

# Course Director Guidance



## Introduction

CPTM 2017 updates CPTM 2009 based on the training needs of field missions, uniformed and civilian personnel and policy developments.

## Course Development

### Suggested One Week Schedule

The suggested programme covers CPTM 2017 in one week of instruction. Course directors may have other time frames available. If instruction can be spread over several weeks, participants may absorb and retain more.

### Learning Needs Assessment

Before designing a programme, the UN recommends the conduct of a learning needs assessment. Different learner groups have different bases of experience and knowledge. Those with peacekeeping experience will still need to learn about new developments. Those with no peacekeeping experience probably need to cover all CPTM content. People with limited exposure to international peacekeeping may need to do independent work outside a programme, to learn essential content.

Learning evaluation support in CPTM 2017 are also source material for learning needs assessment.

Course participants can self-evaluate current knowledge and skills, or a course director can select a cross-section of questions to assess learning needs.

From the beginning of a course, encourage self-assessment and self-directed learning. Regularly ask participants to:

- a) self-assess their current knowledge and skills in each subject area;
- b) monitor their own learning, and keep working at absorbing new content until they are satisfied they know it;
- c) be active learners, disciplined in taking up their part of the responsibility for being ready, fit for purpose.

## Learning Evaluation

As part of continuing learning needs assessment through a course, keep checking that course participants are learning.

Steady observation of learning in a course is powerful evaluation. It lets you adjust the focus, priorities to cover, and selection of learning activities and assignments.

Learning evaluation support in each lesson is strengthened in CPTM 2017 with more choices for instructors.

Course director has lead responsibility to develop a learning evaluation strategy, as part of programme and course development.

## Preparation for Participants

The main source of practical guidance for core pre-deployment training is one document, *United Nations Peacekeeping Operations Principles and Guidelines*. This is also known as Capstone or the Capstone Doctrine. Course directors and trainers are strongly recommended to provide a copy of the Capstone Doctrine to each participant, so they can prepare by reading it. It is available on-line. The document is not too long. If course directors and instructors cannot provide participants copies of the Capstone Doctrine, they are recommended to encourage them to download it themselves as reference.

Participants may also wish to be familiar with the topics by completing the online course *UN Peacekeeping Operations: An Introduction*. Participants can access this course here: <http://portals.unssc.org/course/index.php?categoryid=4>

## Profiles of Instructors and Lesson Duration

Instructor Profiles for each lesson in CPTM 2017 are as follows:

Module 1: An Overview of United Nations Peacekeeping Operations	
<b>Lesson 1:</b>	<b>Introduction to United Nations Peacekeeping (45 minutes)</b>
This lesson is best presented by an instructor who has general knowledge of United Nations (UN) history, purposes, principles and peacekeeping operations. It is not mandatory that the instructor should also have participated in a UN peacekeeping operation.	
<b>Lesson 2:</b>	<b>Spectrum of Peace and Security Activities (45 minutes)</b>
This lesson is best presented by an instructor who has general knowledge of UN history, purposes, principles and peacekeeping operations. It is not mandatory that the instructor should also have participated in a UN peacekeeping operation.	
<b>Lesson 3:</b>	<b>Principles of United Nations Peacekeeping (45 minutes)</b>
This lesson is best presented by an instructor who has a general knowledge of UN peacekeeping history, purposes and principles. The instructor should also have participated in a UN peacekeeping operation so that they bring their own practical understanding and experience of a mission into class discussions.	
<b>Lesson 4:</b>	<b>Legal Framework for United Nations Peacekeeping (45 minutes)</b>
This lesson is best presented by an instructor who has a thorough understanding of International Humanitarian Law (IHL) and International Human Rights Law (IHRL). It is not mandatory that the instructor should also have participated in a UN peacekeeping operation. The instructor should have completed UN training on human rights.	
<b>Lesson 5:</b>	<b>Security Council Mandates in Practice (45 minutes)</b>
This lesson is best presented by an instructor who has a general knowledge of how the UN Security Council and Secretariat work, and also has personal experience in the mission headquarters of a UN peacekeeping operation.	
<b>Lesson 6:</b>	<b>How Peacekeeping Operations Work (45 minutes)</b>
This lesson is best presented by an instructor who has personal experience in a UN peacekeeping operation, and a solid understanding of its structure, composition and working relations.	

<p><b>Lesson 7: Working As One in the Mission (45 minutes)</b></p> <p>This lesson is best presented by an instructor who has personal experience in a UN peacekeeping operation, and a solid understanding of its structure, composition and working relations.</p>
<p><b>Lesson 8: Mission Partners (45 minutes)</b></p> <p>This lesson is best presented by an instructor who has personal experience in a UN peacekeeping operation, and a solid understanding of its structure, composition and working relations.</p>
<p>Module 2: Mandated Tasks of United Nations Peacekeeping Operations</p>
<p><b>Lesson 1: An Overview of Mandated Tasks (45 minutes)</b></p> <p>This lesson is best presented by an instructor who has participated in a UN peacekeeping operation, so that they can bring their own practical understanding and experience of a mission into class discussions.</p>
<p><b>Lesson 2: Peacebuilding Activities (45 minutes)</b></p> <p>This lesson is best presented by an instructor who has participated in a UN peacekeeping operation, so that they can bring their own practical understanding and experience of a mission into class discussions.</p>
<p><b>Lesson 3: Human Rights (45 minutes)</b></p> <p>This lesson is best presented by an instructor who has practical experience with the application of human rights, including women's rights and children's rights, in UN peacekeeping operations. The instructor should have completed UN training on human rights.</p>
<p><b>Lesson 4: Women, Peace and Security (60 minutes)</b></p> <p>This lesson is best presented by an instructor who has thorough understanding of gender issues, and practical experience in the application of human rights, including women's rights, in UN peacekeeping operations. The instructor should have completed UN training on human rights and gender.</p>
<p><b>Lesson 5: Protection of Civilians (60 minutes)</b></p> <p>This lesson is best presented by an instructor who has personal experience in a UN peacekeeping operation with a Protection of Civilians (POC) mandate, with a solid understanding of the operational concept of POC and how it is implemented in the mission. The instructor should have completed UN training on POC.</p>

<p><b>Lesson 6: Conflict Related Sexual Violence (45 minutes)</b></p> <p>This lesson is best presented by an instructor who has personal experience in a UN peacekeeping operation with a POC and Conflict Related Sexual Violence (CRSV) mandates, and thorough understanding of gender issues. The instructor should have completed UN training on POC and CRSV.</p>
<p><b>Lesson 7: Child Protection (60 minutes)</b></p> <p>This lesson is best presented by an instructor who has thorough understanding of child protection issues, and practical experience in the application of human rights, including children's rights, in UN peacekeeping operations. The instructor should have completed UN training on human rights and Child Protection.</p>
<p>Module 3: Individual Peacekeeping Personnel</p>
<p><b>Lesson 1: UN Core Values and Competencies (45 minutes)</b></p> <p>This lesson is best presented by an instructor who has participated in a UN peacekeeping operation, so they can bring their own practical understanding and experience of a mission into class discussions.</p>
<p><b>Lesson 2: Respect for Diversity (45 minutes)</b></p> <p>This lesson has a practical orientation and is best presented by instructors with personal experience of working with different cultures in a UN peacekeeping context. If possible, this lesson should be co-facilitated by two individuals who are able to provide perspectives and examples which represent diverse and complimentary backgrounds.</p>
<p><b>Lesson 3: Conduct and Discipline (45 minutes)</b></p> <p>The instructor should have peacekeeping experience in a UN context, including some experience in dealing with misconduct. Experience may include cases of sexual exploitation and abuse (SEA), in which case the instructor must have completed UN training on SEA.</p>
<p><b>Lesson 4: Sexual Exploitation and Abuse (60 minutes)</b></p> <p>This lesson should be facilitated by one male and one female instructor who can encourage questions and participation from both male and female participants. If possible, there should be a male and female instructor for all audiences.</p> <p>The instructor(s) should have peacekeeping experience in a UN context, including some experience in dealing with misconduct and in particular, cases of sexual exploitation and abuse (SEA). The instructor(s) must have completed UN training on</p>

SEA.

Depending on the participants, a senior civilian official or high-ranking military/police official should be invited to attend the start of the lesson and send a strong message underlining the importance of conduct and discipline for UN peacekeeping.

**Lesson 5: Environment and Natural Resources (45 minutes)**

This lesson is best presented by an instructor who has participated in a UN peacekeeping operation, so they can bring their own practical understanding and experience of a mission into class discussions. The instructor may find it helpful to complete online UN training relating to the environment.

**Lesson 6: Safety and Security for UN Personnel (45 minutes)**

*Basic and Advanced Security in the Field* is a self-study on-line course which covers safety and security for UN personnel, and does not require additional instructor support. This lesson is intended to supplement the on-line course. Mission-specific security information for formed police units (FPUs) or contingents may also be delivered as part of this lesson. The lesson is best presented by someone with experience in a UN peacekeeping operation after the creation of the Department of Safety and Security (DSS) at the end of 2004.

Note that uniformed personnel do not fall under the UN Security Management System (UNSMS). Heads of police and military components are responsible for security arrangements of their personnel. Heads of police and military components also work closely with security advisers in the mission area. Some of the content in the lesson will serve to raise awareness for uniformed personnel. In particular, the sections on Minimum Operating Security Standards (MOSS) and Minimum Operating Residential Security Standards (MORSS) are only relevant for civilian personnel.

**Lesson 7: Personal Security Awareness (45 minutes)**

If included, this lesson is best presented by an instructor with practical personal security skills, and personal experience in a UN peacekeeping operation. Content on personal security awareness is also covered in the self-study on-line courses *Basic Security in the Field* and *Advanced Security in the Field*. Instructors may use the on-line course.

**Lesson 8: Health (45 minutes)**

The content on the provision of immunizations, prophylaxis and the related information must be addressed by a certified health care provider, such as a registered nurse or doctors.

**Lesson 9: HIV/AIDS (45 minutes)**

This lesson has a practical orientation and is best presented by instructors familiar with the fundamentals of HIV, the impact of behaviour on personal risk and the risk HIV presents to society. The instructor must be comfortable in discussing issues related to sex and sexual relationships, including the use of condoms, as well as recreational drug use.

**Lesson 10: Stress Management (45 minutes)**

This lesson is best presented by a certified professional. Content on stress management is also covered in the self-study on-line courses *Basic Security in the Field* and *Advanced Security in the Field*. Instructors may use the on-line course.

**Lesson 11: Road Safety**

If included, this lesson is best presented by an instructor with practical driving skills and, where possible, has some experience with traffic risks in UN peacekeeping operations. Content on road safety is also covered in the self-study on-line courses *Basic Security in the Field* and *Advanced Security in the Field*. Instructors may use the on-line course.

**Lesson 12: Basic First Aid**

If included, this lesson must be presented by a certified professional.

## Learning Evaluation

### Levels of Learning Evaluation

There are different **levels** of learning evaluation.

#### Model 1 for Evaluating Learning – ROI

Parts of the United Nations use a model known as “ROI” or “Return on Investment” to guide learning design and evaluation. The model represents a gold standard. It evaluates learning across five levels. Only three levels are possible to use with core pre-deployment training.

##### **Level 1 – Reaction and Planned Action**

##### **Level 2 – Learning**

##### **Level 3 – Application**

##### **Level 1 – Reaction and planned action**

- Does the learner *like* the training? Is it *useful* to action on the job?

##### **Level 2 – Learning**

- Did *learning* occur? Was new content *absorbed*, integrated into behaviour?

##### **Level 3 – Application**

- Can the learner *do the job*? To standard?

#### Model 2 for Evaluating Learning – Kirkpatrick

The main levels in the ROI model are based on another, the Kirkpatrick model. DPKO ITS has had positive experience with the Kirkpatrick model.

##### **Level 1 – Reaction**

##### **Level 2 – Learning**

##### **Level 3 – Behaviours**

##### **Level 4 – Results / effectiveness**

##### **Level 1 – Reaction**

- What is the learner’s response or reaction to the training?

##### **Level 2 – Learning**

- What knowledge, skills, attitudes/values did the learner gain?

##### **Level 3 – Behaviours**

- What new behaviours or capacity for the job has the learner developed?

##### **Level 4 – Results / effectiveness**

- What are the results, when new behaviours are applied on-the-job? How do results contribute to impact?

## Learning Evaluation in an Instructional Setting

**Evaluating learning** in an instructional setting is a challenge. One can never fully know what another person has absorbed or integrated into behaviour. Instructors use a range of methods to assess or evaluate learning.

- Evaluating **knowledge** is fairly straight-forward. An instructor poses questions to see if learners have absorbed essential content. Answers are accurate or not. Different methods work – true and false, multiple-choice, sentence completion, matching.
- Evaluating **skill** is more difficult. An instructor can present scenarios or cases with key questions, and observe and assess how learners respond. Skill learning is a continuum, with learners consistently encouraged to higher levels of skill. Competence and skills are demonstrated in the field, on-the-job.
- Evaluating **attitudes/values** is the most complex. This type of learning touches the most difficult areas of change. Attitudes and values are part of basic human identity. People are not always conscious of them. A common reaction when basic beliefs are challenged is resistance. Instructors who expect some resistance can manage it as part of learning.
- Evaluating **problem-solving** with assignments to find solutions for typical problems (using case studies or scenarios) can surface gaps in knowledge, skills and attitudes/values. Problem-solving draws on all types of learning. Problems need to be relevant to the learner group. Choose and develop different ones for different learners based on a) component, b) function, c) mission when known.

## Types of Learning Evaluation Support in CPTM

Learning evaluation support in each lesson is strengthened in CPTM 2017 with more choices for instructors. The following information for Course Directors may also be useful to instructors.

The CPTM update provides these types of learning evaluation questions:

- mostly **narrative, fill-in-the-blank, and true-false**
- some **multiple choice**
- some **activity based**
- some **self-assessment**

Instructors are encouraged to

- use learning activities also for evaluation
- combine different types of evaluation questions to evaluate a lesson, including different evaluation forms for course participants to complete

### **General Level of Evaluation – Use Learning Outcomes**

Specific suggestions to consider using Learning Outcomes for general learning evaluation are in Module 3 lessons.

It can take participants some time to warm up, feel comfortable enough in a learning environment to fully engage in learning activities and continuing evaluation. Trying a general level of evaluation too early in a course may not work.

Still, instructors with their fingers on the pulse of a class may want to consider **general learning evaluation questions** earlier in a course. For some groups, they will work well sooner.

**Use Learning Outcome** statements, from the Lesson at a Glance page. Pose them as questions, with one general question: *Have we accomplished these?*

### **Detailing Learning Evaluation – Use Learning Evaluation Questions**

The full set of learning evaluation support for each lesson covers lesson content. Each type of question only covers part of a lesson.

Choose the most useful learning evaluation questions for a particular group, from across the different types.

Usually, there won't be time to get fully comprehensive evaluation coverage.

You can get close by weaving it into the way you deliver a course. Integrate it with presentations of content, guided independent and team learning assignments, in-class learning activities.

A strong learning evaluation strategy can be more than a brief pre-and post-test. Combining some general and some detailed evaluations is effective.

## Tips on Evaluating Learning That Apply to All Lessons

1. Plan to assess **learning informally and more formally**. Informally means are:
  - observation
  - conversation
  - analysis of participation in learning activities
  - reflection on responses in brainstorming and group discussion.Formally means are written tests, verbal tests and demonstrations.
2. **Use the learning activities to assess learning**. If participants can answer questions, engage in discussion, quickly complete mix-and-match exercises, respond to questions accurately, they are absorbing content.
3. **Get feedback from participants**. At least daily, and sometimes more often for different content blocks, invite feedback from participants. Methods are suggested below.
4. **Build regular testing and “mini-quizzes” into lesson coverage**. At logical points in delivering core pre-deployment training, test the participants. Use testing as a learning support tool, as well as an evaluation tool.
5. Try to ensure a course structure is flexible enough that if testing shows participants are not learning enough, you can review and revisit to fill gaps.

## Evaluating Learning Through a Full Training Cycle

### Before Training

#### **Learning needs assessment – knowledge and gaps**

Evaluating *before* a course is **learning needs assessment**. No two people or groups have precisely the same knowledge base, or learning needs.

**Course directors have primary responsibility for learning needs assessment.** They usually do it before or as part of course design. The CPTM programme included in this guidance is an example of one approach. Course directors will want to adjust that sample design to match changing learning needs of different groups. They will have a preferred approach.

Learning needs assessment can be written tests, questions-and-answers in an interview, or consulting performance evaluations.

#### **Pre-test as part of a learning cycle in a course**

As well as learning needs assessment, instructors will want to consider use of **pre-tests** on specific content. Pre-tests as part of an instructional cycle in a course are most useful for comparison with post-tests, to measure changes in knowledge, skills and attitudes/values. They are less useful as learning needs assessment because the course is designed and only limited opportunities exist for significant changes when a course is underway.

- Consider use of pre-tests at four levels – a core pre-deployment training course overall, each of the three modules, each lesson, and content blocks within lessons.
- Use learning evaluation questions for pre- and post-tests.
- Pre-tests can motivate learners, by showing the gap between current knowledge and CPTM standards.

*(See section on pre-assessment in BOPPPS model in the Guidance for Instructors)*

## While Training

Evaluation of learning and engagement is not only for end-of-lesson. The following methods help an instructor assess learning-in-process, and keep learners engaged. Use of these methods guides an instructor in adapting or repeating lessons as needed.

1. **Invite feedback regularly.** After presenting a block of content, invite feedback. Ask learners how they are doing. Are they with you? Are they following? Is anything unclear?
2. **Test learners often.** Ask for explanations of core content in people's own words. As you bridge into and summarize lessons, ask learners to complete sentences based on core concepts. Probably not all will be able to respond. Those who know will, and repetition reinforces collective learning.
3. **Monitor engagement constantly.** Are learners paying attention? Are they on time, and prepared? Are they talking during a lesson? Do they leave early?
4. **Get participants to rate each day, informally.** Different methods work well. Keep it short and informal. Use a mix of methods during the week. See suggestions above on using images.
  - 4.1 Rate the day with "smiley faces" – a big smile for positive, a straight line for neutral, an inverted non-smile for negative.
  - 4.2 Rate the day from 1 to 10, 1 being very poor and 10 being excellent, comments optional.
  - 4.3 Rate the day with "heads, hands, heart". Ask learners to draw an outline of a human body and mark head, hands and heart, to indicate main learning:
    - head – knowledge
    - hands – skills
    - heart – attitude and values, beliefs.
5. **Use learning activities to both support and measure learning progress.** Learning activities engage people. Instructors monitor learning activities while they are happening, intervening to support as required. They also use the results of learning activities to assess progress. Are the objectives of a learning activity achieved? To what degree?
6. **Give the group feedback consistently.** Give immediate feedback on test results, reinforcing the "teachable moment". Share consolidated ratings of each day at the beginning of the following day. Explain any changes in programme in relation to improving learning.
7. **Give individuals feedback relevant to their learning.** Some course participants will excel; others will struggle. Give *individual feedback* as

well as group feedback on learning. Chat with people at breaks. Encourage those challenged by the content. For work in teams, pair weaker with stronger people. Give positive reinforcement to those whose strong knowledge base helps others.

- 8. Invite interested participants to give systematic feedback to instructors on each day – consulting with the group.** Finding ways for people to actively engage in course delivery strengthens participation. This method works well with teams of two people per day – but depends on volunteers. If an instructor already knows participants, she or he may want to encourage certain participants to accept this role. It includes consulting with other participants so feedback represents the group's views, as well as impressions of the team. Instructors meet with the volunteer participant team at the end of each day to receive feedback (except the last day). They share a summary of the feedback, and any adjustments made as a result, the next morning, as part of administrative updates.

## After Training

### Post-tests

Post-tests are a typical way to evaluate learning after training. **A post-test cannot meaningfully evaluate learning unless it follows a pre-test.** Compare using the same questions or similar ones.

Not all course directors or instructors can consider post-tests. Core pre-deployment training is one in a series of learning opportunities for participants. Instructors are to encourage course participants to keep learning, and to take charge of their own learning. The UN is committed to “lifelong learning” and continuous learning.

There are tests to evaluate different kinds of learning.

### Tests for Knowledge and Thinking – Recall, Comprehension

Examples of tests for knowledge include:

- 1) Yes or No questions
- 2) Questions that require a written response, other than yes or no
- 3) True / false statements
- 4) Sentence completion questions (a type of “fill in the blank” question)
- 5) Multiple choice questions
- 6) Problems, with solutions
- 7) Matching exercises

- 8) Completion exercises (i.e. complete a phrase or sentence)
- 9) Short verbal answers to key questions
- 10) Responses to case studies, situations and incidents and key questions

Tests for knowledge may be written, done in interviews, with small groups or in plenary. Instructors will want to encourage learners to assess themselves, through a full learning process and cycle to prepare for deployment. Self-directed learning is powerful.

Tests for knowledge apply to all modules.

### Tests for Skills

Methods to test for skills include:

- 1) Observation during an assignment;
- 2) Case studies, situations, scenarios and incidents and assessment of the quality of response;
- 3) Simulations and observation;
- 4) Self-assessment / self-reported competence;
- 5) Checklists and rating scales;
- 6) Demonstration;
- 7) Performance review, on-the-job – beyond the scope of a training course, but to be kept in mind on the learning results chain.

The real test of acquired skill for core pre-deployment training is in the field. Questions, problems, case situations and studies, scenarios, critical incidents and simulations are to mirror reality in the field, to help learners transfer what they learn.

Tests for skills are particularly relevant to Module 2 and 3.

### Tests for Attitudes and Values

What people say and do reflects their attitudes and values. Asking people to self-report or self-assess their attitudes and values is not a reliable method. Instructors use many of the same methods for skills to consider attitudes and values. The content and the assignments vary, with a focus on beliefs that influence behaviour. Role play is a method with high potential to surface attitudes/values.

- Observation during an assignment;
- Use of case studies, situations, scenarios, incidents and simulations; observation and assessment of responses and quality;

- Role play – putting oneself in another person's place is a powerful way to engage with attitudes, values and beliefs. Role plays can be emotionally disruptive for learners. Instructors need to have experience with them to manage the possible range of outcomes.

Tests for attitudes/values are a theme through all three modules, particularly relevant in Modules 2 and 3.

### Tests for Problem-Solving and Other Higher Level Thinking

Higher-level thinking goes beyond memorization of facts to problem-solving, analysis, and application of new learning. Methods of testing learning include:

- Assignments on real problems participants are likely to encounter in peacekeeping;
- Analysis of a scenario or critical incident and recommendations for action;
- Case studies that simulate real peacekeeping conditions and challenges.

Present learners with a problem and assess the quality of response. The “problem” could be in any of the forms noted above – question, case study, situation, scenario, incident, or simulation.

Problem-solving in the real world is seldom done by individuals alone. Most peacekeepers work in teams. Group work assesses group learning, not individual learning. Balance assessment of individual learning with evaluation of group learning, throughout a course.

Integrated learning activities in CPTM 2017 are both learning support and tests for problem-solving. They are usually in the later lessons in modules. Integrative learning activities reinforce learning from different lessons and connections.

### Tests for Planned Action and Transfer of Learning to Behavior and Practice

*Planned action and transfer of learning* is an important level of learning design and evaluation. Evidence that participants are able to transfer learning include:

- Action plans, individual and team or group;
- Commitments from participants;
- Continuing learning plans.

**Follow-up Contact**

Learning is a process. What a course introduces continues to be absorbed by learners. Follow-up contact is an important way learning is evaluated and reinforced.

**Follow-up interviews**

Course directors or instructors may arrange interviews with learners after a course. Allow six weeks to two months.

**Follow-up surveys or questionnaires**

Follow-up surveys and questionnaires can be useful. They ask people to reflect on retained learning and use since a course. They can also ask supervisors and managers to provide feedback on changed capacity. If general pre-assessments are done before a course, follow-up surveys can ask for feedback on the same themes.

**Follow-up tests**

In some circumstances, follow-up tests may be used to both evaluate and reinforce learning. The same tests used during in training can be repeated two months, six months after a course. Follow-up can then also include remedial instruction to address gaps obvious from follow-up tests.

**Follow-up assignments**

Short-term assignments, tasks or projects can be valuable in learning design. Instructors may choose to give tasks to individuals or work teams, either the same assignments or different ones based on learning needs evaluation. Keep the time-frame short and the assignment simple.

**Learning plans**

Self-directed learning is effective because learners are motivated and manage their own learning. The United Nations endorses lifelong learning and continuous learning, and identifies as a learning organization.

Instructors may want to model good practice by encouraging all course participants to develop and follow individual *learning plans* or *learning action plans*.

As a core pre-deployment course progresses, direct learners to monitor their own learning, keep a journal of progress. Specifics to note:

- gaps or unclear points that require more attention
- how learning will be applied or used in the field.

The value of this practice extends beyond a course, and can guide continuing learning support after instruction.

## Learning Evaluation Strategy

Develop a **learning evaluation strategy** for each core pre-deployment training course.

Course director has lead responsibility to develop a learning evaluation strategy, as part of programme and course development.

Standard information belongs in each course *learning evaluation strategy*

- 1) **General approach to learning evaluation**, description of how the training centre or unit and each course integrate learning evaluation.
- 2) **Specific types of learning evaluation** identified for each course, based on *learning needs assessment* done for the attending group of participants;
- 3) **Division of responsibility** in learning evaluation strategy:
  - Peacekeeping Training Institution (PKTI) Director
  - Manager of Unit Delivering CPTM
  - Course Director
  - Instructors
  - Learners
- 4) **Brief summary of learning needs assessment**, baseline for course design and learning evaluation – the starting point;
- 5) **Collected learning evaluation instruments** used through a course: pre- and post-tests, learning evaluation questions and activities chosen and the results, findings.
- 6) **Suggestions and recommendations to instructors.**

### Suggestions to Course Directors

- Look through the updated CPTM, paying special attention to learning evaluation support in each lesson.
- Read over this instructional support and guidance, and consider what fits with your training centre or institute.

- Draw on your organization's business plan, business model, strategy and plans. Use those to frame the learning evaluation strategy. Connect it to your Institute or Centre's priorities, e.g.: commitments to excellence, international standards, purpose and goals. Note these points, for an instructors' briefing note.
- Consider learning needs assessment. Set a basic approach to learning evaluation. Write it down to guide instructors.
- Plan from the beginning of a course to use a mix of learning evaluation methods. Introduce new ones as a course progresses. This helps keep:
  - things interesting for participants, not boring;
  - participants actively engaged in learning.
- Detail your basic approach and specifics in the *learning evaluation strategy*.
- Prepare a **briefing note for instructors** on *learning evaluation*. Highlight the learning evaluation strategy and expectations for integrated attention. See next part for suggested instructor responsibilities on learning evaluation.

### Suggestions to Instructors

A course director may want to include these points in the evaluation briefing note to instructors.

- Involve course participants as active partners in evaluating learning evaluation.
- Adult learners are in charge of their own learning: directive methods that used to work for children don't apply.
- When you present the Learning Outcomes for a lesson, ask participants to self-assess their current competence on each point.
  - Use a standard scale, 1-10 or 1-6. See learning evaluation support for UN values and competencies, which includes developed examples of different self-assessment formats – general and more detailed.
  - Simplify self-assessments, e.g. reduce the numbers or levels of evaluation, consider using images. If you use images, you can ask participants to draw them, or prepare evaluation forms with them.
- Keep a separate copy of all learning evaluation forms, questions, methods and notes. Include these in your handover to the course director.

## Reference Materials

Below are materials which are a) referenced in this document, and b) required reading for preparations:

- Charter of the United Nations
- United Nations Peacekeeping Operations Principles and Guidelines (also known as the Capstone Doctrine)
- General Assembly Resolution 49/37 (1994) on the Comprehensive review of the whole question of peacekeeping operations in all their aspects (A/RES/49/37)
- DPKO/DFS Policy on Training for all United Nations Peacekeeping Personnel, 2010
- DPKO/DFS Policy on Operational Readiness Assurance and Performance Improvement, 2016
- DPKO/DFS Standard Operating Procedure for the Assessment of Operational Capability of Formed Police Units for Service in United Nations Peacekeeping Operations, 2012
- DPKO/DFS Guidelines on Design, Delivery and Evaluation of Training (Training Cycle), 2014
- DPKO/DFS, A Practical Guide to Peacekeeping Training Evaluation, 2015

## Additional Resources

### UN Information

The website for UN peacekeeping training is the Peacekeeping Resource Hub:  
<http://research.un.org/en/peacekeeping-community/Training>  
 All training materials are posted on the training page of the Peacekeeping Resource Hub for easy access by Member States.

The website for UN peacekeeping: <http://www.un.org/en/peacekeeping/>

Original Security Council Resolutions on peacekeeping mission mandates:  
<http://www.un.org/en/sc/documents/resolutions/>  
 (You must know the start year, country and resolution reference details for the mission you wish to search for. For this information, identify the name of the mission using the following links:  
<http://www.un.org/en/peacekeeping/operations/current.shtml>;  
<http://www.un.org/en/peacekeeping/operations/past.shtml> )

### UN Documents

UN documents can be found on: <http://www.un.org/en/documents/index.html>  
 (Search by document symbol, e.g. A/63/100)

### DPKO and DFS Guidance

The repository for all official DPKO and DFS guidance is the Policy and Practice Database: [ppdb.un.org](http://ppdb.un.org) (only accessible from the UN network). Official peacekeeping guidance documents are also accessible through the Peacekeeping Resource Hub: <http://research.un.org/en/peacekeeping-community>

Instructors are encouraged to check for the latest guidance.

### UN Films

UN films can be found on YouTube: <https://www.youtube.com/user/unitednations>

### Additional Information

The Pre-deployment Information Package (PIP) provides information on the mission and the local context.

### **Additional Training Resources**

For general information on training or Peacekeeping Communities of Practice, please send an email to [peacekeeping-training@un.org](mailto:peacekeeping-training@un.org)

For additional information or support, please contact the Member States Support Team of the Integrated Training Service (ITS) in New York.

The United Nations System Staff College (UNSSC) provides access to e-learning for UN peacekeeping training:

<http://portals.unssc.org/course/index.php?categoryid=24>

The United Nations Institute for Training and Research (UNITAR) has developed a number of online-based learning and educational resources to address the specific needs of personnel deployed as part of UN peace operations:

<https://unitar.org/ptp/>