

INCEPTION REPORT

Didactic versus Experiential learning: What works to enhance staff learning, development and productivity during times of Crises, a study of the M5S Suite South Asia



Didactic versus Experiential learning: What works to enhance staff learning, development and productivity during times of Crises, a case study of South Asia

The report was prepared by
Dr. Birgitte Woel

Table of contents

	List of tables	3
	List of figures	3
	Acronyms	4
	Map of South Asia region	5
1.	Background	6
1.1	UN context	6
1.2	South Asia region context	6
1.3	Learning context in South Asia region	7
2.	Object of the evaluation	10
3.	Objective, purpose, scope of the evaluation	13
4.	Evaluation framework	15
4.1	Evaluation principles	15
4.2	Evaluation questions	15
5	Methodological design	17
5.1	Methodological content	17
5.1.1	Desk review	17
5.1.2	Semi-structured interviews	17
5.1.3	Evaluation participants	18
5.1.4	Data consolidation, validation and analysis	19
5.1.5	Key limitations, constraints and mitigations	20
5.2	Evaluation norms and ethical considerations	20
6.	Quality assurance	22
7.	Tentative workplan	23
	Annexes	24
Annex 1	TOR	25
Annex 2	Evaluation matrix	34
Annex 3	List of documents reviewed	39
Annex 4	Templates for semi-structured interviews	42
Annex 5	Invitation letters & informed consent formats	52
Annex 6	Protection protocols	55
Annex 7	Guide to filling the interview templates	57

List of tables

Table no.	Table text	
1.	Number of staff in SAR	11
2.	Characteristics of selected evaluation approach	13
3.	Example of interview template	18
4.	Intended distribution of evaluation participants	19
5.	Limitations, constraints and mitigations	20
6.	Workplan	23

List of figures

Figure no.	Figure text	
1.	SAR M5S product suite	10
2.	Distribution of staff categories in SAR	12
3.	Gender distribution among staff in SAR	12

Acronyms

CO	Country office
CEDAW	The Convention on the Elimination of All Forms of Discrimination against Women
CRPD	The Convention on the Rights of Persons with Disabilities
DAC	Development Assistance Committee
DHR	Division of Human Resources
EQ	Evaluation question
GS	General Service staff
GSSC	Global Shared Services Centre
HQ	Head quarters
HR	Human resources
HRBA	Human rights-based approach
IP	International Professional
LNOB	Leaving No One Behind
MMC	Management Masterclass
MOOC	Massive Open Online Course
NO	National Professional Officer
OECD	Organisation for Economic Co-operation and Development
PPP	Power Point Presentation
RBM	Results-based management
RO	Regional office
ROSA	Regional Office for South Asia
SAR	South Asia Region
ToC	Theory of change
ToR	Terms of Reference
UN	United Nations
UNDS	United Nations Development System
UNEG	United Nations Evaluation Group
UNICEF	United Nations Children's Fund
WASH	Water, sanitation and hygiene

Map of South Asia region



1. Background

1.1 UN context

Between 2018 and 2019, UNICEF headquarters (HQ) commissioned a series of reports and assessments that provided an unvarnished look at UNICEF’s culture, how the organization collaborates, and what could be done better carrying out the mission. The various reports found an overwhelming pride in, and commitment to, UNICEF’s mission among staff members. But they also revealed some important areas where the virtue of the mission was not always being matched with the same level of support and care that staff members need and deserve as they carry out their vital work. They also revealed some deficiencies in the systems to prevent and respond to the sexual exploitation and abuse of those mandated to serve and protect.¹

This need for corporate changes and staff support and development should be viewed in the light of the United Nations’ Development System (UNDS) 2018 changes in principles. The emphasis on a strong focus on Results-based Management (RBM), Human Rights-based Approach (HRBA), Leaving No One Behind (LNOB), the humanitarian-development-peacebuilding, or triple nexus with a seamless transition from one type of support to the next and a similar seamless collaboration between UN agencies also required changes in systems and structures. The radical systemic and programmatic changes aimed at making UN initiatives to be more effective, efficient and coherent². This change in focus presupposed substantial organizational, operational and programmatic changes in the UN system resulted in a great need for staff capacity development³.

For UNICEF this resulted in “UNICEF’s Journey of Organizational Transformation” with a focus on:

- Improving accountability and response mechanisms in the event of wrongdoing
- Reforming human resources system to make it more “people-centric.”
- Strengthening the practicing of core values of care, respect, integrity, trust and accountability, every day and in every office.

Acknowledging the subsequent need for capacity development, and in relation to UNICEF’s Strategic Plan period 2022-2025, the Division of Human Resources (DHR) set out to develop learning programmes and initiatives to strengthen human resources capacity across the organization. This will also support the implementation of the OneHR Strategy and the Global HR Delivery Model and help deliver on the Strategic Plan 2022–2025⁴ and of the UNICEF Procedure on Learning and Development that clearly outlines UNICEF’s commitment to staff development⁵.

1.2 South Asia region context

South Asia Region (SAR) is home to over 625 million children, accounting for slightly over a quarter of the world’s child population. Progress was noted in several children related outcomes prior to 2020 such as accelerated economic growth and reduction in poverty. For example, the number of people

¹ UNICEF’s Journey of Organizational Transformation 2020, p. 4.

² UNICEF INFORMATION NOTE: Update on implementation efforts on the repositioning of the United Nations development system, 2023

³ Applying the OECD/DAC definition of capacity development involving: Systems, structures, HR (number and relevant experience), infrastructure and work environment.

⁴ [Strategic Plan 2022-2025 publication English.pdf \(unicef.org\)](#)

⁵ UNICEF PROCEDURE ON LEARNING AND DEVELOPMENT. Document Number: DHR/PROCEDURE/2017/005 Effective Date: 23 AUGUST 2017

living in extreme poverty was reduced from 500 to 156 million between 2007 and 2019, despite growing population. However, these gains were upended by the impact of the COVID-19 pandemic. In sharp contrast with pre-COVID economic growth projections, all economies in the region posted negative growth rates in 2020, except for Bangladesh, where growth slowed sharply. Public external debt increased in at least half of the SAR countries resulting in increased proportions of the revenue used for debt servicing.

UNICEF SAR works in eight countries in South Asia to save children's lives, defend their rights, and help them fulfil their potential. UNICEF in SAR is committed to transforming the future by:

- Being child-centered and results-based.
- Achieving equitable results.
- Promoting efficient and effective operations and cooperations.
- Innovating by doing things differently to add value for children.
- Acting at scale.
- Documenting evidence, change, impact, and challenges.

Thematic areas include health, nutrition, education and water, sanitation and hygiene (WASH), child protection and social protection.

UNICEF's work is affected by the region's poly-crisis with multiple, complex, diverse, concurrent crises, public health emergencies, climate change-induced natural disasters and economic crises that push the most vulnerable beyond humanitarian thresholds. In the past two decades, more than half of all South Asians, or 750 million people, have been affected by at least one climate-related disaster such as flooding, drought, or cyclones. While South Asia accounts for only 8 per cent of global carbon emissions, the region is one of the hardest hit. Climate change is predicted to displace 62 million South Asians by 2050⁶.

Children's needs are often overlooked during emergencies, leaving them vulnerable to health issues. During a humanitarian crisis, they are often deprived of safe environments to learn and grow. Safeguarding children's rights during humanitarian crises requires multifaceted strategies and actions. UNICEF personnel are thus a key facet of the humanitarian response that enables the organization to respond to complex and protracted emergencies. This includes having human resources that are agile and equipped with the relevant skills to be deployed in emergency situations.

To adequately respond to humanitarian crises in SAR, UNICEF needs to optimize the use of internal and external surge mechanisms, including standby partnerships, rosters, and other talent-mapping initiatives, to improve UNICEF's ability to scale up its response at the onset of an emergency and get the right balance of personnel between country and field and/or zonal offices. This therefore entails the need to have personnel who are adequately trained, equipped and ready for deployment. This requires that human resource plans be established for immediate, medium- and longer-term needs, including scale-up, scale-down and exit strategies. In this setting, it is critical that the region has enough individuals who can quickly deploy at all levels to respond to emergencies⁷.

⁶ UNICEF SAR Annual Report, 2022.

⁷ ToR, section A.

1.3 Learning context in South Asia region

UNICEF offers various learning and career development focused programmes and resources that are aligned with organizational goals and priorities and meet stakeholder demands. UNICEF staff have an opportunity to seek capacity development from a number of learning initiatives apart from the M5S⁸ evaluated here. Since this evaluation will hold the M5S against the other opportunities, the latter are briefly introduced here.

The [REACH Programme](#) is part of the STEP (Strive Towards Excellence Programme) and aims to enhance the capacity and bench strength of National Staff, through the delivery of a holistic blended learning programme that focuses on key technical and soft skills that have been identified as critical for high performing Staff. The programme is designed to empower high performing National Staff to attain international careers, at the same time, support staff's professional development, career transition and new culture alignment.

During 2022 the SAR focus shifted from conventional paradigms of instrumentalist participation and empowerment to rights-based institutionalized forms of participation informed by some of the most evolved empowerment and participation practices by UNICEF COs. The content for the massive open online course [ASPIRE! Leadership for Planning and Decision-Making with Adolescents](#) was developed which will support knowledge and competencies in relation to implementing rights-based, accountable and participatory adolescent programming⁹.

The [ASPIRE initiative](#) is an open 10-hour online course designed for UN staff, public functionaries and youth-engaging professionals working in government, the non-governmental sector, the private sector and related domains. The ASPIRE stands for:

- A - support adolescent Agency and voice
- S - develop State/Institutional policies and mechanisms for participation
- P - ensure meaningful Participation
- I - ensure Inclusion, and
- RE - ensure REolutions based on adolescents' issues and concerns

As a response to the changes mentioned in section 1.1. UNICEF added [Management Masterclass \(MMC\)](#) for mid-level managers. These learning programmes complement the others already in place for senior managers, including those for Country Office Representatives, Directors, and their Deputies.

[IMPACT +](#) is a skills building programme that enhances effectiveness of national staff in current roles while preparing them for future roles. It aims to enhance the capacity and bench strength of National Staff, through the delivery of a holistic blended learning approach that focuses on key technical and soft skills, that have been identified as critical to high performing staff and career success.

The programme builds both technical skills, i.e., Programme Planning, Humanitarian Response, Basic Economic and Social Policy, and Monitoring and Evaluation *and* soft, personal skills such as

The [UNICEF Global Induction](#) Training is virtual instructor led training delivered over two half days for newly onboarded colleagues in UNICEF. The training is individualized to all UNICEF regions, and it is broadcast from the Global Shared Services Centre (GSSC) in Budapest, Hungary. UNICEF Global Induction Training sessions are made available to each region as a flagship offering of the Global Learning Centre established at the GSSC. Sessions are scheduled and coordinated regionally with a

⁸ Described in ToR, annex 1.

⁹ UNICEF SAR Annual Report, 2022,

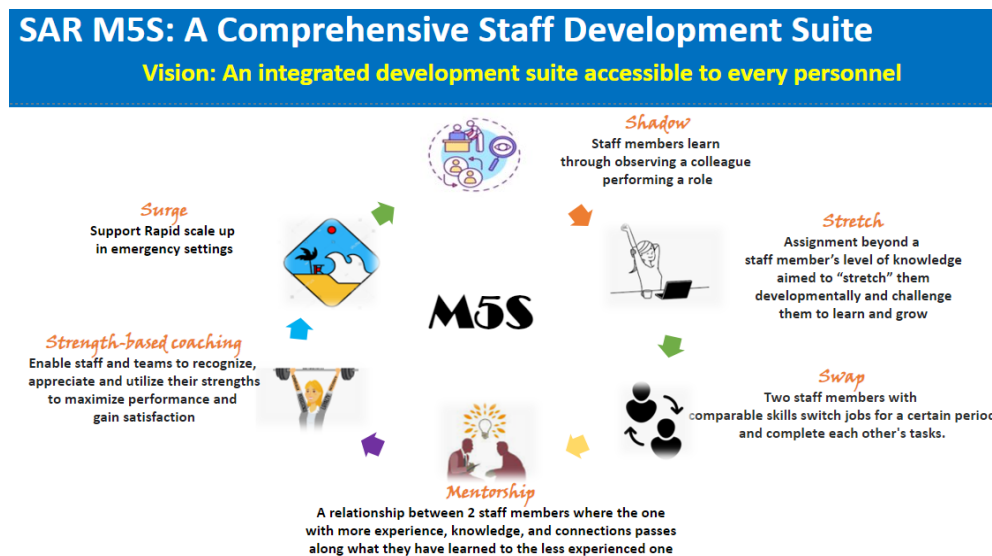
minimum of 15 and a maximum of 30 participants per session. Participants should have joined UNICEF in the previous 3 to 6 months.

In February 2021, the Regional Office for South Asia (ROSA) became the first region to pilot the Global Induction Training designed by the Global Share Services Centre (GSSC) learning team in Budapest for new staff. The ROSA and GSSC teams worked together on a design that is comprehensive, and allowed for nuances and content that is customized to the South Asia context.

2. Object of the evaluation

The **object of the evaluation** is the M5S staff learning initiative addressing the need for enhanced UNICEF regional office (RO) and country office (CO) capacity¹⁰. The initiative was **launched** on January 15th, 2022. The initiative is still ongoing and forms part of the larger UNICEF Learning and Development programme. and delivers to this¹¹. The M5S is a suite of learning and staff development initiatives being rolled out in the South Asia Region. These include Mentorship, Surge, Shadow, Stretch, Strength-based Coaching, Staff Exchange and are presented in the figure below.

Figure 1: M5S Product Suite



The global HR vision is:

Through the HR Transition and Transformation Initiative, UNICEF OneHR aims to shape an adaptive and capable people-centred HR Community that actively works with its partners to accelerate results for the children we serve.

The vision emphasizes the strong interrelation between the availability of adequate¹² staffing and effective and efficient delivery of enhanced living conditions for children globally.

The **project objective and purposes** were inspired by the global HR Transition and Transformation Initiative. Hence the M5S project vision is to have "an integrated development suite accessible to every personnel"¹³.

A Theory of Change for the M5S initiative was not available at the time of developing this inception report. ROSA will develop a brief which describes the objectives and planned outputs and outcomes of the M5S and how this was intended to add to and complement the existing learning opportunities. It

¹⁰ Applying the OECD/DAC definition of capacity development involving: Systems, structures, HR (number and relevant experience), infrastructure and work environment.

¹¹ Section 1.3

¹² Adequate in number, organizational placing, and

¹³ ToR.

will be developed before commencement of the data collection with the aim to guide the focus of the evaluation. Thus, there is currently no defined objectives and purposes.

In the actual context, UNICEF staff capacity development, there are no other [programmatic and normative frameworks](#) than those mentioned in section 1.1. Instead, in this specific staff learning context, it is important to evaluate the conceptual and theoretical frameworks of the learning initiative.

As a response to the increased and new need for enhanced capacity¹⁴, the Regional Office for South Asia (ROSA) in 2019 initiated a comprehensive and innovative staff learning initiative aiming at strengthening staff capacity and accelerate the delivery of UNICEF programmes throughout the region. This innovative and embracing learning initiative owes its [conceptual framework](#) to Knowles¹⁵ organizational theories, recognizing that employees are drawn to and retained by organizations for a variety of reasons, the most important of which is the ability to meet their needs and demonstrate their value. On the other hand, organizations must carry out their duties. To fulfil their goals and objectives, organizations must develop and enhance staff ability to deliver their programmes in both normal and crisis conditions¹⁶.

The [methodological framework](#) for this learning draws on the M5S Suites methods¹⁷ comprising mentoring, stretch, surge, shadow, swap and strength-based coaching. The approach acknowledges the diverse needs of adults, the range of accumulated experiences and personal motivations, and makes these factors impact the individual learning. It focuses on equipping adults with skills they can immediately apply to their careers. The M5S initiative has no independent or planned [budget](#) but carves from the budget for Learning and Development which is allocated to the human resources function from HQ.

The [geographical scope](#) covers the eight SAR countries and the Regional Office. The participant mapping shows that the extent of participation did not equal the number of UNICEF staff and the programmatic and budgetary size of initiatives in the involved countries.

The [main stakeholders](#) were all UNICEF staff, inclusive of short-term staff. For SAR this involved a total of 2052 staff¹⁸ cutting across all categories and levels of staff

Table 1: Number of SAR staff in SAR

SAR	GRAND TOTAL
Afghanistan	561
Bangladesh	311
Bhutan	34
India	462
Maldives	25
Nepal	150
Pakistan	361
ROSA, Nepal	97
Sri Lanka	51

¹⁴ Applying the OECD/DAC definition of capacity development involving: Systems, structures, HR (number and relevant experience), infrastructure and work environment.

¹⁵ University of Phoenix: Adult learning theory – the principles of andragogy, 2021. (www.phoenix.edu/blog/adult-learning-theories-principles.html)

¹⁶ Briefly described in ToR, annex 1.

¹⁷ Briefly described in ToR, annex 1.

¹⁸ As per June 2024.

Since all UN efforts must adhere to the UNDS 2018 reform principles¹⁹ it is important to know and consider the delivery of the M5S learning across all categories of staff applying a gender and LNOB lens. Hence it is essential to know how the staff learning is distributed against the actual job categories and gender.

Fig.2: Distribution of staff categories²⁰ in SAR

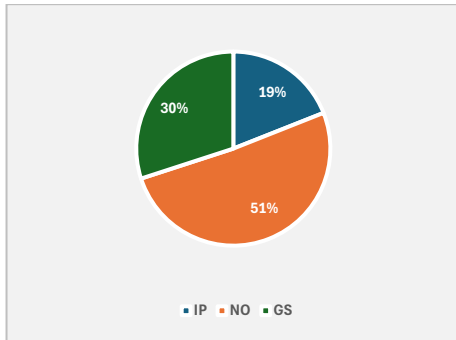
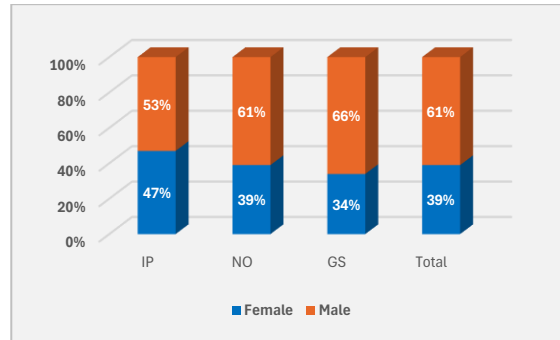


Fig.3 : Gender distribution among staff in SAR



Noticeably, gender equality is highest among international staff and lowest among the general staff. This distribution of staff will not be used when selecting evaluation participants or disaggregating data. But indicates the complexity of staff training as 19% of the staff is international and often in mid- or high management positions for a duration of typically 2-5 years in the same country. This means that the focus and support of the staff learning constantly changes. In addition, part of the 51% national staff will also move into higher and to international positions. This means that learning comes and goes and may not always match the actual context. It also means that optimal use of staff capacity may be difficult. This will be considered when analyzing data.

¹⁹ Section 1.

²⁰ As per June 2024. IP= International Professional; NO = National Professional officer; GS = General Service staff.

3. Objectives, purpose and scope of the evaluation

The Evaluation, Impact and Learning Section, with the support of the Human Resources section of the UNICEF South Asia Region (SAR), is evaluating the M5S initiatives rolled out in the region. The purpose of this exercise is to examine the strategic adjustments needed in response to the changing workforce demands. It is necessary to assess the effectiveness, scalability, and efficiency of ROSA's learning and development programme in SAR. The goal is also to recount successes as well as lessons learned that may be incorporated, to serve as a foundation for future studies in this field²¹.

Focus will be on the new M5S initiative and the relevance of this will be held against the other leaning initiatives as indicated in the objectives below.

The objectives of the evaluation are:

1. To identify and document key results, lessons learned, good practices/successful strategies and innovations in designing and implementing the M5S initiatives.
2. To guide UNICEF SAR's decisions on adjustments needed to strengthen the M5S programme.
3. Identify opportunities that exist to enhance staff learning modalities across offices in South Asia²².

Hence this evaluation is formative, intending to examine the relevance of the design of the M5S initiative. This involves the use of the M5S Suite and the learner selection as viewed by individuals and offices, the accessibility and the applicability of the learning. The evaluation will also be summative assessing level of outreach and response, and the learner use of the new skills with the aim to establish the effectiveness, scalability and efficiency of the learning initiative.

Finally, since the programme has been effective for two years, and to support decisions on design and scalability, this will also be an outcome evaluation recording possible changes in individual work approaches and/or office changes in mode of operations arising from the M5S Initiative staff training. An overview illustrates the complementarity:

Table 2: Characteristics of selected evaluation approaches

EVALUATION TYPE	WHY IT IS USED	KEY EVALUATION QUESTIONS	METHODS
Formative	To make early improvements, evaluate the quality, and to ensure that the program is aligned with its intended goals.	<ol style="list-style-type: none"> 1. Is the program reaching its intended participants 2. How are inputs contributing to programme functioning 	Survey Focus group Interview Document evaluation
Summative	To demonstrate the effectiveness of a program	<ol style="list-style-type: none"> 1. Did participants experience the desired outcomes? 2. What changes were made to improve the quality of the program? 3. How many people participated in the program? 	Survey Focus group Interview Document evaluation Case study

²¹ ToR, annex 1.

²² ToR, section B-C.

EVALUATION TYPE	WHY IT IS USED	KEY EVALUATION QUESTIONS	METHODS
Outcome	To understand the longitudinal impact across individuals during a certain timeframe	<ol style="list-style-type: none"> 1. Did the process increase knowledge and awareness? 2. Did the program change attitudes and beliefs? 	Survey Focus group Interview Document evaluation Case study

The evaluation will be **used by** the ROSA, SAR Country Offices, and the human resources sections across UNICEF. The findings and lessons learned will feed on efforts at UNICEF ROSA to inform scale up and future iterations of the programmes. The knowledge generated from this exercise will be used and adapted in the design and operationalization of these initiatives in other regions²³.

The **scope** of the evaluation will cover the design and implementation of the M5S initiative implemented from January 2022 to June 2024. The initiative is still ongoing. The evaluation will cover all eight countries, whether these have participated in the M5S initiative or not, and the regional office. It intends to involve all staff categories and cut across all six types of M5S learning methods. Acknowledging the approaching summer leave period, the methodology is designed to accommodate a representative number of staff in a fairly short time. The evaluation will look at the implementation of the initiative amongst cohorts that have participated in these initiatives from the Regional Office and eight country offices.

²³ ToR, section D.

4. Evaluation framework

4.1. Evaluation principles

This evaluation adheres to the [OECD/DAC principles](#)²⁴ of impartiality and independence, credibility, usefulness and participation.

The evaluation will make use of a selection of the [OECD/DAC criteria](#)²⁵ for evaluations and assess relevance, effectiveness, impact and sustainability/scalability.

Further, the evaluation will assess adherence to the [2018 UN reform principles](#)²⁶ emphasizing on:

- Use of RBM/HRBA at all levels of implementation (planning, implementation, monitoring, reporting and knowledge sharing).
- Innovation (design, the learning per se).
- Transformational change – how does this learning apply and support the use of transformational changes.
- Triple nexus – how is this considered thematically and in selection of learners.
- Leaving No-one Behind (LNOB)/inclusion – how has the learning paid attention to inclusion with the view to enhance opportunities for staff facing some challenges.

To respond to the ToR criteria²⁷ the evaluation will make use of a utilization-focused approach addressing ROSA needs for added insight into the relevance²⁸ of the M5S initiative, and a summative approach to assess the accumulated achievements and challenges, which will allow for assessment of the relevance, and thus scalability, of the M5S initiative.

4.2 Evaluation questions

The evaluation questions cover the criteria of relevance, effectiveness, impact and sustainability/replicability. Each of these four EQs have a total of sixteen sub-questions, or items detailing the more overall EQ. All EQs will be presented to all categories of stakeholders, while the items under each EQ are selected to best represent the experiences of each category of staff²⁹. Hence, there are different templates for each category of staff.

ToR presents a range of questions³⁰. These are overall included in the evaluation framework³¹, which also indicates “who will be asked what and how”. Where relevant, the formulation of the questions has been slightly changed to better accommodate the interview approach. Other questions have been added to reflect the wider need for information that arose from the desk review. Finally, questions relating to “lessons Learned” have been removed as the interview template prompt reflection over what has worked and what has not” and a column for entry of proposed changes to each of the EQ

²⁴ OECD/DAC: Principles for evaluation of development assistance, 1991.

²⁵ OECD/DAC criteria: www.oecd.org/dac/evaluation/39119068.pdf

²⁶ See section 1.1.

²⁷ Section 3.

²⁸ This involves relevance of the design, organisation of the initiative, mode of participation etc.

²⁹ The staff categories comprise: International staff, national staff and general service staff.

³⁰ Annex 1.

³¹ Annex 2.

items³². Finally, a question has been added allowing the interviewee to add aspects that have not been covered by the template.

³² See interview templates in annex 4.

5. Methodological design

5.1 Methodological content

The evaluation uses a non-experimental design with a mixed method approach, gathering both quantitative and qualitative data to address the evaluation questions. The methodology will apply a probabilistic sampling with a representative selection of evaluation participants³³. For this, the evaluation makes use of:

- Desk studies, and
- Two types of semi-structured interviews as explained under section 5.1.2.

All data collection will allow for positive and negative experiences with the M5S initiative. In addition, the methodological design allows for interviewee suggestion of changes regarding type of activities and approach. These inputs will make recommendations to be inclusive, stakeholder owned and nationally relevant.

5.1.1 Desk review

The desk review involved documents and materials provided by UNICEF RO while other documents were downloaded from the Internet³⁴. The document review resulted in a need for additional information from UNICEF ROSA, most of which has been provided, while other information will be provided before the commencement of the data collection. This will allow for final adjustments in the EQs and items. Any changes will be approved by the reference group.

The document review provided a thematic focus of the evaluation and a joint perception that the M5S could complement other learning opportunities, as the M5S aims at providing individually relevant skills rather than general skills and/or new knowledge only. The complementarity and relevance will be tested in the evaluation. The ToRs combined with the desk review formed the basis for the content of the evaluation matrix and selection of participating staff.

5.1.2 Semi-structured interviews

It is often time-consuming to transform interviews into comparable data. Therefore, these interviews will be based on semi-structured evaluation questions (EQ) presented in a template introducing the questions in writing. The template will be shared when the interviewee confirms his/her participation. The familiarity with the questions before the interview session makes the interviewee be prepared for and feel comfortable with the interview.

With the view to widen the scope of stakeholders, part of the interviews will be done through individual filling and returning of the template. A guide with the consultant contacts will be attached to the invitation when participation is confirmed by the individual stakeholder. The consultant will provide the required explanations, back-up etc. either online, through email or on phone. Those filling the template individually will have one week to fill and return the template.

³³ See section 5.1.3.

³⁴ List of both categories of literature is found in annex 2.

The templates are designed to present questions which are viewed as relevant for the actual category of staff³⁵.

The template has six main columns³⁶. Each EQ has a number of items detailing the individual experience. The template format prompts a reflection over both positive and negative experiences and how these have affected the work. Each item provides an opportunity for proposing changes which will be used in the recommendations for a future implementation and replication in other regions, as feasible. Such approach ensures stakeholder ownership from the on-set.

Table 3: Example of interview template

	Item	What worked well	Positive effect	What did not work well	Negative effect	Proposed changes
EQ 1: Relevance of the M5S design and approach						
1a	To what extent are the M5S initiatives aligned with SAR priorities and other similar initiatives (within UNICEF or other UN agencies) at the global level or in other regions?					
1b	To what extent is the initiative aligned with the OneHR strategy?					

In total the templates provide answers to all questions presented in the evaluation matrix. Each interviewee will answer the items with which he/she feels directly or indirectly familiar. This means that in some cases some of the items may not be answered. There is a final item permitting entry of issues, which have not been raised in the template.

The capacity for on-line interviews is three in one day as each interview will last around 1 hour and there will be need for post-interview entry of details, for reflection and set-up of the next meeting. One day a week is set aside for follow-up actions. The capacity for on-line interviews will thus be around 16 interviews for the COs and three for the RO.

5.1.3 Evaluation participants

For the ease of the evaluation, the UNICEF team prepared a comprehensive stakeholder mapping and identification of key stakeholder’s groups and individuals, to be directly consulted during the evaluation based on the initiatives that they had participated in as well as role in staff learning and development. This was complemented by the desk-based mapping and identification of relevant stakeholders involved directly and indirectly with the various training initiatives. Both processes have served in developing suggested sample for the evaluation.

³⁵ Interview templates, annex 4.

³⁶ Interview templates, annex 4.

The participants will represent all UNICEF staff at RO level and in the eight involved countries as relevant. The evaluation will make use of three categories of staff: Management, technical/programme and general service staff respectively to capture the difference in level of operations, level of responsibility and in type of experiences with regard to accessibility and relevance of the learning initiative. Further, the different types of learning will be represented. There will be efforts to recruit a representative gender balanced participation having the SAR average gender distribution in mind.

To avoid delay of the evaluation, as it is foreseen that some may not be available during the leave period, there may be a need for a continued selection of participants while the first interviews take place. Therefore, the numbers indicated below are tentative rather than explicit numbers.

Table 4: Intended distribution of evaluation participants

CATEGORY	EXPECTED NUMBER OF FACE-TO-FACE INTERVIEWS	NUMBER OF STAFF FILLING INTERVIEW TEMPLATE
Management staff	11	0
Technical staff	18	27
General Service staff	9	18
TOTAL	38	34

5.1.4 Data consolidation, validation and analysis

The data validation will make use of data source triangulation by comparing data from respectively desk studies, semi-structured interviews online and by individual template filling. Answers from each category of respondents will be grouped to show a trend of positive and negative experiences from each staff category.

The total stakeholder findings will be summarized and held against the intended outcome of the use of the M5S Suite methods³⁷ and the applicability of these. The evaluation will also establish to what extent, the Knowles adult learning principles applied. Finally, the analysis will establish the M5S outreach compared with other learning methods³⁸.

To assess UNICEF's adherence to human rights principles, which are relevant in this context³⁹, the data consolidation and analysis will take into account the cross-cutting issues of gender equality⁴⁰, equity⁴¹ and HRBA⁴².

³⁷ Section 2.

³⁸ Section 1.3.

³⁹ The Convention on the Elimination of All Forms of Discrimination against Women (CEDAW); The Convention on the Rights of Persons with Disabilities (CRPD)

⁴⁰ Defined as: The concept that women and men, girls and boys have equal conditions, treatment and opportunities for realizing their full potential, human rights and dignity, and for contributing to (and benefitting from) economic, social, cultural and political development. UNICEF SAR Glossary of Terms and Concepts, 2017.

⁴¹ Defined as: The process of being fair to men and women, boys and girls, and importantly the equality of outcomes and results. Gender equity may involve the use of temporary special measures to compensate for historical or systemic bias or discrimination. UNICEF SAR Glossary of Terms and Concepts, 2017.

⁴² Defined as: The human rights-based approach (HRBA) is a conceptual framework for the process of human development that is normatively based on international human rights standards and operationally directed to promoting and protecting human rights. UNSDG: Universal Values Principle One: Human Rights-Based Approach.

5.1.5 Key limitations, constraints and mitigations

Some limitations and constraints were found during the desk review phase. The evaluation is designed to best overcome these limitations as indicated below.

Table 5: Limitations, constraints and mitigation measures

	LIMITATIONS AND CONSTRAINTS	PROPOSED MEASURES
a.	Absence of a comprehensive ToC of the overall training initiative. This makes the background for introduction and purpose of the M5S be unclear.	ROSA will develop which describes the objectives and planned outputs and outcomes of the M5S and how this was intended to add to and complement the existing learning opportunities. ROSA will develop a brief on the
b.	Absence of annual CO/RO reflective outcome reporting on staff learning and summative recording of the use of the new skills Output in terms of record of learners/country is available. The lessons learned from each of the valuable experience sharing meetings could have allowed for summative data for annual concluding recording of achievement.	Both RO and COs have been very effective in producing various details on the learning during the inception period.
c.	The evaluation will take place during the peak time for summer leave.	The methodological design with parallel data collection initiatives makes the data collection be concluded tentatively within 3 weeks.

5.2 Evaluation norms and ethical considerations

The methodological approach observes all ethical standards as given in UNEG 2020 Ethical Guidelines for Evaluations through careful selection of evaluation participants and by providing anonymity in the evaluation response and reporting. This entails abidance by the UN Evaluation Group's (UNEG) four ethical principles⁴³:

- Integrity,
- Accountability,
- Respect, and
- Beneficence.

The evaluator on the other hand will be guided by obligations of ensuring independence, impartiality, credibility, conflict of interest avoidance.

The design of the evaluation takes these principles for ethics into account: (i) In the representative selection of categories of participants in the evaluation; (ii) by using a semi-structured interview approach which allows the interviewee to explain individually relevant experiences with the M5S initiative; (iii) by introducing the template in advance which allows for prior reflection and familiarity with the focus of the interview. Therefore, there will be no questions taking the respondent by surprise⁴⁴.

⁴³ UNEG: Revised 2020 Ethical Guidelines for Evaluation, section 2.

⁴⁴ Interview templates in annex 4.

The evaluation will have gender and inclusion considerations – as feasible.

The data collection approach ensures anonymity as only the consultant will know who said what. The response of each participant will be entered into the relevant template and all data will be grouped in different categories of staff and consolidated. Thus, no names or other identification details are used during the data recording or reporting⁴⁵.

⁴⁵Informed consent forms, annex 4, protection protocols in annex 5.

6. Quality assurance

Apart from the data validation taking place during the data synthesis and analysis, the quality assurance will take place at three levels:

- By the consultant during the data collection and analysis. If one interview provides very different data, either overall or to one of the EQs, the answer will be prompted during the interview to assess the specific and contextual validity recognizing that specific staff under given conditions can have different experiences with an initiative.
- By the Evaluation Management Group, being a ROSA staff group, who will support the work on daily basis and be the receiving group when deliverables are submitted.
- By the Reference Group, which is composed by a representative group of SAR staff. It will receive reviewed versions of the deliverables and have the approving authority.

7. Tentative workplan

The work plan is not viewed as cast in stones. It is meant as a guidance ensuring that the work is on track sequentially and timewise. The work will be concluded latest on the agreed date. The schedule for the work will be adjusted to reflect the actual situation – all with due regard to the days allocated for this evaluation.

The work plan assumes that UNICEF strives to provide swift support and feed-back through all stages of the work. The work plan is as follows⁴⁶:

Table 6: Workplan

Dates	Work details	Product
05/06-10/07	Inception phase	Inception report
11-31/07	Data collection (online interviews and stakeholder filling of temp.	-
01-03/08	Data synthesis and analysis	-
05-14/08	Draft report writing	Draft report
19-20/08	Debriefing of UNICEF staff and management which will provide the inputs to a NUICEF sensemaking workshop on the providing recommendations for the final report	PPP
26-30/08	Finalising report	Final report

It should be noted that preparations and invitations for the interviews can commence during the finalisation of the inception report since some categories of participants in the evaluation are given and can be invited early. The templates guiding the interviews will be shared after completion of the inception report and as invitations are confirmed and scheduled.

⁴⁶ The full and detailed workplan is found in annex 4.

REMARKS TO THE ANNEXES

UNICEF's template for Inception Reports requires the following annex content:

- Terms of Reference
- Theory of Change (if absent from the body of the report)
- Evaluation Matrix (if absent from the body of the report)
- List of documents reviewed
- List of people to interview and sites to visit
- Data collection tools (questionnaires, question guidelines, observation guidelines, etc.)
- Templates of informed consent forms
- Protection protocols (e.g., identity, data, security.)
- Additional information on the methodology or other relevant documents (if applicable)

The following is not found in these annexes:

- Theory of Change (ToC)
Since the M5S initiative has had no ToC, this will be developed before commencement of the data collection to guide the focus of the EQs and the data analysis.
- List of people to interview
Since people cannot be invited until the approach and the proposed participant selection and distribution in the Inception Report has been approved such list is not part of these annexes. The sites are indicated in the text, section 5.1.3.

Terms of reference

Didactic versus Experiential learning: What works to enhance staff learning, development and productivity during times of Crises, a case study of South Asia

Section/Unit and supervisor the consultant or contractor reports to	Evaluation, Impact and Learning, Lovemore Mhuriyengwe
Title of the Consultancy/Contract	Evaluator: Didactic versus Experiential learning
Duty Station	Remote
Duration of the Consultancy/Contract	From May – August 2024
Expected Travel	No travel expected
Work Plan Activity/related outcome	With effective implementation by ROSA and through capacity strengthening support to COs and partners, high quality evaluations and research products guide regional level actions and country programmes through the delivery of timely and credible evidence.
Budget Code for the Consultancy/Contract	
Budget Code for the Insurance	

A. Background

South Asia is prone to yearly flooding, landslides, droughts, and earthquakes. The effects of climate change can be felt in the erratic nature and severity of these natural disasters. Conflict and political challenges often mean that emergency and humanitarian response is delayed – exposing children to high-risk situations. Children’s needs are often overlooked during emergencies, leaving them vulnerable to health issues. During a humanitarian crisis, they are often deprived of safe environments to learn and grow. Safeguarding children’s rights during humanitarian crises requires multifaceted strategies and actions. UNICEF personnel are thus a key facet of the humanitarian response that enables the organization to respond to complex and protracted emergencies. This includes having human resources that are agile and equipped with the relevant skills to be deployed in emergency situations.

The Core Commitments for Children are a key pillar of UNICEF’s response during humanitarian crisis. They highlight the need for timely deployment of personnel at the onset of emergencies which enables rapid emergency response. Under this provision, experienced and suitable personnel need to be identified within 48 hours after the sudden onset or deterioration of a humanitarian crisis and are deployed through surge mechanisms. Furthermore, Regional Offices, Country Offices and field offices need to be adequately staffed to enable ongoing humanitarian response. This requires that human resource plans be established for immediate, medium- and longer-term needs, including scale-up, scale-down and exit strategies. In this setting, it is critical that the region has enough individuals who can quickly deploy at all levels to respond to emergencies.

To adequately respond to humanitarian crises in SAR, UNICEF needs to optimize the use of internal and external surge mechanisms, including standby partnerships, rosters, and other talent-mapping initiatives, to improve UNICEF’s ability to scale up its response at the onset of an emergency and get the right balance of personnel between country and field and/or zonal offices. This therefore entails the need to have personnel who are adequately trained, equipped and ready for deployment.

According to organizational theories, employees are drawn to and retained by organizations for a variety of reasons, the most important of which is the ability to meet their needs and demonstrate their value. Organizations, on the other hand, must carry out their duties. To fulfill their goals and objectives,

organizations must develop and enhance staff ability to deliver their programmes in both normal and crisis conditions.

Theoretical Framework

The adult learning theory espoused by Knowles⁴⁷ outlines the diverse needs of adults, such as prior experiences, responsibilities, and personal motivations and how it impacts learning. The theory outlines that by understanding how adults learn, learning programmes can be designed based on the real-world context from which adult learners come from. It therefore focuses on equipping adults with skills they can immediately apply to their careers. It is based on the principles presented below⁴⁸.

LEARNING PRINCIPLE	HOW ADULTS LEARN
Learning from Life Experiences	Adult learners come with a wealth of life experiences. They tend to engage more deeply with learning when they can relate the content to their personal and professional experiences.
Self-Directed Learning	Adult learners prefer to have a say in what and how they learn. They value autonomy and appreciate the opportunity to control their learning path.
Readiness to Learn	Adults are more likely to be receptive to learning when they perceive a need for the knowledge, or skills being taught. They appreciate the practical application.
Problem-Centered Learning	Adult learners thrive in problem-centered learning environments. They prefer to tackle real-world challenges and apply solutions to their own contexts.
Learning Pace	Adult learners have a self-regulated learning pace. They may want to delve deeper into topics of interest or spend more time on areas where they struggle.
Integrating the New and Old	Adults bring a wealth of prior knowledge to the learning process. New information is often integrated with existing knowledge frameworks.
Learning Environment	Adult learners benefit from collaborative and interactive learning environments that allow them to share experiences and insights with peers.

Based on the above principles, adults are internally motivated and self-directed. Staff development programmes should therefore aim towards self-directed and responsible learning that is in line with the staff member’s professional and personal objectives. Also, it should promote the learners’ internal motivation to acquire knowledge or skills.

During the current Strategic Plan period 2022-2025, the Division of Human Resources (DHR) has set out to develop learning programmes and initiatives to strengthen human resources capacity across the organization. These initiatives enable the DHR to have the relevant skills to be the strategic partners the organization needs. This will also support the implementation of the OneHR Strategy and the Global HR Delivery Model and help deliver on the Strategic Plan 2022–2025.

Considering the above, the Regional Office for South Asia (ROSA) has been undertaking a comprehensive staff learning and development strategy to strengthen staff capacity and accelerate the delivery of UNICEF programmes throughout the region. These programmes are based on the well-known M5S Suite (mentoring, stretch, surge, shadow, and strength-based coaching) as presented below.

⁴⁷ [Adult Learning Theory and Principles | University of Phoenix](#)

⁴⁸ [What is Adult Learning Theory: A Comprehensive Guide | NEIT](#)

SAR M5S: A Comprehensive Staff Development Suite

Vision: An integrated development suite accessible to every personnel



These initiatives seek to ensure that there is adequate human resources capacity and skills that will enable the organization to be strategic and deliver results for children. Initiatives such as stretch assignments, swap and job shadowing that are conducted under the M5S are vital in ensuring that there is continuous learning within and across regions. As staff move from one country office to another, they share their experience and learn from what colleagues in other country offices and regions. Furthermore, as they operate in different contexts, staff appreciate the work that they and other colleagues do and realize how each staff member's role contributes to improving the lives of children. As a result, the need for staff development has remained strong, and the programme intervention for staff development must continue to evolve as it responds to the changing environments.

B. Purpose and objectives

The Evaluation, Impact and Learning Section, with the support of the Human Resources section of the UNICEF South Asia Region (SAR), is evaluating the M5S initiatives rolled out in the region. The purpose of this exercise is to examine the strategic adjustments needed in response to the changing workforce demands. It is necessary to assess the effectiveness, scalability, and efficiency of ROSA's learning and development programme in SAR. The goal is also to recount successes as well as lessons learned that may be incorporated, to serve as a foundation for future studies in this field.

C. Objectives

The objectives of the evaluation are: 1. To identify and document key results, lessons learned, good practices/successful strategies and innovations in designing and implementing the M5S initiatives. 2. To guide UNICEF SAR's decisions on adjustments needed to strengthen the M5S programme and 3. Identify opportunities that exist to enhance staff learning modalities across offices in South Asia.

D. Intended Utilization

,

E. Scope

This evaluation will be conducted between May and August 2024 and will cover the design and implementation of the M5S initiatives implemented from 2021 to January 2024. The evaluation will look at the implementation of the programme amongst cohorts that have participated in these initiatives from the Regional Office and eight country offices. The evaluation will focus on the following OECD DAC Criteria: Effectiveness, efficiency, relevance, and sustainability.

F. EVALUATION QUESTIONS AND SUB QUESTIONS

This exercise will seek to answer the following questions (with an acknowledgement that the questions may be revised by the consultant/ team, in consultation with the Evaluation Reference Group (ERG), during the inception phase):

Strategic positioning

- 1) To what extent are the M5S initiatives aligned with SAR priorities and other similar initiatives (within UNICEF or other UN agencies) at the global level or in other regions?
- 2) To what extent is the programme aligned with the OneHR strategy?
- 3) To what extent have the M5S initiatives assisted staff to own their work and results?
- 4) How has participation in the M5S initiative helped staff to meet their development and learning objectives?

Programme delivery

- 5) What evidence is available on the achievement of results, as outlined in the concept notes/programme document of the various initiatives?
- 6) To what extent is the M5S considered cost effective given the resource constrained setting in the region? Could similar or better results have been achieved for less money? How can SAR increase the cost effectiveness and efficiency of the M5S?
- 7) To what extent has the M5S initiative responded to and/or adjusted as necessary to the changing context and emerging needs/priorities?
- 8) To what extent has UNICEF's Gender Action Plan been consistently integrated in the M5S strategies and activities?
- 9) How have the M5S learning models ensured effective skills transfer during and after the assignment?
- 10) How effective has participation in staff development initiatives been in improving staff capacity and productivity?

Sustainability

- 11) What indications are there that show positive changes and effects of the M5S can be sustained?
- 12) What are some of the areas that can benefit from improvement to increase the M5S fitness for purpose in humanitarian and development contexts?
- 13) What are the possible options and implications for SAR to consider in informing and strengthening the design of the learning models in the next iteration of the M5S?
- 14) What mechanisms need to be put in place to sustain and take the M5S initiative to scale?
- 15) What lessons have been learned in the roll out of the current suite of M5S products?

G. Methodology

This evaluation will utilize a mixed-methods approach and draw on quantitative and qualitative data strategies to collect and analyze information relative to the evaluation questions. These complementary approaches will be deployed to ensure that the exercise responds to the intended evaluation objectives; integrates gender, equity, and disability principles throughout the evaluation process, including participation and consultation of key stakeholders to the best extent possible.

Quantitative data will be used to assess programme reach against target. Data collection and analysis methods that provide valid and credible information about the results disaggregated by sex, age and disability will be utilized. The methodology to be defined for delivering this evaluation will integrate international evaluation norms and standards⁴⁹ and ethical principles⁵⁰ as it is stated in UNICEF Evaluation Policy(2018)⁵¹ and [UNICEF's procedure on ethical standards in research, evaluation, data collection and](#)

⁴⁹ <http://www.uneval.org/document/detail/1914>

⁵⁰ <http://www.unevaluation.org/document/detail/102>

⁵¹ https://www.unicef.org/evaluation/files/Revised_Evaluation_Policy_Interactive.pdf

[analysis \(2021\)](#).⁵² To successfully answer the questions outlined in this TOR, the evaluation team is expected at a minimum to utilise the data collection methods outlined below.

Desk Review: This will include a review of background, key documents, and other relevant literature including programme strategies, policies, concept notes, theory of change, monitoring and evaluation frameworks, monitoring data and analysis reports.

Abstraction and analysis of programme performance data: UNICEF will provide data from its administrative information systems used for planning, monitoring, reporting and programme performance management. These will be used to further assess achievement of results in specified areas to map and analyze achievement. In addition, this analysis will look at the programme's financial performance as reported in VISION. Sex-disaggregated data will be reviewed, where available, and assessed against programme targets.

Stakeholder mapping: During the inception phase a comprehensive stakeholder analysis will be conducted to identify all relevant UNICEF partners, including those that may have not worked with UNICEF directly but played a key role in the outcomes to which UNICEF contributes or have in-depth knowledge of the context or issues covered by the evaluation. This stakeholder analysis will identify key informants for interviews.

Key Informant Interviews: A selected number of key informant interviews will be conducted with stakeholders. Key informant interviewees will include UNICEF HR and learning focal points at the RO and CO level as well as a purposive sample of participants in the various initiatives. Interviews will be conducted to maximise efficiencies and deliver the report within the specified period.

Case Studies: To generate evidence on the effectiveness of these initiatives, case studies will be compiled from a sample of participants who have participated in these programmes. A sample of staff will be interviewed using one-on-one semi-structured interviews. These will provide data to assess the programmes relevance and effectiveness by capturing journeys of changes from staff who participated in the M5S programmes. The interviews will follow a semi-structured questionnaire with open-ended questions to elicit natural responses and allow for a narrative approach, enabling participants to 'tell their stories.' The tools for these cases will follow a highly gender sensitive approach. By utilizing a case study format, staff will feel more comfortable discussing potentially sensitive topics in a group, allowing for more thoughtful discussions.

It is expected that the evaluation will apply a strong equity and gender focus by i) including equity and gender in the design, methodology, data collection and analysis; and ii) reflecting equity and gender analysis in the findings, conclusions and concrete recommendations and action points that can be addressed in the design of a possible future M5S for a strengthened integration of equity and gender in the M5S strategies.

During the inception phase, the evaluator will detail the methodology proposed, which will include an elaboration of the assessment matrix, data collection tools for the chosen methodology, sample size calculations and sampling procedure to ensure inference of the results to data collection and analysis, ethical considerations, limitations, and mitigation measures. It is anticipated that the elaboration of the methodology at inception will not have a financial implication.

H. Consultant tasks

⁵² [UNICEF procedure on ethical standards in research, evaluation, data collection and analysis \(2021\)](#)

The evaluation consultant will be responsible for conducting the evaluation. The specific tasks of the evaluation consultant will include but may not be limited to:

- Conducting a desk review.
- Conducting preliminary discussions with project teams.
- Writing an inception report that includes the methodology.
- Conducting stakeholder analysis
- Semi-structured interviews with stakeholders and initiative participants
- Conducting interviews participants
- Briefing and debriefing sessions with UNICEF staff and management.
- Produce a draft final report that includes background, methodology, achievements, challenges, and recommendations.
- Producing the final report, PowerPoint, infographic and evaluation brief.

I. Deliverables

The evaluator is expected to deliver the following products:

- Evaluation inception report, comprising not more than ten pages plus annexes. The inception report should be prepared by the evaluator before going into the full-fledged evaluation exercise. It should detail the evaluator's understanding of what is being evaluated and why, showing how each evaluation question will be answered by way of: proposed methods; proposed sources of data; and data collection procedures. The inception report should include a proposed schedule of tasks, activities, and deliverables. The inception report provides the programme unit and the evaluators with an opportunity to verify that they share the same understanding about the evaluation and clarify any misunderstandings.
- Draft evaluation report, comprising not more than 40-50 pages plus annexes, with an executive summary of not more than three pages describing key findings and recommendations. The Project Unit should review the draft evaluation report to ensure that the evaluation meets the required quality criteria.
- Evaluation report audit trail – comments and changes by the evaluator in response to the draft report should be retained by the evaluator to show how the comments have been addressed.
- Final evaluation report – the evaluators will ensure that the report, to the extent possible, complies with the [UNICEF Quality Checklist for Evaluation Reports](#). The report should be in line with [UNICEF evaluation report standards](#). and should, as a minimum, include the following:
 - Title and opening pages
 - Outcome and evaluation information details
 - Table of contents
 - List of acronyms and abbreviations
 - Executive summary
 - Introduction
 - Description of the intervention
 - Evaluation scope and objectives
 - Evaluation approach and methods
 - Data sources, data collection procedures and instruments
 - Data analysis
 - Major limitations of the methodology (including steps taken to mitigate them)
 - Analysis of the situation about the outcome, the outputs and the learning and development strategy
 - Analysis of opportunities to provide guidance for the future programming.
 - Key findings
 - Conclusions

- Recommendations
 - Lessons learned.
 - Annexes including list of people met.
- Evaluation brief and a power point presentation for UNICEF management and/or other stakeholders. The evaluation report should be complete and logically organized. It should be written clearly and be understandable to the intended audience.

J. Child Safeguarding

Is this project/assignment considered as “[Elevated Risk Role](#)” from a child safeguarding perspective?

Yes No If YES, check all that apply:

Direct contact role Yes No

If yes, please indicate the number of hours/months of direct interpersonal contact with children, or work in their immediately physical proximity, with limited supervision by a more senior member of personnel: [Click or tap here to enter text.](#)

Child data role Yes No

If yes, please indicate the number of hours/months of manipulating or transmitting personal-identifiable information of children (name, national ID, location data, photos): [Click or tap here to enter text.](#)

More information is available in the [Child Safeguarding SharePoint](#) and [Child Safeguarding FAQs and Updates](#).

K. Consultant requirements

- At least master’s degree in social sciences or a relevant area.
- Minimum ten years’ experience in human resources, staff development, evaluation, education, or a relevant social science field.
- Knowledge of UNICEF and the region.
- International experience in organizing training, conducting training needs assessment.
- Expertise in conducting similar or related programme evaluations/assessments.
- Experience working on humanitarian projects/ interventions and an understanding of needs and responses in such situations.
- Understanding of research and evaluation methodologies, including methodologies for collecting data in emergencies
- Working in training related organization will get preference.
- Must have excellent communication and presentation (oral and written) skills in English.

L. Reporting line/Management

The consultant will report to the evaluation manager within the Evaluation, Impact and Learning section at ROSA.

M. Location of the Assignment

The facilitator will work from the place of domicile.

N. TIME FRAME FOR THE EVALUATION PROCESS

The overall duration of the tasks covered by this ToR has been estimated not to exceed thirty working days, including related deskwork, interviews, meetings, report drafting and presentation, to be delivered during May 2024.

The following table provides an indicative breakout for activities and delivery:

Activity	Deliverable	Tentative date of completion	Responsible party
<ul style="list-style-type: none"> • Briefing of evaluators/sharing relevant documents • Desk review and list of reviewed documents • Evaluation Inception Report (not more than ten pages plus annexes). • Preparing a detailed inception report and work plan • Comments and approval of inception report 	Inception report	May 2024	UNICEF Evaluation team
<ul style="list-style-type: none"> • Meetings/interviews with stakeholders • Data collection • Preparation of draft evaluation report • Debriefing with UNICEF Draft Evaluation • Draft publishable manuscript 	Draft report (maximum forty pages plus annexes), with an executive summary of not more than three pages describing key findings and recommendations. 30 October 2020 UNICEF, Evaluation team	June 2024	UNICEF Evaluation team
<ul style="list-style-type: none"> • Incorporating feedback on draft evaluation report • Finalization of the evaluation report • Submission of the final report • Final Evaluation 	Final report, infographic, draft publishable manuscript, and Evaluation brief and an on-line presentation for UNICEF management	June 2024	Consultant
Total number of days		30 days	

Total Number of Working Days 30 days Number of days to be invested for each deliverable may change but the total number of days worked by the consultant cannot exceed 30 days for this assignment (i.e., for submission of the deliverables) as defined in the ToR.

Reporting Language: The reporting language shall be English.

Evaluation matrix

Evaluation Matrix

	QUESTIONS	DATA SOURCE	CATEGORY OF PARTICIPANTS	Data collection tools/ Sources
EQ 1	Strategic positioning - Relevance of the M5S design and approach			
Item	Indicator: The reasons why and the extent to which the M5S initiative was relevant across the three staff categories and the RO and COs			
1.	To what extent are the M5S initiatives aligned with SAR priorities and other similar initiatives (within UNICEF or other UN agencies) at the global level or in other regions?	Desk review Relevant staff	Management staff Focal points	ToR Desk review ⁵³ KII ⁵⁴
2.	To what extent is the programme aligned with the OneHR strategy?	Desk review Relevant staff	RO and CO HR staff	KII
3.	To what extent have the M5S initiatives that you participated in assisted you in owning your work and results?	Relevant staff	Management staff Learners at all levels	KII
4.	How has participation in the M5S initiative helped you meet your development and learning objectives?	Relevant staff	Learners at all levels	KII
5.	To what extent has UNICEF's Gender Action Plan been consistently integrated in the M5S strategies and activities?	Desk review Relevant staff	Management staff Focal points Learners at all levels	KII
6.	Financing of/resources for the planned activities?	Relevant staff	Management staff Focal points	KII KII

⁵³ See list of documents in annex 3.

⁵⁴ KII can be either online interviews or individual filling and returning of the interview template.

	QUESTIONS	DATA SOURCE	CATEGORY OF PARTICIPANTS	Data collection tools/ Sources
EQ 2	Effectiveness and efficiency – Delivery of M5S initiative			
Item	Indicator: Number of participating learners that have fully or partly (respectively) adopted the new skills			
7.	What evidence is available on the achievement of results, as outlined in the concept notes of the various initiatives?	Desk review Relevant staff		
8.	Cost effectiveness – How cost-effective do you see the M5S when compared to other learning initiatives?	Relevant staff	Management staff Focal points	KII KII
9.	To what extent has the M5S initiative responded to and/or adjusted as necessary to the changing context and emerging needs/priorities in your office/region	Relevant staff	Management Focal points Learners	KII

	QUESTIONS	DATA SOURCE	CATEGORY OF PARTICIPANTS	Data collection tools/ Sources
EQ 3	Impact - Effect			
Item	Indicator: The extent to which M5S initiatives have resulted in changes in mode of operation⁵⁵ among staff			
10.	How have the M5S learning models ensured effective and easy use of new skills after the assignment?	Relevant staff	Focal points Learners	KII
11.	What opportunities have you realised as a result of participating in the learning initiative?	Relevant staff	Focal points Learners	
12.	How effective has participation in M5S staff development initiatives been in improving staff capacity and productivity?	Relevant staff	Management Focal points Learners	KII

⁵⁵ Covering all OECD/DAC criteria as relevant: Systems and structures, human resources (number, relevance of expertise), corporate infrastructure and work environment.

	QUESTIONS	DATA SOURCE	CATEGORY OF PARTICIPANTS	Data collection tools/ Sources
EQ 4	Preconditions for continued use of M5S suite			
Item	Indicator: N/A			
13.	What indications are there of positive and negative effects of the M5S?	Relevant staff	Management Focal points Learners	KII
14.	What mechanisms need to be put in place to sustain and take the M5S initiative to scale?	Relevant staff	Management Focal points Learners	KII
15.	Positive and negative examples of how these initiatives complement other learning programmes/initiatives?	Relevant staff	Management Focal points Learners	KII
	OTHERS			
16.	Other experiences that have not been covered by EQ 1-3	Relevant staff	Management Focal points Learners	KII

List of documents reviewed

Documents shared by UNICEF ROSA

Title
M5S Evaluation – ERG Note
M5S Evaluation – Information note
L&D Stakeholder Mapping
List of focal points
Staff by division/country, post type and category
Staff by division/country, post type and category_v2
SAR Gender Balance by Offices
UNICEF OneHR Strategy 2022–2025
ROSA Mentorship Programme
Mentee handbook
Mentor handbook
Mentorship 2021-2024
Empower – The South Asia Mentorship Programme
Staff Exchange framework
Job Shadowing Guideline (SAR)
Rapid Response Mechanism Toolkit
Revised Townhall PPT
ROSA Surge
SAR Stretch Assignment guidelines 2023
Strengths Coaching for Individuals, management and teams
Strength Based Coaching
Template for Evaluation Inception report
UNICEF Evaluation Report Standards
Staff breakdown
Bhutan
L&D Plans, 2020, 2021, 2022, 2023, 2024
SAR HRDash main
M5S – A Comprehensive staff Development Suite (PPP)
Stakeholder mapping
New Talent Unit Mentoring Programme – Mentoring Guidelines
UNICEF procedure on Learning and development
HR Surge Guideline
2 knowledge sharing videos
UNICEF PROCEDURE ON LEARNING AND DEVELOPMENT. Document Number: DHR/PROCEDURE/2017/005
India
Career Development Plan 2024
ICO Career development Plan Template
Individual Learning Plan Template, 2024
Individual learning request form
Request for Approval to Apply for Stretch/ Exchange Assignment - 2024
Career development
FAQ L&D
L&D Guidelines for India CO
2024 UNICEF ICO L&D priorities
UNICEF India Stretch Assignment and Staff Exchange Guidelines
L&D Guidelines
Bangladesh
HRDash main
Nepal
2024 L&D Plan
Training Need form amended 2024
Sri Lanka

Learning and Training Plan 2022 Amended (July 2022)
Learning and Training 2020
SLCO Learning Plan 2019, 2021, 2022, 2023
SLCO Surge list

Other documents

Title	Publisher	Year
UNICEF's Journey of Organizational Transformation	UNICEF	2020
UNICEF Strategic Plan 2022–2025	UNICEF	2022
SAR Humanitarian Action for Children 2022	UNICEF	2023
ASPIRE! Leadership for Planning and Decision-Making with Adolescents (MOOC)	UNICEF	

Interview templates

For semi-structured interviews

Template A: Management staff

	Item	What worked well	Positive effect	What did not work well	Negative effect	Proposed changes
EQ 1: Strategic positioning - Relevance of the M5S design and approach						
1.	To what extent are the M5S initiatives aligned with SAR priorities and other similar initiatives (within UNICEF or other UN agencies) at the global level or in other regions?					
3.	To what extent have the M5S initiatives that you participated in assisted you in owning your work and results?					
5.	To what extent has UNICEF's Gender Action Plan been consistently integrated in the M5S strategies and activities?					
6.	How are staff development initiatives in your Office currently funded?					
EQ 2 Effectiveness and efficiency - Delivery of M5S initiative						
7.	What evidence is available on the achievement of results, as outlined in the concept notes of the various initiatives?					

8.	Cost effectiveness – How cost-effective do you see the M5S when compared to other learning initiatives?					
9.	To what extent has the M5S initiative responded to and/or adjusted as necessary to the changing context and emerging needs/priorities in your office/region?					
EQ 3 Impact - Effect						
11.	What opportunities have you realised as a result of participating in the learning initiative?					
12.	How effective has participation in M5S staff development initiatives been in improving staff capacity and productivity?					
EQ 4 Preconditions for continued use of M5S suite						
13.	What indications are there of positive and negative effects of the M5S?					
14.	What mechanisms need to be put in place to sustain and take the M5S initiative to scale?					

15.	Positive and negative examples of how these initiatives complement other learning programmes/initiatives?					
OTHERS						
16.	Other experiences that have not been covered by EQ 1-3					

Template B: Programme/technical staff

	Item	What worked well	Positive effect	What did not work well	Negative effect	Proposed changes
EQ 1: Strategic positioning - Relevance of the M5S design and approach						
1.	To what extent are the M5S initiatives aligned with SAR priorities and other similar initiatives (within UNICEF or other UN agencies) at the global level or in other regions?					
2.	To what extent is the programme aligned with the OneHR strategy?					
3.	To what extent have the M5S initiatives that you participated in assisted you in owning your work and results?					
4.	How has participation in the M5S initiative helped you meet your development and learning objectives?					
5.	To what extent have the M5S initiatives that you participated in assisted you in owning your work and results?					

EQ 2 Effectiveness and efficiency - Delivery of M5S initiative						
7.	What evidence is available on the achievement of results, as outlined in the concept notes of the various initiatives?					
8.	Cost effectiveness – How cost effective do you see the M5S when compared to other learning initiatives?					
9.	To what extent has the M5S initiative responded to and/or adjusted as necessary to the changing context and emerging needs/priorities in your office/region?					
EQ 3 Impact - Effect						
10.	How have the M5S learning models ensured effective and easy use of new skills after the assignment?					
11.	How effective has participation in M5S staff development initiatives been in improving your/staff capacity and productivity?					

EQ 4		Preconditions for continued use of M5S suite				
12.	What indications are there of positive and negative effects of the M5S?					
13.	What mechanisms need to be put in place to sustain and take the M5S initiative to scale?					
14.	Positive and negative examples of how complements other learning programmes/initiatives?					
OTHERS						
15.	Other experiences that have not been covered by EQ 1-3					

Template C: General staff (GS)

	Item	What worked well	Positive effect	What did not work well	Negative effect	Proposed changes
EQ 1: Strategic positioning - Relevance of the M5S design and approach						
2.	To what extent is the programme aligned with the OneHR strategy?					
3.	To what extent have the M5S initiatives that you participated in assisted you in owning your work and results?					
4.	How has participation in the M5S initiative helped you meet your development, learning and career progression objectives?					
5.	To what extent have the M5S initiatives assisted you in owning your work and results?					
6.	Your experience with the financing of your L&D?					
EQ 2: Effectiveness and efficiency - Delivery of M5S initiative						
7.	What evidence is available on the achievement of results, as outlined in the concept notes of the various initiatives?					

8.	Cost effectiveness – How cost-effective do you see the M5S when compared to other learning initiatives?					
9.	To what extent has the M5S initiative responded to and/or adjusted as necessary to the changing context and emerging needs/priorities?					
EQ 3	Impact - Effect					
10.	How have the M5S learning models ensured effective and easy use of new skills after the assignment?					
11.	What opportunities have you realised as a result of participating in the learning initiative?					
EQ 4	Preconditions for continued use of M5S suite					
12.	What indications are there of positive and negative effects of the M5S?					
13.	What mechanisms need to be put in place to sustain and take the M5S initiative to scale?					
14.	Positive and negative examples of how complements other learning programmes/initiatives?					

OTHERS					
15.	Other experiences that have not been covered by EQ 1-3				

Invitation letter and informed consent forms

INVITATION TO PARTICIPATE IN THE EVALUATION OF THE M5S INITIATIVE

To:

You are hereby invited to participate in the evaluation of the M5S Suite learning initiative. The project was implemented from 2017 till end of 2021. Being a new initiative, your experience and contribution is highly valued. The purpose of the evaluation is to learn from experience and thereby inform and enhance future M5S design and approach. All information is confidential.

The interview will take around one hour and will be an online meeting. You will also choose the best time for the interview. If agreeing to the participation you will sign a Letter of Consent before the start of the interview. It is attached to this invitation to enable a familiarisation before meeting for the interview.

Since time does not allow to have on-line interviews with all relevant staff, a number of staff are invited for an individual, office-based filling of the interview template, which should be returned to the undersigned. There are contact and other details in the email text. There is one week allocated for filling and returning the template through email.

The interview template will be shared with you, when you confirm your participation. This will give you time to familiarize yourself with the focus and content of the interview before meeting the consultant. It also allows you to prepare for the interview. Since a template cannot capture all experiences, there will be an opportunity to add aspects which have been important to you. If there are issues with which you have little or no experience, you leave them out during the interview.

For those participating in online interviews: Before starting the interview, the consultant will introduce the use of the template to ensure that all is well understood. After the introduction the floor is yours and you can provide the scope and details of your experience that you feel are relevant for this evaluation and the future programming.

If you feel that your participation is relevant for this evaluation and/or if you need additional information, kindly contact the undersigned. For planning purposes, I kindly request that you provide your response latest by (to be decided).

Kind regards,

Dr. Birgitte Woel
International consultant

Email: birgitte.woel@gamil.com

Informed Consent document

Before your participation in the evaluation UN procedures require that you provide your written consent to your participation in this evaluation. The purpose of the evaluation is to learn from experience and thereby inform and enhance future UNICEF programming.

All information that you shall give is strictly confidential and cannot at any stage be related to you by others or be connected to you by the consultant. No personally identifiable information will be shared in the report. All information will be stored safely under the care of the consultant.

There is no compensation for participating in this interview. But as your experiences may improve the future design and approach of the M5S initiative, you can play an important role in helping UNICEF have qualified staff at all levels.

Your participation in this study is voluntary. You can, therefore, decline to participate. If you choose to participate and you regret, you can withdraw at any time. If you think that you want to be in the interview and you change your mind as the interview goes on, you can withdraw any time during the interview. If you agree to participate, you can decide not to answer some of the questions and you can stop the interview at any time. If you regret your participation at the end of or shortly after the interview you can ask the consultant to omit part or all information from the interview.

Your decision about whether to participate in this evaluation or to answer any specific questions will in no way affect your employment. If you do choose to participate, please answer the questions honestly and openly, so that I can understand your experience and find out what you really think and have experienced. Before you say yes or no to participate in this evaluation, you can ask any question. My contact is found in the invitation letter. If you join the evaluation, you can ask questions at any time during the interview.

If you experience any risks or consequences (psychological risk, social risk, economic risk, legal risk, employment risk or any other risk) during or after this interview kindly contact UNICEF ROSA by reaching out to the evaluation manager Lovemore Mhuriyengwe (Lmhuriyengwe@unicef.org) for assistance.

Kindly sign below and return it through email.

NAME:

SIGNATURE:

Protection protocols

Protection protocols

The evaluation participants are protected from a general knowledge about their participation in this evaluation and from use of traceable data by the following measures:

- I. Invitation to participation/interview
The invitation (see annex 5) will be sent individually. Thereby no invitee will know of other invitees.
- II. In all communication there is no copying of emails or other communication to UNICEF or other stakeholders.
- III. Anonymity in data handling.
Each interviewee will have a separate template in which data are entered. Each template will have indications of name, gender and job category⁵⁶ for consultant tracking purposes. All data will be consolidated into one template per job category and possibly gender.
- IV. Anonymity in data presentation
When presented the data will have the above-mentioned specifications for which reason it will be impossible for anybody to track “who said what”. All data and feedback that will be presented in the report will be anonymized.

⁵⁶ IP= International staff; NO = National Officer; GS = General staff

Guide to filling the templates

Guide to filling of/responding to the semi-structured interview templates

WHAT

This evaluation of UNICEF's M5S learning initiative aims at providing insight into what works and what does not work with the view to adjust the designs and approach to best fit the needs and situation of UNICEF ROSA staff.

The details of the person providing the information will be kept confidential.

HOW

Have a copy of the template ready for the interviewee and go through the structure of the template which is divided into columns with positive and negative experiences and the respective effect of these – and proposed changes, which can be relevant even when activities work. With national and international changes in support of development, there may be need to adjust the initiative.

Adjustments can concern both the design (content, thematic focus etc.) and the approach (learning methods, selection principles etc.).

Each evaluation question (EQ) has a number. Each EQ has sub-items. The items cut across all aspects raised in ToR. Interviewee experiences that are not covered by the EQs and items should be entered under the last item, "others", which is the very last and separate line in the template

The interviewee should only fill details with which he/she has experience in and leave the rest.

When having introduced the template, the interviewee is given the floor and can respond in the order that is logical to the individual interviewee. The consultant takes notes without using the template format. The answers are condensed, made into bullet points and entered into the template in the correct box.

Each interviewee has an individual template. The results will be aggregated and grouped in accordance with the category of interviewees.

Do not make long descriptions of each item/activity. Just mention in bullet points which activities "Worked well" or "Did not work well" and indicate the positive or negative effect/changes concerning ways of working, results or the situation in general.

For optimal relevance of the M5S initiative, It is important to consider the need for changes for each of the items and enter the change you think it best under the given circumstances.

You can always contact me, both before and after the filling of the template.

Thanks,

Birgitte Woel

Email: birgitte.woel@gamil.com