HUMANITARIAN LEADERSHIP ACADEMY

Global Assessment of Learning Needs

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**Title:** Global Assessment of Learning Needs

**Duration of contract:** From 25 February to 30 April 2019 (2 months)

**Budget:** TBD

**Location:** Global

**Background and Context**

The Humanitarian Leadership Academy’s mission is to positively contribute to a humanitarian response that is faster and more effective with increased local participation and ownership. The Academy is implementing a set of strategies in order to realise its mission; one of them is enabling access to learning platforms, tools and resources for local responders, humanitarian organisations, and learning and development providers.

The Academy is developing different learning products (platforms, tools and resources) for different stakeholders, depending on identified needs both at global and local level.

The Academy’s Learning Agenda Report in 2017 identified the following learning areas as priorities for learning interventions:

- Food security
- Policy and Standards
- Needs assessments
- Monitoring, Evaluation, Accountability and Learning (MEAL) in emergencies
- Communication
- Coaching, leadership and change management

Since the beginning of 2017, learning projects have been taken forward to address these identified priorities by embedding learning topics within flagship pathways (i.e., Humanitarian Essentials, DRRM, et al.) or aggregating or co-developing learning independently.

The relevant Academy’s flagship pathways include:

1. Business Continuity Planning
2. Humanitarian Essentials
3. Volunteer Essentials
4. Disaster Risk Reduction and Management (DRRM) Essentials
To ensure the Academy’s learning offer and the current network themes are relevant, forward-looking and properly scoped, it is necessary:

- to review and verify the 6 areas of core learning identified in Dalberg’s 2017 Learning agenda and clarify whether the need/gap has been bridged with suitable learning that the Academy has built/aggregated and provided access. Then to identify, specifically, what gaps remain, why and for whom we need to address them. We would also like to ascertain their willingness-to-pay and whether existing learning exists to address any remaining gaps.

- to uncover any emerging learning needs through a process of triangulation of: (1) demand from organisations/strategic partners, globally and/or regionally; (2) themes identified emerging from the localisation agenda and; (3) also to interrogate further the issue of leadership and change management to better understand the focus of learning need, for whom, willingness to pay and if existing content exists the Academy could aggregate. The emerging issues of Data Protection and Safeguarding would also be topics we would want explored in this manner.

- to identify organisational capacity gaps within those themes, including challenges and barriers preventing humanitarian workers from accessing learning;

By measuring what important knowledge and skills are missing at an individual level and within the humanitarian sector, the Academy will be able to tailor its learning offer to meet needs at the organisational level and individual level. Below is a brief explanation of how we understand the levels of capacity gaps when doing needs assessments/analysis.

Needs analysis can be conducted at different levels in order to capture:

<table>
<thead>
<tr>
<th>Level</th>
<th>Needs</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Macro</strong></td>
<td>Sector-wide learning needs</td>
</tr>
<tr>
<td><strong>Meso</strong></td>
<td>Organisational learning needs</td>
</tr>
<tr>
<td><strong>Micro</strong></td>
<td>Individual learning needs</td>
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**Macro learning needs analysis**

Macro learning needs analysis enables you to **identify and prioritise learning needs in relation to the whole sector**. Examples of Macro-analysis reports include sector reviews, response evaluations, national needs assessments, and global needs assessments.
The **global Dalberg assessment** implemented by the Academy in 2017 is an example of macro learning needs analysis: it identifies broad topics, learning resources available and target audiences for the humanitarian sector. The purpose was to identify a broad learning agenda for the Academy, with a prioritised list of learning projects to be implemented in 2017 and 2018.

**Meso learning needs analysis**

At meso-level, the learning needs analysis should **capture crucial information on the working context of potential learners**; it should also capture possible influences within their organization once the learners return and apply the lessons learned from your learning project.

**Micro learning needs analysis**

Micro learning needs analysis identifies specific learning needs for an individual or group of individuals so the learning project can be tailored to meet those needs. This analysis focuses on individuals, their current competencies (knowledge, skills and attitudes) and the ones they need or wish to acquire.

The assessment in this project, will cover mainly Macro and Meso level of analysis

Since the Learning Agenda Report was produced, the Academy has refined its business model to include a social enterprise offer in the form of its organisational solutions range, in addition to its charitable offer that serves the needs of individuals directly. Consequently, the needs assessment is required to take into consideration the demand for knowledge and skills at an organisational level within the humanitarian sector.

The assessment is required to answer the following questions:

**Current learning portfolio and pipeline:**

- How well is our current learning offer addressing identified gaps/themes emerging?
- What are the current outstanding capacity\(^1\) gaps within our learning offer that relate directly to the 2017 research that still require attention? In particular, on an organisational level, what learning are (local) humanitarian workers currently needing that isn’t accessible or available to them and why?
- Are these topics still relevant and what is the market demand and ‘willingness to pay’ of funders, organisations and/or individuals for this learning?

**Future trends and pipeline:**

- Are there other specific topics (not covered by the Academy) that need to be addressed within the sector? Which ones? And why? And for whom?
- Are there topics emerging from the localisation agenda that local actors and/or donors are identifying that are needed?

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\(^1\) Capacity is understood as the skills, knowledge and behaviour required to perform at different levels (Macro, Meso, Micro).
• How are these new/emerging topics being addressed by other initiatives/institutions/organisations?
• What value add can the Academy bring should it address these topics as part of its learning offer?
• What is the market demand and ‘willingness-to-pay’ of funders, organisations and/or individuals for identified learning?

These are the primary questions we are looking to answer; further detailed questions will be identified during inception.

For the above reasons, the Academy would like to commission a research piece on technical learning needs and packages.

1. Objectives of contract

The main objectives of this work are:

• To confirm the flagship pathways are relevant within the sector;
• To identify organisational capacity gaps within those pathways, including challenges and barriers preventing humanitarian workers from accessing learning;
• To explore what are other capacity gaps that have emerged in the last year, consolidating our understanding of earlier scoping work and existing learning while flagging new emerging thematic areas the Academy could address.

This work covers focused research on technical and non-technical learning needs, including a list of learning packages and potential audiences to be targeted.

The additional thematic areas identified through earlier scoping that the Academy would like to be included in the commissioned research are as follows:

1. Leadership
2. Change management
3. Data protection
4. Safeguarding

2. Scope—description of services and process

Providers are expected to become familiar with the Academy’s background and relevant documents in order to understand the working context. They should also become familiar with previous assessments conducted by the Academy.

The following existing resources are available for the selected service provider to consult:

• The Global Landscape Report;
• The Humanitarian Leadership Academy Learning Agenda Report;
• Local Needs Assessment Reports;
• Current opportunities for collaboration (from discussion with the Academy).

In order to capture most recent developments and perspectives on technical issues, the consultants should conduct global and local research (desk-based and interviews) to collect primary data, especially through new networks identified by our partners. Providers are also expected to suggest the most relevant methodology for this learning needs assessment, one that:

• allows the questions proposed by the Academy to be answered;
• takes into consideration all the available reports and assessments previously conducted;
• takes into consideration the variety of themes and contexts in which the Academy works.

3. Resources and engagement from the Academy

Paul Gunaratnam (Head of Strategy Planning and Impact) will be the focal point for managing this work with small inputs at specified touchpoints for the Academy’s Learning Solutions and External Relations teams.

Proposed schedule and deliverables

The expected outputs from this service agreement will be:

1. A detailed inception report capturing initial meeting discussion points, agreed methodology and planning details. Outputs should be further agreed and specified.

2. A detailed final report of the findings from the learning needs assessment of the humanitarian sector. The specific format for the report should be discussed during a preliminary meeting with the Academy’s staff. The meeting should be held after signing the contract to clearly delineate and document expectations for the work and final outputs.

3. An infographic summarising the findings, that can be used for external communication purposes.

Schedule:

• Preliminary meetings and finalisation of a detailed approach and workplan by 28 Feb 2019.
• Desk-based research and interviews in Feb-Mar 2019.
• 25 Mar 2019: submission of draft report to the Academy.
• 30 Apr 2019: final report submitted to the Academy (after review and input by the Academy team).
4. **Submitting an Expression of Interest**

Please ensure you include the following information in your Expression of Interest:

- A full proposal addressing your proposed approach, methodology and output description(s) based on the outline above.
- C.Vs/ personal profile of expert(s)
- Examples of previous assignments that demonstrate your ability to undertake work of a similar nature to that of the panel you are applying.
- Names of three referees. Referees will not be contacted unless your proposal is taken forward

Please submit completed Expressions of Interest by **Tuesday 19th February 2019** to Paul Gunaratnam at...