



**UNHCR**  
The UN Refugee Agency

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# **Evaluation of UNHCR's approach to learning and development for workforce and partners**

EXECUTIVE SUMMARY  
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## Background

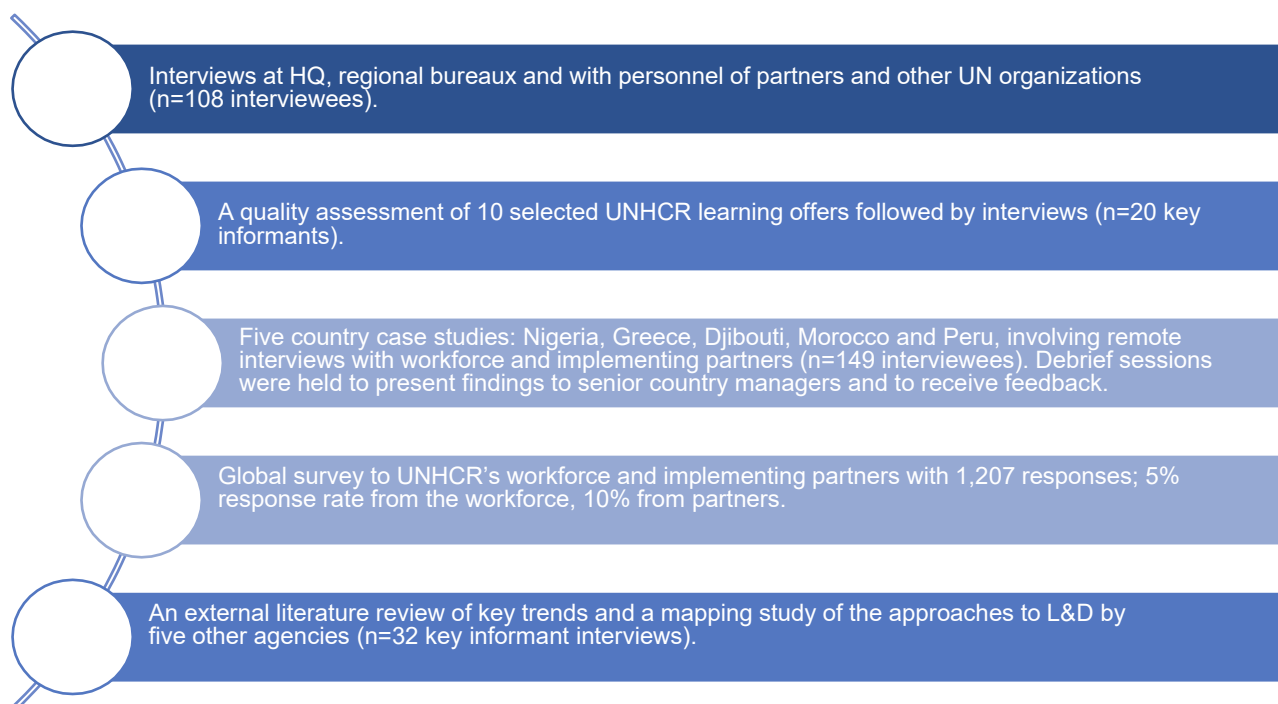
In 2016, UNHCR commissioned a “Rapid Organizational Assessment: Headquarters Review” conducted by Mannet.<sup>1</sup> Findings and recommendations from the review kick-started many fundamental changes within UNHCR, including the Human Resources Review that was conducted by PricewaterhouseCoopers (PwC) in 2018.<sup>2</sup> Based on the PwC review, there have been many changes to UNHCR’s human resource management as well as for workforce learning and development. As UNHCR’s 2012 Learning Policy pre-dated these changes, it was thought timely to commission an organization-wide strategic evaluation on workforce learning and development (L&D).

The scope of the evaluation was expanded from an initially more limited assessment of the work of the Global Learning and Development Centre (GLDC), to an assessment of the performance of UNHCR’s overall organizational “learning system” and its capacity to adapt over time to the changing context of UNHCR.

By “learning system”, the evaluation understands this as involving:

1. recipients/beneficiaries – that is, UNHCR’s workforce (staff and affiliates) and implementing partners;
2. suppliers – stakeholders who design, develop and deliver L&D;
3. clients – those who identify and inform learning needs and request L&D; and
4. the interrelationships between recipients, supply- and demand-side actors across different levels of UNHCR.

The evaluation methodology used both qualitative and quantitative data, comprised of the following steps:



The findings were presented to 136 personnel in two validation workshops in the summer of 2020. More refined versions of the key recommendations were considered at greater length with 30 senior-level managers and senior technical staff in two externally facilitated strategy workshops in September 2020. The draft evaluation report was circulated for review and comment to deputy directors at UNHCR Headquarters (HQ) and in regional bureaux – as well as to the director of the Division of Human Resources (DHR) and Senior Executive Team – prior to finalization.

<sup>1</sup> Mannet (2017) “Rapid Organizational Assessment: UNHCR Headquarters Review”, February 2017.

<sup>2</sup> PwC (2018) “Review of UNHCR’s Division of Human Resource Management”, March 2018.

## Context

Prior to 2009, learning and training activities in UNHCR had been spread across six different divisions. An internal review concluded that the overall offer was disparate and poorly coordinated. This led in late 2009 to the creation of the Global Learning Centre (GLC) in Budapest to centralize learning and training within the organization. The Learn and Connect platform for online learning was one of the GLC's first achievements. In 2012 the GLC developed UNHCR's Learning Policy based on the six principles of the UN Organizational Learning Framework. Later, in 2019, the GLC's remit and capability were further increased with the addition of a Leadership Development Section and then a Talent Development and Performance Section; it was renamed the Global Learning and Development Centre (GLDC) to signal the closer integration of organizational learning with staff development. While formal learning offers are managed by the GLDC, HQ divisions play the lead role in content development and even delivery in some instances. Over the years, the GLDC has developed a comprehensive range of hundreds of online, face-to-face and blended learning programmes. It represents the largest centralized L&D capacity among United Nations specialized agencies, in terms of staff size and offer.

The last decade has been a time of considerable change in the L&D field as technical and economic changes have driven rapid transformations in the workplace requiring the substantial reskilling and upskilling of workforces. The L&D discipline itself has also been changing rapidly due to the “explosion” in learning technologies (such as webinars, massive open online courses (MOOCs) and learning management systems); advances in learning theories resulting from developments in the behavioural and neurosciences; and a shift away from longer learning programmes to autonomous “in-the-flow-of-work” learning where learners access their learning faster, more easily and in smaller, more digestible, amounts. Reflecting these developments, the L&D discipline is moving away from the adult-centric education paradigm and is in the process of moving to the self-determined education paradigm.

In this same period there have also been considerable changes within UNHCR and the context in which it operates. To adapt to such changes UNHCR has been undergoing an ambitious suite of change programmes intended to transform the organization's structure and ways of working. A key transformation has been the Decentralization and Regionalization (D&R) process intended to move decision-making and authority “closer to the field”. The seven regional bureaux established as part of this process are responsible for overseeing monitoring and management of operations at the country level and for providing technical and capacity-building support, while the role of HQ emphasizes the provision of guidance, norms and standards to ensure coherence and quality across the organization. The regional bureaux began operating in late 2019/early 2020, during the early stages of this evaluation. Other elements of the transformation programme include: renewing the results-based management (RBM) system in support of moves to multi-year programming and results monitoring; a risk management programme to strengthen the organization's risk-benefits analysis; and a people and HR management process intended to provide a more modern, human-centric model of people management.

In addition to these internally determined processes of transformation, UNHCR's goals are now strongly shaped by the 2018 Global Compact on Refugees (GCR) intended to provide a framework for more predictable and equitable responsibility-sharing for refugees and the achievement of sustainable solutions to refugee situations. The whole-of-society approach espoused by the GCR requires UNHCR to convene, coordinate and facilitate with an expanded number and range of humanitarian, development and private sector actors, taking a multi-stakeholder coalition-building approach. This challenges the organization to think differently about its role and how it operates within the GCR framework. This in turn reshapes the skill sets and competencies needed in the workforce, which is why this evaluation is timely and contributes important evidence and learning that can inform UNHCR's future approach to workforce learning and development.

## Key findings

An important starting point for any systemic inquiry is to identify the mental models and associations that shape the reality of the system's key stakeholders. The evaluation found that the dominant paradigm concerning skill and knowledge development within UNHCR is heavily associated with “training” – with the GLDC as the primary provider of training. However, the GLDC's success in developing a comprehensive “training” offer appears to have contributed to a way of understanding knowledge and skills development that is inappropriate for the future development of learning within UNHCR. To achieve the transformation in knowledge development and skill acquisition that is necessary to create a high-performing organization, it is essential that UNHCR's dominant mental model is challenged and reframed. This is not just a task of providing alternative learning mechanisms; a new *understanding* of learning has to be promoted at all levels of the organization in addition to new *services* provided. When reading the findings, conclusions and recommendations presented below, it is important to broaden our mental model and understand that “learning opportunities” refers to much more than training programmes.

The evaluation's findings are presented in relation to the six key principles of the 2012 Learning Policy, namely: learning is strategic; learning is effective; learning is accessible; learning is a shared responsibility; learning is part of the culture; and learning is more than training.

### *Learning is strategic*

Despite well-meaning statements in the 2012 Learning Policy, learning has not been actively recognized as a strategic means of reaching the organization's goals and addressing critical gaps. Learning is only mentioned twice in UNHCR's Strategic Directions. It is not tracked or monitored in relation to UNHCR's business goals. Learning is not an explicit component of the annual planning and budgeting process. The GLDC's Annual Reports do not provide a comparable, year-on-year picture of the evolution of the overall learning offer and how it is enhancing performance in the organization and filling critical gaps. Learning content has been slow to be developed around critical issues such as the Global Compact on Refugees, new forms of migration, partnership and consortia working, and pandemics. Consequently, the perception of the link between the strategic challenges to UNHCR and the role that learning can and should play in that is not clear to many within the organization. A lack of robust data management and analysis on learning and development of its staff and the non-tracking of key performance indicators are all hampering the organization's attempts to bring clarity over where to prioritize investments and make strategic decisions.

### *Learning is effective*

**Overall, there is little evidence of the impact of learning on organizational performance.** This is in part due to the lack of a monitoring and evaluation framework to measure learning outcomes and its associated impacts on organizational performance. Though the majority of workforce respondents to the survey were appreciative of the learning offered and were positive about the effectiveness of their learning, the evaluation found that the exploitation of the learning provided is hampered by issues of accessibility, uneven managerial support and competing interests, leading to a de-prioritization of learning.

Utilization rates are low for much of the online learning offer, with more than 40 per cent of the course offers being completed by fewer than 10 learners a year. Two thirds of workforce respondents felt that their learning was poorly timed in relation to the knowledge and skills required for their job, pointing to a lack of synchronization between work needs and the learning accessed. In the course of the evaluation, four career path "moments" were identified where there is a heightened need for specific types of learning but where these needs are not being fully met – namely: those joining the organization for the first time; those moving into supervisory positions for the first time; those moving from national to international positions; and those transferring/rotating from one country to another.

The GLDC was found to be slow and insufficient in its ability to rapidly meet the learning needs created by emergency operations in which large numbers of national staff are often recruited. In Peru many newly recruited staff did not speak English and so were unable to benefit from much of the online offer, and so senior staff were obliged to organize training workshops to fill the gaps. In some cases, they had to assist staff to complete necessary technical courses that were only available in English. In Greece newly recruited national staff felt "thrown in at the deep end" and international staff were too busy to provide the necessary mentoring or support. Some newly recruited staff were not able to participate in technical training vital for their work effectiveness for six months. The centralized learning structure, as currently constituted, was found to lack the necessary nimbleness, agility and adaptability for an emergency response organization.

So-called "soft skills" learning was also found to be significantly less well catered for than technical skills in the overall learning offer. Interviewees and workforce respondents expressed a wish for more, and more effective, learning offers (preferably face-to-face) to develop their communication, negotiation and social skills. These skills are ever more important as a result of the GCR and increasing demands put upon UNHCR staff and affiliates to represent UNHCR's interests, define and communicate its added value and negotiate for space within inter-agency and multi-stakeholder contexts.

Completion rates on e-learning programmes are quite low with 42 per cent of those enrolling on a programme not actually completing it – often for work-related reasons. Insufficient contextualization of learning content was a common complaint among those interviewed in the case study countries. Centrally developed learning content may often not be relevant to, or directly address, the needs of learners who are working in widely differing contexts.

The GLDC in close collaboration with divisions has built a robust suite of certified flagship programmes, which have provided clearance for specific roles in particular functional areas and assisted internal recruitment processes. However, certificated programmes do have a number of drawbacks including: requiring significant financial and

human resources to maintain them while at the same time only benefiting a small proportion of the total workforce; delays in staff being able to rapidly move “up” or “across” into roles; the length of time taken either to get enrolled in a certificated course or to undertake such a course. Though such certificates have value within UNHCR, their value outside the organization is questionable.

Lastly, in order for learning to be effective, it should be informed by a rigorous analysis of learning needs. Learning coordinators at the country level are not functioning as intended by the 2012 Learning Policy. The GLDC estimates that only half of country operations are submitting their Field Training Planning Matrixes (annual collations of their local learning needs). The assessment of learning needs was found to be inadequate in a number of respects – almost half of survey respondents expressed dissatisfaction with the way in which UNHCR assesses learning needs.

### **Learning is accessible**

**Across the organization there is an uneven distribution of learning.** Senior cadres and English speakers access a larger portfolio of learning resources and opportunities while those on lower grades and national staff, especially those without good English, are often unable to access blended learning courses or workshops, limiting their career progress.

Despite forming the bulk of learning that is supported and measured within the organization, access to formal learning is restricted by a range of factors.

- Access to blended learning and workshops is in effect rationed, with those in lower grades being denied access to the learning opportunities available to those on higher General Service (G) grades and Professional (P) grades. Access to learning in UNHCR is certainly not open to all and this appears to run counter to the new HR refrain of recognizing “the star in everyone”.
- Apart from the six mandatory courses that can be accessed offline, the Learn and Connect platform does not provide offline access to other e-learning courses. The inability to download and work offline on e-learning courses was an issue frequently cited by interviewees.
- Language is a key barrier to learning. If learners are not competent in English then only a fraction of the overall online provision is available to them – only 10 per cent of learning offers are available in Spanish and only 3 per cent in Arabic.
- Lack of transparency in the process of gaining approval to enrol in learning was a concern for many interviewees with some experiencing repeated refusals but without knowing at what level or by whom their application had been turned down – or why.
- Work pressure significantly limits the accessibility of learning. More than half the survey respondents had failed to complete a learning opportunity because of workload-related reasons. The pressure of work also forces most online learning to be carried out outside of office hours. In part, because so much of the online learning is being accessed from home, internet connectivity and IT equipment issues loom large as factors limiting access – the third most common reason for failing to complete a learning opportunity was internet connectivity.
- The organization appears to have an ambivalent attitude towards provision of learning for its implementing partners – upon whom it relies heavily for the delivery of much of its assistance and protection. The evaluation found that only 20 to 25 per cent of partner staff interviewed in the five case study countries had access to the online offer on Learn and Connect; many partner personnel are unaware of Learn and Connect and several of those who have found the procedure for gaining access cumbersome. Much of the learning provision for partners comprises locally delivered workshops often focused on procedural requirements of UNHCR rather than the improvement of partners’ wider capabilities and development needs.



## *Learning is a shared responsibility*

Though the evaluation found areas of good collaboration on learning between different parts of the organization and in certain regions and country operations, it also found that the **responsibility for learning is not shared equally between individuals, supervisors and the organization**.

At the organizational level, although some divisions have a good supportive relationship with the GLDC and are satisfied with the service received, others reported that they struggled to get help from the GLDC and were unsure of how to get their needs prioritized. For its part, the GLDC finds it hard to prioritize requests for support coming from different divisions. The disbandment of the Learning Governance Board in 2018 appears to have removed a mechanism for helping the GLDC in making prioritization decisions.

Although UNHCR provides an extensive menu of training (600-plus offers), it is heavily reliant on supervisors to support the learning of their supervisees. Based on the survey, a large percentage of supervisors do support learning by their staff, but a substantial minority do not; 60 per cent of supervisors responding to the survey stated that they monitor and evaluate the learning of their staff annually; 40 per cent do not. In large part this seems to stem from the fact that the 2014 Performance Management Policy dropped the requirement to consider learning and development during the annual appraisal process. The evaluation heard that some managers actually block staff from applying for courses that will take up time and attention or that would increase the likelihood of their promotion or move to another post. Supervisors are not currently held to account by the organization for supporting the learning of their supervisees.

UNHCR undertakes several successful collaborations with fellow UN agencies including several examples of cost-sharing of learning content (e.g. with the International Organization for Migration). However, there remains much unexplored potential for collaboration, partnering and cost-sharing within the UN system.

Relationships with academia at the local levels were also patchy and could offer opportunities for cost-sharing.

## *Learning is part of the culture*

The evaluation found there to be a high level of motivation and enthusiasm for learning within UNHCR's workforce. At the same time however, **learning is not ingrained in the organization's culture** – certainly not to the degree intended by the 2012 Learning Policy. This is attested to by factors such as:

- the lack of large-scale support for informal learning which can more readily take place in the workplace and “in the flow of work”;
- the perception that “learning is the GLDC's responsibility” rather than a shared responsibility across the organization;
- the pressure of work forcing most of the online learning to be undertaken outside of office hours and at home;
- how learning is not seen as critical to the organization's strategic goals and is not an explicit component of the annual planning and budgeting process;
- the organization's so-called “command-and-control” culture and a fear of sharing mistakes;
- the lack of official requirement for managers to support the learning and development of their staff;
- how support from colleagues is often necessary to apply the learning gained; one third of workforce respondents did not feel supported by their colleagues.

## *Learning is more than training*

UNHCR continues to invest the majority of its resources in formal learning (i.e. training) modalities. **Much of the workforce continues to see learning as synonymous with training** whereas learning organizations embed learning, allowing it to become part and parcel of the work and organizational culture.

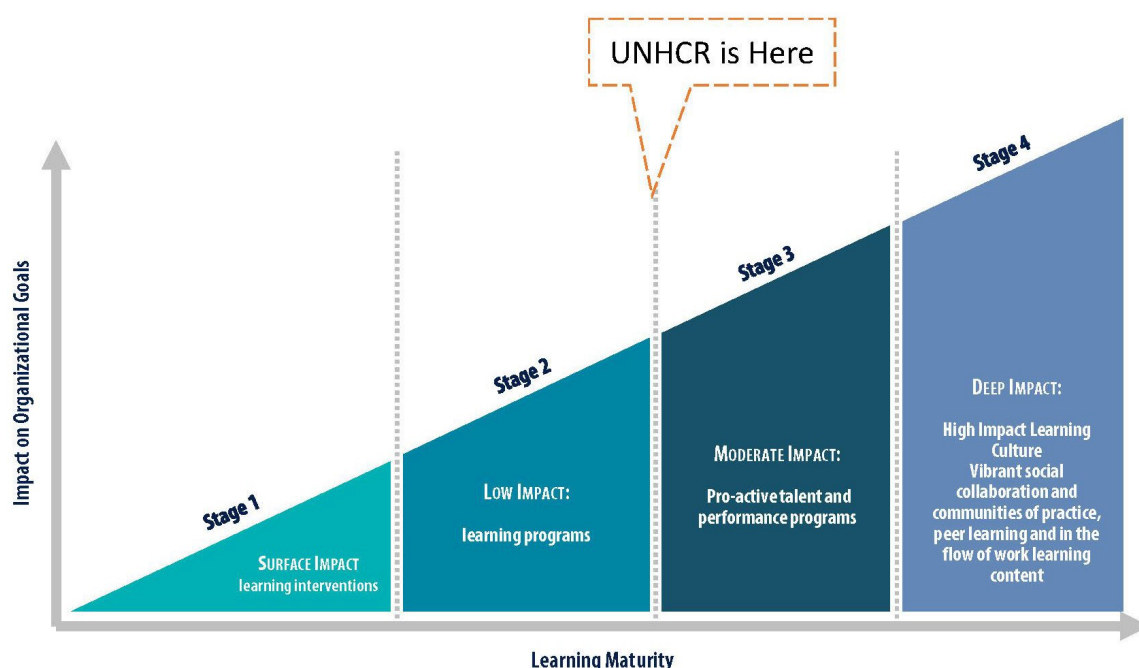
Informal learning (such as coaching, mentoring, on-the-job training and communities of practice) is taking place within UNHCR. However, so far the use of informal approaches to learning has been limited as UNHCR has focused its learning offer on formal learning. Informal learning has not been treated as an area that needs nurturing, support and promotion. However, there are encouraging signs that this has already started to change as a result of new initiatives and steps taken in response to the COVID-19 pandemic. Informal learning activities are not being monitored or

tracked and so the organization is poorly aware of them and their potential benefits are not being realized. International experience indicates that organizations using coaching and mentoring to integrate learning into the flow of work are significantly more likely than the average organization to build a learning culture.

Recent experiences with COVID-19 and the enforced transformation to online working demonstrated how rapidly the organization can change its working practices when it needs to.

## Conclusions

The evaluation found that the organization's wider learning system is not well developed, and it remains a long way from creating a high-impact learning culture. In terms of Jane Daly's four-stage model of learning maturity and impact,<sup>3</sup> UNHCR is currently transitioning from Stage 2, where its main focus is on learning programmes, to Stage 3, with a focus on pro-active talent management and performance programmes.



The principal elements of the 2012 Learning Policy were sound, but the policy has not been implemented as intended and in key respects it has actually been undermined by the organization which has failed to recognize the strategic importance of learning and development for the well-being and future health of UNHCR. For an organization with an emergency mandate, the evaluation found that the centralized learning structure lacked the necessary nimbleness, agility and adaptability. The pendulum that had swung from the disparate, uncoordinated approach to learning prior to 2009 to the highly centralized approach of the past 11 years, now needs to find the right balance between the wholly centralized and the wholly decentralized. A more integrated approach, where the ownership of learning is better distributed across the organization, would see the centre/HQ providing the necessary compass, overarching goals, quality assurance, core content and consultancy-style support, while the regions would be able to adapt and nuance learning content for their particular contextual needs in a timely way and be free to develop new content if none is available to contextualize.

Responsibility for learning is not shared equally among individuals, supervisors and the organization itself. Learning is not ingrained in UNHCR's culture. Indeed aspects of the organization such as its command-and-control culture and difficulties in admitting to mistakes, work against learning becoming ingrained in its culture. While much of the workforce is accessing learning, a range of factors is limiting the accessibility of learning; these include language, cost, pressure of work and technical factors. Though the majority of the workforce are appreciative of the learning offered, the evaluation found numerous factors limiting the effectiveness of the organization's investment in learning, including: quite low completion rates; a lack of synchronization between work needs and learning accessed;

<sup>3</sup> Daly, J. (2020) in J. Daly and G. Ahmetaj (2020) *Back to the future: Why tomorrow's workforce needs a learning culture*, Horsham: Emerald Works.

insufficient contextualization; and lack of support from colleagues. The evaluation found that learning resources are overly focused on formal learning and that support to informal learning and methods for integrating learning into the flow of work and for sharing learning across the organization have so far been limited.

For an organization that is significantly reliant on partners to achieve its protection and delivery goals, the evaluation found that the majority of partners are not given access to UNHCR's substantial online learning resources. It found that much of the learning provision for implementing partners comprises locally delivered workshops focused on UNHCR's procedural requirements rather than the improvement of the wider capabilities and development needs of those implementing activities and services to persons of concern to UNHCR.

UNHCR is not alone in this and research points to a small minority of organizations currently having reached a high-impact learning culture. Yet the forecasts for the future are stark: an evolution is insufficient to improve the L&D function. A transformation is necessary – one that focuses on the connection between continuous reskilling and upskilling, on the one hand, and actual work, on the other. The evaluation concludes that if UNHCR is to keep abreast of the rapid changes in L&D and be able to facilitate the critical impact for its workforce, it should leap over Stage 3, and go straight into Stage 4. This does not mean it should abandon formal learning and talent programmes, but it means it should significantly broaden its lens to encompass a much wider learning portfolio and have key learning specialists poised to oversee and address a far greater array of interventions and approaches.

The overall conclusion therefore is that the current centralized provision that focuses on formal learning and training needs to be fundamentally transformed so that the following aims are achieved:

- Learning provision is more nimble and more responsive to the learning needs in emergency operations and to new types of contexts and needs.
- Learning is more firmly embedded and monitored against UNHCR's strategic priorities, annual planning and budgeting processes.
- Responsibility for learning is shared more widely beyond the GLDC with L&D capability also being developed in the regional bureaux.
- The current emphasis on training and formal learning shifts to greater support for “in-the-flow-of-work” learning, with a focus on bite-sized/micro-learning and more mentoring, coaching and communities of practice.
- The GLDC's role evolves to become less focused on formal training provision and more focused on supporting learning at the regional and country levels, advising bureaux and operations and providing quality assurance.
- Learning is more central to UNHCR's recruitment, career planning and performance appraisal processes.
- Managers are required to support the learning and development of their supervisees and this is built-in to all management and leadership programmes.

Kick-starting the transformation to become a modern learning organization requires a fundamental change in mindset. There is a need to shift the focus to the individual employee and design a right-fit learning and support experience that enables organizational goals to be met at the point of need. UNHCR's command-and-control culture represents a significant barrier to learning as it discourages open exchange and admitting to mistakes and poor performance. As part of the transformation, it will be necessary to address cultural barriers to learning.

## Recommendations

To achieve such a fundamental transformation, UNHCR needs to focus on achieving six systemic outcomes:

1. Learning becomes critical to the mission.
2. Ownership of learning is distributed across the organization.
3. UNHCR makes data-informed decisions with regards to L&D investments.
4. Learning is championed by individuals, managers and the organization.
5. UNHCR employs agile learning approaches.
6. Critical connections are made among personnel and with partners globally and locally.



To achieve these systemic outcomes, a total of 10 “strategic actions” are proposed.<sup>4</sup> The recommendations and package of proposed actions are interdependent and all need to be addressed in parallel – to pick and choose is not an option. In order for UNHCR to become a high-impact learning organization, a whole-of-organization approach will be needed in addressing these goals. Some of the specific actions are already being practised in parts of the organization, such as the close working relationships with partners in Peru, the GLDC’s COVID-19 adaptations to online workshops, a new mentoring and coaching programme for locally recruited colleagues, piloting of new collaboration tools and introduction of MOOCs; these all provide examples to be shared and built on.

A key instrument for driving the transformation forward is the recommendation to create a time-limited Learning Systems Board representing all parts of the organization to champion and drive forward the transformation process.

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<sup>4</sup> Section 6 (recommendations) presents 15 strategic actions organized under the six systemic outcomes. For the purposes of this executive summary the 15 strategic actions have been summarized into 10 strategic actions to aid understanding. It should also be noted that these are proposed actions and UNHCR may wish to adopt alternative actions under each systemic outcome.

Systemic outcome	Strategic actions – Next 12 months	Stakeholder
<b>Learning becomes critical to the mission</b>	1. Commission a process to update the 2012 Learning Policy and develop an accompanying implementation strategy. The updated learning policy and implementation strategy will need to address several strategic choices, which are outlined in Annex 3.	SET
	2. Create a time-bound body representing learning interests from across the organization to drive the transformation to a high-impact learning organization. Representation to include HR, L&D, change management/organizational development functions and from local, regional and HQ levels. A suggested working name for this body is the Learning Systems Board (LSB). The purpose of the LSB is discussed in Annex 3.	SET
<b>Ownership of learning is distributed across the organization</b>	<p>3. The new Learning Systems Board in conjunction with divisions and regional bureaux determines the appropriate location and distribution of human and material learning resources so that they better reflect the regionalized and decentralized structure of the organization. This will involve clarifying which learning content/programmatic areas should remain centralized and which can be decentralized; a quality assurance framework that is adequately supported between the GLDC and divisions; roles and responsibilities within the organization and what needs to be done to promote the distribution and ownership of learning within UNHCR. Funding for learning at the country level is significantly increased through a realignment of resources in support of the decentralization of learning. The amounts are to be set in relation to each operation's prioritized actions in the operating level and multi-year plans.</p> <p>Regional bureau directors ensure the presence of senior L&amp;D practitioners in each regional bureau working alongside senior HR partners to provide oversight of L&amp;D support and presence on the ground to reflect the strategic priorities and to drive contextually appropriate capacity-building. Senior L&amp;D practitioners should have a dotted line to the GLDC.</p> <p>Country representatives assign the learning coordination function to an appropriate senior manager with the role reflected in their job title and clearly communicated to all staff. The role will include: identifying learning needs across all functions and their inclusion in the annual planning and budgeting process; ensuring that all staff and partners are informed of upcoming, relevant learning opportunities; and liaise with the senior L&amp;D practitioners in regional bureaux to coordinate country-based learning events.</p>	SET
	4. The GLDC moves from being a "provider of training" to a "facilitator and an enabler of learning". To facilitate this transition the GLDC undertakes a skills audit to identify the newly required skills already present in its team, identifies the gaps and brings in the necessary consultancy support and expertise; increasingly curates courses and materials from local and regional levels as well as internationally and ensures their availability to the wider workforce. The GLDC facilitates and upskills the workforce on team learning, sharing and exchanges; supports communities of practice and other learning groups and educates others on how to facilitate them. A quality assurance system is developed that will enable the organization to manage learning content that is being created by multiple sources across the organization. The system is to build on current sign-off arrangements by divisions and the GLDC. Responsibility for the quality assurance of key learning activities is to be held and managed by the GLDC.	GLDC

<b>Learning is championed by individuals, managers and the organization</b>	<p>5. A people management system places learning and development front and centre of staff (and affiliate workforce) development, appointment and performance appraisal. This should complement ongoing DHR transformations creating an integrated talent development approach.</p> <p>Learning should be learner-led; staff and affiliates take an active role in their L&amp;D with support from DHR and managers. People management supports individual staff and affiliates so that:</p> <ul style="list-style-type: none"> <li>• they are provided with guidance on how to self-determine their learning needs in relation to their existing role and future ambitions and how to map their learning;</li> <li>• they are given greater control over building their skills through openly available modules and given the opportunity to build the skills needed for in-the-flow-of-work learning;</li> <li>• they have access to learning – internal cost-effective coaching and mentoring programmes such as alumni, pro bono, “low bono” and external certification, and Learn and Connect offline and in multiple languages;</li> <li>• all decisions made around accessibility and eligibility of learning programmes are transparent and communicated to anyone applying for a workshop or learning programme;</li> <li>• individuals have certain days per year protected for their learning and they are encouraged to share the learning with their teams – e.g. through team meetings, brown bag lunches or blogs.</li> </ul>	DHR
	<p>6. HR, L&amp;D and Change Management/TCS collaborate more closely to support the LSB in driving the process of moving to the new learning paradigm and identify projects that will encourage more joined-up working.</p> <p>The GLDC and the Transformation and Change Service (TCS), supported by the Senior Management Committee (SMC), undertake a joint exploration of how learning can be “championed” within the UNHCR culture and its operations and examine how to address existing challenges/barriers to openness and trust that are required to develop an effective learning culture.</p>	DHR, GLDC and TCS
	<p>7. Championing learning by senior managers becomes an integral part of the organization’s culture where modelling of learning behaviours is witnessed throughout the workforce. Central to establishing a vibrant learning culture is the adoption of “in-the-flow-of-work” approaches. Examples include identifying learning leaders to open flagship and important programmes that are key to driving organizational goals to help signal the importance of learning. Managers model learning behaviours; share their own learning and promote learning activities that they have come across that are relevant to their staff teams. The leadership, senior managers and supervisors model learning behaviours through sharing what they have learned (e.g. posting links to articles, books, blogs and videos to their teams).</p> <p>Managers are equipped to nurture the learning of their supervisees and within their teams, and are held accountable for the provision of that support through the performance appraisal mechanism. Critical learning support content is added to all management and leadership learning programmes. Two-way appraisal mechanisms are to be developed to encourage learning and reflection between managers and their supervisees.</p>	DHR
<b>Create new agile and flexible learning</b>	<p>8. UNHCR moves away from the traditional resource-intensive design approaches to agile and simplified design processes that involve learners in the design. The GLDC upskills the workforce on these processes organizationally. A policy target length for new learning programmes is set at six weeks (or under 30 hours) as a means of enabling more rapid upskilling opportunities.</p>	GLDC

<b>structures and approaches</b>	Certification and longer learning programmes are to be modularized and broken down into levels (introductory, intermediate and advanced) and made accessible to a wider cadre of staff. Micro-learning and other “in-the-flow-of-work” approaches are mainstreamed as modalities to provide learning content rapidly and responsively and at the point of need. Annex 2 provides an infographic on the various ways in which micro-learning can be used to drip-feed content in different ways for different learners. Learning modalities that reach scale more effectively replace the more costly HQ face-to-face workshops, which limit participation. Examples include live online facilitation methods supported by asynchronous methods as used by the Presencing Institute, Geneva Learning Foundation and UN System Staff College.	
<b>Critical connections are made between personnel and with partners globally and locally</b>	9. DHR develops relationships with a range of humanitarian and corporate organizations to learn from them and provide opportunities for job-swapping, shadowing and joint projects. UNHCR becomes an active champion and supporter of a “One UN” approach to learning. It offers to lead learning efforts in those areas such as protection learning where it has a unique and well-developed expertise. The development of “One UN” learning offers in such areas as management learning, partnership working and soft skills learning should be approached as collaboratively as possible. UNHCR becomes an “agency of partnership” that recognizes the vital role played by implementing and operational partners in the delivery and fulfilment of its mandate. It actively supports not only their learning but also seeks to improve its own learning in how to be a “good partner” and collaborate effectively with other organizations.	
<b>UNHCR makes data-informed decisions with regards to L&amp;D investments</b>	10. The indicator framework is reformed to measure outcomes on organizational performance from L&D, and monitor and evaluate to ensure the learning system is functioning effectively. UNHCR as part of its policy update establishes a means of assessing how well the learning system is performing. Five critical areas to be monitored, tracked and evaluated are suggested in Annex 3. Quarterly reports of progress are presented to the SMC by the GLDC and the Chair of the LSB.	