

<b>Evaluation title:</b>	Evaluation of UNHCR's approach to learning and development for workforce and partners
<b>UNHCR evaluation reference:</b>	ES/2020/11
<b>Entity that commissioned the evaluation:</b>	Evaluation Service
<b>Due Date for Management Response:</b>	28 February, 2021
<b>Date Management Response Completed:</b>	9 April 2021
<b>Coordinator of the Management Response:</b>	Catty Bennet Sattler, Director, Division of Human Resources
<b>Management Response cleared by:</b>	Kelly Clements, Deputy High Commissioner

<b>General comments on the evaluation:</b>	<p>The evaluation process and its resulting report converge in a clear overall message which UNHCR welcomes and agrees with investing and enhancing the UNHCR's Learning &amp; Development (L&amp;D) function of the future. The bold and ambitious six systemic outcomes envisaged by the evaluation are configured as a result of significant transformation of the L&amp;D culture within UNHCR, are founded on key strategic assumptions, and require a multi-year strategy and plan combined with necessary agility and adaptability in the execution to enable rapid alignment to concurrent transformations - most notably the progress with the completion of the decentralisation and regionalisation, as well as expectations brought about by new corporate online systems such as Workday. The UNHCR response to the evaluation report recommendations takes this context into account, and notes that UNHCR was working on several of these action points prior to the evaluation which is reassuring for the direction in which we embark.</p>
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	<p>This and other system-based evaluations, most notably the PWC, ARUP, and UN JIU report ‘Policies and platforms in support of learning: towards more coherence, coordination and convergence’ JIU/REP/2020/2 (<a href="https://www.unjiu.org/sites/www.unjiu.org/files/jiu_rep_2020_2_english_0.pdf">https://www.unjiu.org/sites/www.unjiu.org/files/jiu_rep_2020_2_english_0.pdf</a>) provide an unprecedented opportunity: for protecting the areas where UNHCR is a recognised lead in learning and development while rethinking, modernizing and introducing new practices aimed at enhancing the role of organizational learning close to the point of need, so as to best serve our workforce, our partners, and people forced to flee whom we care for.</p>
<p><b>RECOMMENDATION 1:</b></p>	<p>Learning becomes critical to the mission: Learning is made integral to UNHCR's Strategic Direction and organisational goals/priorities as well as treated as a leadership priority (i.e., being connected to the critical business capability problems).</p> <p>UNHCR's mission is critical. It seeks to protect the rights, safety and wellbeing of millions of forcibly displaced people. Wars, climate change, increased nationalism, future pandemics and the progress of the SDGs increase the demands on that critical mission. Responding to these uncertainties calls for the capacity to rapidly adapt with the right type of flexible and agile modalities as opposed to those that are time and resource intensive. Agile learning, more than most organisations, has to be front and centre of UNHCR's mission.</p> <p>R1: SET takes a strategic decision to make UNHCR a high-impact learning organization and undertakes a series of systemic, structural and process-related measures, to embed learning in the organisation. The SET commissions 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 2 in the Evaluation Report.</p>
<p><b>Management response:</b></p>	<p><input type="checkbox"/> Agree    <input type="checkbox"/> Partially agree    <input type="checkbox"/> Disagree</p>
<p><b>Reasons (if partially agree or disagree):</b></p>	<p>The Learning Policy (2012) is already under review and revisions (since 2019), noting the update process was put on hold both at the request of the DHR Policy team to allow for internal consultation planning and at the start of this external evaluation to allow for adopted recommendations to be integrated.</p>
<p><b>Unit or function responsible:</b></p>	<p>Senior Executive Team (SET)</p>

Top line planned actions		By whom	Comments	Expected completion date	Progress After 1 Year	
					Status Update	Comments
1	Revised UNHCR Learning Policy & Strategy: Review of UNHCR Learning Policy	SET, DHR, GLDC, Division Directors, Regional Bureaux Directors, Country Operation Heads	The new learning policy will be informed by the new HR policy which will be designed end of 2021. The implementation strategy will integrate career/learning/ development/performance management which will provide a clear road ahead 2021-2024 that is focused on an integrated framework instead of separate learning strategy/policy.	Q4 2021		
2	Robust induction package for managers and staff (2021)	SET, DHR, GLDC, Division Directors, Regional Bureaux Directors, Country Operation Heads	Induction & orientation activities will be launched along critical phases of the employee lifecycle (e.g., hiring, rotation, advancement, national to international, new manager, pre-retirement. In addition, we will further refine and operationalize first the 100 days on-boarding package for managers and staff which includes mentoring, coaching and tools. New programme will be designed for all senior leaders at D1 and above.	Q4 2021		
<b>RECOMMENDATION 2:</b>		<p>Learning becomes critical to the mission: Learning priorities are based on clear line of sight to operational needs and realities.</p> <p>The organisation is still struggling to achieve its vision of becoming a learning organisation as its organisational learning efforts to date have been largely focussed on top-down, generic formal learning; for a fast-responding organisation, formal learning is at odds with learning being available at the point of need.</p>				

		R2: Create a time-bound body representing learning interests from across the organisation to drive a decentralized transformation to UNHCR becoming a High Impact Learning Organisation. Representation in this time-bound body to include a <u>larger proportion of field representation</u> --Country Representatives and Regional Bureaux to HQ-level (limit to 1 L&D, 1 TCS, 1 DIP and 1 DRS). The LSB should be co-chaired by 1 field representative and TCS. A suggested working name for this body is the 'Learning Systems Board' (LSB). The purpose of the LSB is discussed in Annex 2.				
<b>Management response:</b>		<input type="checkbox"/> Agree <input type="checkbox"/> <b>Partially agree</b> <input type="checkbox"/> Disagree				
<b>Reasons (if partially agree or disagree):</b>		<p>UNCHR is committed to continuous improvement in the practices to build a learning organisation and to continue investing in the capacity development of its workforce, building on a solid foundation to critical skill development in strategic areas of expertise. Mechanisms of knowledge management continue to be developed to better capture informal learning within UNCHR (as well as formal learning) on a daily basis through flow-of-work requests, meetings, discussions, and shadowing of role models. Responses to unplanned requests will continue to be flexible and have received positive feedback from both Divisional and Regional counterparts, as well as the Country Offices, who contact GLDC to support declared emergencies or informal urgencies unforeseen by annual planning. Quarterly rapid needs analyses carried out by GLDC focal points with each Regional Bureau will also continue.</p> <p><i>It is noted that it is atypical for an evaluation recommendation and related action points to be assigned to an organisational body not currently extant (LSB) and thereby not immediately able to carry out action points.</i></p>				
<b>Unit or function responsible:</b>		SET				
Top line planned actions		By whom	Comments	Expected completion date	Progress After 1 Year	
					Status Update	Comments
1	Establish L&D Transformation Body	SET, DHR, GLDC	GLDC will create a learning governance blueprint which is 'the formal framework for managing decisions about learning and talent development'. The blueprint assigns accountability, defines priorities, allocates budget and resources, drives	Q3 2021		

			<p>actionable decision-making and facilitates transformation.</p> <p>UNHCR will design a series of agile project teams (with Regional and Bureau/CO representation) to work with GLDC on a continuous basis on a variety of new corporate initiatives.</p> <p>A quality assurance system will be developed that will enable the organisation to manage learning content being created by multiple sources across the organisation</p>			
<b>RECOMMENDATION 3:</b>			<p>Ownership of learning is distributed across the organization, ensuring that learning roles and responsibilities are embedded throughout and across the organisation. The redistribution of human resources as part of the regionalisation and decentralisation process has not yet included specialist learning capacity which has remained centralised with support to Bureaux coming from Budapest.</p> <p>R3: Regionalize and decentralize the learning function to Bureau and countries--The new Learning Systems Board in conjunction with Regional Bureaux and Divisions determines the appropriate location and distribution of human and material learning resources so that they better reflect the regionalised and decentralised structure of the organisation. This will involve clarifying what learning content/programmatic areas should remain centralized and what can be decentralized; roles and responsibilities within the organisation and what needs to be done to promote the distribution and ownership of learning within UNHCR. A quality assurance system is developed that will enable the organisation to manage learning content being created by multiple sources across the organisation. The system to build on current sign-off arrangements by Divisions and GLDC. Responsibility for the quality assurance, including monitoring of key learning activities to be held and managed by GLDC.</p> <p>Funding for learning at the country level is significantly increased through a realignment of resources in support of the decentralisation of learning. The amounts to be set in relation to each operation's prioritised actions in the Operating Level and multiyear 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 drive contextually appropriate capacity building. Sr. L&amp;D practitioners should have dotted line to 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; liaise with the senior L&amp;D practitioners in Regional Bureaux to coordinate country-based learning events.</p>
<b>Management response:</b>	<input type="checkbox"/> Agree <input checked="" type="checkbox"/> Partially agree <input type="checkbox"/> Disagree
<b>Reasons (if partially agree or disagree):</b>	<p>A centralized model provides strong coordination for enterprise learning activities through a core learning team that reports to a single learning executive. We will launch functional and regional agile teams to get feedback on the unique needs of other work groups, and tailor programs and services around local needs will be implemented. to work collectively to solve problems together, such as sourcing and delivering training to small, remote employee populations</p> <p>We propose a hybrid model instead. One where a central L&amp;D group implements and manages enterprise technology, ensuring that system configuration decisions meet the basic needs of all by working with Bureaus to ensure needs are met for each Bureau. We propose piloting a new 'field support unit' in GLDC with 7 Talent Development Advisors supporting Regions/Bureaus The advisors will be the primary contact for the HR Business Partner to the GLDC. Advisors support the development of the Regional/Bureau talent development strategy. Provide strategic support for business by partnering in the development of a talent strategy to support career development, performance management, engagement, development &amp; coaching and acts as a trusted and credible partner who anticipates needs and proactively recommends solutions</p> <p>.</p>

<b>Unit or function responsible:</b>		SET with support from Regional Bureaux and Country Representatives				
Top line planned actions		By whom	Comments	Expected completion date	Progress After 1 Year	
					Status Update	Comments
1	Pilot L&D decentralised and regionalised structure	SET, DHR, GLDC, RB	Create/pilot a new unit in GLDC – that will include Regional People Development advisors provide strategic support to the regions/ to strengthen the component on development of local teams. These advisors will develop and maintain effective working relationships within HR (with HR business. They will work closely with the business to identify specific skills or gaps that are negatively impacting the business and help to identify actions that will improve overall business performance.	Q4 2021		
2	Revamp network of Learning Coordinators	GLDC, RB	Design a new approach on how learning coordinators are chosen, developed and support GLDC's work.	Q3 2021		
3	Enable staff and managers to drive learning (linked to performance and career conversations)		Ensure managers are aware their role as 'people development champion/enabler' and enabling a learning culture.  Create a toolkit for all managers on 'creating a learning and development culture,' share best practices globally, use a knowledge platform to highlight good practices and provide recognition mechanisms for managers who drive individual/team learning.	Q4 2021		

			Provide support tools for managers to have effective performance, development/learning and career conversations with direct reports and their teams.			
<b>RECOMMENDATION 4:</b>		<p>Ownership of learning is distributed across the organization, ensuring that learning roles and responsibilities are embedded throughout and across the organisation. GLDC has played, and continues to play, an important role in promoting, marketing and providing learning opportunities across the organisation, but it needs wider support from the rest of the organisation if UNHCR is to tangibly move towards becoming a high impact learning culture. UNHCR needs to amplify learning and good practices across the organization through a central hub that promotes and curates learning.</p> <p>R4: GLDC moves from being a 'provider of training' to a 'facilitator and an enabler of learning'. To facilitate this transition 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; 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.</p>				
<b>Management response:</b>		<input type="checkbox"/> Agree <input checked="" type="checkbox"/> Partially agree <input type="checkbox"/> Disagree				
<b>Reasons (if partially agree or disagree):</b>		<p>This recommendation aims to increase the overall internal capacity of the workforce directly and complements an enabling environment of providing learning content from external sources. GLDC has established a robust learning programme (as verified by an external evaluation in 2019) for developing internal capacity of colleagues through building facilitator and trainer skills either for general knowledge and skill transfer or specific to thematic areas of expertise (e.g., Protection, Programme, Code of Conduct) at three levels of proficiency. Cascading this</p>				



		<p>capacity to regional and country levels, as well as boosting current curating and liaison functions, will require additional resources.</p> <p>The inventory of desired capabilities (for current and future roles) is already an ongoing project of DHR.</p> <p>There is already a growing movement within UNHCR toward setting up and fostering Learning Communities as well as overall Communities of Practice. It is ongoing work that supports sustainability of learning and skill development through a blend of both facilitator-led and peer-led learning and recognition of professional growth in an area of expertise.</p>				
<b>Unit or function responsible:</b>		Global Learning and Development Centre (GLDC)				
Top line planned actions		By whom	Comments	Expected completion date	Progress After 1 Year	
					Status Update	Comments
1	Expand scope of workforce capacity development programme	GLDC, FLS, LDS, TDPS	This is ongoing and GLDC will continue to establish a robust learning programme for developing internal capacity of colleagues to build learning/development general knowledge and skill transfer of specific thematic areas of expertise (e.g., Protection, Programme, Code of Conduct). This can be leveraged to widen the scope of educating colleagues on how to create a learning culture.	Q4 2022		
2	Conduct a skills analysis	GLDC, FLS, LDS, TDPS	GLDC will launch an internal capability gap analysis of current skills, competencies, experiences of its current GLDC employees. This analysis will be benchmarked against capabilities	Q4 2021		

			<p>identified in best practice research for learning, performance and career development talent professionals.</p> <p>It is envisioned that there will be a reskilling of the current workforce, rebranding and repositioning of the current structure (subject to budget approval) to ensure GLDC is fit for purpose.</p>			
3	Pilot field-based stretch assignment	GLDC	<p>GLDC will pilot a virtual stretch assignment programme to offer national staff the opportunity to work on GLDC programmes/activities from their current duty station , In addition to increase the capacity of GLDCs 'field experience' , current GLDC members will serve on agile teams to support country office projects/programmes capacity development programmes related to talent development.</p>	Q4 2021		
	GLDC as facilitators of learning	GLDC	<p>GLDC will develop 'areas of expertise' related to key solutions including but not limited to CoP, team learning, coaching, mentoring, content curation and outreach, action learning sets and similar forms of user led learning.</p>	Q1 2022		

<p><b>RECOMMENDATION 5:</b></p>	<p>Learning is championed by individual, managers and the organization: UNHCR develops a whole organisation approach to actively engage, align, optimize and influence a culture for learning. Despite the challenges of accessing learning opportunities during working hours, and work pressures pushing learning opportunities down the priority list, UNHCR has a vibrant workforce which displays high motivation and enthusiasm for learning. there is no organisational imperative for supervisors to support the learning of their supervisees and therefore only half of survey respondents stated that their learning was reviewed annually by their supervisor, and only a third claimed to have had an annual learning planning session with their supervisor. It is critical that supervisors are fully bought into the culture of learning. In order to do so, they must see for themselves that investment in supporting their staff to self-determine their learning, know where to access available learning to solve problems and to gain key skills all 'in-the-flow-of-work', ultimately saves both parties time and resources.</p> <p>R5: 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>• Personnel 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>• Staff and affiliates are given greater control over building their skills through openly available modules and given the opportunity to build the skills needed in-the-flow-of-work;</li> <li>• The workforce has access to learning--internal cost-effective coaching and mentoring programmes such as alumni, pro-bono, low-bono and external certification and Learn &amp; Connect offline;</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>
<p><b>Management response:</b></p>	<p> <input type="checkbox"/> Agree           <input checked="" type="checkbox"/> Partially agree           <input type="checkbox"/> Disagree         </p>

<b>Reasons (if partially agree or disagree):</b>	<p>Appreciate the recommendation's holistic approach to creating a learning culture which is supported by current ongoing activities such as</p> <ol style="list-style-type: none"> <li>1. A clear understanding of each of the stakeholder (people, managers &amp; DHR) roles, making learning a shared responsibility</li> <li>2. Accessibility to learning opportunities and menu of opportunities for on the job development including job crafting.</li> <li>3. Guidance on cultivating a continuous improvement, growth and development mindset for individuals and teams</li> </ol> <p>We will utilize the new Workday system that uses the personal profile and career aspirations as the basis for an individualized approach to development.</p>				
<b>Unit or function responsible:</b>	Division of Human Resources (DHR)				
<b>Top line planned actions</b>	<b>By whom</b>	<b>Comments</b>	<b>Expected completion date</b>	<b>Progress After 1 Year</b>	
				<b>Status Update</b>	<b>Comments</b>

1	Capacity Development in personal development	TDPS	<ol style="list-style-type: none"> <li>1. We already have 25 different career webinars designed to develop capacity in how to self-determine their learning needs in relation to their existing role and future ambitions and how to map their learning; these will continue to be delivered in 2021.</li> <li>2. Self- discovery tools will be offered that provides opportunities for career pathing and staff powerful gap analysis to kick-start their career growth journey that focused on learning and curated work experiences in the current job.</li> <li>3. Through the implementation of Workday, the new performance management system will include a personal development plan which offers the opportunity to identify</li> <li>4. The Workday Career Hub (if part of the UNHCR package) will link staff career aspirations against developmental experiences and formal learning.</li> </ol>	2021 ongoing		
2	Capture L&D employee needs within the performance cycle process	DHR/ GLDC SWFP,	Employees will have access to self-discovery and diagnostic activities that are integrated as part of the performance cycle. Such tools will facilitate the self-identification of development needs for current role and future role aspirations. Results of self-discovery will be discussed with the manager, to inform personal L&D plans for the employee.	Q2 2022		

			L&D needs and resulting plans be recorded in the new Workday (expected to roll out in Q2 2022), to enable aggregated progress tracking and additional business analytics to inform L&D organisational responses accordingly.			
3	<p>Development of people management resources</p> <p>Capture employee needs within performance cycle process</p>	DHR/SWFP and GLDC	<p>Review of PM policy process and system and development of resources for managers and staff.</p> <p>Adoption of the new digital solution (Workday) across all programme and initiatives within GLDC</p> <p>Have long-term departmental learning and development plans.</p> <p>Enhance regional bureaux capacity to deliver the talent development and performance objectives.</p>	Q2 2022		
4	<p>Mainstreaming Reflective Learning Practices:</p> <p>(a) Create Resources and Tools</p>	Led by GDLC	<p>Covers 4-8</p> <p>Introduce concept of reflective learning as part of overall culture change (continuous learning to ensure future success). Connect this concept to work of improving organizational effectiveness, team effectiveness, leadership effectiveness, performance management, on-boarding, employee engagement, learning and development, and people management.</p> <p>Develop methods, processes, tools and resources for revealing important lessons, capturing learning(s) and implementing lessons learned to</p>	Q1 2022		

			<p>improve team and organization learning/ performance.</p> <p>Create a toolkit for managers to mainstream reflective practices.</p> <p>Identity new KPI that identify new approaches for gathering data on continuous learning and learning in the flow of work.</p>			
5	<p>Mainstreaming Reflective Learning Practices:</p> <p>(b) Develop KPIs</p>	Led by GDLC		Q1 2022		
6	<p>Mainstreaming Reflective Learning Practices:</p> <p>(c) Positioning</p>	<p>Senior Management, DHR, GDLC section?), Field HR, Bureaux, Regions, Division and</p>		Q2 2022		

		"Change agents"				
7	Mainstreaming Reflective Learning Practices: (b) Develop capability	Led by GDLC Field HR, Bureaux, Regions, Division and "Change agents"		Q1 2022		
8	Mainstreaming Reflective Learning Practices: (b) Knowledge Management	GLDC		Q1 2022		
<b>RECOMMENDATION 6:</b>		<p>Learning is championed by individual, managers and the organization. In order to effectively champion learning, UNHCR needs to address the necessary structural and process reforms to facilitate easier and speedier access to learning. This includes addressing how its culture does not engender trust or make the owning of mistakes easy; with trust being a building block in creating and fostering a conducive learning environment it will be fundamental to address this.</p> <p>R6: 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>GLDC and the Transformation and Change Service (TCS), supported by the 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>				



		Implementing this recommendation will take time given that impact can be only measured (through cultural change) with time.				
<b>Management response:</b>		<input checked="" type="checkbox"/> Agree <input type="checkbox"/> Partially agree <input type="checkbox"/> Disagree				
<b>Reasons (if partially agree or disagree):</b>		Some work has already started in GLDC on the learning paradigm and this has been ongoing for a few months. Before launching a full-scale communication campaign with TCS, a clear framing of the scope is needed.				
<b>Unit or function responsible:</b>		DHR, GLDC and Transformation and Change Service				
Top line planned actions		By whom	Comments	Expected completion date	Progress After 1 Year	
					Status Update	Comments
1	<i>Communications (learning) campaign</i>	GLDC with TCS and internal communications	GLDC will start working on a communications campaign on UNHCR's new learning paradigm. In 2022, GLDC will coordinate and collaborate with TCS on a multi-model communication campaign (additional details below).	ongoing		
	<i>Championing trust culture for learning</i>	GLDC and TCS	In partnership with TCS, we would recommend to first work on framing a clear scope for culture change work that would address the core of the recommendation: "culture does not engender trust or make the owning of mistakes easy; with trust being a building block in creating and fostering a conducive learning environment it will be fundamental to address this." Multi-modal communication campaign could follow once the appropriate approach to culture change is developed, understood and adopted.	Q1 2022		

<b>RECOMMENDATION 7:</b>		Learning is championed by individual, managers and the organization: Foster a robust learning culture where managers model learning behaviours and learning is encouraged across all levels of the organization. 'Learning should be learner-led, manager-supported and organisationally-enabled.' <sup>1</sup>				
		R7: Championing learning by senior managers becomes an integral part of the organisation'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: Identify learning leaders to open flagship and important programmes that are key to driving organisational goals to help signal the importance of learning. Managers model learning behaviours; share their own learning and promote learning activities they've come across that are relevant to their staff teams. The Leadership, Senior Managers and Supervisors model learning behaviours through sharing what they have learnt (e.g. posting links to articles, books, blogs and videos to their teams).				
		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 to be developed to encourage learning and reflection between managers and their supervisees.				
<b>Management response:</b>		<input checked="" type="checkbox"/> <b>Agree</b> <input type="checkbox"/> Partially agree <input type="checkbox"/> Disagree				
<b>Reasons (if partially agree or disagree):</b>						
<b>Unit or function responsible:</b>		DHR				
<b>Top line planned actions</b>		<b>By whom</b>	<b>Comments</b>	<b>Expected completion date</b>	<b>Progress After 1 Year</b>	
	Developing people management capacity	GLDC	1. People management Resources - LDS is already working on developing resources	Q4 2021	<b>Status Update</b>	<b>Comments</b>

			<p>for staff and managers on good people management. This will include materials which are specific to this aspect of talent development</p> <ol style="list-style-type: none"> <li>2. People Management Culture – LDS is rolling out the People Management Advisors who will facilitate discussions around the implementation (enablers and barriers) of various people management practices including learning.</li> <li>3. Learning in the flow of work methods will be fully integrated in all people management capacity development initiatives.</li> <li>4. New pilot of manager assessment tool that provides real-time regular (biweekly, monthly or bi-monthly) feedback from their staff(s). This allows the manager to make real-time course corrections to their managerial behaviours and practices for continuous organization improvement</li> <li>5. 360 assessment and follow up with an executive coach will be mandatory for all managers including ASGs.</li> </ol>			
	Accountability in Championing Learning	GLDC	<p>Performance Appraisal system will include:</p> <ul style="list-style-type: none"> <li>• Assessment criteria for managers around provision of support for individual learning, team learning and development culture.</li> </ul>	Q4 2022		

			<ul style="list-style-type: none"> <li>Two-way appraisal mechanisms that encourage learning and reflection between managers and their supervisees on a continuous basis.</li> </ul>			
<b>RECOMMENDATION 8:</b>	<p>Creating appropriate learning structures and approaches that enable scaling, nimbleness and agility.</p> <p>UNHCR's current learning infrastructure is overly centralised and overly focused on training and informal learning is not sufficiently supported or integrated. Consequently, it cannot properly support new and emerging learning and collaboration.</p> <p>The new infrastructure should also increasingly move towards greater 'openness' in the use of data, in the sharing of learning content and ideas and in the creation of communities of practice and this requires a shift in culture and practice as learners increasingly help to shape learning content. It is about learning outside of institutions, peer learning, professional learning, learning for impact.</p> <p>R8: UNHCR moves away from the traditional resource intensive design approaches to agile and simplified design processes which involve learners in the design. GLDC upskills workforce on these processes organisationally. A policy target length for new learning programmes is set at 6-weeks (or under 30 hours) as a means of enabling more rapid upskilling opportunities. Certification and longer learning programmes to be modularised 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.</p>					
<b>Management response:</b>	<input type="checkbox"/> Agree <input type="checkbox"/> <b>Partially agree</b> <input type="checkbox"/> Disagree					
<b>Reasons (if partially agree or disagree):</b>	<p>Core functional Certification and blended Learning Programmes are already co-designed with Divisional and Regional counterparts, already comprise modules and levels of increasing difficulty, and are already accessible to all (self-paced content), with priority considerations only arising for some roles when contact hours are required (peer-led, facilitator-led or tutor-led sessions where extra human resources and costs are needed) in which learners need to register by cohorts using clearly communicated criteria. Part of the current design already</p>					

	<p>includes learner input collected through gap analyses, through input provided during curricula mapping sessions, and through piloting of prototypes.</p> <p>Certification learning programmes have contributed to Strategic Workforce Planning (SWP) for both horizontal and vertical career moves. This set of courses (learning programmes) comprise of inter-connected modules, incrementally increasing in level of substantive content, and are typically delivered over a period of time so as not to adversely impact daily work. Once the content has been completed, it is followed by a formal assessment. The Certification-related learning remains essential for specific roles to complete for the systematic building of agreed-upon core skills and knowledge as requested by the corresponding Divisions by area of expertise so as to ensure there is a minimal supply of colleagues who can perform at basic standards of practice in their generic functions or specific functional groups, no matter what region or country they are operating in. The same applies for managers and leaders with a series of levelled learning programmes for managers and a Certification programme for Senior Managers and Leaders.</p> <p>To support implementation career support and operational continuity, the RAP/RAI sets out that completion of a certification programme as a requirement for colleagues to become eligible to apply to a higher grade position in the same functional area (vertical move) or at grade position in a different functional area (lateral move), or for moving to a higher management/leadership grade. During the revision of RAP/RAI linking learning programmes to eligibility could be revisited as it might turn learning into a tick box exercise and less impactful.</p> <p>The Certification programmes were subject to major transformations in 2020 with the aim to become more agile in design and more accessible across roles by adapting agreed content for learning activities that support a more complementary, and flexible approach to learning. Support from the Strategic Workforce Planning team ensured the right roles were reached where scaling was required. Support from both Divisional and Regional focal points enabled Regional functional contextual learning adaptation.</p>				
<b>Unit or function responsible:</b>	GLDC				
<b>Top line planned actions</b>	<b>By whom</b>	<b>Comments</b>	<b>Expected completion date</b>	<b>Progress After 1 Year</b>	
				<b>Status Update</b>	<b>Comments</b>

1	Ongoing review and revision will continue aiming at optimising modularisation online delivery without compromising business continuity.	GLDC FLS and LDS	<p>Modularization and developing of micro learning will continue: developing learning resources such as videos, PDF files, checklists, LinkedIn mini-courses, and Learn &amp; Connect Topic playlists which can be used by colleagues to develop their own learning to be used when they need it in the “flow of work” will be prioritized.</p> <p>New technology enhanced tools will be to be offered as an add on to existing and future programmes to provide nudges to create habits of learning offered through spaced repetition for practice, proficiency gain, and meet the tougher goal of behavioral change.</p> <p>Innovative and interactive digital solutions will be piloted across formal programmes to increase access and dramatically reduce duration, and according lower resource use; the move from Cornerstone to the Workday platform will enable the continuation of this transformation.</p>	Q4 2022		
2	Evaluation of the Certification Learning Programmes	GLDC FLS and LDS	A formal evaluation specific to Certification Programmes will provide concrete evidence on the degree to which they meet the goals they were designed for, namely: ensuring a minimum standard of skill and knowledge and making <i>Functional Clearance</i> .	Q4 2022		

			<p>We are proposing to lead a taskforce across the funds and programmes of the future of certifications in the UN system.</p> <p>As credentials are replacing certifications in most organizations include the UN system, UNHCR will need to conduct a research and analysis of exploring the need for existing certifications, revising the current approach and offer alternative solutions including credentials.</p> <p>The current practice varies in internal recruitment where Certification may be the only criterion or one of several factors (e.g., experience, academic background) to assess candidates for eligibility),</p>			
3	Continue mapping learning resources to categories that can be easily reported on	GLDC	<p>To get a better understanding of content mainstreaming and integration across microlearning products or longer learning programmes and their components, GLDC will continue mapping out learning offerings so that learners can easily search for and access content based on whether the content is</p> <ol style="list-style-type: none"> <li>1. operational vs strategic (operational will lean towards more micro: practical, new; strategic more towards macro – deeper, longer-term, reflective, transformational)</li> <li>2. on the basis of where our learners are at (continuum of beginner to expert; new hire or more experienced; beginner or advanced)</li> </ol>	Q4 2022		

			3. specific to a cross-functional topic (e.g., diversity inclusion, gender-based violence, ethics and misconduct prevention) or specific to an area of expertise (e.g., interviewing for refugee status determination).			
4	GLDC resources re-deployed to support 'in-the-flow-of-work' learning	GLDC	<p>"Continuous learning" is defined as "structuring resources, expectations, and learning culture in such a way as to encourage employees to learn continuously throughout their tenure with the organization. 'Learning in the flow of work involves accessing, quickly and easily, an answer or a short piece of learning content while you're working.</p> <p>All GLDC activities formal and informal will use these concepts into the design and delivery.</p>	ongoing		
<b>RECOMMENDATION 9:</b>		Critical connections are made between personnel and with partners globally and locally: Collaboration between UN agencies tends to take place on an opportunistic and ad hoc basis. UNHCR undertakes a number of successful collaborations with fellow UN agencies but has so far not succeeded in developing a strategic programme of collaboration to achieve a significant degree of cost-sharing and joint development of learning programmes. UNHCR and its fellow UN agencies collectively recognise the need for much greater collaboration, cost-sharing, mutual exchange, joint strategies and creating inter-mobility of learning programmes- something also strongly encouraged by the 2020 JIU Report.				



	<p>R9: 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.</p> <p>UNHCR becomes an 'Agency of Partnership' that recognises 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 organisations. DHR develops relationships with a range of humanitarian and corporate organisations to learn from them and provide opportunities for job-swapping, shadowing and joint projects.</p>
<b>Management response:</b>	<input checked="" type="checkbox"/> Agree <input type="checkbox"/> Partially agree <input type="checkbox"/> Disagree
<b>Reasons (if partially agree or disagree):</b>	<p>Ongoing partnerships with fellow UN agencies and non-UN actors are initiated by inter-agency commitments to joint development of learning courses specific to strategies related to common UN agreements (e.g., disability inclusion capacity development) and others, such as the UNHCR-WFP-ICRC-MSF-CDH Centre of Competence on Humanitarian Negotiation, CCHN). Wherever possible UNHCR includes courses available from other UN agencies or external sources (e.g. WHO, LinkedIn Learning) to capitalize on sector expertise or for cost benefit. Efforts are being made to expand learning offers which are less agency specific and of benefit to our partners, and to make them available externally (e.g. through the UN Partner Portal and DisasterReady). In areas of strength where UNHCR has developed a learning programme (e.g., training of trainers), UNHCR invites fellow agencies to join as participants and to host training (e.g., UNESCO, WFP, OCHA). Additional examples include the jointly developed training pack with IOM on Working with LGBTIQ+ individuals and the ongoing development with IOM of a programme on Refugee Resettlement for government officials.</p> <p>UNHCR is deliberate in the way it partners with specific stakeholders in civil society (e.g., De Mello Chairs in a network of universities across the globe; International Institute of Humanitarian Law in Sanremo through the regular offer of introductory courses on Refugee Protection, Statelessness and Internal Displacement) to co-develop, co-deliver, and co-participate in learning programmes that may have a cost-sharing agreement or be based on a pro-bono agreement. Participation in the Humanitarian Analysis Programme is also a case in point,</p>

	<p>which supports not only skills development but fosters a learning network of practitioners across agencies and in the sector.</p> <p>UNHCR also has an annual goal in its workplan to develop and foster relationships with fellow UN agencies and non-UN training institutions so that UNHCR can continue to stay abreast of best practices and developments in the adult education sector (e.g., UNSSC Learning Managers Forum is attended annually, and best practices are shared; the International Disability Alliance is a co-design partner for a facilitator guide serving learners and facilitators with disabilities).</p> <p>Inter-agency courses are typically co-created and some of these are mandatory across agencies (e.g., BSAFE, Ethics) which is also part of an annual workplan or multi-year project to support inter-agency strategies and policies.</p> <p>Assuming or maintaining leadership in protection learning in the humanitarian sector is sometimes made difficult by the perception of other UN protection agencies that UNHCR should rather be regarded as a peer and thus should not manage or lead learning interventions in this domain. The Protection Cluster Coordination LP, which was coordinated by the GLDC for several years but is now offered by the Global Protection Cluster outside of UNHCR, offers a case in point. On the other hand, an immediate opportunity is offered by the proposed collaboration with a platform of academic institutions (FLS/Protection Learning Unit is conducting a first exploration in this sense) to create an accreditation system for humanitarian protection professionals based on a competency framework aligned with tasks and responsibilities of Protection Cluster coordinators and Area of Responsibility (AoR) coordinators.</p>				
<b>Unit or function responsible:</b>	DHR				
<b>Top line planned actions</b>	<b>By whom</b>	<b>Comments</b>	<b>Expected completion date</b>	<b>Progress After 1 Year</b>	
				<b>Status Update</b>	<b>Comments</b>

1	<i>Assess areas of potential collaboration</i>	GLDC	<p>Conduct a mapping exercise to determine where we add value and where duplication exists in partnership with UN entities. Assess areas where UNHCR may make stronger contribution and potentials for operationalizing the ideas.</p> <p>Identify funds and programmes who may be interested in piloting “future of work’ related initiatives”.</p>	Q1 2022		
2	UNHCR as agency of partners	GLDC	GLDC will seek to partner with the UN, non- UN entities, academia and the private sector for better design of learning and career initiatives.	ongoing		
<b>RECOMMENDATION 10:</b>			<p>UNHCR makes data-informed decisions with regards to L&amp;D investments: Accessing reliable and credible business intelligence via data and making more informed decisions with key stakeholders within the organization. UNHCR's current systems for monitoring and reporting on L&amp;D activities are limited to formal learning; the majority of its learning system, peer to peer and informal learning, goes unrecorded, uncaptured and there is no way of knowing what, and how much is being learned and shared. HR and learning and development data are not analysed jointly, limiting UNHCR’s ability to plan and forecast talent management and leadership succession. This ultimately hampers the organisation's ability to make informed decisions about what is working and cut investments that are not having impact.</p> <p>R10: Reform the indicator framework to measure outcomes on organizational performance from L&amp;D, 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 2. Quarterly reports of progress against the Learning Strategy are presented to the SMC by GLDC and the Chair of the LSB.</p>			

<b>Management response:</b>		<input type="checkbox"/> Agree <input type="checkbox"/> <b>Partially agree</b> <input type="checkbox"/> Disagree				
<b>Reasons (if partially agree or disagree):</b>		<p>With the forthcoming Learning Policy revision, it is an opportunity to update our learning impact framework and revise the framework to link learning to other talent processes.</p> <p>It is neither feasible nor advisable to track every type of learning, and so we need to focus on which data matters through analytics. As UNHCR updates its learning impact framework, core employee engagement analytics may well combine with other methodological approaches to gauge learning transfer impact on organizational results. UNHCR already has a set of good practices in its evaluation framework and serves as a learning-evaluation role model within the UN Common System, as evidenced by the UN JIU evaluation report on learning.</p> <p>A shift to stronger organizational impact on talent development across learning/performance/career and developed would rely on a multi-year approach, and a 'whole-of-UNHCR' cultural shift in how we see learning and development impact which would then enable significant organisational support in resources (both human and financial) dedicated to learning evaluation as well as resource redistribution in the Regional Bureaux and operations.</p>				
<b>Unit or function responsible:</b>		DHR and GLDC				
Top line planned actions		By whom	Comments	Expected completion date	Progress After 1 Year	
					Status Update	Comments
1	Establish an M&E framework for the new Learning Policy	HR Policy Section and GLDC	The new learning policy will include an agile impact focused on key high-value and manageable metrics encompassing both formal and informal learning, linking learning and talent development, performance and career development areas across the lifecycle of the employee.	Q1 2022		
2	Develop Reporting and Learning & Development (L&D) analytics dashboard	Strategic Workforce Planning Unit/DHR and GLDC	Periodic reporting to Sr Management with focus on status of implementation of the Policy, Learning Strategy, backed by dynamic, real-time data visualisation of talent data. The key data source will be Workday (planned for roll out in Q2	Q2 2022		

			2022) expected to link key L&D and HR-related analytics into one system. The data management process is aimed at increasing the organization's ability to forecast talent management and leadership succession; and to plan and align the L&D offer accordingly.			
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