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Department of Peace Operations
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Guidelines

Conducting Peacekeeping Training Needs Assessments

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Contact: Integrated Training Service, Division of Policy, Evaluation
and Training, Department of Peace Operations

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DPO GUIDELINES on CONDUCTING PEACEKEEPING TRAINING NEEDS ASSESSMENTS

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A. PURPOSE AND RATIONALE

1. The Guidelines on Conducting Peacekeeping Training Needs Assessments (hereafter referred to as the Guidelines) are intended for use in peacekeeping operations and provides peacekeeping trainers with step-by-step guidance on how to conduct peacekeeping training needs assessments. Peacekeeping training partners such as Member State trainers and national peacekeeping training centers are encouraged to use the Guidelines to integrate peacekeeping training standards in pre-deployment training and harmonize practices. The Guidelines aim to set the training foundations and outline the procedures for training needs assessments as the core step preceding peacekeeping training design, development, delivery and evaluation, often referred to as the Training Management Cycle.
2. The Guidelines adhere to the Secretary-General's Policy on Learning and Development (ST/SGB/2009/9), which stresses the importance of providing appropriate training opportunities to address the professional development needs of staff members and support the Organization in fulfilling its mandates. The Guidelines complement the DPKO-DFS Policy on Training for All United Nations Peacekeeping Personnel (ref. 2010.20), which is applicable to all civilian, military and police personnel in DPO and peacekeeping operations, and covers all three phases of

peacekeeping training: pre-deployment, induction and on-going training. It further builds on the DPO Guidelines on the Design, Delivery and Evaluation of Training (ref. 2019.14) and the Practical Guide to Peacekeeping Training Evaluation (ref. 2019).

3. As per the DPO-DPPA Policy on Guidance Development (ref. 2019.29), compliance with the Guidelines may or may not be mandatory for all or part of the document. Therefore, it will be clearly specified in the document where compliance is mandatory.
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B. SCOPE

4. The Guidelines apply to all DPO Headquarters and peacekeeping operations staff and personnel, including civilian, military and police trainers as well as subject matter experts tasked with developing training in their subject area (job specific or technical training). Member State trainers and national peacekeeping training centers are encouraged to use the Guidelines. The Guidelines are applicable at both macro (organizational, departmental and mission) and micro level (training programme).
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C. PROCEDURES

5. This section describes the Training Needs Assessment procedures in the following schematic.
 - Definition and Scope: paragraphs 6-8
 - Levels of Training Needs Assessment:
 - o Organizational level: paragraphs 9-15
 - o Programme level: paragraph 16-43
 - Stage 1: Defining the Concept
 - Stage 2: Initiating the Project
 - Stage 3: Analysis and Data Collection
 - Stage 4: Final Report, Communication and Dissemination
 - Stage 5: Closing the Project
6. **Definition:** A Training Needs Assessment (TNA) is a process of collecting, analyzing, and communicating information about an expressed or implied organizational need that could be met by conducting training. A TNA can be conducted at both organizational and individual programme levels.
7. The scope of the organizational level TNA is larger and can be conducted for standard-setting and/or remedial purposes. Those may include a). setting new training standards to match new and emerging operational requirements, and b). identifying root causes for underperformance and capability gaps, including lack of and/or appropriate training policies, standardized materials and support. The scope of the programme-level TNA is smaller and can be conducted for specific purposes such as

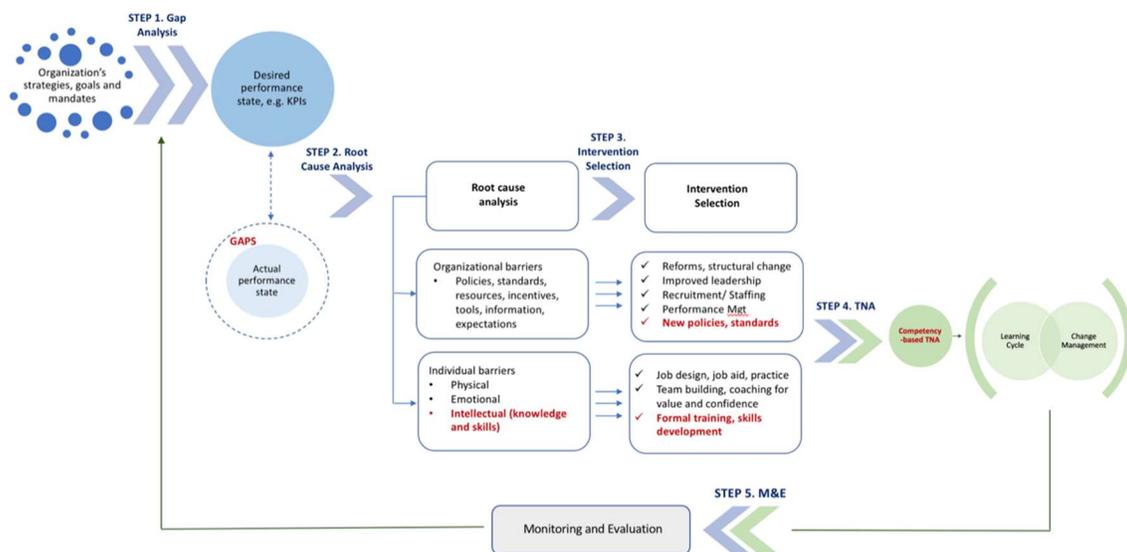
developing training to improve mandate implementation in particular area of operations in a given mission, and/or for resource planning purposes, including identifying specific skill sets for transition, draw-down or other phases of peacekeeping operations. A programme-level TNA is conducted to identify training needs of specific target groups as part of the Training Management Cycle¹, including designing and tailoring training materials.

8. At this point, it is preferable to decide at which level the TNA will be conducted. This decision will inform the Concept Note, including the level of analysis and formulation of background and problem statements as well as scope, objectives, and target group (see paragraphs 18-19 on Concept Note).

Conducting organizational level TNAs

9. When conducting an organizational level TNA, it is necessary to start with an analysis of broader issues such as the organization's performance requirements, current performance state, root causes for under or non-performance as well as existing capacity-building and training interventions. As shown in Graph 1, the performance analysis², also known as the front-end analysis, maps out if training can contribute to the overall performance, and if so, how and where exactly training is needed. Training is thus positioned as a strategic performance improvement tool.

Graph 1. Global TNA Map in Organization's Performance Setting



¹ See DPO Guidelines on Design, Delivery and Evaluation of Training (Training Cycle), ref. 2019.14, page 4, diagram "Training Management Cycle"

² See DPO Guidelines on Design, Delivery and Evaluation of Training (Training Cycle), ref. 2019.14, paragraph 9-10

10. Step 1 is Gap Analysis, which examines the overall operational, geo-political and environmental settings that DPO, the peacekeeping mission or the United Nations at large, operates. To identify gaps between the desired and the actual performance level, an extensive desk review and document analysis are necessary. The Comprehensive Planning and Performance Management System (CPAS), developed by DPO as part of the Action for Peacekeeping initiative, allows missions to more systematically assess their operating environment, identify the intended impact, and track progress using data and analysis. For organizational level TNAs involving peacekeeping missions, CPAS data, analysis and reports must be part of the desk review and should be referenced.
11. In addition, other documents to be reviewed for the gap analysis should be wide-ranging. The Organization's goals and mission mandates are readily available to consult, including Security Council and General Assembly mandates, UN Integrated Strategic Framework, Mission Concept and multi-year strategies or concept of operations. Performance goals, standards and aspirations are spelled out in policies and guidance documents, Leadership Compacts, multi-year and annual programme planning, budgeting and assessment documents. In most areas of work, key performance indicators have already been developed that clearly spell out measurable performance standards, applicable to all peacekeepers. Performance data and gaps (and sometimes related training needs) may be found in evaluation reports of the Office of Internal Oversight Services (OIOS) and the Division of Policy, Evaluation and Training (DPET), including CPAS, evaluation reports of force headquarters, force and sector commander's evaluation reports of subordinate military entities in peacekeeping operations, UNPOL internal evaluation and inspection reports, reports on assessment and evaluation of formed police unit performance, and other reports of assessment and advisory visits, mobile training teams and training evaluations.
12. A gap analysis identifies **what** is missing, suboptimal or misaligned in the current state when comparing performance to potential. Those can include strategies, standards, processes, practices, technologies, resources, capabilities, knowhow, mindset, etc. There are many ways to identify and view problems. A gap analysis can be conceptual or concrete, and strategic or operational. Some techniques such as the McKinsey 7S Framework³, are used to identify strategic level misalignment, for example between "systems and staff". In a peacekeeping context, there could be a mismatch between the operational requirements and the level of readiness of troop- and police-contributors, or between the complex operating environment and the availability of resources, etc. A concrete and operational gap analysis could for example look into what a team needs to change in order to improve its performance. Experience with past TNAs shows that most interviewees and survey respondents will provide their views on systemic and underlying issues affecting performance in their missions and

³ McKinsey 7S Framework has seven categories: strategy, structure, systems, shared values, skills, style and staff.

areas of work. It is important to take note of this information for further gap analysis. The summary could be included in the final report annexes.

13. Step 2 is Root Cause Analysis, which looks at all elements and underlying causes (barriers and enablers) affecting job performance and prescribes solutions to remove barriers and reinforce enablers. A root cause analysis focuses on **why** something happened, looking beyond superficial cause and effect. One of the common techniques is the 5 Whys Approach, using at least five funneling questions to avoid assumptions and collect enough information to inform corrective course of action. This analysis should be in line with CPAS methodology⁴. The reality of multidimensional peacekeeping is that performance problems are often a combination of factors – organizational and individual – requiring multiple interventions over a longer term to fully resolve.
14. Step 3 is Intervention Selection, which should be made depending on the nature and types of root causes of identified gaps, focusing on **how** to remediate. Some gaps and root causes are systemic, therefore require system-wide solutions, some require more targeted interventions for specific groups. As shown in the graph, among individual barriers, mostly gaps in knowledge and skills can be addressed by training. Training can also influence behaviour and mindset, although it is often a gradual process, therefore “able and willing” should be one of the deployment pre-requisites for all peacekeepers, in addition to having adequate capabilities.
15. Step 4 is the Training Needs Assessment – both at organizational and programme levels, which should be conducted once it is determined that training is one of the solutions to closing the gaps in knowledge, skills and mindset; or to building competencies for new requirements. Most TNAs conducted by peacekeeping trainers are at programme and target group level. Step 5 ensures continuous or cyclical monitoring and evaluation processes.

Conducting programme level TNAs

16. If a TNA is conducted for a specific purpose with a smaller scope such as those described in paragraph 7, including to improve training design, development, implementation, evaluation and monitoring, and if organizational/mission-level performance analysis is available such as conducted by the Comprehensive Planning and Performance Assessment System Team (CPAS), the first three steps of the Graph 1 – the gap analysis, root cause analysis and intervention selection, can be skipped or simplified. The following paragraphs describe programme level TNA stages.
17. The 2021-2025 Secretariat-wide Learning Strategy is based on the trends on work culture, one of which states “*the structure of work will shift to become flatter, less hierarchical, project-based and networked.*” Employing project management

⁴ <https://peacekeeping.un.org/en/cpas>

methodologies for TNAs provide a sound framework to manage TNA activities and outputs in a more systematic manner with defined roles and responsibilities, timelines, resources and main deliverables, and where risks and expectations are managed, and quality is assured.

Stage 1: Defining the TNA Concept

18. All TNA projects, conducted at both organizational and programme-level, must have a Concept Note, with clear scope and a brief feasibility study to present to senior management and stakeholders. The Concept Note is a pre-proposal project idea and framework to elicit discussions and useful inputs to shape the concept into a project proposal. It is a useful tool to prime and secure interests of stakeholders, generate support from management and seek and secure funding.
19. The TNA Concept Note describes how the perceived peacekeeping training needs will be assessed and must consist of the following elements:
 - a) Background and Problem Statement: An effective context and background should reveal a project rationale that provides a foundation for the stated problem. A brief situational analysis of the specific challenges, opportunities and needs related to mandate implementation, operational effectiveness and performance should be included in this section. This should be supplemented with an overview of the latest systemic reforms, changes and higher-level evaluations highlighting emerging needs and requirements; a brief summary of past TNAs and their latest implementation status, and how the current project builds on them; and a demarcation statement to isolate aspects of the challenges that can be addressed through training. For organizational level /global TNAs, this section should include more in-depth analysis to identify potential gaps and root causes for performance issues (see Step 1 and 2, Graph 1 above).
 - b) Statement of Objectives: This section should indicate how achieving the project objectives will support the accomplishment of the strategic goals of the department, mission or section and support operational priorities. Intended objectives of the TNA must be directly related to the problem statement. To develop relevant objectives, a breakdown of the problem statement into logical and sequential steps moving towards finding solutions may be necessary. The TNA objectives might need to mirror the project's main outputs, e.g., 1). *Map and assess all training currently available to formed police unit members*; 2). *Identify gaps in knowledge, skills and behaviour impeding effective implementation of mandated tasks related to FPU's*; 3). *Develop training recommendations to fill the gaps identified, including new training policies and standards, etc.* This method ensures, at least at the conceptual level, that completing all steps would mean achieving the intended objectives, which would in turn imply solving the problem.

- c) Scope and Target Group: A TNA's scope refers to specifications, limitations and outputs required to successfully complete the training needs assessment. In addition to the scope defined in the Concept Note, a more detailed scope statement should be developed, which is commonly referred to as Statement of Work or Terms of Reference, e.g. for teams and consultants. To avoid 'scope creep' which happens when changes are made without any control or new deliverables are added after the project has started, the TNA scope must be defined and communicated as clearly as possible. At least four parameters (training phase, target group, thematic area and mission/unit) should be considered to narrow down the scope: e.g., "*the TNA will assess [phase] pre-deployment training needs of [target group] military staff officers on [thematic area] human rights deploying to [missions] the five largest peacekeeping operations.*" All internal and external stakeholders should be mentioned in this section, along with their level of involvement (e.g., consultation only, inputs required) and specific roles and responsibilities, especially if it requires their substantive inputs to the project.
- d) Feasibility and Limitations: A feasibility study refers to a simple assessment of the practicality - economical, technical, legal, travel and scheduling considerations of a proposed project. All TNA concept notes should contain a summary of the feasibility study, including assurance that the proposed methodologies and approaches are conceptually sound, competency-based and reflect best practices. This section should contain information on the extent of ability to engage with stakeholders depending on political, operational, safety and security considerations governing access; acknowledge limitations of self-assessments and self-reported training needs, and should indicate methods to cross-examine, remove bias or reduce assumption errors.
- e) Methodology: Methodology refers to a set of systematic and specific procedures and techniques employed in research. This section of the Concept Note must describe what methods the TNA project will use to collect, analyze and communicate training data to help make appropriate decisions. All TNAs must have a Data Collection Plan, comprised of both qualitative and quantitative methods, including desk reviews, document analysis, surveys, interviews, and field observations, that specifies objectives of the data collection methods, data source and timing⁵.
20. The Results Chain tool can be used as part of a project management document or be included in an extended Concept Note. The aim of the results chain is to articulate and sequence TNA inputs, activities, outputs, outcomes and impact.
- a) Inputs include human resources such as staff time, preferably expressed in percentages, and consultancy requirements; pro-forma/ estimated budget

⁵ see Annex 1. Sample TNA Data Collection Plan

- reflecting travel and other costs, and any other tools and enablers such as survey platforms, data processing capability, etc.
- b) Activities are actions associated with conducting the TNA. All core activities must be indicated in the Concept Note with timelines. Use of project management tools is recommended to track progress and completion of activities.
 - c) Outputs are the first level results that contribute to the TNA objectives, e.g., *List of Current Peacekeeping Training on Human Rights*, if one of the TNA sub-objectives is to map all existing training in a particular area of work for gaps analysis.
 - d) Outcomes are the second level results directly linked to the TNA objectives. They define immediate consequences of the project. For example, *“understanding of competencies required for effective mandate implementation for human rights issues is improved; key performance gaps in human rights training are identified; and ability of the missions to provide targeted human rights training is strengthened.”*
 - e) Impact refers to long term benefits of the TNA project, including policy discussions, new standards, changes in perceptions and action plans that TNA findings, conclusions and recommendations might trigger off. The statement of overarching goal of the TNA should reflect the intended impact.
21. The last component of the TNA Concept Note must state the TNA project management aspects, including the roles and responsibilities of Project Manager (staff member / trainer tasked to lead the TNA), core TNA Team (anyone contributing to the TNA and reporting with specific outputs/ deliverables) and Advisory and Consultation Group.
22. Once drafted, consulted, and approved, the TNA Concept Note must present a strong business case, including overall analysis of the organizational performance and the training role in closing the gaps. The Concept Note should be used for initiation of the project, including securing the management buy-in.

Stage 2: Initiating the Project

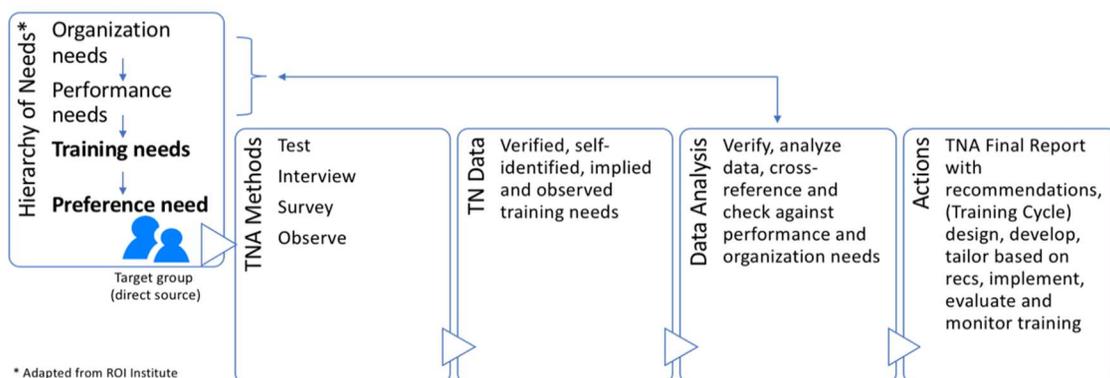
23. This stage is to kick off the TNA work by establishing a solid foundation and collaborations for the project involving all stakeholders. Generally, it includes consultations with and briefings for senior leadership teams to provide information on the project scope, objectives, expected benefits and outcomes, stakeholders, timeline, and cost. Additional information may be required, such as on how the quality will be achieved; how risks, issues and changes will be identified, assessed, and controlled; and how progress will be monitored to ensure delivery of the final outputs and outcomes. By approving the TNA Concept Note, the management commits to provide direction and support over the life of the project. Initiation stage should also include

project kick-off meetings with main stakeholders within and outside of your service/department or mission to secure their interest and involvement.

Stage 3: Analysis and Data Collection

24. Typically, the longest, this stage is about day-to-day work of the TNA project, including managing the project within the tolerances set by the management against six aspects of performance: scope, cost, time, quality, outputs and risks. Depending on the level of delegation of authority, the TNA Project Manager should communicate any changes and delays, and seek approval of management where necessary. Core activities of this stage may include establishing communication channels and reporting lines; contacting designated TNA focal points in offices and field missions; selecting and recruiting consultants and other project personnel; developing work plans and terms of references and agreeing on deliverables; developing data collection tools and baseline instruments; conducting surveys and interviews; undertaking research and field visits; analyzing data; and drafting, finalizing and disseminating progress and final reports, action plans, infographics and communication materials.
25. The following paragraphs describe target group and task analysis, and data collection methodologies to be employed at this stage.
26. **Target Group Analysis** is required for most TNAs to collect accurate training needs data. Key elements of target group analysis include demographic data (age, gender, education, language, experience, etc.), level of knowledge and skills, attitude, motivations, learning and working environment, job functions, level of responsibilities, etc. The most straightforward way to identify training needs of a particular target group is to interview, survey and observe them in their working environments (see paragraphs 29-38 on data collection methods).

Graph 2. Target Group Analysis and Data Collection at the source

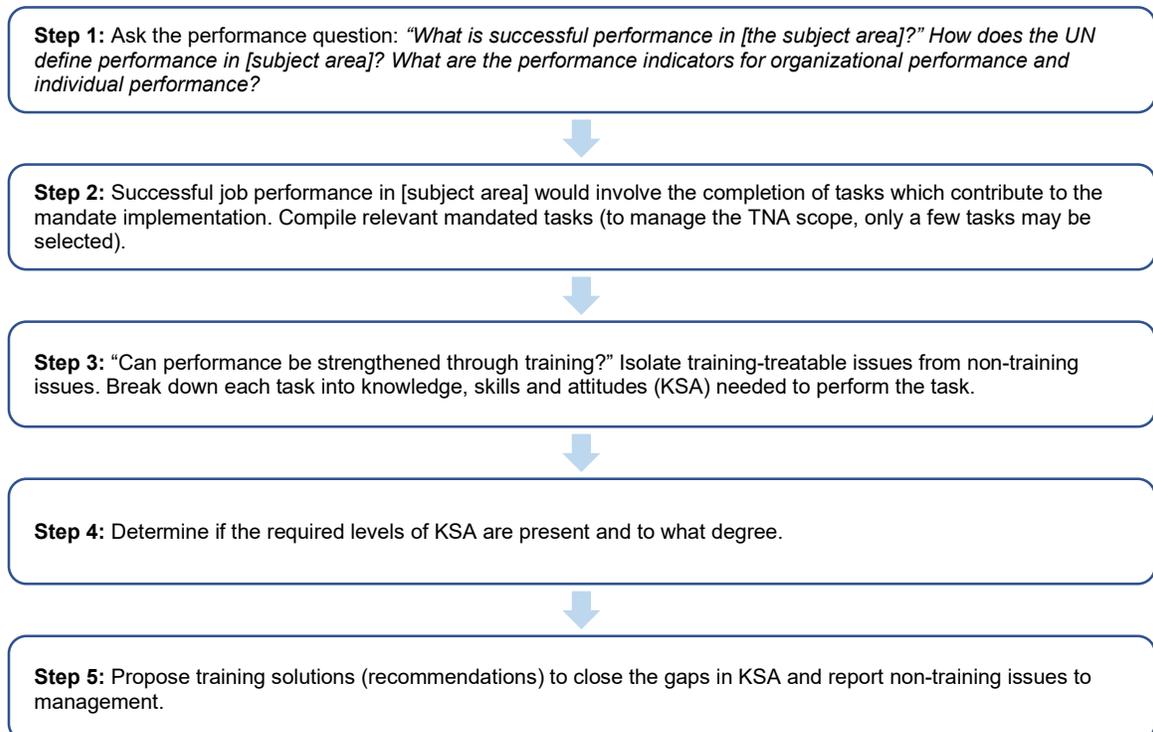


27. **Task Analysis** is a process of identifying what the target group is required to **do** and achieve, and which competencies are required to achieve the specific objectives. The findings will serve as a desired competency benchmark. Task analysis is also required

to design training needs survey and interview questions. Some training needs are easily identifiable and readily expressed, e.g. *need to improve one's language proficiency*. Other training needs are more complex to identify or articulate. In most cases, the target group expresses the 'symptoms' of unmet training needs, e.g. in a form of challenges they are facing.

28. A task is a part of a job. A sum of different and related tasks make up a job description. In peacekeeping, there are a number of tasks that are performed by all peacekeepers – uniformed and civilian, and referred to as cross-cutting mandated tasks and whole-of-mission activities. It breaks down tasks into “teachable” parts – knowledge to enhance, skills to upgrade and behaviour/mindset to adjust, in order to find the best method to perform a task at standard and optimum level, in short to improve performance.
29. To conduct a technically sound task analysis, the TNA team must have subject matter experts and consultants on board and work closely with relevant substantive offices and their focal points. Most key performance indicators for mandated tasks and required competencies are clearly established within the UN system and available for desk review. However, for the purposes of a particular TNA and consistency in approaches, the following steps can be used to complete a task analysis:

Graph 3. Task Analysis Model in 5 steps



- 30. Data Collection Tools and Techniques:** The 2012-13 Global Peacekeeping TNA surveyed 4,500 peacekeepers and 68 Member States training institutions, interviewed 800 military, police and civilian staff members in 13 duty stations, and analyzed hundreds of policies, training and other documents in English and French. While not all TNAs deal with such a large volume of data, all TNA projects must have a data collection plan and data recording templates to ensure a systematic approach (see Annex 1. Data Collection Plan). All TNA data that is collected should be recorded, filed, and kept confidential, if applicable.
31. The following data collection tools and techniques, both qualitative and quantitative, can be used in TNAs. Desk review is a secondary research and by collecting and analyzing available information and previous research findings, the TNA team gains broader understanding of the context and trends of the issue under assessment. It is a critical first step to map out a). what is known - what has already been done and exist within the system, e.g., previous evaluation findings and subsequent training efforts, b). emerging themes and opportunities, e.g., peacekeeping reform initiatives and shifts in doctrine, and c). gaps and questions - what remains to be addressed. Having done this due diligence, the subsequent 'field work' – surveys, interviews, focus group discussions and field observations, should become more informed and targeted.
32. Surveys are one of the most frequently used tools to collect data on self-reported and perceived training needs and gaps at both individual and organizational level from large number of respondents. The objectives of the survey should be clearly stated in the opening section to help the survey responders to understand the purpose and provide their inputs more effectively. The confidential nature of the survey should be indicated and leave name of respondents as an optional data field. However, questions on demographic data (mission, category of personnel, job title, rank, gender, years of service, etc.) could be programmed as 'response required' to ensure the collected data has context and provide sufficient background characteristics of the respondents. In some cases, some of these factors could be optional depending on the size or composition of the survey group. As an example, in a TNA for an infantry battalion, asking for rank could identify respondents.
33. The survey questions can be qualitative through open-ended questions, and quantitative with closed questions. The format should ensure the ease of providing answers, e.g. 5-scale rating questions are preferable for ease of use and calculating the mean weighted average; and rating definitions should be provided. Questions can be sequenced in order of importance; level of interest the respondents have in the topic; structured around knowledge, skills and attitudes; organic flow of training architecture (pre-deployment and in-mission training) or order of tasks. Different types of survey questions should be used, including nominal (single or multiple choice from listed options, no ranking in values) and ordinal (rating scale questions with responses that are measured in a range of values). The more open-ended questions a TNA

survey has, the more diverse the data it will collect, however it requires more time for data coding and processing.

34. TNA surveys could also include test questions to gather data on existing levels of knowledge. Multiple choice questions can be designed to test knowledge and awareness, e.g., of policies, concepts, rules and regulations, theoretical part of skill sets, discipline and values. It is recommended to test the validity and the reliability of the survey. Validity refers to how accurately a method measures what it is intended to measure, whereas reliability refers to how consistently a method can measure something. In other words, TNA surveys must elicit data on training needs, not on motivation. In addition, administer the survey at different times under the same condition to see if the same results can be achieved.
35. One of the major challenges with online surveys is the response rate. The goal is to obtain 60% or above response rate. Lack of response by potential respondents is referred to as nonresponse bias. If a TNA survey achieves only a 30% response rate, it suffers from a nonresponse bias of 70%. A targeted communication strategy can expand the representativeness within the target groups, which is sometimes more important than the response rate. Reinforcement and communication strategies could include contests, infographics and posters in the working languages, TNA kick-off announcement mee
36. tings and townhalls focusing on expected impact of improved training, targeted and personalized communications for uniformed personnel and national staff, TNA surveys on online platforms that are widely used, etc.
37. Interviewing is a good way to supplement training needs data with qualitative inputs⁶. Feedback collected through interviews often contain personal perspectives and analysis of current performance and training opportunities, as well as insights on systemic issues and challenges. Interviews are time-consuming and resource-intensive, however skilled interviewers can draw out a lot of information, expand on and clarify issues through good interviewing techniques. Interviews are often useful in gaining the insights of senior managers.
38. To gain cooperation of interviewees, the interviewer should state the confidential nature of the interview, communicate the purpose, and consider sharing the questions in advance. Interviews can be structured or semi-structured. In general, interviews should start with a broader and open-ended questions, e.g., on departmental/mission/team's goals, mandated tasks and how successful operations and performance look like in their vision; and what needs to change to meet these goals at both systemic and individual levels. Funneling technique could be used to narrow down to more specific points regarding possible gaps in knowledge and awareness, and practical skills and mindset that training could successfully influence.

⁶ See Annex 2. Interview Guide

39. Focus Group discussions are best suited when there is a large number of interlocutors within the same target group to be assessed or interlocutors can be grouped by areas of specialization. Focus Groups use group interaction as part of the method to generate data, e.g. spontaneous and richer discussions are likely to happen when people interact with each other around a topic of common interest such as training, by sharing experiences, asking questions and exchanging comments. Two types of focus group discussions can be organized – one with the immediate target group of the TNA to collect self-assessed/expressed training needs and the other with their peers, supervisors and clients for their perceived training needs of e.g. formed police units, based on the interactions and collaborations with them.
40. Observations involve observing a particular group in their own environment and while performing their common tasks, e.g. accompanying a formed police unit on patrols, and make recommendations regarding training needs based on the observations. This method is highly dependent on the skills of the TNA surveyor and observed behaviours can be circumstantial and open to interpretation. Therefore, the findings of the observations must be cross-checked with other data sources.

Stage 4: Presenting the Findings – The TNA Final Report, Communication and Dissemination

41. The TNA Final Report (also referenced in the Guidelines on Design, Delivery and Evaluation of Training) should be structured around at least four main components in addition to the executive summary and list of key recommendations. Those should include a) compilation and analysis of required and desired competencies, b) identification and analysis of existing competencies, c) comparative analysis of the required and existing competencies to identify the gaps, and d) attempts to isolate the gaps that can be filled through training and training recommendations with a tentative timeframe. Overall, the Final Report⁷ outline should include introduction, overview of the methodology used, key findings of training needs, recommendations, data reports and annexes with additional information.
42. A balanced combination of visual tools, data and testimonials should be used to present the key findings and highlight core messages of the TNA. Data visualization is a useful skill for training professionals. Good data visualization is storytelling with a purpose. It is about presenting data in a coherent, convincing, and impactful way. General types of data visualization include graphs, charts, tables, infographics, and dashboards. More specific methods include cartograms, timelines, word clouds, tree maps, dot distribution maps, Gantt charts, scatter plots, etc. Many applications for data visualization exist ranging from simple to complex and can be used for communication and dissemination of the TNA findings and recommendations.

⁷ All TNA Final Reports conducted by ITS/DPO are available for consultation on Peacekeeping Resource Hub, <https://research.un.org/en/peacekeeping-community/training>

43. The survey and other data reports should be made available upon request, where appropriate. In addition, targeted materials could be produced for different audiences, such as a forward-looking Action Plan or discussion paper for decision makers and infographics and posters for general and larger audiences. The core recommendations should generate a mid-term Action Plan and main actors and implementing offices should sign off, ideally by their senior management.
44. The TNA Executive Summary should be distributed to all training focal points at Headquarters and IMTCs in field missions.

Stage 5: Closing the TNA project

45. This final stage is important as it sets the tone for the TNA follow-up actions. Priorities should include presenting the Final Report with key findings and policy recommendations to decision-makers and getting buy-in of main actors for the implementation of Action Plans. Recording lessons learned and evaluating the project is necessary as part of the organizational learning process. By evaluating the project, it may be possible to estimate when future TNAs might be required including timelines and resources, reduce the likelihood for deviation and delays, and ensure project approaches and controls for better quality assurance.

D. ROLES AND RESPONSIBILITIES

46. The Integrated Training Service of the Department of Peace Operations shall be responsible for promoting familiarization with these Guidelines. All peacekeeping trainers and training focal points in DPO and peacekeeping operations, including Integrated Mission Training Centers (IMTC) shall aim to apply the Guidelines when conducting training needs assessments. ITS shall lead the review and updating of the Guidelines periodically by incorporating best practices and lessons learned.

E. TERMS AND DEFINITIONS

For the purposes of these Guidelines, the following definitions shall apply:

- Peacekeeping Training:* Any training activity which aims to improve the knowledge, upgrade the skills and foster the right mindset of UN peacekeeping personnel, including military, police and civilians
- Peacekeeping Trainer:* Any military, police or civilian trainer who is involved in peacekeeping training

<i>Training Cycle:</i>	A conceptual framework to manage, monitor and improve training processes
<i>Training Needs Assessment:</i>	The process of collecting information about an identified or implied Organizational need that could be met by conducting training. TNA is part of the peacekeeping training cycle
<i>Competency:</i>	The quality of being adequately or well qualified, capability or a cluster of related abilities, generally divided into knowledge, skills and attitude (mindset, commitment, behaviour) that enable a person to act effectively in a job or situation.
<i>Competency-based TNA:</i>	TNA based on performance and task analysis to identify gaps in knowledge, skills and attitude
<i>Performance Analysis:</i>	Analysis of current performance (organizational and individual) against set performance goals
<i>Target Group Analysis:</i>	Collects information about the target group to identify who needs training and how a training strategy or specific course must be customized to meet their needs
<i>TNA Project:</i>	A suggested approach to manage TNA activities as a project, especially if it is medium to large-scale, with defined and assigned roles and responsibilities, timelines, resources, deliverables and outputs, risk and expectation management aspects.
<i>TNA Project Manager:</i>	TNA Project Manager is designated to lead the TNA team (staff, consultants and contractors) and coordinate with internal and external stakeholders for the purposes of delivering the final TNA outputs. The role is temporary, starts and ends with a particular TNA project.
<i>TNA Focal Points:</i>	Training Focal Points designated by Heads of Offices to be part of the DPO TFPs Network could serve as TNA focal points.

F. REFERENCES

Normative or superior references

General Assembly Resolution 49/37 (February 1995)

Report of the Secretary-General “The future of United Nations peace operations: Implementation of the recommendations of the High-Level Independent Panel on Peace Operations”, (A/70/357, S/2015/682)

Secretary-General’s Bulletin on Learning and Development Policy (ST/SGB/2009/9)

DPKO/DFS Policy on Training for All United Nations Peacekeeping Personnel (ref. 2010.20)

Related procedures or guidelines

DPO-DOS Guidelines on Design, Delivery and Evaluation of Training (Training Cycle) (ref. 2019/14)

G. MONITORING AND COMPLIANCE

47. These Guidelines do not carry expectations of full compliance. However, as a matter of principle, all trainers must show commitment to continuous learning and incorporate lessons learned and best practices in training assessments, design, development, evaluation and monitoring, such as those promulgated by the Guidelines. At Headquarters, the application of the Guidelines shall be supported by the Training Policy and Standards Team of ITS and for field missions by the Field Training Support Team of ITS and Chiefs of IMTCs.

H. CONTACT

48. Training Policy and Standards Team, Integrated Training Service, Division of Policy, Evaluation and Training, Department of Peace Operation, United Nations. For more information on these guidelines contact peacekeepingtraining@un.org.

I. HISTORY

49. This is the first Guidelines on Conducting Peacekeeping Training Needs Assessments and shall be reviewed every three years, or as needed.

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APPROVAL SIGNATURE:

A handwritten signature in blue ink, appearing to read "Jean-Pierre Lacroix". The signature is written in a cursive style with a large initial "J" and "L".

Jean-Pierre Lacroix,
Under-Secretary-General
for Peacekeeping Operations

DATE OF APPROVAL:

18 November 2021

Annex 1. Interview Guide

Guide on conducting TNA Interviews and Focus Group Discussions

Introduction

Thank the interviewees/ focus group members for their time and willingness to share their point of views and observations on training needs. Briefly introduce the TNA project and its objectives (use the Concept Note).

Methodology

- a) Duration of one-on-one interviews should be around 45 minutes and Focus Group discussions can last up to 75 minutes.
- b) Before each interview/focus group, adapt the questionnaire to the function of the interviewee/focus groups to ask relevant questions.
- c) Raise interest for the TNA through a dynamic and engaged approach.
- d) In case of two interviewers: main interviewer leads the interview; second interviewer intervene for follow-up questions or additional points. Focus Group discussions need at least two facilitators.
- e) Do not audio or video record interviews to facilitate spontaneous, confidential, and informal answers and exchanges.

Interviewing and discussion processes:

- a) Explain the scope of the TNA (e.g., in-mission FPU training; covering 10 missions; qualitative and quantitative analysis based on desk review has been conducted, electronic surveys have been launched and in-person/telephone interviews and focus group discussion are underway)
- b) Do insist on the fact that it is not an evaluation of missions' performance but a training needs assessment aiming to improve mandate implementation.
- c) State the confidentiality of interlocutor's identity and responses and the importance of candid answers and recommendations.
- d) Take notes at each interview/focus group and prepare a summary using pre-agreed templates to share electronically amongst the TNA Project Team, e.g., try to include direct quotes from interlocutors that can be cited in the final report.

Question Format:

- a) Do not try to ask every single question from the question bank. Note: Interview Question Bank needs to be developed in collaboration with subject matter experts.
- b) Sub-questions can be skipped – so manage time accordingly.
- c) Ask follow-up questions if you feel it would be interesting to further discuss a point raised by your interviewee, even if it was not included in the questionnaire

Closing

- a) Ask for recommendations and key points
- b) Suggest further discussions after the field visit, if needed

Annex 2. Sample TNA Data Collection Plan

	Data instrument	Method	Sampling size and source	Initial format/ recording format	Data type	Timing (Quarters)				Actioner
1.	Desk Review	Desk-based/ document analysis	25-45 documents	Documents, reports, available performance data	Qualitative & quantitative Performance and evaluation data	X	X			...
2.	Surveys with test components	Electronic survey, HQ/ missions,	1500 personnel, all categories	Electronic inputs	Survey findings may reveal self-assessed training needs. Knowledge test results may present objective assessment of KSA gaps.		X			...
3.	Interviews	One-on-one, in-person or virtual HQ/Missions	120 managers, senior staff, Heads of Missions	Note taking (use the template provided for standardization)	Self-assessed and “360 data” Format: qualitative, incl. testimonials, observations, impressions, judgements (Cross-examining and tabulation is needed)		X	X		...
4.	Focus Group Discussions with the target group	Field visits, in-person or virtual	400 staff, primary target group of the TNA				X	X		...
5.	Focus Group Discussions with peers (360 input)	HQ/Missions	100 peers				X		X	...