



unitar

United Nations Institute for Training and Research



EVALUATION OF UNITAR LEARNING-RELATED EVENT CERTIFICATIONS

August 2024

Planning, Performance Monitoring and Evaluation Unit

The evaluation was undertaken by the Planning, Performance Monitoring and Evaluation Unit. The report is issued without formal copy editing.

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Foreword

UNITAR outreach to learners increased significantly during the period from 2016 to 2022, yet the number of certificates of completion (CoC) issued for events with learning objectives and objective assessment declined. In 2023, the UN Board of Auditors observed this trend and recommended UNITAR evaluate its learning-related programming to better understand factors driving the declining rates of certificates of completion.

The evaluation assessed the effectiveness of UNITAR's learning-related programming, focusing on identifying drivers and barriers of successful learner completion and certification. It covered all UNITAR programme units from 2016 to 2022. A mixed-methods approach was used, including surveys of UNITAR personnel and participants, focus group discussions with participants and UNITAR personnel, key informant interviews with UNITAR personnel and other learning service providers, document review and descriptive analysis of data from UNITAR's Event Management System (EMS). The evaluation adopts an approach that recognizes the multifaceted benefits of participating in a course offered by UNITAR, acknowledging that course completion is not the sole measure of such benefits. Nevertheless, it emphasizes the importance of understanding the factors influencing completion rates and their potential implications for course design and management.

The evaluation found that the onset of the COVID-19 pandemic clearly disrupted learners' educational paths, propelling both UNITAR and learner beneficiaries to adjust to a new normal characterized by the significant increase in online learning. Even as the pandemic wanes, its lasting effects on learners, the education sector, and society at large endure. Despite experiencing a notable increase in learner outreach, the Institute has witnessed a consistent decline in CoC rates from 2016 to 2022, with an annual decrease of approximately nine percentage points. The lowest rate was documented in 2020, marking a substantial drop to 24 per cent from its 2019 rate of 47 per cent. The evaluation provides findings based on an analysis of event and learner characteristics and concludes that the decline in CoC rates from 2016 to the present cannot be attributed to a single factor. Rather, it reveals a multitude of factors affecting both completion and non-completion, encompassing elements intrinsic to UNITAR, those related to learners, and occasionally, factors external to both. Attaining completion in learning pursuits entails a shared responsibility between learners and programme managers.

The report contains a set of five recommendations. Four of the recommendations were addressed to all UNITAR programme units and were accepted or partially accepted (with one programme unit rejecting recommendation 2). One recommendation was issued only to one unit and was accepted.

The evaluation was undertaken by the UNITAR Planning, Performance Monitoring and Evaluation (PPME) Unit. The programme units' response to the evaluation and its conclusions and recommendations are outlined in the Management Response. The PPME Unit is grateful to the Directors and Managers and other staff and personnel of the relevant programme units, as well as to the beneficiaries and other external stakeholders for providing important input into this evaluation.

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ACRONYMS & ABBREVIATIONS

A2030	Strategic Implementation of Agenda 2030 Unit
AI	Artificial Intelligence
CIFAL	Centre International de Formation des Autorités et Leaders
CoC	Certificate/s of completion
CoP	Certificate/s of participation
COP	Community of Practice
CWM	Chemicals and Waste Management Programme Unit
DCP	Decentralized Cooperation Programme Unit
DRR	Disaster Risk Reduction
EMS	Event Management System
EMP	Executive Management Programme
FGD	Focus Group Discussion
GCP	Green Development and Climate Change Programme Unit
HO	Hiroshima Office
ID	Identifier
IDER	ID Participant Event Registration
IP	Intellectual Property
IT	Information Technology
ITC-ILO	International Training Centre of the International Labour Organization
KII	Key Informant Interview
KPI	Key Performance Indicator/s
KSI	Knowledge Systems and Innovation Unit
LDC	Least Developed Countries
LLDC	Landlocked Developing States
LMS	Learning Management System
LNOB	Leaving No One Behind
MDP	Multilateral Diplomacy Programme Unit
MOOC	Massive Open Online Courses
NDC	Division on NCD, Digital Health and Capacity Building
NGO	Non-governmental organization
NYO	New York Office
OAL	Objective Assessment of Learning
PAGE	The Partnership for Green Economy
PDF	Portable Document Format
PFTP	Public Finance and Trade Programme Unit
PMCP	Peacemaking and Conflict Prevention Programme Unit
PP	Percentage Points
PPME	Planning, Performance Monitoring and Evaluation Unit
PTP	Peacekeeping Training Programme
QAC	Quality Assurance Committee
ROI	Return on Investment
SCYCLE	Sustainable Cycles Programme
SDG	Sustainable Development Goals
SDP	Social Development Programme Unit
SIDS	Small Islands Developing States
SMS	Short Message Service
TbT	Training by Trainers
TOR	Terms of References
ToT	Training of Trainers
UN	United Nations
UNEG	United Nations Evaluation Group
UN CC:Learn	The One UN Climate Change Learning Partnership
UNITAR	United Nations Institute for Training and Research

UNOSAT
UNSSC
WAM
WIPO

United Nations Satellite Centre
United Nations System Staff College
Weapons and Ammunition Management
World Intellectual Property Organization

Executive Summary

The United Nations Institute for Training and Research (UNITAR) delivers learning-related programming to build individual capacities through training, education and professional development. While UNITAR's outreach to learners increased significantly from 2016-2022, the number of certificates of completion (CoC) issued declined. In 2023, the UN Board of Auditors observed this trend of decreasing completion rates and recommended UNITAR to evaluate its learning-related programming to better understand factors driving completion.

The evaluation assessed the effectiveness of UNITAR's learning-related programming, focusing on identifying drivers and barriers of successful learner completion and certification. It covered all UNITAR programme units from 2016 to 2022. A mixed-methods approach was used, including surveys of UNITAR personnel and participants, focus group discussions with participants and UNITAR personnel, key informant interviews with UNITAR personnel and other learning service providers, document review, and descriptive analysis of data from UNITAR's Event Management System (EMS).

Key findings

Motivation vs. Demotivation

Factors Influencing Enrolment: The survey revealed that participants are primarily motivated to enrol in UNITAR courses by their interest in the training topic, desire to acquire knowledge about new topics, and the perceived usefulness of the training for their career advancement. Participants from countries in special situations are driven more by present learning demands compared to those from other countries. (Finding 1)

Motivation for Completion: Participants who completed the training were mainly driven by interest in the topic, personal commitment for growth, and usefulness for career advancement. Sense of personal commitment was more commonly mentioned as an important factor by women and non-binary participants than by male participants. Motivations for completion varied between participants from different country classifications, with those from countries in special situations focusing more on present demands than participants from other countries. (Finding 2)

Reasons for Non-Completion: Time constraints arising from work, school, or personal commitments emerged as the primary obstacle to course completion. This was closely followed by the substantial workload stemming from participants' other responsibilities and unforeseen life events or emergencies, including health or personal issues. Learners also cited lack of reminders, online fatigue, difficulty accessing the learning platform or materials, and loss of motivation or interest as factors contributing to non-completion. (Finding 3).

Strategies to Motivate and Support Learners: Good practices employed by UNITAR programme units to engage learners include sending reminders, targeted emails and newsletters, offering learning reinforcement options, informing participants about time limits, and using AI techniques like chatbots. Other strategies involve engaging ministries to appoint participants, sending formal commitment letters, checking in with learners, creating communities of practice, working with local coaches, and providing incentives. Participant suggestions for future practices include improved pre-event information, increased engagement, addressing accessibility challenges, and providing

flexibility with deadlines and funding. (Findings 5 and 6)

Factors affecting performance

Impact of COVID-19: The onset of the pandemic disrupted learners' paths, leading to a significant increase in online learning. Despite higher outreach, UNITAR witnessed a decline in CoC rates, with the lowest point in 2020 (Finding 7). Online events and courses experienced a drastic decrease in completion rates during this period. (Findings 8 and 13)

Event Funding Modality: Donor-funded events constitute the majority of learning activities and participants but exhibit lower CoC rates compared to events with full or partial fees. This suggests greater participant engagement when personal resources are invested. (Finding 9)

Event Delivery Modality: In-person learning events have the highest completion rates, followed by blended and online learning. The gap between online and other modalities widened with the pandemic. (Finding 10)

Role of Event Duration: The relationship between event duration and CoC rates varies. Longer self-paced e-learning courses like UN CC:Learn correlate with higher completion, while shorter durations are associated with higher rates for other UNITAR's events modalities. (Finding 11)

Event Type: The evaluation reveals that completion rates vary significantly across different types of learning events. Fellowship programmes stand out with the highest completion rates, indicating the effectiveness of this immersive learning format. On the other hand, webinars have the lowest rates, possibly due to their short and condensed nature. Other event types, such as courses, seminars, and workshops, fall somewhere in between (Finding 12). Looking at trends over time, a general decline in completion rates is observed from 2020 to 2022. However, certain event types managed to buck this trend, with UN CC:Learn, Training of Trainers, and Training by Trainers

programmes maintaining their completion rates, showcasing the resilience of these formats. (Finding 18)

Event Registration type: The selection process also matters, as events that require an application or invitation consistently outperform public events in terms of completion rates, suggesting that participants in private events are more motivated and committed to the learning journey. (Finding 17)

Correlation with Satisfaction and Job Relevance: Participant overall satisfaction positively correlated with completion rates, but this relationship changed after COVID-19. Similarly, job relevance showed a positive correlation before the pandemic, which reversed afterwards. (Findings 14 and 15)

Programme Unit Differences: CoC rates vary widely across programme units, ranging from 0 per cent to nearly 90 per cent. Factors such as number of participants, selection process, and internal EMS recording procedures likely contribute to this variation. (Finding 16)

Intersectionality: Male participants exhibit slightly higher overall course completion rates compared to female participants. However, the gap varies by region and event type, with female participants showing higher completion for in-person and blended events and male participants for online courses. (Finding 19)

Countries in Special Situations and Disability: Learners from countries in special situations have lower overall completion rates, with a significant disparity for in-person events. Participants with disabilities also obtained lower CoC rates, influenced by event delivery modality. (Findings 20 and 22)

Organizational affiliation: Participants from international organizations and NGOs in countries in special situations have higher completion rates than their counterparts in other countries. For other affiliations, participants from other countries perform better, with the largest gap seen among

national government participants. (Finding 21)

Intended and unintended outcomes

Application of learning: Both participants who completed requirements and those who did not reported similar rates of application of knowledge and skills gained from UNITAR events. Completion status did not significantly impact the practical application of learning, except for interpersonal skills-related application. (Finding 23)

SDG Contribution: Completers and non-completers alike reported comparable levels of their learning application contributing to the Sustainable Development Goals (SDGs) in 2023. (Finding 23)

Positive Changes and Unintended Outcomes: Regardless of completion status, participants experienced positive professional and personal changes after engaging in UNITAR training, with slightly higher rates for those completing requirements. Changes experienced were both intended and unintended. (Finding 24)

Accurate recording of certificates of completion

Discrepancies in EMS data recording impacted conclusions. Differing practices, interpretations and familiarity with policies and systems were found across units. (Finding 24)

Industry standards

Other learning institutions define certificate types, awarding criteria, and completion targets differently. Factors like content alignment, learner preferences, cost, and format impact rates. Organizations use multiple success metrics and some have robust monitoring systems enabling analytics. (Finding 25)

Key recommendations

In the immediate, short-term (within 3 months)

On the Certification Policy and the OAL guidelines:

Recommendation 1. It is recommended that UNITAR Programme Units delivering learning events take steps to ensure full compliance with the UNITAR Certification Policy (including requirements for recording CoC for courses that are part of Master's Degree programmes) and strengthen familiarity of programme unit personnel with the Certification Policy and Objective Assessment of Learning (OAL) guidelines.

On data quality:

Recommendation 2. UNITAR Programme Units should integrate more rigorous and consistent quality control measures and standardized procedures for data entry into the EMS to ensure accurate data recording and analysis, including avoiding instances where the CoC rate is inaccurate or zero.

On systems upgrading:

Recommendation 3. The Communications and Information Technology Support Unit (CITSU) should prioritize the development of the application programming interface for integration of the certification data from Moodle into the EMS, as planned in 2024. Integration ensures a centralized repository for all relevant data and enables real-time information exchange and automated information transfer.

Medium-term (3 to 12 months)

On Learner Engagement Strategies:

Recommendation 4. UNITAR Programme Units delivering learning events should continuously formulate learner engagement strategies, particularly for those activities funded through donor-supported projects, and provide individual learner support, learning from the good practices in this report. Such practices need to be adjusted depending on the size of the cohort.

Long-term (12 to 24 months)

On using data to drive design.

Recommendation 5. UNITAR Programme Units delivering learning events should use evidence from learner analytics and evaluations to design or adjust future events in a way that maximizes learner engagement and increases completion rates.

Lessons learned

1. *Acknowledge varied perceptions of objective assessments of learning.* Appreciating and accommodating differing perspectives can foster greater learner engagement.
2. It is imperative to recognize that the design, delivery, and content offered by *UNITAR training holds intrinsic value* comparable to the UNITAR certificate itself.
3. *Prioritizing strong UNITAR branding for joint initiatives* is essential to increase visibility and recognition.
4. *Recognizing the importance of enhancing information management* through high-quality, standardized, user-friendly systems is crucial to ensure accurate data recording.

Background and Purpose

1. The United Nations Institute for Training and Research (UNITAR) develops the capacities of individuals through various types of training, education and professional development opportunities. Over the years, UNITAR's outreach to learners has increased significantly, due in part to the growth in the delivery of e-Learning courses (e.g., massive open online courses (MOOCs) or similar events) and joint master's degrees or other non-degree diploma programmes.
2. While UNITAR's outreach to learners has increased over the last seven years, both in overall terms and for learning events with an objective assessment of learning (OAL), the number of certificates of completion issued (CoC) has declined. In 2023, in conjunction with its review of Programme Performance Reports, the United Nations Board of Auditors observed the trend of decreasing completion rates for learning events with OAL and recommended that UNITAR "undertake an evaluation of learning related programming with a view to better understanding factors driving completion and cations that can be undertaken to further improve overall certificate of completion rates in the future."
3. The decline in certificate of completion rates, from 42¹ per cent for the 2016-2017 biennium to 23² per cent for the 2020-2021 biennium coincides with a significant increase in learner outreach and other factors, such as the increase in use of the online delivery modality, triggered in part with the onset of the COVID-19 pandemic in early 2020. In 2022, the average certificate of completion rate was 26 per cent, with significant variation across programme units (ranging from 0 to 100 per cent). Learning-related beneficiary outreach features among the Institute's [key performance indicators \(KPIs\)](#), along with the certification of completion rate (as of 2023).³
4. UNITAR's Certification Policy was last revised in 2021 following the growth of UNITAR's beneficiary outreach and diversification of learning-related events. The policy distinguishes between four types of certificates: CoC, Certificates of Participation (CoP), Executive Diplomas and trainer certification. The policy foresees that CoC are awarded to "participants having successfully fulfilled all requirements of a learning-related event (i.e. an event in which learning objectives are specified), including successfully passing a criterion-referenced test(s) or another knowledge or skills-based test(s) within three attempts."⁴ It further specifies that CoP are awarded to:
 - i. Participants having completed requirements of a learning-related event but have not successfully passed all criterion-referenced test(s) or another knowledge or skills-based test(s) of the event within three attempts;⁵ or
 - ii. Participants having successfully passed a criterion-referenced test or another knowledge or skills-based test for at least one module of a learning-related event (but not the entire event); or
 - iii. Participants having attended at least 75 per cent of an in-person learning- or training-related event or has commenced the event delivered online, which does not include an objective assessment of knowledge or performance.
5. Given UNITAR's mission to deliver high-quality learning solutions, it is important to understand and address the underlying reasons for the low certification of completion rates. The purpose of

¹ The dataset used for the report being slightly different, the certification rate is 48 per cent for 2016-17.

² The dataset used for the report being slightly different, the certification rate is 25 per cent for 2020-21.

³ The 2024 target will be set by Management following the issuance of this report.

⁴ This ceiling may be increased to a maximum of five attempts if requested by a donor or other partner, or if deemed necessary by the programme unit. In no case may certificates of completion be awarded to participants solely based on physical presence or active participation in a learning-related event. In addition to the OAL requirement, programme units may also require learners to meet other criteria (e.g. submission of assignments).

⁵ Or up to a maximum of five attempts if requested by a donor or other partner, or if deemed necessary by the Programme Unit.

this evaluation thus addresses the **effectiveness** of UNITAR's learning-related programming, with focus on the drivers and barriers of successful learner completion and certification. In particular, the evaluation seeks to:

- a. identify factors related to the decline of CoC rates for events with OAL;
 - b. explain reasons for the wide variation in completion rates across programme units;
 - c. determine if there is a correlation between certification rates and other event and participant variables, such as delivery modality (i.e., in-person, online or blended), type of funding (i.e., fee-based or donor-funded), target audience characteristics (i.e., open for registration or restricted registration/application), event duration, thematic area, event type (e.g., master, professional diploma, **Massive Open Online Courses (MOOCs)**), job relevance, importance for job success, overall usefulness and extent to which knowledge and skills have been applied, participant profile (gender, nationality and UN country classification, affiliation, and age and disability shall data allow it);
 - d. identify unintended outcomes from learning-related programmes with objective assessment of knowledge, particularly for learners not completing course requirements (if any);
 - e. formulate recommendations with a view to increasing certification of completion rates in the future to enable UNITAR to deliver on its mission more effectively; and
 - f. identify good practices and formulate lessons learned.
6. The scope of this evaluation is limited to OAL events and covers all programme units and the Centre International de Formation des Autorités et Leaders (CIFAL) Global Network in the period from January 2016 to December 2022. The evaluation also includes a benchmarking exercise to assess UNITAR certification practices and performance against the practice of other organizations in the learning industry.

METHODOLOGY

7. The evaluation was undertaken in accordance with the [UNITAR Evaluation Policy](#), [the Operational Guidelines for Independent Evaluations](#) and the [United Nations Norms and Standards for Evaluation](#), and the United Nations Evaluation Group ([UNEG Ethical Guidelines](#)). The evaluation incorporated gender, disability and equity perspectives in its findings, particularly by placing emphasis on women and other disadvantaged groups subject to discrimination. The data collected was disaggregated by sex, age grouping, disability and UN country classification and was included in the report, as deemed necessary.
8. The evaluation was conducted between October 2023 and January 2024. The evaluation followed a mixed-methods approach. Descriptive analysis was used for describing the variables of interest and explaining correlations between CoC and learner and event characteristics. The evaluation employed a comprehensive approach to data collection that involved both primary and secondary sources. Primary sources include participant and UNITAR staff surveys, key informant interviews (KIIs) and Focus Group Discussions (FGDs). Secondary sources include data from the Events Management System (EMS) and other relevant documents.
9. A survey was administered in November 2023 to learners who participated in learning events with OAL from January 2016 to June 2023.⁶ The survey was sent to both learners who successfully passed objective assessments and those who did not meet completion requirements. The distribution list was narrowed to learners registered in the EMS with a valid email address. The distribution list comprised of 386,087 unique learners, for which 355,291 email addresses were valid (30,796 invalid email addresses). This list represents the universe of learners who participated in OAL events within the defined timeframe. The survey was administered in English,

⁶ Based on registrations of participants in the EMS with valid email addresses.

French and Spanish languages. A total of 11,462 valid responses were received, corresponding to a 3.2 per cent response rate. In parallel, a separate survey was deployed to 371 UNITAR personnel. The staff survey received 73 responses, corresponding to a 20 per cent response rate.

10. After the initial receipt of survey responses, further insights were sought through a series of FGD and KII. Six FGDs were organized with participants in December 2023, with two sessions each dedicated to English-speaking, French-speaking, and Spanish-speaking participants. Concurrently, for UNITAR personnel, two FGDs and nine KIIs took place from December 2023 to January 2024, aiming to enhance quantitative feedback from surveys and provide clarifications for data obtained from desk reviews. These interviews also served as the venue for identifying, discussing and elaborating on the case studies included in this report.
11. For the benchmarking exercise, five interviews were conducted with external learning organizations such as LinkedIn Learn, World Intellectual Property Organization (WIPO) Academy, United Nations System Staff College (UNSSC), the International Training Centre of the International Labour Organization (ITC-ILO), and The Open University.
12. A desk review of narrative reports, including programme budget documents, project documents and sampled event syllabi, was undertaken to ascertain whether targeted completion rates were identified by programme units before the implementation of learning events. Examination of EMS data was also carried out to identify both aggregate and disaggregated data on certifications within the Institute. The results of the annual UNITAR Level 3 survey data were also incorporated into the evaluation, along with relevant literature addressing industry standards for MOOCs. These collective efforts aimed to address the following evaluation questions established at the commencement of the evaluation process. The list of documents consulted is presented in Annex D.

Evaluation questions

13. The evaluation was guided by the following 11 evaluation questions:

<i>Motivation v. demotivation</i>
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- a. Why have learners enrolled in UNITAR learning events with OAL not completed the requirements?
- b. What incentive structures are in place to motivate learners to complete events (e.g., supervisor requirement, perception on the value of the certificate, linkage of learning objectives to performance level objectives)? What strategies can be implemented to better support learners in successfully completing their training (e.g., follow-up after event through reminders, targeted emails and newsletters, other learning reinforcement, email informing about registration deletion, and other Artificial Intelligence (AI)-facilitated techniques)? What are good practices from programme units? How can UNITAR leverage positive outcomes and replicate successful models in its future learning initiatives? What reasons have learners for only partially completing events (i.e. learning needs fulfilled after partial completion, no requirement for a certificate as learning needs have been irrelevant for job/career, etc.)?

<i>Factors affecting performance</i>

- c. What are the factors influencing certificate of completion rates, including variables such as type of funding, delivery modality (e.g., in-person v. online), event duration, registration modality, degree of alignment to overall satisfaction, overall usefulness and job relevance, event type, particularly during the COVID-19 period?
- d. What reasons explain the wide variation observed in completion rates across programme units?
- e. To what extent do gender or other characteristics of the learner play a role in course completion?

- f. To what extent have other participant profile related variables (nationality and UN country classification, affiliation and age and disability if the data allows) influenced the CoC rate?
- g. To what extent are there differences in completion rates for master's degree type events, MOOCs, and other learning events?

Accurate recording of certificates of completion

- h. Is there under or over reporting of CoC in the EMS? What are current recording procedures and how may these affect completion rates, e.g., registrations recorded as participations and irregularities in reporting events as non-learning events or non OAL events and vice versa (though the case)?

Industry standards

- i. What are the standards in the learning industry, including within and outside organizations in the United Nations providing learning-related programming, in conjunction with CoC and related targets? How have industry standards evolved and what reasons do they suggest for completion rates by different types of events (i.e. pick and choose content of MOOCs)?

Intended and unintended outcomes

- j. Have learners who have not completed requirements applied knowledge and skills, and if so, is application attributable to the UNITAR event? For 2022, to what extent has application of knowledge and skills from those who have not completed requirements contributed to implementing the SDGs?
- k. What are any unintended outcomes, if any, for learners who have not completed the requirements?

LIMITATIONS

- 14. The evaluation encountered several limitations which are categorized on the type of sources of information used in the evaluation.

EMS data analysis

- 15. The analysis of EMS data on CoC and CoP rates uncovered learning events with rates of zero. Upon further investigation and clarification with certain programme units, it was revealed that non-learning events and those lacking OAL might have been erroneously included in the analyzed data due to inaccurate recording in the EMS.⁷ Moreover, for other events CoC and CoP data was not recorded, in contrast to policy requirements. Such as the case for joint Master's degrees or Training by Trainer (TbT) events. Thus, 836 events with CoC rates of zero per cent were excluded from the analysis. The existence of such anomalies underscores inconsistencies in data capture for completion rates, emphasizing the necessity for more rigorous quality control and standardized procedures to ensure precise analytics.⁸ Moreover, the potential skewness of the data derived from wrong recording in the EMS did not allow for hypothesis testing of EMS-related data, since it could have effects on the testing results. Nonetheless, data derived from the participants survey was tested and findings related to differences between groups derived from this section should be interpreted as being statistically significant.

⁷ The evaluation notes the Report of the Board of Auditors of its 2021 management audit and the finding and recommendation on issues related to recoding data in the Events Management System, including certification rates. See A/77/5 Add 5., pp. 18-19.

⁸ The evaluation notes Management's corrective measures put in place in 2022 moving forwards.

16. The One UN Climate Change Learning Partnership (UN CC:Learn) events prior to 2020 cannot be automatically identified from recorded data in the EMS.
17. The analysis further revealed inaccuracies, such as participants marked as having participated when they did not actually attend the event, errors in recording participants' details such as email addresses, inclusion of trainers and UNITAR staff recorded as participants, and instances where participants were allowed to enroll multiple times in the same event using the same email address. These inaccuracies in EMS data recording decrease the reliability of the source of information for generating findings and conclusions.
18. Moreover, it is challenging to analyze and compare learning events at a thematic level (e.g., peace, planet) as more than 90 per cent of the participants were enrolled to events not categorized. The uniqueness of the event identifier (ID) was also not maintained, as 64 events were delivered more than once. This could be attributed to the reporting events spanning two reporting periods, potentially resulting in double counting. The analysis of learning events categorized by duration also presented challenges, particularly in cases where a definite start and end date were required. For certain events, such as self-paced courses, the end date was not applicable and indicated only for reporting purposes on the EMS without having value for the analysis, as these courses lack a deadline for completion and remain open for unlimited duration.
19. While analyzing and comparing EMS registration data of participants with information on corresponding events, it was discovered that the EMS dataset contained 949,296 observations (rows) relating to participant registrations. However, upon closer inspection, it became evident that these observations were not unique at the individual participant event level. Using a participant ID (based on the IDER – administering entity + start date + event title + name + email + registration date) numerous duplicate registrations were identified for the same participants across the same event. Only 651,828 unique participants registration were found based on this ID. Meanwhile, the EMS events data indicates 729,647 total participants. There is a difference of 7,819 participants (10 per cent of the total participants). Counting by participants with CoC, the difference of participants is 4 per cent (7,198 participants), and the difference of CoC rates reach 2 percentage points (29 per cent - EMS Participants data vs 27 per cent- EMS Event data). This difference limits the reliability and consistency of the data.

Survey administration

20. Survey response rates from learners and UNITAR personnel reached 3 per cent and 20 per cent, respectively. Since the survey distribution list for participants was derived from the EMS recorded data, the limitations mentioned earlier influenced the final distribution list for the participant survey. Additionally, survey administered to participants ran from 15 November 2023 to 27 December 2023 allowing more than one month window for respondents to submit their responses. However, due to the email invitation limitation of the SurveyMonkey, distributing invitations to all participants simultaneously was not feasible. As a result, survey invitations and reminders were sent in tranches and at varying intervals, consequently restricting the time allotted for respondents to complete the survey.
21. Recall bias may have influenced the responses of certain learners, especially those who engaged in learning events dating back to 2016 or in multiple UNITAR learning-related events. Some participants mentioned they were not aware that the training they attended was facilitated by UNITAR, particularly in cases where events were conducted under different branding like the UN:CC Learn and UNOSAT.
22. Given that most participants have taken part in multiple UNITAR events, the participants were requested to identify the last event they participated in and use it as a reference for responding to the survey. The analysis was assumed to be constructed based on information and experiences from the last learning event, including whether participants received a certificate or not. However, participants could still refer to information about other UNITAR learning events and share their

overall experience with all UNITAR events. To address potential errors, this evaluation triangulated survey responses with data from available EMS data, especially on certification information.

23. Meanwhile, the survey administered to UNITAR personnel survey ran from 15 November 2023 to 13 December 2023 providing almost a month of time allowance for personnel to respond. By closing, 73 responses were gathered, and among those, only two individuals occupy managerial positions. This limited representation of managerial perspectives which might have offered valuable insights into the factors influencing certification rates within their respective areas of responsibility.
24. From the participant survey, most respondents have completed the event and responses hence need to be interpreted keeping in mind that the number of responses from participants who did not complete the event and its assessment was limited (i.e., 62 per cent (or 5,737) responded that they completed the training in full including the assessment, 11 per cent (1,008) completed the learning content but skipped the assessment, 2,475 did not complete the learning content, including those who enrolled but did not participate (9 per cent accounting for 862 individuals)).

Interviews

25. Due to a limited timeframe for organizing interviews, compounded by interview schedules coinciding weeks before holiday season and peak period for year closing, it became challenging to secure availabilities of UNITAR personnel for the scheduled interviews. Consequently, not all intended interviewees were able to participate, and sampling programme units by performance of their completion rates was not thoroughly explored or addressed, which could pose a representativeness issue in the analysis.

Document review

26. The UNITAR Level 3 survey data for the year 2016 lacks identifiers to categorize participants based on whether or not they obtained a certificate of completion. As a result, the analysis of learners' knowledge and skills application is limited to data from 2017 to 2022. Moreover, it was not possible to merge certification information with survey results for 19 per cent of the surveyed participants taking part in events with OAL.
27. Furthermore, there was an initial intention to delve into Moodle data analytics, integrate UNITAR Level 1 survey results from sampled learning events, and assess samples of objective assessments of learning by programme units. However, due to time constraints, further examination of these data sets was not feasible.

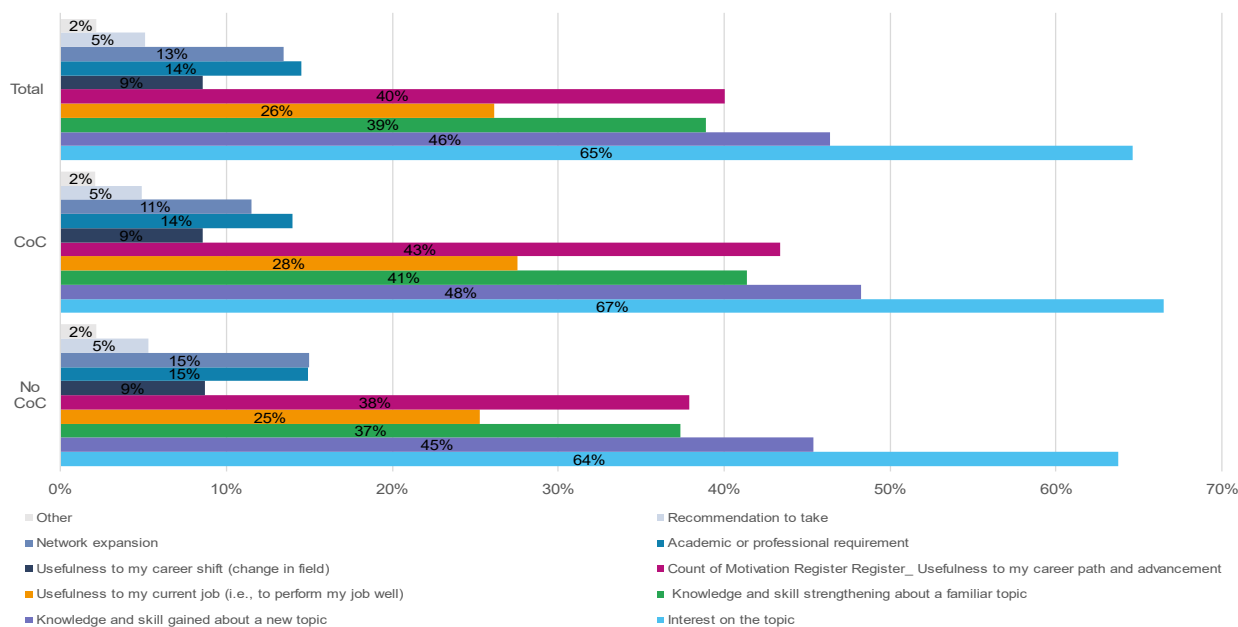
Findings

Why have learners enrolled in learning events with OAL not completed the CoC requirements? What are the reasons for learners only partially completing events (i.e. learning needs fulfilled after partial completion, no requirement for a certificate as learning needs have been irrelevant for job/career, etc.)?

Finding 1: The factors motivating participants to enroll in events include interest in the topic, desire to learn about a new topic and usefulness for their career path and advancement. The motivation of participants from countries in special situations motivations to enroll is related to the strengthening their knowledge about a familiar topic (present demand).

28. The survey deployed to participants enquired on the reasons for enrolling in a UNITAR course. Based on respondents, the primary motivator for most participants was their interest in the training topic (65 per cent), followed closely by the desire to acquire knowledge and skills gained about a new topic (47 per cent) and the perceived usefulness of the training for their career path and advancement (40 per cent). Other influencing factors included the knowledge and skills strengthening about a familiar topic, relevance to one's current job, meeting academic or professional requirements, expanding one's network, facilitating career shifts and receiving recommendations from others (see Figure 1).
29. For participants who received a CoC, the interest in the topic, interest in learning something new or strengthening new knowledge and usefulness to advance their career path were more important than for those not obtaining a CoC who instead value more their interest in expanding their network as a reason for enrolment. Figure 1 shows these differences.

Figure 1 - Motivators for registration and enrolment



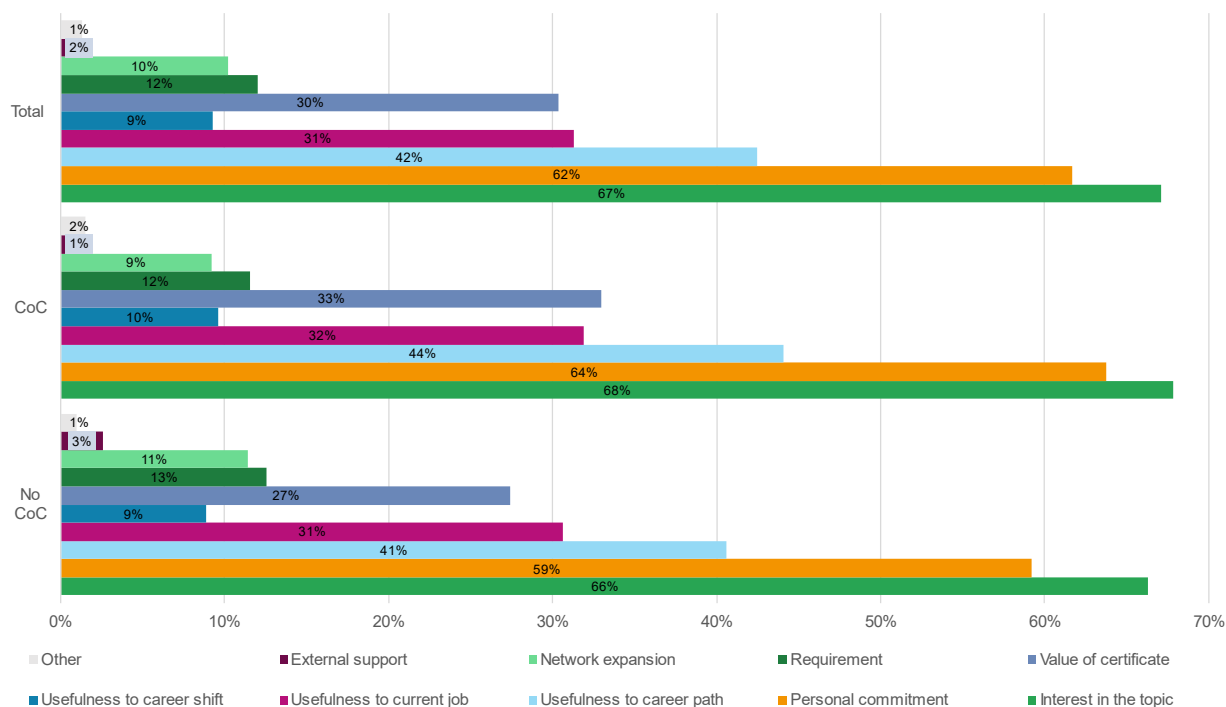
Source: Participant survey

30. When disaggregating by gender and UN country classification, no differences were found between genders. However, participants from countries in special situations are more commonly undertaking training to strengthen knowledge and skills about a familiar topic.
31. Respondents also highlighted considerations related to accessibility, such as free course offerings or events being organized in their own country. Some participants were motivated by the potential to engage in peace missions, aligning with professional requirements and contributing to their job or career. The pursuit of a certificate as evidence for career advancement or to showcase expertise in a specific area also served as motivation for others. There were also individuals driven by the aspiration to work for international organizations.

Finding 2: The main factors motivating participants to complete the event include interest in the topic, sense of personal commitment for personal growth and self-improvement and usefulness to career path and advancement. Sense of personal commitment is more commonly mentioned as an important factor by women and non-binary identified participants than by male participants. Motivations to complete the training for participants from countries in special situations are also related to present demands derived from their motivation to enroll into the course.

32. Survey respondents were also asked how much of the training was completed, with 62 per cent (or 5,737) responding that they completed the training in full including the assessment. Meanwhile, 11 per cent (1,008) completed the learning content but skipped the assessment. The remainder (2,475) did not complete the course content, including those who enrolled but did not participate (9 per cent accounting for 862 individuals). All, female, male and non-binary identified participants show around the same completion rate. Likewise, similar rates prevailed for participants from countries in special situations and those from other countries.
33. As shown in Figure 2, of the 5,594 respondents who responded to the question of what motivated them to complete their UNITAR training, the highest response rates were garnered by the options *interest in the topic* and *sense of personal commitment for personal growth and self-improvement (intrinsic motivation)* at 69 per cent and 63 per cent, respectively. This was followed by *usefulness to career path and advancement* (44 per cent), *usefulness to current job* (32 per cent) and *recognition or value of certificate* (31 per cent).
34. Interestingly, participants who obtained a certificate found the value of the certificate and the sense of personal commitment for personal growth as important factors to complete the programme than those who did not. Therefore, it is likely that they dedicated more resources to pass the graded assessment than those who failed it. When comparing across genders, women and non-binary participants found personal commitment as an important factor for completing the training more often than male participants. Motivation to complete the training also varies for some factors when comparing participants coming from special situations and those who do not. Corresponding to the results in Finding 1, participants from countries in special situation indicates more the usefulness of the training to their current job than participants from other countries.

Figure 2 - Motivators for completion



Source: Participant survey

35. Respondents also provided other reasons, including considerations such as future financial or professional prospects for individuals seeking change in their field of expertise and more precisely interest in employment within the UN system. Others expressed interest in upgrading or increasing knowledge and fascination with specific topics like the environment. Some conveyed intent to use, the sense of duty to complete what was started, as well as time available. A respondent highlighted the convenience of the course being online and self-paced, allowing them to balance it with the responsibilities of motherhood. Some participants were motivated by the fact that these courses were available at no cost, while others emphasized the significant investment involved, expressing a desire to maximize its value. The influence of financial aspects on either propelling or discouraging participants is an intriguing aspect to note.

Finding 3: Reasons for incompletion include factors intrinsic to learners, intrinsic to UNITAR and extrinsic to both, such as time constraints, lack of reminders and unforeseen life events or emergencies. While the reasons persist for all genders, female participants more usually cited reasons related to handling multiple responsibilities than male participants. Participants from countries in special situations cited less losing interest in the topic as a reason for not completing the requirements than those from other countries, also linked to motivations for enrolments.

36. Inquiring about the factors contributing to their incomplete training status, half of the 2,395 respondents cited time constraints arising from work, school, or personal commitments as the primary obstacle to achieving full completion (see Table 1). This was closely followed by the substantial workload stemming from participants' other responsibilities and unforeseen life events or emergencies, including health or personal issues. These same sentiments were seconded by participants who enrolled but were unable to start.

Table 1 - Reasons for incompleion (participants perspective)

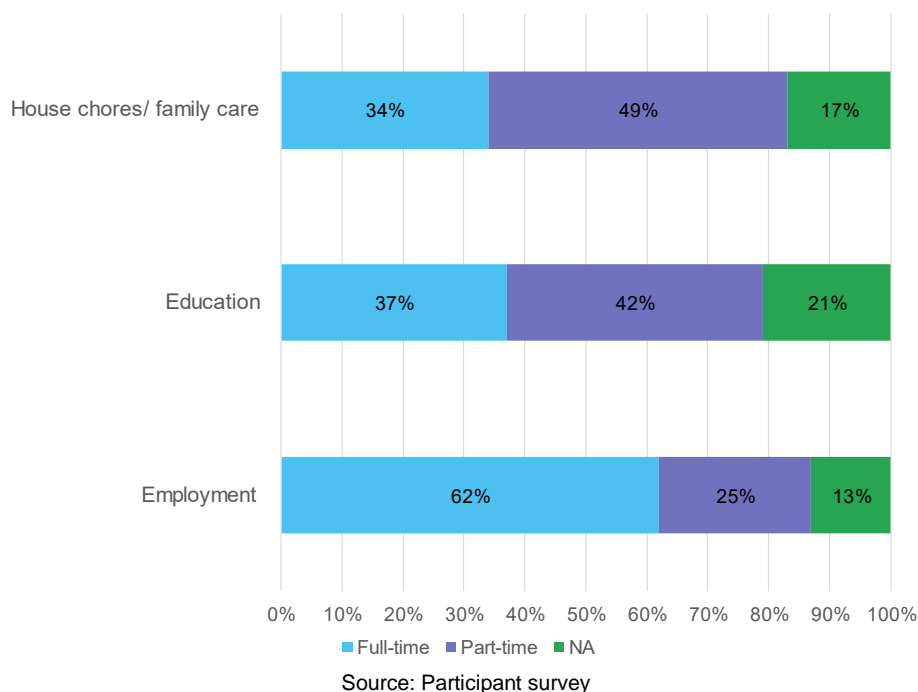
Reasons for incompleion	Percentage
Time constraints	36%
Workload from other responsibilities	24%
Unexpected life events	15%
Lack of reminder	13%
Time required outweighed value of the certificate	11%
Loss of motivation of interest	10%
Online fatigue	10%
Difficulty accessing learning platform	6%
Uninterested in obtaining a certificate	5%
Difficulty accessing materials	5%
Poor quality resources / materials	4%
Difficulty understanding course content	4%
Fulfilment of learning needs	4%
Irrelevant resources / materials	3%
Weak support from instructors and administrators	3%
Difficulty of the assessments	2%
Ineffective teaching methods	2%
Other ⁹	7%

Source: Participant survey

37. While for participants for all genders the main reasons for not completing the training were the same, more female than male participants mentioned as main factors the time constraints due to other commitments as well as the overwhelming workload from other responsibilities. Differently male participants identified more than female participants online fatigue from multiple learning opportunities as a hindering factor for completing the training.
38. To corroborate the above-mentioned result, the assessment delved into other responsibilities shouldered by participants during their involvement in UNITAR training (refer to Figure 3). Out of the 6,815 survey respondents, 62 per cent stated they were employed on a full-time basis, with 25 per cent working part-time. Moreover, 37 per cent identified as full-time students, while 42 per cent pursued their studies on a part-time basis. In addition, 34 per cent revealed having full-time domestic responsibilities, including family care and household chores, with nearly half of them concurrently handling these tasks alongside other commitments.

⁹ This category includes internet accessibility, financial constraints (fees required to complete the course), language barriers, amongst others.

Figure 3 - Other engagements apart from UNITAR courses

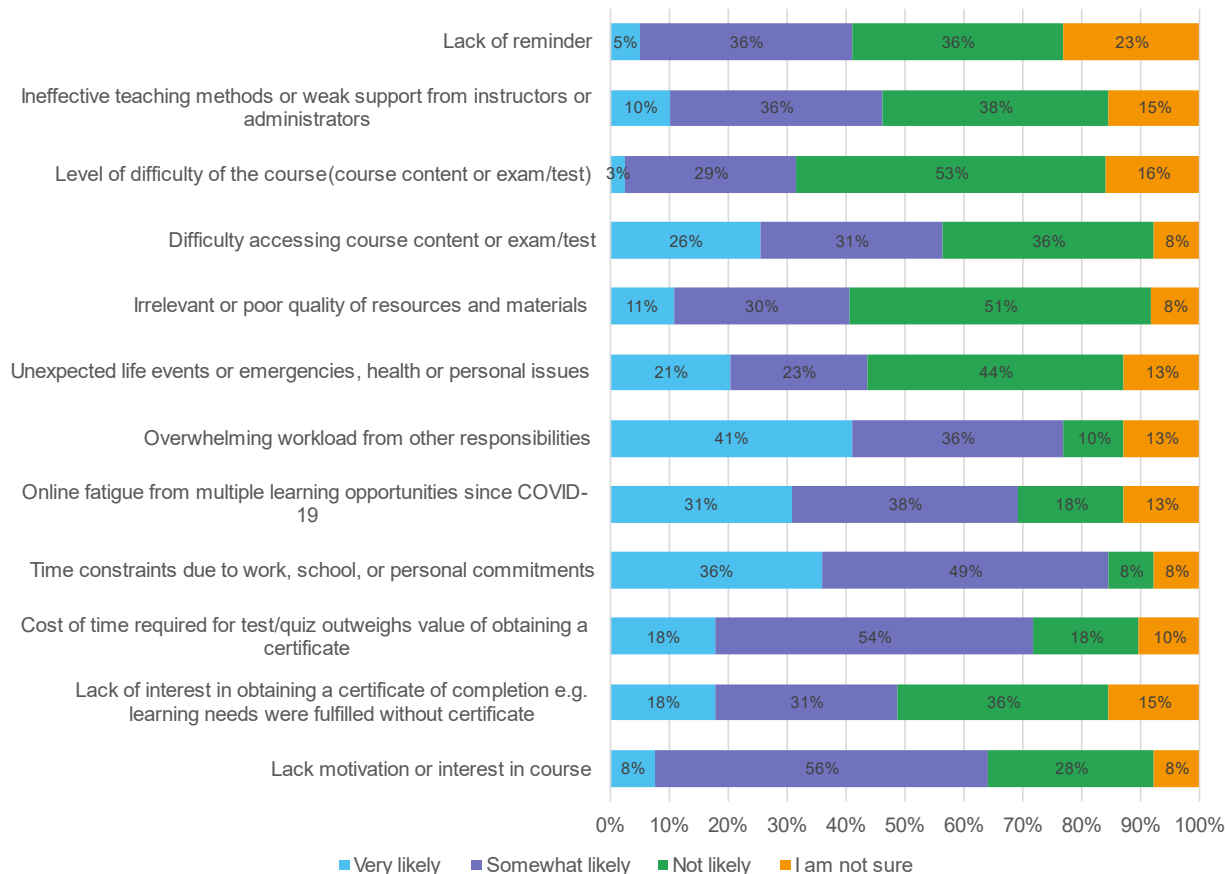


39. The investigation into reasons for noncompletion was verified with survey responses of programme managers, aiming to gain insights from their experiences and the feedback received from learners withdrawing from their respective programmes.
40. The survey findings, presented in Figure 4, revealed that 85 per cent of respondents from UNITAR staff consistently cited time constraints as a significant factor influencing noncompletion, considering it very and somewhat likely to have a substantial impact, along with overwhelming workload from competing responsibilities (77 per cent) and unexpected life events (44 per cent). Programme managers reported frequent requests for deadline extensions, often accompanied by explanations such as illness or a family death, sought out by even the enthusiastic learners.
41. Notably, 72 per cent of UNITAR personnel respondents expressed the view that the time investment required to complete the assessments outweighed the value of obtaining a certificate. Contrasting this finding with the views from participants, only 17 per cent of participants indicated that the cost of time required outweighs value of obtaining a certificate as one of the reasons for not participating in the event. Some UNITAR personnel respondents expressed the view that when training is offered for free, dropping out incurs minimal loss. The respondents explained that attaching a price tag to training programmes would likely increase completion rates but would decrease enrollment. This underscores the trade-off between free access and fee-based training. Concerns related to online fatigue due to the multitude of learning opportunities since COVID-19 were acknowledged by 69 per cent of respondents. The absorptive capacity of learners engaging in multiple free online courses often led to overwhelm and noncompletion. Likewise, training offered continuously and without cost were readily available, potentially discouraging participants from completing them, knowing they could continue at any time.
42. Participants cited perceived lack of motivation and interest (64 per cent) and difficulties accessing course content or assessments on the learning platform – Moodle (57 per cent). The latter encompassed concerns about the complex and non-ergonomic interfaces, and general user-unfriendliness. Respondents highlighted the significant time to register and set up an account and enroll on courses. Difficulties in the registration process or technical difficulties in accessing learning materials were found to result in demotivation. Inadequate support for the perceived

complexity of the learning platform and challenges in understanding how to initiate the course were highlighted.

43. Furthermore, 49 per cent identified a lack of interest in obtaining a CoC, asserting that learners' needs were already met without the certificate. Certain learners feel they have attained their learning objectives without completing the entire training or only require specific information from it, opting for a selective approach. Some participants indicated that attrition was intentional as they enrolled in the training solely to acquire a particular knowledge from a specific topic or module. This supports arguments on the emancipatory effect of free online access allowing students to take what they need from the learning content to meet their own learning goals without formally completing the training.
44. Programme managers observed a decrease in learner engagement, likely influenced by the effects of COVID-19 and the widespread adoption of online learning. This decline was not only noted by programme managers but also experienced by the learners themselves. Factors contributing to learner withdrawal included ineffective teaching methods or weak support from instructors/administrators (46 per cent), lack of reminders (41 per cent), and perceived irrelevance or poor quality of resources and materials (41 per cent). The importance of content relevance cannot be overstated. One UNITAR staff respondent noted that in donor-driven training, donor's priorities sometimes deviate from learners' needs and priorities, impacting content relevance to learners. In the same thread, a participant highlighted that certain training lack materials tailored to specific local or country contexts, rendering the reference materials irrelevant to some learners. Training design issues, particularly for online courses, were also acknowledged by programme managers, specifically the lack of interactivity, inadequately formulated questions, unclear learning objectives, and irrelevant instructional content. Learners have expressed a preference for live teaching over recorded sessions, underscoring the importance of active discussion. Additionally, some learners stress the value of dedicated professors, emphasizing the significance of a strong teacher-learner relationship.
45. Extended training duration, particularly in specific programmes, could also result in noncompletion due to individual time constraints or challenges in progressing. For instance, the prolonged duration of Hiroshima Office (HO) programmes or Training of Trainers (ToT) learning of the Peacekeeping Training Programme (PTP) unit was also highlighted within group discussions. It was noted that the inability to complete lengthy training like ToT often arises from individual learners facing time constraints or encountering difficulties in advancing due to bottlenecks in grasping content at various points.
46. Difficulties in understanding the training content or assessments were reported by 32 per cent of respondents. Certain training may demand prerequisite knowledge, posing a challenge for individuals lacking the necessary background and hindering their completion. Programme managers cited instances of learners needing more aid, especially in countries where basic technical skills such as computing or technical writing might be lacking. A participant highlighted that specific UNITAR courses necessitated prior knowledge for satisfactory completion. She shared her experience of enrolling twice in a course to pass, indicating the difficulty she faced in completing it. Some programme managers observed hesitancy from learners, especially when OAL are involved. The perception of these assessments as a negative aspect, combined with the required time commitment, contributes to participants' reluctance to complete them. Cultural influences and power dynamics may also come to play discouraging learners from even attempting to take the assessments. Some learners, particularly women or other groups in disadvantaged situations, faced societal pressures from a young age, impacting their confidence and creating barriers to completing assessments. Mental challenges, such as fear of failure, hindered many from attempting assignments or final quizzes, leading to noncompletion and the non-awarding of certificates. A programme manager also explained that the demanding character of specific assessments, particularly those involving practical application, such as the development of a business plan, can influence completion rates. Meanwhile, others regard procrastination and conflicting priorities as reasons to failing to meet requirements on time.

Figure 4 - Reasons for incompletion (programme managers' perspective)



Source: UNITAR personnel survey

- The above descriptions can be classified and illustrated into factors inherent to the participant, factors inherent to UNITAR, and factors external to both.

Factors Intrinsic to Learners

- Purpose.** The training relevance and its influence on personal or career development could be a factor for learner's intent to obtain a certification, reflecting a more profound need, particularly if it contributes to professional career growth and the establishment of credibility. Conversely, if the training is undertaken solely for recreational purposes and the pursuit of new learning experiences, certification may not necessarily be sought after. This perspective was concurred upon by participants in the same group discussions.
- Availability of Options.** Another feedback emerged when a participant opted not to complete a free course since it covered fundamental material included in a previously taken paid course, which she found to be more comprehensive. Consequently, she completed the paid course but left the free one unfinished. A programme manager's response affirms this relaying that participants are registered to a complementary but optional free online course that is related to the in-person course participants are enrolled in.
- Learning Environment and Resources Required.** An unfavorable learning environment at home, marked by online distractions, may impede the completion of the training. One participant

expressed that online fatigue could be a contributing factor, attributing it to the abundance of distractions from social media and online games, which learners find less tedious. This sentiment was supported by a survey response from a UNITAR staff member.

51. Additionally, some participants face logistical obstacles, such as costly or unreliable internet connectivity and missions or duty travel. In certain countries, internet connectivity remains prohibitively expensive and thus remains one of the main barriers for learners to access course materials and fulfill requirements. Some participants reportedly were called to duty in these areas constricting their time and access to online learning content and consequently impeding their learning progress. Meanwhile, others cite their inability to afford the continuation of a course to cause their noncompletion.

Factors Intrinsic to UNITAR

52. **Completion Criteria.** Certain learners may find it challenging to fulfill rigorous completion requirements, such as only two attempts in taking the learner assessments and an 80 per cent threshold set by some programmes. The UNITAR Certification Policy allows for a maximum of three attempts to pass an objective assessment of learning. However, insights from the survey and interviews conducted revealed that not everyone at the Institute is aware of this specific requirement, leading to varying practices among programme units in this regard. The policy, however, does not specify the assessment criteria and threshold for determining success and failure, which also explains the varying practices in this regard. One participant noted having personal or emergency matters requiring attention, but upon attempting to resume, they were unable due to the automatic removal of inactive participants in certain programmes.
53. **Cost.** In training with associated fees, the sense of monetary investment was affirmed by participants as a motivating factor. While some individuals may complete a course even when it is offered for free, there is an acknowledgment that financial commitment enhances the motivation to extract maximum benefit from the learning experience. However, fees can also pose a barrier to entry, considering the diverse economic conditions across countries. As illustrated by a learner, a \$100 course might be deemed affordable for someone from the Global North but could constitute a significant portion for a learner in the Global South, providing valuable perspective on potential challenges.
54. Furthermore, certain learners encountered a necessity to pay for certificates, influencing their determination to finish the training. A learner shared that he had to pay \$100 to acquire a certificate, a detail affirmed by an informant within UNITAR.
55. **Course Design and Management.** The modality of training delivery, whether self-paced or synchronous, can impact completion based on individual preferences. Self-paced training offer flexibility as learners manage tasks at their own pace, making them ideal for individuals with busy schedules. However, the absence of deadlines can be a drawback, as learners may lack the urgency to finish. For instance, a participant mentioned having open online courses that have been ongoing for two years. Some learners appreciate the motivation provided by synchronous events, while others still prefer face-to-face interactions because a dedicated learning environment removes excuses for distractions.
56. Consideration for inclusivity plays a role. During an interview, a learner mentioned enrolling in a course offered exclusively in English but withdrew due to limited proficiency in the language. Simultaneously, a programme manager informant reported that their unit experiences low registrations for training in languages other than the primary one, possibly because most learners were unaware of these language options. The extensive and overwhelming catalogue of online courses presents a challenge, making it challenging for learners to choose or find training of interest unless they have a specific topic in mind that they can search for using the search bar.

57. Substantial time differences and communication issues have been identified as factors impacting learner engagement. Programme managers have indicated instances where correspondence with participants often ends up in the junk folder.
58. **Certificate Recognition.** Certain learners pointed out that both the programme and the certificates lacked recognition in other countries, a fact also substantiated by the independent evaluation of UNITAR's joint master's degree and other postgraduate non-degree programmes.

Factor Extrinsic to Learner and UNITAR

59. **Political Context.** Political instability may result in shifts in priorities for potential and current learners. This was expressed by UNITAR respondents in HO sharing the Afghanistan context amid political turmoil. The number of participants from Afghanistan has been decreasing considerably every year since the fall of the democratic government in 2021. Widespread poverty and economic hardship limited individuals' ability to engage in training programmes. The cost of paying for the internet and other materials such as tablets, personal computers, or mobile phones and the potential loss of income are prohibitive for many prospective trainees. There was also limited access to educational facilities, more so for online courses.

What incentive structures are in place to motivate learners to complete events (e.g., supervisor requirement, perception on the value of the certificate, linkage of learning objectives to performance level objectives)? What strategies can be implemented to better support learners in successfully completing their courses (e.g., follow-up after event through reminders, targeted emails and newsletters, other learning reinforcement, email informing about registration deletion, and other AI-facilitated techniques)? What are good practices from programme units? How can UNITAR leverage positive outcomes and replicate successful models in its future learning initiatives?

Finding 4: Strategies to motivate learners include sending reminders, targeted emails and newsletters and offering learning reinforcement options.

60. When asking UNITAR personnel what strategies they have explored to better support learners in successfully completing the training, survey respondents indicated using follow-up reminders (68 per cent), sending out targeted emails and newsletters (54 per cent), offering learning reinforcement options (40 per cent), informing participants about the time limit to complete the training (32 per cent) and using AI techniques (19 per cent). Other strategies include using applications such as *Mighty Networks* to hold a community space outside the learning platform forums to keep learners engaged throughout or using chatbots to answer participants questions.
61. Programme units shared the following good practices they are currently employing. The examples cited were culled from survey responses and discussions with UNITAR personnel.

Finding 5: Good practices include engaging learners through nudges, setting deadlines and providing flexibility, tailoring training to individual needs and quality monitoring.

62. **It is key to engage with learners during training implementation through nudges of varying forms. This can include:**
 - 1) **Prior to the training:**
 - Assigning a dedicated course manager to monitor progress and put a face on the people behind the scenes.
 - Engage with ministries (supervisors) to appoint participants.
 - Send out a formal letter to participants prior to course start informing them about commitment and availability required to complete the course.

2) During the training:

- Reminders (email or phone), including personalized follow-up messages are a common practice for UNITAR courses.
- Checking in with participants one month after their start to hear about their experience during course completion (and not only after course completion).
- Chatbots have been tested to allow for more engagement with participants for self-paced events.
- Communities of Practice for both participants and alumni where both expert and peer-support are offered and the platform designed to follow the Facebook example (e.g. PTP Weapons and Ammunition Management (WAM) and Disaster Risk Reduction (DRR) training).
- Explore peer-to-peer motivation factors and matching participants or allowing them to identify common characteristics (same organization, country, etc.).
- Combine self-paced courses with webinars or weekly discussion forums.
- Working with coaches and mentors from the same region as the participants.
- Creating incentive structures, such as the possibility to print out hard copies of certificates and sending them out by post.

3) After the training

- Community engagement, newsletters, campaigns to share certificates on LinkedIn, social media campaigns (Facebook, Instagram, etc.), communication through other projects (such as using the links between the Partnership for Action on Green Economy (PAGE) and the UN CC:Learn projects).

The importance of deadlines, yet with some degree of flexibility.

- Move participants to the waiting list if they have failed to login by day 2 of the training.
- Setting a time limit. Having a deadline usually pushes participants to complete an event and reduces the procrastination risk.
- Providing extensions to the deadline for completing the event.
- Automatic unenrollment after 6 months (180 days).

Tailoring training to individual needs and language and Information technology (IT) equipment.

- Translation of courses to avoid language barriers preventing participants from completing a course. For example, UN CC:Learn is now offering courses in 17 different languages.
- Offering webinars in local languages.
- Administering skills assessments at the outset of an event to allow for personalized learning path.
- Providing the option for mobile learning using EdApp or other online tools.
- More flexibility regarding completion requirements such as number of attempts, including lowering exam requirements such as the pass score and logistics.
- Accept cultural preferences and anti-exam cultures.
- Avoid lengthy assessments with too many questions and prioritize shorter formats.

Quality monitoring

- Testing and testing again the quality and feasibility of OAL. Verifying patterns of wrong responses.
- Weekly monitoring of participant engagement.

Good Practices from the UNITAR Hiroshima Office

Close monitoring of learning analytics. HO conducts weekly tracking and evaluation of learning analytics, extracting data from EdApp with the assistance of their coaches.

Leveraging on partnership with coaches. HO hires and deploys three local coaches for each fellowship programme, with one serving as the lead coach. The coaches, all program alumni, are strategically located based on the current cohorts of learners. Selected from the pool of the most accomplished individuals who successfully completed previous courses, the coaches underwent the completion of the learning event before transitioning into coaching roles. In contrast to the previous approach of relying on volunteer coaches, the current engagement model provides individuals with a modest token fee and a coaching certificate as incentives. Additionally, they receive perks that contribute to their business or career advancement, along with complimentary access to courses of their choice. Assigned a group of training participants, these coaches engage in daily mentoring, coaching, and communication. They play a crucial role in monitoring learning analytics, identifying learners who may be falling behind. To address issues, they conduct follow-ups through Short Message Service (SMS), WhatsApp, and phone calls, seeking reasons for interruptions in progress on the online learning platform. Acting as liaisons between programme managers and learners, they address bottlenecks in completing the course. This new coaching modality has proven more effective and dedicated compared to the previous volunteer system.

Intensive and close coordination with participants. HO employs follow-up approach across all their programmes, even with a participant count as high as 5,000, personally reach out to each individual, investing a significant amount of time to ensure they make every effort to engage online participants effectively. Reminders are conveyed via email, SMS, and EdApp to boost completion rates. When dealing with individual learners, the team exerts maximum effort to ensure prompt communication by providing support through emails and instructions. Participants are granted access to EdApp two weeks prior to commencement of the training programme, allowing learners to prepare and familiarize themselves with the learning platform. To aid in this process, an instructional video is created to guide them on how to navigate the platform. Additionally, onboarding webinars are conducted for each phase of the programme, inviting all enrolled participants to learn about the platform, the minimum completion criteria, and facilitating discussions and Q&A sessions.

Introduction of applications to enhance communication and engagement. HO introduced an application – *Mighty Network* to encourage online engagement with peers. Programme managers also utilized it for communicating announcements. Relevant learning materials, such as case studies for contextualizing theoretical knowledge, and recordings of live webinars are also shared through this platform.

Maintaining relevance of materials. The webinar topics are determined based on the learners' requests. If there are subjects they wish to explore that are not currently covered in the online modules within the Learning Management System (LMS)/EdApp, rather than developing new content, experts (whether international, regional, or local) are invited to conduct live webinars to address those specific areas and bridge the gap.

Accountability to donors. HO submits a Project Completion Report to the donor summarizing the achievements spanning from registrations, enrollments, and detailing participant status, including those who successfully completed the program and those who became inactive. The completion report also includes an analysis of the time spent by learners on lessons and assignments. It also outlines the challenges encountered during project implementation and highlights potential opportunities for exploration as lessons learned.

Good Practices from the Green Development and Climate Change Programme (GCP) for the UN CC:Learn Programme

Here are approaches the team utilizes to generate increased interest, platform registrations, and course enrollments to their MOOCs.

Promotions and external collaborations. The team employs active engagement on social media platforms to raise awareness of programme and course offerings among relevant participants and potential learners. Testimonials from alumni who completed courses are showcased on the course pages of the website, adding interest for potential learners. Additionally, the [Climate Change IQ test](#) is utilized as a key marketing and promotional tool. Likewise, external collaborations with organizations affiliated with the [Partnership for Action on Green Economy \(PAGE\)](#) are leveraged to extend outreach and broaden thematic coverage to encompass not only climate change but also other related topics such as green economy and circular economy.

Inclusivity approach. UN CC:Learn adopts an inclusive approach by offering courses in 17 different languages. This approach not only enhances the accessibility of learning content but also serves to expand the reach of beneficiaries.

The GCP unit also employs effective strategies to enhance completion rates, outlined below:

Automated unenrollment of inactive participants. To spur progress and completion of online courses, the system automatically unenrolls inactive participants after six months (180 days), a configuration set within the learning platform. This practice provides an external incentive for learners to advance and complete their online courses, particularly beneficial for online and self-paced courses without set deadlines.

Active communication with learners. The team invests for a tailored package covering hosting, maintenance, and support of their communication platform, [Mailjet](#), granting the unit access to send up to 6.9 million emails annually. The strategic optimization of this resource addresses various communication needs, including registration prompts, course enrollment notifications, completion and certification reminders, quarterly newsletters featuring new courses and publications, and impact surveys.

Strengthened Community of Practice (CoP) through continued engagement. The CoP is fortified through ongoing engagement activities within alumni networks. These activities include webinars, chats, and discussions involving Climate Champions, as well as Climate Classrooms that engage around 6,000 participants. Programme managers emphasize that learning extends beyond e-courses, with additional events tailored for the alumni network. This approach proves instrumental in enticing previous learners to re-enroll in new available courses. The alumni network values the diverse services offered beyond e-learning.

Finding 6: Participant suggestions for future practices include improved pre-event information, increased participant engagement, addressing connection and accessibility challenges and providing flexibility with deadlines and funding.

63. From the participant perspective, thoughts from FGD participants who took part in UNITAR learning events suggested additional potential future practices that UNITAR programme units could adopt more broadly and which are already used by some:

Learning design and pre-event information

- Introduce more interactive pedagogical content.
- Provide more information about what the learner can expect, such as study time required and course requirements.
- Specify application objectives at the start of the event. One respondent suggested to provide more information on the objectives of the training and what can it be used for, e.g. by showing success examples of alumni or former participants who were able to change work or experience a career progression (“What you can become after the training”). Another suggestion is to involve alumni in the course implementation.

Participant engagement

- Establish a mentoring system and WhatsApp groups for discussion of technical questions as well as content.
- More follow-up with participants after the course.
- More interaction, e.g., through working groups amongst participants or regular webinars or briefings would increase participant engagement.
- Establish a community of practice.
- Organize more peer-to-peer exchanges and learning.
- Instructors should provide feedback.

Connection and accessibility

- Connection issues and limited accessibility of the UNITAR learning platform prevent participants from course completion, particularly during travel.
- Offer training in multiple languages to avoid language barriers.
- UNITAR to provide more technical assistance.
- UNITAR to offer scholarships to those in need when certificates come with a cost.
- Allow for different learning paces.

Time and deadlines

- One respondent suggested to be more flexible with deadlines to provide more time for completion.
- UNITAR should remind participants about deadlines and outstanding course work.

Funding

- One respondent suggested UNITAR provide support after the training to implement the projects developed during the training (e.g., seed funding).

What factors influence CoC rates, including variables such as type of funding, delivery modality (e.g., in-person v. online), event duration, registration modality, degree of alignment to overall satisfaction, overall usefulness and job relevance, event type, particularly during the COVID-19 period?¹⁰

Finding 7: While participants' interest in accessing learning opportunities expanded greatly, their motivation to actually complete the training plateaued.

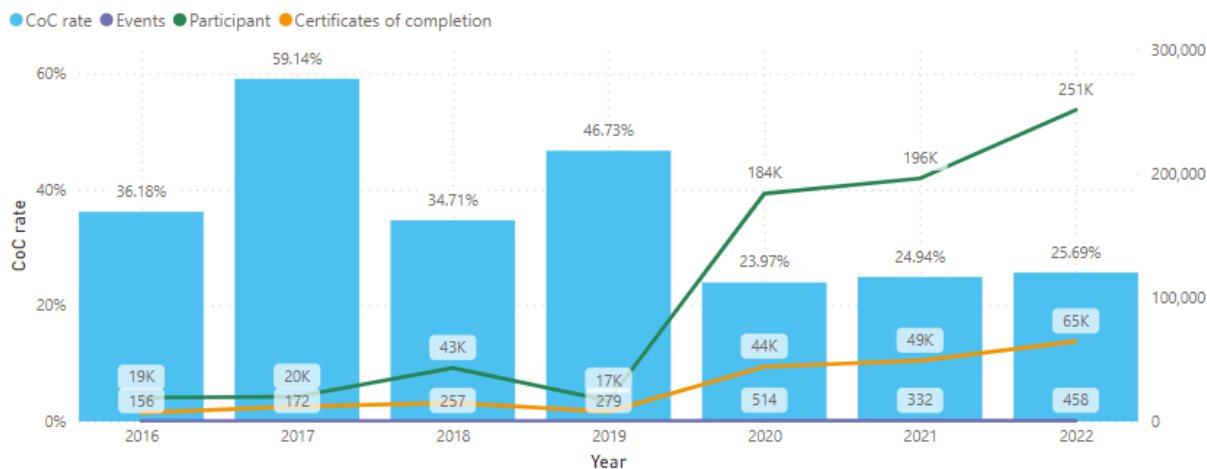
64. The assessment examined trends and correlations between the types of learning events and their corresponding completion rates, drawing insights from the data on events and participants recorded in the EMS system.
65. From 2016 to 2022, UNITAR delivered 2,168 events with OAL where over 729,000 learners participated. Of these, 199,000 received a CoC (27 per cent) and 78,000 received a CoP (11 per cent). During the past seven years, the number of participants in OAL events grew substantially, at an average annual rate of 183 per cent, increasing from 19,000 in 2016 to 251,000 in 2022. However, the CoC rates for OAL events did not increase proportionately. This implies that while participants' interest in accessing learning opportunities expanded greatly, their motivation to actually complete the training plateaued. Differences by gender, UN country classification, and disability were found and are presented under Findings 19, 20 and 22.

Finding 8: The CoC rate fluctuated over time and reached its lowest point in 2020 when COVID-19 emerged ensuing an exponential increase in beneficiary outreach.

¹⁰ For disaggregation related to registration modality and event type, refer to Findings 10, 12 and 13.

66. This trend is reflected in the fluctuation of the overall CoC rate over time (Figure 5). Specifically, between 2016 and 2022, the overall CoC rate decreased by around 9 percentage points. The lowest CoC rate was registered in 2020, primarily explained by the steep 10,002 per cent increase in participants between 2019 and 2020. The COVID-19 pandemic resulted in an exponential increase in beneficiary outreach. However, the CoC rate for OAL events decreased sharply by 20 percentage points during this time. Differences by gender, UN country classification and disability were found and are presented under Findings 19, 20 and 22.

Figure 5 - Participants, events, CoC and CoC rates



Source: EMS Data

67. An important note to highlight before looking more deeply into the factors influencing CoC rates is that in the EMS data analysis, 836 events were identified to have CoC rates of zero. Considering that these extreme value rates were later clarified to involve erroneous recording in the EMS, these events are excluded from this analysis of disaggregation.

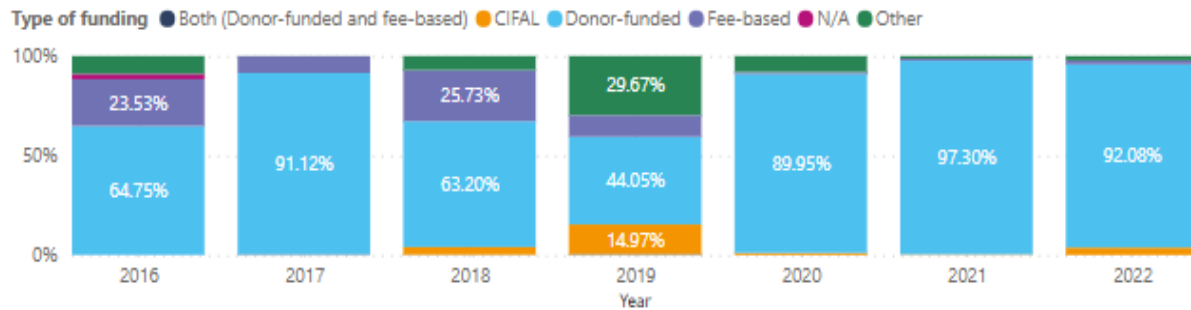
Finding 9: The CoC rate for donor-funded events is lower than for fee-based, CIFAL funded or other type of funding modalities. The highest CoC rate was recorded for events that were CIFAL-funded followed by events being co-funded through donor funding and fees.

68. UNITAR learning events are classified by funding sources including donor-funded (no fees assumed by the participants), fee-based (fees assumed by the participants), CIFAL-funded (fees may be assumed by participants), and both donor-funded and fee-based and other modalities (co-funding through donor funding and participants fees).
69. Of the 2,168 events with OAL, 53 per cent (1,149 events) were donor-funded. This funding category recorded the highest number of participants averaging 89 per cent across seven years but the lowest CoC rate at 28 per cent on average. It can be assumed that those events are offered free of charge to participants. Events with partial scholarships, where the learner contributes partially while also benefitting from donor funding, indicate an aggregated CoC rate of 75 per cent. For purely fee-based events being entirely paid for by the learner, the completion rate stands at 44 per cent, suggesting more engagement from participants who invested their own resources.
70. CIFAL-funded events which only represent a small number of participants from learning events with OAL, revealed the highest completion rates, except in 2022 during which the completion rate

plummeted from 93 to 10 per cent. An enquiry with the CIFAL EMS data focal point revealed that 2022 certification data may not have been fully recorded which can hence explain the decline.

71. While the majority of the participants participated in donor-funded events since 2016, 2019 figures reflected a more balanced spread in terms of funding source disaggregation (See Figure 6).

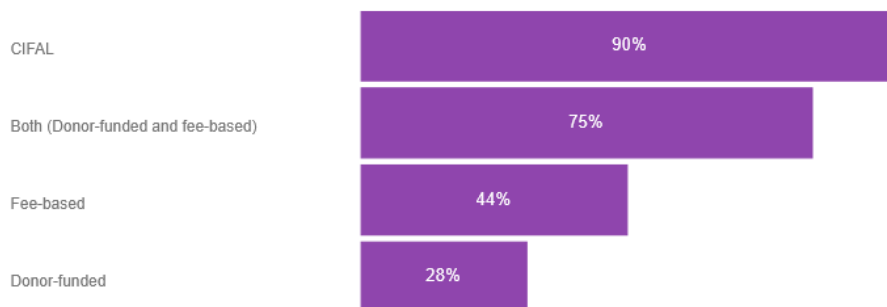
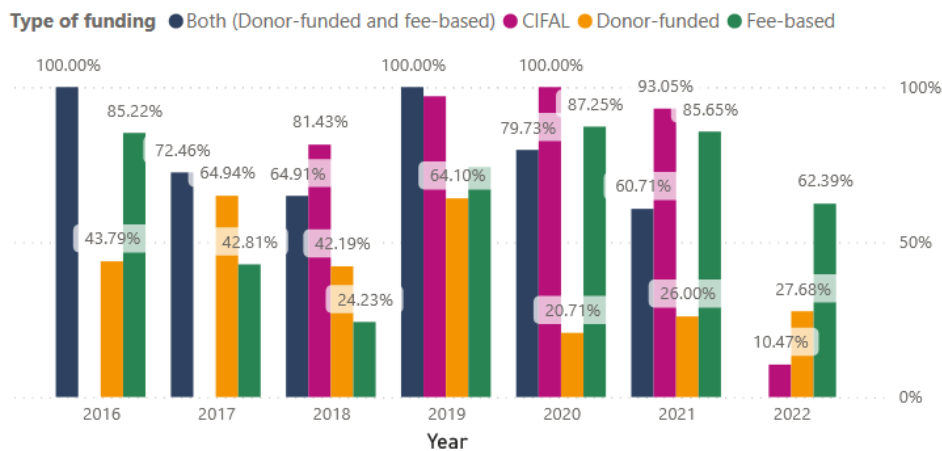
Figure 6 - Participant distribution by year and type of funding



Source: EMS Data

72. Moreover, while analyzing the evolution of CoC rates by year and type of funding, it can be observed that donor-funded events registered peaks in 2016 and 2019 with CoC rates of 100 per cent. These higher rates are also explained by the low number of events and participants (i.e., 1 per cent of the total of participant population). For example, in 2022, there were no events that are both partially paid and partially donor-funded. Meanwhile, the CoC rates of fee-based events have only registered fluctuations during the period analyzed, without a significant downward or upward trend.

Figure 7 - CoC overall rates by year and type of funding

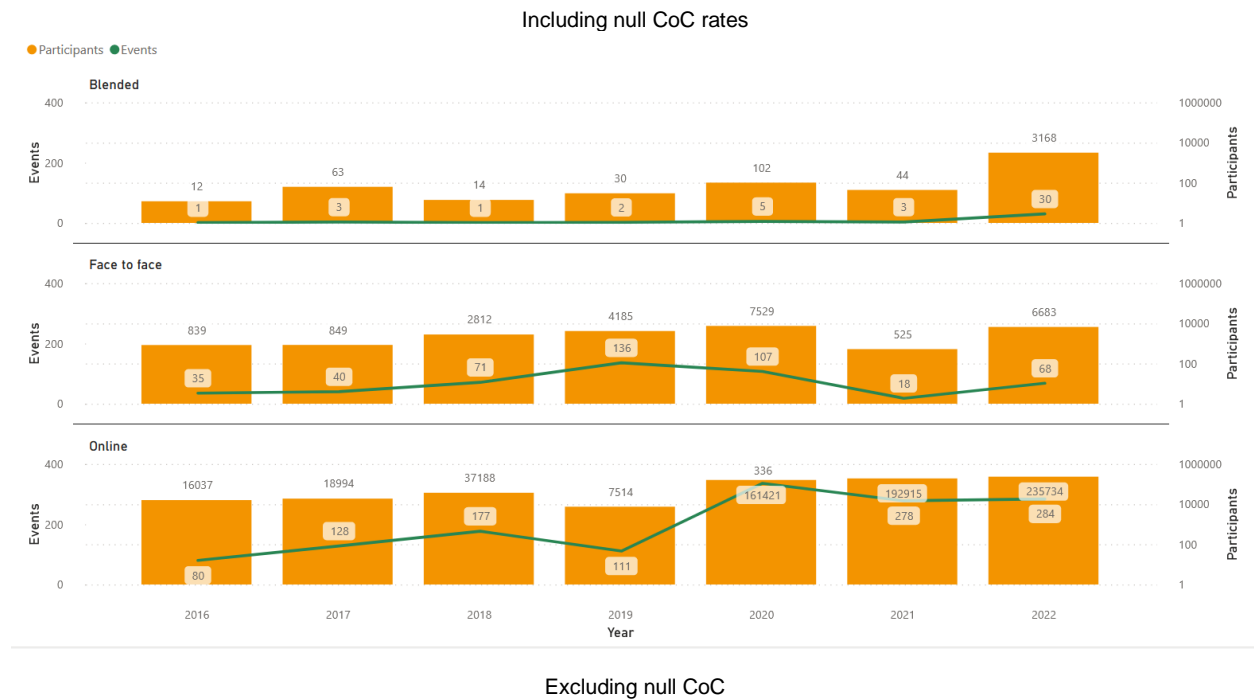


Source: EMS Data

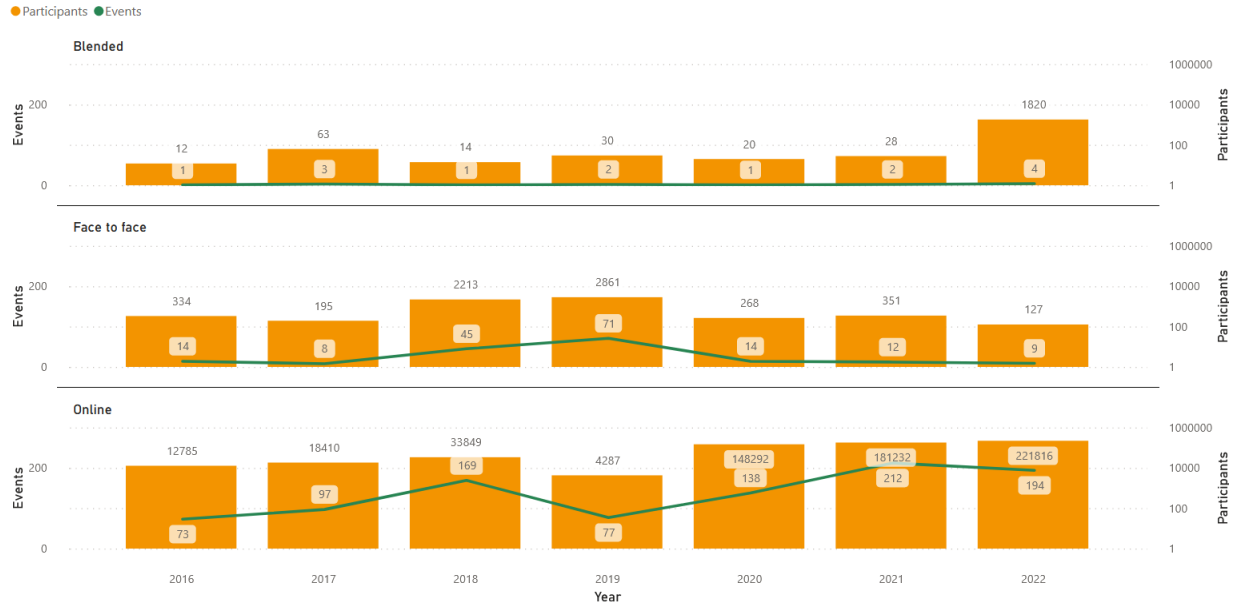
Finding 10: On average, the CoC rate is higher for face-to-face delivered events than for blended and online delivered events. Blended and online events CoC rates have started to significantly decrease at the onset of the COVID-19 pandemic in 2020.¹¹

73. Approximately 75 per cent of UNITAR learning events were delivered online, 23 per cent were in-person and 2 per cent were blended. Figure 8 illustrates the trends of participation and event count by year. The figures on the right-hand side exclude events reported zero completion rates, resulting only in 61 per cent or 1,332 events for the analysis. Upon adjustment, it becomes evident that these events significantly impact the overall rates.

Figure 8 - Events and participants by delivery modality



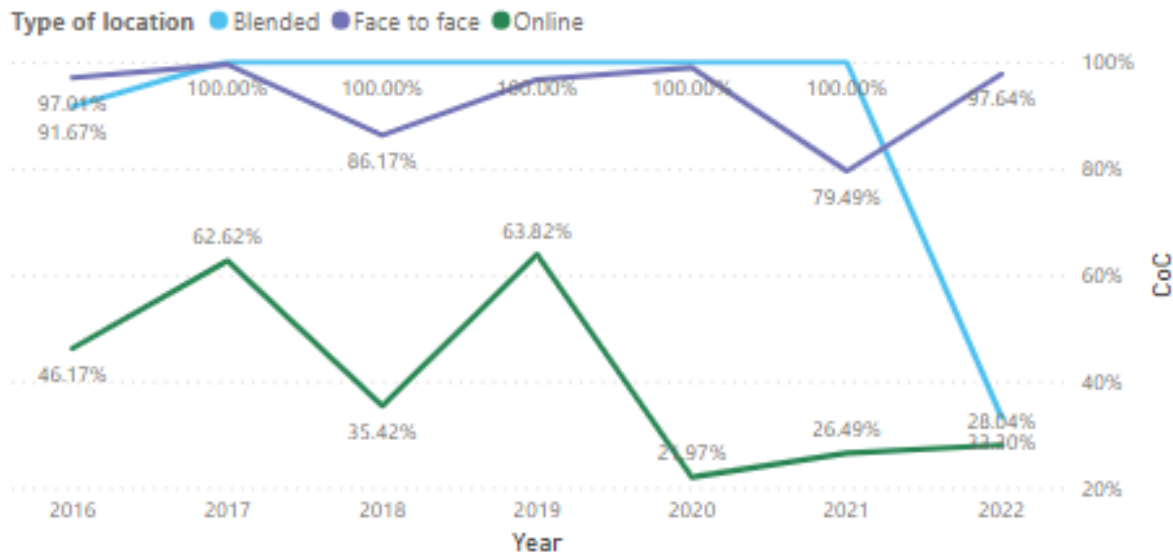
¹¹ This finding uses events as the unit of analysis. Findings derived from disaggregation by gender, UN country classification and disability at the participant level are presented in Findings 19, 20 and 22.



Source: EMS Data

74. In-person learning events have a positive relation with completion/CoC rates, implying a positive influence of face-to-face interaction. As shown in Figure 9, in-person events achieved the highest completion rate at 92 per cent. Meanwhile, blended and online events recorded rates of 39 per cent and 28 per cent, respectively. Examining the annual trend, blended events consistently maintained completion rates of 100 per cent from 2016 to 2021, however, experienced a sudden drop to 28 per cent in 2022. In contrast, the completion rates of online events reached a peak in 2017 and 2019, exceeding 62 per cent in both years. However, there was a significant decline of 42 percentage points in 2020, likely attributable to the disruptions caused by the onset of the COVID-19 pandemic. This point was also mentioned by a UNITAR key informant who noted a decline in learner engagement over time, possibly due to the impact of COVID and increased online learning.

Figure 9 - CoC rates by year and delivery modality



Source: EMS data

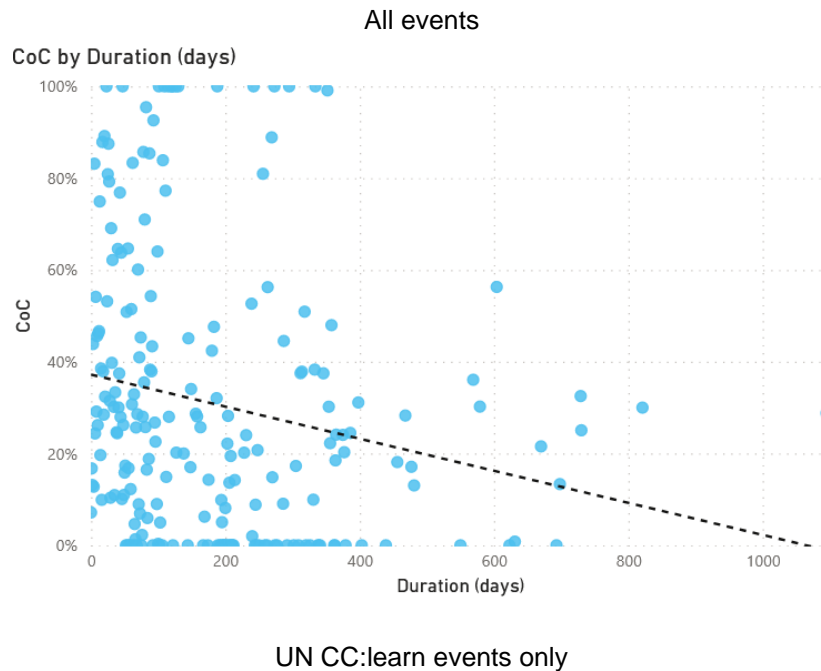
Finding 11: Shorter events have higher CoC rates, except for UN CC:Learn, where longer events have higher CoC rates.

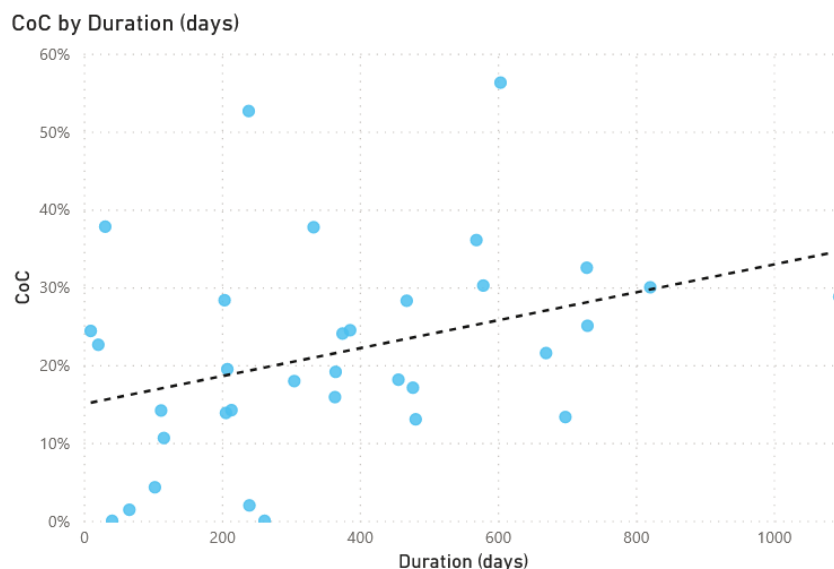
- 75. Event duration influences CoC rates differently depending on the characteristics of the learning event. For UN CC:Learn, which comprises most of UNITAR's self-paced online courses, analysis shows a positive relationship between duration and CoC rates, implying that longer events have a higher number of CoCs. However, when UN CC:Learn events were excluded from the analysis, the data shows a different relationship, which is a negative correlation with shorter events having higher rates of CoC.

Massive Open Online Courses (MOOC)

The GCP events are primarily MOOC, with 95 per cent of training events hosted on the Moodle platform. These MOOC offer self-paced courses that attract an average of approximately 67,000 participants per course. The flagship programme of GCP, UN CC:Learn, has a global community of over 800,000 learners, providing access to more than a hundred online courses. When comparing the completion rates of UN CC:Learn's self-paced online courses to existing literature on MOOC performance, which typically indicates a range from 0.7 to 52.1 per cent with a median value of 12.6 per cent (Jordan, 2015), the completion rates of UN CC:Learn are considered commendable.

Figure 10 - CoC rates and duration of events





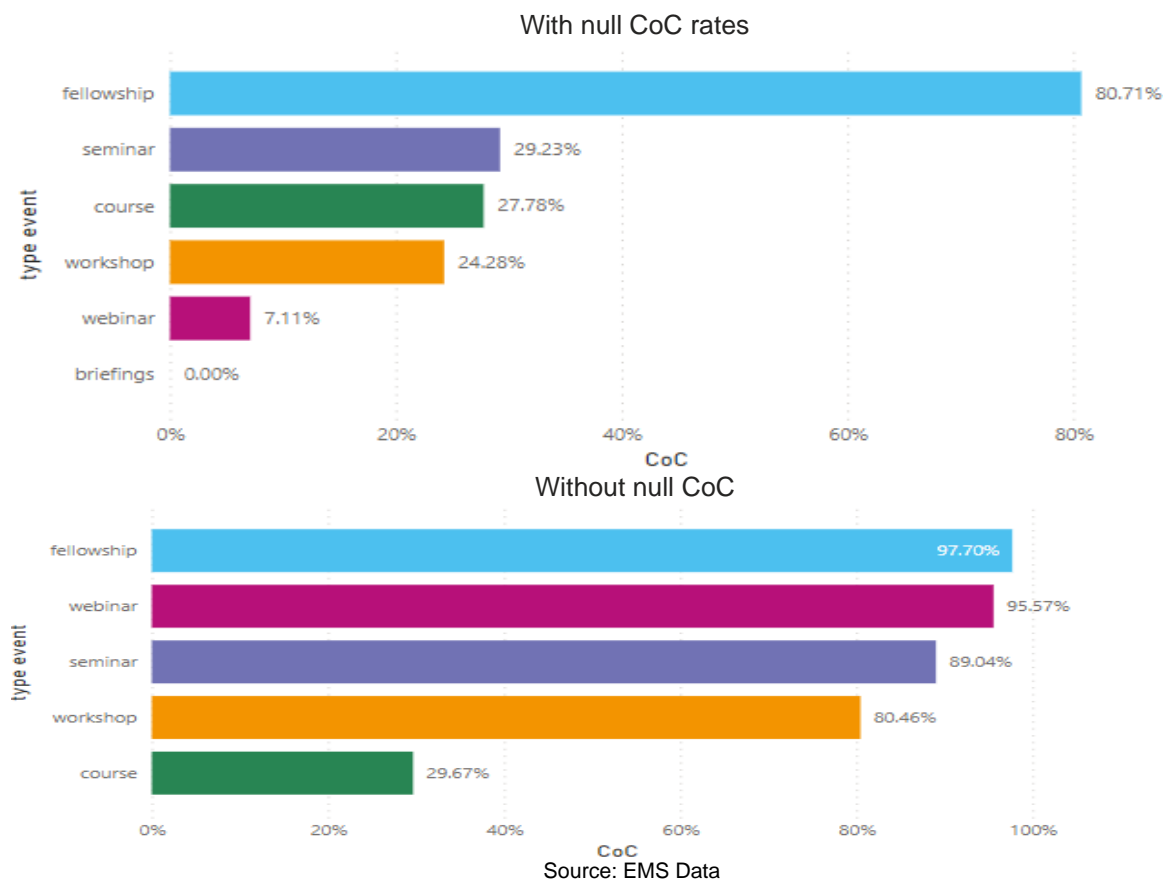
Source: EMS Data

76. Further analysis of completion rates by event duration and further disaggregating by delivery modality (in-person, blended, or online) supports this trend of negative correlation across all types of delivery mode.
77. One of the reasons behind this could be associated with the fact that longer events demand greater time and effort from learners. Additionally, lack of communication or information on the time required to complete a course can lead to wrong expectations. In the FGDs conducted, participants highlighted that required study time or at least an estimated duration was not initially provided. It is also possible that the estimation of time spent might be overly optimistic from a designer perspective, especially if factors such as participant's prior knowledge and skills, the risk of resource deficit affecting learning progression, or unresolved bottlenecks in course completion due to lacking technical or administrative support were not considered.

Finding 12: Fellowship programmes that provide medium- to long-term training capacity development, where selected participants engage as fellows, have demonstrated higher completion rates. The lowest CoC rates were recorded for webinar type of events. Briefing type of events did not award any CoC.

78. [UNITAR categorizes six types of learning events](#): workshops, courses, seminars, webinars, briefings and fellowships programmes. According to UNITAR's definitions, LOs are required for courses and fellowships while for the other four types, LO may or may not be defined. Events with undefined LO (and without OAL) are not eligible for issuing certificates of completion.
79. According to EMS data from 2016 to 2022, CoC rates ranged from zero per cent to 81 per cent across all event types. Fellowship programmes demonstrated the highest CoC rate (81 per cent), while briefings registered a null CoC. Figure 11 illustrates CoC rates with and without null CoC events included. Seminars, webinars and workshops showed a significant drop in CoC when zero CoC events are included, declining from 89 per cent to 29 per cent, 96 to 7 per cent, and 80 to 24 per cent, respectively. For these three event types, events with CoC rates equal to zero represent over 60 per cent of the total. As reported in a KII, this can be related to inconsistent recording of OAL on the EMS.

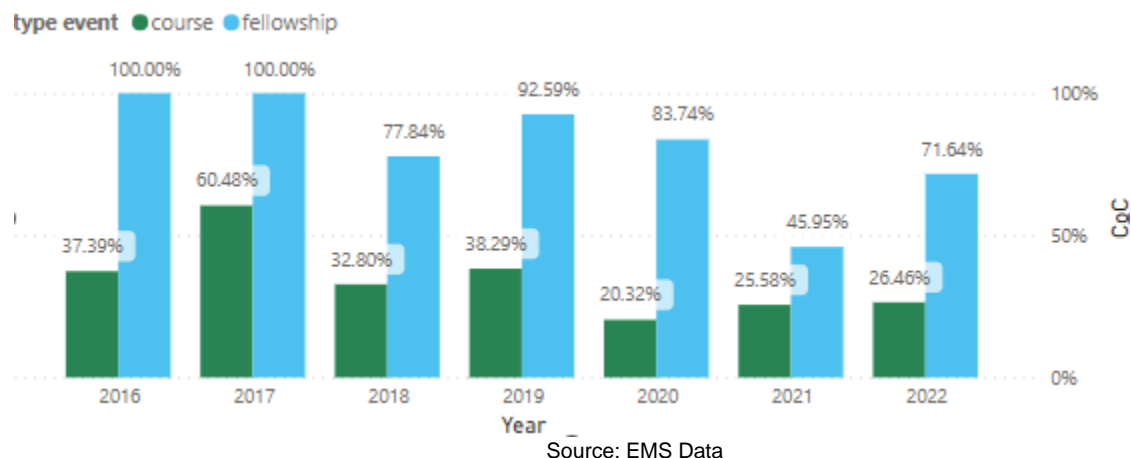
Figure 11 - CoC rates by event type according to UNITAR's definition



Finding 13: Courses have experienced a drastic decrease in completion rate in 2020 with the onset of COVID-19.

80. Structured and integrated capacity building training categorized as courses represent over 77 per cent of UNITAR's total learning events and 95 per cent of all participants. Over the past seven years, on average, two out of seven participants obtained a CoC. Analyzing annual trends for event types requiring defined OAL (Figure 12) shows a drastic reduction in CoC rates in 2020, most likely attributable to the COVID-19 pandemic. For courses, the completion rate decreased by 90 per cent, while Fellowship Programmes saw an 11 per cent decline. Courses typically have a longer duration, averaging five months. Learners reported experiencing online fatigue after COVID-19, as mentioned in a FGD with UNITAR personnel and in survey responses from participants.

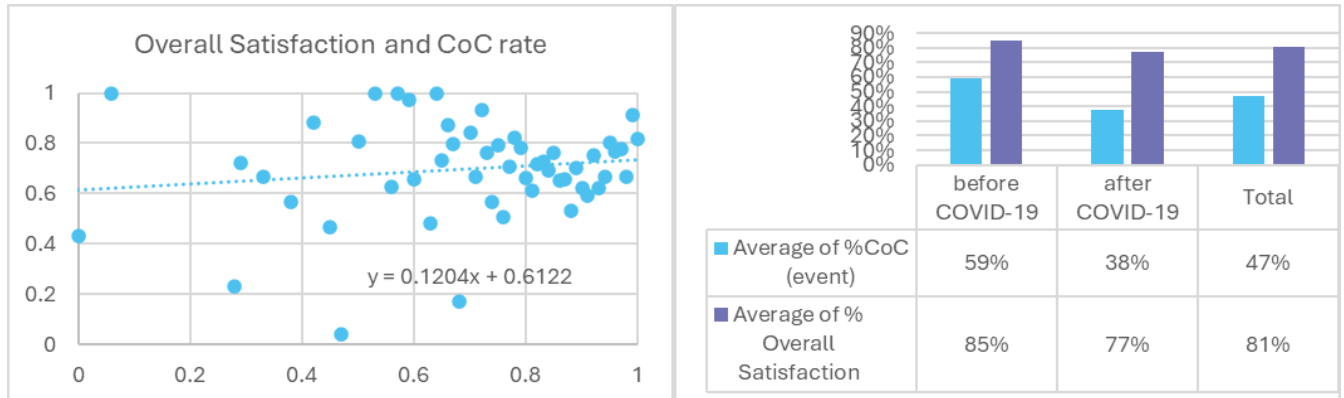
Figure 12 - Courses and fellowship CoC rates by year (including CoC equal to zero)



Finding 14: Events with higher participant overall satisfaction have higher CoC rates. This has changed with the COVID-19 pandemic. Overall usefulness recorded higher values than overall satisfaction.

81. The UNITAR Evaluation Policy requires an evaluation of participant reaction for learning events of two days, in addition to tracking learner feedback on overall usefulness, job relevance, newness of information and intent to use. This analysis looks deeper into the average of all four values (or “overall satisfaction” for the purpose of this analysis) and into overall usefulness and job relevance indicators. Analyzing overall satisfaction and completion rates is vital as they reflect the outcomes and quality of learning event delivery.
82. According to the information available for 1,252 events there is a positive correlation between CoC rates and overall satisfaction with the learning event (Figure 13) implying that events with higher participants’ overall satisfaction have higher CoC rates, both in terms of the completion of the learning content and the certification following a successful OAL. In the same manner, participants who are overall satisfied with the content, methodology and logistics, are more likely to finish the event. When tracking and analyzing these two metrics over time, it can be noted that there is an inflection point before and after COVID-19, where both rates dropped. The overall satisfaction rate has dropped after the COVID-19 pandemic by 8 percentage points, as shown in Figure 13.

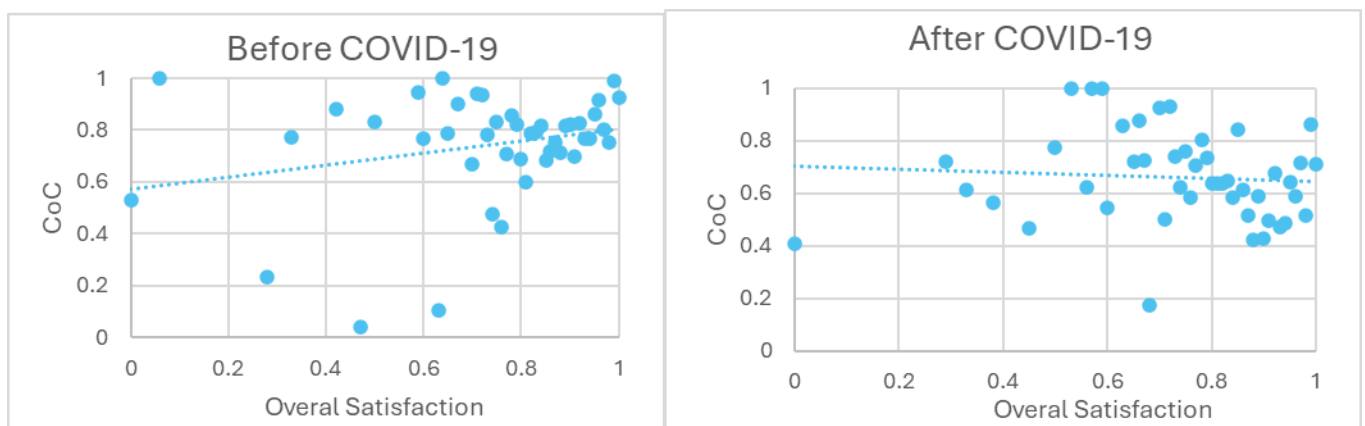
Figure 13 - Overall satisfaction and CoC rates (2016-2022)



Source: EMS data

83. The correlation between the two metrics has changed in the post-COVID-19 period. Before the pandemic, overall satisfaction and completion/CoC rates reflect the same upward directional trend with only a few exceptions (Figure 14) whilst after COVID-19, it shows a moderate negative correlation with higher dispersion of data points. This could be explained by varying expectations of individual learners on online learning delivery transitioning from traditional teaching pedagogy. By this time, learner overall satisfaction with the course or partial course content does not necessarily imply engagement to complete it. This may be attributable to factors such as time constraints and competing responsibilities which include distractions induced by double or triple burdens at home or online fatigue from a multitude of available course options. Moreover, the rapid increase in event offerings contributes to an increased workload for UNITAR staff, potentially impacting the balance between quality and quantity.

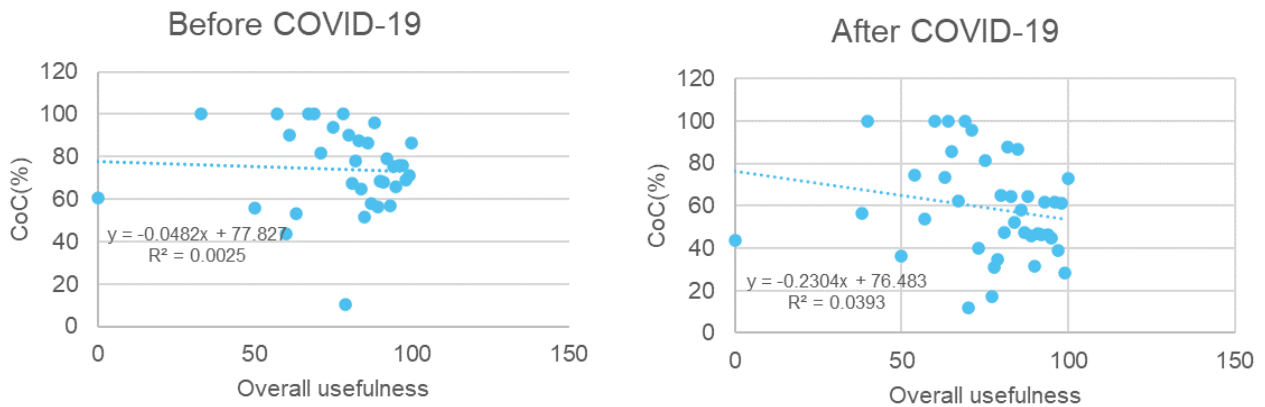
Figure 14 - Overall satisfaction and CoC rates (2016-2022)



Source: EMS data

84. Like overall satisfaction, overall usefulness rates have decreased after COVID-19 from 91 per cent to 83 per cent. Even though the rates are higher in comparison to satisfaction rates, overall usefulness and completion/CoC rates have registered a negative correlation even before COVID-19, but this relationship heightened after the pandemic's outbreak (Figure 15). This could be related to learners' selective approach to course content in addressing their respective specific needs resulting in the intended attrition where participants attain their learning objectives without completing the course or obtaining a certificate.

Figure 15 - Overall usefulness and CoC rates (2016-2022)

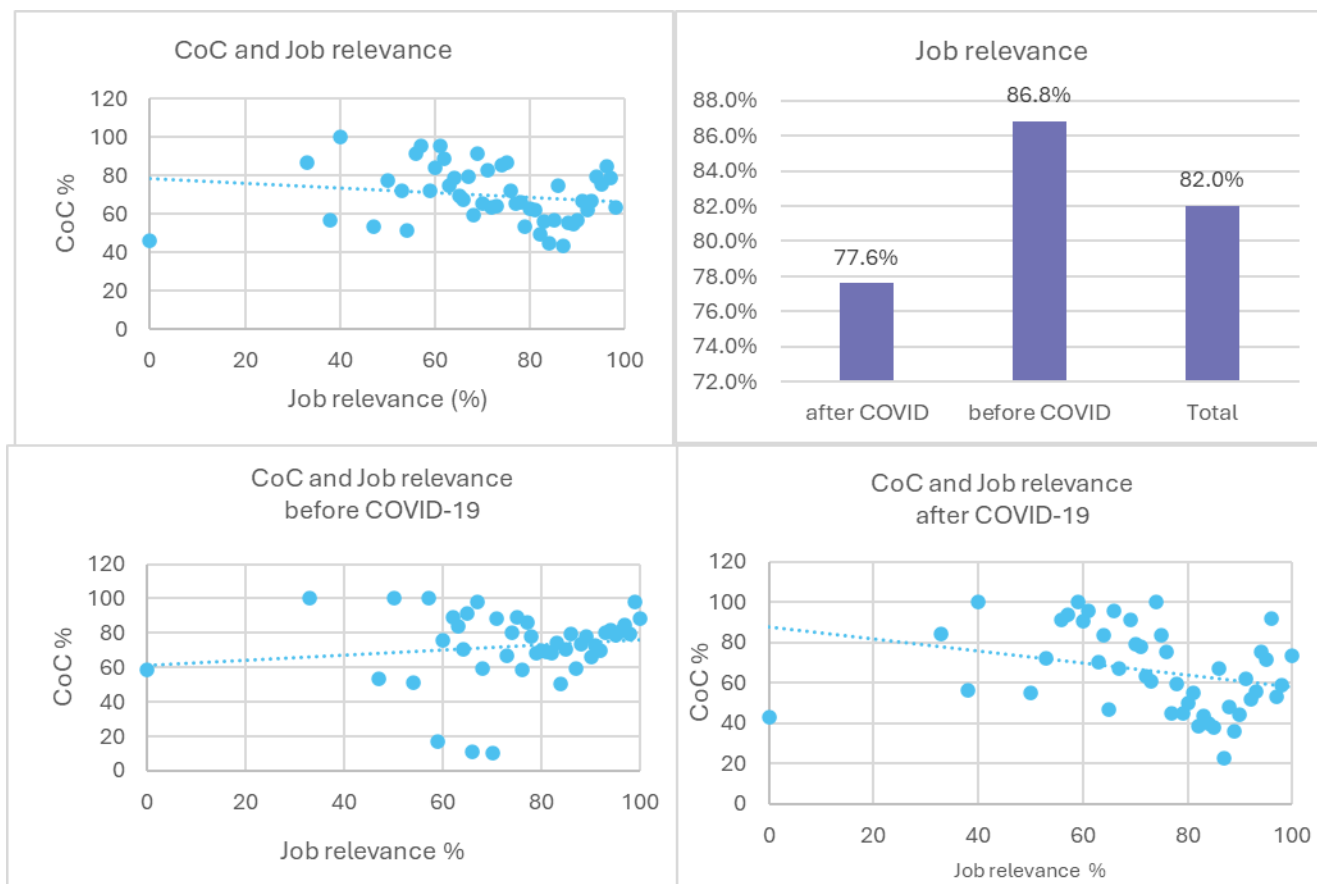


Source: EMS data

Finding 15: COVID-19 has influenced the correlation between job relevance and CoC rates which changed from a positive correlation to a negative correlation with COVID-19. In other words, since the onset of the COVID-19 pandemic, high job relevance no longer necessarily contributes to a high CoC rate.

85. This analysis looks at the value “job relevance” to understand if there is a correlation between job relevance and the CoC rate. According to the data recorded in the EMS, there is a negative correlation between the CoC rates and the percentage of participants who strongly agree or agree that the skills and knowledge acquired in the course are relevant to their job. However, this correlation may be influenced by the COVID-19 pandemic, which likely affected registration in both job-related and general interest events. Before COVID-19, CoC rates and the percentage of alignment between the learning event and job relevance were positive, and the percentage of the job relevance was higher reaching an average rate of 87 per cent. After COVID-19 however, the correlation between these two rates changed, showing a negative correlation between CoC and job relevance, and the percentage of participants strongly agreeing or agreeing that the event was relevant to their job decreased to 78 per cent.

Figure 16 - CoC rates and job relevance (2016-2022)



Source: EMS data

What reasons explain the wide variation observed in CoC rates across programme units?

Finding 16: CoC rates vary by programme unit from 0 per cent to nearly 90 per cent. Possible explanations for high CoC rates include the number of participants, the participants selection process, recording procedures, amongst others. Events with higher number of participants typically have lower CoC rates.

86. The examination of completion rates across the programme units between 2016 and 2022 revealed a range from 0 per cent to nearly 90 per cent. The Peacemaking and Conflict Prevention Programme Unit (PMCP) stood out with the highest completion rate at 91 per cent, followed closely by the Public Finance and Trade Programme Unit (PFTP) at 90 per cent. This discrepancy was likely influenced by the selection process for participants, with both PFTP and PMCP events being private and by application and selection.¹² The completion rates may also have been impacted by the number of participants per event. PMCP and PFTP, with an average of approximately 30 participants per event, demonstrated this trend. Similarly, the Chemicals and Waste Management Programme Unit (CWM) attained a robust 77 per cent completion rate by focusing training on smaller, niche groups, typically under 25 participants per event. It is noteworthy that approximately 88 per cent of CWM events were public and open for registration.

¹² This finding uses events as the unit of analysis. Findings derived from disaggregation by gender and UN country classification at the participant level are presented in Findings 15 and 16.

On the other hand, the Sustainable Cycles (SCYCLE) Programme Unit and the Division on NCD, Digital Health and Capacity Building (NDC), Digital Health and Capacity Building reported completion rates of 0 per cent. SCYCLE has explained that this is due to the fact that SCYCLE does not award certificates of completion to participants for the time being. For ~~NDC~~ the latter, this rate can be explained due to the non-recording of certification information in the EMS due to time constraints following a restructuring of the unit. However, it's important to note that these two units organized only two and one learning events, respectively, each aiming for a targeted participation of 10 participants per event.

Table 2 - Number of participants, CoC rates and number of events by programme unit¹³

Admin entity	Participants	Certificates of completion	Events	Average of participants	CoC rate	CoC rate excluding CoC equal	Differences
PMCP / Peacemaking and Conflict Prevention Programme	711	650	20	36	91.42%	99.85%	8.43%
PFTP / Public Finance and Trade Programme	4630	4159	148	31	89.83%	89.87%	0.04%
CWM / Chemicals and Waste Management Programme	513	400	25	21	77.97%	78.90%	0.93%
NPO / Nigeria Project Office	38	28	1	38	73.68%	73.68%	0.00%
MDP / Multilateral Diplomacy Programme	10977	4889	335	33	44.54%	51.34%	6.80%
LDP / Local Devt Programme	122	52	5	24	42.62%	42.62%	0.00%
PPR/ Planning, Performance and Results Section	780	321	2	390	41.15%	41.15%	0.00%
CIFAL	17842	6624	211	85	37.13%	80.37%	43.24%
UNOSAT/Operational Satellite Applications Programme	2057	734	66	31	35.68%	87.49%	51.81%
DCP / Decentralize Cooperation Programme	879	305	21	42	34.70%	37.33%	2.63%
PTP / Peacekeeping Training Programme	55115	18290	659	84	33.19%	60.06%	26.87%
HO / Hiroshima Office	7791	2184	79	99	28.03%	39.68%	11.65%
GCP / Green Development and Climate Change Programme	582572	154239	327	1782	26.48%	27.18%	0.70%
KSI / Knowledge Systems and Innovation	2130	499	23	93	23.43%	23.43%	0.00%
NYO / New York Office	1280	202	29	44	15.78%	100.00%	84.22%
A2030 / Agenda 2030	17193	2337	73	236	13.59%	14.70%	1.11%
SDP / Social Development Programme	24791	2965	136	182	11.92%	38.23%	26.31%
N/A	197	17	5	39	8.63%	100.00%	91.37%
Defeat-NCD / The Defeat-NCD Partnership	11	0	1	11	0.00%		0.00%
SCYCLE / Sustainable cycles	18	0	2	9	0.00%		0.00%
Total	729647	198885	2168	336.5530443	27.26%	30.34%	3.08%

Source: EMS data

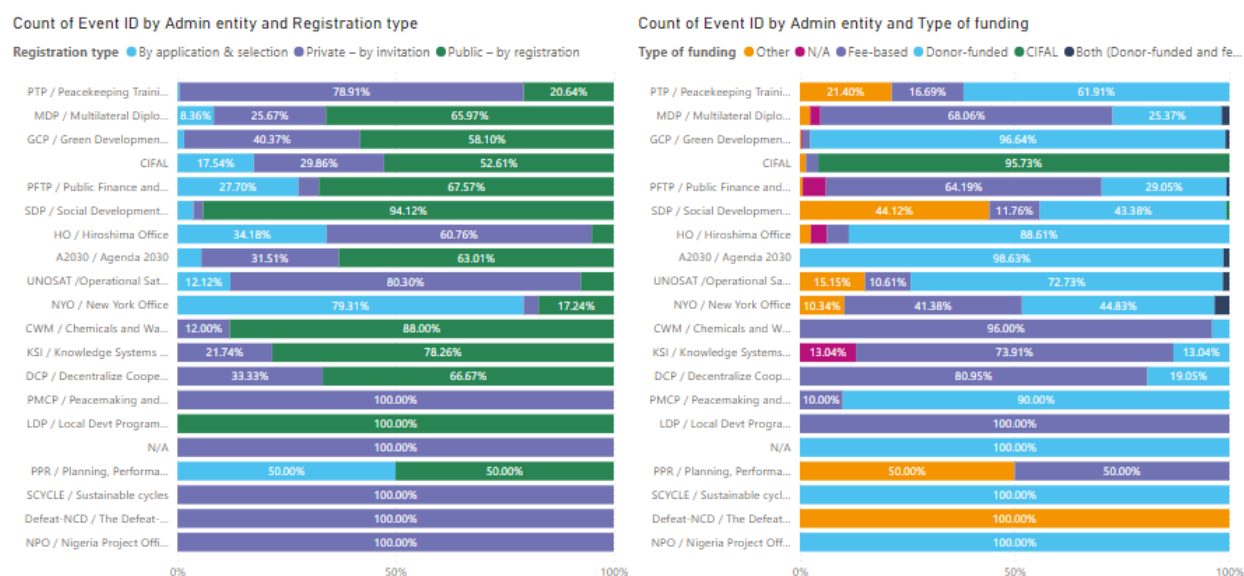
87. Table 2 presents the participant count, issued certificates of completion, the number of implemented and managed events, average participants per event and completion rates by programme unit, as indicated in the EMS. The completion rates are also provided after adjustment, excluding events with zero completion rates. Over the last seven years, the average

¹³ Some of the programme and unit names have evolved since 2016. PPRS was the acronym previously used for the now called Planning, Performance Monitoring and Evaluation Unit (PPME). LDP and DCP are now incorporated by the Social Development Programme (SDP). The cross-cutting Knowledge Systems and Innovation (KSI) programme unit does not longer exist at UNITAR.

completion rate across all programme units stands at 27 per cent. When events with zero certification rates are excluded, the average completion rate rises by 3 percentage points (30 per cent). Excluding extreme values generally leads to higher completion rates for most programme units. The New York Office (NYO) shows the most significant difference, with a gap of 84 percentage points, followed by the United Nations Satellite Centre (UNOSAT), CIFAL, PTP, and the Social Development Programme Unit (SDP).

88. Programme units with extensive outreach and participation, such as GCP and PTP, exhibit completion rates below 35 per cent. The global reach and large scale, involving hundreds or even thousands of participants per event limits high CoC rates across their events. It was explained in an interview that for PTP, completion figures are reported and thus reflected in the EMS when objective assessments are conducted by UNITAR, and thus are verifiable. However, when partner entities, such as master trainers conducting their own events as part of a multiplication approach from ToT to Training by Trainers (TbT), where objective assessments of learning and its corresponding results are unverifiable, CoC rates are not recorded on the EMS and hence recorded as null.
89. The Multilateral Diplomacy Programme Unit (MDP) not only attracts an average of 335 participants per event but also achieves a completion rate exceeding 40 per cent. This can be attributed to the substantial proportion of fee-based events, accounting for 68 per cent of its offerings (see Figure 17). SDP recorded a completion rate below the average of 27 per cent, a factor attributed to the prevalence of MOOC events and a notably high average of over 130 participants per event. Moreover, HO, Knowledge Systems and Innovation Unit (KSI),¹⁴ NYO, and the Strategic Implementation of Agenda 2030 Unit (A2030) also registered completion rates below the average.
90. In total, the evaluation found 836 events recorded in the EMS without any certificate of completion. These high leverage points drastically influence the overall CoC rate by programme unit. Upon clarification with the relevant programme units, it was revealed that the majority, if not all, of the information gathered stemmed from errors in recording or classifying event types in the EMS. As a result, the figures may not accurately represent instances of learners failing to meet training requirements satisfactorily or obtaining certificates.

Figure 17 - Type of funding and registration modality of events, by programme units



¹⁴ Now closed.

Source: EMS data

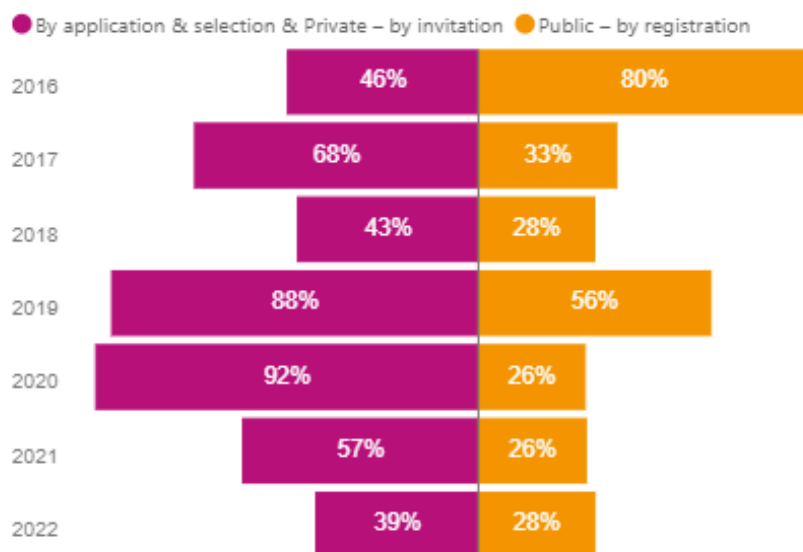
91. Another explanation for varying programme unit CoC rates could be the way event results are planned and the importance attached to measuring the CoC rate.
92. Commencing with the 2022-2023 biennium, it was observed that out of the 160 indicators linked to result areas under the strategic objectives and committed by programme units, only 14 per cent (23 indicators) specify meeting completion requirements and the number of certifications as conditional measures of success across the strategic sub-objectives of the Institute. In comparison, the rates from previous biennia were 17 per cent, 18 per cent, and 6 per cent for the 2020-2021, 2018-2019, and 2016-2017 biennia, respectively. It is essential to note that these observations involve result areas related to learning (with and without objective assessment) as well as non-learning events which can explain the relatively low number of such indicators.
93. These percentages were predominantly influenced by the PTP unit's dedication to measuring and reporting on completion or certification rates, a commitment they have maintained since 2016. Over the years, other units, such as GCP, SDP, UNOSAT and PPME, have also contributed to the overall count. Conversely, other units primarily emphasize more subjective outcomes, such as metrics related to increased knowledge and skills on a specific topic, and the successful achievement of learning objectives, or output indicators like attendance and participation.

To what extent are there differences in completion rates for master's degree type events, MOOCs, and other learning events?

Finding 17: The CoC rate for private events is higher compared to public events. Public events' rates have drastically been affected by COVID-19, decreasing by 20 percentage points.

94. Analysis of UNITAR's learning events from 2016 to 2022 shows that 46 per cent of the events were open to the public events, meaning participants could register and participate without restriction. Public events accounted for over 618,000 participants, representing 85 per cent of the total. Examining CoC rates by event registration modality, two categories were compared; i) Public – includes public registration-based events; and ii) private - include events requiring application and/or selection.
95. Excluding events with zero completion rates, the overall completion rate for 2016-2022 was higher for private events (54 per cent) compared to public events (27 per cent), indicating that learning events with selective registration process have higher engagement and completion rates than open registration events. Targeted outreach and eligibility criteria may contribute to a more committed participant base in private events.
96. Examining CoC rates by event registration modality over time shows that for public events, the completion rate was 80 per cent in 2016, declining to up to 26 per cent in 2017. In 2022, it slightly increased to 28 per cent. For private events requiring application and/or selection, the completion rate fluctuated between 39 per cent and 92 per cent during 2016-2022. This indicates that even private events CoC rates have been fluctuating over time.

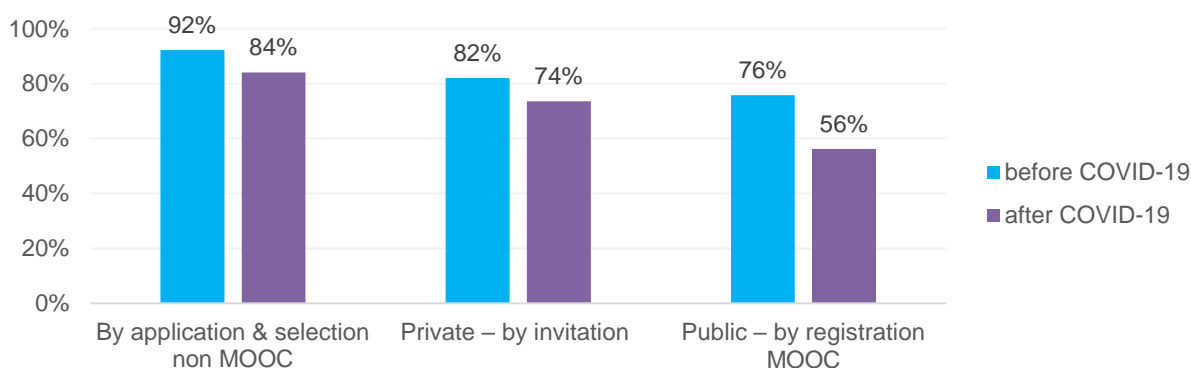
Figure 18 - CoC rates by type of registration



Source: EMS data

97. Another finding identified is that COVID-19 has reduced CoC rates in different scopes while analyzing the different type of events. Public events' rates have drastically been affected, decreasing by 20 percentage points and this can be explained by the online fatigue caused by COVID-19. Nevertheless, it was noted that the public events' rates also dropped already prior to COVID-19 in 2017 and 2018 respectively. Private events have also decreased at a slow pace at 8 percentage points. This can be explained by the effect of selection process of events by invitation and/or or application has on learner's motivation to complete.

Figure 19 - CoC rates by registration type, before and after COVID-19



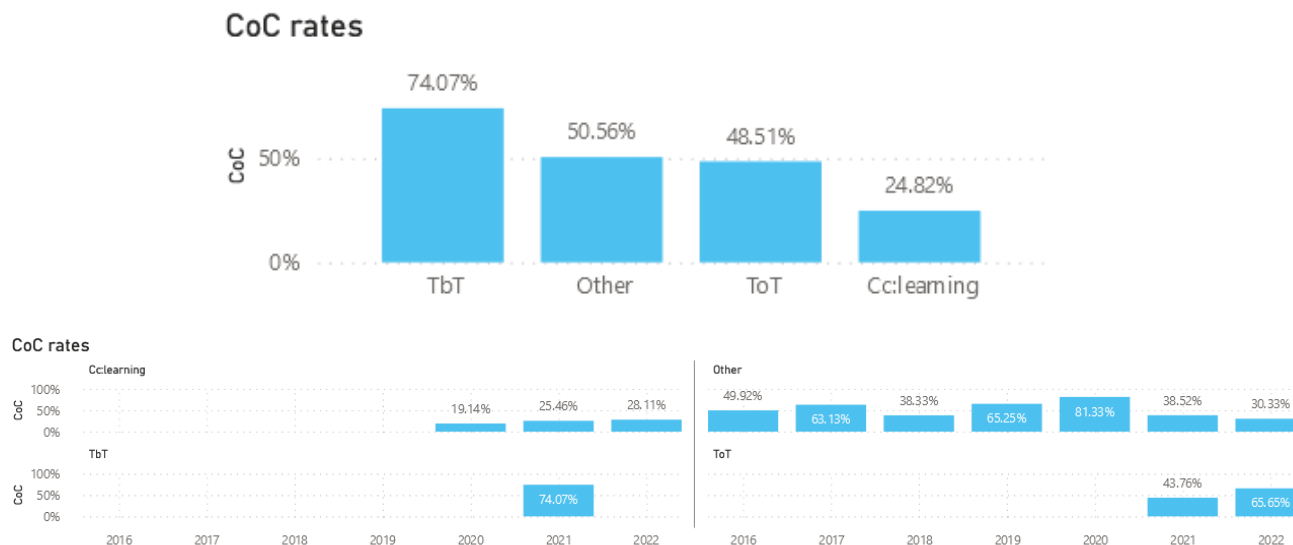
Source: EMS data

Finding 18: The CoC rate has been declining from 2020 to 2022 except for UN CC:Learn, TbT, or ToT events.

98. When classifying the events considering UN CC:Learn, TbT, ToT, and other events not falling into these categories, and excluding events with CoC rates equal to zero, it can be observed that TbT events registered higher rates of completion. What is important to highlight is that from 2020 to

2022 all the CoC rates have increased except for other events not classified under UN CC:Learn, TbT, or ToT, which has drastically declined from 81 per cent in 2020 to 30 per cent in 2022. In the case of UN CC:Learn events, it is only possible just to analyze from 2020-2022 considering that this classification was not included in the EMS before. Nevertheless, UN CC:Learn's CoC rate has increased by around 9 percentage points within these years.

Figure 20 - Participants, events and CoC by type of event



Source: EMS data

To what extent do gender or other personal characteristics of the learner play a role in course completion?¹⁵

Finding 19: Gender and other demographics can influence the completion of learning events. CoC rates are slightly lower for female than male participants when intersecting gender with participants' regions of origin and event registration type and delivery modalities.

99. Gender and other demographics can influence the completion of learning events. Analysis of the completion rates of learning events with OAL from 2016 to 2022 reveals slight differences based on gender. While female participants represent over 50 per cent in total participation, proportion of female learners completing and obtaining a certificate is lower in comparison to their male counterparts. The completion rate for male participants was 2 percentage points higher than for females (31 per cent vs 29 per cent). Non-binary identified participants had a completion rate 10 percentage points lower than the average (19 per cent).

Gender and Region

100. The largest gap in completion rates between male and female learners was seen in the Latin America and Caribbean region, with a difference of approximately 6 percentage points. Female learners residing in this region registered the lowest completion rate compared to their peers from other regions. In Europe and North America, there was a 4-percentage point gap between male and female completion rates. While there were also gender gaps in Asia and Pacific and the

¹⁵ This section considers participants information extracted from the regarding 2,065 events with OAL and 651,828 unique participants registrations where 191,690 CoC were delivered. With this information available the average CoC rate is 29 per cent, 2 pp higher than the one analyzing EMS events data.

Middle East, these were lower than the global average (i.e., less than 2 percentage points). It is also important to consider that gender gaps exist not only in completion rates, but also in participation rates.

Figure 21 - CoC rates by gender and region



Source: EMS Data

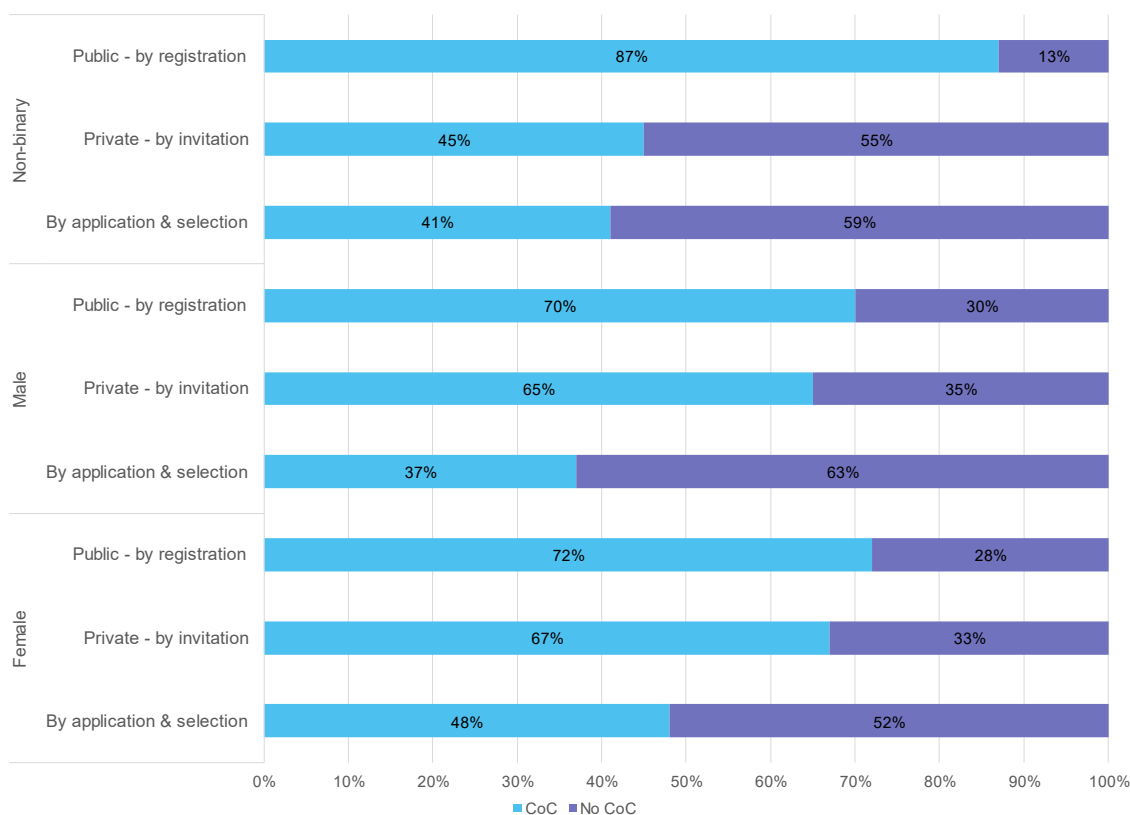
- Comparing non-binary and binary identified participants is also important. In Asia-Pacific, non-binary participants had the highest completion rate at 45 per cent, which is over 10 percentage points higher than the rates for females and males. A similar trend was seen for the African region. However, the opposite is true for Latin America and the Caribbean, Middle East, North America, and Europe. This gap was especially large in Latin America and the Caribbean, where non-binary participants had the lowest completion rate globally at 20 per cent, which is a 9-percentage point difference below the overall average. It is worth mentioning that the “Non-binary” and “Unreported” categories were only added in the EMS in 2022, and before their introduction, these were commonly reported together under the “Other” category. For a time, these iterations in the EMS created confusion among UNITAR staff who ended up classifying unreported gender as “Other” when it should not be the case. Therefore, this information should be read with caution.

Gender and event characteristics

- Further analysis of UNITAR’s 2016-2022 learning events data reveals differences in completion rates at the intersection of gender and event characteristics.
- For private events where enrollment is determined by application/selection or invitation, female participants exhibited lower completion rates than male participants in an approximately 10 percentage point gap (males at 63 per cent vs females at 52 per cent). Non-binary identified participants also had higher completion rates than females but lower than males in these events. However, non-binary groups accounted for only 2 per cent of total participants selected by application or by private invitation, indicating low representation.

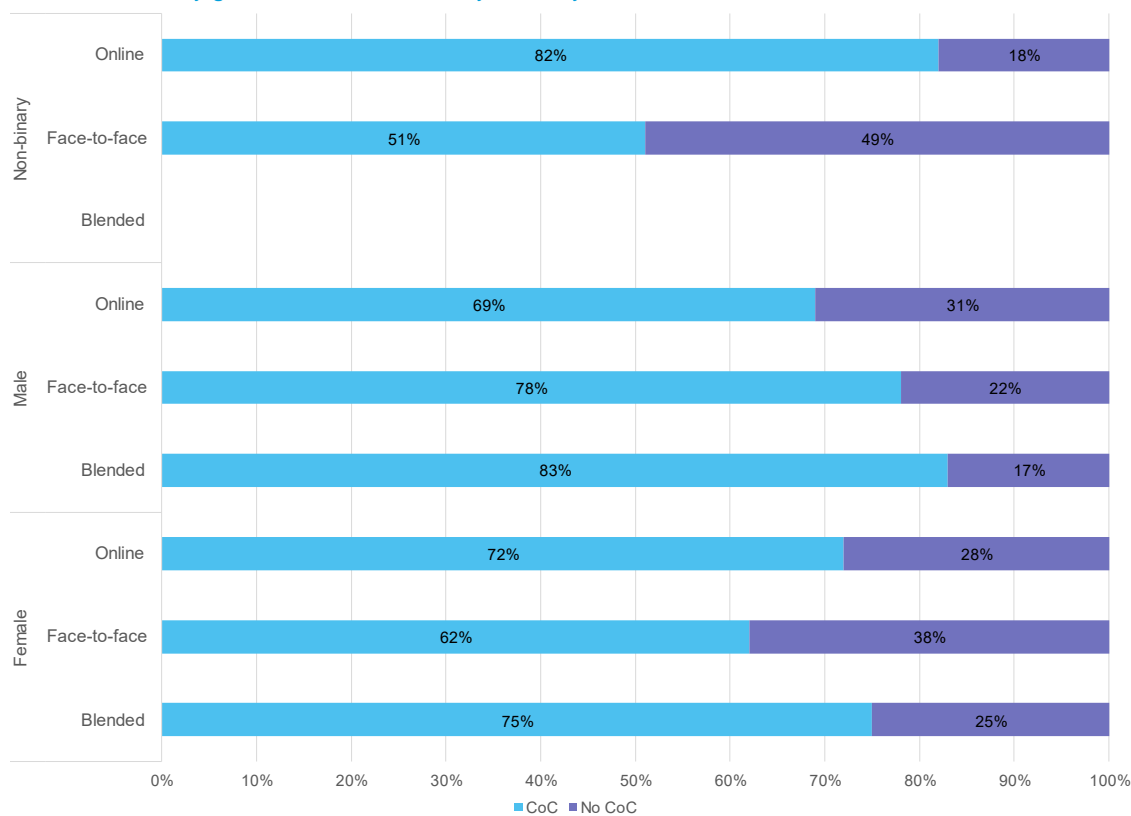
104. In public events, male participants again had slightly higher completion rates versus female participants (30 per cent vs 28 per cent), but the gap was smaller at 2 percentage points. Non-binary participants had the lowest public completion rates at less than 15 per cent.
105. However, when analyzing by delivery modality, females achieved higher completion rates than males for in-person events (16 percentage point gap) and blended events (9 percentage point gap). In contrast, males had greater online course completion rates than females (32 per cent vs 29 per cent). This may relate to gender roles and distribution of unpaid work or domestic responsibilities, which can disproportionately impact women who often manage paid work, education, and household and care work. This is also in line with the reasons for incompleting, where women cited high workload as an important reason for not completing the training requirements.
106. The differences in CoC rates when analyzing the interaction of gender and delivery modality shows that online training may present greater challenges for women to fully engage amid household responsibilities while in-person participation allows more singular focus and increase the odds of completion.

Figure 22 - CoC rates by gender and type of event registration



Source: EMS Data

Figure 23 - CoC rates y gender and event delivery modality



Source: EMS data

To what extent have other participant profile-related variables (nationality and UN country classification, affiliation and age and disability influenced the certification of completion rate?

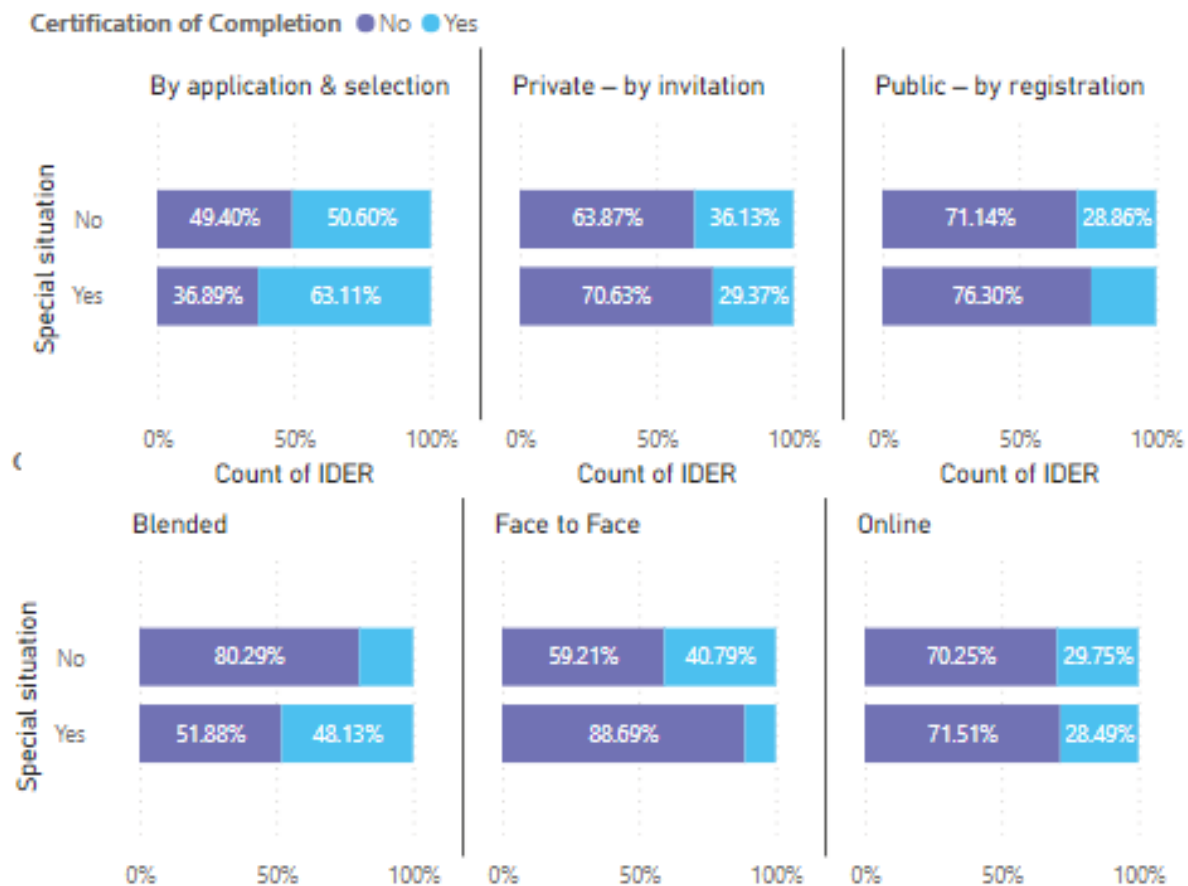
Finding 20: CoC rates for participants from countries in special situations are slightly lower than for other countries. Surprisingly, the CoC rate for face-to-face events is lower than for online events for participants from countries in special situation. CoC rates by registration modality “by application and selection” are higher for participants from countries in special situations than for other countries.

107. In accordance with the 2030 Agenda following the principle of *Leaving no one behind* (LNOB), UNITAR’s priority has been to focus on increasing the capacity building for learners from countries in special situations.¹⁶ Between 2016 and 2022 participants of events with OAL coming from a country in special situations account for 14 per cent.
108. Analysis of completion rates reveals a 4 percentage point gap between countries in special situations and other countries (26 per cent vs 30 per cent). Additionally, females from special situations countries had a lower completion rate of 25 per cent (4 percentage point below average).
109. Examining completion rates by delivery modality and UN country classification shows unexpected results for in-person events. Learners from countries in special situations had an 11 per cent CoC

¹⁶ As defined by the UN: Least Developed Countries (LDCs), Landlocked Developing Countries (LLDC) and Small Islands Developing States (SIDS).

rate for in-person learning events, that is 30 percentage points lower than other countries. Despite the expectation that participants from countries in special situations may experience more difficulties with online learning, such as issues related to access to internet connectivity, the data reveals that the gap in online event completion rates was only 1 percentage point. Consequently, it is worthwhile to reassess traditional teaching pedagogies and identify factors hindering the completion of even in-person events for participants from countries in special situation. These factors may include the quality of teaching methods, the relevance of the subject, administrative and technical support for learners, the difficulty of content or assessments, the timing and schedule of the event, or the overall design of the learning experience.

Figure 24 - CoC rates by UN country classification, registration modality and delivery modality



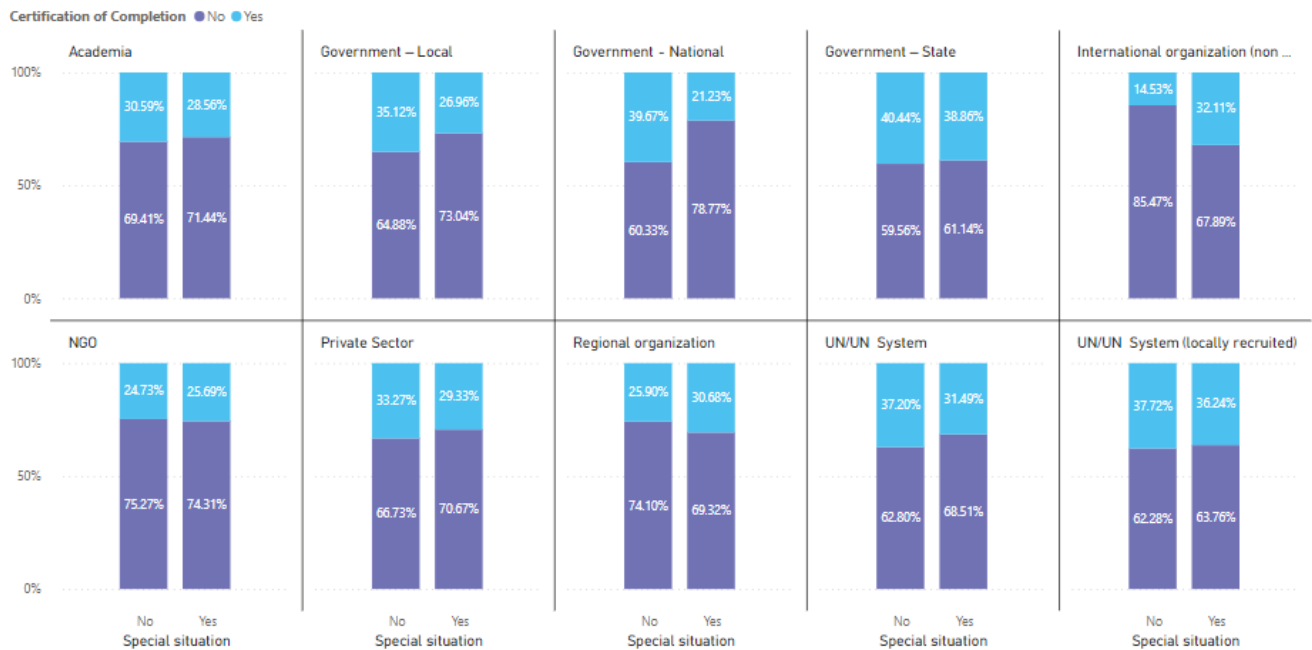
Source: EMS data

- For learning events with the registration modality by application and selection, countries in special situations had higher CoC rates (63 per cent) compared to other countries (51 per cent), implying greater motivation of learners from countries in special situations. As is the case for all participants, for public events countries in special situations also recorded lower rates. The completion gap was 7 percentage points lower for events by invitation and 5 percentage points lower for public events.

Finding 21: The largest gap between CoC rates was uncovered for national government participants with 40 per cent completion for other countries versus 21 per cent for participants from countries in special situations.

111. Analyzing by organizational affiliation, participants from international organizations (non-UN) and non-governmental organizations (NGO) in special situation countries had higher completion rates than their peers in other countries. For other affiliations, participants from other countries had higher completion rates. The largest gap was for national government participants with 40 per cent completion for other countries versus 21 per cent for countries in special situations. (Figure 25).

Figure 25 - CoC rates by UN country classification and organizational affiliation.

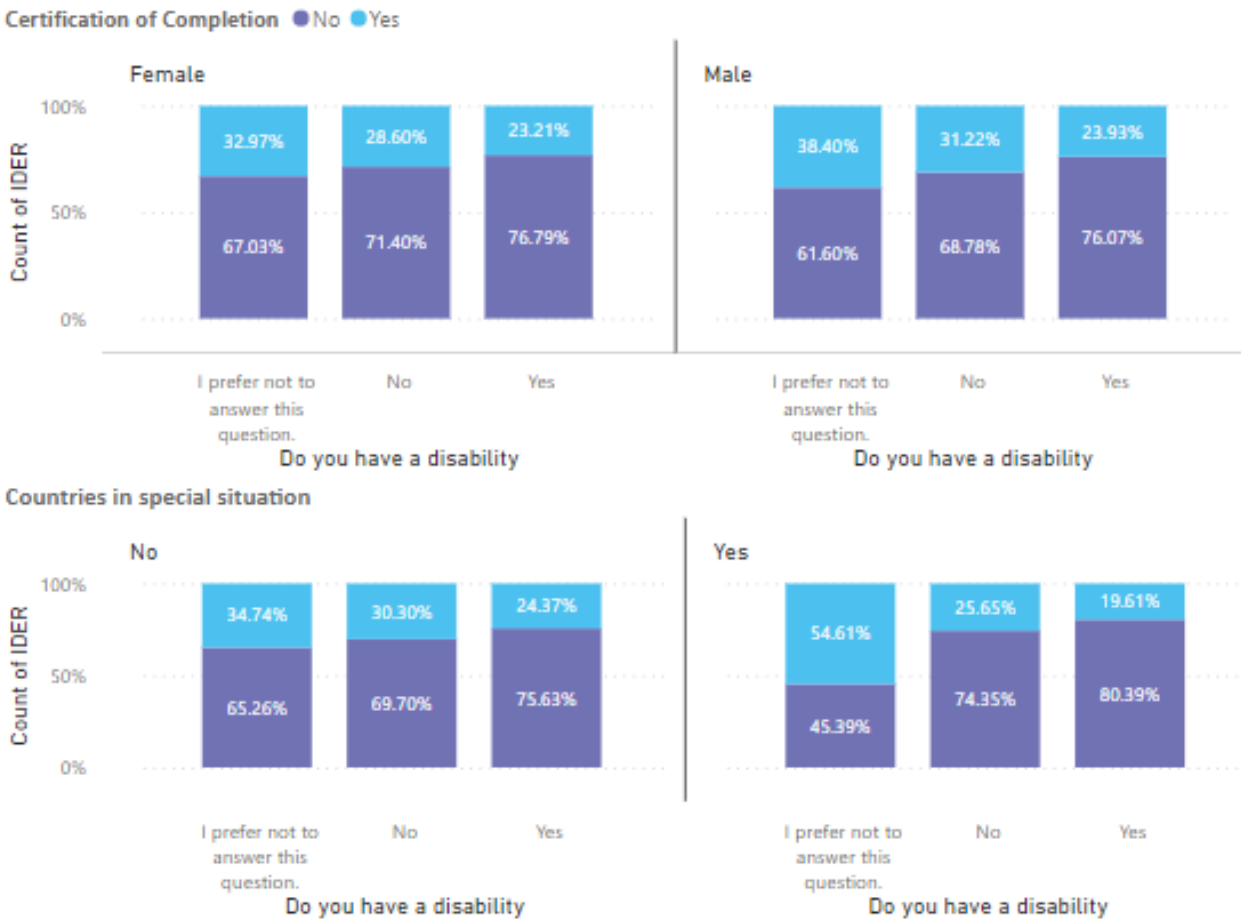


Source: EMS data

Finding 22: Having a disability and its interactions with other demographics can influence CoC rates. However, event delivery modality can positively influence accessibility and certification, as shown by face-to-face events.

112. Around 2 per cent of learners reported having a disability. The CoC rate for learners with disabilities was 24 per cent, indicating a 5-percentage point gap compared to learners without disabilities. Learners with disabilities in countries in special situations registered even lower CoC rates (20 per cent) compared to learners with disabilities in the rest of the countries (24 per cent). When analyzing the intersection with gender, there was a slight gap between female and male participants (23 per cent vs 24 per cent). In contrast to that, non-binary learners with disabilities registered a higher CoC rate (26 per cent) compared to the overall rate.

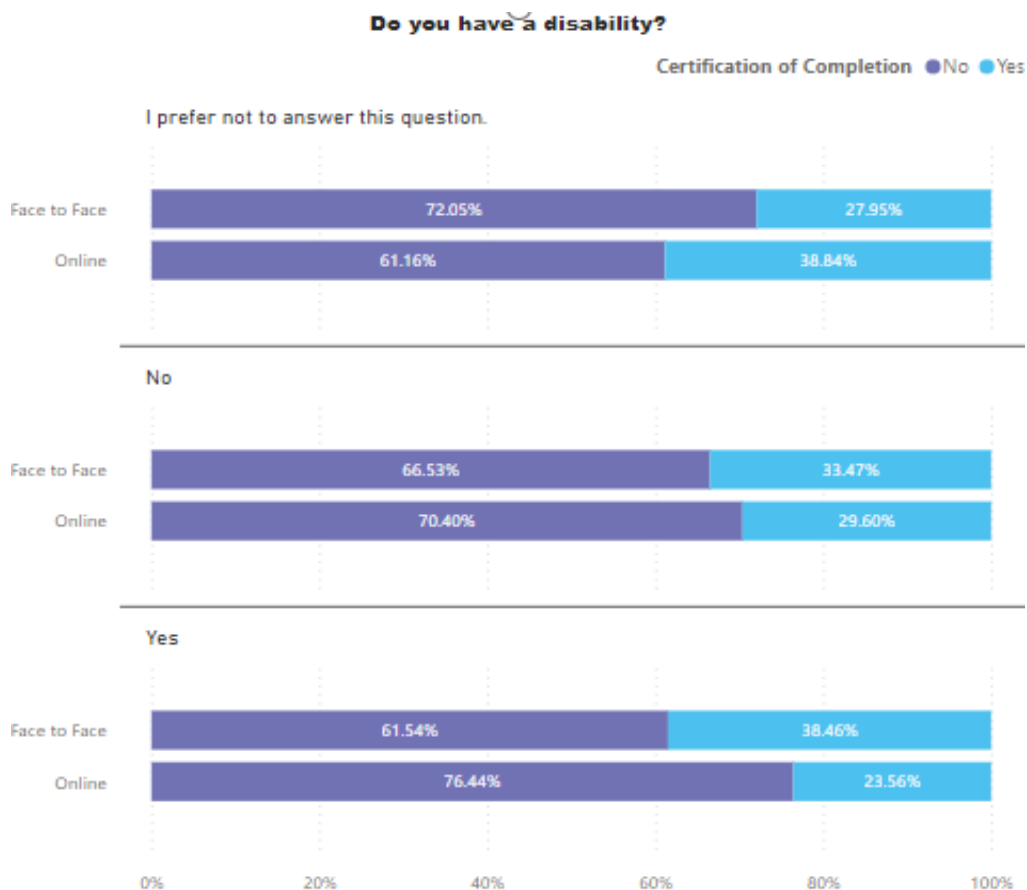
Figure 26 - CoC rates by disability, gender and country status



Source: EMS data

113. Figure 27 illustrates, how the event delivery modality plays an important role in the certification of learners with disabilities. Face-to-face events appear to be more accessible for learners with disabilities, with two out of five obtaining certificate of completion (38 per cent). This rate is even higher than the rate for learners without disabilities (34 per cent). In contrast, online events demonstrated greater barriers for learners with disabilities, reaching a CoC rate 4 percentage points lower compared to learners without disabilities (24 per cent vs 28 per cent).

Figure 27 - CoC rates by disability and event delivery modality



Source: EMS data

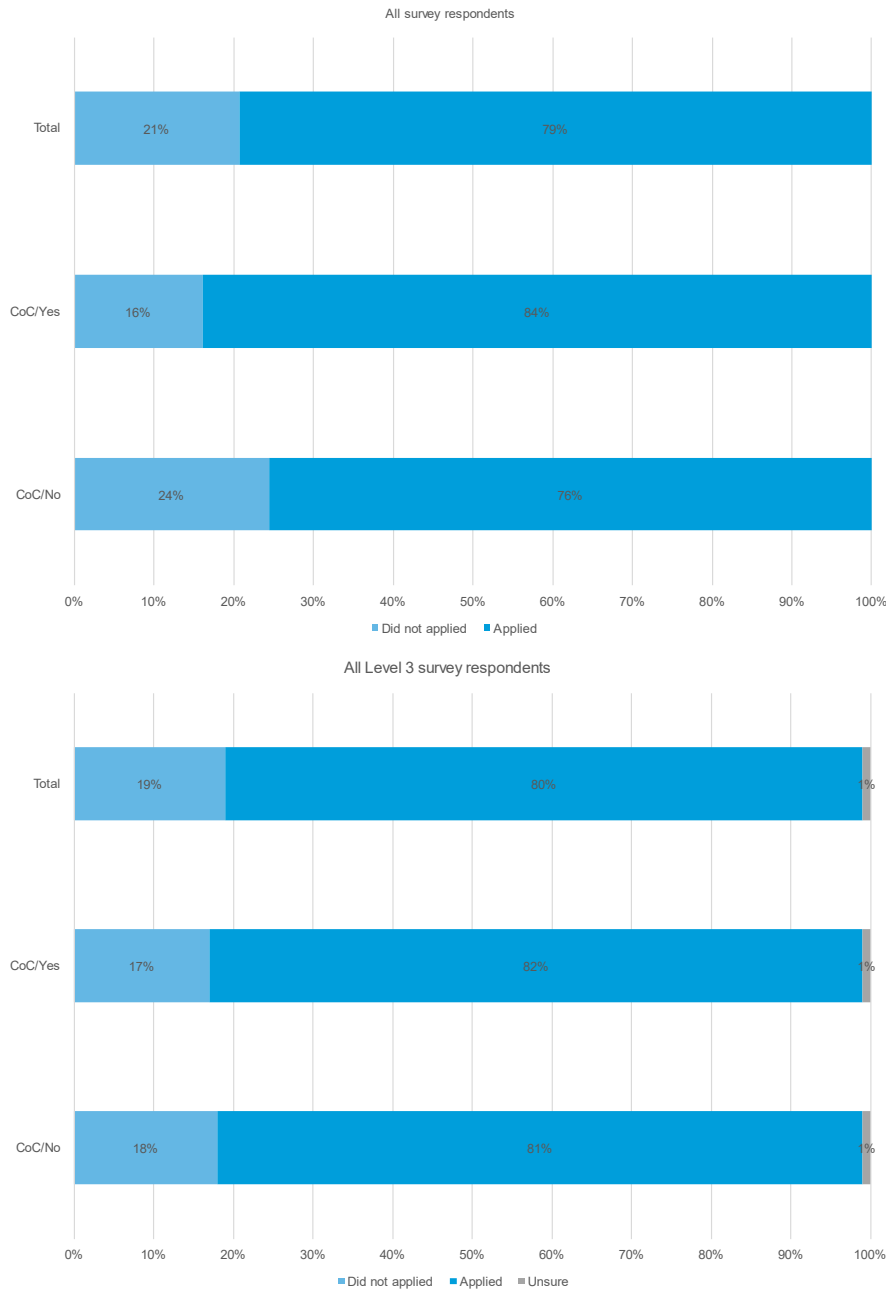
Have learners who have not completed requirements applied knowledge and skills and, if so, is application attributable to the UNITAR event? For 2022, to what extent has application of knowledge and skills from those who have not completed requirements contributed to implementing the SDGs?

Finding 23: Both participants with or without CoC confirm application of knowledge and skills, with a slightly higher rate for those with CoC.. The application rate of knowledge and skills that contribute to SDGs is higher for those without CoC. Differences in general application of knowledge and skills were not found between genders and UN country classification, but disparities exist for applications that contribute to Sustainable Development Goal (SDG) implementation.

114. Survey responses indicate that both participants who have obtained a CoC and those who have not received a CoC have used knowledge and skills from the training they attended, with slightly higher rates for participants obtaining a certificate, as shown in Figure 28. The distribution does not change when excluding participants indicating no attribution at all to the UNITAR training or an attribution lower than 50 per cent. Attribution of application to UNITAR is only two percentage points higher for participants obtaining a certificate, with average values of 68 per cent for those who did not complete the requirements and 70 per cent for those who did. No further differences were found when disaggregating by gender or country classification for any of the groups (CoC and no CoC). Similar results were obtained from the Level 3 annual survey conducted by PPME for participants taking part in events with OAL, with similar application rates between the two groups. The comparison can be seen in Figure 28. Likewise, no differences can be found between

the two groups when excluding participants not attributing changes to the UNITAR event or attributing more than 50 per cent of the changes. Moreover, more of the participants attribute at least 50 per cent to the UNITAR event, with only 5 percentage points higher for those getting a CoC compared to those who did not obtain a CoC.

Figure 28 - Percentage of participants confirming application of knowledge and skills



Source: Participant survey and Level 3 surveys from 2017-2022

115. Differences between the two groups could not be found when analysing the type of application, with both groups following a similar application pattern, except for those who did not obtain a certificate indicating greater application of interpersonal skills than those who obtained a certificate. Table 3 shows this distribution. Former UNITAR participants usually apply knowledge

and skills in three domains: i) professional - using knowledge and skills from the training to improve their technical tasks at work; ii) teaching - multiplying the knowledge as trainers, school teachers or university faculty; and iii) public - raising awareness among their peers, colleagues, classmates, community, etc.

116. Differences could not be identified in the frequency of application either, and responses from the Level 3 surveys even suggest that those who did not obtain a CoC applied more frequently knowledge and skills in their job than those who obtained a CoC, which can be explained by the higher proportion of respondents from UN CC:Learn events in comparison to the survey deployed for this evaluation.

Table 3 - Application of knowledge and skills

Application of knowledge	Survey respondents			Level 3 survey		
	CoC/No	CoC/Yes	Total	CoC/No	CoC/Yes	Total
Use for technical purposes/job	41.45%	43.61%	42.60%	52.55%	45.12%	51.97%
Awareness raising/multiplication	32.57%	33.06%	32.83%	28.77%	36.74%	30.75%
Career development	5.72%	5.53%	5.62%	0.53%	1.40%	0.55%
Change in personal habits	4.67%	4.26%	4.45%	7.75%	9.30%	7.81%
For studies / students	5.86%	5.53%	5.68%	3.61%	4.19%	3.46%
Interpersonal skills	6.84%	5.41%	6.08%	4.35%	2.33%	3.59%
To produce research	2.89%	2.59%	2.73%	2.44%	0.93%	1.87%

Source: Participant survey and Level 3 surveys from 2017-2022

117. In 2022, UNITAR started tracking application of knowledge and skills from learners that contribute to the SDGs. For this variable, the same results were obtained. Ninety-one per cent of those who did not complete requirements indicated that their application have links to the SDGs (also being 91 per cent for those who completed the requirements). However, when further disaggregating by gender, women who have obtained a certificate have indicated higher application rates to SDGs (96 per cent) than male participants (88 per cent) with a certificate. The opposite occurs for those who did not complete the requirements with female participants indicating less application rate (85 per cent) than their male fellows (95 pe cent).
118. Different reasons can accompany this finding but would need to be proven. First, **application of accumulated knowledge** for participants taking part in multiple UNITAR training, the survey only reflects the last event they participated in, including whether they obtained a certificate or not. However, some participants may not have obtained a certificate from their most recent learning event but did so from a former training since 28 per cent of those who have not completed requirements have participated in multiple UNITAR training. This figure is 41 per cent for those who confirmed application of knowledge and skills.
119. Second, participants do not always link **the CoC to application of knowledge and skills, and the training content in itself is valuable enough**. Survey respondents who have not completed requirements have, however, completed most of the training and have either failed the objective assessment or completed more than half of the training. These participants represent 80 per cent of the survey respondents and 99.95 per cent of participants affirm application of knowledge and skills. That is, most participants complete almost all of the learning content, but did not get the certificate for noncompliance with the certification policy and those who complete most of the course usually end up applying knowledge and skills. Table 4 shows this comparison.

120. Third, as mentioned further above, inaccurate certification recording can also lead to the wrong assumption that some participants did not obtain a CoC while in reality the event did not contain an objective assessment of learning.

Table 4 - Completion of the course of participants who did not complete the requirements

Completion	All participants	Participants who did not complete requirements	Status
All of the learning content including the knowledge or skills-based test/exam	50%	63.72%	Failure
All of the learning content, but not the knowledge or skills-based test/exam	13.81%	14.50%	Incompletion
I only registered/enrolled but did not participate	12.68%	0.03%	Incompletion
More than half of the learning content	10.86%	11.10%	Incompletion
About half of the learning content	6.37%	6.04%	Incompletion
Less than half of the learning content	6.29%	4.61%	Incompletion

Source: Participant survey

121. While most survey respondents consider the UNITAR CoC to be valuable for boosting their career, for demonstrating their interest or knowledge in a specific area or just by having a certificate from UNITAR (as a UN organization), only a smaller proportion link the value of the certificate to advancing application of the knowledge and skills acquired (around 6 per cent of those who valued the certificate). Table 5 shows the distribution of reasons for valuing a UNITAR certificate between those who find the certificate valuable and those who do not. Feedback from FGD sustain these reasons and some expressed the variety of motivations at the time of enrolling in the course, with some participants being more interested in specific knowledge from the course and not precisely in getting a certificate.
122. For the second group, the reasons for not finding the certificate valuable include the lack of recognition of the certificates by their employers, academic bodies and peers; the lack of relationship between having a certificate and their career development, i.e., promotions and salary raise; and other reasons related to the value attached to the certificate in their immediate context. A smaller proportion of participants not completing requirements also consider that the knowledge acquired during the training is as valuable or more valuable than having a certificate.

Table 5 - Reasons for perceived value of UNITAR certificates

Main reasons	Completing requirements	Not completing requirements	All participants
Valuable			
Proved interest or knowledge in the area	31.96%	28.19%	29.99%
Career development	24.24%	24.16%	24.20%
Certified by a recognized organization	12.67%	14.85%	13.81%
Proved professional and personal commitment	9.73%	9.56%	9.64%
Knowledge has been proved valuable	5.69%	6.12%	5.92%
Required by my organization/ employers	3.49%	4.36%	3.95%
Personal interest / satisfaction	3.44%	3.95%	3.68%
Other	1.84%	3.36%	2.63%
Not valuable			
Certificate not recognized	37.80%	34.04%	36.20%
Does not boost their career	20.47%	18.09%	19.46%
Not required for current job	11.02%	13.83%	12.22%
Multiple reasons (localised)	11.02%	11.70%	11.31%
UNITAR not well known	3.15%	7.45%	4.98%
Knowledge is as important as the certificate	0.79%	6.38%	3.17%
Many certificates or issuers	3.15%	3.19%	3.17%

Source: Participant survey

“Because the certificate can prove my interest in this area and the experience of study, but at the same time the process of learning experience is more important than the certificate, so both are very important.” - *Participant survey respondent*

“Whether you participate or complete, it is important that you attend and learn something from the course. It’s equally valuable when you complete it.” - *Participant survey respondent*

“el valor no lo da el titulo sino el conocimiento que se incorpora y siempre resulta muy valioso cuando se trata de un diagrama educativo de excelente Calidad”
The value is not given by the title but by the knowledge that is incorporated and is always very valuable when it comes to an educational diagram of excellent quality. - *Participant survey respondent*

“Because learning happens in different ways and with many reasons. Not all people learn for certificates” - *Participant survey respondent*

What are the unintended outcomes, if any, for learners who have not completed the CoC requirements?

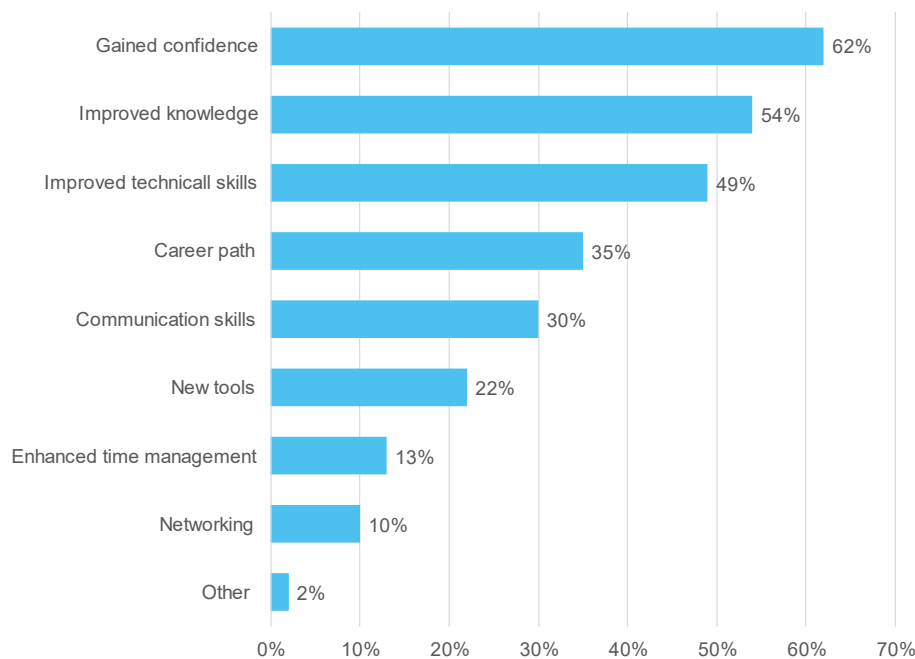
Finding 24: Both participants with or without CoC reported changes, including unintended ones, after event participation, with higher rates for those completing requirements. Participants from countries in special situation reported higher positive changes than those from other countries.

123. The participant survey sought to assess any positive change observed in the learners' personal or professional lives, focusing on aspects such as competency, confidence and contributions to society that could be attributed to learner’s participation in a UNITAR training, regardless of their

completion status. Of the 7,287 individuals who responded to this question, 85 per cent (6,226) expressed positive changes, providing detailed insights into the nature of these transformations. No differences were found when disaggregating the results by gender. Differently, more participants from countries in special situations reported experiencing positive changes after the UNITAR training (90 per cent) compared to participants from other countries (84 per cent). Around the same 6 percentage points difference is maintained when looking at closer into participants who have obtained a certificate and those who have not.

124. Figure 29 illustrates the outcomes as follows: The majority of respondents identified gaining confidence in abilities that impact their careers, acquiring a deeper understanding of a specific subject relevant to their job tasks, and enhancing skills applied in work tasks as the top three aspects of change. Others responded acquiring foundational knowledge that inspired further exploration of related subjects, leading to a shift in career paths, developing stronger communication skills, being introduced to new tools and technologies resulting in increased work efficiency, improving time management and organizational skills for enhanced overall productivity, and networking with experts and fellow participants, ultimately leading to new career opportunities.

Figure 29 - Observed changes after participation in the UNITAR training



Source: Participant survey

125. Additionally, participants noted social recognition leading to new opportunities, finding solace or diversion during challenging times as the COVID-19 pandemic, and motivation to pursue advanced levels of learning on specific topics.

“Poner un granito de arena por un mundo mejor”
Put a grain of sand for a better world - Participant survey respondent

“J'ai aperçu certaine opportunité de mes responsabilités. Cela a élargie mes champs d'analyse”
I saw a certain opportunity in my responsibilities. This broadened my fields of analysis - Participant survey respondent

“Me permitió obtener un mayor reconocimiento por parte de diversos organismos de los que recibí invitaciones a efectos de compartir los conocimientos adquiridos.”
It allowed me to obtain greater recognition from various organizations from which I received invitations to share the knowledge acquired. - Participant survey respondent

“Corroboré que mi intuición, manera de pensar, investigar, analizar, comprobar, ejecutar, corregir, mejorar ha ido mejorando, con una precisión casi igual a la del curso.”
I confirmed that my intuition, way of thinking, investigating, analyzing, checking, executing, correcting, improving has been improving, with a precision almost equal to that of the course. - Participant survey respondent

“Doing 714 courses saved me getting cabin fever during a very long pandemic” -Participant survey respondent

126. Furthermore, 22 per cent of participants completing requirements have experienced some unintended change. This proportion is just slightly lower for those who did not complete requirements (18 per cent). Difference among gender groups were not found, except for non-binary identified participants who have completed requirements, who reported slightly higher unintended changes (25 per cent compared to 21 per cent for male participants and 22 per cent for female participants).
127. Unintended changes reported were mostly positive, as shown in Table 6. The particular negative cases include the feeling of being powerless to tackle change, a participant who changed jobs to be able to complete the programme, receiving too much information created confusion on a learner, two participants reporting health problems derived from the pressure of the programme, use of participants work developed during the course without perceiving participants benefits, a participant who could not finish the degree and was unable to pay back the student loans, and a case where capacity development was negatively received by the manager.

Table 6 - Type of unintended change experienced by survey respondents

Unintended change	Participants not completing requirements	Participants completing requirements	Total
Gained confidence	7%	10.36%	8.74%
Changed perspective of a topic	15.18%	15.27%	15.23%
Development of adjacent skills	42.61%	39.82%	41.17%
Expansion of professional networks	2.92%	1.64%	2.26%
Became an advocate / champion in the topic	3.31%	4.73%	4.04%
Changed attitudes	18.48%	16.18%	17.29%
Career development / career shift	9.53%	10.73%	10.15%
Negative unintended changes	0.97%	1.09%	1.03%
Total	100%	100%	100%

Source: Participants survey

128. Some respondents also highlighted alterations in lifestyle or perspective as a direct manifestation of applied knowledge, such as increased awareness of climate and gender considerations.

Changes in attitude, such as becoming more empathetic, were also reported. Additionally, participants noted social recognition leading to new opportunities, enhancements in other soft skills like intuition and networking, finding solace or diversion during challenging times as the COVID-19 pandemic, motivation to pursue advanced levels of learning on specific topics, and an increase in compensation at work due to improved knowledge and skills.

Is there under or over reporting of certificates of completion on the EMS, what are current recording procedures and how may these be affecting completion rates figures, e.g., registrations recorded as participations and irregularities in reporting events as non-learning events or as not having objective assessments of learning and vice versa (though the case)?

Finding 25: Numerous reporting errors were revealed on the EMS leading mostly to under-reporting of CoC rates. Recording of information long after an event ended, unfamiliarity with the certification policy and the EMS as well as EMS technical deficiencies contribute to incorrect EMS data recording.

129. The current **recording procedures vary amongst programme units**. Some units have centralized the reporting (PTP, UNOSAT, HO, SCYCLE, GCP, CWM, CIFAL, Strategic Implementation of the 2030 Agenda Unit (A2030), PFTP, PMCP, NYO) either due to their big or very small size and others organize it in a more decentralized way (the Multilateral Diplomacy Programme Unit (MDP), SDP) with more individuals involved.
130. The evaluation has uncovered a number of **areas of errors in certification data recorded on the EMS, including:**
- Events wrongly recorded / created as learning events though in reality they do not have learning objectives.
 - Events wrongly recorded / created with objective assessment of learning though in reality no objective assessment of learning was undertaken.
 - Certification data omitted to be reported.
 - Joint Master's programmes related events are recorded as having learning objectives and objective assessment of learning but UNITAR does not provide participants with a certificate (the University does), for which certification data is not reported.
 - Training by trainer events are recorded as having learning objectives and objective assessment of learning but UNITAR does not provide participants with a certificate.
 - Incoherent recording, i.e., certificates recorded for one event, but not for the same event in the following calendar year.
131. Reasons for this may include lack of familiarity with the certification policy or recording processes in place:
- 15 per cent of UNITAR personnel survey respondents are not familiar with the difference between types of certificates or other recognitions that UNITAR issues.
 - 21 per cent of UNITAR personnel survey respondents are unfamiliar with the maximum number of attempts allowed for knowledge or skills-based tests/exams.
 - 26 per cent of UNITAR personnel survey respondents are not familiar with the quarterly review process of EMS reporting performed by direct supervisor(s) of the focal point(s).
 - 43 per cent of UNITAR personnel survey respondents feel fully confident or very confident navigating the EMS.
132. Other reasons may be linked to the time of uploading and technical errors on the EMS. While most UNITAR personnel upload EMS data immediately after the event or quarterly (52 per cent), others upload information more irregularly such as every two quarters or at the end of a calendar year (22 per cent). Only 26 per cent of UNITAR personnel survey respondents indicate that the task of recording events and beneficiary information is reflected formally in their job description/Terms of References (TOR).

133. Fifty-six per cent of UNITAR personnel survey respondents indicate that they have encountered issues or challenges related to the reporting system on the EMS that might affect the accurate recording of certification data. These issues include:
- Time required to transfer certificate data from Moodle or other platforms to EMS.
 - Technical issues that led to uploaded information not showing correctly and requiring to repeat the process several times.
 - Account registration on the EMS and administration of courses on PM Dashboard.
 - Updates and changes to the EMS that require re-familiarization.
 - Lack of synchronization between UN CC:Learn Moodle and EMS.
 - EMS requirement to select each participant individually to select the certificate type which makes it challenging for larger groups and increases the level of error.
 - Manual uploading required for courses without end date.
 - Events that have been cancelled still show up but without completion data.
134. Consequently, suggestions for improving the EMS include:
- Automate the process for recording certificates of completion for online training.
 - Automation of certificate creation.
 - Deliver training on new features.
 - Providing focal point immediate support.
 - Improve EMS infrastructure, navigability and user-friendliness.
 - Storing certificates on the EMS.
 - Integrate automatic data analysis by course (as SurveyMonkey does).
 - The ability to modify participant data after uploading it.

What are the standards in the learning industry, including within and outside organizations in the United Nations providing learning-related programme in conjunction with CoC and related targets? How have industry standards evolved and what reasons do they suggest for different completion rates by event type (i.e. pick and choose content of MOOCs)?

Finding 26: Other learning institutions define certificate types differently, use different criteria for awarding those and distinguish targets by event format. Learning analytics and quality assurance practices are already institutionalized processes for some other organizations.

135. This evaluation included a benchmarking exercise that involved consulting with several organizations sharing similar mandates and activities as UNITAR, focusing on delivering learning solutions to individuals and organizations. Conversations were held with LinkedIn Learning, WIPO Academy, UNSSC, ITC-ILO, and the Open University. Here are insights and good practices gleaned from the discussions.
136. ***Diverse certification types are available, each with unique completion criteria.*** Similar to UNITAR's Certification Policy, which recognizes participant achievements in its learning events, LinkedIn Learning, UNSSC, ITC-ILO, and the Open University also have certification structures with some variations. LinkedIn Learning offers [four certificate types](#), ranging from skill-specific certifications to academic or continuing education credits. The completion rate criteria at LinkedIn Learning have been adjusted to require 95 per cent (instead of 100 per cent) completion of course modules, allowing learners to claim certificates and showcase their skills on their profiles upon reaching this threshold. UNSSC issues three types of certificates: (1) Certificate of Achievement, requiring a graded assessment; (2) Certificate of Completion, granted upon meeting Moodle requirements (excluding assessment) and a specified amount of class participation hours; and (3) Certificate of Attendance. ITC-ILO follows a [three-tier certification framework](#), providing (1) Certificates of Participation for participants completing at least 80 per cent of a course lasting at least one hour; (2) Certificates of Achievement for selected participants completing at least 90 per cent of a course lasting between 60 and 300 learning hours, including a final assessment or project; and (3) Diplomas for selected participants completing at least 90 per cent of a single- or

multi-track training activity lasting a minimum of 300 learning hours, including a capstone project. The Open University, as an education institution, offers both degrees (formal) and non-degree programmes (or informal noncredit programmes). For its non-degree programmes, The Open University has three types of programmes: (1) programmes not requiring participants registration and without scored assessment needed (no certificate issued); (2) programmes with registration and without scored assessment needed (a certificate of completion is issued if they complete the programme entirely); and (3) badge open courses with formative and summative assessments (a badge is issued).

137. **Disparate actual and target completion rates were observed.** Like the analysis of UNITAR's programme result area indicators and targets, the WIPO Academy incorporates completion rates into its programme budget documents, specifying the KPIs. The baseline data indicates an 86 per cent completion rate for participants who have successfully completed skills-based training, with a target of over 80 per cent for the 2024-2025 biennium. For participants taking knowledge and skills-based exams in advanced distance learning courses, the baseline data for this new indicator is yet to be determined, with a target set at over 70 per cent. Within UNSSC, the team managing the Executive Management Programme (EMP) estimates an 85 to 90 per cent completion rate. On the other hand, completion rates were not included as a measure of success in ITC-ILO's KPIs for the years [2022](#), [2021](#), and [2020](#). However, ITC-ILO presented their internal [learning analytics dashboard](#) hosted in Power.BI, serving as a platform for monitoring and reporting data on completion rates with interactive visualization. As an example, the dashboard displays completion rate variations based on event types, such as face-to-face and blended, online with tutor-led instruction, and online with self-paced learning. In 2022, completion rates were 99.3 per cent for face-to-face and blended learning, 73.2 per cent for tutor-led instruction, and 25.8 per cent for self-guided courses. While the latter falls within an acceptable range compared to benchmark figures in the free course market, it is the lowest among other delivery methods within the organization.
138. **Influencing factors affecting completion rates.** The WIPO Academy distinguishes itself as the leading global provider of intellectual property (IP) training and education. Another viable reason for their impressive completion rates lies in the technical nature of their expertise, resulting in automatic alignment of course topics with the professional requirements of individuals and organizations they engage with. As a result, the specialized focus on IP may not be as appealing to the average person seeking casual or leisure learning. This sentiment was echoed by ITC-ILO, as participants in their courses related to labor and its subtopics typically enroll with specific job-related objectives in mind.
139. Insights from the UNSSC interview highlight those individuals in managerial positions (specifically, those at, D1 and P5 grade levels) generally prefer to avoid graded assessments. This preference is evident in UNSSC's EMP, where the Certificate of Completion is typically issued instead of the Certificate of Achievement (i.e., requiring a graded assessment). This is explained by the motivation of this group of learners, who prioritize completing the training for its impact on their job and leadership, rather than focusing solely on obtaining a certificate, apart from the consideration of their busy schedules. This aligns with feedback received from UNITAR personnel through surveys and interviews, emphasizing that for some participants, the primary motivator for completion is the quality of learning. However, for other courses they offer, UNSSC (unlike UNITAR) can capitalize on its business-to-business partnership model. They engage with the organizations to which participants belong, providing monthly status reports using a traffic light system to indicate relevant participants' progress in the programme. Proposals and agreements explicitly state that the responsibility for the completion of the organization's representatives lies jointly with the organization and not solely with UNSSC.
140. After the demonstration of ITC-ILO's dashboard, PPME requested the representative to delve deeper into the composition of their self-guided courses. The top three courses, boasting the highest certification rates, come with a fee, which are priced at around 170€ to 350€. Despite their relatively lower costs, these high-performing courses experience considerably lower registrations

and enrollments compared to other self-guided courses. While the cost factor does play a substantial role in boosting the completion rate of these self-guided courses for ITC-ILO, the overall outreach remains distinct from their free courses.

141. For the Open University, non-degree programmes have higher registration rates than degree programmes, but lower completion rates. For degree programmes, the timing of the assessment and participants engagement matter obtaining better results when assessments are introduced throughout the module than when administering it as a “one piece” assessment at the end. Similarly, nudging students at early stages of the modules has proved more effective than doing it at the end, close to the “big” assessments given that students are generally aware of the important deadlines. Fees required for the courses may also have influenced completion.
142. **Multiple metrics for gauging success exist.** Particularly noteworthy is LinkedIn Learning's emphasis on measuring higher-level outcomes, aligning with its core mission of facilitating connections between job seekers and recruiters/employers, rather than merely serving as a platform for learning driven by curiosity or a thirst for new information. Success is primarily evaluated through the effectiveness of connecting employers with suitable candidates, placing less emphasis on assessing the increase in knowledge or skills among learners. However, they also measure activation rates (logins) and engagement rates (regular site visits). Additional LinkedIn KPIs include retention and engagement, measured through surveys and regular check-ins with clients. They explore correlations between job role changes and utilization of LinkedIn Learning, conducting Return-on-Investment (ROI) analyses to understand how learning contributes to workplace engagement and influences individual and organizational productivity. LinkedIn also examines retention within organizations to assess the impact of capacity-building activities on employee retention and internal mobility opportunities.
143. Meanwhile, ITC-ILO places a strong focus on learning analytics rather than AI. Beyond assessing certification rates, they delve into questions such as why learners drop out and at what point in the course/programme. Programme managers use the learning platform data to investigate learner progress, identifying where individuals encounter challenges and providing intervention when needed. Beyond assessing the certification rate and learning analytics, they also analyze: (1) comparing pre- and post-knowledge acquisition test results, (2) evaluating Level 1 learner satisfaction, (3) considering [external evaluations](#) measuring the learning outcome and/or impact submitted to The Board within the year, and (4) comparing "certification rate" and "completion rate," to account for learners who complete the content but miss final items, leading to non-certification. While certification holds significance, it should not be the sole focus.
144. The Open University manages two main types of metrics and analytics, those related to performance, e.g., those identifying participants lagging behind; and leading measures which help predicting behaviour of future students or future performance of current students based on what is happening at present time, that can incorporate AI machine learning models.
145. **Reinforced and integrated monitoring and reporting system enable seamless data analysis, providing readily available and up-to-date information.** UNSSC has a comprehensive internal reporting system already linked to Moodle. To further enhance data consolidation and streamline the process, UNSSC has recruited a specialized data scientist who is automating the metrics and developing a Power.BI system. The objective is to ensure that current figures are readily accessible for internal reporting, quality assurance, and reporting to donors and clients. The implementation of this system is scheduled for 2024.
146. Meanwhile, as highlighted in earlier points, ITC-ILO has proactively set up a dedicated data analyst and quality assurance officer to conduct learning analytics, going beyond the examination of completion figures. Underlining the importance of activity managers delving into course progress within the LMS, the goal is to comprehend which participants have completed specific tasks and identify any challenges they may have encountered. This approach empowers activity managers to intervene and support individual learners effectively. Currently, the focus at ITC-ILO

prioritizes learning analytics over AI. The reinforced and integrated monitoring system at ITC-ILO, as discussed earlier, streamlines the process and enables efficient and effective learning analytics.

“There are so many other questions that need to be answered before it comes to a conclusion, which is the certification. Why are they dropping out and when are they dropping out?” – Interviewee from ITC-ILO

147. As an educational institution, The Open University is required to track their learners engaged in degree programmes. For formal programmes and for badge open courses, The Open University follows a similar approach than ITC-ILO, putting a strong emphasis on learning analytics and studying students' behaviour to reduce dropout rates. The institution possesses a learning innovation and learning design units that works directly in understanding when students drop out and its associated factors and how they can improve the learning and service design including the assessment to improve student retention.
148. **Beyond numerical metrics, the enduring impact is best illustrated through individual journeys to success.** At the WIPO Academy, course administrators conduct course evaluations at the conclusion of each programme and also follow up on results post-participation. [Impact stories](#) highlight how WIPO is actively aiding entrepreneurs, inventors, and creators globally in leveraging IP to enhance the value of their products, foster business growth, generate employment, and stimulate economic development. This enduring practice within UNITAR continues and is valued as an appreciated initiative by donors.
149. **Certification is presently regarded as a form of currency, a credential that individuals can showcase within their professional networks to demonstrate their skill set.** Both LinkedIn Learning and ITC-ILO utilize [digital certification](#) to enable this practice. This aligns with the call within the organization to upgrade UNITAR's certification from its existing Portable Document Format (PDF) to a digital certificate, in line with current trends. The ITC-ILO underwent a digital transformation in 2020, and one notable insight from its [evaluation](#) suggests exploring strategies for utilizing digital badges. This approach aims to promote self-directed learning experiences, allowing individuals to pursue opportunities beyond conventional course delivery, such as work-integrated learning and events. Participants in ITC-ILO courses highly value these credentials, providing avenues for career advancement. The ongoing digital transformation at ITC-ILO has generated a substantial demand for verifiable certificates, perceived by learners as valuable assets on platforms like LinkedIn, essentially serving as a professional passport. Consequently, participants actively seek to acquire certificates from the institution and prominently showcase them to validate their skills and expertise in the professional arena.

"It has to be worth something that earners/learners can exchange for other goods," referring to social recognition, bragging rights, transferability for employment opportunities or new jobs, and internal mobility, promotion, or reskilling for a new role, including becoming a manager. - **Interviewee from LinkedIn Learn**

150. **Verification of skills is a crucial yet contentious and intricate process.** Deliberations within the LinkedIn group highlight ongoing controversies surrounding skill verification. However, for specific skills like coding, LinkedIn has programmed its online learning system to allow users to authenticate their skills through assessments. A notable challenge in this context, however, is the potential for individuals to cheat by having someone else complete the assessment on their behalf. Presently, there are no identity verification measures in place to address this risk. Similarly, regarding courses with learning objectives assessed within UNITAR, the details of what, when, where, and which aspects to assess, as well as the quality of assessments itself, vary across programme units and require careful consideration. Within UNITAR, the PTP unit handles verification processes for ToT courses, as emphasized in multiple interviews with colleagues. While verification is essential before granting credentials, challenges emerge when external

partners deliver courses, as observed in TbT. This approach involves proliferating the sharing of knowledge and skills acquired from a ToT course, and in such instances, UNITAR personnel cannot oversee the verification process.

151. **Standardization of recognition is a critical factor in elevating the importance and practical applicability of certificates.** LinkedIn Learning is currently exploring the possibility of mutual recognition of certificates to ensure alignment in terminology, expectations, and criteria for specific skills. This initiative is particularly focused on fostering consistency among UN agencies or within specific fields of expertise, such as technology or various industries. This effort aligns with a recommendation stemming from the independent evaluation of UNITAR's joint master's degree and other postgraduate non-degree programmes. Specifically, the evaluation suggests exploring the potential of institutional accreditation for the entire portfolio of programmes offered. Survey results from participants in this UNITAR study have also revealed instances where their certificates or diplomas were not universally recognized across various institutions, whether they were educational, professional, or national.

Conclusions

152. For 2022, UNITAR incorporated *certification of completion rate* into the list of KPIs following the recommendation of the Evaluation Advisory Board, a decision that was further reinforced by the 2022 findings of the Board of Auditors, prompting a thorough exploration of the Institute's declining completion rates.¹⁷ This evaluation adopts an approach that recognizes the multifaceted benefits of participating in a course offered by UNITAR, acknowledging that course completion is not the sole measure of such benefits. Nevertheless, it emphasizes the importance of comprehending the factors influencing completion rates and their potential implications for course design and management.
153. The onset of the COVID-19 pandemic has clearly disrupted learners' educational paths, propelling both UNITAR and learner beneficiaries to adjust to a new normal characterized by the significant increase in online learning. Even as the pandemic wanes, its lasting effects on learners, the education sector, and society at large endure. Despite experiencing a notable increase in learner outreach, the Institute has witnessed a consistent decline in CoC rates from 2016 to 2022, with an annual decrease of approximately nine (9) percentage points. The lowest rate was documented in 2020, marking a substantial drop to 24 per cent from its 2019 rate of 47 per cent. Performance of learning events delivered online also registered a significant decline of 42 percentage points in 2020, likely linked to the significant surge in participants during the peak of the pandemic.
154. Analyzing the extensive dataset within the EMS, the evaluation revealed that donor-funded events constitute most learning activities (53 per cent), with a high concentration of participants (89 per cent), yet they exhibit lower rates of CoC (28 per cent) compared to events with full or partial fees, indicating greater participant engagement when personal resources are invested. In-person learning events have the highest completion rates at 92 per cent followed by blended and online learning at 39 per cent and 28 per cent, respectively. The longer duration of self-paced e-learning courses such as the UN CC:Learn correlate with higher completion rates, while shorter durations are associated with higher completion rates for other modalities. Fellowship programmes demonstrated higher completion rates compared to other types of learning events such as courses, seminars, webinars, workshops and briefings, suggesting their effectiveness on long-term capacity building and learner engagement. COVID-19 had drastically influenced course CoC rates in 2020, likely due to online fatigue experienced by learners. There exists a positive

¹⁷ At its Sixty-Fourth Session, the UNITAR Board of Trustees took note of the new CoC Key Performance Indicator (KPI).

correlation between participant overall satisfaction and completion rates, both of which decreased after COVID-19, suggesting the pandemic impacted learner engagement and motivation.

155. Upon examination of learner characteristics, it was observed that male participants exhibit slightly higher overall course completion rates compared to female participants (31 per cent vs. 29 per cent). Non-binary participants demonstrated the lowest completion rates at 19 per cent. Female participants display higher completion rates for in-person and blended events, while male participants exhibit higher completion rates for online courses. This discrepancy suggests that online courses pose greater challenges for women, possibly due to competing responsibilities, particularly within the household. The gender gap in completion rates is most pronounced in Latin America and the Caribbean, hinting at the influence of cultural norms surrounding women's likelihood of completing courses. Learners from special situation countries exhibit lower overall completion rates in contrast to those from other nations, with a particularly significant disparity noted in in-person events. Furthermore, participants affiliated with international organizations and NGOs in countries in special situations demonstrate higher completion rates compared to their counterparts in other countries. However, contrasting trends are observed for participants with other affiliations. Learners with disabilities obtained lower CoC rates compared to participants without disabilities (24 per cent vs 29 per cent). This disadvantage is even more pronounced in countries in special situations (20 per cent). Face-to-face events enhance accessibility leading to higher certification of learners with disabilities compared to online events.
156. From the surveys administered and interviews conducted, it was identified that learners' intrinsic motivation, as well as personal challenges like time constraints and unforeseen life events or emergencies, along with the lack of necessary resources such as internet connectivity, influence their intent and capacity to complete courses. Additionally, factors such as relevance of course topics and materials, the design of learning experiences including course durations, accessibility, interactivity of content, platform usability, and assessment methods and criteria, as well as teaching approaches, and technical and administrative support for learners, also play significant roles, and thus needed to be revisited. The latter being factors falling under the purview of programme managers.
157. A negative correlation between overall usefulness and completion rates over time suggests a propensity for learner attrition, which tends to occur more frequently in the later stages of the course and can either be voluntary or involuntary. Learners exhibit diverse motivations for registration and completion. While others aim to increase their employability prospects, others are solely driven by a desire to gain new knowledge irrespective of certification attainment. Coupled with the flexible nature of open online courses, it enabled learners to extract the specific knowledge they need from MOOCs to meet their individual learning goals without formally completing the courses. However, regardless of learner motivation, enhancing the value and recognition of UNITAR certificates is essential, achievable through ensuring the quality and integrity of how learners obtain them.
158. The rates of application and the subsequent changes derived from participation in UNITAR learning events remain almost unaffected by course completion status. Both participants who complete the requirements and those who do not apply knowledge and skills from the course, with slightly higher rate for those completing requirements. Moreover, both apply skills in comparable ways, and experience similar changes, whether positive or negative, intended or unintended.
159. Gender disaggregation of the results reveals that participants from all genders have the same motivations for enrolling into the UNITAR training and about the same course completion rates (except for women from Latin America and the Caribbean). Nonetheless, the reasons for completing requirements differ between groups, with women more commonly indicating personal commitment (intrinsic factor) than men. For those who did not complete the requirements, the reasons are about the same for the groups but more women than men put forward reasons related to handling a heavy workload (extrinsic factor) whereas more men than women mentioned online

fatigue since COVID-19. Reasons for incompleteness might be linked to the lower certification rates for women in online events compared to other genders, with women probably being able to focus less on online learning given their competing priorities being under a tight schedule. Furthermore and regardless their completion status, participants of all genders apply knowledge and skills more or less equally, but women completing the requirements focused their application of knowledge and skills into contributions towards the SDGs more than other genders. The opposite occurs for participants who do not complete the requirements. Since contributions towards SDG was a subjective variable, any differentiation of confidence in self-attribution by gender might come into play for this finding.

160. Disaggregation by UN country classification reveals that participants from countries in special situations enroll in UNITAR training mostly for reasons linked to their current employment compared to participants from other countries. This link to participants motivation for completing the training, with participants from countries in special situations indicating more the usefulness of the training to their current job for participants from countries in special situations than participants from other countries. Overall, participants from other countries have higher completion rates than participants from countries in special situations. This intersects with gender (female the lowest) and affiliation (government officials the lowest). Contrarily, participants from countries in special situations exhibit higher completion rates than participants from other countries when they participate in online events and in events by application and selection. Despite the lower completion rates, participants from countries in special situations expressed experiencing more positive changes than those from other countries.
161. It is important to acknowledge that discrepancies in the EMS recording significantly impact the conclusions drawn from this evaluation and should therefore be interpreted with caution. The evaluation uncovered that programme units employ distinct practices, particularly in the awarding criteria aligned with their specific OALs. Similarly, programme units hold differing interpretations regarding data entry in the EMS, and personnel exhibit varying levels of familiarity with certification policy and use of the EMS.
162. This assessment concludes that the decline in CoC rates from 2016 to the present cannot be attributed to a single reason alone. Rather, it reveals a multitude of factors affecting both completion and non-completion, encompassing elements intrinsic to UNITAR, those related to learners, and occasionally, factors external to both. Attaining completion in learning pursuits entails a shared responsibility between learners and programme managers. To optimize favorable outcomes and implement effective strategies in future learning endeavors, programme units should replicate successful practices both internally and from external organizations with comparable mandates and activities to UNITAR. This entails refining the design and management of learning events, especially MOOCs, and also taking into account valuable feedback from participants and recommendations outlined in this report.

Recommendations

163. Based on the findings, the evaluation issues the following set of recommendations.

In the immediate, short-term (within 3 months)

On the Certification Policy and the OAL guidelines:

Recommendation 1. It is recommended that UNITAR Programme Units delivering learning events take steps to ensure full compliance with the UNITAR Certification Policy (including requirements for recording CoC for courses that are part of Master's Degree programmes) and strengthen familiarity of programme unit personnel with the Certification Policy and OAL guidelines.

On data quality:

Recommendation 2. UNITAR Programme Units should integrate more rigorous and consistent quality control measures and standardized procedures for data entry into the EMS to ensure accurate data recording and analysis, including avoiding instances where the CoC rate is inaccurate or zero. This may include:

- Ensuring that personnel using the EMS participates to the regular guidance and training sessions offered by Communications and Information Technology Support Unit (CITSU) to programme units, focusing on proper data entry techniques, event classification and the significance of thorough and precise record-keeping. This necessity becomes even more urgent with the frequent turnover of personnel and the increase in number of event deliveries.
- Integrating EMS event and participant data recording into terms of references and job descriptions and assign focal points as per the memorandum issued by the Executive Director.

On systems upgrading:

Recommendation 3. CITSU should prioritize the development of the application programming interface for integration of the certification data from Moodle into the EMS, as planned in 2024. Integration ensures a centralized repository for all relevant data and enables real-time information exchange and automated information transfer. This reduces the burden on programme unit personnel, allowing them to focus on quality control and data accuracy while the number of learning events and beneficiaries keeps increasing. This not only saves time but also minimizes the risk of inconsistencies and errors in reporting. Improving speed, user-friendliness and the overall interface of both systems should be considered as well. Prompts of automatic reminders on participation, certification, and evaluation data upload sent to event focal points' email addresses should also be built in the EMS.

Medium-term (3 to 12 months)

On Learner Engagement Strategies:

Recommendation 4. UNITAR Programme Units delivering learning events should continuously formulate learner engagement strategies, particularly for those from activities funded from donor-supported projects, and provide individual learner support, learning from the good practices in this report. Such practices need to be adjusted depending on the size of the cohort. This may include:

- Engaging with learners at the outset to ensure that learners understand the CoC requirements and the support learners can expect to receive from UNITAR.
- Providing insights into the benefits learners can expect upon the successful completion of learning programmes e.g. by showcasing success stories from alumni of previous cohorts, in particular on online self-paced events or by formulating application objectives, even as a collective or self-paced exercise.

- Offering micro or bite-size learning opportunities with dedicated badges, including mobile learning that can serve as learning reinforcement tool or allow participants with unstable Internet connection to learn using mobile phones.
- Monitoring of learner's progress and providing opportunities for re-engaging learners left behind, such as women in online training, make use of behavioral science insights including individual nudges, follow-up messages, setting up communities of practice, buddy or peer-to-peer systems or working with local coaches or international mentors.
- Setting deadlines and showing flexibility when required such as expansion of event duration or increasing completion time of the assessment.
- Exploring fitness tests and needs assessments to individualize learning paths following the "pick and choose" modality informed by needs rather than aiming for 100 per cent content completion. Linked to it, understand participants from countries in special situations on-the-job needs, especially for in-person events.
- Increasing accessibility by taking into account different learner needs including those with disabilities, women's workdays, low-speed internet connection and language requirements, including local languages.
- Exploring all the potential of AI, including chatbots, automation, etc. to engage learners.
- Improving accessibility for learners with disabilities by offering real-time captioning and audio materials for online and blended events. Moreover, deploying questionnaires after registration could help to understand individual needs and personalized assistance.

Long-term (12 to 24 months)

On using data to drive design.

Recommendation 5. UNITAR Programme Units delivering learning events should use evidence from learner analytics and evaluations to design or adjust future events in a way that maximizes learner engagement (see recommendation 4) and increases completion rates. This could include an analysis of attrition rates and reasons for dropouts including:

- Understanding when participants drop out: after registration, throughout the event or prior to the assessment. Motivations for enrolling on the course could be inquired into at enrolment time, e.g., through the sign-up form / record.
- Investigating a potential correlation between event content and design and attrition rate.
- Ensure events are accessible and learn from experiences from people with disabilities.

Lessons Learned

The subsequent lessons learned provide insight from the evaluation:

Acknowledging varied perceptions of OAL. Learners' attitudes toward assessments can vary significantly, influenced by factors such as personal apprehension, time constraints, competing priorities, or cultural sensitivities. Appreciating, accommodating and working around these differing perspectives can foster greater learner engagement and satisfaction. By understanding and addressing the individual needs and concerns surrounding assessments, UNITAR can enhance its effectiveness in delivering learning initiatives while meeting the diverse needs of its participants.

Emphasizing the value of UNITAR training design and content. It is imperative to recognize that the design, delivery, and content offered by UNITAR training holds intrinsic value comparable to the UNITAR certificate itself. This lesson underscores the importance of highlighting the quality and relevance of training materials and teaching pedagogies to learners, ensuring they perceive the content and delivery as valuable and beneficial to their learning objectives.

Prioritizing strong UNITAR branding for joint initiatives. A strong branding strategy is essential for the successful delivery of joint initiatives. Enhanced UNITAR branding plays a crucial role in elevating recognition of the UNITAR logo and averting participant confusion, notably in initiatives like UN CC:Learn or UNOSAT learning courses where the connection to UNITAR might not be readily apparent. Strengthening UNITAR's branding efforts can effectively communicate its involvement and contribution to collaborative endeavors, ultimately increasing the visibility and impact of its initiatives.

Recognizing the importance of enhancing information management. It is crucial to underscore the value of high-quality institute-wide management information system to ensure accurate data recording. Data management and entry processes should offer benefits to both programmatic and functional units. A user-friendly platform should aid in streamlining the processes. Standardizing event nomenclature is essential for proper event classification and data recording.

Annexes

Annex A. Terms of Reference

Terms of Reference

Evaluation of UNITAR's Learning-related Event Certifications

Background

1. The United Nations Institute for Training and Research (UNITAR) is a principal training body of the United Nations (UN) aiming to enhance the effectiveness of the UN in achieving its main objectives through training and research. UNITAR's mission is to develop the individual, institutional and organizational capacities of UN Member States and other stakeholders through high-quality learning solutions to improve decision-making and support actions at the national level to overcome contemporary global challenges. UNITAR has been developing individual capacities through various types of training, education and professional development offers under the Institute's various programme pillars.¹⁸
2. Over the years, UNITAR's outreach to learners has increased significantly, due in part to the growth in the delivery of e-Learning courses (e.g., massive open online courses (MOOCs) or similar events) and joint master degree or other non-degree diploma programmes organized by Programme Units. Outreach to learners is one of UNITAR's [key performance indicators](#). Table 1 below illustrates the increasing number of UNITAR learners along with the corresponding certification rates by year and biennium.

Table 1: UNITAR learners and certification rates from 2016 to 2022 (annual)

Year	Total # beneficiary outreach	# of learners	# of learners with objective assessment	# of certificates of completion	Certification of completion rate	Biennium
2016	54,840	35,093	19,113*	6,915*	36.18%	
2017	56,210	38,090	19,927*	11,726	58.84%	42%
2018	84,901	60,901	43,054*	15,580	36.19%	
2019	133,421	92,378	tbc	38,266	tbc	tbc
2020	322,410	209,881	196,449	45,812	23.32%	
2021	370,139	243,790	216,443	48,201	22.27%	23%
2022	395,987	277,976	249,235	62,578	25.11%	

Notes: *Data retrieved from the Events Management System (EMS) on 25 July 2023. From 2016 to 2018, no distinction was made between CC:Learn and other UNITAR events in the EMS. In 2019, CC:Learn events were added manually and rates need to be calculated.

¹⁸ Training provides individuals with a set of knowledge, skills, attitudes and/or values. For the most part, training is aimed at an individual's current job or function, but it may also be designed to empower a person to take a more active role, such as becoming a trainer, negotiating a treaty, chairing a major United Nations conference or participating in community-based peacebuilding activities. Education is intended for a future job, usually the next job. Professional development is similar to education, but its focus is more long-term, that is, with a view to a longer-term professional career (unlike the current one). It may involve earning a vocational degree, a professional degree, certification or credential, different jobs, or special assignments.

3. In addition to monitoring and reporting the number of learners, UNITAR also monitors and records information related to learner completion and certification, with the following types of recognitions awarded: certificates of participation, certificates of completion, executive diplomas and trainer certification. Certificates of participation and completion are recorded in the EMS. Certificates of completion are awarded to learners having successfully met the requirements of learning-related events with objective assessments of knowledge,¹⁹ with such events being a subset of all learning-related events.²⁰
4. While UNITAR's outreach to learners has increased, both in overall terms and for learning events with an objective assessment of knowledge, the number of certificates of completion has remained low, with certificate of completion rates declining in 2020-2021 by more than 20 percentage points from 2016-2017 levels. This is in contrast to the application of knowledge and skills, which has remained consistently high, with rates ranging between 78 and 82 per cent.²¹
5. In 2023, in conjunction with its review of Programme Performance Reports, the United Nations Board of Auditors observed the trend of decreasing completion rates for UNITAR learning events with objective assessments of learning. This decline in certification rates, from 42 per cent for the 2016-2017 biennium to 23 per cent for the 2020-2021 biennium coincides with a significant increase in learner outreach and other factors, such as the increase in use of the online delivery modality, triggered in part with the onset of the COVID-19 pandemic in early 2020. In 2022, the average certificate of completion rate was 25 per cent, with significant variation across programme units (ranging from 0 to 85 per cent). Is there a correlation between the decline in certification rates and the increase in the number of learners (and/or other factors)? Given UNITAR's mission to deliver high-quality learning solutions, it is important to understand and address the underlying reasons for the low certification of completion rates.

Purpose

6. The purpose of the evaluation is to assess the effectiveness of UNITAR's learning-related programming, with a focus on the drivers and barriers of successful learner completion and certification. In particular, the evaluation will seek to:
 - a. identify factors for the declining/low level of certificate of completion rates for events with objective assessments of learning;
 - b. explain reasons for the wide variation in completion rates across programme units;
 - c. determine if there is a correlation between certification rates and other event and participant variables, such as delivery modality (i.e., in-person, online or blended), type of funding (i.e., fee-based or donor-funded), target audience characteristics (i.e., open for registration or restricted registration/application), event duration, thematic area, event type (e.g., master, professional diploma, MOOC), job relevance, importance for job success, overall usefulness and extent to which knowledge and skills have been applied, participant profile (gender, nationality and UN country classification, affiliation, and age and disability shall data allow it);
 - d. Identify unintended outcomes from learning-related programmes with objective assessment of knowledge, particularly for learners not completing course requirements (if any);
 - e. formulate recommendations with a view to increasing certification of completion rates in the future to enable UNITAR to deliver on its mission more effectively; and

¹⁹ Definitions of certificates of completion and certificates of participation and other types of certificates can be found in UNITAR's [certification policy](#) which was revised last in 2021.

²⁰ Certification of learning events counting towards the award of an Executive Diploma, Training of Trainers certification or Master's level degree shall also be recorded in the EMS.

²¹ As measured in annual surveys to randomly sampled learners.

- f. formulate good practices and lessons learned.

Scope

7. The scope of the evaluation includes UNITAR learning-related events with objective assessment of learning, covering all programme units and the CIFAL Global Network between 2016 and 2022.²² The evaluation will also include a benchmarking exercise to assess UNITAR certification of completion rates against those in the learning industry. The scope of the evaluation will draw on findings and results from the ongoing evaluation on master's degrees and other post graduate diploma programmes.

Principal questions

Motivation v. demotivation

- a. *Why have learners enrolled in UNITAR learning events with objective assessments of knowledge not completed the requirements?*
- b. *What incentive structures are in place to motivate learners to complete events (e.g., supervisor requirement, perception on the value of the certificate, linkage of learning objectives to performance level objectives)? What strategies can be implemented to better support learners in successfully completing their courses (e.g., follow-up after event through reminders, targeted emails and newsletters, other learning reinforcement, email informing about registration deletion, and other AI-facilitated techniques)? What are good practices from programme units? How can UNITAR leverage positive outcomes and replicate successful models in its future learning initiatives? What reasons have learners for only partially completing events (i.e. learning needs fulfilled after partial completion, no requirement for a certificate as learning needs have been irrelevant for job/career, etc.)?*

Factors affecting performance

- c. *What are the factors influencing certificate of completion rates, including variables such as type of funding, delivery modality (e.g., in-person v. online, synchronous v. asynchronous), registration modality, degree of alignment to job performance, event duration, event type, thematic area, overall usefulness and learner motivation, particularly during the COVID-19 period?*
- d. *What reasons explain the wide variation observed in completion rates across programme units?*
- e. *To what extent do gender or other characteristics of the learner play a role in course completion?*
- f. *To what extent have other participant profile related variables (nationality and UN country classification, affiliation and age and disability if the data allows) influenced the certification of completion rate?*
- g. *To what extent are there differences in completion rates for master's degree type events, MOOCs, and other learning events?*

Accurate recording of certificates of completion

- h. *Is there under or over reporting of certificates of completion on the EMS, what are current recording procedures and how may these be affecting completion rates figures, e.g., registrations recorded as participations and irregularities in reporting events as non-learning events or as not having objective assessments of learning and vice versa (though the case)?*

Industry Standards

- i. *What are the standards in the learning industry, including within and outside organizations in the United Nations providing learning-related programming, in conjunction with certification of completion and related targets? How have industry standards been evolving and what reasons do they suggest for different completion rates by event type (i.e. pick and choose content of MOOCs)?*

²² 2019 data, as partly recorded offline, may be incomplete for some variables.

(Unintended) Outcomes

- a. *Have learners who have not completed requirements applied knowledge and skills, and if so, is application attributable to the UNITAR event? For 2022, to what extent has application of knowledge and skills from those who have not completed requirements contributed to implementing the SDGs?*
- b. *What are any unintended outcomes, if any, for learners who have not completed the requirements?*

Human rights, gender equality and women empowerment (GEEW) and social inclusion

8. The evaluation will incorporate human rights, gender, disability and equity perspectives in the evaluation process and findings, particularly by involving women and other disadvantaged groups subject to discrimination. All key data collected shall be disaggregated by sex, age grouping, disability and UN country classification and be included in the evaluation report.

Data collection

9. Data collection will include the following:
 - Desk review, including narrative reports (sampled), event announcements/course syllabi, EMS and Moodle data (based on a purposeful sample on lowest and highest certification rates), annual level 3 survey data, previous evaluation reports, industry reports and studies on completion rates from learning, Results Reports, Programme Performance Reports, etc.
 - Survey deployed to learners from 2022 and 2023 (January-June), including participants who did not complete the training or meet certificate of completion requirements.
 - Interviews and focus group discussions (FGD) with key stakeholders, including participants, project coordinators at UNITAR, and instructors, and other learning industry representatives (ROI Institute, ATD, ITC-ILO, UNSSC, etc.) to gather qualitative feedback on potential factors influencing certification rates.

Analytical approach and methodology

10. The evaluation will involve exploratory descriptive analysis, using primary and secondary data available. The secondary data may be culled from UNITAR corporate reports, the EMS, Moodle platform, Level 3 survey data, lessons learned database and findings from similar studies (including those identified by ChatGPT/Board and validated by the evaluation team).
11. The evaluation is to be undertaken in accordance with the UNITAR [Evaluation Policy, the operational guidelines for independent evaluations](#) and the [United Nations norms and standards for evaluation](#), and the [UNEG Ethical Guidelines](#).

Deliverables

12. The evaluation will provide the institute with the following outputs:
 - A report presenting the findings, recommendations, good practices and lessons learned
 - An infographic.
 - A presentation of the report to UNITAR Programme Management.

Indicative time frame

13. The evaluation is expected to be completed within a three to four-month period, as provided in the below indicative timeframe.

Activity	Wk 1	Wk 2	Wk 3	Wk 4	Wk 5	Wk 6	Wk 7	Wk 8	Wk 9	Wk 10	Wk 11	Wk 12	Wk 13	Wk 14	Wk 15	Wk 16
	October 2023				November 2023				December 2023				January 2024			

Initial scoping																		
Data collection & analysis																		
Presentation of evaluation scope and emerging findings to EAB at October EAB meeting																		
Draft report and comments																		
Report finalisation																		
Final report																		
Presentation of findings to UNITAR Management																		
Presentation of findings in the next EAB meeting (date tbc)																		

Evaluation management

- 14. The evaluation will be conducted and managed by the Planning, Performance Monitoring and Evaluation Unit.
- 15. The Manager of the Unit reports directly to the Executive Director of UNITAR and is independent from all programme units. According to the UNITAR 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.

Communication/dissemination of results

- 16. The final report will be shared with all stakeholders and will be posted on UNITAR’s online, public repository of evaluation reports.

Evaluator ethics

- 17. Those conducting and managing the evaluation (“evaluators/evaluation managers”) should not have participated in the design or implementation of learning-related programming or have a conflict of interest with the evaluand. Evaluators/evaluation managers 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](#).

Annex B. Survey questionnaires

Participants survey

[Participants Survey] UNITAR Learning Event Participation, Certification and Impact Survey

Introduction

Dear former UNITAR participant,

UNITAR is evaluating its learning programmes to find out **the drivers and barriers of learner completion and certification, as well as impact from knowledge gained.**

We would like to ask you to kindly take this 10 minute survey to help us improve our learning events. Your anonymous feedback is important to us. This survey will be open until **24 November 2023**.

When you are ready to begin, just click on the "OK" button below.

[Participants Survey] UNITAR Learning Event Participation, Certification and Impact Survey

Participant Information

* 1. Please select your age range

- Under 18
- 18-24
- 25-34
- 35-44
- 45-54
- 55-64
- 65+
- Prefer not to disclose

* 2. Do you have a disability?

UNITAR defines disability as a long-term physical, mental, intellectual, or sensory impairment that may hinder full and effective participation in society on an equal basis with others. More info on [Convention on the Rights of Persons with Disabilities, art. 1.](#)

- Yes
- No
- Prefer not to disclose

* 3. What is your highest level of education?

- I do not have any diploma/degree
- Elementary school diploma
- High school diploma
- Vocational/technical degree
- Bachelor's degree
- Postgraduate diploma
- Master's degree
- Doctorate/Ph.D.
- Other (please specify)

* 4. How many times have you participated in a UNITAR learning event?

- Once
- Twice or three times
- Four times or more

[Participants Survey] UNITAR Learning Event Participation, Certification and Impact Survey

Learning Event Participation

If you have participated in more than one UNITAR learning event, please focus on your most recent one with knowledge or skills-based tests/exams.

* 5. What type of UNITAR learning event have you participated in?

- Master degree or postgraduate diploma
- Fellowship programme
- Course
- Briefing
- Webinar
- Seminar
- Workshop
- I am not sure
- Other (please specify)

* 6. How was the learning event delivered?

- In person and instructor-moderated
- Online/e-learning and self-paced
- Online/e-learning and instructor-moderated
- Blended/hybrid (online + in person)
- I do not remember / I am not sure

* 7. How did you register for the learning event?

- The learning event was public. There was no selection process so I just registered.
- I applied and was selected to participate in the learning event.
- I personally received an invitation to participate in the learning event.
- My organization received an invitation to participate in the learning event.
- I do not remember.
- Other (please specify)

* 8. Please specify the financial modality by which you participated in the learning event.

- Self-financed
- Full scholarship
- Partial scholarship
- The event was free.
- Other (please specify)

* 9. What motivated you to register in this learning event? **Select top 3 reasons that apply.**

- Interest on the topic
- Knowledge and skill gained about a new topic
- Knowledge and skill strengthening about a familiar topic
- Usefulness to my current job (i.e., to perform my job well)
- Usefulness to my career path and advancement
- Usefulness to my career shift (change in field)
- Academic or professional requirement
- Network expansion
- Recommendation to take

Other (please specify)

* 10. How much of the learning event did you complete?

- All of the learning content, **including** the knowledge or skills-based test/exam
- All of the learning content, **but not** the knowledge or skills-based test/exam
- More than half of the learning content
- About half of the learning content
- Less than half of the learning content
- I only registered/enrolled but did not participate

[Participants Survey] UNITAR Learning Event Participation, Certification and Impact Survey

Reasons for Incompletion

* 11. What were the reasons for not fully completing the learning event, including the knowledge or skills-based tests/exams? **Select top 3 reasons that apply.**

- Lost motivation or interest
- Uninterested in obtaining a certificate of completion
- Cost of time required outweighs value of obtaining a certificate
- Time constraints due to work, school, or personal commitments
- Online fatigue from multiple learning opportunities since COVID-19
- Overwhelming workload from other responsibilities
- Unexpected life events or emergencies, health or personal issues
- Irrelevant resources and materials
- Poor quality resources and materials
- Weak support from instructors and administrators
- Difficulty understanding course content
- Difficulty accessing necessary resources or materials
- Difficulty accessing the learning platform
- Difficulty of the knowledge or skills-based tests/exams
- Ineffective teaching methods or support
- Fulfilment of learning needs from partial completion
- Lack of reminder
- Other (please specify)

[Participants Survey] UNITAR Learning Event Participation, Certification and Impact Survey

Reasons for Not Participating

* 12. What were the reasons for registering but not participating in the learning event?

Select top 3 reasons that apply.

- Lost motivation or interest
- Uninterested in obtaining a certificate of completion
- Cost of time required outweighs value of obtaining a certificate
- Time constraints due to work, school, or personal commitments
- Online fatigue from multiple learning opportunities since COVID-19
- Overwhelming workload from other responsibilities
- Unexpected life events or emergencies, health or personal issues
- Requirements for completion not specified and/or communicated
- Other (please specify)

[Participants Survey] UNITAR Learning Event Participation, Certification and Impact Survey

Motivation to Complete

* 13. What **motivated you to complete** the learning event, including the knowledge or skills-based tests/exams? **Select top 3 reasons that apply.**

- Interest in the topic
- Sense of personal commitment for personal growth and self-improvement (intrinsic motivation)
- Usefulness to my current job (i.e., to perform my job well)
- Usefulness to my career path and advancement
- Usefulness to my career shift (change in field)
- Recognition/value of certificate
- Academic or professional requirement
- Network expansion
- External support from family, instructors, superiors, or peers
- Other (please specify)

[Participants Survey] UNITAR Learning Event Participation, Certification and Impact Survey

Knowledge Application and Impact

* 14. Have you applied any knowledge/skills gained from the UNITAR learning event to your workplace/ academic life/ community/ personal life?

- Yes
- No

[Participants Survey] UNITAR Learning Event Participation, Certification and Impact Survey

Knowledge Application and Impact

15. If yes, please describe any specific instances or examples of how you have applied the skills and knowledge acquired from the UNITAR learning event in your workplace/ academic life/ community/ personal life.

* 16. How much of the application of knowledge/skills can you attribute directly to the learning event?

0% 100%

* 17. How confident are you with your estimate?

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

* 18. Please indicate how frequently you have applied the knowledge/skills.

- Frequently (always)
- Often
- Occasionally
- Infrequently (almost never)
- Never

* 19. How confident are you in transferring or applying the knowledge/skills?

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

20. If you have obtained a UNITAR certification, please provide an example where it has had an effect on your job performance, career advancement, or overall educational and professional development. If not, kindly write NA.

[Participants Survey] UNITAR Learning Event Participation, Certification and Impact Survey

Knowledge Application and Impact

* 21. Have you noticed any positive change in your personal or professional life (in terms of your competency, confidence, contributions, etc.) as a result of your participation in the learning event, even if you did not successfully complete it?

- Yes
- No

[Participants Survey] UNITAR Learning Event Participation, Certification and Impact Survey

Knowledge Application and Impact

* 22. If yes, please select the aspects of change you have observed in your personal and professional life as a result of your participation in the learning event. **Select top 3 reasons that apply and provide additional reason/s which may not be covered by the options.**

- Gained confidence in my abilities, which positively impacted my career
- Gained a better understanding of a specific subject which helped me in my job
- Improved my skills, which I now use in my daily work tasks
- Acquired foundational knowledge that inspired me to explore related subjects further, helping me to shift my career path
- Developed stronger communication skills, which have been valuable in both my personal and professional interactions
- Introduced me to new tools and technologies leading to increased efficiency at work
- Networked with experts and fellow participants that led to new career opportunities
- Enhanced my time management and organizational skills that have improved my overall productivity
- Other (please specify)

[Participants Survey] UNITAR Learning Event Participation, Certification and Impact Survey

Unintended Outcomes

In the context of the learning event you participated in, unintended changes are the unexpected consequences that occur as you apply what you learn. This might include shifts in knowledge, skills, attitudes, or behavior. It may also include improvement in productivity, quality, efficiency, and timeliness in doing your tasks.

* 23. Did your participation in the learning event lead to any unintended changes? If yes, please specify any unintended change you observed in your personal and professional life following your participation in the learning event.

- No
- Yes

[Participants Survey] UNITAR Learning Event Participation, Certification and Impact Survey

Time Allotment

* 24. Apart from your engagement in the UNITAR learning event, please select the option that best describes your other responsibilities at the time.

	Full-time	Part-time	N/A
Employment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
House chores/Family care	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Other (please specify)

* 25. Were the learning event design and timeline adequate for completing the learning event requirements (including the knowledge or skills-based tests/exams)?

- Yes, the event design and timeline were justifiable.
- No, the event design and timeline were overly optimistic, leaving insufficient room for learners to make necessary adjustments.

[Participants Survey] UNITAR Learning Event Participation, Certification and Impact Survey

Perception of Value of UNITAR Certificates

UNITAR awards certificates of completion to participants who passed all the knowledge or skills-based tests/exams. Certificates of participation are awarded to those who attended the learning event but did not pass the knowledge or skills-based tests/exams.

* 26. How **valuable** do you think a UNITAR certificate of completion or certificate of participation is for **recognizing your learning achievements** in your own context (e.g., professional, academic life)?

	Not Valuable	Somewhat Valuable	Moderately Valuable	Valuable	Highly Valuable	I do not know
Certificate of Completion	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Certificate of Participation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

27. Please tell us why you scored the previous question the way you scored it.

[Participants Survey] UNITAR Learning Event Participation, Certification and Impact Survey

Further comments and suggestions

28. What comments/suggestions do you have that will help us improve our course designs in future editions?

* 29. Would you agree to be contacted as follow-up to submitting this questionnaire to discuss further your post training experience?

No

Yes, kindly provide an email address below.

[Participants Survey] UNITAR Learning Event Participation, Certification and Impact Survey

Conclusion

Thank you for completing this survey. Your participation is greatly appreciated.

[UNITAR Staff] Survey on UNITAR Learning Events Eligible for Certificates of Completion

Introduction

Dear colleague,

PPME is currently conducting an evaluation to assess the **declining rates of certificates of completion** of UNITAR's programming following the Auditors recommendations.

Take our **10 minute survey** and help improve our learning events. Your anonymous feedback is important to us. This survey will be open until **24 November 2023**.

When you are ready to begin, just click on the "OK" button below.

[UNITAR Staff] Survey on UNITAR Learning Events Eligible for Certificates of Completion

Staff Information

* 1. How long have you been working at UNITAR?

- Less than a year
- Between one and three years
- Between three and five years
- More than five years

* 2. How involved are you in managing/designing learning events in your programme unit or office?

- Extensively involved
- Somewhat involved
- Not at all involved

[UNITAR Staff] Survey on UNITAR Learning Events Eligible for Certificates of Completion

Staff Information

* 3. Have you been involved in either:

(a) design/implementation of a learning event with a knowledge or skills-based assessments (e.g., tests or exams)

(b) recording event and beneficiary information for such events in the [EMS](#)?

Yes

No

[UNITAR Staff] Survey on UNITAR Learning Events Eligible for Certificates of Completion

Certification rates of UNITAR learning events

* 4. In 2022, UNITAR's certificate of completion rate for learning events with a knowledge or skills-based tests/exams was 25 per cent. As one of UNITAR's Key Performance Indicators, what percentage target should UNITAR aim to achieve in 2024?

0% 100%

5. Please elaborate on the response you provided above.

[UNITAR Staff] Survey on UNITAR Learning Events Eligible for Certificates of Completion

UNITAR Certification Policy

* 6. About how many learning event/s with a knowledge or skills-based test/exam have you been involved in during the past year?

* 7. Are you **familiar with the following aspects** of [UNITAR's certification policy](#) and the [June 2022 Memorandum from the ED: operational guidance on event and beneficiary reporting](#)?

	Yes	No	I do not know
The difference between types of certificates or other recognitions that UNITAR issues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The maximum number of attempts allowed for knowledge or skills-based tests/exams	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The requirement to have one (or more) focal point(s) for each programme unit to report in the Events Management System (EMS)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The quarterly review process of EMS reporting performed by direct supervisor(s) of the focal point(s)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

[UNITAR Staff] Survey on UNITAR Learning Events Eligible for Certificates of Completion

Events Management System (EMS) Reporting

* 8. Do you record event and/or beneficiary information (i.e., create events, upload participant details, evaluation and certificate data) into the [EMS](#) as part of your tasks?

Yes

No

[UNITAR Staff] Survey on UNITAR Learning Events Eligible for Certificates of Completion

Events Management System (EMS) Reporting

* 9. Is the task of recording *event and beneficiary information* **reflected formally** in your job description/TOR?

- Yes
- No
- I do not know.

* 10. How **confident** are you in navigating the EMS?

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

* 11. How often do you upload beneficiary information in the EMS?

- Never
- Immediately after every event
- Monthly or at the very latest quarterly
- Every two quarters or longer
- Only at the end of the year
- Information is uploaded automatically from the virtual learning environment (VLE)
- Other (please specify)

* 12. Have you encountered any issues or challenges related to the reporting system in the EMS that might affect the accurate recording of certification data?

- Yes
- No

[UNITAR Staff] Survey on UNITAR Learning Events Eligible for Certificates of Completion

Events Management System (EMS) Reporting

13. Please describe the issues or challenges you encountered in the EMS when recording certification data. This will help us aid you and the Institute in tackling this problem.

14. What are your suggestions for improving the reporting in the EMS?

[UNITAR Staff] Survey on UNITAR Learning Events Eligible for Certificates of Completion

Factors suggested to contribute to incompleion

* 15. Considering the **declining certification of completion rates** of UNITAR learning events with knowledge or skills-based tests/exams, based on your experience and feedback received from learners, how likely are the following factors contributory to this trend?

	Very likely	Somewhat likely	Not likely	I am not sure
Lack motivation or interest in course	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lack of interest in obtaining a certificate of completion e.g. learning needs were fulfilled without certificate	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Cost of time required for test/quiz outweighs value of obtaining a certificate	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Time constraints due to work, school, or personal commitments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Online fatigue from multiple learning opportunities since COVID-19	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Overwhelming workload from other responsibilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Unexpected life events or emergencies, health or personal issues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Irrelevant or poor quality of resources and materials	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Difficulty accessing course content or exam/test	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Level of difficulty of the course (course content or exam/test)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ineffective teaching methods or weak support from instructors or administrators	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lack of reminder	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other (please specify)	<input type="text"/>			

16. Please provide any insights supporting your responses above including any other factors that may not have been mentioned above.

* 17. Have you considered possible factors that may have contributed to low certificate of completion rates within your programme unit? If yes, what are the factors you discussed?

- No
 Yes

[UNITAR Staff] Survey on UNITAR Learning Events Eligible for Certificates of Completion

Good practices

* 18. Have you explored any of the strategies below to better support learners in successfully completing their course?

	Yes	No	I am not sure
Follow-up with reminders	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Targeted emails and newsletters	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Email informing about registration deletion after a specific time, e.g., 6 months	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
AI-facilitated techniques	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other learning reinforcements	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Other (please specify)

19. Please share any good practices in managing learning events with knowledge or skills-based tests/exams that could be replicated **to improve completion rates.**

20. Please share any practices in managing learning events with knowledge or skills-based tests/exams **that might negatively impact completion rates.**

* 21. Do you have any ideas how technological tools or other approaches (like AI and behavioral science) can be of help to improve the completion rates in the future?

- No
- Yes, please specify

[UNITAR Staff] Survey on UNITAR Learning Events Eligible for Certificates of Completion

Further comments and suggestions

22. What comments/suggestions do you have that will help us improve our completion rates or certification processes?

* 23. Would you agree to be contacted as a follow-up to submitting this questionnaire to discuss further your training management experience?

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

[UNITAR Staff] Survey on UNITAR Learning Events Eligible for Certificates of Completion

Conclusion

Thank you for completing this survey. Your participation is greatly appreciated.

Annex C. List of persons interviewed

Type of Interview	Name	Gender	Affiliation/Country	Date of Interview	
KII for benchmarking exercise	Rolf Reinhardt	M	LinkedIn Learn	14.nov.23	
	Emily Fraser	F	WIPO Academy	27.nov.23	
	Berin McKenzie	M	UNSSC	30.nov.23	
	Eiman Elmasry	F	ITC-ILO	05.dec.23	
	Gerald Evans	M	The Open University	12. feb.24	
	Andrew Law	M	The Open University	12.feb.24	
	Stewart Nixon	M	The Open University	12.feb.24	
KII with UNITAR Staff	Michael Adalla	M	UNITAR-PFTP	07.dec.23	
	Saloni Lakhia	F	UNITAR-HO	12.dec.23	
	Shamsul Hadi Shams	M	UNITAR-HO	14.dec.23	
	Emilian Candrea	M	UNITAR-GCP	15.nov.23	
	Julia Villalba	F	UNITAR-GCP	15.nov.23	
	Svenja Vollmer	F	UNITAR-PTP	19.dec.23	
	Tissione Parmar	M	UNITAR-LS	19.dec.23	
	Daniel Nazarov	M	UNITAR-SDP	19.dec.23	
	Catarina Duarte	F	UNITAR-PTP	20.dec.23	
	Masa Dikanovic	F	UNITAR-PTP	26.jan.24	
	Viviana Mojica-Aurelio	F	UNITAR-PTP	26.jan.24	
	Josiane Darwatoye	F	UNITAR-PTP	26.jan.24	
	FGD with UNITAR Staff	Sofia Paoloni	F	UNITAR-PTP	04.dec.23
		Paul Berkman	M	UNITAR-MDP	04.dec.23
Giuliano Montanari		M	UNITAR-GCP	04.dec.23	
Jelinke Wijnen		F	UNITAR-UNOSAT	04.dec.23	
Beatrice Stanimirova		F	UNITAR-MDP	05.dec.23	
Sara Habibi		F	UNITAR-LS	05.dec.23	
Catarina Duarte		F	UNITAR-PTP	05.dec.23	
FGD with Participants	Mohamadou Bello	M	Cameroon	11.dec.23	
	Lesego Thinane	F	South Africa	11.dec.23	
	Edriss Muhamad L Manneh	M	Gambia	11.dec.23	
	Jude Danjuma Abui	M	Nigeria	11.dec.23	
	Alana Fiafia Alexis Richmond-Rex	F	Niue	11.dec.23	
	Larisa Schelkin	F	USA	11.dec.23	
	Mika'il Daya	M	Nigeria	15.dec.23	
	Aprilia Nidia Rinasti	F	Thailand	15.dec.23	
	Thomas D'aquin Koutoua Gnamessou	M	Côte d'Ivoire	15.dec.23	
	Kamissoko Simbo Simbo	M	Mali		
	NGOGANG DERICK	M	Cameroon		

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Fadjimata HAROUNA MOUSSA DIT BALLA	F	Niger	
Ismaël Camara	M	Guinea	
ALLAMINE MAHAMAT SEID	M	Chad	
Abdou Abibou Oumarou Moussa	M	Niger	
Hector Duarte Tagles	M	Mexico	12.dec.23
Alejandra Clerici Arias	F	Argentina	12.dec.23
Ángela Carolina Galeano Gomajoa	F	Colombia	11.dec.23
María GOMEZ Gomez Serna	F	Spain	11.dec.23
Rocío Milagros Collantes González	F	Panama	12.dec.23

Annex D. List of documents reviewed

- UNITAR Certification Policy (Administrative Circular 2021/04)
- June 2022 Memorandum from the ED on Operational Guidance on Event and Beneficiary Reporting
- UNITAR Programme Budget 2022-2023
- UNITAR Programme Budget 2020-2021
- UNITAR Programme Budget 2018-2019
- UNITAR Programme Budget 2016-2017
- ITC-ILO KPI 2022
- ITC-ILO KPI 2021
- ITC-ILO KPI 2020
- ITC-ILO Final Report on Establishing Internal Guidelines on Digital Badges
- WIPO Program of Work and Budget 2024-2025
- WIPO Performance Report 2022
- UNITAR 2022 Level 3 Survey Results
- Partnership Agreements of selected 2022-2023 learning events with OAL

Annex E. Evaluation questions matrix

Evaluation Questions		Indicators used	Means of Verification used
1	<p>Why have learners enrolled in UNITAR learning events with objective assessments of knowledge not completed the requirements?</p> <p>What reasons have learners for only partially completing events (i.e. learning needs fulfilled after partial completion, no requirement for a certificate as learning needs have been irrelevant for job/career, etc.)?</p>	<p>Completion rate (%)</p> <p>Time management - Time spent (hr)</p> <p>Relevance of course content to participant's needs and priorities.</p>	<p>EMS data</p> <p>Evaluation: Participants survey</p> <p>UNITAR staff survey</p> <p>KIIs and FGDs with UNITAR Staff</p> <p>FGDs with participants</p>
2	<p>What incentive structures are in place to motivate learners to complete events (e.g., supervisor requirement, perception on the value of the certificate, linkage of learning objectives to performance level objectives)?</p> <p>What strategies can be implemented to better support learners in successfully completing their courses (e.g., follow-up after event through reminders, targeted emails and newsletters, other learning reinforcement, email informing about registration deletion, and other AI-facilitated techniques)? What are good practices from programme units? How can UNITAR leverage positive outcomes and replicate successful models in its future learning initiatives?</p>	<p>Presence or absence of:</p> <p>Certification criteria - Completion requirements, assessments, and competency standards</p> <p>Reasons for enrolment</p> <p>Presence or absence of communication - Reminders and targeted emails and newsletters or account deactivation/deletion prompts before and during the course delivery.</p> <p>Deadline for course completion</p> <p>Peer interaction/ Engagement/ Networking</p> <p>Supervisor support services Other good practices/strategies</p> <p>Learner satisfaction (on learning content, learning delivery, certification process)</p> <p>Perception on the value of the UNITAR certificate and other incentives provided.</p>	<p>Evaluation: Participants survey</p> <p>UNITAR staff survey</p> <p>FGD with participants</p> <p>Interviews with UNITAR staff</p> <p>FGD with UNITAR staff</p>

		<p>Time management (time spent, competing priorities)</p> <p>Perception on learning content and its alignment on needs and career goals/aspirations.</p> <p>Instruction style (teaching methods, extent of support provided).</p>	
3	<p>What are the factors influencing certificate of completion rates, including variables such as type of funding, delivery modality (e.g., in-person v. online, synchronous v. asynchronous), registration modality, degree of alignment to job performance, event duration, event type, thematic area, overall usefulness and learner motivation, particularly during the COVID-19 period?</p>	<p>Categorization by:</p> <p>Type of funding/Funding Source</p> <p>Delivery modality</p> <p>Registration modality</p> <p>Event duration</p> <p>Event type</p> <p>Certification impact (career advancement, job performance, overall educational outcome)</p>	<p>EMS events data</p> <p>KII with participants</p>
4	<p>What reasons explain the wide variation observed in completion rates across programme units?</p>	<p>Completion rates (%) by programme unit</p> <p>Indicators for Q3 disaggregated by programme unit.</p>	<p>EMS data events</p> <p>KII with UNITAR PM</p>
5	<p>To what extent do gender or other characteristics of the learner play a role in course completion?</p>	<p>Learner demographics:</p> <p>Gender (M-F-NB)</p> <p>Age (range)</p>	<p>EMS participants data</p>
6	<p>To what extent have other participant profile related variables (nationality and UN country classification, affiliation and age and disability if the data allows) influenced the certification of completion rate?</p>	<p>Nationality (country) and UN country classification</p> <p>Educational background (highest completed level)</p>	<p>EMS participants data</p>
7	<p>To what extent are there differences in completion rates, combined with application of knowledge and skills, for master's degree type events, MOOCs, and other learning events?</p>	<p>Event categorization in Q3</p>	<p>EMS events data</p>
8	<p>Is there under or over reporting of certificates of completion on the EMS, what are current recording procedures and how may these be affecting completion rates figures, e.g., registrations recorded as participations and</p>	<p>EMS reporting and procedures</p>	<p>EMS data</p> <p>UNITAR Staff survey</p> <p>KII with UNITAR PM</p> <p>Review of UNITAR Certification policy</p>

	irregularities in reporting events as non-learning events or as not having objective assessments of learning and vice versa (though the case)?		
9	<p>What are the standards in the learning industry, including within and outside organizations in the United Nations providing learning-related programming, in conjunction with certification of completion and related targets?</p> <p>How have industry standards been evolving and what reasons do they suggest for different completion rates by event type (i.e. pick and choose content of MOOCs)?</p>	<p>Industry benchmarking: Completion rate (%) aggregate target</p> <p>Completion rate (%) target by event type</p>	<p>Desk review of industry standards and best practices</p> <p>KII with selected stakeholders: ITC ILO, UNSSC, WIPO – Academy and LinkedIn Learn</p>
10	<p>Have learners who have not completed requirements applied knowledge and skills, and if so, is application attributable to the UNITAR event?</p> <p>For 2022, to what extent has application of knowledge and skills from those who have not completed requirements contributed to implementing the SDGs?</p>	<p>Applied knowledge and skills</p> <p>Applied knowledge and skills contributing to SDG implementation</p>	<p>Evaluation participants survey</p> <p>Annual level 3 survey</p> <p>Participants FGD</p>
11	<p>What are any unintended outcomes, if any, for learners who have (not) completed the requirements?</p>	<p>Percentage of participants confirming an unintended outcome following course participation (despite not completing)</p> <p>Unexpected contributions on personal growth and confidence, community engagement/ networking/ collaborations, shift in career path or goals, interests</p>	<p>Evaluation participants survey</p>

Annex F. Count of Completion Indicators in the Programme Budget

Programme Budget Biennium 2022-2023

Strategic Objective	Total number of Indicators	Indicator with completion/ certification	Rate	Responsible Unit (w/ certification)
1.1 Support institutions and individuals to contribute meaningfully to sustainable peace	44	22	50%	PTP
2.1 Promote people's well-being, including the protection and empowerment of groups that are vulnerable and marginalized	14	0	0%	
2.2 Strengthen representation of countries in special situations in institutions of global governance	11	0	0%	
2.3. Promote health for all, particularly the most vulnerable people and countries	3	0	0%	
3.1 Foster a green, low carbon and climate resilient transition	25	1	4%	GCP
3.2 Strengthen the sound and sustainable management of chemicals and waste	23	0	0%	
3.3 Improve the conservation and sustainable use of natural resources	1	0	0%	
4.1 Help countries to achieve inclusive and sustainable economic growth	16	0	0%	
5.1 Optimize the use of new technology, including geospatial technologies for evidence-based decision-making	11	0	0%	
5.2 Support coherence and evidenced-based policies of the 2030 Agenda	9	0	0%	
5.3 Equip institutions to improve the quality of learning opportunities	3	0	0%	
TOTAL	160	23	14%	

Programme Budget Biennium 2020-2021

Strategic Objective	Total number of Indicators	Indicator with completion / certification	Rate	Responsible Unit (w/ certification)
1.1 Support institutions and individuals to contribute meaningfully to sustainable peace	48	24	50%	PTP
2.1 Promote people's well-being, including the protection and empowerment of groups that are vulnerable and marginalized	16	0	0%	

2.2 Strengthen representation of countries in special situations in institutions of global governance	23	0	0%	
3.1 Foster a green, low carbon and climate resilient transition	5	0	0%	
3.2 Strengthen the sound and sustainable management of chemicals and waste	11	0	0%	
3.3 Improve the conservation and sustainable use of natural resources	1	0	0%	
4.1 Help countries to achieve inclusive and sustainable economic growth	20	0	0%	
5.1 Optimize the use of new technology, including geospatial technologies for evidence-based decision-making	6	0	0%	
5.2 Support coherence and evidenced-based policies of the 2030 Agenda	12	0	0%	
TOTAL	142	24	17%	

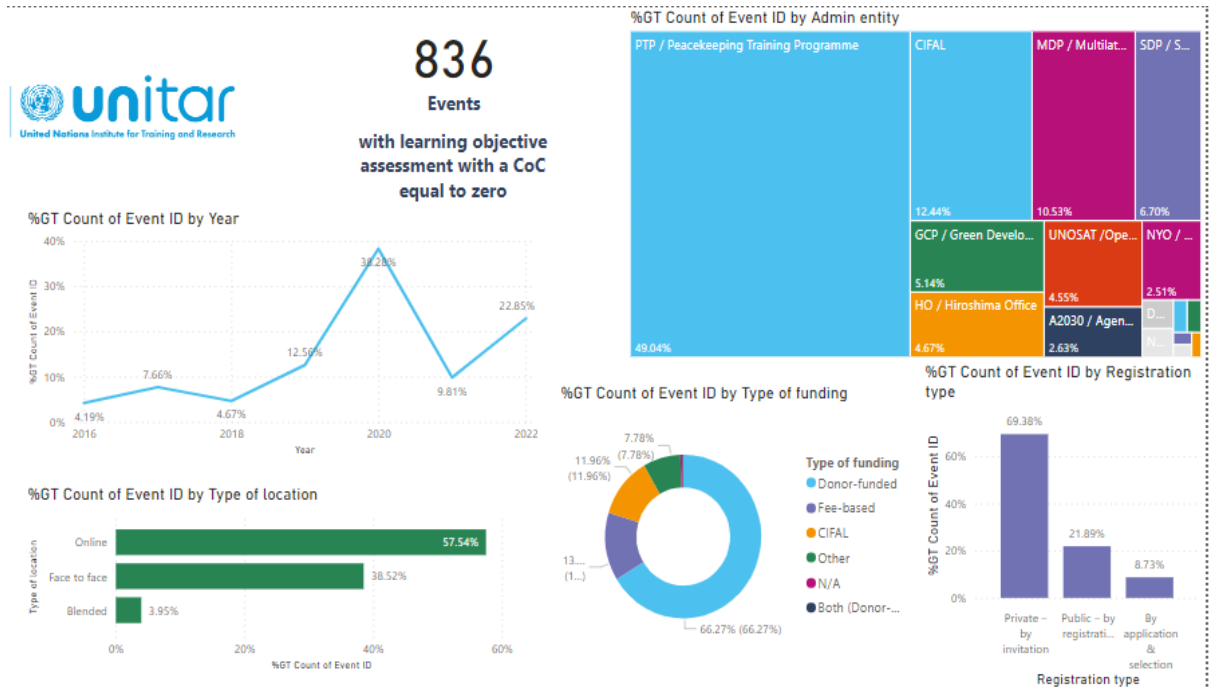
Programme Budget Biennium 2018-2019

Strategic Objective	Total number of Indicators	Indicator with completion/certification	Rate	Responsible Unit (w/ certification)
1.1 Support institutions and individuals to contribute meaningfully to sustainable peace	42	16	38%	PTP
2.1 Promote people's well-being, including the protection and empowerment of groups that are vulnerable and marginalized	15	1	7%	SDP
2.2 Strengthen representation of countries in special situations in institutions of global governance	11	0	0%	
3.1 Foster a green, low carbon and climate resilient transition	6	0	0%	
3.2 Strengthen the sound and sustainable management of chemicals and waste	15	0	0%	
4.1 Help countries to achieve inclusive and sustainable economic growth	5	0	0%	
5.1 Optimize the use of new technology, including geospatial technologies for evidence-based decision-making	10	2	20%	UNOSAT
5.2 Support coherence and evidenced-based policies of the 2030 Agenda	8	1	0%	PPME
TOTAL	112	20	18%	

Programme Budget Biennium 2016-2017

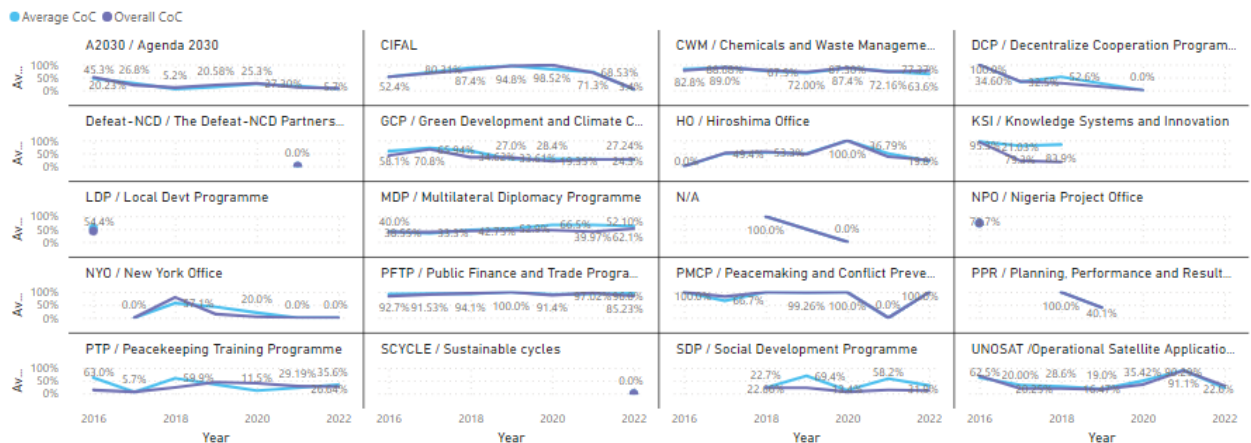
Programme Objective	Total number of Indicators	Indicator with completion/certification	Rate	Responsible Unit (w/ certification)
1.1 Empower delegates for effective participation in intergovernmental debates and decision making	10	0	0%	
1.2 Research capacities developed to broaden the participation of citizens in international work and debates on global issues*	2	0	0%	
2.1 Strengthen capacities for trade, finance, investment and intellectual property	4	0	0%	
2.2 Strengthen capacities to address human mobility in the context of development objectives	1	0	0%	
2.3 Strengthen capacities for development and good governance	9	1	11%	DCP
2.4 Strengthen capacities to increase employability, to optimize potential of creative economies and to protect cultural and natural heritage	5	0	0%	
3.1 Strengthen capacities to foster a green, low-carbon and climate resilient transition	8	0	0%	
3.2 Strengthen capacities to manage dangerous chemicals and wastes in a sound and sustainable manner	15	0	0%	
3.3 Strengthen capacities for transparent, participatory and rights-based environmental decision-making	4	0	0%	
4.1 Strengthen capacities of Member States, UN and regional organizations to prevent and resolve conflict, and build peace	19	0	0%	
4.2 Improve the preparedness of civilian, military and police personnel to serve in conflict and post-conflict environments	13	4	31%	PTP
4.3 Develop capacities for governance recovery of countries in transition from conflict and in particular fragile states	7	1	14%	DCP
5.1 Leverage technology to generate geospatial information and create integrated solutions for human security, peace and socio-economic development	4	0	0%	
5.2 Develop credible and reliable support systems for improved disaster risk reduction	9	1	11%	UNOSAT
6.1 Support the adoption and adaptation by Member States of the 2030 Agenda for Sustainable Development	12	0	0%	
TOTAL	122	7	6%	

Annex G. Events with CoC equal to zero



The analysis reveals that a significant number of learning events, totaling 836, exhibited a CoC (Certificate of Completion) rate of zero. The breakdown of these events by administering programs indicates that 49 per cent are overseen by the Peace Keeping Programme (PTP), 13 per cent by CIFAL, 10 per cent by Multilateral Diplomacy (MDP), and 7 per cent by the Social Development Programme (SDP). The Green Development Programme, Hiroshima Office, and UNOSAT each contribute 5 per cent to this group of events. These differences can also be reflected on the differences of Overall CoC rates and Averages CoC rates counting per event (Figure A)

Average CoC and Overall CoC by Year and Admin entity



Additionally, it is noteworthy that 379 of these events also recorded a CoP (Certificate of Participation) equal to zero, representing 46 per cent of the event with LO and CoC equal to zero.

Examining by the type of funding, 66 per cent of the events with a CoC of zero are donor-funded, 14 per cent are fee-based, and 12 per cent are funded by CIFAL.

22 per cent are MOOCs (Massive Open Online Courses) and 78 per cent are non-MOOCs. In terms of delivery modality, 39 per cent of the events are conducted face-to-face, 58 per cent are online, and 4 per cent are blended.

Analyzing the distribution of events with a CoC of zero indicates two prominent peaks, with 38 per cent occurring in 2020 and 23 per cent in 2022. According to the interviews with relevant team members of the Programme Units, these events did actually not record a CoC equal to zero. It was mostly data recording errors. In this regard, as unreal high leverage point values can bias the analysis.