

Module 1



The Training Cycle

Lesson at a Glance

Aim: To introduce the training cycle, with a particular focus on training needs assessments.

Relevance: Peacekeeping training is an important part of improving mandate implementation. The work that facilitators do to adequately prepare a training programme has a major impact on its success. Throughout this TOT we will be discussing ways to more effectively design, deliver and evaluate training programmes.

This lesson introduces the peacekeeping training cycle, which serves as a framework for concepts that will be covered throughout the duration of the TOT.

Learning Objectives:

Learners will be able to:

- Define training and the role of a trainer
- Identify the phases of the training cycle
- Demonstrate an understanding of a TNA and explain its purpose, including how it fits into the training cycle and illustrate the various tools that may be used to conduct the TNA
- Conduct a target audience analysis and incorporate this information into training design and delivery

Lesson Map

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Recommended duration: 3-4 hours



Starting the Lesson

For an interactive start to Module 1, begin with the ice breaker “Five Things in Common” (instructions below). Follow this with Activity 1.1, in which participants will be asked to reflect on positive and negative training experiences. This activity will serve as a bridge-in to set the stage for the TOT.

Introduce the following (using the Introductory Slides)

- Module topic
- Relevance
- Learning objectives
- Module overview

Be intentional about setting the tone during the introduction. Use this time to explain the structure of the week, go over the agenda, establish ground rules and discuss the format of the written/performance evaluation.

Ice Breaker

Five Things in Common (Slide 2)

PURPOSE

Getting to know one another

MATERIALS

Paper and pens

TIME

15 minutes

- Table discussions: 10 minutes
- Sharing out: 5 minutes

INSTRUCTIONS

- Divide participants into table groups, or groups of 4-8.
- Ask participants to come up with five things they all have in common. They should think beyond simple answers (e.g. "we are all human," or "we are all trainers")
- Each group will share out in plenary at the end of the activity

Learning Activity 1.1

Positive and Negative Training Experiences (Slide 3)

METHOD

Reflection and group discussion

PURPOSE

To reflect on elements that comprise positive or negative training experiences

MATERIALS

Post-it notes and chart paper

TIME

15 minutes

- Individual reflection and writing: 5 minutes
- Group discussion: 10 minutes

INSTRUCTIONS

- Ask participants to reflect on trainings they have attended in the past. Think of a training that was a positive experience. What made this experience positive?
- Have participants write on post-it notes elements of the training that made it a positive experience.
- Now repeat the exercise to describe a training that did not leave a positive impression.
- Have participants place the post-it notes on two separate flip charts.
- Lead a short discussion on common traits that contribute to positive and negative training experiences.
- Use this discussion as a bridge-in to the introduction to Module 1 and the broader TOT.

Introducing the TOT

Slides 4-8

Following the ice breaker and activity 1.1, take time to introduce the TOT:

- Communicate TOT objectives
- Go over the schedule/agenda
- Set ground rules
- Establish the relevance of the training
- Communicate expectations, including assessments that will be utilized

TOT objectives: these objectives pertain to the overall five-day training. The purpose of this training is to improve the skills of trainers in delivering pre-deployment and other peacekeeping training. Specifically, trainers will be able to:

- Take into account the needs and experiences of training participants and incorporate these into the design and delivery of training
- Facilitate trainings that are interactive in nature, utilizing a mix of learning activities that teach to a broad range of learning styles based on adult learning principles
- Utilize good practices of teaching and facilitation, including, among other things, delivery skills, interpersonal interaction, debriefing, providing feedback, flexibility and responsiveness to the room, effective communication, effectively engaging all participants and handling challenging audiences
- Plan and conduct training evaluations, and report on training effectiveness when required

Learning Activity 1.2

Self-assessment (Slide 9)

METHOD

Individual self-assessment

PURPOSE

To establish a baseline by assessing participants on a range of skills and competencies related to training facilitation

MATERIALS

Self-assessment form (handout – see Annex A)

TIME

20 minutes

INSTRUCTIONS

- Participants will work independently to fill out the self-assessment sheet (Participant Handbook, page 7). The end of course evaluation will ask participants to re-assess themselves on these same skills and competencies to measure growth.
- After completing the assessment, ask participants to come up with three to five goals they have for themselves as trainers over the course of the week. The end of course evaluation will also ask participants to reflect on the extent to which the training helped them to meet their personal training goals.
- The TOT facilitator should review participants' self-reflections and goals and use them as a guide throughout the week.
- Consider keeping a copy of the completed assessment to use as a guiding checklist throughout the TOT.
- If time allows, consider asking participants to share out on some of their personal goals for the TOT.

I. What is Training?

Slide 10

I. What is Training?

- Training is a dynamic and transformational process
- It can be used to enhance skills, knowledge and/or attitudes



Purpose: to reduce the gap between **current** and **desired** competencies

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Key Message: Training is a dynamic and transformational process that can be used to influence skills, knowledge and/or attitudes.

Training differs from education in that it is performance-based and focuses specifically on real world or on-the-job application. It is also learner-oriented.

Discuss: what is the purpose of training?


The purpose of training is to reduce the gap between **current** and **desired competencies**. Training is one part of a broader solution to address operational challenges and performance issues.

Slide 11

I. What is Training?

The primary purpose of UN peacekeeping training is to enhance mandate implementation

- Skills-based
- Knowledge-based
- Attitudes-based



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Key Message: The primary purpose of **UN peacekeeping training** is to enhance mandate implementation.

Skills-based training: enables participants to acquire new competencies, for example:

- Community reconciliation techniques for civil affairs officers
- Conducting patrols for uniformed personnel
- This TOT

Knowledge-based training: focuses on acquiring new pieces of information, for example:

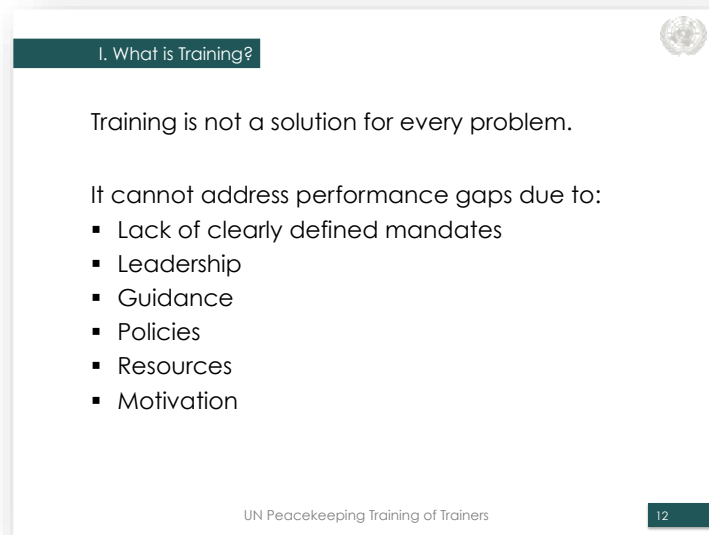
- CPTM lesson 1.6: “How Peacekeeping Operations Work”
- UN Military STM Module: “Frameworks for Child Protection”

Attitudes-based training: aims to adjust values, motivation and emotional responses, for example:

- CPTM lesson 3.1: “UN Core Values and Competencies”
- CPTM lesson 3.2: “Respect for Diversity”

It is important to know whether your training is aimed at enhancing skills, knowledge and/or attitudes. This will affect the way the training is delivered and evaluated.

Slide 12



I. What is Training?

Training is not a solution for every problem.

It cannot address performance gaps due to:

- Lack of clearly defined mandates
- Leadership
- Guidance
- Policies
- Resources
- Motivation

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Key Message: Training serves an important purpose. However, it is not the answer to every problem.

Training is not a solution for every problem. It cannot address performance gaps due to lack of clearly defined mandates, leadership, guidance, policies, resources or motivation.

Determining whether training is the appropriate response to an identified gap is one part of the Training Management Cycle, which will be discussed later in this module.


II. What is the Role of a Trainer?

Slide 13

II. What is the Role of a Trainer?

An effective trainer must possess a range of:

- Technical
- Professional
- Interpersonal skills



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Key Message: An effective trainer must possess a range of technical, professional and interpersonal skills. Trainers may be required to combine different roles such as instructor, facilitator, leader, coach and/or mentor. A good trainer is able to recognize and adapt to the role that best suits the specific audience and environment in which they are working.

Identifying the Skills of an Effective Trainer (Slide 14)

METHOD

Small group and large group discussion

PURPOSE

To consider the range of skills an effective trainer needs to possess

TIME

20 minutes

- Small group discussion: 10 minutes
- Large group discussion: 10 minutes

INSTRUCTIONS

- Using the categories technical, professional and interpersonal skills, have participants work in groups to generate a list of skills needed to be an effective trainer
- Have groups write their ideas on chart paper and post the lists around the room
- Discuss the lists as a large group
- It may be helpful to refer back to these skills throughout the week as they are addressed in various modules
- It may also be helpful to connect these to the rubric participants will be graded on in their final performance evaluations

SUGGESTED RESPONSES:

Technical skills: these refer to technical skills of the subject matter, rather than technology-related skills. Thus, this list will be area specific.

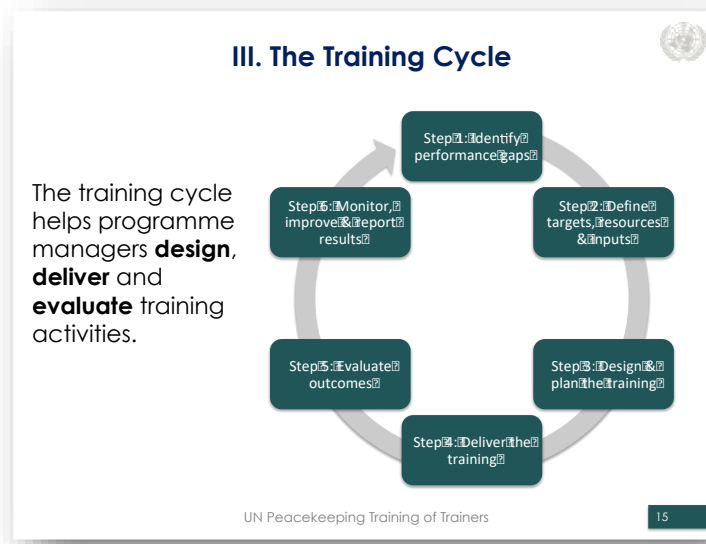
Professional skills: facilitator, time manager, learning coach, mentor, encourager, leader, organizer, public speaker, curriculum developer, course designer, performance analyst.

Interpersonal skills: good communicator, listener, facilitator, manager, incorporates diverse viewpoints, able to manage/diffuse tension, able to

work effectively with wide range of participants, including background, rank and gender.

III. The Training Cycle

Slide 15



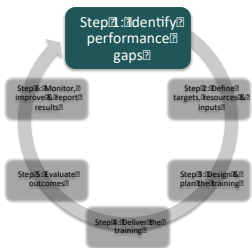
Key Message: The training cycle is a concept that helps programme managers design, deliver and evaluate training activities.

Background information on the training cycle:

The 2012-2013 Global Peacekeeping Training Needs Assessment (TNA) highlighted the link between performance gaps and training needs and revealed a lack of guidance for programme managers on how to effectively and efficiently design, deliver and evaluate specific training activities. One of the recommendations of the TNA was for ITS to develop guidance materials on the training cycle, with a specific focus on how to evaluate and report on training results and impact.

The training cycle, outlined in this lesson, is one result of this recommendation. For more information, see [UN Department of Peace Operations, Guidelines on the Design, Delivery and Evaluation of Training \(Training Cycle\), Ref. 2019/14](#). These guidelines provide the minimum standard for design, delivery and evaluation for training for UN peacekeeping personnel.

Slide 16



Step 1: Identifying performance gaps:

- What are the gaps in performance?
- Is training an appropriate solution?

Training is one part of a broad solution to address performance issues.

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Key Message: The training cycle starts by observing gaps in performance. It then determines whether training is an appropriate solution.

Step 1: Identify performance gaps and determine whether training is the solution. This includes conducting a performance analysis and a training needs assessment (TNA).

Performance analysis:

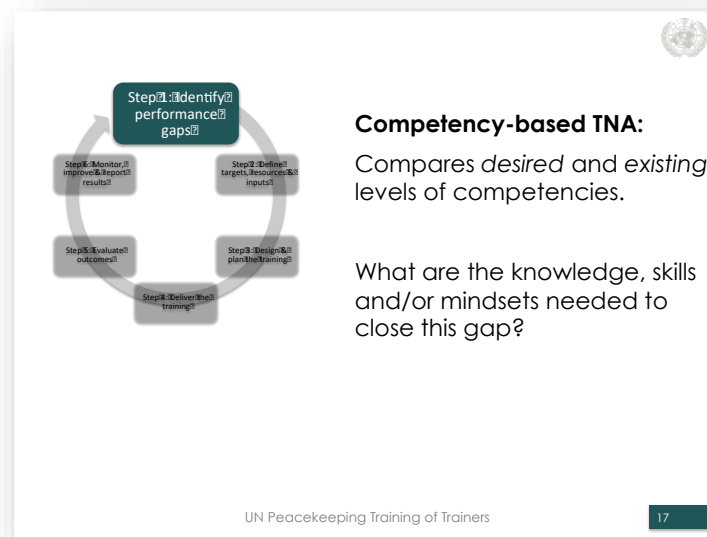
- What are the strategic objectives, priorities and mandated tasks of the mission or office?
- Where are there gaps in achieving these objectives, priorities or tasks?
- Why are there gaps? What kinds? What are the root causes of underperformance?
- What are possible solutions? Training should be considered as one part of a broad solution to address performance issues



Training is not always the best solution for meeting performance gaps. Discuss with participants other underlying causes that may lead to underperformance. (E.g., lack of a clearly defined mandate, resources, leadership, policies, motivation, etc.)

Training needs assessment: If training is found to be an appropriate solution, a training needs assessment (TNA) will be conducted.

Slide 17



Key Message: A **competency-based training needs assessment** is one of the most important determinants of the success of a training programme.

A **competency-based** TNA is one that compares the *desired* and *existing* level of competencies in the target group. After identifying the gap in competencies, it details the knowledge, skills and/or mindsets needed to close this gap.

Slide 18

TNA Data Sources	
Data Sources for Establishing Required Competencies	Data Sources for Analyzing Existing Competencies
<ul style="list-style-type: none">• Policies• Standard operating procedures (SOPs)• Guidelines• Mission mandates• Work plans• Job descriptions	<ul style="list-style-type: none">• Mission reports• Strategic assessment reports• Mission performance reviews• E-Pas• After action reviews• End of assignment reports

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Key Message: When conducting a TNA, a variety of data sources are used to establish desired and existing competencies.

Data sources for establishing required competencies:

- Policies
- Standard operating procedures (SOPs)
- Guidelines
- Mission mandates
- Work plans
- Job descriptions

Data sources for analyzing existing competencies:

- Mission reports
- Strategic assessment reports
- Mission performance reviews
- E-Pas
- After action reviews
- End of assignment reports

Collecting new data: Using existing data is useful and efficient. Nevertheless, collecting direct inputs is necessary to obtain a complete understanding of performance gaps. New data may be collected via surveys, questionnaires or interviews.

Other information: in addition to the information outlined above, it is also necessary to analyze opportunities and obstacles for learning. This information can help inform how the training should be designed and delivered, as well as what kind of follow-up support may be necessary.



As part of the pre-course reading, participants read the 2016-2017 TNA on the Protection of Civilians (POC). Walk participants through the major components of this TNA as an example. The text below and corresponding slides provide an outline.

2016-2017 TNA on POC

Slide 19

The slide is titled "Sample: 2016-2017 TNA on POC" and features a small UN logo in the top right corner. The main content is organized into two columns. The left column contains text under the heading "Purpose:" and "Competency-based approach:". The right column contains a thumbnail image of a slide titled "Training Needs Assessment of Protection of Civilians" with a photograph of a village scene. At the bottom of the slide, there is a footer with the text "UN Peacekeeping Training of Trainers" and a small box containing the number "19".

Sample: 2016-2017 TNA on POC

Purpose: identify performance gaps in the implementation of the POC mandate.

Competency-based approach:

- What is successful job performance in POC?
- What are gaps between current and desired competencies?
- Can job performance be strengthened through training?

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Key Message: The main objective of the 2016-2017 TNA on POC was to identify performance gaps in the implementation of the POC mandate and consider those that might be strengthened through training in field missions.

As discussed above, the TNA on POC took a competency-based approach, asking the following questions:

- What is successful job performance in POC? What are the desired competencies (knowledge, skills and attributes) of personnel for effective POC mandate implementation?
- Where are there gaps between current and desired competencies?
- Can job performance be strengthened through training?

The TNA also includes a list of non-training solutions that can be used as part of a broader approach to strengthen POC mandate implementation.

Methodology: the TNA undertook a quantitative and qualitative evaluation of all ten missions with a POC mandate. The assessment included:

- A comprehensive analysis of all categories and levels of personnel, including international and national staff, and mission leadership
- Desk review of all key POC documents, including: Security Council resolutions, DPO/DOS policy and guidelines on POC, mission-specific POC strategies, after action reviews, generic job descriptions and a review of current POC training
 - Based on this desk review, a POC Competency List was developed, including knowledge, skills and attributes required to perform POC-related tasks
- Over 135 interviews and focus group discussions at UN Headquarters and in the missions
- Electronic surveys in French and English with responses from more than 1,100 military, police and civilian staff

Slide 20

Sample: 2016-2017 TNA on POC

Cross-Cutting POC Tasks for All Personnel
Public information: Participate in public information campaigns to promote human rights, assure the population of the mission's intent to protect, as well as disseminate information on potential risks, POC and human rights reporting mechanisms.
Early warning and alert mechanisms: Develop and use early warning and alert mechanisms to prevent and minimize harm (unlawful and lawful) caused to civilians.
Conflict management and resolution (mediation): Support efforts to mitigate political, economic, identity or community conflicts that may escalate into physical violence.
Dialogue and advocacy: Support dialogue, proactive engagement and advocacy with potential perpetrators of violence, national authorities, and third parties that may positively influence the actions of perpetrators.
Human rights: Promote and protect human rights.
Support and capacity-building of state authorities: Contribute to efforts which support and build the capacity of state authorities.
Humanitarian assistance: Support the efforts to protect and assist IDPs and refugees.

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Key Message: Based on the review, the TNA identifies a list of cross-cutting POC tasks for all personnel. Here is a sample.

Slide 21

Sample: 2016-2017 TNA on POC

Translating tasks into competencies:

Competencies for all personnel for cross-cutting POC tasks	
Knowledge	Skills
Public information	Communication
Community & Civil Society Engagement	Community and Civil Society Engagement
Use of early warning and alert mechanisms	Threat analysis and risk assessment
Conflict management & resolution	Conflict management
Dialogue & advocacy	Coordination
Promotion & protection of human rights	Capacity-building
Coordination	Safety & Security awareness
Support and capacity-building of state authorities	Gender awareness & mainstreaming
Humanitarian assistance	Crisis management
Gender equality & mainstreaming	Human rights monitoring/reporting

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Key Message: Identifying cross-cutting tasks is the first step. The second step is to translate these tasks into competencies.

Based on the list of cross-cutting POC tasks, the TNA includes a list of knowledge- and skill-based competencies for all personnel needed to complete these tasks. Once this list has been generated, those conducting the TNA can begin to compare current and desired competencies to identify gaps.

Slide 22

Sample: 2016-2017 TNA on POC

Priority Training Needs for All Personnel (SAMPLE)

Knowledge to develop	Skills to enhance
<p>POC in General: DPKO-DFS POC Operational Concept, Scope of POC situations to be addressed and POC activities to be carried out by the mission; distinction between the DPKO-DFS and humanitarian concepts of protection.</p>	<p>Safety and Security Awareness: Awareness of conditions and circumstances that affect one's own safety in direct reports.</p>
<p>Situational Awareness: POC needs of certain groups in the local/mission context, especially identification of the most vulnerable groups and locations.</p>	<p>Crisis Management: The ability to anticipate, plan for and respond to a variety of potential crises or emergencies.</p>
<p>POC Response: Practical application of the DPKO-DFS POC Operational Concept, POC mandate, strategy, tools, SOFA and ROE/DUF in response to POC situations.</p>	<p>Coordination: The ability to integrate and coordinate POC responses.</p>

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Key Message: Once competency gaps have been identified, evaluators can begin to identify which gaps can be met through training.

This slide provides an overview of some of the priority POC training needs, based on the analysis of the TNA.

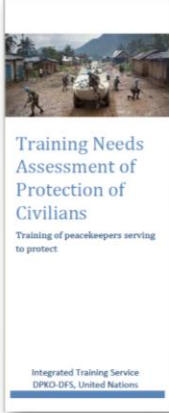
Slide 23

Sample: 2016-2017 TNA on POC

There are limits to what training can achieve.

Attitude and engagement issues also contributed to poor POC performance, e.g.:

- Lack of coordination
- Unwillingness to engage
- Lack of timely response



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Key Message: There are limits to the types of problems training can solve. Problems related to resource limitations, feelings of disengagement, attitudes and/or stressful work environments cannot be solved by training.

In the TNA on POC, individuals noted that attitude and engagement issues also contributed to poor POC performance. This includes lack of coordination, lack of willingness to engage or lack of a timely response to POC situations.

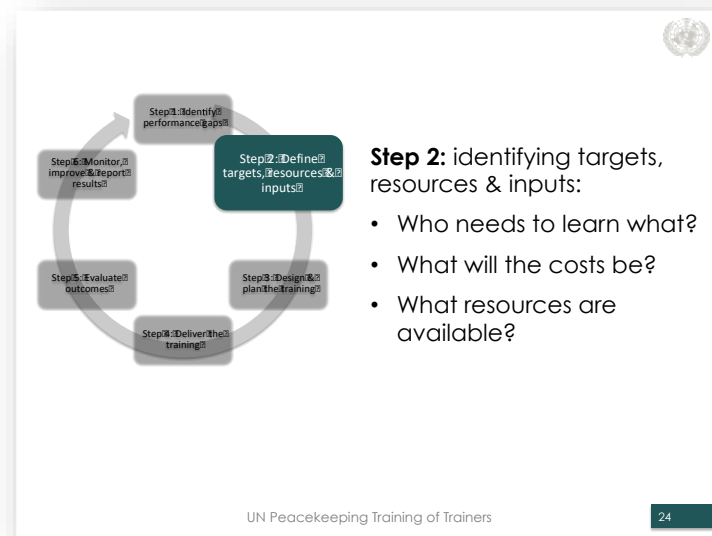
While many of these challenges are beyond the scope of training, it is still important to be aware of these constraints when designing and delivering training programmes.



Even though many of the participants in this TOT may not participate in conducting a TNA, why is it important to be aware of existing TNAs? How might they use the results of a TNA to shape the design and delivery of their training?

Step 2: Define training targets, resources and inputs

Slide 24



Key Message: Step 2 of the training cycle includes the identification of target sub-groups, training providers and resource requirements.

Target sub-groups: While the identification of a generic target group will occur during Step 1, further refining target sub-groups helps to maximize training effectiveness. When selecting the target group, consider:

- Who needs to learn what?
- Is the target group in a position to extend or transfer the newly acquired knowledge/skills to peers?
- Does the target group have the ability to promote change? If not, can this ability be built into the broader reform process?

Resources: Consider what resources will be needed to develop and deliver the training.

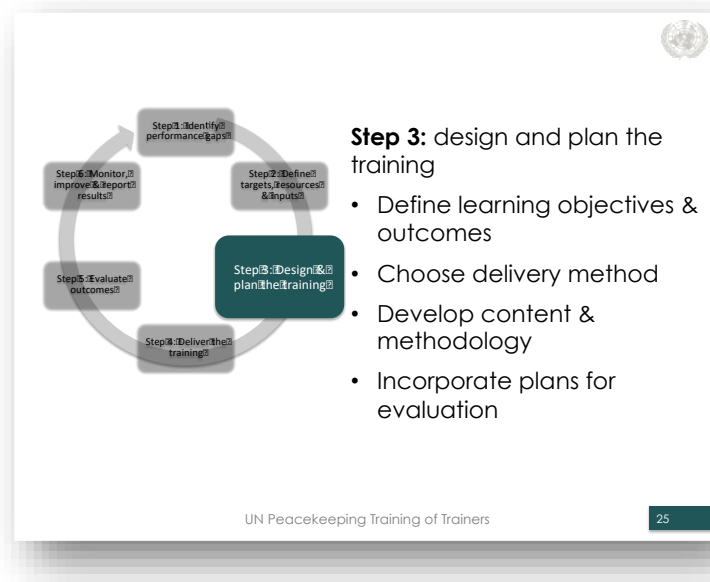
- Costs: explore cost-effective solutions, such as relying on in-house expertise rather than external consultants, or utilizing e-learning solutions rather than paying for travel

Inputs: consider the following:

- What funding sources will be used?
- Who will contribute to the training content? Do you have in-house expertise or will you need to hire a consultant?
- Who will facilitate the training?
- Does a similar training exist or will you need to start from scratch?

Step 3: Design and plan the training

Slide 25



Key Message: Training solutions must begin with a clear focus of the desired outcome.

Key tasks in Step 3:

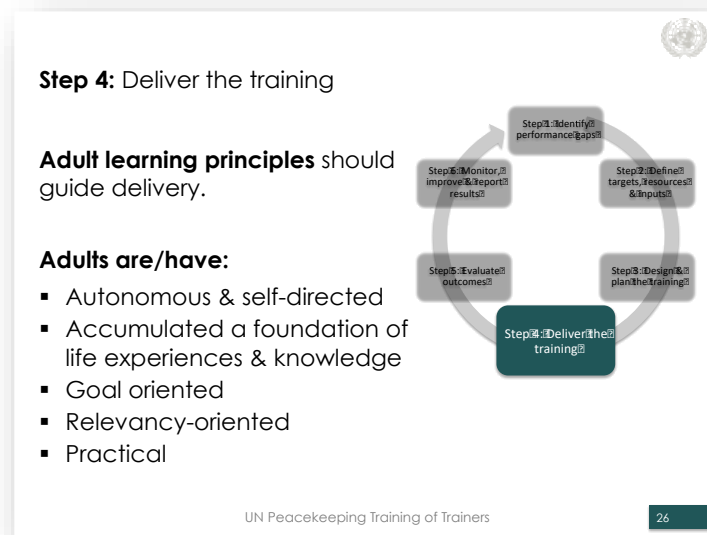
- Define learning objectives and outcomes
- Choose delivery method
- Develop content and choose methodology
- Incorporate evaluation objectives and plans



Each of these tasks will be covered in more detail in subsequent modules. Throughout the TOT, it may be helpful to regularly refer back to the training cycle, connecting how lesson content fits into the broader cycle.

Step 4: Deliver the training

Slide 26



Key Message: Adult learning principles should guide training delivery.



Discuss with participants: “what are some characteristics of adult learners that trainers should keep in mind when facilitating training?”
Adult learning principles will be referred to throughout this TOT.

Adult learning principles – adult learners are/have:

- **Autonomous and self-directed:** they should be free to direct themselves and learn by doing. Facilitators must actively involve participants in the learning process, guiding them through the information rather than supplying them with facts.
- **Accumulated a foundation of life experiences and knowledge:** learning is most effective when connected to this knowledge or experience base.

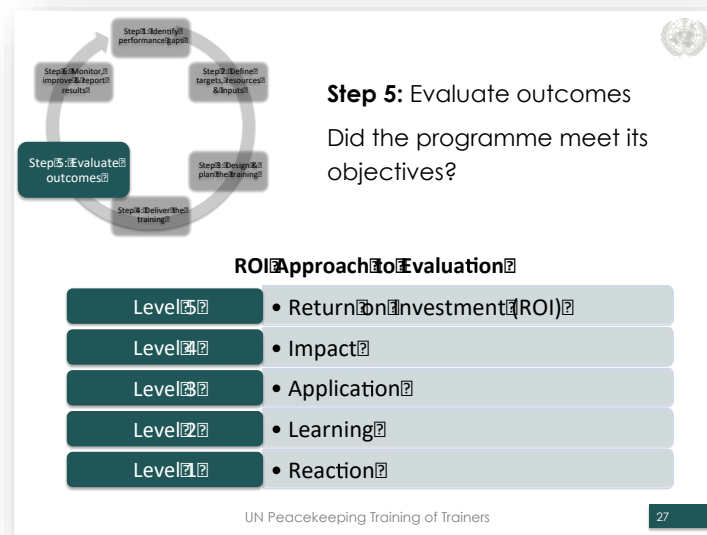
- **Goal oriented:** learners usually know what goals they want to achieve when attending a training. Facilitators should show participants how this particular training will help them achieve their goals.
- **Relevancy-oriented:** they must see a reason for learning something. The training content should be applicable to their work and responsibilities to be of value to them.
- **Practical:** Facilitators should tell participants explicitly how the lesson will be useful to them on the job. They may not be interested in knowledge for its own sake.



Discuss what each of these principles looks like in the context of training. It may be helpful to refer back to the post-it notes that were put up earlier in the day describing positive and negative training experiences. How well do the suggestions on the post-it notes match with the adult learning principles noted here?

Step 5: Evaluate training outcomes

Slide 27



Key Message: Training evaluation is critical to determine whether the programme has met its objectives. It should therefore be planned and incorporated early in the process.

The evaluation methodology outlined below is based on the ROI (return on investment) approach. There are five levels, each of which will be discussed in greater detail in Module 3.

Level 1 – Reaction: measures participants' satisfaction with the training programme as well as their plans to use what they have learned.

Level 2 – Learning: assesses knowledge/skills participants have learned. This is done using pre-/post-tests, role-plays, simulations and/or other assessment tools.

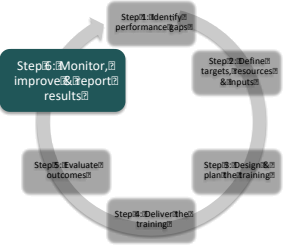
Level 3 – Application: assesses the extent to which participants have applied the new knowledge/skills on the job. Usually takes place 3-6 months after the conclusion of the training.

Level 4 – Impact: measures the impact of the training by assessing the consequences of the changes in behavior or performance, e.g. cost savings or improvement of work outputs.

Level 5 – Return on investment: seeks to determine the financial return on investment (ROI). This is a resource-intensive process and is only used for programmes that are costly and/or critical to the organization.

Step 6: Monitor, improve and report results

Slide 28



Step 6: Monitor, improve, report results

Monitoring: ensures there is a link between peacekeeping training and improved mandate implementation.

Reporting: contributes to flow of information so adjustments can be made; all stakeholders aware of successes/challenges.

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Key Message: Monitoring and reporting promotes accountability and allows for the development of best practices.

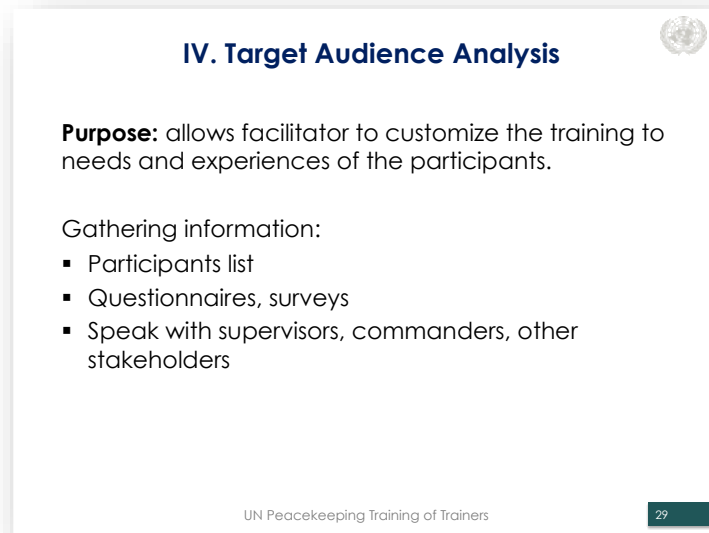
Remember: the purpose of peacekeeping training is to improve mandate implementation. **Monitoring** is necessary to ensure there is a link between training and improved mandate implementation. Specifically, it helps to ensure that training is helping to close the gap between actual and desired competencies.

Reporting contributes to the flow of information so that adjustments can be made and all stakeholders are aware of successes and challenges.

If you completed a TOT conducted by the UN, you may be asked to report back on the training courses and activities you have conducted as part of your on-the-job learning as a trainer.

IV. Target Audience Analysis

Slide 29



IV. Target Audience Analysis

Purpose: allows facilitator to customize the training to needs and experiences of the participants.

Gathering information:

- Participants list
- Questionnaires, surveys
- Speak with supervisors, commanders, other stakeholders

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Key Message: Conducting a target audience analysis allows the facilitator to customize the training to the needs and experiences of the participants.



Discuss: what types of information might be pertinent in understanding the individuals that will participate in your training? How might you be able to gather this information? (Note: this refers to the specific group of learners that will attend the training rather than the target audience broadly speaking).

For example: gender, age, rank, education level, language, prior knowledge of/training in the subject area, work responsibilities, mission experience, cultural influences, computer literacy, etc.

Ways to gather information:

- At the most basic level, facilitators can look at the participant list to ascertain rank, gender, nationality, etc.
- For more detailed background information, the facilitator can send out questionnaires in advance of the training, though this may be impacted by participants' level of connectivity or access to technology
- It may also be possible to speak with supervisors, commanders or other stakeholders regarding training needs

Learning Activity 1.4

Conduct a Target Audience Analysis (Slide 30)

METHOD

Individual and small group work

PURPOSE

Practice conducting a target audience analysis

MATERIALS

- Mock lists of training participants (see Annex B)
- Worksheet (see Annex C)

TIME

25 minutes:

- Individual work: 15 minutes
- Small group discussion: 10 minutes
- Additional work to be completed as homework

INSTRUCTIONS

- A mock list of training participants is in the Participant Handbook on page 9. These lists include name, rank (or level of experience) and previous mission experience for each participant.
- Three different versions are available so that not all participants are working with the same audience. Indicate which group should work on which list.
- Based on this information, participants will reflect on how this might impact the way in which they deliver the lesson.
- What other information would be helpful for them to gather during their preparation process? E.g., baseline information of participants' knowledge, skills and/or attitudes on the subject matter, motivation (self-motivated, nominated, mandatory), stake in the training (promotion, deployment), intention to use the acquired knowledge or skills (as a trainer, focal point, etc.)
- What tools might they use to try and acquire this additional information? (E.g. a pre-course knowledge test, questionnaires, surveys, etc.)

-
- After participants have worked individually for approximately 15 minutes, have them sit in small groups (2-4) to share their ideas. They can either work with others using the same mock audience lists in order to share ideas, or they can be in mixed groups, which gives them an opportunity to brainstorm for different audience types.
 - Participants will need to finish this activity as homework, in particular the part to be included in their written portfolio (see below under “formal assessment”)

ASSESSMENT

Informal:

- Peer assessment: group work will allow peers to give feedback on strategies and ideas

Formal:

- Written assessment: as part of participants' written portfolio, they will include a description of how they incorporated the target audience analysis into the design of the lesson they will be delivering at the end of the week. They may also include written questionnaires or surveys designed for the mock participant group.

What is training?

- Training is a dynamic and transformational process that can be used to influence skills, knowledge and/or attitudes
- The purpose of peacekeeping training is to enhance mandate implementation
- Training is not the answer to every problem

What is the role of a trainer?

- A trainer must possess a range of professional and interpersonal skills
- A good trainer is able to recognize and adapt to the role that best suits the specific audience and environment in which they are working

The training cycle

- The training cycle is a concept that helps programme managers design, deliver and evaluate training activities
- The training cycle starts by observing gaps in performance and determining whether training is an appropriate solution
- A competency-based training needs assessment is one of the most important determinants of the success of a training programme

Target audience analysis

- Conducting a target audience analysis allows the facilitator to customize the training to the needs and experiences of the participants

Annex A: Self-Assessment (Activity 1.2)

I am able to...		With no confidence at all	With slight confidence	With some confidence	With fair amount of confidence	With complete confidence
1	Define UN peacekeeping training	1	2	3	4	5
2	Describe the role of a trainer	1	2	3	4	5
3	Outline the purpose of a Training Needs Assessment, including how it fits into the training cycle	1	2	3	4	5
4	Conduct a target audience analysis and incorporate this information into lesson design and delivery	1	2	3	4	5
5	Write learning objectives at various levels of comprehension	1	2	3	4	5
6	Design training activities with a logical learning sequence to meet learning objectives	1	2	3	4	5
7	Develop learning materials to meet the needs of a target audience	1	2	3	4	5
8	Plan and conduct training evaluations	1	2	3	4	5
9	Write end of course reports	1	2	3	4	5
10	Describe various theories of learning	1	2	3	4	5
11	Design a lesson plan using the BOPPPS model	1	2	3	4	5
12	Use appropriate pacing when delivering a lesson	1	2	3	4	5

13	Integrate meaningful questions into lesson delivery	1	2	3	4	5
14	Manage the timing and pacing of a lesson effectively	1	2	3	4	5
15	Practice effective classroom management	1	2	3	4	5
16	Communicate key concepts in a way that is relevant to participants' on-the-job tasks and experiences	1	2	3	4	5
17	Effectively set the tone at the beginning of a training to facilitate participation and learning	1	2	3	4	5
18	Utilize a variety of techniques to maintain participants' attention	1	2	3	4	5
19	List key elements of effective public speaking	1	2	3	4	5
20	Use effective verbal and non-verbal communication techniques	1	2	3	4	5

List 3-5 goals you have for yourself over the course of this TOT:

1. ...
2. ...
3. ...
4. ...
5. ...

Annex B: Sample Target Audience Lists (Activity 1.4)

These are suggested lists – facilitators should feel free to adjust as appropriate for their specific target audience.

Option 1.

Target audience: mixed group with all ranks¹

	Name	F/M	Country/ Mission	Category of personnel	UN experience
1	Ms. M. J.	F	MONUSCO	Civilian	2 months
2	Lt Col M. S.	M	Bangladesh	Military	1 year
3	Ms. E. K.	F	Belgium	Police	3 years
4	Capt R. O. G.	F	Benin	Military	9 months
5	Mr. H. K.	M	MONUSCO	Civilian	8 years
6	Mr. W. D.	M	MONUSCO	Civilian	4 years
7	Mr. M. P.	M	MONUSCO	Civilian	15 years
8	Captain A. A.	M	Egypt	Police	1 year
9	Col. R. A.	M	Ethiopia	Police	3 months
10	Commander F. M.	M	Finland	Military	2 years
11	Ms. O. E.	F	MONUSCO	Civilian	4 months
12	Lt. I. R.	M	Guatemala	Military	2 years
13	Ms. S. N.	F	Guinea	Military	1 year
14	Sgt. K. A.	M	India	Police	1 year
15	Maj R. K.	F	Kenya	Military	3 years
16	Capt. B. E.	M	Mongolia	Military	2 years

¹ Note: In general, UN Pre-Deployment Training (PDT) is conducted separately for different types of personnel. Peacekeeping training on cross-cutting topics could be conducted for a mixed audience.

Option 2.

Target audience: Military Staff Officers, deploying to a French-speaking mission (MINUSCA) for the first time; ONE female participant.

	Name	F/M	Deploying to MINUSCA	Rank	UN experience
1	H. S.	M	France	Major	None, deploying in 2 months
2	K. S.	F	Bangladesh	Lt. Colonel	None, deploying in 2 months
3	D. V.	M	Belgium	Major	None, deploying in 2 months
4	G. A.	M	Benin	Captain	None, deploying in 2 months
5	D. T.	M	Nepal	Lt. Colonel	None, deploying in 2 months
6	V. K.	M	Netherlands	Captain	None, deploying in 2 months
7	D. T.	M	Gabon	Major	None, deploying in 2 months
8	S. N.	M	Egypt	Major	None, deploying in 2 months
9	K. B.	M	Ethiopia	Captain	None, deploying in 2 months
10	F. A.	M	Finland	Lt. Colonel	None, deploying in 2 months
11	J. K.	M	Senegal	Captain	None, deploying in 2 months
12	S. A.	M	Guatemala	Lt. Colonel	None, deploying in 2 months
13	Y. A.	M	Guinea	Major	None, deploying in 2 months
14	E. A.	M	Uruguay	Major	None, deploying in 2 months
15	A. A.	M	Kenya	Captain	None, deploying in 2 months
16	H. M.	M	USA	Major	None, deploying in 2 months
17	A. R.	M	Senegal	Major	None, deploying in 2 months
18	E. Y.	M	Zambia	Captain	None, deploying in 2 months

Option 3.

Target audience: National Police Officers deploying to a peacekeeping mission

	Name	F/M	Country	Rank	Current job title	UN experience
1	J. S.	M	Burkina Faso	Captain	Company Commander National Gendarmerie; Instructor for FPU PDT	MINUSTAH 2015, UNIOGBIS 2017
2	N. D.	M	Gabon	Colonel	Region Commander National Gendarmerie	UNAMID 2008, MINUSMA 2014
3	Y. B.	M	Benin	Lieutenant	Commissioner of Police Station	None
4	R. N.	M	Ghana	Chief Inspector	FPU Station officer, FPU instructor	UNMISS 2014, UNAMID 2015
5	S. M.	M	Ghana	Assistant Commissioner	Company Commander, Ghana Police	None
6	A. K.	M	Togo	Chief Inspector	Regional Commander, PDT Instructor	MONUSCO 2013 - 15
7	A. A.	F	Togo	Lieutenant	Gendarmerie National	UNAMID 2013-14
8	P. R.	M	Bangladesh	Lieutenant	FPU Trainer, Police Training Centre	UNAMID 2009
9	M. H.	M	Pakistan	Captain	Police Training Centre	MONUSCO 2017-18
10	E. W.	F	Indonesia	2nd Sergeant	Mobile Brigade Corps	MINUSCA 2011
11	A. S.	M	Indonesia	Captain	Company Commander	MINUSCA 2018
12	J. S.	F	Namibia	Sergeant	FPU Coordination Officer	UNAMID 2014
13	D. S.	M	Djibouti	Colonel	Technical adviser, National Gendarmerie	UNOCI 2004; MINUSMA 2016
14	J. D.	M	Nigeria	Captain	Company Commander	AMISOM 2012-13
15	I. C.	M	Senegal	Major	Commissioner of Police Station	AMISOM 2017-18
16	H. Z.	F	Egypt	First Lieutenant	PK Operations Department	None
17	B. S.	M	Algeria	Major	Deputy Chief, PK Department	None
18	D. G.	M	Nepal	Major	Training Officer	UNMIT 2010-11

