

EVALUATION REPORT

December 2025

Evaluation of Organizational Culture in the Eastern and Southern Africa Region at UNICEF, 2022-2025

ANNEXES



Evaluation of Organizational Culture in the Eastern and Southern Africa Region at UNICEF, 2022-2025: Annexes

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United Nations Complex
Gigiri, Nairobi, Kenya

2025

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Please cite the work as follows: UNICEF. 2025. *"Evaluation of Organizational Culture in the Eastern and Southern Africa Region at UNICEF, 2022-25"*. UNICEF Regional Office for Eastern and Southern Africa, Nairobi, Kenya.

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Acronyms and abbreviations

AMP	Annual Management Plan
CO	Country Office
CPMP	Country Programme Management Plan
CRITAS	UNICEF's core values: Care, Respect, Integrity, Trust, Accountability, and Sustainability.
DEI	Diversity, Equity, and Inclusion
DHR	Division of Human Resources
DPC	Division of People and Culture
ECAR	Europe and Central Asia Region
EDGE	Economic Dividends for Gender Equality
EMOPS	Office of Emergency Programmes
EAPR	East Asia and Pacific Region
EQ	Evaluation Question
ERG	Employee Resource Group
ESAR	Eastern and Southern Africa Region
ESARO	Eastern and Southern Africa Regional Office
ESMT	Emergency and Security Management Team
FFI	Future Focus Initiative
FGD	Focus Group Discussion
FWA	Flexible Working Arrangements
GSS	Global Staff Survey

GS	General Services
HARP	Humanitarian Action Resilience and Peacebuilding
HQ	Headquarters
HR	Human Resources
HRM	Human Resources Management
IC	Individual Contractor
ICSC	International Civil Service Commission
IP	International Professionals, a category of UNICEF staff recruited internationally.
ITF	Internal Task Force
JCC	Joint Consultative Committee
KII	Key Informant Interview
KPI	Key Performance Indicator
LACR	Latin America and Caribbean Region
MENA	Middle East and North Africa
MSP	Manager Support Program
NO	National Officer
OED	Office of the Executive Director
ORD	Office of the Regional Director
PFA	Psychological First Aid
PSV	Peer Support Volunteer
RO	Regional Office
ROMP	Regional Office Management Plan

SA	Staff Association
SAR	South Asia Region
SDC	Staff Development Committee
SEQ	Sub-Evaluation Questions
SP	Strategic Plan, UNICEF's overarching plan outlining its goals and priorities.
ToC	Theory of Change
UNEG	United Nations Evaluation Group
UNICEF	United Nations Children's Fund
WCAR	West and Central Africa Region

Glossary

AGORA	UNICEF's digital learning platform offering internal and external learning content.
Buddy System	A structured onboarding practice where new hires are paired with experienced team members to provide guidance, support, and orientation.
Career Development	Opportunities and pathways for employees to grow professionally, including promotions, training, and stretch assignments.
Continuous Learning	An ongoing process of acquiring new knowledge and skills to enhance professional and personal development.
CRITAS Values	UNICEF's core values: Care, Respect, Integrity, Trust, Accountability, and Sustainability. These guide behavior and decision-making.
Cultural Thumbprint	A conceptual model used to describe the unique cultural attributes of UNICEF.
Disability Inclusion	Efforts to ensure that employees with disabilities are supported, included, and provided with necessary accommodations in the workplace.
Division of People and Culture (DPC)	A UNICEF division responsible for HR practices, organizational culture, and staff well-being.
Flexible Working Arrangements (FWA)	Work policies that allow employees to have flexibility in terms of location, hours, or other aspects of their work schedule.
Focus Group Discussions (FGDs)	Group discussions used to collect qualitative data from multiple participants.
Future Focus Initiative (FFI)	A global restructuring initiative launched by UNICEF in 2025 to address resource reductions and organizational changes.

Global Staff Survey (GSS)	A periodic survey conducted by UNICEF to assess staff perceptions on various aspects of organizational culture, well-being, and leadership.
Key Informant Interviews (KIIs)	One-on-one interviews conducted with stakeholders to gather qualitative insights for the evaluation.
Organizational Culture	The shared values, beliefs, and norms that influence how employees interact and work.
Peer Support Volunteers (PSVs)	Trained staff members who offer emotional support and guidance to colleagues in need.
Personnel Survey	A survey conducted among UNICEF staff to assess perceptions of organizational culture and HR services.
Psychological Safety	A workplace environment where employees feel safe to express themselves and take risks without fear of negative consequences.
Pulse Check Survey	A shorter, more frequent survey used to monitor workplace culture and employee sentiment.
Regional Office Management Plan (ROMP)	A strategic plan outlining priorities and initiatives for the ESAR Regional Office, including organizational culture improvements.
Speak-up Culture	An environment where employees feel safe to voice concerns, ideas, or report misconduct without fear of retaliation.
Staff Counsellors	Professionals who provide psychological support and counselling services to staff.
Theory of Change (ToC)	A framework used in the evaluation to map out how organizational culture contributes to UNICEF's mission through specific activities and outcomes.
Unconscious Bias	Implicit attitudes or stereotypes that influence decision-making and behavior.

Annex 1: Interlinkages between conclusions and recommendations

Figure 1: Linkage between conclusion 1 and recommendations

Persisting Challenges	WHY is it critical to address them?
• Overcomplicated and over-administered policies and procedures (in general)	• Recommendation 1
• Work-life balance strained, regularly working outside working hours.	• Recommendation 1 and 2
• FWA applied inconsistently	• Recommendation 2
• Wellbeing initiatives lack clear KPIs	• Recommendation 1
• Psychological safety declining in GSS	• Recommendations 1, 2 and 3
• Fragmented coordination among actors	• Recommendation 1

Source: Evaluation Team

Figure 2: Linkage between conclusion 2 and recommendations

Persisting Challenges	WHY is it critical to address them?
• Fear of retaliation persists, suppressing voice and feedback	• Recommendations 2 and 3
• Conflict-avoidance undermines timely resolution and learning	• Recommendation 3
• Grievance mechanisms under-trusted/under-used	• Recommendation 3
• DEI implementation gaps & tokenism perceptions	• Recommendation 4
• Declining perceptions of fair advancement and diversity measures	• Recommendation 4
• Weak speak-up culture limits openness and problem-solving	• Recommendations 2 and 3

Source: Evaluation Team

Figure 3: Linkage between conclusion 3 and recommendations

Persisting Challenges	Recommendations addressing Challenges
• Communication cascade gaps & priority overload	• Recommendation 2
• Inconsistent leadership and supervisory practices and support	• Recommendations 2 and 3
• Supervisor support for FWA declining	• Recommendation 2
• Hierarchy, workloads, and fear mute voice	• Recommendations 1, 2 and 3

Source: Evaluation Team

Legend of findings, conclusion and recommendations

Legend of Findings, Conclusion and Recommendations							
Findings							
1	ESAR's / UNICEF's HR policies and procedures reflect the global commitment to fostering work-life harmony and a healthy workplace, with services generally valued by personnel, though there is room to further enhance satisfaction and impact.	2	Improving wellbeing and creating a healthy workplace have been priorities in the region in 2022-25, with implementation of several global, regional and country-level initiatives. These initiatives are relevant, but there is a lack of co-ordination between the multiple different groups with responsibilities in this area and a lack of KPIs to measure success.	3	Awareness of policies and procedures and the focus on wellbeing and healthy workplace is high and the efforts and initiatives are appreciated. UNICEF is generally seen as progressive in seeking to promote work-life balance.	4	Flexible working arrangements (FWA) have been introduced in all countries in ESAR and are important to personnel. UNICEF's FWA offering compares favorably to NGOs and agencies and is in line with private-sector norms. However, the application of FWA depends on supervisors' preferences and is in practice inconsistent. Personnel perceive that support for FWA is declining.
5	Despite having the focus on wellbeing and a healthy workplace and the relevant policies and procedures in place, work-life balance is often lacking in ESAR. Leadership and supervisor respect for work-life balance is inconsistent. Most personnel work outside of working hours and when on leave and do not feel that their work environment allows them to look after their family and obligations as needed.	6	ESAR has policies and resources in place to provide employees with a psychologically safe work environment and to provide psychosocial support in challenging duty stations. However, awareness and appreciation of mental health support is limited and GSS survey results suggest that psychological safety is declining.	7	Processes, reporting channels and support are in place for misconduct and to resolve conflicts, and personnel generally feel able to report harassment and discrimination. But perceptions of accountability at all levels have declined and there is still a culture of conflict avoidance that hinders effective resolution of conflicts.	8	In ESAR, as with UNICEF globally, there is overall coherence between UNICEF's mandate and strategic objectives, and UNICEF's culture, with a strong identification of employees to the organization's mandate and CRITAS values.
9	There are links between UNICEF's CRITAS values, and the reality people experience in daily operations in ESAR. Care is a particularly evident value. There is also evidence that the values of respect and integrity are, to a considerable extent, lived up to in a work setting, albeit there are challenges around respect for personal time.	10	Creating a positive work environment is a priority for the ESAR leadership and efforts are being made at a country level to support this goal. However, there are challenges in communication and focus. Efforts are being made to strengthen trust by empowering middle-managers, but supervisors report mixed experiences of support. GSS results show a decline in perceptions that workplace culture is improving.	11	ESAR personnel experience positive organizational support in important respects. However, support and communication from supervisors is mixed, and challenges to empowerment remain, including the absence of a strong speak-up culture.	12	UNICEF has implemented a range of initiatives in ESAR to promote diversity and inclusion across multiple dimensions, including gender, disability, geography and age, and the RO has demonstrated its commitment. However, challenges remain, including cultural barriers, implementation gaps and a lack of focus.
Conclusions							
1	Challenges persist in translating Employee Well-Being, Work-Life Harmony, Healthy Workplace, Enabling Environment, Safety, and	2	Work-life balance remains a significant concern.	3	Psychological safety and duty of care are areas where ESAR has made notable progress.	4	ESAR's organizational culture is broadly aligned with UNICEF's CRITAS values, particularly in its emphasis on care, integrity, and respect.

	Health policies into consistent and effective practices.						
5	Efforts to create a positive work environment are evident.	6	Challenges in cascading communication, inconsistent supervisory support, and a lack of focus on priorities hinder progress.	7	UNICEF's commitment to DEI is reflected in initiatives promoting gender parity, disability inclusion, geographic diversity, and youth empowerment.	8	Implementation gaps, cultural barriers, and perceptions of tokenism undermine the effectiveness of gender parity, disability inclusion, geographic diversity, and youth empowerment efforts.
9	Leadership and management challenges were common themes across the findings for both evaluation questions.	10	While there are examples of positive leadership behaviors in ESAR, such as fostering psychological safety and supporting flexible work arrangements, inconsistencies in leadership practices remain a significant challenge.	11	Lack of coordination among the multiple groups and actors responsible for well-being, safety, and culture initiatives.	12	Complex hierarchical structures and high workloads further exacerbate challenges.
13	Barriers to open communication, including fears of retaliation and power dynamics, avoiding conflicts and making decisions hinder trust-building and feedback mechanisms.			Recommendations			
				1	Strengthen accountability and coordination for well-being initiatives	2	Enhance Work-Life Balance Through Comprehensive Policy Implementation and Cultural Change
				3	Reinforce efforts to foster a speak-up culture to address trust and conflict resolution gaps	4	Develop a targeted and actionable Diversity, Equity, and Inclusion (DEI) strategy that integrates the outlined recommendations, focusing on measurable outcomes, tailored initiatives, and sustained accountability to drive meaningful progress across the region

Source: Evaluation Team

Annex 2: Additional recommendations actions

Recommendation 1: Strengthen accountability and coordination for well-being initiatives

- Retain and scale the region's mentorship program as a good practice.
- Enhance leadership accountability, by including well-being metrics in the performance reviews of senior leaders and supervisors.
- Further strengthen leadership accountability in a context of remote supervisors; explore FFI/DRD roles to better support Representatives.
- Monitor and evaluate progress, with annual evaluations of well-being initiatives. Share results with staff, routinely discuss at the RMTs, to demonstrate transparency and commitment to continuous improvement

Recommendation 2: Enhance work-life balance through comprehensive policy implementation and cultural change

- Strengthen policy implementation and accountability, including ensuring that policies are actionable and measurable, and developing guidelines around respecting personal time.
- Provide coaching and mentoring support to supervisors on how to best lead and manage remote teams.
- Address workload management with upskilling supervisors on workload planning and staff on workload management, particularly in high-pressure offices to identify and address imbalances, and training supervisors on workload planning.
- Monitor work-life balance through the global staff survey and pulse surveys and adjust policies as needed based on staff feedback in collaboration with DPC Policy
- Utilize the global direction of business processes simplification that materially affects work-life balance and morale. Implement connected simplifications locally and communicate actively their benefits for workload.

Recommendation 3: Reinforce efforts to foster a speak-up culture to address trust and conflict resolution gaps

- Engage Staff Counsellors and Ombudsperson to run a series of webinars on psychological safety and conflict resolution.
- Regularly assess the effectiveness of speak-up and reporting mechanisms through transparent sharing of case resolutions with the required time and outcome. Also sharing good practices and experiences of conflict resolutions can enhance trust in the processes and systems. anonymous pulse and staff surveys and focus groups and adjust based on feedback.

Prioritize team coaching (already being piloted) in addition to the targeted training addressed above, as a more effective solution than generic training to build real conflict-handling and feedback habits. Suggest that HRDC curate/offer these options region-wide.

Recommendation 4: Develop a targeted and actionable Diversity, Equity, and Inclusion (DEI) strategy that integrates the outlined recommendations, focusing on measurable outcomes, tailored initiatives, and sustained accountability to drive meaningful progress across the region

- Strengthen leadership accountability across countries within the region for DEI roadmap implementation. Ensure consistent application of DEI performance metrics in all COs by providing clear guidelines, training, and tools to support implementation. Establish a robust monitoring and reporting system to track progress, identify gaps, and share best practices.
- Address cultural barriers and build awareness. Conduct regular, context-specific DEI training for all staff, managers and recruiters, including modules on unconscious bias, cultural sensitivity, and inclusion, including specifically for recruitment.
- Enhance monitoring and evaluation. Develop a robust monitoring framework to track DEI initiatives, including staff perceptions, representation metrics, and career advancement data.
- As a future evaluation agenda: systematically overlay culture and DEI indicators with performance to test impact pathways; reference the global HRM evaluation alignment for methodology.

Annex 3: Terms of Reference

Introduction

In the Eastern and Southern Africa Regional Office Management Plan (ROMP) 2022-2025, the office established a collective priority dedicated to Organizational Culture acknowledging its value-based culture that promotes diversity and equity. ESARO committed “to rally all its staff members to ensure staff wellbeing and sustain a respectful and caring workplace culture, open for new ways of working by capitalizing on global and regional organizational improvement initiatives, while promoting the same for all COs.” In part, the ROMP included an independent regional evaluation on Organizational Culture to be completed in 2025. The evaluation’s primary purpose is to enhance UNICEF’s capacity to fulfil its mission and improve its support to children’s rights and well-being by providing an independent, impartial and credible perspective on HR management with respect to Organizational Culture.

An Evaluation Reference Group (ERG), a group of key evaluation stakeholders who review and comment on the Inception and Evaluation reports, will be constituted. The ERG members will act as advisors during the evaluation process, chaired by the ESARO Deputy Regional Director, with the Evaluation Manager acting as a secretary. The ERG must respect the decision of the independent evaluators about whether feedback is incorporated, as long as the process is transparent, including rationale for not incorporating feedback.

Purpose

The overall purpose of the ERG is to support a credible, transparent, impartial and quality evaluation process in accordance with 2023 UNICEF Evaluation Policy ¹and UNEG norms and standards². ERG members will review and comment on main evaluation deliverables. An ERG acts in an advisory capacity and does not have any formal evaluation management responsibilities. The responsibility to approve evaluation products rests with the Regional Evaluation Advisor under the overall supervision of the Regional Director.

Specifically, the primary purposes are to:

1. Facilitate participation of key stakeholders during the entire evaluation process including the planning phase where the initial design and scoping of the evaluation is done;
2. Add transparency to the evaluation process;
3. Support the dissemination of the evaluation results and development of the management response;
4. Act as experts in an advisory capacity with a view to optimize the relevance, independence, quality, credibility and impartiality of the evaluation.

Tasks

- Be a sounding board for feedback during the evaluation.
- Provide feedback on the evaluation approach presented by the Evaluation Team Leader during the inception phase.
- Enable access to key informants during the evaluation process.
- Participate in interviews with evaluators as relevant.
- Review and comment on the inception report.
- Participate in the presentation of evaluation preliminary findings.
- Review and comment on the draft evaluation report.

- Review and discuss the final report, in particular, findings and recommendations that concern possible strategic shifts UNICEF should consider.
- Support the development of the management response.

Evaluation Management and Team

The evaluation will be managed by the Evaluation Section of UNICEF's Regional Office for Eastern and Southern Africa in close collaboration with the HR team. As this evaluation is complementary to the global evaluation, the evaluation contract is held by the UNICEF Evaluation Office.

The evaluation team is comprised of the same team members conducting the global HR evaluation, PricewaterhouseCoopers (PwC). The Evaluation Team is led by Robert Bencze.

Duration of Reference Group

The ERG will be constituted for the duration of the evaluation and aligned to the evaluation plan, November 2024 to July 2025.

Composition

- Jeremy Hopkins, DRD, Chair
- Yumi Bae, Chief of PPM
- Sean Devine, Staff Counsellor
- Bettina Hasel, RO Chief of HR
- Francis Kamoto, RUSA, Zimbabwe
- Yetneberesh Molla, Programme Specialist, Disability Inclusion
- Roselyn Mutemi-Wangahu, Young UNICEF
- Kimanzi Muthengi, Deputy Representative, Programme, Botswana
- Monica Ondijo, GS Staff Rep - ESARO
- Bee Hong Ong, Deputy Representative Operations, Rwanda
- Antero Pina, Representative, Angola
- Marjorie Volege, Chair Staff Association - ESARO

Annex 4: Evaluation Theory of Change

A Theory of Change (ToC) is the explicit articulation of how specific actions or interventions are anticipated to achieve desired outcomes and impact. A ToC is grounded in a causal analysis and supported by evidence. This framework is integral to the planning, implementation, and evaluation of programs and initiatives. The evaluation team developed one through document review, workshops, and interviews with key stakeholders.

✓ HOW IS IT THE ToC STRUCTURED?

The proposed ToC for the evaluation is structured according to **two dimensions**:

- The first dimension consists in articulating the **logical connections through a result chain that goes from activities to outputs, outcomes, and impact**. It also highlights the underlying assumptions associated with each step of the process.
- The second dimension consists in defining the **three critical building blocks of Culture in scope**, which consist in the **UNICEF values and behaviours** on the one hand, and the **Diversity & Inclusion** and **Employee wellbeing** on the other hand.

Result Chain



Building Blocks of Organisation's Culture in scope



📖 WHAT IS THE NARRATIVE OF THE CULTURE ToC?

The rationale of the proposed ToC is that HRM contribution to UNICEF vision, mission, value and strategic goals is through a diverse, inclusive, motivated and performing workforce, that delivers results for children in a sustainable way.

This strategic contribution is obtained through employees, managers and leaders, and it **manifests itself concretely in the building blocks of Organisation's culture in scope**. The ToC represents focus on Values and behaviours, mostly focusing on leadership behaviour and its impact, the approach to diversity and inclusion and different staff wellbeing initiatives, including effectively managing workplace conflicts.

Culture can be seen as the soft wiring of the organization, although culture manifests itself through informal (e.g. beliefs, values) and formal mechanisms (e.g. delegation of authority).

Also, for the ToC to be valid, specific assumptions such as leadership commitment, adequate resourcing, or the availability of data to support decision-making also need to be made.

📊 HOW IS IT USED FOR EVALUATION?

Aligning on a ToC as part of the inception of the evaluation allows us to:

- Communicate the underpinning logic of the evaluation and align stakeholders on a shared view of the pathway for Culture to contribute to the organization's vision, mission, values and goals.
- Identify logical elements, assumptions, and related indicators that can be used to assess the effectiveness of Culture across UNICEF ESAR.
- Identify and prioritise evaluation questions.
- Facilitate the identification and analysis of deviations from the expected pathway, enabling the identification of recommendations for improvements.

Annex 5: Evaluation Matrix

EVALUATION QUESTIONS/SUB QUESTIONS	INDICATORS/CRITERIA	DATA COLLECTION METHODS AND SOURCES	ANALYTICAL METHODS
EQ 1 How effective are policies, processes and practices relating to employees' well-being, occupational safety, and health?			
<p><i>Indicative areas of inquiry:</i></p> <p>n How adequate are ESAR HR policies and procedures designed to promote work-life harmony, a healthy workplace, and an enabling work environment among employees?</p> <p>n How effectively are HR policies and procedures implemented?</p> <p>n How well does ESAR's implementation of UNICEF's procedure on flexible working arrangements accommodate employees' individual needs and well-being, including remote work options? To what extent does it accommodate employees' individual needs and well-being, including remote work options?</p> <p>n To what extent does ESAR provide its employees with a psychologically safe working environment? How do different factors such as gender or contract types affect employees' psychological safety?</p> <p>n To what extent does ESAR have effective mechanisms to provide psychosocial support to employees in challenging duty stations?</p> <p>n How well does ESAR support employees who may experience stress, trauma, or emotional challenges due to their work?</p> <p>n To what extent does ESAR provide its employees with a psychologically safe working environment? How do different factors such as gender or contract types affect employees' psychological safety?</p> <p>n To what extent does ESAR have effective mechanisms to provide psychosocial support to employees in challenging duty stations?</p> <p>n How well does ESAR support employees who may experience stress, trauma, or emotional challenges due to their work?</p> <p>n How effective are the policies, procedures, and systems to prevent, identify and resolve workplace conflicts and misconduct, including harassment and discrimination?</p>	<p>n Effectiveness of wellbeing policies</p> <p>n Effectiveness of flexible working policy and practices</p> <p>n Quality of working environment</p> <p>n Effectiveness of support for employees experiencing trauma</p> <p>n Effectiveness of conflict resolution framework</p> <p>n Effectiveness of collaboration between conflict resolution structures</p> <p>n Identification of barriers to using grievance mechanisms.</p> <p>n Level of trust in grievance mechanisms</p>	<p>n Literature review and review of policies, procedures and guidelines relating to well-being, safety, conflict management and administration of justice</p> <p>n Data analysis of staff movements</p> <p>n KII with functions involved in wellbeing, safety, conflict management and administration as well as GSA at global, regional and country level</p> <p>n FGDs with supervisors and supervisees at the country and regional levels</p> <p>n Culture Thumbprint Survey</p> <p>n Benchmark against peer and leading organizations</p>	<p>n Triangulation of data from document review, data analysis, KII and FGDs, survey and benchmark</p> <p>n Thematic case studies on management of conflict and talent management will feed into the insights for the evaluation of these questions</p>

<p>n How effective is collaboration between the various formal and informal channels for supporting the organization and its employees in preventing, identifying, and resolving workplace conflict, grievance, and misconduct?</p> <p>What are the main barriers preventing employees from using grievance and misconduct reporting mechanisms? To what extent do employees trust these mechanisms to protect them from retaliation and ensure accountability?</p>			
<p>EQ2: How effective are ESAR's organizational culture as well as initiatives to improve diversity, inclusion, equity and gender equality?</p>			
<p>n How effective are ESAR's leadership and management practices in creating a positive work environment and retaining talent?</p> <p>n Do employees feel supported and empowered by their supervisors and managers?</p> <p>n To what extent do ESAR leadership's behaviors and decision-making processes align with and reinforce UNICEF's CRITAS values?</p> <p>n To what extent have the principles of gender balance, diversity, equity, and inclusion been integrated across the workforce lifecycle and at all levels of the organization, including senior leadership?</p> <p>n What targeted measures have been taken to achieve progress and how effective have they been?</p> <p>n What factors have enabled progress, and what factors have hindered it?</p>	<p>n Level of effectiveness of organizational culture</p> <p>n Level to which values are embedded in day to day routines</p> <p>n Employee feedback on leadership support and empowerment</p> <p>n Level of alignment of leadership decisions with UNICEF's values</p> <p>n Extent to which leadership role models desired behaviors that align with UNICEF's values</p> <p>n Level of mainstreaming of DEI across the HR lifecycle</p> <p>n Level of effectiveness of DEI initiatives to date</p>	<p>n Review of internal documents relating to culture</p> <p>n Analysis of pulse surveys and Global Staff Survey results, analysis of cultural aspect in PER comments</p> <p>n KIIs with leadership, HR leadership, staff counsellors at regional and country levels</p> <p>n FGDs with supervisors and supervisees at regional and country levels, medical team</p> <p>n Survey of organizational culture and comparison to benchmark</p> <p>n Review of DEI policies and DEI initiatives</p> <p>n Analysis of pulse surveys and Global Staff Survey results, analysis of DEI aspect in PER comments</p> <p>n KIIs with leadership, culture and diversity team</p> <p>n FGDs with supervisors and supervisees at the country level</p>	<p>n Identification of ESAR cultural attributes</p> <p>n Triangulation of data from document review, data analysis, KII and FGDs, survey and benchmark</p> <p>n Regional case study on ESAR</p> <p>n Triangulation of data from document review, data analysis, KII and FGDs and survey</p>

Annex 6: Field visits

Two field visits were conducted: one to Zambia CO, selected under the Global HRM evaluation but also relevant to the ESAR evaluation, and a brief two-day visit to the RO in Nairobi, including meetings with representatives from Kenya CO and Somalia CO. Field visits aimed to:

- Ensure the evaluation team had a practical understanding of the variety of settings, some unique, in which the organization operates.
- Understand how well HR policies are deployed in the field and what challenges or deficiencies are encountered in practice. This involved facilitating in-situ KII's and FGD's to gather first-hand information on recruitment, training, and employee wellbeing and office culture.
- Observe key office moments of relevance to HR management, e.g. office meetings or team events. This included observation of working conditions, infrastructure, resource availability and engagement.

The field visits utilized a blend of qualitative techniques—interviews, FGDs, and observations—supplemented by situational and contextual analyses. The sampling approach emphasized diversity and representation, ensuring the insights reflect the varied realities across country offices and field operations. This comprehensive strategy enables a nuanced evaluation of ESAR's HR practices, cultural dynamics, and operational challenges.

Zambia was sampled based on both the number of staff and a composite index of HR indicators, ad “Culture & GSS Index”, which was developed using available data from pulse and Global Staff Surveys (GSS). On both measures, it was close to the average. Kenya was chosen as it hosts the RO and two COs, enabling meetings with multiple participants in one visit.

1. Regional and geographical representation

The countries span different global regions, ensuring the evaluation captures HR management practices and organizational dynamics reflective of UNICEF's diverse operating environments:

- **Kenya:** Represents Eastern Europe and Central Asia, offering insights into HR management in a mid-sized office with developmental programming focus;
- **Zambia:** Located in Southern Africa, showcases HR practices in a stable development context within a medium-sized office; and

2. Office size and complexity

The countries represent a range of office sizes:

- Small (Zambia) to large (Kenya), capturing differences in resource allocation, workforce structure, and management complexity; and
- This variation is critical for assessing how HR policies are adapted and implemented in offices with differing levels of infrastructure and support.

This sampling approach ensured the field visits encompass a diverse set of challenges, practices, and perspectives, enabling a comprehensive assessment of ESAR's culture in various operational realities.

As part of the field visits, the following activities were conducted:

Table 1: List of activities during the field visits

Session	Description	Participants
Opening Meeting	Providing an overview of the country office's HR objectives, challenges, and unique aspects of the office culture, setting expectations for the visit, with an outline of the planned focus areas.	Country Representative, Deputy Representative, Functional Leads, HR Manager
Office Tour	Getting familiarized with working conditions, resource availability, and infrastructure. A guided tour of the HQ facilities, including key departments, workspace layouts, and staff amenities.	HR Manager or designated staff for office orientation
Culture & Diversity FGD with supervisors	Understanding how supervisors shape team culture, prioritize inclusivity and well-being, and integrate UNICEF's values into daily management practices. Exploring their role in promoting diversity, work-life balance, and a supportive environment, particularly through managing stress and ensuring equity within their teams.	Group of 6–8 supervisors from different departments
Culture & Diversity FGD with supervisees	Gathering employee perspectives on UNICEF's organizational culture, including inclusivity, supportiveness, and alignment with core values. Addressing barriers to participation, impacts on motivation and well-being, and seeking feedback on diversity and equity in their work experience, with a focus on areas for improvement.	Group of 6–8 supervisees from different departments
Country Office job shadowing	<ul style="list-style-type: none"> <i>Observation of Office Meeting:</i> Attend a team or office-wide meeting, noting participation dynamics and engagement. <i>Observing a Field Activity Planning Session:</i> Sit in on a planning session where field staff discuss project logistics, resource allocation, or deployment strategies. <i>Observation of Office Event or Team-Building Activity (if available):</i> Evaluate the cohesion and morale among staff. <i>Workstation Visits:</i> Spend time with HR staff or program teams, observing communication flows, task management, and interaction styles. 	N/A

Managing Conflict FGD with supervisors	Examining how supervisors implement UNICEF’s core values (CRITAS) in conflict resolution, focusing on the effectiveness of formal and informal mechanisms, the impact of unresolved conflicts on team dynamics, and the importance of fair, diversity-sensitive approaches in multicultural teams.	Group of 6–8 supervisors from different departments
Managing Conflict FGD with supervisees	Gathering employees’ perspectives on conflict resolution, including perceptions of supervisor support, trust in HR mechanisms, and the accessibility of conflict reporting. Exploring the inclusivity of conflict management processes, especially for diverse staff groups.	Group of 6–8 supervisees from different departments
Field job shadowing	<ul style="list-style-type: none"> • Accompany Field Staff on Project Visits: Join field visits to observe interactions with community stakeholders, teamwork under field conditions. • Accompany Community Engagement Activities: Join staff during visits to community sites such as schools, health clinics, or community centers to observe how they interact with local stakeholders and beneficiaries. • Observe Staff Meeting in Field Setting: Participate in a team meeting or check-in to assess communication practices and team support in a field context. • Shadow Stakeholder Consultations: Follow staff as they conduct consultations or meetings with local government representatives, NGOs, or community leaders. • Participate in Briefing/Debriefing Sessions for Emergency Deployments: Attend briefing/debriefing sessions for staff going to or returning from emergency deployments, where they are informed on critical aspects or they share field experiences and provide feedback. 	N/A
Country Representative interview	A one-on-one interview to gain the senior-most perspective on HR management challenges, organizational culture, and future HR management priorities.	Country Representative, Deputy Representative, Functional Leads, HR Manager
HR Manager interview	Gaining insights into HR strategy, challenges in implementing policies, and local adaptation of global HR mandates.	Country HR Manager

SA staff representative interview	Gaining insights into staff advocacy on welfare, morale, and conflict-related issues.	SA Staff Representative
Talent Management FGD with supervisors	Focusing on supervisors' insights into talent management processes such as onboarding, leadership's role in fostering a supportive environment, and access to career development opportunities. Exploring how mobility and emergency deployment practices affect team stability, knowledge sharing, and the effectiveness of flexible HR policies.	Group of 6–8 supervisors from different departments
Talent Management FGD with supervisees	Gathering employee feedback on talent management processes such as onboarding, leadership support, and access to learning and career growth opportunities. Examining the impact of emergency deployments on team continuity, knowledge transfer, and the effectiveness of flexible HR policies.	Group of 6–8 supervisees from different departments
Working Session with HR Team	Understanding local implementations of HR processes	Staff counsellor Country HR Team
Closing meeting	Summarize findings and collect leadership insights on next steps.	Country Representative, Deputy Representative, Functional Leads, HR Manager

Source: Evaluation Team

Below are the agendas of the Kenya & Zambia field visits.

Figure 1: Agenda for the Kenya field visit

Field Visit Agenda - Kenia

DAY 1 Wednesday 5 Feb		DAY 2 Thursday 6 Feb	
Session	Time	Session	Time
Welcome and introduction with Regional Evaluation Advisor	09:00 - 10:00	Workplace Culture, Diversity and Inclusion (Supervisees)	09:00 - 10:30
Interview with Senior Management	10:00 - 11:00	Office Job Shadowing	11:00 - 11:30
Interview with People and Culture Chiefs	11:30 - 12:30	Preparation time	11:30 - 12:00
Lunch	12.30 - 13:30	Interview with Ethics and culture Committee	12:00 - 13:00
Preparation time	13:30 - 14:00	Lunch	13:00 - 14:00
Interview with Staff Associations	14:00 - 15:00	Zambia Field visit planning Meeting	14:00 - 14.30
Workplace Culture, Diversity and Inclusion (Supervisors)	15.00 - 16:30	Interview with ESARO Organizational Culture Task Force	15:00 - 16:00

Source: Evaluation Team

Figure 2: Agenda for the Zambia field visit

Field Visit Agenda - Zambia

DAY 1 Monday 10 Feb		DAY 2 Tuesday 11 Feb		DAY 3 12 February	
Session	Time	Session	Time	Session	Time
Join MMM	09:00-10:00	Interview with DROps	09.00-10.30	Managing workplace conflicts (Supervisors)	09.00-10.30
Opening Meeting Rep and Dep Reps	10:15 -10:45	Interview with SA	10.45-11.45	Managing workplace conflicts (Supervisees)	11.00-12.30
Interview with HR Team	10:45 - 11:45	Interview with HR Manager	12:00 - 13:00	Closing Meeting with SMT	12:30 -13:00
Lunch	12.00 -14:00	Lunch	13.00 -14:00	Lunch	13:00 -14.00
Interview with Dep Rep Programme	14:30-15:30	Workplace Culture, Diversity and Inclusion and Wellbeing (Supervisors)	14.30-16.00	Talent management, career development and learning and development (Supervisors)	14:00 -15.30
Workplace Culture, Diversity and Inclusion and Wellbeing (Supervisees)	15.30-17:00			Talent management, career development and learning and development (Supervisees)	15:30-17.00

Source: Evaluation Team

Annex 7: List of key informants

Key Informant Interviews (KIIs) and Focus Group Discussions (FGDs) aimed to identify strengths, weaknesses, and gaps in the current HRM, assessed the impact of existing HR initiatives, and evaluated the alignment of HRM activities with organizational goals.

Two categories of KIIs and FGDs were identified:

1. **Key Informants:** This group consisted of those in charge of HR management, mostly members of the Country Management Team (CMT) or senior management roles in their respective offices. They shared insights on existing HR strategies and policies.
2. **FGD:** This group included members at all levels—managers and leaders. The goal was to gather input from a diverse range of staff to understand their experiences with current HRM initiatives.

The information gathered from these interviews provided valuable insights into awareness and perceptions of HRM among staff members, and the challenges they faced.

The approach for treating KIIs and FGDs included the following steps:

1. **Stakeholder identification:**
 - Identified key informants who were involved in or had relevant knowledge about the initiative; and
 - Selected individuals based on their roles and involvement.
2. **Preparation:**
 - Developed a set of interview guides tailored to each category; and
 - Trained interviewers on how to conduct effective interviews using these guides.
3. **Implementation:**
 - Conducted KIIs either face-to-face or via teleconference; and
 - Facilitated FGDs ensuring active participation from all attendees.
4. **Analysis:**
 - Systematically analyzed data to identify common themes, patterns, and unique perspectives; and
 - Triangulated data across other sources for reliability and validity.

The sampling strategy comprised:

1. **HRM experts:**

The evaluation team purposefully engaged with stakeholders from all different organizational units, including:

 - Regional- and country leadership;
 - HR representatives from regional offices;
 - Country office HR;
 - Representatives from ethics offices;
 - Representatives from the ombudsman office and;
 - staff counsellors.

Participants have been selected based on their roles in the development of workplace culture.

2. **HRM users:**

The regional evaluation team selected samples of HRM users from regional- and country offices from the ESA region. The COs were selected to have a mix of offices with higher and lower 2022 and 2024

GSS scores. The participants were sampled to ensure a mix of gender, staff category, appointment type, level and nationality.

For specific FGDs specific groups, e.g. recent joiners, women supervisor/supervisees, persons with disabilities, local leadership, participants with required attributes were purposefully selected.

Participants in Key Informant Interviews

Table 2: Participants in Key Informant Interviews

Code	Position/Title/role	Office/Division	Country/Region
KII	Human Resources Specialist	ESAR	Rwanda
KII	Human Resources Specialist	ESAR	Botswana
KII	Culture Taskforce	ESAR	Madagascar
KII	Culture Taskforce	ESAR	Botswana
KII	Peer support volunteer	ESAR	Madagascar
KII	Peer support volunteer	ESAR	Madagascar
KII	Chief of Communication	ESAR	Burundi
KII	Country Representative	ESAR	Botswana
KII	Country Representative	ESAR	Burundi
KII	Country Representative	ESAR	Angola
KII	Staff Counsellor	ESAR	Somalia
KII	HR Manager	ESAR	Madagascar

Source: Evaluation Team

List of Key Informant Interviews and Focus Group Discussions during the field visits

Table 3: List of Key Informant Interviews and Focus Group Discussions during the field visits

Code	Position/Title/role/Topic	Office/Division	Country/Region
KII	Deputy Representative	ESAR	Kenya
KII	Country Representative	ESAR	Kenya
KII	Former Deputy Representative	ESAR	Kenya
KII	Regional Chief of HR	ESAR	Kenya
KII	HR Specialist	ESAR	Somalia
KII	HR Manager	ESAR	Kenya
KII	Staff Association	ESAR	Kenya
KII	Staff Association	ESARO	Kenya
KII	Staff Association	ESARO	Kenya
KII	Staff Association	ESARO	Kenya
KII	Staff Association	ESARO	Kenya
KII	Staff Association	ESAR	Somalia
KII	Staff Association	ESAR	Somalia

KII	Ethics and Culture Committee	ESAR	Kenya
KII	Ethics and Culture Committee	ESAR	Kenya
KII	Ethics and Culture Committee	ESAR	Kenya
KII	Organizational Culture Task Force	ESAR	Kenya
KII	Organizational Culture Task Force	ESAR	Kenya
KII	Organizational Culture Task Force	ESAR	Kenya
KII	HR Management Team	ESAR	Zambia
	HR Management Team	ESAR	Zambia
KII	HR Management Team	ESAR	Zambia
KII	Deputy Representative Programme	ESAR	Zambia
KII	Deputy Representative Operations	ESAR	Zambia
KII	Country Representative	ESAR	Zambia
KII	Staff Association chair	ESAR	Zambia
KII	HR Specialist	ESAR	Zambia
FGD	Culture - Supervisees	ESAR	Zambia
FGD	Culture - Supervisor	ESAR	Zambia
FGD	Managing Conflict – Supervisee	ESAR	Zambia
FGD	Managing Conflict – Supervisor	ESAR	Zambia
FGD	Talent Management - Supervisee	ESAR	Zambia
FGD	Talent Management - Supervisor	ESAR	Zambia

Source: Evaluation Team

Participants in Focus Group Discussions:

Table 5: Participants in Focus Group Discussions

Code	Topic/Country	Disaggregation	Gender
FGD	Culture & Diversity - Botswana - Rwanda	Supervisor	Mixed
FGD	Culture & Diversity - Botswana - Rwanda	Supervisor	Mixed
FGD	Culture & Diversity - Burundi - Madagascar	Supervisee	Mixed
FGD	Culture & Diversity - Burundi - Madagascar	Supervisee	Mixed
FGD	Culture & Diversity - Kenya - Somalia - Rwanda	Supervisor	Mixed

FGD	Culture & Diversity - <i>Burundi</i> - <i>Madagascar</i>	Supervisee	Mixed
FGD	Managing Conflict - <i>Burundi</i> - <i>Madagascar</i>	Supervisor	Mixed

Source: Evaluation Team

Annex 8: Data collection instruments

General information and context for the facilitators

Project overview:

UNICEF conducted in 2025 an organization-wide evaluation of Human Resources Management (HRM), managed by the Evaluation Office, which is a key evaluation in the Plan for global evaluations. ESARO included an independent regional evaluation focusing on Organizational Culture in its Costed Evaluation Plan of the 2022-2025 Regional Office Management Plan (ROMP). In the interest of streamlining efforts and increasing efficiencies, ESARO undertook a standalone evaluation report focusing on Organizational Culture in the region while leveraging work done and approaches developed for the global HRM evaluation. The Evaluation Office guarantees the process's independence, impartiality, and credibility, adhering to the UNICEF Evaluation Policy (2023).

Discussion logistics:

- Number of discussions: A total of 15 focus group discussions will be conducted.
- Group size: Each group will consist of 5-7 participants.
- Duration: Each session will last 90 minutes.
- Facilitators: One PwC facilitator will lead each discussion, chosen to match the subject matter expertise required by the session and hierarchical level of the participants.

Format: Discussions will be conducted virtually across three time zone groups to accommodate participants from different locations.

Purpose of the Focus Group Discussions:

The focus group discussions aim to gain detailed insights into the strengths, weaknesses, and gaps in various processes and practices at UNICEF. By understanding the real-world impact of these initiatives from the perspectives of different staff levels and groups, we can evaluate how well these strategies resonate with staff members and identify any disconnects between policy and practice. Measuring overall employee satisfaction with current practices and identifying specific challenges faced in daily operations and HR interactions are key objectives.

Preparation for the facilitators

Facilitators' role:

As facilitators, your role is crucial in ensuring the discussions are productive and inclusive.

You are responsible for:

- Creating a safe and open environment for participants to share their thoughts freely.
- Guiding the discussion to cover all relevant topics while allowing for in-depth exploration of key issues.
- Ensuring all voices are heard, especially those who may be less inclined to speak up.
- Collecting qualitative data that complements the survey findings, providing rich insights into the HR management practices at UNICEF.

Engaging with the participants:

- Encourage participants to turn their cameras on to create a more engaging and interactive atmosphere.
- Clearly explain the need to record the session for transcription and analysis purposes. Emphasize that the recording will not be shared with UNICEF and only the PwC team will have access to it. Obtain explicit consent from participants before starting the recording.
- Inform participants that you may take notes during the session. Assure them that names will not be written down to maintain confidentiality.
- Specify that the session will be conducted in English.
- Highlight that each participant's input is crucial for the success of the session and greatly valued.

Structure of the session

For the 90-minute session, here's a detailed breakdown of the timing. Ensure to stay within this timeframe:

Buffer Time: 5 minutes

Allocate for any initial technical issues or delays.

Introduction: 5 minutes

Welcome participants, wait up to 5 minutes for all the participants to join the meeting. Outline the session objectives and introduce yourself.

Icebreaker: 10 minutes

Engage participants with a brief activity to foster a comfortable and open atmosphere.

Main Part of the discussion: 60 minutes

Conduct the core discussion and questions, allowing ample time for participant contributions.

Conclusion: 10 minutes

Summarize key points, address any final questions, and outline next steps.

Facilitating the Focus Group Discussions

Introduction of the Focus Group Discussion

Key considerations for the introduction:

- Start with a smile and a positive demeanour to create a welcoming and comfortable atmosphere for participants.
- Gauge the openness and comfort level of participants early on. Pay attention to body language and initial reactions to adjust your approach if needed.
- Clearly emphasize that all responses are anonymous and that individual answers cannot be tracked back to participants. This will help in building trust and encouraging honest feedback.
- Encourage participants to keep the discussion confidential, reminding them that what is shared in the room should stay in the room to maintain a safe space for everyone.
- Highlight the importance of hearing from everyone, stressing the need for diverse perspectives. Ask participants to turn on their cameras, if possible, to foster better communication and engagement.

Speaker notes (suggestion, please adjust based on context):

- “Hi, my name is and I work for/with PwC. The UNICEF ESARO Evaluation Section has contracted PwC to conduct an independent Evaluation of the Organizational Culture in the ESA region. The evaluation is building on a global Evaluation on the HR management, specifically focusing on Culture.
- The **primary purpose** of this evaluation is to enhance UNICEF’s capacity to fulfil its mission and improve its support to children’s rights and well-being by providing an independent, impartial and credible perspective on Organizational Culture and its evolution on a global level, as well as within the ESA region.
- This evaluation is currently at data collection phase. The main deliverables are the inception report, which has been completed and it will be followed by an evaluation report, which will be finalized by June 2025.
- As part of the Data Collection phase, we are running key informant interviews as well as focus groups with various employee groups to understand their perspectives and hear your feedback on the culture in the ESA region. Focus Group participants for this phase have been identified in coordination with the ESARO Evaluation section.
- The focus group will take about 90 minutes. Is it ok with you?
- Additionally, please consider diversity-specific challenges you observe and experience, related to the topics we will cover.
- Please note that what you tell us is completely anonymous. We interview enough people that no answers can be tracked back to you. We ask you to keep in this room what should stay in the room. We would like to hear from each one of you, as we need diverse perspectives.
- If possible, please switch your camera on to facilitate better communication. Your insights are invaluable to us, and we appreciate your participation. Shall we begin?

Before we begin, I would like to run through some informed consent information:

<p>Your participation is completely voluntary. You have the right not to answer any question and you can exit the focus group discussion early without consequence.</p>
<p>The meeting is automatically recorded which will help us consolidate the findings. The recording will be securely stored and only available to the research team and will be permanently deleted once the transcripts/notes are written and the research is completed. – are you happy to continue with the discussion being recorded? [start the recording] Can you confirm again that you consent to this discussion being recorded?</p>
<p>Data will be kept confidential and will not be stored any longer than required for the assessment. We may want to use quotes and findings in the final report, but they will be presented in a way that they cannot be traced to you individually, unless you specifically ask us to be quoted on certain aspects. If not, we will include you as anonymous, type of respondent, and gender in the list of key informants.</p>
<p>Are you happy for the information you provide to be used in the published reports? Do you consent to your data being used this way?</p>
<p>Do you have any questions about the assessment or how your information will be used before we begin, or are you happy to proceed with the focus group? If you have questions about how your data is being used or would like to withdraw your participation, you are free to contact me at any time. Do you have any questions for us before we start?</p>

Icebreaker with the participants

Key considerations for the icebreaker:

- Remember that icebreakers are crucial for building rapport and trust among participants. They help break down initial barriers, making participants more comfortable and willing to engage in deeper, more meaningful discussions throughout the session.
- Choose a less formal or more formal icebreaker based on what feels authentic to you and appropriate for the hierarchical level of the group. For example, a fun and light-hearted icebreaker might be suitable for a team of supervisees, while a more formal and professional one might be better for a group of senior leaders.
- Provide a clear example to model the type of response you are looking for. This helps set the tone and gives participants a guideline on how to answer, making them feel more comfortable and prepared to share.
- Actively encourage all participants to share their responses. Highlight the importance of diverse perspectives and create an inclusive environment where everyone feels valued and heard.
- While icebreakers are important, they should be done quickly to leave enough time for the actual discussion. Keep the icebreaker concise and focused, ensuring that it serves its purpose without encroaching too much on the main agenda of the session.

Speaker notes - Icebreaker

How are you feeling today?

Introduction and purpose:

- *We'll start our session with a fun and simple icebreaker called the "Sheep Scale" to help everyone feel more comfortable and ready to engage.*
- *Introduction: Start with your first name and the country you are joining us from.*
- *Prompt: Look at the picture. On a scale from 1 to 9, how are you feeling today and why?*



Main Parts of the Focus Group Discussion

The main parts of the Focus Group Discussions are carefully tailored to suit each topic and audience. The Focus Group Discussion questions will be further reviewed and refined by the relevant subject matter experts. The participants are selected based on the relevance of the topic, ensuring diversity in geography, role, gender, and experience at UNICEF. For more information on the participants, objectives, and questions for each session, please refer to Sections 1.2 to 1.4.

Closing the Focus Group Discussion

Key considerations for the closing:

- Thank participants sincerely for their time and insightful contributions. Highlight the importance of their feedback and how it will influence the evaluation process and subsequent improvements.
- Reassure participants that their responses are completely anonymous and confidential. Explain how their input will be aggregated with others to ensure that no individual comments can be traced back to any single participant.

- Inform participants about the next steps in the evaluation process, including how their input will be used and when they can expect to hear about the outcomes. Encourage them to reach out if they have any further thoughts or questions after the session.

Speaker notes:

- *“As we come to the end of our discussion, I want to thank each of you for your valuable time and insightful contributions.*
- *Your feedback is incredibly important and will play a crucial role in assessing and improving UNICEF’s [relevant topic] practices.*
- *Before we close, does anyone have any final thoughts or comments they would like to share?”*
- *I would like to reassure you once again that everything you have shared today is completely anonymous. Your individual responses will be combined with those from other participants to ensure that no comments can be traced back to any single person.*
- *In terms of next steps, the input we have gathered today will be analysed and integrated into our overall evaluation report.*
- *“Thank you very much for your time and insights which will be immensely valuable for this global evaluation. If you have any additional thoughts or questions after this discussion, please feel free to reach out to us or to Ashely Wax (awax@unicef.org) in the UNICEF ESARO Evaluation Section who is managing this evaluation. We remain available for any questions or comments throughout this evaluation. Please be also aware that you can withdraw consent at any time.”*
- *Also, we remain available for any questions or comments throughout this evaluation.*
- *Please be also aware that you can withdraw consent at any time.*
- *We appreciate your participation and look forward to sharing the outcomes of this evaluation with you in the future.*
- *Have a great day!”*

Focus Group on Culture and Diversity

About the participants:

The sampling approach to select participants combines diversity of geographies, organizational units, and workforce, utilizing multistage and stratified sampling techniques. This method ensures the evaluation is representative of different contexts in which UNICEF operates and represent adequately the diversity of the global workforce.

The discussions will be held with two distinct groups:

1. Supervisors: Mid-level managers responsible for team oversight
2. Supervisees: Frontline employees and staff members

The focus groups have also been divided based on gender to capture any specific pattern or dynamics that may be gender-driven or have an influence over the experience of specific gender groups. Based on the participant groups, our lines of inquiry will be structured as follows:

Objectives for the discussions:

- Understanding participants' personal definitions of UNICEF's culture and values.
- Evaluating employees' perception of how the culture and values of UNICEF aligns with the organisation's mission.
- Evaluating the guidance and support supervisors are provided to execute their roles efficiently and how they ensure the same support and empowerment for their teams.
- Looking at the effectiveness of the diversity and inclusion initiatives and their involvement as supervisors.
- Evaluating the role supervisors play and the challenges that they face when implementing work-life balance practices.
- Evaluating evaluates the role of supervisors in enhancing staff wellbeing and in managing workplace conflicts.

Questions for the Focus Group Discussion on Culture & Diversity

Speaker notes:

"Let's now dive into the questions. Please feel free to share any observations you would like. As much as possible, please also try to think about specific examples from your experience."

Questions for Supervisors

Table 5: Questions for Supervisors on Culture and Diversity

Key topic	Question	Rationale
Introduction	<p>How would you describe UNICEF's organizational culture? In what ways do you think it aligns with its mission to promote children's rights and well-being?</p> <p><u>Probing questions</u></p> <ul style="list-style-type: none"> • In your own words, how would you describe the culture of UNICEF? What are some characteristics in the ESA region? • To what extent do you think the organization's core values—such as care, respect, integrity, trust, accountability, and sustainability—are adequately reflected in daily operations? • How do you reinforce the values of care, integrity, and respect in your day-to-day leadership? • How do you think senior leadership contributes to shaping and sustaining organizational culture? 	<p>This question aims to understand participants' personal definitions of UNICEF's culture and values.</p>
Culture & Mission Alignment	<p>Can you share a time when you felt the culture of UNICEF significantly impacted your team's ability to achieve its mission?</p> <p><u>Probing questions:</u></p> <ul style="list-style-type: none"> • What specific cultural aspects are most influential, positively or negatively? • What were the most important actions in the region and in your countries to address the improvement of workplace culture during the last three years? • What are some practical steps you think UNICEF could take to sustain progress in aligning culture with its mission? 	<p>This question evaluates employees' perception of how the culture and values of UNICEF aligns with the organisation's mission.</p>
Support & Empowerment	<p>How well do you feel supported by UNICEF in your supervisory role? How do you ensure your team feels empowered and supported?</p> <p><u>Probing questions:</u></p> <ul style="list-style-type: none"> • How do you create an atmosphere of psychological safety in your team, meaning an atmosphere where they can speak up with ideas, questions, concerns, or mistakes without fear of repercussions? • What specific organizational policies, procedures, processes and practices or tools have helped you the most in this regard? • What specific support do you receive from the senior leadership on regional and country level to 	<p>This question evaluates the guidance and support supervisors are provided to execute their roles efficiently and how they ensure the same support and empowerment for their teams.</p>

	empower you to create a positive working culture?	
Diversity & Inclusion	<p>What targeted measures have been implemented in your office or team to promote diversity and inclusion?</p> <p><u>Probing questions:</u></p> <ul style="list-style-type: none"> • How effective do you think these initiatives have been? • How are you involved to ensure and promote diversity and inclusion? • From your perspective as a supervisor, how well do you think the principles of gender balance, diversity, equity, and inclusion are integrated at different stages of the workforce lifecycle (e.g., recruitment, promotions, retention)? • Given the global scope of UNICEF’s work, how do you adapt diversity and inclusion efforts to the cultural and social norms of the local context you work in? What difficulties arise from this adaptation? 	This question looks at the effectiveness of the diversity and inclusion initiatives and their involvement as supervisors.
Work-Life Balance	<p>How do you promote work-life balance and a healthy work environment within your team? What challenges do you face in fostering a healthy workplace?</p> <p><u>Probing questions:</u></p> <ul style="list-style-type: none"> • Are there specific policies, procedures and processes or support mechanisms from HR that you rely on? Are there gaps in what is provided? • How have flexible working arrangements (e.g., remote work, flexible hours) affected your ability to manage your team and deliver results? • Have you noticed any impact, positive or negative, on team performance, communication, or morale? • Do you feel that the current flexible working arrangement policies accommodate both your team’s operational needs and individual well-being? • What challenges do you face while implementing flexible work and well-being policies, procedures and processes? How can it be improved? 	This question evaluates the role supervisors play and the challenges that they face when implementing work-life balance practices.
Wellbeing and managing conflicts	<p>What targeted measures have been implemented in your office to address employee wellbeing?</p> <ul style="list-style-type: none"> • How effective do you think these initiatives have been? • How can you as a supervisor support your colleagues' wellbeing in day-to-day work? • How do your colleagues solve workplace conflicts? What formal and informal channels and 	This question evaluates the role of supervisees in enhancing staff wellbeing and in managing workplace conflicts.

	<p>forums they use when they must solve a conflict with a colleague?</p> <ul style="list-style-type: none"> • What are the major challenges in your office to address workplace conflicts? What can you do as a supervisor to support conflict resolution? 	
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Source: Evaluation Team

Questions for Supervisees

Table 6: Questions for Supervisees on Culture and Diversity

Key topic	Question	Rationale
Introduction	<p>How would you describe UNICEF's organizational culture? In what ways do you think it aligns with its mission to promote children's rights and well-being?</p> <p><u>Probing questions</u></p> <ul style="list-style-type: none"> • In your own words, how would you describe the culture of UNICEF? What are some characteristics in the ESA region? • To what extent do you think the organization's core values—such as care, respect, integrity, trust, accountability, and sustainability—are adequately reflected in daily operations? • How do you think senior leadership contributes to shaping and sustaining organizational culture? • What role do you feel employees at your level can play in contributing to a positive, inclusive organizational culture? 	<p>This question aims to understand participants' personal definitions of UNICEF's culture and values.</p>
Culture & Mission Alignment	<p>Can you share a time when you felt the culture of UNICEF significantly impacted your team's ability to achieve its mission?</p> <p><u>Probing questions:</u></p> <ul style="list-style-type: none"> • What specific cultural aspects are most influential, positively or negatively? • What were the most important actions in the region and in your countries to address the improvement of workplace culture during the last three years? • What are some practical steps you think UNICEF could take to sustain progress in aligning culture with its mission? 	<p>This question evaluates employees' perception of how the culture and values of UNICEF aligns with the organisation's mission.</p>
Support & Empowerment	<p>Do you feel supported by your supervisor in your role? In what ways do they empower you to succeed in your work?</p> <p><u>Probing questions:</u></p> <ul style="list-style-type: none"> • Are there areas where you would like to receive more support or autonomy from your supervisor? 	<p>This question evaluates the guidance and support supervisees are provided to execute their roles efficiently and how comfortable they feel to openly communicate their challenges and</p>

	<ul style="list-style-type: none"> • How comfortable do you feel giving feedback to your supervisor or senior management about the challenges you face in your work? • Are there any barriers to open communication with supervisors, and how might these be addressed? 	feedback with their supervisors.
Diversity & Inclusion	<p>Are there any particular efforts in your team or office to promote gender balance and diversity?</p> <p><u>Probing questions:</u></p> <ul style="list-style-type: none"> • How effective do you think these initiatives have been? • Given the international scope of UNICEF's work, how effectively are the diversity and inclusion efforts adapted to the cultural and social norms of the local context you work in? • In your opinion, what gaps exist in the current approaches to achieving diversity and inclusion? Are there specific groups or issues that you feel are not being addressed adequately? 	This question looks at the effectiveness of the diversity and inclusion initiatives.
Work-Life Balance	<p>How effective are the policies and practices that help you manage your work and personal life?</p> <p><u>Probing questions:</u></p> <ul style="list-style-type: none"> • What aspects of your workplace environment (e.g., workload, support from colleagues, stress levels) impact your well-being the most? • To what extent do you feel that the current flexible working policies accommodate both your team's operational needs and individual well-being? • Have you encountered any challenges related to UNICEF's flexible working arrangement policy (remote working, at duty station or outside of duty station, flexible hours etc.)? Are there areas where you feel the policy could be more flexible or supportive, especially given the unique demands of UNICEF's work? 	This question evaluates the effectiveness of the policies and practices that enable work-life balance for employees.
Wellbeing and managing conflicts	<p>What targeted measures have been implemented in your office to address employee wellbeing?</p> <ul style="list-style-type: none"> • How effective do you think these initiatives have been? • How can you as an employee support your colleagues' wellbeing in day-to-day work? • How do your colleagues solve workplace conflicts? What formal and informal channels and forums they use when they must solve a conflict with a colleague? • What are the major challenges in your office to address workplace conflicts? How should we improve the approach to workplace conflicts? 	This question evaluates the role of supervisees in enhancing staff wellbeing and in managing workplace conflicts.

Source: Evaluation Team

Focus Group on Management of Conflict

About the participants:

The sampling approach to select participants combines diversity of geographies, organizational units, and workforce, utilizing multistage and stratified sampling techniques. This method ensures the evaluation is representative of different contexts in which ESAR operates and represent adequately the diversity of the regional workforce.

The discussions will be held with two distinct groups:

1. Supervisors: Mid-level managers responsible for team oversight
2. Supervisees: Frontline employees and staff members

The focus groups have also been divided based on gender to capture any specific pattern or dynamics that may be gender-driven or have an influence over the experience of specific gender groups.

Based on the participant groups, our lines of inquiry will be structured as follows:

Objectives for the discussions:

- Understanding participants' awareness and access to information about conflict management policies and channels.
- Evaluating employees' perception of the effectiveness of the processes and practices on conflict management.
- Evaluating the trust employees have on the conflict management policies, practices and mechanisms in ESAR.
- Looking at the support and collaboration need of supervisors for managing conflict in their teams.

Questions for the Focus Group Discussion on Management of Conflict

Speaker notes:

“Let’s now dive into the questions. Please feel free to share any observations you would like. As much as possible, please also try to think about specific examples from your experience.”

Questions for Supervisors

Table 7: Questions for Supervisors on Management of Conflict

Key topic	Question	Rationale
Awareness & Communication	<p>How well-informed do you feel about the policies and procedures for reporting workplace conflicts or misconduct?</p> <p><u>Probing questions</u></p> <ul style="list-style-type: none">• How accessible is this information?	This question aims to understand participants' awareness and access to information about conflict management policies and channels.

	<ul style="list-style-type: none"> How could communication about conflict management systems be improved to ensure all employees are aware of their options? 	
Effectiveness	<p>How well does UNICEF's policies and procedures address workplace conflicts, harassment, and discrimination?</p> <p><u>Probing questions:</u></p> <ul style="list-style-type: none"> Have you personally encountered any situations where these policies were applied, and how effective were they in resolving the issue? How well do the formal channels (e.g., HR, grievance mechanisms) work in collaboration with informal channels (e.g., peer support, managers) in resolving workplace conflicts? Are there any gaps or overlaps between these channels that make it difficult to resolve conflicts efficiently? 	This question evaluates employees' perception of the effectiveness of the processes and practices on conflict management.
Trust	<p>How comfortable are you with the process for addressing workplace conflicts, especially in cases involving a power imbalance (e.g., conflicts with supervisors)?</p> <p><u>Probing questions:</u></p> <ul style="list-style-type: none"> How much trust do you have in the existing systems for managing grievances or workplace misconduct (e.g., harassment, discrimination)? What changes would increase your confidence in these systems? 	This question evaluates the trust employees have on the conflict management policies, practices and mechanisms at UNICEF.
Supervisor's Role	<p>How effective do you think supervisors and managers are in preventing and addressing workplace conflicts before they escalate to formal grievances?</p> <p><u>Probing questions:</u></p> <ul style="list-style-type: none"> When conflicts arise between employees and supervisors, how effectively are these situations managed within the existing system? What more could be done to improve collaboration between supervisors and HR in preventing and resolving conflicts? Are there specific training or resources you believe would help employees and supervisors handle conflicts more effectively? 	This question looks at the support and collaboration need of supervisors for managing conflict in their teams.

Source: Evaluation Team

Questions for Supervisees

Table 9: Questions for Supervisees on Management of Conflict

Key topic	Question	Rationale
Awareness & Communication	<p>How well-informed are you about the policies and procedures for reporting workplace conflicts or misconduct?</p> <p><u>Probing questions</u></p> <ul style="list-style-type: none"> • How accessible is this information? • How could communication about conflict management systems be improved to ensure all employees are aware of their options? 	<p>This question aims to understand participants' awareness and access to information about conflict management policies and channels.</p>
Effectiveness	<p>How well does UNICEF's policies and procedures address workplace conflicts, harassment, and discrimination?</p> <p><u>Probing questions:</u></p> <ul style="list-style-type: none"> • Have you personally encountered any situations where these policies were applied, and how effective were they in resolving the issue? • How well do the formal channels (e.g., HR, grievance mechanisms) work in collaboration with informal channels (e.g., peer support, managers) in resolving workplace conflicts? • Are there any gaps or overlaps between these channels that make it difficult to resolve conflicts efficiently? 	<p>This question evaluates employees' perception of the effectiveness of the processes and practices on conflict management.</p>
Trust	<p>How comfortable are you with the process for addressing workplace conflicts, especially in cases involving a power imbalance (e.g., conflicts with supervisors)?</p> <p><u>Probing questions:</u></p> <ul style="list-style-type: none"> • How much trust do you have in the existing systems for managing grievances or workplace misconduct (e.g., harassment, discrimination)? • What changes would increase your confidence in these systems? 	<p>This question evaluates the trust employees have on the conflict management policies, practices and mechanisms at UNICEF.</p>
Supervisor's Role	<p>How effective do you think supervisors and managers are in preventing and addressing workplace conflicts before they escalate to formal grievances?</p> <p><u>Probing questions:</u></p> <ul style="list-style-type: none"> • When conflicts arise between employees and supervisors, how effectively are these 	<p>This question looks at the support and collaboration need of supervisors for managing conflict in their teams.</p>

	<p>situations managed within the existing system?</p> <ul style="list-style-type: none"> • What more could be done to improve collaboration between supervisors and HR in preventing and resolving conflicts? • Are there specific training or resources you believe would help employees and supervisors handle conflicts more effectively? 	
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Source: Evaluation Team

Key Informant Interviews

As part of this evaluation, we will conduct three distinct types of interviews with various stakeholders to gather comprehensive insights into ESAR’s HR management practices. The interviews will be divided into the following categories:

1. **Leadership Interviews:** These sessions will be focused on understanding the strategic vision of top leadership. We aim to explore how HR management aligns with UNICEF’s mission, strategic objectives, and long-term goals, particularly in promoting children’s rights and well-being across both humanitarian and development activities.
2. **Expert Interviews:** These interviews will involve staff who work in departments directly linked to HR management and staff well-being. The goal is to validate relevant documentation, understand the operational structures of these departments, and examine how their work contributes to UNICEF’s overall HR strategies.
3. **Experience Feedback-Based Interviews:** These interviews will gather feedback from staff representatives, such as the Global Staff Association, to understand the employee experience. We aim to capture their perspectives on how HR policies and practices impact staff engagement, well-being, career development, and workplace culture.

By conducting these interviews, we aim to gain a holistic understanding of ESAR’s management from strategic, operational, and experiential perspectives. This approach will ensure that the evaluation reflects the insights of key stakeholders and addresses both the strengths and areas for improvement within the ESA regions’ culture.

About the Participants

The selection of participants for the key informant interviews encompasses a wide array of leadership and human resources (HR) staff from various levels of UNICEF operations within the ESA region, ensuring comprehensive representation. This approach allows the evaluation to capture insights across multiple organizational layers, from regional leadership to country-level staff. Regional, and country-level leaders will provide perspectives on strategic priorities, their execution and their local context. HR specialists, from those responsible for mobility and rotation to talent management, will contribute operational knowledge on workforce planning, well-being, and career development. Additionally, selecting representatives from ethics, ombudsman, and investigation offices, as well as staff counsellors, will ensure coverage of organizational culture, ethical practices, and support structures. The diverse selection guarantees that all critical functions related to HR policies and employee well-being are represented.

When sampling is required, the sampling approach combines diversity of geographies, emergency state history and Global Staff Survey results. This method ensures the evaluation is representative of different

contexts in which UNICEF operates and represent adequately the diversity of the workforce.

Preparation for Facilitators

Facilitators Guide: Prior to the meeting complete this table and assign a UNIQUE ID for this participant and this interview (guidance here). You will be able to take most of this information from the key informant list.

Name of interviewer	
Interview Unique ID	
Interviewee Unique ID	
Date / time of interview	
Name	
Position / title /role	
Country	

Introduction of the Key Informant Interview

Introduce yourself, introduce the evaluation and outline the purpose of the interview.

“Hi, my name is and I work for/with PwC. The UNICEF ESARO Evaluation Section has contracted PwC to conduct an independent Evaluation of the Organizational Culture in the ESA region. The evaluation is building on a global Evaluation on the HR management, specifically focusing on Culture.

The **primary purpose** of this evaluation is to enhance UNICEF’s capacity to fulfil its mission and improve its support to children’s rights and well-being by providing an independent, impartial and credible perspective on Organizational Culture and its evolution on a global level, as well as within the ESA region.

This evaluation is currently at data collection phase. The main deliverables are the inception report, which has been completed and it will be followed by an evaluation report, which will be finalized by June 2025.

As part of the Data Collection phase, we are running key informant interviews as well as focus groups with various employee groups to understand their perspectives and hear your feedback on the culture in the ESA region. Key informants for this phase have been identified in coordination with the ESARO Evaluation section.

The principal objective of the key informant interviews is to inquire on your expertise and experience to inform our evaluation questions.

The interview will take about 60/90 minutes. Is it ok with you? “

Read out the following informed consent sections and ask for the participants to agree.

” Before we begin, I would like to run through some informed consent information:”

Your participation is completely voluntary. You have the right not to answer any question and you can end the interview early without consequence.

We would like to record the discussion –are you happy with the discussion being recorded. The recording will be securely stored and only available to the research team, and will be permanently deleted once the transcripts/notes are written and the research is completed.

Data will be kept confidential and will not be stored any longer than required for the assessment. We may want to use quotes and findings in the final report, but they will be presented in a way that they cannot be traced to you individually, unless you specifically ask us to be quoted on certain aspects. If not, we will include you as anonymous, type of respondent, and gender in the list of key informants.

Are you happy for the information you provide to be used in the published reports? Do you consent to your data being used this way?

Do you have any questions about the assessment or how your information will be used before we begin, or are you happy to proceed with the interview? If you have questions about how your data is being used or would like to withdraw your participation, you are free to contact me at any time. Do you have any questions for us before we start?

Start recording and ask the following questions and probe where required. Please capture notes of the participants response between the questions.

Line of Inquiry for Key Informant Interviews

For each interview type, specific questionnaires will be carefully tailored and validated through consultations with subject matter experts (SMEs) to ensure their relevance and rigor. In this toolkit, we present the overarching lines of inquiry to provide a clear framework for the evaluation and to guide the discussions with various stakeholders. The lines of inquiry will be as described in sections 2.3.3.1 - 2.3.3.3. Please see Appendix I for detailed questionnaires of each key informant interview.

Line of Inquiry for Leadership Interviews

- **Strategic Alignment:** To assess whether HR management aligns with UNICEF's global mission, vision, and long-term goals.
- **Role of HR in Achieving Organizational Results:** To understand leadership's perspective on HR's contribution to programmatic results, organizational resilience, and the achievement of strategic goals.
- **Adaptability in a Changing Environment:** To explore how leadership views HR's ability to keep pace with external changes (e.g., geopolitical, technological, funding shifts) and position UNICEF as a competitive, resilient organization.
- **Sustainability of Workforce Planning:** To evaluate how leadership ensures that DHR effectively anticipates and meets workforce demands in both the short and long term.
- **Change Leadership:** To identify how leadership guides change management practices and HR's role in maintaining staff morale and well-being during transitions or restructurings.
- **Future Vision of HR:** To understand leadership's forward-looking vision for HR management, focusing on areas like talent management, staff retention, diversity, and well-being.

Line of Inquiry for Expert Interviews

- **Departmental Functionality:** To gain a clear understanding of how each department (e.g., staff counsellors, ethics office, ombudsman, GSSC) contributes to overall HR management and staff support.
- **Validation of Documentation:** To confirm the accuracy and relevance of documents, policies, and data related to HR functions within their specific domains.
- **Operational Insights:** To explore how processes within these specialized areas (e.g., staff health programs, ethical practices, conflict resolution) are structured, executed, and monitored.
- **Collaborative Mechanisms:** To identify how these departments interact with HR and other parts of the organization to achieve shared goals and manage staff-related challenges.
- **Challenges and Best Practices:** To document any challenges faced by these departments in achieving their HR objectives and identify any best practices or innovations they use to improve effectiveness.
- **Performance Data:** To discuss the availability and use of performance metrics and data that help evaluate HR success in areas like staff health, ethics, conflict management, and staff well-being.

Line of Inquiry for Experience Feedback-Based Interviews

- **Feedback on HR's Impact:** To gather comprehensive feedback on how HR practices affect the workforce, particularly in terms of support, well-being, and career development.
- **Staff Engagement and Well-being:** To assess how effectively HR management fosters employee engagement, supports mental and physical health, and manages work-life balance.
- **Career Pathways:** To explore how HR management supports career advancement and mobility, and whether staff feel there are clear and accessible career development opportunities within UNICEF.
- **Workplace Culture and Inclusivity:** To understand staff perceptions of HR management's role in promoting an inclusive, diverse, and respectful workplace culture.
- **Conflict and Grievance Handling:** To gain insights into how staff experience HR management related to handling of workplace conflict, ethical issues, and grievances, and whether they feel supported by mechanisms such as the ombudsman or ethics office.
- **Change Management from a Staff Perspective:** To capture staff views on how well HR manages organizational change and whether staff feel adequately informed and supported during transitions.
- **Recommendations for Improvement:** To solicit staff suggestions for improving HR policies and practices, with a focus on enhancing staff support, communication, and overall satisfaction with HR services.

Closing the Key Informant Interviews

Facilitators Guide: Ask the interviewee if they have any additional information to share and thank the interviewee and close the interview.

“Thank you very much for your time and insights which will be immensely valuable for this global evaluation. If you have any additional thoughts or questions after this discussion, please feel free to reach out to us or to Ashely Wax (awax@unicef.org) in the UNICEF ESARO Evaluation Section who is managing this evaluation. We remain available for any questions or comments throughout this evaluation. Please be also aware that you can withdraw consent at any time. “

Peer Benchmarking

- The objective of using benchmarking in this analysis is to **compare HR management practices** with different groups of organizations ranging from **peers** in the UN system to leading **private sector** organizations.
- **Qualitative** (e.g. maturity of specific HR processes) and **quantitative data** (key HR metrics) will be collected and compared on specific evaluation questions and indicators.
- This will allow us to identify **areas of comparative strength** and areas for **improvement** for consideration by UNICEF.
- A specific focus will also be in understanding potential sources of **innovation** in HR management, and **lessons learned** from organizations who have deployed these practices.

Peer Organisation Sampling Strategy

We suggest selecting organizations that fall within one of three groups:

- **UN agencies** share similar administrative structures and operational mandates with UNICEF. They have HR policies tailored to international staff management, coordination with governments, and collaboration with multiple stakeholders.
- **NGOs/Public sector:** they operate on a global scale, similar to UNICEF, and face comparable challenges in managing a diverse workforce across various regions. They have HR practices that address issues like staff retention in high-stress environments, cross-cultural management, and effective deployment of personnel in emergency situations.
- **Private sector companies** often lead in HR innovation, leveraging advanced technologies and can provide insights into leading or emerging HR practices.

Where available, existing benchmarking data will also be used, e.g. HR metrics from Gartner or PwC Saratoga.

List of Organisation Selected for Peer Benchmarking

UN Organizations:

- IOM, UNDP, WHO, WFP and WB

International NGOs:

- ICRC, IFRC, Médecins Sans Frontières, Save the Children, World Vision International

Private Companies:

- Google, PwC, LEGO, Johnson & Johnson, IKEA

Peer Benchmarking Survey Tool

The peer benchmarking survey will be created in the “Data Point Collector” tool developed by PwC Switzerland.

Sending the Survey

- The peer organisations will be contacted via e-mail to be invited to participate in the benchmarking exercise, by Erica Mattellone.
- PwC will reach out to send the survey to confirmed organisations.
- The survey will stay open for 2 weeks.

Personnel Survey

Variable	Question	Choices
Section Name	Introduction	
<i>Consent_title</i>	Your participation in the survey	[Enumerator Note]
<i>Consent</i>	<p>- While participation in this survey is voluntary, we highly encourage your participation. You do not need to address every question, please skip any question you are not in a position to answer or do not want to answer.</p> <p>- All information provided will remain anonymous and confidential and will not be attributed to any individual.</p> <p>- All data will be securely and anonymously stored by PwC and the UNICEF Evaluation Office will retain this data after the close of the Evaluation and may use this for secondary analysis.</p>	[Enumerator Note]
<i>Contact_details_title</i>	Contact details	[Enumerator Note]
<i>Contact_details</i>	The survey is sent out by the Evaluation Office. If you have any concerns and would like to speak to the Evaluation Manager, you can contact Erica Mattellone emattellone@unicef.org	[Enumerator Note]

Section Name	Your office and role	
<i>Introduction</i>	Welcome to the demographic section of the survey. Before we proceed with the survey, we would like to understand more about you. The purpose of this section is to collect basic information about you, such as your office, location, grade and length of service. This data helps us understand the diverse backgrounds of our participants and allows for a more accurate analysis of the survey results. Your responses will remain confidential and will only be used to identify trends and patterns across the organization.	
<i>office_type</i>	Where are you based?	UNICEF Headquarters UNICEF Regional Office UNICEF Country Office
<i>headquarter_division</i>	Please choose your division or office from the list.	Division of Data, Analytics, Planning and Monitoring Office of Emergency Programmes Division of Financial and Administrative Management Division of Global Communication & Advocacy Global Shared Services Centre Division of People and Culture Division of Information and Communication Technology Ethics Office Evaluation Office Innocenti – Global Office of Foresight and Research Legal Office Programme Group Private Fundraising and Partnerships Public Partnerships Division Supply Division Office of Internal Audit and Investigations Office of the Executive Director Office of Innovation Office of the Ombudsman Office of the Secretary of the Executive Board Other
<i>regional_office</i>	In which Regional Office are you based ?	EAPRO ECARO ESARO LACRO MENARO ROSA WCARO
<i>region_co</i>	In which region?	EAPR - East Asia Pacific Region ECAR - Europe Central Asia Region ESAR - Eastern and Southern Africa Region LACR – Latin America and the Caribbean Region MENAR - Middle East and North Africa Region SAR - South Asia Region WCAR - Western and Central Africa Region
<i>co_eapr</i>	In which Country Office are you based?	Cambodia China Indonesia

		<p>Democratic People's Republic of Korea Lao People's Democratic Republic Malaysia Mongolia Myanmar Pacific Islands (Cook Islands, Fiji, Kiribati, Marshall Islands, Micronesia, Niue, Nauru, Palau, Samoa, Solomon Islands, Tokelau, Tonga, Tuvalu and Vanuatu) Papua New Guinea Philippines Thailand Timor-Leste Viet Nam</p>
co_ecar	In which Country Office are you based?	<p>Albania Armenia Azerbaijan Belarus Bosnia and Herzegovina Bulgaria Croatia Georgia Greece Kazakhstan Kyrgyzstan Moldova, Rep of Montenegro North Macedonia Romania Serbia Serbia & Montenegro (Kosovo) Tajikistan Türkiye Turkmenistan Ukraine Uzbekistan</p>
co_esar	In which Country Office are you based?	<p>Angola Botswana Burundi Comoros Eritrea Eswatini Ethiopia Kenya Lesotho Madagascar Malawi Mozambique Namibia Rwanda Somalia South Africa South Sudan Tanzania, United Republic of Uganda Zambia Zimbabwe</p>
co_lacr	In which Country Office are you based?	<p>Mexico Guatemala Belize Honduras El Salvador Nicaragua Costa Rica Cuba Jamaica Haiti Dominican Republic Colombia Venezuela</p>

		Ecuador Peru Brazil Guyana Suriname Bolivia Chile Argentina Paraguay Uruguay Eastern Caribbean (Antigua and Barbuda, Barbados, the Commonwealth of Dominica, Grenada, St. Kitts and Nevis, Saint Lucia, St. Vincent and the Grenadines, Trinidad and Tobago, Anguilla, British Virgin Islands, Montserrat, the Turks and Caicos Islands, Castries, Saint Lucia and Port of Spain, Trinidad)
<i>co_menar</i>	In which Country Office are you based?	Algeria Djibouti Egypt Gulf Area Office Iran (Islamic Republic of) Iraq Jordan Lebanon Libya Morocco Oman State of Palestine Syrian Arab Republic Sudan Tunisia Yemen
<i>co_sar</i>	In which Country Office are you based?	Afghanistan Bangladesh Bhutan India Maldives Nepal Pakistan Sri Lanka
<i>co_wcar</i>	In which Country Office are you based?	Benin Burkina Faso Cameroon Central African Republic Chad Congo Congo, Democratic Republic of Cote d'Ivoire Equatorial Guinea Gabon Gambia Ghana Guinea Liberia Mali Mauritania Niger Nigeria São Tomé and Príncipe Senegal Sierra Leone Togo
<i>contract_category</i>	What is your post category?	Fixed Term Temporary Appointment Continuing Term Consultant United Nations Volunteer (UNV) Intern Other

<i>grade</i>	What is your grade?	G1 G2 G3 G4 G5 G6 G7 NOA NOB NOC NOD NOE P1 P2 P3 P4 P5 D1 D2 and above
<i>functional_area_macro</i>	What is your (main) functional area?	Executive Management External relations (Communication, Fund Raising, Partnerships) Management Operations Programme
<i>functional_area_macro_specify</i>	Please specify.	
<i>functional_area_external_relations</i>	What specific area(s) within external relations?	Communication Fund Raising Partnerships
<i>functional_area_management</i>	What specific area(s) within executive management?	Executive Management Senior Leadership
<i>functional_area_operations</i>	What specific area(s) within operations?	Administration Audit and Investigation Ethics Facilities Management Financial Management Human Resources Information Communication Technology Legal Affairs Operations Supply Management Transportation
<i>functional_area_programme_policy</i>	What specific area(s) within programme?	Adolescent Development Child Protection Disability Early Childhood Development Education Emergency Gender Development Health Health and Nutrition HIV/AIDS Innovation Knowledge Management Nutrition Programme Management Research, Planning, Monitoring and Evaluation Security Social & Behavior Change Social Policy WASH
<i>reemergency_station</i>	Are you serving and have you previously served (in the last 5 years) in an emergency duty station?	Yes - L1 Yes - L2 Yes - L3 No
<i>years_at_UNICEF</i>	How many years have you worked in UNICEF in total (as either staff member or non-staff)?	Less than 1 year 1-3 years 4-6 years

		7-10 years 11-15 years 15-20 years 20-25 years 25-30 years More than 30 years
<i>HR_area</i>	Which section in DPC are you working on?	Talent Development Performance Management Talent Engagement & Partnerships Human Capital - Intelligence & Technology Staff Wellbeing Organization Development & Design HR Business Partners Talent Outreach & Preparedness Emergency Response Organizational Culture and DEI Senior Leadership Support Operations Communications and Knowledge Management Policy, Employee Relations, Compensation & Social Benefits
<i>age</i>	What is your age group?.	Under 30 years old 30-34 years old 35-39 years old 40-44 years old 45-49 years old 50-54years old 55-59years old 60-64 years old 65-69 years old Prefer not to say
<i>gender</i>	What is your gender?	Woman Man Gender non-conforming/non-binary/third gender/gender-fluid/two-spirit/trans Prefer not to say

Section Name	Culture Thumbprint Section	
<i>Introduction</i>	<i>In this section, we explore how you experience the workplace culture and key characteristics that influence how work is done at UNICEF. You will be answering questions on a 5-point scale and multiple-choice questions where you can select up to 3 or 5 options, depending on the question. Please consider UNICEF and your experience at UNICEF when answering.</i>	
Question	Scale	Scale Explanations
What does UNICEF focus more on?	5 point scale	The people we serve - Internal operations' 'Building on our history and past achievements - Adapting to future needs and challenges Good News-Bad News
How do decisions get made within UNICEF?	5 point scale	By individuals- By consensus Using data and analytics- Using intuition / experience
Is UNICEF more...	5 point scale	Hierarchical- Egalitarian Comfortable with risk- Risk-averse Driven by strong leadership personalities- Driven by teams Driven by internal priority-setting – Driven by external funding and expectations Focused on specific priorities- Opportunistic
What does UNICEF value more?	5 point scale	Loyalty- Performance Depth of knowledge- Breadth of knowledge Self-sufficiency in completing tasks- Completing tasks via collaboration
How do things get done within UNICEF?	5 point scale	By following set processes / procedures- By encouraging improvisation Via relationships- By following formal chains of command
Is UNICEF more likely to...	5 point scale	Fix problems as they come- Prevent problems before they arise Pursue small, incremental improvements- Pursue large, revolutionary change
What does UNICEF place more emphasis on?	5 point scale	The most efficient use of funding- Broader performance Individual performance- Team performance

Do people in UNICEF..	5 point scale	Go "above and beyond", putting work as the number one priority- Have work-life balance Rarely use workarounds- Often use workarounds (*workarounds are when employees find informal ways outside of formal procedures to get things done) Interact in a polite, cordial manner- Accept conflict in interactions
Within UNICEF, is there..	5 point scale	Greater loyalty to the organization as a whole- Greater loyalty to specific groups (functions/sections) Cost consciousness - An abundance mentality towards cost
Please select up to 5 positive statements that strongly apply to UNICEF: (Work Environment)	Multiple choice	Individuals are empowered to use their own judgement, respond directly to beneficiary needs, and create direct impact Our employee base is motivated by more than just money Our leaders inspire enthusiasm and loyalty within their teams Our organization is open-minded and inclusive; we embrace diversity Our organization is well-respected in the local community Our work environment is positive and optimistic; there is a "no-blame" atmosphere This is a comfortable place to work - we have job security and work-life balance We take the time to make sure that all voices are heard - we value inclusivity over speed There is a strong sense of community, and we can count on our colleagues to support us There is strong pride in personal achievement
Please select up to 5 positive statements that strongly apply to UNICEF: (Work Environment)	Multiple choice	Individuals are willing to take on more work to support the team / organization, putting the priorities of the collective over individual agendas There are strong local cultures within our small teams and work units; our small teams and work units are empowered to make our own decisions We are able to rally together during difficult times Strong interpersonal relationships encourage people to stay longer with the organization There is a sense that our organization "takes care of its people" Our everyday interactions are respectful, friendly, and caring - we are "like a family" We are comfortable speaking up, disagreeing and sharing alternative points of view; we value open debate We are willing to learn from those with more knowledge and experience; there is a strong emphasis on mentoring / development We regularly recognize and celebrate success, which enhances morale within the organization
Please select up to 5 positive statements that strongly apply to UNICEF: (How work gets done)	Multiple choice	Clear career paths show a clear way to grow and advance within our organization Employee turnover does not disrupt the work of our organization Our decision-making is unbiased, thorough and data-based, with all possibilities and risks considered There is strong performance-focus within small teams We are able to work quickly and reliably because we rely on experts who have extensive experience doing similar work We follow established rules in our work which reduces the potential for mistakes and allows us to be consistent and reliable We have a clear and consistent organizational structure, which makes it easy to find the right people to get work done We use formal incentives to differentiate between levels of performance and hence drive performance We adopt an all-inclusive, balanced view of performance that is determined by more than short-term financials We make decisions jointly which means that decisions are thoroughly informed and everyone is committed to seeing them successfully implemented
Please select up to 5 positive statements that strongly apply to UNICEF: (How work gets done)	Multiple choice	We have deep functional knowledge which allows us to confidently make decisions even with missing / ambiguous information Our organization is able to identify, reward and motivate high performers We are successful at cross-functional collaboration and information-sharing We have many long-tenured employees with an abundance of experience and expertise We have strong leaders whose directives we follow, which allows us to be disciplined in our operations We work cooperatively -in solving problems, coming up with ideas, defining strategies, and making decisions We work on addressing root causes of issues rather than temporary solutions We encourage individual accountability and ownership over results We frequently use informal relationships within our organization to speed up work We use formal incentives to differentiate between levels of performance and hence drive performance We have many long-tenured employees with an abundance of experience and expertise

<p>Please select up to 5 positive statements that strongly apply to UNICEF: (What we value)</p>	<p>Multiple choice</p>	<p>We have a drive to always find opportunities, and ways to "make it better" We are agile and responsive when faced with crises and changes in the external environment / market We are always alert and proactively look for challenges which allows us to give timely attention to issues Our emphasis on "doing more with less" allows us to deliver results even with limited resources Our priorities are driven directly by the needs of our beneficiaries Our organization promotes shared sense of purpose across the organization We are agile and responsive when faced with crises and changes in the external environment / context Our emphasis on "doing more with less" allows us to deliver results even with limited resources Our organization's reputation / brand is a strong source of pride for us We are ambitious and willing to take risks, which allows us to innovate We make changes in a step-by-step manner which allows gradual quality improvement We aspire to be "cutting edge" and "trend-setter" We are able to "think big" and pursue transformational change We value action and have a "make it work" mentality that allows us to keep things running</p>
<p>Please select up to 5 positive statements that strongly apply to your organization: (What we value)</p>	<p>Multiple choice</p>	<p>We have a reputation for stellar service as we build strong, intimate relationships with our beneficiaries / clients There is a sense of purpose and mission that drives emotional commitment to our organization and its work We are able to make decisions quickly and boldly We have a safety-first culture, with a focus on compliance to reduce potential for harm We have a growth mindset which allows us to make investments for long-term goals We have a drive to always find opportunities, and ways to "make it better" We are always alert and proactively look for challenges which allows us to give timely attention to issues We are willing to put in extraordinary effort to get things done We are encouraged to pursue new ideas and learn outside our department to generate innovative solutions We are forward-looking and open to opportunity; we are able to recognize when change is needed We have a strong sense of integrity and ethics and believe in "doing things in the right way"; we adhere strongly to our values</p>
<p>Please select up to 5 negative statements that strongly apply to your organization: (Work environment)</p>	<p>Multiple choice</p>	<p>Fear of job loss and a desire to protect teams gets in the way of working for the overall good of the organization Individuals are left to "figure things out" without sufficient support from the organization It is difficult for newcomers to integrate and learn the "unwritten rules" of our organization Our culture can be overly aggressive and confrontational (sometimes viewed as "toxic") We are reluctant to address performance or behavioral issues due to conflict-aversion Our desire to "take care of our people" can prevent us from making difficult decisions There is a lack of empowerment (especially at lower levels) to voice opinions, suggest ideas and take accountability There is a lot of micro-management which can be demoralizing There is a lot of politics, and "who you know / who likes you" unduly influences success We are constantly being asked to "do more" and it's demotivating</p>
<p>Please select up to 5 negative statements that strongly apply to your organization: (Work environment)</p>	<p>Multiple choice</p>	<p>Personal ambition and individual agendas tend to take precedence over the interests of the team / organization We avoid difficult conversations and direct disagreement out of a desire to be friendly and positive We have a "whatever it takes" attitude and are unable to say "no" We listen to those most senior rather than those with the most expertise We look to leaders for direction, but they fail to give direction We rarely celebrate success, which dampens morale The organization tends to blame us for problems rather than looking at institutional causes The loudest and most assertive voices tend to dominate the discussion We are strongly focused on cost, which can be demotivating We can be passive-aggressive, agreeing with one another on the surface yet attempting to hold up the work in the background We are constantly responsive and working under pressure, which causes stress and burnout</p>

<p>Please select up to 5 negative statements that strongly apply to your organization: (How work gets done)</p>	<p>Multiple choice</p>	<p>We don't have clear and consistent success measures which makes it difficult to hold people accountable for performance We don't separate out individual performance from team performance, which allows weaker team members to hide behind the strong performance of their teams Bureaucracy, process and layers of approvals slow down our work Our complicated structure is confusing and makes it difficult for us to get work done There is a sense of competition which discourages people from cooperating; we tend to only focus on our own performance goals There is an "us vs them" mentality between teams; our organization is filled with mini "kingdoms" We are an organization of generalists who lack functional depth and expertise We are constantly reacting without prioritization or focus We are heavily process-focused, yet processes are often ineffective which means we have to use workarounds We collaborate well within groups but struggle with collaboration across groups / teams / functions</p>
<p>Please select up to 5 negative statements that strongly apply to your organization: (How work gets done)</p>	<p>Multiple choice</p>	<p>We don't have the right feedback mechanisms / performance indicators to help us identify issues and resolve them Needing to get widespread buy-in for everything wastes time, dilutes good ideas and makes it difficult for us to take risk We don't sufficiently include others in decision-making which means decisions often lack organizational support We suffer from "too many chefs in the kitchen" - we involve too many stakeholders which means it's unclear who is responsible for what We make "gut level" decisions without sufficient data, which leads to inconsistency and bias We rely on quick, temporary fixes rather than addressing root causes and improving on underlying process / technology We tolerate mediocre performance and don't hold low-performers accountable There is a lot of inconsistency and duplication between our teams We neglect internal processes and lack discipline There is often resistance towards top-down directives; people feel empowered to "opt out"</p>
<p>Please select up to 5 negative statements that strongly apply to your organization: (What we value)</p>	<p>Multiple choice</p>	<p>We are afraid to fail, which discourages us from risk-taking / experimentation and leads to blame when things go wrong We are resistant to change and tend to default to "the way things have always been done" We rely too much on heroics and firefighting rather than doing consistent, quality work We spend too much time responding to immediate beneficiary needs and not enough time developing new products / offerings for the future We sometimes make rash decisions which can lead to failures that harm both beneficiaries and our organization We work quickly and experiment often which means a higher risk of mistakes We are strongly focused on compliance rather than the "big picture", which makes people feel untrusted We are focused on big bold ideas at the expense of process discipline and cost-consciousness</p>
<p>Please select up to 5 negative statements that strongly apply to your organization: (What we value)</p>	<p>Multiple choice</p>	<p>We have perfectionist tendencies which slow down work and discourage innovation Our focus on the bottom line leads to compromises in quality Financial considerations take focus away from our mission / mandate We are too focused on meeting short-term performance targets at the expense of longer term considerations Strict adherence to rules hampers our ability to innovate Although we desire to be forward-looking, we are too cautious and tend to default to "the way it's always been done" We rely too much on high performers while letting others get away with underperformance There is a sense of competition which discourages people from cooperating; we tend to only focus on our own performance goals Strong leadership personalities drive the organization, which means any change in leadership causes significant instability</p>
<p>My Office's leadership team consistently role models our purpose, values and culture</p>	<p>5 point scale</p>	<p>Strongly Disagree Disagree Neither Agree nor Disagree Agree Strongly Agree</p>
<p>The way people act every day in our organization is consistent with what we like to</p>	<p>5 point scale</p>	<p>Strongly Disagree Disagree Neither Agree nor Disagree Agree Strongly Agree</p>

say about our culture		
<p>What does your organization like to say externally about your employee experience (e.g., when recruiting people, on your website, marketing material, etc)? Please answer based on what is communicated, not the reality on the ground.</p> <p>(Select up to 3 responses)</p>	Multiple choice	<p>Individual empowerment and autonomy Strong sense of purpose Recognition of personal achievement Supportive and respectful community Diverse and inclusive Accepting of differing viewpoints / open debate Strong, inspirational leadership Respectful, egalitarian leadership Respected in the local community Job-security and / or work-life balance Strong focus on employee welfare Fair, with equal opportunity for all</p>
<p>Which of the following most closely describe your organization's strategic aspirations? I.e., What would most enable your organization to be successful?</p> <p>(Select up to 3 responses)</p>	Multiple choice	<p>Innovative Beneficiary-Centric Safe Trusted Operationally Excellent Low-Cost Disruptive Digital Agile</p>

Section Name	HR Management Opinion Survey
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The scale to be used for the questions in this section can be found below:

The level of importance to be successful in my work	1 <i>not important</i>	2 <i>slightly important</i>	3 <i>important</i>	4 <i>important to improve my current position</i>	5 <i>a critical area that can gives me real benefits</i>	N/A
Is this service of utmost criticality in emergencies?	Yes	No	N/A			
Current Effectiveness of the services/processes	1 <i>not meeting requirements</i>	2 <i>requirements recognised but not met</i>	3 <i>meeting requirements to some extent</i>	4 <i>current requirements fully met</i>	5 <i>exceeds requirements</i>	N/A

Section Name	HR Management Opinion Survey
<i>Introduction</i>	This section focuses on gathering your perspective, either as an employee using HR Management services or as a provider of these services, by exploring the perceived importance and satisfaction of various HR services.
Question Probe	<i>For each of the following HR management services please indicate (a) the appropriate level of importance in terms of UNICEF purpose and strategy, (b) criticality of the given service for emergencies and (c) current effectiveness of the service listed.</i>
Operational HR Management Services	
Administrative HR services, including: <ul style="list-style-type: none"> • Treatment of general HR requests and inquiries • Payroll processing and compensation management • Management of leave or absence • Administration of employee data 	Importance (5 point scale) Criticality for emergencies (Yes/No) Effectiveness (5 point scale)
Recruitment, including: <ul style="list-style-type: none"> • Employer branding and outreach to candidates • Management of job posting and sourcing of candidates • Assessment, screening and interview of candidates • Contracting • Onboarding and integration • Deployment 	Importance (5 point scale) Criticality for emergencies (Yes/No) Effectiveness (5 point scale)
HR in Emergencies, including: <ul style="list-style-type: none"> • Emergency preparedness for HR (e.g. rosters, capacity building) • Surge mechanisms • Surge operations (from notification to deployment) • Provision of duty of care in hardship locations • Support in scaling down post-emergency 	Importance (5 point scale) Criticality for emergencies (Yes/No) Effectiveness (5 point scale)
Career management, including: <ul style="list-style-type: none"> • Career counselling and guidance • Career planning • Management of stretch assignments • Management of rotations 	Importance (5 point scale) Criticality for emergencies (Yes/No) Effectiveness (5 point scale)
Mobility Services, including: <ul style="list-style-type: none"> • Mobility planning and support • Assignments decisions • Management of repatriation & relocations 	Importance (5 point scale) Criticality for emergencies (Yes/No) Effectiveness (5 point scale)
Learning and Development, including: <ul style="list-style-type: none"> • Learning needs analysis • Development of curriculums and syllabus • Overall learning offering and content • Learning delivery platforms • Management of learning programmes 	Importance (5 point scale) Criticality for emergencies (Yes/No) Effectiveness (5 point scale)
Performance management, including: <ul style="list-style-type: none"> • Objective setting • Development plans • Coaching and feedback • Performance reviews 	Importance (5 point scale) Criticality for emergencies (Yes/No) Effectiveness (5 point scale)
HR systems, data and analytics, including: <ul style="list-style-type: none"> • Automation of HR processes • HR self-service solutions • HR dashboards and reporting • Ad-hoc HR analytics support 	Importance (5 point scale) Criticality for emergencies (Yes/No) Effectiveness (5 point scale)
Health, Safety and Wellbeing, including: <ul style="list-style-type: none"> • Health, safety and wellbeing programs • Medical services • Psychological counselling and support • Prevention of harassment 	Importance (5 point scale) Criticality for emergencies (Yes/No) Effectiveness (5 point scale)

Mediation and conflict resolution, incl.: <ul style="list-style-type: none"> • Mediation support and assistance in conflict resolution • Management of rebuttals and staff complains • Management of litigations 	Importance (5 point scale) Criticality for emergencies (Yes/No) Effectiveness (5 point scale)
Management of ethics, compliance and disciplinary processes, incl.: <ul style="list-style-type: none"> • Awareness of Code of conduct • Whistleblowing mechanisms and reporting of misconduct • Investigation and management of cases • Management of dismissals 	Importance (5 point scale) Criticality for emergencies (Yes/No) Effectiveness (5 point scale)
Offboarding?	
Strategic HR Management Services	
Leadership support, incl.: <ul style="list-style-type: none"> • Business partner support • HR planning and budgeting support • Leadership development programmes • Management of relations with staff associations 	Importance (5 point scale) Criticality for emergencies (Yes/No) Effectiveness (5 point scale)
Strategic Workforce Planning, incl.: <ul style="list-style-type: none"> • Skills inventory and gap analysis • Succession planning • Identification of key talent and key talent development programmes • Forecasting of medium-long-term workforce requirements 	Importance (5 point scale) Criticality for emergencies (Yes/No) Effectiveness (5 point scale)
HR Strategy and Policy, incl. <ul style="list-style-type: none"> • Development of HR vision and People and Culture strategy • Maintenance of HR policy framework • Definition of contracting modalities and compensation • Development of HR policies, procedures and guidance • Verification of policy compliance 	Importance (5 point scale) Criticality for emergencies (Yes/No) Effectiveness (5 point scale)
Organisational Design and Development, incl. <ul style="list-style-type: none"> • Organisational design • Development of Job model and skills taxonomies • Development and maintenance of competency framework • Change management support 	Importance (5 point scale) Criticality for emergencies (Yes/No) Effectiveness (5 point scale)
Culture and diversity, incl.: <ul style="list-style-type: none"> • Development and promotion of organisational values • Development of diversity, equity and inclusion (DEI) strategies and policies • Implementation and monitoring of DEI and behavioural change initiatives • Advisory on behavioural change 	Importance (5 point scale) Criticality for emergencies (Yes/No) Effectiveness (5 point scale)

	Using a scale of 1-5, with 5 being strongly agree and 1 being strongly disagree, please select one response for each statement.	
<i>Responsiveness</i>	Staff receive good quality and timely support in HR related matters	1-5 & N/A
<i>Responsiveness</i>	HR people work in partnership with other departments to establish organisation's needs and priorities. They also suggest the best ways of delivering on those organisational needs.	1-5 & N/A
<i>Responsiveness</i>	HR professionals interact well with staff and are responsive and solution oriented in their dealings	1-5 & N/A
<i>Communications</i>	Staff have sufficient opportunities to input to HR strategic planning and its implementation.	1-5 & N/A
<i>Communications</i>	The HR strategy is regularly maintained, updated and communicated to staff.	1-5 & N/A
<i>Communications</i>	UNICEF's change projects (e.g. change in the performance management rating approach, policy changes, structural changes within DPC) and priorities for HR management are clearly set and communicated.	1-5 & N/A
<i>Communications</i>	HR has a clear, published set of KPI's (key performance indicators) to communicate to the organisation HR service performance.	1-5 & N/A
<i>Strategy & Planning</i>	The HR strategy is well aligned to support delivery of the mission and organisational objectives.	1-5 & N/A
<i>Strategy & Planning</i>	HR have put in place the mechanisms to allow us to be fit-for the future.	1-5 & N/A
<i>Strategy & Planning</i>	HR governance is well structured and effective in ensuring the success of HR services.	1-5 & N/A

<i>Strategy & Planning</i>	We have a defined set of HR rules, policies and standards that we adhere to.	1-5 & N/A
<i>Strategy & Planning</i>	Our HR management approaches are innovative and change based on changing needs of the organisation.	1-5 & N/A
<i>Delivery Capability</i>	HR projects are mainly completed within budget, on time and to a high level of quality.	1-5 & N/A
<i>Delivery Capability</i>	We have a clear view of the benefits and costs of our HR services	1-5 & N/A
<i>Delivery Capability</i>	We are experienced and skilled in implementing HR and organisational change.	1-5 & N/A
<i>Skills & Organisational Development</i>	We receive appropriate training on HR Management to maximise our knowledge and ability to make the best of our Human Resources.	1-5 & N/A
<i>Skills & Organisational Development</i>	HR professionals are skilled at what they do.	1-5 & N/A
<i>Skills & Organisational Development</i>	HR professionals enable us to find out key information about relevant emerging HR developments and how these could apply in our organization.	1-5 & N/A
<i>Efficiency & Effectiveness</i>	Staff feel enabled by HR to achieve their day-to-day tasks and administration activities (e.g. recruitment, performance management).	1-5 & N/A
<i>Efficiency & Effectiveness</i>	HR management information systems (e.g. Achieve, Agora, Workforce Dashboards) tell us exactly what we need to know when we need to know it.	1-5 & N/A
<i>Efficiency & Effectiveness</i>	HR provides services that reduce the amount of administration and task repetition, allowing staff greater ability to focus on their day-to-day core jobs.	1-5 & N/A

Question Probe	<p><i>What would be 3 improvement you would like to do in HR management in UNICEF, what would they be and why?</i></p> <p><i>What are the three most critical improvements you recommend in HR management and why?</i></p> <p><i>Why UNICEF is a great place to work?</i></p> <p><i>What do you recommend improving to make UNICEF an even more attractive workplace?</i></p>	Open text
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1	Demographics	
1.1	Gender	
1.2	Region	
1.3	Are you a Supervisor?	Yes/No
1.4	Age	
1.4	Please select which pilot(s) you have used in 2022 and 2023.	<p>1. Year 1=5 point rating & Year 2=No rating</p> <p>2. Year 1=No rating & Year 2=5 point rating</p> <p>3. Year 1&2 5 point rating</p> <p>4. Year 1&2 no rating</p>

Asked both to supervisors & supervisees

2	Feedback from your Supervisor	
2.1	Do you believe you received enough feedback on your performance?	Yes/Somewhat/No
2.2	Were at least two feedback sessions conducted with your supervisor?	Yes/Somewhat/No
2.3	Did you understand what actions you needed to take, if any, after the feedback sessions with your supervisor?	Yes/Somewhat/No
2.4	Was the feedback you received at the end of the year consistent with what you received during the feedback sessions?	Yes/Somewhat/No
2.5	Do you feel the feedback you received was fair and objective?	Yes/Somewhat/No
3	Support received as a Supervisor	

3.1	Are you adequately supported as a supervisor to run the performance management process efficiently?	Yes/Somewhat/No
3.2	Please rate the importance of the type of support you need to run the performance management process efficiently, listed below.	(1 = Poor, 5 = Excellent)
3.2.1	Guiding materials or informative sessions regarding the flow of the process	(1 = Poor, 5 = Excellent)
3.2.2	Trainings to improve your feedback and coaching skills	(1 = Poor, 5 = Excellent)
3.2.3	Training to improve conflict management skills	(1 = Poor, 5 = Excellent)
3.2.4	Timely and quality support from HR on inquiries on performance management etc.	(1 = Poor, 5 = Excellent)

For:

Year 1=No rating & Year 2=5 point rating

4	In comparing the no rating scale of 2022 to the 5-point rating scale of 2023, please rate your experience on the different elements of the cycle (1 = Much Worse, 5 = Much Better)	
4.1	Planning Phase	(1 = Much Worse, 5 = Much Better)
4.1	Performance Progress Phase (Time between PER Planning & the Year-End Appraisal)	(1 = Much Worse, 5 = Much Better)
4.3	Year-end Appraisal/Finalizing your PER	(1 = Much Worse, 5 = Much Better)
4.4	Opportunities to provide feedback to your Supervisor	(1 = Much Worse, 5 = Much Better)
4.5	Guidance/Support Received throughout the year	(1 = Much Worse, 5 = Much Better)

For:

Year 1=5 point rating & Year 2=No rating

4	In comparing the 5 point rating scale of 2022 to the no rating scale of 2023, please rate your experience on the different elements of the cycle (1 = Much Worse, 5 = Much Better)	
4.1	Planning Phase	(1 = Much Worse, 5 = Much Better)
4.1	Performance Progress Phase (Time between PER Planning & the Year-End Appraisal)	(1 = Much Worse, 5 = Much Better)
4.3	Year-end Appraisal/Finalizing your PER	(1 = Much Worse, 5 = Much Better)
4.4	Opportunities to provide feedback to your Supervisor	(1 = Much Worse, 5 = Much Better)
4.5	Guidance/Support Received throughout the year	(1 = Much Worse, 5 = Much Better)

For:
 Year 1&2 5 point rating
 Year 1&2 no rating

4	In comparing the pilot rating scale you have been using in 2022 & 2023 with the 3-point scale used before, please rate your experience on the different elements of the cycle (1 = Much Worse, 5 = Much Better)	
4.1	Planning Phase	(1 = Much Worse, 5 = Much Better)
4.1	Performance Progress Phase (Time between PER Planning & the Year-End Appraisal)	(1 = Much Worse, 5 = Much Better)
4.3	Year-end Appraisal/Finalizing your PER	(1 = Much Worse, 5 = Much Better)
4.4	Opportunities to provide feedback to your Supervisor	(1 = Much Worse, 5 = Much Better)
4.5	Guidance/Support Received throughout the year	(1 = Much Worse, 5 = Much Better)
6	Please rate how effective the Office Annual Review/Talent Review Meeting was in providing feedback on how you can learn and grow professionally in your functional area on a scale of 1-5	(1 = Poor, 5 = Excellent)
7	Please rate your overall experience of the pilot on a scale of 1-5	(1 = Poor, 5 = Excellent)
8	Which ratings scale would you prefer if given a choice?	1. 5 point rating scale 2. No rating

The full results of the Personnel Survey are presented in the Evaluation of Human Resources Management in UNICEF Annexes

Annex 9: Documents reviewed

1. United Nations Children's Fund, *UNICEF Strategic Plan 2022-2025*, E/ICEF/2021/25, UNICEF, New York, October 2021.
2. United Nations Children's Fund, *UNICEF OneHR Strategy 2022-2025*, UNICEF, New York, May 2023.
3. United Nations Children's Fund, *UNICEF Administrative instruction on Staff relations*, CF/AI/2011-006, UNICEF, New York, May 2011.
4. United Nations, *Standards of Conduct for the International Civil, UN International civil service commission*, New York, 2013.
5. United Nations Children's Fund, *Policy on conduct promoting the protection and safeguarding of children*, CF/EXD/2016-006, UNICEF, New York, July 2016.
6. United Nations Children's Fund, 'Information on regional Joint Consultative Committee (JCC)' (internal document)
7. United Nations Children's Fund, 'Information on local Joint Consultative Committee (JCC)' (internal document)
8. United Nations Children's Fund, 'Information on global Joint Consultative Committee (JCC)' (internal document)
9. United Nations Children's Fund, *UNICEF Procedure on Mobility and Hardship Scheme*, PROCEDURE/DHR/2022/001, UNICEF, New York, March 2022.
10. United Nations Children's Fund, *UNICEF Procedure on talent mobility*, UNICEF, New York, 2015.
11. United Nations Children's Fund, *UNICEF Procedure on Consultants*, UNICEF, New York, 2018.
12. United Nations Children's Fund, *UNICEF Procedure on Consultants*, PROCEDURE/DHR/2022/007 UNICEF, New York, December 2022.
13. United Nations Children's Fund, *UNICEF Procedure on Internship programme*, UNICEF, New York, PROCEDURE/DHR/2020/007, September 2020.
14. United Nations Children's Fund, *UNICEF Procedure on Internship programme*, PROCEDURE/DHR/2021/006, UNICEF, New York, September 2021.
15. United Nations Children's Fund, *UNICEF Procedure on Junior Professional Officers*, UNICEF, DHR/PROCEDURE/2019/005, New York, October 2019.
16. United Nations Children's Fund, *UNICEF Procedure on United Nations volunteers*, DHR/PROCEDURE/2018/006, UNICEF, New York, 1 September 2018.
17. United Nations Children's Fund, *UNICEF Procedure on Family and Parental Leave*, DHR/PROCEDURE/2018/002, UNICEF, New York, January 2018.
18. United Nations Children's Fund, *UNICEF Procedure on Family and Parental Leave*, PROCEDURE/DHR/2023/001, UNICEF, New York, February 2023.
19. United Nations Children's Fund, 'UNICEF Additional guidance and special measures regarding teleworking outside the duty station' (internal document), UNICEF New York, April 2023.
20. United Nations Children's Fund, *UNICEF Policy on Disciplinary Process and Measures*, POLICY/DHR/2020/001, UNICEF, New York, 2020.
21. United Nations Children's Fund, *UNICEF Policy on Disciplinary Process and Measures*, POLICY/DHR/2020/001, UNICEF, New York, 27 May 2024.
22. United Nations Children's Fund, *UNICEF Guidance on notice to staff members on abolished posts or reduction of staff*, GUIDANCE/DHR/2020/00 1, UNICEF, New York, 2020.
23. United Nations Children's Fund, *UNICEF Guidance on notice to staff members on abolished posts or reduction of staff*, GUIDANCE/DHR/2022/002, UNICEF, New York, August 2023.
24. United Nations Children's Fund, *UNICEF Policy on the prohibition of discrimination, harassment, sexual harassment and abuse of authority*, POLICY/DHR/2020/002, UNICEF, New York, March 2020.
25. United Nations Children's Fund, *UNICEF Policy on Whistle-blower protection*, UNICEF, New York, February 2015.
26. United Nations Children's Fund, *UNICEF Policy on Whistle-blower protection against retaliation*, DHR/POLICY/2018-001, UNICEF, New York, June 2018.
27. United Nations Children's Fund, *UNICEF Policy Prohibiting and Combatting Fraud and Corruption*, CF/EXD/2013-008, UNICEF, New York, August 2013.

28. United Nations Children's Fund, *UNICEF Procedure on Flexible Working Arrangements*, DHR/PROCEDURE/2019/004, UNICEF, New York, 2019.
29. United Nations Children's Fund, *UNICEF Procedure on Flexible Working Arrangements*, PROCEDURE/DHR/2022/003, UNICEF, New York, July 2022.
30. United Nations Children's Fund, *UNICEF Procedure on Flexible Working Arrangements*, PROCEDURE/DHR/2022/003, UNICEF, New York, February 2025.
31. United Nations Children's Fund, *UNICEF Procedure on Separation from Service*, UNICEF, New York, 2018.
32. United Nations Children's Fund, *UNICEF Procedure on Separation from Service*, UNICEF, DHR/PROCEDURE/2022/002, New York, August 2023.
33. United Nations Children's Fund, *UNICEF Procedure on sick leave*, DHR/PROCEDURE/2017/006, UNICEF, New York, August 2017.
34. United Nations Children's Fund, *UNICEF Procedure on special leave*, PROCEDURE/DHR/2022/008, UNICEF, New York, April 2017.
35. United Nations Children's Fund, *UNICEF Procedure on rest and recuperation*, DHR/PROCEDURE/2019/003, UNICEF, New York, May 2019.
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37. United Nations Children's Fund, 'UNICEF Guide Inclusive Employment' (internal document, UNICEF, New York, November 2021).
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39. United Nations Children's Fund, *UNICEF Procedure on Appeals*, PROCEDURE/DHR/2020/005, UNICEF, New York, March 2020.
40. United Nations Children's Fund, *UNICEF Procedure on Disability Inclusive HR management*, PROCEDURE/DHR/2020/009, UNICEF, New York, August 2020.
41. United Nations Children's Fund, *UNICEF HR in Emergencies Toolkit 2.0*, UNICEF, New York, June 2023.
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47. United Nations Children's Fund, 'Country Programme Management Plan (CPMP) 2018-2022 India' (internal document), July 2017.
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Annex 10: Evaluation team members

Below are the biographies of the evaluation team's core members.

ROBERT BENCZE, PRINCIPAL EVALUATOR (TEAM LEAD)



Robert, a Director in PwC's People & Organisation practice, brings over 30 years of consulting and corporate HR experience to the table, including 14 years with PwC. His expertise spans HR strategy, transformation, talent retention and attraction, people strategies, leadership and culture development. Robert has led and participated in numerous HR consulting projects across the EMEA region. He also served as a full-time HR manager for a 16,000-employee organization, where he played a key role in redesigning and managing Performance Management, Talent Management, Succession Planning, and Learning and Development systems.

ANTOINE BERTHAUT, QUALITY AND METHODOLOGY



Antoine is a Director at PwC with 26 years of experience in PwC France, New Zealand, and Switzerland. He has extensive experience working with senior levels at UN agencies (WHO, UNHCR, WFP, UNICEF, etc.), the Red Cross movement, and other international organizations (ISO, IATA, UEFA, WBCSD), focusing on aligning strategies, organizations, and systems. His expertise includes HR vision drafting, operating model design, staff redeployment, skills assessments, change management, and HR IT. Antoine has conducted independent evaluations of WHO reforms, WHO's 13th Global Programme of Work, and ITU's regional presence.

JOHANNES SMITS, ENGAGEMENT PARTNER



Johannes is a Partner responsible for PwC's Workforce consulting practice in Western Switzerland, which includes UN agencies. He brings 26 years of HR, Reward and I&D experience, of which 10 years in in-house HR roles in leading companies in the automotive (Volkswagen), FMCG (Heineken) and professional services (KPMG) industries. He has worked with a wide range of public and private companies, including but not limited to UNHCR, ILO, The Global Fund and Gavi. He also leads PwC's global equal-salary certification initiative which includes serving large global clients in reviewing HR, talent and Reward strategies, policies, processes and practices.

REBECCA LAUN, HR ANALYST



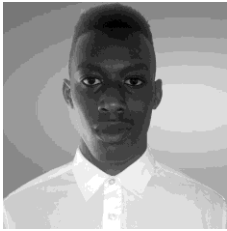
Rebecca is a strategic HR and organizational development specialist with over six years of diverse experience in talent management, change management, and behavioral change. Her expertise includes designing skills-based organizational frameworks, managing key talent programs, and facilitating career milestone events for large groups. She has led initiatives in DE&I (Diversity, Equity, and Inclusion), human-centered leadership, and performance management across various sectors, including financial services and international consultancy.

İREM BILIR, HR ANALYST QUALITATIVE INSTRUMENTS



İrem is an organizational development and diversity & inclusion specialist. Her experience includes restructuring Branch and Program functions, Workforce Planning, Salary Analysis, and Job Evaluation for the Turkish Red Crescent. She has worked on gender and skills reporting, policy recommendations for low-carbon pathways in Türkiye, EQUAL-SALARY Certification audits, and designing performance and career management systems. İrem has also led change management for global transformations, HR Due Diligences, and HR Maturity Assessments.

CLERIC NJAU, HR ANALYST



Cleric specializes in organizational & work psychology topics. He brings project experience in process optimization as well as in the evaluation of HR processes and functions. Through his goal-oriented, proactive, and collaborative working style, he makes a significant contribution to the successful and sustainable implementation of projects across various industries.

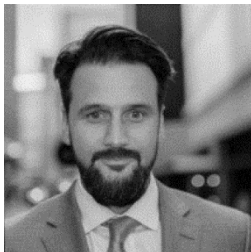
SASCHA LIECHTI, AI AUTOMATION



Sascha specializes in developing AI solutions for the public sector, with a strong focus on handling sensitive data securely and effectively. Holding a PhD from the University of Zurich, he brings deep expertise in data analysis, management, and artificial intelligence. With extensive experience in implementing end-to-end AI projects, including cloud-based solutions and speech recognition technologies, Sascha delivers innovative and reliable outcomes tailored to complex requirements.

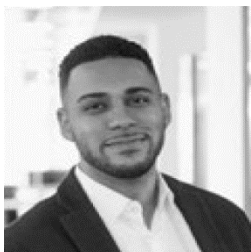
Below are the biographies of the **Subject Matter Experts (SMEs)** within the evaluation team.

VALON HYSENI, SME HR DATA AND SYSTEMS



With more than ten years of experience, Valon has served various HR functions across diverse organizations, including both the private sector and international organizations. His unique skill set combines firsthand knowledge gained from working directly with UNICEF and extensive experience in transforming HR teams across four critical areas: Strategy and Governance, Operations, Talent Management, and Business Relationships. Throughout his career, he led transformational projects that empowered HR teams to become strategic partners for the company and equally valuable to employees.

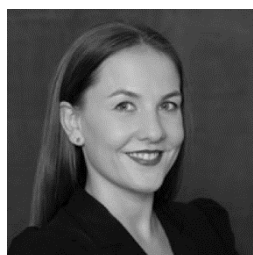
KEVIN BOTI, SME TALENT LIFECYCLE



Kevin is Manager and an ICF-accredited coach at PwC with 13 years of experience working in Human Resources and Organization Management. He leads PwC's Switzerland's workforce consulting activities in the Government and UN sectors (UNHCR, WHO, WIPO, Gavi, GCERF), where he partners with senior management and HR leaders to review, develop, and improve global HR strategies and processes with a focus on improving organizational performance and

effectiveness. Before joining PwC, Kevin held several positions in global HQ of Fortune 500 companies (P&G, Nestlé, Ferring Pharmaceuticals).

SOPHIE KUKE, SME TALENT LIFECYCLE (PMO SUPPORT AND COORDINATION)



Sophie is a Manager in PwC People and Organisation practice with 6+ years of experience. With a keen focus on large-scale transformation programs, she has a rich background in orchestrating people-focused activities, in particular with regards to Change Management and Learning. Her professional journey encompasses roles in both consulting and corporate HR, while having been involved in various national and international projects. Renowned for her organisational skills, human leadership, and resilience, Sophie is excited about collaborating with intercultural teams towards sustainable transformations.

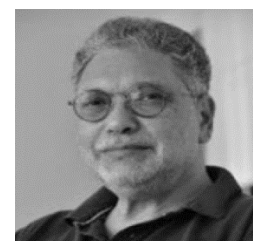
SOPHIE VU TIEN, SME CONFLICT MANAGEMENT



Sophie Vu Tien is a Manager in the Risk & Regulatory practice at PwC Switzerland, specializing in forensic investigations. With over five years of experience, she has expertise in investigations, due diligence, and compliance across various industries. Sophie is a certified SEAH investigator, focusing on addressing workplace harassment issues and promoting a safe and inclusive work environment.

Her experience includes conducting thorough investigations, providing recommendations for remedial actions, and developing effective policies and training programs. Sophie is dedicated to helping organizations navigate compliance challenges and fostering ethical practices.

DAVID WHITE, SME CULTURE AND D&I



David is a seasoned Learning and Organisation Development Strategist with over two decades of experience, who has consistently demonstrated a holistic approach to Human Capital Development. Renowned for the ability to drive organisational transformation, foster high-performance cultures, and cultivate exceptional leadership talent. Successfully navigated complex environments and collaborated effectively across diverse teams. With expertise and a proven track record in: Strategic Leadership Development, Organisational Change Management, Talent Acquisition and Retention, Performance Management, as well as Employee Engagement. Over the past 25 years, has proven to be instrumental in implementing innovative HR initiatives and delivering measurable results for leading organisations in Mauritius and Africa.

¹ E/ICEF/2023/27, Revised evaluation policy of UNICEF, <https://www.unicef.org/executiveboard/revised-evaluation-policy-unicef-srs-2023>

² United Nations Evaluation Group, *UNEG Norms and Standards for Evaluation*, UNEG, 2016. [Detail of Norms and Standards for Evaluation \(2016\)](https://www.unevaluation.org/standards-for-evaluation) ([unevaluation.org](https://www.unevaluation.org)).