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United Nations Institute for Training and Research



# INDEPENDENT MID-TERM EVALUATION

“BUILDING CAPACITY FOR THE 2030 AGENDA 2.0”  
PROJECT

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This report is a product of the Planning, Performance Monitoring, and Evaluation Unit of UNITAR, and the findings, conclusions and recommendations expressed therein do not necessarily reflect the opinion of the partners of the “Building Capacity of the 2030 Agenda 2.0” project. The evaluation was conducted by Mr. Kassem El Saddik. The report is issued without formal copy editing.

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# Foreword

The “Building Capacity of the 2030 Agenda 2.0” project aims to contribute to the transformation of the capacities of countries, institutions and individuals with a view to embedding key SDG principles into their daily analysis and practices, and enabling them to design, implement and review policies, strategies, programmes, actions and initiatives that are both, coherent and highly effective reflecting the complex linkages between all SDGs and that contribute to making sure the world is a better place for all using LNOB as the guiding principle.

This independent evaluation aimed to assess the relevance, coherence, effectiveness, efficiency, likelihood of impact and likelihood of sustainability of the project; to identify any problems or challenges that the project has encountered; to issue recommendations, and to identify lessons to be learned on design, implementation and management. The evaluation’s purpose was thus to provide findings and conclusions to meet accountability requirements, and recommendations and lessons learned to contribute to the project’s improvement and broader organizational learning. The evaluation did not only assess how well the project has performed, but also soke to answer the ‘why ‘question by identifying factors contributing to (or inhibiting) successful delivery of the results. The evaluation was also forward-looking to inform decisions on the design and planning of possible future phases and focus areas.

The evaluation issued a set of three recommendations and four lessons to be learned.

The evaluation was managed by the UNITAR Planning, Performance Monitoring, and Evaluation Unit (PPME) and was undertaken by one independent evaluator, Kassem El Saddik. The PPME Unit provided guidance, oversight and quality assurance for the evaluation’s work. Project Management’s responses to the evaluation and its conclusions and recommendations are outlined in the Management Response. The PPME Unit is grateful to the evaluator, Project Management, beneficiary countries, event participants and other evaluation stakeholders, including the Swiss Development Cooperation for providing important input into this evaluation.

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# Executive Summary

The UNITAR projects “Building Capacity for the 2030 Agenda 2.0” aims to contribute to the transformation of the capacities of countries, institutions, and individuals with a view to embedding key principles of the 2030 Agenda into their daily analysis and practices, and enabling them to design, implement and review policies, programmes, actions, and initiatives that contribute to making sure the world is a better place for all using Leave No One Behind (LNOB) as the guiding principle. The project’s objective and results areas build on a previous phase implemented between 2017-2019. To achieve its outcomes, the project uses a combination of customized technical support based on demands by Member States and the dissemination of knowledge through e-learning courses and other knowledge products.

The independent mid-term evaluation was commissioned to assess the relevance, coherence, effectiveness, efficiency, likelihood of impact and likelihood of sustainability of the project. Covering the period from April 2020 to February 2022, the evaluation seeks to identify good practices and potential challenges that the project has encountered throughout its implementation. It makes recommendations and identifies lessons to be learned to be integrated in the project implementation and management, as well of any foreseen future phases.

The evaluation was designed to be guided by a theory-based methodology that (a) builds on a solid conceptual framework (Kirkpatrick approach to evaluating training) to account for the learning/training component, (b) explores the project’s three result areas while accounting for the challenging global context associated with the COVID-19 pandemic. The evaluation was conducted remotely and relied on both qualitative and quantitative approaches, starting with an initial desk review and stakeholder analysis. The evaluation questions were further developed, and two stakeholder surveys were crafted and deployed online. The evaluation interviewed 17 key informants, focused on one pilot country (Seychelles) and quantitatively analyzed the participants’ database covering 7,253 beneficiaries, and the 223 responses of the online survey.

The evaluation encountered several limitations, namely the remote consultation and data collection limiting the possibility to assess the level 3 and 4 of the Kirkpatrick approach appropriately; the availability of the stakeholders for consultation during the evaluation period; and the low response rate to the survey. The mentioned limitations were addressed to the extent possible with the needed mitigation measures, with support from the Project team and in close collaboration with the Planning, Performance Monitoring and Evaluation Unit.

## Key Findings

The evaluation’s findings demonstrate that the project has been relevant and effective in ensuring that its outcomes and outputs remain on track and in enhancing the capacity of individuals because of the diverse partnerships that have been nurtured and leveraged over the last two years. Despite the delays associated with the COVID-19 pandemic, the project’s efficiency is demonstrated through its multiple offerings accessible to large number of stakeholders at minimal costs and leveraging extensive collaboration among different partners.

**Relevance:** The project proves to be aligned with UNITAR Strategic Objective (5) aiming at “promoting the indivisible and integrated nature of the 2030 Agenda” by responding to the emerging demands or needs of Member States to making their policies more coherent and evidence based.



The technical support and the associated training provided by the project on policy coherence, strengthening data and evidence for reporting on the SDGs, as well as the UN SDG:Learn were also found to be relevant (to the majority of the surveyed beneficiaries). The evaluation finds that the project's design and funding scheme allow for a margin of flexibility in the areas of focus and mode of delivery, capitalizing on the contributions from the donor, and the matching funds leveraged through key strategic partnerships. The project provided a combination of ready-made, over the counter support targeting a diverse range of beneficiaries and tailored technical assistance. The latter is mostly demand-driven and targeted well-defined pool of beneficiaries drawn mostly from government institutions.

A clear diversity of the partnerships established by UNITAR helps to achieve the project objectives. In fact, UNITAR has leveraged various strategic partnerships in each result area, that proved to be crucial to provide space for building capacity and sharing knowledge within all UN Member States. However, the diversity of the project offerings (e.g., technical support, training) and its multi-level outreach (targeting individuals, institutions, and countries) limit the possibility for a targeted and a well-focused approach. Except in Cyprus, the piloted interventions in selected countries were implemented by one result area and not across the two result areas.

The demographic distribution of the project beneficiaries proves to be inclusive both in terms of gender and disability. For geographical outreach, the findings suggest that Europe, South Asia, Southeast Asia, Latin America and the Caribbean, and Eastern Africa have benefited the most from the different project's offerings. Besides, the project environmental footprints were minimal due for it was mostly implemented remotely and online.

**Coherence:** The evaluation notes that the demand-driven approach and the design of the project into three result areas, has not been integrative in their implementation. While the internal coherence requires more attention, the evaluation confirms that the complementarities and synergies with the project partners' programmes across result areas further strengthening the capacities in policy design and implementation, evidence-based policy making and data analysis and monitoring and reporting on the SDGs. There was a consensus among the informants that the partnership modality coupled with the matching fund scheme within a general scope aiming at building capacities in the context of the 2030 Agenda.

**Effectiveness of the Policy Coherence component:** The capacity of the project key stakeholders (individuals) to develop, implement and review integrated policies and promote more coherent and inclusive policy has been enhanced in terms of expertise, knowledge and skills acquired from the MOOCs and training events, as confirmed by the surveyed project beneficiaries. In fact, all the measures of the identified intermediate outcomes for RA1 show relatively high rates against the set targets. While the counterparts in Seychelles commended the interventions, they highlighted the need to develop a package of longer-term and more steady technical support.

**Effectiveness of the Data and Evidence Component:** The evaluation observes the enhancement done on the StaTact tool (application, methodology and website), and the efforts to target more countries and increasing number of participants who were trained on the tool. It further confirms the StaTact is found to be an effective tool for data planning (77 per cent of surveyed beneficiaries). Most of the surveyed beneficiaries have strongly expressed they became better positioned to compile work with SDGs data, including the environmental indicators (86 per cent) thanks to the support provided by UNITAR and partners. Seventy-seven per cent of them agreed that StaTact is an effective tool for data planning.

The evaluation finds that academia and national government constitute more than 45 per cent of the pool of beneficiaries of the different RA2 offerings. Geographically, however, the participation of beneficiaries from Africa is relatively lower than other regions.

**Effectiveness of the UN SDG:Learn component:** The evaluation asserts that there has been a general satisfaction with the online training modality provided by UNITAR for its accessibility, effectiveness, and efficiency in overcoming the learning challenges imposed, mostly by the COVID-19 pandemic, yet the language accessibility remains of concern. Most of the surveyed beneficiaries found that the MOOCs have enhanced their knowledge about the issues relevant for the SDG implementation/ monitoring. It asserts, through the consultations with stakeholders and the beneficiaries survey, that the UN SDG:Learn platform is a unique gateway that features relevant and up-to-date content on the SDGs (92 per cent of the surveyed beneficiaries) and complementing knowledge products related to Result Areas 1 and 2. However, some partners raise a concern about the language barrier creating a key hindrance for national government officials. Besides, the evaluation acknowledges the project efforts to turn the UN SDG:Learn into a smart platform whereby learners can be self-guided in their choice of offerings based on their own needs, competency and their tested cognitive and behavioural choices. When inquiring about the SDG fitness test, 97 per cent of the beneficiaries found it user-friendly and 94 per cent of them highlighted its usefulness in helping identify their learning needs.

**Efficiency:** The evaluation confirms the project's ability to link to other UN programmes and multilateral organizations' initiatives by leveraging additional matching funds to develop learning products and services in line with its identified result areas. The findings strongly pinpoint to the fact that UNITAR has been among very few organizations whose migration to the online capacity building and learning delivery was less challenging given the IT capacity and experience in organizing webinars and distant and self-paced learning products (including MOOCs). With regard to other aspects of efficiency, challenges related to administrative management and bureaucracy were perceived be sometimes cumbersome to UNITAR and its partners. Besides, the evaluation recognizes the project's efforts to maintain the stakeholders' database and identifies the need to have a systematic and more consistent monitoring and reporting process between UNITAR and partners to better inform decision-making.

**Likelihood of Impact and Sustainability:** The evaluation could not fully establish the extent to which the project has contributed to the transformation of the capacities of countries, institutions, and individuals to design, implement and review policies, programmes that are coherent and cognizant of key SDG principles (LNOB). At the institutional level, the evaluation could not establish any evidence of change in institutional behavior in the pilot countries due to a myriad of contextual factors. The evaluation clearly stresses that maintaining the different sets of project offerings online, including the UN SDG:Learn, accessible and available for any user ensures the long-term sustainability of the project, particularly at the individual level.

Based on the evaluation's findings, the following recommendations are proposed in order to maintain the project deliverables and achievements on track, achieve higher sustainability and impact for the current phase of the project and potential future phases.

**Recommendation 1: Revisit the project's implementation approach and develop a more coherent and plausible theory of change for the next phase.**

This could include:

- 1.1 Ensuring more integrated actions by targeting the same pilot countries with interventions aiming at strengthening both the policy coherence and integrated planning as well as building the SDGs reporting and data capability (StaTact); and/ or
- 1.2 Mapping the participants per country and propose a pilot (focused) intervention in that country leveraging the (presumably) enhanced capacity in specific areas.
- 1.3 Develop a more systematic project tracking and monitoring framework to allow periodic data reporting and analysis to be shared with partners to inform decisions.
- 1.4 Consider periodic assessment of learning, through (i) deploying surveys every 3-6 months after a course or workshop is delivered, and (ii) consult with the participants after 6-12 months to assess any potential changes in behaviour.

**Recommendation 2: Develop a project strategy to increase outreach across countries and institutions, promote the different project offerings and enhance the project's effectiveness and impact.**

This could include:

- 2.1 Reconsidering the outreach strategy to the pilot countries by setting expectations, joint scoping of the technical assistance and ensuring continuous communication with the relevant government counterparts in the potential pilot countries.
- 2.2 Closely managing the in-country missions to ensure engagement with the relevant government counterparts, proper scoping of the technical assistance, close communication with the consultants commissioned to deliver in-country technical support.
- 2.3 Enhancing the offerings' language accessibility (ranging from the provision of captions/script in different languages to developing courses in the native languages). Overcoming the internet connectivity issue by providing offline or downloadable versions of the courses.
- 2.4 Scheduling periodic "open clinics" (open office hours) for specific types of courses to make the learning process more dynamic and active.
- 2.5 Maximizing the use of the developed tools (such as the StaTact) by granting access to partners to disseminate its use while piggybacking on their missions and events.

**Recommendation 3: Strengthen partnerships to maximize reach and effectiveness and enhance sustainability and impact.**

This could include:

- 3.1 Finalizing the UN SDG:Learn Partnership Strategy performance measures.
- 3.2 Initiating/building a community of learners for those engaged in sectoral/ thematic learning to allow for more dynamic learning processes and peer support.
- 3.3 Sharing data analytics updates with partners on a periodic basis to analyze performance and inform decisions.

# Acronyms and abbreviations

CCA	Common Country Analysis
GIST	Global Network of Institutions for Statistical Training
INFF	Integrated National Financing Frameworks
KII	Key Informant Interview
LNOB	Leave No One Behind
MS	Member States
MOOC	Massive Open Online Course
MTE	Mid-Term Evaluation
PPME	Planning, Performance Monitoring and Evaluation Unit
RA	Result Area
SDC	Swiss Development Cooperation
SDGs	Sustainable Development Goals
TOC	Theory of Change
TOT	Training of Trainers
UNITAR	United Nations Institute for Training and Research
UNMCO	UN Multi-Country Office
UNRCO	UN Resident Coordinator Office
VNR	Voluntary National Reviews
WG	Working Group

# Introduction

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. Under UNITAR's strategic frameworks 2018-2021 and 2022-2025, the fifth objective is to "**Promote the indivisible and integrated nature of the 2030 Agenda**". Sub-objective 5.2 "**Support coherence and evidence-based policies of the 2030 Agenda**" focuses broadly on strengthening capacities of Member States and key partners for implementing and monitoring progress on the 2030 Agenda for Sustainable Development, with emphasis on enhancing the capacities of countries in special situations to promote coherent and evidence-based policies and improve multi-stakeholder engagement at the national level.

## Project description and objectives

3. **The Building Capacity for the 2030 Agenda 2.0** project aims to contribute to the transformation of the capacities of countries, institutions and individuals with a view to embedding key Principles of the 2030 Agenda into their daily analysis and practices, and enabling them to design, implement and review policies, strategies, programs, actions and initiatives that are both coherent and highly effective reflecting the complex linkages between all SDGs and that contribute to making sure the world is a better place for all using Leave No One Behind (LNOB) as the guiding principle.
4. The project's objective and results areas build on the earlier "Capacity for the 2030 Agenda" project which was implemented between 2017-2019. It uses a combination of customized support, i.e., advisory services, national and regional pilot learning and Training of Trainers (TOT) events, with the participation of selected countries who requested this type of assistance, and the dissemination of knowledge through e-learning courses and other knowledge products.
5. The project further aims to achieve three result areas (RAs):
  - **RA1.** Promoting greater policy coherence and Leaving No One Behind.
  - **RA2.** Data and evidence to support coherent decision-making and reporting on the SDGs.
  - **RA3.** Disseminating the knowledge and building skillsets.

## Purpose and Scope of the Mid-Term Evaluation

6. The purpose of this mid-term evaluation (MTE) is to:

- Assess the relevance, coherence, effectiveness, efficiency, likelihood of impact and likelihood of sustainability of the project.
  - Identify any problems or challenges that the project has encountered as well as good practices.
  - Issue recommendations and identify lessons to be learned on the design, implementation, and management for future phases of the project.
7. The MTE covers the project period from April 2020 to March 2022.<sup>1</sup> It took account of the previous “Capacity for the 2030 Agenda” (2017-2019) project, funded by the governments of Switzerland and Sweden when framing the evaluation’s findings and conclusions.
  8. The MTE was conducted remotely between April and September 2022. The data collection phase covered a longer period than originally planned to ensure informants’ availability and to maximize the beneficiaries’ response to the online survey.
  9. The evaluation was designed to be utilization-focused and forward-looking, aiming at informing decisions on the design and planning of potential future phases and focus areas. The evaluation not only assessed how well the project has performed, but also sought to answer the ‘why’ question by identifying factors contributing to (or inhibiting) successful delivery of the results. The evaluation built on the project’s monitoring, self-evaluation, research and learning reports (covering both quantitative and qualitative aspects) and primary data collected through interviews and surveys. It documented the achievements and learnings distilled from the project’s three areas of interventions, while accounting for the challenging global context associated with the COVID-19 pandemic. Throughout the process, and despite being conducted remotely, the evaluation accounted for gender-sensitive and inclusive, participatory approaches.

## Theory of change/project design logic

10. The evaluation relied on blended contribution analysis<sup>2</sup> and a realist approach.<sup>3</sup> Based on contribution analysis, the evaluation systematically reviewed the project theory of change (ToC), question its assumptions, and assesses the contribution of the project interventions to achieve the anticipated change (i.e., the learning outcomes and the capacity of the countries and the targeted stakeholders). It also mapped, using a realist mindset, the different mechanisms implemented in the pilot countries, while accounting for the contextual factors – whether disabling or enabling the anticipated outcomes. To that end, the evaluation explores and identifies new linkages between the different project outcomes at different levels, as illustrated in Figure 1.

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<sup>1</sup> Though the mid-point of the project was reached in August 2021, it was decided that due to adjustments in the workplan and COVID-19 delays, the timing of the evaluation would be most strategic if commenced in March 2022.

<sup>2</sup> [\(PDF\) Addressing Attribution Through Contribution Analysis: Using Performance Measures Sensibly \(researchgate.net\)](#) (Mayne, 2001)

<sup>3</sup> [https://www.cecan.ac.uk/wp-content/uploads/2020/11/Final\\_Choosing-Appropriate-Evaluation-Methods-1.pdf](https://www.cecan.ac.uk/wp-content/uploads/2020/11/Final_Choosing-Appropriate-Evaluation-Methods-1.pdf) (Befani, 2016)



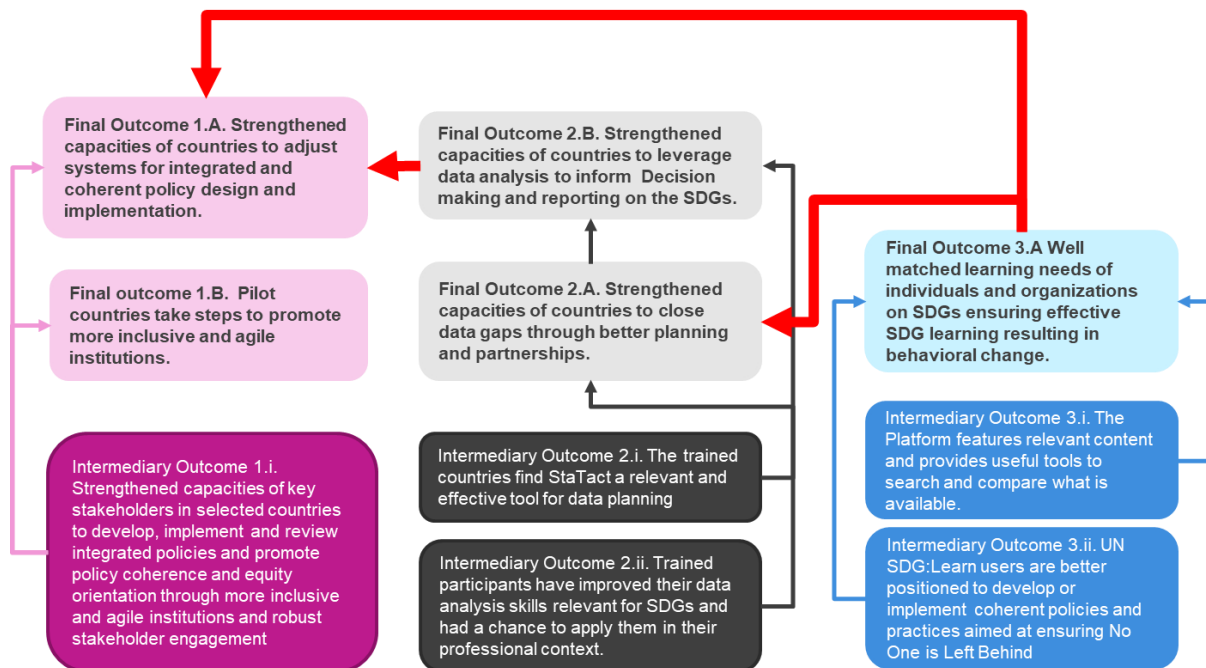


Figure 1: Project Theory of Change (Evaluation Framework)

11. The project was designed with three RAs that address the needs of some Member States and close the gaps in their (a) policy design and implementation (RA 1) and (b) the SDGs data and reporting processes (RA 2). While the linkages between the two result areas were not well identified in the project theory of change, as shown in Figure 1, the evaluation proposed, based on document review, that the scope of RA 2 contributes to “strengthening the capacities of countries to adjust systems for integrated and coherent policy design and implementation (RA 1), by leveraging the use of SDG data analysis and reporting to better inform policymaking and rendering it more coherent”. Institutional and individual capacities at the level of the Member States are further enhanced by providing them with an open learning platform (UN SDG:Learn) that matches their learning needs on the SDGs (RA3). The MTE is framed under this framework.

## Methodology and limitations

12. Given the project’s scope<sup>4</sup> and different components (*viz.*, advisory services and technical support) in addition to training, the evaluation was guided by a theory-based methodology that (a) builds on the Kirkpatrick approach to evaluating training<sup>5</sup> to account for the learning/training component, (b) explores the project’s three result areas and (c) assesses the likelihood of the outcomes’ sustainability and impact.

<sup>4</sup> That aims to build the capacity of different stakeholders to support policy and decision-making processes.

<sup>5</sup> Kirkpatrick, D. (1996). Revisiting Kirkpatrick’s four-level-model. *Training & Development*, 1, 54-57; and Kirkpatrick, D. L. (1994). *Evaluating training programs: the four levels*. San Francisco: Berrett-Koehler.

13. On the Kirkpatrick approach, the evaluation focused on levels 2 and 3 (related to learning and application/knowledge transfer) and partially level 4 (related to potential results), as illustrated in Figure 2. Level 1 of the Kirkpatrick approach has been taken into account by the evaluation based on the information gathered by the project team and reported in the project's narrative reports.



Figure 2: The Kirkpatrick Approach (Learning Evaluation)

14. To elaborate on the Kirkpatrick framework, Table 1 describes the four levels of assessments and those of primary focus of this evaluation, namely levels (2) and (3), and to a lesser extent level (4), for the reasons captured in the table.

Table 1: Matrix of the Levels of Assessment Covered under the Evaluation Scope

Assessment Level	Coverage	Scope	Description	How it is addressed in the evaluation
Level 2 - Learning	New skills / knowledge / attitudes? What was learned? and What was not learned?	Evaluate the level of expertise, knowledge, or mindset developed by the participants	Informal to formal tests and self-assessment to team assessment. It is considered as a pre/post tests -prior to the training (pre-test) and following training (post-test) to figure out how much the participant comprehended	Covered under the evaluation by relying on the available results of the pre/post tests conducted for selected courses/ modules by project management. (Secondary data)
Level 3 – Transfer/ Application	<i>Was the learning being applied by the participants? And how?</i>	Evaluate whether and how the knowledge, mindset, or skills taught by the training programme are being used.	This evaluation is latent (a couple of months after training)- often done through surveys and close observation	Covered directly in the evaluation through the deployment of a quantitative online survey  (Primary data)
Level 4 – Results	<i>What are the final results of the training?</i>	Determines the overall success of the training programme. It is often measured by examining change in performance/ results expected from the participant	Often done through performance measurements, discussions and comparison in productivity, quality, efficiency, etc. over time	Partially covered in the evaluation through the survey and the qualitative approach (interviews) (Primary data)

15. As shown in Figure 3, the evaluation relied on four data collection tools, with emphasis on remote consultation to minimize the potential risks associated with the COVID-19 pandemic.



16. In addition to the secondary data reviewed and analyzed, the primary data collected comprised of (a) a total of 17 key informant interviews (KIIs), in addition to several discussions with the project team; (c) two online surveys (using SurveyMonkey platform)<sup>6</sup> were launched targeting<sup>7</sup> (i) all those who benefited from the project series of interventions, and (ii) registered users of the UN SDG:Learn platform. In addition, an analysis of the participants' profiles was also conducted using a beneficiaries database.

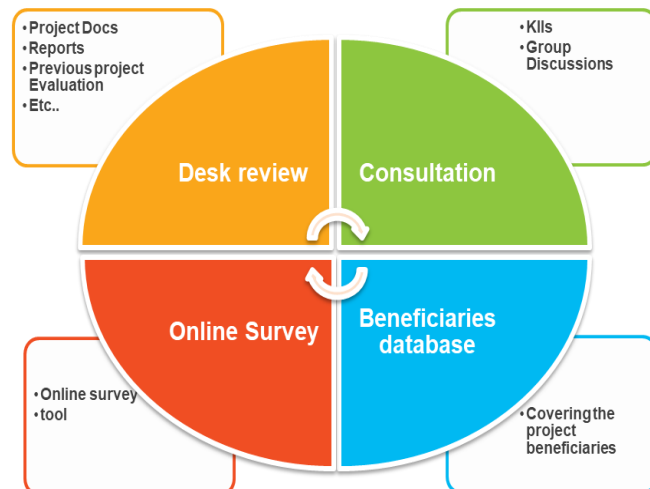


Figure 3: The MTE Data Collection Tools

17. Originally, the evaluation planned for two case studies to be developed to provide a deeper dive to uncover the experiences of the pilot countries and stakeholders that benefited from tailored technical assistance. While Cyprus was intentionally excluded from the evaluation due to anticipated bureaucratic arrangements that were believed to impede the evaluation process; both Seychelles and the Philippines were selected given the size and type of tailored support provided. Nonetheless, the Philippines was later substituted by the Andean Community. Stakeholders from Mexico were also contacted but the evaluator did not receive a response despite follow up reminders. However, since the engagement from the pilot countries was low, the data from the KIIs were integrated in the relevant sections of the report, instead of dedicating a separate section to the case studies, as originally anticipated.

18. The database analysis covered 7,253 (non-unique) beneficiaries who participated in the different activities under the three result areas, viz,<sup>8</sup> advisory meetings, consultative meetings, steering groups, blended training by invitation, toolkits, Cyprus-based activities, MOOCs under the current project agreement (TARRD016), MOOCs developed under the previous project agreement but implemented in 2020,<sup>9</sup> and online workshops/webinars by invitation. The events were coded to facilitate the review, as shown in Table (2).

<sup>6</sup> Annex 3.

<sup>7</sup> All participants in the projects' events provided in the database extracted from the EMS, dated March 2022.

<sup>8</sup> It is worth noting that for non-unique beneficiaries 399 beneficiaries out of 7,253 the type of event was blank, so the evaluation team considered them as unknown. To support the analysis, the Evaluator created a code to each event/course as follows: Result Area number, first letter of event type – letters summarizing the event. For events/courses that have different languages the code would end by the respective language (EN: English / SP: Spanish / FR: French) while for events/courses that were specific to certain countries the code would end by the name of the respective country. As for the courses which have multiple levels, those were merged in one code including the different number of levels with a margin of error of 4-5 per cent.

<sup>9</sup> Some courses had been developed under previous projects but were updated under the current project agreement and are offered till to-date.

19. The evaluation focused on the period from April 2020 till March 2022. It does not account for any project development and change in approach introduced after March 2022. Any major breakthrough will be noted in the footnotes when necessary.

**Table 2: Project activities coded by type and result area<sup>10</sup>**

Result Area	Type	Event	Code
RA1	Advisory, consultative, steering group	Strategic planning, systems thinking and policy coherence for Sustainable Development - Seychelles	R1A-Seychelles
RA1		Strategic planning, systems thinking and policy coherence for Sustainable Development - Mauritius	R1A-Mauritius
RA3		3rd UN SDG:Learn Steering Group meeting	R3A-SDGLearn-Meeting
RA1	Blended by invitation	Integrated recovery planning and policy coherence towards the SDGs	R1i-IRPPC
RA1	Cyprus	Green Transition - Implementation and mainstreaming of the SDGs in the national policy framework	R1C-Green Transition
RA1		National SDG Action Plan Workshop	R1C-ActionPlan WP
RA1		SDG Governance (government stakeholders)-Implementation and mainstreaming of the SDGs in the national policy framework	R1C-SDG Governance-Gov
RA1		SDG Governance (non-government stakeholders)-Implementation and mainstreaming of the SDGs in the national policy framework	R1C-SDG Governance-NGO
RA1		Social inclusion - Implementation and mainstreaming of the SDGs in the national policy framework	R1C-SDG Social Inclusion
RA2	MOOC TAR16	Environmental SDG indicators (2021)	R2MOOC16-EI
RA3		Infrastructure Asset Management for Sustainable Development (2021)	R1MOOC16-IAMSD
RA1		Integrated Recovery Planning and Policy Coherence Towards SDGs (2021)	R1MOOC16-IRPPC
RA1		Strengthening Stakeholder Engagement for the Implementation and Review of the 2030 Agenda (2021)	R1MOOC16-SSEIR
RA2	MOOCs TAR 15 2020	Introduction to data governance for monitoring the SDGs - 2021	<b>R2MOOC15-DataGov123</b>
RA3		MOOC Introducción a la Agenda 2030: Una nueva agenda para un mundo sostenible [2020 -2da ed]	<b>R3MOOC15-IntroSDG23-SP</b>
RA3		MOOC Introducción a la Agenda 2030: Una nueva agenda para un mundo sostenible [2020.3rd ed]	<b>R3MOOC15-IntroSDG23-SP</b>
RA2		MOOC Introduction to data governance for monitoring the SDGs (2nd ed)	<b>R2MOOC15-DataGov123</b>
RA2		MOOC Introduction to data governance for monitoring the SDGs (3rd ed.)	<b>R2MOOC15-DataGov123</b>
RA3		MOOC Introduction to the 2030 Agenda: A New Agenda for a Sustainable World (10th edition)	<b>R3MOOC15-IntroSDG9,10ed-EN</b>
RA3		MOOC Introduction to the 2030 Agenda: A New Agenda for a Sustainable World (9th edition)	<b>R3MOOC15-IntroSDG9,10ed-EN</b>
RA1		MOOC Strengthening Stakeholder Engagement for the Implementation and Review of the 2030 Agenda (2020 - 1st ed)	<b>R1MOOC15-SSEIR1,2ed</b>

<sup>10</sup> The list of events in Table 2, used to construct the survey's sample frame, were extracted from the EMS and do not contain the toolkits "National briefing package Introduction to 2030 Agenda" in EN, FR, SP, RU and 2 e-tutorial on "Mainstreaming the 2030 Agenda", where participants registered directly in the Moodle.

RA1		MOOC Strengthening Stakeholder Engagement for the Implementation and Review of the 2030 Agenda (2020 - 2nd ed)	<b>R1MOOC15-SSEIR1,2ed</b>
RA2		Understanding data and statistics better – for more effective SDG decision making (2021)	R2MOOC15-Data&Stats
RA2	Online workshops/webinars by invitation	El Taller Latinoamericano de StaTact "Ajustando los programas de trabajo de estadísticas anuales frente al contexto del COVID-19: Oportunidades ofrecidas por la nueva herramienta colaborativa StaTact"	R2OWi-Statact-SP
RA2		National StaTact workshop for Philippine Statistics Authority	R2OWi-Statact-Philippines
RA2		Online StaTact Workshop for African region "Adjusting annual statistical programmes of work against the COVID-19 back-drop: Opportunities offered by a new collaborative StaTact tool"	R2OWi-Statact-Africa
RA2		Online StaTact Workshop for Asian region "Adjusting annual statistical programmes of work against the COVID-19 back-drop: Opportunities offered by a new collaborative StaTact tool"	R2OWi-Statact-Asia
RA1		Regional training workshop on integrated National Financing Frameworks (INFF) in Africa	R1OWi-Statact-INFF-Africa
RA1			Dossier de formation "Cycle politique, approches intégrées et ODD" pour les PMA africains et autres pays africains (2021)
RA1	Toolkits	Dossier de formation "Politiques intégrées et cohérence des politiques pour les ODD" (2021)	R1T-PC-FR
RA1		Learning Environment for integrated Planning (LEiP) simulation game (2021)	R1T-LEiP
RA1		Learning toolkit "Policy cycle, integrated approaches and SDGs" (2021)	R1T-PC-EN
RA1		Learning toolkit "Policy cycle, integrated approaches and SDGs" for African LDCs and other African countries (2021)	R1T-PC-EN-Africa
RA1		Toolkit "Integrated policies and policy coherence for SDGs" (2021)	R1T-IPPC
RA3		UNKNOWN/BLANK	Introducción a la Agenda 2030: Una nueva agenda para un mundo sostenible (2021)
RA3	Introduction au Programme 2030: un nouveau Programme pour un monde durable (2021)		R3Intro-FR
RA3	Introduction to the 2030 Agenda: A New Agenda for a Sustainable World (2021)		R3Intro-EN
RA1	Renforcer la participation des parties prenantes en vue de la mise en œuvre et l'examen du Programme 2030 (2021)		R1-SSEIR-FR
RA1	SDG-aligned Budgeting (2021)		R1Budgeting-EN

20. The online survey targeted a sample of 1,820 beneficiaries randomly selected from the participants database (stratified sampling) and received a response rate of 15 per cent (269 responses). The survey was complemented by another online survey targeting the 223 registered users of the UN SDG:Learn platform who had completed the fitness test,<sup>11</sup> with a response rate of 17 per cent (39 responses). Both surveys were launched for a period of four weeks to allow for maximum participation.

<sup>11</sup> The second survey was also deployed through the UN SDG:Learn platform homepage.

21. The evaluation encountered several limitations that were addressed to the extent possible with the mitigation measures summarized in Table 3. Despite the attempt to triangulate the findings, the evaluation was challenged by some methodological biases, namely a perception bias given the scope of the survey questions and recall bias because of the time lag between deploying the survey and the respondents' actual engagement in the project activities. This is evident when the majority of the respondents clearly could not recall what type of service/ offering they benefited from (footnote 17).

**Table 3: Evaluation Limitations and Mitigation Measures**

Limitation	Description	Mitigation
1- Wide scope of the project (multi-layer and diversity of courses covered in the evaluation scope)	Various modalities of interventions. The more we move forward in designing the approach and tools, the more we discover hidden layers of users because of the diversity of the offerings.	<ul style="list-style-type: none"> <li>• Close coordination and communication with the Project Team.</li> <li>• Reliance on the beneficiaries' database. However, the database extracted from the EMS did not contain information about the toolkits and e-tutorials.</li> <li>• Tailor the data collection tools for each component/ modality.</li> <li>• Triangulate information.</li> </ul>
2- COVID-19 implications and reliance on remote consultation and data collection	<ul style="list-style-type: none"> <li>• The evaluation did not include travel to countries to meet stakeholders or examine the change in practices, hence limiting the possibility to assess the level 3 and 4 of the Kirkpatrick Approach.</li> <li>• Heavy reliability on self-evaluation.</li> <li>• Delays in getting responses from stakeholders.</li> </ul>	<ul style="list-style-type: none"> <li>• Complement the survey with KIIs with key stakeholders.</li> <li>• Rigorous follow up with stakeholders and Project Team.</li> </ul>
3- Availability of the stakeholders for consultation	<ul style="list-style-type: none"> <li>• Challenges in scheduling the KIIs within the allocated timeframe to make sure the deadline is respected.</li> <li>• A few identified informants did not respond to several reminders.</li> <li>• No response from national stakeholders from the Philippines and Mexico.</li> <li>• Limited response from Seychelles and Andean community.</li> </ul>	<ul style="list-style-type: none"> <li>• Engage early in scheduling KIIs to secure time slots, and</li> <li>• Continuously communicate with the project team to suggest substitutes and help initiating the communication with informants.</li> </ul>
4- Low and low pace of response to the survey	Low response rate in the first two weeks.	Extend the survey to a month.
5- Timeline	The evaluation was required to be delivered in 10 weeks – very challenging given the scope and different intervention modalities.	Remain alert and communicate with UNITAR PPME on the progress and bottlenecks – if any, and means to mitigate them.
6- Data disaggregation	Due to the low response rate (15 and 17 per cent) and distribution of survey responses, further disaggregation of the data was not possible.	Provide disaggregated data by gender, disability, affiliation, and geographic distribution per Result Area.

# Evaluation findings based on criteria/principal evaluation questions

22. The evaluation's findings are presented by criteria across the project's three result areas.

## Relevance

23. In assessing the relevance of the project, the evaluation explored the following key dimensions, namely: (a) alignment with UNITAR's strategic frameworks (2018-2021 and 2022-2025) and the 2030 Agenda, and (b) responsiveness to the priorities and needs to the beneficiaries (individuals, institutions and countries), while considering gender and other vulnerability aspects.

24. The project proves to be aligned with the frameworks' strategic objective 5 aiming at "*promoting the indivisible and integrated nature of the 2030 Agenda*" by responding to the emerging demands or needs of Member States to make their policies more coherent and evidence based. To that end, the project was designed to be flexible enough to account for those needs to build the capacities of institutions and stakeholders to (a) collect, measure, and use the SDGs related data, in order to (b) better design, implement and review policies, strategies and programmes that are coherent and reflective of the complex linkages between all SDGs, and (c) ensure key principles of the Agenda 2030 (Leaving No One Behind, among others) are embedded into them.

25. The project result areas and activities capitalize on the earlier version of the "Building Capacity for the 2030 Agenda" project, implemented between 2017 and 2019. It is aligned with the latest Sustainable Development Reports; particularly the 2019 report highlighting that "*To aid implementation, SDG transformations should align reasonably well with the way governments are organized... They should also support system-based approaches for implementation;*" and to implement the long-term objectives of the 2030 Agenda, coherence across three layers of governments' interventions should be ensured: "*(1) high-level public statements by governments in support of sustainable development; (2) strategic use of public practices and procedures for the goals (coordination mechanisms, budget, procurement, human resource management, data and audits); (3) content of government strategies and policy actions;*"<sup>12</sup> As well as the 2022 report stressing the need to "*Leverage technical cooperation and SDG diplomacy; ... and strengthen monitoring and data systems at international, national, industrial, and corporate levels covering the full supply chains, and make them an integral part of SDG reporting*", while recognizing the drive "*among data providers to innovate and build new forms of partnerships, in light of the covid 19 pandemic, to promote SDG impacts by 2030 and beyond*".<sup>13</sup>

26. The evaluation finds that the project's design and funding scheme allow for a margin of flexibility in the areas of focus and mode of delivery, capitalizing on the contributions from the donor, and the matching funds leveraged through key strategic partnerships. This explains the diverse array of outputs grouped under three result areas.

27. The evaluation found the project's ToC was conceived on a set of hypotheses that are not enough to lead to the expected outcomes given a combination of factors, namely the

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<sup>12</sup> <https://www.sdqindex.org/>

<sup>13</sup> <https://dashboards.sdqindex.org/chapters/executive-summary>

diversity of the project offerings, the result area-based approach and the intrinsic nature of its technical assistance aiming at policy and institutional change.

28. The diversity of the project offerings (e.g., technical support, training) and its multi-level outreach (targeting individuals, institutions, and countries) limit the possibility for a targeted and a well-focused approach. In fact, some of the training offerings are designed to target individuals (typically the MOOCs among others), while others are tailored to targeted institutions within countries (training workshops, and invitation-only webinars on StaTact and Policy coherence, among others).

29. Despite efforts to pilot key project interventions in some countries, the piloting was implemented by result area and not across the two result areas (Figure 4). While it can be argued that the piloting responded to demands raised by Member States, the evaluation confirms that (i) these same countries needed support on both project components (policy coherence and data management), as highlighted by some key informants, and (ii) those same demands were often relayed to UNITAR through the UN Resident Coordinator Office (UNRCO)/ UN Multi-Countries Office (UNMCO) based on eminent needs in the subject countries (namely Mauritius and Seychelles). Against this RA-based approach, and based on the consultations and reviewed documents, the evaluation could not confirm the project attempts to implement a more comprehensive approach across the two result areas in one country, except for the case of Cyprus that was not studied in depth by the evaluation.

30. The intrinsic lagging impact of the project technical support aiming at influencing policy and institutional processes are often affected by other determining contextual and institutional factors at the county level. Mauritius, Seychelles, and Montenegro are examples of counties in which the interventions were challenged due to political conditions (change in political leadership leading to halting the project technical assistance (Montenegro and Mauritius) and institutional readiness (Seychelles).

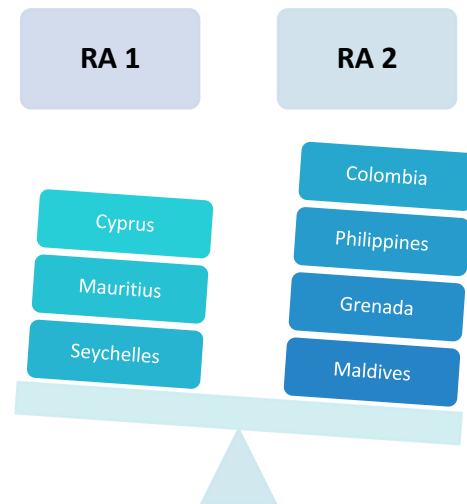


Figure 5: Illustration of the Result Area-based Approach of the Project

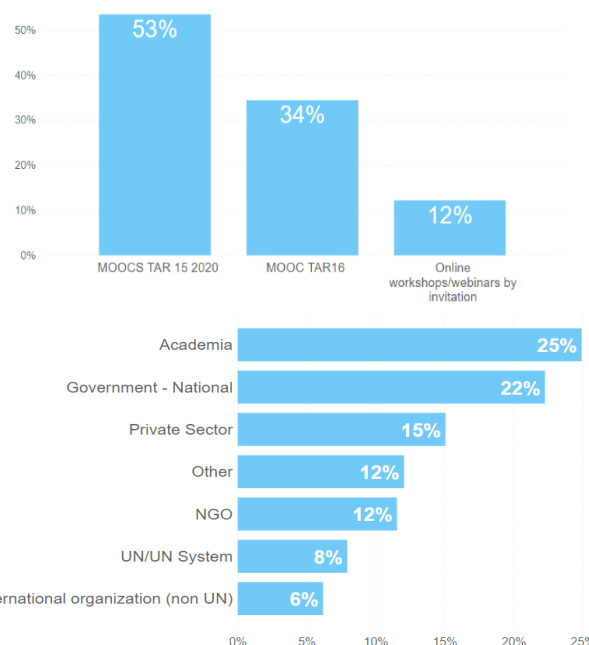


Figure 4: The Distribution of the Project Beneficiaries by Type of service/ support and Affiliation



31. To achieve its objectives, the evaluation confirmed that the project provided a combination of ready-made, over-the-counter support (e.g., e-learning/MOOC courses and knowledge products) targeting a diverse range of beneficiaries and tailored technical assistance (advisory services, national and regional pilot technical assistance, toolkits provision, workshops – in-person and online). The latter is mostly demand-drive and targeted a well-identified pool of beneficiaries drawn mostly from government institutions, as illustrated in Figure 5.
32. The evaluation noted the diversity of the partnerships established by UNITAR to achieve the project objectives. In fact, UNITAR has leveraged various strategic partnerships in each result area, that proved to be crucial to provide space for building capacity and sharing knowledge within all UN Member States. The evaluation affirms that (i) UNDESA, Regional Commissions, UNDP and UN RCOs have played a critical role in amplifying UNITAR's efforts in the area of policy coherence and strategic planning (Result Area 1); (ii) the Regional Commissions, the UN Statistics Division, the Global Network of Institutions for Statistical Training (GIST), UNEP among others have been key partners in statistical training and planning activities (RA 2); and (iii) The UN SDG:Learn platform, as well as the e-learning courses (RA 3), led by UNITAR and UNSSC, remain fundamental in spearheading the SDG learning.
33. Until March 2022, the demographic distribution of the project beneficiaries (7,253)<sup>14</sup> proves to be inclusive both in terms of gender and disability and aligned with UNITAR-wide gender and disability markers over the past couple of years. In fact, the findings clearly show an equal balance of male (50 per cent) and female (47 per cent) beneficiaries, with the remaining (3 per cent) reported as non-binary. Besides, 2 per cent were identified to have a disability<sup>15</sup> while 6 per cent preferred not to disclose this information. The evaluation could not establish any peculiarity regarding its gender-based approach. The project is organically gender-inclusive (no restrictions on the engagement in the learning based on gender) yet with no particular investment to integrate gender equality. This reflects the project's inclusive approach along gender and disability, but not languages and geographic outreach as will be elaborated in the report.
34. Similarly, the project did not exhibit any environmental-unfriendly approach. On the contrary, the fact that most of the implementation and offerings were provided online contributed to lowering the environmental footprints associated with travels, accommodating people, food, etc. In that sense, the project, consciously, contributed to promoting the environmental dimension of the SDGs and their means of reporting.
35. The evaluation found that the beneficiaries were equally distributed across result areas 1 and 2 with 43 per cent and 44 per cent, respectively. Whereas the participants in the UN SDG:Learn under the project RA 3 constitute 13 per cent.<sup>16</sup> Almost 58 per cent of the beneficiaries are affiliated with academia (at 23 per cent), the national government entities (at 21 per cent) and the private sector (at 14 per cent). A scrutinized distribution by result

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<sup>14</sup> Unique beneficiaries (calculated while accounting for the possibility that some have benefited from more than one service (course or event) from the project).

<sup>15</sup> This is similar to the UNITAR-wide average, as also around 2 per cent indicated having a disability in 2019 and 2020.

<sup>16</sup> Using the database dated February 2022 (without counting the platform online users who can access UNITAR's and other learning products).

area clearly shows an increased interest among the academics in the learning component of the project (RA 3) as illustrated by Figure 6.<sup>17</sup>

36. The evaluation confirmed that the technical support and the associated training provided by the project on policy coherence, strengthening data and evidence for reporting on the SDGs, as well as the UN SDG:Learn is relevant to the majority of the surveyed beneficiaries.<sup>18</sup> Eighty-three per cent of respondents asserted that the UNITAR StaTact tool<sup>19</sup> is relevant to their areas of work and expertise and 92 per cent of the respondents confirmed that the training on policy coherence and LNOB is relevant. Similarly, 92 per cent of them agreed that the UN SDG:Learn has matched their learning expectations.

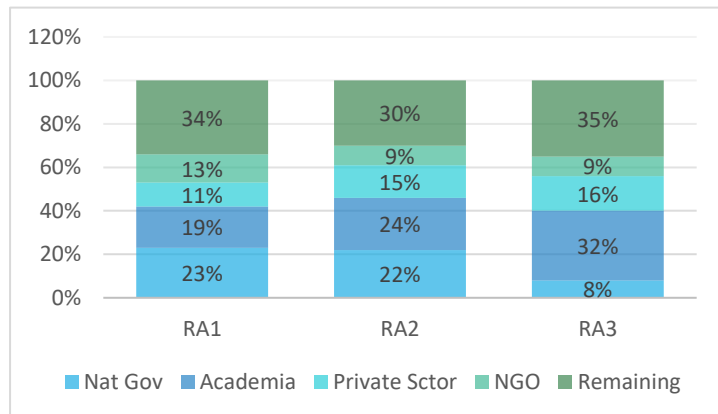


Figure 6: Distribution of Beneficiaries by Affiliation and RA

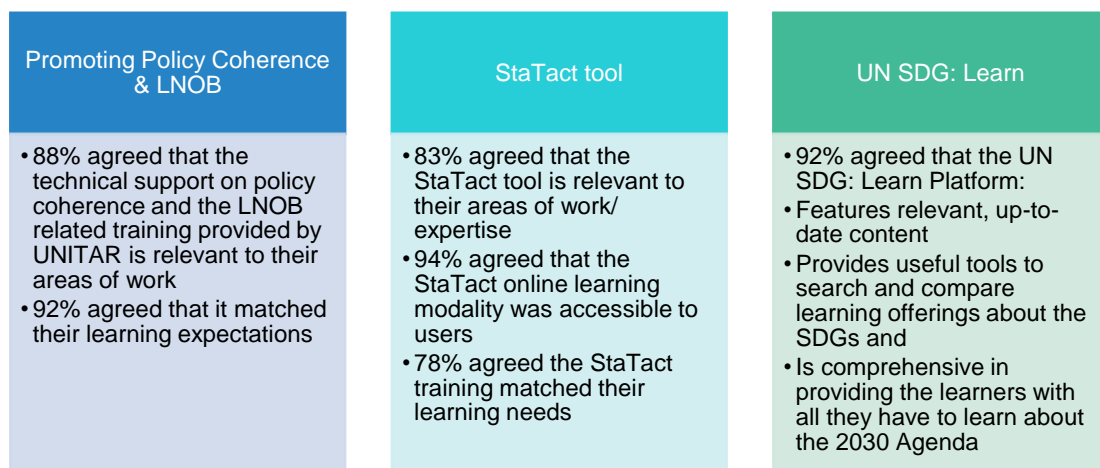


Figure 7: Key Findings Related to the Relevance of the Three RAs

<sup>17</sup> The distribution covered 11 types of affiliations.

<sup>18</sup> It is worth noting that among of the total surveyed beneficiaries, 24 per cent confirmed that they and/or their respective organizations have benefited from UNITAR advisory services and learning related to policy coherence, integrated planning and financing (with 43 per cent confirming they did not, while the remaining 33 per cent do not recall); and 16 per cent have confirmed benefiting from UNITAR advisory services and learning related to data and StaTact tool (with 50 per cent confirming they did not, while the remaining 34 per cent do not recall). Similarly, 20 per cent confirmed benefiting from other learning services by UNITAR (39 per cent did not and 43 per cent did not recall)

<sup>19</sup> StaTact is a tool that provides cost-effective solutions for resolving data gaps through better governed data ecosystems and improved data processes to monitor the Sustainable Development Goals (<https://statact.unitar.org/>)



37. In terms of the geographical outreach, the findings strongly suggest that Europe, South Asia, Southeast Asia, Latin America and the Caribbean, and Eastern Africa have benefited the most from the different project's offerings. Evidently, individuals from Latin America have benefited from the MOOC and learning offering under RA 3; whereas those from South Asia have demanded more support in data and evidence (RA 2) and Europeans were much in need of the project support on stakeholder engagement (RA 1).

38. The fact that other regions' engagement in the project and use of its offerings is low suggests the need to revisit its communication and outreach strategy, including translation of courses, to increase the subscriptions to the MOOCs and identify demand for a presumably needed support in policy coherence, integration of the SDGs principles and strengthening the generation and use data and evidence to support decision-making. The available evidence suggest that the project relies on online and social media to communicate and promote the MOOCs and eLearning courses. For the tailored capacity building events, the project strategy is not clear. Given that the offerings are demand-driven, it is found that those demands are either identified through "brokers" (such as UNMCO) or based on bilateral communication with counterparts within Member States.

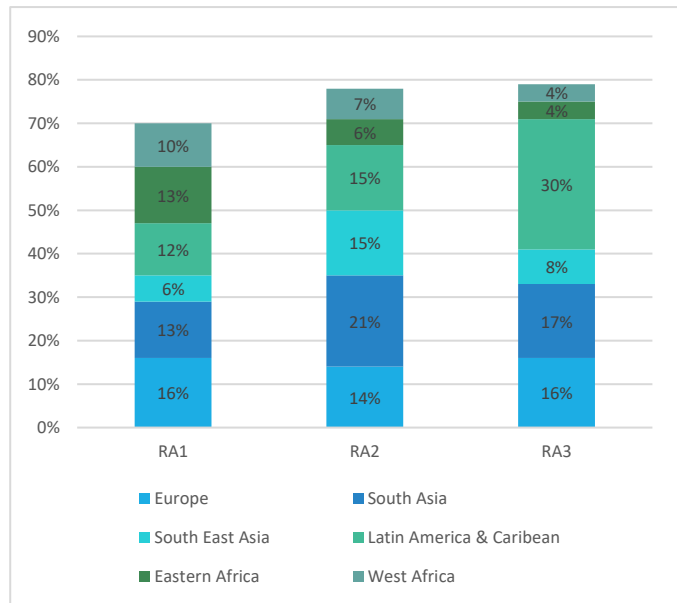


Figure 8: Geographical Distribution of the Project Outreach by Result Areas

## Coherence

39. The evaluation examined two dimensions of the project coherence, namely the internal coherence and the external coherence. It asserts that the project results areas are aligned with UNITAR's strategic directions and complement the Institute's interventions aiming at building the needed capacity of the Member States to meet the aspirations of the SDGs, as elaborated in paragraph 28. Within the project, however, the coherence and complementarity across the three Result Areas requires more attention.

40. The demand-driven approach and the design of the project into three result areas, one focusing on policy coherence and integration of the SDGs principles (RA 1) and another

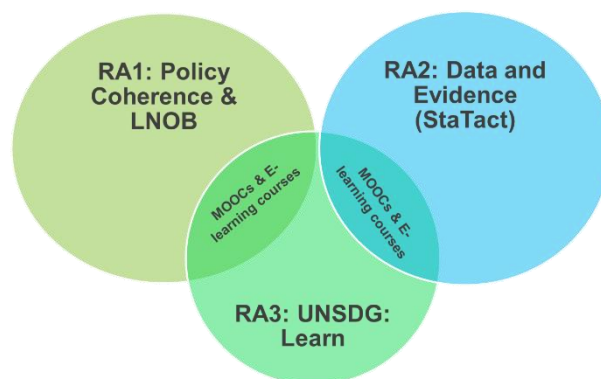


Figure 9: Integration and Complementarity (or lack of) across the Three Result Areas

one scoped to support the generation and use of data and evidence to support decision-making by mainstreaming the StaTact tool (RA 2) do not promote the synergies across them. The delivery of the project’s offerings, until today, have not been integrative. In fact, seldom does the finding suggest that the same country has been targeted by (or benefited from) the project offerings under RA 1 and RA 2 (refer to the pilot countries under each RA, other than Cyprus), but not RA3 (mostly MOOCs and e-learning falling under RA 3). RA 3, by design, was conceived to support and complement the other two RAs to maximize the learning and boost the intended outcomes, but trained stakeholders under RAs 1 and 2 do not necessarily follow training featured under RA3. Figure (9) illustrates the linkages between the three RAs.

41. Typical examples of such complementarity between RA 1 and RA 3 are illustrated in the UNDESA supported module on Leave No One Behind for the e-course on strengthening stakeholder engagement for the implementation and review of the 2030 Agenda; whereas the complementarity between RA 2 and RA 3 can be found in four e-courses and modules, as illustrated in Table 4.

**Table 4: Complementarity between RA 3 and RA 1 and RA 2, respectively**

Result Area	Course Name
1	E-course on Integrated recovery planning and policy coherence towards the SDGs
3	E-course on Infrastructure asset management for Sustainable Development
2 and 3	E-course on Environmental SDG indicators
2 and 3	2 additional modules for E-course on Environmental SDG indicators
1 and 3	LNOB module for Stakeholder engagement course
3	E-course on STI for SDG Roadmaps
2 and 3	E-version of Handbook of Statistical Organization
2 and 3	Russian version of E-course on Environmental SDG indicators

42. On internal coherence with regards to other UNITAR programming, the evaluation did not find any specific synergies nor duplications apart from different UNITAR programmes making use of the UN SDG:Learn platform for promoting e-learning courses and events.

“ THE PARTNERSHIP WITH UNITAR ON THE UNSDG: LEARN PLATFORM PROVES TO BE IN LINE WITH OUR ORGANIZATION’S MANDATE AND FURTHER COMPLEMENT OUR STRATEGIC DIRECTIONS ”

As expressed by a Partner

43. The evaluation confirmed the project’s external programmatic coherence with all the project partners for it fosters complementarities and synergies with the partners’ programmes and projects aiming at strengthening capacities to improve policy design and implementation, promote evidence-based policy making and leverage data analysis and monitoring and reporting on the SDGs. Besides, many informants highlighted the competitive edge of partnering with UNITAR leveraging its capacity to develop and promote learning products of different formats. While some partners commended UNITAR expertise and capacity to manage the different versions of the e-courses, others praised the UN SDG:Learn for its comprehensive offerings to the extent that it substituted their SDGs-related resource libraries.

44. Moreover, the project's ability to leverage different types of partnerships reflects programmatic complementarity and coherence with those partners. Besides, there was a general consensus among the informants that the partnership modality, coupled with the matching fund scheme within a general scope aiming at building capacities in the context of the 2030 Agenda, have widened the pool of collaboration opportunities with different partners and contributed to maximizing the effectiveness of the project offerings and increasing the visibility and outreach of the different joint offerings.

“ WE APPROACHED UNITAR NOT ONLY FOR THE LONG-STANDING RELATIONSHIP, BUT MOSTLY TO LEVERAGE UNITAR EXPERTISE IN CAPACITY BUILDING APPROACHES AND MODALITIES AND DELIVERING E-COURSES EFFICIENTLY. ”

As expressed by a Partner

## Effectiveness

45. The evaluation confirmed that the project's outcomes and outputs are on track, because of the diverse partnerships that have been nurtured and leveraged over the last two years. In fact, despite the delays caused by the COVID-19 pandemic, the project has managed to deliver the different committed outputs across the three result areas, as elaborated in the updated project log frame provided in Annex (2).
46. The evaluation could not fully establish the extent to which the project has contributed to the transformation of the capacities of countries, institutions, and individuals to design, implement and review policies and programmes that are coherent and cognizant of key SDG principles (LNOB). Nevertheless, there is clear evidence of the enhanced capacity of individuals (expertise, knowledge and skills acquired from the MOOCs and training events), as confirmed by the surveyed project beneficiaries.<sup>20</sup>

## Effectiveness of the Policy Coherence component

47. The evaluation found that the project has achieved many of its outcome measures under result area (1). Despite the challenge in assessing the capacities of countries,<sup>21</sup> the evaluation confirms that the capacity of the project key stakeholders (individuals) to develop, implement and review integrated policies and promote more coherent and inclusive policy has been enhanced in terms of expertise, knowledge and skills acquired from the MOOC and training events, as confirmed by the surveyed project beneficiaries (Table 5).
48. All the measures of the identified intermediate outcomes for RA 1 show relatively high rates against the set targets, suggesting that the project is progressing on track and its effects resonate well with the targeted stakeholders.

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<sup>20</sup> This would need to be further validated in the final project evaluation. Until present, partners do not have visibility on the project outreach and effects because the project has not been conducive in monitoring and follow up, as elaborated later.

<sup>21</sup> Given the latent nature of anticipated change as elaborated in para 28.

**Table 5: Reported MTE Findings on Result Area 1 Outcomes**

Results Level	Indicator	Initial Target	Interim 2 - Target Progress	MTE Findings
<b>Final Outcome 1.A.</b> Strengthened capacities of countries to adjust systems for integrated and coherent policy design and implementation.	Share of the pilot countries that apply the acquired knowledge (from GSDR2019 and other sources) or elements of the proposed methodologies on policy coherence to adjust national systems.	50% or more	Undetermined	Not determined yet  A proxy Measure 93.4% of surveyed beneficiaries indicated that the technical support received from UNITAR was effective for developing, reviewing, and implementing integrated/coherent policies and planning (agreed and strongly agreed).
<b>Intermediate Outcome 1.i.</b> Strengthened capacities of key stakeholders in selected countries to develop, implement and review integrated policies and promote policy coherence and equity orientation through more inclusive and agile institutions and robust stakeholder engagement.	Share of training participants confirming their knowledge and skills for integrated and coherent policy design have increased.	70% or more	90%	94%
	Share of training participants confirming their knowledge and skills to promote equity orientation have increased.	70% or more	Undetermined	90%
	Share of training participants confirming greater confidence in their work related to the development, implementation and/or review of integrated policies and promote policy coherence and equity orientation through more inclusive and agile institutions and robust stakeholder engagement.	70% or more	Undetermined	94%
<b>Final Outcome 1.B.</b> Pilot countries take steps to promote more inclusive and agile institutions.	Share of the pilot countries that have initiated processes or have introduced changes to promote more inclusive and agile institutions.	50% or more	Undetermined	No evidence

49. The evaluation confirmed that the majority of the surveyed beneficiaries found that the project technical support on policy coherence was effective, and that they become better equipped (improved knowledge and skills) in acquiring the knowledge and skills to develop, review and implement integrated and coherent policies and planning (94 per cent), as well as in ensuring more equitable and participatory policies with the aspiration of leaving no one behind in such processes (90 per cent).



50. Nevertheless, when it comes to translating the acquired knowledge and skills to practice, the reported figures dwindle a bit reflecting the need to influence the institutional processes within the respective government entities. Typically, 84 per cent of the surveyed

beneficiaries agreed that their work practices and processes in reviewing and developing coherent policies have changed.<sup>22</sup>

51. Besides, while the counterparts in the pilot countries commended the interventions done to strengthen “*the strategic planning, system thinking and policy coherence capacity for development*”, they were somehow doubtful of its use. Many factors proved to influence the capacity of the pilot countries to take initial steps to adjust its planning processes, namely the political and policy stability (e.g., Mauritius), the political commitment, and the institutional readiness (including capacity and resources) to integrate those proposed approaches and changes to the existing processes (as is the case in Seychelles).

“ ONLINE WORKSHOPS ARE NOT ENOUGH TO INTRODUCE A CHANGE IN PLANNING PROCESSES. THE LATTER REQUIRES APPROACHING THE RIGHT INTERLOCUTORS, AND HEAVY ENGAGEMENT WITH DECISION-MAKERS ”

As expressed by a Stakeholder

52. The evaluation noted the pilot engagement of the project in Mauritius, Seychelles, Cyprus, and Montenegro.<sup>23</sup> In such pilot countries (except for Cyprus), assessment and capacity building missions are necessary but not sufficient to stimulate changes in the institutions’ practices. Interviewed stakeholders needed to discuss and co-develop along with UNITAR and other partners a package of longer-term and more steady technical support, as opposed to one capacity building workshop, and roll out its implementation in order to introduce and induce the systems thinking approach to policy and programme development within their institutions. The intention to capitalize on the intervention was confirmed, despite the unclarity perceived when it was first introduced, as was the case in Seychelles. Proper communication through the appropriate channels/counterparts to set expectations, ensure the intervention report lands on the desk of the key government counterparts and engage in scoping the intervention stood out as key concerns that need to be addressed. UNITAR engagement in May 2022 with the government stakeholders in Seychelles was commended as a critical step to rebuild those channels and capitalize on the earlier output, facilitated by the UNRCO, in order to plan future follow up interventions – needed to make use of the learning in designing national development plans and strategies.

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<sup>22</sup> This is slightly higher compared with UNITAR’s measure of the application of knowledge and skills (80%). See [Key Performance Indicators | UNITAR](#)

<sup>23</sup> The pilot intervention in Mauritius and Seychelles was examined. The pilot in Montenegro has been frozen awaiting a more conducive political/ policy context. The third pilot in Cyprus (executed with a matching funding from the European Commission) was out of the scope of the MTE due to time availability.

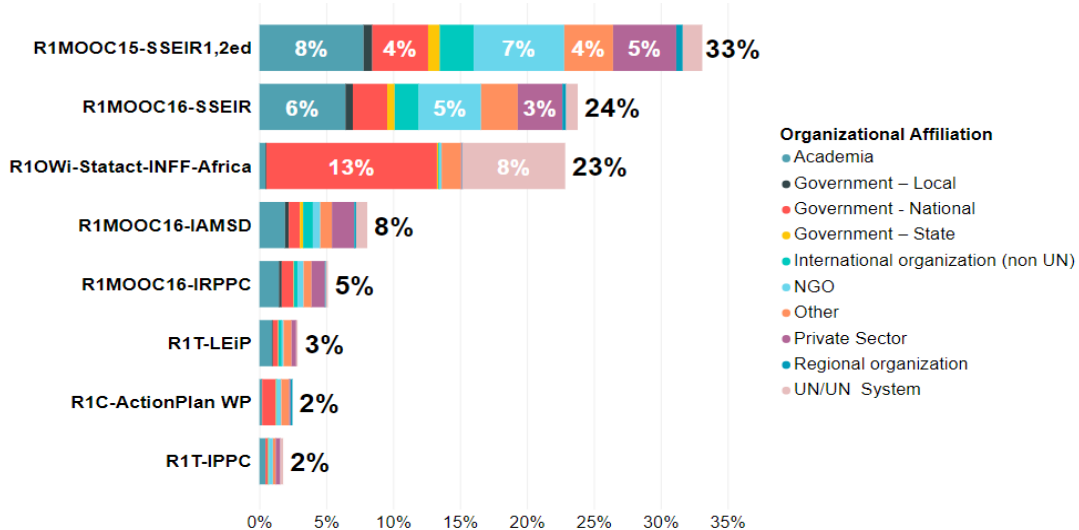


Figure 10: Distribution of the Project Beneficiaries by Course and Affiliation

53. Among the different MOOC offerings under RA1,<sup>24</sup> the MOOC on Strengthening Stakeholder Engagement for the Implementation and Review of the 2030 Agenda attracted the highest interest among the beneficiaries (32 per cent), followed by the 2021 edition of the same MOOC<sup>25</sup> and the regional training workshop on Integrated National Financing Frameworks (INFF) in Africa – both of which attracted 23 per cent of the beneficiaries (Figure 10).

54. At the level of outputs, the evaluation noted that 3,129 beneficiaries<sup>26</sup> have engaged in the different offerings provided under RA 1. Out of them, 1,867 stakeholders took e-learning courses on integrated recovery planning, stakeholder engagement and LNOB, and SDG budgeting; 1,016 beneficiaries participated in the regional training programmes on integrated planning and financing; and

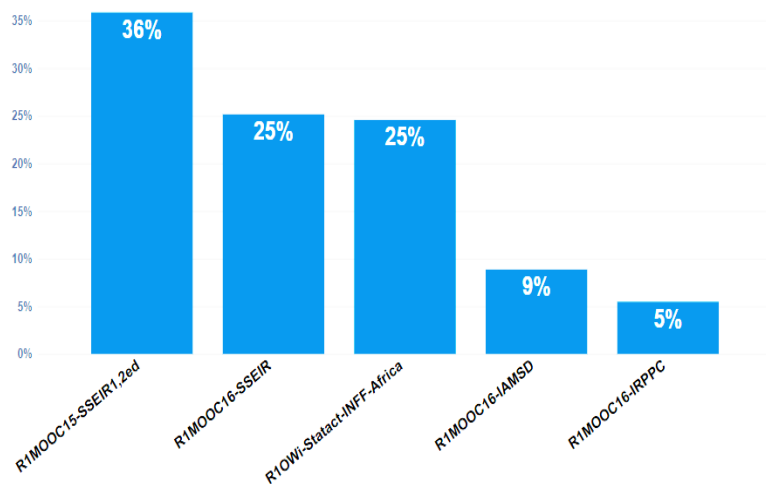


Figure 11: Distribution of the participants by RA1 types of events/courses

147 participated in technical assistance focus groups, meetings and workshops benefitting from training on the use of systems thinking and governance for policy coherence. A percentage distribution of the participants by type of event/ course is illustrated in Figure 11.

<sup>24</sup> Only MOOCs, excluding the national briefing package and e-tutorials

<sup>25</sup> MOOC TAR16 - Strengthening Stakeholder Engagement for the Implementation and Review of the 2030 Agenda (2021).

<sup>26</sup> Using the database shared by the project (dated February 2022).



55. The evaluation confirmed that despite the project's wide outreach, the offerings of RA 1 have not been equally benefiting the different regions. The findings show that more than 54 per cent of the

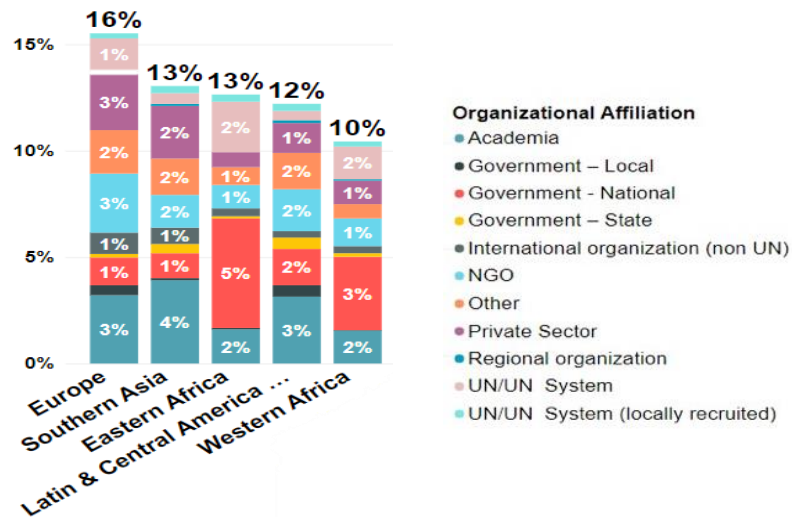


Figure 12: Distribution of the Beneficiaries by Region and Affiliation

beneficiaries are from

Europe (16 per cent), South Asia (13 per cent), Eastern Africa (13 per cent) and Latin America and the Caribbean (12 per cent), hence strongly suggesting a revisit to the outreach strategy to increase the subscriptions from other regions (Figure 12) and particularly from countries in special situation.

## Effectiveness of the Data and Evidence Component

56. The evaluation findings clearly show that the project has progressed in achieving many of its outcome measures under result area (2). Despite the challenge in assessing the capacities of the countries to close data gaps through better planning and partnerships and leveraging data analysis to inform decision-making and reporting on the SDGs, the review confirms that the data analysis skills of the project government stakeholders (individuals) capacity and skills to analyze SDGs related data has enhanced (84 per cent). The majority of the surveyed beneficiaries have strongly expressed they become better positioned to compile work with SDGs data, including the environmental indicators (86 per cent) thanks to the support provided by UNITAR and partners.

57. The evaluation also confirms that 77 per cent of them agreed that StaTact is an effective tool for data planning. When inquiring about the application of knowledge gained during the workshops, 66 per cent of them have addressed data gaps relevant for national data priorities and the SDGs. However, since it is the nature of the tool, the majority of the surveyed beneficiaries (75 per cent) agreed that StaTact proves to be relevant and effective in improving their work practices related to analyzing/ collaborating on SDGs data gaps (Table 6).

58. Overall, all the measures of the identified intermediate outcomes for RA 2 show relatively high results against the set targets, suggesting that the StaTact component of the project is progressing on track and its effects resonate well with the targeted stakeholders. Despite the challenges imposed by the COVID-19 pandemic, UNITAR was able to adapt its technical support on data, as confirmed by 75 per cent of the survey respondents.

**Table 6: Reported MTE Findings on Result Area (2) Outcomes**

Results Level	Indicator	Initial Target	Interim 2 - Progress	MTR Findings
<b>Final Outcome 2.A. Strengthened capacities of countries to close data gaps through better planning and partnerships</b>	Share of beneficiary countries using (StaTact and other) data tools /methodologies or resulting products.	30% or more	Undetermined	No evidence
<b>Final Outcome 2.B. Strengthened capacities of countries to leverage data analysis to inform decision-making and reporting on the SDGs.</b>	Share of trained participants who had a chance to apply the acquired data analysis skills in their professional context.	Target TBD based on preliminary needs assessment	Undetermined	<b>66%</b> of surveyed beneficiaries confirmed they could manage to address data gaps relevant for national data priorities and the SDGs
<b>Intermediate Outcome 2.i. The trained countries find StaTact a relevant and effective tool for data planning.</b>	Share of the trained countries evaluate StaTact as a relevant and effective tool for data planning.	50% or more	96%	<b>77%</b> of surveyed beneficiaries confirmed that StaTact is an effective tool for data planning  <b>75%</b> of them confirmed that StaTact has changed their work practices related to analyzing/ collaborating on data gaps relevant for national priorities and SDGs
<b>Intermediate Outcome 2.ii. Trained participants have improved their data analysis skills relevant for SDGs.</b>	Share of trained participants having improved their data analysis skills relevant for SDGs.	70% or more	Undetermined	<b>84%</b> of the surveyed beneficiaries confirmed that their problem-solving skills for SDGs data have improved thanks to the technical support provided by UNITAR
<b>New Outcome under Result 2: Trained participants are better positioned to compile or work with environmental SDGs indicators</b>	TARGET		94%	<b>86%</b> of surveyed beneficiaries confirmed that they are better positioned to compile or work with environmental SDGs indicators

59. Using the beneficiaries’ database, the evaluation finds that academia and national government constitute more than 45 per cent of the pool of beneficiaries of the different RA 2 offerings (24 per cent and 22 per cent respectively), followed by those affiliated with the private sector (15 per cent).

60. Geographically, the participation of beneficiaries is very modest across Northern Africa, North America, Southern Africa, and Oceania participants. On the contrary, participation of beneficiaries is high from Europe (14 per cent), Latin America and the Caribbean (15



per cent), Southeast (15 per cent) and South Asia (21 per cent) respectively. Quite notably, while academia makes the main pool of beneficiaries in South Asia, national government stakeholders predominate in southeast Asia, as illustrated in Figure 13.

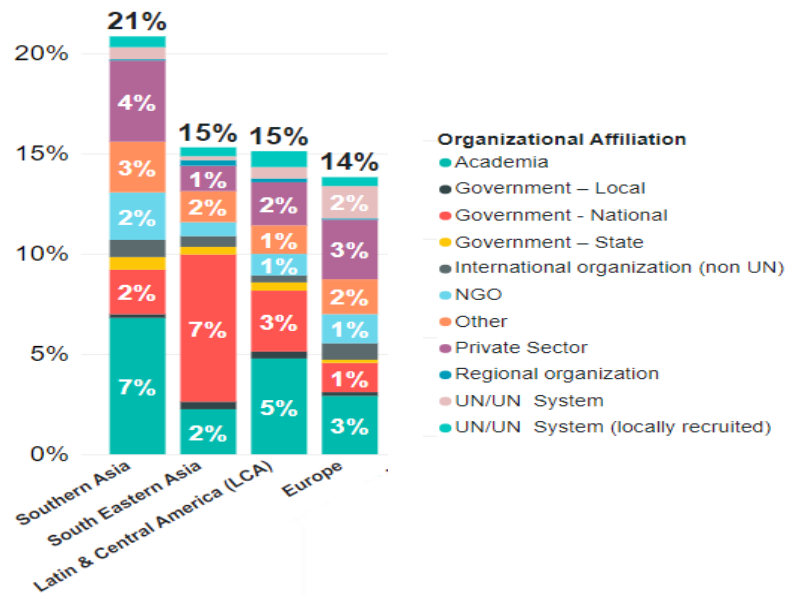


Figure 13: Geographical Distribution of the Beneficiaries from RA2 Offerings

61. Having had the chance to be trained and use the StaTact, the majority of the beneficiary respondents confirmed that StaTact is an effective tool for data planning (77 per cent of surveyed beneficiaries). A higher percentage asserted their problem-solving skills for SDGs data have improved after taking part in the training events organized by UNITAR (84 per cent), including their capacity to manage environmental data (86 per cent claimed they are in a better position to compile and work with environmental indicators), particularly with increasing the accessibility to non-English speakers.<sup>27</sup>

62. Partners views were not different and resonated well with the participants. In fact, the partners engaged with UNITAR on the StaTact praised the collaboration and the high potentials the tool has in supporting governments better manage, compile, and use their SDGs related data. To maximize this potential, they highlighted the need to promote StaTact better among the Member States and other users, and to loosen the control over the tool by granting the partners greater access to allow them the opportunity to integrate it in their missions (beyond the collaboration with UNITAR).



63. At the level of the outputs, the evaluation observed the enhancement done on the StaTact tool (application, methodology and website), and the efforts to target more countries and increasing number of participants who were trained on the tool (achieving more than the set targets), develop micro-learning videos, contribute journal articles, develop new courses on environmental SDGs indicators (multilingual), and to lead the GIST task force on statistical literacy (Table 7).

<sup>27</sup> Initiating the same course in two other languages (French and Russian).

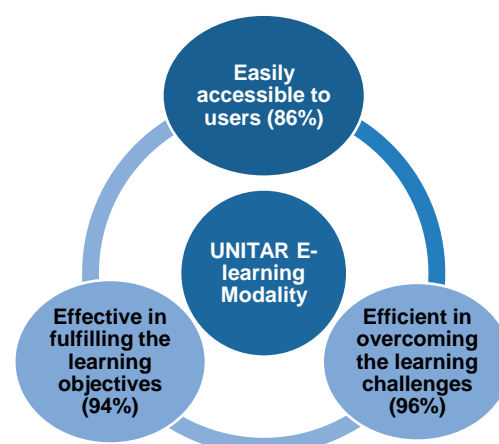
**Table 7: Snapshot on the Progress on the Outputs of Result Area 2**

Results Level	Indicator	Initial Target	MTE Findings
StaTact upgraded and administered for use by UN Member States.	StaTact upgraded and administered for use by UN Member States.	Upgraded StaTact	<ul style="list-style-type: none"> <li>Application fully upgraded</li> <li>External website updated</li> <li>Fine tunings to methodology and metadata implemented</li> <li>Coordination with National Statistical Offices to appoint national administrators</li> </ul>
Countries trained on data tools, incl. StaTact, via webinars and other distant learning modes.	No. of countries trained on data tools, incl. StaTact, via webinars and other distant learning modes.	30 Countries	36 countries trained through StaTact workshop-style webinars
StaTact application and methodology upgraded as required and maintained and administered for use by UN Member States		Upgraded Methodology	The methodology upgraded and revised Coordination with National Statistical Offices across several countries
2 pilot countries received tailored support to apply StaTact to address selected SDG data gaps.	No. of pilot countries received tailored support to apply StaTact to address selected SDG data gaps.	2 countries	A couple of countries 5 received tailored support (The Philippines, Grenada, Maldives, Colombia, Panama).
130 persons trained on the use of StaTact.	No. of people trained on the use of StaTact	130	192 persons trained through StaTact workshop-webinars and national workshop
Persons trained on data analysis for the SDGs.	No. of persons trained on data analysis for the SDGs	100	TBD
500 persons benefit from new course to be developed on environmental SDG indicators (New)			<ul style="list-style-type: none"> <li>New UNEP-UNITAR-UNSIAP course developed</li> <li>1,144 persons trained in 2021</li> </ul>
Micro-learnings (New)			<p>Additional result</p> <ul style="list-style-type: none"> <li>1,937 additional learners benefitted from updates and delivery of 2 other data courses: Introduction to data governance for monitoring the SDGs and Understanding data and statistics better – for more effective SDG decision making</li> <li>Data literacy work documented in an academic publication in the 2021 Statistical Journal of the IAOS</li> </ul>

## Effectiveness of the UN SDG:Learn component

64. The evaluation examined the UN SDG:Learn and the different MOOCs, e-learning courses and other offerings provided under RA 3 and confirms that the platform brings curated learning solutions that prove to be relevant to the users (individuals and institutions) on sustainable development topics.

65. Overall, there has been a general satisfaction with the online training modality provided by UNITAR for its accessibility, effectiveness, and efficiency in overcoming the learning challenges imposed, mostly by the COVID-19 pandemic, yet the language accessibility remains of concern (not sufficient languages available).



**Figure 14: Key Features of UNITAR E-learning Modality**

66. All the measures of the identified final and intermediate outcomes for RA 3 also show higher rates relative to the set targets, suggesting that the project is progressing on track and its effects resonate well with the targeted stakeholders (Table 8). The evaluation further confirms that the majority of the surveyed beneficiaries found that the MOOCs have enhanced the beneficiaries' knowledge about the issues relevant for the SDG implementation/monitoring (93 per cent) - mostly affiliated to the national government and the private sector.

67. Based on the results from consultations with stakeholders and survey respondents, the evaluation finds the UN SDG:Learn platform to be a unique gateway that features relevant and up-to-date content on the SDGs (92 per cent of the surveyed beneficiaries) and complementing knowledge products related to RAs 1 and 2. The platform is found to provide useful tools to search a wealth of SDG-related learning products and services covering all the learners have to learn about the 2030 Agenda (93 per cent of the beneficiaries). However, when it comes to accessibility, the rates dwindle. The survey data shows that 81 per cent of the beneficiaries stated that the platform is easily used and accessible on mobile phone/ tablet, whereas only 57 per cent of them considered it accessible to non-English speakers. Notably these findings are in line with the self-evaluation done after a year of implementation (December 2020).

“ THE LANGUAGE ISSUE COULD BE A SIGNIFICANT OBSTACLE, AND THE SURVEY HAS SHOWN THAT USERS ARE INTERESTED IN LEARNING IN OTHER LANGUAGES BEYOND THE SIX UN LANGUAGES. ”

excerpt from the end of first year self-evaluation - Dec 2020

68. Related to that, some partners raise a concern about the language barrier creating a key hindrance for national government officials to subscribe to the MOOCs and UN SDG:Learn platform.

**Table 8: Reported MTE Findings on Result Area (3) Outcomes**

Results Level	Indicator	Initial Target	Interim 2 - Progress	MTR Findings
Final Outcome 3.A. Well matched learning needs of individuals and organizations on SDGs ensuring effective SDG learning resulting in behavioural change.	Share of polled UN SDG:Learn users evaluating the match as good or very good.	70% or more	85%	93% of the surveyed beneficiaries confirmed that the UN SDG:Learn platform is comprehensive in providing the learners with all they have to learn about the 2030 Agenda
	Share of polled learning individuals from a variety of constituencies have introduced 1-2 changes to their actions and practices so as to recognize critical inter-linkages between SDGs, help break silos and promote greatest impact across various areas of goals and help reach furthest behind first	Target TBD based on the preliminary study	50%	90% of the surveyed beneficiaries confirmed that having used the UN SDG:Learn Platform's resources, they are better aware of the policy coherence aspects related to the SDGs  85% of the surveyed beneficiaries confirmed that after the MOOC course, they were able to explain the importance of policies and propose approaches that address the critical linkages between the SDGs/ promote LNOB.
Intermediate Outcome 3.i. The Platform features relevant content and	Share of polled UN SDG:Learn users evaluating the learning content featured on the Platform as relevant.	70% or more	Undetermined	92% of the surveyed beneficiaries confirmed that the UN SDG:Learn Platform features relevant, up-to-date content

provides useful tools to search and compare what is available.	Share of polled UN SDG:Learn users evaluating the tools for search and comparison as effective.	70% or more	76%	93% of them confirmed that the UN SDG:Learn Platform provides useful tools to search and compare learning offerings about the SDGs.
Intermediate Outcome 3.ii. <b>UN SDG:Learn users are better positioned to develop or implement coherent policies and practices aimed at ensuring No One is Left Behind.</b>	Share of learners/respondents believe they are better positioned to develop or implement coherent policies and practices aimed at ensuring No One is Left Behind	70% or more	Undetermined	90% of the surveyed beneficiaries confirmed that having used the UN SDG:Learn Platform's resources, they are better aware of the policy coherence aspects related to the SDGs  74% of the surveyed beneficiaries confirmed that having used the UN SDG:Learn Platform, they have developed/implemented coherent / inclusive policies and practices

69. Similar to the other two result areas, the geographical outreach of the project RA 3 also highlights that the majority of the users (71 per cent) come from Latin America and the Caribbean (30 per cent), South Asia (17 per cent), Europe (16 per cent) and Southeast Asia (8 per cent) respectively. Quite notably, while the academics make up the main pool of beneficiaries across the board, as illustrated in Figure 13. This finding reinforces the need for UNITAR to manage its promotion and communication strategy.

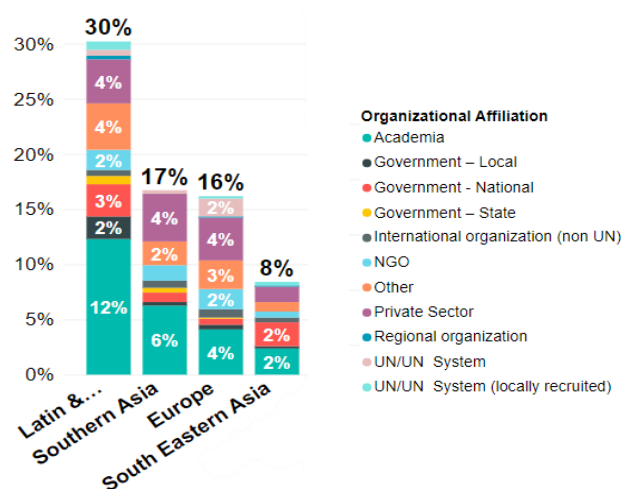
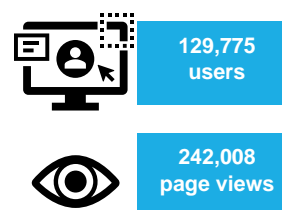


Figure 15: Geographic Distribution of Result Area (3) Beneficiaries

70. Exploring the UN SDG:Learn, the evaluation confirms the usefulness of the platform with the number of offered courses and micro-learning; as well as the number of views and users. The latest data made available to the MTE<sup>28</sup> asserts that the platform recorded 242,008 page views and 129,775 users and offered 331 courses and 206 micro-learning.<sup>29</sup>



71. The evaluation acknowledges the project efforts to turn the UN SDG:Learn into a smart platform whereby learners can be self-guided in their choice of offerings based on their own needs, competency, and their tested cognitive and behavioral choices. To that end, UNITAR has partnered with UNESCO to develop the competencies assessment (SDG Fitness Test) based on the assessment of the learner's performance against the 8 core SDG cross-cutting competencies defined by UNESCO.<sup>30</sup>

<sup>28</sup> As per the last interim report of March 2022.

<sup>29</sup> Until March 2022, as reported in the Second Interim Report.

<sup>30</sup> UNESCO cross-cutting competencies include normative, systems thinking, anticipatory, strategic, collaboration, critical thinking, self-awareness and integrated problem-solving.

72. When inquiring about the SDG Fitness test, the survey findings suggest that 96 per cent of the beneficiaries found it user-friendly and 96 per cent of them highlighted its usefulness in helping identify their learning needs.

The fitness test was user friendly	The fitness test was effective in testing my knowledge	The fitness test was useful in helping identify my learning needs	The fitness test was efficient in meeting my learning objectives
<b>96%</b>	<b>93%</b>	<b>96%</b>	<b>95%</b>

Figure 16: Key Findings related the UN SDG:Learn Platform Fitness Test from both surveys

73. When given the chance to make suggestions to improve their experience when using the platform, the survey beneficiaries highlighted their satisfaction with the resourcefulness and usefulness of the platform, and suggested the following:

1. Need for more languages to increase the pool of users to non-English speakers.
2. Improve the communication and outreach, particularly among students, since *“the courses you provide are extremely interactive and packed with information. It will be beneficial for prospective students and new professionals to be well-versed on the issue of climate change”*

74. At the level of the outputs, the evaluation recognises the enhancement done on the platform (7 new functionalities implemented), addition of new pages to cater for the needs of the learners, enhancing the SDG Fitness test, establishing new working groups among the partners to enhance synergies and improve the learning experience (Learning Pathways, Blogs, and Podcast Series), and developing micro-learning and e-learning products to accommodate the learners needs (Table 9).

Table 9: Snapshot on the Progress on the Outputs of Result Area 3

Results Level	Indicator	Initial Target	MTR Findings
1 well promoted UN SDG:Learn Platform with a range of services enabling users to identify best learning solutions and build learning paths (3-5 new platform services and functionalities)		3-5 services	7 new functionalities implemented as part of Learning Pathways to improve curation over course choice <ul style="list-style-type: none"> <li>&gt; New user registration interface</li> <li>&gt; 3 different assessments</li> <li>&gt; Course tagging algorithm</li> <li>&gt; Blogs infrastructure developed</li> <li>&gt; Podcasts infrastructure developed</li> </ul> Additional result: <ul style="list-style-type: none"> <li>▪ WG on Communications created, various social media channels used to promote the Platform and its content</li> </ul>
Platform tailors effectively to various learners' needs		4-6 pages for special focus audiences or regions	1 special landing page launched for statistics, 2 more under development/discussion <ul style="list-style-type: none"> <li>▪ 5 regional pages</li> </ul> Additional results: <ul style="list-style-type: none"> <li>▪ Zero draft of new partnerships strategy discusses how to address needs of vulnerable groups</li> <li>▪ Work had been implemented to map learning on SDGs for businesses and create a tailored SDG business curriculum</li> </ul>
Vibrant Partnership around UN SDG:Learn leading to synergies			Partnership meets annually via Steering Group meeting and throughout the year through Working Groups. <ul style="list-style-type: none"> <li>▪ 3 active Working Groups as of early 2022: WG on Partnerships, WG on Learning Pathways and WG on Communications</li> <li>▪ Partners proposed and started developing a</li> </ul>

			Partnership Strategy Partners expressed a lot of interest in co-creation (Learning Pathways, Blogs and Podcast Series) and knowledge sharing (Open Education Resources and other topics) ▪ Regular mappings of courses provide a basis for discussion on joint work on learning services and products and enables Partners to be better aware who is doing what to avoid duplication
Set of new micro-learning and e-learning products made available through the Platform	No. of micro-learning and e-learning products	12-15 products	8,206 learners enrolled in a total of 20 course events or 22 toolkit events available online or 24 unique products (incl. some in FR and SP)
	share of new learning participants agreeing that their awareness of policy coherence or LNOB has increased	70%	74% of the surveyed beneficiaries confirmed that having used the UN SDG:Learn Platform, they have developed/implemented coherent / inclusive policies and practices

75. Through the collaborative efforts of different partners (60) including many UN programmes, multilateral organizations, and sustainable development partners from universities, civil society, academia and the private sector, the UN SDG:Learn is perceived by the consulted stakeholders as a successful and effective platform for promoting the partners learning offerings and knowledge products, gaining visibility and outreach given the high rate of subscriptions and visits by learners, as well as a space/ platform for partnering and joint programming in order to maximize the learning opportunities about the SDGs.

## Efficiency

76. The evaluation confirms the project's ability to link to other UN programme and multilateral organizations' initiatives by leveraging additional matching funds to develop learning products and services in line with its identified result areas. Throughout its implementation, the project was capable to leverage existing partnerships and be a broker for new ones to deliver against its result areas. The project's partnership approach, with the main partner (SDC) contributing a seed fund not bound to specific intervention, was found to be crucial in fulfilling the project's outcomes and offerings. It provided the impetus for the project to spread its interventions wide across the different Result Areas whose fulfillment require substantive collaborations to deliver SDGs specific learning products and services. In fact, except for SDC, all other partners have contributed both financially and technically on specific programme interventions in the three Result Areas (input to the content), as confirmed by all the consulted partners.

77. Efficient delivery of the project entails both time and cost-efficiency, as well as efficient tracking and monitoring. The evaluation focuses mostly on the relationship with the partners and stakeholders, as well as the time-efficiency.<sup>31</sup> The findings strongly pinpoint to the fact that the project, like any other projects and programmes implemented during the COVID-19 pandemic, was seriously impacted causing delays in implementation and interruptions in delivery (cancellation of all kinds of face-to-face training, delays in scheduling workshops and events), as well as disbursement of funds. However, the delays were then recuperated with the shift to the online delivery modality and platforms.

<sup>31</sup> Less on the cost efficiency since the project financial and budget sheets are not ready for the evaluation. They should make a core component for the final project evaluation.



78. Table (10) summarizes the financial and technical contributions of the different partners until March 2022.<sup>32</sup> Excluding the European Commission funded project (Cyprus) from the pool of funds, the evaluation notes that the matching funds contribution to the project is in the range of 39.2 per cent. Accounting for the EU Commission contribution, the matching fund figure increases to 48.7 per cent of the total project budget, making it almost equal to the seed fund provided by the Swiss Development Cooperation.

**Table 10: Snapshot of the Project Partners along their Financial and Technical Contribution<sup>33</sup>**

Partner	Courses / Activities	Year	Budget	Per cent
Swiss Development Cooperation	Capacity Building for the 2030 Agenda 2.0	2020	\$ 550,000.00	
	Capacity Building for the 2030 Agenda 2.0	2021	\$ 740,000.00	
<b>Total SDC contribution</b>			<b>\$ 1,290,000.00</b>	<b>51.3%</b>
SFF Sweden	UN SDG:Learn	2019-2020	\$ 159,878.00	6.4%
	Upgrading StaTact	2019-2020	\$ 90,268.00	3.6%
	Strengthening SDG competencies in the digital age	2020-2021	\$ 100,000.00	4.0%
UNDESA	E-course on integrated policies and policy coherence toward the SDGs	2020-2021	\$ 53,500.00	2.1%
	E-course on infrastructure asset management for the SDGs sustainable development	2020-2021	\$ 84,940.23	3.4%
	Additional module on Leave No One Behind for e-course on strengthening stakeholder engagement for the implementation and review of the 2030 Agenda	2021	\$ 35,230.21	1.4%
	E-course on Developing and Implementing Science, Technology and Innovation (STI) for SDGs Roadmaps	2021	\$ 35,994.90	1.4%
	E-version of Handbook of Statistical Organization	2021-2022	\$ 51,980.48	2.2%
UNEP	E-course on environmental SDG indicators	2020-2021	\$ 78,442.05	3.1%
	Russian version of e-course on environmental SDG indicators	2021-2022	\$ 52,489.62	2.8%
UNESCAP (UNSIAP)	additional modules on Oceans and SCP for E-course on environmental SDG indicators	2021-2022	\$ 42,078.84	1.7%
UNDP	Learning Package "Strengthening institutional cooperation to address organized crime in fisheries"	2021-2022	\$ 20,605.55	0.8%
European Commission	2019-2022 – Implementing and mainstreaming SDGs in the national policy framework in Cyprus		€ 400,000.00	15.9%
<b>Total</b>			<b>\$ 2,516,372.78</b>	<b>100.0%</b>

<sup>32</sup> Excluding the partnership with the European Commission (2019-2022) to mainstream the SDGs in the national policy framework in Cyprus (€ 400,000.00).

<sup>33</sup> European Commission provided a matching fund of € 400,000.00 for the Cyprus project (Implementing and mainstreaming SDGs in the national policy framework in Cyprus - 2019-2022)

79. UNITAR has been among very few organizations whose migration to the online training and learning modality was less challenging given the institute's IT capacity and experience in organizing webinars, distant and self-paced learning products (including MOOCs). All the consulted partners concurred in praising the swift and efficient technical delivery of the knowledge products or facilitation of webinars. However, UNITAR's technical readiness was not paralleled with that of its stakeholders and partners whose preparedness to shift or adapt to the online training modality took a long time due to technological and connectivity issues.

“ WE GRADUALLY GOT USED TO ONLINE MEETINGS, YET THEY REMAIN LESS CONDUCTIVE TO MANAGE IN-DEPTH DISCUSSION. ”

As expressed by a Partner

80. The evaluation uncovered findings that reflect diverging perspectives related to aspect of project efficiency, mostly associated with (a) bureaucratic and sometimes cumbersome administrative management and (b) activity costing. While the project team confirms that partners agreement reviews are swiftly done within days at UNITAR, while it might take the partners a couple of weeks, some partners see otherwise. Besides, the activity budgeting and costing was also a challenge to UNITAR project team and some partners, for sometimes they have to engage in long negotiations for a short-term activity with minimal budget. The negotiations revolve around the project's indirect and direct costs. Most often, the project cost recovery is understood by the partners because of UNITAR is a project-based organization (with no regular budget allocation beyond external grants and funds). Nevertheless, the evaluation could not establish the costing model adopted within UNITAR. When inquired about it, the evidence proves that this issue often emerges and there remains some ambiguity among UNITAR senior staff about the indirect and staff costing model. While the project team budgeting is defined on an activity-by-activity basis, the percentage of overhead and indirect cost differs across the projects and programmes within UNITAR.

81. In addition to the administrative challenges, the evaluation highlights the potential for the UN SDG:Learn Steering Group Meetings to be more efficient. Annual meetings were perceived to risk diluting the responsibility and urgency to act upon the agreed decisions. Typically, the project reported a relatively long time to develop a Partnership Strategy that was initiated in 2021 and finalized in March 2022; while the performance and evaluation measures remained to be developed by the time the strategy is endorsed by the concerned partners, scheduled in December 2022.

82. A third aspect of management efficiency relates to the project collaboration with the governments and UN Country Teams. With the latter, the experience with the UN Multi-Country Office for Mauritius and Seychelles (UNMCO) is found to be very conducive in scoping and deploying the technical assistance to the respective countries, and then potentially integrating the “systems thinking approach” and findings into the Common Country Analysis (CCA) processes – an action to be implemented. However, the process was not perceived by the consulted government counterparts in Seychelles as smooth to the extent that it created some misunderstanding associated mostly with the lack of clear communication with the counterparts before starting project inception with the deployment of local consultants and delays in sharing the country report (deliverable). Piloting such interventions proves to require more close communication with the

“ WE NEED SOMETIMES TO BETTER UNDERSTAND THE STATACT AND FIND OUT HOW THIS TOOL WILL BE USED IN OUR ORGANIZATION. ”

As expressed by a Partner



counterpart and engaging them in identifying their needs and scoping the technical assistance, in addition to closely managing the deployed consultants. A similar concern was raised by the consulted stakeholders from the Andean Community who received technical support using the StaTact tool.<sup>34</sup> They eloquently appreciated the support but questioned the utilization of the tool within their organization that is not involved in data generation but is mostly perceived as data consumer/user.

83. With regard to monitoring and tracking, the evaluation recognizes the project's efforts to maintain the stakeholders' database. However, the use of the database in informing decision-making with partners seems to be lacking. In fact, many of the partners do have no or minimal idea about the enrolled participants in the joint MOOC, e-learning course, among others. The evaluation confirms that this is an institutional deficiency within UNITAR, not necessarily related to the project, with the two existing between Event Management System and Learning Management System are not connected at the time of the evaluation.<sup>35</sup> Besides, all the courses contain evaluation questionnaires to be completed by the learners at the end of the course (Level 1 evaluation) and some have Level 2, while the UN SDG:Learn through the SDG Fitness test.<sup>36</sup>

## Likelihood of Impact and Sustainability

84. The evaluation could not fully establish the extent to which the project has contributed to the transformation of the capacities of countries, institutions, and individuals to design, implement and review policies, programmes that are coherent and cognizant of key SDG principles (LNOB). Despite that it is premature to assess the likelihood of the project's impact and sustainability of its objectives, the beneficiaries generally agreed that they benefited from the offerings of the three components of the project in terms of acquiring new knowledge, skills, and competencies. Many of them further stressed that they started applying the learning in their workplaces. These self-expressed views hint at level three learning of the Kirkpatrick approach (change in individual behavior) and constitute early indication of the project impact at the individual level.



85. Examples of application of knowledge and skills from the MOOCs include organizing events, drafting reports, analyzing, and using data, stakeholder engagement in consultations, advocacy and awareness raising events, teaching, and research, including developing Voluntary National Reviews (VNRs).

86. As mentioned under “effectiveness”, final outcome 1A aimed to strengthen capacities of countries to adjust systems for integrated and coherent policy design and implementation. While the evaluation did not find any evidence of policies having been designed or

<sup>34</sup> Due to low show up, they are not representative of the entire pool of StaTact participants.

<sup>35</sup> Recently, there were efforts to establish a bridge between the two systems and allow for smoother data extraction and exchange between the two systems.

<sup>36</sup> <https://www.surveymonkey.com/r/L3M8FT2>

implemented, due perhaps to the timing of the exercise, anecdotally, surveyed beneficiaries indicated that they used knowledge/skills from the project for designing a displacement tracking matrix in shelters in Ecuador, integrated a human rights approach and developed a single policy for a network or used the sustainability concept of land acquisition and allocation of lands to preserve green areas, evaluation and policy formulation. Related to final outcome 2A on strengthened capacities of countries to close data gaps through better planning and partnerships and 2B on strengthened capacities of countries to leverage data analysis to inform decision-making and reporting on the SDGs, surveyed respondents reported better support and enhanced impact metrics, monitoring of indicators and analyzing nutrition activities, more in depth local and regional country analysis and more efficiency in data analysis for report writing.

87. It is well established that the more focused the learning process is, the more impactful it becomes. While participating in a workshop on policy coherence or data and evidence generation and reporting is necessary, it remains insufficient to trigger a change in behaviour at the individual level (let alone the institutional one) should it be consistent and focused.
88. At the institutional level, the evaluation could not establish any evidence of change in institutional behavior in the pilot countries due to a myriad of reasons – key among them might possibly be prematurity for the induced change in processes within the institutions often requires (a) a critical mass of new learners (converters), who once they reach the tipping points, will organically push the institutions to revisit its processes and (b) political will and endorsement by the higher authorities. The example of Seychelles is evident despite the challenges examined earlier. It is anticipated that with a more focused approach targeting the pilot countries, the project would be expected to generate potential impact and sustainability.
89. Overall, maintaining the different sets of project offerings online, including the UN SDG:Learn, accessible and available for any user ensure the long-term sustainability of the project, particularly at the individual level. This would require special attention to ensure accessibility and outreach in order not to leave anyone behind.

## Conclusions

90. The evaluation's findings demonstrate that the project has been relevant and effective in ensuring that its outcomes and outputs remain on track and in enhancing the capacity of individuals because of the diverse partnerships that have been nurtured and leveraged over the last two years. Despite the delays associated with the COVID-19 pandemic, the project efficiency is demonstrated through its multiple offerings accessible to large number of stakeholders at minimal costs and leveraging extensive collaboration among different partners.
91. **Relevance:** The project proves to be aligned with UNITAR Strategic Objective (5) aiming at “promoting the indivisible and integrated nature of the 2030 Agenda” by responding to the emerging demands or needs of Member States to making their policies more coherent and evidence based. The technical support and the associated training provided by the project on policy coherence, strengthening data and evidence for reporting on the SDGs, as well as the UN SDG:Learn were found to be relevant to the majority of the surveyed beneficiaries. The evaluation finds that the project's design and funding scheme allow for

a margin of flexibility in the areas of focus and mode of delivery, capitalizing on the contributions from the donor, and the matching funds leveraged through key strategic partnerships. The project provided a combination of ready-made, over the counter support targeting a diverse range of beneficiaries and tailored technical assistance. The latter is mostly demand-driven and targeted well-defined pool of beneficiaries drawn mostly from government institutions. A clear diversity of the partnerships established by UNITAR to achieve the project objectives. In fact, UNITAR has leveraged various strategic partnerships in each result area, that proved to be crucial to provide space for building capacity and sharing knowledge within all UN Member States. However, the diversity of the project offerings (e.g., technical support, training) and its multi-level outreach (targeting individuals, institutions, and countries) limit the possibility for a targeted and a well-focused approach. Except in Cyprus, the piloted interventions in selected countries were implemented by one result area and not across the two result areas. The demographic distribution of the project beneficiaries proves to be inclusive both in terms of gender and disability. Geographical outreach, the findings suggest that Europe, South Asia, Southeast Asia, Latin America and the Caribbean, and Eastern Africa have benefited the most from the different project's offerings. Besides, the project environmental footprints were minimal due for it was mostly implemented remotely and online.

92. **Coherence:** The evaluation notes that the demand-driven approach and the design of the project into three result areas, has not been integrative. While the internal coherence requires more attention, the evaluation confirms that the complementarities and synergies with the project partners' programmes across result areas further strengthening the capacities in policy design and implementation, evidence-based policy making and data analysis and monitoring and reporting on the SDGs. There was a consensus among the informants that the partnership modality, coupled with the matching fund scheme within a general scope aiming at building capacities in the context of the 2030 Agenda.
93. **Effectiveness of the Policy Coherence component:** The capacity of the project key stakeholders (individuals) to develop, implement and review integrated policies and promote more coherent and inclusive policy has been enhanced in terms of expertise, knowledge and skills acquired from the MOOC and training events, as confirmed by the surveyed project beneficiaries. In fact, all the measures of the identified intermediate outcomes for RA 1 show relatively high rates against the set targets. While the counterparts in Seychelles commended the interventions, they highlighted the need develop a package of longer-term and more steady technical support.
94. **Effectiveness of the Data and Evidence Component:** The evaluation observes the enhancement done on the StaTact tool (application, methodology and website), and the efforts to target more countries and increasing number of participants who were trained on the tool. It further confirms that StaTact is found to be an effective tool for data planning (77 per cent of surveyed beneficiaries). Most of the surveyed beneficiaries have strongly expressed they became better positioned to compile work with SDGs data, including the environmental indicators (86 per cent) thanks to the support provided by UNITAR and partners. Seventy-seven per cent of them agreed that StaTact is an effective tool for data planning. The evaluation finds that academia and national government constitute more than 45 per cent of the pool of beneficiaries of the different RA 2 offerings. Geographically, however, the participation of beneficiaries from Africa is relatively lower than other regions.
95. **Effectiveness of the UN SDG:Learn component:** The evaluation asserts that there has been a general satisfaction with the online training modality provided by UNITAR for its

accessibility, effectiveness, and efficiency in overcoming the learning challenges imposed, mostly by the COVID-19 pandemic, yet the language accessibility remains of concern. Most of the surveyed beneficiaries found that the MOOCs have enhanced the beneficiaries' knowledge about the issues relevant for the SDG implementation/monitoring. It asserts, through the consultations with stakeholders and the beneficiaries survey, that the UN SDG:Learn platform is a unique gateway that features relevant and up-to-date content on the SDGs (92 per cent of the surveyed beneficiaries) and complementing knowledge products related to Result Areas 1 and 2. However, some partners raise a concern about the language barrier creating a key hindrance for national government officials. Besides, the evaluation acknowledges the project efforts to turn the UN SDG:Learn into a smart platform whereby learners can be self-guided in their choice of offerings based on their own needs, competency and their tested cognitive and behavioral choices. When inquiring about the SDG fitness test, 97 per cent of the beneficiaries found it user-friendly and 94 per cent of them highlighted its usefulness in helping identify their learning needs.

96. **Efficiency:** The evaluation confirms the project's ability to link to other UN programme and multilateral organizations' initiatives by leveraging additional matching funds to develop learning products and services in line with its identified result areas. The findings strongly pinpoint to the fact that UNITAR has been among very few organizations whose migration to the online capacity building and learning delivery was less challenging given the IT capacity and experience in organizing webinars and distant and self-paced learning products (including MOOCs). With regard to other aspects of efficiency, challenges related to administrative management and bureaucracy were perceived be sometimes cumbersome to UNITAR and its partners. Besides, the evaluation recognizes the project's efforts to maintain the stakeholders' database and identifies the need to have a systematic and more consistent monitoring and reporting process between UNITAR and partners to better inform decision-making.
97. **Likelihood of Impact and Sustainability:** The evaluation could not fully establish the extent to which the project has contributed to the transformation of the capacities of countries, institutions, and individuals to design, implement and review policies, programmes that are coherent and cognizant of key SDG principles (LNOB). At the institutional level, the evaluation could not establish any evidence of change in institutional behavior in the pilot countries due to a myriad of contextual factors. The evaluation clearly stresses that maintaining the different sets of project offerings online, including the UN SDG:Learn, accessible and available for any user ensure the long-term sustainability of the project, particularly at the individual level.

# Recommendations

98. Based on the evaluation's findings, the following recommendations are proposed in order to maintain the project deliverables and achievements on track, achieve higher sustainability and impact for the current phase of the project and potential future phases.

**Recommendation 1: Revisit the project's implementation approach and develop a more coherent and plausible theory of change for the next phase.** This could include:

- 1.1 Ensuring more integrated actions by targeting the same pilot countries with interventions aiming at strengthening both the policy coherence and integrated planning as well as building the SDGs reporting and data capability (StaTact); and/or
- 1.2 Mapping the participants per country and propose a pilot (focused) intervention in that country leveraging the (presumably) enhanced capacity in specific areas. This can be done through tracking and tracing the beneficiaries in the pilot countries in order to identify the mass/pool of the project beneficiaries whose capacity is developed and capitalize on them to accelerate the intended change.
- 1.3 While noting the recent development in the current data management systems, develop a more systematic project tracking and monitoring framework to allow periodic reporting and analysis of the activity data with partners to help them integrate the findings into their relevant processes.
- 1.4 Consider periodic assessment of learning, through (i) deploying surveys every 3-6 months after a course or workshop is delivered, and (ii) consult with the participants after 6-12 months to assess any potential changes in behavior.

**Recommendation 2: Develop a project strategy to increase outreach across countries and institutions, promote the different project offerings and enhance the project's effectiveness and impact.** This could include:

- 2.1 Reconsidering the outreach strategy to the pilot countries by setting expectations, joint scoping of the technical assistance and ensuring continuous communication with the relevant government counterparts in the potential pilot countries.
- 2.2 Closely managing the in-country missions to ensure engagement with the relevant government counterparts, proper scoping of the technical assistance, close communication with the consultants commissioned to deliver in-country technical support.
- 2.3 Enhancing the offerings' language accessibility (ranging from the provision of captions/script in different languages to developing courses in the native languages). Overcoming the internet connectivity issue by providing offline or downloadable versions of the courses.

- 2.4 Scheduling periodic “open clinics” (open office hours) for specific types of courses to make the learning process more dynamic and active.
- 2.5 Maximizing the use of the developed tools (such as the StaTact) by granting access to partners to disseminate its use while piggybacking on their missions and events.

**Recommendation 3: Strengthen partnerships to maximize reach and effectiveness and enhance sustainability and impact.** This could include:

- 3.1 Finalizing the UN SDG:Learn Partnership Strategy performance measures.
- 3.2 Initiating/building a community of learners for those engaged in sectoral/thematic learning to allow for more dynamic learning processes and peer support.
- 3.3 Sharing data analytics updates with partners on a periodic basis to analyze performance and inform decisions.

# Lessons learned

In addition to the recommendations, the following lessons learned seek to provide generic learning that could be used in similar projects within UNITAR.

1. **Maintain the competitive edge.** UNITAR has a solid competitive edge for being the renowned and recognized training “destination to go to” for both in-presence and online modalities. Its pedagogic and learning approaches in designing knowledge products (for both the MOOCs and the UN SDG:Learn) and its expertise in online learning are commendable and proved to be efficient in widening the outreach.
2. **Apply the Pareto Principle (20/80).** It is often 20 per cent of the activities that yield the 80 per cent of the outcomes and anticipated change. The project might opt for focused pilot interventions, by scoping, negotiating and devising a comprehensive offering to a Member State across more than one Result Area to address its demand and achieve its intended outcomes rather than stretching thin across many offerings with limited chance to induce a change.
3. **Balance ambitious outcomes with realistic means in conducive contexts.** A two-three years project of similar scope in a small organization (like UNITAR) cannot guarantee achieving such an ambitious institutional and behavioral change. The project should be opportunistic in attending to demands raised by Member States by targeting pilot countries whose contextual factors are enabling such change. This requires (a) a better understanding of the contextual environment, policy dynamics, as well as institutional readiness and political appetite; (b) closer communication with the interlocutor at the national level; (c) seizing the right timing; and (d) leveraging the needed partnership to amplify the impact.
4. **Treating every pilot intervention as a standalone project with a clear Theory of Change is key.** Identify the assumptions, challenges and test them throughout the implementation is critical to ensure successful implementation. Implementing a project of such scope (institutional and policy change) requires clear evidence-based ToC to ensure all risks are accounted for, opportunities are seized, trade-offs are analyzed, partners are leveraged, and enablers are capitalized upon.



# Annexes

## Annex (1) Terms of References

### Terms of Reference

#### Independent Mid-term Evaluation of the “Building capacity for the 2030 Agenda 2.0” project

### Background

1. The **United Nations Institute for Training and Research (UNITAR)** is a principal training arm of the United Nations, with the aim to increase the effectiveness of the United Nations in achieving its major objectives through training and research. UNITAR’s mission is to develop the individual, institutional and 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’s fifth Strategic Objective calls to “Promote the indivisible and integrated nature of the 2030 Agenda”. The sub-objective SO 5.2 “Support coherence and evidence-based policies of the 2030 Agenda” focuses broadly on strengthening capacities of Member States and key partners for implementing and monitoring progress on the 2030 Agenda, with emphasis on enhancing the capacities of countries in special situations in promoting coherent and evidence-based policies and in improving multi-stakeholder engagement at the national level.
3. The project aims to contribute to the transformation of the capacities of countries, institutions and individuals with a view to embedding key SDG principles into their daily analysis and practices, and enabling them to design, implement and review policies, strategies, programmes, actions and initiatives that are both, coherent and highly effective reflecting the complex linkages between all SDGs and that contribute to making sure the world is a better place for all using LNOB as the guiding principle. The project objective and results areas build on the earlier project “Capacity for the 2030 Agenda” (2017-2019).
4. The project uses a combination of tailored support, i.e., advisory services, national and regional pilot learning and Training-of-Trainers (face-to-face) events, with the participation of selected countries who requested this type of cooperation, and the dissemination of knowledge through e-learning and other knowledge products.
5. The project further aims to achieve three result areas:
  - Result Area 1. Promoting greater policy coherence and Leaving No One Behind
  - Result Area 2. Data and evidence to support coherent decision-making and reporting on the SDGs
  - Result Area 3. Spreading the knowledge and building skillsets
6. The project document calls for an independent evaluation initiated at the latest six months before the end of the validity of the agreement.

### Purpose of the evaluation

7. The purpose of this evaluation is to assess the relevance, coherence, effectiveness, efficiency, likelihood of impact and likelihood of sustainability of the project; to identify any problems or challenges that the project has encountered; to issue recommendations, and to identify lessons to

be learned on design, implementation and management. The evaluation's purpose is thus to provide findings and conclusions to meet accountability requirements, and recommendations and lessons learned to contribute to the project's improvement and broader organizational learning. The evaluation should not only assess how well the project has performed, but also seek to answer the 'why' question by identifying factors contributing to (or inhibiting) successful delivery of the results. The evaluation is also forward-looking to inform decisions on the design and planning of possible future phases and focus areas.

### Scope of the evaluation

8. The mid-term evaluation will cover the period from April 2020 to February 2022 of the project. Though the mid-point of the project is reached in August 2021, it was decided that due to adjustments to the activity schedule and COVID-19 delays, the timing of the evaluation would be most strategic to commence in March 2022. Although the scope of the evaluation does not include the previous project "Capacity for the 2030 Agenda" (2017-2019) funded by the governments of Switzerland and Sweden, the evaluator should take the other into account when framing the evaluation's findings and conclusions. In addition to assessing the results achieved from 2020-2022, the evaluation should provide forward-looking recommendations to inform the remaining period of implementation through December 2022.

### Evaluation criteria

9. The evaluation will assess project performance using the following criteria: relevance, coherence, effectiveness, efficiency, likelihood of impact and sustainability.
  - **Relevance:** *Is the project reaching its intended individual and institutional users and are activities relevant to the beneficiaries' needs and priorities, and designed with quality?*
  - **Coherence:** *To what extent is the project coherent with relevant policies, complementing other programmes and projects and adhering to international norms and standards?*
  - **Effectiveness:** *How effective has the project been in delivering results and in strengthening the capacities of countries on integrated and coherent policy design, better planning and partnerships to close data gaps, leveraging data analysis and making countries create more inclusive and agile institutions?*
  - **Efficiency:** *To what extent has the project delivered its results in a cost-effective manner and optimized partnerships?*
  - **Likelihood of Impact:** *What are the potential cumulative and/or long-term effects expected from the project, including contribution towards the intended impact, positive or negative impacts, or intended or unintended changes?*
  - **Likelihood of Sustainability:** *To what extent are the project's results likely to be sustained in the long term?*

### Principal evaluation questions

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

## **Relevance**

- a. *To what extent is the project aligned with the UNITAR strategic frameworks (2018-2021 and 2022-2025), the Institute's efforts to helping Member States implement the 2030 Agenda for Sustainable Development?*
- b. *To what extent is the project aligned with policy coherence for sustainable development, including the 2019 Global Sustainable Development Report and developments from the High-Level Political Forum on Sustainable Development?*
- c. *How relevant are the objectives and the design of the project to the identified and new capacity needs and priorities of national beneficiaries (i.e., countries, institutions and individuals)?*
- d. *To what extent is the UN SDG:Learn platform relevant to users and implementing partners (e.g., other organisations offering learning products in the platform) needs and priorities, including those arising from the COVID-19 pandemic?*
- e. *How relevant is the project to supporting gender equality and women's empowerment and countries in special situations, in addition to other groups made vulnerable? (GEEW)*

## **Coherence**

- f. *How well do the matching funds support the project implementation and how well does the latter contribute to a coherent approach the programming aimed at Accelerating the implementation of the 2030 Agenda?*
- g. *How well does the project complement and foster synergies with other existing or new programmes and projects by other actors, such as by UNDESA, UNDP, Paris 21 and the UN Regional Commissions relevant to the project objectives (i.e., aiming at strengthening capacities to improve policy design and implementation, promote evidence-based policy making and leverage data analysis and monitoring and reporting on the SDGs)?*

## **Effectiveness**

- h. *Is the achievement of the project's outputs and objectives on track? What are the factors affecting this performance?*
- i. *To what extent is the project contributing to changed behaviour/attitudes of countries, institutions and individuals and informed decision making in a way that contributes to embedding key SDG principles into daily practices in designing, implementing and reviewing policies, strategies, programmes, actions and initiatives related to SDG implementation?*
- j. *How effective is the project's three result areas structure in achieving the three outcome areas? How well do the project result areas complement each other for achieving the project objectives?*
- k. *Have the project's structure and partnerships been effective, including the performance of possible implementing partners?*
- l. *To what extent are a human rights-based approach and a gender mainstreaming strategy and the "no one left behind" principle incorporated in the design and implementation of the project and more specifically in the selection of direct and indirect beneficiaries and intervention countries? (GEEW)*

## **Efficiency**

- m. *To what extent has the project been able to link to other initiatives and leverage matching funds?*
- n. *To what extent has the project produced outputs in a timely and cost-efficient manner (e.g. in comparison with alternative approaches) or is likely to?*
- o. *How environment-friendly (natural resources) has the project been?*
- p. *To what extent and how has the project collaborated with the governments and/or UN country teams in (the Philippines, selected SIDS such as Mauritius and Seychelles and countries from the three regional StaTact workshops?*

- q. *To what extent has the project created benefits of integrating gender equality (or not), and what were the related costs?(GEEW)*
- r. *How cost effective were the partnership arrangements, including with implementing partners?*
- s. *To what extent has the project adjusted to the COVID-19 related context and how efficient has it been? How swiftly and flexibly has the project adjusted to the new circumstances to ensure its continued relevance and effectiveness? What helped the project to do so, what obstacles did it face?*

#### **Likelihood of impact and early indication of impact**

- t. *What observable end-results or organizational changes (positive or negative, intended or unintended) have occurred or are likely to occur related to the project implementation and particularly result area 1?*
- u. *To what extent has the project contributed to improved country-level policies, strategies, programmes, actions and initiatives related to SDG monitoring and implementation?*
- v. *To what extent is the project expected to generate impact, globally and in pilot countries in comparison to non-pilot countries?*
- w. *What real difference does the project make in contributing to global efforts to strengthen capacities of Member States, various UN SDG:Learn stakeholders and individual citizens to implement the 2030 Agenda?*

#### **Likelihood of sustainability and early indication of sustainability**

- x. *To what extent are the project's results likely to endure beyond the implementation of the activities in the mid- to long-term?*
- y. *What are the major factors which influenced the achievement or non-achievement of sustainability, including environmental sustainability, of the project?*
- z. *To what extent is the current design likely to contribute to sustained capacity?*
- aa. *What can we learn from the COVID-19 pandemic to inform the future design of similar programming?*

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

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

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

The evaluation is to be undertaken in accordance with the [UNITAR Monitoring and Evaluation Policy Framework](#) and the [United Nations norms and standards for evaluation, and the UNEG Ethical Guidelines](#). The evaluation will be undertaken by a supplier or an international consultant (the “evaluator”) under the supervision of the UNITAR Planning, Performance Monitoring and Evaluation Unit (PPME).

11. In order to maximize utilization of the evaluation, the evaluation shall follow a participatory approach and engage a range of project stakeholders in the process, including the project partners, the UN Country Teams, the participants, the donor and other stakeholders. Data collection should be triangulated to the extent possible to ensure validity and reliability of findings and draw on the following methods: comprehensive desk review, including a stakeholder analysis; surveys; review of the log frame (reconstructed) baseline data and the theory of change; key informant interviews; focus groups; and, if possible, field visits. These data collection tools are discussed below.
12. It is recommended to look at the different dimensions of capacity development, including:

- **Individual dimension** relates to the people involved in terms of knowledge, skill levels, competencies, attitudes, behaviours and values that can be addressed through facilitation, training and competency development.
- **Organizational dimension** 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** 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 11: Capacity areas within the three dimensions**

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

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

**Data collection methods:**

*Comprehensive desk review*

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

The evaluator should also consider whether [Outcome mapping](#) / [Outcome harvesting](#) / [outcome evidencing](#) are suitable tools for answering the evaluation questions.

*Stakeholder analysis*

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

- Partner institutions, including donors and other partners such as UNDESA (UNSD), UNDCO, Regional Commissions, UNDP;
- Beneficiaries/participants;
- Trainers/facilitators;
- UN Country Teams;
- Host (local and national) governments;
- Etc.

#### *Survey(s)*

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

#### *Key informant interviews*

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

#### *Focus groups*

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

#### *Field visit*

Due to COVID-19 the data collection does not include a field visit that requires international travel. Local travel for interviews and focus groups is to be considered depending on the residence of the evaluator. Observation may also prove useful if activities are being implemented simultaneously to the local field visit.

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

### **Gender and human rights**

14. The evaluator should incorporate human rights, gender and equity perspectives in the evaluation process and findings, particularly by involving women and other disadvantaged groups subject to discrimination. All key data collected shall be disaggregated by sex, country status/classification and age grouping and be included in the draft and evaluation report. Though this is a general requirement for all evaluations, this evaluation should particularly put emphasis on gender equality.
15. 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**

16. The proposed timeframe for the evaluation spans from March 2022 (initial desk review and data collection) to August 2022 (submission of final evaluation report). An indicative work plan is provided in the table below.

17. The consultant shall submit a brief evaluation design/question matrix following the comprehensive desk study, stakeholder analysis and initial key informant interviews. The evaluation design/question matrix should include a discussion on the evaluation objectives, methods and, if required, revisions to the suggested evaluation questions or data collection methods. The Evaluation design/question matrix should indicate any foreseen difficulties or challenges/limitations in collecting data and confirm the final timeframe for the completion of the evaluation exercise.
18. 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.
19. 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.
20. Following the submission of the zero draft, a draft report will then be submitted to Project Management to review and comment on the draft report and provide any additional information using the form provided under Annex G by 27 June 2022. Within two weeks of receiving feedback, the evaluator shall submit the final evaluation report. The target date for this submission is 19 July 2022. Subsequently, PPME will finalize and issue the report, and present the findings and recommendations to Project Management and other invited stakeholders.



Indicative timeframe: March 2022 – August 2022

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

### Summary of evaluation deliverables and indicative schedule

Deliverable	From	To	Deadline
Evaluation design/question matrix	Evaluator	Evaluation manager/Reference Group	22 March 2022
Comments on evaluation design/question matrix	Evaluation manager/Reference Group	Evaluator	29 March 2022
Zero draft report	Evaluator	Evaluation manager	06 June 2022
Comments on zero draft	Evaluation manager	Evaluator	20 June 2022
Draft report	Evaluator	Evaluation manager	27 June 2022
Comments on draft report	Project Management/Reference Group	Evaluation manager	12 July 2022
Final report	Evaluator	Evaluation manager	19 July 2022

Presentation of the evaluation findings, recommendations and lessons learned	Evaluator/evaluation manager	Project Management/Reference Group	19 July 2022
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**OPTIONAL:** A reference group is considered a good practice in independent evaluations. Members of the reference group could be a representative from project management, from the donor and partners for example. These stakeholders would then be included throughout the evaluation phases and would e.g., be able to provide comments on the draft report.

### Communication/dissemination of results

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

### Evaluation management arrangements

22. 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').

23. 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 Monitoring and Evaluation Policy, in due consultation with the Executive Director/programme management, PPME issues and discloses final evaluation reports without prior clearance from other UNITAR Management or functions. This builds the foundations of UNITAR's evaluation function's independence and ability to better support learning and accountability.

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

### Evaluator Ethics

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

### Professional requirements

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

- MA degree or equivalent in development, public policy or policy analysis or a related discipline. Knowledge and experience of executive type training, including in areas related to the 2030 Agenda.
- At least 7 years of professional experience conducting evaluation in the field of capacity building. Knowledge of United Nations Norms and Standards for Evaluation.
- Technical knowledge of the focal area including the evaluation of 2030 Agenda related topics.
- Field work experience in developing countries.
- Excellent research and analytical skills, including experience in a variety of evaluation methods and approaches. Experience in evaluation using Kirkpatrick method is an advantage.
- Excellent writing skills.

- Strong communication and presentation skills.
- Cross-cultural awareness and flexibility.
- Availability to travel.
- Fluency in oral and written English.

**Annexes:**

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

## **Annex (2) Project Logframe**



UNITAR project MT  
Eval\_Updated Logfran

**Annex (3) Beneficiary Surveys**  
**Annex (3.1) SDG Fitness test**



## Independent mid-line evaluation "Capacity building for the 2030 Agenda 2.0": UN SDG:Learn

### Introduction

Dear UN SDG:Learn platform user,

As one of the stakeholders of the "**Capacity Building for the 2030 Agenda 2.0**" project implemented by UNITAR over the last 2 years, we seek your useful insights on various aspects of the project offerings and its contribution to build capacities on strengthening data and evidence, promoting policy coherence and spreading knowledge through learning on the **SDGs**.

UNITAR values your input to this survey to better fulfill its mission and serve the wider users of its learning products, tools and platforms.

While ensuring that all inputs are **anonymous**, we appreciate 5 minutes of your time to fill out the questionnaire to help inform the evaluation. All responses obtained will be treated in the strictest confidence. The names of the people and organizations contributing will not be attached to the results, your individual responses will not be published, and the survey results will only be published in an aggregate and not attributable form.

The survey will be open for the next 2 weeks (from 20 June to 04 July 2022, Central European Time - CET).

Thank you for your participation!



# UN SDG:Learn



General Information

\* 1. Please indicate your country of residence

\* 2. Please, indicate your gender

- Female
- Male
- Non-binary
- Other
- I prefer not to disclose

\* 3. Please indicate your age range

- Under 18
- 18-24
- 25-34
- 35-44
- 45-54
- 55-64
- 65+

\* 4. Do you have any disability?

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

Disabilities may include difficulties seeing, hearing, walking or climbing steps, remembering or concentrating, communicating (i.e. understanding or being understood), or with self-care (e.g. washing), without the help from others.

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



Independent mid-line evaluation "Capacity building for the 2030 Agenda 2.0": UN  
SDG:Learn

Organizational affiliation

\* 5. In which type of organization do you work for?

- Government
- Academia
- United Nations agency
- International NGO
- National/local NGO
- Private sector/business
- Self-employed/Independent
- Student
- I presently do not work
- Other, please specify



Independent mid-line evaluation "Capacity building for the 2030 Agenda 2.0": UN  
SDG:Learn

Organizational affiliation

6. What position do you assume? (e.g., programme officer, manager, etc.)



\* 7. How long have you been in this position?

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



Independent mid-line evaluation "Capacity building for the 2030 Agenda 2.0": UN  
SDG:Learn

### General questions

\* 8. What type of learning/ capacity building modality is most relevant to your needs?

Please, select 1 to 3 options

- In person (face-to-face) learning
- Blended learning (i.e., face-to-face and e-learning)
- Online workshop
- Self-paced e-learning
- MOOC courses
- Webinar
- Other, please specify



Independent mid-line evaluation "Capacity building for the 2030 Agenda 2.0": UN  
SDG:Learn

### UN SDG:Learn platform fitness test

\* 9. When using the UN SDG:Learn platform resources for the first time, did you take the SDG fitness test?

- Yes
- No
- I do not remember

\* 10. To what extent do you agree with the following statements?

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
The UN SDG:Learn platform features relevant, up-to-date content.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The UN SDG:Learn platform provides useful tools to search and compare learning offerings about the SDGs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
UN SDG:Learn platform is comprehensive in providing the learners with all they have to learn about the 2030 Agenda.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The mix of podcasts, blogs, micro-learning, and online courses are useful learning tools.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The platform is easily used and accessible on mobile phone/tablet.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
UN SDG:Learn platform provides adaptable solutions to my needs and priorities that arose from the COVID-19 pandemic.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



UN SDG:Learn platform fitness test

\* 11. To what extent do you agree with the following statements?

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Not applicable
The fitness test was user friendly.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The fitness test was effective in testing my knowledge.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The tailored offering for courses met my learning needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The fitness test was useful in helping identify my learning needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The fitness test was efficient in meeting my learning objectives.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



Independent mid-line evaluation "Capacity building for the 2030 Agenda 2.0": UN SDG:Learn

Further comments and suggestions

12. Do you have any comments/suggestions that you would like to share with us to improve the project delivery? If so, please, write them below



Independent mid-line evaluation "Capacity building for the 2030 Agenda 2.0": UN  
SDG:Learn

Thank you!

**Thank you very much for your feedback and for the time spent participating in this survey!**

**Sincerely,  
The Evaluation team**

## Annex (3.2) General beneficiaries survey



## Independent mid-line evaluation "Capacity building for the 2030 Agenda 2.0"

### Introduction

Dear UNITAR participant,

As one of the stakeholders of the **"Capacity Building for the 2030 Agenda 2.0"** project implemented by UNITAR over the last 2 years, we seek your useful insights on various aspects of the project offerings and its contribution to build capacities on strengthening data and evidence, promoting policy coherence and spreading knowledge through learning on the **SDGs**.

UNITAR values your input to this survey to better fulfill its mission and serve the wider users of its learning products, tools and platforms.

While ensuring that all inputs are **anonymous**, we appreciate 12 minutes of your time to fill out the questionnaire to help inform the evaluation. All responses obtained will be treated in the strictest confidence. The names of the people and organizations contributing will not be attached to the results, your individual responses will not be published, and the survey results will only be published in an aggregate and not attributable form.

The survey will be open for the next 2 weeks (from 21 June to 05 July 2022, Central European Time - CET).

Thank you for your participation!



## Independent mid-line evaluation "Capacity building for the 2030 Agenda 2.0"

### General Information

\* 1. Please indicate your country of residence

\* 2. Please, indicate your gender

- Female
- Male
- Non-binary
- Other
- I prefer not to disclose

\* 3. Please indicate your age range

- Under 18
- 18-24
- 25-34
- 35-44
- 45-54
- 55-64
- 65+

\* 4. Do you have any disability?

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

Disabilities may include difficulties seeing, hearing, walking or climbing steps, remembering or concentrating, communicating (i.e. understanding or being understood), or with self-care (e.g. washing), without the help from others.

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



Independent mid-line evaluation "Capacity building for the 2030 Agenda 2.0"

Organizational affiliation



\* 5. In which type of organization do you work for?

- Government
- Academia
- United Nations agency
- International NGO
- National/local NGO
- Private sector/business
- Student
- Self-employed/Independent
- I presently do not work
- Other, please specify



Independent mid-line evaluation "Capacity building for the 2030 Agenda 2.0"

Organizational affiliation

6. What position do you assume? (e.g., programme officer, manager, etc.)

\* 7. How long have you been in this position?

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



Independent mid-line evaluation "Capacity building for the 2030 Agenda 2.0"

General questions

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\* 8. What type of learning/ capacity building modality is most relevant to your needs?  
Please, select 1 to 3 options.

- In person (face-to-face) learning
- Blended learning (i.e., face-to-face and e-learning)
- Online workshop
- Self-paced e-learning
- MOOC courses (i.e., Massive Open Online Courses)
- Webinar
- Other, please specify

\* 9. Have you participated in any of UNITAR training/learning activity provided **online** related to the 2030 Agenda and the SDGs?

- Yes
- No



Independent mid-line evaluation "Capacity building for the 2030 Agenda 2.0"

General questions

\* 10. To what extent do you agree with the following statements?

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Not applicable
The online training modality provided by UNITAR was easily accessible to users.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The online training modality provided by UNITAR was generally effective in fulfilling the learning objectives.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The online training modality provided by UNITAR was efficient in overcoming the learning challenges imposed by the COVID-19 pandemic.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

\* 11. More precisely, have you benefited from UNITAR MOOC courses related to the 2030 Agenda and the SDGs?

- Yes
- No
- I am not sure



Independent mid-line evaluation "Capacity building for the 2030 Agenda 2.0"

MOOC courses

\* 12. What type of MOOC courses have you taken? Multiple responses possible

- Policy coherence (Integrated recovery planning)
- Stakeholder engagement course
- Stakeholder engagement course with LNOB module
- Understanding data and statistics better - for more effective SDG decision-making
- Introduction to Data Governance for monitoring SDGs
- Environmental SDGs indicators
- SDG infrastructure asset management
- Science, Technology and Innovation (STI) for SDG Roadmaps
- Introduction to the 2030 Agenda
- SDG-aligned budgeting
- Other courses, please specify

\* 13. To what extent do you agree with the following statements?

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Not applicable
The MOOC course I participated in matched my learning needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The MOOC course I attended was very relevant to my areas of work / expertise.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The MOOC course(s) I participated in has(ve) enhanced my knowledge about the issues of interest to me relevant for the SDG implementation/monitoring.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
After the MOOC course, I was able to explain the importance of policies and propose approaches that address the critical linkages between the SDGs/ promote LNOB.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The MOOC course I participated in proved to be important for my job success.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Kindly illustrate the importance of the MOOC courses to your job success. If you do not have any examples to share, please write NA.

\* 14. Have you accessed and/or made use of the UN SDG:Learn platform?

- Yes
- No
- I am not sure



Independent mid-line evaluation "Capacity building for the 2030 Agenda 2.0"

UN SDG:Learn platform

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

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Not applicable
The UN SDG: Learn Platform features relevant, up-to-date content.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The UN SDG: Learn Platform provides useful tools to search and compare learning offerings about the SDGs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
UN SDG: Learn Platform is comprehensive in providing the learners with all they have to learn about the 2030 Agenda.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The mix of podcasts, blogs, micro-learning, and online courses are useful learning tools.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The platform is easily used and accessible on mobile phone/tablet.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
UN SDG: Learn Platform provides adaptable solutions to my needs and priorities that arose from the COVID-19 pandemic.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
UN SDG: Learn Platform is accessible to non-English speakers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

\* 16. To what extent do you agree with the following statements?

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
Having used the UN:SDG Platform's resources, I am better aware of the policy coherence aspects related to the SDGs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Having used the UN SDG: Learn Platform, I have developed/implemented coherent / inclusive policies and practices.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Kindly indicate how you have developed/implemented coherent / inclusive policies and practices. If it does not apply, please write NA.

\* 17. When using the UN SDG:Learn platform resources for the first time, did you take the SDG fitness test?

- Yes
- No
- I do not remember



Independent mid-line evaluation "Capacity building for the 2030 Agenda 2.0"

UN SDG:Learn platform fitness test

\* 18. To what extent do you agree with the following statements?

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Not applicable
The fitness test was user friendly.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The fitness test was effective in testing my knowledge.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The tailored offering for courses met my learning needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The fitness test was useful in helping identify my learning needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The fitness test was efficient in meeting my learning objectives.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

\* 19. Have you or your organization benefited from UNITAR advisory services and learning related to data and evidence or the StaTact tool?

- Yes
- No
- I am not sure



Independent mid-line evaluation "Capacity building for the 2030 Agenda 2.0"

Data and evidence, StaTact (advisory services and learning)



\* 20. To what extent do you agree with the following statements?

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Not applicable
The StaTact tool is relevant to my areas of work/ expertise.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The online learning modality was accessible to all users.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The StaTact is an effective tool for data planning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My problem-solving skills for SDGs data have improved thanks to the technical support provided by UNITAR.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The StaTact training matched my learning needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

\* 21. To what extent do you agree with the following statements?

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Not applicable
After the StaTact training, I managed to address data gaps relevant for national data priorities and the SDGs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am better positioned to compile or work with environmental SDGs indicators.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The StaTact tool has changed my work practices related to analysing/collaborating on data gaps relevant for national priorities and SDGs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The compilation of environmental SDG indicators has improved in my organization after UNITAR technical support.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please elaborate how your work practices concerning data gaps or environmental indicators have changed as a result of the advisory services and learning provided. If not applicable, please write NA.

\* 22. To what extent do you agree with the following statements?

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Not applicable
UNITAR technical support on data for the SDGs (StaTact tool) was timely.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
UNITAR technical support on data was adaptable to the COVID-19 pandemic.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

\* 23. To what extent do you agree with the following statements?

Thanks to the advisory services and learning offered by UNITAR:

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Not applicable
I have applied the data skills gained during the training when addressing SDG or national indicator data gaps.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The institution I worked for has updated/ revised its SDGs-related data analysis processes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Policy decision-making in my institution becomes better informed by data.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
SDGs reporting in my institution/ country is better informed by robust data analysis.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Provide examples on how things have changed in your work and practices in your institution have changed thanks to the advisory services and learning provided by UNITAR. Kindly write NA if you do not have anything to share.

\* 24. Have you or your organization benefited from UNITAR advisory services and learning related to policy coherence, integrated planning and financing?

- Yes
- No
- I am not sure



Policy coherence (advisory services and learning)

\* 25. To what extent do you agree with the following statements?

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Not applicable
The technical support on policy coherence and the associated training provided by UNITAR is relevant to my areas of work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The training provided by UNITAR matched my learning expectations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

\* 26. To what extent do you agree with the following statements?

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Not applicable
The technical support received from UNITAR was effective for developing, reviewing and implementing <b>integrated</b> policies and planning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The technical support received from UNITAR was effective for developing, reviewing and implementing <b>coherent</b> policies and planning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The technical support received from UNITAR was effective for developing, reviewing, and implementing <b>equitable and participatory</b> policies and planning to ensure it leaves no one behind.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

\* 27. To what extent do you agree with the following statements?

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Not applicable
My knowledge and skills for developing, reviewing and implementing integrated and coherent policies have improved thanks to the technical support provided by UNITAR.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My knowledge and skills in ensuring robust stakeholder engagement in policy processes has enhanced.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
After the training, I become better equipped to review and develop integrated and coherent policies.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
After the training, I become better equipped to engage stakeholders in the policy and planning processes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

\* 28. To what extent do you agree with the following statements?

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Not applicable
UNITAR technical support has changed my work practices and processes in reviewing and developing coherent policies.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
UNITAR technical support has changed my work practices and processes to become more inclusive and engaging.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please provide examples on how your work practices have changed. If not applicable, kindly write NA.

\* 29. To what extent do you agree with the following statements?

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Not applicable
UNITAR technical support was timely.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
UNITAR adapted its approach in response to COVID-19 to ensure continued technical support.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

\* 30. To what extent do you agree with the following statements?

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Not applicable
Thanks to the UNITAR project/support, I have applied the learning when developing new policies.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Thanks to the UNITAR project/support, the organization with which I am affiliated is better able to perform.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Thanks to the UNITAR project/support, the institution/ program I worked for has integrated the new SDGs related principles of LNOB in the work processes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Thanks to the UNITAR project/support, the institution I worked for has developed more inclusive and agile policy review and development / data analysis processes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Thanks to the UNITAR project/support, the policy-making processes in my institution/ country have been influenced by the integrated design and implementation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please provide examples on how your organization have performed differently after the advisory services/learning provided by UNITAR

\* 31. Have you or your organization benefited from other UNITAR learning or advisory services, besides the above mentioned?

- Yes
- No
- I am not sure



Independent mid-line evaluation "Capacity building for the 2030 Agenda 2.0"  
Policy coherence (advisory services and learning)

32. Kindly specify which other services from UNITAR you or your organization have benefited from



Independent mid-line evaluation "Capacity building for the 2030 Agenda 2.0"  
Further comments and suggestions

\* 33. Would you agree to be contacted as follow-up to submitting this questionnaire to discuss at more length your post training experience?

- No
- Yes, kindly provide an email address below.

34. Do you have any comments/suggestions that you would like to share with us to improve the project delivery? If so, please, write them below.



Independent mid-line evaluation "Capacity building for the 2030 Agenda 2.0"

Thank you!

**Thank you very much for your feedback and for the time spent participating in this survey!**

**Sincerely,  
The Evaluation team**

## Annex (4) Evaluation Matrix



UNITAR project MT  
Evaluation\_MATRIX\_F

## Annex (5) List of consulted persons

No.	Last name	First name	Organization	Title/Affiliation	Role in project (e.g., project management, IP, beneficiary institution, donor, etc.)
1	Tarnutzer	Liliane	SDC	Programme Manager	Donor
2	Areikat	Sami	UNDESA DSDG	Senior Sustainable Development Officer	Partner/donor - integrated recovery planning course for Arab countries
3	Sharmin	Farzana	UNECA	Economic Affairs Officer	Partner
4	Gamez	Gabriel	UNSD	Senior Inter-Regional advisor	Partner on StaTact, data governance course, Handbook
5	Nielsen	Vibeke	UNSD	Senior Inter-Regional advisor	Partner on GIST, statistical literacy, microlearning, statistics landing page on UN SDG:Learn
6	El Gemayel	Therese	UNEP		Partner and donor for environmental SDG indicators courses
7	Morohashi	Jun	UNESCO		UN SDG:Learn partner active on Learning Pathways using UNESCO SDG competencies
8	Brundiers	Katja	Arizona State University	Professor	Advised on SDG cross-cutting competency assessments for UN SDG:Learn Learning Pathways
9	Fattah	Mona	ESCWA		UN SDG:Learn partner active on partnerships, coordination, and evaluation



<b>10</b>	Liu	Wei	UNDESA DSDG		Partner and donor for course on STI for SDG Roadmaps
<b>11</b>	Proden	Elena	UNITAR	Senior Specialist	Project management
<b>12</b>	Imaralieva	Madina	UNITAR	Associate Programme Officer	Project management
<b>13</b>	Telles	Luis Leonardo	Regional organization Andean Community	Coordinator of the Statistical Unit	Stakeholder (Met him and his colleague)
<b>14</b>	Marina	Confait	Seychelles	consultant	Stakeholder
<b>15</b>	Elizabeth	Agathine	Seychelles	Principal Secretary/ National Planning Department	Stakeholder
<b>16</b>	Anonymous beneficiary		N/A	N/A	Beneficiary
<b>17</b>	Anonymous beneficiary		N/A	N/A	Beneficiary

## Annex (6) List of documents reviewed


1. Project Agreement.
2. Project Interim progress reports (first and second).
3. UN SDG:Learn Self Evaluation Report.
4. Pilot Countries Mission Reports (Mauritius and Seychelles).
5. Report of the Workshop on integrated national financing frameworks in Africa 2021.
6. Strategic Framework Fund - Project Narrative Report Summary.
7. UNDESA Narrative progress report (TARRD018) policy coherence.
8. UNDESA Interim Narrative progress report (TARRD020) Infrastructure.
9. UNDESA Narrative final report - Integrated recovery planning course.
10. UNEP Narrative final report (TARRD021) environmental data.
11. Participants Database (EMS data).
12. Project online resources.
13. The UN SDG:Learn Platform.
14. Sustainable Development Reports 2019 and 2022.

## Annex (7) Evaluation consultant agreement form

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

#### The evaluator:

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

<b>Evaluation Consultant Agreement Form<sup>1</sup></b>
Agreement to abide by the Code of Conduct for Evaluation in the UN System
Name of Consultant: <u>KASSEM EL SADDIK</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 <u>place</u> on <u>date</u>
Signature: <u>OTTAWA ON 28 FEBRUARY 2022</u>  <u>Kassem El Saddik</u>

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