

# EVALUATION BRIEFS

## INDEPENDENT PROJECT EVALUATION

# UNODC'S WORK ON STRENGTHENING BUSINESS INTEGRITY: SEGMENTS OF GLOZ99 AND MMRZ36

**Region:** Kenya, Mexico, Myanmar and Pakistan

**Duration:** 4 years

**Funder:** Siemens Integrity Initiative (\$1.8M)

**Evaluation team:** Mr Angus Henderson and Mr David Schmidt

**Full report:**  
[https://www.unodc.org/unodc/en/evaluation/reports\\_year\\_2024.html](https://www.unodc.org/unodc/en/evaluation/reports_year_2024.html)

## BACKGROUND AND CONTEXT

The report assessed two UNODC projects: the Global Integrity Education (GIE) project under the Global Programme (GLOZ99) and the Business Integrity in Myanmar (BIM) <sup>1</sup>part of the Myanmar Country Programme (MMRZ36). GIE focused on enhancing ethics education in universities and BIM supported the private sector with online tools and training. The projects were implemented in four countries with high perceived corruption and weak anti-corruption measures<sup>2</sup>. Neither project was designed with a specific gender focus.

## MAIN FINDINGS

The projects were well-aligned with broader development goals, addressing critical issues related to corruption. Both projects were coherent with the Sustainable Development Goals, though there was no explicit mention of UNODC's anti-corruption work in the associated UNSDCFs. The cluster of projects demonstrated a coordinated approach, engaging a wide range of stakeholders in a concerted effort to counter the pervasive effects of corruption, which undermines social structures and hinders developmental assistance. Both projects were delivered efficiently, achieving substantial outcomes at a relatively low cost. While minor delays occurred, they were completed largely on time and within the allocated budget. The implementation was notably effective, capitalizing on the surge in demand for online learning brought about by the COVID-19 pandemic. This digital pivot allowed the projects to reach a broader audience, demonstrating adaptability and resourcefulness in execution. GIE succeeded in enhancing university curricula and engaging thousands of students. Similarly, BIM directly impacted 22 companies and 3 civil society organizations (CSOs), demonstrating strong engagement with the private sector. Both projects exceeded expectations, addressing significant challenges and providing tangible benefits beyond their formal completion.

The impact of these projects has proven to be both substantial and sustainable, with ongoing benefits reported by stakeholders. The GIE project effectively integrated integrity and anti-corruption content into university curricula, fostering a collaborative training model that connected universities, the private sector, and students through internships. This strategy created a lasting impact, embedding core



<sup>1</sup> "Business Integrity Myanmar" (BIM) has been used to refer to the project "Strengthening the Integrity and Anti-Corruption Efforts of the Private Sector in Myanmar" (project code MMRZ36) for purposes of brevity in this evaluation.

<sup>2</sup> World Bank Control of Corruption and Transparency International's Worldwide Governance Indicators.

values into educational structures. In Myanmar, despite the political challenges following the military coup, BIM maintained its relevance, successfully raising awareness about business integrity and continuing to disseminate resources. The adaptation of material to include country-specific examples increased their relevance and effectiveness, enhancing the overall sustainability of the projects. The Ethics Ambassador programme played a crucial role in amplifying the reach of the integrity education efforts. By mobilizing students and fostering international connections, this encouraged leadership development at a minimal cost, significantly strengthening the projects' impact. However, the scalability of both projects faced challenges due to limited capacity in the country teams and external factors beyond the projects' control.

Although there was positive feedback on the projects' influence in promoting more gender-sensitive and human rights-oriented programming, the inclusion of specific content related to human rights, gender equality, and disability inclusion was limited. Beneficiaries indicated that additional focus in these areas could have further enhanced the projects' relevance and inclusiveness.

## LESSONS LEARNED

The main lessons were that pre- and post-training assessments need to be built into all future projects; projects involving multiple stakeholders must account for differing or slower decision-making processes of stakeholders; and projects in involving universities should consider including a research component to enhance academic commitment.

## GOOD PRACTICES:

The localization of generic global material can significantly improve the relevance and impact of the material in a particular country. The GIE partnership model linking universities, companies and students and the deployment of participating students as ethic ambassadors should be seen as a good practice. The building of vibrant student networks considerably enhanced the effect and sustainability of the integrity education programme and should be a key design principle for future programmes. GIE's assessment of post-training impact that measured the effect of the training audience (the students) was extremely useful.

## METHODOLOGY

The evaluation used a mixed-method, inclusive, and participatory approach to analyse two projects through a comparative framework. Quantitative and qualitative data were gathered to assess each projects' performance and impact, identifying cross-cutting themes, shared challenges, and best practices. Group discussions and stakeholder feedback enriched these findings. Primary data included online interviews, surveys, and group interviews, while secondary data sources encompassed documents from the project teams and external agencies.

Anonymity was ensured through anonymous online surveys, and data was aggregated to prevent tracing of individual responses. The evaluation adhered to the principle of "do no harm," ensuring participants' safety and well-being, obtaining informed consent, and being sensitive to cultural and social contexts. Human rights, gender equality, disability inclusion, and the principle of leaving no one behind were integrated into the evaluation, ensuring a diverse range of perspectives thus minimizing potential biases.

## RECOMMENDATIONS

1. Include a resource line for sustainment that allows projects to plan, budget and resource intentionally for sustainability.
2. Identify an appropriate long-term delivery agent. Projects of this nature have the potential to be sustained by local actors. UNODC has significant convening power and legitimacy, but it can lack the resource to manage the complexity involved in scaling these projects to their full potential and sustaining them over time.
3. Involve other UN agencies. Anti-corruption and integrity work aims to deliver societal change which requires engagement with youth, school, academia, business and the government and should be an integral element of any UNSDCF.
4. Ensure that future projects develop a stronger evidence-based logic regarding the long-term impacts of ethical education for students and the integrity performance of private sector organizations that employ them.
5. Ensure that future projects are based on realistic timeframes that accommodate the inevitable and typically uncertain lags in partner decision-making processes.
6. Include resources for university-based research components which would strengthen the credibility of the programme in academia and produce new knowledge regarding ethics, integrity and anti-corruption.