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A Practical Guide to
Peacekeeping Training Evaluation

Integrated Training Service
Policy, Evaluation and Training Division
Department of Peace Operations
United Nations

United Nations
Peacekeeping

A Practical Guide to

Peacekeeping Training Evaluation

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A Practical Guide to Peacekeeping Training Evaluation

Introduction

Purpose/Need

This Practical Guide on Peacekeeping Training Evaluation has been designed to provide peacekeeping training personnel with a step-by-step process for conducting evaluations. The guide supports the 2019 DPO Guide on Design, Delivery and Evaluation of Training. The 2019 guidelines describe the evaluation methodology that is to be used in peacekeeping training, which is based on the Return on Investment (ROI) approach (Philips & Phillips, 2007) and Kirkpatrick evaluation model (Kirkpatrick, Kirkpatrick, & Kirkpatrick, 2014).

Building on these two methodologies, this practical guide takes a "how-to" approach, while providing the necessary knowledge and tools required to enable training professionals the capacity to conduct their own training evaluations.

Audience

This guide is intended for all peacekeeping personnel engaged in peacekeeping training, including personnel in the Integrated Training Service (ITS), Integrated Mission Training Centres (IMTCs), specialist trainers and training focal points (TFPs) at Headquarters and in the field. Training professionals and programme managers alike are often asked by decision-makers to quantify the impact of training programmes as budget restrictions require justification of resource allocation. This guide provides tools to help training professionals measure, quantify and report on the impact of their training programmes.

How to Use This Guide

This guide is a process-oriented how-to-handbook on peacekeeping training evaluation. Those new to programme evaluation, and particularly ROI methodology, should read the guide in sequential order to familiarize themselves with the process. Experienced users may use the guide as a quick reference, skipping to topics of interest, relevant to their particular need.

Training Evaluation Methodology

The training methodology prescribed in the guidelines is based on the Kirkpatrick and ROI evaluation methodologies, which evaluate programmes on four and five levels respectively: Reaction, Learning, Application, Impact and Return on Investment. Since peacekeeping training programmes do not yield a financial return, this guide will focus on levels one to four. For more information on Level five (ROI) contact the Integrated Training Service (ITS) at peacekeeping-training@un.org.

A description of the five levels is provided below.

1. REACTION
2. LEARNING
3. APPLICATION
4. IMPACT
5. ROI

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

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

Level 3 Application evaluation: assesses whether (and how much) participants applied the new knowledge and skills on the job.

Level 4 Business Impact evaluation: measures the extent to which business measures have improved after training. Typical Level 4 measures are output, quality, costs and time.

Level 5 Return on Investment (ROI) evaluation: is the ultimate level of evaluation. It compares the monetary benefits from the programme with the programme costs.

Document Key:

Throughout this guide, you will find various icons to assist your engagement with this guide. These include:

FLASHBACK

A flashback icon, indicating a connection with the DPO 2019 Guidelines on the Design, Delivery and Evaluation of Training;

APPLICATION

An application icon, indicating opportunities to put this guidance into practice;

TIP

And tips to assist you in getting the most out of your training evaluation.

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Level 1: Reaction

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LEVEL 1 • REACTION

What do we want to measure?

FLASHBACK As mentioned in the DPO 2019 Guidelines on the Design, Delivery and Evaluation of Training, during Level 1 of the training evaluation methodology we want to assess participants' reaction to the training programme and encourage participants to develop an action plan for implementing what they have learned. During this level, we should determine the relevance, importance and usefulness of the training, participants' intent to use the training and their overall satisfaction with the programme. When formulating evaluation questions, we need to ensure they are closely linked to "reaction" objectives. **Figure 1.1** illustrates Level 1 Reaction Objectives.

FIGURE 1.1

After participating in a successful training programme, the participants will:
- Perceive the training to be relevant to the job
- Perceive the training to be value added in terms of time and resources invested
- Rate the trainers as effective
- Recommend the training to others

Once specific reaction objectives are in place, evaluators can formulate questions to measure how successful the training was at meeting them. **Figure 1.2** on page six provides an example of the type of questions that can help us measure reaction objectives.

FIGURE 1.2

Reaction Objective	Questions
Relevance	Did participants find the training content relevant to their jobs?
Importance	Did they find the training important to their job success?
Usefulness	Was the training a good use of their time?
Intent to use training	Do participants intend to use the knowledge and skills acquired on the job?
Planned Improvements	How do they intend to apply the knowledge and skills acquired on the job? Have they developed an individual action plan for implementation?
Overall Satisfaction	Did the participants enjoy the training? Would they recommend the training to others?

How do we collect data?

Level 1 data should be captured throughout the programme (especially if it is long) so that feedback can be used to adjust and keep the training programme on track. For shorter training programmes, end-of-course questionnaires may be sufficient. Feedback from Level 1 data can be used to revise the content, format, pace and objectives of the training. An end-of-course questionnaire or survey is an easy, inexpensive way to obtain participant reactions to a training programme. Online surveys are another easy and efficient method for data collection. There are advantages and disadvantages for each method. Considering your audience and other factors, for example their location, technological capabilities and time constraints, will help to determine the most suitable method of data collection.

Survey Type	Pros	Cons
End of course paper-based questionnaire	Easy to distribute the questionnaire and collect data while participants are still present in the classroom	Processing and transferring data is manual, therefore time consuming
Online Survey	Easy to collect data and process for reporting	Dependent on Internet connection, access to computers and willingness of participants to fill out

Formulating Evaluation Questions

Obtaining the right type of data from participants is crucial to ensuring that a training evaluation provides meaningful results. There are many choices available when formatting evaluation questions. The ITS of DPO, both encourage the use of the Likert scale, since it provides more information than dichotomous or multiple-choice questions. The examples below illustrate the advantages and disadvantages of various types of Level 1 evaluation questions.

Types of Evaluation Questions

Dichotomous

Example:

Did you find the training relevant to your job?
☐ Yes
☐ No

These types of questions are simple and easy to both understand and respond to. However, they force the participant to take a particular stand without any grey area and do not produce much feedback other than a negative or positive reaction.

Multiple Choice

Example:

Did you find the training relevant to your job?
A. Yes
B. No
C. Maybe
D. N/A

Multiple choice questions are also well recognized and easy to understand. They can provide more choices for participants than dichotomous questions but remain limited in the type of feedback they produce. Adding a space for additional comments can compensate for their limitation.

Likert Scale

Example:

The training was relevant to my job.

Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
5	4	3	2	1

Likert scales present participants with a statement and asks them to align it with a level of agreement. There is also a "neutral" or middle choice that takes pressure off the participant to choose one side or the other. The options in a Likert scale can be easily codified for analysing and/or reporting. The drawback to Likert scales is the extreme choices on each end of the scale. To avoid selecting extreme options, participants may avoid those choices, even in times where they are the most accurate option. If you suspect this to be the case, following up with additional probing questions to clarify those responses is recommended.

Peacekeeping Training Examples

 APPLICATION Now that we have identified the type of information we want to gather for Level 1 and how to collect it lets apply this knowledge to specific peace operations training programmes. For the following sample DPO training programmes, we will formulate a variety of Level 1 questions.

Protection of Civilians

The Protection of Civilians course was relevant to my job.

Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
5	4	3	2	1

The course provided information that is important to my job.

Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
5	4	3	2	1

The course was useful in helping me perform well at my job.

Very Useful	Useful	Neither Useful nor Useless	Not Useful	Useless
5	4	3	2	1

I intend to use the information in this course in the near future.

Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
5	4	3	2	1

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I have a clear plan on how to use the information/skills I obtained in this course.

Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
5	4	3	2	1

I was satisfied with the Protection of Civilians course.

Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
5	4	3	2	1

Level 2: Learning

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L E VE L 2 • L E ARNING

What do we want to measure?

FLASHBACK Level 2 evaluations aim to measure the amount of learning and confi dence that participants gained through the training. This includes whether participants have grasped key principles, facts, processes, procedures, techniques and skills from training, including the confidence to use what was learned.

As in all levels, learning evaluation questions should be designed to verify whether the set objectives have been met.

The diagram below shows the connection and flow:

LEARNING NEEDS
⇕
LEARNING OBJECTIVES
⇕
LEARNING
⇕
LEARNING EVALUATION

(Phillips & Phillips, 2007, p.35)

Level 2 evaluation questions therefore measure learning objectives set at the beginning of a training activity. When doing so, it is important to go beyond recall of information and consider various levels of cognition. The DPO 2019 Guidelines on Design, Delivery and Evaluation of Training references Bloom's Taxonomy, a well-recognized classification tool for levels of cognition and learning (see **Fig. 2.1**).

FIGURE 2.1: Bloom's Taxonomy

EVALUATION
ability to judge
value of idea

SYNTHESIS
ability to create
new ideas

ANALYSIS
ability to break complex situations
into parts and figure out how the
parts relate to and influence one another

APPLICATION
ability to apply the knowledge
to solve a problem

COMPREHENSION
ability to restate, translate and recognise

KNOWLEDGE
ability to remember
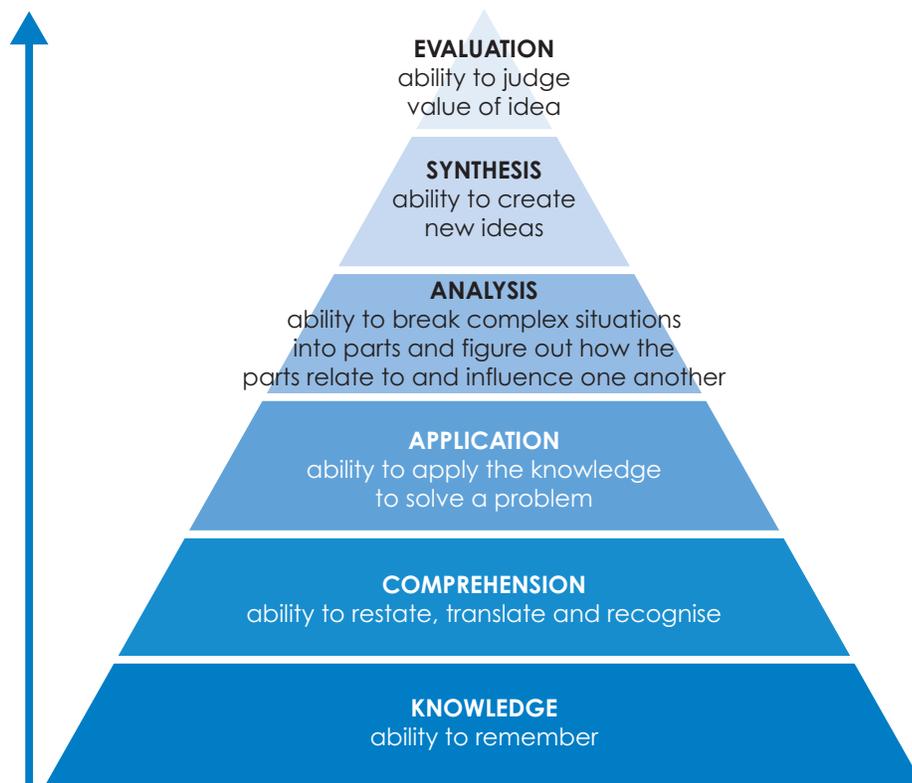
How to construct learning objectives?

As shown above, learning objectives communicate the expected outcomes of learning and define the desired results necessary for training success. Learning objectives should contain action verbs and be performance-based, describing what the participant will be able to do.

When writing learning objectives, it is better to avoid vague and generic words such as "know, understand, internalize and appreciate". Instead, be more precise: "After completing this session, participants will be able to identify the three main elements of strategy and name two to three ways to apply them on the job".

TABLE: Action verbs for objectives

Identify	Complete	Compare	Operate	Plan
Explain	State	Draft	Manage	Predict
Solve	Build	Calculate	Advise	Propose
Eliminate	List	Sort	Produce	Construct
Create	Recall	Recite	Summarize	Coordinate
Assess	Demonstrate	Specify	Reduce	Re-organize

TIP Learning objectives provide a **focus** for participants indicating what they must learn and do. They are also closely linked to learning evaluation questions.

Criteria can be developed by making use of speed, accuracy and quality. Sometimes the parameters or conditions might need to be detailed. For example:

- Score at least 8 out of 10 on a prevention of sexual harassment policy quiz.
- Successfully complete the leadership simulation exercise in 15 minutes.
- Develop a budget plan using a template.

How and when to collect data?

Level 2 data can be captured at various stages of the training programme depending on the level of learning to be evaluated. Both pre- and post-tests are commonly used to test knowledge and comprehension, and to measure the immediate value added upon attending the training. Thus, pre-tests can be used to collect the baseline data. The same set of questions, or questions of comparable difficulty, must be used in post-tests in order to measure any increase in knowledge and comprehension.

Remember, one of the limitations of any knowledge-based test administered immediately after training is that it will not necessarily tell you what participants will remember one month after the training, or whether they will apply the skills in their work. Thus, it may be important to reinforce learning retention through exercises simulating application and analysis, keeping in mind Bloom's Taxonomy.

When selecting data collection methods, they should be both valid (measures what it should measure) and reliable (consistent over time) (Phillips & Phillips, 2007, p.157). For example: when designing a test, make sure the content is reviewed by subject matter experts, check for any inconsistencies and pilot test the instrument.

Figure 2.2 illustrates levels of cognition/learning and tools used to measure and collect data.

FIGURE 2.2

Level	Tool/Data Collection Method	Timing
Knowledge Comprehension	Test and/or questionnaire	1. Before and after the training, using pre- and post-tests for comparison
Application	Observations and evaluations through simulation exercises, case studies, scenario-based exercises, role play etc.	2. Throughout the training
Analysis		
Synthesis		3. At the end of training
Evaluation		

TIP When creating pre- and post-tests, keep in mind the learning objectives!

Using self-evaluation to measure learning

In the absence of a pre-test, an end-of-course questionnaire can be used to measure learning. The questionnaire should be linked to learning objectives and is intended to capture participants' perceptions on how much they have learned as a result of the training. While this method is subjective, it can serve as an indicator of the extent to which participants attribute new knowledge gained to the course. Including a confidence check can further validate participant responses by reflecting the extent of error in each answer. This concept is explained later in Level 4 (estimates from participants). A sample questionnaire (Annex 3, DPO 2019 Design, Delivery and Evaluation of Training Guidelines) is provided below.

How would you rate your current level of knowledge/skills now that you have completed (*name of course*)?

Moderately weak: you are familiar with this knowledge area but have *little confidence* in applying it on-the-job.

Adequate: you have enough knowledge in this area to do the job and feel *confident* in your ability to apply it to the job. However, you periodically must review policies, procedures or guidelines to support you.

Moderately strong: you excel in this knowledge area and rarely, if ever, must review policies, procedures or guidelines. You are *certain* in your ability to apply this knowledge area to the job.

Strong: you excel in this knowledge area to the extent that you often coach others when they struggle. You would consider yourself an *expert* and you have the *confidence of others* when transferring this area to specific actions or behaviour.

Course Learning Objective	My knowledge/ skills level is <u>now</u>:	
1. *Insert learning objective 1* (Immediate learning should be measured against course learning objectives, normally introduced at beginning of course, along with expected outcomes)	Moderately weak	☐
	Adequate	☐
	Moderately Strong	☐
	Strong	☐

How to calculate and report evaluation results?

At level 2, we are analysing the data to determine the extent of learning that has taken place as a result of the training programme. Programme managers should compare data from pre- and post-tests to determine whether targets for learning objectives have been met. Level 2 data can be critical in identifying the training programme's strengths and weaknesses. In other words, if the learning process is uniformly unsuccessful, it may be necessary to investigate the programme design itself.

Level 2 evaluation indicators are:

• Competency indicators: develop list of competency indicators (skills and knowledge to be acquired) based on the learning objectives.

• Self-assessment rating versus targets (pre-defined learning and evaluation objectives).

• Pre- and post-test ratings and percentages of change.

Reporting evaluation results is critical to the accountability of learning, training and development. Level 2 evaluation data can be used to adjust training design, improve delivery, recognise and reward participants and reduce costs.

Example:

The table on page 17 shows sample results of a level 2 evaluation. Given a target of 4/5, competency indicator number 1 did not meet the target despite showing an increase in learning. Competency indicator number 2 failed to show any increase in learning, therefore not meeting the target. Based on the results, trainers may want to reinforce learning in those particular areas.

TABLE: Change in skills and knowledge, self-assessment by participants.

Competency indicators (examples from different training evaluations)	Ratings before trainings	Ratings after training/ target	Change in knowledge and skills level	Target
1. In-depth knowledge of integrated planning process	2.75/5	3.75	36%	4/5
2. Ability to correctly interpret aviation safety instructions	2.50/5	2.50/5	0%	4/5
3. Ability to roll out the new software in the mission	4.00/5	4.50/5	13%	4/5

Peacekeeping Training Examples

APPLICATION

Each training programme has a set of learning objectives. These are achieved through a methodology to aid in absorbing the content and putting theories into practice, as well as activities to reinforce the learning. The following examples show learning objectives of selected peacekeeping training courses and tailor-made methodology tools such as case studies, role plays and reinforcement tests.

Example 1: Protection of Civilian's Training

> **Learning Objectives: following the workshop, the participants will be able to:**
>
> - Summarize what is protection and explain the types of violence facing civilians
>
> - List the various protection actors and advise on the role of peacekeepers in preventing and responding to those threats
>
> - Explain field mission POC strategies and specify its linkages with implementation of POC strategy carried out by units on the ground

Measuring knowledge and comprehension

Pre-workshop test:

1. Categories of civilians that need protection include:
   a. Children
   b. Women
   c. Women, children, elderly, refugees, internally displaced, those gone missing and target groups
   d. Women, children and elderly

2. There are several protection actors at each mission. Name three:

   _____

   _____

   _____

3. What protection actor has primary responsibility for protection of civilians?
   a. United Nations
   b. NGOs
   c. UN peacekeepers
   d. Host Country

> **REMEMBER:** similar questions should be used for the post-workshop knowledge test to compare results.

Ensuring and measuring higher learning retention

Case study:

Participants are given the below scenario and asked to come up with a Plan of Action based on their knowledge of the roles and responsibilities of Mobile Operating Bases (MOBs). There are many variables to consider including the political and social climate around the mission, the physical environment, rules and regulations, etc.

Scenario – Mobile Operating Bases (MOBs) and Violence

You are the Commander of MOB. You are sent out on a night patrol that encounters a severely wounded boy on the ground. The boy can barely talk but reports that six-armed militia men simply beat him without apparent reason on the road between Alur and Faron, in the vicinity of Perkes. He is able to describe the perpetrators, who appear to be drunk. He also says that the men after beating him start harassing and beating other people including women and children in nearby houses. According to him, the militia group is about a 15-minute walk from their current position.

- What should you do and what is the basis on which you should base any proposed use of force?

- What should you do with the boy? What follow-up action should you take?

- Would any of your decisions be different if the alleged perpetrators turn out to be government soldiers?

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Role play:

The Carana Defense Force (CDF) is having continued difficulties controlling the Kori Militia (KM). The KM, although weakened, have carried out sexual and violent acts against civilians. MONUSCO has developed three innovative responses to protect civilians from these attacks. Participants are given background information on the danger as well as the objectives of the three project responses. They are asked to divide into groups, one military and one civilian, and identify challenges of implementing the three projects from their group's perspective.

Scenario: Civilian-Military Cooperation
Divide yourself into two groups and make a list of all the potential challenges for implementing these three projects:

a) From a civilian perspective
b) From a military perspective

Once you have a single agreed list of challenges and have decided on how to implement the projects, raise relevant points to present to village leadership where you are planning to complement these projects. Try to anticipate the villagers' questions, but also the need to manage expectations about how you could realistically respond to potential threats.

Example 2: Rule of Law Training for Judicial Officers in UN Peacekeeping Operations

> **Learning Objectives: After completing the training, the participants will be able to:**
>
> - State the mandates of key United Nations entities engaged in the rule of law, and explain the role of coordination mechanisms such as the Global Focal Point and the Rule of Law Coordination and Resource Group
>
> - Explain the role of judicial affairs officers in coordinating and convening international and national stakeholders engaged in the rule of law
>
> - Propose and implement programmatic activities to enable immediate effectiveness of the justice system

Measuring knowledge and comprehension

Pre-workshop test:

1. What are some of the common challenges to the rule of law in conflict and post-conflict contexts?

    a. Vested interests and lack of political will to implement reform

    b. Absence of a 'rule of law culture', lack of institutional and human capacity

    c. Insecure environment, threats to judicial independence and impartiality

    d. Inadequate legal framework, human rights violations and a culture of impunity, distrust in existing structures and root causes of conflict

    e. A and D

    f. All of the above

2. What are the six principal organs of the United Nations system?

_____

_____

_____

_____

_____

_____

3. What international norms and standards underlie transitional justice?
    a. Obligation of States to investigate and prosecute, right to reparations
    b. Guarantees of non-recurrence, right to truth
    c. Access to justice for all, death penalty, amnesties
    d. B and C
    e. All of the above

Ensuring and measuring higher learning retention

Scenario:

Participants are given a scenario-based exercise (p.23) and allotted 40 minutes to devise a transitional justice system for the mission. The exercise focuses on effective collaboration with national and international partners and considering the contributions and cooperation of justice and human rights components.

Scenario – Transitional Justice

You are a judicial affairs officer in post-conflictica, which recently came out of 20 years of internal armed conflict. Postconflictica is not a state party to the Rome Statute of the International Criminal Court. A hybrid court has been operating in Postconflictica to bring justice to those who bear the greatest responsibility for serious crimes under international law committed during conflict. Ten persons have been indicted by the tribunal and the first two trials have started.

The national justice system is also under pressure to undertake investigations and prosecutions of additional alleged perpetrators. Some authorities appear to be willing to carry out investigations. The national justice system has limited resources and capacity and has no previous experience addressing serious crimes under international law. The mandate of the United Nations mission in the country is to assist Postconflictica authorities to end impunity, including through judicial and legal reform.

You have been asked to develop the missions plan for implementing this mandate, including:
1. Concrete activities;
2. Indicators of achievement; and
3. Potential partners.

Role play:

Participants are given a scenario between a representative of a peacekeeping mission (Judicial Affairs Officers) and a national actor (Dean of a Law School). The role play is intended to sharpen participants' diplomatic skills when dealing with a difficult counterpart and to identify hidden motives that may be present.

Scenario – Diplomatic Skills

A judicial affairs officer is meeting with a dean of a law school faculty. The judicial affairs officer has been in the host country for four months. When s/he first arrived, s/he met with the dean to offer assistance to the law school in two projects: first, the judicial affairs officer offered to help develop a course on human rights that could be given to law students and practitioners. Second, the judicial affairs officer offered to start a law students association at the school which eventually would be mirrored through the development of a 'young professionals' association throughout the country.

Although the dean had initially appeared interested and said that he had followed up by talking to his faculty and law school board (consisting of senior ranking government officials and prestigious nongovernmental lawyers), nothing has happened yet. The judicial affairs officer and dean have met three times and each time the dean asks for funds for a trip to Paris or London instead.

Three months have passed since the last time the judicial affairs officer and dean have met.

Example 3: DOS Course on Administration of Personnel Contracts

Learning Objectives: following the workshop, the participants will be able to:

- Assess the type of appointment to be granted to staff members based on operational needs and manner of recruitment

- Compare the different modes of staff members' appointments

- Advise staff members on the entitlements and benefits they are eligible to receive based on their duty station

Measuring knowledge and comprehension

Pre-workshop test:

1. What type of appointment does not require the review of a Central Review Body (CRB)?
   a. Fixed term appointment
   b. Permanent/continuous appointment
   c. Temporary appointment
   d. All appointments need to be reviewed by CRB

2. List the three types of arrangements for inter-organizational movement (within the UN common system).

   _____

   _____

   _____

3. Which choice correctly identifies the five types of appointments within the UN system?
   a. Geographic, language, limited, retiree, permanent
   b. Geographic, language, limited, retiree, other
   c. Geographic, language, permanent, retiree, other
   d. Geographic, language, limited, fixed, other

Ensuring and measuring higher learning retention

Role play:

Participants are given a scenario where they are asked to play the role of a HR officer meeting with an angry staff member. The staff member was denied a benefit and needs clarification of the rules regarding re-appointment.

Scenario – Reappointment

Jane is a newly re-appointed staff member serving at the general service category. Jane has applied for the Young Professionals Programme (YPP) but her application was denied due to insufficient number or years of service. Jane previously worked for the Department of Public Affairs for six years but separated from the organization for the last two years. She was recently reappointed and is wondering why her previous years of service do not count toward her eligibility in taking the YPP.

Your task is to explain to Jane why her application was denied using the appropriate Staff Rules/ Administrative Instruction.

Role play:

Participants are given the below scenario and are allotted 40 minutes to come up with a response for the client. The explanation should reference the appropriate Staff Rules and Administrative Instruction.

Scenario – Hardship Allowance

You are a HR officer stationed in UNFICYP. A staff member is inquiring about hardship allowance and why he does not receive it. The staff member has a colleague in UNMIL that performs similar functions who receives hardship allowance. Your task is to draft a response to his query referencing the appropriate Staff Rules and Administrative Instruction.

Participants have 40 minutes to draft a response to the staff member, using the relevant Staff Rules and Administrative Instruction.

Wrap-Up of Level 2

Learning objectives are extremely crucial and must be clearly stated. In most cases, they should include an action verb, a performance statement/indicator, a condition and a criterion.

Various types of data collection methods should be used to measure a range of cognition levels and any increase in learning that can be attributed to the training programme.

Quantify, report and communicate level 2 evaluation data to improve the training design, justify training budgets and advocate and promote the particular training.

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Level 3: Application

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LEVEL 3 • APPLICATION

What do we want to measure?

FLASHBACK

By now we have assessed participants' reactions to the training programme and the amount of learning that has occurred as a result of it. In level 3, we want to determine whether participants are **applying** the new information they received from the training programme in their jobs. This includes observing change in on-the-job behaviour and performance with a focus on activity or action.

Organizational needs (what we need to accomplish) should drive implementation objectives (what we should do to address those needs). Once this relationship is aligned, we can examine whether those actions are being implemented and finally what actions are needed to ensure the training is having the desired effect. The diagramme below shows the inter-relationship:

ORGANIZATIONAL NEEDS
↕
IMPLEMENTATION OBJECTIVES
↕
ACTION/IMPLEMENTATION
↕
EVALUATION OF CONSEQUENCES OF ACTION

(Phillips & Phillips, 2007, p.35)

How to construct application objectives?

Application objectives are specific actions needed to address organizational needs. These objectives are developed essentially in the same way as learning objectives, but in an on-the-job context. On page 30 are characteristics of well-constructed application objectives.

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Best Application Objectives:

- Identify behaviour, tasks and actions that are observable and measurable

- Are outcome-based and specific

- Specify what behaviour and actions the participant will change as a result of the training

(Phillips & Phillips, 2007, p.70)

Examples of Peace Operations Training Application Objectives

Upon completion of a training programme, participants will be able to perform the following tasks on the job:

Protection of Civilians Training:

- Demonstrate actions reflection the Mission POC strategy guided by the DPO Operational Framework

- Respond to threats in a way that is appropriate with own roles and responsibilities without overlaps or gaps

- Utilize mission POC strategy effectively to achieve coherence in approach, minimize gaps, avoid duplication and maximize POC efforts

OROLSI Rules of Law Training:

- Provide legal advice and assistance guided by UN principles of peacekeeping

- Coordinate and convene work of international and national stakeholders engaged in rule of law in order to increase effectiveness

- Implement programmatic activities to improve effectiveness of justice system

DOS Administration of Personnel Contracts Training:

- Certify, approve or explain various types of entitlements and benefits to staff depending on their type of appointment, to address any concerns and to resolve grievances when they first arise

- Select the appropriate mode of appointment and related rules

- Explain the various types of recruitment and staff member personnel categories to help address any concerns and resolve grievances when they first arise

How and when to collect data?

Unlike in previous levels, Level 3 data should be collected 2-6 months after the training programme. This allows time for participants to apply the knowledge, skills and/ or changes in behaviour to their work environment. Since we are interested in capturing any changes in behaviour, it is recommended to involve various stakeholders (supervisors, colleagues and clients), in addition to the participants.

When analysing level 3 data, we need to consider the effects that 'enablers' and 'barriers' have on application. Enablers support the application of new behaviour while barriers hinder applications (Phillips & Phillips, 2007, p.165).

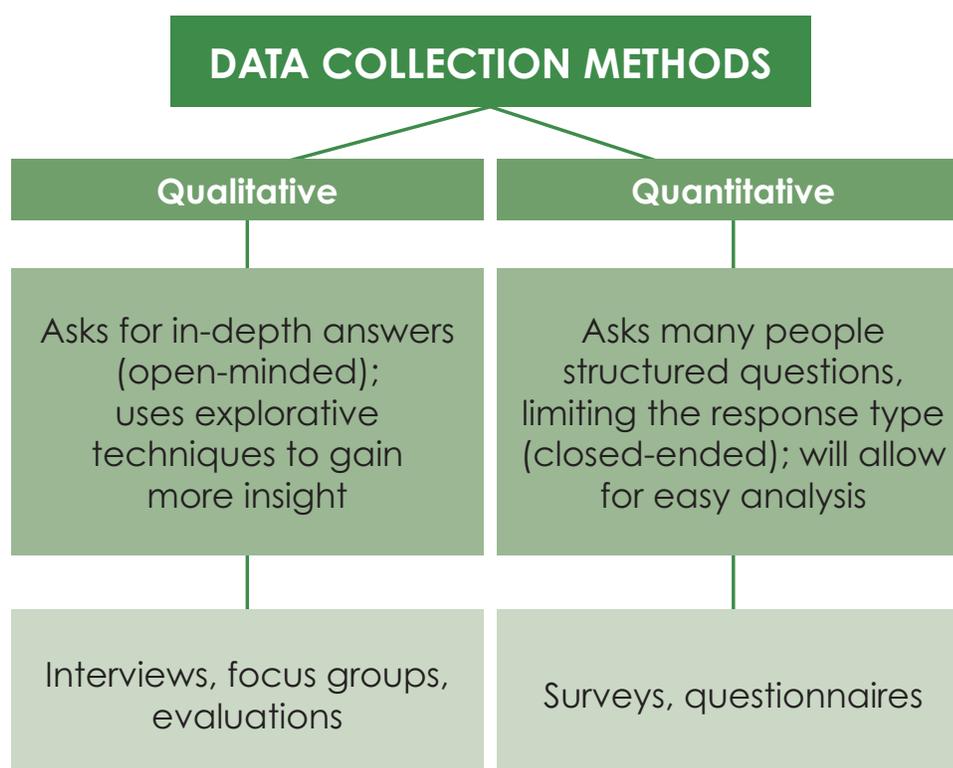| Enablers	Barriers
Support from managers	Lack of time and/or resources
Increased motivation	Lack of opportunity to apply knowledge/skill learned
Usefulness of skills learned to support change processes	Lack of support from managers

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Once enablers and barriers are identified, data should be shared with programme managers. Changes should be made to reinforce enablers and remove barriers where possible.

Data Collection Methods

A variety of data collection methods can be used at level 3 to collect both qualitative and quantitative data. Surveys, focus groups, interviews and observations are just a few approaches to gathering information (see diagram below). Selecting the best method depends on the training programme, the behaviour and action to be addressed and the time and other resources available. These factors should be considered early on and built into the programme design.

A distinction can be made between two general categories of data: quantitative and qualitative data. The type of data to collect depends on the implementation and impact objectives.

DATA COLLECTION METHODS

Qualitative	Quantitative
Asks for in-depth answers (open-minded); uses explorative techniques to gain more insight	Asks many people structured questions, limiting the response type (closed-ended); will allow for easy analysis
Interviews, focus groups, evaluations	Surveys, questionnaires

360 Evaluation

A 360 evaluation is an assessment that involves multiple members of the participants work group. It often contains feedback from the participants supervisor, peers and/or colleagues, and includes a self-assessment. In some instances, it may include input from sources/stakeholders outside the immediate work group. The benefit of a 360 evaluation is that it provides a holistic picture and adds more credibility to your data.

Manager

Colleagues → **SELF** ← **Peers**

Clients
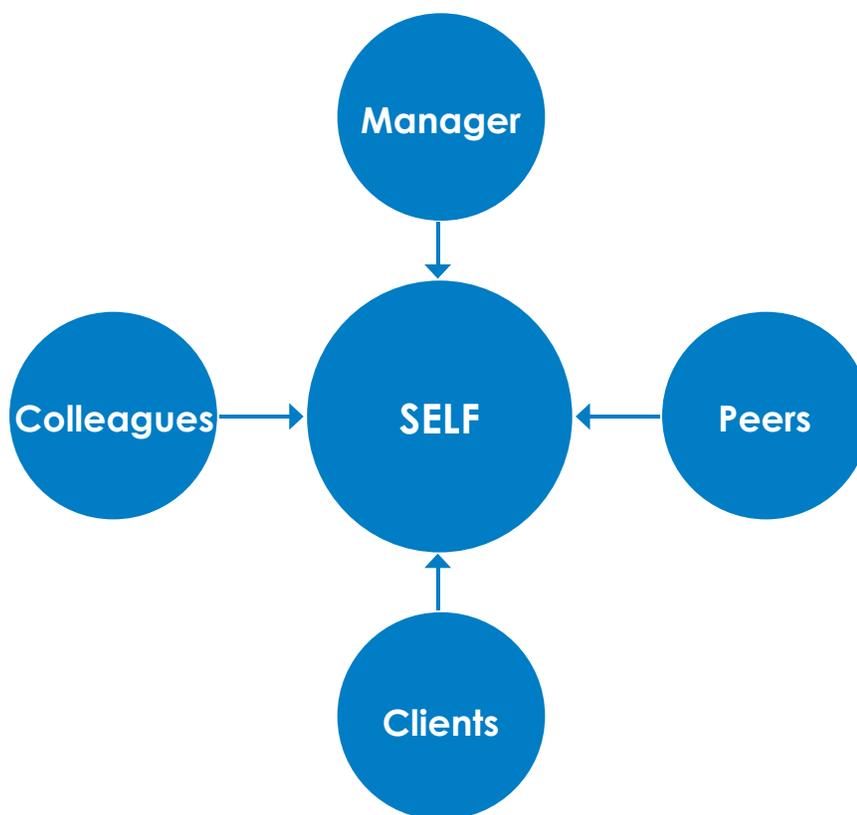
Focus Groups

Running a focus group: focus groups are useful for gathering qualitative data. They can provide more in-depth information than a survey or questionnaire. Focus groups should be led by an experienced facilitator and designed to obtain specific information. The groups should be large enough to capture different points of view but small enough to enable participation by all group members. The limitation to using focus groups is that they are time consuming. They also require the services of an experienced facilitator and require adequate planning and coordination.

Action Plan

An action plan is a detailed plan with timelines outlining specific steps or actions needed to reach a particular goal. Typically developed by each participant individually at the end of the training course, it is one of the most common post-training 'commitments' to apply the learned skills on the job. It is also a convenient data collection tool for training and programme managers as they check in to see if the planned actions have been implemented.

How to calculate and report evaluation results?

After data is collected, results must be analysed and communicated systematically. At level 3, we want to find out whether participants are applying the knowledge from the programme to achieve the programme objectives and meet the organization's needs. Level 3 data should be compared against pre-determined targets to determine whether participants are applying knowledge and skills learned from the training programme and how that change in behaviour is affecting job performance.

Level 3 evaluation indicators include:
• Ratings of indicators against targets: how close are reported results from programme target goals?
• Percentage of action plan completed, or number of actions implemented
  ↳ Based on the participants stated goals in the action plan, programme managers should compare planned actions with implemented actions to identify any shortcomings in the application of knowledge/skills.

• Barriers and Enablers (list of top ten)
  ↳ Programme managers should note reported barriers and enablers with a view toward removing barriers and reinforcing enablers.

- Management support profile
  - ✍ Data from level 3 will indicate whether participants have had an opportunity to apply the knowledge and skills learned during the programme. Managers play a vital role in supporting the application of learning by linking the knowledge and skills learned during the programme to job requirements and operational needs. Data from level 3 can indicate whether the training programmes objectives need to be revised to align with the organizations mandate.

Example:

For a particular programme, the target score for each indicator was 4 out of 5. The table below shows the average results from a level 3 survey. Based on the average scores, the programme was successful in meeting its target of 4 out of 5 on 2 out of 3 indicators. Based on these results, programme managers may be pleased with the first two indicators but may want to work toward improving indicator number 3.

TABLE: Average results from the application survey, three months after the training

Indicators/Objectives (short and narrative form)	Target Score	Actual Measured Score
'Ability to apply': I have been able to apply what I learned in the course to my job.	4/5	4.2
'Improved job satisfaction': My overall satisfaction with my job has improved since I attended the course.	4/5	4.7
"Transfer of knowledge and skills": I have been able to help colleagues to improve their skills by what I have learned.	4/5	3.4

Peacekeeping Training Examples

APPLICATION

Example 1: Protection of Civilians

Quantitative – 360 Evaluation

Level 3 – 360 Review Survey – Protection of Civilians Training Course

Rater: Supervisor

You are providing feedback to: Jane Smith

Instructions:
You have been selected to provide feedback for Jane Smith. This tool is intended to gather broad feedback in the core competencies and roles and responsibilities associated with the Protection of Civilians training programme.

In responding to the assessment form, please think about your experiences working with Jane during the last six months.

To what extent does Jane Smith exhibit the following behaviour:

Decision-making: actions reflect the mission POC strategy guided by DPO Operational Framework.

Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree

Judgement: responds to threats appropriate with own roles and responsibilities without overlaps or gaps

Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree

Strategy: uses mission POC strategy effectively to achieve coherence in approach to maximize POC efforts

Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree

360 Review Survey (continued)

Please identify any barriers and enablers to Jane attempting to apply knowledge/skills:

Barriers	✓	Enablers	✓
Lack of time		Confidence and motivation gained	
Lack of resources		Network established during course	
No opportunity to apply		Opportunity to apply	
Lack of support from managers		Support from managers	
If other, please specify		If other, please specify	

Qualitative – Focus Group

Organizing a Focus Group for Protection of Civilians Training Programme

Opening Questions
- What changes in behaviour/knowledge/skills can you directly attribute to the POC training?
- What are the benefits of these changes (tangible/intangible)?
- What components of the training programme were most responsible for changing your knowledge/skills/behaviour?

Probing Questions
- What are the *barriers* you encountered when trying to apply the knowledge gained?
- How did you deal with these barriers?
- What were the *enablers* that helped you apply the knowledge/skills gained from the programme?

Closing Questions
- What can be done to help participants apply the knowledge they learned in the course?
- What can be done to improve the effectiveness of the programme?

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Example 2: Rule of Law Training for Judicial Affairs Officers in UN Peacekeeping Operations

Quantitative – Follow-up Questionnaire

Example of Questionnaire to Measure Application (Level 3)

Instruction:

The objective of this questionnaire is to determine the extent to which participants who attended the OROLSI Rule of Law course applied the principles from the course to their jobs.

To what extend do you agree with the following statements?
5 = strongly agree
4 = agree
3 = neither agree nor disagree
2 = disagree
1 = strongly disagree

I. After attending the OROLSI Rule of Law course:

A. I am now able to provide advice and assistance according to the mandates and under the GFP umbrella	5	4	3	2	1
B. I am better at coordinating and convening work of international and national stakeholders engaged in rule of law	5	4	3	2	1
C. I am better at implementing programmatic activities to improve effectiveness of justice system	5	4	3	2	1

II. If you agree to any of the following statements, please indicate the amount of changes accordingly.

A. Increased number of rule of law approaches/strategies/programmes	1-5	5-10	>10
B. Decreased number of political and technical barriers (previously observed)	1-5	5-10	>10
C. Increased number of programmatic activities implemented to enable immediate effectiveness	1-5	5-10	>10

(Questionnaire continued)

III. Please indicate the confidence you have in your answers to Question 1.

A. I am now able to provide advice and assistance according to the mandates and under the GFP umbrella	0-25%	26-50%	51-75%	76-100%
B. I am better at coordinating and convening work of international and national stakeholders engaged in rule of law	0-25%	26-50%	51-75%	76-100%
C. I am better at implementing programmatic activities to improve effectiveness of justice system	0-25%	26-50%	51-75%	76-100%

IV. Please place a check in the appropriate box to identify any barriers and/or enablers.

Please identify any barriers encountered when attempting to apply knowledge/skills:

Lack of time	
Lack of resources	
No opportunity to apply	
Lack of support from managers	
If other, please specify:	

Please identify any enablers encountered when attempting to apply knowledge/skills:

Confidence and motivation gained	
Network established during course	
Opportunity to apply	
Support from managers	
If other, please specify:	

Example 3: DOS Course on Administration of Personnel Contracts

Quantitative – Follow-up Questionnaire

Example of Questionnaire to Measure Application (Level 3)

Instruction:

The objective of this questionnaire is to determine the extent to which participants who attended the DOS Administration of Personnel Contracts course applied the principles from the course to their jobs.

To what extend do you agree with the following statements?
5 = strongly agree
4 = agree
3 = neither agree nor disagree
2 = disagree
1 = strongly disagree

I. After attending the DOS Administration of Personnel Contracts course:

A. It takes me less time to certify, approve or explain various types of benefits to staff depending on the type of appointment	5	4	3	2	1
B. I commit fewer errors while applying the appropriate rules regarding different types of appointment	5	4	3	2	1
C. I can explain the various types of recruitment and personnel categories to help address any concerns and resolve grievances when they first arise	5	4	3	2	1

II. If you agree to any of the following statements, please indicate the amount of <u>time savings</u> of <u>fewer errors</u>:

A. Time saved in days certifying, approving and explaining types of benefits to staff	1-5	5-10	>10
B. Number of fewer errors per case when applying appropriate rules to types of appointment	1-5	5-10	>10
C. Number of fewer recorded queries of legal cases to MEU	1-5	5-10	>10

(Questionnaire continued)

III. Please indicate the confidence you have in your answers to Question 1.

A. It takes me less time to certify, approve or explain various types of benefits to staff depending on the type of appointment	0-25%	26-50%	51-75%	76-100%
B. I commit fewer errors while applying the appropriate rules regarding different types of appointment	0-25%	26-50%	51-75%	76-100%
C. I can explain the various types of recruitment and personnel categories to help address any concerns and resolve grievances when they first arise	0-25%	26-50%	51-75%	76-100%

IV. Please place a check in the appropriate box to identify any barriers and/or enablers.

Please identify any barriers encountered when attempting to apply knowledge/skills:

Lack of time	
Lack of resources	
No opportunity to apply	
Lack of support from managers	
If other, please specify:	

Please identify any enablers encountered when attempting to apply knowledge/skills:

Confidence and motivation gained	
Network established during course	
Opportunity to apply	
Support from managers	
If other, please specify:	

Wrap-Up of Level 3

Level 3 evaluations assess whether participants have applied the knowledge they gained from the training to their jobs and what effect it had on their behaviour. These changes in behaviour and implemented actions are instrumental to achieve the desired results of the programme and in turn, meet the organization's needs. Data can be collected using a variety of tools including surveys, 360 evaluations and focus groups. Data collection should focus on identifying how much of the training programme participants are applying to their work as well as highlight any barriers and enablers to applying the knowledge and skills. Results from level 3 data can be used to address any shortcomings in the application process including gaining support from managers, eliminating barriers and reinforcing enablers.

Level 4: Impact

A Practical Guide to Peacekeeping Training Evaluation

LEVEL 4 • IMPACT

What do we want to measure?

FLASHBACK As Level 4 evaluations assess the impact of the behavioural change and implementation actions on the individuals and organizations performance. Impact objectives should be clearly defined during the design phase of the training programme, so that it is tailored and targeted. The success of a training programme should ultimately be measured by whether the impact objectives were reached or not. In a peace operations context, training is not effective if it demonstrates no impact on work performance, deliverables and mandate implementation despite the amount of learning and networking that might have occurred in the training room.

In order to accurately measure the impact of the programme, objectives must be clearly defined.

For example, in order to reduce the time, it takes for on-boarding new staff, Mission A can employ different means including structural change, expanding the recruitment team and conducting training. Training is chosen as one of the solutions and they designed a course on Administration of Personnel Contracts. Thus, Mission A's impact objective for this training is 'to reduce on-boarding time'. Developing clear and measurable impact objectives such as this will make measuring impact easier.

On page 44, there are some examples of possible impact objectives for three peacekeeping training programmes.

Example 1: Protection of Civilians Training

Respond to threats and violence efficiently: increase the number of cases detected early, increase the collaboration with local groups to collect information on rebel movements, e.g. at the village and refugee camp level

Example 2: Rule of Law Training for Judicial Officers in UN Peacekeeping

Provide legal advice and assistance guided by UN principles on peace operations: increased efficiency, enhanced communication and clearly establish roles and responsibilities for mandate implementation

Example 3: DOS course on Administration of Personnel Contracts

Increase efficiency in administration of personnel contracts: improved time and quality (decrease in errors, increase in quality of work, decrease in processing time)

How to calculate and report evaluation results?

Once impact objectives are agreed upon, targets can be set so that programme effectiveness can be measured quantitatively. Number values should be assigned to each goal or objective. After you tabulate your data, you can compare your scores to your targets. This will give you a clear picture of how close you are to reaching your goals.

The below table shows targets for each objective of a Protection of Civilians Training.

Objectives/Indicators: I have been able to:	Target Score
1. Apply what I learned in the course to my job.	4/5
2. Use the knowledge to recognise types of violence, e.g. while on patrol	4/5
3. Act within range of POC legal rules and obligations for more focused and rapid responses	4/5

For this training programme, participants are expected to score a rating of 4 out of 5 on average, or 80% for the programme to be considered successful. Targets should be achievable and realistic and may vary from training to training. Past evaluation data can serve as a baseline for adjusting targets or comparing change in improvements.

Isolating the Effects of the Training Programme

There are many factors that can affect performance, such as restructuring, new management, resource allocations, introduction of latest technologies, etc. Thus, improvement in work performance should not be solely linked to training. In order to be credible and accurate, all training impact studies should contain details on methodologies used to isolate the effects generated by training. The following techniques may be used:

Control Group

The use of a control group is an effective way of isolating the effects of the programme. This method involves the comparison of two groups: a training group (who received training) versus a non-training group. The composition of both groups should be as identical as possible in terms of professional grade, level of experience, type of work, mission environment, etc. The purpose here is to create two close-to-identical-groups, with only one difference – that is the exposure to the particular training under evaluation (Phillips & Phillips, 2007, p.240). Both groups will be asked to fill out the same assessment tests and undergo the same performance evaluations. Compare the outcomes to determine whether the training had any effect on performance. The difference in the performance of the two groups show the amount of improvement that may be directly attributed to that training programme.

**TABLE: Control group for DOS Training on Administration of Personnel Contracts**

Objectives	Output Indicators	Target Score	Training Groups	Non-Training Group
Certify, approve or explain various types of entitlements and benefits to staff depending on their type of appointment, to address any concerns and to resolve grievances when they first arise	Reduced number of days to process one contract	4/5	4.8	3.5
	Reduced number of legal cases related to the allocation of entitlements	4/5	4.6	3.0
	Reduced number of administration errors per case	4/5	5.0	2.7

Trend Line

A trend line is a commonly used tool for forecasting the impact of a programme (Phillips & Phillips, 2007, p.242). The average trend is projected based on past performance. This line represents what we think will happen over time (based on past performance) if no changes are made, that is no training occurred. Once the training programme is implemented, the actual data is collected and compared to the trend line. The difference may be attributed to the impact of the programme.

The table on page 47 shows the impact of the training course 'Administration of Personnel Contracts' on performance for the year. The trend line (light blue) predicts that administrative staff will take an average of 4 days to process each case. A training programme designed to improve efficiency in processing personnel contracts was implemented in June. Actual data shows that from June to December, administrative staff processed cases 0.5 days faster per month on average. By December, administrative staff processed cases 3 days faster since attending the training programme.

CHART: Administration of Personnel Contracts Training

—— Average of trend projected
—— Actual average
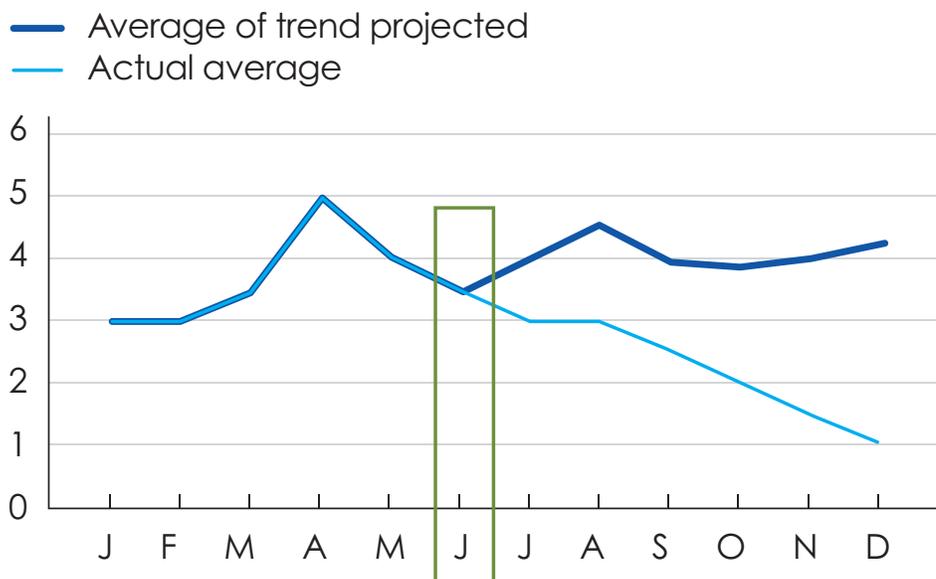
Estimates on Impact

Estimates from participants, supervisors, peers and clients are a common way to isolate the effects of the training programme. However, estimates should be used conservatively, keeping in mind that they are subjective and often approximate. In peacekeeping training evaluation, it is often not possible or desirable to obtain hard tangible data, thus estimates may be the only data source. Estimates from participants and supervisors are often good sources of information as they are the direct beneficiaries and clients of the training (Phillips & Phillips, 2007, p.245).

Participants

Participants are a good source of information since they are in the midst of the change process and can assess whether or not the training has had any effect on their performance. However, one has to be careful not to rely too much on self-assessments as they are by definition subjective.

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The following questions can be asked of the participants:

- What percentage of your improvement in performance would you attribute to the training?
- What other factors have contributed to your improvement?

However, measures need to be taken to ensure their feedback is as credible and unbiased as possible. This is done by asking participants to assess the level of confidence they have in their answers (0% = no confidence; 100% = complete confidence). For example, 75% confidence equates to a potential error range of plus or minus 25%. The confidence percentage is then multiplied by the reported percentage of improvement to produce an adjusted improvement percentage that is more conservative and reliable (Phillips & Phillips, 2007, p.246). The below table lists various factors which may have influenced improvement in processing personnel contracts more efficiently, showing the adjusted figure based on confidence.

Factors that influenced improvement	% of improvement	Confidence %	Adjusted %
DOS training	80%	75%	60%
New supervisor	10%	50%	5%
Introduction of the system-wide platform	10%	80%	8%
Total	**100%**		

For this programme, participants attributed 80% of improvements to the training programme with a confidence level of 75% on average. Multiplying the percentage of estimated improvement due to training (80) with the confidence percentage (75) gives us the adjusted percentage. We can safely say that the participants credit the programme for 60% of change and are 80% confident in their assessment.

Supervisors

Supervisors can be another credible source of data. In most cases, supervisors are more aware of external factors influencing performance and can isolate the effects of the programme. They are also in a better position to compare post-training effects on the staff member's performance and compare it with the pre-training performance ratings. Feedback from supervisors should be collected and processed similarly to participants, using confidence percentage to make data more credible (Phillips & Phillips, 2007, pp. 252-253).

Peers

Peers who work alongside the participants may have a unique perspective that is unbiased on the impact of training. They can also compare their own performance with the performance of the colleague who attended the training.

Clients

Clients are another good resource for isolating the effects of the training programme. Since clients are affected by service delivery first hand, they can offer a credible perspective on whether improvements in performance have occurred (Phillips & Phillips, 2007, p. 253).

What to do with this information?

Scenario 1: the training did not have the desired impact

After analysing the results of your data, you may find that the training programme did not generate the expected results. Participants may have scored lower than your targets for the programme's objectives. Consequently, the training did not increase the performance of participants as intended. The data will highlight areas of the programme you may want to revise to address the particular need or issue. The data may reveal that the training programme was not the right solution to the problem or that the training needs to be revised to properly address the problem.

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TABLE: Survey results from a training programme on Protection of Civilians

Objectives/Indicators: *I have been able to:*	Target Score	Reported Average Score
1. Apply what I learned in the course to my job	4/5	4.2
2. Use the knowledge to recognise types of violence, e.g. while on patrol	4/5	4.7
3. Act within range of POC legal rules and obligations for more focused and rapid responses	4/5	3.4

Participants reached the intended targets for two out of three categories. Programme managers can use this data to improve the parts of the training that may not be delivering the intended results. In this case, programme managers should examine why participants are scoring low on item 3 and make appropriate changes. It could be that the legal rules regarding POC are not fully understood, or there could be other barriers to action.

Keep in mind that not all problems are due to lack of training. It can be due to other systemic and/or organizational shortcomings. If that is the case, make sure to inform all stakeholders: mission management, decision and policy makers, etc.

Scenario 2: the training had the desired impact

It is found that the training has had the desired impact on the work performance, communicating the impact results to all or selected stakeholders is equally important to showcase the achievements and advocate for training. In the example on page 51, participant scores surpassed targets for all categories for a DOS Administration of Personnel Contracts training programme.

TABLE: Survey results from a training programme on Administration of Personnel Contracts

Objectives/Indicators: *I have been able to:*	Target Score	Reported Average Score
1. Apply what I learned in the course to my job	4/5	4.5
2. Certify, approve or explain various types of entitlements and benefits to staff depending on their type of appointment	4/5	4.8
3. Explain the various types of recruitment and staff member personnel categories to help address any concerns and resolve grievances when they first arise	4/5	4.2

Programme and training managers can use this data to highlight the areas of strength of the training programme. Identifying and collecting best practices and lessons learned can be useful to the continued success of the training. In this case, programme managers may wish to identify reasons for success in reaching objective 2 and attempt to apply best practices for the other training programme objectives. Perhaps there are other factors that are enabling the participants to function at a high level. Measures should be taken to isolate the effects of the programme.

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Wrap-Up of Level 4

In level 4, the impact of the training programme is assessed to determine whether it has been successful in addressing the organizational need. Data at each level is analysed and compared to the targets of the training programme. Impact objectives and targets should be clearly defined and measurable. Steps should be taken to isolate the effects of the training. Findings at level 4 are often used by programme and training managers and senior management for various purposes from justifying the resource implications to advocating for training and a culture of learning. Reporting should highlight the programmes strengths as well as provide recommendations for improving weaknesses. Impact data is useful in determining the future direction of the training programme. In some cases, data may reveal that training is not the recommended solution to the problem.

Final Thoughts

In the current financial climate, organisations are faced with the challenge of maintaining the same level of output with fewer resources. Peacekeeping management is held accountable to Member States for ensuring training is meeting organizational needs at a high level while maximizing the impact of financial resources. Evaluation helps to provide data on the effectiveness of training programmes and is useful in advising Headquarters and mission leadership where to channel training funds.

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Works Cited

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