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Independent project evaluation of the
**UNODC Global eLearning Programme -
making the world safer from drugs,
crime and terrorism (GEP)**

GLOU61
Global

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This evaluation report was prepared by an evaluation team consisting of Dr. Punit Arora, Director of Associates for International Management Services (lead evaluator) and Monica Espinosa Garces, an independent consultant. The Independent Evaluation Unit (IEU) of the United Nations Office on Drugs and Crime (UNODC) provides normative tools, guidelines and templates to be used in the evaluation process of projects. Please find the respective tools on the IEU web site: <http://www.unodc.org/unodc/en/evaluation/evaluation.html>

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GLOSSARY OF TERMS USED

Abbreviation	Term
CBT	Computer-Based Training
RAS/C51	Enhancement of drug law enforcement training in East Asia
CBTU	Computer Based Training Unit
CEPOL	European Police College
CLP	Core Learning Partnership
DAC	Development Assistance Committee
DM	Division for Management
DO	Division for Operations
DPA	Division for Police Analysis and Public Affairs
DPKO	Department for Peace Keeping Operations
DTA	Division for Treaty Affairs
ECOWAS	Economic Community Of West African States
FAQs	Frequently asked questions
FTP	File Transfer Protocol
GEP	Global eLearning Programme
GLO/H17	Global e-Learning Programme for Drug Control and Crime Prevention
GLOU61	Global eLearning Programme
GMS	Greater Mekong Sub-Region
GSMA	Groupe Speciale Mobile Association
HRG	Human Rights and Gender
IMC	Information Multimedia Communication
Interpol	International Criminal Police Organization
IPB	Integrated Programme and Oversight Branch
ITS	Information Technology Service
ITU	International Telecommunications Union
JCLEC	Jakarta Centre Law Enforcement Cooperation
LCDC	Lao National Commission for Drug Control and Supervision
LMS	Learning Management System
MTU	Mobile Training Units
NACD	National Authority for Combating Drugs
NACEM	CBT Centre in India
NACEN	National Academy for Customs, Excise and Narcotics
OBT	Office Based Training
OECD	Organisation for Economic Cooperation and Development
ONCB	Office of the Narcotics Control Board
PEB	Police Education Bureau
PICTS	Pakistan, India, China, Thailand and Sri Lanka
PMU	Programme Management Unit
REDTRAC	CBT Centre in the Caribbean
RP	Regional Programme
RSSAEAP	Regional Section for South Asia, Southeast Asia and the Pacific
SCORM	Sharable Content Object Reference Model
SEA	South East Asia
SEAP	South East Asia and the Pacific
SLA	Service Level Agreements
SODC	Standing Office on Drugs and Crime
SWOT	Strengths, Weaknesses, Opportunities and Threats Analysis
TA	Technical Assistance

TD/RER/F60	Computer based drug law enforcement training in the countries of Central Asia, Caucasus and Afghanistan
ToR	Term of References
UN	United Nations
UNDP	United Nations Development Programme
UNEG	United Nations Evaluation Group
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNODC (HQ)	United Nations Office on Drugs and Crime (Headquarter)
UNOIOS	United Nations Office of Internal Oversight Services
UNTOC	The United Nations Convention against Transnational Organized Crime (2000)
WCO	World Customs Organization
XSAJ81	Strengthening of Drug Law enforcement capacities in South Asia

EXECUTIVE SUMMARY

The United Nations Office on Drugs and Crime (UNODC) is mandated to support Member States in combating the intertwined problems of drug use, trafficking, transnational crime, corruption and terrorism. As global criminal activities pose an increasing threat to governments, societies and economies, UNODC aims to provide them relevant strategies and tools. UNODC recognizes the role of capacity building in enhancing Member States' ability to tackle these colossal global challenges. As traditional capacity building tools are inadequate for building a critical mass of trained people, UNODC launched the Global eLearning Programme (*GEP, GLOU61 or eLearning hereafter*) in 2010 with the aim of introducing state-of-the-art learning tools for any public official in any working condition and location. It is a successor programme to the Computer-Based Training (CBT, RAS/C51) initiated in Southeast Asia in 1997 to interdict smuggling of drugs at the porous borders of the region. The programme faced significant challenges right from the outset, originating from managerial, financial and staffing issues, causing multiple delays and extensions. However, it finally succeeded in delivering a learning platform by late 2014 and already provides 156 training modules in 9 languages (86 in English).

This evaluation employed a mixed-method triangulation approach involving document review, surveys, interviews, archival data, training feedback forms, field missions, and focus groups to arrive at the following findings, conclusions, recommendations and lesson learned.

Evaluation Findings

Relevance: The evaluation finds GEP to be relevant both to the global and regional campaigns aimed at building capacity of law enforcement officials. Training for building capacity of law enforcement officials in member-states is one of the core mandates for the UNODC: Six UN conventions, in fact, provide mandate to UNODC that make GEP very relevant. All interviewed and surveyed stakeholders, internal or external, expressed interest in using the services offered by GEP. In fact, some donors expressed interest in using GEP products for training in their home countries as well. Almost all stakeholders, interviewed and surveyed, believe eLearning will fill a void in providing basic, preparatory and refresher knowledge, some believe it can also provide intermediate knowledge, but very few believe it to be a complete substitute for face-to-face mentoring for advanced expertise development. Overall, eLearning has a significant potential to magnify reach and richness of the training provided to law enforcement officials around the world.

Efficiency: The efficiency questions pertain to cost-effectiveness in converting inputs into outputs. Primarily, two questions need to be examined in the context of eLearning. One, has GEP delivered a platform at costs comparable to similar other platforms? Two, could the outputs be delivered cheaper by using alternative modes of delivery? The evaluation notes that despite significant delays in delivering the envisaged outputs (learning platform and course modules), there were no cost over-runs. The outputs were delivered within the budget albeit after a delay of more than two years. The GEP management has managed to keep the costs in control as it tried to develop in-house capabilities to develop and manage a complex platform of this nature. The

evaluation also notes that the cost of developing the learning platform used for GEP is comparable to similar other platforms with standard commercial costs. Lastly, comparative cost-benefit analysis for various modes of training delivery shows that the benefits of eLearning are predicated on harnessing the potential of economies of scale and scope, and achieving these should be the focus for GEP in the next programming cycle.

Effectiveness: The overall objective for the programme is to “enhance a law enforcement response to global human security challenges.” Because eLearning platform became functional only six months ago, it has not yet had a chance to develop a global presence. The programme evolved out of Southeast Asia and its footprint currently is largely limited to South and Southeast Asia, where the existing CBT centers continued delivering offline digital training. The evaluation notes wide variation in delivery even within this group. While the use of CBT persisted or even expanded in some countries like India, Maldives and Pakistan, it declined in other countries like Thailand and in entire regions like Latin America. Some stakeholders attributed this to waiting for delivery of new platform, and others to unavailability of training modules in local languages. Recently, the programme has received nearly 7000 requests for access to training modules, which indicates interest in using the product. The stakeholders also indicated that they like the product and are keen on using it as soon as they have access. Overall, the evaluation notes the role-played by local offices and national focal points in gaining the initial impetus and importance of decentralized access management in continued momentum for product use.

Impacts: Impacts i.e. change in beneficiary population’s situation occurs over a long time, typically 10-15 years. The eLearning platform was launched in December 2014 and most of its training modules have only become available in mid-2015. While eLearning as such is a very new programme and it is too early to evaluate what its impacts would be, its likely effect can potentially be foreseen in conjunction with CBT, which has existed since 1997. Unfortunately, both the programme and its national counterparts have not systematically collected this data, which forced the current evaluation to collect some primary data that can be used as indicative of likely impacts. The evaluation tentatively concludes that capacity-building role of digital learning (CBT and eLearning) has been most visible in South and Southeast Asia. Within this group, Pakistan, India, China, Thailand and Sri Lanka (PICTS) have been most active, followed by Maldives, Indonesia and Cambodia. Some anecdotal evidence on capacity building leading to actual reduction in crime is available, most notably from Cambodia and Pakistan, but systematic collection of evidence in this respect has not yet been instituted. The stakeholder interviews indicated that once fully operationalized, eLearning has the potential to make a much larger impact on capacity building, especially in countries that need to train a large number of officials and in countries that have significant knowledge and skill gaps.

Sustainability: There are two main questions to be considered here: The first relates to the sustainability of the programme itself and second to the sustainability of programme’s results. The evaluation finds that GEP is in its infancy and still trying to discover a sustainable business model. Its current funding mechanism ‘Note for File’, a method to raise funds from other programmes in return to develop training modules, for them is not very dependable. For eLearning to achieve its full potential, it has to be treated as a corporate service and better integrated within the work of various units and branches, especially those within the Division for Treaty Affairs (DTA). Some modicum of charges on private users and cost sharing with middle income countries for localization of courses should also be part of this discussion. Sustainability of knowledge learned from eLearning courses depends on its frequent use and periodic refresher courses. GEP should develop abridged modules for refreshers and collect data on training use to measure progress on sustainability.

Partnerships: The evaluation notes considerable progress in building partnerships across various branches and offices within UNODC. It also notes that the programme has been most successful

in countries where national focal points and local UNODC offices have been most active. While eLearning has the potential to spread its reach globally on its own, GEP needs to continue building local partnerships to build traction for the use of eLearning modules. It also needs to build partnerships for managing access to sensitive content locally through partners on the ground. While the focus of the programme in the current phase was to build a platform and conduct pilot tests, the focus in the next phase would need to be on building these partnerships towards promoting platform use.

Conclusions

After initial stumbles, eLearning has made great strides over the last one year. The learning platform was launched in Nov 2014 and is currently populated with 156 modules in 9 languages, which is expected to increase even further this year as per current work plans. The programme has demonstrated demand for its products from law enforcement officials, universities and others around the world. The programme has also built considerable interest within the organization and partnership network with focal points in important countries. These are good signs for the programme. However, this phase of the programme should really be considered a product development and pilot phase, whose role is to demonstrate potential for success. The next phase of the programme would need to actually deliver on this promise.

Recommendations

Given its widespread recognition as an effective and efficient training delivery mechanism, UNODC should continue to focus on eLearning as a critical component in its quest to build capacity of law enforcement officials. The eLearning can particularly be a valuable tool for basic, preparatory and refresher training. However, as its cost effectiveness depends on economies of scale and scope, eLearning needs to be better integrated within the existing structures and processes at the UNODC. The evaluation findings suggest that its location needs to be reassessed. As most of the training modules included on the platform pertain to the work of various branches within the DTA, the evaluation suggests its move to DTA. Furthermore, the evaluation recommends GEP to pay increased attention to promoting an actual use of the platform. To facilitate this, the programme needs to make full use of the automation and decentralization potential offered by new technology. In order to live up to its full potential, GEP would also need to focus on localization as well as translation of its content in major languages for the countries where most of its potential beneficiaries are located.

Lessons learned

The evaluation notes five key lessons learned. (1) For eLearning to receive strong initial thrust and sustained momentum afterwards in a given country, local UNODC offices must show high initiative; (2) eLearning is not a typical UNODC product, and it requires top management commitment in addition to developing new competencies and business models; (3) Fast pace of change in technology can misalign product-market fit very quickly and GEP needs to stay on top of changing trends (e.g., most of the intended beneficiaries now access Internet on their mobile devices and not on desktops); (4) There is a tradeoff between effectiveness and efficiency in localizing content — while national counterparts prefer more localized content, the GEP prefers lesser (for efficiency reasons), which needs to be explicit acknowledged and resolved through cost-benefit analysis; and (5) eLearning can enhance the effectiveness of regular training by providing preparatory knowledge and follow-up refreshers to trainees, and hence it should be integrated into all training efforts undertaken by UNODC.

The summary matrix on the next page provides more specific information on findings, supporting evidence and recommendations made by the evaluation.

SUMMARY MATRIX OF FINDINGS, EVIDENCE AND RECOMMENDATIONS

Findings	Evidence (sources that substantiate findings)	Recommendations
Key recommendations		
<p>1. Despite delays in its launch, GEP has demonstrated its potential for making a significant impact in building capacity of law enforcement officials. In doing so, it has largely restored stakeholders' confidence in its ability to deliver online training.</p>	<p>Surveys and interviews of beneficiaries and partner institutions, platform access requests, as well as feedback surveys of training recipients all supported this finding.</p>	<p>UNODC should use increased focus on eLearning as a mechanism to deliver technical assistance (TA) on capacity building. It needs to be treated as a core corporate service and better integrated with other capacity building programmes managed by various units and branches of UNODC. The recommendations section outlines more detailed suggestions in this regard.</p>
<p>2. GEP evolved out of regional office in Bangkok, and its footprint is still mainly limited to South and Southeast Asia.</p>	<p>Surveys, interviews and training data collected from various partners</p>	<p>GEP needs to be relocated from a regional section at UNODC HQ to a section with more global presence. The evaluation suggests Division for Treaty Affairs, where most of its training products originate as a more natural home for GEP. Given its crosscutting role, Division for Policy Analysis could be the other alternative for UNODC top management to consider.</p>
<p>3. eLearning relies on harnessing the potential of economies of scale and scope. Fortunately, there is a widespread interest in accessing the training modules available on its platform, which GEP can look to serve.</p>	<p>Pending access requests, interest expressed by national focal points and interviewed and surveyed trainees</p>	<p>GEP should automate and decentralize access management by granting administrative privileges to national focal points. Further, it should consider making some courses (awareness-based) open to all, a majority of courses (non-sensitive, investigation-related) open to all law enforcement officials, and few remaining (sensitive courses) with access regulated by national focal points and</p>

		appropriate programme counterparts/ local offices. GEP should also suggest other related content to trainees.
4. National counterparts and trainees strongly prefer eLearning content translated and localized for increased usefulness.	Surveys, interviews and training feedback data collected from various partners	Wherever available demand makes it cost effective, GEP should provide more localized content or at least the opportunities for users to create it themselves, on the eLearning platform. The recommendation section outlines some suggestions, such as FAQs and community features, but there are other alternatives as well that GEP could explore.
5. Given the scale of demand for basic, preparatory and refresher training needs, there is a need to explore alternative and cheaper means to reach intended beneficiaries.	Interviews, access requests, focus group and training data collected from various partners suggest huge unserved demand.	GEP should explore opportunities to add “training on own time” to its “training as an event model.” Given that most of its intended beneficiaries, especially in the developing world, access Internet on mobile devices, M-Learning (i.e., mobile optimization) should receive top priority in the next phase.
6. The reach of the eLearning programme is higher when local offices and national focal points take personal interest.	Surveys, interviews and training data collected from various partners	GEP should focus on developing formal partnership networks in countries where eLearning saturation and growth is low.
7. Data on use of eLearning and its larger impact on crime reduction are not collected in a systematic manner, and this is a key weakness of the programme when it comes to demonstrating programme success.	No data on use of training by the beneficiaries for the intended purpose had been collected. This evaluation provides some basic primary data, which can be used as a baseline for future planning and evaluation.	Data collection on <i>use</i> of eLearning needs to be made more systematic and routine. In addition to pre and post-tests, the learning management system (LMS) should send out two or more follow up surveys after completion of training to collect data on its use. LMS could also suggest a refresher or updated course after 2-3 years.
Important recommendations		
8. While Mobile Training Units could be strategically needed in rare cases, new technology enables more cost effective ways to reach same beneficiaries.	Interviews of training managers and trainees, financial information and cost-benefit analysis	As far as possible, GEP should deliver training over web using personal or special-purpose tablets and personal computers. The recommendations section outlines more detailed suggestions in this regard.

<p>9. While more than 300 CBT centres have been set up around the world, there is very limited data available on their use and performance.</p>	<p>Desk review and stakeholder interviews suggest limited evidence of performance monitoring.</p>	<p>GEP should institute a procedure for systematic data collection from CBT centres. Pakistan offers an example of systematic training data collection that can be considered for replication (with an additional follow-up section on training use).</p>
<p>10. While some countries can partly finance GEP activities, GEP needs increased financial support for translation and localization of its content.</p>	<p>Stakeholder interviews indicated a near universal acknowledgement on the need to translate and localize content for increased usefulness.</p>	<p>GEP needs to involve local UNODC offices in middle-income countries for funding and local production of localized content. This is also important to avoid delays in finding appropriate translators at Headquarters.</p>
<p>11. While the GEP activities are sufficiently aligned with the priorities of donors and member states, it could be improved further by putting in place better systems for regular interactions and consultations with key stakeholders.</p>	<p>Some donors reported initial delays in communication and reporting, though they expressed satisfaction with current arrangements.</p>	<p>GEP should develop formal mechanisms for consultation with donors and partners organizations on an on-going basis, as well as develop better results-based reporting systems organizations for continued support. This may involve setting up a steering committee and communicating results information on a regular basis.</p>
<p>12. GEP has put in place excellent procedures for rationalizing, simplifying and streamlining training module production.</p>	<p>Desk review and discussions with vendors and internal stakeholders at UNODC</p>	<p>GEP should continue looking for opportunities to cut time and cost of module production, as well as to expand simplified processes for subsequent use of training modules.</p>

I. INTRODUCTION

Background and context

The United Nations Office on Drugs and Crime (UNODC) seeks to enhance the capacity of Member-States to meet their commitments under international treaties and to address the interrelated thematic issues of drugs, crime and terrorism. UNODC seeks to accomplish this broad mandate in three broad thematic areas: (1) Research and analytical work aimed at informing public policy through increased knowledge on drugs and crime issues, (2) Normative work on ratification and implementation of international treaties, and (3) Field-based technical cooperation aimed at enhancing the capacity of member-states to counteract illicit drugs, crime and terrorism.

UNODC's e-Learning initiative originated out of this third thematic area in 1995 under the project RAS/C51, "Enhancement of Drug Law Enforcement Training in East Asia," which aimed at providing training to frontline law enforcement officers on counteracting drug trafficking in six South East Asia countries of Cambodia, China, Lao People's Democratic Republic, Myanmar, Thailand and Viet Nam. The project established a model for providing training that incorporated interactive Computer-Based Training (CBT) delivered through newly established CBT centers.

This project subsequently led to the development of a number of individual CBT programmes in different locations and in separate thematic areas, before a Global CBT initiative was designed in 2003. In response to growing demands for the expansion of CBT training, UNODC then launched a "global e-Learning programme for drug control and crime prevention" (GLO/H17) with the aim of broadening the horizons of the South East Asia project to cover other topical issues including money laundering and anti-human trafficking and geographical areas beyond South East Asia. GLO/H17 started in September 2004 and ended in June 2010. Subsequent technological advances provided the basis for the launch of GLOU61 with the concept of a web-based platform for the delivery of multimedia content both online and offline.

Capacity building continues to be a key factor in improving the Member-States' ability to tackle drugs, crime and terrorism. The knowledge gap between countries is often wide and growing due to the unbalanced economic and social growth as well as the lack of international cooperation, coordination and knowledge. The new Global eLearning Programme (*GEP, GLOU61 or eLearning as the context demands, hereafter*) aims at removing these formidable barriers to development by introducing state-of-the-art learning tools for any public official in any working condition and location.

GEP faced significant challenges right from the outset. These challenges originated both from a lack of clear programme management arrangements within the overall UNODC organizational structure as well as from the need to develop new organizational capabilities needed to manage eLearning. While programme management challenges include absence of adequate staffing and

funding for management, coordination and delivery of the programme outputs, organizational capability challenges pertain to developing new knowledge and skills necessary to function essentially as a software company — a business that is very different from traditional capacity-building work performed by UNODC. The changes in programme management from a regional office to headquarters and change of personnel managing the programme during this process also did not help the programme.

These challenges resultantly caused multiple delays and extensions. After a delay of over two years, GEP finally delivered the learning management system and launched new eLearning training courses. The pictures below showcase one of the newly launched eLearning centers, a train-the-trainers workshop and an eLearning training session in progress.

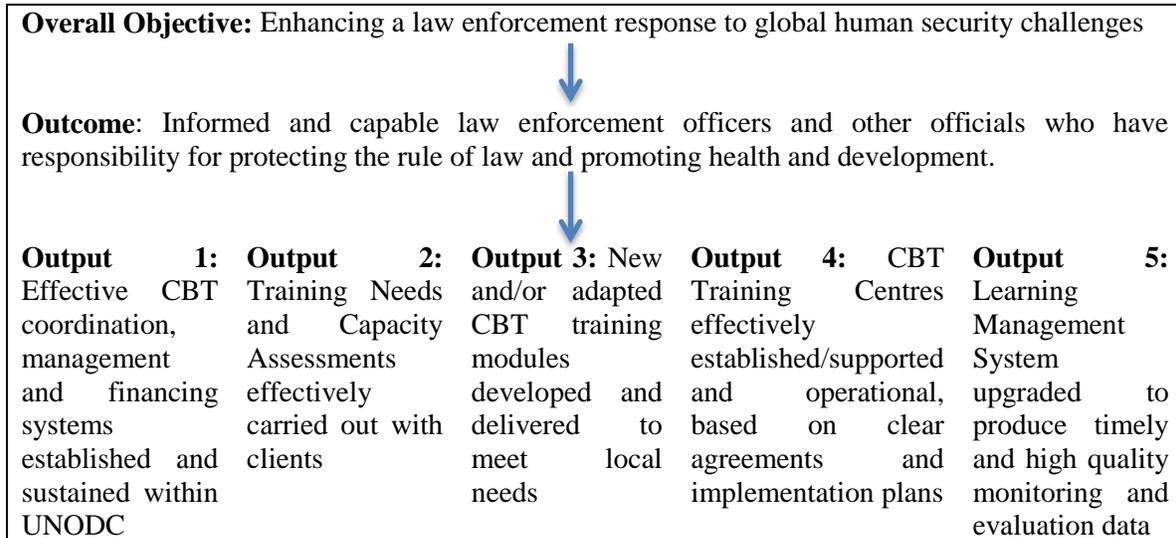
Image 1: The new Global eLearning Programme at a glance



Source: GEP documents.

GEP/ GLOU61 Project Objectives and outcomes

The summary results matrix of the programme is reproduced below:



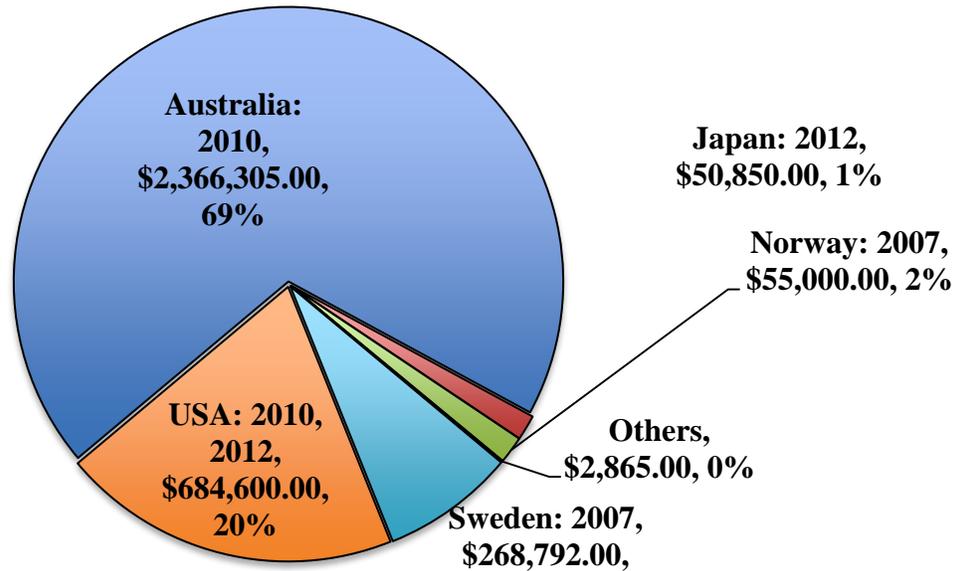
After reviewing all the documents supplied by the GEP management, the evaluation team modified this results framework (See evaluation matrix in [Annex V](#)) to be clearer on outcomes and results, and hence more suitable for evaluation purposes. It must be noted that this modified results framework also better complies with the UNODC and OECD-DAC terminology.

Funding and disbursement history

Chart 1 on the next page shows the original budget for the GEP for the period of 2010-14. As per documents reviewed by the evaluation team, the original budget for the programme was a little over five million dollars as against the pledged resources of \$3.4 million, which implies a shortfall of around \$1.9 million. Australia was the biggest contributor to the GEP — 69% of pledged funding from Australian governmental agencies, followed by the USA (20%), Sweden (8%), Norway (2%) and Japan (1%).

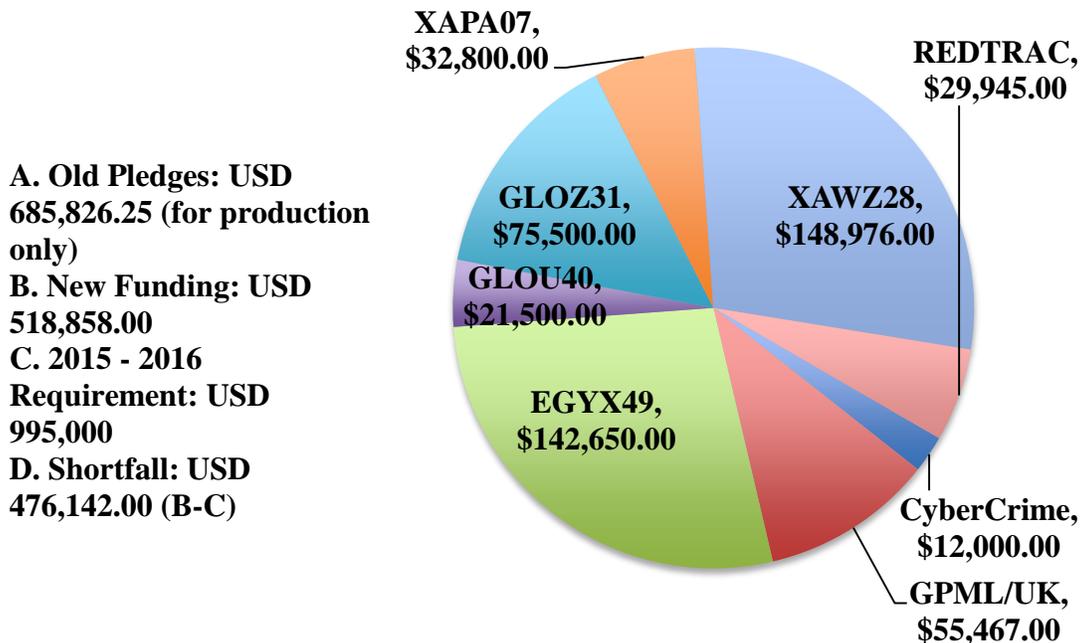
Chart 2 shows new pledges and projected funding for the GEP. Under changed financing strategy, the programme now seeks to raise funds from other UNODC programmes that utilize its services. GEP has secured or is expected to secure a little over half a million dollars from various UNODC programmes mostly for production of new training modules and partially to cover the management and platform costs. The projected shortfall currently is around \$476 thousand dollars.

Chart 1: GLOU61 Original Budget 2010 – 2014



Source: GEP project documents.

Chart 2: GLOU61 New and Projected Funding 2015 - 2016



Source: GEP project documents.

GEP (GLOU61) had a total expenditure of about 3.2 million US dollars as of Aug 3, 2015. Table 1 below provides a breakdown of total expenditure. As is to be expected of a programme of this nature, a majority of the expenditure was on personnel (36%) and subcontracts (33%), followed project support costs to UNODC (12%) and travel (8%).

Table 1. Total budget, total expenditure and total expenditure by category

<i>Budget (Jun 2010 - Jul 2014)</i>	<i>Total approved budget (Aug 2015)</i>	<i>Expenditure including obligated funds (2010 – 2015)</i>	<i>Balance (Allocated)</i>
US \$5,290,950	\$3,428,411	\$3,203,673	\$224,738

<i>Description</i>	<i>Total expenditure by category</i>		
	<i>2010-14</i>	<i>2015*</i>	<i>Total</i>
International Experts	\$475,281		\$475,281
Short-term International Consultants	\$169,276	\$60,100	\$229,376
Admin Support Personnel	\$171,894	\$8,843	\$180,737
Travel in Projects	\$148,577	\$21,659	\$170,236
Other Personnel Costs	\$275,176	\$7,806	\$282,982
Subcontracts	\$630,848	\$414,325	\$1,045,173
Meetings	\$86,464	\$13,317	\$99,781
Expendable Equipment	\$212		\$212
Non-expendable equipment	\$132,520		\$132,520
Premises	\$26,606		\$26,606
Operation and maintenance Of equipment	\$4,430		\$4,430
Rental for Premises	\$4,580		\$4,580
Sundry expenditure	\$212		\$212
General Operating Expense	\$131,741	\$11,220	\$142,961
Evaluation Costs		\$24,090	\$24,090
PSC to UNODC	\$295,102	\$73,207	\$368,309
Direct Project Implementation Costs	\$14,413	\$1,774	\$16,187
Project Total	\$2,567,332	\$636,341	\$3,203,673

Category	Amount	Percentage
Personnel	\$1,168,376	36%
Subcontracts	\$1,045,173	33%
PSC to UNODC	\$368,309	12%
General operating expenses	\$142,961	4%
Equipment	\$137,162	4%
Evaluation	\$24,090	1%
Direct Project Implementation Costs	\$16,187	1%
Premises	\$31,186	1%
Sundry	\$212	0%

Evaluation backdrop, purpose, and specific objectives

This evaluation was intended to be formative in nature. It seeks to derive recommendations, best practices and lesson learned for future programming on eLearning. The scope of the exercise was to identify strategic directions and suggest viable solutions for UNODC to improve efficiency and effectiveness of the programme in accordance with UNODC mandates. The evaluation was expected to focus on the effectiveness, impacts, and results of the programme's outcomes, outputs and supporting activities. It was also expected to guide UNODC decision-making on the technical, managerial, and substantive aspects of future UNODC engagement in the area of eLearning. The main users of the evaluation are intended to be UNODC Senior Management and staff working on implementation of the eLearning products in the thematic, regional, and country offices of UNODC, as well as the beneficiary governments and donors.

As per terms of reference in [Annex I](#) (ToR), the evaluation has the following specific objectives:

- a. To assess and analyse the results and overall quality of the programme as well as the implementation and IT modalities in other countries/regions where CBT/eLearning initiatives are ongoing and the effective coordination amongst different UNODC actors and Member States.
- b. To measure the extent UNODC global eLearning has contributed to solve the needs and problems identified in the design phase as well as the organizational and managerial distribution of roles and responsibilities among different sections/offices and partners aimed at achieving the objectives, outcomes and outputs as set in the Project Document.
- c. To measure the GLOU61 programme degree of implementation to date, efficiency, and technical quality delivered on outputs and outcomes against what was originally planned or subsequently officially revised.
- d. To measure to what extent the GLOU61 programme has attained results to the targeted users, participants whether individuals, offices, institutions, etc. as stated in the Project Document.
- e. To identify and document substantive strength and weaknesses, loopholes, lessons learned and good practices and to provide recommendations on key aspects that suggest possible new strategic directions for UNODC in the context of the organization's mandate and relevant needs of Member States.
- f. To assess to which extent the findings and recommendations contained in previous evaluations of CBT/eLearning related investments/project are or are not further substantiated by this evaluation.

Further, the terms of reference envisage the following specific scope for the evaluation:

- a. The period from the launch of the programme GLOU61 (June 2010) to the point at which the evaluation field mission is finalized (July 2015).
- b. The geographic contexts and locations under the Programme interventions (Southeast Asia and South Asia are the principal areas of implementation of the Programme activities); and

c. The thematic areas of work and UNODC Units/sections/offices and other partners, which dealt with the programme interventions.

This evaluation was also expected to make broader recommendations to UNODC on the institutional nature so as to guide implementation modalities in other countries/regions where CBT/eLearning initiatives are ongoing outside of the immediate umbrella and/or control of the Global Project.

Evaluation Methodology

To meet the evaluation objectives outlined above (also in [Annex I](#) and [Annex II](#)), the evaluation team reviewed the evaluation plan ([Annex III](#)) and list of core learning partners ([Annex IV](#)), and using the revised results-based revised evaluation matrix ([Annex V](#)) and evaluation questions specified in the terms of reference, the team devised a multi-pronged data collection methodology consisting of five data collection processes, some of which ran concurrently. ([Annex VI](#) provides data collection strategy for each question mentioned in the ToR).

The first process in this methodology consisted of an analysis of existing documents, including project reports, mission reports, reports of coordination bodies, reports of intergovernmental bodies and documents produced by GLOU61. All relevant documents supplied by the project team were reviewed (See [Annex VII](#) for more details).

The second process involved visits to two countries that have received substantial assistance from the GLOU61: Sri Lanka (July 7-8) and Thailand (July 9-16). Additionally, GLOU61 beneficiaries from other countries were interviewed at a regional steering committee forum in Bangkok during the same mission. The interviews were generally based on the semi-structured protocols shown in [Annex VIII](#). The evaluator also followed up with specific questions to elicit relevant information during interviews. At the suggestion of various stakeholders, an additional one-day mission (Jul 21) was undertaken to Delhi, India for consultations with stakeholders at the UNODC Regional Office for South Asia and Narcotics Control Bureau of India, Delhi Zone.

The third process involved interviewing key UNODC staff members engaged, directly or indirectly, in the activities of GLOU61 in the region and headquarters, UNODC Core Learning Partners (CLP) and other key stakeholders ([Annex IX](#)) to provide context and/or further elucidate on the work performed and results obtained in the region. Overall, 94 core-learning partners were interviewed (mostly) in person and (few) over phone/ web.

The fourth process involved collection and analysis of additional data available from partner organizations. This included data from qualitative and quantitative information collected by these partners from beneficiary jurisdictions and officials. It mostly included data on training, training feedback and anecdotal evidence on the impact of training.

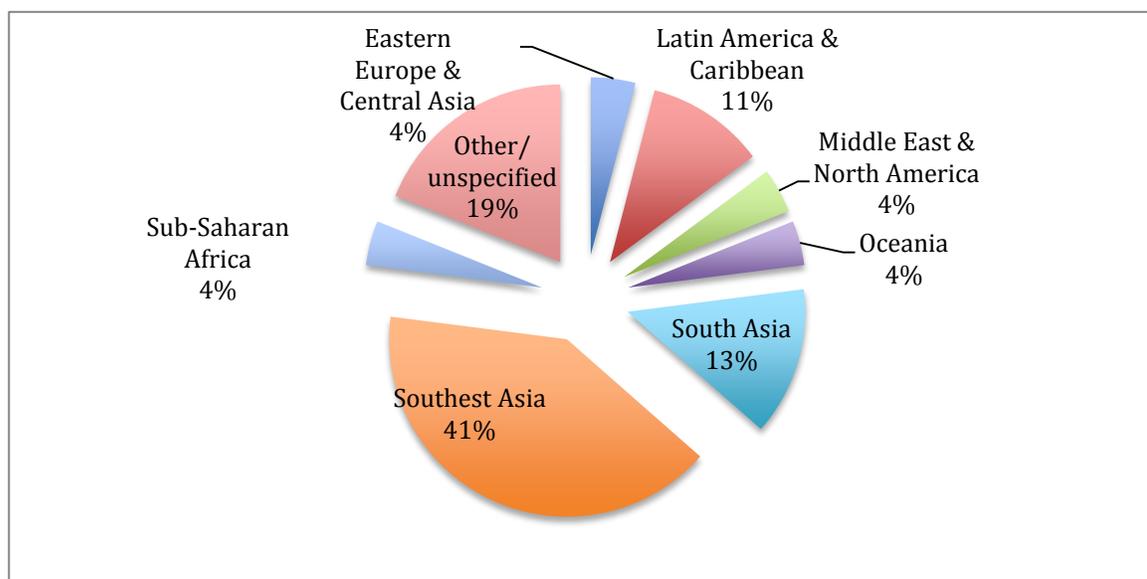
Last but not the least, a central output of the GLOU61 is the eLearning content generated by the programme. In order to measure its effectiveness, an online survey of training beneficiaries was conducted. The survey aimed to measure the use of training, which is a critical outcome, and a key link between the project outputs and intended impacts. Using the contact information provided by the GEP team, 150 trainees were randomly selected from the database of training users since 2010. Personalized email invitation, frequent reminders, quick response to questions,

and support from the GEP team helped the evaluation team in achieving a high (66%) response rate.

Table 2. Survey Participant Information

2A. Sample size and response rate:	Frequency
Persons originally invited to participate	150
Invalid/ withdrawn invitations (e.g., former/ current UNODC staff)	23
Respondents claiming actual non-use of training modules	6
Invitees not reached/ wrong email addresses/ auto/ vacation responses	9
Total eligible respondents	112
Completed responses	76
Invalid responses	2
Final usable responses	74
Response rate (74/112)	66%

2B. Survey respondents (by region):



2C. Survey respondents: Demographic information

Gender		Year of training	
Female	29%	2014	53%
Male	71%	2015	47%
Age group (years)		Profession (sector of work)	
Under 25	1.6%	Police	24.3%
26-30	9.5%	Other law enforcement	12.2%
31-40	49.2%	Prosecution	9.5%
41-50	34.9%	Information Technology	5.4%
51-60	4.8%	Administration	4.1%
		Customs	4.1%
		Training	2.7%
		Other/ unspecified	37.8%

In addition, a smaller online survey of training managers at partner institution was also undertaken to collate use of training. 8 out of 14 (57%) training managers responded to the request for participation, and these respondents hailed from China, India, Indonesia, Vietnam, and Sri Lanka. The survey questionnaires were developed on the basis of the desk review, and are included in [Annex VIII](#). More information on sample and respondents is provided in Table 2 on the next page.

Limitations

The evaluation team must specifically note the following possible limitations:

1. While the project is intended to be global in scope, most of the primary data collection was concentrated in South & South East Asia, particularly Sri Lanka and Thailand. However, two moot points must be noted. One, the regional steering committee meeting in Bangkok provided an opportunity to interact with focal points from other countries in South East Asia, and helped overcome some of the concerns originating from this. Two, this programme originated out of the regional office in Thailand, and its most active footprint still appears to be limited to South and South East Asia. There is very little documented activity anywhere outside of that geographic region. Therefore, the extent of the limitation resulting from this data collection is rather difficult to visualize at this stage both in terms of representativeness of current scope and future intended directions of the project, and it must be specifically noted as a limitation of the evaluation.
2. Given that the project has essentially just gotten off the ground, adequate data on outcomes, impacts and some of the evaluation questions raised in the ToR is not yet be available. The evaluation team tried to overcome this limitation by collecting as much indicative primary evidence as possible, which in some case was limited to anecdotal evidence (albeit collected systematically). Future ongoing monitoring and evaluation efforts should focus on data collection through more appropriate sources.

II. EVALUATION FINDINGS

In this section, the primary findings from this final evaluation of the global eLearning programme (GEP; GLOU61) are detailed. The findings are discussed and grouped by the following OECD DAC criteria: design and relevance, efficiency, effectiveness, impact and sustainability of GEP activities and outcomes. Additionally, we also provide information on our assessment of partnerships, human rights mainstreaming and institutional arrangements as called for by the terms of reference for this evaluation. For each of these criteria, findings are then organized by the research questions driving the evaluation. While the findings cover all the questions asked or topics raised in terms of reference, the focus is on those issues or topics that are identified as salient by internal and external stakeholders. This section includes a table summarizing all study findings by outcomes from the programme logframe (See Table 6) and concludes with a SWOT analysis that provides a bird's eye view of programme's strengths, weaknesses, opportunities and challenges.

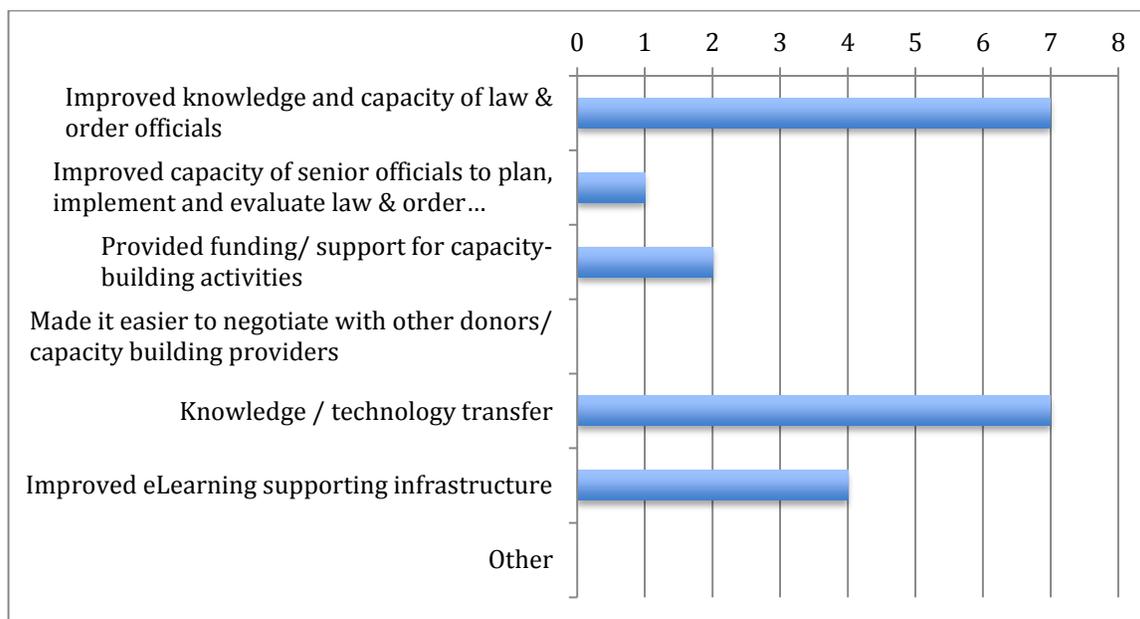
Design and relevance

1. How relevant is the Global eLearning Programme in terms of fulfilling the mandates of UNODC?
 - The agenda of the GEP (GLOU61) is fully in line with the mandates of UNODC as well as regional and global priorities.

Training for building capacity of law enforcement officials in member states is one of the core mandates for the UNODC and eLearning has the potential to magnify both reach and richness of the training provided. Six UN conventions, in fact, provide mandates to UNODC that make GEP very relevant. These conventions include the Single Convention on Narcotic Drugs (1961), the Convention on Psychotropic Substances (1971), the United Nations Convention against the Traffic of Illicit Drugs and Psychotropic Substances (1988), The United Nations Convention against Transnational Organized Crime UNTOC (2000), the United Nations Convention Against Corruption (2003), and the United Nations International Convention for the Suppression of Financing Terrorism (1999).

All stakeholders interviewed and surveyed recognized the relevance and importance of eLearning in building capacity of their law enforcement officials. The most telling was the response of national focal points/ training managers in survey as well as in subsequent interviews. All eight respondents believed that the training provided by the GEP had helped their institutions in achievement of their mission and objectives. When the evaluation asked them how, they primarily cited improved knowledge and capacity and knowledge and technology transfers as the reasons (See Chart 3 below).

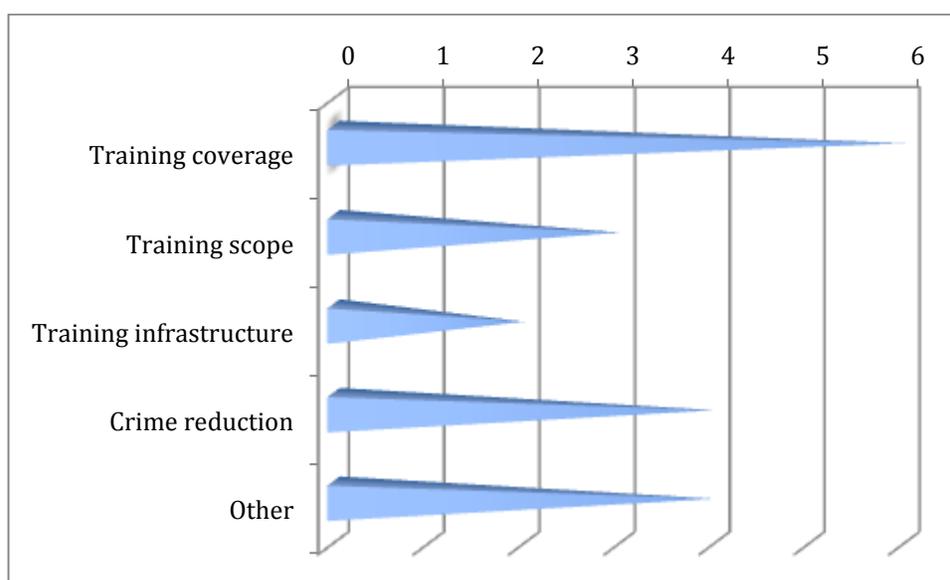
Chart 3. How did GEP help you achieve your institution achieve its mission and objectives?



Source: Survey of training managers/ national focal points

When they were asked to elaborate further, these training managers’ responses indicated that as a result of the GEP not just that they had been able to provide training to increased number of officials (better coverage), but also they had been able to provide training on more subjects (increased training scope). Their responses also indicated better training infrastructure had been built as a result of GEP activities, and some went even farther to suggest that this had helped their institutions reduce crime (Chart 4).

Chart 4. Specific achievements as a result of the GEP



Source: Survey of training managers/ national focal points

This was also a recurring theme in stakeholder interviews, where almost everyone wanted more eLearning and no one indicated a need for any reductions. Overall, while recognizing that GEP had made a substantial contribution to improving capacity building in their jurisdictions, all stakeholders indicated an on-going need in their countries for even more eLearning. Thus, both in terms of intended design and actual practice, the evaluation finds the GEP to be highly relevant to fulfilling the mandates of UNODC.

2. To what extent does the Programme meet the original identified needs as set out in the programmatic document and following revisions?

- The eLearning platform has just been launched, so it is too early to tell. However, stakeholder interest and satisfaction with the products indicate a high likelihood of meeting needs identified in the programme document.

The new eLearning platform uses the latest technology including SCORM (Sharable Content Object Reference Model), and was launched in Nov 2014. On this LMS (Learning Management System) platform, GEP has already managed to provide 86 newly developed or updated (from previous CBT) modules for 20 training courses (Table 2). Many of these courses have also been transferred into 8 other languages. Sinhala has the most translated modules (33), followed by Thai (11) and Bahasa (9). In terms of training courses, all modules on smuggling of migrants have been translated into 8 languages. Table 3 below provides more detailed information. Please note that Table 3 only reports newly developed modules, and not additional (66) old modules that are also available on the platform.

These courses have been developed in keeping with the requests (and funding support) received from donors and other thematic programmes within the UNODC, and are thus in alignment with their and UNODC priorities.

Stakeholder interviews and project documents also revealed a huge pent up demand for eLearning courses offered by the GEP. The programme has received more than 7000 requests for access to training courses. Of these, 2772 access requests were received via the eLearning platform and the remaining via email. Chart 5 below shows a breakdown of access requests (by type of institution) made directly on the platform.

A further examination of the access requests showed that these requests originated from a wide variety of organizations ranging from non-profits and research institutions to international organizations and law enforcement agencies from countries as diverse as Albania and Australia to Ghana and Peru (Table 4 on the next page). This clearly indicates a widespread interest in using the eLearning products being developed by the GEP.

Unfortunately, the programme has not yet found the time and resources to respond to most of these access requests. It must, however, at the same time be noted that some of these resource challenges could be overcome by using automation and decentralization, and that would need to be the priority for the programme in its next phase. While low access has limited the potential programme accomplishments at this stage, stakeholder satisfaction with the products themselves augurs well for the programme. The evaluation team collected such training feedback forms as were available with the national counterparts, and these feedback forms showed a very high degree of satisfaction with the training content and presentation.

Table 3. Courses and modules: Produced and translated										
	Number of modules by language									Total
	English	Sinhala	Thai	Bahasa	Vietnamese	Lao	Khmer	Myanmar	Chinese	
Courses										
Smuggling of migrants	3	3	3	3	3	3	3	3	3	27
Land border interdiction	10	4	0	4	0	0	0	0	0	18
Money Laundering and Financial Crimes	13	0	0	0	0	0	0	0	0	13
Airport interdiction	11	0	0	0	0	0	0	0	0	11
Intelligence Analysis	6	1	0	0	0	0	0	0	0	7
Wildlife and forest crime	2	2	2	1	2	2	1	1	0	13
Seaport Interdiction	6	0	0	0	0	0	0	0	0	6
Risk management	5	0	0	0	0	0	0	0	0	5
Security document examination	3	3	0	0	1	0	0	0	0	7
Interview and Search of Persons	4	1	0	1	0	0	0	0	0	6
Intelligence	3	3	0	0	0	0	0	0	0	6
Human Trafficking	3	3	3	0	1	0	0	0	0	10
Human rights	3	3	3	0	0	0	0	0	0	9
Container Profiling and Examination	2	0	0	0	0	0	0	0	0	2
Controlled Deliveries	2	2	0	0	0	0	0	0	0	4
Investigating drug crime	3	3	0	0	0	0	0	0	0	6
Clandestine Laboratories and Precursors	2	2	0	0	0	0	0	0	0	4
Crime Scene Investigation	3	3	0	0	0	0	0	0	0	6
HIV/AIDS	1	0	0	0	0	0	0	0	0	1
Cybercrime	1	0	0	0	0	0	0	0	0	1
Total modules	86	33	11	9	7	5	4	4	3	162
Completed	86	32	11	7	7	3	3	4	3	156
In process		1	0	2	0	2	1	0	0	6

Source: project documents and eLearning platform

Chart 5. Total access requests: Breakdown by type of institution (Number & percentage)

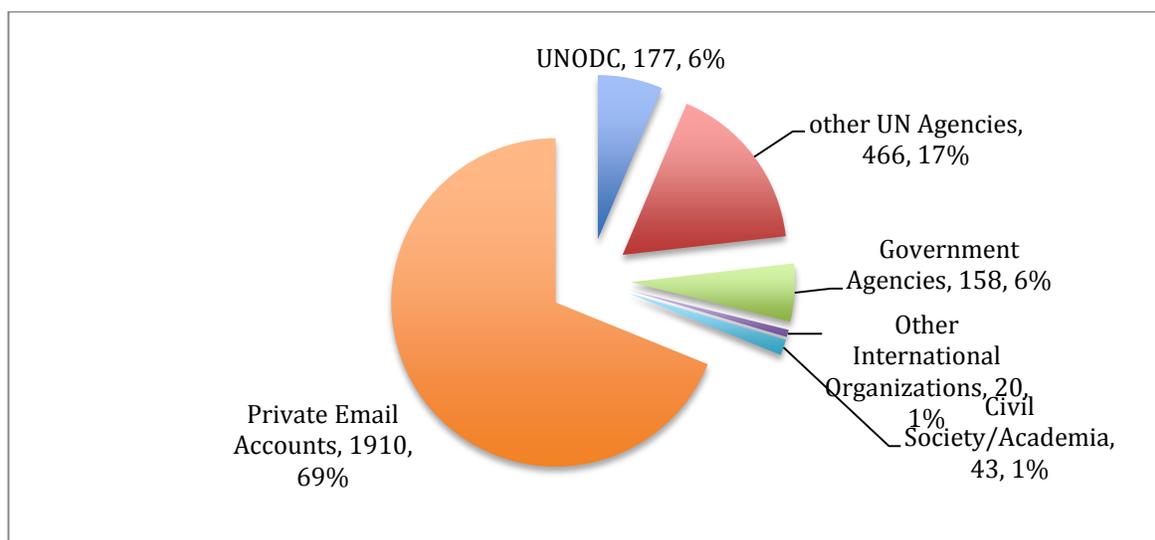


Table 4. Agencies of access request origination

(Source: Project documents)

UN AGENCIES:	Open Society Foundations	Indonesia - Jakarta Center for Law Enforcement
CBD	Punjab University	Italy - Agenzia Delle Dogane e Dei Monopoli
DPKO	Polish Humanitarian Action	Italy - Banca d'Italia
IAEA	Pondicherry University	Italy - Guardia di Finanza
ICAO	Public University of Navarra	Italy - National Police
IFAD	Ruhr Universitaet Bochum	Italy - National Fire Corps
MONUSCO	Sam Houston State University	Jamaica - Caribbean Regional Drug Law Enforcemerc
OHCHR	Syracuse University	Jamaica - National Police College of Jamaica
UN Secretariat	Tagen Info Solutions	Jamaica - The Jamaica Constabulary Force
UNCITRAL	University of Dundee	Japan - Ministry of Foreign Affairs
UN-CSAM	University of Guayaquil	Kenya - Anti-Money Laundering Advisory Board
UNDP	University of North Carolina Wilmington	Kenya - National Commission on Human Rights
UNECA	University of Pennsylvania	Kenya - Police Department
UNECLAC	University of South Florida	Macedonia - Customs Administration
UNEP	University of Toronto	Macedonia - Ministry of Internal Affairs
UNEP-WCMC	University of Valencia	Malawi - Reserve Bank of Malawi
UNESCO	Washington University in St. Louis	Malawi - Revenue Authority
UNFPA	WildTeam	Malaysia - Attorney-General's Chambers
UNHABITAT	GOVERNMENT AGENCIES:	Malaysia - Royal Malaysian Customs Department
UNHCR	Albania - Police	Maldives - Government Department of Immigration
UNIC	Australia - Australian Taxation Office	Maldives - Police Service
UNICEF	Australia - Department of Immigration and Border Protection	Moldova - Ministry of Defence
UNIMS	Australia - Government Attorney-General's Department	Morocco - Embassy of Morocco in Vienna
UNOG	Australia - Government Department of Defence	Morocco - National Human Rights Council
UNON	Australia - Government Department of Foreign Affairs and Trade	Netherlands - Ministry of Defense
UNOPS	Australia - Government Department of Immigration and Border Protection	Netherlands - Revenues
WFP	Australia - New South Wales Crime Commission	New Zeland - Customs
WHO	Australia - South Australia Police	Nigeria - National Drug Law Enforcement Agency
OTHER INTERNATIONAL ORGANIZATIONS:	Australia - Victoria Police	Peru - National Commission for the Development an
EDU	Bangladesh - Law and Justice Division	Philippines - Department of Justice
American Bar Association	Bangladesh - Ministry of Home Affairs	Portugal - Public Security Police
European Investment Bank	Bangladesh - Police	Qatar - Ministry of Foreign Affairs
European Union Rule of Law Mission (EULEX)	Bangladesh - Police (Police Bureau of Investigation)	Romania - Ministry of Internal Affairs (2 requests)
International Anti-Corruption Academy	Belgium - Federal Public Service of Finance	Romania - Ministry of Justice
International Correction and Prison Association	Botswana - Government	Romania - Public Prosecutor
International Justice Mission	Brazil - Federal Police	Saudi Arabia - General Directorate of Narcotics Cont
International Multilateral Partnership Against Cyber Threats	Brazil - State Government of Sao Paulo	Singapore - Health Service Authority
International Organization for Migration	Brunei - Ministry of Finance	Singapore - Health Service Authority
Interpol	Brunei Darussalam - Narcotics Control Bureau	South Africa - Durban Municipality
Lawyers Without Borders	Canada - Border Services Agency	South Africa - Financial Intelligence Centre
OSCE	Canada - Canadian Forces College	South Africa - South African Revenue Service
World Customs Organization	Canada - Citizenship and Immigration Department	Spain - Ministry of Defence (Armada)
World Meteorological Organization	Canada - Department of National Defence and the Canadian Armed Forces	Spain - Ministry of Interior
CIVIL SOCIETY/ACADEMIA:	Canada - Health Ministry	Spain - National Securities Market Commission
Aarhus University	Canada - Ontario Provincial Police	Spain - Police Security Force
ACF	Canada - Police Toronto	Sri Lanka - Customs
Africa Nazarene University	Canada - Public Safety	Swaziland - Central Bank
American University in Bulgaria	Canada - Royal Canadian Mounted Police	Tanzania - AICC Arusha
Auburn University at Montgomery	Canada - Thunder Bay Police	Thailand - Customs
Baltic Defence College	Canada - State of Ontario	Thailand - Royal Thai Police
Bandung Institute of Technology	Cape Verde	Tunisia - Ministry for Development and International
Basel Institute on Governance	Colombia - Ministry of Defence	Tunisia - Truth and Dignity Commission
Brock University	Costa Rica - National Bank	Turkey - National Police
California State University Northridge	Croatia - Ministry of Justice	Turkey - Turkish Air Force
Collin College	Cuba - Customs	Uganda - Directorate of Legal Affairs
Columbia University	Denmark - Danish National Platform for Teachers	Uganda - Uganda Revenue Authority
Cornell University	Denmark - Defence Ministry	United Kingdom - HM Revenue & Customs
Defenders of Human Rights	Ecuador - Attorney General of the State Ecuador	United Kingdom - Metropolitan Police
Diplomatic Academy Vienna	Ecuador - National Customs Service	United States - City of Indianapolis
George C. Marshall European Center for Security Studies	France - Directorate-General of Customs and Indirect Taxes	United States - Department of Homeland Security
George Mason University	France - Ministry of Interior	United States - Department of State
George Washington University	Gambia - Ministry of Interior	United States - Federal Bureau of Investigation
Iowa State University	Georgia - Revenue Service	United States - Jersey City/ Newark Urban Areas Sec
Johns Hopkins University	Germany - Police	United States - State of Colorado
LaSalle University	Ghana - Narcotics Control Board	United States - State of Oregon
Longport Aviation Security	Ghana - Narcotics Control Board	United States - U.S. Customs and Border Protection
Murdoch University	Ghana - Police Service	United States - U.S. Fish and Wildlife Service
New York University	India - Government	United States - US Marine Corps
Nottingham University, China	Indonesia - Customs	

UNODC programme officers (substantive offices for whom some of these courses were designed), donors, national counterparts and (interviewed and surveyed) intended beneficiaries all generally further confirmed this finding. Most of the suggestions these stakeholders made pertained to addition of more courses and updates in the nature of wanting ‘next generation of iPhone’. Some of their specific feedback is presented in the pages that follow.

Overall, the evaluation notes that while it is too early to suggest that the programme is definitely going to meet its intended needs, it is safe to note a high likelihood of its potential to do so.

3. Is the UNODC eLearning Programme relevant for improving officer’s knowledge in tackling drugs and crime and, if so, is there potential for sustained/increased relevance in the future?
 - Yes. Multiple sources reveal a strong relevance for improving law enforcement officials’ knowledge in tackling drugs, crime and terrorism.

Interviews, surveys, post-training feedback forms, website hits and access requests all indicated a strong relevance of eLearning for improving law enforcement officials’ knowledge in tackling drugs, crime and terrorism. Chart 6 presents automated content analysis of trainees’ responses to a survey question on concepts learned by them as a result of the eLearning module they completed, and it indicated that the concepts that trainees perceived to have learned through the online training were something that would clearly be considered relevant to enhancing their knowledge on appropriate subjects.¹

Chart 6. Self-perception on concepts learned by the trainees



Source: Survey of trainees

Further, post-training feedback forms made available to the evaluation team by the beneficiary institutions showed that trainees had expressed complete satisfaction with the training provided. All the stakeholders interviewed expressed pleasure with the content of

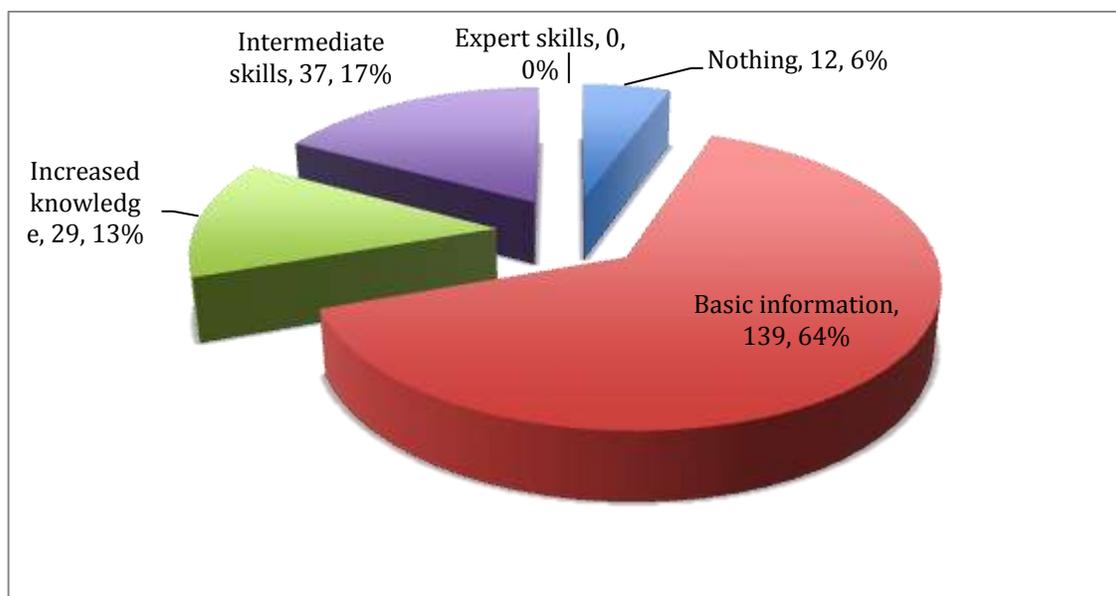
¹ All content analyses were performed using free application Textalyser: <http://textalyser.net/>. Please note the size of text in the chart indicates the frequency with which that word appeared in responses.

training, and in most cases expressed their desire for addition of even more training courses. Thus, evaluation finds the eLearning content provided to be very relevant to law enforcement officials not just in the developing world, but also in the developed world. It's continued relevance, however, would depend on constant updates to changing technology and needs of beneficiary institutions. As an example, officials at the Indian Narcotics Control Bureau expressed interest in a new training course that covered “New Psychotropic Substances” to keep up with the trends they were witnessing. Thus, GEP in collaboration with the substantive branches at UNODC and other partner organizations such as universities and research institutions would need to keep abreast of the changes in its task environment to stay relevant.

4. What are the strengths and weaknesses of the off- and on-line UNODC eLearning platforms' approach as a capacity building tool and what are the ways to improve it?
 - eLearning appears to have a competitive advantage in basic, preparatory and refresher training, and offline for advanced skills development and mentoring.

It is clear from stakeholders' responses that they consider eLearning to be very useful for basic, preparatory and refresher training, which mirrors trainees' responses on the survey. A codebook was developed to classify trainees' responses on their perceived learning. Their responses were coded at four levels: Basic information, increased knowledge, intermediate skills and expert skills². Chart 7 below furnishes trainees codified responses.

Chart 7. Perceived learning categorized by levels: Content analysis of trainees' responses



² Basic information included responses that contained words like “Basic”, “general overview”, “a bit more clarity” and so on. Increased knowledge indicated trainees had acquired some significant new knowledge on a topic, and contained words like I learned “advanced”, “significant” or specific topics like “stages in investigation”. Intermediate skills development included responses with words like I learned “How to”, “techniques”, or “methods” on some specific task. Finally, expert skills showed their confidence to be able to do some tasks, and included responses such as “Can do”, “conduct”, “increased ability”, and so on

As is readily apparent from Chart 8, most responses (64%) indicated increased basic understanding of concepts, and a sizeable number also showed significant increase in knowledge (13%) and intermediate skills development (17%).

This was also triangulated in stakeholder interviews. Almost everyone believes eLearning can play a critical role in developing basic knowledge and understanding of concepts, most also think it can be useful for intermediate skills development. While most of the present courses are introductory in nature and more advanced courses could certainly be developed, even with that in mind, only a few stakeholders believed that the eLearning could be used to develop advanced skills. Therefore, a significant number of internal and external stakeholders envision eLearning to be used for basic, preparatory (i.e. training in advance of training) and refresher (training after training) purposes, while offline face-to-face workshops and mentoring are used for more advanced purposes.

The evaluation mostly agrees with these stakeholders with the caveat that more advanced technologies such as Gamification and 3D multimedia can also help eLearning to be extremely useful for advanced purposes. This might be something for UNODC to explore in the next phase of technology development.

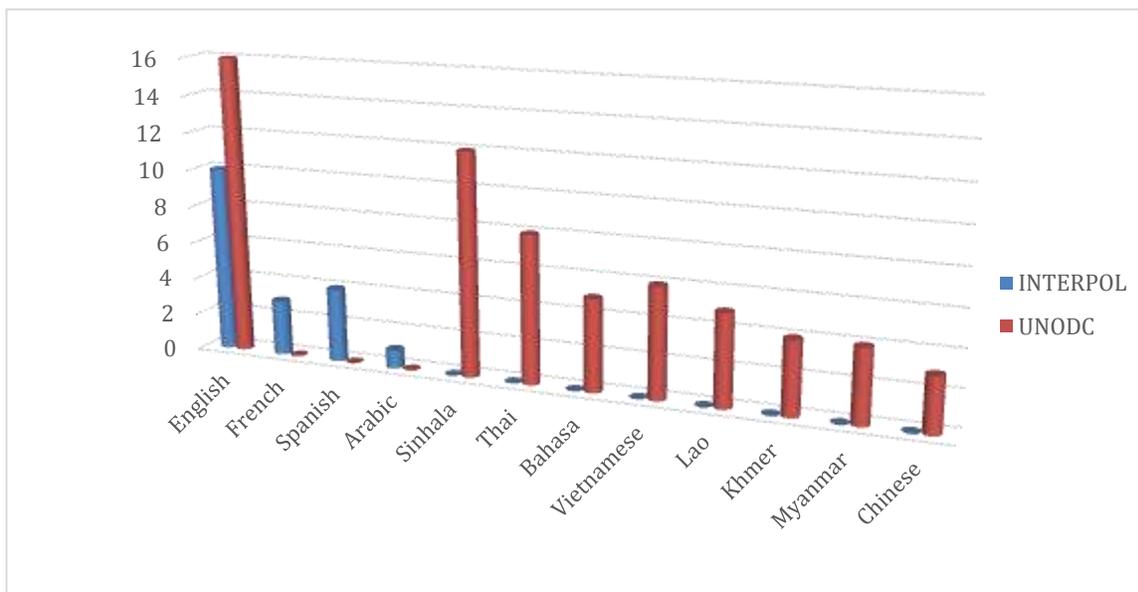
5. In principle, how relevant is UNODC platform compared to eLearning platforms maintained by other organizations supporting law enforcement and/or other e-learning contents?

- UNODC platform has a comparable backend and a greater variety of high quality content, but is still in development in terms of certain use and user-friendly features.

The evaluation team compared eLearning platform of the UNODC to other international organizations, primarily UNESCO, Interpol, DPKO, UNOIOS and WCO. Expert analysis indicated that all three platforms have comparable and solid backend. The UNODC platform, however, is still in early stages and is lacking in certain features that can make it friendlier for use and users. Other platforms, for example, delegate the authority to administer user access to specifically-designated regional and national coordinators. These decentralized administrators also help student curriculum and development plans, which is currently lacking in the UNODC platform. Unlike other platforms, UNODC currently does not employ competencies managers to analyze performance or the skill gaps of law enforcement officers.

Moreover, other law enforcement eLearning platforms also provide more collaborative learning tools such as chat rooms, expert communities, discussion boards, and visual training event and schedule management features that UNODC platform could incorporate in future technology development. UNODC platform could also be configured to enhance library of resources by adding more features such as workshop follow ups, glossaries, and check list of interrogatory questions.

After listing features that UNODC could incorporate, we must add two things that UNODC does better than other platforms. One, in consonance with UNODC's mandate, GEP platform has a far greater variety of content ranging from smuggling of migrants and wildlife crime to airport interdiction and intelligence analysis. Moreover, this content is also recognized to be of superior quality by beneficiaries and other stakeholders. Two, UNODC has made great efforts to localize, or at least translate, a significant portion of its content into languages that its clients prefer. This makes UNODC's platform uniquely useful for the intended beneficiaries (Chart 8).

Chart 8. UNODC and Interpol: A Comparison of available training modules by language

Source: *Interpol and UNODC course catalogues, 2015*

Chart 8 compares similar courses (smuggling of migrants, human trafficking, cybercrime, wildlife and forest crime, investigation drug crime and interview and search of persons) available on two platforms. It shows that UNODC has adapted a lot more of its content to meet the needs of its clients (primarily in South East Asia) and Interpol has a slight advantage in terms of international languages (French and Spanish), which incidentally may suggest a potential for strategic partnership on content sharing between the two organizations.

6. What are the risks and opportunities of a UNODC developed and managed e-learning platform, (including local installation and annual maintenance cost, sustainability and donor funding needs, available human resources, comparison with commercial or partner cooperation options)?
 - Mobile optimization is the biggest opportunity for UNODC in delivering eLearning and low utilization of platform represents the biggest threat.

UNODC made a very smart move in migrating from the offline computer-based training (CBT) to online web delivery of training (eLearning). However, further evolution of technology since then presents an immense opportunity to increase reach of training to a large number of law enforcement officials at a fraction of the cost previously envisaged. However, to tap into this opportunity, UNODC must accord mobile optimization top priority.

Image 3. Widely pervasive use of mobile broadband technology

Photo: An auto driver in Chiang Mai, Thailand playing American internet radio for his American customers. Source: Evaluator.

Table 4. Internet Use Worldwide											(millions)	
	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015*	
Active mobile-broadband subscriptions:												
Africa	N/A	N/A	N/A	N/A	N/A	14	38	74	91	117	162	
Arab States	N/A	N/A	N/A	N/A	N/A	18	46	58	100	134	155	
Asia & Pacific	N/A	N/A	N/A	N/A	N/A	286	432	605	741	1,201	1,726	
CIS	N/A	N/A	N/A	N/A	N/A	62	88	99	119	133	141	
Europe	N/A	N/A	N/A	N/A	N/A	188	244	305	350	433	490	
The Americas	N/A	N/A	N/A	N/A	N/A	230	323	401	539	657	765	
Fixed broadband subscriptions:												
Africa	0	0	1	1	1	1	2	2	3	3	4	
Arab States	1	2	3	4	6	7	8	9	12	13	14	
Asia & Pacific	80	103	122	151	183	214	251	276	314	337	365	
CIS	2	4	6	12	17	22	26	31	36	37	39	
Europe	66	89	111	125	136	145	154	159	172	179	186	
The Americas	66	81	98	112	120	131	142	151	164	170	177	
Individuals using the Internet:												
Africa	17	24	29	45	58	79	105	124	148	172	193	
Arab States	26	36	44	55	66	86	93	105	118	129	141	
Asia & Pacific	344	394	503	615	726	872	988	1,124	1,229	1,366	1,506	
CIS	29	35	47	55	67	95	114	143	154	162	170	
Europe	277	300	340	368	388	410	419	435	447	466	487	
The Americas	316	346	385	405	428	456	483	539	584	616	651	

Source: International Telecommunication Union

According to [GSMA](#) (Groupe Speciale Mobile Association), half of the world's population will be using mobile devices to access the Internet by 2020. There were 2.2 billion mobile Internet subscribers in 2013 and an additional 1.6 billion subscribers are expected to use mobile Internet by 2020; almost all of the additional users will come from the developing world. Further, [ITU](#) (International Telecommunications Union) data shows that while all mobile broadband is growing everywhere at double-digit growth rates, Africa stands out with a growth rate of over 40% – twice as high as the global average. By end 2014, mobile-broadband penetration in Africa had reached almost 20%, up from less than 2% in 2010!

Table 4 provides more detailed information on growth of Internet usage worldwide. As a cursory glance over statistics confirms that growth of fixed broadband subscriptions pales in comparison to that of mobile broadband subscriptions, which is especially true in the developing world.

These trends are not just apparent in terms of total population, but also in terms of penetration rates (% of inhabitants) - see Table 5. Moreover, almost everyone expects these trends to persist in foreseeable future. Thus, it is evident the mobile Internet usage presents a clear opportunity for UNODC.

A further confirmation of this was provided by the stakeholder interviews undertaken for this evaluation. A vast majority (more than 75%) of the law enforcement officers in the middle income countries and a significant proportion (about 50%) in least developed countries were reported to have access to Internet on personal mobile devices or computers at home. While Internet speed can sometimes be an issue, but a mobile-optimized site can easily be designed in a manner minimizing the effect of slow connections. Furthermore, it must also be noted that (1) speed is a greater issue when trying to access Internet in a collective session such as training center (and it is not as much a challenge for an individual session), and (2) Broadband Internet speeds are improving by leaps and bounds everywhere.

This provides an opportunity for UNODC/ GEP to move (or at least supplement) from training as an event to training on own time approach, which can (1) reduce the burden of infrastructure development for both the UNODC and its national counterparts and (2) significantly increase the number of officials that can be provided standard training.

Besides mobile optimization (or M-learning), huge unmet demand for training with not much competition, eLearning as a core corporate service, efficient delivery on donor priorities, and alternative business models are other major opportunities for the UNODC/ GEP. Most stakeholders requested for more access, more courses, and more translated content. Programme documents show a significant number of pending access requests as triangulated by data in Table 4 and Chart 6. At the same time, there are not many providers of similar training, which provides an opportunity for the programme to establish itself as a leader in its 'marketplace'.

As stated before, UNODC/ GEP also has a major opportunity to push eLearning for preparatory and refresher purposes. All substantive programmes should be encouraged to use eLearning before any capacity building training if a relevant training course is available on the platform. This would enhance their own capacity building efforts by better preparing the beneficiaries for more advanced discussions. Similarly, they can advise them to use eLearning for subsequent refreshers. The eLearning can also be used as a vehicle for more efficiently delivering on priorities of donors by associated long-term savings.

Table 5. Technology penetration rates	(% of inhabitants)						
	2005	2010	2011	2012	2013	2014	2015*
Active mobile-broadband subscriptions:							
Africa	N/A	1.8	4.6	8.5	10.3	12.9	17.4
Arab States	N/A	5.1	13.1	16.1	27.3	36.1	40.6
Asia & Pacific	N/A	7.4	11.0	15.3	18.5	29.7	42.3
CIS	N/A	22.0	31.3	35.3	42.3	46.9	49.7
Europe	N/A	30.5	39.4	49.1	56.1	69.3	78.2
The Americas	N/A	24.6	34.1	41.9	55.7	67.3	77.6
Fixed broadband subscriptions:							
Africa	0.0	0.2	0.2	0.2	0.3	0.4	0.5
Arab States	0.3	1.9	2.2	2.6	3.2	3.4	3.7
Asia & Pacific	2.2	5.5	6.4	7.0	7.8	8.3	8.9
CIS	0.6	8.0	9.2	11.0	12.7	13.1	13.6
Europe	10.9	23.6	24.8	25.7	27.7	28.6	29.6
The Americas	7.5	14.0	15.0	15.8	17.0	17.4	18.0
Households with a computer:							
Africa	2.9	5.4	6.6	7.7	8.2	9.1	9.9
Arab States	14.7	28.3	32.0	34.1	37.3	39.9	42.8
Asia & Pacific	19.8	26.6	28.4	30.3	31.8	34.1	36.0
CIS	16.6	41.8	46.0	50.3	52.9	57.4	59.2
Europe	52.4	71.9	74.2	76.1	77.7	80.0	81.9
The Americas	40.9	51.6	53.9	57.7	59.6	61.7	63.8
Households with Internet access at home:							
Africa	1.0	3.7	5.9	7.5	8.6	9.7	10.7
Arab States	9.5	24.4	28.8	31.2	34.7	38.0	40.3
Asia & Pacific	11.8	20.1	24.1	28.0	33.3	36.3	39.0
CIS	11.1	33.0	38.1	43.4	54.3	57.2	60.1
Europe	42.0	67.8	70.7	74.0	76.0	79.0	82.1
The Americas	32.7	44.4	48.2	51.8	54.7	57.3	60.0
Individuals using the Internet:							
Africa	2.4	9.8	12.6	14.4	16.7	18.9	20.7
Arab States	8.3	24.3	26.5	29.4	32.2	34.7	37.0
Asia & Pacific	9.4	22.5	25.2	28.4	30.7	33.8	36.9
CIS	10.3	34.0	40.7	50.7	54.8	57.4	59.9
Europe	46.3	66.6	67.8	70.0	71.7	74.5	77.6
The Americas	35.9	48.6	51.0	56.4	60.4	63.1	66.0
Source: International Telecommunication Union							

Lastly, alternative business models such as user charges and partnership development (cost-sharing) provide other major opportunities for long-term sustainability of the GEP. These are discussed in subsequent sections in this report.

On the flip side, the biggest risk for the GEP emanates from low utilization of programme outputs (i.e. training modules) either because it does not have the capacity (shortage of human and financial resources) to manage the programme effectively or because there is a product-market misfit. The programme currently does not have any full time staff member — professional or administrative. Both the programme manager and assistant have additional responsibilities in the Regional Section for South Asia, East Asia and the Pacific. The programme has two consultants, who manage production and translation processes respectively, which means the critical tasks pertaining to user access management and responding to user requests are often delayed. These delays are not good for UNODC and GEP as it may permanently turn off some potential users and frustrate other partners who expect response in a more reasonable time. It is important to bear in mind that the central premise of eLearning is to train a large number of people at a fraction of cost. However, if the programme cannot manage user access challenges, it defeats the whole purpose. Thus, low utilization of programme leading to it being cost ineffective is a major risk for the programme. Please also see subsequent section on efficiency for more on this issue.

Product-market misfit refers to a risk arising out of programme's inability to provide a product that adequately meets the needs of its customers (market). In addition to the frustration over slow downloads and mobile incompatibility of several modules, the other major factor to consider is the extent of localization. For economic reasons, the GEP needs to provide a standard product that a variety of law enforcement officials across the world can use. However, from the perspective of clients, they prefer a product that has been sufficiently localized—not just translated—for their frontline officials to use it in their routine performance of work. If they do not find the content localized enough, they might not be too enthusiastic about promoting it to their officials. Thus, there is a clear trade off between efficiency and effectiveness, which is another major risk faced by the GEP. Indeed, most of the intended beneficiary and national counterparts interviewed by the evaluation suggested greater localization, and GEP needs to find a right balance in managing these trade offs.

The current business model for the GEP — raising funds from various substantive programmes for producing training modules for their use — appears unsustainable in the long run. For one, there are only a limited number of programmes that can be called upon to use GEP's services. For another, what happens when these programmes' needs have already been met? Who pays for the routine maintenance and administration of the programme? There is already some mild discontent within the organization on this issue. GEP cannot also completely rely on donors on fund future expansion of services. Therefore, finding a sustainable business model still poses a challenge for the programme, especially in the long run.

7. How relevant is the UNODC eLearning platform to end-users in comparison to the previous CBT approach, and the existence of other websites/ platforms within UNODC and cooperating organizations?
 - It represents the next logical step in technological evolution of online training, but some focal countries/ beneficiaries may not yet be ready for it.

It is apparent from stakeholder interviews that not all intended beneficiaries are yet ready to make the switch from CBT to eLearning. Three factors could explain this ambivalence. One, while many users feel comfortable in using older CBT modules, eLearning is so new that not many have actually had the chance to try it. Therefore, they are not sure on what it entails. This appears quite plausible given the positive response of those who have actually tried the newer product.

Two, some users found older CBT modules to be more interactive than the current eLearning modules they had tried. A closer examination by the evaluation team found that, as is to be expected in an effort of this scale, there is some variation in the quality of modules. Some modules do, indeed, need to be further updated to be more interactive. In subsequent sections, the evaluation makes certain recommendations, such as use of peer review process and involving researchers, to improve the quality assurance processes.

Three, slow Internet connection at training centers have frustrated the efforts of few early adopters of new eLearning. The response of the programme to this challenge has been to employ hybrid solutions. Another possible solution would be to allow intended beneficiaries to complete the training on their own devices, time and pace. Overall, eLearning represents a right step. It is aligned with the technological evolution in delivering online training. CBT was effective in the past but is technologically outdated now. It is also not very useful for monitoring and evaluation requirements as every CBT center operates independently and it is very hard to collect information on users and results.

Future iterations of the product would similarly need to keep pace with further technological developments.

8. How relevant is eLearning for the delivery of UNODC capacity building as a whole?

- It is relevant for all divisions and offices, but especially to Division of Treaty Affairs

As is apparent from the discussion in this section so far, it is readily apparent that eLearning is very relevant to delivery of capacity building for UNODC as a whole, but it is especially relevant for the work of all branches and programmes with the Division of Treaty Affairs.

Efficiency

9. How efficient has the Global Programme been in reaching its objective? To what extent is the Programme being implemented in the most efficient and cost-effective way? To what extent have the resources/inputs (funds, expertise, staff time, etc.) been converted to outputs in a timely and cost-effective manner? To what extent have the technical components of the programme (i.e. procurement of services for manual development, and the development of an initial platform by UNODC) been cost-effective for the envisaged results?

- Efficiency of eLearning depends on economies of scale and scope³. The platform has just been launched, so it is a little too early for efficiencies to be realized. As the analysis below shows, the platform needs to now focus on increasing its user base to be truly cost-effective.

Efficiency, the most basic economic measure of success, concerns ratio of outputs to inputs. It involves conducting comparative cost-benefit analysis of various strategic options for delivering programme outputs and outcomes. The evaluation primarily examined three critical questions:

³ Economies of scale refer to reduction in average costs as a result of increase in volume of output and economies of scope to reduction in costs as a result of availability greater variety of outputs. In this case, economies of scale would emanate from more users accessing same training modules and economies of scope same trainees using multiple training modules

- a) Has the eLearning platform being developed at costs that are comparable to similar other platforms?
- b) At what point in use does digital training (CBT/eLearning) become more cost-effective compared to its alternatives?
- c) What's the most cost-effective way to deliver eLearning to trainees?

The evaluation considered costs of developing eLearning platforms at similar organizations and found them to be fairly comparable. The evaluation also found the cost of the production of self-paced asynchronous eLearning specified in the contract with the content provider was less than the cost of course production estimated by *European Police College (CEPOL)* in its Action Plan. The cost per hour works out to be €17.00 for UNODC compared with €20.00 for CEPOL. (Source: “*Decision 27/2008/GB Adopting The Action Plan E-Learning*”, *The European Police College, 2008*).

The second question, which is even more significant, is to consider whether and at what point in its use does the eLearning option become more efficient than its alternatives. If we ignore all historic costs of developing the platform, which are considered sunk costs and irrelevant for future decision-making, a marginal cost-benefit analysis shows that the eLearning platform requires around 20 to 25 thousand module-users⁴ to be competitive with its best-known alternative- a face-to-face workshop run by an expert trainer.

The evaluation also conducted a comparative cost-benefit analysis of delivering eLearning content via mobile training units (MTUs) and its two alternatives: organizing face-to-face workshops (workshops) and trainees’ office-based training (OBT). Assuming a five-year life for the mobile training units and considering their typical actual or planned use so far (One training workshop for 10 participants each at 5 different locations), one MTU would train 250 users over its life. In comparison, two face-to-face workshops for 25 participants each could be used to train the same number of participants. The MTU option would cost somewhere in the range of \$70,000 to \$80,000, while the workshop option would cost between \$30,000 and \$60,000, depending on where the trainers came from and how much trainers and participants had to travel. However, the MTU option becomes more cost-effective if each MTU conducts eight or more trainings every year (assuming more workshops would be arranged to train an equivalent number of trainees). Thus, if MTUs have to be used, their utilization has to be about 60% higher than it has been so far.

The other option to MTUs would be to provide a server and 10 chrome-books, simple laptops or tablets to five locations (again a typical MTU operation). The equipment in this case would cost anywhere between \$30,000 and \$50,000, depending on the quality specification of the products acquired. This equipment would be issued to and managed by the local law enforcement agencies, and they can use it to train as many of their officers as they want all year around without having to wait for negotiating a training date with the MTU. This OBT alternative is essentially a lighter and more flexible version of CBT that enables off-site use of training over web. It is clear to see

⁴ Note here module-user implies modules*users i.e. 5 users doing 1 module or 1 user doing 5 modules will both count as 5 module-users. This amount of use is not too difficult for the eLearning programme to achieve, and hence programme should achieve cost effectiveness in this regard within the next year or two. This is a tentative finding and specific number of module-users could change a bit under various model parameters and assumptions, which are still being discussed with the programme management. The larger point here is that eLearning requires certain level of use to be cost effective, and that is something that needs to be explicitly acknowledged.

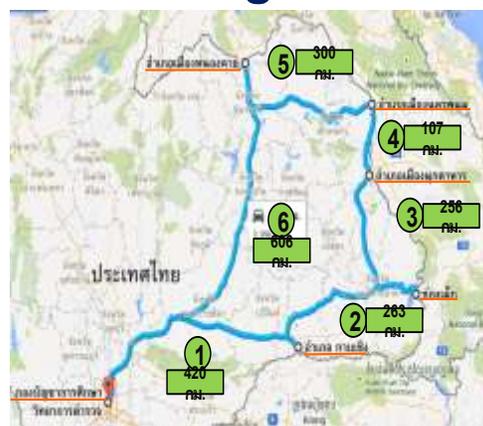
even under comparative use model parameters with a two-year life expectancy for the equipment provided, this option would be even more cost-effective. Another factor that makes this option more appealing is the fact that many of partner institutions have been reluctant to use MTUs out of concern for fuel and travel costs.

Image 4: Mobile Training Units: A typical/ planned use pattern



Source: Thailand Police Education Bureau

Training Route



Thus, overall, the evaluation finds that if the MTU option has to be used it should be on the basis of (1) some strategic factors that make it necessary to deploy MTUs or because other options are considered unviable, (2) it has to be based on a specific commitment from national counterparts on their greater utilization (8 or more trainings per year). Even in the second scenario, it may be preferable to just establish bare-bone OBT centers at multiple partner locations.

In summary, the pecking order of options on delivering eLearning content in terms of cost-effectiveness would be:

- I. Law enforcement officials accessing eLearning on their own official or personal devices
- II. OBT equipment provided at multiple partner locations
- III. Mobile training units maintained and utilized extensively throughout the region by the regional UNODC offices.
- IV. Mobile training units used adequately by the partner institutions (at least 8 training/ year)

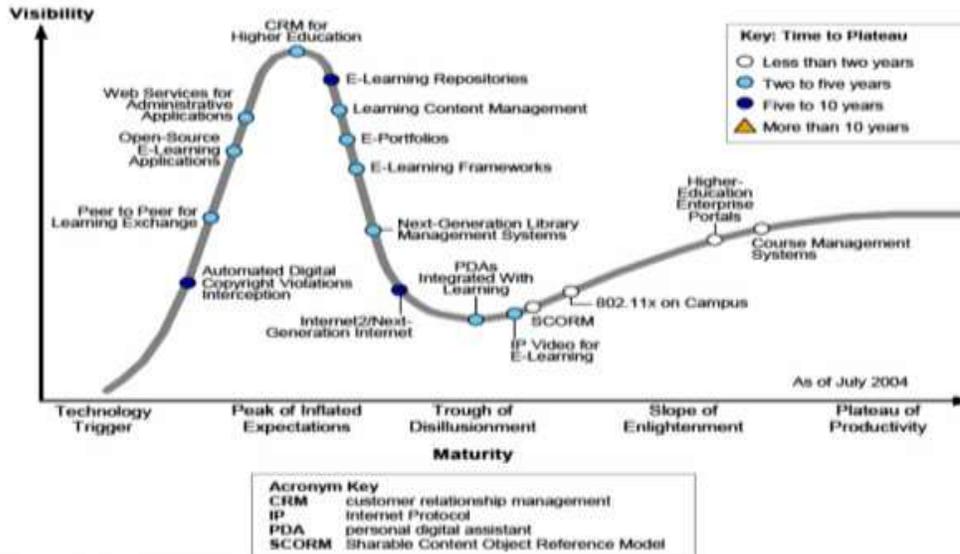
10. Is the IT technology/quality used for the production of training modules in line with international eLearning standards?

- The eLearning platform maintains good quality levels and is based on the cutting-edge technology standards. The costs of the production of training modules are similar to the costs of production for governmental entities.

Sharable Content Object Reference Model and Open Source e-Learning applications have broad market applicability and are today considered the gold standard of eLearning platforms. This technology has been standardized and stabilized during the last 10 years as can be observed in the

image 5 below. The current experience of eLearning content providers recommends it as both feasible and desirable.

Image 5: Evolution of eLearning technology



Source: Gartner (2004)

11. How efficient is the administration of the access to the eLearning modules and how could it be improved in order to facilitate its control, monitoring and security by the Programme Management Unit?

- The programme is in the process of evolving access management procedures, and the evaluation notes a significant need to use automation and decentralization in this process.

New technological solutions offer many superior alternatives to simultaneously ensure ease, control, monitoring and security in accessing online content. As GEP moves into this new phase of promoting platform access, it would do well to remember that even huge websites such as Google, Kiva, Yelp, Apple and Facebook handle their access management with a limited number of staff. They do so by (1) creating a community of users to help each other in recommending and solving each others' problems, (2) creating a FAQs/ wiki section to answer commonly-asked questions, (3) providing videos and self-help features, (4) arranging webinar on special issues, and (5) providing option for chat rooms and discussion boards. In other words, they take full advantage of technology to make manual processes less burdensome. Since GEP has limited staff and will likely continue to have limited staff, it would also need to make full use of similar features.

Further, the evaluation notes the need for GEP to involve its national focal points in administering access to the platform. By encouraging nomination of 2-3 persons at every partner institution for verification of their officials, the GEP can put in place decentralized systems that help it share the burden of access management. It should similarly encourage local UNODC offices and relevant programmes to take a lead in administering access. Any time a person from institution X in

country Y signs up for access, s/he should automatically get access to open content (such as human right and corruption conventions), while system sends a notification to nominated focal points to verify them for access to other protected content. Once these focal points verify them, they can also specify what content would be available and recommended as useful to them.

Overall, the evaluation notes the need for the GEP to develop efficient access management features going forward.

12. How well has the developed learning platform been able to deliver training to the modality of web-based users and classroom trainings?

- The platform is ready and has started delivering content in certain locations.

The platform is ready and has recently started delivering eLearning content in certain locations such as certain centers in India, Sri Lanka and Maldives. It is in the process of moving other CBT centers from previous offline mode to the new online delivery. It is also still in the process of developing access management procedures for more efficient and meaningful access to the intended users.

13. Does the developed eLearning platform/s result to comply with relevant security standards and privacy concerns?

- The eLearning platform is compliant with security standards. It would be relevant, in terms of security, to define and differentiate the management of "public" courses and courses with sensitive information.

The major eLearning platform security issues are the identification and authentication, authorization, confidentiality and integrity. Authentication of the access to the eLearning platform is guaranteed and only authorized staff of ITS is able to modify content in the eLearning platform to avoid tampering with the learning material.

In order to ensure the confidentiality, some areas or courses might be restricted to specific users to make sure that only the right people get access to sensitive content. It would be relevant, in terms of security, to define and differentiate the management of "public" courses and courses with sensitive information.

The access control mechanisms and secure the platform to prevent unauthorized access is responsibility of ITS and with this objective a bug-tracking system is operative under their supervision.

Overall, the evaluation did not find any concerns on security or privacy standards.

14. How efficient was the cooperation and relation with the vendor?

- There were initial problems, but now the relationship with the vendor seems to be working effectively.

There were significant delays in getting the platform content ready. The initial problems with the vendor were related to the complexity of the production of eLearning modules and their

localizations in very complex languages. In order to streamline the production process in 2014 - 2015 the Vendor and the Programme Management Unit (PMU) revised and simplified the production process and related manuals which resulted in the production of more than 100 modules in one year. PMU also had to renegotiate prices and delivery expectations, but finally the programme has reached a point where production process is running smoothly. There are some issues with finding translators that can translate and perform quality assurance in various local languages. This task could, perhaps, be best performed by involving local and regional UNODC offices and national focal points. The possibility of local production of localization content could also be seriously considered.

Effectiveness

15. How effective was the programme in achieving its overall goals and could programme planning be improved?

- GEP is finally back on track. It has delivered the platform and training content and restored confidence of various stakeholders. There are some early indications of success, but future programme planning could be more explicitly outcomes-oriented.

For a programme like GEP to be effective in achieving its results, it needs to accomplish a series of outcomes, which are a bit like building blocks of progress. As Chart 9 below shows, the first step for the eLearning platform to be effective is for it to be known widely among its intended beneficiaries and potential partners.

Chart 9. Outcomes and impacts: A process model on making an impact by eLearning



The second step is to have those partnerships in place and for partners to start promoting the platform to their officials, which should then be followed by targeted trainees' accessing and using the training. Finally, when their knowledge and behavior changes and they start putting new training into action, the impacts start to happen. However, some of these building blocks can simultaneously occur. For example, you learn a concept in the morning and discover a drugs shipment later that day. For impact to be sizeable, however, a sufficient number of officials have to make progress along these building blocks.

The evaluation finds that in addition to delivering the new platform and training content, the programme has also built a significant amount of awareness among potential users (as evidence by access requests and stakeholder feedback). It also has in place a significant number of institutional partnerships for promoting the platform, although there is a significant variation in its geographical reach, with a significant success in South and South East Asia, but far lesser elsewhere. More details on this are included in the next section.

However, since most of the eLearning content has become available within last few months, the programme has not yet had the time and opportunity to promote its actual use. Insufficient human resources have also handicapped the programme in this regard, and so has insufficient use of automation and decentralization. Thus, the evaluation notes that the GEP has made progress as far as the middle of the building blocks in achieving its impacts, and that the remainder would need to be a top priority in the next programme planning cycle.

While a significant progress in achieving later-stage outcomes and impacts is still to be made (which is in line with expectations as the focus of the programme was on delivering platform and content first), the evaluation considered an additional question. How likely is the GEP to achieve these impacts if correct strategies and structures are put in place? To consider this, we examined the response of those (limited number of) trainees that have had the chance to use the platform by doing a content analysis of their open-ended response to survey questions on change in their knowledge, behavior and action.

Chart 10. Strengths as perceived by the trainees



Chart 10 provides information on what the trainees considered to be the strengths of the GEP training. It shows that the words that were most frequently mentioned in the responses were the words that an online training would like to see in participants' responses. These included words like (increased) "understanding", "knowledge", "learning", "easy material", and "interactivity".

The evaluation further asked them to elaborate on their perceived uniqueness of this specific platform as compared to others that they might have had a chance to use. Their responses are tabulated below in Chart 11. The participants find the authoritative nature of GEP content (well-researched, advanced, UNODC brand, and so on) to be its most unique attribute.

Chart 11. Perceived uniqueness of training

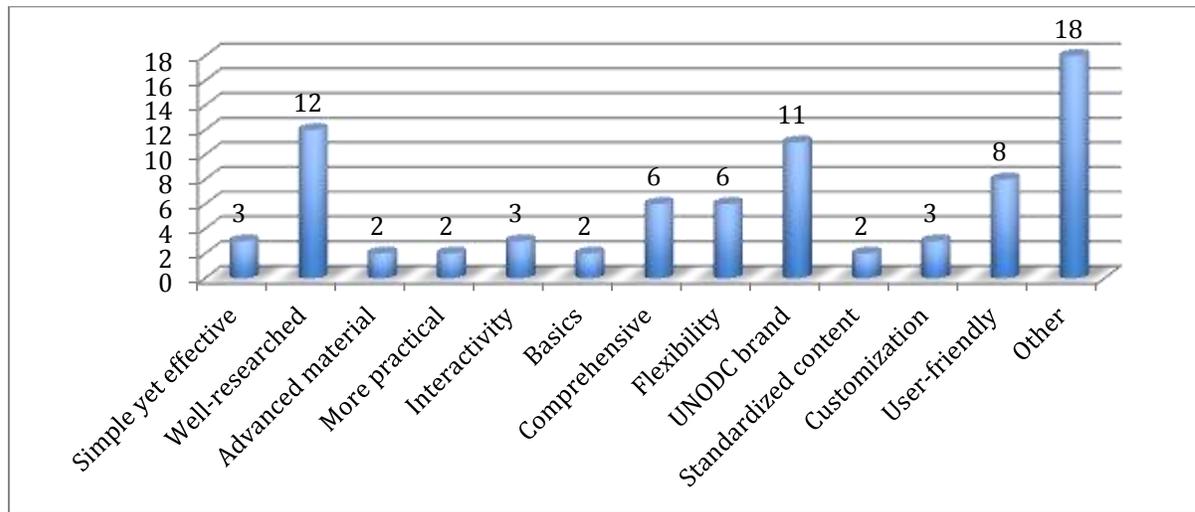
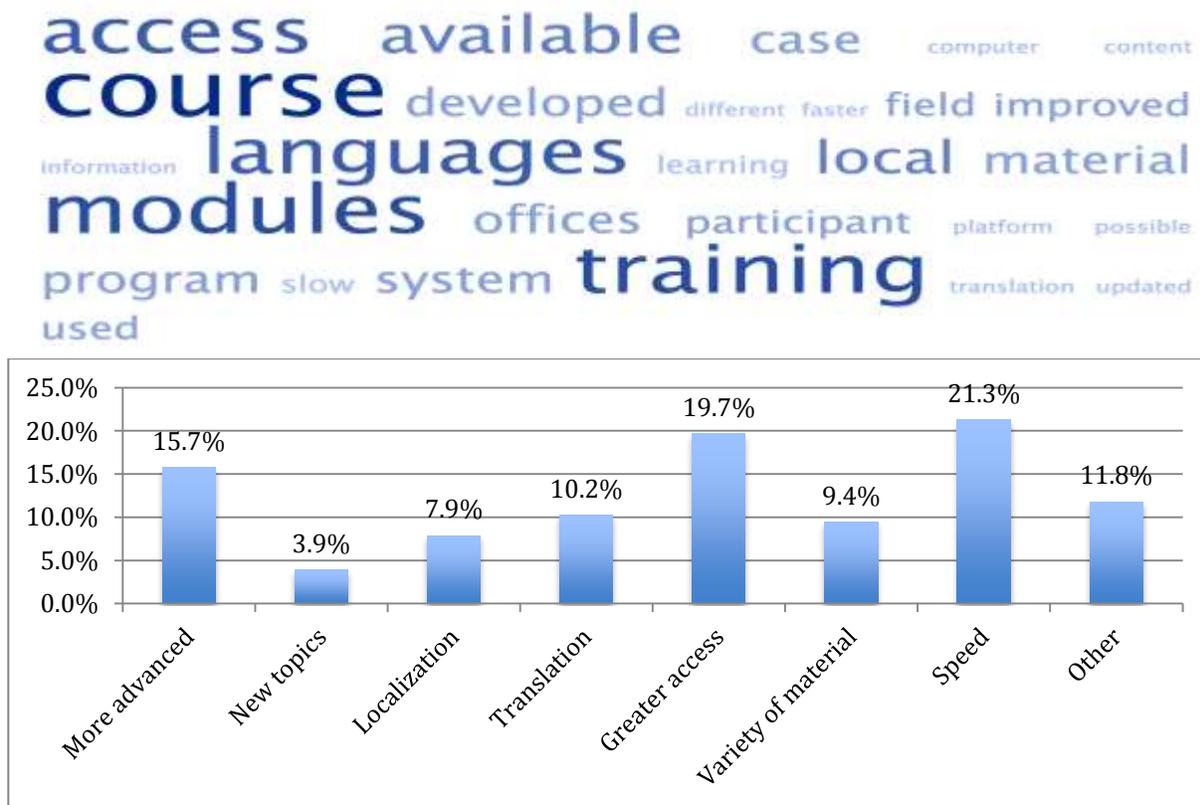


Chart 12. Improvements suggested by the trainees



The evaluation asked the trainees what improvements they would like to suggest to the content provided by the GEP, and their responses are tabulated in Chart 12. It is clear from this chart that trainees did not report any dissatisfaction with the training provided to them, and that the improvements suggested by them were in the nature of further development of training material.

These suggested improvements included translation of material into their native languages, localization of some of the content, greater access, and faster download speeds. These findings were incidentally also corroborated by the interviews and post-training feedback forms examined by the evaluation team.

For a training to be truly effective, it must be used on a routine basis. Therefore, the survey asked the trainees if and how they had used their newly acquired knowledge. Their responses indicated that a vast majority of them (57%) had not yet had the chance to use it. Analysis (7%), investigation (5%) and training others (9%) were the other significant responses. While it is understandable given the early stage of training use, it may also indicate a need for the GEP to keep a close tab on this critical indicator of its effectiveness in the next phase.

Chart 13. Self-cited use of training by the trainees



Another important question in the survey asked trainees about their opinion on increasing the effectiveness of law enforcement in their home countries (Chart 14 on the next page), and their responses indicated that they believed training to be a critical factor in this process, in addition to changes in policies and laws and structure of their institutions. Almost half of the respondents indicated some aspect of training /capacity building as an important gap. This clearly justifies UNODC’s emphasis on capacity building and use of eLearning as a tool to deliver this to member states.

Chart 14. Changes required for increased effectiveness

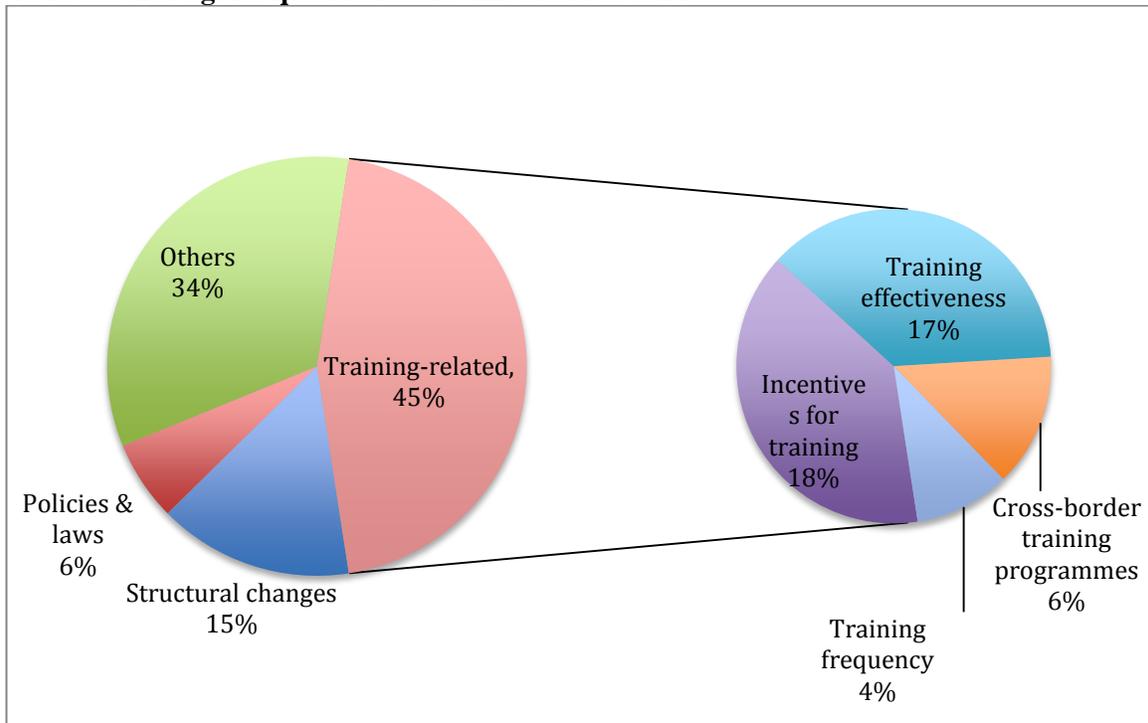
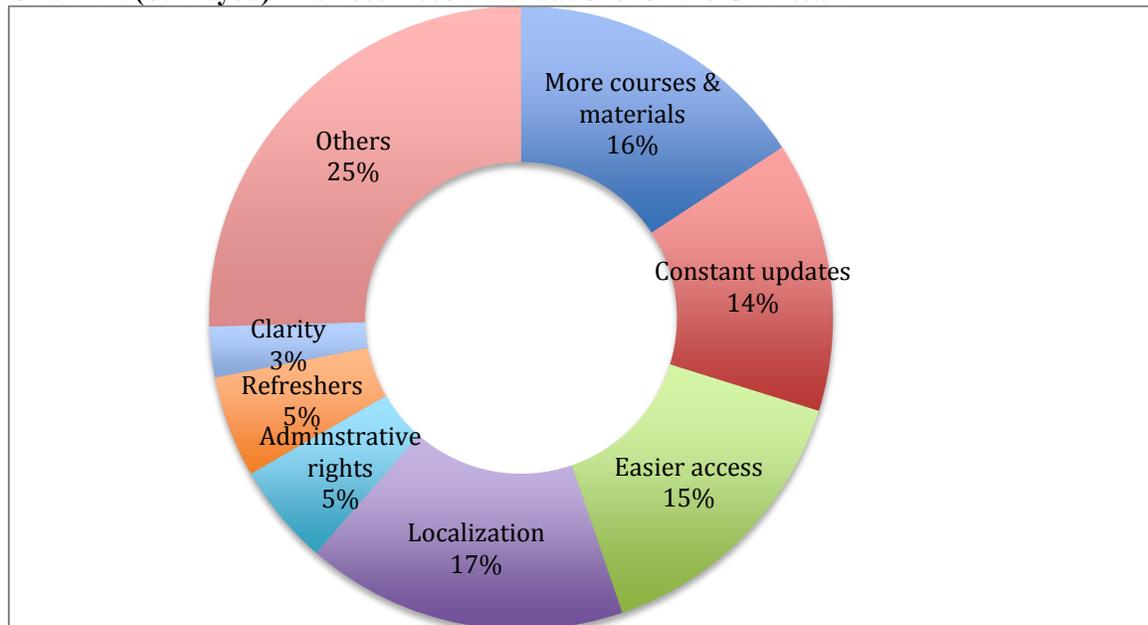


Chart 15. (Surveyed) Trainees' recommendations for the GEP team



Finally, Chart 15 above tabulates trainee's recommendations for the GEP programme to make its eLearning more useful for them. Once again, the evaluation noted that their suggestions were in

the nature of further development of training material. These suggestions included localization of the content, easier access, administrative rights, refreshers, and constant updates.

Taking all of the above information into account, along with that collected from stakeholder interviews, the evaluation finds that the programme shows a significant potential for making an effective contribution to capacity building. If current strategies and structures are put in place for greater actual use of the platform in the next phase of programme planning, the programme should deliver on this potential.

16. To what extent have programme objectives, outcomes and outputs been achieved and, in case of pending deliverable, what would be the next steps at managerial and technical level to fulfill the programme obligations in a cost effective way.

- The programme has delivered the new LMS platform and significant amount of training content. It also shows a significant promise of achieving its intended outcomes and impacts, but it is too soon to make a definitive judgment on this.

As can be easily foreseen, it is too early to expect a major progress in achievement of outcomes and impacts given that the platform was launched less than six months ago and most of the content has only been made available in recent times. However, since the programme has persisted with some of the previous CBT activities, we can compare and examine their accomplishments together. For this purpose, the revised evaluation matrix along with a summary of actual accomplishments is reproduced below in Table 6.

With respect to the first outcome, the evaluation team requested national focal points to provide data on the number of officers trained by them using the digital (CBT/ eLearning) training provided by the UNODC/GEP. The information received by the time of writing this report is reproduced below in Table 7.

A closer examination of statistics provided by national counterparts reveals Pakistan to be a top performing country for the GEP in recent years. While Thailand has been a heavy user in the past, stakeholders indicated that they stopped using CBT in anticipation of arrival of eLearning, but its delay meant that they have not promoted digital learning in recent years. China has not yet made the switch to eLearning and India has made it only to a limited extent. While China reported having trained around 20 thousand officers using CBT in total, India reported having trained between 1000 and 1500 officers every year (though they provided statistics only for 2014). Overall, the use of the platform has so far been low and it needs to be the top priority for the next phase of the GEP.

In terms of evidence of improved operational performance, the stakeholders provided some anecdotal evidence. However, Cambodia was the only country to provide evidence concrete enough to be included in this report. According to Cambodian counterparts, their law enforcement officials detected 1,337 drugs-related cases in 2014 as opposed to 889 in 2013. They arrested 3,142 persons, including 425 women, in 2014 as against 1,830 in 2013. These arrests lead to seizure of 50.6 kilos of narcotic drugs including WY-ICE, Ecstasy, Heroin and Cocaine, and Cambodian counterparts largely credit eLearning for these improvements.

Table 6. Planned outcomes and actual accomplishments: A Comparison		
Expected outcomes	Performance indicator/s	Actual accomplishments
Outcome 1: Law enforcement and other trained officials internalize and use new knowledge for protecting the rule of law and promoting health and development	Number of officers effectively informed / trained by country, organization, position, gender, and skill areas Evidence of improved operational performance back in the workplace	The exact number of officers trained is not clear. The primary data collected by evaluation team from the national counterparts is provided in Table 7 below. Limited anecdotal and interview information shows that there has been some improvement in operational performance, but in the absence of hard data, it is not clear just how much.
Member-states make training programme compulsory for all national personnel assigned to law enforcement duties.	Number of member-states that make training programme compulsory	While national counterparts in many countries have taken important steps to promote eLearning, there is no evidence for it being made compulsory yet. Subsequent sections in this report provide some of this anecdotal evidence.
Member-states use and institutionalize CBT/ eLearning into ongoing basic law enforcement training programmes. CBT/ eLearning training modules adopted by various training centres to meet their local needs	Number of member-states that use and institutionalize CBT/ eLearning into ongoing basic law enforcement training programmes.	Several countries in South and South East Asia have institutionalized use of GEP's digital training at their training academies and elsewhere. Information from other countries is not available.
LMS data is effectively used by concerned stakeholders, including UNODC and participating government agencies/ training centre managers.	Number and type of stakeholders using LMS data	This has not yet been initiated.
CBT Training Centres are established and effectively operational (including local budget commitment to training centre maintenance)	Number of CBT centres established and operational, by location and size.	More than 300 CBT centers around the world have been established. It is not clear how many of them are effectively operational. There is a need to collect information on this at the earliest.
Enhanced collaboration between international organisations such as UNESCO, Interpol, DPKO, UNOIOS and WCO on eLearning in law enforcement organisations	Evidence showing enhanced collaboration	There have been some discussions on joint use and promotion of materials, but no formal understanding has yet been reached at.
Donor and partner governments express satisfaction with CBTU/ eLearning support.	The extent to which donors and partner governments express satisfaction with CBTU support.	Interviews of donors and partner governments showed a high degree of satisfaction. While they expressed some frustration at the delay in launch of new platform, they also expressed happiness that it is finally here.

Table 7. Digital (CBT/ eLearning) Training participants (by country and year)										
Country:	2007	2008	2009	2010	2011	2012	2013	2014	2015	Total
Bangladesh								175	na	175
Bhutan								70	na	70
Cambodia						400	na	400	10	810
China	na	na	na	na	na	na	na	na	na	20000
India								1500		na
Indonesia	na	na	na	na	na	na	na	na	na	6392
Laos								L	na	0
Maldives							L	1051	na	1051
Myanmar									L	0
Nepal								32		32
Pakistan					578	1802	5555	10308	na	18243
Sri Lanka								162	na	162
Thailand	6912	3881	15060	1491	1006	634	652	469	32	30137
Timor Leste					103	0	0	0	23	126
Vietnam	na	na	na	na	na	na	na	na	na	na
na: not available, L: Launch										

Image 6. Drug seizure in Cambodia credited to UNODC's eLearning training



Source: The national focal point in Cambodia

As stated in the summary table, several countries in South and South East Asia have institutionalized use of GEP's digital training at their training academies and elsewhere. Information from other countries is not available.

Chart 16 below provides information on CBT centers around the world. It shows that by March 2012, there were 255 CBT centers; a vast majority of them were in Asia. According to programme documents, there are more than 300 CBT centers now. However, it is not clear how many of them are effectively operational, and there is an urgent need to collect information in that regard.

Chart 16. CBT centers on the world map



Overall, the evaluation finds that while the programme shows a significant promise of achieving its intended outcomes and impacts, it is too soon to make a definitive judgment on this. The GEP also needs to establish an ongoing system of data collection on outcomes and impacts in partnership with national counterparts to better demonstrate its results to various stakeholders.

17. What technical and human factors have influenced any deviation from the original indicators and goals?

- UNODC had to (essentially) develop the capabilities of a software company, which in combination with managerial and financial challenges caused the delays.

Several factors including lack of understanding with previous vendor, inadequate financial and human resources, unclear organizational and functional structures, complex production process set at the beginning of the project, and establishing effective relationship with new vendor have been reported as the causes for delay in delivering the platform. The evaluation also finds that learning new organizational capabilities — essentially learning how to operate effectively as a software development company and associated business models — was the other major factor in delay of the platform. However, with the resolution of these challenges, it should now be possible to fast track the achievement of originally planned outcomes and impacts.

18. What would be required to fully achieve the planned outcomes, against the indicators set in the programme documentation (logframe)?

- GEP needs to place an increased focus on outcomes, localization and decentralization to achieve its planned outcomes.

Because of the delay in launch of eLearning platform, the GEP management had to be exclusively focused on delivery of outputs (platform and training content). Now that this has been achieved, the focus needs to shift to achieving outcomes outlined in the programme documents. Keeping in view the visual overview of the outcome building blocks (Chart 11), the focus now should be on promoting the use of platform, which should be both through national counterparts and by direct verification of credentials.

Nearly all interviewed and surveyed officials wanted unfettered access to all courses. A typical response of intended beneficiaries was that, “Please allow any one who is interested to use the courses. Why should it be a privilege for the few?” As law enforcement officials in developing countries are often tasked to serve in a wide variety of positions, there is no reason why their quest to learn subjects of their interest should not (largely) be honoured (possible exceptions for highly sensitive material may exist). Thus, training through CBT/eLearning centres should only be one piece of the strategies pursued by the GEP. It should more broadly encourage law enforcement officials to use training on their own time, pace and schedule. Once verified by their focal points, they should have access to most of the training courses available on the platform. In fact, some awareness-raising courses such as on corruption, AIDS and human rights should be made available to anyone, who wants to use them, regardless of their affiliation. It must be noted that a CBT centre, even at its theoretical maximum capacity, can only train about a thousand officials in a year (assuming 20 computers and 50 one-week courses). In reality, most of these training centres only run 2-3 courses and train on an average 50 officials on the digital learning platform of UNODC every year (because they have other priorities). Thus, their reach is also far below what’s needed to reach a significant number of potential and interested users.

While GEP does not have the resources for managing access-related issues itself, it can ‘outsource’ that responsibility to national counterparts and UNODC local offices. The platform should automatically send an email to the delegated administrators that are nominated by these offices to verify the credentials of persons requesting access to the platform. Thus, automation, decentralization and sharing of burden of access management can help the GEP in fulfilling demand for its products and services.

Similarly, localization of content should be a top priority and it has been covered at some length in previous pages. Technological solutions such as community, discussion board, wiki and chat room should also be extensively used for localization as well. The next phase of the GEP would need to focus on these users and use management features.

Impact and sustainability

19. What systems are currently in place to monitor and measure Programme impacts? Are these effective and how could they be improved?

- Monitoring of outcomes and impacts should be done with the help of the national counterparts.

Chart 17 below depicts the results chain used by the OECD/ DAC evaluation guide. The GEP was thus far focused on delivering of outputs — the first level of results — and it does a reasonable job in collecting information on that aspects. In consonance with its changed focus in the next phase, the GEP would need to put in place systems for better monitoring of outcomes and impacts. GEP also needs to place an increased focus on outcomes, localization and

decentralization to achieve its planned outcomes therefore a result oriented new project document should be desirable with a new log frame. While the new platform itself would be able to provide basic information on trainees, modules used by them, their feedback on the usefulness of those modules, and their pre and post training test scores (as indicative of change in knowledge) and it can also be configured to collect self-reported use of training twice; once after six to twelve months after training for its use and second after two to three years later for any changes in ground situation. Partner institutions should be involved in collecting data on change in behavior and actions (outcomes) of their officials and its effect on law enforcement (prevention and reduction of crime, for example) in their jurisdictions.

Chart 17. OECD/ DAC results-chain



Another monitoring challenge is to collect data on training courses conducted by eLearning centers in one country for officials of other countries, which unless it is monitored correctly, does not provide accurate information on the geographic footprint of the programme. For example, National Academy for Customs, Excise and Narcotics (NACEN) in India reported organizing regular training for Drug Law Enforcement Officers from various countries of Africa. It reported organizing two courses this year; one in February and another one in July. While this is good for promoting awareness of and interest in the eLearning platform, it would be even better if the data were timely and systematically recorded in the monitoring and evaluation reports of the programme.

Overall, the evaluation finds the M&E systems to be adequate to the current needs of monitoring outputs, but in need of further development for the upcoming needs of monitoring outcomes and impacts.

20. Have there been any positive or negative unintended results?

- The stakeholders did not report any positive or negative unintended results.

The evaluation team did not come across any unintended results.

21. What internal and external factors have been impacting on Programme delivery? Are they being properly addressed? What was the cause, effect and impact of changing the IT service supplier to the Programme and its added value to the entire action.

- The lack of a proper project launch or kickoff has been corrected with the communication of the objectives and challenges of the programme to all stakeholders. The relationship with the IT service supplier was not productive and it was necessary a change of the technology due to sustainability matters in medium and long term.

In interviews, ITS Department staff justified the need for a supplier change because the platform based on a proprietary system of the vendor was not sustainable. The development of eLearning by UNODC represents an independence from IT external service suppliers and more control over the budgets and costs estimates. This change also allows greater flexibility to align the eLearning platform with the mission of UNODC, the requirements of Member States and regions.

22. To what extent are programme interventions sustainable in the long-term? If they are not, what is needed to ensure their continued resilience and viability in the future?

- Technology offers an effective solution for sustainable interventions.

The effect of most training interventions attenuates over a period of time. Unlike face-to-face training, eLearning offers cost-effective solutions for refresher training. The system can send an automatic reminder two years after the initial training to do a new, updated or existing module. The system can also periodically suggest related content that can serve as refresher for the trainees. Thus, the evaluation notes no major concerns on potential long-term sustainability of the programme interventions as long as UNODC can put in place an effective strategy to make full use of technological possibilities.

23. To what extent are the platform and the related technology able to offer to Member States a long-term sustainability and durability of services? To what extent do the measures in place ensure future assistance, maintenance and update of the platform and training modules?

- The platform will be a sustainable long-term application and efficient with a performance system to monitor and evaluate courses, platform or initiatives. It will also be necessary to develop a more efficient procedure to deploy the courses of UNODC to beneficiary countries.
- It is getting better, but more integration with other branches and offices would help, and so would more partnerships with national counterparts and donors.

A performance management system to monitor and evaluate the eLearning platform, courses or programs is necessary to enhance the long-term sustainability with efficiency metrics (course completion rates, course registration rates, training hours delivered by trainer or training hours delivered by CBT versus eLearning)

It will also be necessary to develop a more efficient procedure to deploy the courses of UNODC to beneficiary countries supported by local staff.

24. To what extent will a long-term impact of the programme be visible?

- It depends on the ability to demonstrate causal relationships.

The visibility of the impact would depend primarily on the quality of data collected and analysis performed. If GEP and its national counterparts can provide reliable data that shows clear causal attribution of impacts accomplished to trainings delivered on the platform, it would help establish a more credible and forceful case for the programme. This would help convince other stakeholders on the usefulness of the training.

The other important factor driving the visibility of programme is the word-of-mouth publicity from the users, thus their opinions would need to be recorded and seriously considered on the platform itself.

25. How does the UNODC platform compare to other industry standard eLearning platforms in terms of the inherent security risks and privacy concerns?

- The eLearning platform is compliant with security standards, and the decentralization of user management processes will ensure verification and validation of user's credentials.

The decentralization of user management processes will ensure verification and validation of user's credentials and the internal ITS publication of security procedures in order to limit the inherent security risks.

Partnerships and cooperation

26. Have the partnerships arrangements and opportunities for cooperation, as set out in the programme documentation, been followed and achieved to the programme's outcomes? To what extent have potential partnerships and opportunities for cooperation been fully exploited? What limiting or inhibiting factors have impacted partnerships and cooperation?

- Partnership arrangements currently in place have helped the GEP achieve its results. More partnership opportunities exist and should be explored.

GEP has formed partnership both within and outside UNODC. Its partnerships with other programmes and projects within the UNODC has provided it with the critical resources for sustenance over last couple of years, and as Chart 2 shows, most of its new and projected funding is slated to come from other UNODC programmes and projects. Once more capacity-building programmes and projects start using eLearning products, it would/should create more partnership opportunities within the organization. Furthermore, the relocation of eLearning within the organization should also provide more internal partnership opportunities, and so should the integration of similar other platforms at UNODC within the eLearning platform.

The partnerships with law enforcement agencies, including training academies, have helped the GEP establish its foothold in South and South East Asia. It has not been successful to the same degree elsewhere. That has partly been due to historical reasons and partly due to language issues. GEP's location within the region section for South Asia, East Asia and the Pacific may have also contributed to its lesser presence in other regions.

The partnership with other UN and international organizations could not have been explored before the new platform was ready. There are multiple opportunities to collaborate with UNDP, Interpol, World Bank and other organizations on issues of common interest, and these should be explored in the next phase.

27. Have UNODC Regional, Country and Programme Offices, as well as thematic branches in Vienna properly been engaged in programme planning, implementation, delivering, monitoring, and oversight?

- Yes, to a large extent, GEP has managed to engage other thematic branches in Vienna.

Despite the location of GEP in a regional section, the programme management has succeeded to a large extent in involving thematic branches in Vienna in programme planning, implementation, and delivering outputs. It has not yet had opportunity to engage them in monitoring and oversight. GEP has produced training content in cooperation with and for other thematic branches. It has used the ‘Note for File’ agreements to form these collaborative opportunities. Its relocation to a more ‘global’ thematic office should help promote even more collaborative engagements.

28. Are there any past or present challenges to partnerships and could new/ other partnerships be beneficial to eLearning in developing and least developed countries? To what extent have partnerships been sought and established in the delivery of this programme (including private stakeholders)?

- Partnerships with middle-income countries, universities and private sector are some of the other avenues that the GEP should explore.

In addition to partnerships aimed at promoting its training content, the GEP has an opportunity to explore partnerships with middle-income countries, especially for translation and localization of its training content. As an example, India has provided funding for developing a module on new psychotropic substances for the use of its officials. Similarly, the European Union has provided funding to the UNODC Office in Egypt for developing anti-corruption capacity building modules. GEP is therefore production anticorruption modules in English and Arabic, which will benefit Egypt and all Arabic (and English) speaking countries. Similar other mutually beneficial opportunities exist that the GEP can use for its future sustenance and growth

Similarly, given the challenge of finding appropriate/qualified translators in Vienna, the programme could also enlist the support of partner institutions for local production of localized content in their jurisdictions (at more cost effective rates).

The opportunities to collaborate with the universities exist both for use of training content as well as quality assurance (peer review). That would help alleviate the challenge of relying on a limited number of substantive consultants and programme officers to develop high quality content as well as engaging presentation of that content.

Lastly, business partnerships with private organizations, such as banks that want training on anti money laundering for their staff, can provide an additional source of sustainable funding.

Programme Management Arrangements

29. To what extent are the different settings and arrangements of the Programme Management and the Programme Management Unit conducive to an effective Programme implementation/coordination, including to mitigating risks and to assuring the quality of the delivery? To what extent is the structure and profile of the Programme Management Unit team appropriate for its scope (considering the different periods of management and related delivery)?

- The programme management structure and processes evolved organically, but are not optimum for programme's current needs and future requirements.

It is clear from a holistic review of information that the programme has its best geographic footprint (partnerships, training activity, translated content, and results) in South and South East Asia. While it is certainly possible that given the general use of information technology in that part of the world, digital learning first permeated there. It is more likely, however, that the location of the programme within a regional section responsible for that region also played a significant role in this process. The digital learning originated in the regional office in Bangkok and then organically spread elsewhere in that region, but the evaluation finds that there is a strong case for its new version (eLearning) to be now moved to a more global location within the organization. Ideally, this location should be within the Division for Treaty Affairs. This should help the programme harness synergistic relationships with a vast majority of its content providers. The evaluation also notes the need to review the profile of programme management, and suggests a full-time programme manager for the eLearning programme.

30. Is the Programme managed effectively, with timely responses and necessary technical improvement to changing circumstances and Member States' needs?

- The programme is back on track and is being managed effectively.

As noted before, the programme has managed to get back on track. It has delivered the new platform, provided new content and started granting access for actual use. All the beneficiary institutions expressed satisfaction with the progress, but most also suggested the need for translation and localization of content to make it more useful for them. In addition to the GEP management, ITS should be acknowledged for their role in getting the programme back on track. However, in a fast-paced environment, both GEP and ITS would need to keep pace with changes in technology and its use by the intended beneficiaries.

31. To what extent is Programme monitoring and reporting accurate timely and satisfactory?

- The programme monitoring has been accurate, but understandably output focused.

As noted before, the evaluation finds that in accordance with prevailing programme needs, its monitoring was accurate, but output-focused. It would need to be more outcome-focused to keep up with the changing programme context.

32. To what extent have risks been identified and managed during the programme's design/ approval in 2010 and the set implementation phase 2010-2013?

- Programme management could have done more in identifying and managing risks, especially in the initial phase of the programme.

It is not clear from the document review that the risks associated with launching a new platform, that required significant changes in the way UNODC traditionally operates, had been adequately considered in the design of programme. This may have contributed to the delay in its launch. The programme could have also planned better for use of existing products, while the new platform was still being developed. Some of the decline in use of CBT training, especially in Thailand (Table 7), can be attributed to this (and personnel turnover at critical times).

Human Rights and Gender

33. Is the Programme process/mechanism put in place to comply with the corporate due diligence policy with reference to the UNODC Positioning Paper on Human Rights? How was the approach to Human Rights and Gender assessed during the implementation of the Programme?

- The Programme has mechanisms in place to comply with the corporate due diligence on Human Rights.

Desk review and consultations with the programme management revealed that the programme has systems in place to review training content for its compliance with due diligence on human rights. All training modules are reviewed for their compliance with human and gender rights, and some modules have been specifically developed to promote knowledge on these issues.

34. To which extent were human rights taken under consideration in the development and delivery of the programme? Which role did other units or sections play within UNODC in regards to Human Rights and Gender dimensions contained in the programme? How are human rights and gender dimensions within the modules assessed?

- All relevant branches are reported to have played an active role. All modules are reported to be in compliance with the HRG standards.

The GEP management performs the quality assurance on the content provided by other branches, which perform their own quality reviews to make sure that the content complies with the relevant HRG standards. So far, the programme has received no complaints of discrimination of any kind. The evaluation team also did not come across any content that did not comply with these standards.

Innovation

In response to technological challenges detected during its execution, the GEP team devised a hybrid delivery mechanism. Presently, instead of delivering training content online over web, they also use CBT centres to deliver it. They have also used mobile training units that carry servers and laptops for training at various remote locations. These innovations have been very useful in developing additional strategic options. They may not be very cost effective in the new technological scenario, but their use could certainly be strategically relevant under certain circumstances.

III. CONCLUSIONS

The evaluation concludes that:

1. Despite delays in its launch, the GEP has demonstrated its potential for making a significant impact in building capacity of law enforcement officials. In doing so, it has largely restored stakeholders' confidence in its ability to deliver online training. All stakeholders, internal and external, acknowledged the role of current programme management in ensuring the delivery of long overdue outputs (platform and training content).
2. GEP evolved out of regional office in Bangkok, and its footprint is still mainly limited to South and Southeast Asia. Within this group, Pakistan, India, China, Sri Lanka and Thailand are the most active users of digital (CBT/ eLearning) training provided by the UNODC, followed by Maldives, Indonesia and Cambodia. In terms of percentage of officers trained, Maldives has taken the most visible strides.
3. For eLearning to be cost effective, it needs to harness the potential of economies of scale and scope. A simple comparative cost-benefit analysis shows that eLearning platform must have at least 25,000 module-users annually for it to be more cost effective than face-to-face training. While these specific numbers could change under different assumptions and model parameters, the fact remains that eLearning is cost effective only when it has a significant number of users. Given that there is a widespread interest in accessing the training modules available on its platform, GEP needs to find ways to better fulfil this demand.
4. While its national counterparts and trainees strongly prefer eLearning content translated and localized for increased usefulness, efficiency concerns demand that it provides as standard (i.e. same for as many trainees as possible wherever they may be located) content as possible. GEP needs to manage this trade off between efficiency and effectiveness.
5. Given the scale of demand for basic, preparatory and refresher training needs, there is a need to explore alternative and cheaper means to reach intended beneficiaries. Fortunately, increase in mobile broadband connections, especially in the intended beneficiary countries, provides an opportunity that GEP must not miss. Stakeholder interviews further indicated that a significant proportion of law enforcement officials in the developing world own and use mobile devices for accessing Internet.
6. The reach of eLearning programme is higher when local offices and national focal points take personal interest. While GEP can and should also tap into the market of those law enforcement officials that directly approach it, the evaluation finds value in building local networks to build initial awareness in low platform use countries.
7. Data on use of eLearning and its larger impact on crime reduction are not collected in a systematic manner, and this is a key weakness of the programme when it comes to demonstrating programme success.

8. While Mobile Training Units could be strategically needed in rare cases, new technology enables more cost effective ways to reach same beneficiaries.

9. While more than 300 CBT centres have been set up around the world, there is very limited data available on their use and performance.

10. While some countries can (and have) partly finance GEP activities, GEP can do more to seek financial support for translation and localization of its content, especially in the middle-income countries.

11. While the GEP activities are sufficiently aligned with the priorities of donors and member states, it could be improved further by putting in place better systems for regular interactions and consultations with key stakeholders.

12. GEP has put in place excellent procedures for rationalizing, simplifying and streamlining training module production.

Overall, the findings and conclusions of this evaluation can be summarized with the help of the following SWOT analysis:

Chart 18. SWOT Analysis for the eLearning programme	
Strengths	Weaknesses
The current GEP team	Insufficient resources
Existing infrastructure and CBT centres	(Relatively) weak focus on outcomes
UNODC network and credibility	Publicity and communication
Product quality	Insufficient integration with existing programmes and processes
Opportunities	Threats/ Challenges
Huge unmet demand for training with not much competition from other organizations	Yet to demonstrate capacity to fulfil demand
eLearning as a core corporate service	Low utilization -> inefficient programme
Efficient delivery on donor priorities	Unsustainable business model
M-learning and alternative business models	Product-market misfit
	Weak programme evaluation systems at national counterpart organizations

IV. RECOMMENDATIONS

Key recommendations:

1. UNODC should use increased focus on eLearning as a mechanism to deliver technical assistance (TA) on capacity building. It needs to be treated as a core corporate service and better integrated with other capacity building programmes managed by various thematic branches. All thematic branches should be encouraged to require the use of eLearning content (if available) before any capacity building workshop / training. They should encourage use of this content for refresher courses at a fixed period after the main training event.
2. GEP needs to be relocated from a regional section at UNODC HQ to a section with more global presence. The evaluation suggests Division for Treaty Affairs, where most of its training products originate as a more natural home for GEP. Given its crosscutting role, Division for Policy Analysis and Public Affairs could be the other alternative for UNODC top management to consider.
3. GEP should automate and decentralize access management by granting administrative privileges to national focal points. Further, it should consider making some courses (awareness-based) open to all, a majority of courses (non-sensitive, investigation-related) open to all law enforcement officials, and few remaining (sensitive courses) with access regulated by national focal points and appropriate programme counterparts/ local offices. GEP should also suggest other related content to trainees.
4. Wherever available demand makes it cost effective, GEP should provide more localized content or at least the opportunities for users to create it themselves, on the eLearning platform. These features could include webinar with local experts, chat rooms, FAQs/ wiki and discussion boards. There are other alternatives that ITS and GEP could explore.
5. GEP should explore opportunities to add “training on own time” to its “training as an event model.” Given that most of its intended beneficiaries, especially in the developing world, access Internet on mobile devices, M-Learning (i.e., mobile optimization) should receive top priority in the next phase.
6. GEP should focus on developing formal local partnerships and networks where eLearning saturation and growth is low.
7. Data collection on use of eLearning needs to be made more systematic and routine. In addition to pre and post-tests, the learning management system (LMS) should send out two follow up surveys: Once 6-12 months after completion of training to collect data on its use and the second after 2-3 years after to collect data on impacts, if any. LMS could also suggest a refresher or updated course after 2-3 years.

Important recommendations:

8. As far as possible, GEP should deliver training over web using personal or special-purpose tablets and personal computers. Mobile training units should only be provided on receiving a firm commitment from the member-states to use it for at least eight training workshop every year for five years. Alternatively, MTUs should be placed at regional offices and deployed in a manner that better optimizes their use.
9. GEP should institute a procedure for systematic performance data collection from CBT centres. Pakistan offers an excellent example of such data monitoring, and it should be considered for replication (with an additional follow-up section on training use) elsewhere.
10. GEP needs to involve local UNODC offices in middle-income countries for funding and local production of localized content. This is also important to avoid delays in finding appropriate translators at Headquarters.
11. GEP should develop mechanisms for consultation with donors and partner organizations on an on-going basis, as well as develop better results-based reporting systems organizations for continued support.
12. GEP should continue looking for opportunities to cut time and cost of module production, as well as expand simplified processes to subsequent use of training modules.

Other suggestions:

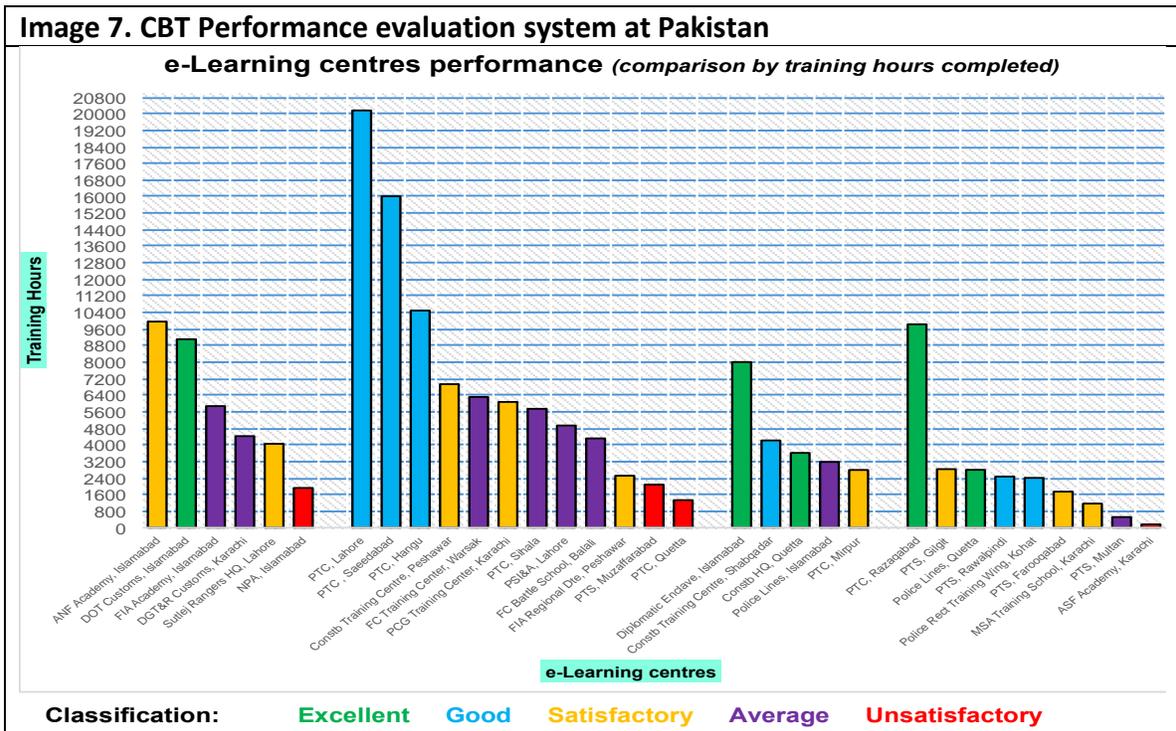
13. GEP and ITS need to build technical features that are more user and use-friendly. For example, there is a need to save work on the go. Several users expressed their frustration at having to start all over again, when they lost connection or had to discontinue their session. This should be avoided. Similarly, registration process needs to be simplified even further. Many users abandon pursuing the training if this process is too cumbersome. Some users also expressed concern over the time it takes to finish one module. Perhaps, modules can be condensed or divided further to make it easier for the users. Another thing to consider building regional mirror sites to fasten download speeds. All such opportunities for making the use easy should be seriously considered (and as far as feasible) honoured. Further, use of more advanced technologies such as Gamification and 3D multimedia can also help eLearning to be useful for advanced purposes. This might be something for UNODC to explore in the next phase of technology development.
14. The opportunities to collaborate with the universities and other research institutions exist both for use of training content as well as quality assurance (peer review), which would also help alleviate the challenge of relying on a limited number of substantive consultants and programme officers to develop high quality content as well as engaging presentation of that content. These opportunities should be seriously considered and exploited.

V. LESSONS LEARNED

1. As a result of current programme management arrangements, the reach of the programme has largely been limited to a specific geographic area. A programme like eLearning needs a central location within the organization to truly make an impact. It is a cross-cutting corporate service that should be located at a more appropriate place and managed by a senior, dedicated manager with adequate decision-making role and responsibilities. Ideally, eLearning should be co-located with the branches that provide most of its content and are the most likely users of that content. Division for Treaty Affairs would appear to be that natural home. Division for Police Analysis and Public Affairs would be the alternative option given its cross-cutting organization role.
2. Local relationships and initiatives still matter. The geographical footprint of eLearning is still more visible where the programme has partnerships in place. For eLearning to receive strong initial thrust and sustained momentum afterwards in a given country, local UNODC offices must show high initiative. Thus, a lesson that can be drawn is that the programme should focus on building local networks in areas where it is underrepresented.
3. The eLearning is not a typical UNODC product, and it requires developing new competencies and business models. It requires top management commitment to make a true impact. If its management were to be given greater role and visibility within the organization, it would help increase the efficiency of both the GEP and the larger capacity building function of the organization as whole.
4. By mandatorily using eLearning for the basic, refresher and preparatory purposes, the reach and richness of capacity building can be immensely improved. Furthermore, eLearning can enhance the effectiveness of regular training by providing preparatory knowledge and follow-up refreshers to trainees, and hence it should be integrated into all training efforts undertaken by UNODC. Thus, there is a symbiotic relationship between the two: Greater use of eLearning makes it more cost effective and when it is more cost-effective, other programmes can utilize it even more widely and efficiently to improve their own efficiency and effectiveness.
5. To deliver all outcomes and outputs on a sustainable and cost-conscious basis, the programme needs to continuously monitor and respond to changes in its task environment. Fast pace of change in technology can misalign its product-market fit very quickly and GEP needs to stay on top of changing trends. This currently implies paying close attention to mobile optimization (M-learning), using CBT centres and MTUs only where they are more likely to be used such as training academies and regional offices, and focusing on training “on own time”
6. The sustainability of the programme results (outcomes and impact) depends on how effectively the programme manages access-related issues. Senior management

commitment, integration within other thematic branches’ work and localization of content to best meet the needs of programme clients would also play an important role in this.

7. There is a tradeoff between effectiveness and efficiency in localizing content: While national counterparts prefer more localized content, GEP prefers lesser (for efficiency reasons). This needs to be explicit acknowledged and resolved through cost-benefit analysis.
8. The eLearning modules are an effective way to codify and preserve learning even in presence of turnover of staff at UNODC and its partner institutions. Moreover, UNODC has made great efforts to localize, or at least translate, a significant portion of its content into languages that its clients prefer. This makes UNODC’s platform uniquely useful for the intended beneficiaries, and should be noted as one of the best practices of the GEP.
9. CBT centers are often under-utilized by the partner organizations. A CBT center can annually train around 1000 officers (assuming 20 computers and one training per week for 50 weeks a year). In reality, an average CBT center delivers 3-4 trainings and trains about 50 officers every year. This is why it is refreshing to note the best practice adopted by the Pakistan country office. Pakistan is one of the most successful countries for the GEP. It reported establishing 47 eLearning centers since 2010, and these centers reported to have imparted nearly 148 thousand hours of training to 10308 law enforcement officers. This happened as a result of a robust performance monitoring system (Image 7 below) that captures, grades and shares with all CBT centers their training activity data. Other eLearning centers should be encouraged to adopt similar performance monitoring and motivation systems. It could, though, be further improved by collecting information on change in and use of this newly acquired knowledge by the trainees.



ANNEX I. TERMS OF REFERENCE OF THE EVALUATION

Project number:	GLOU61
Project title:	UNODC Global eLearning – making the world safer from drugs, crime and terrorism
Approved Duration:	10 June 2010 – 31 March 2015 Ongoing extension until 31 December 2015 (5 years, 6 months, 21 days)
Location:	Global
Strategic Framework, Theme, Result Area, Result:	<p>Strategic Framework Countering Transnational Organized Crime and Illicit Drug Trafficking</p> <p>Theme 1. Rule of law</p> <p>Result Area 1.2. International cooperation in criminal justice matters</p> <p>Result 1.2.7. Enhanced capacity to respond effectively utilizing special investigative techniques in the detection, investigation and prosecution of crime, organized crime, corruption and drug trafficking</p> <p>The Programme also support Criminal Justice & Governance outcomes, in relation to Protection of Vulnerable Groups, Human Rights, Border Control, Trafficking in Persons, Precursors, Natural Resources, Cybercrime and Smuggling of Migrants.</p>

Linkages to Regional/Country Programme/s	<p>Regional Programme (RP) Framework for East Asia and the Pacific (2009-2013) RP for Southeast Asia (2014-2017) RP for South Asia (2013-2015) RP for Afghanistan and Neighboring Countries (2011-2015) Country Programme for Indonesia (2012-2017) Country Programme for Vietnam (2012-2015) Country Programme for Myanmar (2014-2017) Country Programme for Pakistan (2010-2015) Country Programme for Iran (2011-2014)</p> <p>Project TD/RER/F60 "Computer based drug law enforcement training in the countries of Central Asia, Caucasus and Afghanistan" - Regional Office for Central Asia (2009-2011), Project XSAJ81 "Strengthening of Drug Law enforcement capacities in South Asia" UNODC ROSA, New Delhi, India Other Global and Country Programmes upon request of eLearning services</p>
Linkages to Thematic/Global Programme/s	<p>The UNODC Global eLearning Programme provides on-demand capacity building in thematic areas under UNODC mandates and offers cross-cutting contributions to the delivery of eight subprogrammes envisaged by the UNODC Strategic Framework for the period 2014-2015⁵ as follows:</p> <ol style="list-style-type: none"> 1. Countering transnational organized crime and illicit trafficking and illicit drug trafficking 2. Prevention, treatment and reintegration, and alternative development 3. Countering corruption 4. Terrorism prevention 5. Justice 6. Research, Trend Analysis and Forensics 7. Policy support 8. Technical cooperation and field support
Executing Agency:	Regional Section for South Asia, Southeast Asia and the Pacific – IPB –Division for Operations - UNODC

⁵ The UNODC Strategic Framework for 2014– 2015 listing out and presenting the subprogrammes and expected accomplishments therein is available at http://www.unodc.org/intranet_pa/en/spu/sf-2012-13.html

<p>Partner Organizations:</p>	<p>National Counterparts</p> <ul style="list-style-type: none"> - International Cooperation Department, NACD, Cambodia - International Cooperation Division of the National Narcotics Control Commission/Border Control Department, Public Security Ministry, People's Republic of China - eLearning Technical Officer, Jakarta Centre Law Enforcement Cooperation (JCLEC), Semarang, Indonesia - Lao National Commission for Drug Control and Supervision, (LCDC), Lao PDR - Division Against Transnational Crime, Myanmar Police Force, Myanmar - Koala Police eLearning and English Language Training Centre, Sri Lanka - Foreign Relations Dept., General Staff Division, Police Education Bureau (PEB), Royal Thai Police, Thailand - Office of the Narcotics Control Board (ONCB), Thailand - Police Academy, Dili, Timor Leste - International Cooperation and Project Management Division, Standing Office on Drugs and Crime (SODC), Vietnam <p>Main Vendors (Suppliers) IMC - Information Multimedia Communication, AG Scheer Tower - Uni-Campus Nord, Saarbrücken, Germany</p> <p>JBI Studios – Los Angeles CA – USA</p> <p>Voice Over Asia – Bangkok, Thailand</p>
<p>Total Approved Budget:</p>	<p>USD 5,290,950 (June 2010) USD 3,428,411 as per Project Revision 17 July 2014 USD 3,394,617 (May 2014)</p>
<p>Donors:</p>	<p>Australia (AFP and DIAC/DIPB), Japan, Norway, Sweden, United States of America (INL).</p>
<p>Programme Manager/Coordinator:</p>	<p>Rodney Curtis, ROSEAP (26/07/2010 to 24/01/2012) Mark Stanley, ROSEAP (24/01/2012 to 03/02/2014) Danilo Rizzi, RSSAEAP/IPB/DO (17/02/2014 to Present)</p>

Type of evaluation	Mid-term
Time period covered by the evaluation:	July 2010 – end of evaluation and field mission (tentatively June-July 2015)
Geographical coverage of the evaluation:	Global (with one field mission and one mission to HQ)
Core Learning Partners ¹ (entities)	Listed in Annex 3

¹ The **Core Learning Partnership (CLP)** encourages a participatory evaluation approach by allowing its members to participate in and provide feedback on key steps of the evaluation process. CLP members are the key stakeholders of the subject evaluated (project, programme, policy etc.) who have an interest in the evaluation. The CLP works closely with the Evaluation Management Unit to guide the evaluation process. The list of CLP members is to be found in the Annex.

1. BACKGROUND AND CONTEXT

The experience of the United Nations office on Drugs and Crime (UNODC) shows that capacity building is a key factor in enhancing Member States' ability to tackle drugs, crime and terrorism in all their aspects. The knowledge gap between countries is often wide and growing due to the unbalanced economic and social growth as well as the lack of international cooperation, coordination and knowledge. This situation is not only between countries but also within them, including some of the most prosperous. UNODC goal aims at taking practical steps to remove these formidable barriers to development and cooperation through a global approach introducing homogeneous learning tools capable to be reachable by any public official, in any working conditions and location.

UNODC first began delivering Computer-Based Training (CBT) in 1997 in southeast Asia and in particular in the Greater Mekong Sub-region (Cambodia, Lao PDR, Myanmar, Thailand and Vietnam) when it was identified that a large number of officers required training in basic enforcement areas to develop knowledge and skills to interdict smuggling of drugs at the porous borders of the region. The first project introducing CBT - RAS/C51 Enhancement of drug law enforcement training in East Asia - was established in September 1997 (end on December 2004) at the then UNODC Regional Centre for East Asia and the Pacific, in Bangkok (Thailand). The project led to the development of a number of individual CBT programmes in different locations and in separate thematic areas, before a Global CBT initiative was designed in 2003 as programme GLO/H17 UNODC Global eLearning for drug control and crime prevention, which started in September 2004 and ended in June 2010.

Programme GLO/H17 aimed to capitalize on the existing CBT projects developed in East Asia to form the basis for the development of a global strategy for training law enforcement personnel, strengthening the capacity of Governments to counter illicit drug trafficking and transnational organized crime. It also aimed to establish a centre for eLearning at the UNODC Regional Centre in Bangkok to support the introduction of eLearning in other UNODC field projects and provide necessary resources, guidance and skills to establish sustainable and effective eLearning

applications. A project revision was approved in 2006 extending the duration to 2008 to respond to further requests for CBT training modules from within UNODC thematic areas and recipient partners. A further revision extended the programme until June 2010.

During implementation of GLO/H17, a Thematic Evaluation of UNODC's eLearning initiative (with an emphasis on computer-based training) was undertaken in 2005 by the UNODC's Independent Evaluation Unit as a modality of technical cooperation delivery and capacity building looking at how e-learning fits strategically within UNODC and questions about the content, operations and outcomes of CBT across sites and regions. GLO/H17 was cited within the evaluation as a prototype for the development of an agency-wide e-learning programme.

The findings of the Thematic Evaluation recommended continuation of UNODC work in this area, stating that UNODC's CBT/eLearning Programme was a valuable initiative that filled a void by providing a standardized approach in dealing with the subject matter; Its customized modules, flexibility in delivery, low cost and strong support from national governments were found to be strengths; its training material content of high quality and the training modules relevant and training methods attractive for transferring knowledge and building awareness among large target audiences.

In June 2010, the UNODC Global eLearning Programme "*making the world safer from drugs, crime and terrorism*" GLOU61 - was launched. This programme aimed at building on successes and achievements, while addressing the shortcomings and lessons learned from the past with a focus on sustainability, monitoring and evaluation, and continuing as funding allows for the production of eLearning modules.

Based on significant technological advances and increased internet connectivity globally, the new programme aimed at reinitiating the concept of a web-based platform for the delivery of multimedia content both online and offline further increasing the numbers of officers that could benefit from UNODC training material in a managed learning environment. The programme aimed at integrating and contextualize existing CBT into a new corporate global eLearning strategy for training law enforcement personnel. GLOU61 envisaged establishing a dedicated CBT Unit at the UNODC Regional Centre in Bangkok to support the eLearning activities in partner countries with the primary role of the unit to provide overall quality support and assurance to the process of CBT centre establishment and maintenance in partner countries, including providing support for training needs analysis, curriculum review, module development and integration and as well the overall maintenance of quality standards necessary to ensure the long term value and sustainability of this product. The unit was established in Bangkok in order to give continuation to the previous programme that started in the same UNODC Office.

The migration from old CBT to the new eLearning solution (on- and off-line) was due to the following compelling reasons: (i) necessity by UNODC to fully own the source codes of the training modules for their future update and revision; (ii) software advance of Operation Systems which would not allow the use of the old CBTs under new software; (iii) necessity to better monitor and evaluate the distribution, delivery and impact of the training; (iv) the opportunity to create a

UNODC global learning platform based on the most advanced and open source software. An additional advantage would have been to create off-line training centres based on the eLearning training modules, which could be connected on line to the platform and exchange data, upgrade, and statistics.

During implementation of GLOU61, constraints have included the lack of: a clear management structure for CBT within the overall UNODC organizational/functional structure; stable, long-term and sustainable funding arrangements; and adequate staffing support for management, coordination and delivery of the programme outputs. These constraints have also caused delays in implementation against the approved budgets/workplans. Therefore a project revision/extension was undertaken in June 2013 (initial date of completion of the programme) to continue the production of the pending modules and facilitate the continuation of staff contracts and to add a new programme component/segment and budget for UNODC ITS Vienna Support to the development of a UNODC managed web-based training platform. The project revision envisaged the conclusion in July 2014.

On 3 February 2014 the GLOU61 Programme Manager in Bangkok moved to a different post within UNODC. Therefore, effective 17 February 2014, the Chief of the Integrated Programming Branch (IPB) in UNODC Vienna agreed with the Representative of the UNODC Regional Office in Bangkok to assume temporary Programme management functions and entrusted these functions to the Regional Section for South Asia, Southeast Asia and the Pacific (RSSAEAP/IPB/DO). Day-to-day Programme management, implementation and coordination functions were, thus, assigned to the most senior Programme Officer in this section. Only the programme function of programme assistant remained in the UNODC Bangkok Office, also to ensure finalization of the programme financial and substantive reporting, continuation of ongoing local programme action, and cooperation with the Vienna based temporary Programme Manager. In July 2014 the Programme Assistant in Bangkok resigned leaving the programme without a key component of the team.

IPB/ Senior Management assigned to the interim Programme Manager the following tasks:

- conduct a preliminary risk assessment and gap analysis to identify areas of interventions in order to deliver the pending outcome/outputs;
- re-establish correct cooperation with field offices and Vienna based thematic and technical sections in the finalization of contracted, but pending programme deliverables (modules and localizations);
- preparation, coordination and conduction of a project evaluation in cooperation with the Independent Evaluation Unit (IEU);
- identification of programme outcomes/outputs that cannot be delivered within the programme's approved lifetime, in close cooperation with the UNODC Bangkok programme team and UNODC thematic/technical units in Vienna, and recommendations to management on how to proceed (including a potential no-cost extension of the programme);
- closer cooperation with the Vienna based procurement and IT services to address pending procurement and contract management matters, close dialogue with the programme contractor for module production, and day-to-

day cooperation with ITS on the testing of the web-based platform and ITS servicing thereof.

In January 2015 the programme was further revised in order to obtain a further extension at no additional costs until 31 December 2015 (9 months).

The general purpose of this extension was to (1) ensure the finalization of some programme outputs (partially achieved), (2) provide continuity to the ongoing delivery of services such as the production of new modules and localizations and on-line – off-line training, (3) capitalize on lessons learned, improve the quality of the existing services/products provided by the programme to Member States and UNODC end-users (e.g. support capacity building in the ECOWAS region), and (4) prepare the ground for the expansion of the programme in its global delivery.

On a technical level, this extension would allow the Programme Management Unit (PMU) to (1) conclude the production and delivery of the pending modules and 71 localisations (out of 88) envisaged by the GLOU61 original workplan; (2) assist UNODC field and HQ units in the production of 2 new modules and new localizations to be completed in 2015; (3) provide substantive technical assistance to UNODC field and HQ units in the preparation, deployment/delivery of new Specific Orders, and on-line and off-line training courses; (4) assist UNODC Cybercrime Unit and Wildlife and Forest Crime project in Bangkok to continue the delivery of on-line training through the UNODC Global eLearning Platform; (5) assist the delivery and update the eLearning contents of the existing eLearning and CBT centres in South Asia and Southeast Asia; (6) ensure continuity in the functionality and administration of the UNODC Global eLearning Platform launched at the end of 2014; (7) organize and assist the IEU in the conduction of the final evaluation of the programme, and (8) coordinate the programme team and relations with Vendors and key UNODC stakeholders, manage the programme, monitor and report on the programme achievements and challenges to Member States and donors.

Furthermore, in consideration of the absence of funding for the core staff of the programme, the following right-sizing in the structure of the Programme Management Unit is being introduced by this revision and the recruitment of the Law Enforcement Expert/Programme Coordinator put on hold:

- 1 Law Enforcement Expert (Programme Coordinator) – P4 (unfunded)
- 1 Programme Officer - P3 (unfunded)
- 1 ITS - Ass. Information System Officer P2 (unfunded)
- 3 ITS - Software Engineers - G6 (unfunded)
- 1 Team Assistant - G4 (unfunded)

Since its inception, GLOU61 signed or is in the course of signing – within the framework of the general UN Contract with the vendor (IMC) - 26 Specific Orders with the vendor: 14 SO for the production of 35 modules, 12 SO for the productions of 83 localizations, and 1 workshop.

In September 2014 the UNODC Global eLearning Platform and web page⁶ have been launched and are currently fully functional and delivering training to Member States' officials. To date 85 training modules and 20 courses are available in English and some are also in Thai, Spanish, French, Sinhala, Burmese, Chinese,

⁶ Web Page and Platform: <http://www.unodc.org/elearning/frontpage.jsp>

Bahasa, Khmer, and Vietnamese. One new module is in course of production and 71 localizations are pending in various phases of the production process.

With the exception of one earmarked funded programme component for Sri Lanka, all funds currently pledged into GLOU61 are earmarked for country specific thematic training modules in South East Asia (SEA). Programme budgets for several activities are obligated, but not yet disbursed, for scheduled completion by the end of the programme (December 2015). A monitoring table with the status of module production and pending delivery will be handed over to the evaluators.

The process for the development and localization of the modules agreed between UNODC and the vendor (IMC) can be summarized/simplified in the following table:

Programme phases	Activity	Responsible
1	Initial Course Concept and Statement of Work	UNODC Substantive Section/ITS
2	Design Plan	IMC
3	Approval of Design Plan	UNODC Substantive Section/ITS
4	Specific Order	UNODC Substantive Section/ITS
5	Storyboard	IMC
6	Feedback to Storyboard	UNODC Substantive Section/ITS
7	Final Storyboard	IMC
8	Approval Storyboard	UNODC Substantive Section/ITS
9	Beta-Version	IMC
10	Feedback	UNODC Substantive Section/ITS
11	Master-Version	IMC
12	Approval of Module	UNODC Substantive Sections
13	Invoicing	IMC
14	Programme closed	IMC

As is obvious from above process table, technical/thematic units of UNODC, field offices the Information Technology Service, Division for Management (ITS/DM), and the Procurement Unit, play major roles in the technical, quality and contract evaluation processes of developing new training modules. A major programme management function has, therefore, been the coordination between all involved UNODC offices and the coordination of timely and consistent feedback provision to the contractor - IMC - Information Multimedia Communication (vendor) in order to coordinate the development of new modules and/or their localization.

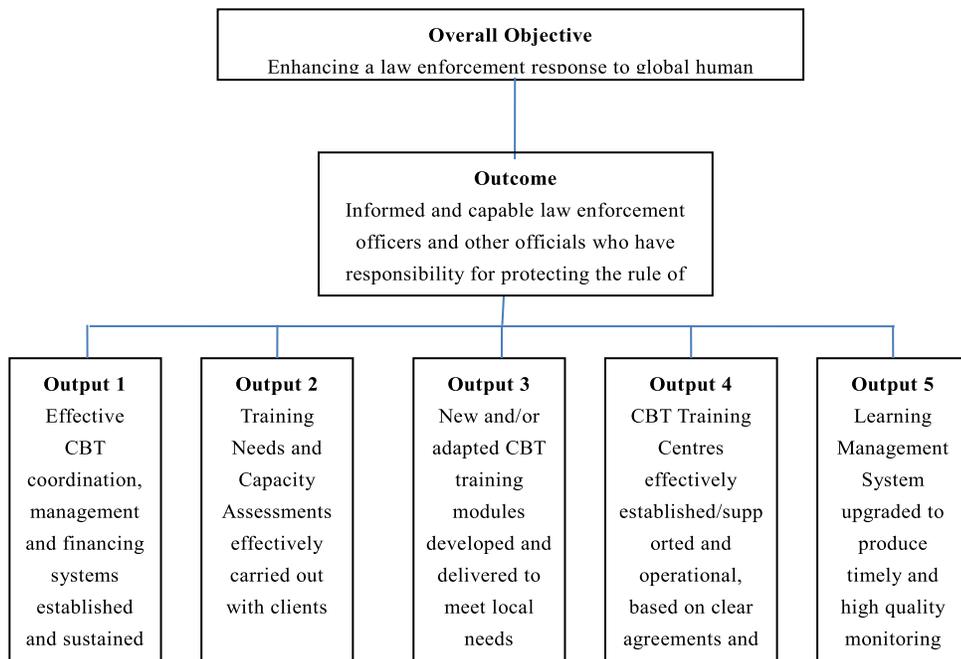
The eLearning platform (initially denominated goLEARN) has been developed by the programme in cooperation with UNODC ITS service (web site: <https://golearn.unodc.org/olat/dmz/>). An informative web page has also been launched in parallel to provide information on the programme and courses.

The eLearning platform currently counts 350 registered users (140 of those are UNODC staff, registered with their UNODC email accounts and 71 are participants of Trainings on Cybercrime and Wildlife Crime). The informative eLearning web page was accessed by over 7000 people so far.

Furthermore, there are several off-line platforms (or instances) in place with active training ongoing, although mostly related to old CBT based courses (currently there are 320 CBT centers around the world, which are delivering old fashion modules produced in previous phases of the programme). To date, there are 3 off-line eLearning centers: one in Jakarta (Indonesia) established at the JCLEC training facility, and 2 in Colombo (Sri Lanka), both established but waiting for the modules translated in Bahasa and Sinhala. Mobile Training Units and training for trainers have been delivered by the programme in December 2014 to Southeast Asia countries in different thematic areas. India NACEM CBT center, Cambodia Border Police, and REDTRAC CBT center in the Caribbean are receiving technical and substantive assistance by the eLearning programme in order to update their learning contents and delivery capacity. A number of international organizations and sister agencies demonstrated high interest in UNODC eLearning that could not be properly addressed due to the limited human and financial resources.

The automated retrieval mechanism to periodically collect on-line and off-line usage is partially in place, and is intended to be activated as soon as the eLearning programme will receive additional resources. Currently, information on users and number of training is only available for the eLearning platform and via our field offices focal points responsible for these implementations (JCLEC in Indonesia, Bangkok, Sri Lanka, Timor Leste, etc.).

Tree of the GLOU61 Objectives in the Project Document:



Copy of the background information on the Performance Indicators of the GLOU61 and the

2014 Annual Project Progress Report, describing the achievements of the programme are enclosed in annex 5. All Semi Annual and Annual Project Progress Report are also available to the evaluators in the FTP folder created for their consultation.

2. DISBURSEMENT HISTORY

a) **GLOU61** has the following disbursement history:

Overall Budget (June 2010 - July 2014)	Total Approved Budget (TAB) as of August 2015	Expenditure including Obligated funds (June 2010 – February 2015)	Balance (Allocated)
5,290,950 USD	3,428,411 USD	2,594,394 USD	685,000 USD

Project shortfall: 1,862,000 USD

b) disbursement of previous projects/programmes dedicated to the development of CBT/eLearning :

GLOH17

Overall Budget (Sept 2004- June 2010)	Total Approved Budget (TAB) (Sept 2004- June 2010)	Expenditure (Sept 2004- June 2010)
926,672 USD	926,672 USD	916,651 USD

RASC51

Overall Budget (Sept. 1997 – Dec. 2004)	Total Approved Budget (TAB)	Expenditure (Sept. 1997 – Dec. 2004)
1,784,387 USD	1,784,387 USD	1,784,387 USD

3. PURPOSE OF THE EVALUATION

The final evaluation is foreseen in the original programme document. It is formative in nature and seeks to derive recommendations, best practices and lesson learned, identify areas of improvement, clarify and tackle problems, get feedback, appraisal, record any achievement reached by UNODC with regard to its global programme on e-Learning. The scope of the exercise, based on achievement and progresses, to identify strategic directions and suggest viable solutions for UNODC to improve efficiency and effectiveness of the programme in accordance with UNODC mandates.

The evaluation will focus on the *effectiveness, impacts, and results* of the

programme's outcomes, outputs and supporting activities. The evaluation will also guide UNODC decision-making on the technical, managerial, and substantive aspects of future UNODC engagement in the area of eLearning.

The main users of the evaluation will be UNODC Senior Management and staff working on implementation of the eLearning products in the thematic, regional, and country offices of UNODC, as well as the beneficiary Governments and donors. Their stakeholders, who have been partners in the implementation of the programme activities, may also be consulted as key informants during the evaluation.

4. SPECIFIC OBJECTIVES AND SCOPE OF THE EVALUATION

The evaluation of the GLOU61 programme will aim at identifying synergies across different projects/programmes implemented by UNODC, determine progress made towards the overall programming objectives as stated in the Semi Annual and Annual Reports and other reports produced by the Programme Unit and other stakeholders.

The evaluation has the following **specific objectives**:

- a. To assess and analyze the results and overall quality of the programme as well as the implementation and IT modalities in other countries/regions where CBT/eLearning initiatives are ongoing and the effective coordination amongst different UNODC actors and Member States.
- b. To measure the extent UNODC global eLearning has contributed to solve the needs and problems identified in the design phase as well as the organizational and managerial distribution of roles and responsibilities among different sections/offices and partners aimed at achieving the objectives, outcomes and outputs as set in the Project Document.
- c. To measure the GLOU61 programme degree of implementation to date, efficiency, and technical quality delivered on outputs and outcomes against what was originally planned or subsequently officially revised.
- d. To measure to what extent the GLOU61 programme has attained results to the targeted users, participants whether individuals, offices, institutions, etc. as stated in the Project Document.
- e. To identify and document substantive strength and weaknesses, loopholes, lessons learned and good practices and to provide recommendations on key aspects that suggest possible new strategic directions for UNODC in the context of the organization's mandate and relevant needs of Member States.
- f. To assess to which extent the findings and recommendations contained in previous evaluations of CBT/eLearning related investments/project are or are not further substantiated by this evaluation.

The unit of analysis of the evaluation is the programmatic response of UNODC to the need of Member States to improve the qualitative/quantitative training capacity in different technical areas under UNODC mandates in compliance with UN and international standard.

The evaluation has the following **specific scope to cover**:

- a. the period from the launch of the programme GLOU61 (June 2010) to the point at which the evaluation field mission is finalized (June 2015).
- b. the geographic contexts and locations under the Programme interventions

- (Southeast Asia and South Asia are the principal areas of implementation of the Programme activities); and
- c. the thematic areas of work and UNODC Units/sections/offices and other partners which dealt with the programme interventions.

This evaluation will also make, broader recommendations to UNODC on the institutional nature, so as to guide implementation modalities in other countries/regions where CBT/eLearning initiatives are ongoing outside of the immediate umbrella and/or control of the Global Project.

The evaluation should cover the present principal location of the Programme Management Unit at UNODC Headquarter in Vienna, its previous placement at the Regional Office in Bangkok from where the programme delivered its services from 2010 until February 2014 (Southeast Asia and South Asia are the principal areas of implementation of the Programme), countries in which Service Level Agreements for the eLearning platform have been concluded/are planned, UNODC Headquarters ITS, as the developer of the eLearning platform, as well as other Vienna based involved units/sections (procurement, regional section, thematic sections involved in module production and training delivery (various DTA, DPA, DO offices)).

5. EVALUATION CRITERIA AND KEY QUESTIONS

This section identifies the key evaluation questions to be answered by the evaluation, along with their related evaluation criteria. The questions need to address the OECD Development Assistance Committee evaluation criteria (relevance, efficiency, effectiveness, impact and sustainability) and the criteria of partnerships and cooperation, human rights, and lessons learned. Additional criteria may also be used to customize evaluations and adapt to the specific needs of the programme, e.g. design and innovation. The below evaluation questions are provided as indicative only, and they are required to be further refined by the Evaluation Team.

RELEVANCE

- a. How relevant is the Global eLearning Programme in terms of fulfilling the mandates of UNODC?
- b. To what extent does the Programme meet the original identified needs as set out in the programmatic document and following revisions?
- c. Is the UNODC eLearning Programme relevant for improving officer's knowledge in tackling drugs and crime and, if so, is there potential for sustained/increased relevance in the future?
- d. What are the strengths and weaknesses of the off- and on-line UNODC eLearning platforms' approach as a capacity building tool and what are the ways to improve it?
- e. In principle, how relevant are UNODC platforms compared to eLearning platforms maintained by other organizations supporting law enforcement and/or other e-learning contents?
- f. What are the risks and opportunities of a UNODC developed and managed e-learning platform, (including local installation and annual maintenance cost, sustainability and donor funding needs, available human resources, comparison with commercial or partner cooperation options)?

- g. How relevant is the UNODC eLearning platform to end-users in comparison to the previous CBT approach, and the existence of other websites/platforms within UNODC and cooperating organizations?
- h. How relevant is eLearning for the delivery of UNODC capacity building as a whole?

EFFICIENCY

- a. How efficient has the Global Programme been in reaching its objective?
- b. To what extent is the Programme being implemented in the most efficient and cost-effective way?
- c. To what extent have the resources/inputs (funds, expertise, staff time, etc.) been converted to outputs in a timely and cost-effective manner?
- d. Is the IT technology/quality used for the production of training modules in line with international eLearning standard and costs?
- e. How efficient is the administration of the access to the eLearning modules and how could it be improved in order to facilitate its control, monitoring and security by the Programme Management Unit?
- f. How well has the developed learning platform been able to deliver training to the modality of web-based users and classroom trainings?
- g. Does the developed eLearning platform/s result to comply with relevant security standards and privacy concerns?
- h. How efficient was the cooperation and relation with the vendor?
- i. To what extent have the technical components of the programme (i.e. procurement of services for manual development, and the development of an initial platform by UNODC) been cost-effective for the envisaged results?

EFFECTIVENESS

- a. How effective was the original Programme document in achieving the overall goals and could Programme planning be improved?
- b. To what extent have Programme objectives, outcomes and outputs been achieved and, in case of pending deliverable, what would be the next steps at managerial and technical level to fulfill the Programme obligations in a cost effective way.
- c. What technical and human factors have influenced any deviation from the original indicators and goals?
- d. What would be required to fully achieve the Programme planned outcome, against the indicators set in the Programme documentation (logframe)?

IMPACT AND SUSTAINABILITY

- a. What systems are currently in place to monitor and measure Programme impacts? Are these effective and how could they be improved?
- b. Have there been any positive or negative unintended results?
- c. What internal and external factors have been impacting on Programme delivery? Are they being properly addressed? What was the cause, effect and impact of changing the IT service supplier to the Programme and its added value to the entire action.
- d. To what extent are Programme interventions sustainable in the long-term? If they are not, what is needed to ensure their continued resilience and

- viability in the future?
- e. To what extent is the platform currently developed and the related technology able to offer to Member States a long term sustainability and durability of services?
 - f. To what extent do the measures in place ensure future assistance, maintenance and update of the platform and training modules?
 - g. To what extent will a long-term impact of the programme be visible?
 - h. How does the UNODC platform compare to other industry standard eLearning platforms in terms of the inherent security risks and privacy concerns?

PARTNERSHIPS AND COOPERATION

- a. Have the partnerships arrangements and opportunities for cooperation, as set out in the Programme documentation, been followed and achieved to the programme's outcomes?
- b. To what extent have potential partnerships and opportunities for cooperation been fully exploited?
- c. What limiting or inhibiting factors have impacted partnerships and cooperation?
- d. Have UNODC Regional, Country and Programme Offices, as well as thematic branches in Vienna properly been engaged in programme planning, implementation, delivering, monitoring, and oversight?
- e. Are there any past or present challenges to partnerships and could new/other partnerships be beneficial to eLearning in developing and least developed countries?
- f. To what extent have partnerships been sought and established in the delivery of this programme (including private stakeholders)?

PROGRAMME MANAGEMENT ARRANGEMENTS

- a. To what extent are the different settings and arrangements of the Programme Management and the Programme Management Unit conducive to an effective Programme implementation/coordination, including to mitigating risks and to assuring the quality of the delivery?
- b. To what extent is the structure and profile of the Programme Management Unit team appropriate for its scope (considering the different periods of management and related delivery)?
- c. Is the Programme managed effectively, with timely responses and necessary technical improvement to changing circumstances and Member States' needs?
- d. To what extent is Programme monitoring and reporting accurate timely and satisfactory?
- e. To what extent have risks been identified and managed during the programme's design/approval in 2010 and the set implementation phase 2010-2013?

HUMAN RIGHTS MAINSTREAMING

This evaluation criteria should address the programming principles required by a human rights based approach of the interventions and should identify and analyze the inequalities, discriminatory practices and unjust power relations

within the limits of UNODC's mandates in the context of the Programme.

The following analysis should consider that the eLearning platform has been launched for training at the end of 2014 and that the GLOU61 Programme started before the adoption of the UNODC Positioning Paper on Human Rights:

- a. Is the Programme process/mechanism put in place to comply with the corporate due diligence policy with reference to the UNODC Positioning Paper on Human Rights?
- b. To which extent were human rights taken under consideration in the development and delivery of the programme?
- c. How was the approach to Human Rights and Gender assessed during the implementation of the Programme?
- d. Which role did other units or sections play within UNODC in regards to Human Rights and Gender dimensions contained in the programme?
- e. How are human rights and gender dimensions within the modules assessed?

LESSONS LEARNED

Lessons learned are a key component of any knowledge management system and they are important for continuously improving the performance of organizations like UNODC. Sometimes these lessons will be derived from success and sometimes they will be derived from areas where there is room for improvement.

The purpose of a lesson learnt is to see what works and what does not. Lessons can be success stories that should be repeated or they can be areas in which change towards improvement is to take place. They can offer advice on how to improve processes (how things were done) or products (outputs).

- a. To what extent have the Programme Management Unit arrangements been conducive to an effective and efficient Programme implementation/coordination, risk identification and mitigation and assuring timeliness and quality of programme delivery?
- b. To what extent has the structure and profile of the Programme Management Unit team been appropriate for its scope (considering the different periods of management)?
- c. Has the Programme been managed in line with the perimeters set in the project document and revisions, and have timely responses and necessary technical adjustments been made to respond to changing circumstances and Member States' needs from 2010 to date and considering the different periods of management?
- d. To what extent has Programme monitoring and reporting been accurate, timely and satisfactory?
- e. In the hypothetical scenario of a new phase of the Programme, what would be the ideal managerial structure of the Global eLearning initiative and its location within UNODC HQ and or the field?
- f. In consideration of the lessons learned during implementation, what would be the ideal follow up in terms of delivering all outcomes and outputs and provide for a sustainable and cost-conscious delivery of eLearning services? To what extent can the eLearning modality be applied to future activities, especially regarding capacity building services provided by

- UNODC at large?
- g. To what extent are the results (outcomes and impact) generated through the Programme likely to be sustained after the end of GLOU61?
 - h. To which extent have the training modules and local training manager/networks contributed to developing sustainable know-how in UNODC?
 - i. What best practices emerged from the programme's implementation?
 - j. What lessons can be drawn from unintended results?
 - k. What lessons can be drawn from the working arrangements with internal and external partners (global, regional, national and in the UN and private sector)?
 - l. What lessons can be drawn from the engagement with different vendors?
 - m. What lessons can be drawn from the programme's managerial structure

6. EVALUATION METHODOLOGY

This evaluation will use methodologies and techniques as determined by the specific needs for information, the questions set out in the Terms of References and the availability of resources and the priorities of stakeholders. In all cases, evaluators are expected to analyse all relevant information sources, such as reports, project documents, internal review reports, programme files, strategic country development documents, evaluations and any other documents that may provide further evidence for triangulation on which their conclusions will be provided by the Programme Management Unit in Bangkok and the Vienna regional section.

Evaluators are also expected to use interviews, surveys or any other relevant quantitative and/or qualitative tools as a means to collect relevant data for the final evaluation. In any case a stakeholder analysis will be included as a part of the evaluation products.

The evaluation methodology should include participatory and collaborative techniques with special attention to produce information that can strengthen understanding of the *evaluand* at the global level with the aim to help building institutional capacity beyond those found in individual programme evaluations.

The evaluation should involve multiple perspectives, views and assessments both within and outside the UNODC, including Member States, partners, vendor, etc. *Special attention should be paid to triangulation of different sources and types of data and other information, types of methods and analysis to enhance reliability of the evaluation findings.* It is essential that the evaluation assesses and determines the effects of outcomes and impacts (intended or unintended) in different types of duty bearers and right holders in disaggregated fashion with special consideration of the end users.

The evaluation methodology should define a *sampling strategy* that will guarantee the highest degree of representation of the portfolio that the *evaluand* comprises, recognising the limitations of the portfolio; the sample is to be representative of what is done by UNODC, assisting a variety of initiatives and projects in the field and HQ, which are of different background, size, scope, donor base, and management arrangements within UNODC, and designed and implemented under

various national, regional and global policy and legal frameworks, including different policies and strategies of the UN and the donors. Moreover, all projects have a different duration, and have been at different stages in their implementation during the period 2010-2014, which the evaluation methodology and analysis of the evaluation results will need to take into consideration.

The sampling criteria should cover issues such as:

- a. thematic areas addressed by relevant UNODC Regional, Country, thematic Programmes in the context of eLearning;
- b. budgetary execution of the programme;
- c. substantive execution of the programmes (the critical mass of activities delivered and to be delivered);
- d. specific target (test-)users, partners and clients and types of partnerships (government, civil society, private sector, and other national, regional and international partners including other UN agencies and donors);
- e. types of programmes, projects at different stage or phase and their geographic focus in the context of eLearning;
- f. level of absorption of the eLearning training by users; and
- g. technical quality of the product compared to similar eLearning platforms.

The evaluation will have to utilize a mixture of primary and secondary *sources of data*. The primary sources for the desk review will include, among others, interviews with key stakeholders (face-to-face or by telephone), the use of surveys and questionnaires, field visits for case studies, focus group interviews, observation and other participatory techniques. Secondary data sources will include the project documents and their revisions, progress and monitoring reports, previous programme evaluation and audit reports, and relevant policy documents, among others. The methodology should consider in how far a global coverage of the programme through primary and secondary data sources is feasible and recommendable. In general, the evaluator will utilize different methods to address the stakeholders, including case study analysis conducted through the proposed field missions.

The Evaluation Team will perform a *desk review* of existing documentation as per the list of documents uploaded in an ad-hoc ftp folder accessible on line (see Annex II for further explanation on how to access the FTP link) to independently assess and validate evidence gathered from different sources of information, cross-checked and triangulated by primary research methods.

The Evaluation Team will summarize the desk review in an *Inception Report*, which will specify the evaluation methodology proposed in the Terms of Reference, determining the exact design, focus and scope of the evaluation, including the evaluation questions, the sampling strategy, and related data collection indicators, methods, sources of information, and instruments as well as include a detailed work plan for the evaluation, in line with UNODC Evaluation Policy, Handbook, Guidelines and Templates⁷.

⁷ UNODC Evaluation Policy, Handbook, Guidelines and Templates to be used for the whole evaluation process are to be found on the IEU website: <http://www.unodc.org/unodc/en/evaluation/in-depth-evaluations-step-by-step.html>

The Evaluation Team is expected to deliver the Inception Report as one of the key deliverables, and share it with the Independent Evaluation Unit and the Programme Manager for comments. The inception report should ensure that the stakeholders have a common understanding of how the evaluation will be conducted. The Evaluation Team is responsible for the development of the inception report and clearance by UNODC/IEU before departing for field missions.

An *evaluation briefing* at UNODC HQ in Vienna will be organized for the purpose of establishing an initial contact between the Evaluation Team and the Core Learning Partners, including the Programme Manager as well as the Independent Evaluation Unit. In the briefing the programme manager will ensure that all information is made available to the evaluators, and provide the evaluators with contact information of key stakeholders and informs the stakeholders of the upcoming evaluation and interviews.

During the briefing the Evaluation Team will receive inputs from the stakeholders that will support formulation of the evaluation questions. The team will be provided with an opportunity to seek clarifications regarding the Terms of Reference, exchange ideas about the evaluation methods, and discuss about the inception report with the IEU and relevant other staff of UNODC, and finalize the inception report. The list of CLP members and key stakeholders is provided in Annex III.

The Evaluation Team is requested to undertake relevant UN security exams and be aware of and compliant with related security protocols. Security briefings have to be organized by the Field Offices immediately upon arrival of the Evaluation Team in a given country in order for all to understand UN and country specific security measures.

The *UNODC HQ and Regional Office for Southeast Asia and the Pacific* will provide support to the Evaluation Team before, during and after the field missions. The required support will include, for example, provision of assistance in setting up meetings with key informants and stakeholders in consultation with the Team Leader, supporting in all logistical matters (including local translation, in-country travel, security, and accommodation), making available all relevant programme materials to the Evaluation Team, and arranging discussions with Field Office staff and the Evaluation Team. After the evaluation, the Programme Management Unit will lead discussions about the recommendations with the stakeholders, and follow-up on their implementation.

De-briefing sessions for presentation of the preliminary findings will be organized at the UNODC Headquarter in Vienna. The de-briefing sessions is expected to strengthen the ownership among the CLPs and promote understanding of the evaluation results. During the de-briefing sessions the Evaluation Team will present an oral report of its initial findings and preliminary conclusions, and the CLPs are offered an opportunity to provide feedback and seek further clarifications.

The de-briefing sessions could also be used as an opportunity for identifying needs for follow-up interviews and conducting them as may be needed.

The *Draft Evaluation Report* prepared by the Evaluation Team will be reviewed by the Independent Evaluation Unit and Project Management and after initial clearance by IEU, it will be shared with the relevant Units and Sections at UNODC Headquarters and in the Field Offices for their comments, inputs and corrections of factual information. Relevant comments, inputs and corrections will be incorporated by the Evaluation Team to produce a revised draft report and eventually the final report (to be cleared by IEU). Project Management will prepare an evaluation follow-up plan based on the recommendations.

In conducting the evaluation, the Evaluation Team has to conform to UNODC's Evaluation Policy including the *Guiding principles for evaluation in the UNODC*⁸, UNODC's evaluation report guidelines *Standard format and guidelines of the UNODC for Evaluation Reports*⁹ (Annex IV), and *UNODC Guidelines and Templates for Inception Reports*^{10,11}

7. TIMEFRAME AND DELIVERABLES

The evaluation will be conducted by an Evaluation Team composed by an Evaluation Consultant (Team Leader) and a Substantive Expert/Evaluator in eLearning/ITS and is planned to be carried out between May and September 2015.

The field mission is planned to be conducted by the Evaluation Team, with logistical support from the Programme Manager (exclusively for logistical and administrative purposes, but not involved in any stage of data collection). The timeframe is tentative, and subject to changes depending on feasibility issues including timely completion of administrative procedures, field travel security considerations, timely issuance of visas, etc..

The Team Leader will have the overall responsibility for the quality and timely submission of all deliverables, as specified below and in the timetable;

- a. ***Inception Report*** (containing methodology, preliminary findings of the desk review, refined evaluation questions, data collection instruments, sampling strategy, limitations to the evaluation, and timetable), and its submission to the Independent Evaluation Unit for comments Clearance by IEU is necessary before the field mission can be conducted;
- b. ***Presentation of the draft evaluation findings and preliminary conclusions*** to the CLP and other key stakeholders at UNODC Headquarters in Vienna, (immediately after the field mission);
- c. ***Draft Evaluation Report***, and its submission to Independent Evaluation Unit for initial clearance; and UNODC Programme Management Unit for comments;
- d. ***Final Evaluation Report***, including an annex with Management Response¹²; final clearance by IEU;

⁸ http://www.unodc.org/documents/evaluation/Guidelines/Final_Evaluation_Policy.pdf

⁹ <http://www.unodc.org/unodc/en/evaluation/in-depth-evaluations-step-by-step.html#Undertaking>

¹⁰ <http://www.unodc.org/unodc/en/evaluation/in-depth-evaluations-step-by-step.html#Undertaking>

¹¹ UNODC Evaluation Policy, Handbook, Guidelines and Templates to be used for the whole evaluation process are to be found on the IEU website: <http://www.unodc.org/unodc/en/evaluation/in-depth-evaluations-step-by-step.html>

¹² The Management Response is a written response from the UNODC Senior Management (if necessary in consultation with Governments and other stakeholders) to the evaluation process, findings and recommendations. The Management Response forms an integral part of the

- e. **Presentation of the final evaluation findings and recommendations** to the CLP and other key stakeholders at UNODC Headquarters in Vienna.

All deliverables of the evaluation must conform to *UNODC's Evaluation Policy* including the *Guiding principles for evaluation in the UNODC*, *Standard format and guidelines of the UNODC for Evaluation Reports* (Annex IV), and *UNODC Guidelines for Inception Reports*, as well as to the United Nations Evaluation Group's *Standards for Evaluation in the UN System* and *Norms for Evaluation in the UN system*^{13,14}

EVALUATION TIMELINE AND LOCATIONS

Duties of the Evaluator	Tentative deadlines	Location	Results
Desk Review, study of relevant documents and of the technical aspects/functionality of the eLearning platform/modules. Consultation of the Platform and documentation uploaded in the FTP link. (Team Leader)	11-22 May 2015 10 days	Home and web based	Elaboration of evaluation tools List of evaluation questions Identification of substantive areas to be clarified
Draft Inception Report (Team Leader)	01-02 June 2015 2 days	Home and web based	Submission of the Inception Report to PMU and IEU for comments Approval of Inception Report by IEU before the field mission
Evaluation mission: Interviews with relevant Sections/Units at UNODC HQ (Team Leader)	29 June–4 July 2015 4 days	UNODC Vienna, Austria	Preliminary findings
Evaluation mission: interviews with staff at the selected field location. This will also include video/teleconferences with other relevant Field Offices where e-learning activities are conducted	07- 16 July 2015 8 days	Bangkok, Thailand (6 days) Colombo, Sri Lanka (2 days)	Preliminary findings

evaluation report and significantly increases transparency and accountability of the Organization. The Management Response process allows UNODC Senior Management to react to the evaluation, reflect on the project/programme's results and generate lessons that are applicable beyond a particular evaluation. Management Responses are seen as an opportunity for the UNODC Senior Management to provide an overall feedback, not only on the evaluation process and recommendations, but also on the rationale for the Evaluation Follow-up Plan.

¹³ http://www.unevaluation.org/normsandstandards/index.jsp?doc_cat_source_id=4

¹⁴ <http://www.unodc.org/unodc/en/evaluation/in-depth-evaluations-step-by-step.html>

(Team Leader)			
Presentation of preliminary findings at UNODC HQ (Team Leader)	20 July 2015 1 day	UNODC Vienna, Austria	Presentation and discussion on the preliminary findings with DO, IPB and IEU ¹⁵
Draft of the evaluation report and submission to IEU for initial review and clearance; report shared with stakeholders for comments (Team Leader)	20 - 30 July 2015 9 days	Home based	Draft report Draft Report to be presented to IEU
Consultation of the eLearning Platform and revision of the draft report in regards to the technicality of UNODC eLearning contents and LMS (Substantive Expert on eLearning and LMS in connection with the Team Leader)	10-11-12 August 2015 3 days	Home Based	Draft Report includes technical comments on the UNODC eLearning modules and LMS
Finalization of the Report (Team Leader)	31 August – 01. September 2015 2 days	Home based	Exchanges between Evaluator, IEU, CLP and Programme Management Clearance of Final Report by IEU
Consultation of the eLearning Platform and revision of the final report in regards to the technicality of eLearning and UNODC LMS (Substantive Expert on eLearning and LMS)	31 August – 01. September 2015 2 days	Home Based	Final Report includes technical comments on the UNODC eLearning modules and LMS
Presentation of the Report (Team Leader)	September 2015 1 day	UNODC Vienna, Austria	Presentation to major stakeholders and CLP

Expected Deliverables

The Team Leader will have the overall responsibility to lead the Team and for the quality and timely submission of all deliverables, as specified below:

- a. Inception Report, containing a refined work plan based on the timeframe, methodology and evaluation tools, to be cleared by IEU;

¹⁵ DO: Division for Operations, IPB; Integrated Programme and Oversight Branch, IEU: Independent evaluation Unit.

- b. Draft Evaluation Report in line with UNODC evaluation policy, guidelines and templates;
- c. Presentation of preliminary evaluation findings and recommendations to CLP and other key stakeholders at UNODC HQ;
- d. Final Evaluation Report inclusive of a Management Response; and
- e. Presentation of the Final Evaluation Report, findings and recommendations to donors, CLP and other key stakeholders at UNODC HQ.

The Substantive Expert, will have the overall responsibility for the quality and timely submission of all deliverables related to the management, structure, functionality and cost/effectiveness of the CBT and eLearning platform/modules, as specified below:

- a. Cooperate with the Team Leader in the preparation of the Inception Report, containing a refined work plan based on the timeframe, methodology and evaluation tools;
- b. Cooperate with the Team Leader in the preparation of the Draft Evaluation Report in line with UNODC evaluation policy, guidelines and templates;
- c. Cooperate with the Team Leader in the presentation of preliminary evaluation findings and recommendations to CLP and other key stakeholders at UNODC HQ; and
- d. Cooperate with the Team Leader in the preparation of the Final Evaluation Report inclusive of a Management Response.

8. EVALUATION TEAM COMPOSITION

The evaluation will be conducted by an Independent Evaluation Consultant corroborated by a Substantive expert on eLearning and LMS. The roles and responsibilities of the Independent Evaluation Consultant is elaborated in the Annexed Job Description and include the following tasks:

- a. carry out the desk review and analysis of the eLearning platform and available modules;
- b. develop the Inception Report, including sample size and sampling technique;
- c. draft and finalize the Inception Report and evaluation methodology, incorporating relevant comments;
- d. implement quantitative/qualitative tools and analyze data;
- e. triangulate data and test rival explanations;
- f. ensure that all aspects and tasks in the Evaluation Terms of Reference are fulfilled;
- g. present the preliminary findings and recommendations of the evaluation to core learning partners and other key stakeholders at UNODC HQ;
- h. draft an Evaluation Report in line with UNODC evaluation policy, guidelines and templates;
- i. finalize the Evaluation Report on the basis of comments received;
- j. include a Management Response in the final report if relevant; and
- k. present the Final Evaluation inclusive of findings and recommendations to core learning partners and other key stakeholders at UNODC HQ.

For the purpose of this evaluation, the definition of conflict of interest is restricted to the involvement of the evaluator in the design, supervisions, coordination or decision-making process of this programme. Should the evaluator have been involved solely in developing the content of products of this programme, those parts will not be part of

this evaluation.

A) General competency requirements

An Evaluator (e.g. institution) performing the evaluation should possess demonstrated:

- a. Core evaluation competencies in designing, conducting and managing evaluation activities;
- b. Relevant educational background, qualification and training in conducting evaluation in the specific substantive field of technical assistance to Member States;
- c. Professional work experience in the field of technical assistance and with the UN system, particularly in evaluation of projects/programmes;
- d. Design and management of evaluation processes, including with multiple stakeholders;
- e. Survey design and implementation;
- f. Knowledge of heterogeneous IT architectures for web based and desktop learning tools (only the substantive expert/evaluator).
- g. Expertise in ICT security and privacy measures (only the substantive expert/evaluator)
- h. Project/ programme/ policy planning, monitoring and management;
- i. Specific technical knowledge of the evaluation methodology;
- j. Results Based Management (RBM) principles;
- k. Logic modelling/ logical framework analysis;
- l. Quantitative and qualitative data collection and analysis;
- m. Rapid assessment procedures;
- n. Participatory approaches;
- o. Management skills relevant to evaluation;
- p. Management of evaluation process;
- q. Planning, setting standards and monitoring work;
- r. Management of human and financial resources;
- s. Team leadership and/or participation;
- t. Strategic and global thinking, and
- u. Foresight and problem solving.

B) Evaluation Team

The Evaluation Team is composed of an internationally recognized evaluator (Team Leader) and a Substantive expert on eLearning and LMS.

The Team Leader acts as the primary liaison with the UNODC Programme Manager, respective Units and Sections at UNODC Headquarters and Field Offices as well as the IEU. S/he will bear the primary responsibility for the evaluation, coordinate the inputs provided by the members of the Evaluation Team, and ensure that the evaluation will be conducted in a timely, high quality manner, in line with the related UN Guidelines, Norms and Standards as specified under the item 6 (Evaluation Methodology). The members of the Evaluation Team should all have educational background in evaluation, expertise in the area of technical cooperation, IT (asset), eLearning and in the area of institutional capacity development.

All evaluators will be contracted by UNODC and cannot have previous, current or foreseen involvement in the design, supervision, coordination or decision-making process of GLOU61 or any of the related individual UNODC projects. The evaluator will not act as representatives of any party, must remain independent and impartial, and should take into consideration local customs and religious beliefs.

9. MANAGEMENT OF EVALUATION PROCESS

The independent project evaluation will be carried out following UNODC's evaluation policy, handbook and guidelines. A more detailed description regarding the roles and responsibilities of all the actors of the Evaluation is provided below.

The Independent Evaluation Unit (IEU)

The independent evaluation will be managed and carried out following UNODC's Evaluation Policy, Handbook and Guidelines as well as UNEG Norms and Standards. The IEU will review and clear all deliverables of the evaluation - the ToR, approves the selection of the proposed evaluation team; reviews and clears the Inception Report before the field mission; reviews and clears the draft evaluation and final report; reviews and clears the Evaluation Follow-Up Plan (prepared by Project Management).

The IEU will have the following functions:

- a. Review and clear the Evaluation ToR;
- b. Reviews and clears the selection of the evaluation team;
- c. Ensure the evaluation products meet UNODC/UNEG quality standards;
- d. Safeguard the independence of the exercise, including the selection of the evaluation team; and
- e. Clears the Inception Report, the Draft Report and the Final Evaluation Report and uploads the Final Evaluation Report on its website.

The Independent Evaluation Unit (IEU) provides mandatory normative tools, guidelines and templates to be used in the evaluation process. Please find the respective tools on the IEU web site

<http://www.unodc.org/unodc/en/evaluation/evaluation.html>.

Core Learning Partnership (CLP)

Core learning partners as members of the Core Learning Partnership (CLP) are selected by the Programme Management Unit in close consultation with the Regional Office in Bangkok and the IEU based on evidence of their peculiar participation to Programmes activities/initiatives. Members of the CLP are selected from the key stakeholder groups, including UNODC management, and experts, mentors, as well as beneficiaries, partner organizations and donor Member States.

The Core Learning Partners (CLP) will encourage participatory evaluation approach by allowing its members to participate in and provide feedback on the evaluation process. The CLP will be composed of UNODC senior management, UNODC staff working at HQ and in the field, beneficiary Governments, implementing partners, and donors as the key stakeholders of UNODC.

The CLP will work closely with the Programme Management Unit and it may be tasked with facilitating the dissemination and application of the results, and other follow-up action. Specifically they will also have the following functions:

- a. Providing input in the evaluation Terms of Reference;
- b. Reviewing the draft Inception report and tools, draft Evaluation report and provide comments;
- c. Facilitating the participation of those involved in the evaluation design;
- d. Facilitating the evaluation team's access to all information and documentation relevant to the intervention, as well as to key actors and informants who should participate in interviews, focus groups or other information-gathering methods;
- e. Disseminating the results of the evaluation;
- f. Core learning partners are different from key informants that are individuals selected on the basis of criteria such as knowledge, compatibility, age, experience, who provide information about specific aspects of evaluation.

Programme Management Unit in Regional Office SEAP in Bangkok and temporary programme management structures in Regional Section-IPB-Do UNODC HQ Vienna

The interim Programme Management team in the UNODC Vienna IPB comprises a professional staff (P 4) and an Assistant assigned to the Regional Section for South Asia, Southeast Asia and the Pacific. This team is responsible for the provision of desk review materials to the Evaluator and for the in-house coordination of the compilation of the relevant background documents, commenting on the evaluation methodology, liaises with the Core Learning Partners, commenting on the draft preliminary and final draft reports, and developing a follow-up plan for the evaluation recommendations in a corporate manner. The Vienna based team will act in close coordination with the Regional Office SEAP in Bangkok, other UNODC Field Offices and thematic/technical offices, and the Evaluation Team.

Programme Management is responsible for all administrative and logistical matters in relation to the whole evaluation-process as well as the evaluation field missions (e.g. contracting of evaluation team; logistical and administrative of the field mission for the evaluation team; preparation of meetings and meetings schedules; etc.).

In the case a field mission is decided to be held in Southeast Asia, the Regional Office in Bangkok, where the Programme has been sitting and delivering globally since 2010 and before, under the overall responsibility of the Regional Representative (who is supported by the previous and present Programme Manager) will be responsible for the logistics in Bangkok, meeting schedule, arranging the interviews, coordinating all administrative matters in Bangkok and ensuring the presence of the previous Programme Manager and other relevant staff in Bangkok during the Evaluation Team field mission.

Furthermore, the Regional Section SEAP within IPB/DO is responsible for the

meeting schedule, arranging the interviews and coordinating all administrative matters in Vienna. Furthermore it is responsible for drafting and finalizing the Evaluation and Evaluators ToR, selecting Core Learning Partners and informing them of their role, recruiting evaluators, providing desk review materials to the evaluation team, reviewing the inception report as well as the evaluation methodology, reviewing the draft report, assessing the quality of the final report by using the Quality Checklist for Evaluation Reports, as well as developing an implementation plan for the evaluation recommendations.

Evaluation Team (Independent Evaluation Consultant)

The Evaluation Team will:

- a. Carry out the desk review and analysis of the eLearning platform and modules;
- b. Participate in the team briefing;
- c. Develop the evaluation methodology including the evaluation tools and present them in an inception report (to be cleared by IEU);
- d. Undertake the necessary field visits;
- e. Present the preliminary findings;
- f. Draft the evaluation report;
- g. Finalize and present the evaluation report (to be cleared by IEU);
- h. Provide the UNODC Management with the opportunity to respond to the evaluation report with a comprehensive Management Response.

10. PAYMENT MODALITIES

The Independent Evaluation Consultant will be issued consultancy contracts and paid in accordance with UNODC rules and regulations. The contract is a legally binding document in which the consultant agrees to complete the deliverables by the set deadlines. Payment is correlated to deliverables and three installments are planned for: upon delivery of the Inception Report, of the Draft Evaluation Report and of the Final Evaluation Report, including the final presentation.

- A. The first payment (30 per cent of the consultancy fee) upon approval of the Inception Report;
- B. The second payment (40 per cent of the consultancy fee) upon receipt of the Draft Evaluation Report; and
- C. The third and final payment (30 percent of the consultancy fee, i.e. the remainder of the fee) only after completion of the respective tasks (including the final presentation in Vienna), receipt of the Final Evaluation Report and its clearance by UNODC/IEU.

An advance of 75% percent of the daily subsistence allowance and terminal expenses will be paid in respect of all travel required away from the home base. The balance is paid after the travel has taken place, upon presentation of boarding passes and the completion of travel claim forms.

ANNEX II. JOB TOR OF EVALUATORS

The Evaluation Team is requested to undertake relevant **UN security exams** and be aware of and compliant with related security protocols. Security briefings have to be organized by the Field Offices immediately upon arrival of the Evaluation Team in a given country in order for all to understand UN and country specific security measures.

A. Terms of Reference for Team Leader

Title: <u>Leader</u>	<u>International Evaluation Consultant/Team</u>
Organizational Section/Unit:	IPB/DO/UNODC
Duty Station:	Home based; missions to Vienna, Austria, Bangkok, Thailand, and Colombo, Sri Lanka
Proposed period	04/05/2015 to 30/09/2015 (lump sum payments)
Starting date required	04/05/2015
Actual work time	37 days
Fee Range	(A through E – ST/AI/2013/4 Annex III refers)

1. Background of the assignment:

UNODC first began delivering Computer-Based Training (CBT) in 1997 in Southeast Asia and in particular in the Greater Mekong Sub-region (Cambodia, Lao PDR, Myanmar, Thailand and Vietnam) when it was identified that a large number of officers required training in basic enforcement areas to develop knowledge and skills to interdict smuggling of drugs at the porous borders of the region.

The first project introducing CBT - RAS/C51 Enhancement of drug law enforcement training in East Asia - was established at the then UNODC Regional Centre for East Asia and the Pacific, in Bangkok (Thailand). Then a Global CBT initiative was designed in 2003 as project GLO/H17 UNODC Global eLearning for drug control and crime prevention. Project GLO/H17 aimed to capitalize on the existing CBT projects developed in East Asia to form the basis for the development of a *global strategy* for training law enforcement personnel, strengthening the capacity of Governments to counter illicit drug trafficking and transnational organized crime. It also aimed to establish a centre for eLearning at the UNODC

Regional Centre to support the introduction of eLearning in other UNODC field projects. During implementation of GLO/H17, a Thematic Evaluation was undertaken in 2005 by the UNODC's Independent Evaluation Unit of UNODC's eLearning initiative. The findings of the Thematic Evaluation recommended continuation of UNODC work in this area.

In June 2010, global programme GLO/U61 UNODC Global eLearning – making the world safer from drugs, crime and terrorism was approved. The programme aimed at integrating CBT into a global e-learning strategy. It envisaged establishing a dedicated CBT Unit at the UNODC Regional Centre to support the e-learning activities in partner countries. A programme revision was undertaken in June 2013 to facilitate the continuation of staff contracts and to add a new programme component/segment and budget for UNODC ITS Vienna Support to the development of a UNODC managed web-based training platform.

Effective 17 February 2014 the Programme Management Unit (PMU), with the exception of the Programme Management Assistant who remained in Bangkok, was moved to UNODC Headquarters in Vienna under the supervision of the Regional Section for South Asia, East Asia and the Pacific, Implementation and Oversight Branch, Division for Operations (RSSAEAP/IPB/DO). The new PMU was tasked by IPB/DO management to finalize the pending deliverables under the programme, prepare and coordinate the evaluation in coordination with the Independent Evaluation Unit (IEU) and assist the evaluation team in all phases of the exercise. In the Regional Office in Bangkok a professional staff will interact with the Programme Manager in order to guarantee the continuation of Programme's pending activities.

2. Purpose of the assignment:

The International Evaluation Consultant will carry out the mid-term Independent Project Evaluation of the UNODC programme "GLOU61 – UNODC Global eLearning – making the world safer from drugs, crime and terrorism" and as well the overarching eLearning strategy of UNODC, according to the evaluation Terms of Reference.

The Evaluation of GLOU61 will seek to derive recommendations, best practices and lessons learned, identify areas of improvement, clarify and tackle problems, get feedback, appraisal and record any achievements reached by UNODC with the global e-Learning.

3. Specific tasks to be performed by the consultant:

Under the supervision of the Independent Evaluation Unit of UNODC:

The Team Leader will have the overall responsibility for the quality and timely delivery of all activities and reports, and for liaising with the Independent Evaluation Unit (IEU) and with the UNODC Global eLearning Programme Management as specified in the evaluation Terms of Reference.

More specifically, the *Team Leader* will be responsible for the following tasks:

- Coordinates with the Substantive Expert for this evaluation throughout the process to ensure that all aspects of the Terms of Reference are fulfilled;
- Undertakes a desk review and on this basis oversees the finalization of the

- evaluation methodology, in compliance with the evaluation norms and standards of the United Nations Evaluation Group (UNEG);
- Produces an Inception Report based on the UNODC Evaluation guidelines and templates (to be reviewed and cleared by IEU; can entail various rounds of comments);
 - Undertakes relevant field missions and receives appropriate briefings;
 - Conducts interviews with internal and external stakeholders, including end-users of the eLearning programme.
 - Presents and discusses preliminary findings in the field and at UNODC Headquarters, and considers received feedback and comments;
 - Facilitates discussion among the team members on the findings, conclusions and recommendations;
 - Drafts the evaluation report, with the inputs received from the different team members, to be circulated for comments and factual validation among the evaluation stakeholders, in line with the UNODC Evaluation Guidelines and Templates (to be reviewed and cleared by IEU; can entail various rounds of comments);
 - Duly considers comments received from the evaluation stakeholders, Global eLearning Programme Management, in particular comments as regards factual verification;
 - Produce the final evaluation report, in line with the UNODC Evaluation Guidelines and Templates (to be reviewed and cleared by IEU; can entail various rounds of comments);
 - Present the final evaluation report.

4. Expected tangible and measurable output(s):

The consultant will be responsible to contribute to the delivery of the following products:

- *Inception Report* (containing preliminary findings of the desk review, refined evaluation questions, data collection instruments, sampling strategy, limitations to the evaluation, and timetable), and its submission to UNODC Global e-Learning Section and Independent Evaluation Unit for comments, by 19 May 2015; clearance by IEU necessary before the field mission can be conducted;
- *Presentation of the draft evaluation findings and preliminary conclusions* to the CLP and other key stakeholders at UNODC Headquarters in Vienna by 07 July 2015;
- *Draft Evaluation Report*, and its submission to UNODC Independent Evaluation Unit for initial clearance; UNODC Global e-Learning Section and

involved parties for comments by 21 July 2015; release to stakeholders to be cleared by IEU;

- *Final Evaluation Report*, including an annex with Management Response, by 01 September 2015; clearance by IEU;
- Presentation of the final evaluation findings and recommendations to the CLP and other key stakeholders at UNODC Headquarters in Vienna in September 2015.

5. Dates and details as to how the work must be delivered:

Deliverable	Output	Working Days	To be accomplished by	Location
	Desk Review, study of relevant documents and of the technical aspects/functionality of the eLearning platform/modules. Consultation of the Platform and documentation uploaded in the FTP link.	10 days	04- 15 May 2015	Home and web based
	Draft Inception Report to be reviewed and cleared by IEU before the field mission (may entail various rounds of comments)	2 days	25-26 May 2015	Home and web based
A	Final Draft Inception Report in line with UNODC Evaluation handbook, norms, standards and templates; reviewed and cleared by IEU (can entail various rounds of comments)	12 days	26 May 2015	Home and web based
	Evaluation mission: Interviews with relevant Sections/Units at UNODC HQ	4 days	22 – 26 June 2015	UNODC Vienna, Austria
	Evaluation mission: interviews with staff at the selected filed location. This will also include video/tele-conferences with other relevant Field Offices where e-learning activities are conducted	8 days	29 June - 08 July 2015	Bangkok, Thailand (6 days) Colombo, Sri Lanka (2 days)
	Presentation of preliminary findings at UNODC HQ to DO, IPB and IEU	1 day	10 July 2015	UNODC Vienna, Austria ¹⁶
	Draft of the evaluation report and	7 days	20 - 30 July	Home

¹⁶ DO: Division for Operations, IPB; Integrated Programme and Oversight Branch, IEU: Independent evaluation Unit.

	submission to IEU for initial review and clearance; report shared with stakeholders for comments		2015	based
B.	Draft Evaluation Report in line with UNODC Evaluation Policy, Handbook, norms, standards and templates; reviewed and cleared by IEU (can entail various rounds of comments)	20 days	30 July 2015	Home base
	Finalization of the Report based on comments received	4 days	31. August – 01. September 2015	Home based
	Presentation of the Report	1 day	30 September 2015	UNODC Vienna, Austria
C.	Final Draft Evaluation Report in line with UNODC Evaluation Policy, Handbook, norms, standards and templates; reviewed and cleared by IEU (can entail various rounds of comments) and presentation of findings	5 days	30 September 2015	Home base; UNODC Vienna, Austria
TOTAL		37 days		

6. Indicators to evaluate the consultant's performance:

- Quality of the deliverables as per rules and standards of UNODC evaluation unit and United Nations Evaluation Group;
- Timeliness in the provision of deliverables;
- Ability to perform under pressure and difficult environments;
- Tact and aptitude to engage with a wide arrange of stakeholders in a professional manner;

7. Payment modalities

Payments will be made upon satisfactory completion and/or submission of outputs/deliverables and cleared by IEU.

Consultants will be issued consultancy contracts and paid in accordance with UNODC rules and regulations. The contract is a legally binding document in which the consultant agrees to complete the deliverables by the set deadlines. Payment is correlated to deliverables and three installments are planned for: upon delivery of the Inception Report, of the Draft Evaluation Report and of the Final Evaluation Report and Evaluation Brief, including the final presentation.

Deliverable	Output	Working	To	be
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		Days	accomplished by (date)
A.	Final Draft Inception Report in line with UNODC Evaluation handbook, norms, standards and templates; reviewed and cleared by IEU (can entail various rounds of comments)	12	Tentatively 26/05/2015
B.	Draft Evaluation Report in line with UNODC Evaluation Policy, Handbook, norms, standards and templates; reviewed and cleared by IEU (can entail various rounds of comments)	20	Tentatively 30/07/2015
C.	Final Draft Evaluation Report in line with UNODC Evaluation Policy, Handbook, norms, standards and templates; reviewed and cleared by IEU (can entail various rounds of comments) and presentation of findings	5	Tentatively 30/09/2015

An advance of 75% percent of the daily subsistence allowance (DSA) and terminal expenses will be paid in respect of all travel required away from the home base. The balance is paid after the travel has taken place, upon presentation of boarding passes and the completion of travel claim forms.

8. Qualifications/expertise sought (required educational background, years of relevant work experience, other special skills or knowledge required):

The International Evaluation Consultant should have the following technical qualifications:

- An academic degree in programme management, business administration or international development and/or degree directly relevant to UNODC mandates. At least 10 years professional experience in programme management/evaluation, or UN relevant work;
- Substantial experience in designing and leading evaluations and monitoring technical assistance projects;
- Experience in conduction outcome and impact evaluations of projects and programmes in international development and preferably including areas of UNODC mandates.

9. Languages

Fluency in English is required, including excellent written English and drafting skills.

10. Absence of Conflict of Interest:

For the purpose of this evaluation, the definition of conflict of interest is restricted to the involvement of the evaluator in the design, supervisions, coordination or decision-making process of this programme. Should the evaluator have been involved solely in developing the content of products of this programme, those parts will not be part of this evaluation.

Ethics: The evaluators shall respect the UNEG Ethical Guidelines.

B. Terms of Reference for subject expert

Title:	<u>International Evaluation Consultant</u>
Organizational Section/Unit:	IPB/DO/UNODC
Duty Station:	Home based
Proposed period	10/08/2015 to 01/09/2015
Starting date required	10/08/2015
Actual work time	5 days
Fee Range	(A through E – ST/AI/2013/4 Annex III refers)

1. Background of the assignment:

UNODC first began delivering Computer-Based Training (CBT) in 1997 in Southeast Asia and in particular in the Greater Mekong Sub-region (Cambodia, Lao PDR, Myanmar, Thailand and Vietnam) when it was identified that a large number of officers required training in basic enforcement areas to develop knowledge and skills to interdict smuggling of drugs at the porous borders of the region.

The first project introducing CBT - RAS/C51 Enhancement of drug law enforcement training in East Asia - was established at the then UNODC Regional Centre for East Asia and the Pacific, in Bangkok (Thailand). Then a Global CBT initiative was designed in 2003 as project GLO/H17 UNODC Global eLearning for drug control and crime prevention. Project GLO/H17 aimed to capitalize on the existing CBT projects developed in East Asia to form the basis for the development of a *global strategy* for training law enforcement personnel, strengthening the capacity of Governments to counter illicit drug trafficking and transnational organized crime. It also aimed to establish a centre for eLearning at the UNODC Regional Centre to support the introduction of eLearning in other UNODC field projects. During implementation of GLO/H17, a Thematic Evaluation was undertaken in 2005 by the UNODC's Independent Evaluation Unit of UNODC's eLearning initiative. The findings of the Thematic Evaluation recommended continuation of UNODC work in this area.

In June 2010, global programme GLO/U61 UNODC Global eLearning – making the world safer from drugs, crime and terrorism was approved. The programme aimed at integrating CBT into a global e-learning strategy. It envisaged establishing a dedicated CBT Unit at the UNODC Regional Centre to support the e-learning activities in partner countries. A programme revision was undertaken in June 2013 to facilitate the continuation of staff contracts and to add a new programme component/segment and budget for UNODC ITS Vienna Support to the development of a UNODC managed web-based training platform.

Effective 17 February 2014, programme management was moved temporarily to UNODC Vienna/IPB, to the Regional Section for South Asia, East Asia and the Pacific, Implementation and Oversight Branch, Division for Operations (RSSAEAP/IPB/DO). The Programme Management Assistant function remained in Bangkok. The regional section was tasked by IPB/DO management to finalize the pending deliverables under the programme, prepare and coordinate the evaluation in coordination with the Independent Evaluation Unit (IEU) and assist the evaluation team in all phases of the exercise. In the Regional Office in Bangkok a professional staff is interacting with the temporary programme management team in Vienna, to guarantee the continuation of Programme's pending activities.

2. Purpose of the assignment:

The International Consultant will closely coordinate with the Team Leader to carry out the mid-term Evaluation of the UNODC programme "GLOU61 – UNODC Global eLearning – making the world safer from drugs, crime and terrorism" and as well the overarching eLearning strategy of UNODC, according to the evaluation Terms of Reference.

The Evaluation of GLOU61 will seek to derive recommendations, best practices and lessons learned, identify areas of improvement, clarify and tackle problems, get feedback, appraisal and record any achievements reached by UNODC with the global e-Learning.

3. Specific tasks to be performed by the consultant:

Under the supervision of the Independent Evaluation Unit of UNODC:

The International Consultant/Contractor will collaborate with the Evaluation Team Leader on the Evaluation of GLOU61. On the basis of the Evaluation Terms of Reference s/he will carry out the following duties:

- Coordinate with the Team Leader and provide timely inputs throughout the process to help to ensure that all aspects of the Terms of Reference are fulfilled;
- Provide inputs to a desk review and contribute to the finalization of the evaluation methodology, in compliance with the evaluation norms and standards of the United Nations Evaluation Group (UNEG);
- Participate in discussions among the team members on the findings, conclusions and recommendations, and provide related inputs;
- Contribute to drafting the evaluation report to be circulated for comments and factual validation among the evaluation stakeholders, in line with the UNODC Evaluation Guidelines and Templates;
- Provide inputs to comments received from the evaluation stakeholders, GLOU61 management and Independent Evaluation Unit, in particular comments as regards factual verification;
- Provide inputs to the production of the final evaluation report, in line with the UNODC Evaluation Guidelines and Templates.

4. Expected tangible and measurable output(s):

The consultant will be responsible to contribute to the delivery of the following products:

- *Draft Evaluation Report*, and its submission to UNODC Independent Evaluation Unit for initial clearance; UNODC Global e-Learning Section and involved parties for comments; release to stakeholders to be cleared by IEU;
- *Final Evaluation Report, including an annex with Management Response*, by 01 September 2015, in line with the UNODC Evaluation Guidelines and Templates;

5. Dates and details as to how the work must be delivered:**EVALUATION TIMELINE AND LOCATIONS**

Deliverable	Output	Working Days	To be accomplished by	Location
A.	Consultation of the eLearning Platform and revision of the draft report in regards to the technicality of UNODC eLearning contents and LMS Draft Report includes technical comments on the UNODC eLearning modules and LMS	3 days	10-11-12 August 2015	Home Based
B.	Consultation of the eLearning Platform and revision of the final report in regards to the technicality of eLearning and UNODC LMS Final Report includes technical comments on the UNODC eLearning	2 days	31 August – 01 September 2015	Home Based

	modules and LMS			
Total		5 days		

6. Indicators to evaluate the consultant's performance:

- Quality of the deliverables as per rules and standards of UNODC evaluation unit and United Nations Evaluation Group.
- Timeliness in the provision of deliverables
- Ability to perform under pressure and difficult environments
- Tact and aptitude to engage with a wide arrange of stakeholders in a professional manner

7. Payment modalities

Consultants will be issued consultancy contracts and paid in accordance with UNODC rules and regulations. The contract is a legally binding document in which the consultant agrees to complete the deliverables by the set deadlines. Payment is correlated to deliverables and three installments are planned for: upon delivery of the Inception Report, of the Draft Evaluation Report and of the Final Evaluation Report and Evaluation Brief, including the final presentation.

Deliverable	Output	Working Days	To be accomplished by (date)
A.	Draft Evaluation Report in line with UNODC Evaluation Policy, Handbook, norms, standards and templates; reviewed and cleared by IEU (can entail various rounds of comments)	3	Tentatively 12/08/2015
B.	Final Draft Evaluation Report in line with UNODC Evaluation Policy, Handbook, norms, standards and templates; reviewed and cleared by IEU (can entail various rounds of comments) and presentation of findings	2	Tentatively 7/09/2015

8. Qualifications/expertise sought (required educational background, years of relevant work experience, other special skills or knowledge required):

The International Evaluation Consultant should have the following technical qualifications:

- Advanced university degree in e-learning design and implementation, educational technology, learning and technology, or any related field,
- A minimum of 7 years of professional experience in the field of e-learning projects, computer based training, learning technologies, integration of communication technology into education and e-learning or any related areas.

- Experience in the development and management of e-learning approaches and platforms
- Experience with eLearning and computer based training technologies and standards is an asset;
- Preferably formal training/education on evaluation methodologies and principles, and extensive knowledge of, and experience in applying, qualitative and quantitative evaluation methods and experience in gender sensitive evaluation methodologies and analysis, and understanding of human rights and ethical issues related to evaluation;
- Knowledge and experience of the UN System, and preferably of UNODC;
- Excellent communication and evaluation report drafting skills;
- Excellent skills in English (both oral and writing). Knowledge of another language relevant to the evaluation might be an advantage.

9. Languages

Fluency in English is required, including excellent written English and drafting skills.

10. Absence of Conflict of Interest:

For the purpose of this evaluation, the definition of conflict of interest is restricted to the involvement of the evaluator in the design, supervisions, coordination or decision-making process of this programme. Should the evaluator have been involved solely in developing the content of products of this programme, those parts will not be part of this evaluation. **Ethics: The evaluators shall respect the UNEG Ethical Guidelines.**

ANNEX IV. LIST OF CORE LEARNING PARTNERS AND STAKEHOLDERS

Name	Organization	Position	Location
Jeremy Milsom	UNODC FIELD	Regional Programme Coordinator, Regional Programme for Afghanistan and the Neighbouring Countries, Country Office Afghanistan	Afghanistan
Garry Compton	Australia, AFP and DIPB	Regional Programmes and Evaluation Section, International Engagement Branch, Refugee, Humanitarian and International Policy Division, Department of Immigration and Border Protection	Australia
Colonel Sanakorn Manmuang	Royal Thai Police	Foreign Relations Dept., General Staff Division Police Education Bureau	Bangkok
Nopporn Thanompong	Royal Thai Police	Foreign Relations Dept., General Staff Division, Police Education Bureau (PEB)	Bangkok
Giovanni Broussard	UNODC FIELD	Programme Officer, ROSEAP, Bangkok	Bangkok
Jeremy Douglas	UNODC FIELD	Regional Representative, Regional Office Southeast Asia and the Pacific	Bangkok
Mark Stanley	UNODC FIELD	GLOU61 Programme Manager up to 3 February 2014	Bangkok
Richard W. Snelsire	US Embassy	Director, Bureau of International Narcotics and Law Enforcement Affairs (INL) at the U.S. Embassy in Bangkok	Bangkok
Benedicte Meille	WCO	Learning and Education Manager	Belgium
Huort Sophally	NACD Cambodia	eLearning Coordinator, Director of Planning and Training Dept. NACD	Cambodia
Julien Garsany	UNODC FIELD	Programme Coordinator, Regional Office for the Middle East and North Africa	Egypt
Mona Salem	UNODC FIELD	National Project Officer, Regional Office for the Middle East and North Africa	Egypt
Juli David	INTERPOL	Head of Branch, Interpol Global Learning Centre	France
Kenneth Littlepage	Imc information multimedia communication AG	Project Manager Content Services, IM-C AG	Germany
Tilman Kuechler	Imc information multimedia communication AG	Director Higher Education & Public Sector, IM-C AG	Germany
Chand Kaushil	UNODC FIELD	ITS Coordinator	India
Cristina Albertin	UNODC Field	Regional Representative, Regional Office for South Asia	India
Prabhjeet Gulati	UNODC FIELD	Drug Law Enforcement Expert, Regional Office for South Asia	India
Rajiv Walia	UNODC FIELD	Regional Programme Coordinator, Regional Office for South Asia	India

Djoko Sustanto	Jakarta Centre Law Enforcement Cooperation (JCLEC)	eLearning Technical Officer, Jakarta Centre Law Enforcement Cooperation (JCLEC)	Indonesia
Gede Suardana	Jakarta Centre Law Enforcement Cooperation (JCLEC)	eLearning Managerial Officer, Jakarta Centre Law Enforcement Cooperation (JCLEC)	Indonesia
Troels Vester	UNODC FIELD	Country Manager, UNODC Indonesia	Indonesia
Dalin Soudachan	Lao National Commission for Drug Control and Supervision	Deputy Director of Law Enforcement, Lao National Commission for Drug Control and Supervision (LCDC),	Lao PDR
Aung Htay Myint	Myanmar Police Force	International Relations Department, Division against Transnational Crime	Myanmar
Amado de Andres	UNODC FIELD	Regional Representative, Regional Office Panama	Panama
Pierre Lapaque	UNODC FIELD	Regional Representative, West and Central Africa	Senegal
John Seymour	Australia, AFP	Office Manager AFP Agency, Australian High Commission, Colombo, Sri Lanka	Sri Lanka
Pradeep Hemasinghe	eLearning Centre	Officer-in-Charge, Koala eLearning and English Language Training Centre	Sri Lanka
Amornvit Munthong	Royal Thai Police	Superintendent of Police Tactics Training Subdivision, Central Police Training Division, Police Education Bureau, Royal Thai Police	Thailand
Agustinho Gomes	Timor Leste Police	Chief, Border Patrol Unit	Timor Leste
Ali-Hajjigholam Saryazdi	UNODC FIELD	Programme Officer, Regional Programme for Afghanistan and the Neighbouring Countries, Regional Office for Central Asia	Uzbekistan
Ottabek Murodov	UNODC FIELD	National Project Officer, Regional Office for Central Asia	Uzbekistan
Eugenie Kyung-Eun Hwang	Australia, Permanent Mission	Second Secretary	Vienna
Naoki Sugano	Japan, Permanent Mission	First Secretary	Vienna
Martina Østerhus	Norway, Permanent Mission	First Secretary	Vienna
Carl Mörner	Sweden, Permanent Mission	Second Secretary	Vienna
Aldo Lale-Demoz	UNODC HQ	Director, Division for Operations	Vienna
Alexandre Schmidt	UNODC HQ	Chief, Regional Section for West and Central Asia, IPB/DO	Vienna
Cherine Rahmy	UNODC HQ	Chief, Regional Section for Africa and the Middle East, IPB/DO	Vienna
Dagmar Thomas	UNODC HQ	in her former functions as Senior Inter-regional Advisor, IPB/DO	Vienna
Danilo Rizzi	UNODC HQ	Programme Officer, RSSAEAP/IPB/DO	Vienna
Dennis Thatchaichawalit	UNODC HQ	Director, Division for Management (DM)	Vienna
Dimitri Vlassis	UNODC HQ	Officer-in-Charge Division for Treaty Affairs (DTA), Chief, Corruption and Economic Crime Branch, DTA	Vienna

Fakhrulla Azamov	UNODC HQ	Former Regional Section for South Asia, East Asia and the Pacific and GLOU61	Vienna
Flavio Mirella	UNODC HQ	Chief, Regional Section for South Asia, East Asia and the Pacific	Vienna
Gilberto Gerra	UNODC HQ	Chief, Drug Prevention & Health Branch (DHB)	Vienna
Gillian Murray	UNODC HQ	Chief, Public Affairs and Policy Support Branch (PAB)	Vienna
Ian Munro	UNODC HQ	Global Programme on Money Laundering, OCB/DTA	Vienna
Ismet Mustafa	UNODC HQ	Chief, Information Technology Service (ITS), Chief, Corporate Software Solutions Section, ITS/DM	Vienna
Jean-Luc Lemahieu	UNODC HQ	Director, Division for Policy Analysis and Public Affairs (DPA)	Vienna
Jorge Rios	UNODC HQ	Chief, Sustainable Livelihood Unit, DHB/DO	Vienna
Justice Tettey	UNODC HQ	Chief, Laboratory and Scientific Services, LSS/DPA	Vienna
Loide Lungameni	UNODC HQ	Chief, Organised Crime and Illicit Trafficking Branch (OCB)	Vienna
Maurizio Gazzola	UNODC HQ	Officer-in-Charge Information Technology Service (ITS), Chief, Corporate Software Solutions Section, ITS/DM	Vienna
Muki Daniel Jerneloev	UNODC HQ	Chief, CPS/DPA	Vienna
Oleksiy Feshchenko	UNODC HQ	Programme Management Officer, OCB/DTA	Vienna
Oliver Gadney	UNODC HQ	Programme Officer, Implementation Support Section, OCB/DTA	Vienna
Olvier Stolpe	UNODC HQ	Chief, Conference Support Section, CEB/DTA	Vienna
Ruth Sembajwe	UNODC HQ	Chief, Staff Development Unit, (HRMS)	Vienna
Tofik Murshudlu	UNODC HQ	Chief, Implementation Support Section, OCB/DTA	Vienna
Tullio Santini	UNODC HQ	Chief, Regional Section for Latin America and the Caribbean, IPB/DO	Vienna
Valerie Lebaux	UNODC HQ	Chief, Justice Section, DO	Vienna
James Applegate	USA, Permanent Mission	Deputy Counsellor, UN Affairs Section	Vienna
Lan Bui Phuong	Standing Office on Drugs and Crime, Vietnam	Officer of International Cooperation and Project, Management Division, Standing Office on Drugs and Crime (SODC),	Vietnam
Lucy J. Gillers	US IML	INL/EA	Washington

ANNEX V. REVISED RESULTS FRAMEWORK/ EVALUATION MATRIX

Project Objective/ impact/ ultimate outcome: Enhancing law enforcement response to global human security challenges

Impact indicators: Effective identification, investigation and prosecution of transnational organized crimes, including trafficking in persons, drugs and precursors, natural resources and hazardous substances, and smuggling of migrants.

Outputs	Outcomes	Performance indicator/s	Means of Verification
<p>Effective eLearning management and cost recovery models established and communicated within UNODC</p> <p>Global and regional eLearning workshops conducted</p> <p>Existing eLearning sites around the world assessed and upgraded</p> <p>Up-skill existing partners with current modules</p> <p>eLearning Technical Support Centre and programme website</p> <p>Training needs and capacity assessments effectively carried out with partners</p>	<p>Outcome 1: Law enforcement and other trained officials internalize and use new knowledge for protecting the rule of law and promoting health and development</p>	<p>Number of officers effectively informed / trained by country, organization, position, gender, and skill areas</p> <p>Evidence of improved operational performance back in the workplace</p>	<p>Pre and post test scores collected from training records</p> <p>Follow-up assessment studies/survey</p>
<p>Support to member-states to make eLearning training programme compulsory for all national personnel assigned to law enforcement duties.</p>	<p>Member-states make training programme compulsory for all national personnel assigned to law enforcement duties.</p>	<p>Number of member-states that make training programme compulsory</p>	<p>Participating country agency training plans and records/reports and qualitative assessment by UNODC.</p>
<p>Support to member-states for institutionalizing CBT into ongoing basic law enforcement training including handing over equipment.</p>	<p>Member-states use and institutionalize CBT/ eLearning into ongoing basic law enforcement training programmes.</p>	<p>Number of member-states that institutionalize CBT into ongoing basic law enforcement training programmes.</p>	<p>Participating country agency training plans and records/reports and qualitative assessment by UNODC.</p>

<p>LMS produces timely and quality data on learning outcomes, student numbers and profiles, modules completed, etc.</p> <p>Periodic reviews of data quality and utility by CBTU in consultation with stakeholders</p>	<p>LMS data is effectively used by concerned stakeholders, including UNODC and participating government agencies/ training centre managers.</p>	<p>Number and type of stakeholders using LMS data</p>	<p>Participating country agency training records/reports and qualitative assessment by UNODC</p> <p>Feedback from stakeholders, using structured qualitative assessment tool</p>
<p>New and/or adapted CBT/ eLearning training modules developed to meet local needs</p>	<p>CBT/ eLearning training modules adopted by various training centres to meet their local needs</p>	<p>Number, duration, scope and content of existing and new training modules adopted by CBT centres.</p>	<p>Surveys of client/user satisfaction conducted by UNODC</p>
<p>Support for setting up CBT Training Centres</p> <p>Module produced in English and adapted into various languages, field tested in selected sites, local training managers identified and trained, effective trainee selection procedures developed, modules in targeted centers installed, training managers supported in delivery, impact of the training monitored and evaluated, and CBT included in ongoing law enforcement training programmes.</p>	<p>CBT Training Centres are established and effectively operational (including local budget commitment to training centre maintenance)</p>	<p>Number of CBT centres established and operational, by location and size.</p>	<p>Reports from National Coordinators and/or CBT Training Centre managers</p> <p>Project mission reports and other records</p>
<p>Launch and lead an initiative between International Organisations e.g. Interpol, WCO, OSCE to share and collaborate on eLearning in law enforcement organisations</p>	<p>Enhanced collaboration between international organisations such as Interpol, WCO and OSCE on eLearning in law enforcement organisations</p>	<p>Evidence showing enhanced collaboration</p>	<p>Interviews and archival data (e.g. reports, memoranda) on collaboration</p>

<p>CBTU adequately staffed with appropriately qualified individuals</p> <p>Quarterly, six-monthly and annual project progress reports produced on time and of good quality (with appropriate results focus). CBT project Advisory Committee (including donor and partner government representation) established and meetings held.</p> <p>Presentation of eLearning developments to specific donor groups</p> <p>Finance/budget and regular expenditure reports</p> <p>Regular steering meetings of Initiative partners to enhance the working modalities and develop joint learning materials</p> <p>Mid-term review, end of phase evaluation and other required analytical reports and learning products produced and disseminated to stakeholders</p> <p>Establish and maintain effective coordination and communication mechanisms with partner government officials, key donors and other concerned stakeholders</p>	<p>Donor and partner governments express satisfaction with CBTU/ eLearning support.</p>	<p>The extent to which donors and partner governments express satisfaction with CBTU support.</p>	<ol style="list-style-type: none"> 1. Records of coordination meetings held/ decisions made. 2. Record of Advisory Committee composition and meetings held.
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ANNEX VI. DATA COLLECTION STRATEGY

EQ #	Evaluation question	Data source	Data collection method
1.	Relevance of the Global eLearning Programme in terms of fulfilling the mandates of UNODC	Desk review, stakeholder interviews	Content & opinion analysis
2.	The extent to which the Programme meet the needs identified in various programme documents	Desk review, stakeholder interviews	Comparative analysis
3.	Relevance of the Programme in improving officers' knowledge in tackling drugs and crime: Current & expected in near future	Desk review, stakeholder interviews & surveys	Comparative analysis
4.	Strengths and weaknesses of the eLearning platforms, and the ways to improve it?	Expert stakeholder interviews	& Comparative analysis
5.	Comparison between UNODC and other eLearning platforms supporting law enforcement and/or other e-learning contents	Experts analysis and interviews	Comparative analysis
6.	The risks and opportunities of a UNODC developed and managed e-learning platform	Experts analysis and interviews	Comparative analysis
7.	Relevance of the eLearning platform to end-users in comparison to the previous CBT approach and other platforms within UNODC or beyond	Stakeholder interviews	Comparative analysis
8.	Relevance of eLearning for capacity building as a whole	Stakeholder interviews	Comparative analysis
9.	Efficiency of the programme in reaching its objectives	Multiple sources	Multiple methods
10.	The extent to which the programme has been implemented in an efficient and cost-effective way	Multiple sources	Output-input analysis
11.	The extent to which the inputs been converted to outputs in a timely and cost-effective manner	Multiple sources	Output-input analysis
12.	IT technology meets international standards	Experts analysis and interviews	Comparative analysis
13.	Efficiency of administering access to the eLearning modules (and possible improvements)	Experts analysis and interviews	Comparative analysis
14.	Quality of the training delivered by the learning platform web and classroom users	Expert stakeholder interviews	& Comparative analysis
15.	Compliance of eLearning platform with relevant security standards and privacy concerns	Experts analysis and interviews	Comparative analysis
16.	Efficiency of the cooperation with the vendor	UNODC staff	Reports & reviews
17.	Cost-effectiveness of the technical components of the programme	Staff & experts	Reviews & analysis

18.	Effectiveness of Programme planning in setting and achieving overall goals (and possible improvements)	Desk review & stakeholder interviews	Reviews & analysis
19.	Extent to which the programme objectives, outcomes and outputs been achieved (and next steps)	Multiple sources	Multiple methods
20.	The technical and human factors that may have caused deviation from original indicators and goals	Multiple sources	Multiple methods
21.	Requirements for fully achieving the outcomes as set in the programme logframe	Multiple sources	Multiple methods
22.	Systems in place to monitor and measure programme impacts (Effectiveness and possible improvements)	Programme team	Expert review
23.	Any positive or negative unintended results?	Multiple sources	Multiple methods
24.	Internal and external factors impacting on Programme delivery	Multiple sources	Multiple methods
25.	Sustainability of the programme interventions	Multiple sources	Multiple methods
26.	The extent to which the platform currently developed provides Member States sustainability of services	Stakeholder interviews	Stakeholder analysis
27.	Future assistance, maintenance and update of the platform and training modules	Stakeholder interviews	Stakeholder analysis
28.	Visibility of the long-term impact of the programme	Stakeholder interviews	Stakeholder analysis
29.	Comparison between UNODC and other industry standard eLearning platforms	Expert stakeholder interviews	& Comparative analysis
30.	The partnerships arrangements and opportunities for cooperation envisioned in programme documents	Stakeholder interviews	Stakeholder analysis
31.	The extent to which potential partnerships and opportunities for cooperation been fully exploited	Stakeholder interviews	Stakeholder analysis
32.	Limiting or inhibiting factors have impacted partnerships and cooperation	Stakeholder interviews	Stakeholder analysis
33.	The extent of involvement of various UNODC Regional, Country and Programme Offices, as well as thematic branches, in programme planning, implementation, delivering, monitoring, and oversight	UNODC staff	Reports, reviews & analysis
34.	Past or present challenges to partnerships, and new partnerships	Stakeholder interviews	Stakeholder analysis
35.	Partnerships sought and established in the delivery of this programme (including private stakeholders)?	Stakeholder interviews	Stakeholder analysis
36.	The extent to which different arrangements of the programme management conducive to an effective Programme implementation/coordination	UNODC staff & donors	Reports, reviews & analysis
37.	Appropriateness of the Programme Management Unit team appropriate for its scope	UNODC staff & donors	Reports, reviews & analysis
38.	The extent to which the programme is managed effectively, with timely responses and necessary technical improvement to changing circumstances and Member States' needs	Multiple sources	Multiple methods
39.	The extent to which the programme monitoring and reporting is accurate, timely and satisfactory	Multiple sources	Multiple methods

40.	The extent to which the programme risks have been identified and managed during the programme's design, approval and implementation	Multiple sources	Multiple methods
41.	Compliance and due diligence policy with the UNODC Positioning Paper on Human Rights?	Multiple sources	Multiple methods
42.	The extent to which the human rights were taken under consideration in the development and delivery of the programme	Multiple sources	Multiple methods
43.	The approach to assessment of Human Rights and Gender during the implementation of the Programme	Multiple sources	Multiple methods
44.	The role played by other units or sections within UNODC in regards to Human Rights and Gender dimensions contained in the programme	UNODC staff	Reports, reviews & analysis
45.	Assessment of human rights and gender dimensions within the modules	Experts & stakeholders	Comparative analysis
46.	Conduciveness of the programme management to an effective and efficient programme implementation/ coordination, risk identification and mitigation, etc.	Stakeholder interviews	Reports, reviews & analysis
47.	The extent to which the structure and profile of the programme management team has been appropriate for its scope	Stakeholder interviews	Reports, reviews & analysis
48.	The programme managed in line with the perimeters set in the project document and revisions?	Multiple sources	Multiple methods
49.	The extent to which the programme monitoring and reporting has been accurate, timely and satisfactory	UNODC staff & donors	Reports, reviews & analysis
50.	The ideal managerial structure of the Global eLearning initiative and its location within UNODC HQ and or the field	UNODC staff & donors	Reports, reviews & analysis
51.	The ideal follow up in terms of delivering all outcomes and outputs and provide for a sustainable and cost-conscious delivery of eLearning services	UNODC staff & donors	Reports, reviews & analysis
52.	The extent to which the results (outcomes and impact) generated through the Programme will likely to be sustained after the end of GLOU61	Multiple sources	Multiple methods
53.	The extent to which the training modules and local training manager/ networks contributed to developing sustainable know-how in UNODC	Stakeholder interviews	Reports, reviews & analysis
54.	Documenting the best practices emerging from the programme's implementation	Multiple sources	Multiple methods
55.	The lessons that can be drawn from unintended results	Multiple sources	Multiple methods
56.	The lessons that can be drawn from the working arrangements with internal and external partners	Multiple sources	Multiple methods
57.	The lessons can be drawn from the engagement with different vendors	UNODC staff & stakeholders	Reports & reviews
58.	The lessons that can be drawn from the programme's managerial structure	UNODC staff & donors	Reports & reviews

ANNEX VII. DESK REVIEW LIST

1. ROSEAP work plans 2010, 2011, 2012, 2013, 2014-2017.
2. Annual report 2014
3. Annual report 2011
4. Annual report 2012
5. Annual report 2013
6. GLOU61 UNODC Global eLearning situation paper
7. GLOU61 Project Revision 6 August 2014
8. Project progress reports: 2010-2014
9. Project planning document & all subsequent revisions
10. Minute of meetings & conference calls
11. 8 Mission reports
12. eLearning manuals
13. E-Learning and Knowledge-on-Demand:
14. Your world in-information
15. Transitioning the global eLearning programme
16. Project evaluation report 2006
17. Independent project evaluation of the Support to improved security by provision of capacity building to the Jakarta Centre for Law Enforcement Cooperation (JCLEC), IDN/T80, Indonesia.
18. Progress reports to AU on DIAC-financed project
19. Project financial statements
20. Progress reports to Japan over Japan
21. Progress reports to Sweden
22. Progress reports to the United States
23. Project annual work plans 2010-2015
24. Project brochures
25. Global eLearning course catalogue
26. Project newsletters
27. Annual report 2010
28. Project handover notes

ANNEX VIII. EVALUATION TOOLS: QUESTIONNAIRES AND INTERVIEW GUIDES

A. Interview questions for GLOU61 team members:

1. How relevant is the Global eLearning Programme in terms of fulfilling the mandates of UNODC?
2. To what extent does the programme actually meet the needs identified in various programme documents?
3. How would you describe the setup of your cooperation with staff at headquarters, regions and countries?
4. To what extent do you consider the material and support provided by the staff at headquarters useful to your work? How could it be improved?
5. To what extent do you consider the support provided by UNODC field offices useful to your work? How could it be improved?
6. Do the working arrangements (contract, remuneration etc.) provide a good basis for carrying out your assignment? What should be improved?
7. To what extent do you work with staff from other organizations of the UN system?
8. Which lessons learned could be drawn from this cooperation? (What, if any, are the main difficulties in working with them?)
9. How would you characterize your cooperation with partner organizations and other providers of TA in the field of eLearning?
10. Which lessons learned could be drawn from this cooperation? (What, if any, are the main difficulties in working with them?)
11. How would you characterize your cooperation with country counterparts? Which lessons learned could be drawn from this cooperation? (What, if any, are the main difficulties in working with them?)
12. What do you consider to be the main results you have helped make happen through eLearning programme? (Break it down by time and country)
13. How do you keep track of outcomes that your work made happen?
14. Do you see any long-term impact of GLOU61? Please describe.
15. What are the strengths and weaknesses of GLOU61, compared to providers of TA in the same field?
16. How and to what extent do the programme and its various course modules incorporate human rights and gender dimensions?
17. How do you ensure compliance of eLearning platform with relevant security standards and privacy concerns?
18. How do you ensure that the programme has been implemented in an efficient and cost-effective way and that inputs are converted to outputs in a timely and cost-effective manner?
19. What are the internal and external factors that have facilitated and /or impeded achievement of programme results? What steps have you undertaken to analyze, manage and mitigate risks?

20. How satisfied are you with programme monitoring and reporting? What could be done differently or significantly improved?

B. Interview questions for UNODC field representatives:

1. From your perspective, how relevant is the Global eLearning Programme in terms of fulfilling the mandates of UNODC?
2. To what extent does the programme actually meet the needs identified in various programme documents?
3. What is your role in connection with GLOU61/ eLearning?
4. Do you see any interlinkages between GLOU61, the field and other sections of UNODC? (Which ones?)
5. How does GLOU61 coordinate its work with the field and other sections of UNODC?
6. What type of cooperation and interaction did you have with GLOU61 (since 2010)?
7. How would you characterize your cooperation with GLOU61 and what lessons learned could be drawn from this experience?
8. Do you see any impact of GLOU61 on the level of intergovernmental bodies?
9. What do you consider to be the main results of GLOU61? What are your contributions to these results?
10. How can these results be measured? (What is the evidence?)
11. What do you consider the main obstacles to achieving results in the field of eLearning? How could those obstacles be overcome?
12. In your view, what are GLOU61's strengths and weaknesses?
13. What should be improved?
14. Do you see any long-term impact of GLOU61? Please describe.
15. What are the strengths and weaknesses of GLOU61, compared to providers of TA in the same field?
16. How and to what extent do the programme and its various course modules incorporate human rights and gender dimensions?
17. How do you ensure compliance of eLearning platform with relevant security standards and privacy concerns?
18. How do you ensure that the programme has been implemented in an efficient and cost-effective way and that inputs are converted to outputs in a timely and cost-effective manner?
19. What are the internal and external factors that have facilitated and /or impeded achievement of programme results? What steps have you undertaken to analyze, manage and mitigate risks?
20. How satisfied are you with programme monitoring and reporting? What could be done differently or significantly improved?

C. Interview questions for representatives of partner organizations:

1. What type of cooperation and interaction have you experienced between your organization and GLOU61 and UNODC since 2010?
2. Which lessons learned could be drawn from this experience?
3. Which services or products that GLOU61 provides are you aware of?
4. Do you know of other providers of the type of assistance GLOU61 provides?
5. In your opinion, what makes GLOU61's assistance unique? What are GLOU61's strengths? What do you see as the main added value provided by GLOU61?
6. In your view, how could GLOU61 improve its products and services?

7. Is GLOU61 contributing to improved harmonization among TA providers in the field of eLearning? How?
8. In your opinion, has GLOU61 effectively contributed to improved local eLearning capacity?
9. Would you say that GLOU61 has effectively contributed to improving the eLearning or learning systems in general in the countries of the region? How and to what extent?
10. Which other factors have contributed to an improved capacity of law & order regimes in the countries of the region?

D. Interview questions for country counterparts and beneficiaries:

1. Which services or products that GLOU61 provides are you aware of? What type of assistance has GLOU61 provided to your country? Which of these services and course modules have you and/ or your teams used?
2. Overall, have you been satisfied with the assistance provided by GLOU61?
3. Has the TA been provided according to your needs?
4. Do you see any long-term effects of the assistance provided by GLOU61?
5. In your opinion, has GLOU61 effectively contributed to improved local capacity?
6. Has GLOU61 contributed to making your country's capacity building more effective? Why or why not?
7. Which other factors have contributed to an improved eLearning in your country?
8. Do you know of other providers of the type of assistance GLOU61 provides?
9. In your opinion, what makes GLOU61's assistance unique? What are GLOU61's strengths? What do you see as the main added value provided by GLOU61?
10. How could GLOU61 improve its services and products?
11. How do you and your team ensure that capacity building efforts adhere to human and gender rights standards envisaged under the UN/ UNODC position papers?
12. What steps have you undertaken to ensure long-term sustainability of the capacity built under this programme?
13. Hypothetically speaking, if GLOU61 support were to be withdrawn, what effect/s would you foresee on capacity building in your jurisdiction? What could/ would you do to negate these effects?

E. Online survey Questionnaire for management at beneficiary institutions:

1. What kind of support have you received from UNODC's global eLearning programme (e.g. training, funding, technology transfer, knowledge transfer, etc.) and for how long?

Type of support received:

Number of years received:

Scope of the support (national, regional or local):

Your institution is (e.g., police, prosecution, etc.):

Your institution is headquartered at:

2. Has Global eLearning Programme helped your institution achieve its mission and objectives?

Definitely Yes!

Yes

No

Definitely not!

3. In which of the following ways has UNODC's global eLearning programme helped your institution achieve its mission? (Please select the three most salient responses.)

- a. Improved knowledge and capacity of law & order officials

- b. Improved capacity of senior officials to plan, implement and evaluate law & order programmes

- c. Provided funding/ support for capacity-building activities
- d. Made it easier to negotiate with other donors/ capacity building providers
- e. Knowledge / technology transfer
- f. Improved eLearning supporting infrastructure
- g. Other

If you picked 'other' above or if you want to elaborate anything further, please specify here:

4. Please mention 5 of your institution's biggest achievements relating to global eLearning programme since 2010.

5. Please list significant instances in which your institution's eLearning trainees have been used by policymakers at any level of government (local, national, regional) for policy or decision-making since 2010.

6. Does your institution keep track of people who were trained under the UNODC's eLearning project? If so, could you please provide some prominent examples of where these people are working now?

7. Please list the instances in which your institution's eLearning trainees have been asked to participate (or represent) on national and international commissions or committees, consultation panels, and think tanks.

8. Does your institution have any collaboration agreements with other organizations for capacity building in the areas supported by global eLearning programme? If yes, please elaborate on the extent and nature of these collaborative arrangements? Have there been any changes in this regard since receiving support from the global eLearning programme?

of collaborations:

Nature of collaborations:

Changes since receiving support:

9. We would also like to know about the larger societal impact of your institution's work. Could you please list the most important instances in which eLearning has been utilized by the trainees to benefit targeted stakeholder groups such as local communities, farmers, industries, villagers, etc.?

10. How many of following male and female officials at your institution participated in courses offered by goLearn ?

Male participants in 2010:

Male participants in 2012:

Male participants in 2014:

Female participants in 2010:

Female participants in 2012:

Female participants in 2014:

11. What could UNODC's global eLearning programme do to help you further improve your institution's performance? What recommendations do you have for the programme management?

Recommendation 1:

Recommendation 2:

Recommendation 3:

Recommendation 4:

Recommendation 5:

F. Online survey questionnaire for training beneficiaries:

1. In what eLearning course offered by the UNODC Global eLearning Programme did you participate? (Please check all that apply.)

Land Border Interdiction	Airport Interdiction
Seaport Interdiction	Container Profiling and Examination
Interview and Search of Persons	Controlled Deliveries
Investigating Drug Organised Crime	Human Trafficking
Clandestine Laboratories and Precursor Control	Human Rights
Money Laundering and Financing of Terrorism	Crime Scene Investigation
Introduction and Application of Intelligence	Intelligence Analysis
Security Document Examination	Smuggling of Migrants
Wildlife and Forest Crime	Risk Management
Cybercrime	HIV/AIDS
If other, please specify:	

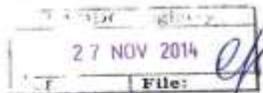
2. What do you feel were the best aspects of this training program?
3. What were the main concepts and skills you learned from this training course? Please mention at least three.
4. What was the main use that you made of the training in the conduct of your job? Please give at least one specific example.
5. What about these training programs could be improved?
6. What other providers of training in the field of law & order eLearning are you aware of? In your opinion, is there anything unique about UNODC's eLearning Programme?
7. What should the global eLearning programme do differently to be more effective and useful to you?
8. In your opinion, what major changes are required to make the capacity building of your public officials in your country more effective? These changes could relate to structures, systems, policies, training or any other unique challenges faced by you. Note: These changes should pertain to issues covered by UNODC's Global eLearning Programme.
9. What was the procedure used to select trainees for the training programme you participated in? Do you recommend any changes to the procedure used?
10. Please provide information below for aggregate analytical purposes only.
Country of residence:
Sector of work (e.g. law enforcement)
Your gender:
Your age:
Year of participation in training:

ANNEX IX. STAKEHOLDERS CONSULTED FOR THE EVALUATION

<i>Number of interviewees</i>	<i>Organisation</i>	<i>Country</i>
29	UNODC HQ	Austria
1	UNODC ROMENA	Egypt
1	IMC (vendor)	Germany (at UNODC HQ in Vienna)
7	UNODC ROSA	India
4	National counterparts, police and narcotics	India
1	UNODC	Indonesia
3	UNODC COPAK	Pakistan
12	National focal persons in Southeast Asia regional steering committee	Southeast Asia: 8 countries
2	Donors	Sri Lanka
8	National counterparts, police and narcotics	Sri Lanka
5	UNODC ROSEAP	Thailand
6	Donors	Thailand
14	National counterparts, police and narcotics	Thailand
1	UNODC	Vietnam
Total: 94		

ANNEX X. ANECDOTAL EVIDENCE ON E-LEARNING RESULTS

A Letter from Pakistan police



*Saad
nice letter
pls respond
Mr Cesar*
No. /PS



OFFICE OF THE
INSPECTOR GENERAL OF POLICE
ISLAMABAD

2-5 /11/2014

Subject: NATIONAL CONFERENCE ON E-LEARNING FOR PAKISTAN'S LAW ENFORCEMENT HELD ON 12TH NOVEMBER 2014, IN ISLAMABAD.

First of all, let me express my thanks for inviting and honoring me to be present on the auspicious occasion of completing 100,000 hours of e-learning, delivered to law enforcement agencies of Pakistan.

2. Police is an organization which should be staffed with highly skilled and highly professional men and women and these programs will enable the personnel of Islamabad Police to come up with more efficient and effective practices to cope with the extreme odd situations of the current era. We appreciate the initiative by UNODC for equipping law enforcement agencies and specially Islamabad Police, with the e-learning programs and skills and enabling them to raise the best professional standards against the challenges they are facing

3. Thank you again for providing such vital opportunity to come and attend this conference. The future of Islamabad Police is bright and I thank UNODC and its members for their support and enthusiasm, and for the work they do for Islamabad Police. I am looking forward for your continuous support and cooperation for the better delivery of services to the people of Pakistan.


(TAHIR ALAM KHAN) PSP, PPM
Inspector General of Police
Islamabad

Mr. Cesar Guedes,
Representative,
UNODC, Pakistan.

ANNEX XI. SUMMARY OF RECOMMENDATIONS MADE BY 2006 EVALUATION

# Recommendations	Implementation status (Yes/ No/ Partial/ Pending)
1 CBT/e-Learning should be continued in conjunction with the other recommendations.	Yes
2 CBT should be placed within a central training unit that supports activities across the organization, including internal training.	Pending
3 Develop a secure funding stream for this program that will enable it to continue and to grow.	Partially
4 Conduct a staffing needs assessment and develop a staffing plan for the e-Learning program.	Pending
5 Redesign and upgrade the Learning Management System (LMS) so that it can support on-going monitoring and evaluation activities.	Yes
6 Employ testing experts to review the current testing content, format and procedures to recommend long-term improvements in the current pre/post-test method.	Yes
7 Employ training experts to review the current selection method and recommend methods for selecting candidates for training based upon their skill/knowledge needs within a broader training framework.	Pending
8 Put in place a sustainable recording and archiving system on past project operations to help track and promote partnership opportunities.	Pending