

ADMINISTRATIVE INSTRUCTIONS

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To: All UNICEF Staff
From: Ibrahima D. Fall
Director, Human Resources
Subject: **External Learning Opportunities**

I am pleased to share with you the attached Guidelines outlining the new UNICEF policy on External Learning Opportunities. This policy supersedes the current policy on External Training and Study Leave Away from the Duty Station (Chapter 8/Section 3 of the HR Policy and Procedure Manual).

The world inside and outside of UNICEF changes daily. This requires all staff members to continually update their professional knowledge and skills through various learning approaches and to stay on the 'cutting edge' of innovation. While most learning can be done internally with resources available within UNICEF, for a limited number of staff, the organisation can support external learning opportunities *at or away from the duty station*. This policy defines external learning, its objectives, subject areas and approaches. It explains the choice of courses, types of external learning, funding, minimum eligibility, application procedures as well as how applications are reviewed. Finally, it covers assessment and follow-up of approved external learning.

External learning may be undertaken at the duty station or within the country of assignment as well as away from the country of assignment. It includes distance learning/on-line learning while at the duty station; external learning at or away from the country of assignment; sabbaticals at or away from the duty station; and self-funded study. Each of these is described more fully in the policy.

I encourage all staff to read the policy and to familiarise themselves with it. It goes into effect immediately and, as such, staff who may have already started consideration of external learning, including study leave, need to take special note.

Any questions should be addressed to the Organisational Learning and Development Section, DHR. Please note you may also access this document along with the Annexes on UNICEF's Intranet at www.unicef.intranet.org under Document Repository/Administrative Instructions.

Thank you.

EXTERNAL LEARNING OPPORTUNITIES



unicef

GUIDELINES

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EXTERNAL LEARNING OPPORTUNITIES

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I. General

Background

1. The world inside and outside of UNICEF changes daily. This requires all staff members to continually update their professional knowledge and skills through various learning approaches and to stay on the 'cutting edge' of innovation. While most learning can be done internally with resources available within UNICEF, for a limited number of staff, the organisation can support external learning opportunities *at or away from the duty station*. This policy defines external learning, its objectives, subject areas and approaches. It explains the choice of courses, types of external learning, funding, minimum eligibility, application procedures, as well as how applications are reviewed. Finally, it covers assessment and follow-up of approved external learning.

Definition: External Learning

2. External learning is broadly defined as any learning or training that is done *outside the specific opportunities offered by or sponsored by UNICEF*. Activities offered by UNICEF include self-directed learning, on-line learning via the *LearningWeb*,¹ coaching and mentoring, as well as UNICEF-sponsored local group, regional and global training events.
3. External learning may be undertaken at the duty station or within the country of assignment as well as away from the country of assignment. It includes distance learning/on-line learning (other than that offered directly through the *LearningWeb*) while at the duty station; external learning at or away from the country of assignment; sabbaticals at or away from the duty station; and self-funded study. Each of these is described more fully in Section II, under "Approaches to External Learning."

Objectives

4. External learning is one approach to ensure continuous learning and development of UNICEF's staff with the ultimate goal of infusing UNICEF with new knowledge, ideas, ways of thinking and approaches in order that we may better fulfil our global mandate. Each external learning opportunity should include several of the following objectives:

¹ The *LearningWeb* may be accessed on UNICEF's Intranet at www.unicef.intranet.org



- a) to upgrade knowledge and skills required for staff members to meet the challenges of the current job through studying and/or researching the most current thinking and exploring new perspectives;
- b) to look beyond the knowledge and skills easily acquired within UNICEF through interaction with experts in high-level university, research or professional development institutions;
- c) to ensure cross-fertilisation and networking with people from other international and national organisations and governments during the learning period;
- d) to allow time for reflection, research and/or perspective taking;
- e) to enhance current job satisfaction and facilitate possibilities for career development of staff members within UNICEF; *and*
- f) to allow time for self-development, self-renewal and enrichment in order to meet new and different challenges.

Subject Areas

5. External learning may be taken to pursue any subject matter related to UNICEF's mandate and global priorities in the areas of:
 - a) ***Programme***, including all aspects of the programme process, human rights, policy and substantive programme areas, for both on-going and emergency-related work;
 - b) ***Operations***, including human resources, supply, administration, finance, accounting, information management and other operational areas;
 - c) ***Communication***, including media, information, advocacy, public affairs and fund-raising; *and*
 - d) ***Leadership and management***, including overall leadership and management, teambuilding, international development and multiculturalism.
6. External learning will ***not*** be approved for learning languages. For language training, see Chapter 8 of the Human Resources Manual.

Choice of Institution/Programme

7. When choosing where to pursue external learning, several considerations are important:



- a) **Where:** As much as possible, external learning should take place at the current duty station. Staff should explore the local universities and research institutions for possible opportunities. Distance learning should be considered as an excellent means to learn, especially since this approach to learning has developed considerably since the advent of the Internet and continues to expand each year. When there are no local viable, quality institutions, or if distance learning is not a good alternative, external learning away from the duty station may be considered. Staff members are encouraged to consider options as close to the duty station as possible to avoid excess travel costs. For the same reason, if travel is required, staff are encouraged to link external learning to other official travel or home leave whenever possible.
- b) **Choosing an institution:** GlobalTrainingMarket.com lists training institutes and universities, and their programmes and course offerings. It is available through UNICEF's Intranet on the *LearningWeb* and features an easy-to-search database through any World-wide Web browser. UNICEF staff can search the site for training providers and courses by name, subject, country, date, language and medium of instruction and any combination thereof.

The *LearningWeb* also includes links to distance learning providers around the world.

If another institution or course of study has been identified, these will also be considered.

Regional and Country Offices are encouraged to identify regional/local universities and related institutions for appropriate external learning opportunities. Some regions have had direct input into developing courses and programmes of relevance to UNICEF's mandate. This is encouraged for all regions and countries with quality university resources. While the global learning budget cannot be used to develop such courses with universities, it can be used to send UNICEF staff to these courses, provided the procedures described in this policy are followed. Regions may also decide to " earmark " a specific number of staff members to attend such courses, but this must be within existing resources made available to the region.

In all cases, sufficient detail about the institution and courses must be provided with the application.

- c) **Faculty and student body:** Interaction with faculty and students who have similar interests and experiences is an important consideration when choosing an institution or programme. For example, some university programmes may not



have faculty or students with experience or professional interest in the developing world; some student bodies may be primarily young and inexperienced which may not be appropriate if the staff member applying has longer experience.

- d) **Costs and funding:** The amount of funds that UNICEF can provide is limited. As a result, in choosing an institution and programme, staff members should take total costs into account, including tuition, fees, travel, stipends, etc. Of course, UNICEF needs to ensure that staff members are affiliated with quality institutions which may have higher costs, but with limited funds available, cost is an important consideration when reviewing and approving external learning. When applying to universities or other institutions, staff members should look into possible scholarship monies available as well as possible reductions in tuition and fees for UNICEF as a non-profit institution. Costs and funding are described further below.



II. Approaches to External Learning

General

8. The five approaches to external learning described in this policy are as follows:
- a) external learning at the duty station or within the country of assignment;
 - b) distance learning/on-line learning while at the duty station;
 - c) external learning away from the country of assignment;
 - d) sabbaticals at or away from the duty station; *and*
 - e) self-funded learning during leave without pay.

Description

9. Each of the above-mentioned approaches is described below:
- a) **External Learning at the Duty Station or within the Country of Assignment.** External learning at the duty station or within the country of assignment may be carried out in universities and professional institutes, and may also include informal options, such as study tours within the country and professional internships at other organisations.
 - b) **Distance Learning/On-line Learning while at the Duty Station.** Distance learning and on-line learning at the duty station is the process of extending learning opportunities to locations away from a university building or site by using the Internet, CD-ROM, computer, video, audio, multimedia communications, or some combination of these, sometimes mixed with other traditional delivery methods.

While undertaking distance or on-line learning, it is encouraged that staff be given reasonable access to UNICEF computers and phones, as long as this access does not interfere with the normal work of the office nor incur excessive additional fees².

² Fees may be incurred in some offices for access to the Internet. These fees, as well as phone fees if international calls are involved, should be considered when approving distance or on-line learning.



Since distance and on-line learning is carried out at the duty station, staff members may request and be granted specific time off from normal work to undertake their studies. (See time guidelines below.)

- c) **External Learning away from the Country of Assignment.** External learning away from the country of assignment may be requested for learning and training at universities and professional institutes, and may also include more informal learning such as study tours away from the country of assignment and professional internships. Combinations of these approaches may also be requested, such as a university course combined with a study tour.
- d) **Sabbaticals at or away from the Duty Station.** Sabbaticals may be taken to undertake reflection, research and writing. Sabbaticals are especially useful to reflect on lessons learnt, for example, after significant work related to particularly challenging or new assignments. Sabbaticals may be done completely independently or in association with a university or research institution. One advantage of being associated with a university or research institution while on sabbatical is that UNICEF can contribute to another institution by sharing our knowledge. Senior level staff applying for sabbaticals should explore the possibility of becoming a “university fellow” or “university scholar” which often includes the university covering some or all of the costs related to the sabbatical.

Staff on sabbatical are expected to submit a proposal which includes:

- i) what will be reflected upon and/or researched;
- ii) what the written product will likely include; *and*
- iii) how this product could be used to advance learning by UNICEF and/or others.

It should be noted that sabbaticals should not replace what should be done as a normal part of a staff member’s job.

- e) **Self-Funded Learning during Leave Without Pay.** Staff may request *Leave Without Pay* to pursue learning using any of the approaches described above. This means that staff do not request that UNICEF cover **any costs at all** related to salary, tuition, fees, travel, stipend, etc. In such cases, it is **not** necessary to apply for external learning. Rather, the Head of Office has the discretion to consider such *Leave Without Pay* following the normal procedures and subject to the normal limitations as outlined in Chapter 9, Section 5 of the HR Manual.



Time requested for External Learning

10. For each of the above approaches to external learning, the time which may be requested falls into one of four categories:
 - a) when the total time away from normal UNICEF work is 30 working days³ or less (limited-term external learning);
 - b) when the total time away from normal UNICEF work is more than 30 working days up to 80 working days (16 weeks) (short-term external learning);
 - c) when the total time away from normal UNICEF work is more than 80 working days (16 weeks) up to one calendar year (long-term external learning); *and*
 - d) when the total time away from normal UNICEF work is more than one calendar year up to a maximum of 2 calendar years (extended external learning).

11. While UNICEF's emphasis is on limited- and short-term external learning, selected staff members can be approved for long-term external learning and extended external learning if their rationales are strong and past performance and qualifications are exceptionally good.

³ A "working day" is defined in this policy as 7 hours. If agreed by the supervisor and head of office, external leave may be taken in half days as long as the total does not exceed the total time away noted in this policy.





III. Review and Approval Process

Costs⁴	Time away from normal work	Reviewed for recommendation first by staff member's supervisor and then:	Final approval by:
US\$5000 or less	Limited-term (30 working days or less)	Any locally agreed body, such as the CMT/ DMT or Learning Committee	Representative or Director
US\$10,000 or less	Limited-term or short-term (31 working days up to 80 working days)	Above, plus: Representative and regional body for field; ⁵ Division Director for HQ	Regional Director for field; Chief, OLDS for HQ
More than US\$10,000	Any length up to 2 years	Above, plus: Global External Learning Review Committee; Director, DHR	Deputy Executive Director

Cost Sharing

12. Costs for approved external learning that exceed \$5000 (for tuition, books, travel, DSA or stipend, required fees, etc.) will always entail a cost-sharing arrangement between UNICEF and the staff member. Costs up to \$5000 may be fully borne by UNICEF, except as noted under "c" below.

- a) *When the primary objective of the learning is to improve the knowledge, competencies and skills of the staff member to carry out the work related to the current post/assignment or the next post/assignment that has already been identified and approved:* costs above \$5000 paid by the organisation will be up to

⁴ For tuition, books, travel, DSA, required fees, etc.

⁵ The Review and Approval Process at the regional level may vary from region to region, to be decided by the Regional Director in consultation with the RMT. It is recommended that the review include a regional committee concerned with human resources and the regional HR officer, with final approval by the Regional Director.



- 80% of the additional costs for tuition, required fees, etc. Costs for books may not exceed \$300. Costs of travel and stipend may be fully covered by UNICEF.
- b) *When the primary objective of the learning is towards a realistic career development/transition within UNICEF:*⁶ costs above \$5000 paid by the organisation will be up to 50% of costs for tuition, required fees, etc. Costs for books may not exceed \$300. Costs of travel and stipend may be fully covered by UNICEF.
- c) *When the primary objective of the learning is towards self-development which has a strong element of benefit for UNICEF, but is not directly related to the current or foreseeable future jobs:*⁷ costs paid by the organisation will be up to 20% of costs for tuition, required fees, etc. up to a maximum of US\$2000. Costs for books will not be covered at all by UNICEF. Costs of travel and stipend must be fully covered by the staff member.
13. UNICEF's reimbursement for tuition, required fees and books (as per paragraphs 12.a) and b) above), will never exceed \$25,000 for any staff member's external learning. Costs related to travel are in addition to this ceiling, but must be done by the most economical means possible (normal entitlements to business class travel will not apply). Costs for stipend up to a maximum of four months are also above the \$25,000 ceiling.
14. It should be noted that the ceilings and the percentages mentioned in paragraph 12.c) above, are *not* entitlements, but are maximums that can be paid by UNICEF, depending on available budgets. Final determination on lower percentages and/or costs are made by the appropriate reviewing and approving bodies as noted under "Review and Approval Process" above and, if less than the percentages noted, the staff member will be informed why less has been approved.
15. For extended learning, all costs beyond the first year must be borne fully by the staff member.

Minimum Eligibility

16. The minimum qualifications to be eligible for external learning are:

⁶ Realistic career development/transition must be fully explained by the staff member who applies and supported by the supervisor and head of office. Considerations are related to the staff member's past performance and potential as well as the organisation's structure and capacity to move the staff member into other responsibilities and posts.

⁷ Learning for self-development must be fully explained by the staff member in terms of potential benefits to her/himself and how this might impact her/his work in UNICEF, and must be fully supported by the supervisor.



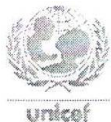
- a) having a UNICEF contract with at least one year remaining on the contract from the time the study starts or, if less time remains, a strong expectation that the contract will be renewed as indicated by the Head of Office;⁸
- b) being supported in the request by the appropriate reviewing bodies and individuals as noted under "Review and Approval Process" above;
- c) being willing to return to UNICEF service for at least two years immediately following completion of the learning, if over 30 days are approved, and if costs to UNICEF are greater than \$5000;⁹
- d) having already served UNICEF for:¹⁰
 - i) at least three continuous years from the time the learning is to begin if more than 30 days are requested and/or costs (other than travel and stipend) to UNICEF will be more than \$5000; *and*
 - ii) at least eight continuous years of service from the time the learning is to begin if more than 16 weeks are requested and/or costs (other than travel and stipend) to UNICEF will be more than \$10,000.
- e) having sufficient UNICEF service without having taken external learning:
 - i) there is no specific minimum required between approved external learning if the cost is less than US\$5000 and the external leave is limited-term. However, supervisors and heads of office are asked to use discretion so that such external learning opportunities are approved no more than once per year;
 - ii) a minimum of five years interval will be expected between learning occasions when the external learning has been short-term;

⁸ Staff on TFTs are eligible for external learning as long as they have met the minimum requirements for time in UNICEF before the external learning is approved and there is expectation that the minimum time remains in their contracts after the external learning.

⁹ While the staff member must be willing to return to UNICEF service for at least two years, there is no expectation that UNICEF will automatically renew contracts that may expire before the two years are over. If the staff member voluntarily leaves UNICEF before the two years following completion of the external leave, he/she will be required to fully reimburse UNICEF for all costs incurred; this will not be required in the case of contract non-renewal from UNICEF.

¹⁰ a) No minimum amount of service is required for learning if the time requested is 30 days or less and costs are less than \$5000; *and*

b) Service in other UN agencies may also be counted towards this qualification, with at least one year required in UNICEF for para.16.d) (i) above, and four years for para. 16.d) (ii) above.



- iii) a minimum interval of 10 years upon return to normal work after long-term external learning; *and*
- iv) extended learning can be approved only once in a staff member's career with UNICEF;
- f) having minimum number of years of potential service left in UNICEF before retirement:
 - i) a minimum of two years before retirement is required if the external leave is limited-term;
 - ii) a minimum of five years before retirement is required if the external learning is short-term; *and*
 - iii) a minimum of eight years before retirement is required if the external learning is long-term or extended. This requirement may be waived for sabbaticals of six to nine months if it is judged that the resulting product will be of significant value to UNICEF; *and*
- g) willingness to share costs as noted under cost sharing above.

Application Procedure

17. Staff members interested in external learning must complete the standard application form. A copy of the application is attached is Annex A.
18. Dates and frequency for submitting applications that are reviewed and approved only at the office/division level (*i.e.* maximum costs of \$5000 and maximum time away from normal UNICEF work of 30 days) will be determined by the office/division itself.
19. Applications that must be reviewed or approved at the regional or global levels will be accepted only ***three times*** a year as follows, with no exceptions¹¹:

¹¹ While it is realised that these dates and frequency of submission may be rigidly fixed, external learning is *not* considered an emergency initiative and it must, therefore, be planned well in advance.



For staff planning to begin external learning between these dates:	Then a completed application must reach the regional level ¹² by this date <i>at the latest:</i>
1 January to 1 May	1 October of the previous year
2 May to 1 September	1 February
2 September to 31 December	1 June

20. **For applications requiring regional level approval (or approval by the Chief, OLDS for HQ staff),** the regional office (or Chief, OLDS) will inform the staff member about approvals approximately one month after the date indicated above for applications to reach the region.
21. **For applications requiring global level approval,** the Organisational Learning and Development Section, DHR will, after approval by the Deputy Executive Director, inform the staff member of its decision about approvals approximately eight weeks after the date indicated for applications to reach the regional level or Chief, OLDS/DHR.

Criteria for Approval of Application

22. For external learning, applications will be reviewed based on the following criteria, in addition to the minimum eligibility criteria noted above:
- a) the rationale/objective is the **primary** criterion on which approvals will be based. There must be a clear rationale as to how the external learning will positively impact the work of the staff member upon return to UNICEF service;
 - b) quality of service as reflected in past GROWTH forms/PERs (most recent one for short-term; past three for long-term and extended external learning); *and*
 - c) choice of institution/programme as described above.

¹² For HQ staff, the applications must reach the Chief, OLDS/DHR.



Funding

23. Funding for external learning will come from the following sources:
- a) *for core staff and project staff in HQ and regional offices*, funding may be approved from funds from the global learning budget (S3), when available, but may also be approved from programme/project funds; *and*
 - b) *for project staff in non-HQ or regional office locations*, funding must be approved from programme/project funds.
24. When funding is from the global learning budget, costs will be paid at the appropriate approving level as noted under "Review and Approval Process" above.

Entitlements

25. External learning approved for UNICEF funding will cover the following, subject to the cost sharing arrangements and ceiling previously noted:
- a) registration, tuition and required fees;
 - b) costs of required books and study materials up to a maximum of US\$300, based on bills submitted and copies of curricula or other documentation showing that these books and materials are required;
 - c) a monthly stipend, covering the cost of room and board plus incidental expenses, based on UN rates established for fellows and scholars. The stipend is adjusted if UNICEF pays the university or institution directly for room or board. The stipend will be paid for a maximum of four months; instead of the stipend, DSA may be paid for external learning that is a maximum of 30 days, with appropriate deductions, if the university or institute provides accommodation and/or meals;
 - d) salary and related allowances for up to four months. The staff member may choose to use any accumulated annual leave at the end of these four months;
 - e) post adjustment and M&H allowance:
 - i) *for staff being transferred to a new duty station after the external learning*, these will be paid according to the level at the duty station from which the staff is being transferred; *and*
 - ii) *for staff returning to the same duty station after the external learning*, these are paid at the level of the current official duty station;



- f) service credit, annual leave accrual and sick leave entitlements for up to four months;
- g) insurance for up to four months; staff members have the option of continuing coverage after the four months by making full payment (his/her contribution plus the subsidy) of the premiums involved. Such payments are to be made in advance on a quarterly basis, as follows:
 - i) ***international and local staff stationed in NY*** should contact the UN Insurance Unit to arrange for payment of premiums;
 - ii) ***international staff stationed outside NY*** should forward a cheque made payable to UNICEF for the full amount of the premiums to the Finance Officer, Finance Section, DFAM/NY; *and*
 - iii) ***local staff stationed outside NY*** should arrange payments through their Operations/Finance Officer at the duty station concerned;
- h) pension contributions up to four months; staff members have the option of continuing participation after the four months in the UNJSPF by making full payment (their contribution plus the organisation's contribution). Such payments are to be made in advance on a monthly basis, as follows:
 - i) ***international and local staff stationed in NY*** should forward a cheque made payable to UNICEF for the full amount of the contributions to the Finance Officer, Finance Section, DFAM/NY;
 - ii) ***international staff stationed outside NY*** should forward a cheque made payable to UNICEF for the full amount of the contributions to the Finance Officer, Finance Section, DFAM/NY; *and*
 - iii) ***local staff stationed outside NY*** should arrange payment through their Operations/Finance Officer at the duty station concerned;
- i) education grant up to four months; after this time, the grant will be prorated (**see Chapter 3 of the HR Manual**);
- j) rental subsidy:
 - i) ***for staff returning to the same duty station***, rental subsidy will continue to be paid; *and*



- ii) **for staff being transferred to a new duty station after the external learning**, rental subsidy will be paid if the family remains at the current duty station; if the family joins the staff member at the place of external learning or is repatriated, no rental subsidy will be paid;
 - k) travel costs as follows:
 - i) **for staff returning to the duty station**, travel costs to and from the duty station and place of external learning for the staff member by air economy (the lowest excursion or APEX air fare should be arranged); *and*
 - ii) **for staff being transferred to a new duty station**, air fare will be by economy to the place of external learning and then either by economy or business, where applicable, depending on travel time from the place of external learning to the new duty station;
 - l) travel costs to and from the place of external learning for family members for internationally recruited staff, and only if the leave is taken in connection with transfer from one duty station to another; however, costs will be limited to economy travel from the previous duty station to the home leave country *plus* travel from the home leave country to the new duty station following external learning leave. If costs of travel for family members to the place of leave are higher, these costs must be covered by the staff member; thus, staff members being transferred from one duty station to another may elect to repatriate their families at UNICEF expense instead of bringing them to the place of external learning. If, after the leave, the staff member will be returning to the same duty station, then no travel will be covered for family members; *and*
 - m) shipment and storage of personal effects, if the external learning takes place between assignments; the staff member may choose where to ship and store the personal effects; however, costs must be within the normal shipping entitlement limit from the current duty station to the next duty station; any additional costs must be borne by the staff member.
26. Staff on long-term and extended external learning must be prepared to cover expenses beyond four months from personal savings, accumulated annual leave, or from other funds secured outside UNICEF. Staff should be aware of expenses *not* covered by UNICEF beyond the first four months of study leave, all of which must be covered by the staff member.
27. OLDS will inform the staff member of the specific funding amounts covered by UNICEF once the external learning is approved.



IV. Other

Postponement of Studies

28. Once external learning has been approved, it is expected that the learning will take place during the planned dates. However, it is realised that due to exigencies of service, staff members may occasionally be asked to postpone their external learning leave. If necessary, the external learning leave may be postponed for up to one calendar year from the date the leave was originally planned to start, as long as the supervisor and head of office agree, and OLDS and the regional office (for field staff) are informed before any fees have been paid. If the leave is postponed beyond one year, the staff member will be required to reapply for external learning.

Common Problems in Applications

29. Experience in UNICEF suggests that several problems often arise when reviewing applications for external learning:
- a) **Rationales are not Well Developed.** The benefits to both UNICEF and the staff member must be evident and well developed in the rationale. The rationale is the **key criterion** in the application review. It is not sufficient to say, for example, that the external learning will "be of great benefit" to the staff member and the organisation.
 - b) **The Choice of the Course of Study and the Institution must be Clearly Stated.** It is not sufficient, for example, to state that the staff member wishes to "take a management course at an institution in the United Kingdom", or that the staff member will later identify an "appropriate" course. Details about the course of study and institution must be attached to the application.
 - c) **GROWTH Forms/Performance Evaluation Reports are not sent with the Application.** Unless all required, up-to-date GROWTH forms/PERs are included, the application will not be considered.
 - d) **Applications are received without Sufficient Advance Notice.** If applications are not sent to the Region or Headquarters by the dates listed under "Application Procedure," applications are not guaranteed to be reviewed for the external learning to proceed for the period desired. Similarly, regional and global bodies will review applications only three times each year, and this must be considered in planning for external learning that requires their review.



Evaluation/Assessment of Staff in Formal University or Other Programmes

30. For staff accepted for external learning and enrolling in formal university or other institutional programmes (including distance/on-line programmes) where assessment/evaluation is completed for students, following attendance, a copy of the assessment/evaluation form must be submitted to UNICEF.
31. A copy of the assessment/evaluation form must be sent to all levels noted under "Review and Approval Process" above, *i.e.* if approved at the local level, the assessment/evaluation remains at this level, but if reviewed and approved at regional and/or global levels, copies must be sent to these levels.
32. If the assessment/evaluation is unsatisfactory, staff will be expected to reimburse UNICEF for all costs related to tuition and fees.
33. If the programme is for more than one term/semester, the assessment/evaluation for each term/semester must be submitted as soon as received and if the assessment/evaluation is unsatisfactory, UNICEF will not support the continuation of the external learning.
34. For staff members who have been on short-term external learning, regional offices will contact their supervisors from six months to one year after returning to work to assess the impact of having completed the studies. For staff members on long-term and extended external learning, this contact will be initiated by OLDS. A copy of the staff assessment form is attached as Annex B.

Course Assessment

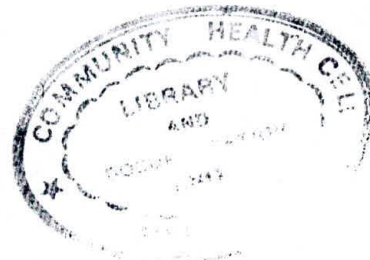
35. All approved participants in formal university or other institutions will be required to complete an assessment of the course, including its value and recommendations as to whether the course should be recommended for possible participation of other UNICEF staff. This assessment must be completed no later than three months after completion of the external learning. The results will be posted on the UNICEF LearningWeb for other staff members' reference. A copy of the course assessment form is attached as Annex C.

Lessons learnt for UNICEF

36. All staff members approved for external learning of longer than 30 days are required to undertake three actions within three months of returning to UNICEF service:
 - a) write a paper of no more than four pages with "lessons learnt" for UNICEF. These papers must be submitted to OLDS for possible posting on the *LearningWeb*;



- b) make a presentation to the office of assignment (in the case of newly transferred staff, the presentation will be to the new office) with “lessons learnt” for UNICEF; *and*
- c) discuss possible implications and means of applying the new knowledge in UNICEF’s and the staff member’s work. These discussions must be held at least with the immediate supervisor, and preferably with the head of section, office and/or division.





Annex A Application for External Learning

Part 1: Identifying Information

Last Name: _____ First Name: _____
 Functional title: _____ Index number: _____
 Category : P
 1

EOD in UNICEF: Month: Jan Year: _____

Expiry date of current contract:
 No expiry: permanent contract.
 Expiry is as follows: Month: Jan Year: _____

Have you attached the following obligatory information?
 • Up to date personal history form (UNICEF Personal Fact Sheet or P.11) yes no
 • GROWTH forms/PERs (last one for short term/last 3 for longer term) yes no

Part 2: Subject of Learning, Rationale, Objectives and Expected Benefits

- Subject area of proposed learning: Programme
- Specific title of programme, course or proposal for learning:

Attach a separate document (not more than 2 pages) with the following:

- an explanation of the **rationale** for requesting external learning
- the **objectives** and **expected benefits** for yourself and for UNICEF

Keep in mind that this is the most important part of the application, so please be as complete and clear as possible.

Part 3: Proposed Approach to and Time Requested for External Learning

Approach

- External learning at the duty station or within the country of assignment
- Distance learning/on-line learning while at the duty station
- External learning away from the country of assignment
- Sabbatical at or away from the duty station
- Self-funded learning during leave without pay.

Time requested

- Limited-term** 30 working days or less
- Short-term** more than 30 working days up to 80 working days (16 weeks)
- Long-term** more than 80 working days up to one calendar year
- Extended** more than one calendar year up to 2 years maximum



Proposed dates

Starting month: Jan Year:
Ending month: Jan Year:

Part 4: Learning Programme (Complete part A or B as appropriate)

A: **If external learning programme is attached to a university or institution**

- Name of university or institution:
- Address:
- City, Province, State:
- Country:
- Mail code:
- Web site of university or institution, if any: <http://www>.
- Web site of specific programme, if any: <http://www>.
(If there is no website describing the programme, please attach a copy of an official university or institution brochure or other documents with description, including courses.)
- Certificates or degrees expected, if any: No degree or certificate expected
(If "other", please specify:)

If the proposed external learning is attached to a university or institution, but is not part of a formal programme (for example, independent studies or research), please attach a separate sheet describing your proposed external learning content and approach.

B: **If programme is not part of a formal university or institutional course of study**

Please attach a separate sheet describing your proposed external learning content and approach.

Staff requesting a sabbatical should include the following information:

- i) what will be reflected upon and/or researched
- ii) what the written product will likely include
- iii) how this product could be used to advance learning by UNICEF and/or others.

Part 5: Costs and Proposed Funding

Percentage of funding for tuition and required fees requested of UNICEF

- 100%** (if a maximum of \$5000 for all costs)
- Up to 80%** if the primary objective is to improve the work related to the current post/assignment or the next post/assignment that has already been identified and approved
- Up to 50%** if the primary objective of the learning is towards a realistic career development/transition within UNICEF
- Up to 20%** up to a maximum of US\$2000 if the primary objective is for self-development with a strong element of benefit for UNICEF



Amount of money requested of UNICEF, in US dollars (if any), up to a maximum of \$25,000:

Tuition and fees: \$
 Transportation: \$
 DSA (if less than 30 days) \$
 Stipend will be calculated by NYHQ if over 30 days

Amount of money staff member will finance him/herself or through other sources such as scholarships, in US dollars (if any):
 \$

How do you propose to fund this learning?

- Global funds (for core staff and project staff in HQ or regional locations only)
- Project funds (for any category of staff). Specify source:
- Fully self-funded or university scholarship/fellowship (no funding requested from UNICEF)
- Other. Please describe:

Part 6: Ensuring the smooth functioning of the office during this external learning

- This external learning involves no time away from my normal work, so no disruption in my normal duties is foreseen.
- This external learning involves minimal time away from my normal work (no more than 1 working day per week) during the proposed learning period, and no special arrangements will be needed to cover my normal workload.
- This external learning involves more than 1 day per week away from my normal work and therefore the following arrangements will be made to cover my normal workload (please discuss with your supervisor before answering this question):
- For international staff members only: This external learning is proposed to take place between assignments. Approximate date for normal reassignment:
 Month: Jan Year:



Part 7: Commitment

I agree to continue working with UNICEF for at least 2 years following this external learning, if it is approved. I agree to refund UNICEF fully for all costs should I not complete 2 full years, unless UNICEF separates me from service before this period has been completed.

Yes For international staff only: I agree to accept a 2 year duty station for my next reassignment following this external learning. If no, please explain:

The information in this application is correct to the best of my knowledge. I agree that all of the information included in this application and all attachments may be reviewed by the appropriate reviewing bodies.

Signed:

Date:

Submit this application to your supervisor and then to your Representative (for country offices), Regional Director (for regional offices) or Section Chief (for HQ offices) to complete the next page.

Part 8: Support from Immediate Supervisor

Do you support this application for external learning?

- No.** Please discuss your reasons with the concerned staff member. The application will not be reviewed any further.
- Yes.** Please briefly describe why, in your view, UNICEF should invest funds and/or time for this external learning.

Signed:

Date:



Part 9: Support from Head of Office

To be completed by the Representative (for country offices), Regional Director (for regional offices) or Section Chief (for HQ offices)

Do you support this application for external learning?

- No.** Please discuss your reasons with the concerned staff member. The application will not be reviewed any further.
- Yes.** Please briefly describe why, in your view, UNICEF should invest funds and/or time for this external learning.

If request is for a maximum of \$5000 and a maximum of 30 working days or less, there is no need for further approval. If above these limits, the application should be sent to the next level for review and possible approval.

Signed:

Date:

Part 10: Support from Regional Director or Division Director

Do you support this application for external learning?

- No.** Please inform the concerned staff member about the reasons. The application will not be reviewed any further.
- Yes.** Please briefly describe why, in your view, UNICEF should invest funds and/or time for this external learning.

If request is for a maximum of \$10,000 and a maximum of 80 working days or less, there is no need for further approval for field staff; for HQ staff, applications must then be sent to the Chief, OLDS/DHR. If above these limits, the application should be sent to OLDS/DHR for review and possible approval at the Global level.

Signed:

Date:



Annex B Assessment of Staff Who Have Been on External Learning

Part 1: Identifying Information

Staff Member's Last Name: _____ First Name: _____

Functional title: _____ Index number: _____

Category : P
1

Dates of external learning: Start Month: Jan Year: _____
End Month: Jan Year: _____

Subject area of external learning: Programme
Specific title of programme or course: _____

Part 2: Completion of Requirements

After having attended the above programme or course, were the following undertaken by the staff member?

- Wrote a paper of no more than four pages with "lessons learnt" for UNICEF? yes no
- Submitted the paper to DHR/OLDS? yes no
- Made a presentation based on lessons learnt from the course/programme? yes no
- Discussed implications and possibilities to apply learning to UNICEF work with the following people:
 - ✓ Immediate supervisor yes no
 - ✓ Head of office/section and/or division yes no

Part 3: Assessment by Supervisor

After having attended the above programme or course, what is your assessment of the impact on the staff member's work?

- A. The SM's knowledge and skills in the above area have increased to the benefit of his/her work.
 not at all very little somewhat significantly cannot judge

Examples/comments/explanation: _____

- B. The SM has acquired knowledge and skills which could not have easily been acquired within UNICEF.

- could have just as easily been acquired within UNICEF
- could not have been easily acquired within UNICEF
- cannot judge

Comments/explanation: _____

- C. The SM returned to UNICEF with increased enthusiasm, motivation and/or satisfaction.

- not at all very little somewhat significantly cannot judge

Examples/comments/explanation: _____



D. In your opinion, was this investment in time and resources overall worthwhile?
 not at all very little somewhat significantly cannot judge

Comments/explanation:

E. Any other comments:

Name:

Title:

Signature:

Date:





Annex C Assessment of External Learning

Part 1: Identifying Information

Last Name: _____ First Name: _____
Functional title: _____ Index number: _____
Category : P
 1
Dates of external learning: Start Month: Jan Year: _____
 End Month: Jan Year: _____

Subject area of external learning: Programme
Specific title of programme or course:
University or Institution:

Part 2: Assessment

After having attended the above programme or course, what is your assessment of it?

- A. Overall, the programme/course was useful.
 not at all very little somewhat significantly cannot judge

Comments:

- B. What is your assessment of the programme/course content?
 very poor mediocre average very good exceptional

Comments:

- C. What is your assessment of the methodology/approach to the programme/course?
 very poor mediocre average very good exceptional

Comments:

- D. What is your assessment of the faculty/teaching staff?
 very poor mediocre average very good exceptional

Comments:

- E. What is your overall assessment of the other students/participants?
 poor level and mix of students/participants
 average
 very good
 exceptional level and mix of students/participants

Comments:



- F. The knowledge and skills gained from attending the course should prove to be of benefit to my work.
 not at all very little somewhat significantly cannot judge

Examples/comments/explanation:

- G. I acquired knowledge and skills which could not have easily been acquired within UNICEF.
 do not agree agree somewhat agree fully cannot judge

Comments/explanation:

- H. I am returning to UNICEF with increased enthusiasm, motivation and/or satisfaction.
 not at all very little somewhat significantly

Comments/explanation:

- I. In your opinion, was this investment in time and resources overall worthwhile?
 not at all very little somewhat significantly cannot judge

Comments/explanation:

- J. Would you recommend this university/institution and course/programme to other staff members in UNICEF?
 no yes, but with reservations yes, I fully recommend it

Comments/explanation:

- K. Any other comments:

Date: