



International Peace
Support Training Centre

Peace & Security Research
Department (PSRD)

IPSTC MOBILE EVALUATION AND TRAINING NEEDS ASSESSMENT IN SOUTH SUDAN AND AMISOM



giz



THE JOINT MOBILE EVALUATION TEAM (MET)

The MET consisted of the following members:

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3. Lt Col Paul Mwasi	EASFCOM	MET Member
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PREFACE

This report is an outcome of an initiative of the International Peace Support Training Centre (IPSTC) in collaboration with Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) and Eastern Africa Standby Force Coordination Mechanism (EASFCOM) to evaluate the impact of Peace Support Operation (PSO) training in the Eastern Africa region in line with the African Peace and Security Architecture (APSA) framework. The African Union (AU) targets the African Standby Force (ASF) to be fully operational by 2015. Once fully operational, the ASF is expected to strengthen the ability of AU to intervene in crisis and conflict situations and hence facilitate the promotion of African solutions to African problems. Training of personnel is important in ensuring that the necessary capacity is in place for AU to effectively manage conflicts in the continent.

The evaluation team visited the Republic of South Sudan and African Union Mission in Somalia (AMISOM) Headquarters in the period between June and August 2013 to carry out training impact evaluation and training needs assessment. As a beginning, South Sudan and AMISOM were identified for the pilot evaluation since the bulk of training conducted by IPSTC from 2011 to 2013 was dedicated to these two regions. The outcome of the impact evaluation, the training needs assessed and recommendations are outlined in this report. This report aims at contributing to the improvement of PSO capacity building for AU and Eastern African region and hence facilitates the operationalization of ASF.

I look forward to constructive suggestions and comments for improving our efforts, both in content and context. Please feel free to give us feedback on the report via e-mail or otherwise.

Brigadier R G Kabage

Director

International Peace Support Training Centre

ACKNOWLEDGEMENT

The initiative taken by GIZ to fund IPSTC and contribute experts to evaluate PSO training and training needs in the Eastern Africa region will go a long way in increasing efficiency and effectiveness of international response to complex emergencies and stabilize security in the region. IPSTC expresses its deep gratitude to GIZ for entrusting this responsibility to them. The team is also grateful to EASFCOM for their contributions and guidance.

The team is grateful to personnel in the United Nation Mission in the Republic of South Sudan (UNMISS), The African Union Mission in Somalia (AMISOM), South Sudan Police, South Sudan Prisons, South Sudan Justice Ministry and United Nations Office for the Coordination of Humanitarian Affairs (UNOCHA) for sparing their valuable time to interact with the team during the interviews.

Brigadier Kabage, the Director of IPSTC, has been a great source of strength by providing necessary guidance and support to the team when required. The team is grateful for his guidance in undertaking the task.

Finally, the team acknowledges the contribution and assistance provided by supporting staff of IPSTC and GIZ (Kenya and South Sudan). Their untiring efforts enabled the team to conduct the field visit and produce this report.

Colonel P O Otieno
Chairman
Mobile Evaluation Team

TABLE OF CONTENTS

THE JOINT MOBILE EVALUATION TEAM (MET)	ii
PREFACE	iii
ACKNOWLEDGEMENT	iv
TABLE OF CONTENTS	v
EXECUTIVE SUMMARY	vii
ACRONYMNS.....	viii
CHAPTER 1.....	1
INTRODUCTION	1
1.1 Background.....	1
1.2 Purpose of the evaluation.....	2
1.3 Objectives of the Evaluation	3
CHAPTER 2.....	4
METHODOLOGY	4
2.1 Overview	4
2.2 Data Collection	4
2.4 Evaluation Criteria and Identification of Training Needs.....	5
2.5 Challenges and Opportunities	6
CHAPTER 3.....	7
FINDINGS	7
3.1 Overview	7
3.2 Training Effectiveness and Impact	7
3.2.1 Overall Feedback on Training	7
3.2.2 Mission-specific Training	7
3.2.3 General Professional PSO Training	8
3.2.4 Training Challenges and Recommendations	9
3.3 Training Needs.....	13
3.3.1 General Training Needs	13
3.3.2 Pre-deployment Training Needs	14
3.3.3 Specialized Training Needs.....	15
CHAPTER 4.....	16
RECOMMENDATIONS AND CONCLUSIONS	16
4.1 Overview	16
4.2 Follow-up on Evaluation	16
4.3 Recommendations	16



4.4 Conclusions 19

ANNEX A 20

ANNEX B 21

ANNEX C 28

EXECUTIVE SUMMARY

The work presented in this report comprises the findings and recommendations of the joint mobile evaluation team with regards to the training impact and training needs assessment in the Republic of South Sudan and the African Union Mission in Somalia (AMISOM) Headquarters conducted between the months of June and August 2013. The exercise was conducted by carrying out semi-structured interviews in various organizations, government departments and UN agencies. The findings confirmed that the training at the International Peace Support Training Centre (IPSTC) was focused, relevant and met the standard of PSO requirements. The majority of the participants interviewed reported that IPSTC courses were practical and customized to the needs of the field environment. In addition, most facilitators were stated to be experienced while the IPSTC environment was reported to be conducive for learning. When asked about their ability to meet their workplace responsibilities after participating in IPSTC training, most respondents reported that the training broadened their understanding and enhanced their work place performance. Regional Senior Mission Leaders, Child Protection, Pre-deployment Training, AMISOM Force Headquarters and AMISOM Logistics Courses were particularly singled out to have appropriately prepared the participants for real field challenges.

A high proportion of respondents stated that they would recommend IPSTC training to other people. When asked to recommend how the training could be improved, the most common responses among the respondents included: IPSTC should adopt a multilingual delivery of courses; IPSTC should select the right target audience for the courses; more practical sessions and time to familiarize with the course content should be provided to the participants prior to attending IPSTC training; refresher and in-theatre training and workshops should be introduced; and new courses/modules including report writing, communication and language skills should be introduced. Overall, mobile training was reported as the most appropriate mode of delivery. In addition, the team identified some of the cross-cutting training needs which included Report Writing, Team-building, Stress Management, Cultural Awareness and Respect for Diversity, Interoperability and Multidimensionality in contemporary Peace Operations.

In conclusion, the report findings indicate that IPSTC training contributes to participants' workplace performance although there are some training gaps and needs that should be addressed. Furthermore, the team could only get a sense of the percentage of military, police and civilians that were trained at IPSTC that ended up being deployed appropriately. Therefore, there is need to evaluate the linkage between those trained and those deployed. Finally, these findings will enable IPSTC to improve on the courses already offered and introduce new courses and modules to meet specific requirements. IPSTC will also be able to identify courses that could be delivered through mobile training. For complete appreciation of the evaluation, it is recommended that the report be read as whole.

ACRONYMNS

ACOTA	- Africa Contingency Operations Training and Assistance
AMISOM	- African Union Mission in Somalia
AOR	- Area of Responsibility
APSA	- African Peace and Security Architecture
ASF	- African Standby Force
AU	- African Union
AUPSC	- African Union Peace and Security Council
CIMIC	- Civil Military Cooperation
COE	- Contingent Owned Equipment
CONOPS	- Concept of Operations
COS	- Chief of Staff
CP	- Child Protection
DDR	- Disarmament, Demobilization and Reintegration
EASF	- Eastern Africa Standby Force
EASFCOM	- Eastern Africa Standby Force Coordination Mechanism
FHQ	- Force Headquarters
GIZ	- Deutsche Gesellschaft für Internationale Zusammenarbeit (German International Cooperation)
HQ	- Headquarters
HR	- Human Rights
IPSTC	- International Peace Support Training Centre
MET	- Mobile Evaluation Team
MTT	- Mobile Training Teams
NGO	- Non Governmental Organization
OAU	- Organization of African Unity
PCC	- Police Contributing Country
PDT	- Pre-deployment Training
POC	- Protection of Civilians
REC	- Regional Economic Community
RM	- Regional Mechanism
ROE	- Rules of Engagement
ROL	- Rule of Law
RSML	- Regional Senior Mission Leaders
SAT	- Systems Approach to Training
SEA	- Sexual Exploitation and Abuse
SGBV	- Sexual and Gender Based Violence

SME	- Subject Matter Expert
SOFA	- Status of Force Agreement
SOMA	- Status of Mission Agreement
SOP	- Standard Operating Procedures
SPLA	- Sudan People's Liberation Army
SRCC	- Special Representative of the Chairperson of African Union Commission
SSAFE	- Safe and Secure Approach to Field Environment Course
SSPS	- South Sudan Police Service
SSR	- Security Sector Reform
TCC	- Troop Contributing Country
TCE	- Training Centre of Excellence
TMS	- Training Management System
TNA	- Training Needs Assessment
ToT	- Training of Trainers
UN	- United Nations
UNMISS	- United Nations Mission in the Republic of South Sudan
UNOCHA	- United Nations Office for the Coordination of Humanitarian Affairs
UNSOA	- United Nations Support Office for AMISOM
USD	- United States Dollars

CHAPTER 1

INTRODUCTION

1.1 Background

The establishment of the African Union (AU) in 2002, by transforming the Organization of African Unity (OAU), was an important achievement towards attaining collective security and mitigating conflicts in Africa. The AU Peace and Security Council (AUPSC) was established by the July 2002 Durban Protocol, which defined the African Peace and Security Architecture (APSA). The main role of APSA is to deal with prevention, management and resolution of conflicts in Africa. The operationalization of the APSA will be achieved through the Panel of the Wise, the Continental Early Warning System, African Common Defence Policy and the African Standby Force (ASF). The ASF, which represents Africa's future in Peace Support Operations (PSO) capacity and provides a framework that allows for a regional and multidimensional approach to conflict management, was derived from this protocol. The ASF structure is divided into the five regions of Africa: North, East, Southern, West and Central. Each region is to be composed of standby multidisciplinary (civilian, police and military) component of a brigade size providing the AU with the ability to establish peacekeeping operations in crisis zones in order to maintain peace and security on the continent. The ASF is envisioned to provide peacekeeping forces on a high level of readiness and capable of rapid deployment in response to a request by United Nations (UN) or AU. Training is one of the most important interventions in achieving operational readiness of the ASF.

Member States through the Regional Economic Communities (RECs) / Regional Mechanisms (RMs) are responsible for the training and readiness of their designated ASF capabilities. The aim of ASF training is to prepare designated military, police and civilian capabilities to conduct peace support operations within a multinational environment. Therefore, the RECs/RMs are responsible for continued improvement of the operational readiness of the ASF. In the Eastern Africa region, the Eastern Africa Standby Force Coordinating Mechanism (EASF.COM) and national and regional training institutions are charged with the responsibility of ensuring PSO capacity development in the region.

IPSTC as a Training Centre of Excellence (TCE) in the Eastern Africa region is mandated to carry out capacity building in international PSO to military, police, and civilian personnel from the Member States of the EASF within the framework of APSA. In this regards, IPSTC conducts applied research, training and education of military, police and civilian personnel in all aspects of peace support operations in order to help improve the effectiveness of the international response to complex emergencies. Over the years, IPSTC has assisted in building capacity of the AU through training personnel in close coordination with EASF.COM. With regards to training needs assessments and impact evaluations, IPSTC and EASF.COM collaborate closely, while overall guidance on policy and framework principles in this process remain with EASF.COM. Since the training provided by IPSTC contributes to operationalization of the ASF, it is imperative that it remains relevant and responds to the PSO needs of AU.

1.2 Purpose of the evaluation

IPSTC is mandated to carry out capacity building in international peace support operations to military, police, other uniformed and civilian personnel from the Member States of the Eastern Africa Standby Force (EASF) within the framework of APSA. The Vision and Mission of the Centre are as follows:

- **Vision:** “To be an independent research, training and education Centre in Eastern Africa that is responsive to peace operations training and education needs of the African Peace and Security Architecture.”
- **Mission:** “To conduct applied research, training and education of military, police and civilian personnel in all aspects of peace operations in order to help improve the effectiveness of the international response to complex emergencies.”

Over the years, the Centre has been collaborating with the other partners to enhance peace and security in the Republic of South Sudan and AMISOM through research, training and education. Since the training offered by IPSTC contributes to strengthening the capability for conflict prevention and peace-building, it is important to address the actual needs in these countries. Personnel from organizations in South Sudan and Somalia were identified as the key respondents of the study because most of the training conducted by IPSTC between 2011 and 2013 were directed to them. The findings, conclusions, and recommendations of the study are expected to contribute towards the improvement of training conducted by IPSTC and as a result enhance PSO capacity in the Eastern African Region. Therefore, evaluating the linkages between training and capacity building is necessary in ensuring that IPSTC continues to deliver training that is relevant to contemporary PSO.

Cognizant of the situation in South Sudan and Somalia, IPSTC in partnership with GIZ and EASFCOM constituted and subsequently deployed a Mobile Evaluation Team (MET) to Juba in the Republic of South Sudan and African Union Mission in Somalia (AMISOM) Headquarters, in Mogadishu, Somalia.

The MET for this first field study on training impact and training needs identification conducted by IPSTC, GIZ and EASFCOM comprised the following members:

1. Col Paul Otieno	IPSTC	MET Chairperson
2. Ms Brigid Gesami	IPSTC	MET Secretary
3. Lt Col Paul Mwasi	EASFCOM	MET Member
4. Mr Arthur Kanya	EASFCOM	MET Member
5. Lt Col Ndahura Atwoki	EASFCOM	MET Member
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7. Mr Ludwig Kirchner	GIZ	MET Member
8. Ms Daniela Link	GIZ	MET Member
9. Ms Sonja Blum	GIZ	MET Member

1.3 Objectives of the Evaluation

The joint mobile evaluation visit to the Republic of South Sudan was conducted from 25 – 29 June 2013, while the one to AMISOM was conducted from 4 – 8 August 2013. Initially, the evaluation methodology chosen for both cases aimed to focus exclusively on a training impact assessment. Given limited accessibility to trained mission personnel in South Sudan and AMISOM as well as limited access to the community in Somalia due to security concerns, the methodological framework was adapted and practical applicability enhanced. It primarily encompassed a combination of a qualitative appraisal of selected training impact dimensions and enabling a Training Needs Assessment with key stakeholders.

During the field studies, interviews were conducted with the aim of ascertaining the degree to which the training offered at IPSTC has achieved the desired objectives and to identify any further training requirements.

The evaluations were meant to enable IPSTC to:

- Enhance existing feedback mechanisms through the implementation of the IPSTC Systems Approach to Training (SAT).
- Evaluate the effectiveness of peace operations training offered at the IPSTC in relation to its relevance and delivery methodology.
- Maximize the training Return on Investment (ROI) through directed engagement with both the clients (institutions and organizations) and training participants.
- Determine current and/or future training needs.
- Further strengthen the IPSTC's position as a Regional Centre of Excellence.

This report is divided into four chapters. The first chapter provides background information that led to the MET initiative and an overview of the evaluation purpose and objectives. The second chapter provides the evaluation methodology while the third chapter presents the findings in terms of training impact and training needs. Finally, the fourth chapter provides the conclusions and recommendations of the study.

CHAPTER 2

METHODOLOGY

2.1 Overview

This chapter describes the research methodology used in the evaluation and also presents the challenges and opportunities encountered during the evaluation exercise. The methodology used to evaluate the impact of training and identify training needs involved data collection through individual and focus group interviews and the use of semi-structured questionnaires. A qualitative approach was used both during interviews and analysis phase.

Organizations in South Sudan and Somalia were identified as key objects of investigation as most of the training conducted by IPSTC between 2011 and 2013 focused on participants from these organizations. Altogether 172 participants from both countries had been trained by IPSTC in the said period (*see Annex A for more details*).

The targeted institutions of the study in South Sudan comprised various organizations such as South Sudan Government Departments, Sudan People's Liberation Army, UN agencies, and UNMISS while the interviewees in Somalia were exclusively from AMISOM.

2.2 Data Collection

The evaluation data was gathered using a combination of methods which included document and procedural review, focus group discussions, and semi-structured interviews with individuals and groups. The evaluation carried out built upon initial data that was gathered using IPSTC Training Management System (TMS), which interlinks training design and implementation with a systematic validation of training needs of the respective target groups. Moreover, it provided background data for all participants, which was used to establish entry points and identify key personnel to be interviewed. The list below gives a summary of some key courses offered by IPSTC which were considered during the interview and which formed the basis for the evaluation:

- Security Sector Reform Course
- Human Rights in PSO Course
- Sexual and Gender Based Violence
- Military Observers Course
- Fire Fighting Training
- Protection of Civilians
- Rule of Law Course
- AMISOM Pre-Deployment Training
- Civil Military Cooperation
- Disengaged Fighters Training

- Peace Operation Planning Course
- Regional Senior Mission Leaders Course
- Logistics Course (Hosted)
- Project Management Training (Hosted)
- Safe and Secure Approach to Field Environment (Hosted)
- Force Headquarters Training (Hosted).

An initial E-mail with interview questions was sent to carefully selected key personnel seeking their participation in the evaluation. The MET then made appointments and travelled to Juba and Mogadishu to interview various key personnel of both missions (UNMISS and AMISOM), South Sudan Government Departments, South Sudan Police, Sudan People's Liberation Army, UN Agencies, UNOCHA, National DDR Commission and Alumni.

The field missions primarily focussed on obtaining insights on selected training impact factors and enabled a Training Needs Assessment with key stakeholders. The original methodology had foreseen a larger scope of inquiry in terms of envisioning a systematic impact evaluation and needs assessment. For good practical reasons, given limited access to respondents in PSO arena and limited total number of interviews, no statistical representativeness of results is claimed for.

2.3 Interviews

The team used a set of generic and semi-structured questionnaires for the interviews. The generic questions were supplemented by specific questions and guided discussions based on the objectives of the evaluation. All interviews were conducted on a face-to-face basis. The interviews lasted between 1 and 2 hours. The objectives of the evaluation were used as the basis for structuring the interview questions and discussions and analyzing training effectiveness. Focus group discussions and pre-arranged appointments were the initial mode for conducting interviews, while in the process, a sequential interviewing approach, using networks of respondents to get access to other key informants, became preferential.

2.4 Evaluation Criteria and Identification of Training Needs

Evaluating the effectiveness of the training entailed determining participants' general level of satisfaction with the training and knowledge gained as a result. It also involved evaluating how far the participants had changed their behaviour, based on the training they received and how they apply what they learned at their work place. The MET also analysed the final results of the training and how the learning impacted on the participant's work environment. In addition, the team evaluated IPSTC delivery methodology, including the appropriateness of training aids and materials used during training delivery. Copies of the actual questionnaires used are contained in Annex C of the report, while the actual interview findings are summarized in Chapter 3.

Based on the feedback and information gathered, the MET identified cross-cutting training needs as well as those specific to field missions, UN Agencies, South Sudan Government Departments, South Sudan National DDR Commission, individual components (military,

police and civilian) and alumni. The training needs are detailed in Chapter 3 of this report. Although the evaluation was conducted in June and August 2013, the actual report was submitted in August 2014 after joint reflections and discussions.

2.5 Challenges and Opportunities

The evaluation encountered a number of challenges, which affected the timely completion of the report. The inception meeting could not take place on 4 June 2013 as initially planned. Availability of team members was greatly affected by other competing priorities from their parent organizations. Another factor that constrained the visit was the rate of return of the requests to conduct field interviews and visits. Only about 50% of those requested initially responded positively. This on one hand had to do with failure to provide sufficient lead-time for the organizations to respond, while on the other hand it is by experience a dominant culture to organize on a more short-term basis for a field mission.

The security situation in Somalia also affected the planning and travel of members to AMISOM. Travel to the AMISOM was delayed since authorization to travel to mission had to be given by AMISOM headquarters, which also delayed. Some MET members had to get clearance from their host nations and this also added some delays. The cumulative effect was the delay of the visit to South Sudan by one week and AMISOM by one month.

Moreover, the compilation of the report took longer than originally planned since the secretary of team was unavailable at the time of compiling the report and the chairman of the team undertook responsibility. Handing-in of some chapters by team members did not also occur as planned. A process of discussion and reflection sessions intended to build consensus on the findings and recommendations was subsequently delayed.

In spite of the challenges encountered during the evaluation, the support of UNMISS and AMISOM Headquarters provided opportunities that contributed to the success of the field visits. UNMISS Headquarters provided most of the meeting venues and the military component of UNMISS provided the team with a liaison officer (the Chief Military Personnel Officer) who coordinated the visit of the team, while UNMISS Military Chief of Staff volunteered his team for interview outside the planned interview schedule. AMISOM Mission Headquarters also provided a liaison officer, transport, all the meeting venues and security for the team while in Mogadishu.

For further insights, the results of an ex-post training evaluation reflection workshop, conducted on 8-9 July 2014 at IPSTC, is available as workshop and lessons learned reports.

CHAPTER 3

FINDINGS

3.1 Overview

This chapter presents the findings of the training evaluation, focusing on feedback from participants regarding the effectiveness and impact of IPSTC training as well their training needs. The first sub-chapter discusses participants' reaction to IPSTC training and assesses the effectiveness and impact of IPSTC training based on the responses collected during the interviews. The linkage between training and employment, the learning environment as well as training delivery and support, the challenges identified and participants' recommendations are also discussed in this chapter. The second sub-chapter highlights the most common training needs as stated by interviewees.

3.2 Training Effectiveness and Impact

3.2.1 Overall Feedback on Training

Overall, the response from the interviews about IPSTC training was positive and most participants appreciated the learning opportunity afforded by the Centre. Most rated their experience as either good or excellent. Alumni reported that the training raised their awareness and motivated them to study and train further in order to continuously improve on their performance. Most interviewees noted that they would recommend IPSTC PSOs training to others and suggested that IPSTC should export its training to reach more personnel especially in field missions. The field missions (AMISOM and UNMISS) and South Sudan Government Departments reported some changed behaviour and improved performance based on training received at IPSTC.

The feedback provided gives an indication that IPSTC learning events were designed with diverse learner needs in mind.

3.2.2 Mission-specific Training

Among the assessed mission-specific training courses were the AMISOM Force Headquarter Training, AMISOM Logistics Course and the AMISOM Pre-deployment Training. The courses were designed to prepare assigned mission personnel for deployment into the field and generally include an overview of the country and situation on the ground, mission mandate and requirements, applicable policies, rules, regulations, and procedures, intercultural awareness and competencies, among others.

Most of the respondents agreed that IPSTC delivered relevant and effective courses that provided them with the necessary foundation, enabling them to adapt to work and field environment. They reported that the training had equipped them with good knowledge of mission structures and requirements, gave them an overview of the situation and the various actors on the ground, and enhanced their ability to perform their duties and responsibilities.

The training prepared them effectively for deployment in the mission and to encounter challenges in the field. For instance one Officer stated that:

“The AMISOM Force HQ Training was very useful, especially in terms of the subjects that were covered. AMISOM concept of operations was very important for me.” (AMISOM Force Medical Officer, Uganda).

Participants appreciated in particular that the training was very up-to-date, well organized and that, in the case of the AMISOM Logistics Course, they were familiarised with the actual forms that are also being used in the mission. This enabled them to understand the overall operations and brought them at par with current work procedures in AMISOM. Besides giving a firm basis for undertaking their responsibilities, participants reported that the courses also exposed them to other aspects of a mission environment such as stress and time management as well as inter-cultural experience and competency building and contributed to the strengthening of cohesion. For instance, one Officer explained:

“The training prepared us well and coming to AMISOM was like a continuation of the training. The training helped create the cohesion needed for team building spirit and helped inform the multinational working relationship at AMISOM. It is an important training that ties you together and harmonizes your thoughts. Friendships made at the IPSTC lasted into the mission. Personally, I found the training very well conducted.” (AMISOM Military Officer, Uganda).

Based on positive comments received from IPSTC alumni, those who had not attended training at IPSTC expressed the desire to attend similar training to equip them with the skills to effectively undertake responsibilities. Also superiors and mission colleagues noted the difference between trained and non-trained officers, for instance one Officer said:

“Those who have not undergone the training and do not have the professional experience have typically more difficulties with regards to (incident) reporting and presentations, in particular.” (Military Assistant to AMISOM Deputy Force Commander Operations and Plans, Kenya).

While another interviewee recommended that:

“All officers who work or are recruited to work with AMISOM should take the course (pre-deployment training) at IPSTC. The course should be a requirement.” (AMISOM Military Officer, Kenya).

3.2.3 General Professional PSO Training

Similar to IPSTC mission-specific training, feedback concerning specialised professional training that was not designed to prepare participants for a particular mission was overall positive. Courses such as Regional Senior Mission Leaders (RSML) Course, Child Protection, Human Rights, Civil Military Cooperation (CIMIC), and Fire Fighter Training among others were reported to enable participants to generally understand mission work environments and take on their respective responsibilities in the field. Most participants indicated that they learnt and applied the acquired knowledge at their work place. When asked to comment on their ability to meet responsibilities at the work place, participants generally reported a broadened understanding and confidence due to enhanced performance. The RSML was considered to

have provided clear advantages to those senior leaders in the mission who have attended the training over others, as stated by one respondent:

“In my opinion RSML is such an important strategic course that should be a MUST for Senior Leaders in the Mission. IPSTC should consider giving AMISOM priority – at least 5 slots per year. This recommendation must be considered seriously.” (AMISOM Military Officer, Kenya).

The Humanitarian Officer at AMISOM confirmed that the RSML training equipped him to undertake his tasks successfully and encouraged him to apply professionalism in his work place.

According to the UNMISS Gender Office, IPSTC training led to noticeable performance results. The Officer argued that:

“The impact of the Sexual and Gender-Based Violence (SGBV) Course offered to South Sudanese participants is being felt at state level where some participants have been able to initiate and engage in constructive SGBV discussions.” (AMISOM Gender Advisor, Djibouti)

The Fire Fighting Unit in AMISOM attributed the major part of their success in training Somali fire fighters to the Fire Fighting Training received at IPSTC. They were inspired by the IPSTC course curriculum and reported to have significantly enhanced the capacities of their national counterparts. A UNMISS alumni who participated in IPSTC Human Rights training is optimistic that such training also positively contributes to a change in people’s attitudes. The respondent reported that:

“The training is having an impact and has changed the attitude of people. Those trained are used to push for change of attitude and positive results at the ground level. The more trained, the better.” (UNMISS Human Rights Officer).

Generally, it was observed that the more the training programs were practice-oriented and the more they were designed specifically for participants’ direct work context, the better the participants were able to apply the knowledge and skills acquired during IPSTC training.

3.2.4 Training Challenges and Recommendations

Challenges in mission-specific training identified by respondents predominantly dealt with the areas of participants’ selection, multidimensionality of training, harmonisation of doctrine, language barriers and coordination of training contents.

a) Training Participants

The composition of course participants for both mission-specific as well as general professional training posed a challenge to effective learning. Main impediments were related to the heterogeneity of the group with regards to subject-matter expertise as well as language barriers. Respondents from the AMISOM Logistics Course especially stated that the heterogeneity of the group in terms of qualification levels had mitigating effects on

participants' capacities to share and learn. Some participants noted that a number of participants did not have any previous background in logistics. To strengthen this point further one respondent stated that:

“Some got in touch with logistics for the first time during the training.”
(AMISOM Logistics Officer, Ethiopia).

It was recommended that there should be a better and more focused selection of participants in the future in order to maximise learning outcomes, as one respondent explained:

“Only those who are concerned with logistics should be allowed to attend.”
(AMISOM Logistics Officer, Burundi).

There were thus cases where those at the training were not necessarily earmarked for deployment, resulting in partly not having the right participants (non-logisticians) on the course.

Additionally, some respondents were of the opinion that introduction of exams at the end of training will serve as a motivator for participants to stay focused. For instance one Officer said:

“Some people only attend to spend time as there are no exams at the end; they remain limited in capacities.” (AMISOM Operations Officer, Sierra Leone).

With regards to general specialisation training, alumni from different courses felt that classes were constituted of participants with varied levels of understanding and knowledge, which negatively impacted on the learning process and transfer of knowledge. Many perceived that the selection process was not transparent and suggested that qualification requirements should form the main basis for constituting or selecting course participants. One Officer suggested that:

“Criteria for selecting participants should be followed and must be strict. The selection process should be transparent and appropriate. IPSTC has to come up with a way to ensure this.” (UNMISS Human Rights Officer).

It was suggested that it would be desirable to have participants with the same general level of understanding and background in a class to ensure maximum return on training investment. The benefit of having diverse audience in enriching dialogue and learning was noted in courses that were correctly constituted. In this regard, a need for IPSTC to liaise with training cell at EASFCOM and roster focal points to appropriately select course participants was identified.

While it was perceived that a number of military and police officers trained as IPSTC ended up being deployed in peacekeeping missions, this seemed to have been less the case for civilians. However, in order to establish a more accurate percentage of personnel that were trained at IPSTC and that were employed appropriately, a comprehensive study may be commissioned to assess the linkage between IPSTC training and employment/ deployment.

b) Language Barriers

The most common challenge pointed out by participants was that of language. Language barriers, especially for Francophone and Arabic speaking countries, was cited as a hindrance in

the learning process and class engagements at IPSTC where English language is used to deliver lessons. Some participants suggested that multilingual delivery (or best choice language) of courses and appropriate translation of materials and learning aids should be factored in the course planning. In this regard, some suggested that IPSTC courses with participants speaking different languages should be delivered using the necessary translations. The option of translating the practical exercises, role plays, scenarios and vignettes to common languages spoken in the region may also be explored. Some of the participants felt that the selection process of course participants needed to factor qualifications of participants and their proficiency in the respective mission language as the basis of attending courses. Some participants commented positively on the fact that the training at IPSTC prepared them adequately for the mission environment in terms of finding a way to manage language barriers. The provision of 2-3 weeks language crash courses that are tailored to the respective mission language was therefore another recommendation to be explored by IPSTC.

c) **Multidimensionality of Training**

According to some alumni from the AMISOM Pre-deployment Training as well as a number of police and civilian officers, there is potential to further optimise the contents and delivery of mission-specific training by further highlighting the multidimensionality aspect of contemporary peace missions. A military officer explained that:

“We were not made aware of AMISOM’s civilian and police components and the required cooperation between structures. (Pre-deployment) Training had a purely military focus.” (Military Assistant to AMISOM Chief of Staff, Sierra Leone).

Respondents particularly appreciated when facilitators had mission experience with the AU and/ or the UN and in particular if they had first-hand experience with the mission requirements in the country of deployment. The Military Assistant to the Deputy Force Commander Operations and Plans highlighted the following:

“In current IPSTC/Africa Contingency Operations Training and Assistance (ACOTA) Force HQ Training the AMISOM Deputy Force Commander is invited as a resource person. The Police and Civilian AMISOM Chief of Staffs and others should also be invited to the training in order to highlight multidimensionality. ACOTA (and IPSTC) should always ensure that Officers with UN/AU experience are included in the design and delivery of the training.” (Military Assistant to the Deputy Force Commander Operations and Plans, Kenya).

With regards to AMISOM Logistics Course, the training contents were reported to focus on the military component. One respondent argued that:

“Unfortunately there were hardly any contents with regards to civilian and police logistics.” (AMISOM Administrative Assistant to Deputy Special Representative of the Chairperson of African Union Commission - SRCC).

According to the AMISOM Gender Officer, there is still need to prepare officers adequately for gender aspects in the mission context and encourage diligent mainstreaming of IPSTC training.

One of the police interviewees recommended that:

“Ideally there should be a pre-deployment training for police (covering security situation, culture, mandate, gender, sexual exploitation and abuse among others). At the moment this is left up to the Police Contributing Countries.”
(AMISOM Police Chief of Staff, Nigeria).

IPSTC may therefore also explore the needs and possibilities for the organisation of mission-specific pre-deployment training for police and other civilians.

d) Doctrine Harmonisation

In terms of the applicable doctrine in AMISOM and the doctrine taught in the respective Pre-deployment Training, a number of uncertainties seemed to persist. While a lot of learning took place during the Pre-deployment courses, some participants noted that there was confusion about the applicable doctrine in the mission area and therefore highlighted the need for more attention in preparing them for the interoperability of different nations under a multilateral leadership during the pre-deployment training. One interviewee responded that:

“The doctrine that was taught was different from the requirements in theatre”
(Military Assistant to the Chief of Staff, Sierra Leone).

And another said:

“There is a challenge on the inter-operability of forces due to different doctrines from different countries...the course should help to bridge this by referring to the applicable doctrine for AMISOM.” (AMISOM J3 Operations, Sierra Leone).

There is thus an opportunity for IPSTC to liaise with AU and positively influence the harmonisation of doctrine application through coherent Pre-deployment training.

Regarding CIMIC training offered at IPSTC, it was reported that participants had been predominantly familiarized with US Civil Affairs as part of the ACOTA training and were not aware of any UN/ AU CIMIC guidelines. CIMIC officers also felt that the training failed to sufficiently prepare them for the expected interaction with the mission’s civilian and police components. Given the fact that the CIMIC approach by the AU is in line with UN CIMIC, it was recommended to base future CIMIC training at IPSTC on UN/ AU CIMIC concepts which take the multidimensionality of missions and the roles of existing different mission components into account.

e) Training Coordination

Respondents explained that besides the mission-specific training courses that take place prior to deployment and the induction training in the mission area, further training is offered in the mission area under the coordination of the AMISOM and UNSOA Training Cells. Recommendations were made to better coordinate the training contents since on one hand, a number of modules were duplicated while on the other hand, some other topics were not sufficiently addressed. IPSTC may look into establishing more communication with the respective Integrated Training Cells in missions in order to optimise the complementarity of

Pre-deployment Training and In-Mission Induction Training. It was further suggested that in IPSTC training, up-to-date forms and templates, which are also used in the mission areas, are being practised on, in order to maximise adequate preparation. Trainees may then also be grouped in accordance with their assignments (logistics, CIMIC, etc.) to ensure more focused learning and relevance to the realities and requirements on the ground.

f) Training Delivery and Support

Participants indicated that their learning experiences were based on classroom instruction, sharing experiences and use of learning aids and training materials. Practical sessions, including methodologies such as exercises, demonstrations, role plays, and simulations were particularly appreciated and reinforced learning, as one respondent stated:

“One thing I discovered at IPSTC is that most courses are very practical and Karen’s environment is very good.”(AMISOM Assistant Police Commissioner).

Such skills-based training sessions were reported as the most effective for learning and in enabling participants to better undertake their responsibilities in their positions. Role plays in particular were cited as very useful in enhancing understanding and enabling one to get the feel of working in a multinational and multicultural team and prepared one well for the situation on the ground. The role plays in class were also reported to have a positive team building effects.

A significant number of respondents believed that additional practice-oriented adult-learning methods of delivery would further expose participants to the specific challenges and needs of PSO learning such as case studies, panel discussions and vignettes (brief episodes/illustrations in a scenario or a demonstration), and that practical sessions should constitute the major part of each IPSTC training course. The courses at IPSTC were reported as well organized and most facilitators were assessed as very experienced Subject Matter Experts. Trainers were noted to be articulate, prepared and always cover the course contents well. The courses were thought to be well administered and the Centre equipped with adequate training facilities and well-trained support staff. Furthermore, it was reported that the Centre has a good training and audio-visual aids that enhanced learning. Although the exercises done were very practical and assisted in understanding the mission operations, a significant number of respondents also highlighted that there should be even a greater focus on practical/ participatory adult-learning methods.

The Centre’s learning environment, accommodation, catering facilities and food were rated as excellent, while the Peace and Conflict Studies School in Karen was the preferred venue by most participants. Minor improvements on accommodation were suggested for the Humanitarian Peace Support School in Embakasi. Some participants proposed that the Initial Administrative Brief given to course participants should include sources of information (especially the IPSTC website and library) and reference materials used during the training.

3.3 Training Needs

3.3.1 General Training Needs

- There is need for IPSTC to regularly liaise with missions to keep its curriculum up-to-date and be able to address the changing realities on the ground. Issues such as

Protection of Civilians (PoC), Disarmament, Demobilisation and Reintegration of former Combatants (DDR), CIMIC are very dynamic and IPSTC needs to be proactive in order to deliver high quality training services.

- IPSTC should consider conducting customized Mobile Field Training Courses to cater for fluidity in mission environment and reach more personnel, especially in field missions.
- IPSTC should ensure the incorporation of multidimensionality aspects of contemporary peace missions in all its PSO training courses.
- Ensure gender mainstreaming of all IPSTC training.
- In terms of methodologies used during training, IPSTC should ensure that the major part of each course is very practice-oriented and based on adult learning methods. As much as possible, incorporate mission personnel as guest speakers and generally ensure that trainers have practical experience in the respective subject matter area.
- There needs to be a better linkage between selecting qualified mission personnel and training those who are actually going to be deployed in the field. Participants should also be selected in accordance with language requirements. IPSTC should contribute to the transparency of selection processes.
- IPSTC should regularly share its updated training calendars with relevant mission departments.

3.3.2 Pre-deployment Training Needs

- Customization of IPSTC courses should factor in mission specific training scenarios and consider details such as forms used in the respective mission when giving examples.
- Customized safety and security training, situational awareness, as well as cultural awareness and competencies are important to be part of all pre-deployment training.
- ROEs training should be mission-specific. Harmonious interpretation of the ROEs should be established throughout the mission. This could be done through in-theatre training. ROEs can be easily abused especially through the use of lethal force.
- Training on other required areas such as mission mandate, SOFA, SOMA, etc., should also be strictly tied to the respective context. Especially the mission mandate needs to be explained in relation to the dynamics on the ground. In the case of UNMISS e.g. the mission mandate implies the application of Chapter Seven of the UN Charter, yet the situation on the ground dictates operations in accordance with Chapter Six.
- There is a need for a strengthening interoperability. Command and Control training should bring troops from different TCCs to the same standards expected of the UN or AU respectively. The provision of a 2-3 weeks crash course should be considered for those selected for deployment but are not sufficiently familiar with the mission language.

- There is a need to familiarize officers with the multidimensionality of missions and prepare military, civilian and/or police officers adequately for effective cooperation between the three components in the field.
- It has been noted that military training from different countries are different especially for Protection of Civilians (PoC). There is therefore need for in-theatre training (particularly for UNMISS) to bring TCCs to the same standards. PoC and Child Protection (CP) training should also be given a lot of emphasis in Pre-deployment Training.
- IPSTC partners in collaboration with AMISOM need to identify those military officers who have not received any Pre-deployment training and explore possibilities to offer respective in-mission training. In addition to this, the training needs of local AMISOM personnel may be assessed leading to the organization of respective in-theatre training national staff.
- The option of introducing Pre-deployment training for police and civilian officers may be explored.
- For overall effectiveness, there needs to be a better linkage between selecting qualified mission personnel and training those who are actually going to be deployed in the field.

3.3.3 Specialized Training Needs

- There is a need to include gender and cultural awareness modules as cross cutting issues in most courses.
- CIMIC training needs to be reviewed and customized to UN and AU policies and mission contexts. According to UNMISS Military Chief of Staff, UNMISS as well as civilian agencies in South Sudan could highly benefit from a tailor-made CIMIC training addressing UNMISS and civilian agencies involved in CIMIC.
- There is need for several mission specific training activities. IPSTC may engage in designing the training and/or providing Mobile Training Teams as required.
- UNMISS would benefit from joint training or workshops where commanders and component heads are brought together in order to arrive at a common understanding of the mission objectives and concept.
- In future, IPSTC may look into issues of transitional justice training and customize it to the respective context.
- There is a continuous need for broad-based Human Rights training in South Sudan. This could be accomplished by increasing the number of courses, activation of Mobile Training Teams, and Training of Trainers. In all approaches, due consideration needs to be given to language barriers. It is recommended to particularly address the SPLA, corrections, police and other organized forces with human rights training.
- Police Officers in missions have identified the need for more police-specific training such as community policing.

CHAPTER 4

RECOMMENDATIONS AND CONCLUSIONS

4.1 Overview

This chapter presents the recommendation and conclusions of the evaluation study which have been extracted from the findings and training needs identified in this report. There were a significant number of recommendations suggested concerning training and the processes used within the Eastern Africa region and by institutions in the mission areas. As such, the top four prioritized recommendations will be included in this chapter while those remaining have been placed in tabular form in Annex C.

4.2 Follow-up on Evaluation

This evaluation was the first of its kind for IPSTC and its partners and as such maintained the secondary objective of identifying and defining the framework for similar activities in the future. One of the challenges identified was the limited time available for the team to gather appropriate baseline statistics and information and establish contact with IPSTC alumni. The limited time to identify alumni led to a shift in emphasis for the assessment, from that of a training impact assessment to a needs assessment. It is critical to the success of future assessments that sufficient lead time is allocated for the evaluators to develop baseline information and appropriately arrange the required sampling to validate the report. In addition the full project must be considered from the commencement of the research to the production of the finalized report. Ideally the final report should be released within three months after concluding the data collection. The following areas may be considered during the conduct of subsequent impact and/or needs assessments:

- The need to conduct a detailed investigation into the synchronization of training in Eastern Africa and the harmonization of processes and procedures to gain the maximum efficiencies from the training resources available.
- The need to establish a continual cycle of assessments focused on specific, achievable and well-defined training objectives, which must be identified in conjunction with all partners.

4.3 Recommendations

i) In – theatre Training/Workshop

The environment and the requirements for a peacekeeping mission are dynamic and rapidly evolving. The mission dynamics are influenced by the following factors among others:

- International and national politics continue to change
- Threats and conflict in the mission evolve fast

- Protection of vulnerable groups continue to attract international attention
- Mission mandates continue to be adjusted/changed
- Militia and armed groups continue to use asymmetric methods of warfare

As the context of the peacekeeping environment continues to rapidly change, so does the knowledge and skills required by peacekeepers to effectively perform their tasks.

In order to adequately identify and define emerging regional training needs there is need to implement a continual procedural review processes within each organization. For missions such as AMISOM and UNMISS there may be rapid changes within the operational environment which alter the conditions for the mission safety and security. These issues require rapid assessment and change of Training Tactics and Procedures (TTPs). Rapid changes of this nature are best addressed by training platforms focused on TTPs with the ability to deploy small teams to train large numbers of personnel in a short period of time. Other environmental changes to the operating environment tend to be cross cutting and can be addressed through the deployment of IPSTC Mobile Training Teams (MTTs) with specific training packages suitable to address the identified training need. Details on cost estimates for MTTs and Workshops are contained in Annex C and they range from USD 45, 000 and USD 15, 000 respectively. Note that the costs provided are estimates and not the actual values. The values may vary with time and hence they are included herein only as a guide.

ii) Overcoming the Language Barrier

The official language of training at IPSTC is English. The language barrier has been reported as a main challenge that affects the tempo of learning at IPSTC. In some courses, it was serious to the extent that participants had to be taken through the content of the course in the evening, mostly by colleagues, a process that should not be left to chance. The table below shows the official languages in the Eastern Africa Countries and provides insights on the extent to which language barrier may be affecting learning at IPSTC.

Official Language(s)	Countries
Amharic	Ethiopia
Arabic	Sudan, South Sudan, Djibouti, Eritrea, Comoros
French	Djibouti, Burundi, Rwanda, Comoros, Seychelles
English	Eritrea, Kenya, Uganda, Rwanda, Seychelles
Somali	Somalia

It is clear from the table that English, French and Arabic are common languages in the region and are the operating languages recognized by the AU. In this regard, the following priorities are recommended to be applied in the development and delivery of courses at various training platforms throughout the region:

- Peacekeeping Missions (AMISOM and UNMISS), Member States, TCCs and PCCs should conduct language proficiency training or enforce language proficiency requirements for those earmarked for training or deployment into field missions. A deliberate budgeting process should be pursued by all stakeholders to collectively address the issue. In addition, partners should be identified to assist in training and increasing the language capacity of Member States.
- IPSTC and other training platforms should consider translation of courses and/or learning materials and learning aids (exercises, demonstrations, vignettes, role plays, audio, visual and others) into common regional languages (i.e. French and Arabic). Details of cost estimates per course are contained in Annex B (US\$30,000 per course/language).
- IPSTC should acquire translation facilities/equipment which can be used for real-time translation of courses.
- The criteria for proficiency in language as specified in calling notice should be followed when selecting course participants at IPSTC. In this regard, it is recommended that IPSTC should liaise with training cell at EASFCOM and roster focal points to appropriately select course participants.

iii) Multi-Dimensional Approach to Training

A common trend noted throughout the conduct of the evaluation was the need for re-enforcing the AU model of multi-dimensional Peace Support/Keeping Operations. All of the courses and training conducted at IPSTC must include the principles behind the conduct of the multi-dimensional operations. In this respect, the following action should be taken:

- During the curriculum review process course material will be included to ensure an understanding of multi-dimensional operations.
- Investigation into the development of an abbreviated multi-dimensional training package that could be exported to areas as refresher training or delivered by MTT.

iv) Engendering, Customization and Review of Training Programmes

United Nations Security Council Resolution 1325 on women, peace, and security which was adopted by the UN Security Council in October 2000 acknowledges the impact of conflict on the lives of women and also recognized their contribution and active participation as agents of peace in conflict prevention, peacekeeping, conflict resolution, and peace-building. IPSTC has been conducting a number of training programmes structured around the resolution. The response from the participants during the interview showed indications of individual sensitization about the issue, but the significant impact at state level (Republic South Sudan and Federal Republic of Somalia) was yet to be felt. The findings from the field identified gender as cross-cutting issues that should be factored in all IPSTC courses. In this regard, it is recommended that IPSTC mainstreams the principles of this resolution and gender in all its courses.

Curriculum design section in IPSTC should come up with a programme to mainstream gender and review the courses to incorporate cross cutting issues (identified in chapter 4) into all its

courses. In the process of mainstreaming gender, stakeholders should be factored in and regular training needs assessments conducted to identify courses which need customization and areas that need design of new courses. The review of each course is estimated to cost about USD3,000, while the development of a new course is estimated to cost approximately USD 8,000 (*refer to Annex B for more information*).

Since individual review and engendering of courses may be expensive, IPSTC should consider employing/placing a gender and a curriculum design expert to undertake the task to its completion. In addition, the gender expert could subsequently help in the delivery of gender related courses/modules, besides developing a gender policy for the Centre.

4.4 Conclusions

The findings of the MET indicate that the training delivered by IPSTC is crucial for participants in carrying out their tasks effectively, nevertheless there are training gaps and needs that need to be addressed. The findings of this report will enable IPSTC to refine the courses it offers and introduce new courses/modules to meet mission/organization-specific requirements. In addition, IPSTC will be able to identify courses that may be best delivered through mobile training.

In conducting the MET, the team made every effort to capture a broad range of PSO training offered by IPSTC. As a result, this report concludes that there may be need to further conduct specific evaluation of some courses such as Protection of Civilians, Sexual and Gender Based Violence (SGBV), Rule of Law (ROL), Corrections, Child Protection, Security Sector Reforms (SSR), and Election Monitoring courses which are critical in a post-conflict reconstruction phase. This will enable the design of appropriate courses that address the concerns arising from the evaluations.

ANNEX A

TARGET AUDIENCE AND THE METHODOLOGY APPLIED

1. The methodology applied to the initial data collection and engagement with IPSTC alumni operation in the mission environment was based on information contained in the Training Management System (TMS) within the institution. As previously discussed the primary focus of the MET was to conduct a training impact assessment, however, this would be reliant on the quantity of identified personnel and access to other key informants for purpose of validation, who could be interviewed. In this case the following information was used as the available alumni:
 - a. A total of seven courses were run specific to South Sudan and/or Somalia within the evaluation period with a total participant number of 172.
 - b. Participants identified as working/living in the target area: 62 (56 South Sudan, 6 Somalia)
2. Out of the 62 personnel identified fewer than 20 were able to be contacted and interviewed either in South Sudan or within AMISOM in Somalia. As a result there was a need to adjust the focus of the MET to primarily a combination of a qualitative appraisal of selected training impact dimensions and enabling a Training Needs Identification where key leaders were interviewed to provide their observations, perspectives and requirements.

ANNEX B

RECOMMENDATION SUMMARY

Training Recommendations

As amplification to the recommendations found in the core TNA, the following information is provided to assist training developers in addressing the training needs and identified gaps. Cost estimates are included as a guide and will be subject to the location.

PSO Training Needs

The training needs assessment included two ongoing PSO missions in the Eastern Africa Region; UNMISS and AMISON. Both of these missions have similar training requirements for personnel deployed to operate in the mission area. The training requirements identified below are inclusive of multidimensional deployments with civilian, military and police components in place.

Pre-deployment Training

Pre-deployment training serves to boost the preparedness of identified Peace Operations personnel before actual deployment on the ground. IPSTC has conducted several of such courses, which were also evaluated during the visit. Based on the findings and training needs identified, the following is recommended:

- The pre-deployment training curriculum should be reviewed to factor in more practical exercises, case studies, scenarios, vignettes and panel discussion with either current or recent mission field commanders. The sessions should be more concise, group work designed in a way that they can be fairly accomplished within the given time, and training content and time managed in a way that participants do not feel rushed.
- Training should put more emphasis on multidimensionality/ integration of contemporary PSOs. Modules on multidimensionality of Complex Integrated PSO missions should be included in all Pre-deployment training. Such modules should concentrate more on integrated operations of contemporary missions.
- Pre-deployment training should be mandatory for all personnel deployed into field missions. Those deployed to Mission Headquarters should have the relevant/requisite training in their respective areas of deployment.
- IPSTC should liaise with AMISOM and UNMISS and constitute a Review Board to review the respective pre-deployment training programmes. The Review Boards requires between 4 and 6 participants for 3 days. The table provided shows the estimated cost per course review.

Ser	Item	Cost (USD)	Number (Item/Days)	Total Cost (USD)	Remarks
1	SME	300	3	900	A significant number of IPSTC courses require input from SME(s) to ensure the institution is consistent with the multidimensional aspects and current themes and trends.
2	Facilities	500	1	500	IPSTC provides venue and support for external participants.
3	Material Support	500	1	500	A number of materials are required for this exercise.
4	Editing and Reproduction	1, 000	1	1, 000	Review of the material by a contracted editor and reproduction of materials.
Total (USD)				2, 900	
NB: Flight and accommodation for mission personnel who will constitute the review board have not been factored. For budgeting purposes USD 2, 500 could be factored.					

In Theatre Training

The environment and the requirements in a peacekeeping missions are dynamic and rapidly evolving; international and national politics continue to change, threats and conflict in the mission evolve fast, protection of vulnerable groups continue to attract international attention, mission mandates continue to be adjusted/changed, militia and armed groups continue to use asymmetric methods of warfare and the list continues. As the context of peacekeeping environment continues to rapidly change, so does the knowledge and skills required by peacekeepers to effectively perform their tasks. Training that urgently addresses these changes is imperative for effective mandate implementation. The feedback from the evaluation conducted in two field missions (AMISOM and UNMISS), UN agencies and Government Departments and services of the Republic of South Sudan confirmed the aforementioned. Based on the findings of the interview, the following in-theatre/mission field trainings are therefore recommended:

- UNMISS/AMISOM should conduct regular workshops and in-theatre training for personnel on various topical and emerging issues to enhance mandate implementation. The following are specifically recommended:
 - UNMISS and AMISOM Force Headquarters should conduct regular/refresher workshops for Sector and Unit Commanders on CONOPS, Force Requirements, ROEs, Doctrine Harmonization, Interoperability, Cooperation and Coordination in the Mission Context, and other related emerging concepts and issues. Other dynamic areas for consideration in these workshops include SEA, SGBV, POC, Child Protection, DDR and CIMIC. The frequency of these workshops could be determined by how concepts evolve rotation of commanders, mandate implementation challenges among others.
 - Interpretation of Rules of Engagement (ROEs).
 - ✓ ROE regulate the use of force by military force in a peacekeeping environment. They are meant to guide military forces and define the details in which force may be applied. Mission environment and mandate, politics, international and national laws determine applicable ROEs. ROEs

may not dictate the process of achieving a task, but rather indicate what may be unacceptable. Since ROEs can be abused, especially the use of deadly force, it is recommended that the field missions should conduct regular workshops and in-theatre training which may be used to establish common interpretation of the ROEs throughout the field missions.

- ✓ It is recommended that IPSTC continues with the practice of using SME and practitioners to deliver its training programmes, especially specialized modules. For example, ROEs should be taught by field/component commanders on the ground and serving mission personnel could be invited to deliver training as practitioners for mission specific training.
- ✓ It is also recommended that more use of audio and visual learning aids and exercises like case studies, scenarios, videos, vignettes, exercises be practiced to enhance learning
- Refresher training and other identified training programmes should be conducted for personnel who have stayed in the mission for a long time. The mission could coordinate with IPSTC to conduct and/or design such training either at IPSTC or within the mission using IPSTC mobile training teams. IPSTC could also assist the missions in designing and customizing training to fit their requirement. IPSTC should identify focal points within the missions with whom to coordinate such training issues.
- Crash training courses on Force Generation and Contingent Owned Equipment should be organized for AMISOM logistics and personnel staff officers. IPSTC, with the advice of AU, UNSOA and UNOAU should design an appropriate curriculum.
- **UNMISS Training Needs.**
 - It is recommended that UNMISS should organize workshop for personnel on various topical and emerging issues to better implement the mission mandate. A workshop for 5 days for 25 participants will cost about USD16,000.
 - UNMISS Force Headquarters should conduct immediate workshop for Sector and Unit Commanders on Surge Concept. Surge concept was a new concept, which was discussed and conceived in the Department of Peacekeeping Operations (DPKO) in New York, and was an important adjustment that factored the prevailing operational and political realities in the Republic of South Sudan.
- **AMISOM Training Needs.**
 - It is recommended that AMISOM should organize workshop, refresher and in theatre training for personnel on various topical and emerging issues to better implement the mission mandate. In addition, IPSTC should continue offering training courses identified during the visits. These include; SGBV, CP, SALW, HR, ROL, SSR, POC, Mine Awareness and IEDs.

- It is recommended that a customized course specific to AMISOM Police be designed. IPSTC should consult with AMISOM and constitute a curriculum design board to design customized Police and COE and Force Generation Courses. Cross cutting issues identified during the training needs assessment should be included in all AMISOM courses.
- **Mandatory Staff Training**
 - The Staff Officers within the Mission Headquarters are responsible for undertaking a variety of functions; personnel, administration, operations and logistics functions. These functions, which support information flow and decision making, should be executed in a standardized manner. Therefore, training that provides a standardized approach in executing the staff functions is important for staff officers deployed or earmarked for deployment in Mission Headquarters. In this regard, it is recommended that Staff Officers earmarked/deployed in Mission Headquarters must have appropriate staff training. This was especially noticed as necessary in the case of AMISOM where Staff Officers are nominated for positions. Some of the mandatory staff courses recommended for AMISOM headquarters Staff Officers include:
 - ✓ **AMISOM Force Headquarters Course:** This should be attended by all the Staff Officers earmarked/deployed in Mission Headquarters.
 - ✓ **AMISOM Force Logistics Course:** This should be attended by all Staff Officers earmarked/deployed as Logistics Officer in Mission Headquarters.
 - Cost associated with the provision of the above mentioned training activities to support PSO Missions are as follows:

a) **Mobile Training Teams (MTT):** It takes approximately two weeks (10 working days). The table below gives a guide of the approximate cost of conducting a Mobile Training:

Ser	Item	Cost (USD)	Number (Item/Days)	Total Cost (USD)	Remarks
1	Travel	800	4 (Pers)	3, 200	Travel cost to deploy a four person MTT (inclusive of SME) to a designated location.
2	Accommodation	1, 200 (4 Pers @300)	14	16, 800	Accommodation and incidental costs for a four person MTT to a designated location.
3	Venue	300	10	3, 000	Location suitable to deliver training up to 40 participants with a possibility for break-out rooms.
4	Course Materials	3, 000	1	3, 000	Reproduction of the required course material for the participants.
5	SME/Lead facilitator	300	10	3, 000	SME and lead facilitation charges (this cost may vary depending with expertise resident and available in IPSTC).
6	Local Coordinator	250	10	2, 500	To coordinate and administer the local participants.

7	Support Services	200	10	2,000	Contracting of transport and IT services required to support the course.
Total (USD)				33,500	
NB:					
<ul style="list-style-type: none"> • A 5-day Mobile Training will cost about USD 20,000. • Participants' accommodation and transport costs are not factored in the above budget and will depend on the arrangements made by the sponsor. For budgeting purposes accommodation cost of about USD 15,000 could be factored. 					

b) **Workshops:** The deployment of personnel to support a workshop is very similar to a MTT with the exception of the duration, which is usually 5 days (with two days travel for the team). Also, the participants are usually drawn from a focus group in the targeted area of training, thereby reducing or negating the cost for participants (since they are already in location). The table below gives a guide of the approximate cost of conducting a 5-day workshop for 25 participants:

Ser	Item	Cost (USD)	Number (Items/Days)	Total Cost (USD)	Remarks
1	Travel	800	3 (Pers)	2,400	Travel cost to deploy a 3-person team (inclusive of SME) to a designated location.
2	Accommodation	900 (3 Pers @300)	7	6,300	Accommodation and incidental costs for a 3-person team to a designated location.
3	Venue	300	5	1,500	Location suitable to deliver training up to 40 participants with a possibility for break-out rooms.
4	Course Materials	2,000	1	2,000	Reproduction of the required course material for the participants.
5	SME/Lead facilitator	300	5	1,500	SME and lead facilitator's cost may vary depending with expertise resident and available in IPSTC).
6	Support Services	100	10	1,000	Support services such as IT are required to support the exercise.
Total (USD)				14,700	

c) **Custom Training Curricula.** The following table shows the estimated costs associated with the customization of training packages to meet specific training needs.

Ser	Item	Cost (USD)	Number (Item/Days)	Total Cost (USD)	Remarks
1	SME	600 (2 Pers @300)	5	3,000	A significant number of IPSTC courses require input from SME(s) to ensure the institution is consistent with the multidimensional aspects and current themes and trends.
2	Facilities	1,000	1	1,000	IPSTC provides venue and support for external participants.
3	Material Support	1,000	1	1,000	A number of materials are required for this exercise.
4	Editing and Reproduction	2,000	1	2,000	Review of the material by a contracted editor and reproduction of materials.

Total (USD)	7, 000
NB: Flight and accommodation for external SMEs/mission personnel who may constitute the review board have not been factored. For budgeting purposes USD 4, 000 could be factored.	

General Recommendations

- **Translation of Course Material**

There is need to develop a priority list of courses that need translation services and associated costs. Translation services, for a 2-week course consisting of 25 participants, into the desired/common regional languages (i.e. French and Arabic) will cost about \$25,000. The table below gives a guide of the services and approximate cost of translation services:

Ser	Item	Cost (USD)	Number (Item/Days)	Total Cost (USD)	Remarks
1	Interpreters	6, 500	3	19, 500	A 14 days Course requires at least 3 real-time translators.
2	Interpretation Equipment	3, 000	1	3, 000	Cost may vary.
3	Support	3, 000	1	3, 000	Associated costs to support the course.
Total (USD)				25, 500	

A priority list of courses whose learning materials and aids need to be translated into the desired/common regional languages need to be developed. The table below gives a guide of the approximate cost of translating lessons and students manuals from English to another language:

Ser	Item	Cost per presentation (USD)	Number (Item/Days)	Total Cost (USD)	Remarks
1	Lesson Translation	2, 000	60	120, 000	Each consists of approximately 60 presentations. Each presentation consists of approximately 1000 words. Translation cost per word is about 20 cents.
2	Student manual /Guide	16, 000	1	16, 000	Student manual per course may contain about 80,000 words. Translation cost per word is about 20 cents.
Total (USD)				136, 000	

- **Selection/Assessment of Course Participants**

Selection of participants should be done carefully to ensure a balanced class in terms of components (military, police and civilian), level of knowledge, experience and skills. It is recommended that the criteria set out in the calling notice should be used as the basis for acceptance into IPSTC training programmes. IPSTC should liaise with training cell at EASFCOM and roster focal points in selecting course participants. A committee to vet participants should be constituted for each course, with appropriate representation from concerned stakeholders.

- **Future Needs Assessments**

IPSTC should plan to conduct the next evaluation and training needs assessment focusing on senior mission leaders and government officials, NGOs, Community Based Organizations (CBOs) and Civil Society Organizations (CSOs) in both the Federal Republic of Somalia and the Republic of South Sudan so as to build on the findings of this report. IPSTC should plan regular field evaluation and training needs assessment to continue improving its training programmes and address emerging training requirements. The following should be implemented by IPSTC before the field visits:

- ✓ Compilation of comprehensive alumni data to enable good sampling.
- ✓ Good planning and organization to ensure timeliness of interview preparation.
- ✓ Strict adherence to agreed schedules.
- ✓ Good coordination before the field visits should be ensured. This could be done either through phone calls, emails, and focal points among others.
- ✓ Conduct a comprehensive desk study and phone interviews.
- ✓ Availability of SOPs for evaluation to guide the conduct of evaluation exercises.
- ✓ Adequate liaison and coordination with EASFCOM to ensure greater cooperation.
- ✓ Occasionally complement internal evaluation with independent external evaluation.

The following table shows the estimated cost of a 2-week Training Needs Assessment (TNA):

Ser	Item	Cost (USD)	Number (Item/Days)	Total Cost (USD)	Remarks
1	Travel	1, 000	4 (Pers)	4, 000	Travel cost to deploy a 4-person TNA team.
2	Accommodation	1, 200 (4 Pers @300)	14	16, 800	Accommodation and incidental costs for a 4-person TNA team.
3	Local Coordinator	300	10	3, 000	To coordinate and administer the team and (local) interviews.
4	Support Services	200	5	1, 000	Contracting of transport and IT services required to support the exercise.
5	Report	2, 000	1	2, 000	Report compilation and editing.
Total (USD)				26, 800	

ANNEX C

SURVEY QUESTIONNAIRE

TRAINING IMPACT AND TRAINING NEEDS IDENTIFICATION FOR ORGANIZATIONS IN SOUTH SUDAN AND SOMALIA

2013

Conducted by:



Funded by:



In Partnership with: Eastern Africa Standby Force Coordinating
Mechanism



Acknowledgement

Thank you for participating in our survey. We want you to know that your feedback and opinions are very important to us, and that we need your input in order to continue doing what we do well and improve in those areas that would further strengthen the training we offer.

Thank you for your participation.

General Survey Questions

1. Does the curriculum at IPSTC satisfy the training requirements of your branch/organization?

Yes

No

If No, why?

2. Based on your branch/organization, what are the current and/or projected future training gaps you have identified?

3. Would the development and subsequent delivery of customized and localized (In-theatre) training for your branch/organization be of interest to you?

4. How can IPSTC assist in the achievement of your branch/organization mission, objectives and goals?

5. Of the employees that have attended training at the IPSTC, have you noticed a measurable difference – positive or negative in their performance in comparison to someone who had not attended training?

6. Which other courses would you need to attend in order to be more effective in your current appointment?

THANK YOU.