



**UNHCR**

United Nations High Commissioner for Refugees  
Haut Commissariat des Nations Unies pour les réfugiés

## Terms of Reference

### Review of the UNHCR's Training of Trainer (ToT) Approach and Model

*The UNHCR Global Learning and Development Centre (GLDC), Budapest (Hungary), is seeking applications from an interested and qualified consultant for the conduct of an external review of its ToT approach and model.*

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|------------------------------|--|
| <b>Terms of Reference:</b>   | Consultant   |
| <b>Project Title:</b>        | Review of the UNHCR's Training of Trainer (ToT) Approach and Model |
| <b>Job Title:</b>            | ToT Review Consultant  |
| <b>Organisation:</b>         | UNHCR  |
| <b>Duty Station:</b>         | home-based   |
| <b>Duration:</b>             | Estimated 50 days over a period of 3 months                        |
| <b>Starting Date:</b>        | 15 October 2019  |
| <b>Contract Type:</b>        | Individual Consultant (IC)   |
| <b>Application deadline:</b> | 30 September 2019 (CET).   |

#### ***I. Background***

In line with a new mandate issued in the 'Unifying Learning in UNHCR' of 2008 and since the GLDC became operational in 2010, learning in UNHCR underwent a major overhaul in critical areas such as design, development, delivery, assessment, reporting and governance.

GLDC mandated objectives are to: ensuring learning is linked to its protection mandate and organization's strategic operational priorities of the organization; ensuring global corporate learning activities are centrally coordinated and adopt a multi-functional team approach; increasing staff access to learning opportunities; increasing the quality of learning - including professionalising the learning function; establishing a link between career and learning; and offering learning focused on results and impact.

In 2019, following a major HR Review, the GLC became the Global Learning and Development Centre (GLDC) to emphasize the integration between learning, career, talent and leadership development as well as performance management. The GLDC consists of three sections: the Functional Learning Section (FLS) comprised of learning units covering the different functions of UNHCR, such as protection, programme, finance, supply chain, emergency and security; as well as a learning design and development unit. In addition, the GLDC has established a new Leadership Development Section (LDS), covering management, leadership and human resources; and a Talent Development & Performance Section (TDPS), covering talent identification and retention, careers and performance management.

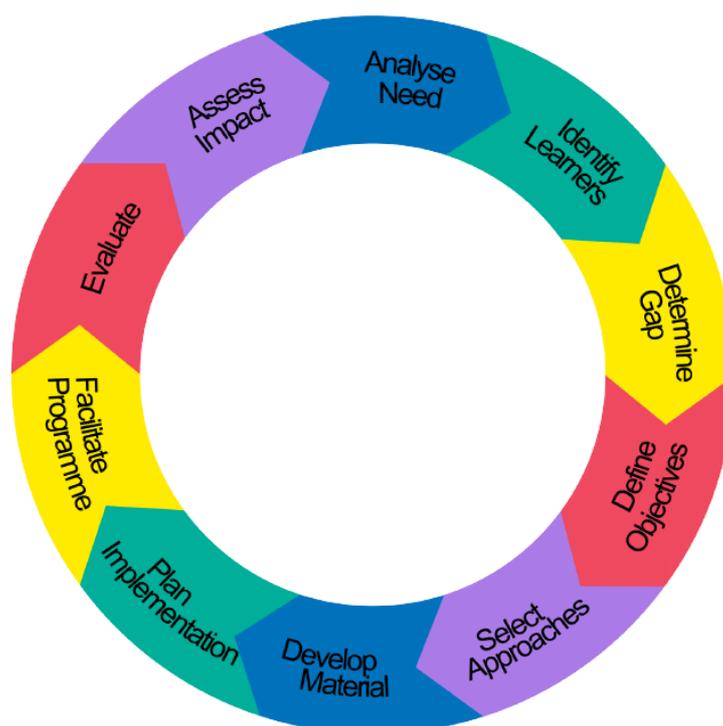
## II. Introduction

With the objective of professionalizing the learning and training function in UNHCR, the GLDC has from the outset been delivering Training of Trainers (ToT) programmes to its staff, using approaches and models characterized by similarities and differences.

A common basis for ToT programmes in GLDC is the *10 Steps to Learning in UNHCR* (see diagram below). They are an expanded version of the more commonly known ADDIE model (Analysis, Design, Development, Implementation and Evaluation).

Steps 1, 2 and 3 represent the Analysis phase and consist of Needs Analysis, Identification of Target Learner Group and Determination of Performance Gap; Steps 4 and 5 represent the Design phase, including Defining Learning Objectives and Selecting learning approaches; Step six is the Development of learning materials; Steps 7 and 8 are the Implementation phase, covering the Planning of the learning intervention and its delivery/facilitation; Steps 9 and 10 represent the Evaluation phase, including the Evaluation of short-term results and Assessment of Learning Impact in the longer-term. The 10 Steps are not conceived to be independent of each other but they blend together. It is quite possible to be working on more than one step at the same time and in an iterative fashion.

**Diagram 1: 10 Steps to Learning in UNHCR**



Key UNHCR's ToT programmes include:

**The Trainer and Facilitator Development Programme (TFDP).** This is a three-level programme aligned to the competencies of the International Association of Facilitators (IAF) organization. Fundamental Training Skills is level 1 of the TFDP. The programme is on-line self-study and self-paced. Upon completion of the self-study there is an optional workshop available. This level is open to all staff and designed for those who deliver

occasional trainings or presentations. Working through this programme, participants learn how to gather data necessary to conduct a focused training, create learning objectives, design, deliver, and evaluate effective trainings and presentations.

Building Your Toolkit is level two of TFDP. The target audience is experienced trainers with significant or full time training responsibilities. The tutored assignments are needs assessment, design / development of a blended learning programme and emotional intelligence as applied to training.

Advanced Facilitation Skills is TFDP level 3. Advanced is designed for those with responsibility for facilitating events such as strategy setting, team building and team start-up. The tutored assignments and workshop require design / facilitation of such events.

Presentation Skills (self-study and workshop), Conducting Engaging Webinars (webinar and workshop), and Developing Effective Assessments (Webinar and workshop) complete the TFDP suite of offerings.

**Thematic ToTs:** These are the core ToT-formatted programmes offered by the GLDC. Thematic ToTs aim at equipping UNHCR personnel already in possession of knowledge on the specific selected topic with the required skills to deliver a specific learning programme. ToTs would normally require an existing learning programme, a policy (e.g., *Prevention of Sexual Exploitation and Abuse ToT, Internally Displaced Persons Policy & Law ToT, Code of Conduct*) or guidance document (e.g., *Best Interests Procedure ToT, Programme Management ToT*) to which the ToT fundamentals are applied. In this sense, thematic ToTs combine the content-specific sessions of a defined learning programme (e.g., *Interview Learning Programme* or *Community-Based Protection Learning Programme*) and modules from the Trainer and Facilitator Development Programme (TFDP) into a blended learning programme. ToTs comprise not only a self-study phase, where the TFDP modules are used, but also a workshop where participants are requested to facilitate and put into practice most of the acquired skills and, a third phase consisting of a practical assignment or project to be implemented in the context of participants' Field operations.

**The Facilitation of Protection Learning (FPL)** –The Facilitation of Protection Learning (FPL) programme is designed to reinforce UNHCR's protection workforce capacity to design, develop and deliver learning activities on protection. The programme responds to a need expressed by colleagues working in the Protection function, who often find themselves designing, developing and facilitating specialized training sessions, operational discussions and workshops, briefings, inductions, courses and other learning interventions and presentations as part of their job descriptions and responsibilities. This blended programme comprises a self-study phase, workshop and post-workshop assignment. In addition, after successfully completing the programme, colleagues join a permanent Field-based roster of protection facilitators. Members of the roster can be called upon by the GLDC Protection Learning Unit (PLU) in creating content, facilitating the self-study phase and delivering the workshop component of different sessions of various protection-related learning programmes. FPLs can also be delivered with a focus on a specific Protection topic (e.g., Registration FPL or Refugee Status Determination FPL) or a special geographical area being targeted (e.g., FPL Europe or FPL Americas).

### **III. Purpose and Audience**

This review should assess, as systematically and objectively as is possible, (a) the effectiveness of ToTs delivered by the GLDC; (b) good practices and lessons from ToTs models and approaches within UNHCR and in other selected UN Agencies and UNHCR's ToT contribution to other UN Agencies; and based on (a) and (b), formulate recommendations on the way forward for UNHCR's ToT, in the context of UNHCR decentralization and UN Reform direction of strengthening inter-agency collaborations. The review should provide information that is credible, useful, and practical as well as constructive recommendations in order to strengthen the work of the GLDC in this area.

The primary audiences of the review report are the GLDC management, including the Heads of GLDC Sections; and the Heads of Units.

#### **IV. Scope**

The review should address the following inter-linked key questions:

- 1) How effective have the GLDC's Training of Trainer (ToT) approaches and models been?
  - a) To what extent ToT graduates facilitated and delivered workshop/courses? And designed/developed content?
  - b) To what extent ToT graduates applied the 10-step model? What processes are used to train trainers and how does that process compare to the 10-step model?
  - c) To what extent the selection of ToT participants was appropriate?
  - d) What factors made ToT graduates very active, active, inactive trainers?
  - e) Based on a comparative review of various GLDC's ToT programmes currently used within UNHCR (TFDP, FPL, Thematic ToTs, WSAT, etc.), what components worked well and should be retained/adapted going forward?
  
- 2) What can UNHCR learn from other UN System Agencies' TOT approaches and models? And what can UNHCR offer in terms of ToT?
  - a) How do GLDC's ToT approaches and models compare with those in selected UN agencies (e.g., WFP, UNICEF, UNDP, OCHA, UNSSC, IOM, UN Secretariat)?
  - b) How valuable has the contribution of UNHCR ToT to other UN Agencies been (e.g., WFP, OCHA, UNESCO, Vienna-based agencies)?
  - c) What components and good practices from other UN Agencies could GLDC consider for adoption/adaptation?
  - d) Is the ToT a service where UNHCR may bring added-value to UN system agencies? If so, how?
  
- 3) In the context of UNHCR's decentralization and regionalization process, UN Reform and strengthened inter-agency collaboration, what ToT approach and model would be most valuable and effective (or fit- for purpose) going forward?
  - a) What should be the roles and responsibilities of relevant UNHCR stakeholders (Global, Regional, Country levels)?
  - b) What tools/platforms and technologies should be used? To what extent a CoP of trainers/facilitators exist?
  - c) How to balance specificities (regional and functional communities) with need for coherent, convergent and harmonized approach?
  - d) How can the use of ToT graduates be maximized, taking into account their profile and skills?

#### **V. Methodology**

The reviewer should employ a mixed-method approach to triangulate all available data sources to address the key review questions and reach findings and conclusions that inform solid recommendations. The reviewer will be responsible to propose and implement an appropriate methodology which may include, but may not limited, to the following:

- Review of relevant programme documents, training and assessment data and training materials
- Inception visit to GLDC
- Interviews with relevant GLDC staff
- Surveys/Questionnaires (e.g., ToT graduates' workshop participants, other stakeholders);

- Interviews with ToT graduates (Skype, Phone) and/or supervisors; with learning managers of UN Agencies
- Observation of Webinars; observation of one workshop (TBD, if feasible during contract duration).
- Quantitative and qualitative analysis of primary and secondary data collected.

Relevant UNHCR materials will be provided to the reviewer as required, such as inter-alia: access to on-line modules, Webinars and training materials, reports, course adverts; existing feedback (course evaluations and assessments, survey results); list of participants, facilitators/trainers, project staff and other key informants.

## **VI. Deliverables**

The first product is a short inception report presenting the detailed review proposal, including inter-alia the final review questions, methodology, limitations and work plan with timeline to be completed in conjunction with the inception visit to GLDC.

The second product is the draft review report for feedback. The third deliverable is a final report presenting the analysis, findings, conclusions addressing the key review questions; as well as related recommendations for the way forward with regards to the ToT approach and model. All deliverables are in English.

## **VII. Review Timetable**

A total of 50 work days are estimated to conduct the review. The review will be undertaken between October and December 2019. A detailed evaluation timetable within this time range will be prepared by the consultant in connection with the inception visit to the GLDC, Budapest and included in the inception report.

## **VIII. Contract Arrangements**

This assignment will be conducted by one external consultant, under the overall management and supervision of the GLDC Learning Solutions Officer (Evaluation). Relevant GLDC staff will facilitate access to staff, data and information pertinent to the external review. This review will be undertaken under a lump sum contract. The consultant will be expected to work from home and provide his or her own office space, relevant software and working equipment. The consultant takes full responsibility for the conduct of the review and the provision of evaluation products which are correct, proof-read and in English. The consultant will manage his/her own travel arrangements. Travel costs will be paid separately from fees in line with applicable UNHCR policy.

## **IX. Consultant's profile**

The consultant should possess the following skills and experience:

Essential:

- Demonstrated experience in the evaluation of substantive blended learning programmes, including in quantitative and qualitative data collection and analysis.
- A minimum of 15 years of evaluation experience, including at least 5 years with UN, or other major international organization.
- Strong communication, presentation, organization and negotiation skills.
- University degree (MA level or above) in evaluation, education, social sciences or other relevant subjects.
- Fluency in spoken and written English language.

Desirable:

- Evaluation experience in the context of humanitarian action.
- Certifications/qualifications in evaluation and research areas.
- Training design and delivery.
- ToT design and delivery.
- Experience in use of LMS and other internet-based technology in adult learning context.
- Fluency in French language.

## **X. Payment of fees**

Payment of fees will be by deliverables in installments, subject to satisfactory service. The 1<sup>st</sup> payment will be made after the inception travel to GLDC in Budapest and approval of the inception report; the 2<sup>nd</sup> upon submission of the final report.

## **XI. Travel**

The consultant is expected to undertake:

- One 3-day inception mission to the GLDC, Budapest (Hungary) upon signature of contract. The purpose is to meet and interview relevant GLDC staff, gather relevant data and information, and draft the inception report.
- One workshop observation (TBD).

## **XII. Submission of Applications**

To be considered, interested and qualified consultants meeting profile requirements (see section IX above) must submit the following:

1. Cover letter highlighting how your skills and experience makes you suitable for this assignment, including any methodological, analytical considerations as well as other aspects you deem relevant for the successful conduct of this review.
2. Curriculum vitae (highlighting work experience and qualifications relevant to this assignment).
3. Full contact details of at least three relevant references from among recent clients.
4. Up to two sample review/evaluation reports relevant to this assignment.
5. Daily fee (used as reference to determine the level of consultancy).

Please submit your application via email to UNHCR GLDC functional mailbox ([hqglcevl@unhcr.org](mailto:hqglcevl@unhcr.org)).

Deadline for submissions is **30 September 2019 (CET)**. Only applicants submitting complete applications and under serious consideration will be contacted.