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# Midterm Evaluation of UNHCR's Cash-based Interventions (CBI) Capacity Building Approach

EVALUATION REPORT  
APRIL 2019

Conducted by:  
Bruce Ravesloot  
Mark Langworthy  
Elizabeth Cuellar  
Jeremie Kaelin

**TANGO**  
INTERNATIONAL  
TECHNICAL ASSISTANCE to NGOs

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### **Evaluation Service**

United Nations High Commissioner for Refugees

Case Postale 2500

1211 Genève 2

Switzerland

[www.unhcr.org](http://www.unhcr.org)

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Note: This report follows the UNHCR Style Companion (2012), which uses the Concise Oxford English Dictionary as a reference with the exception of some key spellings such as the use of –ize or –ization.

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<b>Evaluation manager / contact in UNHCR:</b>	Vincenzo Lionetti ( <a href="mailto:lionetti@unhcr.org">lionetti@unhcr.org</a> ) Christine Fu ( <a href="mailto:fu@unhcr.org">fu@unhcr.org</a> )
<b>Support staff:</b>	Michelle Crosby-Nagy ( <a href="mailto:crosbyna@unhcr.org">crosbyna@unhcr.org</a> ) Selam Araya Soum ( <a href="mailto:soum@unhcr.org">soum@unhcr.org</a> ) Alessandra Faustino ( <a href="mailto:faustino@unhcr.org">faustino@unhcr.org</a> )

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# Executive Summary

## I. Purpose of this Evaluation, Methodology, and Subject of the Evaluation

In 2016, UNHCR adopted the Policy on Cash-Based Interventions (UNHCR/HCP/2016/3) to expand and systematise its use of Cash-Based Interventions (CBIs) worldwide. To achieve this vision, UNHCR established the Strategy for the use of Cash-Based Interventions 2016-2020. Objective 2 of the Strategy includes comprehensive investment in capacity-building to mainstream CBIs. UNHCR has developed training and learning initiatives as part of its CBI Capacity Building Approach. This decentralised mid-term evaluation focuses on reviewing the progress reached by the training component of the capacity-building strategy and the effectiveness of the CBI training delivered so far. The specific purpose of this evaluation is to review UNHCR's CBI training accomplishments against UNHCR's ensure "CBI proficiency" by 2020 through the capacity building component.

The evaluation focused on two key evaluation questions based on the New World Kirkpatrick Model (NWKM) as a research framework:

- KEQ1: To what extent have the CBI trainings delivered by the Global Cash Operations and GLDC achieved their specific learning objectives?
- KEQ 2: Based on analysis of the above, what lessons learned and good practices can be observed, and what recommendations can be provided per UNHCR's capacity building approach towards CBI.

The NWKM, a cornerstone of training evaluations recognized worldwide for its four Levels approach, was used to demonstrate training value and performance from the design to the implementation stage. The methodological approach gauges the quality of the training programme, the degree to which it resulted in knowledge and skills that can be applied on the job, behaviour change through on-the-job performance, and sub-sequent organizational results due to training.

The training component includes six distinct learning channels: the Introduction to CBIs, the Half-day Training on CBIs, the CBI-Learning Programme, the Functional Field Support Training on CBIs, the In-country/Regional Workshop on CBIs, and the CBI-Learning Programme for Senior Managers. Since 2016, a total of 3,835 UNHCR staff and 670 external partners have participated in the CBI Capacity Building training package developed and implemented by Global Cash Operations (GCO) in collaboration with the Global Learning and Development Centre (GLDC).

The Evaluation Team conducted an in-depth retrospective evaluation using a mixed methods approach, focusing on the 2016-2020 timeframe as well as projections beyond 2020 for the CBI Capacity Building Approach. The triangulation of information was completed through a desk review of secondary data including training materials, as well as the collection of primary data. Primary data included the observation of ongoing trainings, an electronic survey of UNHCR staff trainees (311 responses collected between December 2018 and January 2019), 19 in-depth interviews with trainees and CBI Officers, and finally, 27 key informant interviews with UNHCR staff involved in the development and implementation of the training component of the CBI Capacity Building Approach.

## II. Findings and Conclusions

The Evaluation Team finds that the CBI Capacity Building Approach met its objectives for 2017 and for 2018 and is on track to deliver the strategic priorities it has set for itself. The Capacity Building Approach has improved the knowledge and attitude of trainees but additional investments are needed to strengthen the behaviour and decision-making with respect to CBI implementation. This evaluation provides recommendations, which along with continuing

investments, suggest a promising likelihood of achieving 2019-2020 objectives. A number of key themes have emerged from the evaluation, including the following:

**Relevance:** UNHCR has made a number of adjustments to respond to changes over time, suggesting a high degree of adaptive management. A review of the evolution of the CBI Capacity Building Strategy through UNHCR literature and interviews suggests that the Global Cash Operations is highly responsive to both the changing landscape of CBIs in the humanitarian sector and changes in UNHCR staff needs. The scale-up of the Learning Programme (LP) to meet the demand for additional trainings, as well as the development of the Functional Field Support to address in-depth Function-specific skill-building and the Training for Senior Managers and strategic CBI knowledge demonstrate the continued evolution of the capacity building approach.

**Effectiveness:** When compared against the NWKM, the awareness-raising and knowledge base has been achieved, as noted by the 90 percent satisfaction.<sup>1</sup> Primary data indicates that trainees feel an improved level of engagement and appreciation for CBIs as a modality, although there is a lack of confidence in their ability to apply CBIs independently. The Evaluation Team finds that critical mass has been reached for NWKM Level 1, and that In-country/Regional Workshops, Functional Field Support, the Learning Programme, and the Training for Senior Managers have contributed to the achievement of the understanding of key CBI concepts. However, an increased focus on building on achievements reached in Levels 1-2 to in order to reach Levels 3 and 4 needs to occur for 2019 and beyond in order to fulfill objectives by 2020.

Overall, however, the Evaluation Team finds that the (1) CBI training initiative has achieved a critical mass of CBI awareness in the organization and (2) is in the process of supporting system changes for CBI proficiency at the institutional level. Important progress is being made in strengthening the enabling factors for CBI proficiency, including through increased focus on functional training and a MFT approach, and increased engagement of Senior Managers.

The evaluation finds that both the totality of the CBI training package as well as individual CBI learning offerings, have been appropriately updated to take into account different learner functions and contexts. The discrete CBI trainings have to varying degrees had a positive effect on changes in knowledge, attitude, engagement, and skill-building. All CBI training have strengthened knowledge around CBI and contributed to a positive attitude towards CBI adoption in the organization. The LP is the foundation for behaviour-change, and the Functional Field Support Trainings and Senior Management Trainings have strengthened, to a limited degree, the decision-making behaviour of UNHCR staff.

The CBI trainings are complementary and for practical purposes can be viewed as two learning channels. First, is the basic orientation to CBIs provided by the online e-learning of the Introduction to CBIs, which is knowledge oriented. Second is the advanced track, which focusses on skills and application, and behaviour-level change. However, the Evaluation Team notes that despite good progress made since the CBI training initiative was launched, some key gaps in knowledge and skills required for CBI proficiency. Specifically, knowledge and skills for functional application need continued strengthening.

**Factors that affect results:** In addition to costing data, the Evaluation Team considers internal and external factors that affect results as either enabling or constraining factors to achieving CBI proficiency. These include the excellent capacity building team within GCO and the availability of material in multiple languages. The contextual factors in which CBIs are designed and implemented is also worth mentioning, as UNHCR operates in volatile environments in which the application of learnings may be hampered by external elements.

**Sustainability:** In order to gauge the sustainability of maintaining CBI capacity within UNHCR, the Evaluation Team reviewed costing data for the learning channels which had data available. The most recent costing data for the Learning Programme, the Functional Field Support, and In-country/Regional Workshops reveals that cost per trainees has been highest for Learning

<sup>1</sup> Based on 308 survey respondents surveyed by the Evaluation Team, 62 percent of whom rate their overall experience satisfying, and 28 percent rate their experience highly satisfying.

Programme trainees, followed by trainees from the Functional Field Support, and In-country/Regional Workshop, partially due to travel costs. As all three of the learning channels reviewed are key channels that contribute to CBI proficiency, the Evaluation Team suggests adopting a regional/operationa/country-level approach, specializing in specific elements and successes of the Learning Programme and the Functional Field Support.

**Good practices:** This evaluation has observed several lessons and good practices, including the overall complementarity, particulalry between the LP, the Training for Senior Managers, and the Functional Field Support Trainings. Key players who act as enablers who help support behaviour-level change include CBI Officers and Senior Managers; the latter of hwom support results-level changes at the institutional level. The Evaluation Team finds that additional support will be needed for post-training investments to continue to be fulfilled. This should be through Communities of Practice to continue knowledge sharing, collaboration and practice-driven. The recommendations below provide additional suggestions for key stakeholders moving forward.

### III. Recommendations

<i>Recommendations</i>	<i>Responsible</i>	<i>Time-frame</i>
<p>1. <i>Identify and resource content holder for the continuation of CBI trainings through (a) existing financial, human, and organizational GCO resources. This will include the transitioning from GCO to GLDC as possible. GCO is not able to retain/secure funding for keeping current GCO capacity building officers in place but can support GLDC to create a short- to medium-term position to support the update of the CBI training package and establishment of a task-oriented Community of Practice. GLDC needs to identify funding to recruit at least one of the CBI capacity building officers for a 24-month period, to complete recommendations 2 and 3 below.</i></p>	<p>GLDC with support from GCO</p>	<p>Within the next six months</p>
<p>2. <i>Update the CBI training package by establishing two tracks. The first will be a demand-driven, online CBI-orientation package open to all UNHCR staff focused on building knowledge and a skill-based component based around showcasing good practices from the functional CBI trainings as well as the application of experience. The first track will have two levels: Level One will be a continuation of the current online CBI introduction while Level Two will incorporate the majority of the information currently offered through distance-learning modules under the LP, as a UNHCR CV-certified course.</i></p> <p><i>Track Two will be application-oriented and will focus on an in-person multi-functional workshop that is organized at operational- or regional-levels, with cost-sharing of the organizational costs by the operation involved. Trainers and facilitators will be drawn from the UNHCR cohort currently engaged in a similar role in the LP, Functional Field Training, and Senior Manager Training; ideally led by the newly established GLDC position under Recommendation The Track Two trainings should include an in-person workshop that includes two days of multiple functional training elements in parallel,</i></p>	<p>GLDC with support from GCO</p>	<p>Within the next twelve months</p>

combined with a multi-functional opening (one day) and closing days (two days) that involve senior management. Track Two will also include substantive sessions to organize Community of Practice teams, organized by task or theme, to address priority issues or opportunities; this would take place on day four or five. Facilitators will be established through a revolving role. Where possible, priority should be given to operation-funded staff and functional roles within the task team as this role could be integrated into their current job description.

3. *Invest in a Community of Practice to support progress towards CBI proficiency. This includes building on GLDC experience towards a user-driven Community of Practice that is premised on the collaboration and learning function. Investments would organize participants towards the the most relevant challenges and opportunities related to design, implementation, and monitoring of CBIs within UNHCR through a user-driven Community of Practice. This could range from the UNHCR Yammer platform, to whatsapp to basic listservs, or email groups, to a working group. The newly created position within GLDC under Recommendation One will have to focus on establishing these task teams and supporting local facilitators. This may include the regional or national CBI Officers, if those roles still exist, or knowledge-management and learning focal points with existing CBI operations, and wokring groups. These facilitators would ensure content development, including the quality of messages inserted into the task teams, is aligned with UNHCR and sector CBI standards. Experience shows that it will take about twelve months from start to finish to have these task teams operate independently, in addition to accounting for another year with accompaniment from GLDC for the Community of Practice task team function to be institutionalized beyond the first pilot projects.*

GLDC with support from GCO

When within next 18 months

# Table of Contents

<b>Executive Summary</b>	<b>iii</b>
I. Purpose of this Evaluation, Methodology, and Subject of the Evaluation	iii
II. Findings and Conclusions	iii
III. Recommendations	v
<b>1. Introduction</b>	<b>10</b>
1.2 Key Evaluation Questions	11
<b>2. Methodology</b>	<b>13</b>
2.1 Analytical Framework: New World Kirkpatrick Model	13
2.2. Qualitative data collection	14
2.3. Quantitative data collection	17
2.4 Document review, analysis and triangulation	17
2.5 Constraints and limitations for consideration	18
<b>3. Context and Timeline</b>	<b>20</b>
<b>3.1. Strategic Priorities</b>	20
<b>3.2. Learning Channels</b>	20
<b>3.3. Overview of learning channels</b>	21
3.3.1. Introduction to CBIs	21
3.3.2. Half-day Training	23
3.3.3. CBI-Learning Programme (LP)	24
3.3.4. In-country/Regional Workshops	27
3.3.5. CBI Functional Field Support Trainings	29
3.3.6. Training for Senior Managers	31
<b>4. Findings</b>	<b>32</b>
4.1 Relevance	32
4.2. Effectiveness	34
4.2.1 <i>Introduction to CBIs</i>	35
4.3 <i>Contribution to improved capacity to implement CBIs</i>	42
4.4 <i>Sustaining and mainstreaming CBI capacity within the organization</i>	45
4.5. <i>Factors that enabled/constrained CBI capacity building of staff and organizational results</i>	46
4.6. <i>Factors that enable/constrain (or - to consider for) further institutionalization of CBI48</i>	
<b>5. Conclusions</b>	<b>53</b>
<b>6. Recommendations</b>	<b>55</b>

# List of figures, tables and boxes

Figure 1: New World Kirkpatrick Model diagram	13
Figure 2: Introduction to CBIs – percentage of participants trained by sex and by duty station	22
Figure 3: Introduction to CBIs – number of training participants by Functional area	22
Figure 4: Introduction to CBIs – number of training participants by Grade level	23
Figure 5: Half-day training – percentage of staff trained by sex and by duty station	23
Figure 6: Half-day training– number of training participants by Functional area	24
Figure 7: Half-day training– number of training participants by Grade level	24
Figure 8: LP – percentage of staff trained by sex and by duty station	26
Figure 9: LP – number of training participants by Functional area	26
Figure 10: LP – number of training participants by Grade level	26
Figure 11: In-country/Regional Workshops – percentage of staff trained by sex and by duty station	28
Figure 12: In-country/Regional Workshops – number of training participants by Functional area	28
Figure 13: In-country/Regional Workshops – number of training participants by Grade level	29
Figure 14: Functional Field Support Training – percentage of staff trained by sex and by duty station	30
Figure 15: Functional Field Support Training – number of training participants by Functional area	30
Figure 16: Functional Field Support Training – number of training participants by Grade level	30
Figure 17: Satisfaction with overall training experience, n=308	35
Figure 18: Programme staff – number of survey respondents who report an improvement in knowledge of key CBI concepts by staff's Functional area; n=67	41
Figure 19: Protection Staff – number of survey respondents who report an improvement in knowledge of key CBI concepts by staff's Functional area; n=58	42
Figure 20: Perceived impact of the application of learnings; n= 291	43
Figure 21: Contribution of learning channels to capacity to implement CBI (Heat Map)	44
Table 1: New World Kirkpatrick Model Levels and Elements	14
Table 2: Planned and completed IDIs with training participants	16
Table 3: UNHCR's Strategic Objectives on the CBI Capacity Building Approach	20
Table 4: In-country/regional workshops by region	27
Table 5: Approximate cost per trainees for 2018 cohorts of LP, Functional Field Support, and In-country/Regional Workshop trainees,	45

# List of abbreviations

CBI	Cash-based Interventions
DPSM	Division of Programme Support and Management
DSA	daily subsistence allowance
GCO	Global Cash Operations
GLDC	Global Learning and Development Centre
HQ	Headquarters
IDI	In-depth interview
KEQ	Key Evaluation Question
KII	Key Informant Interview
LP	Learning Programme
MFT	Multi-functional Team
PDM	Post Distribution Monitoring
PMC	Programme Management Cycle
TANGO	Technical Assistance to Non-governmental Organizations
TOR	Terms of Reference
UNHCR	United Nations High Commissioner for Refugees
WFP	World Food Programme

# 1. Introduction

1. The United Nations High Commissioner declared Cash -based Interventions (CBIs) to be agency priority in 2013, with a commitment to double CBIs by 2020.<sup>2</sup> As part of this commitment, in 2016, UNHCR adopted the Policy on Cash-Based Interventions (UNHCR/HCP/2016/3) to “expand and systematise the use of CBIs as a modality of assistance and service delivery across the organization and its operations worldwide.”<sup>3</sup> This policy is part of UNHCR’s overall commitment to the increased use of CBIs by staff engaged in both strategic and operational planning through the design and implementation of CBIs. The organization’s vision is to ensure that Persons of Concern (POCs)<sup>4</sup> are able to “meet their needs in dignity, are protected and can transition to solutions through the expanded use of innovative, efficient and effective cash-based interventions.”<sup>5</sup> This modality of assistance in addition also provides PoCs with greater dignity of choice, flexibility, and when provided appropriately, to “reduce protection risks, facilitate solutions and improve efficiency and effectiveness of programme delivery.”<sup>6</sup>
2. In order to achieve this vision, UNCHR established the Strategy for the of Cash-Based Interventions 2016-2020, which defines the goals, objectives and approaches needed to realize the implementation of the policy. Under Objective 2 of this strategy, UNHCR seeks to mainstream CBIs through a comprehensive investment in capacity-building. In order to invest in CBI institutionalization , UNHCR has developed a number of training and learning initiatives as part of its CBI Capacity Building Approach. These various learning channels have been created to empower staff across locations, levels, and functions to contribute towards the 2016 global commitment of doubling the amount of funding programmed for CBIs by the year 2020 and to ensure “CBI proficiency” by 2020.
3. CBIs are set up through a multi-function team of staff in programme, management, finance, protection, security, human resources, management, and ICT. As such, the delivery of the multi-level CBI learning approach is managed by the CBI Global Cash Operations (GCO), Division of Programme Support and Management (DPSM), based in Geneva, in collaboration with the Global Learning and Development Centre (GLDC), based in Budapest. Part of GCO’s Priorities for 2019-2020<sup>7</sup> includes the continuation of building CBI capacity throughout the organization. This includes:
  - Shift focus to “CBI mainstreaming” and continue functional training and learning (e.g., education, project control, risk management, livelihoods, shelter, project control, programme, finance, supply, etc.);
  - Continue to build CBI capacity of Senior Management across the organization;
  - Implement the recommendations of the Evaluation on Capacity-Building;

<sup>2</sup> Foundation of CBIs. [Presentation].

<sup>3</sup> Policy on CBIs. Pg 1.

<sup>4</sup> Per UNHCR definitions, Persons of Concern include “refugees, returnees, stateless people, the internally displaced and asylum-seekers;” See <https://www.unhcr.org/ph/persons-concern-unhcr>

<sup>5</sup> Policy on CBIs. Pg 3

<sup>6</sup> UNHCR. 2018. Terms of Reference. Midterm Evaluation of UNHCR’s Cash-based interventions Capacity Building Approach.

<sup>7</sup> Global Cash Operations. 2019. “Global Cash Operations Priorities for 2019 – 2020.” Emmanuel Souvarain.

- Mainstream progressively capacity building into the Global Learning and Development Centre.<sup>8</sup>

## 1.1 Purpose and objectives of the evaluation

4. The overarching purpose of this midterm evaluation is to gather evidence on the effectiveness of UNHCR's CBI Capacity Building Approach in a strategic and timely manner. As of 2018, the CBI capacity building approach has reached its midterm implementation stage. For this reason, TANGO International was contracted by UNHCR to conduct its midterm evaluation, with a main focus on reviewing the progress reached by the training component of the capacity-building strategy and the effectiveness of the CBI training delivered so far across learning channels.<sup>9, 10</sup> Upon UNHCR's request, the evaluation also adopted a lighter approach towards policy commitments and strategy of the CBI capacity-building approach in order to primarily deliver evaluation findings and recommendation for the capacity-building component. This evaluation provides information that is credible, useful, and practical as well as constructive recommendations for the short- (2019-2020) and medium-term (2020 onwards).. Additionally, while TANGO is not designing the handover strategy of the training component of the CBI Capacity Building Approach<sup>11</sup> within UNHCR, this evaluation report offers insight that may serve both GCO as well as GLDC towards the development of a graduation strategy, when training responsibility will shift from GCO to GLDC, beginning in 2019. This evaluation also provides options for UNHCR to consider the financial, human, and organizational costs of the transition. The primary audience and users of the evaluation are GCO, GLDC Management and the GLDC Programme Unit.

## 1.2 Key Evaluation Questions

5. The evaluation, as per the terms of reference (TOR between UNHCR and TANGO, was originally to be designed around three key evaluation questions (KEQs). However, after an initial review of the KEQs it was agreed to refocus the evaluation on two updated KEQs in order to capture both the totality of the impact that the CBI Capacity Building Strategy has achieved to-date as well as the impact of individual activities. The KEQs and sub-questions include:

KEQ1: To what extent have the CBI trainings delivered by GCO and GLDC achieved their specific learning objectives?

1.1. To what extent did the CBI trainings, including both the totality of the CBI training package as well as individual CBI learning offerings, change per the evolving need of the learners, taking into account different learner functions and contexts, such as operational context and internal/external enabling and inhibiting factors identified?

1.2. To what extent have the discrete CBI trainings had an effect on changes in knowledge, attitude, decision-making, and the behaviour of UNHCR staff with regards to CBI and its implementation in UNHCR operational programmes?

<sup>8</sup> For the current and past Strategic Objectives, please see Section 3.2 Strategic Priorities.

<sup>9</sup> UNHCR. 2018. Terms of Reference. Midterm Evaluation of UNHCR's Cash-based interventions Capacity Building Approach.

<sup>10</sup> UNHCR's Strategic Objective 2 of CBI institutionalisation relates to the mainstreaming of CBIs for UNHCR's Divisions, Services, and Bureaux.

<sup>11</sup> The handover strategy refers to the gradual transition of the CBI Capacity Building Approach from the Global Cash Operations to the Global Learning and Development Centre.

1.3. How complementary are the CBI trainings (within and between different functions) and how effective is the combined contribution of the learning offers on the attitude, decision-making and the behaviour of UNHCR staff?

1.4. What are the internal and external factors that have affected results to date?

KEQ 2: Based on analysis of the above, what lessons learned and good practices can be observed, and what recommendations can be provided for next steps?

2.1 To what extent do CBI knowledge and skills gaps still exist? And for which functions?

2.2 How should GCO and GLDC update its training approach to maximize achievement of learning objectives by 2020 with existing resources?

2.3 What are the options for continuation of CBI trainings as part of the handover to GLDC (starting as early as mid-to late 2019), and what are the estimates of the associated financial, human, and organizational costs for these options?

6. The evaluation team created an evaluation matrix (Annex 1) in order to guide the methodological approach. The KEQs were explored through a number of qualitative and quantitative data collection methods with the contribution of primary and secondary sources. This approach is detailed in the Methodology section below.

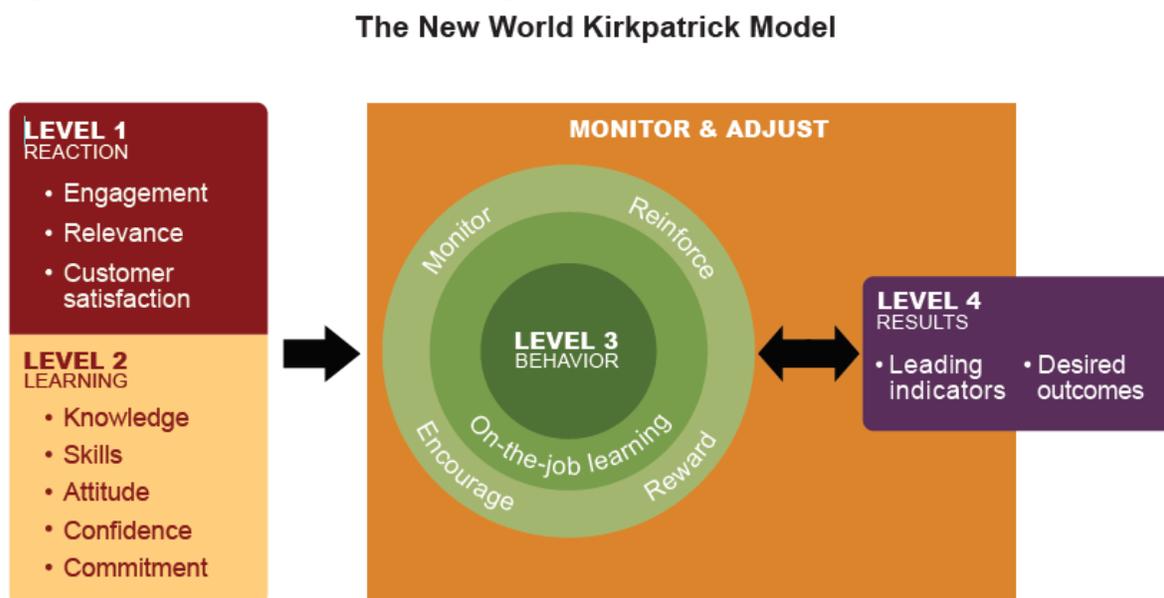
## 2. Methodology

- The Evaluation Team conducted an in-depth evaluation using a mixed methods approach, focusing on the 2016-2020 timeframe as well as projections beyond 2020 for the CBI Capacity Building Approach. The triangulation of information was completed through a number of techniques, including a desk review of secondary data, as well as the collection of primary data throughout the course of the evaluation. TANGO's approach was based on interposing the KEQs, using the New World Kirkpatrick Model (NWKM) as a research framework. For a timeline of evaluation phases, please see Appendix 12.

### 2.1 Analytical Framework: New World Kirkpatrick Model

- The conceptual approach of the evaluation was grounded in the NWKM as this model is a cornerstone of training evaluation recognized worldwide. The key component of this model is its four-levels approach used to demonstrate training value and performance from design to implementation stage (see Figure 1).
- Each level represents vital aspects of a training approach that must be met for the training to be considered successful at organizational level to demonstrate meaningful impact. According to the NWKM, Levels 1 and 2 are referred to as "effective training," and measure the quality of the training programme and the degree to which it results in knowledge and skills that can be applied on the job. Levels 3 and 4 are referred to as "training effectiveness" and measure on-the-job performance and sub-sequent organizational results due to training. These levels demonstrate to what extent the training has contributed to the organization.

Figure 1: New World Kirkpatrick Model diagram



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10. As Figure 1 demonstrates, Levels 1 and 2 are needed to be able to achieve behavior-level and institutional-level changes (Levels 3 and 4). The evaluation of a training requires careful consideration of all four levels to be able to properly assess whether or not a training programme is achieving the objectives it has set out for itself. Table below provides a brief description of key elements pertaining to each Level, according to the standard NWKM practice. These elements were used by the Evaluation Team to design the e-survey and the topical outline that were employed during interviews as data collection tools. The elements described in Table 2 became categories of information that were used to draw out the “effectiveness of the training” as well as the “training effectiveness” across the evaluation (see Sections 2.2 and 2.3 for a description of the approach undertaken).

Table 1: New World Kirkpatrick Model Levels and Elements

NWKM levels		Elements	Description
Training effectiveness	Level 1 Reaction	Engagement	Degree of trainee engagement in the learning experience
		Relevance	Degree to which trainee will have the opportunity to apply new skills on the job
	Level 2 Learning	Satisfaction	Trainee satisfaction with the training
		Knowledge & Skills	Degree to which trainee acquire intended knowledge and skills
		Attitude	Degree to which trainees believe it is worthwhile to implement new skills learned
		Confidence	Degree to which trainees are confident to apply/do what they learned during training
Training effectiveness	Level 3 Behaviour	Commitment	Degree to which trainees intend to apply the new knowledge and skills
		Critical behaviour	Behaviour identified as contributing to organizational goal
	Level 4 Results	Required drivers	Internal process and systems that reinforce, support, monitor and reward performance of critical behaviours on the job
		On-the-job learning	Extent to which opportunities allow trainees to apply new skills on the job
		Leading indicators	Short-term observations/measurements that suggest critical behaviour are on track to create positive impact on the desired results
	Desired outcomes	Degree to which targeted outcomes occur as a result of training provided	

## 2.2. Qualitative data collection

11. **Observation activities.** The Evaluation Team began the evaluation by conducting a series of observation exercises during the data collection. Two members of the Evaluation Team attended one of the learning channels, or trainings, offered under the CBI Capacity Building Approach, the Learning Programme (LP) in Bangkok (26-30 November, 2018). Another member reviewed the

online LP modules offered through the Learn&Connect Platform and attended a live webinar.<sup>12</sup> The selection of the webinar was based on timing and current sessions being provided to UNHCR staff. (For the review checklists, please see Appendix 10).

12. **In-depth interviews (IDI).** Interviews with selected UNHCR staff were conducted between January to February 2019 which provided the Evaluation Team with valuable insight on all four NWKM levels. The Evaluation Team gathered the perspective of UNHCR staff at two different levels: (1) UNHCR staff who participated as trainees of the learning channels; and (2) UNHCR staff who currently serve as CBI Officers (including CBI Officers at the global-, regional-, and national-levels).
13. For the first level of IDIs, the Evaluation Team disaggregated trainees by the five learning channels<sup>13</sup> and drew a random selection, giving varying weights to each learning channel as demonstrated in Table 2. (Please see Section 3 for a description of all learning channels offered under the CBI Capacity Building Programme). The original sampling was weighed more heavily towards the Learning Programme (LP), the CBI Training for Senior Managers, and the Functional Field Support Training; this was followed by the In-country/Regional Workshops and the Introduction to CBIs, based on ongoing communication with the GCO team and internal discussions within the Evaluation Team. The weighting was based on the preliminary thoughts on the relative importance of each learning channel at the time of the inception phase, which suggested that the LP, the Functional Field Support, and the Senior Managers Trainings would likely be key channels. The planned number of IDIs was based on calculations on the weighting, along with level of effort (LOE) considerations. A 20 percent increase was added to allow for a non-response rate, giving the Evaluation Team a total of 25 planned IDIs. The trainees were contacted beginning in January 2019, giving the Evaluation Team a total of 13 completed IDIs.<sup>14</sup> (For a list of IDIs please see the Appendix 9).
14. In February 27, 2019, the Evaluation Team held a Validation Workshop to present preliminary findings of the first draft of the Evaluation Report. The Validation Workshop led to the drawing of a second stage sampling in order to capture additional data points that stemmed from the discussion between UNHCR and TANGO.<sup>15</sup> The additional trainees sampled in the second round of sampling included five additional trainees who participated in the LP and five additional trainees who participated in the Functional Field Support Training, as it was noted that additional information could strengthen the analysis of recommendations, namely for the LP and the Functional Field Support, as well as the role of the multi-functional team (MFT) and of CBI Officers regarding CBI design and implementation.
15. It should be noted that for this second round of sampling following the Validation Workshop, the Evaluation Team drew a random selection of LP trainees from the 2018 cohort only. This was done to capture primary data that would provide insight on the more recent LP modifications. This decision was based on the Evaluation Team's reflection that the first stage of random sampling of LP trainees included seven trainees from the 2016-2017 cohort and two trainees from the 2018 cohort. The reflection from UNHCR during the Validation Workshop to include additional analysis on the more recent LP, a learning channel which has undergone a number of changes since 2016 was taken into account during this selection process (see Relevance section for additional

<sup>12</sup> The webinar on "CBIs and Shelter" was facilitated by GCO and the Norwegian Refugee Council (December 18, 2018).

<sup>13</sup> As the Half-Day Training are provided to any/all HQ-based UNHCR staff in Geneva, the participant lists used by the evaluation team did not include this learning channel.

<sup>14</sup> For more information please see Notes on Practical Considerations.

<sup>15</sup> See Appendix 5 for the complete interview guide, including the topical outline used during the second stage sampling: "Additional questions for follow-up IDIs."

description of these changes). Table 2 provides a summary of the IDIs of UNHCR trainees completed with by the Evaluation Team over the course of the evaluation, including those sampled from the first and the second stages.

*Table 2: Planned and completed IDIs with training participants*

	Weighting	Planned IDIs	Completed IDIs (first stage)	Planned IDIs (second stage) <sup>16</sup>	Completed IDIs (second stage)	Total Completed IDIS (first and second stage)
<i>Introduction to CBIs</i>	1	2	1	-	-	1
<i>CBI-LP</i>	5	9	5	5	1	6
<i>In-country/Regional Workshops</i>	1	2	1	-	-	1
<i>CBI Field Support Trainings</i>	3	6	2	5	5	7
<i>Senior Manager Trainings</i>	3	6	4	-	-	4
<b>Total</b>	<b>13</b>	<b>25</b>	<b>13</b>	<b>5</b>	<b>6</b>	<b>19</b>

16. The Evaluation Team also sought the perspective of CBI Officers at national-, regional-, and global-levels to enhance the data collection phase, particularly on behaviours (NWK M Level 3) and results (NWK M Level 4) that contribute to the objectives of the Capacity Building Approach. The CBI Officers provided the necessary in-depth perspective on pathways of change, including both successes and challenges, across a number of operations. A total of eight IDIs were conducted with CBI Officers, including six purposive IDIs with global, regional, and national CBI Officers and two randomly selected CBI Officers at the national level. The list of purposive officers was decided in collaboration with GCO as key stakeholders who could provide the Evaluation Team with insight on the effects of the trainings on their operations/regions. The randomly selected IDIs were added to enhance the data collected and to ensure a wide selection of perspectives were being captured, including lessons learned, challenges that have hindered objectives, as well as additional success stories.

17. **Key informant interviews (KIIs).** The Evaluation Team conducted interviews with UNHCR staff who have played a role in the development and implementation of the various trainings and who are key stakeholders in the overall CBI Capacity Building Approach. Staff from GCO, GLDC, and Evaluation Services were interviewed between November, 2018 and March, 2019. Besides KIIs organized during the evaluation phase, preliminary KIIs were also held during the inception phase in order to gain insight that would help refine the ongoing development of the evaluation tools. KIIs were also held during the observation exercise of the in-person portion of the LP (28 November 2018) as well as during the Inception Validation Workshop that was held in Geneva (27 February 2019).

<sup>16</sup> Second stage of sampling refers to the additional IDIs scheduled after the Draft Evaluation Report validation meeting (27 February 2019) and the submission of the final Evaluation Report (29 March 2019).

### 2.3. Quantitative data collection

18. **Online survey (e-survey).** An electronic survey was developed to capture trainees' perspective on satisfaction, relevance of trainings (Level 1), improvements in knowledge, skills, commitment, and confidence in the acquired learnings (Level 2), support and obstacles to their application of learnings and any factors that affect behaviours (Level 3), and expected impacts on their own on-the-job results as well as on the overall operation (Level 4). (see the Appendix 3 for the e-survey). The e-survey was formulated through an online platform (Survey Monkey) using skip logic to allow for respondents to answer questions relevant to their own experience with each of the learning channels.<sup>17</sup>
19. The survey was sent to UNHCR staff, using the participant lists provided by the GCO, with a total of 311 complete responses collected between December 2018 and January 2019.<sup>18</sup> The survey was sent to all trainees who have participated in any of the six learning channels to gather census-level data across all learning options for all four levels of the NWKM. The e-survey allowed for respondents to provide qualitative comments. (Findings from the e-survey are presented throughout the report, beginning in Section 4 Findings. Appendix 1 and 2 contain the full presentation of e-survey findings).

### 2.4 Document review, analysis and triangulation

20. **Secondary data.** A review of relevant literature was completed in order to understand the individual learning channels offered under the approach as well as to assess the history of the training programme, changes over time, and overarching UNHCR strategies and policies which guide the learning programme within the organisational approach towards CBI institutionalization. The Evaluation Team reviewed over 100 training documents over the six learning channels, including slide decks, manuals, concept notes and project reports (specific to the LP), foundational material on CBIs used across the learning channels. The Evaluation Team also reviewed internal documents such as agendas, internal notes that document the progression of learning channels as they evolved, reaction sheets provided to trainees used as monitoring assessments, as well as costing data, when available.<sup>19</sup> Documents reviewed also included secondary literature (i.e., technical material that was used within CBI training material) used internally by the GCO staff to design the technical slides related to CBIs, such as Protection and Finance. The Evaluation Team reviewed the effectiveness, ease of readability, and overall presentation of key CBI concepts across the training literature. The complementarity of material across learning channels was also considered.<sup>20</sup>
21. **Triangulation of data.** The review of training literature provided the foundation for the Evaluation Team to conduct the initial KIIs with staff from GLDC and GCO during the inception phase. These preliminary interviews were key in refining the data collection tools and also served to highlight themes that could be further explored during the interviews with trainees (IDIs), stemming from the elements covered by the NWKM. As described in Section 2.1 (Qualitative data collection), the

<sup>17</sup> While survey questions were organised by modules by each of the six learning channels, questions specific to the learning objectives of each channel were not included as the evaluation team had not yet received all secondary data at the time of the e-survey launch.

<sup>18</sup> For additional information on the e-survey response rate, please see Notes on Practical Considerations.

<sup>19</sup> For a full list of documents reviewed, please see the List of Appendixes. Documents reviewed through the observation activity of the online LP (cohort 4) overlapped with the material provided by Global Cash Operations.

<sup>20</sup> Please see Appendix 14 for a complete list of documents reviewed, including training package material.

IDIs and KIIs during the data collection phase led to the decision to include additional interviews with CBI Officers as these would provide much needed insight on the CBI training package. The Evaluation Team made sure to build on existing knowledge and adapted the methodology to seek unanswered questions when needed during the triangulation process in order to address the evaluation questions.<sup>21</sup>

22. **Reflections from the Evaluation Team.** One of the reflections that stemmed from the evaluation was the importance in integrating the perspectives of trainees, facilitators, and CBI Officers as a layered approach. This was instrumental in capturing the types of changes that have taken place as a result of the training package and overall efforts throughout the CBI Capacity Building Approach. Without the higher-level insight from UNHCR staff who are impacted by the trainings but not necessarily direct participants in the trainings, it would have been challenging to understand behaviour-level changes and impacts at higher levels.
23. Another key consideration taken into account was that capturing Level 3 and Level 4 data can be challenging given that trainees typically provide reaction-level feedback (e.g., how satisfactory they found each learning offering) and observations in improvements on knowledge and skills. As mentioned above, for this reason, the CBI Officers played an important role in highlighting the drivers that support/deter trainees from applying their learnings.

## 2.5 Constraints and limitations for consideration

24. **Results & performance indicators.** The Evaluation Team acknowledges that internal discussions within GCO have led to a number of changes to the CBI training package, in a natural and organic way. The lack of explicit performance indicators or results indicators linked to the learning channels was taken into account by the Evaluation Team during the design of the methodology of the evaluation. With this consideration, TANGO's evaluation conceptual approach was grounded in the NWKM, which captures insight on training outcomes in lieu of concrete performance indicators. The Evaluation Team acknowledges that the GCO team operated in a more organic way, making changes along the way when necessary. This adaptive management, ultimately, has served towards the achievement of objectives and has proved an important element of the successes so far (Please see Section 4 Findings and Relevance for analysis on the evaluation of the training package).
25. **E-survey.** The e-survey conducted over December 2018 and January 2019 actually took place during a busy time within UNHCR, when another internal survey was already being rolled out. For this reason, participation rate was rather low (below 30 percent) and four reminders<sup>22</sup> were sent in January 2019 to reach a satisfactory response rate. In that matter the support from GLDC helped collecting a higher number of responses in January 2019. As a result, out of 850 invitations, 311 responses were collected for a participation rate of 37 percent. This is considered a very satisfactory response rate considering the context and circumstances the e-survey was rolled out. For reference, an acceptable response rate is generally considered sitting between 10 and 30 percent, which is exceeded for this present evaluation.<sup>23</sup>

<sup>21</sup> Please see methodology section for additional information on the approach adopted by the evaluation team, including interviews and data collection stages.

<sup>22</sup> Reminders were sent on: 7, 14, 21 and 24 January 2019: <https://www.genroe.com/blog/acceptable-survey-response-rate/11504> ; <https://www.surveygizmo.com/resources/blog/survey-response-rates/>.

<sup>23</sup> Additional information on acceptable response rate: see weblinks in previous footnote.

26. An additional consideration corresponding to the e-survey that the Evaluation Team took into account was the likelihood that trainees would find it challenging to determine with certainty the time period in which they participated in a specific learning channel. This was confirmed through conversations that the Evaluation Team had with GCO.
27. **Modification to the original evaluation approach.** TANGO had originally decided to apply a case study approach to a random sample of country operations with 'high' CBI training investment. The case study approach was to consist of additional IDIs<sup>24</sup> with relevant managers and staff who had not directly participated in the CBI trainings but whose knowledge would have provided insight along CBI operational and institutional pathways of change at country-, regional-, and HQ-levels. Discussions with GCO led the Evaluation Team to reconsider this approach given that CBI Officers would be better positioned to provide stories of change at higher-levels. CBI Officers' experience across operations was deemed key. For this reason, global and regional perspectives were integrated to the national-level insight from CBI Officers, whose knowledge and expertise was needed in order to understand the impact of the trainings at the organizational-level.
28. **Interviews.** To anticipate for the training participants who would not respond for requests for the IDIs, the Evaluation Team buffered the total number of randomly selected IDIs from 20 to 25 to account for a 20 percent non response rate when sampling the UNHCR staff who had participated as trainees. The Evaluation Team also sent two follow-up reminders following the initial communication to attempt to reach as many of the IDIs as possible to make for a more enriching data collection phase. Similarly, the IDIs sampled had an increased number of names drawn from the random drawing of national CBI staff in senior positions, for a total of six randomly drawn CBI Officers, with the aim of speaking to at least four randomly drawn CBI Officers.
29. **UNHCR staff rotation.** Given the turnover of staff within UNHCR, it may be challenging to assess training results or impacts. This may be the case for trainees who receive trainings from the CBI Capacity Building Approach but who eventually move into areas where they do not design/implement CBIs. However, the internal staff rotation may be seen as an opportunity when considering that there is the potential for trainees to contribute to the dissemination of learnings across offices. The internal rotation also provides a greater opportunity for the cross-pollination of ideas related to CBI design and implementation across operations and regions.

<sup>24</sup> Beyond the planned IDIs randomly drawn from the list of training participants.

# 3. Context and Timeline

## 3.1. Strategic Priorities

30. In addition to the 2019-2010 priorities outlined in the Purpose of the Evaluation, Table 3 provides a summary of the evolution of the overarching priorities from the CBI Capacity Building Approach. As seen from the summary below, the priorities have been refined from 2017 to 2019 to include more specialization in certain key areas. The GCO team has continuously assessed their ongoing progress and made the necessary changes, as discussed below in the Findings section.

Table 3: UNHCR's Strategic Objectives on the CBI Capacity Building Approach

<b>2017</b>	<ol style="list-style-type: none"><li>1. Strengthen internal expertise and processes for CBI;</li><li>2. Grow an internal pool of talent;</li><li>3. Source and utilize external capacity effectively;</li><li>4. Build an internal CBI community of practice.</li></ol>
<b>2018</b>	<ol style="list-style-type: none"><li>1. Provide further in-depth trainings and pursue more cost-effective approaches;<ol style="list-style-type: none"><li>a. Expand the CBI-LP from four to eight cohorts.</li></ol></li><li>2. Focus on functional or on-the-job training, in particular in the area of supply, finance, leadership/ management and protection;</li><li>3. Monitoring of the impact of the training will continue and be strengthened;</li><li>4. Contribute to the training of partners.</li></ol>
<b>2019</b>	<ol style="list-style-type: none"><li>1. Shift focus to CBI mainstreaming and continue functional training and learning (e.g., education, project control, risk management, livelihoods, shelter, project control, programme, finance, supply, etc.);</li><li>2. Continue to build CBI capacity of Senior Management across the organization;</li><li>3. Implement the recommendations of the Evaluation on Capacity-Building;</li><li>4. Mainstream progressively capacity building into the Global Learning and Development Centre.</li></ol>

## 3.2. Learning Channels

31. The updates to the Strategic Priorities have led to a total of six learning channels.<sup>25</sup> These are summarized below, with descriptions of changes over time by learning channel, when applicable.<sup>26</sup> The CBI Capacity Building Approach encompasses a variety of trainings that are tailored to meet specific UNHCR Grade levels as well as function needs. Materials have also been tailored to specific regional contexts. The learning channels include: (1) an online Introduction to CBIs; (2) a Half-day CBI Training; (3) a CBI Learning Programme (CBI-LP); (4) an In-country/Regional Workshop; (5) a Functional Field Support Training on CBIs; and (6) a CBI-LP for Senior Managers. While the learning channels are tailored to varying needs, all six learning channels cover the following overarching content:

<sup>25</sup> The additions of the Training for Senior Managers and the Functional Field Support Training following the Strategic Priorities is described in Section 4.1. Relevance.

<sup>26</sup> Please see Section 4 Findings for a more detailed analysis following the descriptive summary in Section 3.3 Learning Channels.

- UNHCR policy on cash
- Cash programme cycle
- Cash coordination
- Inter-agency landscape
- Role of the MFT
- Social protection
- Needs assessments
- Market assessment
- Targeting
- Cash delivery mechanisms
- Determining CBI transfer value
- Procurement
- CBI/cash and protection

32. **A total of 3,835 UNHCR staff and 670 external partners have participated in the CBI Capacity Building** training package developed and implemented by GCO in collaboration with GLDC. Slightly more than half of trainees are male (59 percent)<sup>27</sup> compared to female (41 percent). Trainees tend to be divided somewhat evenly between national staff (50 percent) and international staff (40 percent). Eligibility requirements and criteria for applications vary by learning channel. KIIs with GCO indicate that in general, considerations around functional, gender, and geographical diversity are taken into account, with final selection made by joint decision between the respective Bureaux and GCO.
33. In addition, although each training is designed for a specific audience there still is, by design, an **element of complementarity between training channels** in order to support the effectiveness of the Capacity Building Approach. For instance, the LP has a multi-functional audience whilst the Field Support Trainings are geared towards staff in specific functions (i.e., Protection, Programme, Supply, Chain, and Finance). The aim and expected results are to have LP graduates provide support to functional staff in undertaking CBI activities and tasks. (Additional information on how these and other learning channels have been developed is presented in Section 4.1 Relevance).
34. The Evaluation Team’s review of internal training documents, including assessments, triangulated with KIIs indicates that learning is monitored and assessed in a variety of ways. All trainings incorporate an on-line, end-of-course reaction questionnaire with feedback on pedagogic, materials and other aspects. For the LP, at the end of each of the five self-study modules, participants are required to complete an on-line multiple-choice knowledge test. To facilitate on-the-job learning transfer, after the CBI- LP workshop, participants implement a project in their duty station, with review and technical support from GCO during the design phase. The **assessments designed by GCO were developed using the NWKM** and incorporate elements from the levels within that model to gauge satisfaction, relevance, and learnings.

### 3.3. Overview of learning channels

#### 3.3.1. Introduction to CBIs

35. As the foundational course on CBIs, the Introduction to CBIs is offered to all UNHCR staff across sectors and functional areas. It consists of a two-hour e-learning course available on UNHCR’s Learn&Connect platform. In terms of learning outcomes, it is expected that by the end of the programme, learners will be able to (1) explain what CBIs are, why, when and where they are used, and who they are meant for; (2) describe the types of existing delivery modalities; (3) understand the different delivery mechanisms for CBIs; and (4) understand the CBI Operations Management Cycle. **To-date, 2,602 UNHCR staff and 583 partner staff have received the e-learning, or the Introduction to CBIs.** Mostly staff in the Protection, Programme, Supply, Field

<sup>27</sup> Numbers presented in text are rounded up; while numbers in the figures and tables are presented up to two decimal places.

and Finance functional areas took this training, with the highest representation of G6 and P3 grades. The Introduction to CBIs is available to all UNHCR staff in order to build generalized knowledge around CBIs. Figure 2, Figure 3, and Figure 4 provide a summary of the participants of the e-learning by sex, duty station, Functional area, and Grade level.<sup>28</sup>

Figure 2: Introduction to CBIs – percentage of participants trained by sex and by duty station <sup>29</sup>

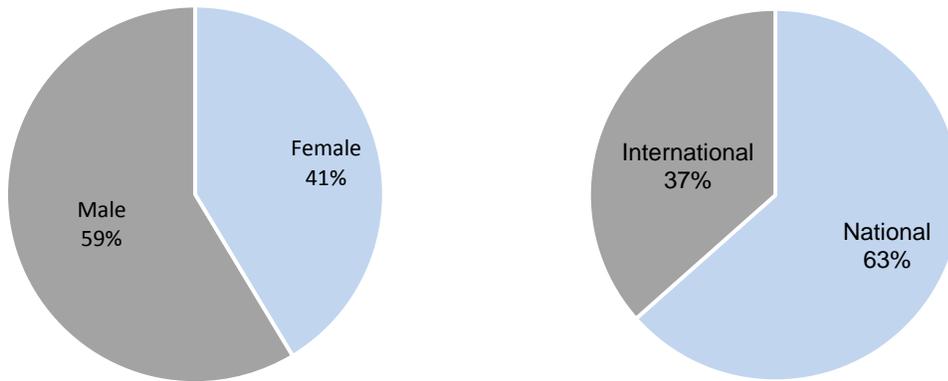
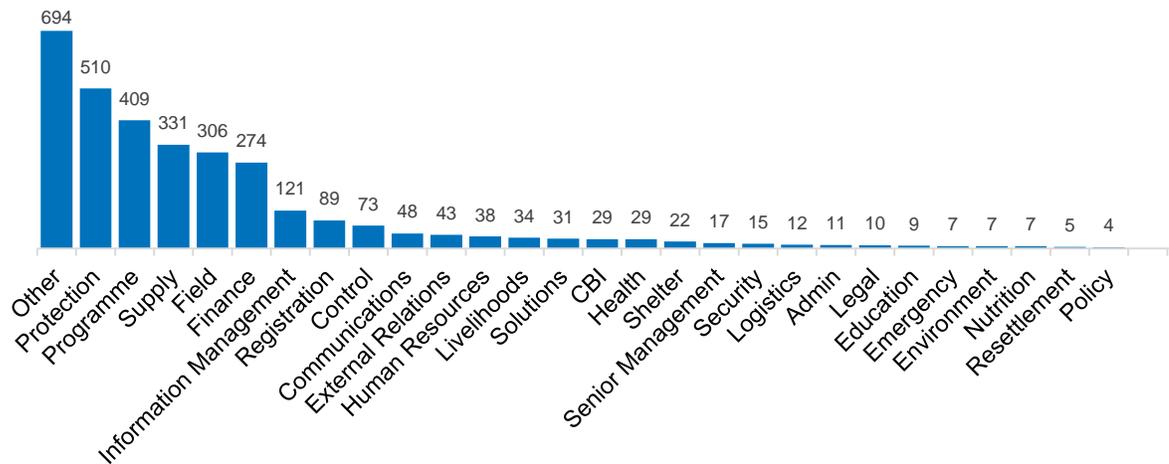


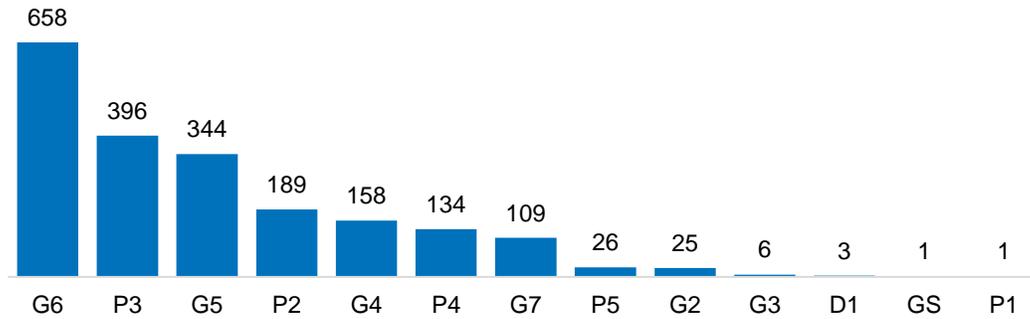
Figure 3: Introduction to CBIs – number of training participants by Functional area



<sup>28</sup> All figures that summarize the learning channel descriptions are drawn directly from the internal GCO database accessed through the Power BI platform. See following link to website

<sup>29</sup> Ibid.

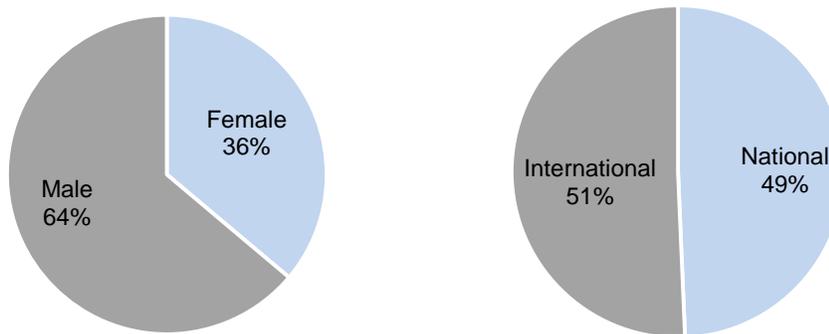
Figure 4: Introduction to CBIs – number of training participants by Grade level



### 3.3.2. Half-day Training

36. The Half-day Training is based on the Introduction to CBIs, and is intended to give UNHCR HQ-level staff in Geneva a more in-depth foundational course on CBIs. It provides material on a wide variety of topics for staff of all profiles. Application was open to all HQ-level staff with the training provided in 2018 to staff in in all departments.<sup>30</sup> **The training has been provided to 164 UNHCR staff** mostly from External Relations, Programme, Finance and Protection functional areas in Switzerland and Denmark. Mostly P2, P3 and P4 staff took the training, with P5, G7 and G6 Grade levels.<sup>31</sup> Figure 5, Figure 6, and Figure 7 provide a summary of the participants of the e-learning by sex, duty station, Functional area, and Grade level. The summary of participants by sex, duty station, Functional area, and Grade level are presented below.

Figure 5: Half-day training – percentage of staff trained by sex and by duty station <sup>32</sup>



<sup>30</sup> Only one department at HQ-level did not receive the Half-day Training, per KIIs with GCO staff..

<sup>31</sup> Information by training participant for the Half-day Training was not collected by UNHCR as the training was offered to all departments at the HQ-level; as such, the evaluation team does not provide training participant information disaggregated by sex, Grade level, etc.

<sup>32</sup> Data extracted from Power BI. See following [link to website](#).

Figure 6: Half-day training– number of training participants by Functional area

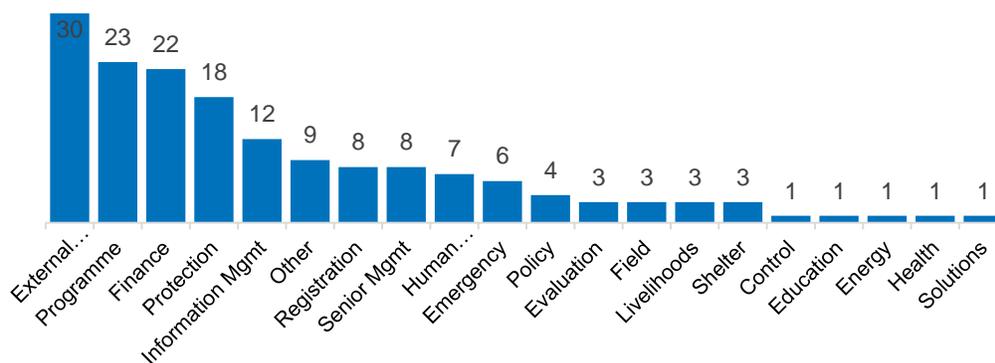
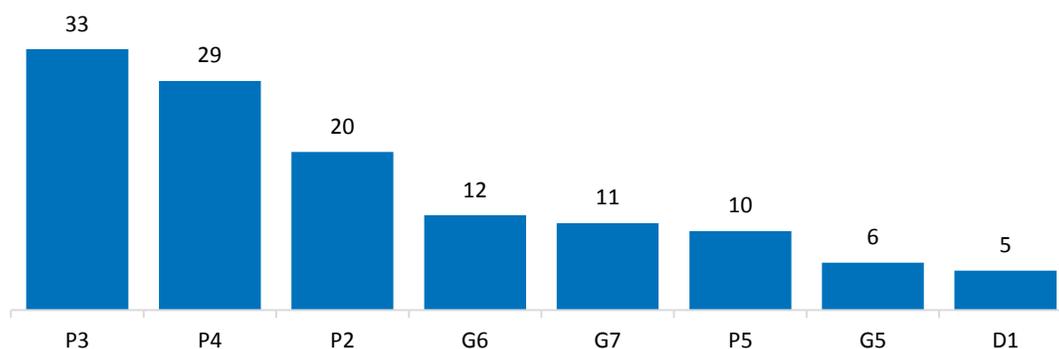


Figure 7: Half-day training– number of training participants by Grade level



### 3.3.3. CBI-Learning Programme (LP)

37. The CBI-LP is a 4-month in-depth blended learning programme for staff involved in CBIs, comprising five self-study modules, three to five webinars, a four-day workshop and a project phase. **To-date, 494 UNHCR staff and 1 partner staff have received training.** Mostly staff from Programme, Protection and Field functional areas took the CBI-LP, with a high participation from G6, P5, P3, G5, P2 and P4 grades.
38. Invitations to the LP are sent to everyone in the region in which an LP is organized, with staff from both the capital (i.e., the central office) and field-staff. Cohorts of learners are organized within a G4-P4 grade level. Once the GCO receives applications, the team bases their selection on the idea that each LP should include a variety of staff from the various functional offices involved in CBI design/implementation. The majority of UNHCR staff stem from Programme, Protection, and Field. The GCO team also considers the current state of the CBI rollout in operations to decide if certain functional areas are more relevant to the actual needs of the operation. GCO selects regions where LP cohorts are to be scheduled based on internal discussions to determine which countries have ongoing CBI programming and which operations will have upscale CBI operations.
39. Additional selection criteria include whether staff will be involved in CBIs in the near future. In cases where multiple staff from the same office could be enrolled in a training, GCO

communicates with the office to select one person. CBI Officers and finance colleagues also provide recommendations during the selection process in order to ensure that MFTs are being built that support CBI implementation.<sup>33</sup> For the regional CBI LPs, the respective Regional Bureaux at headquarters were consulted in the final selection of participants. This is offered at global or regional level for both technical and field-based staff. It is expected that by the end of the programme, learners will be able to:

- *Engage with members of a potential CBI multi-functional team and identify team member roles*
- *Explain the importance of needs assessment and objective-setting*
- *Execute the steps of a comprehensive response analysis*
- *Explain how to decide on the best response or combination of responses to meet identified objectives*
- *Perform actions required for designing CBIs*
- *Implement actions needed in advance of an emergency to facilitate decision-making and design of CBIs*
- *Summarize how to effectively monitor CBIs*
- *Apply the learning in an individual project that contributes to their operation / duty stations work on CBI*
- *Identify operational needs, gaps and to plan effectively how to address these in terms of resources (time, funding, personnel etc.)*

40. The project phase consists of an exercise in which the trainee designs an individual project that contributes to their work on CBIs at their operation or duty station.<sup>34</sup> Prior to attending the workshop component of the LP, the learners submit a concept note which is reviewed by the GCO team as part of the eligibility to the LP. The team from GCO provides feedback to trainees on the project they develop, including on general concepts, post distribution monitoring (PDM), feasibility, among other topics. In some cases, GCO reaches out to experts in other areas to ensure the trainee is receiving sufficient technical guidance (i.e., more senior Supply Officers have provided input on projects developed by more junior Supply Officers). Following the LP, trainees have the option to apply their project to real-world scenarios. Although it is not a requirement for trainees to further develop the project once they return to their operation, some choose to do so (for more information, see the section, Enabling conditions and factors to institutionalising CBI). Figure 8, Figure 9, and Figure provide a summary of the participants of the e-learning by sex, duty station, Functional area, and Grade level. The LP participants are summarized in Figure 8, Figure 9, and Figure below.

<sup>33</sup> *KII with Global Cash Operations; Emanuel Souvairan and Yoko Matsumoto. January 10, 2019.*

<sup>34</sup> *UNHCR. 2018. Terms of Reference. Midterm Evaluation of UNHCR's Cash-based interventions Capacity Building Approach.*

Figure 8: LP – percentage of staff trained by sex and by duty station <sup>35</sup>

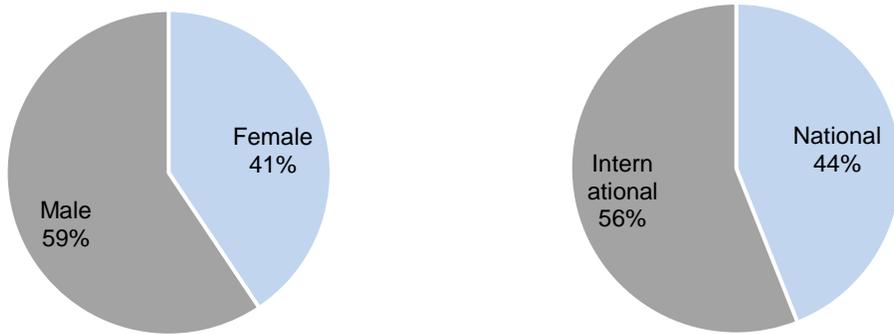


Figure 9: LP – number of training participants by Functional area

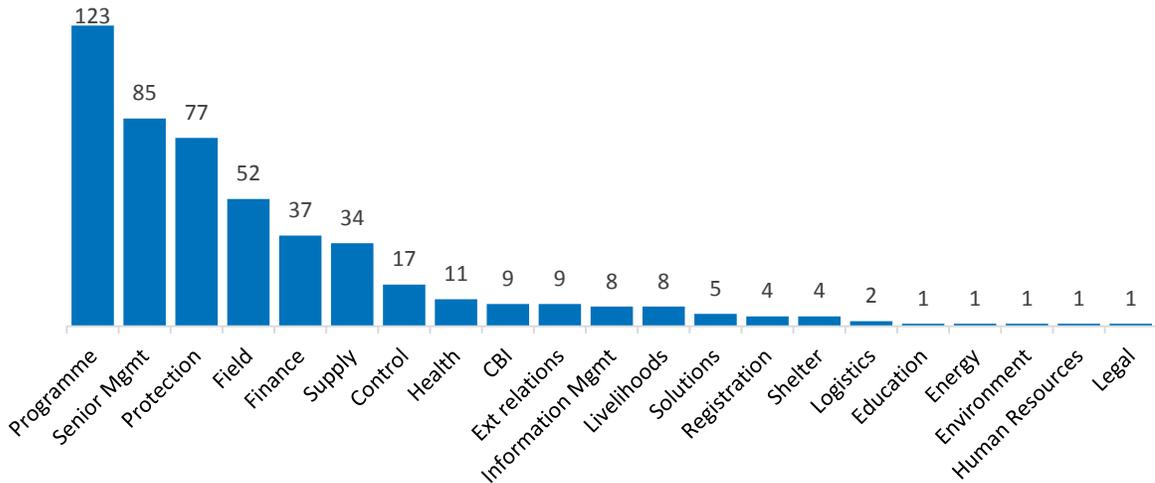
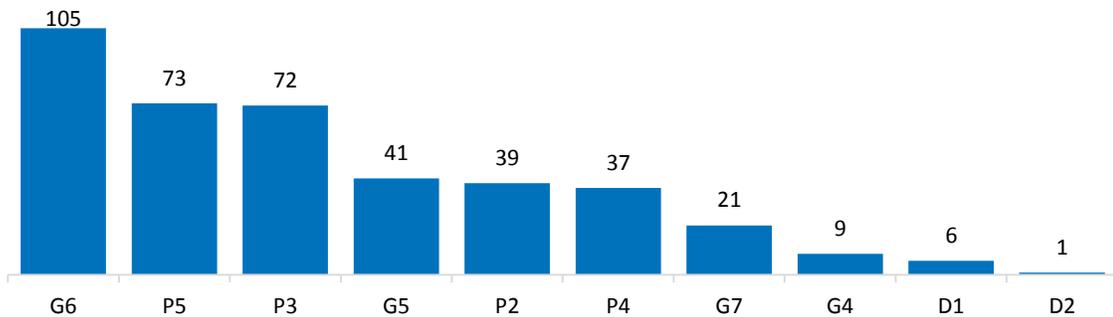


Figure 10: LP – number of training participants by Grade level



<sup>35</sup> Data extracted from Power BI. See following [link to website](#).

41. As one of the more substantial training offerings, the LP has undergone a number of changes over the course of the capacity building in order to respond to the needs of the trainees and the changing needs of UNHCR. In 2017, only four cohorts were held, with the number doubling in 2018, following discussions within GCO that more investments were needed to support UNHCR to prepare “participants to implement cash independently, without significant additional support from regional and headquarter experts.”<sup>36</sup>. This decision was based on the internal assessment that the In-country/Regional Workshops were successful in increasing awareness and interest in CBIs, while realizing based on the administrative instructions on CBI programming more in-depth trainings were necessary to ensure full capacities at operational level.

### 3.3.4. In-country/Regional Workshops

42. This training is typically rolled out as a three-day long workshop focusing on the cash cycle and bringing multi-functional teams together to improve implementation and response around cash. The training sets a particular focus on learning practical application, exploring how existing practices in-country can be improved. Countries that have received training include Afghanistan, Cameroon, Chad, DRC, Ethiopia, Iran, Kenya, Libya, Myanmar, Malaysia, Niger, Pakistan, ROC, Rwanda, Somalia, Sudan, Tanzania, Tunisia, Uganda. (Please see Table 4). **To date, 447 UNHCR staff and 86 partner staff have received training.** Mostly staff from Programme, Protection, Field, Finance and Supply functional areas received training, with a high participation from G6, P3, P2, G5 and P4 grades.

Table 4: In-country/regional workshops by region

Region	Countries
South East Asia	1. Malaysia 2. Myanmar
South West Asia	1. Afghanistan 2. Iran 3. Pakistan
North Africa	1. Libya 2. Tunisia
West and Central Africa	3. Cameroon 4. Chad 5. Niger
East and Horn of Africa	1. Ethiopia 2. Kenya 3. Somalia 4. Sudan 5. Tanzania 6. Uganda

<sup>36</sup> UNHCR. 2019. Major changes made to trainings – CBI. Share by Global Cash Operations via electronic communication. Page 1.

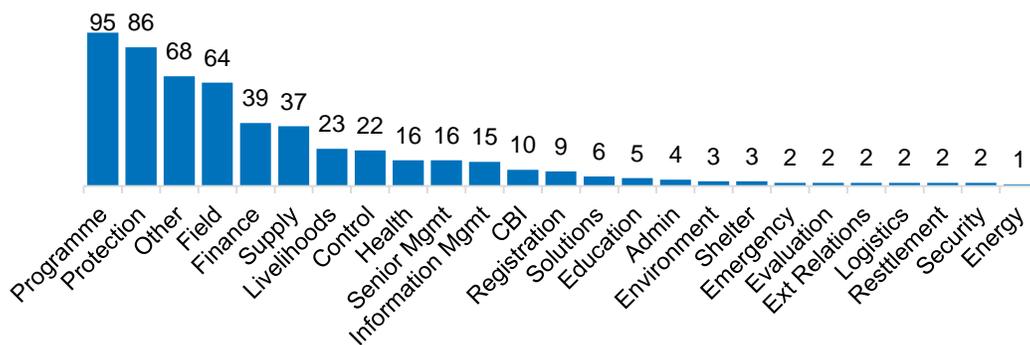
<b>Southern Africa and Great Lakes</b>	<ol style="list-style-type: none"> <li>1. Republic of Congo</li> <li>2. Rwanda</li> </ol>
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43. The content of the In-country/Regional Workshops is adapted to fit the specific needs of each cohort, with the context determining the types of sessions provided. Factors taken into account by the GCO team included the maturity of CBI implementation to an operation as well as the compliance of the operations with the administrative instructions, for instance. This particular learning channel offers a workshop structure that allows for more interactive discussions among team members of a region/operation. Discussions revolve around current CBI rollout as well as the development of action plans to organize next steps in CBI implementation at the operational level. When requested and where appropriate, partners were included in the training, such as the Agency for Refugee and Returnee Affairs of the Ethiopian government.

Figure 11: In-country/Regional Workshops – percentage of staff trained by sex and by duty station <sup>37</sup>

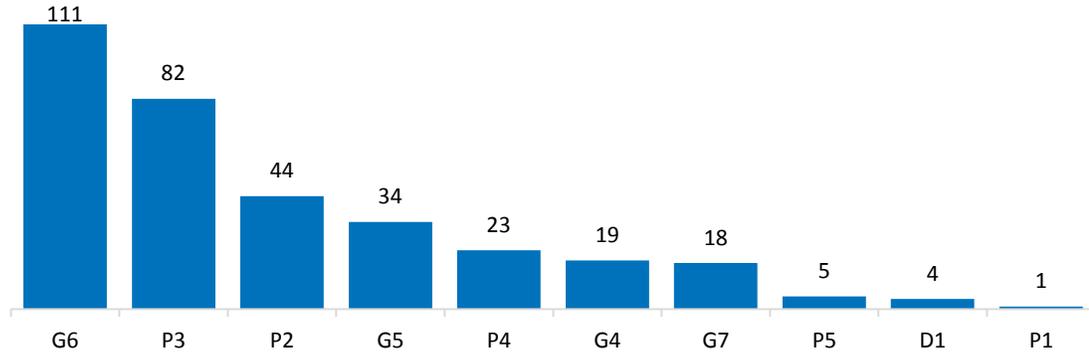


Figure 12: In-country/Regional Workshops – number of training participants by Functional area



<sup>37</sup> Data extracted from Power BI. See following [link to website](#).

Figure 13: In-country/Regional Workshops – number of training participants by Grade level



### 3.3.5. CBI Functional Field Support Trainings

44. Functional Field Support trainings are offered to UNHCR multi-functional team members, who are actively involved in CBI programming, including those staff in Programme, Protection, Finance and Supply. Applicants for the Functional Field Support are recommended by Senior Managers in operations based on which UNHCR staff are most appropriate for the training. In some cases, the appropriate divisions within UNCHR provided input on trainee selection, such as the Division of International Protection who provided input for the Functional Field Support training for the Protection colleagues.
45. This training has the particularity to be co-designed with functional UNHCR colleagues with the aim to develop a **pool of experts on their functional area** who can give further support to colleagues in the form of training, coaching, advocacy and technical support. This training is more specialized than the CBI-LP as it focuses on technical areas that are only introduced in the CBI-LP and in-country trainings, including for instance financial procedures and specificities related to procurement. **To date, the training has been provided to 128 UNHCR staff from Protection, Programme, Finance and Supply functional areas exclusively, with mostly P3 and P4 staff.** Figure 14,
- 46.
47. Figure 15, and Figure 16 provide a visual description of participants.

Figure 14: Functional Field Support Training – percentage of staff trained by sex and by duty station <sup>38</sup>



Figure 15: Functional Field Support Training – number of training participants by Functional area

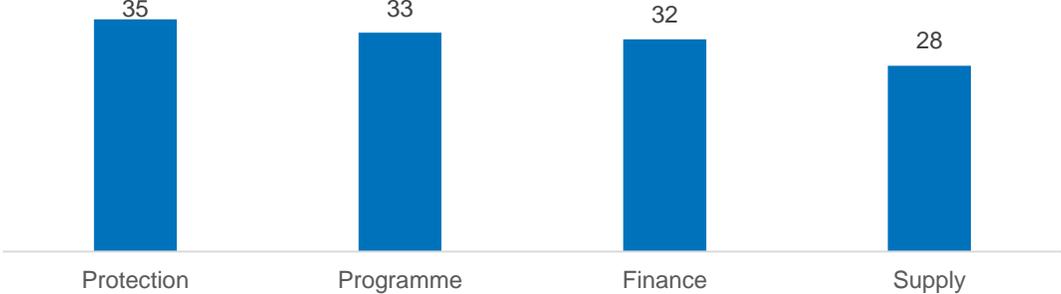
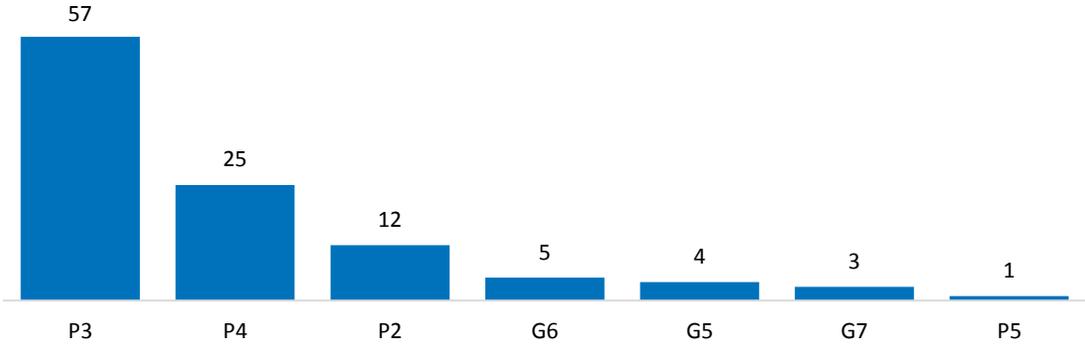


Figure 16: Functional Field Support Training – number of training participants by Grade level



<sup>38</sup> Data extracted from Power BI. See following [link to website](#).

### 3.3.6. Training for Senior Managers

48. This learning channel was developed in 2018 aiming specifically for Senior Management in order to develop capacity-building at higher-levels. This training was also implemented in order to foster mainstreaming and adoption of CBIs particularly within higher levels of the organization, which in return would also contribute to the CBI strategy and its mainstreaming and institutionalization across UNHCR. This training is an abridged version of the CBI-LP, with a shorter workshop and less demanding preparation phase. Nevertheless, there is a stronger focus on strategic issues, including for instance managing a multi-functional team around the cash cycle, inter-agency issues, and operational planning. Participants are required to complete a one to two page written assignment, reflecting on the current status of CBIs in their operations and envisioning how CBIs could be used strategically to achieve larger operational objectives in the short to medium term. The Training for Senior Managers, sometimes referred to as the Senior Management CBI-LP, is offered to UNHCR staff who hold a P5, D1, and D2 Grade level and is open to both HQ and Field-level staff. **To-date, two trainings have been held, one in June 2018 and one in December 2019.**

# 4. Findings

## 4.1 Relevance

49. The Evaluation Team finds that, UNHCR has made a number of adjustments in its capacity building approach to respond to changes over time, suggesting a high degree of adaptive management. A review of the evolution of the CBI Capacity Building Strategy through UNHCR literature and primary interview data suggests that the GCO team is highly responsive to both the changing landscape of CBIs in the humanitarian sector as well as to the changes in the needs of UNHCR staff. This is evident by the various adaptations that have been made since 2016 of the CBI training package – including the development of new learning channels, the updates to content, and the tailoring of learning channels to various contexts.
50. At the mid-way point, the CBI Capacity Building Strategy is progressing towards building capacity for a wide number of UNHCR staff and staff from external partners through an **appropriate targeting approach**. The majority of trainees are UNHCR staff, which is appropriate to achieve organizational-level CBI proficiency. A review of the manuals and slide decks developed for the training channels indicates that external partners are also involved as invited guests, so even though external staff are not often trained, they are included as technical experts. The review of the live webinar during the data collection phase validates this finding from the review of secondary literature.
51. The **generally equal distribution of male and female trainees** appears to correspond with the United Nations' key policies and acts related to Gender Balance, including the most recent commitment from the Secretary General towards gender parity at an organizational-level.<sup>39</sup> The Evaluation Team finds that the targeting strategy was tailored well for each learning channel. With respect to the distribution of national and international staff, UNHCR has properly ensured a general **equal proportion of both national and international staff**, suggesting that investments may lead to CBI institutionalisation at the country-level as national staff may be well-positioned to carry on with CBI practices in-country. Primary data from IDIs suggests that while targeting is generally appropriate, some additional staff would appreciate participating in trainings (see Section 4.5.1 Internal factors that constrain/enable CBI capacity building).
52. Besides the generally appropriate targeting strategy, the GCO team has made a number of updates to the learning channels that indicate a continual reflection process over the years. One such example are the changes made to the LP that correspond with an **applied-learning approach**, such as the modifications to the content to make the LP more relevant to trainees' needs. The early use of a fictional country case study used for role playing was abandoned as the facilitators found that scenarios based on trainees' actual operational context would be more useful. The Evaluation Team reviewed the fictional case study as part of the document review and agreed that the case study may have served a purpose in early cohorts, but an updated approach is needed.
53. The GCO internal documents indicate that besides the elimination of the fictional case study approach, webinar topics were also expanded to include a wider variety of topics and the LP structure was modified to reflect more practical tools, such as the PDM toolkit. The IDIs held with

<sup>39</sup> United Nations. "System-wide Strategy on Gender Parity" as summarized in <https://www.un.org/gender/content/strategy>

trainees from the 2016 and 2017 cohorts suggests that these updates were much-needed, as trainees indicated that real-world scenarios would have strengthened their experience.

54. Other examples of the **evolution of content in response to learning needs** include the addition of interagency topics that were adapted, based on agreements with partners, such as World Food Programme (WFP), UNICEF, OCHA, and donors, reflecting the responsiveness of GCO to the current CBI landscape. Content on financial inclusion and social protection has also been added to more recent LP cohorts to reflect the importance of these topics in CBI design. The GCO team has refined material on targeting of beneficiaries for CBI programming, sectoral areas related to CBIs, and material on accountability to affected populations, all of which reflect a continual growth of the LP in relation to updated understanding of how best to design CBIs to improve trainees' capacity in the rollout of CBIs. KIIs with GCO staff suggest that these changes came about through ongoing reflection meetings in GCO and with team members with technical backgrounds in various topics that relate to the CBI training content. These organic exchanges and reflection meetings have had a positive impact in ensuring the content remains updated based on the most current practices. Some additional updates are needed to make some of the post-training material more practical and accessible, however. IDIs from more recent cohorts suggest that more simplified toolkits would be welcome to strengthen their ability to design, implement, and monitor CBIs more independently.
55. The 2018 LPs also included webinar and module content material in French for cohorts in Francophone contexts. In 2018, GCO provided LP double cohorts in West Africa with this updated material. As e-survey and primary data from IDIs with trainees demonstrates, the need for material and trainings in French was keenly felt by past trainees. This updated content has made the transmission of CBI concepts to a wider net of UNHCR staff more practical and accessible.
56. **Scale-up of CBI-LP training support.** Besides the modifications to the content, one of the most notable changes to the LP came in 2018 when GCO decided to increase the number of cohorts from four (in 2017) to eight (in 2018) following internal discussions of the importance of additional in-depth learnings needed. This was done in response to the In-country/Regional Workshops which garnered interest and awareness of CBIs but which did not sufficiently address how to train staff to implement CBIs more independently "without significant additional support from regional and headquarter experts."<sup>40</sup> Undoubtedly this new addition of the In-country/Regional learning channel that was based off of a workshop structure strengthened the overall CBI Capacity Building Strategy. The usefulness and practicality of this new channel is evident based off of the staff interviewed during the e-survey and IDIs (see Section 4.2.3. for more information). The workshop structure is one of the key models that allows for staff to exchange ideas and contribute to building capacity across operations, countries, and regions.
57. In 2018, another big change was the addition of regional LPs following the positive feedback from a 2017-2018 regional LP in the MENA region. This change allowed for a MFT-approach that gathered staff from a single region. This also allowed the LP to function more as a workshop to provide regional staff the space to engage in discussions centred around CBIs within a more localized context. The Evaluation Team finds that this offering is essential to be able to allow staff from a number of Functional areas the ability to practice the MFT scenarios they would encounter in their operations. This model should continue to be explored by GCO and GLDC (see Recommendations below).
58. **Innovation of Functional Field Support Trainings.** Internal discussions from early LP cohorts led to the development of Functional Field Support Trainings in 2018 which provided a more specialized course for Supply, Protection, Finance, and Programme staff who would be involved in CBI design and implementation. This more focused and more in-depth approach was an

<sup>40</sup> Ibid. Page 1.

appropriate decision given the importance of MFTs. The Evaluation Team finds that this is another example of the flexible and responsive internal team decision making of GCO to respond to the overall goal of CBI proficiency and across UNHCR. The 2018 Functional Field Support Trainings were found to have met the needs of the trainees (see Effectiveness section below).

59. **Innovation of Senior Manager Trainings.** The Training for Senior Managers option was launched in 2018 following earlier cohorts of the LP, where GCO realised that senior staff needed to be engaged in a more proactive way to contribute to the success of CBI design and implementation. The team at GCO acknowledged that Senior staff were key to ensure buy-in and support and that they were necessary to engage with external actors in the cash sector, thereby initiating the first cohort of the Training for Senior Managers (June, 2018).
60. Lessons learned from the first cohort for the Training for Senior Managers directly influenced the updated structure adopted for the second cohort in December 2018. This led to a shift in the second cohort which positioned Senior Managers as the primary facilitators. Trainees interviewed during the primary data collected phase suggest that this shift was well-received. According to internal GCO documents,<sup>41</sup> additional changes included a greater focus on interactive sessions, engaging more UNHCR speakers, eliminating webinars, and allowing trainees the option to participate in Introduction to CBI e-learning courses instead of making this a requirement. In terms of content, the second cohort received more strategic learnings that encouraged trainees to reflect on moving “progressively on CBI, financial inclusion and social protection and on inter-agency and donor issues.”<sup>42</sup> Primary data suggests that this shift was necessary to respond to the needs of senior managers, and was seen as a step in the right direction by those trainees who participated in the second cohort as well as by the CBI Officers interviewed (see Effectiveness section below).
61. **Tailored and adaptable capacity building approach.** The In-country/Regional Workshops are inherently designed to be adapted to the particular context of the region and the operations invited to apply. The GCO has continuously responded to a number of factors to tailor this learning channel. Specific themes, such as social protection and financial inclusion, were offered in more in-depth sessions for the sessions in the America's. The GCO team also took into account the particular audience, for instance if partner agencies or government bodies attended the training, and the current stage of CBI rollout in the country/regional operations present. This highly adaptable structure is additional evidence of the ways in which the UNHCR team providing trainings has taken idiosyncrasies of each context into account in the design of the trainings offered.
62. The changes both to individual learning channels and to the complementarity of trainings across the CBI training package are evidence of UNHCR's highly adaptive management strategy. These changes are the cornerstone that promote wider UNHCR goals to institutionalize CBIs and improve CBI proficiency. This degree of adaptive management is also necessary in ensuring UNHCR remains a lead in driving CBIs at a global level.

## 4.2. Effectiveness

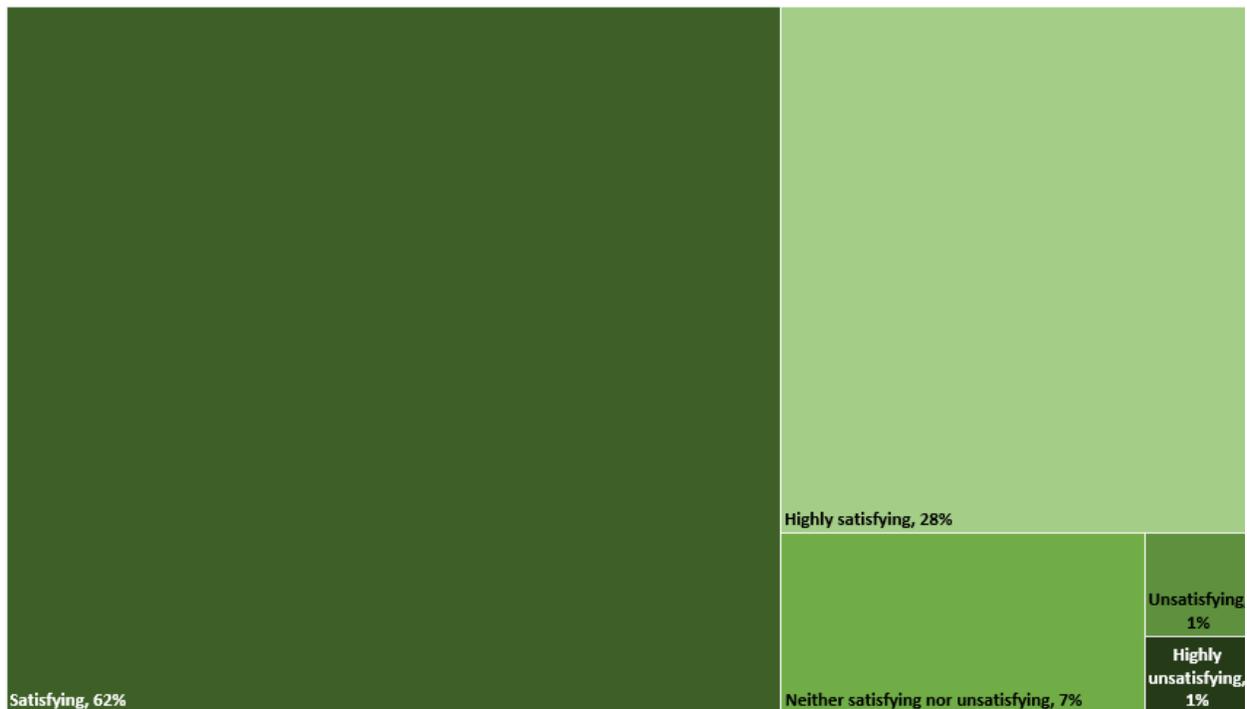
63. The Evaluation Team finds that the trainings offered under the CBI Capacity Building Approach achieve NWKM objectives under Level 1 (Reaction) and Level 2 (Learning). Both quantitative data from the e-survey and qualitative data collected through IDIs reflects a very positive appreciation for the learning channels, across all offerings.

<sup>41</sup> *Ibid.*

<sup>42</sup> *Ibid.* Page 1.

64. In general, trainees react favourably to the trainings offered under all six learning channels, reporting that they are satisfied (62 percent of e-survey respondents) and highly satisfied (28 percent) with the trainings they have received under the CBI Capacity Building Approach. Trainees report being engaged with the trainings and find that, overall, they are relevant to their work. (See Appendix 1 and 2 for a complete list of e-survey findings).
65. This trend is consistent with the insight provided by the interviews who expressed satisfaction with trainings across learning channel. Interviews with trainees highlighted that they felt an improvement in background knowledge of CBIs (LP), an improved understanding of their role in the CBI MFT and of the role of staff in other functional areas (Functional Field Support), and a greater understanding of which staff they should reach out to for support on CBI matters (In-country/Regional Workshops). Some trainees who had some knowledge of CBIs from previous organizations highlighted that their participation in the CBI courses provided them with important information on UNHCR’s CBI approach and policy.
66. The sub-sections below describe the Level 1 and Level 2 progress by each of the six learning channels, with a focus on satisfaction, engagement, and relevance (Level 1) and improvements in knowledge/skills, attitude, confidence, and commitment to the learnings (Level 2) across learning channels along with notable commentary gathered from the e-survey.

Figure 17: Satisfaction with overall training experience, n=308



#### 4.2.1 Introduction to CBIs<sup>43</sup>

67. Out of the 2,602 staff trained, the majority of survey respondents indicate that the Introduction to CBIs training was either very useful (56 percent) or useful (42 percent). Survey respondents

<sup>43</sup> Appendix 1 and 2 provide a complete list of e-survey findings across learning channels.

generally agree (60 percent) that the training met their expectations while more than half reported that it was a good use of their time (53 percent). Improvement of key CBI concepts from trainees who participated in the Introduction to CBIs were reported across the regions in which trainees are based.

68. Interviews conducted with randomly selected participants confirm the general satisfaction and engagement with this course, with the majority of IDIs indicating that, in general, the Introduction to CBIs training was a good beginner's level course on CBIs. In terms of improving knowledge and skills, half of the survey respondents agreed (50 percent) or strongly agreed (46.62 percent) that this training improved their knowledge of key concepts. For staff who are already working in CBIs or who have prior knowledge, the training served as more of a refresher course.
69. Although most respondents reacted favourably to this particular learning channel, a number of suggestions specific to the Introduction to CBIs were made by survey participants and by trainees interviewed during the IDIs. The majority of suggestions focusing on strengthening the course to include more in-depth content on CBIs.
70. Suggestions for improvement from the e-survey and IDI data include:<sup>44</sup>
  - Integrate a greater variety of scenarios based on ongoing CBI operations in both emergency/non-emergency contexts and urban/rural areas.
  - Improve material on the ways to monitor the impact of UNCHR's CBIs on financial service providers (FSPs), both with refugee and host communities.
  - Improve session on market assessments and strengthen the processes, methods, and tools available for trainees to continue their work around CBIs after the training.
  - Include additional content on the protection principle as it relates to CBIs.
  - Clarify that CBIs are a modality and not a UNHCR-objective.

#### 4.2.2 Half-day Training

71. Out of the 164 staff trained, a total of 33 responded to the survey (20 percent). Generally, trainees found that the Half-day Training was satisfactory. More than half of survey respondents indicate that this training was useful (55 percent) and very useful (27 percent), with more than 90 percent of respondents reporting that they agree and strongly agree with the statement that training met their expectations (92 percent). More than half of trainees agree that the material was applicable to their Function (54 percent) and agree that they found the material to be relevant (54 percent).
72. The Half-day Training improved the knowledge/skills of training participants and improved their confidence in applying the learnings back on the job. The majority of participants surveyed report that this training helped them to understand when CBIs should be used to provide assistance (84.62 percent strongly agree and agree). The training also helped them to understand what resources, tools, and technical support are available to them (84 percent strongly agree and agree). **Error! Reference source not found.** provides information on the survey respondents' improvements in knowledge of key CBI concepts stemming from the Half-day Training by regional distribution.
73. While this learning channel was intended to raise awareness around CBIs, survey respondents provided a small number of suggestions for improvement a small number of respondents report that they disagree that the Half-day Training contributed to their ability to implement CBIs more

<sup>44</sup> Please note, the evaluation team did not disaggregate e-survey suggestions by the cohort/year of the learning channel, and as such the suggestions provided in the Effectiveness section may not pertain to the most recent learning channels. A discussion on the evolution of the individual learning channels is provided in the Results section.

effectively (15 percent). Respondents suggest that the material needs to be updated to reflect the overall improved knowledge around CBIs that many UNHCR staff at this stage. E-survey respondents and trainees interviewed suggest that the Half-Day Training could be improved in the following ways:

- Better identify the needs of the trainees, identifying their role and contribution to CBIs to make the training more useful.
- Improve the content around the administration and management of CBIs.
- Consider sharing the answers provided by other trainees in the e-learning.
- Consider sharing the correct responses to the e-learning that the trainers would select.

74. The Evaluation Team finds that the reaction-level descriptions of the Half-day Training are appropriate, and recognizes that this particular learning channel was designed for HQ-level staff, whether they were directly involved in CBIs or not. This is a careful consideration of the description of suggestions provided above.

#### 4.2.3 In-country/Regional Workshop

75. Trainees of the In-country/Regional Workshops found it to be satisfactory and relevant to their work, which is consistent with IDIs and with the review of the training material. Respondents in the e-survey reported the training to be very useful (49 percent) and useful (46 percent). Most survey respondents found the training met their expectations (96 percent strongly agreed or agreed with that statement) and most respondents found the training was a good use of their time (95 percent strongly agreed or agreed). Similarly, the majority of survey respondents found the material to be relevant (94 percent strongly agreed and agreed) as well as relevant to their Function (88 percent strongly agreed and agreed).

76. The In-country/Regional Workshop contributed to the knowledge/skills and confidence on CBIs: most survey respondents strongly agreed and agreed that the training helped them to understand when to implement CBIs for providing assistance (94 percent). Nearly 90 percent of respondents found that the training helped them to understand the technical support and resources available to them to implement CBIs (90 percent). Interview data suggests that that the In-Country/Regional Training made an important contribution to a number of topics, pros and cons of various CBI options including delivery methods, and insight on the importance of assessments. Survey respondents from all five UNHCR regions reported improvements in their knowledge of key CBI concepts after their participation in the In-country/Regional Workshops.

77. However, a few suggestions were made to improve the In-country/Regional Training, including:

- Strengthen the content to include examples of real-world scenarios from different operations, including strengthening the focus to the country/region in which the training takes place.

## Reflections shared by interviewees:

“At the time I took the training, I was involved with many CBI-related activities and the training provided me with the tools to address specific matters.”  
*(UNHCR Protection Staff, Africa)*

“Sharing the good practices of other offices was helpful”  
*(UNHCR Management/ Executive Staff, Europe)*

“As the training focused on the Operation Management Cycle, that session helped the colleagues who were not familiar with the PMC.”  
*(UNHCR Project Control Staff, MENA)*

“The training, and targeting members of the multi-functional team (MFT) proved to be a powerful approach to support my work in CBI institutionalization as well as in capacity-building towards my colleagues.”  
*(UNHCR Programme Staff, Africa)*

- Ensure facilitators provide examples from their own experience.
  - Expanding the content to include more detailed and more practical information to shift away from the more basic information on CBIs.
78. Ensure the in-depth sessions that are only relevant to specific units are understood by staff outside of those units. Similarly, include sessions geared at in-depth areas by function area/by field of intervention (including WASH, livelihoods, shelter)
- Modify the pace of the training so that it feels less rushed.
  - Increase the time for discussions and for questions/answers.
  - Consider making the training longer.
  - Consider involving more senior management.
  - Strengthen finance session to make more participative, clearer.
79. As this was a very well-received learning channel, the suggestions appear to have been provided to strengthen an already strong workshop. The overwhelming satisfaction and usefulness towards building CBI skills is well noted.

#### 4.2.4 CBI-Learning Programme (LP)

80. Out of the 494 staff trained, a total of 197 responded to the e-survey (40 percent). UNHCR staff who participated in the LP report being highly satisfied with this particular learning channel. The majority of survey respondents indicate that the training was very useful (61 percent) or useful (36 percent), with nearly 97 percent of participants reporting that the LP met their expectations (96 percent strongly agree and agree). IDI accounts confirm that the LP has been useful to those who have participated in it: most participants the Evaluation Team interviewed found the LP to be relevant to their work and a practical course. Almost 94 percent of survey respondents agree and strongly agree that the training material was applicable to their Function, suggesting that the LP model has been successful over the course of the life of the CBI Capacity Building Approach.
81. The LP also greatly contributed to improvements in NWKM Level 2 progress, including on the knowledge/skills, attitude, commitment, and confidence to apply the learnings on the job. Nearly all survey respondents report that the LP helped them to understand at what point CBIs are an appropriate modality (98 percent strongly agree and agree).
82. Survey respondents also indicate that the LP has provided them with the knowledge to know what resources, tools, and technical support are available to them to implement CBIs (94 percent strongly agree and agree with that statement). The majority of trainees responding to the survey also note that they now have the

## Reflections shared by interviewees:

“The LP was very useful as it gave a good overview of all the requirements needed to set up a functional CBI programme and helped to better understand the challenges, including the need to engage closely with donors to ensure early alignment between UNHCR and donor requirements regarding CBIs.”

*(UNHCR External Relations / Public Information Staff, Europe)*

“[The LP] has had an important impact at the operational-level. We receive less critiques on the Standard Operating Procedures (SOPs). This helped to revolutionize the operation.”

*(UNHCR Repatriation Staff, Africa)*

“The training was a regional one so we shared practices in the region which was very welcome”

*(UNHCR Field / Operations Staff, MENA)*

confidence to apply the learnings from the LP in their current/future Function. **Error! Reference source not found.** Survey respondents also report that the project developed under the LP provided added value to their ongoing CBI work: 46 percent strongly agree and 45 percent agree with that statement

83. Despite the high degree of satisfaction and improvement to the knowledge/skills reported by participants of the LP, some issues are noted. A very small number of survey respondents disagree that the LP helped them to understand when CBIs are an appropriate modality (3 percent) and disagreed that the training gave them the confidence to apply learnings on the job (4 percent). Nearly 5 percent of survey respondents disagreed that the project developed under the LP provided added value to their work. These findings may be due to the nature of the LP which brings together staff from various backgrounds and functions. Survey respondents and trainees interviewed during the IDIs provide the following suggestions:

- Expand the more in-depth content on CBIs using real-case examples.
- Shift away from a more theoretical approach towards an approach that provides specific guidance and tools for the application of CBIs.
- Continue to further develop sessions that are Function-specific to provide more in-depth learning on certain topics, such as CBIs and protection, CBIs and external/donor relations.
- Integrate policies, mandates, and best practices that are UNHCR-specific, rather than relying on more general-material.
- Provide the training earlier in the calendar year. In-country/Regional Workshops

84. The review of the training material for the LP suggests that the e-survey respondents' perception that more practical tools are needed is accurate. The updates to the content described in the Relevance section have been very well-received, and as such, GCO and future facilitators are encouraged to continue to refine and update LP training material. This is especially important when considering the merging of differing viewpoints, from different Functional staff, as they meet and exchange ideas over LP cohorts.

#### 4.2.5 CBI Functional Field Support Trainings

85. Out of the 128 staff trained, a total of 84 responded to the survey developed by the Evaluation Team (66 percent). Trainees reported high levels of satisfaction and relevance with respect to the Functional Field Support Training. The training was found to be very useful (54 percent) and useful (40 percent) by survey respondents, most of whom found the training met their expectations (98 percent strongly agree and agree with that statement). The majority of survey respondents found the material to be relevant (97 percent strongly agree and agree) and found the

## Reflections shared by interviewees:

“This training was a good opportunity to discuss CBIs as a team with other finance colleagues, especially since there were staff from several countries each with a different level of progress in CBI programming, having experienced different challenges. It was great to share experiences and to also have almost all the steps involved in the process that HQ level has as well.”  
*(UNHCR Administration/Finance Staff, Africa)*

“It was good to meet other colleagues from other operations and see how the CBI programme is being implemented and what are the main challenges. The useful part of the training was the capacity building of the staff in terms of presentations and facilitation and the methods used were very useful and interactive.”  
*(UNHCR Programme Staff, Europe)*

training to applicable to their Function (98 percent strongly agree and agree).

86. The training positively influenced the participants' knowledge and skills, with more than 90 percent of survey respondents noting that the training contributed to their ability to implement CBIs more effectively in their Function (49 percent agree and 42 percent strongly agree). Survey respondents across regions reported that their participation in the Functional Field Support Training contributed to an improvement in their knowledge of key CBI concepts. Suggestions for improvement, stemming from the e-survey and the IDIs, include:

- Strengthen the discussion to make it more practical, using more scenarios based on real-case examples.
- Consider extending the training, particularly for staff directly involved in CBI implementation.
- Provide literature prior to the training to "breach the gap of knowledge" between trainees during the training.
- Consider adding session on risk management.
- Provide follow-up support post-training

#### 4.2.6 Training for Senior Managers

87. Out of the 30 staff trained, all 30 senior staff (100 percent) responded to the survey, which may be interpreted as a marker for the high degree of engagement in the CBI trainings by senior managers. Of the e-survey respondents who participated in the training for Senior Managers, 63 percent found the trainings very useful and 30 percent found it useful. More than half of the e-survey respondents report having had a favorable experience with the training. Most survey respondents indicate that the training met their expectations (56 percent agree and 38 percent strongly agree). A majority of respondents note that the training was a good use of their time (63 percent agreed and 31 percent strongly agree) while a similar number report the training material was relevant (69 percent agree and 19 percent strongly agree). Survey results suggest trainees were found this learning channel to be both satisfactory and relevant. The Evaluation Team found that the IDIs respond in a similar way, with a high degree of satisfaction. **Error! Reference source not found.**

88. Suggestions provided by trainees (e-survey and IDIs) include:

- Strengthening the link between CBIs and protection, particularly at the output-level.
- Integrate information on CBIs from partner agencies, such as WFP-UNHCR agreements.
- Improve the material so it more closely corresponds with the role of Senior Managers. This could be done by integrating sessions on key issues which managers need to be briefed upon, such as oversight and management responsibilities, and perhaps reducing the content that is more appropriate for technical staff.

## Reflections shared by interviewees:

"The Training for Senior Managers is very useful and essential for all Senior Managers as it allows us to understand the strategic importance of using CBIs in the current competitive humanitarian and donor landscape. The session demonstrated there is still varying understanding, especially buy-in by some Senior Managers; this urgently needs to be addressed if we want to ensure UNHCR remains relevant and prepared to take on the lead as an agency for CBI in refugee situations"

*(UNHCR Field/Operations Staff, MENA)*

"The training was useful as a reminder to position UNHCR as a leader in CBIs in refugee settings"-  
*(UNHCR External Relations Staff, Europe)*

"The training helped me to use my knowledge during interactions with the CBI Officers during the planning phases"

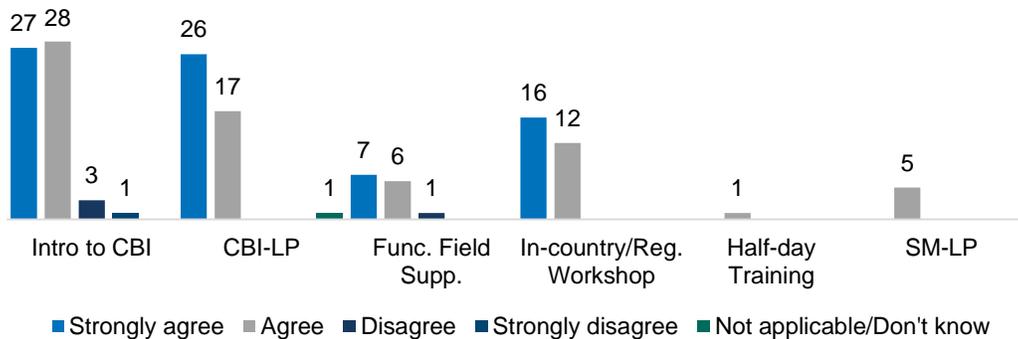
*(UNHCR Management/Executive Staff, Africa)*

- Expand the types of examples to include a greater variety of scenarios and proposed solutions in different operational contexts.
- Strengthen the discussion and strategy around positioning UNHCR as a lead in CBIs.
- Strengthen the roles of facilitators so that their sessions are more seamlessly integrated.
- Provide training in French.

#### 4.2.7 Improvements in knowledge of key CBI concepts disaggregated by UNHCR staff's Functional area

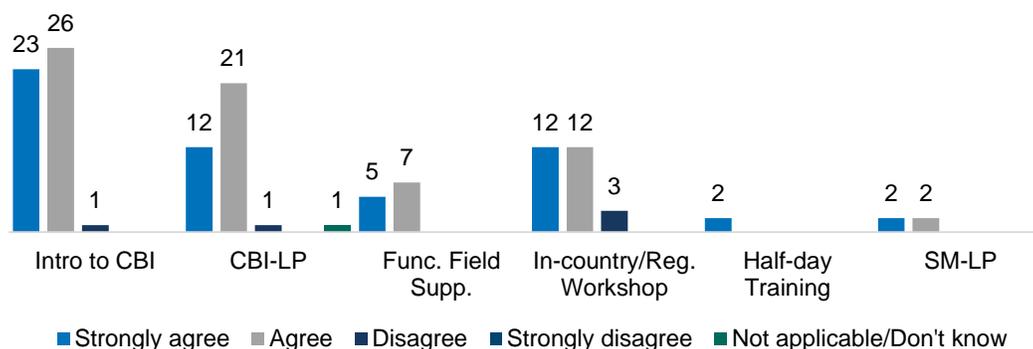
89. An assessment of the self-reported improvements in e-survey respondents disaggregated by the Functional area of respondents provides an indication that the Introduction to CBIs, the LP, and the In-country/Regional Workshops have contributed to level 2 outcomes of the NWKM, whereby staff have the ability to incorporate the knowledge and skills gained into their day-to-day job.<sup>45</sup> The findings from the e-learning may be due to the relatively newness to CBI concepts from certain participants (i.e., staff who normally would not be working in CBIs would highly appreciate the learnings from a well-developed set of e-learning curriculum). As mentioned above, the In-country/Regional Workshops have demonstrated to be a key learning channel, especially for cross-learning of staff within a similar context who may face similar issues, so this finding is not surprising. Similarly, the LP has proven to provide the ideal space for staff across Functional areas to work towards solution-oriented challenges, so the high levels of improvements in knowledge and sharing for this learning channel coincide with the Evaluation Team's overall findings across the IDI and e-survey outputs. Figure 18 and Figure 19 provide a visual description of the improvements in CBI concepts, disaggregated by Programme and Protection staff. These figures suggest that trends for these learning channels is consistent across Functional areas.

Figure 18: Programme staff – number of survey respondents who report an improvement in knowledge of key CBI concepts by staff's Functional area; n=67



<sup>45</sup> SM-LP refers to the Senior Manager's Learning Programme, also known as the Training for Senior Managers.

Figure 19: Protection Staff – number of survey respondents who report an improvement in knowledge of key CBI concepts by staff’s Functional area; n=58



### 4.3 Contribution to improved capacity to implement CBIs

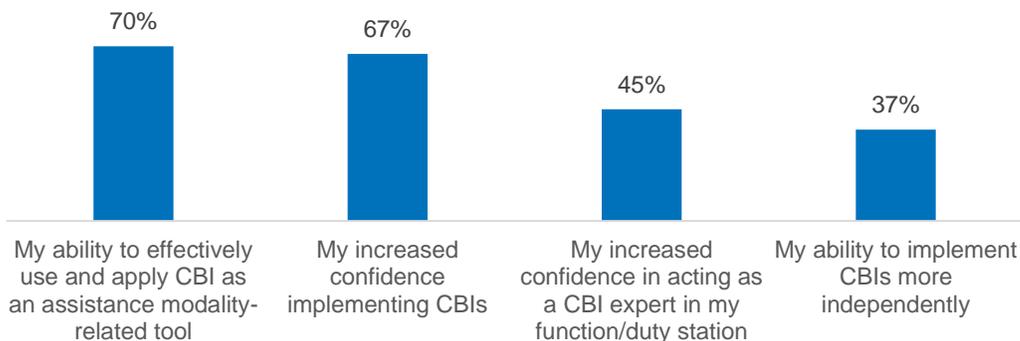
90. Trainees surveyed report that they have been able to apply learnings on-the-job, including more than 50 percent of trainees who participated in the In-country/Regional Workshops, nearly 42 percent of trainees who participated in the LP, and more than 52 percent of trainees who participated in the Functional Field Support Training. About 25 percent of Senior Managers who were surveyed report the application of learnings. However, some trainees do not expect to apply what they learned, most notably trainees from the Half-day Training. This can be expected as the audience for that particular training was not specifically aimed at UNHCR staff who would design/implement CBIs, but rather HQ-level staff who were interested in additional material beyond the material provided in the Introduction to CBIs.
91. In some cases, the survey respondents report that while they have not yet applied their gained knowledge and skills to their ongoing work, they plan to do so in the future, suggesting that the trainees may not have had either the opportunity or the willingness to work in CBI design or implementation but may do so in the future.<sup>46</sup> It may also point to an **improved level of engagement and appreciation for CBIs as a modality**. IDIs from multiple learning channels noted that after their participation in the trainings, they had a better understanding of the importance of CBIs to be able to provide PoCs with greater flexibility and empowerment.
92. When asked whether trainings have contributed to changes in behaviour and in results, many survey respondents report a positive impact in their ability to implement CBIs (nearly 71 percent) with similar findings on their confidence (slightly over 67 percent). However, the figures drop significantly, with a slight majority of **respondents lacking the confidence to act as “CBI experts”** (45 percent report an increase confidence in this area). **Less than 40 percent would feel confident in their ability to work with CBIs in a more independent role** (37 percent), suggesting the additional efforts needed to strengthen investments in behaviour at the individual-level (Level 3). Without adequate efforts to address individual-level behaviour-change, it will be challenging to reach insitutional-level results (Level 4) towards the achievement of CBI insitutionalization. The qualitative data gathered from IDIs aligns with these findings. Trainees indicate that they feel better-equipped to understand CBIs, to reach out to the appropriate staff who could support, and to seek additional resources, yet trainees indicate that there is a gap

<sup>46</sup> Please see internal and external factors affecting the ability of CBI trainings in achieving the objectives

between what they know and how they can apply it. This is namely due to the complex nature of individual operations.

93. The findings from the e-survey, combined with the IDIs and KIIs conducted along the evaluation, indicate that while Level 1 and Level 2 outcomes (NWKM) are being achieved across the various learning channels, continued investments need to be made to ensure Level 3 and Level 4 outcomes, which are the behavioral and organizational level changes that result from capacity building (as described by the NWKM in the Methodology section) . Level 3 results are behaviour changes that are enabled through factors like incentives or opportunities to apply learnings. To reach Level 4 results (at an institutional level), the level 3 result then need another layer of change through established processes that channel successes into at systems level changes. Despite generally high degrees of appreciation and improvements in learning, the Evaluation Team finds that behaviours without an enabling system do not lead to learning results in long-term sustainable ways. The tipping point between NWKM Level 3 and 4, based on the Evaluation Team’s analysis, occurs when Senior Management starts to demand or approve systems-level changes that enable CBI and application of CBI learning by individuals. The review of training materials suggests that while the quality of the contents is high and the breadth of materials is comprehensive across learning channels, additional simplified toolkits, would strengthen the likelihood of applying CBIs. TANGO recognizes that a number of refinements have taken place, as a review of material provided in older cohorts compared to newer cohorts demonstrates. Figure 20 shows findings from e-survey respondents; these findings are consistent with the interviews with IDIs, who, echoed similar sentiments on their need for additional support to be able to independently apply learnings.

Figure 20: Perceived impact of the application of learnings; n= 291



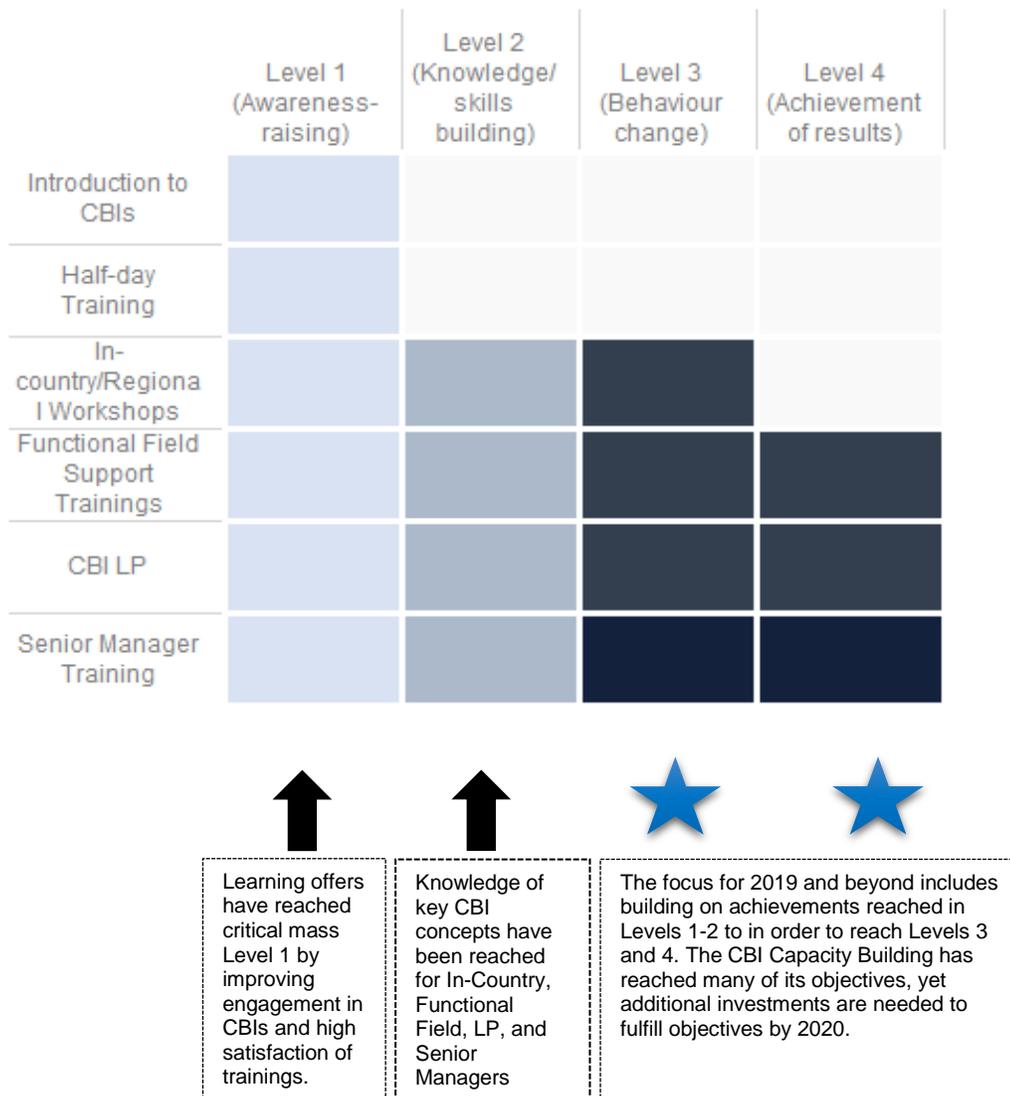
#### 4.3.1 Summary of the capacity built to implement CBI by learning offer

94. Based off of the IDIs, e-survey findings, and the review of training documentation, the Evaluation Team presents below a heat map of the team’s assessment of the various learning channels towards achieving NWKM Levels 1-4 (see Figure 21).
95. The heat map should be interpreted by the shade of colour, where the deeper shades of blue indicate a higher intensity of changes or achievement. The Evaluation Team suggests that to-date, the deeper shades of blue indicate training results have led to improvements in learning and engagement in CBIs at UNHCR. The lighter shades of blue indicate that the learning channels have reached learning, while the increasingly deeper shades indicate that some channels make a more profound and meaningful contribution than others. The Evaluation Team would, therefore, recommend that the focus moving forward for 2019 and beyond builds on on achievements to reach Levels 3 and 4 (see Figure 21). Investments towards In-country/Regional

Workshops, LP, and the Functional Field Support have are key as these trainings are geared towards potential change agents or enablers, while Senior Managers should continue to be trained as catalysts for CBI institutionalization (see Section 4.4 for additional analysis around sustaining changes based on past investments).

96. The heat map was developed taking into consideration a number of factors from both secondary and primary data. This includes survey respondents' reaction or satisfaction to individual learning channels (NWKM Level 1), self-reported improvements in learnings, knowledge, and skills (NWKM Level 2), application of learnings and self-reported change in behaviour (NWKM Level 3), and overall results (NWKM Level 4). The data was triangulated with information collected from IDIs of past trainees, IDIs of CBI Officers, and KIIs with team members from GCO. The Evaluation Team also took into account the material produced by GCO in terms of the quality of material and the potential effectiveness to contribute towards CBI proficiency.

Figure 21: Contribution of learning channels to capacity to implement CBI (Heat Map)



#### 4.4 Sustaining and mainstreaming CBI capacity within the organization

97. In order to gauge potential options for future iterations of the CBI training package, the Evaluation Team has reviewed internal costing data provided by GCO. The Evaluation Team has conducted a cost per unit of output<sup>47, 48</sup> of three of the six learning channels in order to generate cost-per-trainee for LP, Functional Field Support, and In-country/Regional Workshop trainees. Trainees from all three of these learning channels are comparable as the aim was to build capacity in specialized in-depth in-person sessions on CBIs. Costing data for the e-learning/Introduction to CBIs has not been included per discussions from the Validation Meeting because the costs are minimal. Costing information for the Half-day Training has also been excluded as the only cost incurred was related to venue/refreshments, given that there was no need for trainee or trainer travel. The training of Senior Managers was also not deemed necessary to cost because these are smaller scale and not resource heavy.
98. The table below provides costing information for the LP, Functional Field Support, and In-country/Regional Workshops per learning channel and per trainees. The costing information includes travel, daily subsistence allowance (DSA) costs, and related expenses to the location/venue. As staff costs can not be disaggregated per learning channel, these figures are excluded from the present costing analysis.<sup>49</sup> Given that Functional Field Support Trainings were only provided in 2018, the Evaluation Team provides disaggregated costing information in [Table 5](#) only for 2018 to highlight costing for a single year.

**Table 5: Approximate cost per trainees for 2018 cohorts of LP, Functional Field Support, and In-country/Regional Workshop trainees<sup>50, 51</sup>**

	<b>LP</b>	<b>Functional Field Support Training</b>	<b>In-country/Regional Workshop</b>
Trainer: travel costs/DSA costs	\$23,368	\$20,974	\$7,865
Participant: travel costs/ DSA costs/terminal expenses	\$46,7360	\$233,680	\$0
Venue/refreshment costs	\$240,000	\$120,000	\$0
Number of trainees	127	140	57
Cost per learning channel	\$730,728	\$374,654	\$7,865
<b>Cost per trainee<sup>52</sup></b>	<b>\$5,754</b>	<b>\$2,676</b>	<b>\$138</b>

<sup>47</sup> O'Malley, G., Marseille, E., and Weaver M.R. 2013. Cost-effectiveness analyses of training: a manager's guide. Human Resources for Health. Available at <http://www.human-resources-health.com/content/11/1/20>

<sup>48</sup> Please note, the evaluation team is not able to conduct a cost-effectiveness analysis (CEA) because a CEA would require additional information on outcomes, rather than outputs. The cost-per-output approach was agreed upon during the Inception Phase of the decentralised MTE and is intended to highlight a partial description of costs incurred to provide guidance on future recommendations.

<sup>49</sup> "Additional requests for final CBI training Evaluation Report." Online communication with Global Cash Operations. 22 March 2019.

<sup>50</sup> Please note, the evaluation team only includes figures for 2018 and 2019 as figures for 2016 and 2017 were not available for all learning channels (No 2016, 2017, or 2018 data available for Half-day Training; no 2016 or 2017 data available for Functional Field Support; no 2016 or 2017 data available for Training for Senior Managers)

<sup>51</sup> Please note that the cost center was not used to record trainings UNHCR's Resource Management Unit, so information on costing is provided on a limited basis.

<sup>52</sup> Figures have been rounded up; figures in USD.

99. Cost per trainees has been highest for LP trainees, followed by trainees from the Functional Field Support, and In-country/Regional Workshops. This is partially due to the travel costs associated for the first two learning channels, as opposed to the latter. The cost per trainee for In-country/Regional Workshops is low, partially due to the country/regional office absorbing the costs incurred for the venue. The Evaluation Team recommends that UNHCR continues to invest in learning channels that provide in-depth or specialized knowledge, skills, and practical exercises that are provided in all three of the above learning channels.
100. All three of the learning channels analysed in [Table 5](#) are key in that they have laid the foundation for crucial CBI knowledge that should lead to improvements in how CBIs are designed and rolled out. The LP has provided the space for UNHCR staff to explore the role of the MFTs, and even though costs were highest in 2018 for the LP, this learning channel has served its intended purpose. As noted in the Relevance section, the continual updates to the LP have meant that the this offer has remained relevant throughout its inception, and continues to play a role in setting the stage for staff to have in-person exchanges of ideas across Functional teams. As the heat map presented in Figure 21 demonstrates, the LP is one of the key offers that has the power to contribute to achieving results.
101. The heat map developed by the Evaluation Team, when compared to the relative costs of these three learning channels, would suggest that investments could pivot towards regional.operation/country-level models to keep costs down. All three channels are key: LPs provide the space for MFTs to interact, Functional Field trainings allow for deep dives into specific Functional areas related to CBIs, and in-Country/Regional Workshops specialize in tackling specific crises. Although the costing data for Senior Managers Training is excluded, the Evaluation Team recommends this channel continues (see Recommendations below).

#### *4.5. Factors that enabled/constrained CBI capacity building of staff and organizational results*

102. The assessment of the successes to-date for the learning channels and the recommendations for future iterations of the trainings are dependent on a number of internal and external factors. These influence the effectiveness of the CBI trainings in achieving the objectives, provided in order of most significant to least significant in terms of how they may affect achieving objectives set out by UNHCR stakeholders.

##### *4.5.1. Internal*

103. **The importance of good training facilitators.** Respondents who participated in all six learning channels indicate the facilitators played an important role in enhancing their experience. The vast majority of survey respondents either strongly agree or agree that their learning was enhanced by the trainer, including 96 percent of survey respondents who participated in the Introduction to CBIs; 85 percent of respondents who took part in the Half-day Training; 96 percent of respondents of the In-Country/Regional Workshops; CBI-LP; 100 percent of respondents from the CBI Functional Field Support Trainings; and 88 percent of respondents who participated in the Training for Senior Managers.
104. **Monitoring/feedback loops.** The need for internal monitoring is clear, especially to ensure that trainings are remaining relevant to the evolving needs of the staff at various levels. Primary and secondary data suggests that assessments done prior to trainings would enhance the experience of trainees in addressing their concerns and changing needs. Post-training assessments are

conducted which encourage facilitators are obtaining feedback, yet there is a need for a two-way communication channel in terms of internal monitoring.

105. **Eligibility and targeting of training participants.** Eligibility of staff to participate in trainings varies across each learning channel, yet the eligibility and acceptance of staff is a key factor that affects reaching CBI proficiency objectives. Primary data suggests that in some trainings (such as the In-country/Regional Workshops) not all participants are directly working with CBIs. While the Evaluation Team acknowledges that the eligibility strategy is generally strong, eligibility varies. This may not be an issue if the objective is to raise overall skills on the more foundational aspects of CBIs, but it makes it more challenging for staff of different CBI technical levels to make the most out of training sessions. Primary data also suggests that there are some staff who should be receiving additional trainings but who are not being selected, for reasons such as having a quota for a maximum number of staff from a single operation to participate.
106. **Accessibility of learning content in other languages.** A number of survey respondents and in-depth interviewees mentioned that they would have preferred having material in languages other than English. This was the case for multiple participants of the Half-Day Training, the LP, In-country/Regional Workshops, who mentioned that having the literature and the in-person workshops in French would have improved their experience. There was also mention by multiple trainees that material and tools must be provided in languages other than English, such as French and Spanish.
107. Overall, the Evaluation Team finds that while some internal factors enabled the various CBI offerings to achieve results, such as excellent facilitators, some internal factors likely played a role in dampening the effectiveness of the trainings on improving CBI proficiency and overall applicability. While these issues are not major impediments, it is important to highlight that the progress to-date may have been higher had these internal factors been addressed sooner. However, the Evaluation Team does note that changes from GCO, namely strengthening trainee selection processes and offering wider language options in later cohorts, has shown that the internal factors may not pose a serious threat to future achievements.

#### 4.5.2. External

108. **Contextual factors.** While the Evaluation Team is not assessing the contextual factors that influence whether CBIs are successful or not in certain operations, the trainees' experience in applying the learnings from the trainings is most certainly influenced by a number of external factors. The main reasons reported by survey respondents include external factors, including country context, partners, and market factors (35 percent). Also mentioned by survey respondents are staffing issues, such as the lack of staff capacity, (32 percent); the lack of financial resources (27 percent); the negative attitudes and behaviours of trainees' colleagues (14 percent); and not receiving the necessary support from supervisors (11 percent).<sup>53</sup>
109. Timing was mentioned as an important external factor to trainees' ability to apply their learnings. Survey respondents indicate that competing priorities of trainees' time are an important factor in determining whether they can apply their learnings (32 percent). Other issues mentioned by interviewees include the timing of response needs, as PoCs needs change, and the gap in time between a training and any actual opportunities for implementing CBIs.
110. **Accountability of trainees to implement CBIs.** One of the obstacles to behaviour and results-levels outcomes stems from the lack of CBI-specific objectives embedded in trainees' job descriptions. Interviews with CBI Officers suggests that the performance evaluations of trainees rely on their supervisors tracking their on-the-job tasks, but the lack of CBI-specific metrics within staff monitoring is an issue. On a similar note, if trainees are not empowered to be selected as

<sup>53</sup> According to survey question number 50; n=291.

CBI focal points, there is a risk that the investments from the Capacity Building Approach will not bear fruit to UNHCR-wide objectives on CBI mainstreaming. Eligibility for CBI focal point positions may be an external factor but it also risks discouraging trainees from applying what skills they've gained during training sessions. As one CBI Officer noted, "the capacity building stands on its own but it doesn't impact country offices or the organization in the longer term."

111. When gauging the effectiveness of a training program, such as the CBI learning package, the external factors that play a role in achieving results is undoubtedly difficult to assess, and recommendations are limited, as these factors lay outside the scope of the key stakeholders' control. Given the nature of CBIs and the ever-evolving operations in which CBIs are rolled out, it is certain that numerous contextual factors can deter the successful application of CBIs. The evaluation team is cognizant of these external factors related to the context in which UNHCR staff operate.

#### 4.6. *Factors that enable/constrain (or - to consider for) further institutionalization of CBI*

112. Along with the heat map and rationale for the contribution of learning channels to NWKM Levels 1-4, the Evaluation Team describes below a number of themes which have emerged from the analysis of data. These factors may enable or constrain further institutionalization of CBIs across UNHCR.

113. **Importance of Training for Senior Managers.** The Evaluation Team finds that the evolution of trainings over time has had a positive impact on results, namely the strengthening of the Training for Senior Managers. These changes were made due to direct feedback from the first cohort, which led GCO to make the strategic decision to include senior staff to help co-lead the second cohort, which was most recently held in December 2018. This decision was well-received as it shifted the training away from the more technical or operational-level content that is more typical of the LP, towards a focus on strategic and management-level guidance.

114. Interviewees suggest that the training for Senior Managers continues to play a crucial role in the shift towards CBI proficiency as the buy-in must first begin with the UNHCR staff who play a management role and whose position creates the environment for the success of CBI implementation. This is an important point, as Senior Managers play an important role, namely in achieving Level 4 NWKM changes as they are key enabling stakeholders across operations. Qualitative data suggests that Senior Managers also carry the responsibility to engage with external partners and with sister United Nations organizations, as their understanding of the strategic shift towards CBIs play an important role. The integration of external actors as guest speakers as well as trainees could be further strengthened by ensuring Senior Managers continue to take CBI courses. They would then enable intraorganizational linkages are maintained as they continue to engage in CBI proficiency activities.

115. One example of a positive impact due to this training is that Senior Managers have become more proactive in their engagement with CBI Officers. This has had a positive influence on improving the communication between Regional CBI Officers and Senior Managers, which suggests a more cohesive approach towards CBIs which includes both technical-level and senior management-level efforts moving in parallel. Interviews with CBI Officers highlight the increased likelihood that Senior Managers are willing to discuss CBIs as potential modalities and are more motivated to suggest CBIs as a tool given their increased level of ownership on CBIs.

116. **Importance of MFTs.** One of the key takeaways from the interviews conducted with CBI Officers and with staff from the GCO is that the trainings aimed at equipping UNHCR staff in the key functional areas are critical for CBI proficiency. Staff from Supply, Protection, Programme, Finance, and Field Management, among others, play a key role in CBI implementation and in ensuring the needs of PoCs are being met, making their involvement in CBI trainings key. The

2018 decision to design the Functional Field Support learning channel was a step in the right direction as it provided more in-depth and focused sessions that were lacking in the earlier iterations of the LP.

117. The IDIs conducted with trainees of the Functional Field Support as well as staff in various Functional areas (Supply, Protection, Programme, Finance) who participated in the LP reinforced the importance of their training in enabling behaviour (NWKM level 3) changes. These trainings enabled staff to problem-solve once they were back in their operation. Exercises that revolved around troubleshooting various challenges that were given during the LP and the Functional Field Support were seen as extremely helpful. Trainees highlighted that thanks to their participation in the CBI trainings, they gained a better sense of how to address challenges relating to contractual issues around FSPs and issues with partnerships.
118. Primary data indicates that trainees encourage that additional exercises around troubleshooting based on on-the-ground realities as these exercises would strengthen the trainings. As guidance manuals and resources are provided to trainees. For instance, one IDI noted that the realities of how PoCs behave is not always detailed in the trainings. One example from the training discussed the process of voucher distributions to refugees traveling to markets with the assumption that camps were a close distance to markets. The reality of camps located far from markets/towns, and the issue of PoCs remaining in towns waiting for vouchers for an unexpected amount of time (due to voucher distribution issues), was not discussed. Another exercise that trainees discovered would have been useful was how to conduct market assessments that would determine how the local health clinic was impacted by UNHCR's CBI programme.
119. **Need to strategically link the LP, the Functional Field Support, and the Training for Senior Managers.** The Evaluation Team finds that these three learning channels lead the way towards building CBI proficiency in line with UNHCR's objectives. The contributions of all three channel is needed, and as such, they must run in parallel in order to continue to increase CBI proficiency. Each training must continue to be refined to make the largest impact in both the behaviour (Level 3) and the results (Level 4) outcomes. Given the number of improvements to both the LP and the Training for Senior Managers and the addition of the Functional Field Support in 2018, estimates suggest that future contributions will continue to stem primarily from these learning channels.
120. The information gathered by the Evaluation Team strongly suggests that the LP has the strongest potential to increase overall behaviours and results, yet one of the potential obstacles that trainees face in developing behaviours and contributing towards results is due to the lack of ownership of some Senior Managers. The interlinking of the Functional Field Support would also strengthen the successes of the LP and the Senior Manager trainings as key staff would continue to support CBI rollout across Functional areas.
121. **Impact of trainings on CBI sensitization.** One of the most important outcomes of the trainings in their current form is to improve the level of awareness and sensitization of CBIs. Primary data suggests that this is particularly important for staff who are new to UNHCR who may not be familiar with UNHCR's mandates on CBIs as well as for staff who may not directly implement CBIs. As one interviewee noted, the biggest outcome to-date on the trainings has been to improve the awareness-raising of CBIs for staff. Numerous interviewees also highlighted that they saw an improvement in trainees' level of engagement and interest in CBIs, stemming directly from their improved knowledge and skills which in turn contributed to their commitment to CBIs. This was particularly the case for those staff who participated in in-person sessions for the LP, the In-country/Regional Workshop, and the Functional Field Support Trainings. A number of trainees reported seeking additional literature and materials on CBIs after the in-person portion of the trainings in which they participated in order to continue their learning.
122. While e-learnings and LPs that provide foundational knowledge as well as practical examples will continue to be needed to ensure no gaps in coverage for the remaining staff and future staff,

more examples that are based on the reality of complex operations as well as a greater variety of examples should continue to be integrated across channels. This is especially true for the courses which offer more solutions-oriented exercises and in-person exchange of ideas. While the high level of satisfaction and the improvements to overall interest and engagement with CBIs is an important finding, the Evaluation Team finds that the next phases of the capacity building approach could benefit from a shift towards the changes that would propel behaviour (Level 3) and results (Level 4) outcomes.

123. While trainings increase the awareness of CBI concepts, primary data suggests that there is a need for more specific content, particularly by Function. As the trainee of an LP reported, “the challenge with this training is the difficulty of meeting the expectations of the different functional groups. A participant from a given function will require a basic understanding of the other functional areas and much more and detailed understanding/engagement in her/his functional area.” Similar comments were made from the trainees of the In-country/Regional Workshop on the need to strengthen material and activities that are Function-specific. The creation of these trainings by GCO was a key step in the right direction. The Evaluation Team recommends this type of investment continues as MFT trainings (whether in these two channels or in LPs) are necessary to ensure CBIs are understood across all key players who design, implement, and monitor them.
124. **Importance of exposure to experiences in other operations.** Across the participants of the LP, the Functional Field Support, and the In-country/Regional Workshop, and the Trainings for Senior Managers, there is a high level of satisfaction for the exchange of ideas and of experiences across country operations. Trainees highly praised the importance of learning from their fellow colleagues and understanding how teams in other operations approach CBIs.
125. CBI Officers highlighted that understanding other operations is instrumental in gathering not only successes but challenges and lessons learned that can be applied to other operations. This exposure encourages a type of cross-pollination of ideas at the institutional level. The practical part of the trainings is key in initiating the motivation and the learning, but understanding how other operations design and implement CBIs was found to be a key step that is currently missing.
126. The In-country/Regional Workshops have been particularly useful in helping to develop the exchange of ideas for staff operating in similar operations and for operations which are in need of specialized sessions geared towards specific challenges. The GCO team has been successful in adapting these offerings to specific operations and should continue to develop cohorts that can be highly adaptable to operations. This may be the case for current crises, such as the ongoing displacement of people in Venezuela.
127. **Investments in the role of MFTs for CBI implementation.** As CBIs are approached through a MFT, the content and the activities provided on building the awareness of this approach is key to overall impact. This is particularly the case given the shift away from sectoral approaches in UNHCTR towards a MFT approach which incorporates staff from Supply, Field-Level, Procurement, Finance, and other staff, which is a new approach for some staff. Given the more complex nature of using a MFT approach, there are also more challenges which need to be addressed. Important progress has been observed in bringing in staff who did not fully understand the possibilities of CBIs. For instance, staff in Functional areas, such as Supply, now are less likely to see CBIs as the responsibility of other staff outside of Supply and are now more motivated to see CBIs as complementary tools to their ongoing tasks. Interviews with CBI Officers confirm this findings – MFTs are pivotal for CBIs to be successful. Similarly, if the Senior Managers who are supervising the trainees in Supply, Finance, and other functions are not invited to the CBI process, it may be challenging for staff in functional areas to work towards CBI modalities.
128. **Additional activities and tools are necessary to drive changes in behaviour for staff who directly implement CBIs.** Survey respondents across trainings indicated a lack in the availability

of practical and simplified tools that could encourage ongoing application of learnings on-the-job. The updates to the content are commendable and should continue. IDIs with both trainees and with CBI Officers corroborate these findings. Additional tools that could strengthen the trainings include market assessments that gauge the impact of UNHCR's CBIs on government/partner interventions. Another example provided is the need for more simplified guidance and material that is easily accessible. While trainees report they find the literature provided during the training useful, more senior staff and CBI Officers note that due to time constraints, more simplified tools that can be adapted to various contexts, in addition to the current manuals and resources, could prove useful.

129. Given the complex nature of CBIs which require staff to understand how to conduct analyses and how to make the most appropriate decision on specific types of modalities, the trainings that are geared towards staff with a more advanced CBI knowledge are lacking in more practical tools and exercises that foster critical thinking in complex situations. Targeting analyses for the different types of CBIs were also mentioned as areas where updates could strengthen the post-training tools to make them more accessible to trainees.
130. The project developed under the LP, for instance, while useful as a training exercise during the LP, is not systematically applied as a tool to implement the pilot projects. The Evaluation Team acknowledges that the projects were intended to be an activity for the LP and not an actual tool to be applied in behaviour-level change, yet primary data from trainees and from CBI Officers indicates that the project is useful when it is actually used for the application of learnings. IDIs suggest that in one case, for instance, the project encouraged a Supply Officer to conduct an effective market assessment, even though the Officer had limited experience in this assessment as related to CBIs prior to the training. Another staff used the project to reflect through the UNHCR CashAssiste software by linking their work on the project to the country's safety net. Another example of the potential usefulness of the LP is through the improvements in PDM linked directly to LP project design.
131. KIs with the GCO suggest that to some extent, the degree to which the project is used to apply learnings depends on the timing of the training – in cases where the project is developed at the time when CBI is being designed, then trainees can turn the project into a working tool. Primary data indicates that the usefulness of the projects vary substantially as these are not always conceptualized with the input of CBI Officers who may have a keen insight in providing guidance. This becomes a missed opportunity on what could be a meaningful way to pilot new CBIs in trainees' operations.
132. Strengthening the assessments provided to trainees could help improve the likelihood that the trainings are bridging the gap between learnings and the application of learnings. The existing assessments provide GCO with important information, as they are based on the NWKM model. One component missing is that the assessments are not provided in a way that captures changes in trainees' knowledge over the course of their participation in the trainings.
133. **Complementarity between learning channels and their overall contribution to outcomes.** Overall, the package of the six learning channels was found to be complementary, although it the investments to-date could be strengthened to help propel changes in behaviour and in results. Primary data suggests that while improving learnings is key, transformational change requires additional drivers. The overall learning package served its purpose in raising knowledge, especially for UNHCR staff who had not directly worked with CBIs, but to improve the complementarity across learning channels, additional investments are needed in improving the sessions that provide more in-depth material and toolkits.
134. Changes to the learning package over time demonstrate that GCO has taken a proactive approach to ensuring complementarity as well as ensuring that the needs of trainees and gaps are addressed. The shift to double the number of LP cohorts from 2017 to 2018 in response to

the gap that the In-country/Regional Workshops were leaving in increasing trainees' ability to implement CBIs independently is an excellent example of the level of flexibility of GCO through ongoing internal assessments and proactiveness to shift towards learning channels that would better address the needs of UNHCR staff to design/implement CBIs.

135. In-country/Regional Workshops are by their design highly adapted to the particularities of a country or region, making it a key learning channel for operations. The team from GCO structures trainings to provide a personalized session on the stage of CBI design/implementation in which operations are found as well as practical sessions on developing action plans.
136. **Changes in communication between CBI Officers and staff implementing CBIs.** In earlier cohorts, there was a lack of communication between CBI Officers and the training facilitators as this had not been formalized. More recently, the communication has been improved. This is important in ensuring the right staff are being selected to participate in various learning channels.
137. **The need for a community of practice.** A number of trainees mentioned that having a community of practice that would provide post-training support among peers was useful. The yammer group offered as part of the LP, for instance, was found useful, but it did not seem to be a sustainable platform, as many staff stopped participating in it. KIIs with training facilitators, however, suggest that given that there are no requirements to participate, and that the involvement is voluntary, the yammer group has had limited use over the course of the training participants. This may be done in alignment with additional investments in cross-pollination (see Recommendations below).

# 5. Conclusions

138. The Evaluation Team finds that the (1) CBI training initiative has achieved a critical mass of CBI awareness in the organization and (2) is in the process of supporting system changes for CBI proficiency at the institutional level. The overall learning package served its purpose in improving knowledge and attitudes regarding CBI, especially for UNHCR staff who had not directly worked with CBIs before. Important progress is being made in strengthening the enabling factors for CBI proficiency, including through increased focus on functional training and a MFT approach, and increased engagement of Senior Managers. Additional training investments are still needed to deliver trainees who are comfortable designing and implementing CBIs in an independent manner, with an overall view to strengthen the behaviour and decision-making with respect to CBI implementation. More detailed conclusions are presented against the KEQs and associated sub questions
139. **KEQ1:** To what extent have the CBI trainings delivered by the GCO and Global Learning and Development Centre achieved their specific learning objectives? The level of **adaptive management** to ensure the training package is relevant to the evolving needs of UNHCR staff has been **demonstrated to be high**. The CBI trainings, including both the totality of the CBI training package as well as individual CBI learning offerings, have been **appropriately updated to take into account different learner functions and contexts**. In particular, the LP has undergone continuous revisions to integrate practical context examples to increase relevance for training participants. In addition, the introduction of the functional trainings met an important need for more practical guidance on the 'how' of CBI within UNHCR. The Introduction of the Senior Manager Trainings for CBIs, and the subsequent revision from the first to the second cohort, are evidence of the continuous reflections within UNHCR to meet the learning objectives.
140. The discrete CBI trainings have to varying degrees had a positive effect on changes in knowledge, attitude, engagement, and skill-building. All CBI training have strengthened knowledge around CBI and contributed to a **positive attitude towards CBI adoption** in the organization. In addition, **the LP, Functional Field Support Trainings and Senior Management Trainings have strengthened, to a limited degree, the decision-making behaviour of UNHCR staff with regards to CBI** and its implementation in UNHCR operational programmes. The LP is the foundation for such behaviour change, as it achieves the greatest depth of understanding of CBI as a whole across all discrete trainings. This is then complemented by the Functional Field Support Trainings, which appropriately focus on key functional areas where CBI requires changes in systems and standard operating procedures (SOPs), and the Senior Management Training, which is critical in mobilizing senior management support for change in processes associated with functional CBI implementation and for growing the institutional appetite for CBIs.
141. The CBI trainings are complementary and for practical purposes can be viewed as two learning channels. First, is the basic orientation to CBIs provided by the online e-learning of the Introduction to CBIs, which is knowledge oriented. Second is the advanced track, which focusses on skills and application. This track includes ensuring the application and behaviour-level changes are established through more advanced exercises and material. While the Evaluation Team finds that the LP is the foundation for the second track, the online modules required before the in-person portion of the LP do have a strong knowledge orientation and, as such, are a bridging element between the two channels.
142. The Evaluation Team notes that despite good progress made since the CBI training initiative was launched, the Evaluation Team still observes some key gaps in knowledge and skills required for CBI proficiency. Specifically, knowledge and skills for functional application need continued

strengthening. The functional trainings so far have only reached a limited number of staff and have focused on areas such as Finance, Procurement and Supply. While there are positive examples of SOP updates and process change as a direct result of the Functional Field Support, and to an lesser extent through the LP projects as well, this is not yet widespread. Programme staff have not yet been effectively reached in the same way, which will limit their ability to design and implement CBI programs. Similarly, the Senior Management Trainings have only recently been initiated (June and December 2018). Feedback so far has been very positive with strong indications that senior management support to CBI has increased as a direct result of the trainings. This is a key point to ensure CBI proficiency continues.

143. **Key internal factors** that enabled positive results include the strong facilitation team within GCO and the availability of material in languages other than English, the latter of which is especially important to reach new regions which have not been adequately covered. Some constraining internal factors include the need to update internal feedback looks and the variation in eligibility criteria. Improving the criteria for selection would enhance the likelihood that the right staff who would implement CBIs are being trained in specific channels and are being introduced to staff in relevant functional areas. **Key external factors** include the difficult conditions in which CBIs are being rolled out – and the inherently rapidly evolving environment in which UNHCR staff employing CBIs continue to operate.
144. **KEQ 2:** Based on the review analysis, what lessons learned and good practices can be observed, and what recommendations can be provided for next steps? This review has observed several lessons and good practices, organized in this report as themes that have implications for future phases of the CBI training initiative, including the pending handover of the initiative from GCO to GLDC (see Section 4.6).
145. The overall complementarity, particularly between the LP, the Training for Senior Managers, and the Functional Field Support Trainings, has been an important link to highlight. The more senior staff require ownership of CBIs as a modality, and as such serve as the enablers who play a vital role in building a culture of CBI proficiency. The more technical staff trained through the LP and the Functional track support the MFT cycle and pave the way for CBIs to be designed properly, PoCs to be targeted appropriately, and for the impact to be felt across the communities in which UNHCR operates. The In-country/Regional Workshops propose a model that is based off of a particular issue (akin to the regional LP in the MENA region), and thus, encourage staff to cross-pollinate ideas and exchange solution-based ways to address complex issues. CBI Officers help support behaviour-level change and Senior Managers ensure results-level changes at the institutional level are achieved. The post-training investment would continue through Communities of Practice. While the yammer group was not as effective, continued knowledge sharing, collaboration and practice-driven learning does not exist. Currently, there is a need for a dedicated space for post-training application. That role is for the time being fulfilled by the highly effective GCO CBI capacity building officers supported by the CBI officers, who offer technical guidance for any application issues. Both are being phased out though, and this would leave a critical gap that needs to be addressed.
146. This review shows several opportunities for the continuation of CBI trainings as part of the handover from GCO to GLDC, given the Evaluation Team's understanding of the evolving handover parameters at the time of writing. These are presented in the recommendations section below.

## 6. Recommendations

147. It is the understanding of the ET that (1) the capacity building section of GCO is being phased out, with regular staff positions being reduced and eventually eliminated, as a result of decentralisation; (2) GLDC is responsible for continuing the CBI training initiative, based on resource availability; (3) for any training initiative it manages, GLDC has the responsibility to identify content expertise. With these considerations, **all the recommendations are the lead responsibility of GLDC to implement, with co-responsibility until GCO has phased out its personnel.** This is the only practical way to ensure continuity and accountability in implementing the recommendations.

148. **Recommendation 1.** Identify and resource content holder for the continuation of CBI trainings. The priority is to apply GCO resources (including financial, human, and organizational resources), as long as these exist and are able to support the CBI trainings to include the transitioning from GCO to GLDC as possible. Currently GCO holds the CBI training function, filled by the GCO capacity building officers (many of whom are being made redundant under the current reorganization). GCO is not able to retain/secure funding for keeping these officers in place but can support GLDC to create a short- to medium-term position to support the update of the CBI training package and establishment of a task-oriented Community of Practice. Key characteristics of this function are experience in adult learning within UNHCR; experience and expertise with CBI capacity building; high familiarity with the current training package, including the lessons learned and good practices. GLDC needs to identify funding to recruit at least one of the CBI capacity building officers for a 24-month period, to complete recommendations 2 and 3 below. The Evaluation Team leans on GLDC's responsibility to identify the content holder. Without GCO, there simply is no content holder with the capacity required; so it is within GLDC responsibility to create a new one.

- **Who:** GLDC with support from GCO.
- **When:** within the next six months.

149. **Recommendation 2.** Update the CBI training package by establishing two tracks. GLDC will update the current package into two distinct tracks. The first track will be a demand-driven, online CBI-orientation package open to all UNHCR staff. The track would focus on building knowledge along with some generalized skills. The skill-based component will be based around showcasing good practices from the functional CBI trainings as well as the application of experience. The skills test for the participant will be based on case study questions. There are no longer any resources to dedicate to the project approach for skill-building. The first track will have two levels: Level One will be a continuation of the current online CBI introduction. Level Two will incorporate the majority of the information currently offered through distance-learning modules under the LP, including the self-study modules and webinar content. Level Two will be a UNHCR CV-certified course.

150. Track Two will be application-oriented and will focus on an in-person multi-functional workshop that is organized at operational- or regional-levels, with cost-sharing of the organizational costs by the operation involved. Trainers and facilitators will be drawn from the UNHCR cohort currently engaged in a similar role in the LP, Functional Field Training, and Senior Manager Training; ideally led by the newly established GLDC position under Recommendation 1. Track Two should incorporate, to the extent possible, the themes discussed under Section 4.6 (Factors that enable or constrain or to consider for further institutionalization). For example, the Track Two trainings should include a 5-day workshop that includes two days of multiple functional training elements

in parallel, combined with a multi-functional opening (one day) and closing days (two days) that involve senior management. Track Two will also include substantive sessions to organize Community of Practice teams, organized by task or theme, to address priority bottle-necks/issues or opportunities identified during the workshop proceedings; this would take place on day four or five. These sessions include establishing role clarity within the Community of Practice task teams. The role clarity would include establishing facilitators, which could be a revolving role. Where possible, priority should be given to operation-funded staff and functional roles within the task team as this role could be integrated into their current job description. It is imperative to stress that the task teams should be functional for them to be successful.

- **Who:** GLDC with support from GCO.
- **When:** within the next twelve months.

151. **Recommendation 3.** Invest in a Community of Practice to support progress towards CBI proficiency. This includes building on GLDC experience towards a user-driven Community of Practice that is premised on the collaboration and learning function, instead of on the platform technology, which is a common mistake. All efforts should be invested in organizing the right participants around the most relevant challenges and opportunities related to design, implementation, and monitoring of CBIs within UNHCR; instead of investing in new technology platforms. A user-driven Community of Practice can use a range of technology, depending on what is currently used for coordination tasks with that region or operation. This could range from the UNHCR Yammer platform, to whatsapp to basic listservs, or email groups. The newly created position within GLDC under Recommendation One will have to focus on establishing these task teams and supporting local facilitators. This may include the regional or national CBI Officers, if those roles still exist, or knowledge-management and learning focal points with existing CBI operations. These facilitators would ensure content development, including the quality of messages inserted into the task teams, is aligned with UNHCR and sector CBI standards. It would also include on-the-job Community of Practice facilitation skills training. Experience shows that it will take about twelve months from start to finish to have these task teams operate independently, in addition to accounting for another year with accompaniment from GLDC for the Community of Practice task team function to be institutionalized beyond the first pilot projects.

- **Who:** GLDC with support from GCO
- **When** within next 18 months

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**CONTACT US**

**Evaluation Service**

United Nations High Commissioner for Refugees  
Case Postale 2500  
1211 Genève 2  
Switzerland  
[www.unhcr.org](http://www.unhcr.org)

Email: [hqevaser@unhcr.org](mailto:hqevaser@unhcr.org)