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منظمة الأمم المتحدة
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Evaluation of Learning and Development at UNESCO

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EXECUTIVE SUMMARY

UNESCO's Internal Oversight Service (IOS) contracted Cathexis Consulting to carry out an evaluation *to assess the relevance of UNESCO's learning and development policy in meeting the current and future needs of the Organization and evaluate the effectiveness and key results of its associated activities.* The evaluation was intended to identify strengths as well as to determine where changes are needed and to recommend actions to be taken by the key stakeholders. The evaluation was expected to make recommendations with respect to the appropriateness of its policy as well as to the implementation process.

Learning and development has advanced tremendously in UNESCO since 2004 when the learning and development policy was developed. In the space of five years, UNESCO has thus moved from very minimal attention on learning and development to implementing a suite of training programmes made possible through a dedicated learning and development funding envelope each biennium.

This evaluation found that the learning and development policy is generally consistent with recognized good practice. In principle, UNESCO has established a foundation for moving towards learning and development practice that is consistent with a learning organization whose functions can be summarised as knowledge creation and knowledge transfer. Going forward, the real opportunity is to increase the application of learning and development as the strategic instrument for UNESCO that was intended in the policy. HRM, the Learning and Development Commission and Senior Management can use the findings of this evaluation to improve upon the base already created.

However, while the policy itself is generally consistent with recognized good practice, the actual *implementation* needs further attention. This will involve a commitment to:

- Increase the choices of modalities for learning and development so it covers self-study, one-to-one learning, group learning and action learning. Many of this is already occurring, but needs to be documented. There needs to be an increased focus on facilitating learning and development and less emphasis on classroom-style training. Training is only one aspect of learning and development.
- Link learning and development with attracting, retaining, motivating and developing staff that goes beyond the immediate needs of the job. While there is recognition that learning opportunities can contribute to a more positive work environment and greater staff satisfaction and commitment, there needs to be more focus on recognizing the contribution learning and development can make towards retaining good people and supporting them at remaining at the top end of their field of expertise.
- Acknowledge that the organization should provide leadership with respect to career development, while recognising that this is a shared responsibility of the organization and its employees.

- Ensure that any training sessions that are primarily for the provision of information be provided through alternative means.
- Recognise that the Learning and Development Commission has demonstrated value in carrying out its duties since 2004. However, The College of ADGs should review its authority and roles, as well as its composition. Particular attention needs to be paid to how members are selected and the accountability of the members to their sector or service. The Commission also needs to become more visible to UNESCO employees and more transparent in its processes. It needs to take a more strategic role in identifying learning and development priorities, taking into account both bottom-up needs as well as senior management priorities, and also place greater emphasis on assessing the effectiveness of funded activities.

Given that the current policy is consistent with recognized good practice, most of the initial goals and principles are still quite relevant if UNESCO aspires to have a programme that is consistent with best practices. The major challenge is to implement the policy more fully, in particular with more attention to facilitating and development rather than just providing formal training, and to provide for greater integration of learning and development with other HRM areas and with UNESCO's overall strategic mandate of acting as a learning organization.

The resources currently allocated for learning and development are much greater than prior to the policy. However, they are still not sufficient to provide the full range of learning and development opportunities that is envisaged in the policy. The allocation for 2008-2009 is less than for the two previous biennia and even less in 2010-2011. HRM indicated that 3% of staff post costs is the goal. This has not yet been achieved. This also places UNESCO at a level which is lower than other similar organizations.

One way of enabling employees to keep up to date with their knowledge and practice is through supporting them in playing an active role as part of a professional community of practice. This can done by an organization paying the memberships fees, supporting attendance at key conferences, and encouraging presentations at such events and other professional gatherings. A community of practice can be reinforced through making local connections with others in one's profession. To a limited extent, delegated funding may be used in this respect.

While learning modalities such as the above do take place in some offices and units, there is not systematic support from HRM. One of the recurring themes was the need for a change in the philosophical approach used by HRM and the Learning and Development Commission, so that it takes a broader approach towards recognising, supporting and facilitating a variety of approaches to learning and development besides training, e.g. that can include mentoring, coaching, job rotation, reading and knowledge sharing, as well as other informal and formal means of supporting development that are used in leading edge organizations.

Although HRM has made a start towards development of a monitoring system for Learning and Development, there is much left to do. The database needs particular

attention so that the information being collected links directly to outcome indicators related to the policy's goals and allows for easy retrieval and analysis of the data.

Recommendations

In addition to the findings, the following assumptions guided the development of the recommendations:

- Adult motivation to learn is based on several factors: 1) compliance with formal authority; 2) professional advancement; 3) personal development; 4) service and contribution; 5) social networking; 6) inspiration, fulfillment and enrichment. Motivation is a critical factor that sets the stage for planning and decision making regarding learning and development.
- Leadership for learning and development requires a clear vision and innovative thinking that is aligned closely with UNESCO's vision and the needs of its people. This is the responsibility of senior management of the organization and the Learning and Development Commission. Management of the Learning and Development "system" is a responsibility of HRM and managers in the organization.
- Those affected by learning and development activities, including both employees and their managers, need to be involved in the planning. Otherwise, relevance and effectiveness are likely to be compromised. For example, the 'boomer' generation is generally not as comfortable with new technologies as are the 'Gen X' and the 'Millenials'. The people who will be moving into management positions are very comfortable with new technologies and it will be important that learning and development takes into account the emerging modes of learning. It is essential to find ways to engage the various generations in planning the intent, context and methods for learning and development.

The following recommendations, by intent, are largely strategic in nature. This means that they are largely targeted at UNESCO Senior Management, although the Learning and Development Commission and HRM will need to take action in response to direction and guidance from senior management.

The recommendations therefore are:

1. Shift the emphasis from skill-based training and information provision to facilitation of knowledge, development and learning. This would include the changes such as the following:
    - Acknowledge that a primary objective of learning and development is to serve as a tool to support UNESCO as a learning organization with leading edge expertise;
    - Change the balance between corporate and delegated funds, so that significantly more is allocated to the latter;

- Direct HRM to identify strategies that can be used to facilitate development and learning, including but going beyond approaches such as mentoring, coaching, job rotation and taking into account practices that some managers within UNESCO are currently using, with a plan presented to the Learning and Development Commission for approval;
- Exclude mandatory information sessions from the Learning and Development budget;
- To the extent possible, look for opportunities to augment resources of any form that can be used to support learning and development;
- Complement various forms of face-to-face training and development with use of innovative forms of electronic delivery and sharing mechanisms and platforms that can support learning and exchanges among people in different physical locations;
- Link Learning and Development more closely with other human resource systems, with particular attention to recruitment, succession planning, career development, and performance appraisal.

2. Re-position the Learning and Development Commission so that it will be able to take a more strategic role in identifying learning and development priorities, taking into account both bottom-up needs as well as senior management priorities, develop greater support for learning and development across all areas of UNESCO, and also place greater emphasis on assessing the effectiveness of supported activities.
    - Define the criteria and process which Directors should use when appointing their representatives to the Commission, in order to ensure they clearly represent their constituencies and are viewed as arms-length from HRM;
    - Ensure that the Commission is representative of all parts of UNESCO, including sectors and field offices; consider the use of video conferences and/or other means of remote communications to facilitate full participation from the field to supplement face-to-face meetings;
    - Develop a transparent line of operating and reporting, not only to HRM, but also to the constituencies of Commission members and to senior management;
    - Have HRM act as secretariat to the Commission rather than sit as a full member, to provide for the independence of the Commission and the avoidance of appearance of conflict of interest.
3. Endorse the Learning and Development Policy itself and move towards its full implementation, given that it is consistent with recognized good practice, subject to the following minor adjustments:
    - The responsibility for learning and development should be mutual and equal between the employee and the employer who provides the leadership;
    - The policy should be revised to reflect the above recommendations with respect to the appointment and composition of Commission members and the role of HRM as secretariat rather than as a full member.

Senior management should request the Learning and Development Commission, reformulated as per Recommendation 2, and with the input and support of HRM, to develop a plan for implementation of the Policy. This plan should be reviewed and approved by the College of ADGs, with progress towards its implementation reviewed at least annually.

4. Implement more of a user-centred approach to learning and development activities which responds to individual and sector need, offering a full range of modalities and topics, which go beyond the classroom approach.

    - This should include, *inter alia*, careful attention to learning needs assessment through the performance management system and other means, and finding ways to engage the various generations in planning approaches to learning and development.
    - The best solution would be to include some younger generation people on the L&D Commission, or strike some working groups that can feed ideas to them.
    - The Commission, and HRM, should make greater effort to recognize and to support a diversity of learning styles, needs and contexts which is recognized as good practice.
    - Some of this could be addressed by efforts to obtain feedback (e.g. via surveys, focus groups, and an open request for comments and suggestions) on what is working well and how to further enhance the learning.
    - Small experiments in Individual Learning Plans should be undertaken to see what works best given UNESCO's context. This includes exploring ways of making better use of existing expertise among UNESCO staff, such as providing instruction, coaching and mentoring.

5. Improve monitoring and evaluation of learning and development:

    - Establish an interactive database that can easily generate reports on learning and development activities and utilization;
    - Revise the existing survey instruments and processes in order to link the questions asked directly to the policy's objectives and to eliminate potential bias in its construction and response;
    - Collect information on learning and development activities such as mentoring and coaching.

In response to these recommendations, HRM and the President of the Learning and Development Commission provided a formal Management Response, appended to this report as Annex G.

ADG	Assistant Director General
ADM	Sector for Administration
AO	Administrative Officer
AUD	Audit
BB	Bureau of the Budget
BFC	Bureau of Field Coordination
BSP	Bureau of Strategic Planning
CI	Communications and Information Sector
CLT	Culture Sector
DDG	Deputy Director General
DG	Director-General
DIR	Director
ED	Education Sector
EO	Executive Officer
EPSO	European Personnel Selection Office
EVS	Evaluation Section
EX	Executive Board (used for documents)
FABS	Finance & Budget System
FAO	Food and Agriculture Organization
HQ	Headquarters
HR	Human Resources
HRM	Bureau of Human Resources Management
IGO	Intergovernmental Governmental Organization
IOS	Internal Oversight
ILO	International Labour Organization
ISAU	International Staff Association of UNESCO
MTS	Mid-Term Strategy (6 years)
ODG	Office of the Director-General
PAB	Personnel Advisory Board
POL	Policy
RCS	Recruitment Section
SC	Science Sector
SHS	Social and Human Sciences Sector
UCE	Coordination and Evaluation Unit
UN	United Nations
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNICEF	United Nations Children's Emergency Fund
WB	World Bank
WFO	World Food Organization
YP	Young Professional

1. OVERVIEW OF LEARNING AND DEVELOPMENT

United Nations Educational, Scientific and Cultural Organization (UNESCO), as a United Nations (UN) organization is committed to addressing the millennium development goals of eradicating extreme poverty and hunger, achieving universal primary education, promoting gender equality and empowering women, reducing child mortality, improving maternal health, combating HIV/AIDS, malaria and other diseases, ensuring environmental sustainability, and developing a global partnership for development.

Through its activities and projects, UNESCO performs and assumes five primary functions in its fields of competence: education, the sciences, culture and communication. All five functions relate to knowledge creation and knowledge transfer making UNESCO a knowledge-based organisation. The functions [1] are intended to serve the most vulnerable and disadvantaged including people in the least developed countries, women and youth:

- Serve as a 'laboratory of ideas' for the most important emerging problems;
- Serve as a clearing house for gathering, transferring, disseminating and sharing information, knowledge and best practices;
- Be a standard-setter, serving as a central forum for coordinating the ethical, normative and issues and fostering multi-disciplinary exchange in order to define benchmarks and mobilize international opinion;
- Build capacity in member states in all its fields of competence; and
- Be a catalyst for international cooperation in its fields of competence.

Within this context, the Director-General approved a Learning and Development Policy, effective 23 March 2004. This policy recognised the importance of the continuous acquisition and development of skills and competencies in a knowledge-based organization such as UNESCO. The objectives, as outlined in the policy are:

a) to ensure the availability of qualified staff for the Organization to meet its programme priorities and requirements and to improve organizational performance;

b) to enable the Organization to attract, retain, motivate and develop its staff;

c) to foster career growth and development;

d) to assist and encourage staff members to develop skills and knowledge that will be of benefit to the Organization and to their professional growth;

e) to create a positive work environment and greater staff satisfaction and commitment. (p. 3)

[1] http://portal.unesco.org/en/ev.php-URL_ID=6330&URL_DO=DO_PRINTPAGE&URL_SECTION=201.html

The policy applies to all UNESCO staff members. Under this policy, the following principles govern learning and development at UNESCO:

a) *Learning and development are a shared responsibility of the Organization, its managers and its staff members.*

b) *The primary onus for learning and development is on the staff member; each individual is expected to recognize the benefit of learning and to engage willingly in learning activities*

c) *Learning and development priorities shall be based on organizational needs derived from programme priorities and on the assessment of individual needs, career growth and development goals in relation to current job requirements; learning and development should be relevant to current or future work and consistent with the Organization's values, goals and operational priorities.*

d) *Managers should ensure that organizational, team and individual work objectives are supported by targeted and efficient learning measures. Managers should discuss and agree on learning and development plans with individual staff members.*

e) *Managers shall encourage learning and provide staff with the required time to learn.*

f) *Learning design, development and delivery shall be based on best practices:*

- *learning should be made available 'just in time', that is when needed and when it can be effectively applied and put into practice;*
- *learning methodologies shall be appropriate to the learning objective and shall match, to the extent possible, the individual's preferred learning style;*
- *the use of 'flexible' learning methods, including self study and e-learning, shall be encouraged;*
- *all learning options must be cost-effective;*
- *learning will be measured by its impact on individual and organizational performance and not in terms of number of participants and expenditure.*

g) *Learning and development needs shall be addressed by a combination of:*

- *centrally managed programmes, to address corporate training and learning needs; and*
- *programmes managed by the sectors/bureaux/field offices (with delegated funds), addressing specific, technical skill enhancement needs.*

h) *The Organization shall enable learning and development to take place by providing financial support and other support mechanisms up to 3% of the Organization's regular programme staff costs shall be reserved each biennium for learning and development.* (p. 4)

Learning and development is implemented though a two-year cycle. (See attached in *Annex A*). As is specified in the Learning and Development Cycle, HRM prepares a Learning and Development Framework proposal, which is submitted to the Learning and Development Commission (LDC). This is then reviewed by the College of ADGs before being submitted to the Director-General for approval.

The policy indicates that learning and development should be viewed in the broadest sense and is expected to be linked to career development as well as recruitment and retention.

In addition to the Training and Career Development section of HRM, there are three key partners in the learning process:

- The Learning and Development Commission comprised of representatives from each sector, Bureau of Budget (BB), Bureau of Field Coordination (BFC), Bureau of Strategic Planning (BSP) and HRM plus four field representatives and chaired by a senior manager at Director level. The Commission is responsible for reviewing the learning and development framework and budget and advising Director HRM on overall learning priorities and budget allocations and for making recommendations to the Director-General on external study requests.

- Review Panel for External Studies is established by the Commission. It is comprised of members selected from members of the Personnel Advisory Boards (PABs) and half from the Commission. The Staff Associations are invited as observers. The committee meets once annually to review request for external studies.

- Learning Network Supports: Learning Focal Points in each sector/bureau and in field office who is responsible for coordinating learning and development matters.

The policy also indicates a number of supports that are to be established including a learning and development catalogue, a learning and development centre, and a variety of modes/modalities? of learning and development opportunities.

Responsibility for learning and development starts with the Director-General and cascades down through the Organization from the Director of HRM to the Learning and Development Commission, to managers such as the ADGs of sectors, directors of bureaux and the heads of field offices, supervisors and on to all staff members. The intention is to create a learning culture that encompasses everyone in UNESCO.

Table 1 provides a picture of the pre- and post-policy situation for UNESCO's approximately 2000 employees.

Table 1: Pre- and Post-Learning and Development Policy

Before 2004	2004 Onward
No policy Very few resources: less than $200,000 annually Only training available was languages and computer-related	Learning and Development Policy approved Learning and Development Commission established 1.5 – 2% of staff costs are allocated for Learning and Development 2004/05 – ~ 5,200 participants involved in training activities

Before 2004	2004 Onward
	2006/07 - ~ 8,000 participants involved in training activities

There are two categories of training:

- Corporate – which focuses largely on organisation-wide priorities as proposed by HRM (e.g. language training, computer training, training/information about mandatory UN and/or UNESCO policies)
- Delegated – which represents funds used by sectors and field offices to fund training activities that they identify themselves for their staff.

In 2006-2007, a training budget of US $6 million, representing approximately 2% of the staff costs, was distributed as follows: $4.2 million were earmarked for corporate training activities and $1.8 million were delegated to sectors, bureaux, field offices and institutes to support their specific training needs. In 2008-2009, the training budget was decreased to $5.5 million, with nearly all of the decrease being absorbed by the delegated funds which dropped to $1.3 million. The proposed budget for 2010-2011 has once again been reduced to $4.8 million.

Table 2 identifies the funding allocations made for learning and development in the 2004-2005, 2006-2007, and 2008-2009 biennial years and indicates the proposed allocation for 2010-2011. The first numbers are based information provided in the report to the ADG College on November 11, 2009. One of the challenges in using data reported by HRM is the discrepancies in numbers from one report to the other. *The numbers reported in the 3 December 2007 report to the ADG College are included in (parentheses) in the table.*

Table 2: Funding Allocations by Learning and Development Objective

Objective	2004-2005 Allocated	2006-2007 Allocated	2008-2009 Executed	2010-2011 (proposed)
Enhance organizational effectiveness within the UN system and within UNESCO*	1,063,615 (283,418)	1,221,000 (366,000)	843,000 (910,000)	730,000
Enhance professional competencies for programme delivery	2,646,576 (3,797,176)	2,683,500 (3,746,000)	2,339,520 (2,575,000)	2,225,000
Enhance the management and accountability culture	1,609,832 (1,549,779)	1,510,500 (1,330,000)	1,438,247 (1,125,000)	1,080,000
Career development	0	(190,000)	375,534 (655,000)	475,000
Support learning and development activities Impact evaluation	570,227 (369,627)	(190,000)	216,000 (145,000 90,000)	250,000
Reserve	0	205,000 (178,000)	399,699 (0)	0
Total (US $)	6,000,000	6,000,000	5,398,000	4,800,000

*Including Enhance Partnership Building ($95,000) in 2006-2007

The delegated funds are allocated to field offices and sectors, based on the number of staff. Each group submits a training plan based on the amount of money allocated. The delegated funds provide the opportunity for the groups to focus on non-institutional development needs of staff.

HRM publishes a UNESCO Training Catalogue every biennium provides for each program a brief overview, to whom the program is directed, the admission criteria, course dates, course location and contact person. The courses offered cover:

- UN Programming Tools and Strategies such as Country-Level Programming Exercises and HIV and AIDS in the UNESCO Workplace
- Enhance Management and Accountability Culture including Leadership and Management Development, Risk Management and International Public Sector Accounting Standards (IPSAS)
- Training for New Recruits including Institutional Training and Briefing
- Enhancing Programming and Delivery including Results-Based Management, Gender Mainstreaming, Mainstreaming Human Rights and Post-Conflict and Post-Disaster Training
- Improving Use of IT Tools including SISTER, Finance and Budget System (FABS), and a variety of computer programs
- Language Courses
- Career Development including CV writing, effective interviewing skills and evaluating learning and development websites.

The Learning and Development Policy has now been in place for over five years, has completed three full biennial cycles. UNESCO has moved from virtually nothing to having a significant training programme in place. This provides a good foundation and, as indicated in the above table, many people took part in at least some form of training. If the numbers attending are evenly distributed across staff, it appears that all UNESCO staff had an opportunity for participating in training.

2. EVALUATION PURPOSE AND METHODOLOGY

2.1 PURPOSE AND INTENDED USE OF THE EVALUATION

The Director of HRM requested IOS to conduct an evaluation of the Learning and Development policy and its implementation. The purpose as outlined in the request for proposal is: *to assess the relevance of UNESCO's learning and development policy in meeting the current and future needs of the Organization and evaluate the effectiveness and key results of its associated activities.*

The evaluation is intended to identify strengths as well as to determine where changes are needed and recommend actions to be taken by the key stakeholders. Recommendations that emerge from this evaluation are intended to contribute to making changes to the policy and/or implementation process. HRM hopes that the evaluation will contribute to a strong commitment to training.

2.2 SCOPE OF THE EVALUATION

The evaluation is to cover the period from when the learning and development policy came into effect in March 2004 through to September 2009. It is to address needs and priorities, links to other human resource policies, funding, results achieved, relevance of activities, programme delivery and monitoring.

As part of efforts to institute a formal monitoring system for learning and development at UNESCO, HRM selected four activities to be the subject of follow-up surveys to be carried out in August 2009. Due to resource constraints, the assessment of results achieved for this evaluation was limited to the data emerging from these surveys, which relate to the following:

- Institutional training ($200,000 – 3.6% of 2008–2009 L&D budget)[2]
- Language training ($380,000 – 6.9% of 2008–2009 L&D budget)[3]
- Human Rights ($145,000 – 2.6% of 2008–2009 L&D budget)
- FABS Training ($100,000 – 1.6% of 2008–2009 L&D budget)

The evaluation addresses questions covering learning and development needs and priorities, links to other HR priorities, funding, results achieved, relevance of activities, programme delivery and monitoring. The full set of questions can be found in Annex B.

[2] Surveys were sent only to participants who attended institutional training in the field.
[3] Only a portion of the language training was covered, i.e. the summer courses and drafting skills courses.

2.3 METHODOLOGY

The methods included:

- Key informant interviews with 43 UNESCO managers and staff (See *Annex C*)
- A focus group with 18 UNESCO staff
- An extensive review of documents (See *Annex D*)
- A brief literature review (See *Annex D)*
- Data mining from training plans
- A review of other similar agencies
- Analysis of survey results (See *Annex E*) from participants in the following training areas:
  - FABS
  - Languages
  - Human Rights
  - Institutional
- A workshop with the Learning and Development Commission to review the preliminary findings and obtain input on the interpretation of those findings

2.4 STRENGTHS AND LIMITATIONS

This evaluation made use of multiple lines of inquiry which provided for triangulation of the various sources to determine the level of consistency in the findings across sources. A particular strength is that interviews were conducted with all sectors and central services of the organisation and included a mix of senior, mid and junior level staff. The information and views from the sources were not consistent in all cases, particularly in areas that require an expression of opinion or perspective. Those differences are addressed in the interpretation of the findings.

While the restricted budget and timeline for this evaluation did not allow for field visits to be carried out, we did conduct in-depth interviews with 11 field office directors. In some cases these individuals conferred with their staff before speaking with us. This provided us with rich information, and a largely consistent picture from the field.

We were unable to obtain any data from the learning and development database. Consequently, we were unable to compare the data from the database with the data available through the documents.

The overall response rate to the pilot-surveys was 50% with the potential therefore for non-response bias, particularly since surveys were sent for only four corporate training areas. There was no vehicle for gathering corresponding information from the managers. As well, the survey questions, although focused on outcomes, were not linked to the desired outcomes as stated in the learning and development policy.

Despite these limitations, sufficient information was gathered so that all of the evaluation questions could be addressed to some degree.

3. SUMMARY OF FINDINGS

The discussion of findings in this section first provides the context for the evaluation and then organizes findings by the key evaluation questions.

3.1 DEFINING TRAINING, LEARNING AND DEVELOPMENT

The concepts of learning, training and development, despite often being used inter-changeably, are not the same. These concepts are interrelated, with all three applicable to UNESCO.

Learning is a long-term process related to development which enhances one's knowledge, understanding or skills (McNamara 2008). Learning tends to involve longer-range, future-based planning to develop people from a career standpoint in different areas that might not be directly work-related. "In the information age, learning is not the accumulation of miscellaneous bits of information, but the subtle set of skills involved in knowing what to do with information. It is the ability to evaluate, synthesize and apply information. The purpose of learning is not just to inform but to transform. The goal is not just to cover material but uncover ideas and feelings. Above all, learning is not a spectator sport!" (Davis and Davis (2000)

Learning can be conducted formally or informally through learning networks within organizations where people exchange information. Learning is not as rigidly directed as training within the context of an organization. It is very valuable because the learning can keep the employee at the leading-edge of the profession or occupational group. At UNESCO the staff experts need to be at the leading edge of their fields. This requires ongoing learning including study, conferences, writing papers, and taking advanced accreditation.

Development looks at the whole person, not only involving the acquiring of skills such as 'how to turn the wrench', but also 'why we turn the wrench', challenging the person to figure out a better way to turn that wrench. It focuses more on cultivating tools to work upward through greater job and relationship complexities. Hence, the term "career development". It is an ongoing multi-faceted set of activities to bring an individual, program or organization up to another threshold of performance. (McNamara 2008)

Training is a timely, technical skills-based process that involves skill acquisition. It focuses on a more functional task. Training would be a series of specific programs that have specific objectives associated with them. It is designed to target the development of skills, knowledge or attitudes that are related to the job at hand or a new job or new dimensions of a current job.

A brief review of the literature on good learning and development practices helps to place such comparisons in context. When reviewing the literature, two key concepts

emerged: 1) the importance of individual life-long learning as an employee attribute; and 2) the concept of a 'learning organization'.

Life-long Learning

Rutledge (2009) states that promoting individual learning is one of four key factors that help to keep high performers engaged and more willing to remain with an organization. He notes that employees understand that to thrive in today's workplaces they need to remain current and constantly increase their knowledge and skills and that employees expect help through training, education and a variety of challenging and interesting assignments. In fact, the interest in continuous learning is increasingly one of the attributes that employers look for in new hires. The increasing emphasis on learning places a responsibility on employers to support that learning.

As a knowledge-based organisation, the concept of life-long learning for its employees is essential. This consideration was repeatedly emphasised by the UNESCO managers and staff members who were interviewed as part of this evaluation.

Learning Organizations

Much of the thinking on organizational learning dates back to the early nineties, but is still very much a part of the literature. Senge (1990), defined learning organizations as "organizations where people continually expand their capacity to create the results they truly desire, where new and expansive patterns of thinking are nurtured, where collective aspiration is set free, and where people are continually learning to see the whole together." Garvin (1993) defined organizational learning as a process that occurs over time and is linked to knowledge acquisition and improved performance. Garvin, Edmonston and Gino (2008) identify three building blocks for creating a learning organization: 1) a supportive learning environment; 2) concrete learning processes and practices; and 3) leadership that reinforces learning. Learning can be reinforced through means other than direct financial support. It can include coaching around achieving career aspirations, creating an environment where group learning opportunities such as 'lunch and learns' are expected to occur, and supporting participation in communities of practice.

3.2 LEARNING AND DEVELOPMENT NEEDS AND PRIORITIES

Current and Future Learning Needs

What are the current and future learning and development needs and priorities of UNESCO?
- What are UNESCO's strategic/corporate needs and priorities?
- Based on this, what are the learning needs?

The current and future learning needs of UNESCO are influenced by a number of factors:

- UNESCO's strategic direction and priorities which include the commitment to addressing the millennium development goals of the United Nations;

- UNESCO's commitment to support its functions in education, the sciences, culture and communication to the most vulnerable and disadvantaged people including those in the least developed countries, women and youth;
- The learning and development needs of its existing staff, both in terms of functioning within the UNESCO milieu, maintaining leading-edge knowledge within the organization; and preparing for new roles within the organization; and
- The learning and development needs of future staff, particularly as approximately 50% of the UNESCO management staff will be retiring over the next four years.

Within this context, this section of the report looks at what systems are in place for determining the needs and priorities and the extent to which UNESCO directs its learning and development activity according to its strategic priorities.

All policies take time to implement fully and UNESCO's learning and development policy is no exception. During the first five years, a program is in its developmental phase and it is to be expected that some things are working well and some are not. This evaluation provides the opportunity to take stock of achievements, successes and challenges; in short to learn.

With respect to the needs of the organisation, the Training and Career Development Section of HRM has yet to systematically collect and consolidate information on staff learning and development needs. The primary focus has been on ensuring training in functional areas such as language, technology, SISTER and FABS. A mechanism for determining the needs based on UNESCO's strategic priorities or on the needs that emerge from the performance appraisal process has yet to be developed. As well, the training sessions themselves generally do not include a pre-session needs assessment of the participants to determine existing knowledge and interest. At best, managers who understand the link between performance appraisal and development are directing some of the delegated funds towards individual staff development needs as well as towards group activities that meet the needs of office Most of the managers interviewed as well as staff in the focus group indicated that assessment of learning and development needs should occur in a more systematic way, with more resources available to ensuring that individuals are in a position to support their knowledge creation and transfer functions by being current in their fields of expertise.

Managers also emphasized the differences between headquarters and field offices in terms of needs. Most managers as well as staff indicated a need for more delegated funding, noting that the balance at the moment favours the corporate needs. They noted that this makes it challenging for people in the field offices to remain up-to-date in their fields of expertise.

As a knowledge-based organisation, learning and development is essential. Most of the managers interviewed and staff participating in the focus group felt that there was not sufficient emphasis placed on the development of knowledge, that it was too focused on skill development. Discussions with the Learning and Development Commission indicate that this perception of managers is a reality. The Commission emphasized skill development in functional areas rather than knowledge, particularly emphasizing those skills that are needed to use the various UNESCO systems such as FABS and SISTER. This runs counter to the expressed wishes of managers and staff

as well as recognized good practice, particularly for an organization with a primary mandate of knowledge creation and knowledge transfer. Managers noted that UNESCO does not exist for itself, rather it exists to share knowledge with others. Therefore, it is the responsibility of the organization to ensure that employees are at least current and preferably leading edge in their field.

Wishes

During interviews and focus groups, managers and staff were asked about their wishes relating to learning and development. Some of the wishes that were mentioned a number of times included:

- Develop a systematic mechanism for determining learning and development needs;
- Develop meaningful learning and development plans for each professional within UNESCO that look at past performance, present job requirements and future aspirations;
- Make greater use of innovative approaches to learning such, coaching, peer-learning, communities of practice and variety in the modes of learning opportunities;
- Create a culture of learning so that managers encourage and support the acquisition of knowledge and skills, a culture that gives the freedom to learn for career development;
- Improve the transparency of the process regarding learning and development decisions; and
- Use effective methodologies that are grounded in a good understanding of how adults learn recognizing that their learning needs to be goal-oriented, practical, relevant and clearly links theory and practice.

Comparison of UNESCO with Other Organizations

How do the training needs and priorities of UNESCO compare with those of similar organizations?

Based on discussions with HRM, the Learning and Development Commission and input from interviews, there is a strong interest in determining how UNESCO learning and development policies and practices are aligned with those of other similar organizations. This section focuses primarily on policies and funding since there was not the opportunity to review the actual practices in the comparison organizations.

Comparative Practices

Practices in the following UN organizations were reviewed

- WHO – World Health Organization
- FAO – Food and Agriculture Organization
- ILO – International Labour Organization
- UNICEF – United Nations Children's Fund
- UNFPA – United Nations Population Fund

Table 3 identifies the policies that each organization has that are consistent with good learning and development practices. The extent to which these policies are put into practice was not identified. In fact, although UNESCO has a leading edge policy, the findings of this evaluation indicate that more needs to be done to ensure that the policy is being implemented as intended.

Table 3: Comparison of Key Learning and Development Policy Elements*

Key Elements	UNESCO	WHO	FAO	ILO	UNICEF	UNFPA
Commitment to being a learning organization	✓	✓	✓	✓		✓
Commitment to continuous learning	✓		✓	✓	✓	✓
Link to career development	✓	✓				✓
Link to performance management/HR systems	✓	✓		✓	✓	✓
Linked to organizational mandate/priorities	✓	✓	✓	✓		✓
Monitors/evaluates learning and development function	✓	✓	✓	✓	✓	✓
Allocates resources to learning and development	~2%**	12%***	na	2%**	3%**	na

*This table only compares policies, not practices
**Percentage of human resource budget
***Percentage of total budget

Similar to UNESCO, WHO is a knowledge-based organization. One of WHO's strategic objectives is: "To develop and sustain WHO as a flexible learning organization enabling it to carry out its mandate more efficiently and effectively". Approximately 12% of the total WHO budget, which was about $3,745,000,000 in 2009, is designated for spending on achieving this objective. A key focus is to create a culture where learning is embedded in the processes of all work. Implementation started with a strong focus on management and administrative staff. WHO has established goals related to career development such as staff assuming a new position or moving to a new location. While learning and development is seen as a key strategy for achieving the goal, other human resources areas such as recruitment and performance management are also seen as critical, hence there appears to be linkages among the human resource areas.

FAO is also a knowledge transfer organization. As such it focuses on the provision of information, knowledge and statistics, with much of its resources committed to knowledge generation. The Office of Knowledge Exchange, Research and Extension works with technical units and decentralized offices to support technology transfer and build capacity.

ILO has set specific management learning and development goals, with the intention that by the end of 2009, 75% of all managers/supervisors will have participated in a Management Learning and Development or similar management programme. Further it is expected that all staff will spend an average of ten working days each year in work-related learning activities, both formal and informal. The Joint Training Council includes management and union representation. Its role is to provide advice on strategic direction. Training committees have been established in some regional offices. It sees knowledge development as critical to its role as a knowledge transfer

organization. Despite the articulated commitment, the training focuses more on skill development and the resources approved were less than the amount proposed (2.4% of human resource costs which would be approximately $5.5 million in 2009.

UNICEF's learning and development focuses on three areas: 1) basic core competencies for all staff; 2) leadership and management; and 3) capacity building in senior managers and those enrolled in the succession management programme. Emergency preparedness overlays all three areas. Investment in learning is intended to move from 1.4% of staff post costs to 3%. It should be noted that UNICEF's total expenditures in 2007 were approximately $2.8 billion dollars.

UNFPA integrates performance appraisal and learning into the performance management system. In order to support the learning aspect, they have developed a Learning Applied Management Programme and six distance learning courses on population issues. Academic tutoring on population topics is available to staff.

Although we did not look in depth at the United Nations Secretariat, 1% of its staff post budget is allocated to learning and development.

Overall UNESCO's stated policy is consistent with good practices emerging from the literature and comparison with other organizations. UNESCO's learning and development policy places an emphasis on continuous learning and states: "Effective implementation of this programme should contribute towards making UNESCO a 'learning organization' that facilitates, encourages and invests in learning by its staff." Although UNESCO's funding allocation is smaller than some of the other organizations, the fact that there is a dedicated funding envelope is consistent with good practice.

Learning and Development Structure and Processes

Does UNESCO have an effective structure and process to identify and prioritise learning and development needs, to develop appropriate programmes and activities and to allocate funding?

Overview of Structure and Processes

The key elements of the Learning and Development structure are the Learning and Development Commission, HRM and sectors and bureaus.

HRM

HRM is responsible for developing a broad learning and development framework, outlining corporate learning priorities for each biennium, the proposed corporate training programmes and budget estimates, taking into account the priorities identified by the sectors, bureaux and field offices. HRM carries out the latter by advising the sectors, bureaux and field offices of the funding that is available to them and requesting that each group provide a training plan within the amount allocated. The training plan consists of a list of proposed individual and group training, with the estimated cost. The training cycle is attached in Annex A.

Table 4 indicates HRM's responsibilities according to the policy and compares what is expected with what has been accomplished.

Table 4: HRM's Learning and Development Responsibilities and Accomplishments

Responsibility According to Policy	What Has Been Accomplished
Ensuring that the learning and development policy meets UNESCO's programme needs and priorities	This is a very general direction. HRM does ensure that the corporate needs are addressed through the corporate training. HRM leaves the determination of programme needs to the managers in field and bureau offices.
Overseeing the implementation of the learning and development policy, identifying issues and recommending solutions to the management	This again is a very general direction and has been fulfilled to some degree
Undertaking learning needs assessment on a regular basis to adapt learning programmes to current needs	This does not appear to be occurring. HRM is planning its first needs assessment in 2010
Preparing and implementing the corporate learning and development plan and budget	This does occur
Developing and managing corporate learning programmes and ensuring that they meet organizational priorities and individual learning needs	This does occur so far as meeting the organizational priorities. The individual learning needs are left to the discretion of the managers.
Managing the external study scheme	HRM manages external studies once there is an approval
Participating in the Learning and Development Commission and providing its Secretariat	This does occur
Developing and disseminating the learning catalogue and training material	This does occur for the training catalogue. The training materials are often developed by experts in the field, including internal to UNESCO.
Providing technical advice and support to sector/bureaux/field offices on learning methodologies, programmes and evaluation techniques	While this may happen occasionally, managers indicate there is little in the way of technical advice and support
Providing advice and assistance to the management and staff members on all aspects of learning	While it may happen occasionally, managers and staff indicate there is very little if any advice and assistance available
Evaluating the impact of learning programmes and taking corrective measures as required.	HRM recently surveyed participants in four learning areas to obtain self-reported information on impact. This constituted the first set of such surveys and is intended to be repeated with adaptation as required from the pilot phase. There have been no surveys of managers to obtain their perspectives of the impact of

Responsibility According to Policy	What Has Been Accomplished
	training opportunities
Reporting to the Director-General on the implementation of learning and development programme and budget at the corporate and sector/bureaux/field office level	This occurs

Within HRM, there is a Chief of Training and Career Development who reports to the Director of HRM. Within that unit there are one Career Development Officers and twp Training Development Officers.

The Learning and Development Commission

The Learning and Development Commission consists of 17 members including a chair and two representatives from HRM. The policy indicates that it should include representation from each sector, BB, BFC and BSP as well as HRM plus four field representatives. The Commission is currently missing two field representatives.

The process for selecting members is not set out in the policy beyond stating that members will be appointed by the DG. The approach for selecting those members appears to be fairly ad hoc. A number of Commission members indicated that they were not sure how they became a member. In most cases they were asked initially to attend on someone else's behalf and then continued to receive invitations to attend the meetings.

The Commission is responsible for:

- Reviewing the learning and development framework and proposed budget and making recommendations to the Director of HRM;
- Through a review panel, reviewing and making recommendations to the Director-General on external study requests that require a leave with pay of three months or more, a leave without pay of six months or more or cost US$10,000 or more; and
- Reviewing the annual and biennial report submitted by HRM.

Learning Focal Points

Each sector, bureau and field office is required to establish a learning focal point who will coordinate learning and development matters. This is often the AO.

Effectiveness of the Structure and Processes

The Learning and Development policy establishes clear goals, objectives and principles for guiding learning and development within UNESCO. One of the key principles is that learning design, development and delivery shall be based on best practices. Many staff and managers noted that this is not always the case. Too often the training is lecture-style, simply providing information. This does not give the opportunity for the learners to apply this knowledge, a method that helps to reinforce learning. It also is more responsive to different learning styles of individuals. This lack of responsiveness to individual preference is further compounded by the emphasis on face-to-face group learning situations. UNESCO needs to place more

emphasis on flexible learning methods such as self-study, coaching/mentoring and other modes of learning and development.

The policy also establishes the structures for implementation. The structures with the accompanying responsibilities are reasonable. However, not all of the responsibilities assigned to HRM are fully implemented including conducting regular assessment of learning needs at the individual and programme levels. Managers and staff indicated that HRM could provide advice and assistance to sector/bureaux/field offices, managers or individuals in a more systematic way.

While the Commission does fulfill all of its responsibilities to some degree, it does not have a strong presence in the organization. Many managers and staff did not know of the existence of the Commission. Those who did know about the Commission as well as some Commission members expressed concern that the Commission essentially just does a budget review, re-allocating delegated monies that are unspent by the end of the first year of the biennium. While the Commission has done some planning, the minutes of the meeting indicate an emphasis on monitoring funds. While this is a useful exercise and helps to ensure that funds do not go unused, there were suggestions that the Commission could take on other roles such as stronger contribution to the establishment of learning and development priorities. A number of Commission members also expressed concern regarding the strong influence that HRM has at the meetings and noted that it inhibited open discussion and therefore the quality of advice and decisions taken by the Commission.

With only three exceptions, the learning and development policy is consistent with acceptable practices (based on the literature and review of other organizations). The t exceptions are:

- The policy places the onus for learning and development on the individual employee, outlining some responsibilities for the organization. The onus should be distributed equally between the employer and employee.
- The Commission makes recommendations to HRM who supports the Commission and is also a member. HRM needs to be at every meeting to play a secretariat role, but the structure, as it exists, creates a potential conflict of interest and inhibits the effectiveness of the Commission.
- It would also be appropriate to amend the policy so it is more explicit about the selection, terms and roles of the Learning and Development Commission members going beyond just indicating that members are appointed by the DG. The roles should spell out the accountability to the constituency that they represent and the criteria for selection by sectors and field offices.

Equally, if not more important, than these policy design issues, is ensuring that the policy is fully implemented as intended. It seems that those responsible for implementation have not fully embraced all of the principles in the policy. Perhaps the greatest challenge is that the policy assumes that UNESCO is a learning organization that places emphasis on the continuous acquisition of knowledge. In fact, HRM and the Commission indicate that the focus of learning and development is skill acquisition, not knowledge acquisition.

Relevancy of Current Roles and Responsibilities

Is the current set of roles and responsibilities of the various actors still relevant?

The Learning and Development Commission could be quite relevant, but needs to be strengthened so it has greater influence on the development of priorities and greater presence in the organization. Many managers and staff indicated that they did not know that such a Commission existed and those who did know of its existence indicated that they had no idea of how to communicate with the Commission, noting that the way in which the Commission functions is not transparent. The Commission, as it currently functions, is not particularly relevant. It could become more relevant, if all members had a better understanding of their individual roles and responsibilities and had guidance in carrying out those roles. As indicated previously, the role of HRM in relation to the Commission needs to be reviewed to ensure there is no conflict of interest.

The Learning and Development policy does not indicate how members are to be selected nor does it indicate the accountability that a member has to the group he/she represents. This needs to be addressed through an amendment to the policy.

3.3 LINKS TO OTHER HUMAN RESOURCE POLICIES

How can the learning and development policy be better linked to other HR policies, such as career development, promotion and rotation?

Performance Appraisal

In theory, learning and development is linked directly to performance appraisal. UNESCO management and staff indicated that this is sometimes true. However, they also indicated that often the performance appraisal is carried out in a rather perfunctory manner and does not seriously address performance development. This results in there being only a tentative link at the individual level. Further, information gleaned through performance appraisals is not aggregated and used as input into determining training needs. Information available through PERFOWeb is not followed up by HRM in order to identify training needs.

Career Development

HRM has produced a career development manual and includes career development in the Multimedia and Learning Centre. The learning and development policy clearly states that career development is one element of consideration when determining learning and development needs. However, some HRM officials and Commission members indicated that, in their view, career development should be up to the individual rather than the organisation. A number of managers and staff indicated that career development should be a priority consideration, but only occurs if the manager knows how to integrate such consideration into the performance appraisal process. Both managers and staff indicated that linkage with career development occurs only occasionally, despite it being a practice that is recognized as contributing to succession planning, organizational knowledge capacity and job satisfaction. With appropriate integration of career development and learning and development, congruence between the individual's and organisation's needs can be achieved.

The training catalogue does include some course related to career development such as CV Writing Mini-Workshop, Effective Interviewing Skills and Evaluating Learning and Development Websites. While these courses may be useful, they do not constitute a focus on career development.

Promotion and Rotation

There appears to be little linkage between promotion and rotation with learning and development. Since promotion and rotation are strongly linked to career development, it is not surprising that this is the case.

3.4 FUNDING

Effectiveness of Structure and Process for Allocating Funding

Does UNESCO have an effective structure and process to allocate funding?

This question is directly related to determining the learning and development priorities. The organizational strategic direction and priorities are the primary factors that contribute to decisions regarding funding. The current structure for allocating funding separates corporate and delegated funding at the beginning of the process. The delegated funding is then allocated to the various groups on a per staff basis. The groups are then requested to provide their plans for individual and group training. The format for submitting such plans differs from group to group. The plans are then reviewed by the Learning and Development Commission. HRM provides advice to the Director-General on the breakdown of the budget envelope.

Another option would be to have the various groups submit their training plans, based on needs of individual employees, groups of employees and the strategic direction of the group (which should be based on the strategic direction of UNESCO). Then the funds would be proportioned between corporate and delegated, with the delegated funds distributed based on the strength of the plans and equity of distribution of funds. This process incorporates more information into decision-making. Ultimately if the funding is going to where it is needed the most, increased efficiencies should be achieved.

Sufficiency of Funding

Does the current level of funding sufficiently address the learning and development needs of the Organization?

Overall Funding

A summary of the overall funding allocations was presented in Table 2 in Section 1 of this report. The most recent report to the ADG College indicates that the budget funding was not fully expended for the past two bienniums, with reserves of $205,000 in 2006-2007 and $399,699 in 2008-2009.

Comparison with other UN organizations, indicates that UNESCO is within the same range as ILO and slightly less than UNICEF. These comparisons may not be appropriate as there is no information on how the moneys in ILO and UNICEF and

allocated. As well, based on information from the Learning and Development Frameworks, UNESCO allocates much of its budget to 'mandatory activities', many of which were described as being more information sessions than training. Without a detailed comparison, which is not possible with the limited information available from other organizations, caution should be applied in drawing conclusions.

HRM had established a goal of 3% which is the same as UNICEF, but has only achieved 2% and this was reduced to 1.5% in current biennium. Although this is a substantial improvement over the pre-policy period, when learning and development got almost no attention, the amount is not consistent with what was planned. As well, most managers who were interviewed indicated that the funds are not sufficient to meet the needs. Institutional training, intended to orient new staff to UNESCO, is one obvious example where the training does not occur as often as needed. Ideally, every new employee should attend an institutional training session within three months of starting employment. This does not occur. In fact, we heard that many new employees never end up attending because they leave the organisation before the training is made available. Based on the information from managers and HRM, the current level of funding is not sufficient to address the learning and development needs.

At the same time, it appears that the budget is not fully spent. Either the current budget is more than adequate, which everyone interviewed indicated that it was not or there needs to be an improved process for allocating and monitoring learning and development funding.

3.5 RESULTS ACHIEVED

Key Results Compared to Goals

What have been the key results of UNESCO's learning and development activities in relation to the intended goals?

- Ensuring the availability of qualified staff in order to meet programme priorities and requirements and to improve organizational performance
- Enabling the Organization to attract, retain, motivate and develop its staff
- Fostering career growth and development;
- Assisting and encouraging staff members to develop skills and knowledge that will be of benefit to the Organization and to their professional growth
- Creating a positive work environment and greater staff satisfaction and commitment

This section explores the extent to which the goals, set out in the learning and development policy, have been achieved.

Ensuring Qualified Staff

Training is only one way of ensuring qualified staff. While the surveys conducted by HRM indicate that the majority of respondents say that what they learned could be applied in their work environment, these findings cannot be generalized to all

UNESCO staff because of the small numbers and low response rate. There was no indication as to whether the respondents felt that the learning was sufficient. The input from management and staff through interviews and a focus indicated that while some learning occurs, that many of the most important needs were not being addressed, particularly as it relates to having maintaining knowledge in an individual's field of expertise. They emphasized that while qualified staff are hired, they cannot remain qualified once they are hired without appropriate learning and development opportunities, supported by the organization.

Attracting, Retaining, Motivating and Developing Staff

This goal requires further attention to ensure full implementation. Based on the interviews, not much emphasis is placed on linking learning and development to attracting, retaining and motivating staff. HRM and the Chair of the Learning and Development Commission indicated that training is intended to provide staff with skills to enable them to better address the organization's needs and priorities. Interviews with management and staff indicate that the training now provided is a huge step in the right direction in terms of developing staff. However, they did not see it as contributing to attracting, retaining and motivating staff. In fact, some managers and staff commented that the current approach towards learning and development is quite de-motivating because so little attention is paid to the needs and wishes of individuals.

Fostering Career Growth

The link between this goal and learning and development activities needs to be more strongly emphasized. HRM and the Chair of the Learning and Development Commission indicate that they feel that the development of staff through training programmes leads to performance enhancement and career growth and subsequently to the overall enhancement of organizational performance.

Most of the managers interviewed believe that fostering career growth and development is a key responsibility that an organization has towards its employees. Further they see it as being good for both the individual and the organization. Given that UNESCO will be loosing significant numbers of its managers to retirement over the next few years, it seems logical that UNESCO should be developing strong candidates from within who would have the necessary skills and competencies to fulfil those positions. Most of the managers interviewed indicated that there was not a clear link between learning and development and career development.

As indicated previously, supporting individual career-related learning is a key factor in keeping high performers engaged and more willing to remain with an organization. (Rutledge 2009, Garvin, 1993) Further, it helps prepare those high performers for taking on increasing responsibility within the organization.

Development of Skills and Knowledge

The implementation process has placed the greatest emphasis on the development of skills, with less attention being paid to the development of knowledge. The majority of the funds are allocated to corporate priorities and the training is frequently around providing information rather than developing knowledge. Almost everyone interviewed indicated that the delegated funding was the primary source for knowledge development.

The surveys administered by HRM were an opportunity to gather information regarding the extent to which new skills and knowledge are acquired. The survey questions were designed with the assumption that skills and knowledge were acquired as a result of attending a course. According to the managers and staff interviewed, there usually was some development of skills and knowledge. One of the issues is being able to apply the skills and knowledge so it is used. The survey indicated that most of the respondents have used the information gained through the courses in their work. However, many managers and staff who were interviewed indicated that there needed to be more opportunity to share and apply the skills and knowledge. There were comments that too often courses consist of provision of one-way presentation of information without the opportunity to apply it. This runs counter to adult learning principles which suggest that methods need to include transfer of information and practice, often through a simulated situation or case study.

Unintended Results

Have some unintended results, either positive or negative occurred?

Some managers and staff indicated that the way in which training is arranged can create some negative effects. They said that HRM often directly invites staff to attend training sessions on very short notice, with consulting with or even informing their direct managers. This lack of consultation with the manager can result in some concern on all sides. Some staff have not been able to attend training that they want because their workload is too heavy to permit it at the time the course is being offered. At times, staff must leave training early or have additional work stress as they try to balance two conflicting demands. Provision of a variety of modes of learning opportunities as well as more focused planning between the manager and staff would help to alleviate this pressure.

3.6 Relevance of Learning and Development Activities

Does UNESCO have the right mix of learning and development activities to address needs? In particular, are the needs of both Headquarters and Field staff adequately addressed? Is the current balance between corporate and delegated activities appropriate?

Managers in field offices felt that more opportunities need to be made available that are relevant for field offices. As one manager stated: "training needs to be related to substance", in other words one's area of expertise. This was reinforced by staff in the focus group. While we cannot generalize the survey results, most respondents indicated that the courses they were taking were relevant to the work that they do.

Table 6 provides the breakdown in funding allocations for corporate and delegated learning.

Table 6: Budget Allocation

	2004-2005	2006-2007	2008-2009
Corporate Training	4,125,374	4,279,300	4,200,000[+]
Delegated Training	1,874,626	1,720,700	1,300,000
Total	6,000,000	6,000,000	5,500,000

[+] Includes group and corporate Enhance professional and management skills

The budget is heavily weighted towards corporate training while the budget for delegated training has been reduced for each subsequent biennium. A more balanced split would give managers an opportunity to ensure that the training is relevant for their own sectors or field offices and to respond to the actual learning and development needs of their staff. The managers and staff interviewed are very clear that they would like to see a more even split and a different planning process where the allocation is not determined prior to their own planning process. HRM has indicated the higher corporate allocation is the result of a sharp increase in requests for training in the areas of management and accountability (FABS, STEPS, SISTER and IPSAS) as well as in UN reform. This is not consistent with the perspectives of field managers. This is an area that requires more consultation among the various stakeholders.

3.7 PROGRAMME DELIVERY

Are the current delivery mechanisms effective? Could they be altered to enhance cost-effectiveness?

The learning and development policy indicates that managers and staff should consider a broad range of learning options taking into account cost and the learning preferences of staff. The options presented in the policy include:

Participation in self-study programmes: ✓ Professional reading ✓ Videos ✓ E-learning: CD-Rom, Intranet, Internet ✓ External studies	**One to one learning:** ✓ Cross-training by another colleague ✓ Coaching ✓ Mentoring ✓ Shadowing ✓ Knowledge-sharing
Group sharing: ✓ Workshops ✓ Seminars ✓ Video-conferencing ✓ Team projects ✓ Networking	**Action learning:** ✓ On-the-job training ✓ Task-based training ✓ Assignments ✓ Missions ✓ Team Projects

Implementation Tools

The following tools are used for planning, implementing and monitoring learning and development activities:

- The learning and development framework and budget which includes organizational priorities;
- Learning and development plans which are to include learning and development objectives, learning and development activities, proposed budget, and expected results with target group and timeframe; and

- Learning catalogue containing information about corporate programmes.

A Multi-media and Learning Centre is located in the Bonvin building and is open to all staff members. It contains learning materials related to languages, office software, career development and personal development.

The policy also indicates that the organization should build and strengthen its e-learning capacity. Some field offices and bureaux have used the delegated funds for e-learning opportunities and those interviewed spoke very highly of the quality of the learning opportunities and the convenience. It provides a reasonable means of learning when other ways are too costly or not practical. On the other hand, HRM indicates that face-to-face is the preferred mode of delivery. Recent literature (e.g. Nikolov 2009) refers to the rapid developments in information and communication technology that is causing a dramatic change in the ways people live, learn and work, leading to a global education reform with increased emphasis on e-learning. He suggests that there is a need to integrate the physical and virtual worlds. In other words, while face-to-face may be the most desirable, circumstances often require people to seek learning opportunities through other modes.

The approach indicated in the policy is consistent with recognized good practice. However, the implementation has not yet resulted in a full range of modalities being available. Although it is likely that some other modalities occur, there is no tracking of these activities. All of the suggested modalities could be developed in a more formal way and participation tracked. For example, professional reading could be combined with discussion, where a group of people read the same text and then engage in facilitated discussion either through teleconference, email or on a discussion board. This does provide an alternative where face-to-face learning is expensive and time-consuming. Managers in field offices strongly supported the use of e-learning as a viable modality, emphasizing that a range of options needs to be offered. Formalized mentoring, coaching or shadowing programmes can support this occurring across the organization. As well assignments can be designated as learning opportunities. This is most effective if modes such as mentoring or coaching are integrated with an assignment that stretches the individual or introduces the person to a new area. Many of these modalities can be done at little or no cost.

UNESCO's corporate training programs are generally delivered in face-to-face group situations. HRM indicates that this is the preferred method. It certainly has the advantage of giving opportunities for networking and discussion. However, almost all managers and staff indicated much of the corporate training consists of provision of information and that this does not necessarily need to take place in a training course.

Managers and staff emphasized that there needed to be more choice in learning and development modalities. Too often, UNESCO employees must either find the time to be away from their jobs or take no training at all. In fact, once the curriculum is developed for a course, it is relatively simple to develop the alternative modes of delivery using the same curriculum. In order to address the multiple time zones of participants, the interactive aspects can be carried out in virtual rather than real time, allowing discussion to occur at a time convenient to each participant.

Managers and staff suggested that where workshops are provided, pre-workshop planning questionnaires could be administered by the presenter so that learning opportunities can be tailored to the needs of the group at hand.

There are a number of other ways to support learning. For example, 'Communities of Practice' are increasingly recognized as a mechanism that contributes to learning. Wenger (1998) defines a community of practice as a *joint enterprise* that is understood and continually renegotiated by its members who are mutually engaged in order to share the communal resources that members have developed over time. Such communities of practice exist virtually through listservs and commonly accessed vehicles such as Facebook and Twitter. These are part of internet and/or intranet sites in some organizations. As invitations to join such communities are increasing, a key challenge is determining which are of most value.

From the literature, Nikolov (2009) notes the emergence of the *Web 2.0 revolution* is widely recognized. This focuses on opportunities for mass collaboration which will change how organizations harness knowledge and create capacity. Although UNESCO is a knowledge-based organization, it has not kept abreast of the global trends in learning.

At this point the only foray that HRM has made into e-learning is to produce CD-ROMs such as that for security and that for staff management entitled *Managing People with Confidence*. Six such CD-ROMs now exist. While these are useful up to a point, they do not allow an interactive learning process with collaboration with others in the field. A number of managers and staff indicated they would prefer web-based e-learning opportunities because it allows for a more iterative learning process.

A number of suggestions for improvements specific to FABS, Languages, Human Rights and Institutional Training were made by survey respondents. These include:

- FABS
  - Space out over two weeks
  - More time
  - Provision of training materials
  - More opportunity to make notes rather than working all day with FABS
  - Include FAQ
  - Provide periodic training
  - Allow more time for application of skills
  - Provide short refresh/follow-up training
  - Provide an advanced level course
  - Emphasize delays one might encounter from start to finish
- Human Rights Training
  - Bring in more practical applications
- Institutional Training
  - Provide follow-up training
  - Make training longer
  - Include field colleagues as well as people from HQ
  - More support after from managers/supervisors
  - Provide it to all new employees very soon after they are hire

- Do not allow unfair and personal attacks from other colleagues

3.8 MONITORING

How effective is the current monitoring system? Is the monitoring information used to make modifications to activities, where necessary?

An effective monitoring system includes a database that provides periodic performance data which can be readily accessed on key program functions. It is a powerful management tool that can help keep a program on track. The information from a monitoring system also can contribute to program evaluations. (Rossi, Freeman, Lipsey, 1999) Such a system generally includes the collection of information that indicates that the program is being carried out as intended (e.g. number of courses provided, number of people attending) and should also give information regarding impact (e.g number of times course material was used in job, manager's perception of contribution to improved job performance). Such a system should be designed so that retrieval of the information is relatively simple and ideally should have the capacity to generate reports that are useful for decision-making. The data being gathered should be directly linked to the goals of the policy for which data is being gathered.

HRM has recently developed a monitoring plan to: (1) determine success in achieving programme objectives; (2) identify strengths and weaknesses in programmes; (3) set priorities for resources for training and career development; (4) enhance the accountability of the training and career development; (5) assist in promoting future training programmes; and (6) determine if training is an appropriate solution or opportunity. These objectives represent best practice, but much needs to be done to develop a system able to respond to these objectives.

Currently, HRM maintains records of the participants of each training course. However, for technical reasons it is not possible to readily generate reports from the database. As part of the monitoring plan, HRM has just started a process of collecting outcome/impact data through a pilot survey of training participants. The survey asked a number of questions related to results, but most questions did not address the specific goals of the learning and development policy. The response rate for this round was 50% of a fairly small sample, relative to the total number of total training participants. This is not a sufficiently high response rate to make it possible to generalize to the total population of course participants. Half of the sample did not therefore respond which can bias the results given that the experience and views of non-respondents are often different from those who have responded. This can be addressed by testing for correspondence between respondents and non-respondents. Response rates are usually increased by sending out regular reminders. As indicated previously there are also some issues with the construction of the questions, by providing three positive choices, two negative choices and no neutral choices. There is substantial work that is required on the survey if it is to become a useful tool for measuring impact.

As well, only participants, not managers were surveyed. It would be useful to redesign the survey so that it is more focused on the UNESCO learning and development objectives and that ensures response choices are not leading. With a

more relevant survey and appropriate follow-up reminders, it should be possible to get a much higher response rate. It would also be useful to design a short partner survey that would go to managers. As well, it would save time if the survey were posted on a website that would automatically produce an excel spreadsheet that can be imported into a statistical analysis program.

A very brief survey that could be completed at the end of a training session could provide feedback that would be useful for improving the training. This survey should be very short and in a format that can be readily scanned and transported into a spreadsheet. The evaluation team understands that such an end-of-course feedback form has been developed and will be used for all training courses in the future.

At this point the monitoring system is in the early stages of development. It requires substantial further development so that it can help track progress towards the goals of the policy and can be readily accessed. Reports should be generated periodically and shared with the Learning and Development Commission.

4. CONCLUSIONS AND RECOMMENDATIONS

4.1 CONCLUSIONS

Learning and development has advanced tremendously in UNESCO since 2004 when the learning and development policy was developed. In the space of five years, UNESCO has thus moved from very minimal attention on learning and development to implementing a suite of training programmes made possible through a dedicated learning and development funding envelope each biennium.

This evaluation found that the learning and development policy is generally consistent with recognized good practice. In principle, UNESCO has established a foundation for moving towards learning and development practice that is consistent with a learning organization whose functions can be summarised as knowledge creation and knowledge transfer. Going forward, the real opportunity is to increase the application of learning and development as the strategic instrument for UNESCO that was intended in the policy. HRM, the Learning and Development Commission and Senior Management can use the findings of this evaluation to improve upon the base already created.

However, while the policy itself is generally consistent with recognized good practice, the actual *implementation* needs further attention. This will involve a commitment to:

- Increase the choices of modalities for learning and development so it covers self-study, one-to-one learning, group learning and action learning. Many of this is already occurring, but needs to be documented. There needs to be an increased focus on facilitating learning and development and less emphasis on classroom-style training. Training is only one aspect of learning and development.
- Link learning and development with attracting, retaining, motivating and developing staff that goes beyond the immediate needs of the job. While there is recognition that learning opportunities can contribute to a more positive work environment and greater staff satisfaction and commitment, there needs to be more focus on recognizing the contribution learning and development can make towards retaining good people and supporting them at remaining at the top end of their field of expertise.
- Acknowledge that the organization should provide leadership with respect to career development, while recognising that this is a shared responsibility of the organization and its employees.
- Ensure that any training sessions that are primarily for the provision of information be provided through alternative means.
- Recognise that the Learning and Development Commission has demonstrated value in carrying out its duties since 2004. However, The College of ADGs should review its authority and roles, as well as its composition. Particular attention needs to be paid to how members are selected and the accountability of

the members to their sector or service. The Commission also needs to become more visible to UNESCO employees and more transparent in its processes. It needs to take a more strategic role in identifying learning and development priorities, taking into account both bottom-up needs as well as senior management priorities, and also place greater emphasis on assessing the effectiveness of funded activities.

Given that the current policy is consistent with recognized good practice, most of the initial goals and principles are still quite relevant if UNESCO aspires to have a programme that is consistent with best practices. The major challenge is to implement the policy more fully, in particular with more attention to facilitating and development rather than just providing formal training, and to provide for greater integration of learning and development with other HRM areas and with UNESCO's overall strategic mandate of acting as a learning organization.

The resources currently allocated for learning and development are much greater than prior to the policy. However, they are still not sufficient to provide the full range of learning and development opportunities that is envisaged in the policy. The allocation for 2008-2009 is less than for the two previous bienniums and even less in 2010-2011. HRM indicated that 3% of staff post costs is the goal. This has not yet been achieved. This also places UNESCO at a level which is lower than other similar organizations.

One way of enabling employees to keep up to date with their knowledge and practice is through supporting them in playing an active role as part of a professional community of practice. This can done by an organization paying the memberships fees, supporting attendance at key conferences, and encouraging presentations at such events and other professional gatherings. A community of practice can be reinforced through making local connections with others in one's profession. To a limited extent, delegated funding may be used in this respect..

While learning modalities such as the above do take place in some offices and units, there is not systematic support from HRM. One of the recurring themes was the need for a change in the philosophical approach used by HRM and the Learning and Development Commission, so that it takes a broader approach towards recognising, supporting and facilitating a variety of approaches to learning and development besides training, e.g. that can include mentoring, coaching, job rotation, reading and and and knowledge sharing, as well as other informal and formal means of supporting development that are used in leading edge organizations.

Although HRM has made a start towards development of a monitoring system for Learning and Development, there is much left to do. The database needs particular attention so that the information being collected links directly to outcome indicators related to the policy's goals and allows for easy retrieval and analysis of the data.

4.2 RECOMMENDATIONS

In addition to the findings, the following assumptions guided the development of the recommendations:

- Adult motivation to learn is based on several factors: 1) compliance with formal authority; 2) professional advancement; 3) personal development; 4) service and

contribution; 5) social networking; 6) inspiration, fulfillment and enrichment. Motivation is a critical factor that sets the stage for planning and decision making regarding learning and development.

- Leadership for learning and development requires a clear vision and innovative thinking that is aligned closely with UNESCO's vision and the needs of its people. This is the responsibility of senior management of the organization and the Learning and Development Commission. Management of the Learning and Development "system" is a responsibility of HRM and managers in the organization.
- Those affected by learning and development activities, including both employees and their managers, need to be involved in the planning. Otherwise, relevance and effectiveness are likely to be compromised. For example, the 'boomer' generation is generally not as comfortable with new technologies as are the 'Gen X' and the 'Millenials'. The people who will be moving into management positions are very comfortable with new technologies and it will be important that learning and development takes into account the emerging modes of learning. It is essential to find ways to engage the various generations in planning the intent, context and methods for learning and development.

The following recommendations, by intent, are largely strategic in nature. This means that they are largely targeted at UNESCO Senior Management, although the Learning and Development Commission and HRM will need to take action in response to direction and guidance from senior management.

The recommendations therefore are:

1. Shift the emphasis from skill-based training and information provision to facilitation of knowledge, development and learning. This would include the changes such as the following:
    - Acknowledge that a primary objective of learning and development is to serve as a tool to support UNESCO as a learning organization with leading edge expertise;
    - Change the balance between corporate and delegated funds, so that significantly more is allocated to the latter;
    - Direct HRM to identify strategies that can be used to facilitate development and learning, including but going beyond approaches such as mentoring, coaching, job rotation and taking into account practices that some managers within UNESCO are currently using, with a plan presented to the Learning and Development Commission for approval;
    - Exclude mandatory information sessions from the Learning and Development budget;
    - To the extent possible, look for opportunities to augment resources of any form that can be used to support learning and development;
    - Complement various forms of face-to-face training and development with use of innovative forms of electronic delivery and sharing mechanisms and

platforms that can support learning and exchanges among people in different physical locations;
- Link Learning and Development more closely with other human resource systems, with particular attention to recruitment, succession planning, career development, and performance appraisal.

2. Re-position the Learning and Development Commission so that it will be able to take a more strategic role in identifying learning and development priorities, taking into account both bottom-up needs as well as senior management priorities, develop greater support for learning and development across all areas of UNESCO, and also place greater emphasis on assessing the effectiveness of supported activities.

   - Define the criteria and process which Directors should use when appointing their representatives to the Commission, in order to ensure they clearly represent their constituencies and are viewed as arms-length from HRM;
   - Ensure that the Commission is representative of all parts of UNESCO, including sectors and field offices; consider the use of video conferences and/or other means of remote communications to facilitate full participation from the field to supplement face-to-face meetings;
   - Develop a transparent line of operating and reporting, not only to HRM, but also to the constituencies of Commission members and to senior management;
   - Have HRM act as secretariat to the Commission rather than sit as a full member, to provide for the independence of the Commission and the avoidance of appearance of conflict of interest.

3. Endorse the Learning and Development Policy itself and move towards its full implementation, given that it is consistent with recognized good practice, subject to the following minor adjustments:

   - The responsibility for learning and development should be mutual and equal between the employee and the employer who provides the leadership;
   - The policy should be revised to reflect the above recommendations with respect to the appointment and composition of Commission members and the role of HRM as secretariat rather than as a full member.

   Senior management should request the Learning and Development Commission, reformulated as per Recommendation 2, and with the input and support of HRM, to develop a plan for implementation of the Policy. This plan should be reviewed and approved by the College of ADGs, with progress towards its implementation reviewed at least annually.

4. Implement more of a user-centred approach to learning and development activities which responds to individual and sector need, offering a full range of modalities and topics, which go beyond the classroom approach.

   - This should include, *inter alia*, careful attention to learning needs assessment through the performance management system and other means, and finding ways to engage the various generations in planning approaches to learning and development.

- The best solution would be to include some younger generation people on the L&D Commission, or strike some working groups that can feed ideas to them.
- The Commission, and HRM, should make greater effort to recognize and to support a diversity of learning styles, needs and contexts which is recognized as good practice.
- Some of this could be addressed by efforts to obtain feedback (e.g. via surveys, focus groups, and an open request for comments and suggestions) on what is working well and how to further enhance the learning.
- Small experiments in Individual Learning Plans should be undertaken to see what works best given UNESCO's context. This includes exploring ways of making better use of existing expertise among UNESCO staff, such as providing instruction, coaching and mentoring.

5. Improve monitoring and evaluation of learning and development:
   - Establish an interactive database that can easily generate reports on learning and development activities and utilization;
   - Revise the existing survey instruments and processes in order to link the questions asked directly to the policy's objectives and to eliminate potential bias in its construction and response;
   - Collect information on learning and development activities such as mentoring and coaching.

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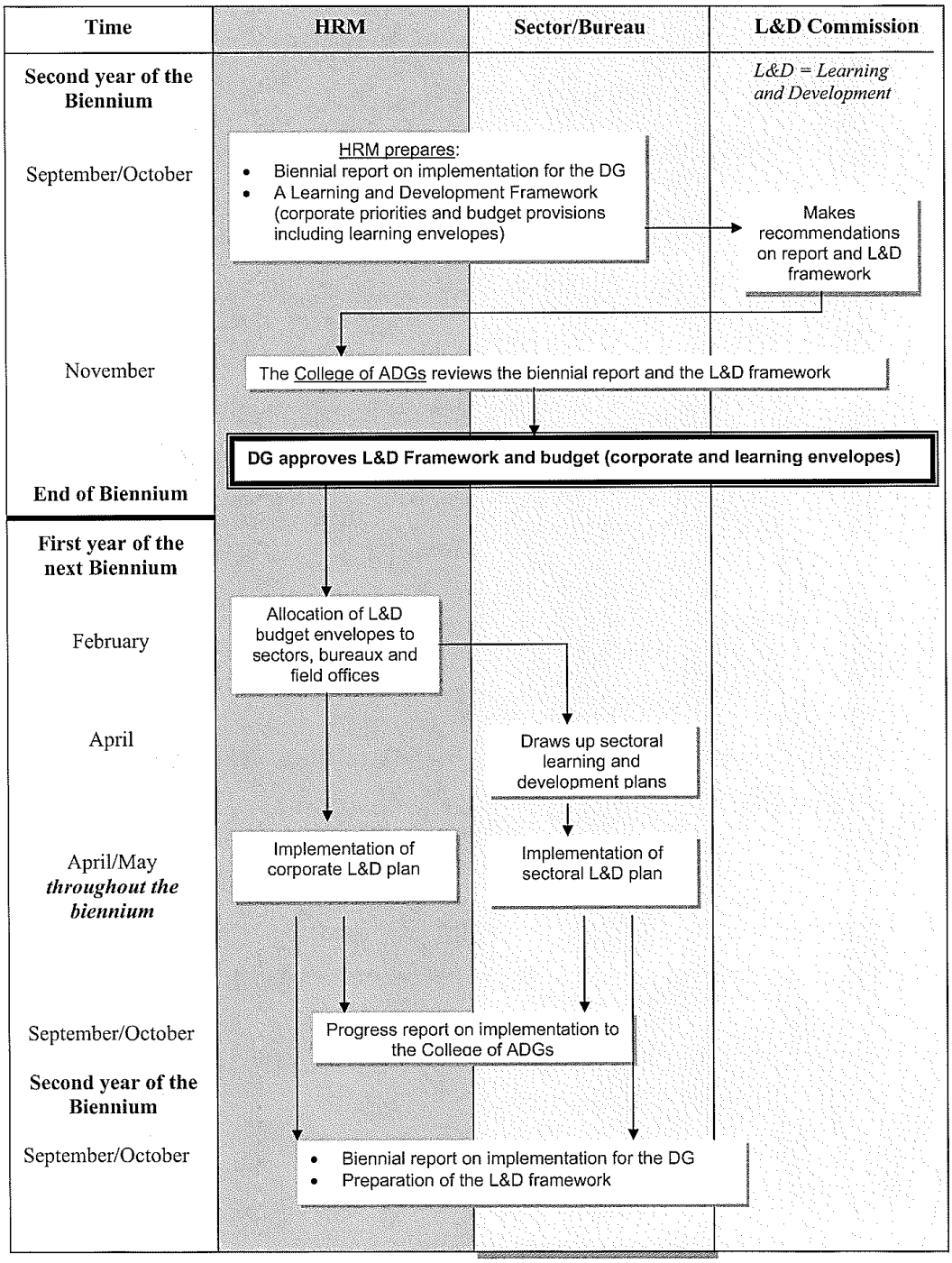
ANNEX A: UNESCO LEARNING AND DEVELOPMENT CYCLE

UNESCO Learning and Development Cycle



ANNEX B: EVALUATION QUESTIONS

1 Learning and development needs and priorities

1.1 What are the current and future learning development needs and priorities of the UNESCO?
- What are UNESCO's strategic/corporate needs and priorities?
- Based on this, what are the learning needs?

1.2 How do the training needs and priorities of UNESCO compare with those of similar organizations

1.3 Does UNESCO have an effective structure and process to identify and prioritise learning and development needs, to develop appropriate programmes and activities and to allocate funding?

1.4 Is the current set of roles and responsibilities of the various actors still relevant?

2 Links to other HR Policies

2.1 How can the learning and development policy be better linked to other HR policies, such as career development, promotion and rotation?

3 Funding

3.1 Does UNESCO have an effective structure and process to allocate funding?

3.2 Does the current level of funding sufficiently address the learning and development needs of the Organization?

4 Results achieved

4.1 What have been the key results of UNESCO's learning and development activities in relation to the intended goals?
- Ensuring the availability of qualified staff in order to meet programme priorities and requirements and to improve organizational performance
- Enabling the Organization to attract, retain, motivate and develop its staff
- Fostering career growth and development;
- Assisting and encouraging staff members to develop skills and knowledge that will be of benefit to the Organization and to their professional growth
- Creating a positive work environment and greater staff satisfaction and commitment

4.2 Have some unintended results, either positive or negative occurred?

4.3 How successful are the 5 learning activities that have been surveyed? What are the factors that contribute to their success?

5 Relevance of learning and development activities

5.1 Does UNESCO have the right mix of learning and development activities to address needs? In particular, are the needs of both Headquarters and Field staff adequately addressed? Is the current balance between corporate and delegate activities appropriate?

6 Programme delivery

6.1 Are the current delivery mechanisms effective? Could they be altered to enhance cost-effectiveness?

7 Monitoring

7.1 How effective is the current monitoring system? Is the monitoring information used to make modifications to activities, where necessary?

ANNEX C: INTERVIEW LIST AND GUIDE

Interview List

---- Alonso, Secretary General STU
Dominique Altner, Chief, Capacity Development for Education Sector, ED
Sonia Bahri, Chief, International Cooperation for Higher Education, ED
Veronica Battikha, Chief, Translation Section, ADM
Susanne Buttkus, Administrative Officer, UNESCO Office in Nairobi and Regional Bureau for Science
Nicholas Burnett, Assistant Director-General, ED
Etienne Clement, Dep. Director, BFC
René Paul Cluzel, Programme Specialist, ICT in Education, Science and Culture, CI
Marie-Thérèse Conilh de Beyssac, STU President
Sidiki Coulibaly, President ISAU
Mohammed Djelid, Director, UNESCO Office for Baghdad
Peter Dogse, Programme Specialist, Ecological Sciences and Biodiversity Section, SC
Dyane Dufresne-Klaus, Director, HRM
Jorge Espinal, Head of Tashkent Office and UNESCO Representation to Haiti
Vincenzo Fazzino, Chief Outreach, Portals and Publications, BPI
Hubert Gijzen, Director, UNESCO Office in Jakarta and Regional Bureau for Science
Lopamudra Giacobbi, Chief, Financial Policy and Compliance Section, BOC
Annik Grisar, Chief, Policy and Compensation Section, HRM
John Haigh, Chief, Financial Reporting and Accounts Section, BOC
Kang Huang, Deputy Director, BB
Jessica Jeavons, Programme Specialist, Multilateral and Private Funding Sources, ERC
Vibeke Jensen, Representative Head of Hanoi Office
Jean-Yves Le Saux, Chair, Learning and Development Commission
Bert Emiel Keuppens, Director, IOS
Elizabeth Longworth, Director, ODG
Joseph Massaquoi, Director, UNESCO Office in Nairobi and Regional Bureau for Science
Firmin Matoko, Director, Director of Quito Office and UNESCO Representative to Bolivia, Colombia, Ecuador and Venezuela
Agapito Mba-Mokuy, Chief of Section, SHS
Nidza Monthy, Training Officer, HRM
Albert Motivans, Institute of Statistics, Montreal
Philippe Quéau, Director of Rabat Cluster Office and UNESCO Representative for the Maghreb
Jenny Pilling, Career Development Officer, HRM
Amir Piric, Senior Evaluation Specialist, Evaluation Section, IOS
Jacques Rao, Director, Division of relations with Member States and National Commissions, ERC
Kishore Rao, Deputy Director, World Heritage Centre, CLT
Marielle Richon, Past President STU
Badaoui Rouhban, Chief, Disaster Reduction and Renewable Energy Section, SC
Geneviève Rouchet, Chief, Training and Career Development Section, HRM
Jorge Sequeira, Director, UNESCO Santiago Office and Representative to Chile
Paulo Serra, Director, Information Systems and Telecommunications, ADM
Juma Shabani, Director, Bamako Office and UNESCO Representative to Mali, Burkina Faso, Guinea and Niger
Rudi Swinnen, Chief, Documents Section, ADM
Qian Tang, Deputy Assistant Director-General and and Director Executive Office, ED
Ana Luiza Thompson-Flores, Deputy Director, HRM

Interview Guide

Interview Questions	HRM	L&D Members	HQ Mgrs.	HQ Staff/ Reps.	Field Mgrs	Field Staff
Please describe your role in relation to Learning and Development at UNESCO	✓	✓	✓	✓	✓	✓
What are UNESCO's current needs for learning and development? (Probe: How are those needs determined? How do these needs relate to the strategic priorities of UNESCO?)	✓	✓	✓		✓	
What are the current needs for learning and development for your section? (Probe: On what basis and how are decisions made for you/your reports to participate in given training sessions?)		✓	✓	✓	✓	✓
How easy is it to get learning and development needs met? (Probe: what are the various means for providing learning and developments?)	✓	✓	✓	✓	✓	✓
What are some of the impediments to learning and development? (Probe: funding, current structure, delivery mechanisms)	✓	✓	✓	✓	✓	✓
What are some of the factors that support learning and development? (Probe: funding, current structure, delivery mechanisms)	✓	✓	✓	✓	✓	✓
To what extent is learning and development linked to other UNESCO HR policies? (Probe: Recruitment, retention, language policies)	✓	✓	✓		✓	
How could those links be improved?	✓	✓	✓		✓	
To what extent has the implementation of learning and development achieved	✓	✓	✓	✓	✓	

Interview Questions	HRM	L&D Members	HQ Mgrs.	HQ Staff/ Reps.	Field Mgrs	Field Staff
the goals of the policy? ▪ Ensuring the availability of qualified staff in order to meet programme priorities and requirements and to improve organizational performance ▪ Enabling the Organization to attract, retain, motivate and develop its staff ▪ Fostering career growth and development; ▪ Assisting and encouraging staff members to develop skills and knowledge that will be of benefit to the Organization and to their professional growth ▪ Creating a positive work environment and greater staff satisfaction and commitment						
Have there been any other outcomes not directly related to the goals? If so, what are they and what has been the impact?	✓	✓	✓		✓	
Think of an example where positive changes were made resulting from participation in Learning and Development activities. Please describe it. What were the positive changes? What were the factors that contributed to it working well? (Probe: linking to individual needs, linking to organizational needs, preparatory discussion beforehand, discussion afterward regarding what was learned and how it could be applied)	✓	✓	✓	✓	✓	✓

ANNEX D: DOCUMENTS REVIEWED

The following internal documents were reviewed:

Acardis BMB Management Consultants (24 September 2005) Evaluation of Language Policies and Practices

Cathexis Consulting (January 2009) Evaluation of UNESCO's Recruitment Policy and Practices

Composition of the Learning and Development Commission

De Goys, Margareta (March 2006) Review of UNESCO's Mainstreaming Training Programme – Human Rights Based Approach to Programming

Delegated Training Budgets (2004-2005, 2006-2007, 2008-2009)

LaGuardia, Dorian (February 2008) Evaluation of the Leadership and Change Management Training Programme (LCMP)

Learning & Development Expected Results 2008-2009

Learning & Development Framework 2004-2005

Learning & Development Framework 2006-2007

Learning & Development Framework 2006-2007 Status 14.11.07

Learning & Development Framework 2008-2009

Learning & Development Summary 2004-2005

Report by the Director-General on the Implementation of the Reform Process (23 February 2007)

Report by the Director-General on the Implementation of the Reform Process (31 August 2007)

Report by the Director-General on the Implementation of the Reform Process (4 August 2008)

Senechal, Thierry & Lee Mizell (March 2007) Evaluation of UNESCO's Results-Based Management Training Programme

Summary of UNESCO Learning and Development Activities

UNESCO Administrative Circular No. 2206 (23 March 2004) Learning and Development Policy

UNESCO Executive Board (23 February 2007) Report by the Director-General on the Implementation of the Reform Process 176 EX/6 Part I

UNESCO Executive Board (31 August 2007) Report by the Director-General on the Implementation of the Reform Process 177 EX/6 Part I

UNESCO Executive Board (31 August 2007) Report by the Director-General on the Implementation of the Reform Process 180 EX/6 Part I

UNESCO Learning and Development Presentation to College of ADGs (December 2007)

UNESCO Training Catalogue 2008-2009

The following external documents were reviewed:

FAO. The Director General's Medium Term Plan 2010-13 and Programme of Work and Budget 2010-11.

FAO. The Strategic Framework for FAO: 2000-2015 – A Summary.

ILO. Human Resources Strategy 2006-2009.

ILO. Programme and Budget for the Biennium 2006-07.

ILO. Staff Regulations – July 2009.

ILO. Standards of conduct for the international civil service.

ILO. Strategic Policy Framework for 2006-09 and report of its discussion in the Programme, Financial and Administrative Committee of the ILO Governing Body.

UN. Investing in the United Nations: for a stronger Organization worldwide. Report of the Secretary-General.

UNFPA. Annual Report 2008.

UNFPA. Review of the organizational structure of UNFPA.

UNFPA. Strategic Plan 2008-2011.

UNFPA. UNFPA Accountability Framework – Report of the Executive Director.

UNFPA. UNFPA global and regional programme, 2008-2011.

UNICEF. Annual Report 2008.

UNICEF. Evaluation of UNICEF Learning Strategy for Humanitarian Response 2000-2004.

UNICEF. Junior Professional Programme.
http://www.unicef.org/about/employ/index_jpp.html

UNICEF. Medium Term Strategic Plan 2006-2009.

UNICEF. New and Emerging Talent Initiative.
http://www.unicef.org/about/employ/index_46145.html

UNICEF. Report on the midterm review of the medium-term strategic plan 2006-2009.

UNICEF. Special Features of the NETI Programme.
http://www.unicef.org/about/employ/index_46149.html

UNICEF. Strategic Review of Human Resource Evaluation in UNICEF.

WHO. Medium Term Strategic Plan 2008-2013 – Introduction.

WHO. Medium Term Strategic Plan 2008-2013 – Strategic Objectives.

WHO. Programme Budget 2008-2009 – Financial Tables.

WHO. Programme Budget 2008-2009 – Strategic Objectives 9-13.

WHO. Staff Regulations and Staff Rules – January 2009.

The following literature was reviewed:

Davis, James R. and Adelaide B. Davis (2000) Managing Your Own Learning

Garvin, David (1993) Building a Learning Organization, Harvard Business Review

Garvin, David, Amy C. Edmondson and Francesca Gino (2008) Is Yours a Learning Organization, Harvard Business Review

McNamara, Carter (2008) Basic Terms in Training and Development http://www.managementhelp.org/trng_dev/basics/terms.htm

Nikolov, Roumen (May 2009) Towards University 2.0: A Space where Academic Education Meets Corporate Training, Centre for Learning Sciences and Technologies

Rossi, Peter, Howard E. Freeman and Mark W. Lipsey (1999) Evaluation and Systematic Approach, Sage Publications

Rutledge, Tim (September 2009) - How to Keep Your Best Employees, http://www.hiringsmart.ca/gs/knowledge_base/KeepingYourBest (downloaded October 2009)

SENGE, P.M. 1990. *The Fifth Discipline*. London: Century Business.

Wenger, Etienne (1998) Communities of Practice Learning as a Social System, Systems Thinker.

ANNEX E: SURVEY

United Nations Educational, Scientific and Cultural Organization
Organisation des Nations Unies pour l'éducation, la science et la culture

Bureau de la gestion des ressources humaines - Bureau of Human Resources

Section de la formation et du développement de carrière - Training and Career Development Section

QUESTIONNAIRE DE SUIVI DE FORMATION / TRAINING FOLLOW-UP QUESTIONNAIRE

draft 5 ~ 18/05/09

Intitulé du cours / Course Name	
Date(s) du cours / Date(s)	
Lieu / Venue	
Intervenant(s)/Formateur(s) / Facilitator/Instructor(s)	
Date d'aujourd'hui / Today's Date	

Facultatif / Optional

NOM Prénom / SURNAME Name	
Secteur / Bureau / Section / Sector/Bureau/Section/Office	

Instructions

Merci de prendre quelques minutes pour remplir le formulaire d'évaluation du cours que vous avez suivi récemment. Vos commentaires sont très importants car ils nous aideront à améliorer les formations et plus généralement les services offerts par la Section de la formation et du développement de la carrière.

Instructions

Please take a few moments to comment on the course/training you recently completed. Your feedback is valuable as it will help us know how best to improve specific trainings and the overall Training and Career Development Programme.

Clause de confidentialité

Toutes les réponses sont strictement confidentielles. Pour ceux qui auront renseigné leur nom, celui-ci ne sera pas communiqué. Les données recueillies ne seront utilisées que pour faire des analyses internes au service.

Confidentiality Statement

All responses will be kept strictly confidential. No links will be provided to individual responses in the event that names are provided. Data will be used for purposes of internal analysis only.

Introduction: Cochez les réponses ci-dessous et faites ensuite vos commentaire sur le programme. **Introduction:** Tick the appropriate response below and add any comments you have about the programme below.	**Pas du tout** **Not at all** **1**		**Moyen nement** **Some-what** **3**		**Pleine-ment** **Fully** **5**
1. Dans quelle mesure avez-vous pu mettre en œuvre les connaissances/compétences acquises ? To what extent have you applied the skills/knowledge learned?	☐	☐	☐	☐	☐

2. La formation était-elle utile pour vos fonctions actuelles ?
   Was the training actually relevant to your work? ☐ ☐ ☐ ☐ ☐

3. Avez-vous pu utiliser avec succès les connaissances/ compétences acquises ?
   How successful have you been in using/applying the skills/knowledge acquired? ☐ ☐ ☐ ☐ ☐

4. **Fréquence** : Les compétences/connaissances vous servent-elles souvent dans le cadre de vos fonctions ?
   Frequency: How often do you use/apply the skills/knowledge on the job?

Commentaires / Comments :

5. **Obstacles :** Qu'est ce qui vous a empêché d'utiliser avec succès ces compétences/connaissances au travail ? (Vous pouvez cocher plusieurs cases)
   Barriers: What **obstacles** have prevented you from successfully using/applying the skills/knowledge in your work? (Check all that apply).

☐	☐	☐	☐	☐	☐	☐
Le manque d'opportunité	Le manque de besoin	Le manque de soutien de la part de l'équipe	Le manque de soutien de la part de votre superviseur	Capacité/ Niveau de compétence	Le manque de temps	Autre
Lack of opportunity	Lack of need	Lack of support-Team	Lack of support-Supervisor	Proficiency Skill Level	Lack of Time	Other

Commentaires / Comments :

6. **Eléments favorables** : Qu'est ce qui a contribué à ce que vous utilisiez les compétences/connaissances avec succès au travail ? (Vous pouvez cocher plusieurs cases)
   Enablers: What has helped you to more successfully use/apply the skills/knowledge in your work? (Check all that apply).

☐	☐	☐	☐	☐	☐
L'opportunité	Besoin	Les collègues	Superviseur/ Manager	Capacité/ Niveau de compétence	Autre
Opportunity	Requirement	Colleagues	Supervisor/ Manager	Proficiency/Skill Level	Other

Commentaires / Comments :

IMPACT
IMPACT

Dans quelles mesures cette formation a-t-elle eu un impact positif sur les points suivants: To what extent has this training positively influenced the following measures:	**Pas du tout** **Not at all** **1**	**2**	**Moyenne-ment** **Some-what** **3**	**4**	**Pleine-ment** **Fully** **5**
1. Performance au travail Job performance	☐	☐	☐	☐	☐
2. Economie des ressources Resource savings	☐	☐	☐	☐	☐
3. Qualité de travail Quality of work	☐	☐	☐	☐	☐
4. Gain de temps Time savings	☐	☐	☐	☐	☐
5. Meilleure efficacité	☐	☐	☐	☐	☐

Efficiency gains

6. Travail en équipe Teamwork	☐	☐	☐	☐	☐
7. Communications Communications	☐	☐	☐	☐	☐
8. Stress lié au travail Job stress	☐	☐	☐	☐	☐
9. Satisfaction professionnelle Job satisfaction	☐	☐	☐	☐	☐

Commentaires / Comments :

10. Cette formation a-t-elle eu d'autres impacts positifs?

    Has this training provided any other benefits?

11. Quels changements souhaiteriez-vous suggérer pour améliorer ce cours ou formation de suivi ?

    What changes would you suggest for this (or follow-up) course/training?

12. Autres commentaires ?

    Any other comments?

ANNEX F: SURVEY RESULTS

The survey was intended to address the following evaluation question.

How successful are the 4 learning activities that have been surveyed? What are the factors that contribute to their success?

The response levels to this pilot survey were too low to allow any generalizations to be made. The pilot, as is intended, points to needed changes in the survey questionnaire and administration process.

Surveys were sent to participants in four areas of training: Languages, Institutional, Human Rights and FABS. Similar information was not gathered from the participants' managers. The response rate was about 50% for each of the training areas. Given the small numbers, it will not be possible to generalize from these results. There is also a high probability of non-response bias. While the surveys provide interesting information, caution must be applied in interpreting the results.

This section looks at the extent to which the training has been used by participants and the extent to which participants found it to be relevant.. It also looks at obstacles and enablers related to applying the learning and the extent to which participants felt it influenced their job performance.

Table 1 indicates the number of survey responses for each of the four training areas.

Table 1: Number of survey respondents for each L&D program

L&D Program	Frequency	Percent
Languages	38	33%
FABS	49	43%
HRBA	11	10%
Institutional training	16	14%
Total	**114**	**100%**

Table 2 provides an overview of the courses attended by the survey respondents.

Table 2. L&D courses attended by survey respondents

L&D Program	Course	Frequency	Percent
Languages	Advanced Writing Workshop in English	8	7%
	Administrative Writing Workshop in French	10	9%
	French Oral Communication Skills	13	11%
	English Oral Communication Skills	7	6%
FABS	FABS for IIEP	6	5%
	FABS for IOS	6	5%
	FABS MM for SHS and CI	8	7%
	FABS Travel Training	29	25%

L&D Program	Course	Frequency	Percent
HRBA	Human Rights-Based Approach to Programming	11	10%
Institutional training	Institutional Training in Beirut	8	7%
	Institutional Training in Hanoi	1	1%
	Institutional Training in Quito	7	6%
Total		**114**	**99%***

*Does not add up to 100% due to rounding.

Table 3 provides an overview of the sectors in which survey respondents work.

Table 3: Sectors in which survey respondents work

Sector	Frequency	Percent
CI – Communication and Information	10	9%
CLT – Culture	12	11%
ED – Education	22	19%
SC – Natural Sciences	6	5%
SHS – Social and Human Sciences	3	3%
ERC – External Relations and Cooperation	4	4%
ADM – Administration	2	2%
BFC – Bureau of Field Coordination	1	1%
BOC – Bureau of Comptroller	6	5%
BPI – Bureau of Public Information	1	1%
BSP – Bureau of Strategic Planning	3	3%
HRM – Bureau of Human Resources Management	3	3%
IOS – Office of Internal Oversight	13	11%
IIEP – International Institute for Educational Planning	8	7%
FO – Field Office	20	18%
Total	**114**	**99%***

Use of Skills/Knowledge

Table 4 shows the extent to which survey respondents indicate that they used the skills and knowledge acquired in the training course. Slightly more than half use it to a greater degree or fully. It should be noted that the survey provides three positive response categories and only two negative response categories. Generally, with a use of a scale such as this the middle category should be neutral.

Table 4: Use of skills/knowledge learned (all survey respondents)

Use	Frequency	Percent
1 Not at all	2	2%
2	1	1%
3 Somewhat	47	42%
4	14	13%
5 Fully	48	43%
Total	**112†**	**101%***

†Not all 114 respondents answered the question.
*Does not add up to 100% due to rounding.

Table 5 indicates how this breaks down among the four training areas. Languages training was used the most fully (69%) while human rights was the least fully used. (36%).

Table 5: Use of skills/knowledge learned (by L&D program)

Use	Languages	FABS	HRBA	Institutional

Use	Languages	FABS	HRBA	Institutional
1 Not at all	0	2 (4%)	0	0
2	0	1 (2%)	0	0
3 Somewhat	12 (32%)	21 (45%)	7 (64%)	7 (44%)
4	6 (16%)	4 (9%)	2 (18%)	2 (13%)
5 Fully	20 (53%)	19 (40%)	2 (18%)	7(44%)
Total[†] (% within program)	**38 (101%)[*]**	**47 (100%)**	**11 (100%)**	**16 (101%)[*]**

[†]Not all 114 respondents answered the question.
[*]Does not add up to 100% due to rounding.

The survey also asked about the success in applying and the frequency of application. These questions are very similar to the first question and resulted in similar levels of response. The survey also asked about obstacles and enablers.

Table 6 provides an overview of the obstacles to use of the training for each of the four training areas. Lack of opportunity was most frequently cited across all areas, with the least opportunity for use occurring with human rights training. Lack of need was the next highest reason for FABS and Human Rights. Lack of team and supervisor support in addition to lack of opportunity and lack of time interfered with using learning from institutional training. Lack of time was also a reason cited as an obstacle to using human rights training. The second most cited obstacle for languages was lack of proficiency.

Table 6: Obstacles faced when using/applying skills/knowledge learned (by L&D program)

Obstacle	Languages[‡]	FABS[‡]	HRBA[‡]	Institutional[‡]
Lack of opportunity	11 (29%)	13 (27%)	7 (64%)	7 (44%)
Lack of need	5 (13%)	11 (22%)	3 (27%)	3 (19%)
Lack of support – team	1 (3%)	5 (10%)	1 (10%)	5 (31%)
Lack of support – supervisor	1 (3%)	4 (8%)	0	4 (25%)
Proficiency/skill level	8 (21%)	6 (12%)	1 (9%)	0
Lack of time	7 (18%)	8 (16%)	4 (36%)	5 (31%)
Other (not specified)	4 (11%)	3 (6%)	1 (9%)	2 (13%)

[‡]Represents the number of respondents from the L&D program who selected the particular response option. The percentage refers to the percent of respondents, within the program, who selected the particular response option.

Table 7 indicates the enablers to usage that participants cited. Opportunity and requirement were the most commonly cited enablers for all but the institutional training. With institutional training support from colleagues and managers/supervisors was cited as the most important enabler.

Table 7: Enablers that facilitated the application of skills/knowledge learned (by L&D program)

Enabler	Languages[‡]	FABS[‡]	HRBA[‡]	Institutional[‡]
Opportunity	25 (66%)	38 (78%)	8 (73%)	7 (44%)
Requirement	31 (82%)	40 (82%)	9 (82%)	8 (50%)
Colleagues	23 (61%)	20 (41%)	4 (36%)	7 (44%)
Proficiency/skill level	20 (53%)	20 (41%)	8 (73%)	12 (75%)
Supervisor/manager	20 (53%)	24 (49%)	7 (64%)	9 (56%)
Other (not specified)	5 (13%)	3 (6%)	3 (27%)	3 (19%)

[‡]Represents the number of respondents from the L&D program who selected the particular response option. The percentage refers to the percent of respondents, within the program, who selected the particular response option.

Relevance of Skills and Knowledge Learned

Table 8 indicates the degree to which participants found the training to be relevant. It is not surprising to note that language training was found to be the most relevant. Human rights training is seen to be equally relevant. Institutional training was seen to be the least relevant.

Table 8: Relevance of skills/knowledge learned (by L&D program)

Relevance	Languages	FABS	HRBA	Institutional
1 Not at all	0	0	0	0
2	1 (3%)	1 (2%)	0	0
3 Somewhat	6 (16%)	12 (25%)	2 (18%)	7 (44%)
4	2 (5%)	5 (10%)	3 (27%)	0
5 Fully	29 (76%)	30 (63%)	6 (55%)	9 (56%)
Total[†] (% within program)	**38 (100%)**	**48 (100%)**	**11 (100%)**	**16 (100%)**

Influence on Job Performance

Table 9 shows what survey respondents indicated in terms of the influence training has had on job performance. Participants in language, FABS and institutional training perceive it to have most strongly influenced job performance while participants in human rights training perceive it not have had a strong influence.

Table 9: Influence of training on job performance (by L&D program)

Extent of Influence	Languages	FABS	HRBA	Institutional
1 Not at all	0	3 (6%)	1 (9%)	0
2	1 (3%)	3 (6%)	1 (9%)	0
3 Somewhat	12 (34%)	16 (34%)	8 (73%)	6 (40%)
4	5 (14%)	4 (9%)	0	3 (20%)
5 Fully	17 (49%)	21 (45%)	1 (9%)	6 (40%)
Total[†] (% within program)	**35 (100%)**	**47 (100%)**	**11 (100%)**	**15 (100%)**

[†]Not all 114 respondents answered the question.

Related to this is influence on quality of work. Table 10 indicates the extent to which respondents said that the training influenced the quality of their work. It seems that all of the training influenced the quality of work to a fairly high degree. Since quality of work is a key component of job performance, it is surprising that the responses are not similar. It raises the question as to whether the participant is in the best position to judge influence on quality of work and job performance.

Table 10: Influence of training on quality of work (by L&D program)

Extent of Influence	Languages	FABS	HRBA	Institutional
1 Not at all	2 (6%)	3 (7%)	0	0
2	1 (3%)	2 (5%)	0	1 (7%)
3 Somewhat	11 (31%)	14 (32%)	5 (50%)	8 (53%)
4	6 (17%)	5 (11%)	2 (20%)	2 (13%)
5 Fully	16 (44%)	20 (46%)	3 (30%)	4 (27%)
Total[†] (% within program)	**36 (101%)[*]**	**44 (101%)[*]**	**10 (100%)**	**15 (100%)**

[†]Not all 114 respondents answered the question.
[*]Does not add up to 100% due to rounding.

The survey also asked about any changes that would improve training. The following suggestions were made[4]:

- FABS
  - Space out over two weeks
  - More time
  - Provision of training materials
  - More opportunity to make notes rather than working all day with FABS
  - Include FAQ
  - Provide periodic training
  - Allow more time for application of skills
  - Provide short refresh/follow-up training
  - Provide an advanced level course
  - Emphasize delays one might encounter from start to finish
- Human Rights Training
  - Bring in more practical applications
- Institutional Training
  - Provide follow-up training
  - Make training longer
  - Include field colleagues as well as people from HQ
  - More support after from managers/supervisors
  - Provide it to all new employees very soon after they are hired
  - Do not allow unfair and personal attacks from other colleagues

Other comments ranged from praise for the instructors to indicating why the person could not complete the course.

[4] Language Training had comments specific to the different language courses and cannot be applied overall, so are not included.

ANNEX G: MANAGEMENT RESPONSE

Note importante : HRM et le Président de la Commission du développement et de la formation regrettent a) l'absence d'évaluation systématique des 4 formations pour lesquelles les évaluateurs devaient fournir des recommandations spécifiques, b) l'absence de commentaire sur les quatre axes stratégiques du Plan de formation, pour lesquels la Commission avait demandé un avis aux évaluateurs lors de la réunion conjointe de consultation, et sans lequel ce rapport et ces recommandations perdent une grande partie de leur pertinence, c) la prolifération dommageable des sous-recommandations, certaines d'entre elles fort vagues, d) l'absence de reconnaissance des efforts consentis en matière de coût-efficacité, en particulier la réduction des coûts individuels de formation.

Recommendations	Management Response : *Accept / Partially Accept / Reject*	If not accepted, give reasons for rejection
1. Shift the emphasis from skill-based training and information provision to facilitation of knowledge, development and learning. This would include the changes such as the following:	**Partially Accept**	**Voir les commentaires ci-dessous relatifs à chacune des sous-recommandations**
1(a) Acknowledge that a primary objective of learning and development is to serve as a tool to support UNESCO as a learning organization with leading edge expertise;	**Accept (but this recommendation is vague)**	
1(b) Change the balance between corporate and delegated	**Reject**	**1. Cette recommandation n'est pas fondée sur une étude argumentée lors du rapport d'évaluation.**

Recommendations	Management Response : *Accept / Partially Accept / Reject*	If not accepted, give reasons for rejection
funds, so that significantly more is allocated to the latter;		**2. La Directrice générale a approuvé, dans le cadre du Plan 2010-2011 de formation, la mise en place d'une étude des besoins en formation qui sera faite en consultation avec l'ensemble des services au sein de l'UNESCO. Les résultats de cette étude détermineront notamment l'équilibre à adopter entre formations déléguées et formations institutionnelles.**
1(c) Direct HRM to identify strategies that can be used to facilitate development and learning, including but going beyond approaches such as mentoring, coaching, job rotation and taking into account practices that some managers within UNESCO are currently using, with a plan presented to the Learning and Development Commission for approval;	**Accept**	
1(d) Exclude mandatory information sessions from the Learning and Development budget;	**Reject**	**Plusieurs formations obligatoires ont été décidées pour l'ensemble du Système (la sécurité ou la prévention HIV/AIDS) et il ne revient pas à l'UNESCO d'en décider. Elles peuvent aussi être décidées par la Conférence générale, c'est-à-dire les Etats membres.**
1(e) To the extent possible, look for opportunities to augment resources of any form that can be used to support learning and development;	**Accept (but this recommendation is vague)**	
1(f) Complement various forms of face-to-face training and	**Partially Accept**	**La mise en place de cette recommandation requiert des fonds supplémentaires or le budget alloué a été coupé de**

Recommendations	Management Response : *Accept / Partially Accept / Reject*	If not accepted, give reasons for rejection
development with use of innovative forms of electronic delivery and sharing mechanisms and platforms that can support learning and exchanges among people in different physical locations;		**20 % depuis 2004.** **Par ailleurs, le développement de solutions de formation e-learning demande un important investissement financier.**
1(g) Link Learning and Development more closely with other human resource systems, with particular attention to recruitment, succession planning, career development, and performance appraisal.	**Accept**	
2. Re-position the Learning and Development Commission so that it will be able to take a more strategic role in identifying learning and development priorities, taking into account both bottom-up needs as well as senior management priorities, develop greater support for learning and development across all areas of UNESCO, and also place greater emphasis on assessing the effectiveness of supported activities	**Mostly Accept**	**Voir les commentaires ci-dessous relatifs à chacune des sous-recommandations**
2(a) Define the criteria and process which Directors should use when appointing their representatives to the Commission, in order to ensure they clearly represent their constituencies and are viewed as arms-length from HRM;	**Accept**	
2(b)	**Accept**	

Recommendations	Management Response : *Accept / Partially Accept / Reject*	If not accepted, give reasons for rejection
Ensure that the Commission is representative of all parts of UNESCO, including sectors and field offices; consider the use of video conferences and/or other means of remote communications to facilitate full participation from the field to supplement face-to-face meetings;		
2(c) Develop a transparent line of operating and reporting, not only to HRM, but also to the constituencies of Commission members and to senior management;	**Accept**	
2(d) Have HRM act as secretariat to the Commission rather than sit as a full member, to provide for the independence of the Commission and the avoidance of appearance of conflict of interest.	**Reject**	**Cette recommandation est contradictoire avec la recommandation 1(g). Si l'on souhaite des liens renforcés avec les autres politiques de HRM, HRM doit être membre de la Commission au même titre que d'autres services centraux et secteurs de programme.**
3. Endorse the Learning and Development Policy itself and move towards its full implementation, given that it is consistent with recognized good practice, subject to the following minor adjustments:	**Partially Accept**	**Voir les commentaires ci-dessous relatifs à chacune des sous-recommandations**
3(a) The responsibility for learning and development should be mutual and equal between the employee and the employer who provides the leadership;	**Accept**	

Recommendations	Management Response : *Accept / Partially Accept / Reject*	If not accepted, give reasons for rejection
3(b) The policy should be revised to reflect the above recommendations with respect to the appointment and composition of Commission members and the role of HRM as secretariat rather than as a full member.	**Partially Accept**	**Les commentaires faits aux recommandations 1(a) et 2(d) doivent être pris en compte.**
3(c) Senior management should request the Learning and Development Commission, reformulated as per Recommendation 2, and with the input and support of HRM, to develop a plan for implementation of the Policy. This plan should be reviewed and approved by the College of ADGs, with progress towards its implementation reviewed at least annually.	**Partially Accept**	- Le plan d'exécution est revu tous les deux années par le Collège des ADGs; - La Commission Learning & Development suit de façon continue, tout au long de l'exercice biennal, la mise en œuvre du plan d'exécution de la formation biennale.
4. Implement more of a user-centred approach to learning and development activities which responds to individual and sector need, offering a full range of modalities and topics, which go beyond the classroom approach.	**Partially Accept**	**Voir les commentaires ci-dessous relatifs à chacune des sous-recommandations**
4(a) This should include, *inter alia*, careful attention to learning needs assessment through the performance management system and other means, and finding ways to engage the various generations in planning approaches	**Accept (nevertheless this recommendation is really vague for implementation)**	

Recommendations	Management Response : *Accept / Partially Accept / Reject*	If not accepted, give reasons for rejection
to learning and development.		
4(b) The best solution would be to include some younger generation people on the L&D Commission, or strike some working groups that can feed ideas to them.	**Partially Accept**	**Cette recommandation est contradictoire avec celle au 2a) dans la mesure où ce sont les secteurs/services qui doivent nommer leurs représentants.**
4(c) The Commission, and HRM, should make greater effort to recognize and to support a diversity of learning styles, needs and contexts which is recognized as good practice	**Partially Accept**	**Cela dépend essentiellement des fonds disponibles pour la formation. Avec un budget en récession (plus de 20 % de coupe depuis 2004), seules les formations en groupe permettent que le plus grand nombre de membres du personnel aient une formation.** **Par ailleurs, l'investissement financier est important pour le développement de formation e-learning. Et il aurait été souhaitable que les évaluateurs évaluent financièrement le coût de leurs propositions et la capacité de l'UNESCO de les mettre en place.**
4(d) Some of this could be addressed by efforts to obtain feedback (e.g. via surveys, focus groups, and an open request for comments and suggestions) on what is working well and how to further enhance the learning.	**Accept**	
4(e) Small experiments in Individual Learning Plans should be undertaken to see what works best given UNESCO's context. This includes exploring ways of making better	**Accept**	

Recommendations	Management Response : *Accept / Partially Accept / Reject*	If not accepted, give reasons for rejection
use of existing expertise among UNESCO staff, such as providing instruction, coaching and mentoring.		
5. Improve monitoring and evaluation of learning development:	**Accept**	
5(a) Establish an interactive database that can easily generate reports on learning and development activities and utilization;	**Accept**	
5(b) Revise the existing survey instruments and processes in order to link the questions asked directly to the policy's objectives and to eliminate potential bias in its construction and response;	**Accept**	
5(c) Collect information on learning and development activities such as mentoring and coaching.	**Accept**	