (e.g. document reviews, interviews and online surveys), the use of qualitative and quantitative data, as well as through consultation with academic partners, participants and UNITAR staff.

## LIMITATIONS

19. The evaluation encountered numerous limitations:

- There was no theory of change (ToC) or pathway to impact developed for any of the joint programmes, and the evaluation did not attempt to reconstruct a ToC given the volume of joint programmes in the cluster.
- As there was no programme baseline, this evaluation had to rely on the perceptions and judgements of each respondent to establish what was happening before and after the programmes' implementation to generate better comparisons.
- Interviews with academic partners and FGDs with participants were conducted remotely. This has the potential to somewhat compromise the quality of information. To mitigate this limitation, the online surveys included additional questions designed to gather qualitative data. Furthermore, a data collection visit to Geneva was organized to facilitate face-to-face interviews and FGDs with UNITAR staff. Interviewees and FGD participants were selected based on their willingness to participate and were not selected randomly. Overall, there was perhaps a slight reduction in data quality compared to what would have been gathered if extensive face-to-face interviews were possible.
- To some extent, it was difficult to gather sufficient, in-depth data as some of the UNITAR staff consulted had only recently joined UNITAR or the academic partners had recently started working on the joint programmes. For example, it was difficult to obtain information about the extent to which the joint master's degree programmes have been produced in a timely and cost-efficient manner and how, as some of the partners' staff were only recently appointed.
- There could be methodological biases due to a recall bias. This is due to the time that has passed between the programmes' delivery and this evaluation, and some respondents may not have clear recall and therefore provide insufficient responses to the survey questions.

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<sup>4</sup> A digital collaboration platform designed to facilitate remote and distributed team communication and project management.

- Participant contacts were not fully available. The evaluation constructed three sets of information for participants, based on information retrieved from the EMS and internal records provided by UNITAR programme units. First, a participants' list contained information at the individual level for 1,903 participants. Second, the evaluation estimated the number of participants per joint programme over the five years concerned for the evaluation (based on the participants list and the figures provided by programme units) adding up to 2,411 participants. Third, and an estimated number of participants per year per joint programme (based on the participants list and yearly disaggregated figures provided by programme units) for 2,428 participants. Likewise, academic partners' contacts were not fully available. Data on certification was also incomplete and the evaluation could not derive any conclusions on completion rates of the programmes. This was due to a lack of data and lack of clarity on whether certification data recorded corresponds to diplomas issued after completion of the programme or to individual modules delivered by UNITAR.
- MDP-led joint programmes are overrepresented in the results, given the number of programmes implemented and, by extension, the number of participants and survey respondents (90 per cent).
- For some master's programmes delivered by PTP, participants were offered the option to enrol in individual modules only. However, the evaluation could not distinguish between master's degree participants and those participants enrolled in individual modules.
- By their very nature, cluster evaluations do not allow for deep dives into each and every degree programme. To overcome this challenge, the evaluation has supported the findings using an outcome harvesting approach.
- As capacity building programmes are influenced by a multitude of internal and external factors, it is hard to attribute changes that have come about as a result of the joint programmes alone. Therefore, this evaluation focused on uncovering the programmes' contribution rather than attribution and actively used triangulation for all data collected as well as adopting a Most Significant Change approach.

## Evaluation findings

### Relevance

#### RELEVANCE OF THE JOINT PROGRAMMES TO THE SDGs AND THE STRATEGIC FRAMEWORK

20. The evaluation found the joint programmes to be relevant to UNITAR's efforts to help countries achieve the Goals and fulfil the principles of the 2030 Agenda, with 56 per cent of the respondents from UNITAR staff and 69 per cent of those from academic partners indicating high relevance. After completing the joint programmes, many participant respondents confirmed that they had improved confidence in designing and implementing programmes related to the SDGs, although a few respondents reported that the joint programmes were less relevant to the specific targets under the Goals.

Table 1 – Relevance of the joint programmes to UNITAR's efforts to help countries achieve the SDGs

Criteria	Highly relevant	Somewhat relevant	Slightly relevant	Not at all relevant	Not Applicable	Total
UNITAR staff responses: extent to which the joint programme is relevant to	56%	33%	0%	0%	11%	100%

helping countries achieve the SDGs						
Academic partners responses: overall contribution to helping countries achieve the SDGs	69%	23%	0%	8%	0%	100%

21. The evaluation also found the joint programmes to be relevant to UNITAR’s strategic objectives, as the selection and design of the programmes were consciously embedded in and aligned to the strategic framework’s peace, people, planet, prosperity (drawn from the 2020 Agenda) and cross-fertilization pillars. As shown in Table 2 below, the degree of relevance to the objectives of the strategic framework varies across the landscape of the joint programmes, with most joint programmes exhibiting high relevance to one or two objectives and somewhat or no relevance to the others. Only one of the joint programmes was assessed as not exhibiting relevance to a strategic objective.

22. However, the document review found limited evidence of the joint programmes being linked to the results frameworks of the UNITAR programme budgets. For example, the evaluation did not find dedicated result areas in the 2022-2023 programme budget for the outcomes of the joint programmes. Nevertheless, when joint programmes contributed to broader capacity building projects, such as for road safety, a dedicated result area on strengthened capacity of local and national officials to tackle road safety issues was included to which the Postgraduate Diploma on Road Safety Management and Leadership is aligned. Similarly, the Graduate Certificate in Disaster Risk Reduction (DRR) contributes to the result area on enhanced knowledge of local and national officials on disaster risk reduction and humanitarian affairs, and the Harvard Certificate Course on High Value Surgical Systems contributes to the result area on increased capacity of stakeholders in surgical, obstetrics and anaesthesia services. Yet, these three examples from the Social Development Programme Unit do not contain indicators related to the joint programmes, such as course completion or diploma achievement. For the 2024-2025 programme budget, the evaluation noted two new result areas that were integrated by PTP and that are directly related to the joint degrees, namely strengthened capabilities (knowledge and skills) of practitioners to operate effectively in the domain of conflict, peace and security, and strengthened capabilities (knowledge and skills) of practitioners to operate effectively in the domain of electoral policy and administration. In addition, the indicator focuses on measuring the percentage of students successfully meeting the completion requirements of the master’s programme within the allocated time. However, the large majority of joint programmes had no apparent link to the results framework of the UNITAR programme budget.

Table 2 - Relevance to UNITAR’s strategic objectives and the SDGs

Number of joint programmes per division	Extent <sup>5</sup> of relevance to UNITAR’s strategic objectives <sup>6</sup>					Highly relevant to SDGs #	Rationale (reasons for grading)
	1	2	3	4	5		
<b>Division for peace</b>							
• Five programmes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Goals 4, 5, 16	The root causes of violence, conflicts and positive social change, including electoral administrators.
• Two programmes	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Goals 4, 7, 13, 16	Climate security and humanitarian energy security.
• One programme	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Goals 4, 8 and 9	Leadership and entrepreneurship.
<b>Division for multilateral diplomacy</b>							

<sup>5</sup> Keys: =highly relevant, =somewhat relevant, and =Not relevant

<sup>6</sup> 1=Peace, 2=People, 3=Planet, 4=Prosperity and 5=Cross-fertilization

• <b>Thirteen programmes</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Goals 4, 16	Negotiation skills, the nexus between diplomacy and anti-corruption, international law and human rights.
• <b>Two programmes</b>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Goals 4, 16	International humanitarian cooperation and external relations, and gender and development.
• <b>Three programmes</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Goals 4, 13, 16	International working environment, international law and project management.
• <b>One programme</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Goals 4, 8	Environmental and social sustainability of business.
<b>Division for people</b>							
• <b>Six programmes</b>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Goals 4, 16	Procurement and supply chain management and its linkages with global health, airports and aviation management.
• <b>Two programmes</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Goals 4, 13	Disaster risk reduction, resilience and sustainable development principles, and conducting disaster risk evaluations.
<b>Division for satellite analysis and applied research</b>							
<b>One programme</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Goals 4, 13	International humanitarian frameworks, disaster management in the political, social, economic and cultural contexts of disasters.
<b>Office of the Executive Director (OED)</b>							
• <b>One programme</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Goals 4, 5, 16	Anti-corruption and diplomacy.
• <b>One programme</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Goals 4, 13	International management, including responsible management and climate change.
<b>New York Office (NYO)</b>							
• <b>One programme</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Goal 4	Musicians make a difference in the world with the UN Sustainable Development Goals committing to achieving inclusive and quality education for all.
<b># of programmes scored green</b>	19	8	7	10	2		
<b>In percentage terms</b>	41	17	15	22	5		

23. The underlying reason why the joint programmes are relevant to UNITAR's strategic objectives and efforts to help Member States implement the SDGs lies primarily in the programmes' empowering nature by delivering high-quality learning solutions, as articulated in the strategic framework.<sup>7</sup> The discussion below considers the evidence that demonstrates how this was achieved.

- The programmes address the capacity development needs of individuals (core function 1). The programme participants acquired the necessary knowledge, skills and mindsets that contributed to helping them solve the complex nature of the sustainable development challenges that the world faces. These programmes are designed to empower different groups, including mid-level career professionals (37 per cent of the survey respondents are 35 to 44 years old, while 20 per cent are 45 to 54, and some are senior officials) and government officials from around the world who design policies, monitor their implementation and make sure that all policies fit into the SDGs agenda, which is directly in line with UNITAR's strategic objectives.
- The programmes responded to the needs of academic partners (core function 2) and

<sup>7</sup> The core functions include: 1. Providing high-quality learning solutions to address the capacity development needs of individuals, organizations and institutions; 2. Advising and supporting governments, the UN and other partners with knowledge services, including those that are technology-based; 3. Facilitating knowledge and experience sharing through networking and innovative processes; and 4. Integrating innovative strategies, approaches and methodologies into learning and related knowledge products and services.

jointly provided high-quality learning solutions by creating and improving the virtual learning platform, learning materials, learning contents and spaces (core function 4), innovative strategies and methodologies. The programmes further enhanced the way academic partners work (an operational shift), particularly during the COVID-19 pandemic, which had put much pressure on educational institutions worldwide. By leveraging its virtual learning environment, the partners were able to continue delivering quality learning.

- The programmes facilitated knowledge and experience sharing (core function 3) through study tours, established networking opportunities and included experienced practicing trainers. This method helped participants to acquire tangible theoretical and practical skills in areas such as such as interdisciplinary thinking, integrated planning, and understanding the complexity of the SDGs. Moreover, as the programmes attract mid-level career professionals with tangible experiences, the participants were also able to share their diverse practical experiences and extend their network amongst their fellow participants.

- The programmes established strategic partnerships and knowledge alliances with academic partners and mobilized resources, shared knowledge, expertise and technology. These partnerships have improved the capacity and commitment of both the academic partners and UNITAR to provide high-quality learning solutions. Since 2018, UNITAR has entered into 31 joint programme partnerships and has raised over \$3.5 million<sup>8</sup> of financial resources.

- The evaluation found evidence of some joint programmes supporting the objectives of other capacity building projects aligned with the SDGs, such as the Road Safety Management and Administration training, which aims to improve capacity of staff working on road safety initiatives<sup>9</sup> and help support Member States in achieving global road safety performance targets (Global Goals of the Decade of Action for Road Safety 2021-2030), with the ambitious target of preventing at least 50 per cent of road traffic deaths and injuries by 2030.

- Almost all of the joint programmes reviewed and adapted the course contents for quality learning that fit into the current development context, including the Goals and principles of the 2030 Agenda (Box 1). The revised contents helped participants to develop specific knowledge and skills on how each profession can contribute to the SDGs target 4.7.<sup>10</sup> This is also evidenced by the participants' responses, when they were asked to what extent the programmes are relevant to new and emerging global priorities. Sixty-one per cent and 31 per cent confirm that they are highly relevant and somewhat relevant respectively (see Table 3). Insignificant differences in distribution can be found when differentiating between master's degree programme participants and non-

**Box 1: UNITAR staff testimony on programme content review.**

*"The majority of the universities with whom we work are very much about applied action related knowledge components. Finding solutions for the problems that exist in terms of contemporary development challenges and how to use or construct a circular economy that would help deliver the SDGs is what UNITAR is helping to articulate. For so many of these universities, real deliverable programmes in terms of learning outcomes, skills sets and attitude changes are so fundamental in bringing about a more socioeconomic independence of the individual."*

<sup>8</sup> The amount was calculated by adding contributions received between 2018 and 2022 that are above \$100,000. It does not account for the partner's share of the budget or contributions below \$100,000.

<sup>9</sup> <https://unitar.org/sustainable-development-goals/people/our-portfolio/road-safety-initiative>

<sup>10</sup> By 2030, ensure all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship, and appreciation of cultural diversity and of culture's contribution to sustainable development.

degree programme participants.

## RELEVANCE OF UNITAR SERVICES TO THE NEEDS AND PRIORITIES OF ITS PARTNERS

24. The services provided by UNITAR were found to be closely consistent and highly relevant to the needs and priorities of its academic partners. From a design perspective, 77 per cent, and 61 per cent from an implementation perspective of academic partners felt that UNITAR's services are highly relevant to their needs and priorities.

Table 3 - Relevance of UNITAR services to the needs and priorities of its academic partners

Criteria	Highly relevant	Somewhat relevant	Slightly relevant	Not at all relevant	I do not know	Not Applicable	Total
Relevance to academic institutions' needs and priorities from a programme design perspective.	77%	23%	0%	0%	0%	0%	100%
Relevance to academic institutions' needs and priorities from an implementation perspective.	61%	31%	8%	0%	0%	0%	100%
Overall contribution to academic institution's needs and priorities.	58%	25%	17%	0%	0%	0%	100%

25. When asked if the design and implementation of the joint programmes (including delivery methods) were relevant to their needs, the academic partners responded positively and provided explanations listed below.

- **The academic partners' selection was compelling** and based on the needs and priorities of the academic partners' capacity, strategic priorities, business model, area of excellence, programme design and implementation methods, including geographical location and languages.
- **The agreement drafting process was consultative.** Prior to signing agreements, UNITAR and academic partners' representatives reviewed the scope and purpose, quality of degrees/diploma, finance, administration, programme description, contents, delivery and approaches to implementation. These review meetings laid the foundation for ensuring that the joint programmes are aligned to the academic partners' needs and priorities. Moreover, for each delivery partnership, a cooperation agreement/Memorandum of Understanding (MoU) was approved and signed.
- **The design of the joint programmes was inclusive and consultative.** Discussions and meetings were conducted, programmes' activities and implementation strategy were verified and agreed against the needs and priorities of the academic partners, and consensus was reached. In most cases, the academic partners felt that UNITAR's contribution even surpassed their expectations as the Institute brought innovative design and delivery methods, and actively sought and achieved the involvement of its academic partners from the onset. For example, UNITAR has been working with the University of Copenhagen since 2009, which indicates how the partnership has been sustainable. Moreover, the partnership has lasted because of the added value that UNITAR has been able to bring, such as practical cases to the geo-information in disaster situations course for the master's degree in Disaster Management that the academic institution needed in order to deliver the module.



- **The implementation of the joint programmes was consultative** as consistent discussions and evaluations were held by each academic partner and UNITAR staff. These consultation spaces were important as they ensured that UNITAR’s services continue to respond to challenges and opportunities as they became evident during delivery. A good example here is the fact that UNITAR was able to improve the online training platform during the COVID-19 pandemic after consultation with its academic partners. Another example is UNITAR’s understanding of the legal requirements of its academic partners’ country’s related to data protection policies (GDPR system), identifying and implementing solutions after consultation.

- **Overall, UNITAR was flexible during the design and implementation of the joint programmes**, accepted academic partner requests and provided technical support along the way. According to the academic partners that the cluster evaluation spoke to, this approach provides an opportunity to ensure that the programmes are relevant and are continually aligned to the academic partner’s needs and priorities. For example, in most cases UNITAR was flexible and fully aligned to the academic partners’ legal requirements, including grading systems and administrative procedures, such as participants registration and data protection.

26. However, a small number of academic partners expressed concerns with UNITAR’s overall contribution to the programmes and how the Institute meets their respective institution’s needs and priorities. Respondents to the survey and consultations suggested that there is room for UNITAR to improve and redesign the course curriculum and delivery approach, particularly after evaluation is conducted and feedback has been provided. Other areas for improvement include timely responses to its partners’ requests and feedback on submitted documents and agreements. Equally, UNITAR staff surveys and interviews suggest that some academic partners need to be flexible and adapt to UNITAR’s improved programme design and implementation methods.

**RELEVANCE OF THE JOINT PROGRAMMES TO THE NEEDS AND PRIORITIES OF PARTICIPANTS**

27. In order to meet the participants’ needs and priorities, prior to implementation of the postgraduate diploma on Road Safety Management and Leadership, the team developed criteria and identified specific participants, then captured and incorporated their training needs and the organizations they work for into the joint programmes. As a result, different road safety projects now benefit from this needs-based learning initiative.

28. Moreover, as shown in Table 4, the design and implementation of the joint programmes have responded to the needs of the participants and the organizations they work for, with 71 per cent of participants asserting that the programmes’ design and implementation are highly relevant to their professional needs and priorities, and 27 per cent asserting that they are somewhat relevant. While there are no big differences in distribution of responses between participants enrolled in master’s programmes and other non-degree diplomas, 100 per cent of participant respondents on postgraduate certificate courses considered the programme highly or somewhat relevant to the needs and priorities of their organizations. When asked about the extent to which the programmes are relevant to their organization’s needs and priorities, 55 per cent and 31 per cent agreed that it was highly and somewhat relevant, respectively. A subsequent FGD with participants provided substantial evidence, which is outlined in Box 2.

Table 4 - Participant responses on the relevance of the programmes to their education and development goals as well as their respective organization

Criteria	Highly relevant	Somewhat relevant	Slightly relevant	Not at all relevant	Not Applicable	Total
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Extent to which the joint programme was relevant to the participants' education or professional development goals.	71%	26%	2%	1%	0%	100%
Extent to which the joint programme was relevant to the needs/priorities of the organizations the participants are working for.	55%	31%	7%	1%	6%	100%

29. According to participants, the key underlining reasons why the joint programmes are highly relevant to their education and development goals as well as their organizations are:

- **The combination of academic, theoretical learning with the active engagement of UNITAR experts** who can teach through active and current practical experiences. For many participants, the theoretical learning combined with practical experiences provides a unique learning opportunity.
- **The programmes' content as well as the reading materials were directly linked to participants' learning needs.** The fact that the contents have been revised and updated, provided them with new information, insights and concepts that they can directly apply to their jobs. Results from the survey show that 55 per cent of the respondents had a job while they attended the joint programme, thus providing them with an opportunity to apply their learning immediately to their work.
- **The chance to develop or extend participants' networks,** which allows them not only to learn from the course content and experts but also from their colleagues, providing them with tangible global practical experiences.
- The fact that participants can **obtain a recognized diploma from renowned institutions and UNITAR,** as a UN agency, has responded to the participants' expectations, as many participants wanted to learn about the UN and other multilateral development organizations and receive a recognized certificate.
- **The programmes' online delivery approach** responded to participants' needs, particularly those who are working, such as government professionals who are generally busy, participants who work in the field and are not able to travel, and people with disabilities, particularly those with hearing impairments.

30. The FGDs with participants also provided additional evidence, the highlights of which are in Box 2.

31. Seven per cent of respondents felt that the joint programmes were only slightly relevant to their needs and the organizations they work for, and they have provided the explanations below.

- "In some programmes, the training materials were not up-to-date, most of the debates did not deal with current issues and ended without any room for discussion or critical analysis."
- "The joint programmes' study tours excluded some participants from developing countries due to the overall cost, meaning that they missed out on the opportunity to extend their learning and networks, and preventing UNITAR from increasing its outreach to participants from countries in special situations."

**Box 2: Summary of FGDs participants' responses to programmes' relevance to their academic and professional needs and goals.**

- a. *"I chose the programme as I would be learning from the people who are out there in the field rather than academics only."*
- b. *"I built a more practical knowledge base, enhanced my skills set and my performance in bilateral and multilateral working environments that are linked to my job."*
- c. *"I was attracted by the programme as it was led by a mix of academics and practitioners, or persons who work in academia but have been practitioners at some point in their lives. There are former ambassadors and former UN staff in different capacities."*
- d. *"The content was very relevant to what I do and it will also give me an opportunity to carry on to higher level learning."*
- e. *"I work full-time in a pretty high-level government position. I was looking into part-time master's programmes and wanted to get international experience without having to travel, so I was looking into master's programmes that I could do online."*
- f. *"My motivation for joining this particular programme was almost accidental because my hearing loss progressed from mild hearing loss to severe so I could only study online."*
- g. *"For me, the reason I chose this programme was because it offered me the opportunity to learn about diplomacy associated with the United Nations."*

**EXTENT TO WHICH THE JOINT PROGRAMMES REACH PARTICIPANTS FROM GROUPS MADE VULNERABLE AND COUNTRIES IN SPECIAL SITUATIONS**

**UNITAR'S PERSPECTIVE**

32. As shown in Table 5 below, 34 per cent of UNITAR staff felt that the programmes are highly relevant to vulnerable groups, 33 per cent state that they are somewhat relevant. They further go on to explain that additional initiatives have been designed and implemented to reach these groups, such as raising funds from donors to provide small scholarships to cover tuition fees and study trips. For example, UNOSAT with the University of Copenhagen has been implementing a special grant every year to support participants from vulnerable situations to access the training. Additionally, the MDP's "[Art for Peace Collection](#)" initiative raises funds which benefit 50 candidates from LDCs. And finally, there have been cases where discounts have been offered to some participants. Although these are good examples of UNITAR's and partners' responses to the needs of these groups, it is clear that this still requires further attention if the joint programmes truly aim to reach greater numbers of groups made vulnerable and those from countries in special situations.

Table 5 - UNITAR staff responses on the relevance of the programmes in reaching participants from groups made vulnerable

Criteria	Highly relevant	Somewhat relevant	Slightly relevant	Not at all relevant	Not Applicable	Total
Extent to which the joint programmes are relevant to groups in vulnerable situations.	34%	33%	11%	11%	11%	100%
Extent to which the joint programmes are relevant to countries in special situations	34%	22%	11%	22%	11%	100%

33. When it comes to the language of delivery, 73 per cent of the ongoing programmes are delivered in English only, while other 20 per cent are multilingual programmes (English and other languages, including Arabic, French, Portuguese and Spanish). Additionally, at least two programmes organized in partnership with the Moscow International Relations Institute (MGIMO) are delivered in Russian. The absence of additional or local languages suggests

that the joint programmes are narrowly reaching participants from groups made vulnerable, and strongly suggests that more attention is required here to adequately reach these groups.

#### ACADEMIC PARTNERS' PERSPECTIVE

34. According to academic partners, the joint programmes have mainly been able to reach vulnerable groups and people from countries in special situations who can afford the tuition fees and those selected to attend donor-funded programmes, since some divisions deliberately design programmes targeting LDCs and raise funds for the learning activities. For instance, MDP with Luiss Guido Carli School of Government has delivered an executive master's in Global Public Diplomacy and Sustainable Development after securing funds from the Italian Ministry of Foreign Affairs and International Cooperation, with the aim of consolidating the relationship between Africa and Italy. Every year, this programme targets 30 diplomats from African LDCs and, so far, 11 countries have participated since 2022. As shown in Table 6 below, 61 per cent of academic partners feel that the programmes are highly relevant to reaching learners from countries in special situations, while 46 per cent believe that that the programmes are relevant to reaching learners from groups made vulnerable.

Table 6 - Academic partners' responses on the programmes' relevance to reaching participants from groups made vulnerable

Criteria	Highly relevant	Somewhat relevant	Slightly relevant	Not at all relevant	I do not know	Not Applicable
Relevance to reaching learners from vulnerable groups.	46%	15%	15%	8%	8%	8%
Relevance to reaching learners from countries in special situations.	61%	23%	0%	0%	8%	8%
Relevance to reaching learners speaking different languages.	38%	8%	23%	0%	8%	23%

#### PARTICIPANTS' PERSPECTIVE

35. An analysis of participants' responses reveals different results, with many participants indicating that the costs of the programmes have prevented the most vulnerable groups and those from countries in special situations from attending. They are adamant that many participants from the global south would not be able to afford the joint programmes without support. Moreover, the much appreciated and unique study tours that these programmes offer to participants are equally expensive meaning again that many participants from these groups who cannot afford the costs will be excluded.

36. It is evident therefore that UNITAR is currently missing the opportunity to have in place a comprehensive strategy or mechanism by which to reach these groups with its joint programmes. As one UNITAR staff respondent commented:

"[...] We acknowledge the inherent conflict between our project-based operational model and our aim to reach beneficiaries, particularly those left behind who may not be able to pay the fees. The programmes currently only manage to partially reach vulnerable participants despite their being the ones who would benefit the most, including people with disabilities, youth and the elderly. We need to have the funds to support vulnerable groups as the UNITAR programmes are a bit expensive and thus the programmes are finding it hard to serve these groups. UNITAR's programmes are mainly self-sponsored therefore excluding those who cannot afford our fees. What is needed is for us to design and implement a funding strategy specifically to support these groups. For instance, in the past we have seen examples of where

that is possible, with the programmes having received \$50,000 from Algeria to train LDCs' diplomats, and it was a very successful programme.”

## Coherence

37. Under the coherence criterion, the evaluation assesses the extent to which the joint programmes have adhered to UNITAR's quality standards (QS) and complement other UNITAR programmes, including larger capacity development projects.

### PROGRAMMES' ALIGNMENT TO QUALITY STANDARDS

#### UNITAR'S PERSPECTIVE

38. The joint programmes are aligned to the Institute's QS<sup>11</sup> in the QAF as the divisions' staff have applied quality assurance processes when designing, developing, delivering and evaluating the programmes. Academic partners, together with UNITAR, collect, analyse and interpret data; track learning results over time; and improve delivery methods, services, processes, curricula, pedagogy and learning results accordingly. For example, academic partners and the MDP teams together conducted an evaluation of the master's in International Affairs and Diplomacy in 2011 and 2022.

39. During design and implementation, the programmes' learning objectives, content, structure and methods have clearly been defined. Some participants and academic partners have confirmed that the programmes have been delivered by experienced professionals who have the required expertise.

40. The UNITAR staff survey results show that 33 per cent and 45per cent strongly agree and agree that the joint programmes are aligned to the Institute's Quality Standard (QS) in the Quality Assurance Framework (QAF) (see Table 7). However, 11 per cent of those consulted neither agree nor disagree with the statement as they feel that UNITAR's QAF was developed with short training events in mind. According to them, the QAF does not reflect master's level quality assurance benchmarks, nor does it include subject benchmarks, or national quality assurance agency policies or principles of each university from an institutional and national perspective. In fact, stakeholders have expressed concerns about the programmes' alignment to the QAF as all courses are required to adhere to the universities' standards. Subsequently, to improve alignment with quality standards, these respondents suggest that UNITAR needs to develop a quality assurance benchmark and practice that embraces all collaborative partnerships based on master's degree level standards in the UK, US and in the European Union.

Table 7 - UNITAR staff responses on the programmes' alignment to the Institute's QAF and academic partner's quality standards

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	Not applicable
The joint programme is aligned with the Institute's quality standards in the Quality Assurance Framework.	33%	45%	11%	0%	0%	11%
The joint programme is aligned with academic	67%	22%	0%	0%	0%	11%

<sup>11</sup> Standards: 1) Learning Needs, 2) Target Audience, 3) Event Nomenclature and Title, 4) Learning Objectives, 5) Content and Structure, 6) Methodology, 7) Learning/Instructional Material, 8) Training Expertise/Qualifications, 9) Event Announcement Information, 10) Evaluation and Follow-up.

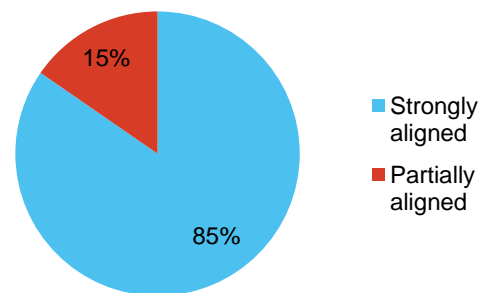
partner institutions' quality standards.						
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41. Nevertheless, 67 per cent and 22 per cent of those consulted strongly agree and agree that the programmes are aligned to the academic institutions' quality standards since UNITAR is not accredited and the academic partners and universities assume full academic oversight, programme management and quality assurance, including administrative elements.

#### ACADEMIC PARTNERS' PERSPECTIVE

42. Likewise, a significant percentage of academic partners (85 per cent) report that the programmes have been aligned to their institution's quality standards, while the remaining 15 per cent feel that it is partially aligned. Each partnership is developed in full consultation with the partnering university and although UNITAR brings forth ideas into the design and implementation processes, it is evident that the responsibility for the programmes' alignment with the partner academic institutions' quality standards lies with the academic partners themselves. Through the in-depth design and implementation processes in place, UNITAR's joint programmes are able to meet all quality standards before MoUs are signed.

Figure 2 – Academic partners' response on the programmes' alignment to their quality standards



#### PROGRAMME FOCUS AND UNITAR-LED MODULES: SELECTION FACTORS

43. The joint programmes and UNITAR-led modules are largely selected on the basis of the respective division's subject expertise, discussions and negotiations with the selected universities, and the university confirming that it has the required resources to design and implement the programme. In some cases, the programmes' costs or income for UNITAR largely consume resources when it comes to selecting the programmes' focus. During consultation, many UNITAR staff believe that one of the key benchmarks against which the programmes are selected is the income it can generate for UNITAR and in some cases that is the only standard by which it is deemed a success. Moreover, all UNITAR respondents agree that rigorous educational market assessments have never been undertaken during the selection, except light market feasibility assessments prepared by each division's staff.

44. The other considerations when selecting the focus and modules are the key pedagogical approaches that include: a learner-centred approach; action-oriented learning; and transformative learning that produces key skills and competencies to support the achievement of the SDGs from an international perspective, beyond disciplines, and working in and with complex systems.

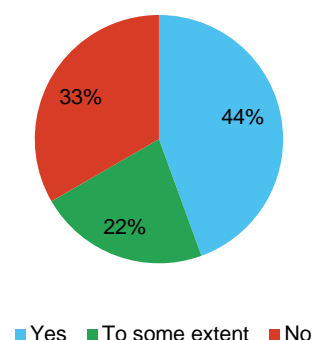
45. Donor interest and the delivery experiences of similar programmes also affect the selection. For example, the Luiss Guido Carli School of Government and UNITAR have consolidated their experiences in administering similar projects and, in May 2021, the Luiss School was able to hold the first distant learning cybersecurity course for over 70 governments and private sector officials in Zimbabwe and Zambia. Several months later, in October 2021, the university implemented the highly successful Luiss Africa Forum, which brought together senior diplomats from Italy and several African governments. Although the donor clearly influenced the programme focus, generally donor-funded programmes do complement the

learning strategy of UNITAR and its academic partners as each programme and module is selected and designed by the partners before they submit their joint proposal to donors for funding.

#### OPPORTUNITIES FOR CROSS-DIVISIONAL COLLABORATION/SYNERGIES

46. The evaluation found that collaboration and synergy among divisions are limited. Many respondents have argued that currently there is limited willingness for cross-divisional cooperation as each division works independently due to the nature of its programmes and the way UNITAR operates does not facilitate cross-divisional partnership. Some divisions have made efforts to partner with other divisions without noteworthy results. Each division devises its focus and modules independently, although there are examples where some information is shared between divisions during the design phase only. The collaboration with the Nova School of Business & Economics, which also collaborates with the CIFAL in Cascais, Portugal, is an example where Memorandums of Understanding (MOUs) have been signed with UNITAR, but these have not been translated into broader UNITAR-wide collaboration. Rather, the partnership has remained within the Division for Peace, which initiated the MoU. In another instance, two UNITAR divisions are delivering academic programmes with Universitat Oberta de Catalunya (UOC), using the same MoU partnership. While both divisions meet regularly, the programmes are not integrated and again lack synergy. Some UNITAR staff respondents have pointed out that, as most of the UNITAR programmes are short-term training, it is difficult to create tangible synergies between divisions, which extends to the implementation of the joint programmes.

Figure 3 - Synergies between UNITAR's programme divisions



47. Moreover, the way the programme divisions operate neither facilitates nor is conducive to creating synergy and some UNITAR staff argue that they know little of what the other divisions are doing. Each division provides its own training, creating fragmentation rather than synergy. Furthermore, the fact that each division undertakes its own agreement processes means that it is limiting each partnership and curbing the ability of each division to forge synergy. In fact, the challenge here is that there is a very isolationist approach within divisions where as soon as one programme reaches out to a different division to collaborate, they are perceived as being in competition. These views, obtained through interviews, reflect the general results from the survey, with 33 per cent of UNITAR staff respondents completely disagreeing with the statement that synergy exists between divisions. They state that there is room and opportunity to create synergy, citing examples of where divisions do meet and collaborate, including the use of the same experts to deliver different sessions to bring about the effective use of existing resources, share challenges and lessons, and conduct joint planning and programmes' content reviews, as well as implementation. More importantly, synergy between divisions can help to integrate cross-learning focus areas, such as climate change, gender and human rights, in different programmes and conduct joint events, therefore reducing implementation costs.

48. Some UNITAR staff have suggested that it would be useful to simplify dialogues, identify areas of synergy that can be worked on together and create opportunities for more internal communications to establish a cluster of joint programming across divisional specializations with the same partner.

#### EXTENT TO WHICH THE JOINT PROGRAMMES ARE CONTRIBUTING TO OTHER LARGER CAPACITY DEVELOPMENT PROJECTS AND VICE VERSA

49. There is evidence that the joint programmes are contributing to some of UNITAR's other capacity development projects, as the partnerships first identify existing capacity needs, then design and implement courses that address those gaps and the training needs of personnel working on the projects. A good example is the Road Safety Management and Administration programme, implemented by the Division for People and Social Inclusion, with the support of the CIFAL centres and other partners. The programme was designed as a nine-month postgraduate course for high-level professionals working on road safety policymaking and road safety specialists and has significantly contributed to wider capacity building of UNITAR. The course i) is a unique training that experts cannot find anywhere else; ii) has improved the capacity of experts working on road safety projects around the world and, in particular, where UNITAR is implementing its road safety project; iii) has increased the number of road safety experts working in these projects areas, where in most cases experts were not easily available previously; iv) has created a network of road safety professionals globally; and v) has provided access to experts who could not afford training costs, particularly those from developing countries and disabled or unemployed participants, as the programme was partially funded by the Belgian multinational company AB InBev.

50. Another example is UNOSAT's master's programme, where the training aims to make satellite imagery analysis and geographic information system (GIS) data available to decision and policymakers working on development, crisis prevention, risk reduction, humanitarian disasters and human rights. UNOSAT uses examples and case studies from other larger projects, such as the UNOSAT Emergency Mapping Service, to illustrate the use of GIS in real life situations to participants.

#### **EXTENT TO WHICH THE PROGRAMMES PROVIDE OPPORTUNITIES FOR OTHER DEGREES OFFERED BY THE UNIVERSITIES/PARTNERS**

51. Working with UNITAR has provided academic partners with opportunities to complement their other degree programmes. According to the academic partners consulted, as UNITAR has extensive experience with online learning systems, through their joint programmes partnership the academic partners have experienced first-hand the usefulness of these platforms and now have replicated this approach with some of their other programmes. Moreover, the partnership has enabled them to improve programme content, add practical experiences, and include recent data and information pertinent to current global development challenges, which they have applied to their non-joint programmes.

52. During the joint programmes' design and implementation, academic partners' experts from different departments, including finance and administration sections, participate in the process. From this process, the experts learn how to design, implement and manage programmes of this nature from UNITAR. They have since applied this expertise to their non-joint programmes. These examples are illustrative of the effective synergy and the added value that UNITAR has brought to its partnerships.

53. The visibility and reputation of UNITAR has also helped its partners to foster new partnerships with similar organizations. The visibility of UNITAR's joint programmes has been instrumental in bringing about additional brand visibility for the partnering universities. Furthermore, the UNITAR internship model has proved to be very useful for some academic partners, such as the University of Stirling's Law and Philosophy Department, which has implemented an internship in collaboration with UN Women.

54. It is evident that there is collaboration between UNITAR and their academic partners as, in some cases, they both use each other's data for training purposes. In addition, together they select and reach more participants through their combined networks, jointly facilitate and participate in webinars, jointly invite speakers, design learning contents, share experts,



learning platforms, research and learning materials, and jointly develop donor proposals. A good example is the UNOSAT partnership with the University of Copenhagen as both partners share data and technology during delivery of the programme. Moreover, the Peace Division was invited to be a key-note speaker at the QS Higher Ed Summit in Cairo<sup>12</sup> and to share their experiences. The Peace Division also helped establishing a collaborative partnership between with the Division of Multilateral Diplomacy with the Luiss Guido Carli School of Government<sup>13</sup> in 2021. During the evaluation period, the Peace Division was negotiating a crisis and emergency medicine programme with Harvard University and a PhD programme and research project in collaboration with the Technological University of Dublin and EUT, a consortium of eight European Technology Universities. The aim is to secure funding for future research projects focusing on the SDGs. UNITAR and academic partners have good synergy in using their communication networks, as the management committee defines the primary communication channels. For instance, UNITAR and the Luiss Guido Carli School of Government have consolidated academic and diplomatic networks to communicate with African diplomatic circles.

55. To further strengthen synergy between the project and academic partners, it is necessary to clearly identify the areas for synergy and articulate those in all MoUs or cooperation agreements, such as cost sharing, partnership modality, each party's contributions, joint monitoring and independent reporting, etc.

#### OTHER INTERNATIONAL ORGANIZATIONS OFFERING JOINT MASTER'S DEGREES

56. A review of selected organizations offering similar programmes to those of UNITAR indicate that their programmes are also predominantly focused on SDGs and target mid-level career professionals. And although these are similar to UNITAR's joint programmes in focus and implementation methods, they are financed by donors, recognized and accredited. In Table 8, some organizations that could provide potential synergy and learning opportunities for UNITAR's joint programmes have been identified.

Table 8 - List of organizations providing joint programmes

Organization offering joint degrees	Evaluation identified areas for learning and synergy	Description of the partnership
United Nations System Staff College (UNSSC)	<ul style="list-style-type: none"> <li>• Has campuses in Turin and Bonn and offers teaching spaces.</li> <li>• Has a UN campus dedicated to virtual learning.</li> <li>• Hosts unique dialogue spaces for civil society, academics, public sector, NGOs and private sector stakeholders for visibility and learning.</li> </ul>	<ul style="list-style-type: none"> <li>• Partners with IE University and has co-designed a master's in International Development as well as a bachelor's in International Relations.</li> <li>• Partnership with University of Stellenbosch and co-delivered master's degree with a specialization in management of international organizations.</li> <li>• Moreover, partnered with the University of Oxford, the Hertie School, King's College London, Politecnico of Turin and the University of Cape Town and brings together a network of experts, for research and training activities exchanges.</li> </ul>
United Nations University (UNU)	<ul style="list-style-type: none"> <li>• Donor-funded.</li> <li>• Has 13 offices located in 12 countries around the world.</li> <li>• Has high-quality library and information services provisions.</li> <li>• Participants research area focused on pressing global issues and concerns of the UN and shared with the library for reference.</li> </ul>	<ul style="list-style-type: none"> <li>• Has an extensive network of partners across UN Member States, universities and research institutions, international organizations and networks, and the private sector. For example the UN-FLORES partnership with Technische Universität Dresden delivers a joint PhD programme in Integrated Management of Water, Soil and Waste and master's research in similar fields.</li> </ul>
United Nations Interregional Crime	<ul style="list-style-type: none"> <li>• Uses on-campus and decentralised training methods.</li> </ul>	<ul style="list-style-type: none"> <li>• Has conducted training activities in close cooperation with universities by developing postgraduate courses and organizing events.</li> </ul>

<sup>12</sup> <https://www.reimagine-education.com/speakers-2022/>

<sup>13</sup> <https://www.unitar.org/about/news-stories/news/unitar-and-luiss-conclude-first-edition-their-joint-executive-master-rome>

and Justice Research Institute (UNICRI)	<ul style="list-style-type: none"> <li>Has developed a global network to exchange information on training and advanced education.</li> </ul>	<ul style="list-style-type: none"> <li>Partners with a wide range of universities, including the University of Al Fayom, Egypt, and the University of Dubai School of Government, UAE.</li> </ul>
Erasmus+ EU programme for education, training, youth and sport	<ul style="list-style-type: none"> <li>Highly recognized, high-quality innovative deliverables.</li> <li>Partnerships are different sizes and scope.</li> <li>Uses a consortium approach.</li> </ul>	<ul style="list-style-type: none"> <li>Managed by the European Commission, the European Education and Culture Executive Agency (EACEA), a series of national agencies in programme countries, and a series of national offices in some partner countries.</li> <li>Has cooperation agreements and is implemented with 42 academic partners who jointly design, implement and deliver programmes based on their fields of interest and academic excellence.</li> </ul>
WHO Academy (not offering academic degrees)	<ul style="list-style-type: none"> <li>Donor-funded.</li> <li>Seeks to ensure that health workers, WHO and UN staff, policymakers and other public health practitioners can access up-to-date, personalised learning, when and where they need it.</li> <li>Learning facility currently under construction.</li> </ul>	<ul style="list-style-type: none"> <li>Currently has 40 programmes in design and development and is aiming to launch 100 major programmes by the end of 2023, with flagship programmes for COVID-19 vaccine equity, Universal Health Coverage, health emergencies and healthier lives.</li> </ul>
UNESCO	<ul style="list-style-type: none"> <li>Has a joint programme with different academic institutes and the International Association of Universities.</li> <li>Brings together higher education institutions and organizations from 150 countries for reflection and actions on common concerns.</li> <li>Collaborates with a variety of international, regional and national bodies active in higher education.</li> </ul>	<ul style="list-style-type: none"> <li>Partnership is formalized through an MoU in which the World Heritage Centre of UNESCO and a university agree to work together.</li> <li>Contributes to World Heritage research and education with a wide variety of global academic partners, such as Brandenburg University of Technology (BTU), Cottbus, Germany and the Interdisciplinary PhD programme, Deakin University, Melbourne, Australia.</li> </ul>
FAO e-learning Academy	<ul style="list-style-type: none"> <li>Courses and educational resources are integrated into the formal university programmes.</li> <li>Provides digital badges, also called digital credentials or micro-credentials, for competencies earned through learning.</li> </ul>	<ul style="list-style-type: none"> <li>Partners with various universities and jointly works to design comprehensive curricula, content development and content adaptations in various language environments.</li> <li>Works with universities such as Università di Parma, University of Cape Town, University of Pretoria, University Tor Vergata of Rome, Wageningen University, University of Kwazulu-Natal, Johnson &amp; Wales University, Rhode Island, US, Faculty of the University of Twente (ITC), and Häme University of Applied Sciences, Finland.</li> </ul>

## Effectiveness

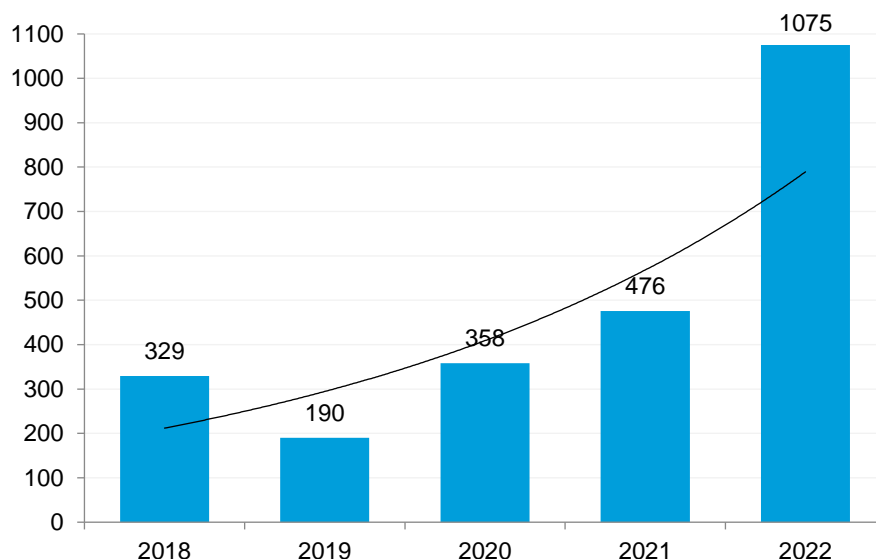
### EXTENT TO WHICH THE PROGRAMMES' OBJECTIVES WERE ACHIEVED

57. On the basis of its document review, the evaluation found that of the 34 joint programmes evaluated, 14 had established learning outcomes, while 13 did not and seven did not allow for such a review due to a lack of documentation. However, the evaluation could not derive any conclusions on the achievement of learning objectives or completion rates of the programmes given the lack of data and lack of clarity on whether certification data recorded corresponds to diplomas issued after completion of the programme or to individual modules delivered by UNITAR.

58. The fact that the programmes are growing steadily, with additional courses in the planning, and the number of participants has been increasing since 2018 shows that the programmes are creating a demand despite the challenges to reach many groups, including

those from countries in special situations. For example, the joint programmes implemented by UPEACE have increased from three programmes in 2020 to five in 2022. Between 2018 and 2022, 2,411 participants have participated in UNITAR’s overall programmes.

Figure 4 – Number of participants per year



59. The overall evaluation analysis confirms that the joint programmes are addressing the capacity development needs of the individuals and significantly supporting participants to acquire the necessary skills and knowledge. Moreover, the programmes have improved academic partners’ capacity, facilitated experience sharing opportunities for participants, mobilized resources, and improved the commitment of both partners to provide high-quality learning solutions. The programmes improved the course contents, brought innovative methods, diversified multilingualism in programme delivery and responded to current and future learning needs related to SDGs. Participants’ findings indicated that they are equipped with the knowledge, skills and other capacities to overcome global challenges, and some are using the knowledge and skills in the organizations they work for.

#### **CHALLENGES AND OPPORTUNITIES OF CO-DELIVERING MASTER’S DEGREES AT THE PARTICIPANT, FACULTY AND ADMINISTRATION LEVEL**

##### **PARTICIPANTS’ PERSPECTIVES**

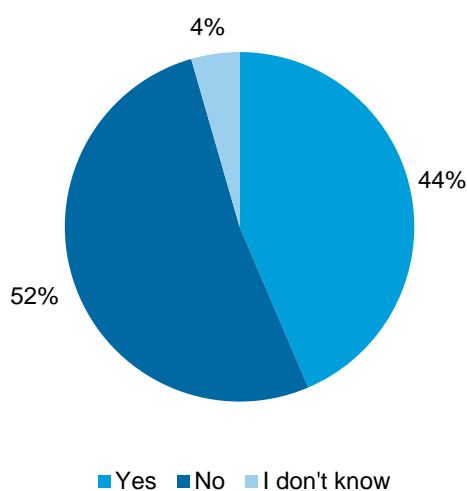
60. While attending the joint programmes, the majority of participants, 52 per cent, have faced no major challenges. However, a substantial portion of participants surveyed, 44 per cent, expressed having faced some issues during their time on the course. When disaggregating by type of programmes, only a small proportion of participants in non-degree programmes have faced any challenges (18 per cent), while this proportion increases for participants on postgraduate certificate courses (50 per cent) and master’s programmes (46 per cent).

61. Primary data collection shows the main barriers to success for participants are cost and weak lines of communication and support. Below are examples raised by some of the participants collected through the survey and focus group discussions.

- Cost remains the main barrier upon entry for participants, especially those from LDCs and young graduates. Even participants who relied on student loans faced challenges with academic partners, such as UOC, refusing to sign loan paperwork.

- Participants had difficulty communicating with instructors and advisors, and responses to queries often took a long time.
- Some course materials were not relevant or accurate, and there were administrative errors that took time to correct. Participants also found it difficult to access learning materials.
- Online delivery of programmes, although most of the time advantageous, also poses difficulties, such as online fatigue or distractions from competing priorities. Others missed classes due to conflicting schedules and multiple commitments. Some participants would have preferred more opportunities for group work but the teaching mode was mostly comprised of reading and writing.
- Participants found the lack of clarity around schedules difficult to manage. Academic calendars and more specific schedules were not shared in a timely manner, and semester start and end dates were not readily available. This made it difficult to plan a study-work-life balance.
- The inflexibility of requirement submission dates was a challenge for some participants and those facing issues found it difficult to negotiate new deadlines. Tutors sometimes failed to mark assignments in ample time or provide detailed feedback. The methodology used to evaluate participants' work was also deficient, only using a letter to indicate the grade without giving more detailed feedback.
- The administration of study trips could be improved, as they need to be facilitated and organized by experienced staff. Some participants had the impression that some of the experts were still students themselves.

Figure 5 – Participants who have experienced challenges while attending the joint programmes



62. A number of opportunities and challenges have been highlighted by academic partners and UNITAR's programme staff. The most re-occurring have been summarized below.

Table 9 - Challenges and opportunities of co-delivering master's degrees

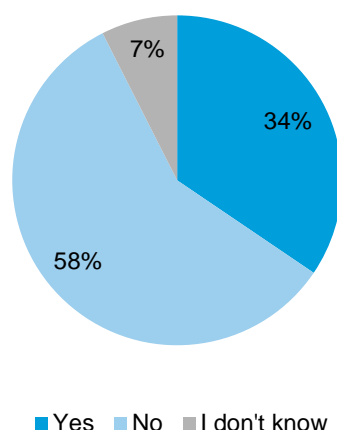
UNITAR staff perspective	Academic partners' perspective
<b>Opportunities</b>	
UNITAR-UN branding improved visibility/recognition, attracted more collaboration with academic partners.	High possibility to have regional offices, regional presence. Opportunities to develop other partnerships.
The programme can be easily scalable, can easily work with LDCs universities.	Opportunities to design donor-funded programmes. Opportunities to develop courses related to SDGs.
Flexible and efficient at getting things done as UNITAR is a small organization.	Participants are coming from different parts of the world and can be a good source of promotion.
Excellent and supportive leadership.	Can easily upgrade postgraduate diplomas to master's and then to PhD.

UNITAR's Geneva Headquarters are crucial to organizing the study tours.	Participant research can be linked to UNITAR projects.
The possibility to collaborate on research that fits the learning plan.	Possibility to add new programmes with the experts and resources currently available.
<b>Challenges</b>	
Accreditation, micro-master's programmes, agreement process.	Not adept with adult education approaches. Administration staff are limited in number.
Limited synergy between divisions.	High tuition fees limit number of participants.
Staff turnover.	UNITAR's focal person changes frequently.
Limited marketing and communication activities.	Limited marketing and communication activities.
The universities are in full control of the data (data protection).	Participants' different time zones complicating sessions delivery schedules.
Limited number of participants in some programmes.	Limited number of participants in some programmes.
Some partnering universities lack flexibility.	UNITAR staff are very busy, it is hard to meet regularly.
Identifying the right partner and getting a strong focal person.	Participants not reading instructions and communication notices.
Lengthy UNITAR administration and procurement processes.	University administration rules and regulation. Long agreement development processes.

### FACTORS AFFECTING PARTICIPANT AND PROGRAMME PERFORMANCE

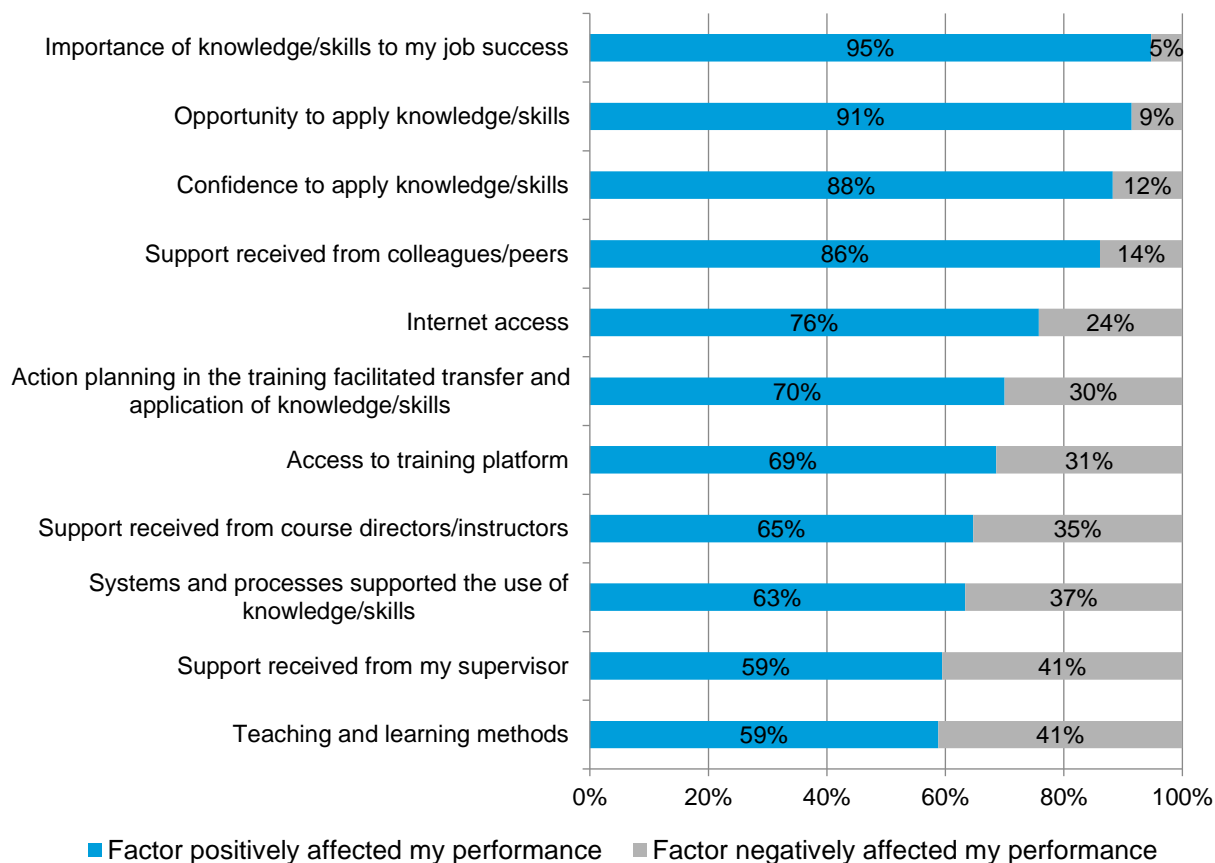
63. A large proportion of participants, 59 per cent, have not faced any challenges affecting their performance, but 35 per cent have stated that they have. For participants on postgraduate certificate courses, this percentage is lower, with only 25 per cent facing any challenges. Participants were asked to select the main three positive and negative factors that impacted their performances.

Figure 6 – Participants who experienced challenges affecting their performance



64. As shown in Figure 7 below, the survey responses suggest that the importance of knowledge/skills to the participants' job success, the opportunity to apply knowledge/skills and the confidence to apply knowledge/skills are the top three factors that had a positive effect on their performances. On the other hand, participants found teaching and learning methods, support received from supervisors, and systems and processes supporting the use of knowledge/skills are the top three factors that had a negative effect on performance.

Figure 7 – Participants' responses on the main factors that have affected their performance



65. In fact, the COVID-19 pandemic, the lack of effective communication with the universities and lecturers, inaccessible course materials, financial issues, work commitments, the inability to attend in-person modules and health problems are some of the challenges that participants have identified as having affected their performance. Below is a summary of respondents' recommendations on how to address these major factors affecting their performances.

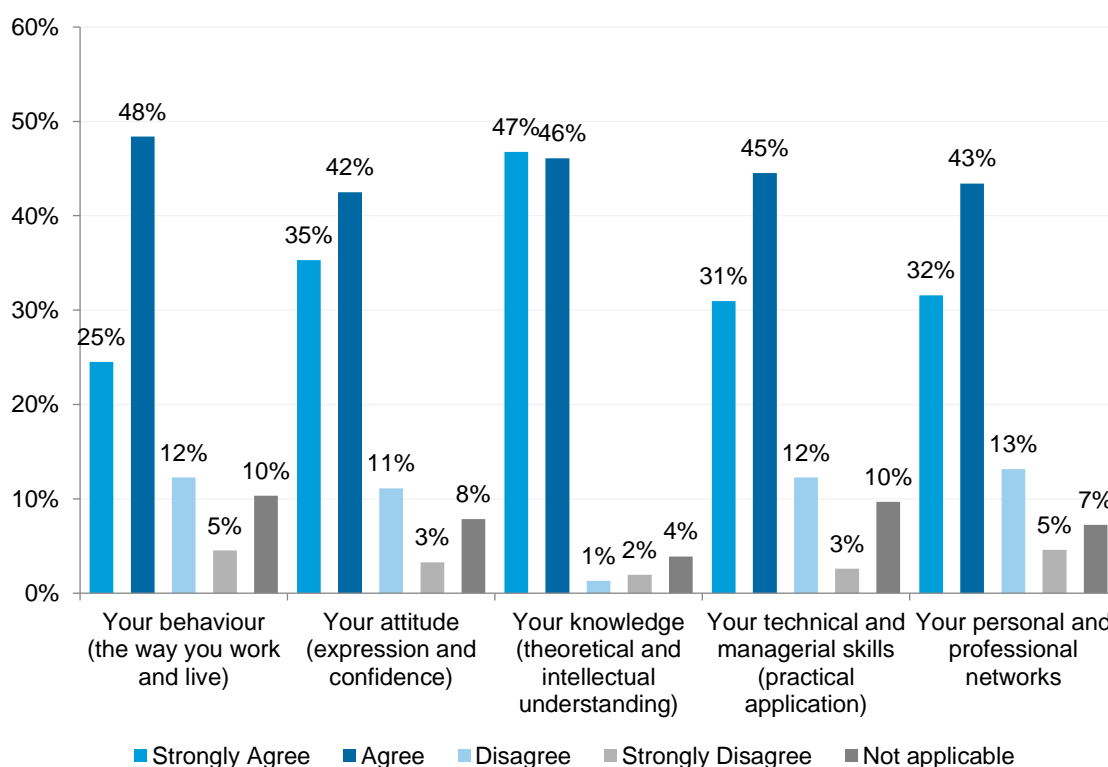
- **Improve the learning time management:** assign more time for dissertations; allocate more time for certain topics that were sometimes covered very quickly in some classes; consider flexible sessions for those who are working; try to accommodate all geographical time zones for online sessions (i.e. arrange two sessions); do not organize online learning sessions during working hours as some participants have work during this time; extend learning periods; and keep learning tools online to overcome time-related challenges.
- **Improve accountability:** develop accountability and feedback/complaint mechanisms; regularly monitor how lecturers engage with participants and measure their competency; and ensure that each university provides participants with their final results.
- **Improve the programme content:** update some modules; tailor some modules for African member states while maintaining the global issues and perspectives; and include courses on regional overviews, including historical, geographic and socio-cultural aspects.
- **Improve communication:** participants should receive notifications when lecturers post items on the learning platform; designate two people, instead of one, as course coordinators to quickly address challenges faced by participants; deliver orientation sessions to introduce the course and allow participants to network; send out master's thesis information and requirements earlier; and make annual schedules available.

- **Improve programme delivery methods:** add communication tools to the existing online platform, such as chat or direct messaging options; deliver more webinars; include practical demonstrations in the course materials; establish online classes to complement some of the reading; conduct quality checks before releasing new courses; and give participants the option to choose their supervisor.

**EXTENT TO WHICH THE JOINT PROGRAMMES HAVE CONTRIBUTED TO CHANGED BEHAVIOUR AT THE INDIVIDUAL AND ORGANIZATIONAL LEVELS**

66. Participating in the joint programmes has brought about positive changes in the knowledge of participants’ personal and professional lives. For participants on master’s programmes, 47 per cent strongly agree and 47 per cent agree with the statement that the programme has increased their knowledge of the topics covered. This percentage is 100 per cent for participants of postgraduate certificate courses and other non-degree programmes. Since behaviour change is more likely to occur if there is a change in knowledge and skills, this is an important result. As participants’ theoretical and intellectual awareness has improved, the programmes have equipped them with knowledge to be more conversant in their profession, provided them with technical and managerial skills, and enabled them to develop a greater understanding of global development issues.

Figure 8 – Participants’ responses on change in behaviour, confidence and other skills



67. Additionally, 49 per cent of those consulted strongly agree and 25 per cent agree with the statement that the programme has had a direct impact on changing their behaviour in the way they work and live. Disaggregating by type of programme, perceived knowledge acquisition is higher for participants in non-degree programmes (89 per cent), followed by participants in master’s programmes (73 per cent), and those on postgraduate certificate

courses (63 per cent). Many have confirmed that the programme has opened opportunities for more work; has enabled them to do their job in a professional and practical manner; and has shaped the way they generally work and manage responsibilities, and interact and engage with different communities or practices. Participants have expressed that the programme has improved their lives, and, after the training, they have learned to be firm with their boundaries while remaining humble and empathetic. The programme has enabled some respondents to be more self-reflective and responsible, and to plan and think through new ideas and different perspectives. Importantly, attending this course has helped many participants to undertake positive interactions and effectively communicate with a wide range of people from different cultural backgrounds. And, of course, the programme has supported numerous participants to think through and plan their future careers. Even participants who are still in training can see clear changes in the way their skills have developed in assessing current affairs and they are now able recognise other perspectives.

68. Overwhelmingly, the programme has built participants' confidence in areas such as their ability to do their jobs but also in the way they now look at the world around them, how they plan and implement SDGs activities, how they view issues related to the environment, and how they actively participate in professional discourses with due recognition and confidence.

69. The delivery model has been able to bring about real changes in the participants' lives. Some participants had never taken online training before. This experience not only allowed them to take part but has also actively helped them to develop new online skills which have had a direct impact on the way they implement their work after the training.

70. Participants' personal and professional development has improved as a result of the new networks that they have established by attending the programme. Since some participants are mid-level career professionals, the course is a space where they can extend their network amongst practicing professionals who they may meet in the future. The new connections with other participants, lecturers and experts will not only be useful in their current roles but will also be useful for future career development, as well as opening more doors to further education opportunities thus bringing long-term impacts to their lives.

71. The joint programmes, by improving participants knowledge and skills, have improved the capacity of the organizations they work for. When participants were asked to what extent their changed behaviour has improved their organization's capacity, nearly 57 per cent indicate that it has done so to a very large and large extent by developing their skills around strategic leadership, co-ordination and management, policy development and governance. While the percentage is similar for master's and other non-degree programmes, for postgraduate certificate programmes this percentage is only 40 per cent. Furthermore, 62 per cent of all participants state that the course has improved the research, planning, monitoring and evaluation activities of the organizations they work for. Related to the above-mentioned skills, this percentage is 40 per cent for participants on postgraduate certificate programmes.

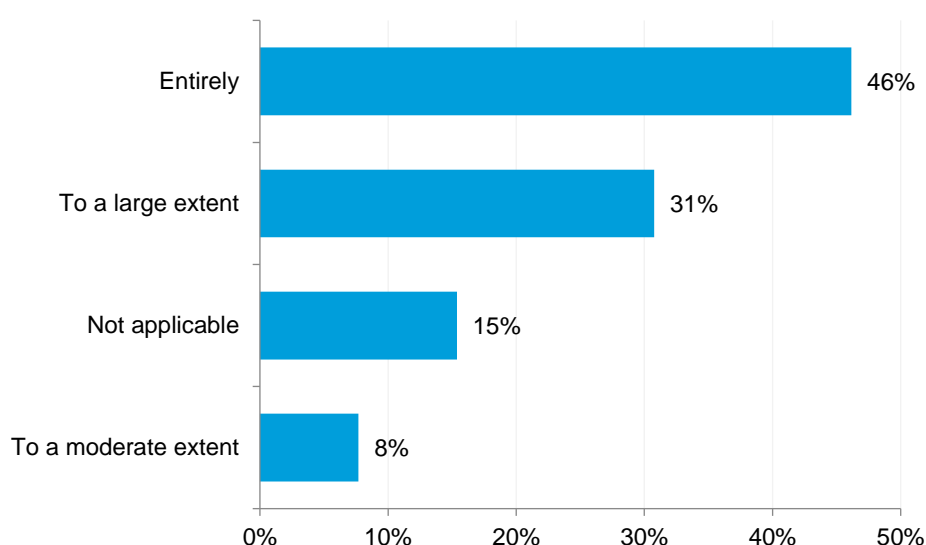
72. These changes and newly gained confidence have penetrated the participants' workplaces and is improving the way things are done. With their newly acquired knowledge combined with their new confidence, participants feel that they can now drive changes within their organizations, for example, in addressing gender-related service provisions, adding value in national tender process negotiations and developing national anti-corruption educational approaches. Attending the course has also transformed the way participants make decisions, and this has directly impacted on their organization's capacity to explore more information in a detailed manner and build consensus from different perspectives before making decisions.

#### **EXTENT TO WHICH UNITAR HAS ADAPTED AND ALIGNED TO THE REQUIREMENTS OF THE ACADEMIC INSTITUTIONS**



73. UNITAR has been able to adapt and align to its partners' requirements and standards, including grading scales, as academic partners are responsible for providing accredited certificates/diplomas. Out of the total number of academic partners surveyed, none of the institutions thought that UNITAR was not able to adapt to their needs and this is because the partnerships were developed through consultations. In fact, 46 per cent felt that UNITAR was able to entirely align with their requirements and standards while 31 per cent felt that it was able to do so to a large extent. However, eight per cent of academic partners have some reservations, stating that, when it comes to implementation, a few UNITAR experts lack the pedagogical skills, particularly in grading. In the case of the University of Stirling, even though grading was aligned with their requirements during the design, the academic partners have been forced to review allocated grades. With this in mind, they strongly suggest that UNITAR's experts undertake some form of specialized training.

Figure 9 - UNITAR staff responses on UNITAR's alignment to academic partners' requirements--

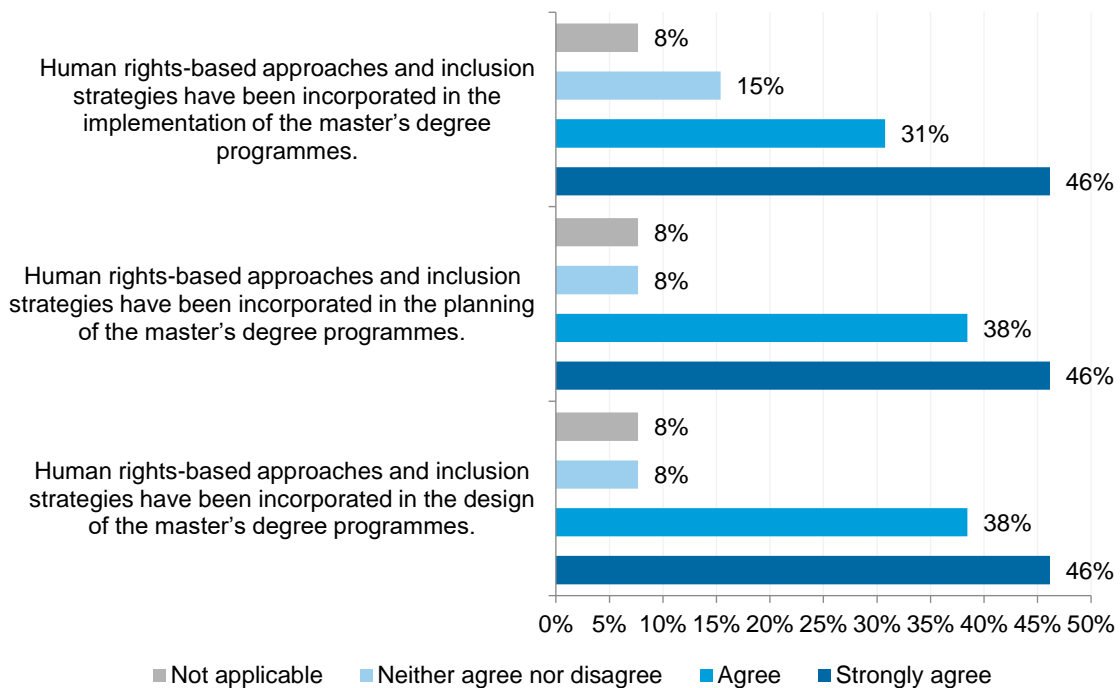


74. According to some UNITAR staff, the key challenges faced so far have been with donor-funded programmes as in most cases the donor assigns the academic partners and select countries and schedules. This has affected the overall programme design, including alignment with academic partners' standards, as this requires lengthy preparations, such as conducting needs assessments, content/curriculum development, reviewing standards and getting accreditation that fits the academic partners' requirements.

**EXTENT TO WHICH HUMAN RIGHTS-BASED APPROACHES AND INCLUSION STRATEGIES HAVE BEEN INCORPORATED IN THE DESIGN, PLANNING AND IMPLEMENTATION OF THE JOINT PROGRAMMES**

75. The joint programmes have adequately considered human rights-based approaches and inclusion strategies. As shown in Figure 11 below, 46 per cent of academic partners surveyed strongly agree and 38 per cent agree that human rights-based approaches and inclusion strategies have been incorporated in the design and implementation of their joint programmes' activities.

Figure 10 - Academic partners' responses on the joint programmes addressing human rights-based approaches



76. Moreover, the joint programmes are seeking to address gender equality by driving a gender balance in enrolment. UNITAR’s data shows that, since 2018, of the 2,411 participants who took part in joint programmes, 31 per cent were women. The evaluation’s participants’ survey shows that 45 per cent of respondents are female and, according to the academic partners consulted, the number of female participants is increasing. Some programmes are purposely designed to encourage women to enrol. A case in point is the Luiss Guido Carli School of Government programme. When the programme started, it attracted zero women participants but now the course has registered more than 50 per cent of its participants as women. Moreover, for the new master’s in International Affairs and Diplomatic Practice, 50 per cent of the enrolled participants are women. However, data on disability has gone mostly unrecorded, which requires further attention going forward. From the data available, 20 participants (1 per cent) were identified as persons with disabilities.

77. The review of documents of the joint programmes and stakeholder consultations illustrates that special emphasis has been given to gender in course content design, where gender elements were incorporated into topics such as field practice and conflict analysis. Specific gender courses, such as gender conflict resolution, have also been designed and implemented. In fact, one of the key added values of the joint programmes is the integration through content review where experts actively incorporate gender elements, distinguishing the joint programmes as a unique offering. Furthermore, for some academic partners, such as UPEACE, when courses are developed, they are evaluated through a gender lens. Currently, out of a total 31 programmes reviewed, seven are courses related to gender and 17 have gender elements within the course contents, demonstrating that gender has been effectively incorporated in the design, planning and implementation of the master’s degree programmes. During this evaluation period, additional programmes with a focus on gender are being designed, including a new partnership with Stirling University, and the new master’s and postgraduate certificate course on gender and development with UPEACE.

78. The analysis of the participants’ survey responses shows that the programmes’ online model offered persons with disabilities structured learning. However, this needs to be read

carefully, as the number of persons with disabilities who responded to the survey is small at just three per cent (five respondents).

79. As part of the course delivery, participants working in gender programmes were actively encouraged to share their experiences during field trips, group work and online sessions, adding further incorporation of human rights-based approaches to the joint programmes. For example, Oxford Brookes University conducted and facilitated gender sessions and modules among participants during online sessions, where participants working with the ICRC and UN agencies shared experiences with other participants.

80. All the above findings suggest that the programmes have increased the engagement of female participants and are ensuring that the UN's Universal Values Principle One: Human Rights-Based approach is integrated. Nonetheless, the joint programmes could benefit from developing and implementing a robust human rights-based approach framework or strategy that can further encourage the engagement of women and persons with disabilities.

#### **DIFFERENCES BETWEEN PARTNERSHIPS LASTING FOR MORE THAN ONE CYCLE VERSUS ONE-OFF PARTNERSHIPS**

81. UNITAR's project-based approach with short-term contracts and the relatively small-scale nature of its work prevents the joint programmes from realizing and producing results that are more effective and more impactful. Many evaluation stakeholders suggested that shorter partnerships limit the opportunities to develop sustainable and impactful programmes, further exacerbate the already lengthy agreement process and can have financial implications. Others have explained that short-term contracts are costly to implement, not stable and not strategic. However, some argue that short-term contracts enable partnership teams to implement the programmes quickly but are not conducive to capturing and implementing learning as they also end quickly.

82. Education programmes by nature require long-term contracts to bring about better income streams and efficient use of resources. Although they may not provide flexibility in programme or content review and delivery, longer-term partnerships can benefit from economies of scale. Five-year partnerships are more effective as they provide financial stability, allow more promotional opportunities and time to attract and register more participants, and give the programmes more credibility. The longer the programme, the more chances there are to reach more participants through communication, to develop trust with academic partners, and to improve design and implementation to meet the needs of participants and global organizations' workforces.

#### **TPOLOGY AND KEY CHARACTERISTICS OF UNITAR'S CURRENT AND FUTURE COLLABORATIVE PROVISION**

83. The current typology of UNITAR's partnership is defined by the "Leverage/Exchange" partnership model where one partner contributes to the work of another, or partners exchange resources, benefiting both parties and enabling them to make greater or better impact on their common strategic goals or plans. In fact, the approach includes negotiation to maximize benefits for both parties and has a one-way transfer or reciprocal exchange of skills, knowledge and/or financial resources.

84. A key characteristic of the partnerships is the cost recovery model, where both partners consider how much revenue would be generated in order to recover costs. Moreover, the partnership can be characterised by: i) good communication, as each partner is regularly kept informed about the programmes delivery and implementation; ii) flexibility as, to a certain extent, both partners are flexible unless national laws do not allow it; iii) mutual benefit, where each partner takes an active interest in the other and works together to develop shared

successes and resource mobilization; and iv) being a decentralized partnership, i.e. it is a joint partnership between each division and the academic partner and not UNITAR as an institute.

85. Consultation with academic partners and UNITAR's programme staff suggests that future collaborations should be defined by a long-term strategic partnership approach. This requires the development of a strategic framework rather than the current short-term project-based agreement to allow the establishment of long-term commitments from both partners. Through a long-term partnership, UNITAR will be able to establish two or more programmes with one partner, with effective communication and the space to develop efficient synergies. Long-term strategic partnerships will support the implementation of the 2030 Agenda, which requires a comprehensive and systemic approach that optimizes synergies and effective collaborations.

## Efficiency

### **EXTENT TO WHICH THE JOINT PROGRAMMES ARE PRODUCED IN A TIMELY AND COST-EFFICIENT MANNER**

86. In comparison with other UNITAR programmes, finalising the joint programmes agreements and implementing them is lengthy and slow. Collaboration agreements, and design and implementation plans need to pass through a review process at different levels in both partnering organizations before consensus is reached. Therefore, academic partners' and UNITAR's respondents report that in most cases the joint programmes' design takes longer than anticipated. The key processes include programme design and review, reviewing and agreeing on the sharing modality, reviewing and agreeing on the admission requirements and marketing, etc. Each of these processes takes a long time and differs from programme to programme. Discussions with academic partners show that some contracts can take up to six months and even a year. These lengthy agreement processes, going back and forth between partners, therefore impact on delivery time and any delays in signing agreements significantly affect the programmes' schedule by at least a year. In some cases, this has prolonged and stopped the timely launch of a new programme.

87. However, once agreements have been approved, the implementation is executed on time. There were never any delays during delivery to participants as, once set, timetables and schedules are very strict. A strong partnership and smooth relationships with partners are key factors for the timely design and implementation as they provide communication channels with the focal person and the master's programme directors for quick decision-making and actions.

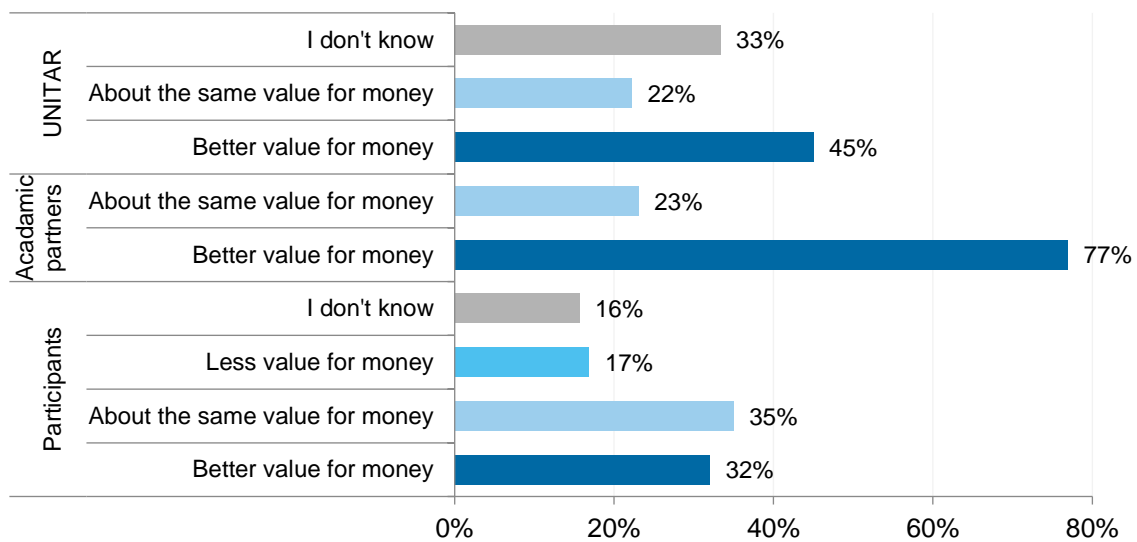
88. Regarding cost-efficiency, many respondents agree that the programmes are expensive compared with other programmes delivered by academic partners, as tuition fees need to cover anticipated costs of both partners. However, it is still considered that the added value of the programmes is immense, which gives them a competitive edge compared to programmes provided by other academic institutions. As Figure 12 below shows, the programmes' value for money is perceived very positively with 35 per cent of surveyed participants believing that the programmes are better value than others they have attended or explored, while 33 per cent believe them to be about the same value for money. When disaggregating by type of programme, 60 per cent of participants of other non-degree programmes perceived the programmes to have about the same value for money. None of them perceived the programmes to be better value for money. On the other hand, 25 per cent of participants on postgraduate certificate courses perceived them to be better value for money than others and another 25 per cent consider them to be the same. The rationale for this, as many have explained, is the fact that the programmes are well organized, cover a number of relevant topics, are flexible, and are offered by well-known institutions. In addition,

respondents said that the knowledge gained is valuable for higher-level learning, the delivery method is excellent and the course content is highly relevant.

89. On the other hand, 17 per cent of those asked rated the joint programmes as less value for money than others due to the lack of communication between academic partners and participants, weak interaction between lecturers and participants, very weak activities connecting alumni, limited job networking opportunities and the fact that some diplomas are not fully recognized.

90. Similarly, 77 per cent of academic partners agree that the programmes are more value for money than others because they connect practical and theoretical expertise, and incorporate international practitioner experts and tutors, etc. With regards to UNITAR's programme staff, 45 per cent believe that the joint programmes are better value for money than other programmes while 22 per cent feel that they are about the same value for money.

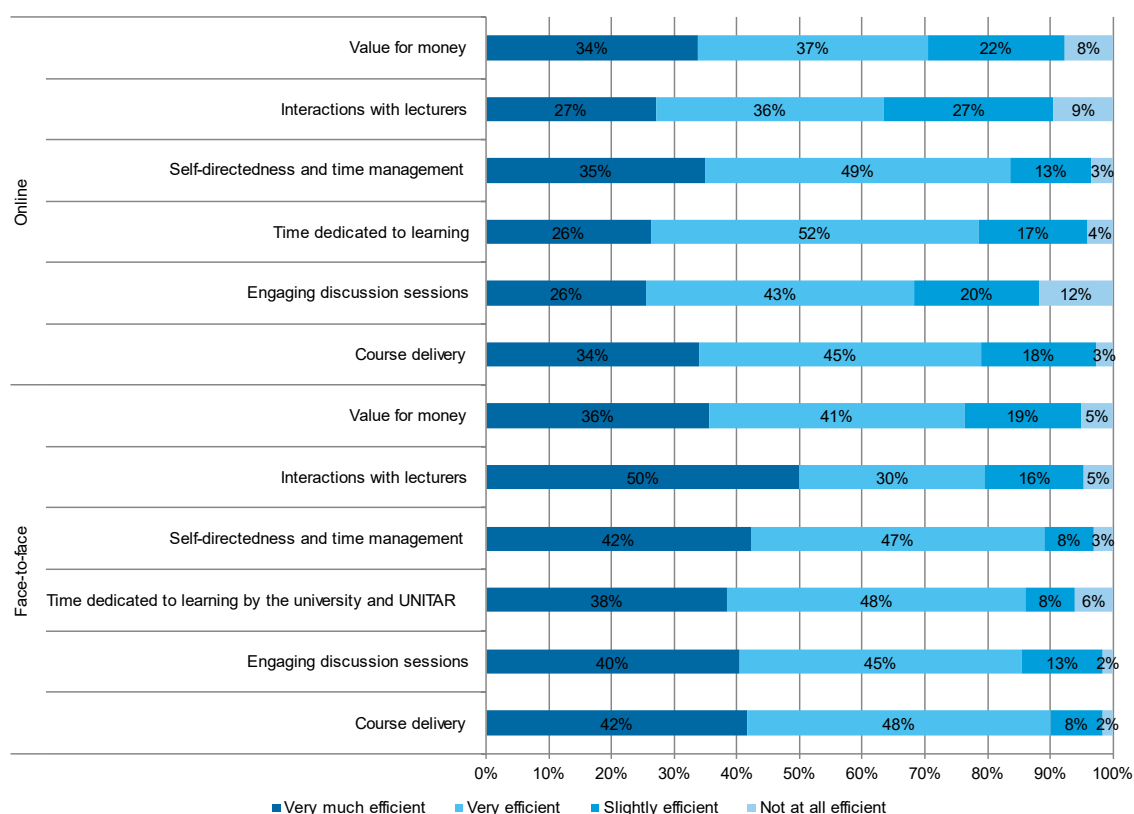
Figure 11 - The perceived value for money of the joint programmes



#### DIFFERENCES OBSERVED BETWEEN FACE-TO-FACE AND ONLINE PROGRAMMES

91. Participants who attended the online sessions responded that the sessions are efficient in all the criteria stated in Figure 13, however the percentage of participants rating the criteria as efficient was lower compared to the percentage of participants who attended the face-to-face sessions. For instance, in terms of self-directedness and time management, 35 per cent of participants who attended the online session felt that it was very much efficient, and 49 per cent of participants reported that the sessions were very efficient.

Figure 12 - Participants face-to-face and online sessions efficiency rates



92. Similarly, less than 11 per cent of the participants who attended the face-to-face sessions judged the delivery of the programmes to be slightly efficient or not at all efficient, as they feel that the time given for assignments is inadequate, lecturers are not available or do not respond to participants' emails, and some facilitators/lecturers delivered below their expectations.

**Box 3: Summary of online participants' responses on efficiency of the delivery of the programme**

- a. "Students are left to learn on their own."
- b. "I think the price needs to be reconsidered as it is slightly high."
- c. "The programme is not flexible for people who work in the field and sometimes have to totally disconnect for a week."
- d. "Engagement in discussions is demanding on time. Finding time to complete assignments has been challenging due to my workload."
- e. "The timing was a problem for working students."
- f. "Regarding the course delivery, almost all topics needed practical exercises."
- g. "Sometimes the time allotted for certain subjects was insufficient."
- h. "Online sessions are always more prone to issues being encountered, which can cripple the quality of learning."
- i. "The schedule to cover the courses was tight."

**FACTORS THAT INFORM TUITION FEES AND SCHOLARSHIP CONDITIONS**

93. There is no standard to determine tuition fees and it differs from division to division, from programme to programme, and depends on partnership arrangements. However, the programmes' tuition fees are largely determined by both academic partners and UNITAR. The fees are informed by both partners' involvement levels, programme design costs, UNITAR's

programme support costs, the number of courses or modules, course administration costs, course delivery methods, academic partners administrative costs, the number of participants anticipated to attend, the location of the academic partners and taxes. For example, tuition fees in the UK are higher than in the European Union (EU), since UK universities are required to pay taxes for providing online courses for participants based outside the UK which other universities do not have to deal with. Sometimes two programmes delivered by the same university could have different tuition rates and contract payment arrangements. For example, within the Division for Peace, the financial arrangements depend on UNITAR's involvement level, and these can range from 30-48 per cent of the total student fees paid per programme.

94. There are no defined criteria or factors that inform scholarship conditions either. In some cases, the joint programmes offer various forms of financial assistance to enable participants from eligible countries, predominantly from LDCs. In other cases, participants can register at reduced costs or at no cost. Additionally, there are instances where the programme could cover the study visit costs if participants are able to cover transfer and accommodation in Geneva. Programmes in the past have organized several longer scholarship courses with support from donors. In these cases, the donor's criteria have determined the scholarship conditions. Some donors target women only to support while others target diplomats from LDCs. Of course, the involvement of UNITAR and/or academic partners to determine the scholarship criteria here is very limited.

95. Very few joint programmes provide reduced fees, which are dependent on the availability of sufficient funds. Eligibility for such fee reductions is strictly limited to individuals from developing countries matching the programmes' target audience, with individuals from LDCs receiving priority.

#### **THE JOINT PROGRAMMES' AGREEMENT PROCESS**

96. In general, the way agreements are processed follow the below outlined phases. Firstly, once the requirements of UNITAR and the partners' are met, these are captured in a Memorandum of Understanding (MoU). In phase two, the roles and responsibilities are defined and the cost sharing model is finalized. These are added to the MoU, which is then reviewed and signed by both parties. Thereafter, promotion work begins through the networks of the academic partners and UNITAR. The development of the MoU includes the below listed activities.

- Agree on the programme development process.
- Produce documentation for programme review.
- Articulate the quality assurance for the collaborative provision.
- Agree on the membership of the programme validation panel.
- Produce the programme and participants' handbook.
- Appoint tutors.
- Write module/unit outlines, integrating programme specifications and quality assurance standards.
- Write and agree on admission requirements.
- Write and agree on a student recruitment strategy.
- Write and agree on a marketing strategy with specific key performance indicators (KPIs).
- Develop and agree on generic and level-appropriate assessment criteria.
- Establish and agree international credit transfer modalities.
- Agree on dates for future programme modifications.

97. The agreement process is unpredictable and varies from partner to partner. Each partner has a different modality and different national legal framework that they have to follow, including their Ministry of Education guidelines and national laws. Moreover, to process each

contract agreement, internal discussions at different levels within the academic partner institutions are needed to verify that each programme is following their respective Ministry of Education's guidelines. Thereafter, the contract will have to follow a similar process with UNITAR, making sure that all the UN guidelines have been followed. Likewise, as the universities' and UNITAR's guidelines can be at odds on certain components, additional time is required to further explore and mitigate these types of issues in the agreement process. At times, the universities' data protection policies can be at loggerheads with those of UNITAR, further complicating matters and lengthening the process, particularly with UK and US universities. Furthermore, as some academic partners may not be familiar with UNITAR's programme delivery methods, particularly the online training approach, the agreement process may take even longer as each institute requires time to review the programme, including conducting internal consultations at various levels, before approval is granted. As a result, it is difficult to explain the agreement process with partnering universities with a view to concluding agreements on time. In a few instances, such as with UPEACE, both partners follow similar procedures and regulations, and the agreement process is easier. The evaluation noted the advantages of a "university-driven" agreement process, including the increased flexibility and organic development of new products and access to new markets.

98. The lengthy process currently impacts delivery time as any delays in finalizing an agreement significantly affect the programme schedule by at least a year. In some cases, delays have prolonged and stopped the timely launch of new courses. For example, the Division of Peace could not launch one programme (six months overdue) because of bottlenecks with the partners' different administrative procedures. Similarly, there is also another programme within this division where it has so far taken almost a year to get the contract signed. This lengthy agreement process means that it does not leave the programmes much time to promote their courses, resulting in a low registration rate which considerably affects the delivery and sustainability of the programme.

99. Despite the lengthy process, UNITAR is managing agreements carefully. UNITAR has vast experience in processing agreements with a variety of partners. In most cases, UNITAR adopts the partner's requirements, ideas and pedagogy to fit it in with each partners' national framework. For example, processing agreements with UK universities is very slow and lengthy due to the country's legal requirements related to data protection policies (GDPR system)<sup>14</sup> which differ from UNITAR's data protection policy. Ultimately both partners had to agree that each institution would follow their own policies and systems.

100. It is important to note here that the above outlined lengthy process can further be hampered as the focal person changes in UNITAR and/or within the partnering university, which requires both partners' attention. However, in most cases, the agreement renewal process is easier as both parties know the requirements, procedures and have developed trust.

101. Currently there are no institutional guidelines that frame partnership agreements, only short-term agreement project-based guidelines which many partners have argued is not appropriate for them. UNITAR's policies and contracts are very much based on the management of short-term projects, but the current UNITAR programmes can be as long as two to five years. In fact, there are examples where programmes carry on delivering even when contracts have ended. And, as such, UNITAR needs to set up a Working Group to streamline the overall agreement process and help institutionalize an effective process.

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<sup>14</sup> The Data Protection Act 2018 is the UK's implementation of the European General Data Protection Regulation (GDPR). Everyone responsible for using personal data has to follow strict rules called 'data protection principles' and must make sure the information is used fairly, lawfully and transparently.



## **EXTENT TO WHICH UNITAR HAS MAXIMIZED RESOURCE EFFICIENCIES THROUGH PARTNERSHIPS WITH ACADEMIC PARTNERS**

102. This evaluation has identified that UNITAR uses a cost recovery partnership approach where each partner contributes resources and services to the partnership and generates incomes to run the activities. Both partners collaborate to achieve common goals that they could not reach individually, thus maximizing resources. Academic partners bring their administrative system capacity, and experiences related to enrolment and administration of participants, including fee collection, maintenance of financial and academic records, programme promotion, etc. UNITAR brings an improved online learning platform, practitioner's experiences and practical content, internship placement and study tour management, including donors' fund administration, etc.

103. With the above outlined arrangement, the partnership maximizes resources through its financial agreement process and model. Before reaching a cooperation agreement, UNITAR and academic partners design and determine the programmes' income, which is determined by the minimum number of student tuition fees gathered during the first year of the programme and the associated programme delivery costs. Thereafter, both partners discuss the costs associated with UNITAR's programme support and those of academic partners. Through this model, UNITAR manages the contribution agreement profit/share of between 25 and 50 per cent, depending on the programme's delivery method. For example, for the cooperation financial agreement for the master's in International Affairs and Diplomacy and Related Qualifications (MDP division) with UOC, UNITAR's income share was 48 per cent while UOC received 52 per cent.

## **CRITERIA APPLIED FOR SELECTING ACADEMIC PARTNERS AND UNITAR'S COLLABORATIVE PARTNERSHIPS APPROACH**

104. It is evident that there are differences between each division and how they handle the selection of academic partners. In general, however, UNITAR's partners are selected based on their global reputations. Considerations also include partners that enable UNITAR to cover its operational costs, their topics of interest, the programme's market in the global education environment, accredited universities, academic excellence and research, willingness to collaborate, a university's ranking, their visibility, their experts and universities that complement UNITAR's work. Some divisions look at ranking, affordability, university branding or excellence, and areas where the university works, for example in Africa or Asia. In other cases, the university's speciality, the diversity of programmes they deliver, their geographic position, past partnership experience and languages that they work with are some of the areas of consideration when selecting partners. However, in all cases, universities' accreditation is the priority for all divisions when selecting their academic partners.

105. In the case of donor-funded programmes, the academic partner selection is quite different. In addition to the above stated criteria, in most cases universities are selected based on their interest in developing and jointly applying to donor project calls. In other cases, the donors select the academic partners.

106. Nonetheless, there are no clear selection criteria that all divisions follow and thus universities are generally selected on a case-by-case basis, based on the factors stated above, on the trust that has been built and where there is a thematic expertise match.

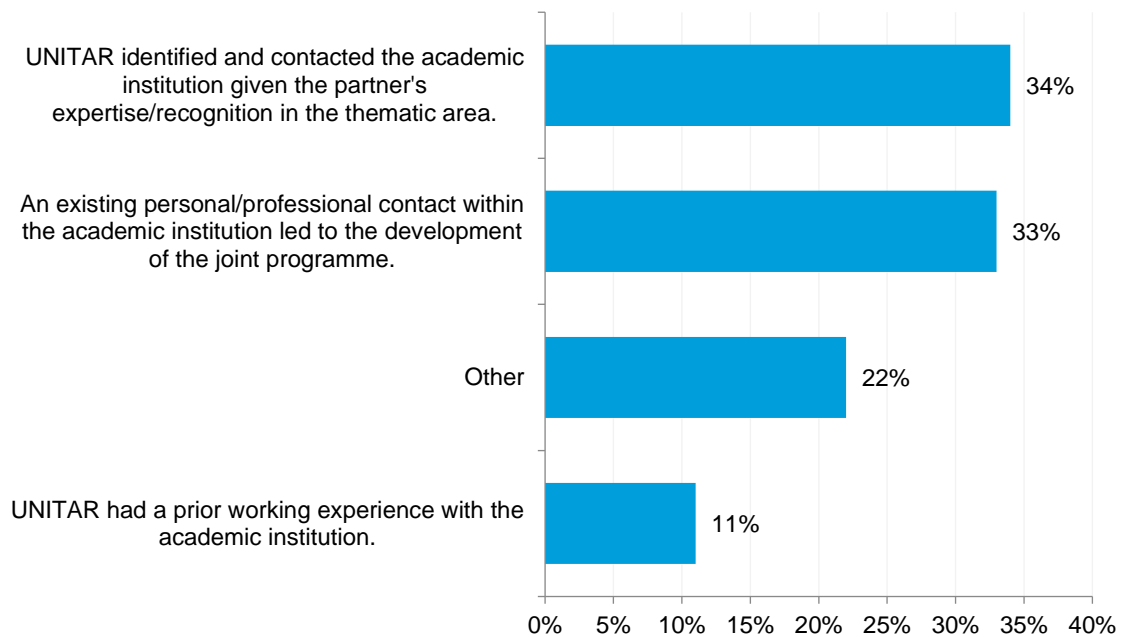
107. Consultation with UNITAR's programme staff suggests that the most crucial part when choosing a university is to check if the institution is accredited in its own country and is recognised internationally. Furthermore, those interviewed feel that partnering with highly ranking academic partners will attract more participants thus establishing the sustainability of the joint programmes. Moreover, UNITAR should seek to establish partnerships with African,

Latin American and Asian universities, and reduce its tuition fees, which will encourage participants who are currently unable to afford the training costs. With this in mind, high-ranking South African universities could be ideal partners. Another criteria worth adding to the selection process is that academic partners have a clear and effective communication strategy with participants, a participants' tuition fees administration model and efficient management, as these are basic to delivering sustainable programmes.

108. At times, some academic partners have approached UNITAR to instigate a joint programme partnership. Academic partners usually attend a conference and/or seminar organized by UNITAR, where they establish contact with programme staff and discuss the possibility of working together. Thereafter, if appropriate, UNITAR approaches the academic partner with a formal letter. Reasons motivating universities to approach UNITAR include the fact that some potential partners wish to design new programmes and need UNITAR's expertise and networks. Others want to include UNITAR's study tours and/or want to incentivise their participants with internship opportunities.

109. The survey conducted with UNITAR staff demonstrates that 33 per cent have existing contacts within a given academic institution which leads to the selection of that university. Similarly, another 34 per cent of respondents explain that the process involves identifying and contacting academic institutions that have expertise/recognition in a particular thematic area. Notably, according to the respondents, UNITAR does not undertake active and in-depth research to identify, assess and select the most suitable academic institutions that match its needs.

Figure 13 - UNITAR staff responses on how academic partners are selected



110. In summary, there are no standards for the selection of academic partners, and the lack of a uniformed approach means that different UNITAR units implement their own processes and use an ad hoc and decentralized approach to select their partners. Finding the right partner takes time, requires a lot of effort and currently there is no "business model" that can be easily replicated. Identifying partners and the initial investment to start a new programme is costly and, so far, UNITAR has not allocated funds for this activity, which in some cases makes it difficult to conduct active research to find the right partner. Uncovering

the most appropriate academic partners may also require travelling to meet potential partners, which requires a budget.

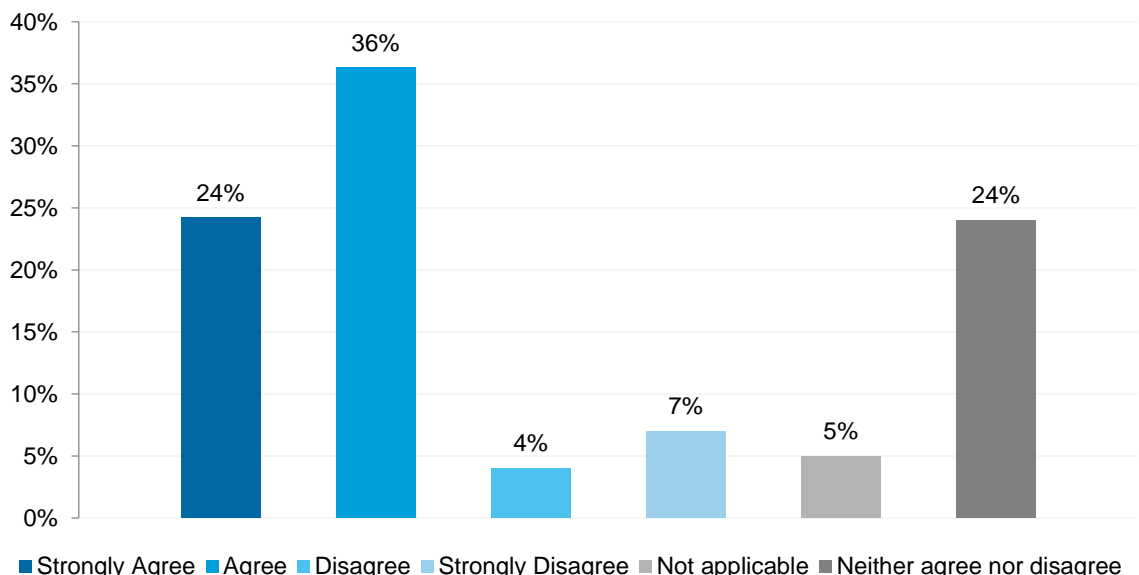
111. However, some UNITAR programme staff strongly argue that the partner selection and partnership model for the joint programmes is excellent, as UNITAR becomes more effective and the number of joint programmes that are being implemented is growing.

112. The manner in which UNITAR is currently seeking to work with UK universities needs attention to fit in with the UK universities legal requirements, including the approach to fees. For example, the programmes' tuition fees in the UK are higher than in the EU, as mentioned above. Furthermore, consultation with academic partners suggested that Brexit has also forced the programmes to review the partnership with UK universities. Following Brexit, the participants' registration, loan application and payments processes are currently very lengthy as the UK adapted new procedures for participants attending programmes outside the UK. The current situation may force the joint programmes to abandon its partnership with British universities, but first this requires further in-depth discussions.

#### PARTICIPANT PERSPECTIVE ON THE VALUE OF THE JOINT PROGRAMMES CERTIFICATE

113. The overall perception of participants of the value of a UNITAR certificate issued without the academic partner compared to that issued under the partnership is positive. As shown in Figure 15, out of the total number of respondents who completed the programmes and received a certificate, 60 per cent strongly agree and agree that a UNITAR certificate issued without a partnership with an academic institution would be as valuable to them as the certificate being issued with joint programmes. These results may indicate participants' willingness to take part in a programme with UNITAR, even if UNITAR does not have a partnership with an academic institution. It is unclear, however, if survey respondents understood that the UNITAR certificate alone is not similar to a diploma.

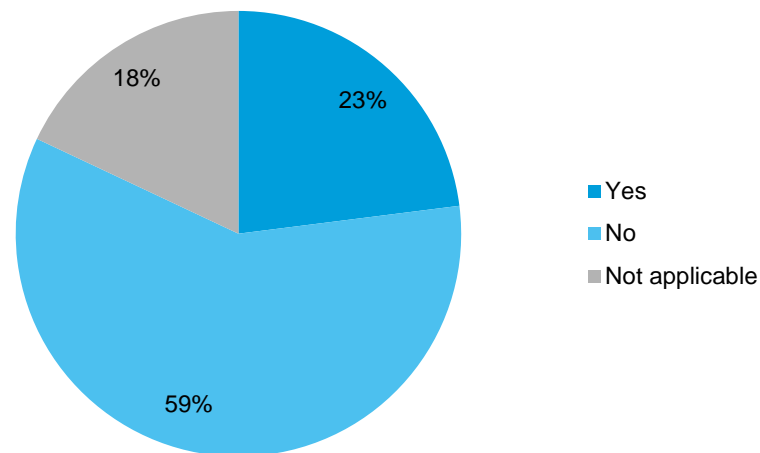
Figure 14 - Value of UNITAR certificate



114. Moreover, respondents who completed the programmes and received a certificate were asked if they had encountered any challenges getting their joint programmes certificate recognised by employers and/or other organizations. Around 59 per cent reported they had not, while 23 per cent responded that they had experienced some issues. None of the participants on postgraduate certificate courses indicated having faced challenges with their

certificates. In contrast, 40 per cent of those participants in non-degree programmes had faced challenges with their certificates, which are not degree certificates. The main factors associated with this are insufficient credit recognition in certain countries, particularly in Europe and the US; limited awareness of UNITAR among certain employers, including within the UN; a lack of equivalence between the master's programmes and other qualifications to pursue PhD training; widespread non-recognition of distance learning; and the absence of transcripts, grades and UNITAR's logo on the certificate.

Figure 15 - Participants who have encountered challenges with the recognition of their joint programme certificate

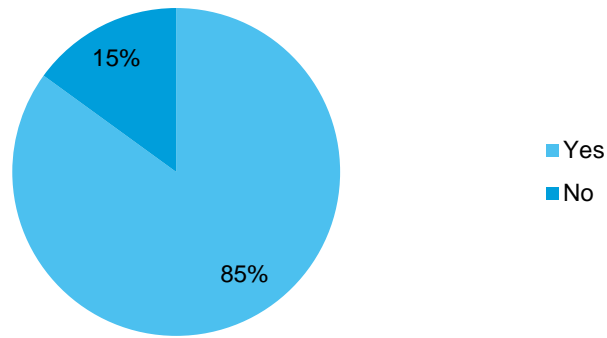


**THE VALUE ADDED FOR ACADEMIC PARTNERS, UNITAR AND PARTICIPANTS FROM THE PARTNERSHIP**

**ACADEMIC PARTNERS' PERSPECTIVE**

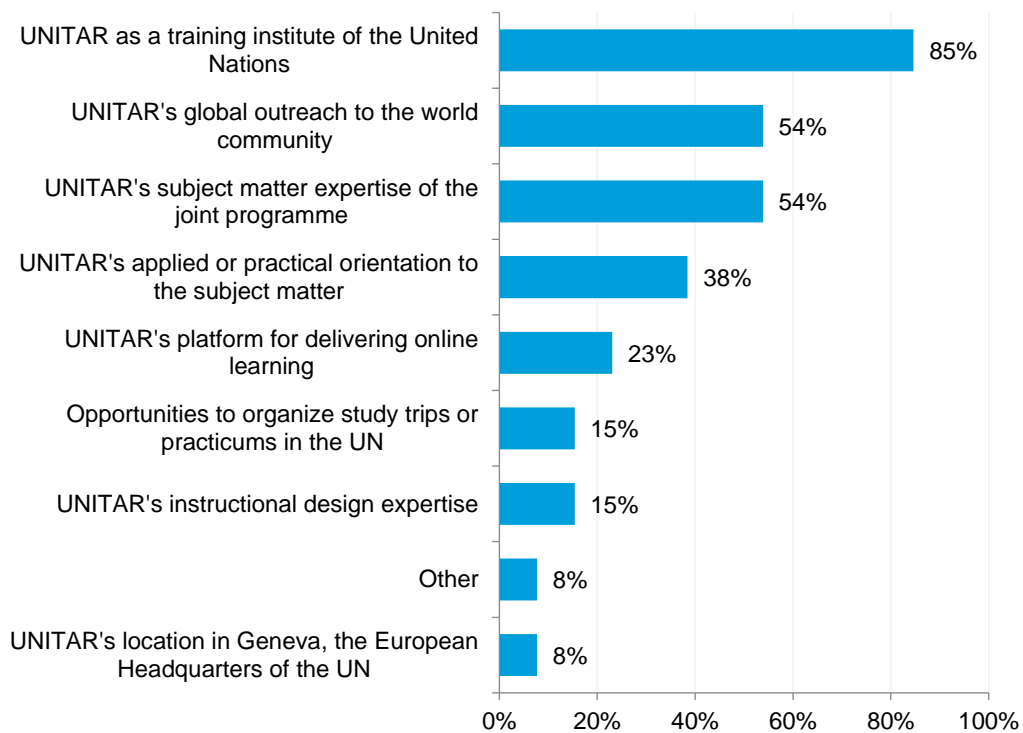
115. The added value that UNITAR brings to the partnership, according to the academic partners, is innovative courses; course content; improved training delivery approaches; experts with practical experience; extensive networks; internship track models; UN branding, which brings the partnering institutions increased visibility; a global reputation; access to additional donor funding; improved academic and programme management; income from fees; advertising opportunities; improved learning evaluation systems; and practical data and technology for learning purposes. An overwhelming 85 per cent of academic partners consulted strongly argue that the UNITAR joint programmes have enabled them to deliver activities that they cannot implement alone.

Figure 16 - Academic partners' responses on UNITAR's added value



116. Through the online survey, academic partners were asked to rate three factors from the partnership that have the greatest added value for their institutions, Of those who responded, 85 per cent felt that the fact that UNITAR is part of the UN was the main traction point and that by working with UNITAR they gain from the UN's global prestige and recognition, meaning that more participants register for their programmes. Fifty-four per cent felt that UNITAR's subject matter expertise allows their joint programmes to benefit from experts with practical experience and 54 per cent felt UNITAR's global reach was the third most important added value. Interestingly, only one academic partner considered UNITAR's office location as an important factor. It is worth noting that the respondent's joint programme includes study visits to Geneva. During one-to-one consultations, many academic partners reported that UNITAR's location is one of the main added values as it helps them to organize study tours in a city where many UN agencies are easily accessible.

Figure 17 - Factors that have the greatest added value for the academic partners



117. The partnership model provides a less elitist learning environment, from strictly scientific-oriented degrees to a more applied research and experience-focused programme, which translates theory into practice. Being part of the UN, UNITAR accesses and provides a

diverse group of practicing experts with technical know-how who bring to the joint programmes relevant and timely policy experiences that the universities could not have done alone. UNITAR's ability to add practical experiences to the programmes, by bringing in practicing diplomats to teach some classes, means that tangible, lived experiences are directly incorporated into the courses. As one academic partner respondent commented:

*“The UNITAR joint programmes are very strong compared to other programmes provided by our university. There is a higher demand for the joint programme courses and there are many more applicants even though we have added a higher-level language requirement. The student body in the joint programme is more diverse; we have students from 10 different countries within [the] EU, [the] US, Canada, Africa and Asia. This is a huge added value of the partnership as academia is often very theoretical and UNITAR can bring the extra ingredients.”*

118. UNITAR brings innovative course content and course design to partnering universities by supporting them to incorporate the SDGs, climate and gender into their unique course content and study tours, which they could not have done alone.

119. Additionally, UNITAR has improved academic partners' course delivery approach from the blackboard to a more effective learning platform, namely UNITAR's virtual learning platform. According to the academic partners consulted, the UNITAR online delivery model has been a crucial part of the overall programmes and has exposed them to a different delivery platform. For example, the Scuola Superiore Sant'Anna has improved its learning platform since partnering with UNITAR, which enables the school to implement additional programmes.

120. It is very clear that UNITAR's internship programme has proved to be very useful for academic partners, some of whom have even adopted the model into the work of their other faculties. When partnering universities design new programmes, they have begun to think about how they can include an internship opportunity. For instance, the University of Stirling's Law and Philosophy Department has designed an internship programme for its gender programme, in partnership with UN Women.

121. Moreover, by being part of the joint programmes, academic partners have been able to access supplementary funds through UNITAR. Some academic partners are unable to receive funds directly from donors so, when jointly developed proposals get funded, UNITAR administers and facilitates the financial arrangements, which is working well for both parties.

122. Some programmes cannot be implemented without the support of UNITAR as they require important training materials and experts that are not easily available within the academic partners' network. For example, the master's in Disaster Management required recent data on disasters. The course was able to access UNOSAT's data, and manage and use the data for teaching purposes as a result of the partnership.

123. UNITAR's course assessment system is another added value that has been mentioned by some academic partners as helping them to improve their learning management systems. Moreover, the synergy between UNITAR and its partners has been improved through staff exchanges and partners spending more time working together, for instance, when developing proposals or course contents. This enables both parties to better understand their intuitions' needs, requirements and working practices, and to develop trust.

124. All academic partners consulted suggest that, in order to make sure that UNITAR remains relevant to their needs, it will need to increase its visibility to reach more participants, rethink the programmes' support costs that affect a number of participants, implement long-term strategic partnerships and improve the agreement process. Moreover, to some extent, UNITAR needs to improve its flexibility and bring more actors to the partnership in a consortium approach.

### **Case-study: Master's in Human Rights and Diplomacy**

Those interviewed from the University of Stirling indicate that UNITAR plays a central role in embedding diplomatic skills into their master's programme in Human Rights and Diplomacy. This has included intensive sessions on leadership skills, public speaking and negotiation skills. These skills are vital for students to compete and thrive in the world of diplomacy and human rights. In addition, UNITAR's UN experts provide practitioners perspectives to the overall programme, which significantly complements the theoretical and academic aspects. Moreover, the respondents state that "Our partnership with UNITAR helps [to] build[...] employability skills into our programme through UN internship opportunities [and][...], even more important, [build] the skills our students need to engage in the ever-competitive UN jobs market".

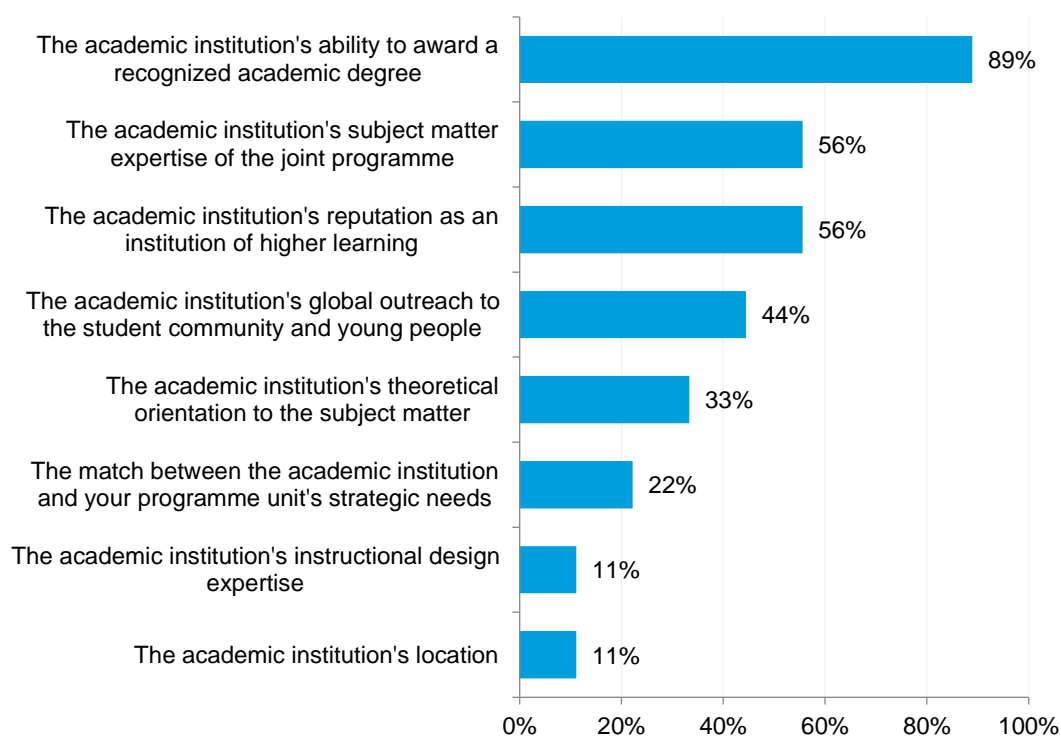
Furthermore, the MSc in Human Rights and Diplomacy includes diplomacy in its name, but there were no diplomacy contents previously. UNITAR improved the contents by adding the relevant elements to fit into the overall programme. The interviewee indicated that they have learned and gained new experiences from the partnership and that now all the faculties understand the importance of internships and study tours. They have adopted these activities into all faculties and non-joint programmes. Furthermore, "Our university has learned more about how to implement joint programmes. Now we have arranged agreements with UN Women to have a similar programme and activities, thanks to UNITAR."

### **UNITAR'S PERSPECTIVE**

125. According to UNITAR staff, these programmes could not be delivered by one party alone and it is the partnerships with the combined expertise, experiences and insights that ensure effective design and implementation, including oversight, in terms of academic and programme management, communication, collection of fees and promotion. Currently, UNITAR does not have formal institutional or programmatic accreditation and it can only provide learners with a certificate of 'completion' or 'participation'. As such, 89 per cent of UNITAR staff believe that the academic institution's capability to award a recognized academic degree is the greatest added value of the partnership.

126. Crucially, partnering with academic institutions has allowed UNITAR to reach its strategic goals to support Member States achieve the SDGs by improving the capacity of individuals and organizations that are contributing towards the Goals of the 2030 Agenda. For example, the Division for Peace's programmes make a substantial contribution to the achievement of Goal 4 (Quality Education), Goal 16 (Peace, Justice and Strong Institutions), and Goal 17 (Partnerships for the Goals).

Figure 18 – UNITAR’s staff responses on the added value of the partnership



127. Moreover, as academic partners bring experiences in participant registration, fee collection, advertising and sharing programme information through their universities, they can reach out to more participants. As academic partners also bring experts, local or regional experiences from their respective countries, research, training materials and networks, they have been able to improve UNITAR’s visibility and its links with many global participants. Therefore, the collaboration has also raised UNITAR’s profile in providing quality learning programmes. Moreover, through this partnership, potential participants outside the UN are now learning about UNITAR and its work is also visible to the academic world. For instance, through their global education platforms, such as the [University Global Coalition](#), academic partners are sharing UNITAR’s programmes with their network.

128. Finally, many UNITAR staff suggest that, in order to make UNITAR more relevant to participants and academic partners, it is important that UNITAR or its programmes become accredited. This will facilitate better partnership agreements, ensure implementation of long-term strategic plans, diversify UNITAR’s portfolio and easily fit in with academic partners’ needs and plans.

#### **PARTICIPANTS’ PERSPECTIVE**

129. The added value that UNITAR brings to the programmes’ participants is immense. The programmes bring exceptional new global practical experiences into the learning process, including through design and delivery, that fit into the current global development context, such as SDGs. Likewise, according to many participants, the internship programmes and study tours are the major added value that UNITAR is able to provide.

130. UNITAR’s online delivery platform is a crucial part of the overall programmes and, by speaking to participants, it is evident that this component is very much appreciated by its target audience. As many participants are actively working while on the training, it is the online



learning platform that made their participation possible and convenient. Particularly during the COVID-19 pandemic, it was the online learning platform that allowed participants to carry on with their learning.

131. UNITAR's teaching aids/materials, such as videos, have further enhanced the overall programmes for participants, offering them the opportunity to learn from real world scenarios and helping them to develop their professional capital and tangible skills.

132. UNITAR's ability to add practical experiences through its UN network, by bringing in practicing experts, has directly enhanced the learning quality and depth. The unique preposition of these joint programmes is also the fact that UNITAR is able to provide information about new policies endorsed by different international organizations and UN agencies. For example, the CIFAL-led master's in Migration Studies benefited from UNITAR's ability to access and bring to the learning environment migration data and policy recently endorsed by UNHCR. This is a unique insight that participants cannot access elsewhere.

133. As part of "UNITAR week", included in the master's in Human Rights and Diplomacy programme, experts provide practical training and share their experiences, enabling participants to extend their networks. Not only are these UN experts able to bring classroom learning to life, but they are also able to extend their network to participants beyond the training, which directly links to the impact of the programme model. This is very helpful in providing participants with an awareness of what is happening in the current development area, to see how SDG-related activities are implemented and to learn more about the UN, etc. Since UNITAR's experts come from different countries, they share different contextual experiences which the universities could not provide alone. In the joint programmes, academic partners bring local or regional experience to the learning process and UNITAR brings the global/international dimension, creating well-rounded programmes for participants.

134. The internship model that UNITAR and partners have incorporated is another well-received added value of the joint programmes. UNITAR usually finds internship placements within the UN for between two and six months and participants have the opportunity to work under the supervision of staff. For those hoping to join the UN in the future, this is an enormous opportunity that only the UNITAR programmes are able to offer.

135. The UNITAR study tour includes visits to different institutions in Geneva and The Hague, providing participants with a unique learning environment to strengthen their knowledge and skills, allowing them to socialize with one another, to discuss new research and theories, to help them develop their expertise and to further broaden their networks. According to participants interviewed, the study visits to Geneva make the programme exceptional and unique, and participants are delighted with the opportunity to take part in these visits.

136. Conference attendees benefit from significant networking opportunities that can lead to a range of lucrative career openings. Moreover, participating in international conferences benefits participants' studies immensely. Apart from long-term career development, the right international conference can help participants to engage fully in their chosen field and improve their academic performance. For instance, a scholar pursuing their Ph.D., or any other postgraduate degree, may find that some of the work presented at a conference offers new perspectives on their chosen thesis topic.

137. The joint programmes approach has created spaces where its mid-level participants from different parts of the world are encouraged and able to share their experiences amongst themselves, helping each other to improve their skills and gain other global insights. Furthermore, networking between participants is established and by getting to know each other, participants can be the conduit to additional networks for other participants.

#### **EXTENT TO WHICH THE MASTER'S DEGREE PROGRAMMES ARE ENVIRONMENTALLY FRIENDLY AND DEPLOY MEASURES TO MITIGATE ENVIRONMENTAL RISKS**

138. For the programmes delivered online, the design and delivery methods are environmentally friendly as sessions are delivered entirely online and travel is not required, enabling the joint programmes to reduce their overall carbon emissions. Furthermore, as classrooms are not always required, the use of energy for heating, cooling and lighting is reduced. In addition, the programmes' online learning platform has most likely directly reduced paper waste.

139. Moreover, by actively integrating climate change and environment-related themes into courses, it can be argued that the joint programmes have directly contributed to achieving environment-related global Goals, such as Target 13.3. A review of the programme documents shows that out of the 31 programmes currently being implemented, almost nine have directly incorporated environment-related contents and courses. For example, MDP also discusses the environment as one element of the course. Similarly, in the same division, a new master's programme that links gender and environment issues is currently under development. All of these activities are contributing to an environment friendly ethos in practice.

#### **EXTENT TO WHICH THE MASTER'S DEGREES HAVE BEEN ABLE TO ADJUST TO THE NEW REALITIES DURING AND AFTER COVID-19**

140. From the perspectives of both the academic partners and UNITAR, the COVID-19 pandemic was a challenge and an opportunity for the joint programmes. Initially, it created some issues and caused disruption across the higher education sector, leading to the closure of university campuses and affecting the programmes' blended training methods. But, as a result, the programmes shifted to fully delivering learning online, which provided the opportunity to learn more about how to conduct online training. Jointly, academic partners and UNITAR have improved their learning systems, curricula and learning platforms, blending delivery methods so that they best fit the situation and participants. This allowed the programmes to reach and register many participants from around the world. In fact, the COVID-19 pandemic provided the opportunity to pilot and improve online delivery capacity, improve the programmes' effectiveness and reach more participants. It has also led to some academic partners better understanding the potential of online learning.

141. Moreover, during the COVID-19 lockdown, some programmes improved their teaching and learning activities, and designed and delivered weekly "experts' corners" webinar sessions, adding to the originally developed delivery model. These were highly appreciated by participants. These sessions were established to provide a space where participants and experts learn and exchange information about the courses, discuss assignments and challenges faced by participants, and to offer a chance for participants to get to know the programmes' team better. The programmes have grown since the pandemic as both partners realized the huge demand for online learning, and improved and strengthened the programmes' online design and delivery system.

142. From the participant's perspective, the COVID-19 pandemic resulted in certain challenges. It hindered some from attending study trips, some were not able to meet their lecturers online and others were not able to complete their thesis as in-person interviews were needed. Participants appreciated the virtual meetings and webinars. However, finding the ideal time for all participants to be present and engaging them during these meetings was not as efficient as compared to the originally designed face-to-face events. For some participants, the session times clashed with other online learning meetings, which limited their participation.

## Likelihood of Impact

### DIFFERENCES MADE BY THE JOINT MASTER’S DEGREE PROGRAMMES TOWARDS THE ACHIEVEMENT OF UNITAR’S STRATEGIC OBJECTIVES

143. The evaluation found evidence to suggest that the joint programmes have contributed to achieving UNITAR’s strategic objectives,<sup>15</sup> with the table below summarizing some of the accomplishments registered so far.

Table 10 - Difference made by the joint programme towards the Institute’s strategic objectives

UNITAR strategic objectives <sup>16</sup>	Impact generated/differences made	Supporting evidence/participants reported
<b>SO1 - Support institutions and individuals to contribute meaningfully to sustainable peace</b>	<ul style="list-style-type: none"> <li>Programmes’ participants have effectively supported activities that address the root causes of conflicts; they improved their organization’s capacity in planning and research.</li> <li>Participants have shared their acquired knowledge and skills regarding compliance with gender, for example, some participants are working on gender programmes.</li> </ul>	<ul style="list-style-type: none"> <li>The programmes enabled participants to gain knowledge about sustainable peace.</li> <li>From the 2,411 participants, 21% attended programmes related to peace</li> </ul>
<b>SO 2.1 - Promote people’s well-being, including the protection and empowerment of groups that have been marginalized and are vulnerable</b>	<ul style="list-style-type: none"> <li>The programmes have facilitated participants’ knowledge and skills acquisition on SDGs and inclusion, and their ability to find solutions and promote social inclusion.</li> </ul>	<ul style="list-style-type: none"> <li>Programmes’ contents, study trips and webinars sessions have included SDG practical experience.</li> <li>From the 2,411 participants, 21 % attended joint programmes related to peace programming.</li> </ul>
<b>SO 2.2 - Strengthen representation of countries in special situations in institutions of global governance</b>	<ul style="list-style-type: none"> <li>The programmes have improved participants’ knowledge, skills, awareness and attitudes on global institutions and have extended their network.</li> </ul>	<ul style="list-style-type: none"> <li>The programmes’ course contents have provided participants with meaningful insights into global multilateral processes.</li> <li>The study trips, for those who could afford them, have demonstrated how these institutions work.</li> </ul>
<b>SO 2.3 - Promote health for all, particularly for the most vulnerable people and countries</b>	<ul style="list-style-type: none"> <li>Participants and institutional capacities have improved and contributed to global health structures and systems.</li> </ul>	<ul style="list-style-type: none"> <li>The programmes have implemented innovative health courses, improved the learning contents and have trained selected high-level health professions, such as through the High-Level Surgical Course with Harvard and the Global Surgical Foundation.</li> </ul>
<b>SO 3.1 - Foster a green, low carbon and climate-resilient transition</b>	<ul style="list-style-type: none"> <li>Has improved participants skills in the analysis of climate vulnerabilities and risks, the identification and prioritization of response measures, and in the design and implementation of strategies.</li> </ul>	<ul style="list-style-type: none"> <li>Designed and delivered climate-related courses developing both foundational and applied knowledge.</li> <li>From the 2,411 participants, 7% attended climate-related programming.</li> </ul>

### IMPACT DIFFERENCES BETWEEN THE TYPE OF DEGREES

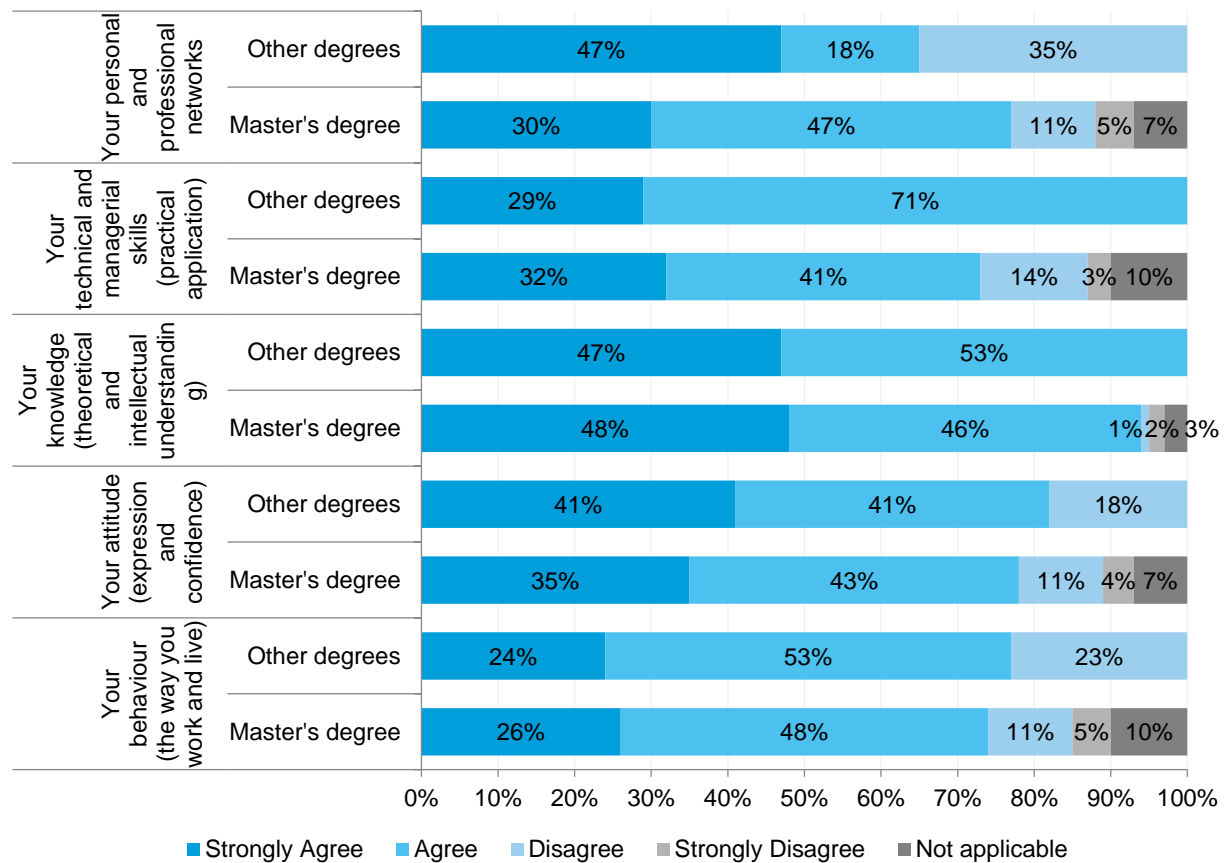
144. Explicitly, the evaluation found that the joint programmes’ postgraduate and non-degree diplomas have brought about significant changes in participants’ technical and

<sup>15</sup> This evaluation identified evidence that the programme achievements are highly relevant to selected strategic objectives. This does not mean that the programme did not contribute or contributed less to strategic objectives not listed in the table or in this evaluation’s findings.

<sup>16</sup> Strategic objectives 4 and 5 were not mentioned in the online survey and are hence not shown in the table.

managerial skills, with all postgraduate participants agreeing or strongly agreeing on this point. Similarly, 100 per cent of those consulted agree or strongly agree that the programmes have improved their knowledge.

Figure 19 - Participants' responses on the impact of the degree and postgraduate diploma

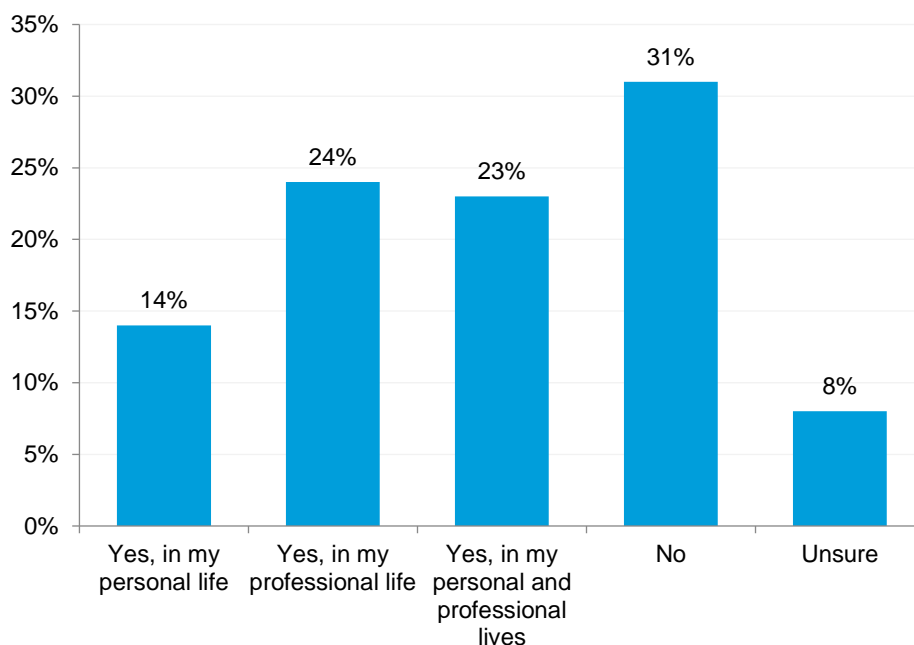


**EXTENT TO WHICH THE JOINT MASTER’S DEGREE PROGRAMMES HAVE CONTRIBUTED TO THE ACADEMIC OR PROFESSIONAL LIVES OF PARTICIPANTS AND THEIR CONTRIBUTION TO ACHIEVING HIGHER SOCIETAL OUTCOMES**

145. The joint programmes have led to many changes in the participants’ personal and professional lives. Upon enquiry, 61 per cent of survey respondents report that the programmes have led to such changes. When disaggregating by programme type, this percentage is higher for those participating in non-degree programmes (78 per cent) and postgraduate certificate programmes (75 per cent) compared with those participating in a master’s degree programme (59 per cent). As the below quote suggests, the joint programmes have brought about changes in the participants’ professional lives which, in turn, contribute to the wider society.

*“I wrote several papers on the transition in mining for our sustainable development classes. It was something I had never really thought about before in the context of my own country as Germany has phased out coal. [...] Through the course, I was able to contribute a scientific study comparing coal transition regions, I think it has just been published, and I have also been able to provide advisory services. I would say it has certainly boosted my confidence and given me more of a scientific insight into research. I am not a scientist, but I understand what I am talking about, which is nice.”*

Figure 20 - Participants' responses on changes in their professional and personal lives



146. Thirty-five per cent of participants have experienced unanticipated results after completing the joint programmes, such as improving their careers and joining the UN, moving to new and higher-level jobs, establishing larger networks where they have been able to discuss and exchange good practices, becoming great public speakers, improving their listening skills, changing the way they view global organizations and even enrolling on a PhD.

147. Importantly, a significant number of participants, 55 per cent, report that they have contributed to the wellbeing of society after completing the joint programmes by taking part in policy design; sharing and applying the knowledge gained; promoting and supporting implementation of development programmes, SDGs and UN values; working on human rights activities, global health and immunizations, and advocating gender; engaging with people and providing technical and managerial assistance to development programmes; developing the capacity of indigenous people's leadership; assisting vulnerable groups to implement projects; and representing their country as diplomats. The proportion of participants who considered that they have made a contribution to society after completing their programmes is 33 per cent for postgraduate certificate courses and other non-degree programmes.

Figure 21 - Participants' contributing to the wellbeing of the society

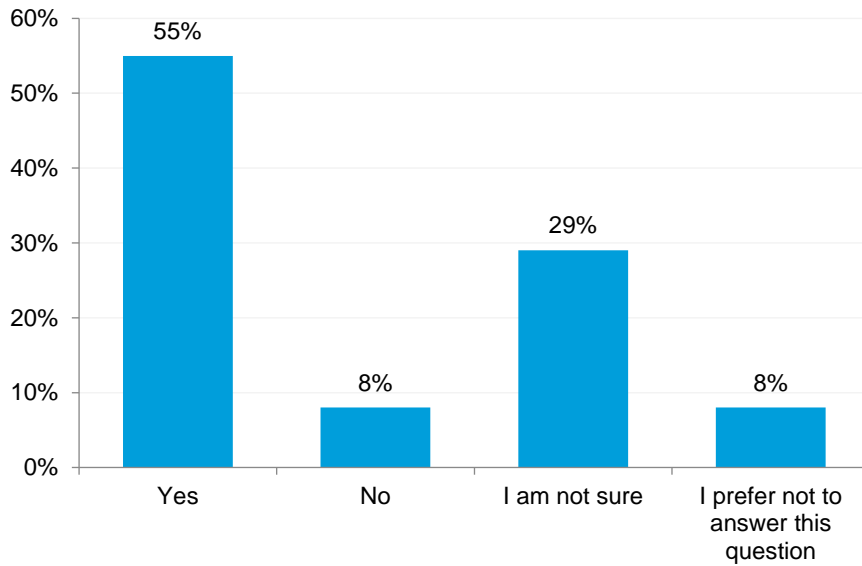
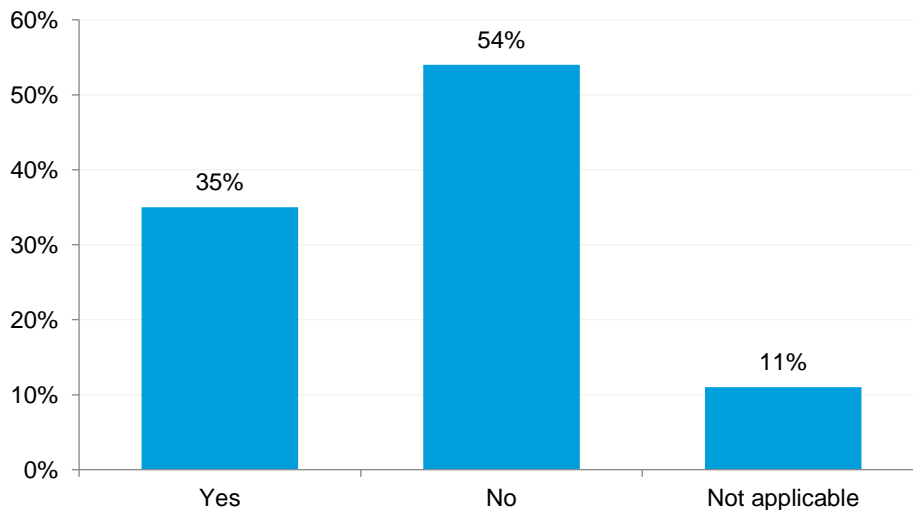


Figure 22 - Participants who have experienced unanticipated results



148. The ability of UNITAR to bring new delivery methodology to the attention of academic partners as well as co-reviewing course contents has not only improved the joint programmes but has also influenced other courses delivered by the partnering academic institutions. Academic partners have been able to design new programmes and improve existing programmes, from certificate to master’s level, such as Oxford Brookes University upgrading its Humanitarian Action and Peacebuilding programme from certificate to a master’s level. As mentioned above, as a direct result of their exposure to the joint programmes’ internship model, some academic partners have set up partnerships with international organizations.

Moreover, other universities have begun integrating practical experiences within the content of their master's courses.

### **Change in professional skills**

The participant works in a government office and reports that the programme is highly relevant, very efficient and considered to be better value for money compared to other similar programmes. Prior to selecting this programme, he explored similar training programmes and found that they cost around Can\$30,000 to Can\$100,000 in tuition fees alone. In comparison, the joint programme only came to around Can\$15,000. Moreover, he wanted to get international experience without having to travel and this programme offered him that. Additionally, he feels that most universities offer theory-based programmes whereas this programme combines theory with learning directly from the people who work at the UN and this is exceptional, according to him.

Attending the course has helped him to improve his critical thinking skills, his ability to understand world issues and to better understand how international law works, particularly the UN. Even though he is not pursuing a career in the UN, the knowledge he gained is invaluable to his work as a human rights lawyer.

He highlights the need to actively promote this programme, as many people who could benefit from the course do not know about it at all. *“Particularly in North America, most people do not seem to be aware that the UN offers degrees. But people [do]... know the reputation that the UN has [and] there's a credibility when you say that you either work for the UN or you are learning from the UN. And I don't think there's really a lot of better places to learn international relations than from the UN itself.”*

He has continued to use the knowledge and skills gained in this programme in his work. He has become much more confident in talking about international issues and this has moved his career forward. Moreover, he strongly feels that he has a better understanding of how the United Nations and international law works and is now better equipped to advise and explain to clients the process of applying for asylum, perhaps with the UNHCR, etc. Moreover, he states that “I'm thinking more about the international perspectives”.

However, he goes on to suggest that “...offering some discounts and scholarships to people working for public sector employers and not just UN employees alone. Currently, someone working for a non-profit organization has to pay the same tuition as someone working at an investment bank.”

Participant from Master's In International Law and Diplomacy

## **Likelihood of Sustainability**

### **SUSTAINABILITY OF THE MASTER'S DEGREE PROGRAMMES IN TERMS OF REACHING IMPACT AND EFFECTIVENESS**

149. The participants' skills and knowledge acquired through the joint programmes will remain with participants and continue to affect changes in the organizations they work for and their wider society.

150. The programme has improved academic partners' capacity, improved their online learning platforms and the course contents, and diversified multilingualism in delivery. These benefits will remain and continue to impact future initiatives of the universities and UNITAR.

151. As new courses are being developed periodically, more agreements are being signed and more participants are being engaged, showing growth and thus sustainability. The fact that some programmes have been discontinued while new ones are established is normal as

the joint programmes are directly responding to demands and current global conditions, for example the SDGs. The major roadblock to the sustainability of some of the programmes is the tuition fee and this requires serious attention.

152. Going forward, UNITAR or its programmes need to explore obtaining accreditation, as this would enhance both its credibility and reputation as a credible UN institution involved in the area of higher education and applied research, helping it to mitigate against the ever-increasing global competition in master’s programmes.

153. When asked if they can foresee challenges going forward in the delivery of the joint programmes, 79 per cent of UNITAR staff responded “yes” and provided the explanations listed below.

- *“Increasing competition in master[s] programmes offered globally.”*
- *“Increased internal and external competition.”*
- *“...the conflict with national or regional laws and regulations.”*
- *“Challenges in terms of marketing outreach and securing a sufficiently high number of students for the cohort...”*

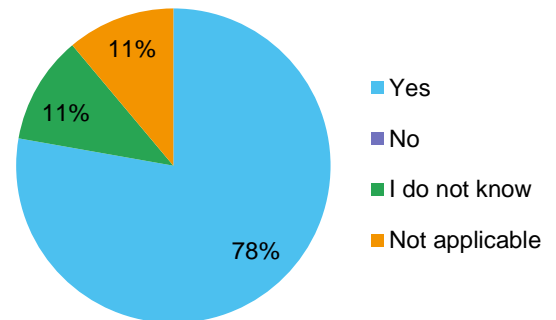


Figure 23 - UNITAR staff views on future challenges

154. The same question was asked of academic partners. The potential challenges that they outlined are listed below.

- *“Securing sufficient enrolment.”*
- *“Pricing is the most sensitive issue. Due to cost issues, the partnership may have to end.”*
- *“Financial incomes and financial sustainability.”*
- *“Enrolled students sometimes are not aware of what a master’s degree requires in terms of student compromise, so this can become somewhat challenging.”*
- *“Appropriateness of possible courses to a distinct set of learners from our end.”*
- *“There was a greater [choice of] UNITAR applications in the beginning. Currently, there are no choices of internships, and the study visits are not affordable for students.”*

#### LEARNING FROM THE IMPLEMENTATION OF THE MASTER’S DEGREE PROGRAMMES

155. The joint programmes’ partnership model is an effective and much appreciated approach according to all consulted stakeholders. These partnerships have allowed both partners to increase their brand’s visibility and further enhance both institutions’ credibility and reputations as well as extend their reach.

156. Interestingly, as a direct result of participating in the design and delivery of the UNITAR joint programmes, many academic partners have identified good practices and have replicated these successful approaches elsewhere in their institutions’ programmes, such as the online delivery platform, the study tours, the internship programme and the international dimensions of the course delivery.

157. External global and local changes have directly impacted on the delivery of the joint programmes and will continue to do so in the future. Events, such as the war in Ukraine, affected the courses in Poland which had a 20 per cent online and 80 per cent face-to-face approach. As participants could no longer take part physically, the programme was



discontinued. The privatization of Paris University forced the programme to eventually discontinue the partnership as UNITAR is not accredited and the university is no longer interested in working in this manner. Brexit has also forced the programmes to review their partnerships with UK-based universities due to data protection regulations. Donor-funded programmes are at risk when it comes to their longevity and are affected by donor strategic shifts. There are examples where donors discontinue the planned activities, such as the programme planned by the Public Finance Trade Programme (PFTP), Division for Prosperity and supported by AGFUND. This programme was not initiated due to disagreements between the donor and the programme. However, there are many UNITAR programmes, such as those implemented by MDP, that are growing and sustainable as more participants are registering, more agreements are being signed and additional training programmes are in design. The fact that some programmes have been discontinued while others are growing or re-opening is simply normal, as these programmes are designed based on demand and current global conditions, such as the implementation of SDGs.

158. An additional insight that has come out of the joint programme implementation is the fact that the participants' selection requires an effective methodology. For example, when the Luiss Guido Carli School of Government provided training to African Union (AU) and other LDC diplomats, during the selection of participants, the partners requested an approval from the participants' respective Ministry of Foreign Affairs, resulting in increased attendance, completion and reduced dropout rates on the course. Conducting admission interviews before participants are selected further encourages better attendance. Moreover, blending training methods has shown improvements in the quality of the training increasing the appetite of participants to register and attend the programme.

159. The fact that most of the participants are mid-level professionals with tangible practical experience has meant that even academic partners have had the opportunity to learn from the participants. This learning opportunity has seen academic partners improve training methods and contents, including some practical life experiences in the course content, and make sessions more interactive. The joint programmes have directly taught academic institutions that they need to develop and implement clear communication pathways and coordination with participants from the start of the programme to facilitate smooth programme delivery.

160. It is also very clear that there are tremendous opportunities to upscale the joint programmes and although both the academic partners and UNITAR are currently very busy dealing with competing priorities, the idea should be explored and followed when going forward.

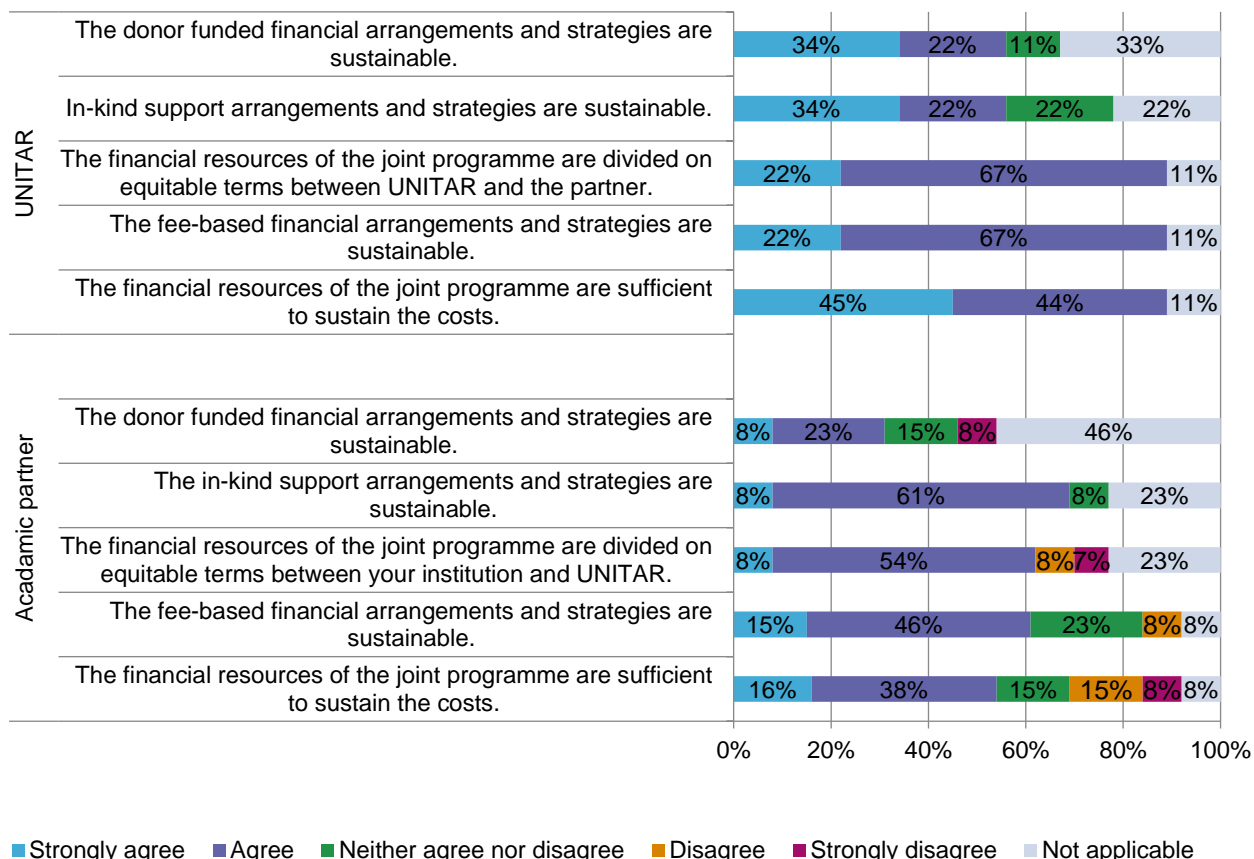
#### **FINANCIAL ARRANGEMENTS AND STRATEGIES THAT ARE MOST SUSTAINABLE IN THE LONG-TERM**

161. Fifty-four per cent of the academic partners asked strongly agree (16 per cent) or agree (38 per cent) that the current financial resources of the joint programme are sufficient while 15 per cent disagree stating that the costs that the universities pay to UNITAR are high and exceed the tuition fees. Nonetheless, 62 per cent strongly agree (8 per cent) or agree (54 per cent) that the financial resources of the joint programmes are divided in equitable terms between the academic institution and UNITAR with only 8 per cent strongly disagreeing with the statement.

162. On the other hand, a much higher proportion (89 per cent) of UNITAR staff strongly agree (45 per cent) or agree (44 per cent) with the statement that the financial resources of the joint programme are sufficient. Again, in comparison to the academic partners, a much higher proportion (89 per cent) of UNITAR staff feel that the fee-based financial arrangements and strategies are sustainable. Eighty-nine per cent of UNITAR staff feel that the financial

resources of the joint programmes are divided based on equitable terms, explaining that UNITAR’s share of the financial resources are split based on its overall responsibility for the programme management, module delivery and quality assurance.

Figure 24 - UNITAR’s and academic partners’ responses on the financial arrangements



163. Within the Division for Peace, the financial arrangements depend on UNITAR’s involvement level, which ranges from 30-48 per cent of the total student fees paid per programme. The fee-based approach is more sustainable than the donor funding approach as the conditions for scholarships are based on donors’ interests and are specific to a certain period and, at times, region. However, as tuition fees are determined by the programme design costs, this approach can be more effective and sustainable. Although the fee-based model is flexible and sustainable, its management needs attention, as many universities have their own procedures and regulations that they must observe. Moreover, as the overall course administration is handled by the universities, it is difficult for UNITAR to have access to real time information such as “...who paid, who received a discount, when the student paid, etc... As one evaluation stakeholder commented, “[...] we need to have a reporting system that both UNITAR and the university know well.”

164. The fee-based approach means that participants’ fees cover all the programmes’ costs, driving up the tuition fees for participants and directly playing a role in excluding, from the course and study trips, those who cannot afford them, especially those from LDCs and groups made vulnerable. This affects the overall effectiveness of the programme in achieving its goals as well as its sustainability.

# Conclusions

165. In conclusion, the joint programmes are relevant to UNITAR's strategic objectives and its efforts in helping UN Member States achieve the 2030 Agenda's Goals and principles. Partnering with academic institutions to improve the capacity of individuals and organizations that are directly responsible for meeting the SDGs has contributed to meeting these strategic goals. While UNITAR's services were found to be closely consistent and highly relevant to its academic partners' needs and priorities, a small number of academic partners found the overall contribution of the programmes less relevant to their needs and priorities. However, the programmes have responded to participants' academic and professional needs and priorities. The joint programmes' relevance and attempt to reach groups made vulnerable is very promising but still requires more work on reduced tuition fees and scholarships, without compromising the additional costs.

166. UNITAR's QAF was developed for short learning events and as such it does not follow master's level quality assurance benchmarks or national quality assurance policies or principles of each university. The joint programmes and UNITAR-led modules are largely selected based on availability of subject matter expertise, interests, availability of resources and programmes' costs or financial opportunities for UNITAR. Although collaborative partnerships and synergy between divisions are limited and require further attention, some of the joint programmes are directly contributing to other UNITAR capacity development projects, as the partnerships first identify existing capacity needs, then design and implement courses that address those gaps and the training needs of personnel working in the projects. Interestingly, working with UNITAR has provided academic partners with huge learning opportunities which they have implemented, complementing the non-joint programme degrees they offer.

167. Conversely, the joint programmes are more expensive in comparison to other UNITAR programmes. However, the added value is immense, enhancing the programmes' competitive edge when compared to programmes provided by other academic institutes. There are no standards to determine tuition fees and it differs from division to division. Fees are shaped by involvement levels of both partners, programme design costs, UNITAR's support costs, the number of course/modules, course and academic partners administrative costs, course delivery methods, the number of participants anticipated to attend, the location of the academic partners and taxes. Again, there are no standards to guide partnership agreements, making the process unpredictable and very lengthy, which at times significantly affects the programmes' delivery schedule by at least a year. Despite the lengthy process, UNITAR is managing agreements carefully.

168. There are some differences between each division and how they handle their academic partner selection processes and criteria. However, in all cases, universities' accreditation is the priority for all divisions when selecting their partners. The value and recognition of a UNITAR certificate alone and under the partnership is positive. Participants who have received a certificate stated that UNITAR's certificates are not always recognized by employers and some academic institutions, which limits the added value the programmes are seeking to bring to participants. A more thorough analysis of completion rates and certification could not be carried out by the evaluation given the lack of information obtained, derived from the difficulty in recording certificates in the EMS and the lack of data obtained from programmes.

169. On the other hand, the added value that UNITAR brings to the partnership is huge and very much acknowledged by its partners. It is clear to both parties that the joint programmes could not be delivered by one party alone. UNITAR uses a cost-recovery

partnership approach where each partner contributes resources and services to the partnership and generates income to run the activities. The partnership model was very effective and has allowed both partners to increase their brand's visibility, their institutions credibility and reputations as well as extend their reach. Moreover, the partnership's design and delivery approaches are environmentally friendly. Some sessions are delivered entirely online and the programmes include climate and environment-related themes in the courses. The COVID-19 pandemic presented the joint programmes with both challenges and opportunities to reach participants as well as shifting to fully delivering online.

170. The programmes are effective in supporting participants to achieve their objectives. However, some participants have faced challenges, particularly with tuition fees and communication with the universities. Adequate consideration has been given to human rights-based approaches and inclusion strategies but they still require further attention for more impact. Some of the programmes considered gender issues, with special emphasis having been given to gender in course content design. Gender elements were incorporated into topics such as field practice and conflict analysis. Shorter partnerships limit opportunities to develop sustainable results and the impact of the programmes, and exacerbate the already very lengthy agreement process, which requires more capacity to finalise and can have financial implications. The partnership's key typical characteristic is its cost recovery approach or model.

171. With regards to sustainability, it is apparent that participants' skills and knowledge acquired through the joint programmes will continue to affect changes in the organization they work for and the wider society. The programmes have improved the academic partners' capacity, online learning platforms, course contents and more. Judging by their implementation of learning into their non-joint programmes' courses, it is evident that their learning will continue to impact future initiatives of the universities and UNITAR. The joint programmes are growing with additional programmes in the planning stages and a projected increase in the number of participants. In addition, the joint programmes are scalable and this has been shown by the many academic partners who have identified good practices and replicated these successful approaches elsewhere in their faculties.

172. Going forward, UNITAR needs to explore possibilities to obtain programme accreditation, as this would enhance the sustainability of the programmes. Both partners must be aware that external global and local changes directly impact the delivery of the joint programmes and must be considered during planning.

173. The fee-based approach supplemented by some donor funding will help the joint programmes to provide access to all, including groups that are made vulnerable. Moreover, the joint programmes have contributed towards the achievement of UNITAR's strategic objectives as the course contents and programmes were actively aligned with its strategic objectives from the onset. Finally, participants are very clear that taking part in the joint programmes has brought about positive changes, increased their knowledge and skills, improved their behaviour, their work and their networks, which also impacts the organization they work for and the wider society.

## Recommendations

174. The evaluation issued seven recommendations:

**R1. Increase alignment of the joint programmes with the Institute's results-based programming and strategic objectives.** UNITAR's programme of work and results

framework flow from its strategic objectives, which are closely aligned with the 2030 Agenda, the SDGs and other development frameworks. While the joint programmes align with the Institute's core functions (training and learning solutions) and are more loosely aligned with the strategic objectives, it is important to also ensure alignment with the principles of results-based programming, with clearer alignment to the UNITAR results framework and, to the extent possible, clearer contributions to the intended development results of other projects or initiatives, with a view to also strengthening coherence.

**R2. Undertake/strengthen market research when selecting partners.** It is important that UNITAR uses strategic thinking and undertakes/strengthens its market research to better understand the joint programmes' competitors, its competitive edge and the calculation of tuition fees with the target audiences of the joint programmes in mind. Moreover, prior to entering into new partnerships, it would be useful to carry out capacity assessments of partners, so whenever there is a need to initiate a new joint programme, the assessment can be a good reference point, making future programmes cost-efficient, sustainable and effective. Cost-effectiveness should also be considered in assessing the comparative advantage of potential partners, and exploring the option to diversify the geographical representation of university partners may help in achieving this. UNITAR could also work with African, Asian, Latin American and other universities in developing countries or the least developed countries to reach more participants with fewer costs and allow the programme room for scalability. According to the academic partners consulted, covering their costs, let alone reducing costs in the future, appears unlikely. Therefore, it is recommended that UNITAR explores partnering with universities located in other geographic regions as this may help to reduce overall fees, create more access and improve the programmes' effectiveness and efficiency.

**R3. Enhance inclusion of participants from groups made vulnerable and countries in special situations through financial support.** To bring about more inclusivity of vulnerable groups and participants from countries in special situations, the current training costs and study trips must be reviewed. Reduced fees or other forms of financial support will not only allow UNITAR to achieve one of its own inclusion objectives, but will also increase enrolment rates and attendance, reduce dropout rates and increase the programmes' competitive edge. To ensure that vulnerable groups and others can access the joint programmes, it is imperative to develop and deploy a robust fundraising strategy through donor funding, not only to reduce the costs and burden on participants but also to finance research initiatives within the Institute intended to ensure quality, accountability and continuous improvement of future programming. Furthermore, UNITAR needs to improve its communication methods to reach out to many participants, particularly those from countries in special situations who have limited Internet access to sign up to joint master's degrees.

**R4. Improve UNITAR's visibility and programme of study value proposition through an effective communication campaign and leverage external partnerships.** To increase the sustainability of the joint programmes, increasing UNITAR's visibility is essential and urgent. With so many courses to choose from, by proactively promoting and advertising itself, the joint programmes can not only attract more participants but also support them in making sure their degrees/diplomas/certificates are widely recognized. To achieve this, a comprehensive communication campaign, developed and implemented with the academic partners, will contribute to supporting the sustainability of the programmes.

**R5. Explore the potential of institutional accreditation for the programmes' portfolio on offer.** The lack of institutional accreditation of some programmes is a major concern raised by some evaluation stakeholders, including academic partners, UNITAR and participants. The value of UNITAR's joint programmes can be further enhanced by ensuring a clear pathway between existing programmes and participants accessing further education, as well as recognition by making the master's programmes equal to any master's level degree. With accreditation, UNITAR and the joint programmes model will appeal to high-ranking and well-

known universities and attract more participants, thus increasing its sustainability and growth opportunities. International accreditation of joint master's degrees and other non-degree postgraduate diploma programmes, conducted through various forms of delivery modality (online, blended/hybrid, in-person), would significantly support participants, including those who have already graduated, in accessing the next level of their learning opportunity as well as providing recognition of their training achievement with employers world-wide. Exploring the potential of accreditation for the Institute should be done carefully and perhaps on a pilot basis, bearing in mind that UNITAR is above all a training institute established within the framework of the United Nations and that it embraces collaborative partnerships with institutions of higher education and universities focusing on themes related to the 2030 Agenda. In fact, accreditation by whom and to whom can be further explored by a cross-division working group on joint programmes.

**R6. Establish a feedback mechanism, such as a set of procedures and tools established across the programmes for effective and timely communication between the university and participants, to facilitate effective communication between universities and participants and incorporate participants' experiences in both the programme and instructional design, including implementation.** To enhance participants' experience of the joint programmes, communication between academic partners and the participants, administration and course coordination must be improved as this remains a major concern for a large percentage of participants. Focusing on the participants' experience will not only further align the programmes to the participants' needs, but it will also attract more participants and help to distinguish UNITAR's joint programmes from the many programmes in the increasingly competitive global education market. In this regard, a humanized pedagogy approach that develops a teaching and learning interface that enables agency to own the knowledge and be empowered by it would truly allow UNITAR's programmes to reach its objectives of inclusivity.

**R7. Establish a cross-division working group on joint programmes.** A cross division working group, perhaps co-convened by representatives from the two programme units (accounting for the largest participant outreach of joint programmes) would facilitate the sharing of lessons, provide a venue for addressing bottlenecks and proposing actions that require whole-of-UNITAR responses, such as development of a strategic approach to joint programmes, development of quality standards specific to master's degree programmes, communication campaigns, accreditation opportunities, reviewing the fee structure, development of common content to cross-cutting topics, including gender and human rights; promote better synergies between divisions/programme units; and possibly increase resource efficiencies, for instance, by sharing content and experts, including how UNITAR can explore a pool of experienced scientists steering UNITAR work in the area of science-based research. Convening such a working group would also reduce the challenges that currently exist with the high turnover of focal points, increase the effective communication flows and strengthen the joint programmes' partnership model.

## Lessons Learned

175. This evaluation identified four lessons that can be drawn from the joint programmes:

**Including mid-level career participants in the joint programmes** allows for sharing work-related perspectives and experiences and extending networks, including peer-facilitated learning. This adds much value and brings a unique element to the joint programmes.

**It is key to allocate appropriate learning time**, including realistic deadlines, for coursework

submission, allocating more time to certain topics that were covered quickly in class, considering flexible session times for those who are working and trying to accommodate all geographical time zones for online sessions.

**Cross-thematic areas provide opportunities to collaborate between divisions**, such as in areas including climate change, gender and human rights, or on cross-divisional initiatives on, for instance, the humanitarian-development-peace nexus.

**Conducting admission interviews before participants are selected further encourages better attendance.**

# Annexes

## Annex I: List of joint programmes

Division	Unit	Ongoing Programme	Partner	Type	Start date	End date	Duration	Fee	Language
Division for Peace	PTP	Master's in Strategic Peace and Conflict Studies (not implemented)	Collegium Civitas	Master's	2021	2022	24 months	10,000 PLN per semester, and 20,000 PLN for 2021 and 2022	English
		Master's in Prevention, Arbitration & Conflict Resolution	Hautes Études Internationales et Politiques	Master's	2020	2022	12 months	8,550 EUR, with a reservation deposit of 1,050 EUR	English and French
		Master's in Humanitarian Action and Peacebuilding	Oxford Brookes University	Master's and postgraduate certificate	2016	ongoing	24 months	9,020 GBP over 2 years	English
		Master's in Conflict, Peace and Security and Related Qualifications	Universitat Oberta de Catalunya	Master's and postgraduate certificate	2018	ongoing	24 months	7.408 EUR	English
		Master's in Electoral Policy and Administration	Sant'Anna Scuola Universitaria Superiore Pisa	Master's	2018	ongoing	12 months	10,000 EUR	English, Arabic, French and Portuguese
Division for Multilateral Diplomacy	MDP	Master's in International Leadership and Negotiation	Universidad Europea de Valencia	Master's	1 October 2021 2 October 2022	1 September 2022 2 September 2023	10 months	9,000 EUR	English
		Master's in Anti-Corruption and Diplomacy	International Anti-Corruption Academy (IACA)	Master's	1 October 2021 2 October 2022	1 September 2022 2 September 2023	10 months	9,000 EUR	English
		M.A. in International Law and Diplomacy	UPEACE	Master's	September 2021	First agreement: May 2025	24 months (4 semesters)	11,000 USD or 13,000 USD for the hybrid format	English
		M.A. in Development Studies and Diplomacy	UPEACE	Master's	August 2020	August 2024	24 months (4 semesters)	Hybrid 19,500 USD online MA 8,700 USD	English
		Master's in Human Rights and Diplomacy	University of Stirling	Master's	January 2020	January 2024	12 months	Home students - 9,200 GBP; International	English



Division	Unit	Ongoing Programme	Partner	Type	Start date	End date	Duration	Fee	Language
								Students - 20,145 GBP	
		Master's in Multilateral Diplomacy	Moscow State Institute of International Relations (MGIMO)	Master's	September 2021	August 2023	12 months	18,500 EUR	
		Master's in International Affairs and Diplomacy and Related Qualifications	Open University of Catalonia (UOC)	Master's	2018	February 2025	24 months (4 semesters)	7,408 EUR	English
		Master's in International Humanitarian Cooperation and External Relations of Regions	Moscow State Institute of International Relations (MGIMO)	Master's	September 2022	August 2023	24 months	740,000 RUB + 8,500 EUR	Russian
		Master's in Project Management	Moscow State Institute of International Relations (MGIMO)	Master's	September 2022	August 2023	24 months	740,000 RUB + 8,500 EUR	Russian
		Master's in Global Public Diplomacy and Sustainable Development	LUISS	Master's	Cohort 1 March 2022 Cohort 2 March 2023	Cohort 1: October 2022 Cohort 2: October 2023	7 months	Selected participants (30) will be exempted from the payment of tuition fees, as well as the following expenses related to the mandatory attendance of the Rome-based module.	English
		Master's in International Affairs and Diplomacy	Ecole Supérieure des Affaires (ESA)	Master's	March 2020	December 2023	12 months	13,700 USD	English
		Executive Diploma in Anti-Corruption and Diplomacy	International Anti-Corruption Academy (IACA)	Executive Diploma	March 2022	September 2022	6 months	2,821 EUR	English

Division	Unit	Ongoing Programme	Partner	Type	Start date	End date	Duration	Fee	Language
		Certificate in Development Studies and Diplomacy	UPEACE	Postgraduate certificate	August 2020	August 2024	Up to 18 months	3,550 USD	English
		Postgraduate certificate in World Studies	Open University of Catalonia (UOC)	Postgraduate certificate	2018	February 2025	12 months (2 semesters)	3,838 EUR	English
		Postgraduate certificate in Diplomatic Practice	Open University of Catalonia (UOC)	Postgraduate certificate	2018	February 2025	12 months (2 semesters)	3,838 EUR	English
		International Leaders Programme (Professional Diploma)	HBMSU	Professional Diploma	2022	2023	1 month	45,000 AED	Arabic and/or English
Division for People	Social Development Programme Unit	Master of Science in Global Health Procurement and Supply Chain Management	Empower School of Health	Master's	June 2022	December 2026	24 months	8,000 USD	English
		High Value Surgical Systems Course with the Global Surgery Foundation	Harvard School of Public Health	Certificate	2022	2022	3 days	Not available	English
	CIFAL Global Network	Master's in Sustainable Air Transport Management	ITAérea Aeronautical Business School present the Master in Sustainable Air Transport Management (MATSM)	Master's	October 2022	October 2023	12 months	Not available	English and Spanish
		Master's in Migration Studies	University of the Philippines	Master's	2017	2019	Not available	Not available	English
		Master's in Disaster Resilience and Sustainable Development	University of Newcastle; United Nations Office for Disaster Risk Reduction.	Master's	2017		2 years full-time or part-time 6 years maximum.	38,685 AUD	English

Division	Unit	Ongoing Programme	Partner	Type	Start date	End date	Duration	Fee	Language
		Diploma in Airport Management	ITAerea Aeronautical Business School, the Airport Group of the Southeast of Mexico (ASUR) and the Airports Council International Latin America and the Caribbean (ACI-LAC)	Professional diploma	September 2021		6 months	Not available	English and Spanish
		Postgraduate Diploma on Road Safety Management and Leadership	RACE and the Universidad Europea	Postgraduate diploma			One month (four weeks)	2,400 EUR	English and Spanish
		Graduate Certificate in Disaster Risk Reduction (DRR)	University of Newcastle; United Nations Office for Disaster Risk Reduction.	Graduate certificate	2018		6 months full-time or part-time equivalent up to 3 years maximum.	18,820 AUD	English
Division for Satellite Analysis and Applied Research	United Nations Satellite Centre	Master's in Disaster Management Course	University of Copenhagen	Master	August 2018	August 2022	1-year full-time study programme, but also be completed as a flexible up to a maximum of 3 years.	Subsidized tuition fee for citizens from EU, including EEA and Switzerland. Full programme tuition fee for enrolled students (subsidized fee): 112,500 DKK. Full enrolment may save you up to 36,750 DKK on the tuition fee compared to the total programme costs based on individual course fees.	English

Division	Unit	Ongoing Programme	Partner	Type	Start date	End date	Duration	Fee	Language
Office of the Executive Director	Office of the Executive Director	Master of Science in International Management – Responsible Management and Climate Change	Franklin University Switzerland	Master's	September 2019		12 months	25,000 CHF	English

Implementing Division	Implementing Unit	Discontinued programmes	Ongoing master's programmes	Ongoing non-degree programmes (postgraduate certificates with academic credits, professional and executive diplomas)	Planned programmes (as of 2023)
Division for Peace	Peacekeeping Training Programme Unit		Master's in Strategic Peace and Conflict Studies (not implemented)		Master's in Climate Security
			Master's in Prevention, Arbitration & Conflict Resolution		Master of Arts in Sustainable Leadership & Entrepreneurship
			Master's in Humanitarian Action and Peacebuilding		Master's in Humanitarian Energy Security
			Master's in Conflict, Peace and Security and Related Qualifications		
			Master's in Electoral Policy and Administration		
Division for Multilateral Diplomacy	Multilateral Diplomacy Programme Unit	Master of Advanced Studies in European and International Governance	Master's in International Leadership and Negotiation	Executive Diploma in Anti-Corruption and Diplomacy	Certificate in international law and diplomacy
			Master's in Anti-Corruption and Diplomacy	Certificate in Development Studies and Diplomacy	Master's in Gender and Development
			M.A. in International Law and Diplomacy	Postgraduate certificate in World Studies	Certificate in Gender and Development
			M.A. in Development Studies and Diplomacy	Postgraduate certificate in Diplomatic Practice	Master's in Environmental and Social Sustainability of Business
			Master's in Human Rights and Diplomacy	International Leaders Programme (Professional Diploma)	Certificate in Environmental and Social Sustainability of Business
			Master's in Multilateral Diplomacy		M.A. in International Law and the Settlement of Disputes

			Master's in International Affairs and Diplomacy and Related Qualifications		Certificate in International Law and the Settlement of Disputes
			Master's in International Humanitarian Cooperation and External Relations of Regions		Master's in International Affairs and Diplomatic Practice
			Master's in Project Management		Master's in Public International Law
			Master's in Global Public Diplomacy and Sustainable Development		
			Master's in International Affairs and Diplomacy		
	New York Office				Master's in Music Education
<b>Division for People</b>	Social Development Programme Unit	Executive Master's degree in Development Policies and Practices	Master of Science in Global Health Procurement and Supply Chain Management	High Value Surgical Systems Course with the Global Surgery Foundation	
	CIFAL Global Network		Master's in Sustainable Air Transport Management	Diploma in Airport Management	
			Master's in Migration Studies	Postgraduate Diploma on Road Safety Management and Leadership	
			Master's in Disaster Resilience and Sustainable Development	Graduate Certificate in Disaster Risk Reduction (DRR)	
<b>Division for Satellite Analysis and Applied Research</b>	United Nations Satellite Centre		Master's in Disaster Management Course		
<b>Office of the Executive Director</b>	Office of the Executive Director		Master of Science in International Management – Responsible Management and Climate Change		
<b>Division for Prosperity</b>	Public Finance Trade Programme Unit	AGFUND-UNITAR Postgraduate Programme in Financial Inclusion and Sustainable Development			

## Annex II: Terms of Reference

### Independent cluster Evaluation of UNITAR's joint master's degrees and other postgraduate diplomas

#### Background

1. The United Nations Institute for Training and Research (UNITAR) is a principal training arm of the United Nations, with the aim to increase the effectiveness of the United Nations in achieving its major objectives through training and research. UNITAR's mission is to develop the individual, institutional, and organizational capacity of countries and other United Nations stakeholders through high-quality learning solutions and related knowledge products and services to enhance decision-making and to support country-level action for overcoming global challenges.
2. UNITAR develops human capacity with a view to developing organizational and institutional capacity to deliver defined outcomes and higher-level results through training<sup>17</sup>, education,<sup>18</sup> and professional development.<sup>19</sup>
3. Over the past several years there has been an increase in the number of joint [master's degree and other postgraduate diploma initiatives](#) (e.g., executive diploma, professional and postgraduate diploma) designed and implemented by UNITAR in collaboration with universities and other academic institutions in both developed and developing countries. Similarly, the number of beneficiaries from academia represents about a third of UNITAR's overall learning beneficiaries.<sup>20</sup> The proportion of university partners represents up to 20 per cent in 2018 and 2020 (and slightly less in 2019 and 2021). Finally, collaborations with universities represented 3 per cent of UNITAR's income in 2020 and 5 per cent in 2021<sup>21</sup>. In 2022, 29 master's degrees and related qualifications were implemented by six UNITAR programme units and the CIFAL global network of affiliated training centres.<sup>22</sup> At least six additional programmes are currently planned to start in 2023 and 2024.
4. UNITAR's role in higher education collaborative provision ranges from outreach and communication, quality assurance, curricular design and delivery of learning modules, organization of field visits and coaching sessions, to placement of participants in internships within international

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<sup>17</sup> Training provides individuals with a set of knowledge, skills, awareness and/or values. In many cases, this set may be for an individual's current job or role, but it may also be designed to empower an individual to take on a more active role, such as to become a trainer, negotiate a treaty, preside over a major United Nations conference, or engage in community-based peacebuilding activities.

<sup>18</sup> While the product is still knowledge and skills, education is intended for a future job, typically the next job (as opposed to training, which is intended for the present job).

<sup>19</sup> Professional development is a term we hear about a lot. Examples include talent development and leadership development. In this sense, professional development is similar to education, but its focus is more long-term i.e., we are still improving knowledge and skills but with an eye on a longer-term career path (as opposed to a current job, i.e., with training, or the next job, i.e., with education). It can involve getting a vocational degree, a professional certification or credential, different jobs or special assignments.

<sup>20</sup> Ranging between 31 per cent in 2018, 29 per cent in 2019, 35 per cent in 2020 and 34 per cent in 2021.

<sup>21</sup> This does not include revenue in the form of course fees directly from enrolled participants.

<sup>22</sup> Master's programmes and other qualifications have been organized by the Peacekeeping Training Programme Unit (PTPU), Multilateral Diplomacy Unit (MDPU), Social Development Programme (SDP) and the CIFAL Global Network (CIFAL), New York Office (NYO), United Nations Satellite Centre (UNOSAT), and OED (Office of the Executive Director). A complete list of the academic programmes is presented in Annex A.

organisations. Multiple reasons may motivate UNITAR and the university to offer joint programmes, including combining theoretical and practical content, benefitting from the different outreach opportunities, providing participants with recognized diplomas from accredited institutions and certification from a UN training institute, amongst others.

5. UNITAR's partnership with universities and other academic institutions will most likely continue growing with opportunities for scaling up the Institute's engagement with these stakeholders. As such, this cluster evaluation will provide much opportunity for organizational learning and informing strategic development in the future.

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

6. The purpose of the evaluation is to assess the relevance, coherence, effectiveness, efficiency, likelihood of impact and likelihood of sustainability of UNITAR's joint master's programmes and other qualifications delivered in partnership with universities; to identify good practices and opportunities of growth as well as any challenges encountered during the implementation of the programmes; to issue recommendations, and to identify lessons to be learned. Apart from providing findings and conclusions in response to the key evaluation questions, the evaluation's primary purpose is to provide recommendations and lessons learned to contribute to the programming improvements and broader organization learning. The evaluation should not only assess how well UNITAR's programming has performed, but also seek to answer the "why" question by identifying factors contributing to (or inhibiting) successful delivery of the results.
7. The evaluation will include an assessment of all six OECD-DAC criteria and gender, disability and human rights, and environmental sustainability considerations. The evaluation's purpose is to be as forward-looking as possible to inform strategic decisions on the design, planning and implementation of possible future focus areas of UNITAR's work, i.e., degrees with universities and other type of academic institutions.

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

8. This cluster evaluation will focus on master's programmes and other postgraduate qualifications organized and delivered jointly by UNITAR and academic partners during the period starting from 01 January 2018 to 31 December 2022. The evaluation will cover all initiatives in all Divisions that have been offering master's programmes and other postgraduate diploma during this period, including initiatives that have been discontinued. While the focus of the evaluation will be on 2018-2022, it will also take into consideration programmes implemented before that timespan and programmes planned for delivery in the next years.<sup>23</sup> The evaluation will be forward-looking with a strategic view to providing recommendations to inform future UNITAR programming. The audience of this evaluation are both the demand side (participants, beneficiaries, etc.) as well as the supply side (UNITAR, universities, and other partners).

#### **Evaluation criteria**

9. The evaluation will assess UNITAR's implementation of master's programmes and other academic degrees in partnership with universities, and other academic institutions, using the following criteria: relevance, coherence, effectiveness, efficiency, likelihood of impact and likelihood of sustainability. The evaluation questions related to gender equality and the empowerment of women dimension are marked with "GEEW". Questions related to environmental sustainability are marked with "ENVSUSE". Disability and human rights considerations are also considered throughout the evaluation questions.

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<sup>23</sup> Only master's degree programmes identified by UNITAR programme units at the start of this evaluation. The list of planned academic programmes is also included in Annex A.

- **Relevance:** Are UNITAR's joint master's degrees and other postgraduate diploma relevant to the beneficiaries and partners' needs and priorities and how do they contribute to UNITAR's strategic objectives and support to helping Member States achieve the 2030 Agenda and Sustainable Development Goals?
- **Coherence:** To what extent do UNITAR's joint master's degrees and other postgraduate diploma complement other programming and have been adhering to UNITAR quality standards?
- **Effectiveness:** How effective have UNITAR's programme units delivered planned results and to what extent have participants reached the learning objectives/met the qualifications?
- **Efficiency:** To what extent have UNITAR's joint master's degrees and other postgraduate diploma delivered results in a cost-effective manner and optimized partnerships? What is the added value for universities, for students, and for the Institute?
- **Likelihood of impact:** What are the cumulative or long-term effects expected from UNITAR's implementation of master's degrees and other postgraduate diploma, including contributions towards the intended impacts, positive or negative impacts, or intended or unintended changes?
- **Likelihood of sustainability:** To what extent are the results and partnership strategies likely to be sustained in the long-term? What lessons can be drawn from the current implementation to guide UNITAR's strategic direction in working with universities in the future?

### Principal evaluation questions

10. The following questions are *suggested* to guide the design of the evaluation, although the final set of questions will be confirmed by the evaluator following the initial document review and engagement with programme management with a view to ensuring that the evaluation is as useful as possible. Gender, disability and human rights, and environmental considerations are indicated in brackets.

### Relevance

- How relevant have UNITAR's joint master's degrees and other postgraduate diploma been to UNITAR's programming efforts to help Member States achieve the Goals of the 2030 Agenda and its principles, e.g., LNOB, and to implement its Strategic Frameworks (2018-2021, 2022-2025)?
- How relevant are UNITAR's services to the needs and priorities of its academic partners?
- How relevant have UNITAR's joint master's degrees and other postgraduate diploma's design and implementation been to the academic and professional needs and priorities of the enrolled participants? To what extent were the programmes relevant to training, education or professional development goals of the participants?
- To what extent has UNITAR been reaching participants from groups made vulnerable (e.g., women, youth, persons with disabilities, indigenous Peoples, etc.) and from countries in special situations (LDCs, LLDCs, SIDS and countries in and emerging from conflict) and to what extent is UNITAR an enabling environment for these groupings (e.g., offerings in different languages, etc.)? (**GEEW**)

### Coherence

- To what extent are UNITAR's joint master's degrees and other postgraduate diploma aligned with the Institute's quality standards in the Quality Assurance Framework (QAF) and the partner academic institutions' quality standards, such as [FHEQ](#) and EU Qualifications Framework?
- To what extent do UNITAR's joint master's degrees and other postgraduate diplomas, including learning material that may have been developed complement other UNITAR programming from the same administering entity and leverage these experiences, including partnerships arrangements?



- *What were the factors in selecting the focus of joint programmes and the UNITAR-led modules? Were opportunities for cross-UNITAR collaboration/synergies with other UNITAR units/divisions explored? To what extent are UNITAR's joint master's degrees and other postgraduate diplomas contributing to other larger capacity development projects?*
- *To what extent are UNITAR's joint master's degrees and other postgraduate diploma complementing the landscape other degrees offered by other universities and partners?*
- *What other institutions, UN partners and international organizations are offering joint master's degrees (and which ones) and what can we learn from these partnerships and build synergies?*

### **Effectiveness**

- *To what extent have the projects' objectives been achieved and what have been the challenges and opportunities of co-delivering master's degrees, at the participant, faculty and administration level? What are the factors affecting the participant's and the master's programme's performance?*
- *To what extent and how are the master's degrees contributing to changed behaviour at the individual and at organizational level, when applicable?*
- *To what extent and how well has UNITAR adapted and aligned to the requirements of the academic institutions (and other strategic partners and vice versa) e.g., when it comes to grading schemes? How has this been done?*
- *To what extent have human rights-based approaches and inclusion strategies (e.g., gender, disability) been incorporated in the design, planning and implementation of the master's degree programmes co-organized by UNITAR? **(GEEW)***
- *To what extent have shorter UNITAR interventions such as one-week study trips or longer two-year contributions to master's degrees leveraged different results?*
- *Are there any differences between partnerships lasting for more than one cycle versus one-off partnerships? To what extent can a typology of UNITAR's current and future collaborative provision defined, articulated and organised by partnership type and key characteristics?*

### **Efficiency**

- *To what extent have UNITAR's joint master's degree programmes been produced in a timely and cost-efficient manner (in comparison with other UNITAR programming) and how? What differences can be observed between face-to-face and online programmes?*
- *What factors inform tuition fees and scholarship conditions?*
- *How were agreements with universities set up? Can this process be streamlined at Institute level?*
- *To what extent and how has UNITAR maximized resource efficiencies through partnerships with universities, for example through the deployment of human resources by both institutions for administrative purposes. How have costs and income from such initiatives been shared between UNITAR and academic partners?*
- *What criteria (University rankings, thematic expertise, partnership experience, etc.) were applied to select University partners? How is UNITAR operating collaborative partnerships specifically with the UK-based universities?*
- *What is the value of a UNITAR certificate alone and under the partnership, i.e., traditional UNITAR certificate versus university degree? What is the value added of the partnership with UNITAR for universities and participants from the master's degrees, including in terms of accreditation and recognition? How can UNITAR's involvement be even more relevant for academic partners and students? What other promising avenues do partners see beyond or within the MA's domain where collaboration with UNITAR can add value for them and for students (e.g., research, applied projects, undergraduate degrees, business/professional trainings, etc.)?*
- *To what extent has UNITAR engaged downstream implementing partners in such programmes, and has such collaboration been cost-effective?*
- *How environmentally friendly (natural resources) have the master's degree programmes been and what measures have been deployed to mitigate any environmental risks or externalities?*

(ENVSUSE) To what extent find universities the partnership with UNITAR's efficient? What improvements would they recommend, if any?

- To what extent have the master's degrees adjusted to the new realities during and after COVID-19, particularly for the originally planned face-to-face events and study trips, and how efficient have webinars and virtual meetings been?

### **Likelihood of Impact**

- What real differences have UNITAR's joint master's degree programmes made towards the achievement of UNITAR's strategic objectives?
- What real differences have UNITAR's joint master's degree programmes made in the academic or professional lives of the participants, and, if applicable, the organization they work for, including positive and negative impact, intended and unintended changes? What are participants doing after the programme? Are there any differences of impact between the degree obtained, e.g., master's degree and postgraduate diploma? How are graduates contributing to the achievement of higher-societal outcomes?

### **Likelihood of sustainability**

- How sustainable, in terms of reaching impact and effectiveness in results, are the master's degree programmes?
- What can we learn from the implementation of master's degree programmes with partner institutions to inform the future design and implementation of future UNITAR's joint master's degree programmes or similar initiatives? What can we learn from the initiatives that have been discontinued?
- What financial arrangements and strategies (donor-funded, fee-based, in-kind support, funded by a partner etc.) are most sustainable in the long-term?
- To what extent have the master's degree programmes and the partnerships positively contributed to environmental sustainability? (ENVSUSE)

### **Gender equality and the empowerment of women (GEEW), disability and environmental sustainability**

The evaluation questions with gender equality and women empowerment dimensions are marked with "**GEEW**" in the above. Environmental sustainability "**ENVSUSE**". Disability considerations are considered throughout the evaluation questions.

### **Evaluation Approach and Methodology**

11. The evaluation is to be undertaken in accordance with the [UNITAR Evaluation Policy](#) and operational guidelines, the UNEG [norms and standards for evaluation](#) and the [UNEG ethical guidelines](#). The evaluation will be undertaken by a supplier or an international consultant (the "evaluator") under the supervision of the UNITAR Planning, Performance Monitoring and Evaluation Unit (PPME). PPME shall support the evaluator in gathering background documentation and other data collection processes.
12. In assessing results, the evaluation should look at the different dimensions of capacity development, including:
  - **Individual dimension**, as it relates to the people involved in terms of knowledge, skills levels, competencies, attitudes, behaviours, networks and values that can be addressed through facilitation, training, and the development of competencies.

- **Organizational dimension**, as it relates to public and private organizations, civil society organizations, and networks of organizations. The change in learning that occurs at individual level affects, from a results chain perspective, the changes at organizational level.
- **Enabling environment dimension**, as it refers to the context in which individuals and organizations work, including the political commitment and vision; policy, legal and economic frameworks, and institutional set-up in the country; national public sector budget allocations and processes; governance and power structures; incentives and social norms; power structures and dynamics.

**Table 1: Capacity areas within the three dimensions**

<b>Individual</b>	Skills levels (technical and managerial skills) Competencies	Knowledge Attitudes, behaviours, and values Personal/Professional networks
<b>Organizational</b>	Mandates Horizontal and vertical coordination mechanisms Motivation and incentive systems Strategic leadership Inter/intra institutional linkages Programme management Multi-stakeholder processes	Organizational priorities Processes, systems, and procedures Human and financial resources Knowledge and information sharing Infrastructure
<b>Enabling environment</b>	Policy and legal framework Political commitment and accountability framework Governance	Economic framework and national public budget allocations and power Legal, policy and political environment

13. In order to maximize utilization of the evaluation, the evaluation shall follow a participatory approach and engage a range of stakeholders in the process, including the project partners, participants, project management at UNITAR, and other relevant stakeholders. A list of stakeholders is provided in Annex B. Data collection should be triangulated to the extent possible to ensure validity and reliability of findings. Proposed data collection methods and tools are discussed below.
14. The evaluator should engage in quantitative and qualitative analysis in responding to the principal evaluation questions and present the findings qualitatively or quantitatively as most appropriate.
15. The evaluation shall develop a sampling strategy that allows for a deep dive and 3-4 case studies, focusing on specific master's programmes offered by different divisions. The evaluation shall use a combination of quantitative and qualitative data. Case studies can be particularly useful for understanding how different elements fit together and how different elements (implementation, context and other factors) have produced the observed impacts. Different types<sup>24</sup> of case studies shall be explored:
  - Illustrative: This is descriptive in character and intended to add realism and in-depth examples to other information about a program or policy. These are often used to complement quantitative data by providing examples of the overall findings.

<sup>24</sup> Source: [Case Study | Better Evaluation](#)

- Exploratory: This is also descriptive but is aimed at generating hypotheses for later investigation rather than simply providing illustration.
- Critical instance: This examines a single instance of unique interest or serves as a critical test of an assertion about a programme, problem or strategy.
- Program implementation: This investigates operations, often at several sites, and often with reference to a set of norms or standards about implementation processes.
- Program effects: This examines the causal links between the programme and observed effects (outputs, outcomes or impacts, depending on the timing of the evaluation) and usually involves multisite, multimethod evaluations.
- Cumulative: This brings together findings from many case studies to answer evaluative questions.

The sampling strategy and development of case studies can facilitate the understanding of the setting in which the master's programmes are delivered, however an institution-wide analysis is expected from the evaluation.

### **Proposed data collection methods**

#### *Comprehensive desk review*

The evaluator will compile, review, and analyse background documents and secondary data/information related to the implementation and design of the UNITAR master's degree programmes. A list of background documentation for the desk review is included in Annex C.

#### *Stakeholder analysis*

The evaluator will identify the different stakeholders involved in the implementation of master's degree programmes at UNITAR. Key stakeholders include, but are not limited to:

- UNITAR programme management involved in delivering master's degrees;
- UNITAR partner universities (faculty and administrative staff);
- Partners other than the universities;
- UNITAR experts/trainers;
- Participants;
- Other relevant stakeholders.

#### *Survey(s)*

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

#### *Key informant interviews*

Based on stakeholder identification, the evaluator will identify and interview key informants. In preparation for the interviews with key informants, the consultant will define interview protocols to determine the questions and modalities with flexibility to adapt to the particularities of the different informants.

#### *Focus groups or group interviews*

Focus groups (or, alternatively, group interviews) should be organized with selected relevant stakeholders to complement/triangulate findings from other data collection tools.

#### *Theory-based approaches to outcome/impact evaluation*

In the absence of quality quantitative data to measure impact, the evaluator should also consider the most appropriate tools/methods to collect data and answer the key questions related to impact evaluation. This may include participatory approaches such as [Outcome mapping](#) / [Outcome harvesting](#) / [outcome evidencing](#), [process tracing](#), [contribution analysis](#), [episode study](#), or other theory-based approaches to evaluate outcomes, are suitable tools for answering the evaluation questions.

#### *Observation*

Should field visits be difficult to organize, given the geographical location of the academic institutions, the evaluator shall use direct (or indirect) observation of online modules of the academic programmes as a data collection method for evaluation.

### **Gender, disability and human rights, and environmental sustainability**

16. The evaluator should incorporate gender, disability, human rights, and environmental sustainability perspectives in the evaluation process and findings. All key data collected shall, at least, be disaggregated by sex, age grouping, disability, and nationality (or country classification) and be included in the draft and final evaluation report. This could involve developing dedicated evaluation questions addressing these issues, including gender consideration in data collection and analysis.
17. The guiding principles for the evaluation should respect transparency, engage stakeholders and beneficiaries; ensure confidentiality of data and anonymity of responses; and follow ethical and professional standards ([UNEG Ethical Guidelines](#)).

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

18. The proposed timeframe for the evaluation spans from January 2023 (initial desk review and data collection) to July 2023 (submission of final evaluation report). An indicative work plan is provided in Tables 1 and 2.
19. The consultant shall submit a brief evaluation design/question matrix following the desk study, stakeholder analysis and initial key informant interviews. The evaluation design/question matrix should include a discussion on the evaluation objectives, methods, sampling strategy (if applicable), and, if required, revisions to the suggested evaluation questions or data collection methods. The evaluation design/question matrix should indicate any foreseen difficulties or challenges/limitations in collecting data and confirm the final timeframe for the completion of the evaluation exercise.
20. Following data collection and analysis, the consultant shall submit a zero draft of the evaluation report to the evaluation manager and revise the draft based on comments made by the evaluation manager.
21. The draft evaluation report should follow the structure presented under Annex D. The report should state the purpose of the evaluation and the methods used and include a discussion on the limitations to the evaluation. The report should present evidence-based and balanced findings, including strengths and weaknesses, consequent conclusions and recommendations, and lessons to be learned. The length of the report should be approximately 20-30 pages, excluding annexes.
22. Following the submission of the zero draft, a draft report will then be submitted to UNITAR Programme Management (Focal points of the master's degree programmes at UNITAR) to review and comment on the draft report and provide any additional information using the form provided under Annex E by 26 June 2023. Within one week of receiving feedback, the evaluator shall submit the final evaluation report. The target date for this submission is 03 July 2023. Subsequently, PPME will finalize and issue the report, and present the findings and recommendations to UNITAR

Programme Management, the UNITAR Executive Director and other invited stakeholders, such as the partnering universities.

**Table 1: Indicative timeframe**

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

Presentation of the evaluation findings and lessons learned							
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**Table 2: Summary of evaluation deliverables and indicative schedule**

<b>Deliverable</b>	<b>From</b>	<b>To</b>	<b>Deadline*</b>
Evaluation design/question matrix	Evaluator	Evaluation manager	13 February 2023
Comments on evaluation design/question matrix	Evaluation manager	Evaluator	20 February 2023
Zero draft report	Evaluator	Evaluation manager	22 May 2023
Comments on zero draft	Evaluation manager	Evaluator	5 June 2023
Presentation of the emerging findings, recommendations and lessons learned	Evaluator/evaluation manager	Programme Management	tbc
Draft report	Evaluator	Evaluation manager	12 June 2023
Comments on draft report	Programme Management	Evaluation manager	26 June 2023
Final report	Evaluator	Evaluation manager	03 July 2023

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

#### Communication/dissemination of results

23. The final evaluation report shall be written in English. The final report will be shared with all partners. The report will furthermore be posted on an online repository of evaluation reports open to the public on the UNITAR website and the UNEG library.

#### Evaluation management arrangements

24. The evaluator will be contracted by UNITAR and will report directly to the Director of the Strategic Planning and Performance Division and Manager of Planning, Performance Monitoring, and Evaluation Unit (PPME) ('evaluation manager').
25. The evaluation manager reports directly to the Executive Director of UNITAR and is independent from all programming related management functions at UNITAR. According to UNITAR's Evaluation Policy, in due consultation with the Executive Director/programme management, PPME issues and discloses final evaluation reports without prior clearance from other UNITAR Management or functions. This builds the foundations of UNITAR's evaluation function's independence and ability to better support learning and accountability.
26. The evaluator should consult with the evaluation manager on any procedural or methodological matter requiring attention. The evaluator is responsible for planning any meetings, organizing online surveys, etc.

#### Evaluator Ethics

27. The evaluator selected should not have participated in the master's programme's design or implementation or have a conflict of interest with project activities. The selected consultant shall

sign and return a copy of the code of conduct under Annex F prior to initiating the assignment and comply with [UNEG Ethical Guidelines](#).

#### Professional requirements

The evaluator should have the following qualifications and experience:

- MA degree or equivalent in evaluation, capacity building, education studies, learning and teaching/training methodologies, practices, or design; or a related discipline.
- At least 7 years of professional experience conducting evaluation in the field of capacity building, training/education/career development, and learning, with preference to individuals with experience evaluating online, in-person and blended programmes.
- Excellent research and analytical skills, including experience in a variety of evaluation methods and approaches.
- Excellent writing skills.
- Strong communication and presentation skills.
- Cross-cultural awareness and flexibility.
- Fluency in English. Other languages such as French, Russian and Arabic are an advantage.

#### **Annexes** *(to be added)*

**Annex A. List of master's programmes co-organized by UNITAR.**

**Annex B. List of stakeholders/focal points.**

**Annex C. Background documentation for the desk review.**

**Annex D. Evaluation report structure.**

**Annex E. Audit trail.**

**Annex F. Evaluator code of conduct.**

**Annex G: List of quality standards.**



### Annex III: Evaluation question matrix

Key evaluation questions	Sub-questions (interview questions?)	Data collection tools	Challenges
<b>RELEVANCE</b>			
How relevant have the programmes been to UNITAR's efforts helping Member States achieve the Goals and principles of the 2030 Agenda, and the objectives of its strategic frameworks (2018-2021, 2022-2025)?	How relevant have UNITAR's joint master's degrees and other postgraduate diploma align/relevant to help the Member States to achieve the 2030 Agenda?	<ul style="list-style-type: none"> <li>• Desk review</li> <li>• KII with UNITAR</li> </ul>	There are no major risks/challenges to assess these
	To what extent have UNITAR's joint master's degrees and other postgraduate diploma respond to help the Member States to achieve the 2030 Agenda		
How relevant are UNITAR's services to the needs and priorities of its academic partners?	To what extent are UNITAR's programmes relevant to new and emerging priorities (environment, gender, disability, SDGs etc.)?	<ul style="list-style-type: none"> <li>• Desk review</li> <li>• KII with UNITAR</li> <li>• Survey with participants, UNITAR and academic partners</li> </ul>	Delays in scheduling meetings
	How relevant and to what extent have UNITAR's services (UNITAR's contributions to the joint programmes) been in relation to academic partner's needs and priorities?	<ul style="list-style-type: none"> <li>• KII with academic partners</li> <li>• Group interview with academic partners</li> <li>• Survey with academic partners</li> </ul>	Delays in scheduling meetings
How relevant have the design and implementation of the programmes been to the academic and professional needs and priorities of the enrolled participants? To what extent were the programmes relevant to training, education or professional development goals of the participants?	How relevant and to what extent were the programmes' design and implementation of the programmes to partners academic priorities?	<ul style="list-style-type: none"> <li>• KII with academic partners</li> <li>• Survey and group interviews with academic partners</li> </ul>	Low survey response rate and delays in scheduling meetings
	How relevant were the programmes' design and implementation to the enrolled participants needs and priorities?	<ul style="list-style-type: none"> <li>• Survey and group interviews with participants</li> </ul>	
	To what extent were the programmes relevant to training, education or professional development goals of the participants?	<ul style="list-style-type: none"> <li>• Survey and group interviews with participants</li> </ul>	
	Are there any challenges due to the design and implementation of UNITAR's joint master's degrees and other postgraduate diploma to academic partners?	<ul style="list-style-type: none"> <li>• KII with academic partners</li> <li>• Survey and group interviews with academic partners</li> </ul>	
How can UNITAR's involvement be made more relevant for its academic partners and enrolled participants?	How can UNITAR's involvement be made more relevant for its academic partners and enrolled participants?	<ul style="list-style-type: none"> <li>• Survey and group interviews with participants</li> </ul>	Delays in scheduling meetings and recall bias
	To what extent has UNITAR reached participants from groups made vulnerable (e.g., women, youth, persons with disabilities, indigenous	Do UNITAR programmes have an inclusive strategy for reaching participants from groups made vulnerable and from countries in special situations?	

Peoples, etc.) and from countries in special situations (LDCs, LLDCs, SIDS and countries in and emerging from conflict) and to what extent is UNITAR an enabling environment for these groupings (e.g., offerings in different languages, etc.)? <b>(GEEW)</b>	To what extent have the programmes reached participants from groups made vulnerable and from countries in special situations)?	<ul style="list-style-type: none"> <li>• Desk review</li> </ul>	
	To what extent have the programmes design and implementation been an enabling environment for groups made vulnerable and from countries in special situations e.g. offerings in different languages, etc.?	<ul style="list-style-type: none"> <li>• Desk review</li> <li>• Group interview with UNITAR</li> <li>• KII with UNITAR</li> <li>• Survey academic partners</li> </ul>	Delays in scheduling meetings
<b>COHERENCE</b>			
To what extent are UNITAR's joint master's degrees and other postgraduate diploma aligned with the Institute's quality standards in the Quality Assurance Framework (QAF) and the partner academic institutions' quality standards (e.g. FHEQ and EU Qualifications Framework) as applicable?	To what extent are UNITAR's joint master's degrees and other postgraduate diploma aligned with the Institute's quality standards in the Quality Assurance Framework (QAF) and the partner academic institutions' quality standards, such as FHEQ and EU Qualifications Framework?	<ul style="list-style-type: none"> <li>• Desk review,</li> <li>• Survey with UNITAR</li> <li>• Group interview with academic partners</li> <li>• KII with UNITAR &amp; academic partners</li> <li>• Observation</li> </ul>	Delays in scheduling meetings
What were the factors in selecting the focus of joint programmes and the UNITAR-led modules? Were opportunities for cross-UNITAR collaboration/synergies with other UNITAR units/divisions explored? To what extent are UNITAR's joint master's degrees and other postgraduate diplomas contributing to other larger capacity development projects?	What were the factors in selecting the focus of joint Programmes?	<ul style="list-style-type: none"> <li>• Group interview with UNITAR</li> <li>• KII with UNITAR</li> </ul>	Delays in scheduling meetings and there could be methodological biases for capacity building assessment.
	What were the factors in selecting the UNITAR-led modules?	<ul style="list-style-type: none"> <li>• Group interview with UNITAR</li> <li>• KII with UNITAR</li> </ul>	
	Are there any cross-UNITAR collaboration/synergies taking place with other UNITAR units/divisions?	<ul style="list-style-type: none"> <li>• Desk review</li> <li>• Group interview with UNITAR</li> <li>• KII with UNITAR</li> </ul>	
	Are there any opportunities for cross-UNITAR collaboration/synergies with other UNITAR units/divisions?	<ul style="list-style-type: none"> <li>• Desk review</li> <li>• Group interview with UNITAR</li> <li>• KII with UNITAR</li> </ul>	
	To what extent have UNITAR's joint master's degrees and other postgraduate diplomas contributed to other larger capacity development projects?	<ul style="list-style-type: none"> <li>• Desk review</li> <li>• Group interview with UNITAR</li> <li>• KII with UNITAR</li> </ul>	
To what extent are UNITAR's joint master's degrees and other postgraduate diploma complementing the landscape of other degrees offered by other universities and partners?	To what extent are UNITAR's joint master's degrees and other postgraduate diploma complementing the landscape of other degrees offered by other universities and partners?	<ul style="list-style-type: none"> <li>• Desk review</li> <li>• Group interview with UNITAR &amp; academic partners</li> <li>• KII with UNITAR &amp; academic partners</li> </ul>	Delays in scheduling meetings

	What have been the synergies between UNITARs Programmes and partner's university intervention?		Delays in scheduling meetings
What other institutions, UN partners and international organisations are offering joint master's degrees (and which ones) and what can we learn from these partnerships and build synergies?	Are there any other institutions, UN partners and international organisations offering similar training opportunities?	<ul style="list-style-type: none"> <li>• Desk review</li> <li>• KII with UNITAR, academic partners, and UN partners</li> </ul>	
	Are there any opportunities to build synergy with other institutions, UN partners and universities that are offering similar master's degrees	<ul style="list-style-type: none"> <li>• Desk review</li> <li>• KII with UNITAR</li> </ul>	
<b>EFFICIENCY</b>			
To what extent have UNITAR's joint master's degree programmes been produced in a timely and cost-efficient manner (in comparison with other UNITAR programming) and how? What differences can be observed between face-to-face and online programmes?	To what extent have UNITAR's joint master's degree programmes been produced in a timely and cost-efficient manner in comparison with other programmes delivered by UNITAR?	<ul style="list-style-type: none"> <li>• Desk review</li> <li>• KII with UNITAR</li> </ul>	There are no major risks/challenges to assess these
	What differences can be observed between face-to-face and online programmes?	<ul style="list-style-type: none"> <li>• Survey with UNITAR, academic partners &amp; participants</li> <li>• KII with UNITAR, academic partners &amp; participants</li> </ul>	Delays in scheduling meetings
What factors inform tuition fees and scholarship conditions?	What factors dictates and inform the tuition fees and scholarship conditions?	<ul style="list-style-type: none"> <li>• Desk review</li> <li>• KII with UNITAR &amp; academic partners</li> </ul>	
	How are groups in vulnerable situations taken into account when formulating tuition fees and scholarship criteria?	<ul style="list-style-type: none"> <li>• Desk review</li> <li>• KII with UNITAR &amp; academic partners</li> </ul>	
How were agreements with universities set up? Can this process be streamlined at Institute level?	How were agreements with universities set up?	<ul style="list-style-type: none"> <li>• Desk review</li> <li>• KII with UNITAR &amp; academic partners</li> <li>• Group interview</li> </ul>	Delays in scheduling meetings
	Are there any challenges with the current agreement process?	<ul style="list-style-type: none"> <li>• Desk review</li> <li>• KII with UNITAR &amp; academic partners</li> <li>• Group interview with UNITAR and academic partners</li> </ul>	
	Are there any ways to streamline the current agreement process at institute level?	<ul style="list-style-type: none"> <li>• KII with UNITAR</li> </ul>	
	How was the partnership between academic partners and UNITAR formulated and modelled?	<ul style="list-style-type: none"> <li>• Desk review of legal agreements</li> <li>• KII with UNITAR &amp; academic partners</li> </ul>	

To what extent and how has UNITAR maximized resource efficiencies through partnerships with universities, for example through the deployment of human resources by both institutions for administrative purposes. How have costs and income from such initiatives been shared between UNITAR and academic partners?		<ul style="list-style-type: none"> <li>• Group interview with UNITAR and academic partners</li> </ul>	Delays in scheduling meetings
	To what extent and how has UNITAR maximized resource efficiencies through partnerships with universities? for example through the deployment of human resources by both institutions for administrative purposes.	<ul style="list-style-type: none"> <li>• Desk review</li> <li>• Group interview with UNITAR &amp; academic partners</li> <li>• KII with UNITAR &amp; academic partners</li> </ul>	
	How are costs and income from such initiatives shared between UNITAR and academic partners?	<ul style="list-style-type: none"> <li>• Desk review</li> <li>• Group interview with UNITAR &amp; academic partners</li> <li>• KII with UNITAR &amp; academic partners</li> </ul>	
	Have the joint programmes enabled both the partners and UNITAR to achieve something that they could not do individually achieve? I.e. Is the whole greater than the sum of its parts? (this could be looked at from an administrative point of view, such as looking at how partnerships with UNITAR have been formulated)	<ul style="list-style-type: none"> <li>• Desk review</li> <li>• Group interview with UNITAR &amp; academic partners</li> <li>• KII with UNITAR &amp; academic partners</li> </ul>	
What criteria (university rankings, thematic expertise, partnership experience, etc.) were applied to select university partners? How is UNITAR operating collaborative partnerships specifically with the UK-based universities?	What selection criteria were used to identify appropriate university partners? For example, University rankings, thematic expertise, partnership experience, etc.)	<ul style="list-style-type: none"> <li>• Desk review</li> <li>• KII with UNITAR &amp; academic partners</li> <li>• Group interview with UNITAR and academic partners</li> </ul>	Low survey response rate and delays in scheduling meetings
	Were the selection criteria efficient to facilitate good partnership and efficient implementation of the programme?	<ul style="list-style-type: none"> <li>• Desk review</li> <li>• KII with UNITAR &amp; academic partners</li> <li>• Group interview with UNITAR and academic partners</li> </ul>	
	Are there any other criteria should be included here?	<ul style="list-style-type: none"> <li>• Desk review</li> <li>• Survey with UNITAR &amp; academic partners</li> <li>• KII with UNITAR &amp; academic partners</li> </ul>	
	How is UNITAR operating collaborative partnerships with the UK-based universities	<ul style="list-style-type: none"> <li>• Desk review</li> <li>• KII with UNITAR</li> <li>• UK-based universities</li> </ul>	Delays in scheduling meetings
What is the value of a UNITAR certificate alone and under the partnership, i.e., traditional UNITAR certificate versus university degree?	What is the value of a UNITAR certificate alone and under the partnership, i.e., traditional UNITAR certificate versus university degree?	<ul style="list-style-type: none"> <li>• Survey with participants, UNITAR</li> <li>• KII with UNITAR,</li> <li>• Desk review (UNITAR certification Policy)</li> </ul>	

<p>What is the value added of the partnership with UNITAR for universities and participants from the master's degrees, including in terms of accreditation and recognition? How can UNITAR's involvement be even more relevant for academic partners and students? (Captured under relevance) What other promising avenues do partners see beyond or within the MA's domain where collaboration with UNITAR can add value for them and for students (e.g., research, applied projects, undergraduate degrees, business/professional trainings, etc.)?</p>	<p>What is the value added from the partnership with UNITAR for universities and participants from the master's degrees?</p>	<ul style="list-style-type: none"> <li>• Survey with participants, UNITAR and academic partners</li> <li>• KII with UNITAR, academic partners</li> <li>• Groups interviews participants</li> </ul>	<p>Low survey response rate and delays in scheduling meetings</p>
	<p>What is the value added from the partnership with UNITAR for universities and participants from the master's degrees in terms of accreditation and recognition?</p>	<ul style="list-style-type: none"> <li>• Survey with participants, UNITAR and academic partners</li> <li>• KII with UNITAR, academic partners</li> <li>• Groups interviews participants</li> </ul>	
	<p>Are there any other promising avenues to partners see beyond or within the MA's domain where collaboration with UNITAR can add value for them and for students (e.g., research, applied projects, undergraduate degrees, business/professional trainings, etc.)?</p>	<ul style="list-style-type: none"> <li>• KII with UNITAR, academic partners, &amp; participants</li> <li>• Group interview with academic partners and UNITAR</li> </ul>	
<p>To what extent has UNITAR engaged downstream implementing partners in such programmes, and has such collaboration been cost-effective?</p>	<p>To what extent has UNITAR engaged downstream implementing partners in such programmes?</p>	<ul style="list-style-type: none"> <li>• Desk review</li> <li>• KII with UNITAR</li> <li>• Group interview with academic partners and UNITAR</li> </ul>	
	<p>Has such collaboration been cost-effective?</p>	<ul style="list-style-type: none"> <li>• Desk review,</li> <li>• KII with UNITAR</li> </ul>	
<p>How environmentally friendly (natural resources) have the master's degree programmes been and what measures have been deployed to mitigate any environmental risks or externalities? To what extent find universities the partnership with UNITAR's efficient? What improvements would they recommend, if any?</p>	<p>What environmentally friendly (natural resources) factors did the programme taken into consideration in design, partner selection, implementation etc...?</p>	<ul style="list-style-type: none"> <li>• Desk review</li> <li>• KII with UNITAR &amp; academic partners</li> </ul>	
	<p>How environmentally friendly (natural resources) have the master's degree programmes been and what measures have been deployed to mitigate any environmental risks or externalities?</p>	<ul style="list-style-type: none"> <li>• Desk review</li> <li>• KII with UNITAR &amp; academic partners</li> </ul>	
<p>To what extent have the master's degrees adjusted to the new realities during and after COVID-19, particularly for the originally planned face-to-face events and study trips, and how efficient have webinars and virtual meetings been?</p>	<p>To what extent have the master's degrees adjusted to the new realities during and after COVID-19, particularly for the originally planned face-to-face events and study trips? How?</p>	<ul style="list-style-type: none"> <li>• Survey with academic partners, participants</li> <li>• KII with UNITAR, academic partners, participants</li> </ul>	<p>Low survey response rate and delays in scheduling meetings</p>
	<p>How efficient have webinars and virtual meetings been? Were there any challenges? If so what kind?</p>	<ul style="list-style-type: none"> <li>• Survey with academic partners, participants</li> <li>• KII with UNITAR, academic partners, participants</li> <li>• Observation</li> </ul>	
<p><b>EFFECTIVENESS</b></p>			

To what extent have the projects' objectives been achieved and what have been the challenges and opportunities of co-delivering master's degrees, at the participant, faculty, and administration level? What are the factors affecting the participant's and the master's programme's performance?	To what extent have the projects' objectives been achieved?	<ul style="list-style-type: none"> <li>• Desk review</li> <li>• KII with UNITAR</li> </ul>	Low survey response rate and delays in scheduling meetings
	What have been the challenges and opportunities of co-delivering master's degrees, at the participant, faculty, and administration level?	<ul style="list-style-type: none"> <li>• Groups interviews with UNITAR</li> <li>• KII with UNITAR &amp; academic partners</li> </ul>	
	What are the factors affecting the participant's and the master's programme's performance?	<ul style="list-style-type: none"> <li>• Survey with participants</li> <li>• KII with UNITAR &amp; academic partners</li> <li>• Group interview with participants</li> </ul>	
To what extent and how are the master's degrees contributing to changed behaviour at the individual and at organisational level, when applicable?	To what extent and how are the master's degrees contributing to changed behaviour at the individual level, including technical and managerial skills? How?	<ul style="list-style-type: none"> <li>• Desk review</li> <li>• Survey with participants</li> <li>• Group interview with participants</li> </ul>	Low survey response rate, there could be methodological biases for capacity building assessment
	To what extent and how are the master's degrees contributing to changed behaviour at organisational level? How?	<ul style="list-style-type: none"> <li>• Desk review</li> <li>• Survey with participants</li> <li>• Group interview with participants</li> </ul>	
	After completing the programme, how and to what extent the participants are contributing to improving organisation's capacity i.e. Strategic leadership, co-ordination and management, networking etc...	<ul style="list-style-type: none"> <li>• Survey with participants</li> <li>• Group interviews with participants</li> </ul>	There could be methodological biases for measuring capacity building including recall bias.
	After completing the programme, how and to what extent the Programme participants improving the organisation's capacity enabling environment i.e., policy development, Governance, legal frameworks etc...	<ul style="list-style-type: none"> <li>• Survey with participants</li> <li>• Group interviews with participants</li> </ul>	
	To what extent are UNITAR's joint master's degrees and other postgraduate diplomas contributed to improving attitudes, behaviours, and values, personal/professional networks?	<ul style="list-style-type: none"> <li>• Survey with participants</li> <li>• Group interviews with participants</li> </ul>	
To what extent and how well has UNITAR adapted and aligned to the requirements of the academic institutions (and other strategic partners and vice versa) e.g., when it comes to grading schemes? How has this been done?	To what extent and how well has UNITAR adapted and aligned to the requirements of the academic institutions (and other strategic partners and vice versa) e.g., when it comes to grading schemes, quality assurance, ICTs (e.g., LMS), etc? How has this been done?	<ul style="list-style-type: none"> <li>• Desk review,</li> <li>• KII with UNITAR &amp; academic partners</li> <li>• Survey with KII with UNITAR &amp; academic partners</li> </ul>	Low survey response rate and delays in scheduling meetings
To what extent have human rights-based approaches and inclusion strategies (e.g., gender, disability) been incorporated in the design, planning and implementation of the	How and to what extent have human rights-based approaches and inclusion strategies (e.g., gender, disability) been incorporated in the design, planning and implementation of the master's degree programmes co-organised by UNITAR?	<ul style="list-style-type: none"> <li>• Desk review,</li> <li>• KII with UNITAR &amp; academic partners</li> <li>• Survey with UNITAR &amp; academic partners</li> </ul>	

master's degree programmes co-organised by UNITAR? (GEEW)				
To what extent have shorter UNITAR interventions such as one-week study trips or longer two-year contributions to master's degrees leveraged different results?	What results have shorter UNITAR interventions such as one-week study trips shown?	<ul style="list-style-type: none"> <li>• Survey with participants</li> <li>• KII with UNITAR</li> </ul>		
	What results have longer two-year contributions to master's degrees shown?	<ul style="list-style-type: none"> <li>• Survey with participants</li> <li>• KII with UNITAR</li> </ul>		
Are there any differences between partnerships lasting for more than one cycle versus one-off partnerships? To what extent can a typology of UNITAR's current and future collaborative provision be defined, articulated and organised by partnership type and key characteristics?	What are the differences between partnerships lasting for more than one cycle versus one-off partnerships?	<ul style="list-style-type: none"> <li>• Survey with participants</li> <li>• Group interviews with UNITAR &amp; academic partners</li> <li>• KII with UNITAR &amp; academic partners</li> </ul>		
	How the current typology of UNITAR's collaborative provision is defined? What will be the future collaborations key characteristics?	<ul style="list-style-type: none"> <li>• Survey with participants</li> <li>• Group interviews with UNITAR &amp; academic partners</li> <li>• KII with UNITAR &amp; academic partners</li> </ul>		
<b>SUSTAINABILITY</b>				
How sustainable, in terms of reaching impact and effectiveness in results, are the master's degree programmes?	How sustainable are the results that the master's degree programmes have already achieved?	<ul style="list-style-type: none"> <li>• Desk review</li> <li>• Group interviews with UNITAR &amp; academic partners</li> <li>• KII with UNITAR &amp; academic partners</li> </ul>		Delays in scheduling meetings
	What are the challenges going forward in the delivery of the master's degree programmes?	<ul style="list-style-type: none"> <li>• Group interviews with UNITAR &amp; academic partners</li> <li>• KII with UNITAR &amp; academic partners</li> </ul>		
What can we learn from the implementation of master's degree programmes with partner institutions to inform the future design and implementation of future UNITAR's joint master's degree programmes or similar initiatives? What can we learn	What are the reasons for discontinuing some of the programmes? Why other Programmes continued?	<ul style="list-style-type: none"> <li>• Group interviews with UNITAR &amp; academic partners</li> <li>• KII with UNITAR &amp; academic partners</li> </ul>		
	Are there any opportunities to revive the discontinued programmes?	<ul style="list-style-type: none"> <li>• Group interviews with UNITAR &amp; academic partners</li> <li>• KII with UNITAR &amp; academic partners</li> </ul>		

from the initiatives that have been discontinued?	What are the lessons learnt from the implementation of UNITAR's programmes and/or similar initiatives for future planning?	<ul style="list-style-type: none"> <li>• Group interviews with UNITAR &amp; academic partners</li> <li>• KII with UNITAR &amp; academic partners</li> </ul>	
What financial arrangements and strategies (donor-funded, fee-based, in-kind support, funded by a partner etc.) are most sustainable in the long-term?	Which financial arrangements (donor-funded, fee-based, in-kind support, funded by a partner etc.) are more effective and sustainable and why?	<ul style="list-style-type: none"> <li>• Group interviews with UNITAR &amp; academic partners</li> <li>• KII with UNITAR &amp; academic partners</li> </ul>	
	What are the challenges and opportunities of the current financial arrangement?	<ul style="list-style-type: none"> <li>• Group interviews with UNITAR &amp; academic partners</li> <li>• KII with UNITAR &amp; academic partners</li> </ul>	
To what extent have the master's degree programmes, and the partnerships positively contributed to environmental sustainability? (ENVSUSE)	To what extent have the master's degree programmes, and the partnerships positively contributed to environmental sustainability?	<ul style="list-style-type: none"> <li>• Group interviews with academic partners</li> <li>• KII with UNITAR &amp; academic partners</li> </ul>	Delays in scheduling meetings
<b>IMPACT</b>			
What real differences have UNITAR's joint master's degree programmes made towards the achievement of UNITAR's strategic objectives?	What is the added value of the joint master's degree programmes to UNITAR's strategic objectives?	<ul style="list-style-type: none"> <li>• Desk review</li> <li>• Group interview and KII with UNITAR</li> </ul>	There are no major risks/challenges to assess these
What real differences have UNITAR's joint master's degree programmes made in the academic or professional lives of the participants, and, if applicable, the organisation they work for, including positive and negative impact, intended and unintended changes? What are participants doing after the programme? Are there any differences of impact between the degree obtained, e.g., master's degree and postgraduate diploma? How are graduates contributing to the achievement of higher-societal outcomes?	What are UNITAR's joint master's degree programmes positive and negative impacts in the academic, personal, or professional life of the of the participants?	<ul style="list-style-type: none"> <li>• Desk review</li> <li>• Survey with participants</li> <li>• Group interviews with participants</li> <li>• Outcome harvesting</li> </ul>	Low survey response rate and delays in scheduling meetings and recall bias
	Are there any unexpected results that participants have seen after completing the programme?	<ul style="list-style-type: none"> <li>• Desk review</li> <li>• Group interviews with participants</li> <li>• Outcome harvesting</li> </ul>	
	After completing the programme, to what extent do participant have contributed to the organisation that they work for (if currently working)?	<ul style="list-style-type: none"> <li>• Desk review</li> <li>• Group interviews with participants</li> <li>• Outcome harvesting</li> </ul>	
	Are there any unintended changes as a direct result of UNITAR's joint master's degree programmes that the participants have seen?	<ul style="list-style-type: none"> <li>• Desk review</li> <li>• Group interviews with participants</li> <li>• Outcome harvesting</li> </ul>	



	Are there any differences of impact between the degree obtained, e.g., master's degree and postgraduate diploma?	<ul style="list-style-type: none"> <li>• Group interview with UNITAR &amp; academic partners</li> <li>• KII with UNITAR &amp; academic partners</li> <li>• Outcome harvesting workshop</li> </ul>	Delays in scheduling meetings
	How are graduates contributing to the achievement of higher-societal outcomes?	<ul style="list-style-type: none"> <li>• Group interview with UNITAR &amp; academic partners and participants</li> <li>• KII with UNITAR &amp; academic partners</li> <li>• Outcome harvesting workshop</li> </ul>	

## Annex IV: Survey tools

### Participants survey



Evaluation of joint masters' degrees and non degree postgraduate diploma programmes - Participants

#### Participant Survey

**Dear student/former participant/alumni of UNITAR,**

**UNITAR undertakes periodic independent evaluations to learn from its stakeholders and support quality improvement of its programming.**

**As a student/alumni, you have been identified as a key stakeholder of UNITAR's joint master's degrees and non degree postgraduate diplomas (collectively, "joint programmes"). As part of the evaluation, UNITAR has developed a short survey and would appreciate receiving your insights on various aspects of the joint programme.**

**The survey should take about 15 minutes to complete. All responses obtained will be treated in the strictest confidence. Your name and organizational affiliation will not be attached to the results, your individual responses will not be published, and the survey results will only be published in the aggregate and not attributable form.**

**Please select your language on the top right.**

**The survey will be open until 26 May 2023, 11:59 pm CET.**

**Thank you for your participation.**

Evaluation of joint masters' degrees and non degree postgraduate diploma programmes - Participants

About you

\* 1. Please indicate your nationality.

\* 2. Please indicate your gender.

- Female
- Male
- Non-binary
- I prefer not to disclose
- Other, Gender Diverse

\* 3. Please indicate your age bracket.

- Under 18
- 18-24
- 25-34
- 35-44
- 45-54
- 55-64
- Above 65
- I prefer not to disclose

\* 4. Do you have a disability?

UNITAR defines persons with disabilities as those "who have long-term physical, mental, intellectual or sensory impairments which in interaction with various barriers may hinder their full and effective participation in society on an equal basis with others." (Convention on the Rights of Persons with Disabilities, art. 1). Disabilities may include difficulties in seeing, hearing, walking or climbing steps, remembering or concentrating, communicating (i.e., understanding or being understood), with self-care (i.e., washing), etc., without the help from others.

- Yes
- No
- I prefer not to answer this question

\* 5. When did you attend the joint programme? Please indicate the year you started the programme.

\* 6. What delivery mode(s) did the joint programme include? Select all that apply.

- Online learning
- Face-to-face sessions
- Webinars
- Virtual meetings
- Hybrid session
- Other (please specify)

\* 7. What type of joint programme did you attend?

- Master's degree
- Degree postgraduate diploma or postgraduate certificate or non degree diploma (e.g., executive diploma)
- I am not sure
- Other, please specify

\* 8. Before you attended the joint programme, which type of organisation did you work for?

- Government
- Academia
- UN agency
- International or Regional Organization (not UN)
- NGO
- Private sector
- Self-employed/Independent
- Student
- I was not employed
- Other, please specify

\* 9. Have you completed the joint programme (i.e. obtained the certificate/diploma)?

- Yes
- No

Evaluation of joint masters' degrees and non degree postgraduate diploma programmes - Participants

About you

\* 10. After you completed the joint programme, which type of organisation did you work for?

- Government
- Academia
- UN agency
- International NGO
- National/local NGO
- Private sector
- Self-employed/Independent
- Student
- I am not employed
- Other, please specify

Evaluation of joint masters' degrees and non degree postgraduate diploma programmes - Participants

About you

\* 11. What reason(s) prevented you from completing the joint programme? (Tick all that apply.)

- Insufficient time, e.g. due to work/family obligations
- Lack of interest/motivation
- Lack of money to pay the tuition fee
- Joint programme did not meet needs or expectations
- I did not successfully meet end of joint programme's completion requirements
- I am still enrolled
- Other, please specify

Evaluation of joint masters' degrees and non degree postgraduate diploma programmes - Participants

Your Learning Experience

\* 12. Please rate how relevant you consider the joint programme in relation to the below statements.

	Highly relevant	Somewhat relevant	Slightly relevant	Not at all relevant	Not Applicable
Extent to which the joint programme was relevant to your education or professional development goals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Extent to which the joint programme was relevant to the needs/ priorities of your organisation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Extent to which the joint programme was relevant to new and emerging global priorities (environment, gender, disability, SDGs etc).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

13. If you responded "slightly relevant" or "not relevant" to any of the above statements, please provide suggestions of how the joint programme could be made more relevant.

\* 14. Have you experienced any challenges while attending the joint programme?

- Yes
- No
- I don't know



Evaluation of joint masters' degrees and non degree postgraduate diploma programmes - Participants

Your Learning Experience

15. If you have responded "yes" to the above question, what were the major challenges?

16. What suggestions do you have for improving the design and implementation of the joint programme?

\* 17. Are there any factors that affected your performance in the joint programme?

- Yes
- No
- I don't know

Evaluation of joint masters' degrees and non degree postgraduate diploma programmes - Participants

Your Learning Experience

\* 18. If you have responded 'yes' to the above question, what are the three main reasons (up to three responses possible):

	This factor positively affected my performance	This factor negatively affected my performance
Opportunity to apply knowledge/skills	<input type="radio"/>	<input type="radio"/>
Importance of knowledge/skills to my job success	<input type="radio"/>	<input type="radio"/>
Support received from my supervisor	<input type="radio"/>	<input type="radio"/>
Support received from colleagues/peers	<input type="radio"/>	<input type="radio"/>
Support received from course directors/instructors	<input type="radio"/>	<input type="radio"/>
Confidence to apply knowledge/skills	<input type="radio"/>	<input type="radio"/>
Action planning in the training facilitated transfer and application of knowledge/skills	<input type="radio"/>	<input type="radio"/>
Systems and processes supported the use of knowledge/skills	<input type="radio"/>	<input type="radio"/>
Teaching and learning methods	<input type="radio"/>	<input type="radio"/>
Internet access	<input type="radio"/>	<input type="radio"/>
Access to training platform	<input type="radio"/>	<input type="radio"/>

Other (please specify)

\* 19. If you participated in face-to-face / in-person sessions as part of the joint programme, could you please rate the following characteristics in terms of efficiency.

	Very much efficient	Very efficient	Slightly efficient	Not at all efficient	Not applicable
Course delivery	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Engaging discussion sessions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Time dedicated to learning by the university and UNITAR	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Self-directedness and time management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Interactions with professors	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Value for money	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please explain here:

20. If you have responded "Slightly efficient" or "not efficient" to any of the above statements, please provide suggestions of how the programme can be more improved in this regard.

\* 21. If you participated in online sessions, please indicate the level of efficiency of this delivery approach for attaining the learning objectives.

	Very much efficient	Very efficient	Slightly efficient	Not at all efficient	Not applicable
Course delivery	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Engaging discussion sessions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Time dedicated to learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Self-directedness and time management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Interactions with professors	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Value for money	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please explain here:

22. If you have responded as "slightly efficient" or "not at all efficient" to any of the above statements, please provide suggestions of how the programme, can be more improved in this regard.

\* 23. Please rate the value for money of the joint programme in comparison with other programmes you have attended or explored.

- Better value for money
- About the same value for money
- Less value for money
- I don't know

Please explain here:

\* 24. Please rate your level of agreement with the following statements.

	Strongly Agree	Agree	Neither agree nor disagree	Disagree	Strongly Disagree	Not applicable
UNITAR's certificate alone is as valuable as the joint certificate with an academic institution	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
UNITAR's certificate alone is equally recognized by employers as the joint certificate with an academic institution	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
UNITAR's certificate alone is equally recognized by other academic institutions as the joint certificate with an academic institution	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please explain here:

\* 25. Have you encountered any challenges concerning recognition of your joint programme certificate by employers and/or other organisations?

- Yes
- No
- Not applicable



Evaluation of joint masters' degrees and non degree postgraduate diploma programmes - Participants

Your Learning Experience

26. If you responded "yes", please expand on the challenges you encountered.

\* 27. Have you participated in any study trips organised by UNITAR as part of the joint programme?

- Yes
- No
- I am not sure

Evaluation of joint masters' degrees and non degree postgraduate diploma programmes - Participants

Your Learning Experience

28. If you have responded 'yes', what have you gained from this experience, if anything?

Evaluation of joint masters' degrees and non degree postgraduate diploma programmes - Participants

Your Post-training Experience

\* 29. Did participation in the joint programme lead to some changes in your personal or professional life?

- Yes, in my personal life
- Yes, in my professional life
- Yes, in my personal and professional lives
- No
- Unsure
- Not applicable, I am still a student

\* 30. To what extent do you agree that your participation in the joint programme has changed the following aspects?

	Strongly Agree	Agree	Disagree	Strongly Disagree	Not applicable
Your behaviour (the way you work and live)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your attitude (expression and confidence)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your knowledge (theoretical and intellectual understanding)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your technical and managerial skills (practical application)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your personal and professional networks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

31. If you feel that the joint programme has changed your behaviour, please provide examples of how it has changed (both on personal and professional level).



\* 32. If you agree that the joint programme has changed your behaviour, to what extent has it contributed to improving your organisation's capacity on:

	To a very large extent	To a large extent	To some extent	To little extent	To no extent	Not applicable
Strategic leadership	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Co-ordination and management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Policy development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Governance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Legal frameworks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Research, planning, monitoring, and evaluation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Other, please specify

\* 33. Are there any unanticipated results that you have seen after completing the joint programme (e.g., new networks)?

- Yes
- No
- Not applicable

Evaluation of joint masters' degrees and non degree postgraduate diploma programmes - Participants

Your Post-training Experience

34. If you have responded 'yes' to the above question, please provide some examples.

\* 35. After completing the programme, have you contributed to the wellbeing of the society in general?

- Yes
- No
- I am not sure
- I prefer not to answer this question

Evaluation of joint masters' degrees and non degree postgraduate diploma programmes - Participants

Your Post-training Experience

36. If you have responded 'yes' to the above question, please provide some examples.

37. What final comments or suggestion would like to provide regarding the joint masters' degrees and non degree postgraduate diploma programmes?

\* 38. Would you agree to be contacted as a follow-up of this questionnaire to share your learning experience?

- No  
 Yes, please provide your email address

**Thank you for participating in our survey!**

Cluster evaluation of joint master's degrees and non degree postgraduate diplomas  
- Academic partners

Partnership with UNITAR

20. What final comments or suggestions do you have that will help us improve UNITAR's contribution to the joint master's degree programmes?

\* 21. Would you agree to be contacted as a follow-up of this questionnaire to share your learning experience?

- No  
 Yes, please provide your email address

## Introduction

**Dear partner of UNITAR,**

**UNITAR undertakes periodic independent evaluations to learn from its stakeholders and support quality improvement of its programming.**

**You have been identified as a key stakeholder of UNITAR's joint master's degrees and non degree postgraduate diplomas ("joint programmes"). As part of the evaluation, UNITAR has developed a short survey and would appreciate receiving your insights on various aspects of the joint programme.**

**The survey should take just 10 minutes to complete. All responses obtained will be treated in the strictest confidence. Your name and organizational affiliation will not be attached to the results, your individual responses will not be published, and the survey results will only be published in the aggregate and not attributable form.**

**The survey will be open until 26 May 2023, 11:59 pm CET. Should you require a translation of the survey, kindly let us know.**

**Thank you for your participation.**



Cluster evaluation of joint master's degrees and non degree postgraduate diplomas  
- Academic partners

About you

\* 1. What is your position?

- Administrative staff, e.g., secretariat, counsellor, etc.
- Faculty, e.g., professor, lecturer, etc.
- Other, please specify

\* 2. How long have you been working in your present academic institution?

- 0-5 years
- 6-10 years
- More than 10 years

\* 3. What type of joint programme describes your partnership with UNITAR?

- Joint Master's degree (in which the degree is conferred by your institution)
- Joint non degree or degree postgraduate programme (e.g. executive diploma, postgraduate certificate)
- Both
- Other, please specify

\* 4. How long were you / have you been involved in the joint programme?

- Less than 1 year
- 1-2 years
- 3-5 years
- More than 6 years

Cluster evaluation of joint master's degrees and non degree postgraduate diplomas  
- Academic partners

Partnership with UNITAR

The following questions seek your feedback on your experience with a joint programme. In the event you have been working on (or are working on) more than one joint programme, please respond to the statements in overall terms and provide observations in the comment boxes under each question to indicate any nuances in the responses, if any.



\* 5. Please indicate how relevant you find UNITAR's contribution to the joint programme in relation to the following criteria.

	Highly relevant	Somewhat relevant	Slightly relevant	Not at all relevant	I do not know	Not Applicable
Relevance to your institution's needs and priorities from a programme design perspective.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Relevance to your institution's needs and priorities from an implementation perspective.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Relevance to reaching learners from vulnerable groups (e.g., women, youth, persons with disabilities, indigenous Peoples, etc.).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Relevance to reaching learners from least developed countries, landlocked developing countries, small islands developing States, and countries in and emerging from conflict, etc.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Relevance to reaching learners speaking different languages.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Overall contribution to your institution's needs and priorities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Overall contribution to helping countries achieve a Sustainable Development Goal(s).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please explain your answer here:

6. What suggestions do you have that will make UNITAR's contribution to the joint programme more relevant to your academic institution?

\* 7. Of the following, which three responses represent the greatest added value to your academic institution partnering with UNITAR? (select the top three)

- UNITAR as a training institute in the United Nations
- UNITAR's subject matter expertise of the joint programme
- UNITAR's platform for delivering online learning (virtual learning environment)
- UNITAR's location in Geneva, the European Headquarters of the United Nations
- UNITAR's instructional design expertise
- UNITAR's global outreach to the world community
- UNITAR's applied or practical orientation to the subject matter (as opposed to theory)
- Opportunities to organize study trips or practicums in the United Nations
- Other (please specify)

\* 8. To the best of your knowledge, how aligned is the joint programme to your institution's quality standards?

- Strongly aligned
- Partially aligned
- Not at all aligned
- I do not know
- Not applicable

Cluster evaluation of joint master's degrees and non degree postgraduate diplomas  
- Academic partners

Partnership with UNITAR

9. If you have responded "partially" or "not at all aligned" to the above statement, please provide your reasons here

\* 10. Is the joint programme with UNITAR enabling your institution to deliver activities that cannot be delivered otherwise?

- Yes
- No
- Not applicable

11. What are the challenges in partnering with UNITAR in the joint programme, if any?

Cluster evaluation of joint master's degrees and non degree postgraduate diplomas  
- Academic partners

Partnership with UNITAR

\* 12. When compared to other Master's degree programmes implemented by your institution, do you consider that the joint programme:

- Has more value
- Has the same value
- Has less value
- I am not sure
- Not applicable

Please provide reason for your response.

\* 13. To what extent has UNITAR adapted to your academic institution requirements e.g., when it comes to grading schemes?

- Entirely
- To a large extent
- To a moderate extent
- To a minimal extent
- Not at all
- Not applicable

Cluster evaluation of joint master's degrees and non degree postgraduate diplomas  
- Academic partners

Partnership with UNITAR

14. If you have responded "to a moderate or minimal extent" or "not at all" to the above question, can you provide suggestions on how it can be improved?

\* 15. To what extent do you agree with the below statements?

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Not applicable
Human rights-based approaches and inclusion strategies (e.g., gender, disability) have been incorporated in the <b>design</b> , of the master's degree programmes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Human rights-based approaches and inclusion strategies (e.g., gender, disability) have been incorporated in the <b>planning</b> of the master's degree programmes?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Human rights-based approaches and inclusion strategies (e.g., gender, disability) have been incorporated in the <b>implementation</b> of the master's degree programmes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please explain your answer here:

16. If you have responded "disagree" or "strongly disagree" to at least one of the above statements, please provide your suggestion on how it can be improved.

\* 17. To what extent do you agree with the below statements?

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Not applicable
The <b>financial resources of the joint programme are sufficient to sustain the costs.</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The fee-based financial arrangements and strategies are sustainable.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The financial resources of the joint programme are divided on equitable terms between your institution and UNITAR.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The <b>in-kind</b> support arrangements and strategies are sustainable.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The <b>donor funded</b> financial arrangements and strategies are sustainable.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please explain your answer here:

18. If you have responded "disagree" or "strongly disagree" to at least one of the above statements, please provide your reasons.

\* 19. What challenges do you foresee going forward in the delivery of the joint master's degree programs?

**Thank you for participating in our survey!**

Cluster evaluation of UNITAR's joint master's degrees and non degree postgraduate diploma programmes - UNITAR personnel

UNITAR personnel

**Dear UNITAR colleagues and trainers/experts,**

**UNITAR is undertaking an independent evaluation of its joint Master's degree and non degree post-graduate programmes (collectively, "joint programmes"). You have been identified as an important stakeholder in these joint programmes and we would appreciate 10 minutes of your time to respond to this short survey.**

**All responses will be treated in the strictest confidence. The name of the people and organisations contributing to the survey will not be attached to the results, your individual responses will not be published, and the survey results will only be published in the aggregate and not attributable form.**

**The survey will be open until 26 May, 2023, 11:59 pm CET.**

**Thank you for your participation.**



Cluster evaluation of UNITAR's joint master's degrees and non degree postgraduate diploma programmes - UNITAR personnel

About you

\* 1. Please indicate your programme unit.

- Office of the Executive Director (OED)
- Peacekeeping Training Programme Unit (PTPU)
- Social Development Programme Unit (SDPU)
- Multilateral Diplomacy Programme Unit (MDPU)
- New York Office (NYO)
- United Nations Satellite Centre (UNOSAT)
- Other (please specify)

\* 2. How long have you been working at UNITAR?

- 0-5 years
- 6-10 years
- More than 10 years

\* 3. What type of joint programme(s) were/are you working on?

- Master's degree
- Non degree postgraduate diploma (e.g. executive diploma)
- Both Master's degree and non degree programmes
- I am not sure.

\* 4. What is your primary role in the joint programme(s)?

- Programme management team member
- Trainer/expert
- Instructional designer/course moderator/facilitator
- Other, please specify

\* 5. How many joint programmes do you work on annually?

- One
- Two to three
- More than three

Cluster evaluation of UNITAR's joint master's degrees and non degree postgraduate diploma programmes - UNITAR personnel

About the joint programmes

The following questions seek your feedback on your experience with a joint programme. In the event you have been working on (or are working on) more than one joint programme, please respond to the statements in overall terms and provide observations in the comment boxes under each question to indicate any nuances in the responses, if any.

\* 6. Please indicate how relevant you find the joint programme in relation to the below statements.

	Highly relevant	Somewhat relevant	Slightly relevant	Not at all relevant	Not Applicable
Extent to which the joint programme is relevant to groups in vulnerable situations (e.g., women, youth, persons with disabilities, indigenous Peoples, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Extent to which the joint programme is relevant to countries in special situations (LDCs, LLDCs, SIDS, countries in African and countries in and emerging from conflict)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Extent to which the joint programme is relevant to helping countries achieve a Sustainable Development Goal(s).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please explain your answer here:

7. What suggestions do you have that will make the joint programme be more relevant to groups made vulnerable, countries in special situations, and the SDGs?

\* 8. To what extent do you agree with the below statements.

	Strongly Agree	Agree	Neither Agree or Disagree	Disagree	Strongly Disagree	Not applicable
The joint programme is aligned with the Institute's quality standards in the Quality Assurance Framework.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The joint programme is aligned with academic partner institutions' quality standards.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please explain your answer here:

9. If you have responded to the above question "disagree or strongly disagree", what is your suggestion to improve alignment with quality standards?

\* 10. Based on your experience, are there any synergies between the joint programmes organized by UNITAR's programmes units / divisions?

- Yes
- To some extent
- No

11. What suggestions do you have that will help UNITAR units/divisions create more collaboration/synergies with regards to joint programmes, including both Master's degrees and non degree postgraduate programmes?

\* 12. Please rate the value for money of the joint programme in comparison with other programmes (non Master's degrees or other post graduate diplomas) you have been or are working on?

- Better value for money
- About the same value for money
- Less value for money
- I don't know

Cluster evaluation of UNITAR's joint master's degrees and non degree postgraduate diploma programmes - UNITAR personnel

About the joint programmes

13. If you have responded to the above statement "less value" or "more value", please elaborate on the reasons.

\* 14. Of the following, which three items represent the greatest added value for partnering with the academic institution to deliver joint programmes? (select the top three)

- The academic institution's ability to award a recognized academic degree
- The academic institution's reputation as an institution of higher learning
- The academic institution's subject matter expertise of the joint programme
- The academic institution's location
- The academic institution's instructional design expertise
- The academic institution's global outreach to the student community and young people
- The academic institution's theoretical orientation to the subject matter (as opposed to practical or applied)
- The match between the academic institution and your programme unit's strategic needs
- Other (please specify)

\* 15. Which statement below best describes how the partnership with the academic institution was initiated?

- The academic institution contacted UNITAR seeking partnership on a joint programme.
- An existing personal/professional contact within the academic institution led to the development of the joint programme.
- UNITAR identified and contacted the academic institution given the partner's expertise/recognition in the thematic area.
- UNITAR undertook a search exercise to identify, assess and select the most suitable academic institution to match its needs.
- UNITAR had a prior working experience with the academic institution.
- Other (please specify)

Cluster evaluation of UNITAR's joint master's degrees and non degree postgraduate diploma programmes - UNITAR personnel

About the joint programmes

\* 16. To what extent do you agree with the statements below:

	Strongly agree	Agree	Neither Agree nor Disagree	Disagree	Strongly disagree	Not applicable
The financial resources of the joint programme are sufficient to sustain the costs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The fee-based financial arrangements and strategies are sustainable.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The financial resources of the joint programme are divided on equitable terms between UNITAR and the partner.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In-kind support arrangements and strategies are sustainable.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The donor funded financial arrangements and strategies are sustainable.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please explain your answer here:



\* 17. To what extent do you agree with the statements below

	Strongly agree	Agree	Disagree	Strongly disagree	Not applicable
The financial resources of the joint programme are sufficient to sustain the costs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The fee-based financial arrangements and strategies are sustainable.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The financial resources of the joint programme are divided on equitable terms between UNITAR and the partner.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In-kind support arrangements and strategies are sustainable.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The donor funded financial arrangements and strategies are sustainable.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please explain your answer here:

18. If you have responded "disagree or strongly disagree" to any of the above questions, please provide your suggestion on how it can be improved.

\* 19. Do you foresee any challenges going forward in the delivery of the joint programmes?

- Yes
- No
- I do not know
- Not applicable

Cluster evaluation of UNITAR's joint master's degrees and non degree postgraduate diploma programmes - UNITAR personnel

About the joint programmes

20. If you have responded 'yes' to the above question, please provide details of how these challenges can be overcome.

21. What final comments or suggestions would you like to provide on the joint Master's degree programmes and non degree postgraduate programmes that could inform the evaluation?

\* 22. Would you agree to be contacted as a follow-up of this survey to share additional feedback?

- No  
 Yes (please provide your email address)

**Thank you for participating in our survey!**

## Annex V: List of persons interviewed

	Name	Type of stakeholder
1	Andrea De GUTTRY	Academic Partner
2	Countney Smith	Academic Partner
3	Jorge Mauro	Academic Partner
4	Samira Aghabayova	Academic Partner
5	Damian Etone	Academic Partner
6	Edna Estifania Co	Academic Partner
7	Peter Furu	Academic Partner
8	Allan Watson	Academic Partner
9	Lorenzo Valeri	Academic Partner
10	Ana Cristina and Evan	Academic Partner
11	Brigitte Piquard	Academic Partner
12	Rowan Cruft	Academic partner
14	Daniel Rajmil Bonet	Academic Partner
15	Jon-Hans Coetzer	UNITAR
16	Adriana Lopez	UNITAR
17	Anudari Achitsaikhan	UNITAR
18	Afroditi Anastasaki	UNITAR
19	Alexandra Severino	UNITAR
20	Amine Mesdoua	UNITAR
21	Beatrice Stanimirova	UNITAR
22	Catarina Duarte	UNITAR
23	Alex Mejia	UNITAR
24	Einar Bjorgo	UNITAR
25	Elena Proden	UNITAR
26	Estrella Merlos	UNITAR
27	Evariste Karambizi	UNITAR
28	Frank Borchers	UNITAR
29	Geoff Ibbtson	UNITAR
30	Imaan Khan	UNITAR
31	Daniel Nazarov	UNITAR
32	Julian Caletti	UNITAR
33	Katharina Sill	UNITAR
34	Luca Delloro	UNITAR
35	Marco Suazo	UNITAR
36	Madina Imaralievva	UNITAR
37	Maya Valcheva	UNITAR
38	Michael Adalla	UNITAR
39	Mukul Bhola	UNITAR
40	Mwiza Kalisa	UNITAR
41	Nikhil Seth	UNITAR
42	Patricia Debriones	UNITAR
43	Philippe Aubert	UNITAR
44	Rabin El-Haddad	UNITAR
45	Ruediger Kuehr	UNITAR
46	Samir Belabbes	UNITAR
47	Silvia Vacchi	UNITAR
48	Harvinder Singh	Participant
49	Ajith Thiyagalingam	Participant
50	Syed Sheeraz Haider Bukhari	Participant
51	Anna Beck	Participant

52	Choolwe Mulenga Chikolwa	Participant
53	Ché Smith	Participant
54	Eunice Chotero	Participant
55	Andrews Louisa	Participant
56	Colin McCann	Participant
57	Srael Cohen	Participant
58	Erica Aiazzi	Participant
59	Peter Williams	Participant
60	Kimbugwe, Mohamed	Participant

## Annex VI: List of documents reviewed

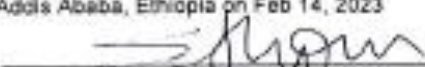
- Legal Agreements and annexes, including logical framework and outcomes
- Narrative reporting
- UNITAR Evaluations reports
- Master’s degree or postgraduate diploma descriptions
- UNITAR website content: [master’s degree and other postgraduate diploma](#)
- Partner website content
- Event Management System Data
- UNITAR Quality Assurance Framework
- UNITAR Certification Policy
- UNITAR Strategic Framework 2022-25:  
[https://www.unitar.org/sites/default/files/media/publication/doc/UNITAR\\_Strategic\\_Framework\\_2022-2025.pdf](https://www.unitar.org/sites/default/files/media/publication/doc/UNITAR_Strategic_Framework_2022-2025.pdf)

## Annex VII: Evaluation consultant agreement form

### Annex: Evaluation Consultant Code of Conduct and Agreement Form

#### The evaluator:

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

<b>Evaluation Consultant Agreement Form<sup>1</sup></b>
<b>Agreement to abide by the Code of Conduct for Evaluation in the UN System</b>
Name of Consultant: <u>Eshetu Woldeyohannes Demisale</u>
Name of Consultancy Organization (where relevant): _____
I confirm that I have received and understood and will abide by the United Nations Code of Conduct for Evaluation and I declare that any past experience, of myself, my immediate family or close friends or associates, does not give rise to a potential conflict of interest.
Signed at Addis Ababa, Ethiopia on Feb 14, 2023
Signature: 

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