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# INDEPENDENT EVALUATION OF THE TRAINING AND ADVANCED TRAINING OF WEST AFRICAN SECURITY FORCES PROJECT

July 2023

Planning, Performance Monitoring and Evaluation Unit

This report is a product of the Planning, Performance Monitoring, and Evaluation Unit of UNITAR. The report's findings, conclusions and recommendations do not necessarily reflect the opinion of the partners of the "Training and Advanced Training of West African Security Forces" project. The evaluation was conducted by Aurélie Ferreira and Nicholas Seymour. The report is issued without formal copy editing.

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## Foreword

The Training and Advanced Training of West African Security Forces project aims at supporting the Kofi Annan International Peacekeeping Training Centre (KAIPTC) in becoming the leading international centre for training, education and research in African peace and security. The project supported i) an assessment of KAPITC's operating framework; ii) infrastructure and equipment; iii) training and mentoring; and iv) expanding partnerships, while aware of the Centre's numerous, existing international and regional partners.

This independent evaluation assessed performance against planned results in the project's results framework with focus on institutional assessment and support. The evaluation assessed the project's relevance, coherence, effectiveness, efficiency, likelihood of impact and likelihood of sustainability. Overall, the evaluation found the project to be highly relevant to regional security and training challenges, and moderately relevant to KAIPTC's needs. The project showed high thematic coherence, although not resulting in cooperative initiatives or synergies with other donors or training centres. The evaluation found the project to be effective in delivering training and in supporting female participation, yet less effective in the operating framework component given its relevance to KAIPTC and the political climate. The project was also very efficient in planning and managing training and budgeting under time and exchange rate constraints. Tracing evidence of intended impact was challenging, and likelihood of sustainability was assessed as limited given the project's short timeframe.

The evaluation issued a set of five recommendations of which three were accepted and two partially accepted.

The evaluation was managed by the UNITAR Planning, Performance Monitoring and Evaluation (PPME) Unit and was undertaken by Aurélie Ferreira (Team leader) and Nicholas David Seymour (team member/thematic expert). The PPME Unit provided guidance, oversight and quality assurance, as well as logistical support for interviews, surveys, and the field mission.

The PPME Unit is grateful to the evaluator, the project team based in Accra, Bonn and Geneva, as well as other project stakeholders for providing important input into this evaluation.

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# Executive Summary

## Introduction and background

Since 2009, the United Nation Institute for Training and Research (UNITAR) through its Division for Peace has provided support to core security actors, thereby contributing to the safety and security of individuals and communities.

Within the spectrum of capacity building and development activities, UNITAR positions itself to complement initiatives implemented by other actors at the national, regional and international levels. In doing so, it contributes to bridging and harmonizing efforts with the aim to strengthen the overall impact of security sector work at these levels. UNITAR has been supporting capacity building through local actors and training centres in Africa since 2012 and has been working with the Ghana-based Kofi Annan International Peacekeeping Training Centre (KAIPTC) since June 2021 as part of this project.<sup>1</sup>

This evaluation covers project activities undertaken during the second half of 2022 with the financial support from the German Federal Foreign Office. Germany has supported KAIPTC dating back to shortly after the centre's creation in 2004. The Training and Advanced Training of West African Security Forces project established tripartite cooperation between UNITAR, the German Federal Office and KAIPTC, one of the three Training Centres of Excellence in the Economic Community of West African States (ECOWAS), to strengthen the response capacity to security threats in the region. The project acknowledges the challenges peacekeeping missions face in helping host countries transition from conflict to peace and supports training as one of the answers to prepare uniformed

and civilian personnel in facing complex threats and environments characterised by an increasingly hostile environment.

The project aims at supporting KAIPTC in becoming the leading international centre for training, education and research in African peace and security, supporting the establishment of i) operating frameworks; ii) infrastructure and equipment; iii) training and mentoring and iv) expanding partnerships, while being aware of the numerous international and regional partners to the centre.

## Purpose, scope and methodology of the evaluation

The evaluation assesses the project's relevance, coherence, effectiveness, efficiency and likelihood of impact and sustainability during the period from July to December 2022. While serving accountability purposes, the evaluation also has a forward-looking perspective in supporting learning and quality improvement for the 2023 project phase.

The evaluation is based on a mixed-methods approach combining qualitative and quantitative tools that are gender and human rights sensitive. The evaluation was undertaken by a team of two independent evaluators between the end of October 2022 and March 2023, with a field visit to the KAIPTC in March 2023.

The evaluators reviewed documents and conducted in-person and remote interviews with 29 project stakeholders based in Ghana, the United States and Germany, and administered two online surveys in English to police and military officers training participants and facilitators, with 240 responses collected. Of the stakeholders consulted throughout the evaluation, 31 per cent were women, 67 per cent were men and 2 per cent identified

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<sup>1</sup> Some previous collaborations between UNITAR and KAIPTC took place prior to 2021.

themselves as non-binary. The evaluation benefitted from full cooperation and support from a UNITAR representative in Ghana. Minor limitations were observed due to the concomitance of the evaluation with the delivery of final activities and data collection in the fourth quarter of 2022. The limited information in the project's interim narrative reports and the pending final narrative and financial reports only due for submission on 30 June 2023 were among the evaluation's limitations.

## Main findings

### Relevance

The evaluation found that the project demonstrated relevance to regional security and training challenges, and moderate relevance to KAIPTC's needs.

The project objectives align with pillar 1 of the ECOWAS Vision 2050 on Peace, Security and Stability and two of its three strategic objectives (SO) on regional peace and conflict management. African Union (AU) and ECOWAS policies and directives are reflected in KAIPTC's training but the organisation's practical involvement in identifying KAIPTC training needs is limited, notwithstanding the fact ECOWAS is a member of the KAIPTC Governing Board. The project approach did not demonstrate an understanding of limitations and opportunities inherent in the relationship between the Centre and ECOWAS.

The project's objectives complement KAIPTC's SO (SO1 "to enhance the capacity of ECOWAS, AU and their relevant structures to perform their mandates in ensuring peace and security in Africa" and SO3 to build African capacity to fully implement the Maputo Protocol<sup>2</sup> and UN Security Council Resolution (UNSCR) 1325 for gender parity). The project

contributed to these objectives through the delivery of security related training and support to gender balanced groups of military and police personnel.

The evaluation found much information in the public domain on KAIPTC needs and technical capacity, most of which was developed through German or Danish support under other projects. The evaluation did not find evidence that these sources of information were yet used by the project to adjust its approach or determine its added value among the plethora of donors to the Centre due to the short implementation time of the project.

KAIPTC has developed two strategic plans since 2014, one Strengths, Weaknesses, Opportunities and Threats (SWOT) analysis and theorized a new business model. These documents clearly identify needs essential to the Centre in achieving its target of becoming the leading regional centre for peace and security training and research in Africa. These areas include i) developing demand driven training services, involving organisations as co-designer to allow for comprehensive feedback and impact monitoring, in contrast to a supply-driven approach that sees participants "come and go"; ii) partner and stakeholder management and consultation and iii) financial sustainability through internal revenues and cost-efficient procedures. The evaluation found that while the project supported newly created courses resulting from the new model, the Centre remained largely on the supply side of training.

As a result, part of the project logic appears less relevant to the Centre's most pressing organisational needs. The project gender approach also illustrates this gap between plans and needs. The project supports parity and acknowledges global challenges

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<sup>2</sup> [Protocol to the African Charter on Human and Peoples' Rights on the Rights of Women in Africa](#)

but does not refer to KAIPTC's existing strong approach and history of mainstreaming gender – through an audit in 2014, a dedicated strategy in 2017, a dedicated department involved in national planning, gender focused courses and good to excellent records of female participation. However, courses implemented follow KAIPTC's approach to gender mainstreaming.

The evaluation found that the context of the donor's prior-years' support to the Centre somewhat impeded the relevance of the project design. However, the evaluation also found that UNITAR promptly endorsed the role of donor intermediary, becoming part of a tripartite agreement after two decades of bilateral cooperation between the Centre and Germany. The second phase of the project funded for 2023 has adjusted its targets and demonstrates a better understanding of local dynamics, although not yet fully grounding the project documentation and plans in the existing strategic architecture. It is understood that the position of strategic advisor is not granted to any newcomer, but it is the evaluation's assessment that pro-active comparative assessments and enhanced coordination with Germany as the main donor could have helped (and could still help) UNITAR identify and engage in areas to achieve significant impact.

### **Coherence**

The evaluation found the project to be aligned with numerous current or past initiatives, thus ensuring high thematic coherence, but not resulting in cooperation initiatives or synergies with other donors or training centres.

There are forums between the respective commandants and training centres and less formal arrangements for mutual exchange of views. The evaluation found that they do not necessarily provide a mechanism that supports detailed coordination of training and found only few examples of training responding to regional operational requirements or demonstrating regional coordination. Most day-to-day coordination

and interaction between training centres rely on ad hoc arrangements and personal contacts. As an example, the evaluation did not find any evidence that the project took advantage of UNITAR's cooperative engagements including with ongoing projects with the Ecole de Maintien de la Paix Alioune Blondin Beye (EMPABB) in Mali to organise exchanges of practice, reduce the francophone divide in course provision or coordinate their activities to fully support ECOWAS. The project could explore cooperation with the United Nations / Resident Coordinator system on thematic areas, e.g., with organisations such as the United Nations Entity for Gender Equality and the Empowerment of Women (UN WOMEN), the United Nations Office for Drugs and Crime (UNODC) or the United Nations Development Programme (UNDP) to contribute to modules with practical cases or possibly combining funding.

The evaluation found the project allowed for continuity in previously designed and funded training courses such as two of the six newly created courses developed to meet ECOWAS and AU's capacity gaps and the demand-driven business model, i.e., "Peace Operations for Cadets of Ghana Military Academy" and the "Peace Support Operations Logistics". As such, the project did not review and expand the training portfolio as planned in the results framework. Among the training delivered are the "Maritime Security and Organised Crime" course supported by Germany since 2018, then Denmark, UNDP and Japan, and the "Election Violence Security" course also developed through German funding ahead of Ghanaian 2020 elections. The project's documentation does not elaborate on synergies, value and necessity for continued support, or comment on formal mechanisms or a rationale behind course selection. Instead, the evaluation found this information online.

Interviewees from the training centre noted that differing security priorities of donors regarding West Africa inevitably influenced their selection of training topics to be supported, and emphasised the importance



of ensuring that selection of training topics be seen in the context of their links to other initiatives for maximum impact to be achieved.

Given the instrumental role played by Germany in the Centre's development, the evaluation noted little trace of coordination with UNITAR. Interviewees reported regular contacts between local representatives but there was little evidence that this had significant influence on the Centre's managerial or strategic decisions with the result that the opportunity to develop a joint approach in the face of security challenges tended to take second place to a supply driven approach. The EU-German ECOWAS Peace and Security Architecture and Operations (EPSAO) is an example of an initiative sharing similar objectives, with higher budget and longer-term engagement, to which UNITAR could align forces and resources if granted by the donor.

### **Effectiveness**

The evaluation found the project to be effective in delivering training in a short period of time and in supporting female participation, yet less so in applying the UNITAR Quality Assurance Framework (QAF) to KAIPTC's work practices due to the lack of relevance to the Centre's needs.

The project was found successful in delivering 14 training courses within a short time period, with KAIPTC together with UNITAR's in-situ representative, training 895 police, military and civilian in 12 different thematic courses between October and December 2022. The Centre's mobilisation capacity was further demonstrated in delivering courses abroad through its mobile training team, with "Electoral Violence" training delivered in Nigeria ahead of the 2023 Elections, "Collaborative Policing Course" in Liberia,

and "Criminal Justice Executive Course" in The Gambia.

Training was delivered to 71 per cent (634) male and 29 per cent (260) female participants, making a positive contribution to the UN 2028 targets for uniformed women in peace operations (i.e., 25 per cent of military and 30 per cent of police).<sup>3</sup> The project was also successful in achieving one of the three targets of its logical framework, i.e., "Training delivered to gender balanced groups of military and police personnel" (Result 2.1). The balance achieved is supportive of the UN target for a minimum of 28 per cent enrolment of female officers in Peacekeeping operations. It is noted though that five of the 14 courses reviewed were below this threshold, two of which accounted for more than one third of the total training participants (Peace Support Operations, 175 participants, 19 per cent women; Electoral Violence Security, 200 participants, 21 per cent women). The project did not suggest reasons for the lower mobilisation in its narrative report, i.e., selection procedures managed by the organizations or participants' interest and relevance to domestic functions, or for the cases of high attendance (Collaborative Policing, 50 per cent, Investigative and Sexual-based Violence, 73 per cent).

The evaluation found that KAIPTC's solid monitoring framework supported the assessment of the quality of training as perceived by trained participants and course facilitators and directors. The triangulation of these three levels of assessment reported a high level of satisfaction on the design, management and follow-up of training courses. The findings issued from KAIPTC training evaluations were also triangulated through the administration of the evaluation's questionnaires. Both sources confirmed the quality of course materials, clarity of

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<sup>3</sup> [Infographic Uniformed women in peace operations since 2019](#)

learning needs and objectives, training preparation and instructional settings, including adequate participant selection, circulation of prior information and materials, the qualification of facilitators and course directors, in most cases with long cooperation records with the Centre, and experience in peacekeeping operations.

The surveys and interviews also identified some areas for improvement. If considered up-to-date, course materials could benefit from further contextualisation, especially when delivered abroad, include more practical case studies from peacekeeping missions and on-site visits to security agencies. The course on Maritime Security was seen as a model for the opportunity to learn about agencies' concrete and daily challenges. The evaluation found shortfalls in IT and more broadly infrastructure as limiting factors for the Centre to deliver its full potential, including keeping up with technological developments, especially in the ability to replicate the level of digital support available to missions.

Although KAIPTC standards align with UNITAR's QAF according to a comparison by the evaluation, the project did not yet identify areas for strengthening or mutual exchange of practices. This resulted in the project not achieving one of the three planned results, i.e., "Operating framework of the centre reviewed in line with UNITAR quality assurance framework" due to the lack of relevance to the Centre's needs.

### **Efficiency**

The evaluation found the project to be very efficient in planning and managing training and budgeting under time and exchange rate constraints. This positive assessment is based in part on pre-existing procedures and institutional mechanisms that the project could mobilise.

As observed by other donors, KAIPTC is found to be a reliable and effective partner which was further evidenced by the fact that UN Training Recognition has been granted for its Comprehensive POC (Military) and

CIMIC courses and requested for its UNMO course. Beyond effective implementation of planned training activities, it produced supporting documentation up to international standards. The financial monitoring of the project allowed for timely adaptation to major exchange rate fluctuations, although concomitant to the busiest training period. The evaluation found that the presence of a UNITAR advisor at KAIPTC played a crucial role in facilitating communications on challenges and in planning and delivery.

KAIPTC's progress reports were substantiated in both content and structure. The use of a standardised methodology supports comparisons over time and data aggregation, including on gender. Although impact monitoring was found to be one of the Centre's main challenges, the data systematically collected over time builds evidence. As such, the Centre forms an example of good practices to other training centres also striving to demonstrate the changes made in building uniformed and civilian capacity. Impact monitoring capacity is being built with German support since 2015 including through a dedicated unit of three staff and focal points to the Centre's 18 units. Still, there are needs in training and guidance that UNITAR's project team and its Learning Solutions Team in particular could support.

The evaluation found some shortfalls in UNITAR's project reporting on progress in achieving results. The results framework is limited in sharing the project's rationale and displaying managerial efforts to establish and sustain cooperation dynamics with the Centre and other donors. As an example, the planned outputs indicated achievement in the second interim narrative report were not supported with evidence of delivery. The report's section calling for the project's self-assessment also refers to the project evaluation's objectives and terms, rather than providing an analysis or insight on the project's status from project management.

## **Likelihood of Impact**

The evaluation found limited evidence on the likelihood of impact of the training on policing and military functions in peacekeeping missions, due in large part to the lack of interfaces and formal feedback mechanisms.

Most of the evidence collected was individual and anecdotal. KAIPTC's strategic plan rightly identified the structural cause for such limitation in a disconnect between beneficiary organisations and resources to follow up with supervisors. The chain of communication is broken, both before and after training. Prior communication may support integration of learning into working routine while follow up may help revise and upgrade training. UNITAR support would be helpful in organising more joint design activities with Western Africa security agencies, other UN partners or German-funded activities. One of the most significant impacts to organisational development lies in the ability to align funding with a long-term vision, rather than accommodating requests.

At the level of perceived impact, for now and in the absence of visibility, most of the reported changes are experienced at the domestic level (in contrast to changes in peacekeeping missions). Ninety-five per cent of survey respondents, without significant difference by gender, indicated that they have applied knowledge/skills from the training to their work. Testimonies report positive changes such as changing mindsets, expanding collaboration with sister security agencies or adopting and promoting gender principles and anti-harassment norms in the workplace. The Electoral Violence and Security training also proved KAIPTC's ability to address contextual challenges as many participants shared examples how tensions were reduced in the context of the Nigerian 2023 elections. Further, participants commented how they replicated training in national events or meetings, expanding knowledge and beneficiary reach. In some cases, the

newly acquired skills resulted in career progress. Very few examples referred to peacekeeping environments and few cases reported the unpreparedness of supervisors in including new skills in the teams' dynamics.

## **Likelihood of Sustainability**

The evaluation found likelihood of sustainability to be limited. While the evaluation only assessed a nine-month agreement period and six-month implementation period (which limits its ability to be fully objective regarding long-term sustainability), it is possible to identify areas where activities have the potential for sustaining results.

In terms of design, the project did not secure conditions for long-term effects that would fully coordinate the Centre's strategy and donors' efforts. While Germany, KAIPTC and UNITAR signed a Joint Declaration of Intent (JDoC) in December 2021, the evaluation found the JDoC to be limited to operational modalities of cooperation and expired with the evaluated project's 2022 phase end in December 2022. As designed, the project has moved in the right direction to support KAIPTC's training agenda, which has value, but it has not triggered or consolidated lasting changes at KAIPTC's level or strategized for such changes. The presence of the UNITAR representative and renewed funding from Germany enables the next project to focus on UNITAR's relationship with the centre, review UNITAR expertise, identify KAIPTC capacity gaps and facilitate formal dialogue between KAIPTC and Germany on complementary ways to build capacities (see recommendations below). Suggestions were made from both trained participants and specialists for innovation and decompartmentalization of the training function. African training centres need to have the capacity to reflect the reality on the ground in missions which is particularly important in terms of the increased availability of real time information and its impact on operations. This requires an understanding of the technologies available

to missions and how that can be replicated in training courses. The lack of core funding and flexibility for training centres such as KAIPTC to invest in infrastructure constrains its organisational development and ability to respond to those challenges.

Besides, limited practical interfaces with peacekeeping missions, and to some extent with other training centres, restrict the prospect for lasting changes in the way training is delivered and, *in extenso*, in the level of preparedness of uniformed and civilian personnel in Western Africa. Strengthened cooperation among training centres, particularly in West Africa, would provide better access to available expertise and have the benefit of strengthening the relationship with francophone beneficiaries. The review of training beneficiaries' nationalities indicates most of the centre's participants are Ghanaian despite plans to further expand. There are inherent limitations to this, especially when looking for sustainable changes at the regional level of preparedness to deploy to peacekeeping missions and respond to regional challenges.

**Recommendations**

The evaluation issued a set of five recommendations as summarized below to inform future phases of the project.

RECOMMENDATIONS
<p><b>1. Map KAIPTC capacity gaps and UNITAR strengths to formulate an action plan by e.g.,</b></p> <ul style="list-style-type: none"> <li>• Reviewing areas for support that are still valid in KAIPTC strategic documentation (i.e., 2019-2023 strategic plan mid-term evaluation) commissioned by Germany.</li> <li>• Assessing how UNITAR could continue to help KAIPTC address those points (e.g., training update and design, e-learning module development, gender mainstreaming into training content, monitoring and self-evaluation capacity and methods, including impact level results).</li> </ul>

RECOMMENDATIONS
<p><b>2. Develop a sustainability strategy that defines UNITAR's long-term relationship with KAIPTC by e.g.,</b></p> <ul style="list-style-type: none"> <li>• Reviewing the goals and objectives of the Joint Declaration of Intent between Germany, KAIPTC and UNITAR and extending the arrangement beyond 2022.</li> <li>• Continuing to devise a sustainable approach that includes the development of an IT system that supports interactive training and is capable of replicating the impact of the availability of real-time information on a mission's operations, while also providing an enhanced capacity for e-learning.</li> <li>• Screening interest among donors supporting the same courses to revise the approach to training to more accurately reflect the needs of current peace operations and support more demand-driven initiatives.</li> </ul>
<p><b>3. Revisit and refine the logical framework and chain of results, be explicit about efforts and decisions' rationale by e.g.,</b></p> <ul style="list-style-type: none"> <li>• Adding processes, relational and coordination efforts to the logical framework made and which is conditional to the smooth implementation of activities in Ghana.</li> <li>• Ensuring indicators are measurable accompanied by means of verification and can benefit from KAIPTC baseline.</li> </ul>
<p><b>4. Enhance the quality of UNITAR reporting by e.g.,</b></p> <ul style="list-style-type: none"> <li>• Ensuring processes, results and changes in plans are accurately documented, considering short UNITAR training assessments on quality, strengths and weaknesses to cross check with KAIPTC TED assessments (EQL1).</li> </ul>
<p><b>5. UNITAR promotes and supports exchanges of experiences and expertise with other African</b></p>



## RECOMMENDATIONS

**training centres in future projects by e.g.,**

- Including joint activities in future project documents supported by Germany (or dedicated activities, e.g., joint design, shared bilingual library, joint training delivery).

## Acronyms and abbreviations

<b>APSA</b>	African Peace and Security Architecture
<b>APSTA</b>	African Peace Support Trainers Association
<b>ASF</b>	African Standby Force
<b>AU</b>	African Union
<b>CCCPA</b>	Cairo International Centre for Conflict Resolution, Peacekeeping and Peacebuilding
<b>CRF</b>	Continental Result Framework
<b>ECOWAS</b>	Economic Community of West African States
<b>ELQ</b>	Evaluation Learning Questionnaire
<b>EMPABB</b>	Ecole de maintien de la paix Alioune Blondin Beye
<b>EPSAO</b>	ECOWAS Peace and Security Architecture and Operations
<b>EU</b>	European Union
<b>EVS</b>	Election Violence Security
<b>GAC</b>	Global Affairs Canada
<b>GHS</b>	Ghanaian Cedi
<b>GIZ</b>	Gesellschaft für Internationale Zusammenarbeit
<b>HEAT</b>	Hostile Environment Awareness Training Course
<b>IAPTC</b>	International Association of Peacekeeping training Centres
<b>IP</b>	Implementing partner
<b>IPSTC</b>	International Peace Support Training Centre
<b>ISGBV</b>	Investigating/Preventing Sexual and Gender-based Violence Course
<b>ITS</b>	Integrated training service
<b>JDoC</b>	Joint Declaration of Intent
<b>KAIPTC</b>	Kofi Annan International Peacekeeping Training Centre
<b>KII</b>	Key informant interview
<b>LMS</b>	Learning Management System
<b>LS</b>	Learning Solutions
<b>MOD</b>	Ministry of Defense
<b>MoU</b>	Memorandum of Understanding
<b>NAP</b>	National Action Plan
<b>OECD DAC</b>	Organization for Economic Co-operation and Development's Development Assistance Committee
<b>PPME</b>	Planning, Performance Monitoring and Evaluation unit
<b>PTPU</b>	Peacekeeping Training Programme Unit
<b>QAF</b>	Quality Assurance Framework
<b>RPA</b>	Rwanda Peace Academy
<b>SADC</b>	Southern African Development Community
<b>SDGs</b>	Sustainable Development Goals
<b>SGBV</b>	Sexual and Gender based violence
<b>SIDA</b>	Swedish International Development Cooperation Agency
<b>SO</b>	Strategic Objectives
<b>SWOT</b>	Strengths, Weaknesses, Opportunities and Threats
<b>TCE</b>	Training Centre of Excellence
<b>TED</b>	Training and Evaluation Development
<b>TI</b>	Training Institutions
<b>ToR</b>	Terms of Reference

<b>TPTC</b>	Peacekeeping Training Centre of Tanzanian Armed Forces
<b>UN</b>	United Nations
<b>UNDP</b>	United Nations Development Programme
<b>UNITAR</b>	United Nations Institute for Training and Research
<b>UNODC</b>	United Nations Office on Drugs and Crime
<b>UNSCR</b>	United Nations Security Council Resolution
<b>UNWOMEN</b>	United Nations Entity for Gender Equality and the Empowerment of Women
<b>WLDP</b>	Women Leadership Development programme
<b>WPSI</b>	Women Peace and Security Institute

# Introduction

1. This document constitutes the report of the independent evaluation of the Training and Advanced Training of West African Security Forces project. The German Federal Foreign Office funded the project, after years of providing direct support to the implementing partner (IP), the Kofi Annan International Peacekeeping Training Centre (KAIPTC). Following changes in German funding regulations, the funds were disbursed to the United Nations Institute for Training and Research (UNITAR) to implement a project from 1 April 2022 to 31 December 2022, with activities delivered by UNITAR and KAIPTC.<sup>4</sup> The contribution amounted to 2 million EUR.<sup>5</sup> Financial support was extended until 31 December 2023 through a second agreement signed on 16 January 2023 for 3 million EUR. The project under the cooperation agreement signed in 2022 is the scope of the present evaluation.<sup>6</sup>
2. The project falls under UNITAR's programming in the Division for Peace and as such seeks to contribute to helping Member States achieve Sustainable Development Goal (SDG) 16 to promote peaceful, just and inclusive societies. Under the [UNITAR 2022-2025 strategic framework](#), the project is aligned with sub-objective 1.1: Support institutions and individuals to contribute meaningfully to sustainable peace, which focuses broadly on tackling violence; addressing root causes of conflict, insecurity and injustice; and strengthening governance and institutions which are essential steps to creating a more sustainable future. The project was implemented by the UNITAR Peacekeeping Training Programme Unit's (PTPU) presence based in Bonn, Germany, including one advisor located at KAIPTC in Accra, Ghana.
3. UNITAR programming to strengthening core security actors, hence contributing to the safety and security of communities and individuals began in 2009 by the PTPU Pre-Deployment Training and Advisory Team. UNITAR has been supporting the development of local capacities through training institutions in Africa since 2012, including KAIPTC since June 2021.<sup>7</sup> UNITAR has also provided programmatic support to the Cairo International Centre for Conflict Resolution, Peacekeeping and Peacebuilding (CCCPA) in Egypt; the Ecole de Maintien de la Paix Alioune Blondin Beye (EMPABB) in Mali; the International Peace Support Training Centre (IPSTC) in Kenya; the Rwanda Peace Academy (RPA) in Rwanda; the Peacekeeping Training Centre of Tanzanian Armed Forces (TPTC) in Tanzania; and the Southern African Development Community (SADC) Regional Peacekeeping Training Centre in Zimbabwe.
4. UNITAR's mandate delimits its support to pre-deployment activities. The project focuses on the pre-deployment training period and on crisis prevention and reaction in West

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<sup>4</sup> Tripartite relations between Germany, KAIPTC and UNITAR were defined in a Joint Declaration of Intent (JDol) signed in 2021 and covering the modalities of cooperation and the project's duration.

<sup>5</sup> The initial contribution amounted to 1 million EUR and was increased to 2 million EUR through an amendment signed on 28 September 2022.

<sup>6</sup> Inclusive of the grant agreement to KAIPTC, which was initially 573,817 EUR and amended to 14,546,972.34 GHS (equivalent to 1,237,346 EUR using the May 2023 exchange rate). The 2023 agreement and project were also considered as part of the document review.

<sup>7</sup> Some previous collaborations between UNITAR and KAIPTC took place prior to 2021.



Africa. The evaluation covers training activities implemented by KAIPTC on these subject matters and international training standards applied to its curricula.

## Project description, objectives and development context

5. The project aims to strengthen security policy self-responsibility of West African partners engaged in the context of crisis prevention / crisis reaction to internal and external threats in the region by reinforcing the role of KAIPTC, which was designated as one of the three<sup>8</sup> training centres of excellence (TCE) of the Economic Community of West African States (ECOWAS). KAIPTC has a Memorandum of Understanding (MoU) with ECOWAS since 2007.
6. KAIPTC was created in 2004 and is recognised as one of the leading international centres for training, education and research on African peace and security. Its location makes it a strategic hub to support regional stability and deploy peacekeepers to missions. The KAIPTC website estimates that the Centre has trained more than 21,000 individuals since its creation, and 3,800 individuals annually, mostly from Western Africa, and with support from 14 international donors. With 262 employees, KAIPTC is highly autonomous and owns its training curricula and procedures. Its management designation and running costs depend on the Ghanaian Ministry of Defence (MOD) to which it is affiliated. It is embedded in the African Peace and Security Architecture (APSA) of the African Union (AU). In this context, the project aimed to add value to ongoing international support and establish lasting cooperation with UNITAR.
7. According to the 2022 project document, the project's long-term outcome aims to achieve:
  - i) Expanded access to **high-impact training** for military and police personnel (men and women) from West Africa and beyond (aligned to UN standards and policy frameworks).

The project's short-term outcomes include:

- i) Strengthened **operating framework** of KAIPTC – in line with UNITAR Quality Assurance Framework (QAF).
- ii) Strengthened **capabilities and motivation of military and police** officers from West Africa engaged in both internal and external (UN, AU, ECOWAS) operations.

## Logical framework



8. The *Application for an allocation from Federal Foreign Office funds* (i.e., the project document and log frame) informs the intervention logic, as summarized in Table 1. At the evaluation's entry conference, the project team highlighted that project's priority was to establish a working relationship with the centre by assessing its needs and expectations towards the partnership with UNITAR and, consequently, the outputs and outcomes should

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<sup>8</sup> EMPABB - Mali, NDC – Nigeria, and KAIPTC - Ghana.

be understood as being indicative. The project document was based on assumptions that could not materialise before close and regular contacts had been established, however. This consultative work was made possible by locating a UNITAR representative in KAIPTC. As a result, the gap between plans and reality is addressed in the 2023 project document (see text with shading). This gap between the plan in the original project document and the final activities implemented corresponds to activities that are either already autonomously conducted by KAIPTC, supported by other donors or for which the centre has expressed no interest.

Table 1: Project logical framework

<b>Table 1</b>		
<b>Outputs</b> 	<b>Expected outcomes</b> 	<b>Expected Impact</b>
<b>The sum of the below actions (outputs) will contribute to ...</b>	<b>Short-term/ immediate changes which are the project expected outcomes...</b>	<b>Achievement of these outcomes will support long-term effects, i.e., expected impact</b>
O1.1 Operating framework of the centre reviewed (in line with UNITAR Quality Assurance Standards). Not in 2023 log frame O1.2 Training portfolio reviewed and expanded. <b>ibid</b>	EO1 “Strengthened operating framework of KAIPTC – in line with UNITAR Quality Assurance Framework EO1 “increased outreach of KAIPTC to military and police officers from West Africa engaged in both internal and external operations (UN, AU, ECOWAS)	EI. “Expanded access to high-impact training for military and police personnel (men and women) from West Africa and beyond (aligned to UN standards and policy frameworks)” <b>ibid</b>
O2.1 Training delivered to gender balanced groups of military and police personnel. <b>O2.1 to O2.17. 17 training activities (military cadets, maritime security, hostile environment awareness, medical support, military observers, AU mission, UN staff officers, security sector, police middle management, security sector reform, sexual based gender violence, electoral violence, child protection) – expected beneficiaries: 1030.</b>	EO2 “Strengthened capabilities and motivation of military and police officers from West Africa engaged in both internal and external UN, AU, ECOWAS operations. <b>ibid</b>	

**Logical frameworks from 2022 (black font) and 2023 (grey shading) project documents**

## Evaluation Management, Methodology and Limitations

9. The evaluation was undertaken by a team of two external evaluation consultants independent from the design and implementation of the project. The team was composed of Aurélie Ferreira, team leader and monitoring and evaluation specialist with field

experience in peacekeeping missions and Nicholas David Seymour, team member with experience as a trainer and planner in national and multinational headquarters in peace and war including the UN and the AU. Nicholas conducted the field visit to Ghana because of his experience as a trainer, while Aurélie coordinated the design and analysis of the evaluation matrix and surveys. The UNITAR Planning, Performance Monitoring, and Evaluation Unit (PPME) managed the evaluation and provided support with survey preparation as well as general guidance, oversight and quality assurance.

10. The evaluation's Terms of Reference (ToR) called for a standard evaluation approach, applying the six evaluation criteria of the Organization for Economic Cooperation and Development – Development Assistance Committee (OECD-DAC): relevance, coherence, effectiveness, efficiency, (likelihood of) impact and (likelihood of) sustainability; with focus on *institutional assessment and support*. The evaluation questions under each of the criteria are listed in Table 2. The assessment of impact and sustainability were identified as priorities for this evaluation; in knowing what support brings the most value to KAIPTC and is the most supportive of self-sustaining strategies. During the entry conference, the project management team requested the evaluation's scope to also include the project's methods for assessing KAIPTC's organisational capacity and needs. Questions in bold, italics font are not addressed in the report for lack of documentation, which would make the assessment thin or too hypothetical, or to reduce repetitions in the analysis (See limitations section).

Table 2: Evaluation questions per criteria

RELEVANCE
To what extent is the project aligned with the Institute's efforts to helping Member States implement the 2030 Agenda for Sustainable Development, the UNITAR strategic framework 2022-2025, particularly SO 1.1, and SDG 16, the African Union Agenda 2063 and ECOWAS Vision 2050?
To what extent is the project aligned with UN, AU, ECOWAS, and other international frameworks and reports in the peace and security area, including the Strategic Guidance Framework for International Policing, Women, Peace and Security (WPS) Agenda, the UN Uniformed Gender Parity Strategy, Integrated Peacekeeping Performance and Accountability Framework? To what extent is it aligned to international environmental frameworks, e.g., Blue Marble principles? (ENVSUSE)
How relevant, including contextual relevance, are the objectives and design of the project (all its components) to the needs, policies, and priorities of KAIPTC; and to the capacity needs, priorities, and performance improvements of the beneficiaries of the training centre, i.e., military and police personnel? Is the project strategy, including training, designed to lead to a behavioural change/performance growth?
To what extent were institutional needs (human and financial capacities, targets, etc) reviewed and included in project design?
<b><i>Is the project reaching its intended immediate and final beneficiaries, i.e., staff of KAIPTC and military and police personnel engaged in peace operations?</i></b>
How relevant is the project to supporting gender equality and women's empowerment in the peace and security field? (GEEW)
COHERENCE
How well does the project complement other UNITAR programming in the area of pre-deployment training, funded by the same or other donors, including those aiming at strengthening the deployment-related training offerings of training centres in the African continent, e.g., Peacekeeping Training Centre of Tanzanian Armed Forces in East Africa or the Ecole Maintien de la Paix (EMP) in West Africa (Mali)?

How well does the project complement and foster synergies with other initiatives implemented by other partners/donors of the training centre, i.e., core and non-core funders and other institutional partners?
<b><i>How well does the project fit in the wider political and operational contexts of Ghana and West Africa?</i></b>
<b>EFFECTIVENESS</b>
Have the planned outputs and outcomes been achieved? What are the factors, positively or negatively, affecting the project's, organisation's, and the individual's performance?
<b><i>Has the project's structure, with its three components, and partnerships been effective in delivering results, including the performance of the implementing partner in delivering high-impact training?</i></b>
How effective has the adoption of the UNITAR quality assurance framework been in strengthening KAIPTC's operating framework to deliver high-impact training?
To what extent are a Do-No-Harm approach, human rights-based approach, disability considerations, a gender mainstreaming, and environmental sustainability strategy incorporated in the design and implementation of the project? How well are gender aspects included in the new operating framework of the centre, counting the training delivered? (GEEW)(ENVSUSE)
How effective has the gender sensitive deployment-related training been in reinforcing a gender-safe environment to both men and women participants? (GEEW)
<b>EFFICIENCY</b>
To what extent has the project produced outputs and outcomes in a timely and cost-efficient manner, including through partnership arrangements (e.g., in comparison with alternative approaches)? Were the project's resources (human and financial) used as planned and fully utilised?
<b><i>How environment-friendly (natural resources) has the project been (ENVSUSE)?</i></b>
<b>IMPACT</b>
<b><i>To what extent will the project contribute to strengthen crisis prevention and response capacities of West African partners (in UN, AU and ECOWAS missions in West Africa)?</i></b>
<b><i>To what extent has the project strengthened (or is likely to) the KAIPTC's role as the leading international centre for training, education and research on African peace and security?</i></b>
To what extent has the project contributed to improved policing and military functions in peace operations in the region (West Africa)? How did the training impact the specific training needs of uniformed (men and women) personnel and the served communities?
<b><i>What other observable end-results or organizational changes (positive or negative, intended or unintended) have occurred?</i></b>
<b><i>To what extent did lessons learned from project implementation impact institutional practices? Were good practices identified? Were gender approaches developed and consolidated? Were network of professionals consolidated?</i></b>
<b>SUSTAINABILITY</b>
To what extent are the project's results likely to endure beyond the implementation of the activities in the mid- to long-term and under which conditions?
What are the major factors which influence the achievement or non-achievement of sustainability of the project and can be mitigated by project stakeholders?
<b><i>To what extent are the current design and exit strategies likely to contribute to sustained capacity of the training centre? To what extent did UNITAR support the design of exit strategies, including funding strategies?</i></b>
<b><i>What can we learn to inform the future design of similar programming, particularly in terms of UNITAR's approach towards institutional assessment and support in the context in which the partner operates?</i></b>
<b><i>Table 1: Evaluation matrix per criteria</i></b>

### Data collection

- The evaluation used a mixed methods approach (quantitative and qualitative) with rigorous triangulation of information. Data collection comprised various instruments: i) desk review; ii) secondary data analysis from UN and international donors to KAIPTC;



iii) field visit to Accra, Ghana; iv) key informant interviews (KIIs) in the field and remotely; and vi) online surveys to female and male beneficiaries from all 14 training activities and the respective facilitators.

12. In the desk review, the evaluation considered a range of project-related documents, including, but not limited to, agreements with the donor and IP, the project document and log frame and narrative and financial reports. It also reviewed internal documentation of KAIPTC including course evaluation reports for all training activities covered by the IP grant, one impact study report, and strategic frameworks such as the KAIPTC strategic plan covering 2019 to 2023. UNITAR’s QAF was reviewed and compared with the one from KAIPTC’s in search for complementarities and added value. The list of documents consulted is provided under Annex D.

Table 3: Overview of evaluation engagement with project stakeholders

Engagement type	Total No.#	Female	NA <sup>9</sup>	Male
Virtual interviews with project team, KAIPTC and external stakeholders	6	-	-	6
Face-to-face Interviews in Ghana	15	2	-	13
Survey to training participants	215	77	6	132
Survey to training facilitators	25	1	-	24
Follow-up interviews with survey respondents	7	1	-	6
<b>Total respondents</b>	<b>261</b>	<b>80</b>	<b>6</b>	<b>175</b>
<b>Percentage</b>	<b>100%</b>	<b>31%</b>	<b>2%</b>	<b>67%</b>

13. A field visit to Accra took place from 4 to 10 March 2023. Interviews took place with key members of KAIPTC staff (Commandant, Deputy Commandant, Director FAAR, Director Training and Evaluation, Director Training and Course Directors), an external training team sponsored by the United States and one local facilitator.

14. The evaluation mainstreamed gender, human rights and environmental considerations into all possible aspects. Questions about sustainable approaches in managing training facilities were asked in the surveys. Human rights were equally scrutinised through surveys when asking about the most significant learning in changing behaviours or skill sets. Gender inclusion was reviewed in both training materials and balance in participants selection and in the surveys.

Table 4: Survey to training participants and facilitators

Surveys’ title	#	Mode	Nationality
1. KAIPTC participants survey	215	Online	45% Ghanaian, 26% Nigerian, 9% Liberian, 8% Gambian, 12% others

<sup>9</sup> “NA” includes the following answer options “Non-binary”, “Other”, “I prefer not to say”.

2. KAIPTC facilitators survey	25	Online	64% Ghanaian, 4% Ivory Coast, 16% Nigeria and 8% Senegal and Sierra Leone
Total respondents	240		

## Limitations

15. The evaluation encountered several noteworthy limitations. In terms of timing, the evaluation was initiated at the end of 2022, coinciding with the end of the project and a relatively condensed six-month delivery period. This timing limited the ability to capture long-term impact or sustainability of activities. The timing of the scheduled submission of the final narrative and financial reports (on 30 June 2023), after the conclusion of the evaluation, was also a limiting factor. While the UNITAR representative in Ghana proved to be very helpful in organising the field visit and liaising with KAIPTC counterparts to accessing missing documents, engagement from the IP was rather limited, resulting in few interviews. Despite multiple efforts, the plan to involve KAIPTC staff in the evaluation, including through a kick-off meeting and brainstorming on expectations unfortunately did not materialise. The response rate to contacts made by the evaluators was low, despite formal UNITAR introduction or personal contacts. It did not allow for interviews with key stakeholders such as the command from peacekeeping missions considered to be instrumental in providing information and views on e.g., the overall quality of the training.
16. The gap between planned and actual project implementation required adjustment and flexibility in the evaluation approach. Project documentation does not reflect opportunities or challenges experienced by project teams nor valued efforts to deploy a country representative. This results in a noteworthy gap between plans in the original project document and actual implementation of activities.
17. The comparative review of UNITAR's ten QAF standards with KAIPTC practices is only based on information from the document review and cannot fully assess alignment to quality standards. Nevertheless, it is an indication of KAIPTC's interest in adopting external standards.
18. Despite the large grant issued to KAIPTC, it is important to underscore that the evaluation only assesses the project and not the performance of the Centre. Nevertheless, at times, the line may appear blurred and it may also be difficult to isolate the project from other past or ongoing support of the donor to KAIPTC.
19. Some of the sub-evaluation questions listed in Table 2 are not reflected in the report's sections below as insufficient information was either available and or to limit repetition in the analysis. Table 5 lists the evaluation questions removed from the assessment and indicates reasons.

Table 5: List of evaluation questions not addressed

Evaluation questions not covered	Reasons
<i>Is the project reaching its intended immediate and final beneficiaries, i.e., staff of KAIPTC and military and police personnel engaged in peace operations?</i>	General issue of accessing individual and organisational information upon training completion and upon deployment. Individual benefits are achieved by effectiveness and impact evaluation questions

<i>Has the project's structure, with its three components, and partnerships been effective in delivering results, including the performance of the implementing partner in delivering high-impact training?</i>	The tripartite structure of the project is not assessed in narrative reports. Other evaluation questions cover the level of coordination.
<i>How environment-friendly (natural resources) has the project been (ENVSUSE)?</i>	No information available in narrative reports. Information collected through evaluation surveys on sensitivity to printing and using plastic during courses
<i>To what extent are the current design and exit strategies likely to contribute to sustained capacity of the training centre? To what extent did UNITAR support the design of exit strategies, including funding strategies?</i>	No exit strategy available. No evidence of support from UNITAR

## Evaluation findings

20. The evaluation's findings are presented below under each of the six criteria: relevance, coherence, effectiveness, efficiency, likelihood of impact and likelihood of sustainability.

## Relevance

### *Relevance to global policy and reference frameworks*

EQ: To what extent is the project aligned with UN, AU, ECOWAS and other international frameworks, including the Strategic Guidance Framework for International Policing, the Women, Peace and Security (WPS) Agenda, and environmental frameworks, e.g., Blue Marble principles?

21. **The evaluation found the project's logic to be in alignment with Pillar 1 of the ECOWAS [Vision 2050](#)<sup>10</sup> on Peace, Security and Stability and two of the three strategic objectives on regional peace and conflict management.** The project's training activities addressed some of the priority intervention areas listed in Vision 2050 to strengthen peace building mechanisms, maritime security, law enforcement cooperation, reform the defence and security sectors and eventually the African Peace and Security Architecture and ECOWAS and African standby Force (ASF) without which the effective and efficient implementation of the regional peace and security architecture is constrained.
22. **While interviewees recognised the importance of following AU / ECOWAS directives and policies on training and conflict prevention, it was clear that ECOWAS was seen as remotely involved in the detailed training requirement.** While ECOWAS and the AU are both members of the KAIPTC governing board,<sup>11</sup> the project

<sup>10</sup> African Vision 2050, appendices, Table 1. Breakdown of pillar 1, page 52

<sup>11</sup> <https://www.kaiptc.org/about-us/governing-board/>

document does not foresee or address how this may impact the design, update or delivery of the training. Part of the problem in this respect is that training is delivered in a way that tends to replicate well established processes that meet the requirement from a functional perspective, but that does not respond to strategic frameworks or fully reflect the increasingly complex issues facing missions.

### Relevance of the project design and approach

**EQ:** How relevant are the project objectives and design to the policies and priorities of KAIPTC, as well as to the capacity needs, priorities, and performance improvements of the beneficiaries of the training centre, i.e., military and police personnel?

**23. KAIPTC established strategic plans for 2014-2018 and 2019-2023 with the support of the German Cooperation Office viz, GIZ.** Through continuous organisational support from Germany, KAIPTC identified six strategic objectives which are listed in Figure 1 against which the results were reported in its 2020 annual report. The evaluators did not obtain information about the next strategic period or the annual reports for 2021 and 2022, but learned about an ongoing mid-term review. However, priorities, needs and objectives are clearly defined in the two strategic plans and in the 2020 annual report. Continuity in strategic thinking allows to compare approaches and observe progress. Importantly, this information is available in the public domain and allows for any donor or partner, external to the process to conduct a preliminary analysis.

**24. The review of KAIPTC strategic objectives confirms project alignment and particularly alignment of the expected impact under SO1** “to enhance the capacity

of ECOWAS, AU, and their relevant structures to perform their mandates in ensuring peace and security in Africa”. While part of the project’s outputs aligns with SO3 “to build African capacity to fully implement the Maputo Protocol and UN Security Council Resolution (UNSCR) 1325”, this alignment is not explicitly made in the project logic or in the result indicators (but rather deduced by the evaluation). Also, and as outlined by a number of interviewees, the definition of security and crisis management in the Sahel varies significantly and relates to multiple

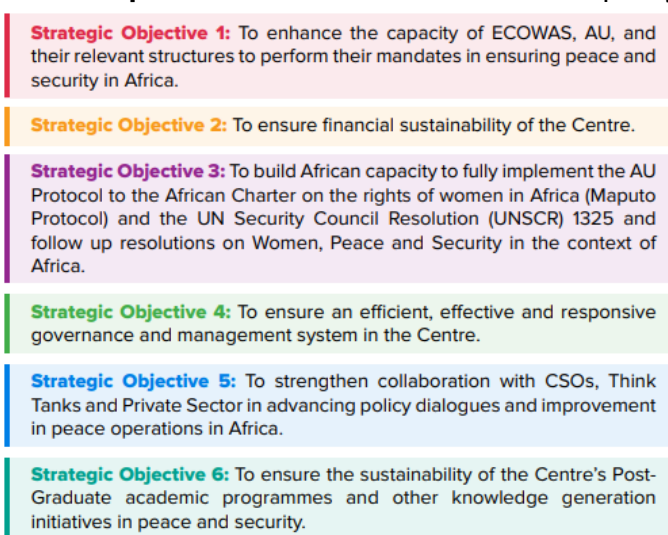


Figure 1: Strategic objectives from the KAIPTC strategic plan for 2019 - 2023

agendas among donors which is not assessed in the project document.

**25. A review of external documents, including GIZ<sup>12</sup> communication materials, found clear support areas to the Centre’s organisational development, including:**

- **Advisory demands-driven training services** to design, implement and follow-up on training needs with AU and ECOWAS to strengthen the course portfolio relevance and tailor it to local, regional and continental needs; and scholarship programme to promote women career development.
- **Partner and stakeholder management** to formalize and expand consultation and coordination between KAIPTC and its clients; increase strategic alliances and demand-based service delivery.
- **Financial sustainability** by becoming cost-efficient, increasing internal revenues, and financial planning through adoption of procedures and management systems.

**26. KAIPTC’s new business model distinguishes between training support to individuals and support to organisations.** The model distinguishes between two types of approach and indicates the second as the preferred and most impactful:

- *A traditional approach which is ‘generalist’ and supply driven*, consisting of “supplying training products that may or may not be used”, easy to implement but less supportive of the centre reputation of excellence and competitiveness; and
- *A needs-based, demand-driven system*, jointly designed with the client to “enable whole systems and organisations to become more effective in delivering their mandates and deliver more perceptible impact than individual-based training programmes”.<sup>13</sup>

The demand-driven approach supports the Centre’s monitoring of its impact and accurate reporting to donors but has not been encouraged by the project in the limited implementation time available and due to limited visibility on cooperation dynamics at the time UNITAR’s representative was deployed.

EQ: Is the project’s strategy, including training, designed to lead to a behavioural change/performance growth?

**27. One of the project outcomes focuses on behavioural change**, i.e., “EO2 strengthened capabilities and motivation of military and police officers from West Africa engaged in both internal and external operations”. The evaluation was unable to identify what methods are used to trigger and sustain motivation or how much impact is likely to result from this outcome. Project reporting did not discuss the rationale behind decisions and actions. The quality of the project logic and reporting would be enhanced should demotivation factors be determined and linked to project mitigation measures.

**28. The evaluation found that the choice to support individual training rather than organisations in designing useful courses makes it harder to track organisational changes and follow up on behavioural changes.** The project did not plan for mitigation or monitoring measures at the design stage such as developing its own follow up surveys

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<sup>12</sup> [Improving the capacities for Peace and Security in West Africa](#), the GIZ support project to the Kofi Annan International Peacekeeping Training Centre (KAIPTC), June 2021.

<sup>13</sup> Strategic Plan: 2019-2023 KAIPTC, 28 November 2018, page 29, 5.2.1 Brief description of the New Business Model.

or by strengthening KAIPTC's existing framework, although these limitations in assessing after training benefits were also experienced by UNITAR in other projects and by training centres such as EMPABB in Mali because of limitations of mandate. UNITAR has yet to engage in an institutional brainstorming on the matter.

- 29. The evaluation observed that behavioural change is limited to training beneficiaries and personnel.** Although the KAIPTC SWOT analysis mentions the risk of a francophone divide and considering UNITAR's high level of engagement with francophone training centres such as EMPABB, behavioural changes did not extend to the level of cooperation between training centres or explore ways of improving organisational practices through peer-to-peer exchange, exchanges of facilitators, other than one Nigerian course director attached to KAIPTC, study visits or joint reviews of training materials. Interviews commented exchanges of practices are based on personal contacts and mostly ad hoc while it may be mutually beneficial in building up KAIPTC's francophone library and building up EMPABB's capacity on monitoring and reporting for instance.

EQ: To what extent were institutional needs (human and financial capacities, targets, etc) reviewed and included in the project design?

- 30. The project team and documents<sup>14</sup> acknowledge the institutional reputation of KAIPTC as a well-established and respected training centre.** The centre demonstrates a clear understanding of its strengths and the associated challenge to bring value among the diversity of donors, numbering 14 according to the KAIPTC website. However, some of the centre's characteristics could have been subject to research and strategic thinking in the project design phase, enquiring about:

- The possibility (and added value) of engaging with ECOWAS' three<sup>15</sup> TCE when supporting crisis preparedness in Western Africa.
- The opportunities resulting from a MoU with ECOWAS, being embedded in the APSA of the AU.
- The impact of the centre's affiliation with the Ghanaian MOD in terms of human and financial resource management (e.g., vacancy rate).
- The factors related to managing multiple donors, in terms of diverse priorities and pedagogical approaches and consistency.

Some of these questions have been addressed and answered in the programmes or evaluations of donors available online and could have helped the project to develop proposals for organisational strengthening and capacity building. As an example, the Danish evaluation of the "Africa Programme for Peace – 2004-2017" and the support fiche for "Promoting Peace and Security in West Africa: Danish Support to KAIPTC 2021-2022" provide a comprehensive review of the priorities and organisational challenges to the Centre such as the limited cooperation between the three TCEs, outcome monitoring and reporting capacity, the implications of the governance set-up on long term investment, i.e., rather in supply driven activities and consultancies than

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<sup>14</sup> Section 2 in 2021 and 2022 project documents "Profile of the project partner"

<sup>15</sup> The three Centres – KAIPTC, EMP-ABB and the NDC, Nigeria are ECOWAS-designated Training Centres of Excellence (TCEs) in West Africa.



infrastructure, or turn-over in Command and strategic positions due to triennial ministerial nominations.<sup>16</sup>

- 31. The change in regulations governing German cooperation required the conclusion of a tripartite Joint Declaration of Intent,**<sup>17</sup> signed in December 2021, in which German support would be channelled to KAIPTC through UNITAR. This new arrangement required the development of an earmarked project with UNITAR in which KAIPTC was designated as the IP benefitting from a grant to support project delivery. The arrangement focused the project's inception on the new modalities for cooperation rather than on KAIPTC's institutional needs. This assessment eventually took place gradually as the project was implemented and as relations were developed with UNITAR. The evaluation found that the project document missed to flag the in-built relational process going beyond the short implementation period, and challenges in building synergies in the donor landscape benefitting from other in-house representatives, including course directors and a variety of funding approaches. The earmarked project agreement spanned the period ran from April to December 2022, and actual implementation started in June after the new German Government took office. The circumstances in which the tripartite declaration was set contributed to an ad hoc and demand-driven approach to the project's immediate needs, although this declaration expired in December 2022.
- 32. The project document for 2023 demonstrates a better understanding of areas where support is not needed or desirable.** The expected outcome to mainstream UNITAR quality standards has been removed, and the list of supported training activities and expected number of beneficiaries added. These adjustments are indications of ongoing consultation and positive progress in establishing a working and long-term relation with the centre. **Still, the project's 2023 logical framework does not build on previous assessments of the Centre's capacity such as the 2018 SWOT analysis and the business model for 2019-2023.**

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<sup>16</sup> Annex 1 – context analysis, pages 20 to 23, “Promoting Peace and Security in West Africa: Danish Support to KAIPTC 2021-2022”

<sup>17</sup> KAIPTC has a long record of cooperation with Germany in which funding support was channelled through its Embassy in Accra, until changes in regulations in 2021, requiring it to be through an intermediary with representatives in the field, i.e., UNITAR.

**33. The project’s supply of training activities responded to the needs-based approach and answered two SWOT opportunities** (See Figure 2), namely: i) adaptation to contextual changes by focusing on crisis preparedness and reaction in Western Africa; and ii) gender by encouraging increased participation of female candidates and one of KAIPTC three gender related courses – in line with KAIPTC SO1 and SO3. Project design did not ask if – mandate-wise - UNITAR could support other areas of improvements to the centre.

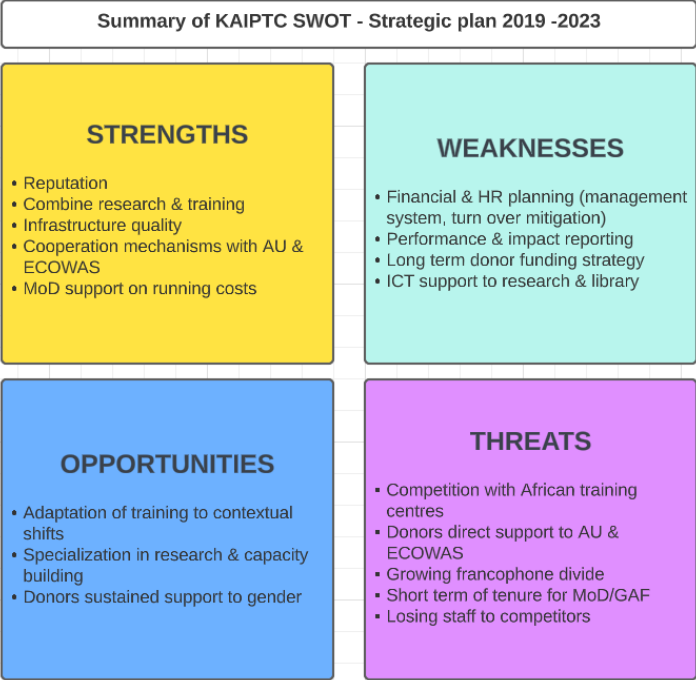


Figure 2: Summary of KAIPTC SWOT from the 2019 - 2023 strategic plan

**EQ: How relevant is the project to supporting gender equality and women’s empowerment (GEEW) in the peace and security field?**

**34. The project supported continuity in gender-sensitive training activities.** The KAIPTC Handbook includes three gender-related training courses among the 33 courses listed: i) sexual exploitation and abuse; ii) conflict related sexual violence; and iii) investigating sexual and gender-based violence which the project supported. Moreover, a "Women Leadership" course is planned to be redesigned and integrated into the portfolio in 2023.

**35. The history of KAIPTC’s institutional thinking on gender is not reflected in the project documents or in ways to consolidate institutional strengths or redress weaknesses.** In November 2017, KAIPTC conducted a gender audit. The audit noted areas for improvements, such as: the integration of gender sensitive indicators in the strategic and annual plans; accountability and incentive to gender mainstreaming; and reducing the gender gap among the workforces. Areas of achievement are related to the adoption of gender-sensitive policies, mainstreaming of gender in training courses and reducing the gender gap in leadership at the level of middle management. The evaluation did not find the project to respond to these observations or in alignment with the gender priorities in the KAIPTC strategic plan for 2019-2023 which commits to a holistic approach.

**36. As a result, the project’s response to gender mainstreaming – as presented in the project document - is generic.** It details global challenges in mobilising female candidates in both training and peacekeeping missions, referring to relevant and up to date assessment frameworks such as the DCAF Baseline Study, commissioned by Global Affairs Canada (GAC) in the framework of the Elsie Initiative for Women in Peace Operations or to progress towards 2028 targets of 20 per cent and 15 per cent female among the military and police. In this regard, the project demonstrates understanding of

general challenges but missed to link it to the level of understanding and practical responses brought by KAIPTC, e.g., through its dedicated department, the Women Peace and Security Institute (WPSI) created in 2011.

- 37. KAIPTC commitments and linkages to AU and UN standards on achieving gender balance in training courses demonstrates an advanced response to gender parity.** As further developed under the effectiveness chapter, KAIPTC shows good scores in the ratio between female and male participants in training. The centre launched its gender strategy in 2014; trains an average of 100 professionals on Gender, Peace and Security every year and promotes gender inclusion in a holistic way. As an example, WPSI contributed to the UNSCR main pillars mainstreaming into Ghana's National Action Plan (NAP) for 2020 - 2025.<sup>18</sup>
- 38. New project phases may consider ways to add value to an already strong gender approach.** Ways to further strengthen gender perspectives into training courses or stronger gender balance among facilitators may be explored with the departments in charge, like the FAAR and WPSI. Opportunities for peer review or facilitation, e.g., from international or UN agencies such as UNWOMEN may be facilitated by UNITAR to add technical value and strengthen the practical lens in training modules. The WPSI was funded by UNDP, UNWOMEN and UNFPA in its early stages and may still bring interesting UN exchanges.

## Coherence

EQ: How well does the project complement other UNITAR programming in the area of pre-deployment training, funded by the same or other donors, including those aiming at strengthening the deployment-related training offerings of training centres in the African continent?

- 39.** The project is consistent with other security-related projects implemented by UNITAR with German funding at the same period. Ten projects out of the seventeen that were reviewed supported preparedness to security crisis and threats in Western Africa with EMPABB and TPTC as implementing partners, six of which relate to the safety and security of troops in Mali and to the medical response capacity of national and international forces, three about the peacekeeping training capacity and performance in Mali and the Sahel and one last on crisis management by the national police during elections. Despite thematic and funding coherence, the evaluation found no efforts in coordination such as exchange of practices between project teams or implementing partners.
- 40.** Various forums exist for coordination ranging from the International Association of Peacekeeping Training Centres (IAPTC) which meets annually to permanent bodies such as the African Peace Support Trainers Association (APSTA). These forums are complemented by meetings such as those which take place between the respective commandants of training centres and various other less formal arrangements. While such meetings provide an opportunity for mutual exchanges of views, they do not necessarily

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<sup>18</sup> [Ghana National Action Plan 202 – 2025](#)

provide a mechanism that supports detailed coordination of training. It was reported to the evaluators that much day-to-day **coordination and interaction between training centres relies on ad hoc arrangements and personal contacts.**

**41. While emerging threats are recognised as something that needs to be addressed collectively, the tendency is to see them as something to be dealt within existing course frameworks** rather than stepping back and reappraising the broader training approach, the clear exception to this being the Maritime Security and Transnational Operations Course which is responding to an operational requirement. If such an approach were to be taken it would need to be seen in its regional context and how the three centres of excellence (NDC-KAIPTC-EMP) can best coordinate their activities to fully support ECOWAS, not only in respect of training for peacekeeping but also how training for peace and security supports the achievement of ECOWAS's broader strategic objectives.

EQ: How well does the project complement and foster synergies with other initiatives implemented by other partners/donors of the training centre, i.e., core and non-core funders and other institutional partners?

**42. The project contributed to keeping the Centre's agenda busy in 2022 and ensured the delivery of strategic courses that existed before the project and were developed by other donors**, in big part by Germany, Sweden and Norway. As mentioned above, the project did not contribute to expand the training portfolio as originally planned. In that the project provided timely financial resources to maintain the offer in training activities for 2022. However, the evaluation did not find evidence of specific coordination mechanisms with donors, and with Germany as the project's donor and donor to major strategic and technical initiatives to the Centre since 2006.

**43. Although the rationale in supporting some training courses rather than others is not developed, the evaluation found that the project allowed for continuity in delivering the following courses:**

- Two of the six new training courses developed to meet AU and ECOWAS capacity gaps as a result of the new 'demand-driven' business model: the Peace Operations for Cadets of Ghana Military Academy and the Peace Support Operations Logistics.
- The Maritime Security and Organised Crime course that had long been supported by Germany, including through 1.2 million in support from 2018;<sup>19</sup> UNDP and Japan,<sup>20</sup> and Denmark through a three-year project.
- The Election Violence Security (EVS) course previously supported by Germany during the Ghanaian 2020 elections.

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<sup>19</sup> [Germany consolidates donation of maritime safety equipment to ECOWAS](#), ECOWAS press releases, March 2018.

<sup>20</sup> [Maritime Crime Control Officers to benefit from new capacity development project](#), UNDP press releases, May 2020.

Other project-supported courses such as Hostile Environment Awareness Training Course (HEAT) and Investigating/Preventing Sexual and Gender-based Violence Course (ISGBV) were relevant to other activities held by the Centre such as:

- Spain and Australia support to inter agencies cooperation in the face of security complexities and instability in the Sahel.
- Germany's funding of the Women's Leadership Development Programme (WLDP) which premiered in 2019, the Swedish International Development Cooperation Agency (SIDA) and the Norwegian Government's support to the Continental Results Framework (CRF) to monitor the Women, Peace, and Security Agenda implementation.

**44. Most courses address the functional requirements of peacekeeping training satisfactorily, but the example set by the Maritime Security and Transnational Operations Course shows a proactive training response to the strategic challenge of security in the Gulf of Guinea.** The training promotes effective implementation of relevant regional and international maritime protocols through research and capacity development in order to control maritime crime including piracy in the Gulf of Guinea. While it would be impractical to expect all training to be developed in this way and recognising that there will always be a place for more basic training, it is important that training reflects current operational needs as much as possible. In this respect courses would benefit from greater use of case studies that illustrate challenges in deployed missions and, by implication, more regular feedback and contact with missions on the ground.

**45. The evaluation found information about the EU supported ECOWAS Peace and Security Architecture and Operations (EPSAO) working with the ECOWAS Commission and the regional Training Centres of Excellence/Training Institutions (TCE/TI) to improve the deployment readiness of the ECOWAS Standby Force by providing need-based training for military, police and civilian staff and reference to a mid-term evaluation carried out by Ecorys.** Findings from this evaluation might be useful to UNITAR in re-assessing the centre's capacity gaps and areas where it can contribute valuably. The EU is contributing 16,400,000 EUR and the German Federal Ministry of Economic Cooperation and Development with 9,100,000 EUR, with 700,000 EUR allocated to KAIPTC. GIZ Ghana reported coordination between the GIZ EPSAO manager and UNITAR during training planning and implementation, common technical focal points in the KAIPTC Training Department and at the German embassy. Neither the project document nor interviews elaborated on the expected outcomes and synergies.

## Effectiveness

EQ: Have the planned outputs and outcomes been achieved? What are the factors, positively or negatively, affecting the project's, organisation's, and the individual's performance?

**46. Triangulation of project reports, logical framework and interviews outline a gap between plans and achievements mostly because of limited co-construction and access to information for UNITAR project team in the formulation phase.** Out of three project outputs/results (1.1, 1.2 and 2.1 – see table 4), result 2.1 is the only one that eventually took place: "Training delivered to gender balanced groups of military and police personnel". Results 1.1 and 1.2 underestimated the experience and needs of the Centre

as detailed under the relevance and coherence chapters and were not implemented. KAIPTC's interest in adopting the UNITAR quality assurance standards and in seeing its portfolio revised and expanded on this basis was not assessed and eventually null. The analysis of existing organisational reviews such as KAIPTC's strategic plan, business model or the Danish, German and Swiss project documents and evaluations could have been useful in guiding UNITAR in determining quality standards for the Centre. The absence of desk review and closer engagement with the Centre in the inception phase represent a missed opportunity and a lesson learned for future projects.

**47. The main hindering factors in defining a realistic and joint log frame are time and cooperation records. The combination of both limited consultation and eventually needs and priority identification.** Table 6 shows a reconstructed logical framework where planned, achieved and desirable results are presented in different colours. This log frame is unusual in that it includes recommendations to the next phases – in black font - based on the evaluation desk review. It shows and values all the activities and inputs relating to the UNITAR representative deployment and inclusion in KAIPTC routine – not visible in the project log frame - although key in accessing information, facilitating strategic discussions and build a cooperation going beyond project lifespan. It also reflects the capacity gaps listed by KAIPTC in strategic documents available online and relevant to the project.

**48. Respondents to the evaluation survey positively assess their progress in knowledge and skills prior and after they undertook the training course.** Figure 3 and interviews were positive regarding the knowledge gained. However, this self-assessment could not be corroborated by colleagues or supervisors. No participants reported losing his or her time or not learning from the experience. Follow-up interviews with survey respondents collected few anecdotes where learnings were applied (see impact section). There are no significant statistical differences between the application of knowledge and skills between gender, with 94 per cent of female participants reporting some application or transfer and 96 per cent for male participants.

Figure 3: Knowledge and skills level before and after the courses

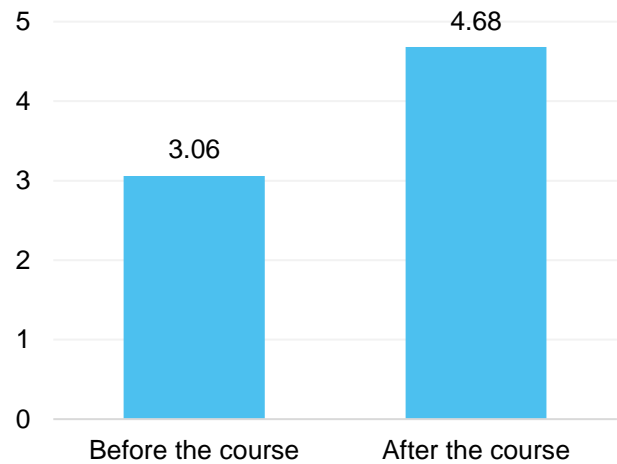




Table 6: Reconstructed logical framework

Expected/signs of impact	Expected outcomes	Outputs and activities completed	Activities/outputs planned
<p><b>Strengthened operating framework of KAIPTC</b> – <i>in line with UNITAR Quality Assurance Framework where needed.</i></p> <ul style="list-style-type: none"> <li>- Interest in UNITAR's standards and windows for exchange of practices on specific issues and processes</li> <li>- Raising interest and opportunities in cross project exchanges with other training centres supported by UNITAR.</li> <li>- Exchange of practices on reporting and monitoring (e.g., impact assessment methods and organizations' feedback on learnings usefulness)</li> <li>- UNITAR's network in Ghana builds-up</li> </ul>	<ul style="list-style-type: none"> <li>- <b>1.1 Operating framework of the centre reviewed</b> (<del>in line with UNITAR Quality Assurance Standards</del> based on KAIPTC strategic plan. In consultation with Germany assess measures implemented and areas for support that are still valid</li> <li>- <b>1.2 Training portfolio reviewed and expanded</b> based on findings from KAIPTC strategic plan to tailor content with clients' needs, and context and involve them in impact monitoring (asses which courses respond to these criteria and if new areas arise).</li> <li>- UNITAR representation is acknowledged and well accepted within the Centre and donors' community.</li> </ul>	<ul style="list-style-type: none"> <li>- <b>Equipment upgraded</b> (Interim report – not evidenced)</li> <li>- <b>KAIPTC partnership base expanded</b> (Interim report – not evidenced)</li> <li>- Synthetic note on UNITAR possible types of support (classic supply driven VS impactful demand driven)</li> <li>- Review of connections that may be beneficial to the Centre (UNS for technical knowledge and building practical cases in training courses, other training centres supported by UNITAR through other projects)</li> <li>- List UNITAR resources that could support UNITAR representative in Ghana (i.e., gender, monitoring &amp; reporting)</li> </ul>	<ul style="list-style-type: none"> <li>- Establishment of UNITAR representation (i.e., facilities are in place)</li> <li>- Introduction to KAIPTC staff</li> <li>- Inclusion in donor formal coordination meetings</li> <li>- Review of existing needs assessment (Strategic plan, business model, Denmark evaluation and project fiche)</li> <li>- Comparison of KAIPTC needs and areas where UNITAR has expertise (not limited to the country rep)</li> </ul> <p><b>Color code:</b>  <b>PLANNED</b>  <b>ACHIEVED</b>  <b>RECOMMENDED*</b>  <i>*Two types: existing but not reflected; mentioned as areas for support in KAIPTC documentation</i></p>

**Strengthened capabilities and motivation of military and police officers from West Africa engaged in both internal and external (UN, AU, ECOWAS) operations.**

- Access to organizations' feedback (domestic and international), including supervisors.
- Impact monitoring integrates feedback from direct and indirect beneficiaries (training participants and supervisors)

- Continuity and visibility of KAIPTC training activities is sustained which contributes to its reputation as a Centre of excellence

- 2.1 Training delivered to gender balanced groups of military and police personnel (71% male and 29% female according to the interim report).
- Training evaluation reports provide feedback from participants

1. Collaborative Policing (CPoL) Course 22-1 & 22-3 (11/07/2022-22/07/2022 and 07/11/2022-18/11/2022) – **141 participants**
  2. Police Middle Management course PMMC22-1 (19/08/2022-09/09/2022) – **27 participants**
  3. Criminal Justice Executive Course (19/09/2022-23/09/2022 and 26/09/2022-30/09/2022) -
  4. Investigating/preventing sexual and gender-based violence course ISGBV 22-1 (17/10/2022-28/10/2022) – **33 participants**
  5. Security Sector Reform Course SSR2022-2 (21/11/2022-02/12/2022) – **29 participants**
  6. Election violence security course (14/11/2022-25/11/2022) – **200 participants**
  7. Maritime security and transnational organised crime MSTOC 2022-1 (29/08/2022-09/09/2022 and 21/11/2022-02/12/2022) – **59 participants**
  8. Logistics in peace support operations course (28/11/2022-09/12/2022) – **24 participants**
  9. German hostile environment awareness training (HEAT) course (24/10/2022-28/10/2022) – **30 participants**
  10. Military Observers pre-deployment training course MILOBS (14/11/2022-01/12/2022) – **20 participants**
  11. Peace support operations course for cadets (14/07/2022-20/07/2022) – **175 participants**
  12. Criminal Justice Executive, MTT Gambia (19-30 sept 2022) – 157 participants
- Total participants = 895**

**49. The project respected the gender balance in training and the UN target for minimum 28 per cent enrolment of female officers in Peacekeeping operations.** The satisfactory, and in some cases very satisfactory, level of female participation and the priority given to gender parity does not result from the project's implementation but from KAIPTC's commitment enshrined in its 2014 gender strategy. The general gender distribution in the reviewed portfolio is 71 per cent male participants (634) to 29 per cent female (260). As evidenced in Table 7, five courses are below the UN target (see orange font). The average is lowered by the two largest courses on Peace support operations and electoral violence security that counted 175 and 200 participants but only involved 19 and 21 per cent female participants. The training evaluations do not explain why mobilisation was harder for those issues or likely causes, as does the courses that, on the contrary, mobilised high level of female engagement such as the Collaborative policing course (45 per cent), Investigative and sexual-based violence (73 per cent) and security sector reform (48 per cent).

Table 7: Gender balance in training events supported by UNITAR in 2022

Event title	Total	F-M ratio	% of Female
Collaborative Policing [11 - 22 Jul 2022]	34	17:17	50%
Police Middle Management [29 Aug - 9 Sept 2022]	27	10:17	37%
Collaborative Policing [19 - 30 Sept 2022]	29	13:15	45%
Investigative and Sexual-Based Violence [7 - 18 Oct 2022]	33	24:9	73%
Security Sector Reform [21 Nov - 2 Dec 2022]	29	14:15	48%
Collaborative Policing [7 - 18 Nov 2022]	78	23:55	29%
Peace Support Operations [14 - 20 Jul 2022]	175	34:141	19%
Electoral Violence Security [14 - 25 Nov 2022]	200	42:158	21%
Maritime Security and Transnational Organized Crime [29 Aug-9 Sept 2022]	30	7:23	23%
Hostile Environment Awareness [24 - 28 Oct 2022]	30	12:18	40%
Logistics in Peace Support Operations [28 Nov - 9 Dec 2022]	24	5:19	21%
Military Observers [14 Nov - 2 Dec 2022]	20	5:15	25%
Maritime Security and Transnational Organized Crime [7-18Nov 2022]	29	10:19	34%
Criminal Justice Executive, MTT (19-30 Sept 2022)	157	44:113	28%
<b>TOTAL</b>	<b>895</b>	<b>260:634</b>	<b>29%</b>

**50. According to the results of KAIPTC's surveys, the Centre is delivering high quality training.** For each course, the KAIPTC Learning Management System (LMS) collects feedback from participants and triangulates findings with facilitators and course directors' assessments. Training evaluations rely on 'daily feedback' forms and end of programme 'Evaluation Learning Questionnaire 1' (ELQ1). These surveys are factual and do not pretend to assess needs or impact but are consistent in their approach and allow comparison between training sessions and over time which is a very good practice.

**51. The review of the 12 project training evaluations available indicates an average satisfaction score at 4,58 out of 5 for teaching and learning quality** (see figure 3 – Scoring Teaching and learning). This assessment is corroborated by the evaluation’s own questionnaire to training participants which is built on eight of the ten [UNITAR QAF](#) standards (see figure 4 – training quality standards). One shortcoming is that surveys do not extend to external beneficiaries such as participants’ supervisors or peacekeeping mission command who would be able to assess the application or learning transfer in national or international settings.

Figure 4: Participants' scoring collected from LMS training evaluation reports - evaluated portfolio

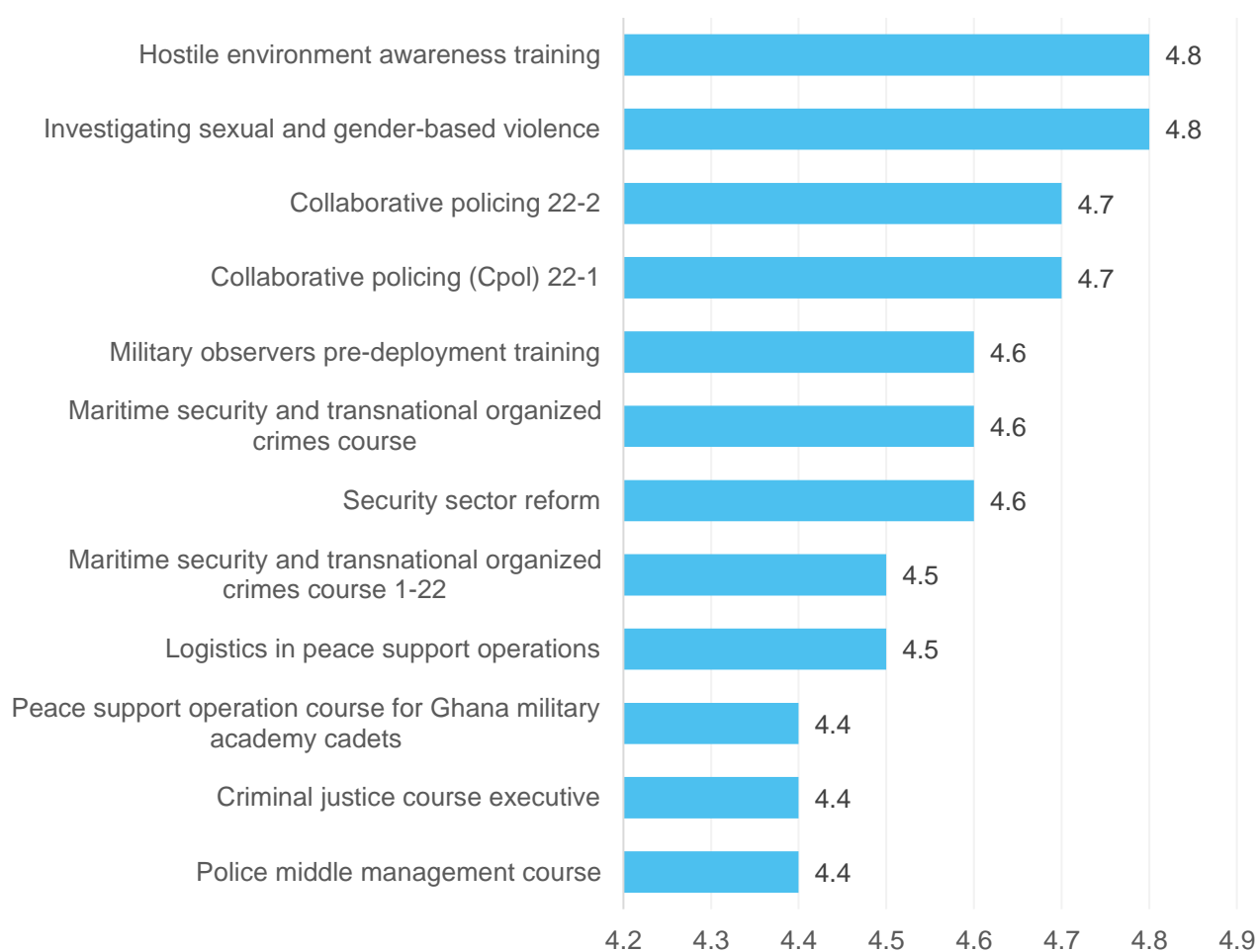
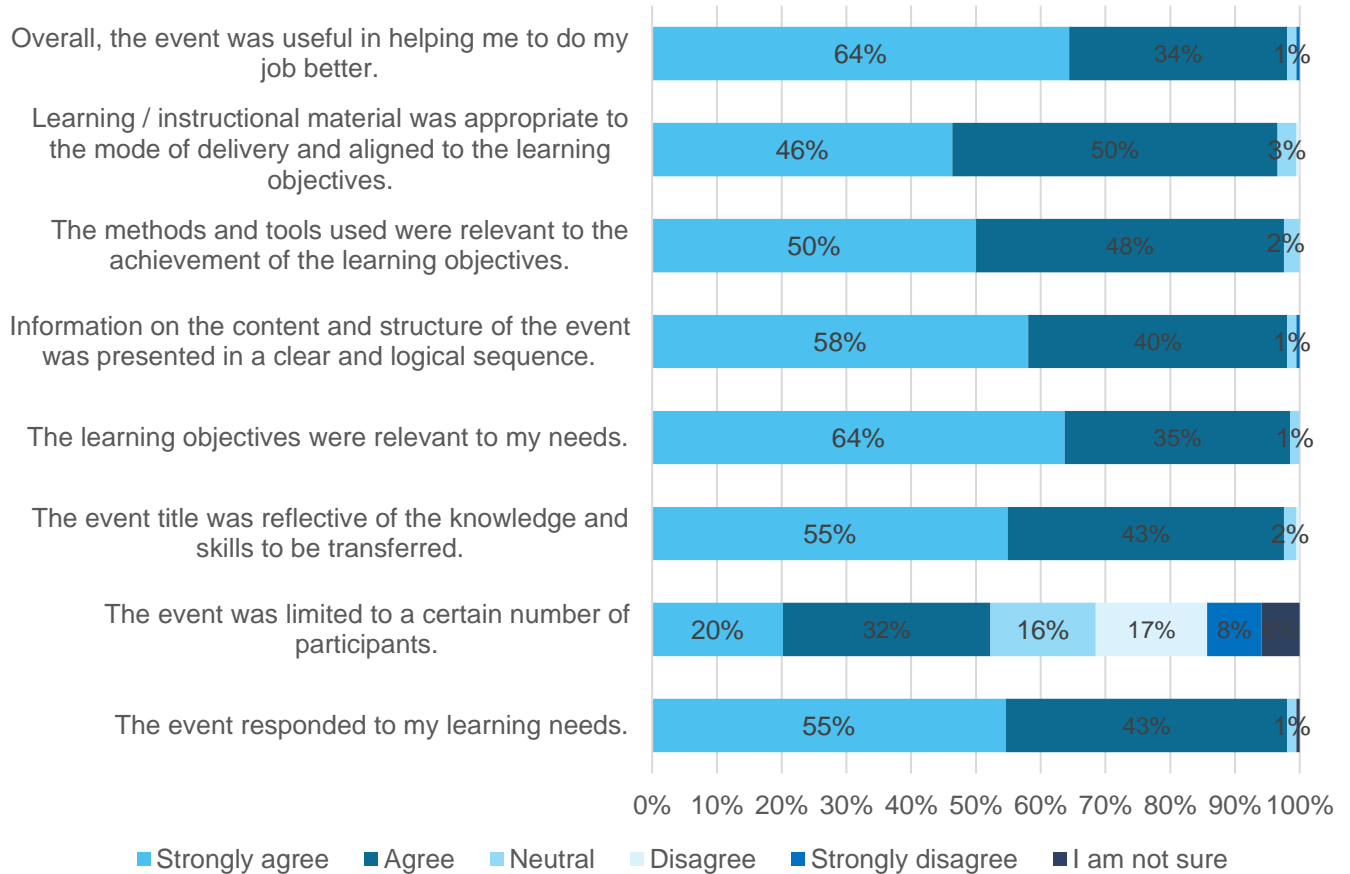


Figure 5: Participants assessment of training quality standards based on UNITAR Quality Assurance Framework



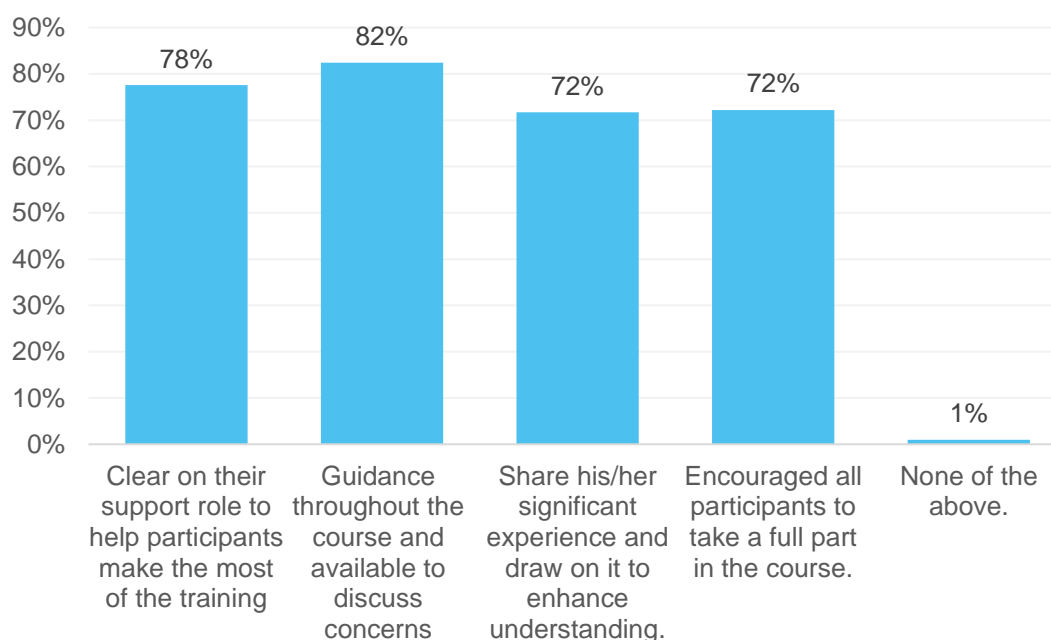
**52. The quality of course materials is praised by respondents to KAIPTC and the evaluation’s surveys. Learning needs and objectives are clear and well identified, as are the tools and methods used to achieve it (See Figure 5). Surveys collected few recommendations for more practical cases and materials such as videos, updated maps, case studies and visits.** The format of the Maritime security course which included visits to Harbours was highly valued. Participants to the Investigative and Sexual-Based Violence course recommended to visit Sexual and Gender Based Violence agencies (SGBV). The participants from the Peace support operations courses asked for more videos and examples, the Hostile environment awareness for more testimonies from civilians on rising terrorists’ threats; the criminal justice executive for more contextual grounding with The Gambia where it was delivered.

**53. Overall, materials are assessed as up to date and rely on internal revision procedures.** Interviews confirmed that the Centre regularly updates content and consults facilitators and course directors to do so. One facilitator with a longstanding partnership with KAIPTC shared that he authored one module a while ago and was positively surprised to attend a course and realise that his materials had evolved and been adapted to current challenges by a younger generation of trainers. Conversely, **some external interviewees commented an established trend among training centres to “keep delivering**

**training as always**", concentrating on a process which does not necessarily lead to a clear understanding of context from participants. This suggestion for a fundamental reappraisal of the way in which training is delivered is consistent with KAIPTC's new business model, although its level of implementation shows the financial and technical challenges in replacing the old order.

**54. Participants expressed general satisfaction towards the organisation of training and instructional settings such as group composition, the quality of instructors and the support provided by course directors.** In both UNITAR surveys and KAIPTC training evaluation, the selection of participants did not appear problematic to the group progress, the evaluation surveys to facilitators and participants indicated that groups assembled the right skills set and could benefit from the training to its maximum. In general, participants were nominated by their hierarchy (84 per cent for 209 respondents). Forty-two per cent knew about selection criteria and met all of them. Fifty-two per cent did not know about them. In 96 per cent of cases, the 25 facilitators surveyed found participants equipped with the right background and function to maximize the benefits from the training. Although the function of mentor does not exist in KAIPTC, it seems the alternative **function of course director responds fully to participants' pedagogical needs** (See figure 6).

Figure 6: How would you describe the role of the KAIPTC course director?

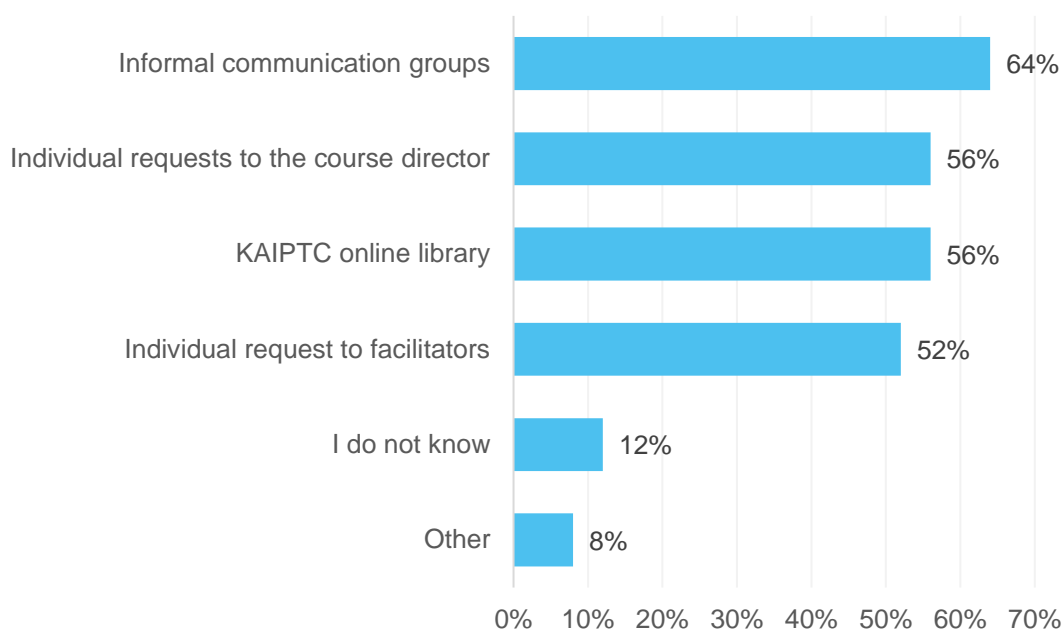


**55. Feedback to participants and follow up mechanisms are also reported as satisfactory, mostly informal but providing the necessary guidance.** Participant's assessment is mostly delivered orally by facilitators and course directors. According to the evaluation survey, in 24 per cent of cases, the survey respondents received a written assessment of their performance and suitability for future employment. Forty-six per cent of respondents reported their assessment was made orally at the end of the course. Feedback during the course was frequent and supported the participants in achieving the learning objectives, with 68 per cent of respondents benefitting from daily oral feedback to



correct any shortcomings, and 61 per cent from group feedback. The guidance received was described as continuous and taking various forms, including through follow-up options which include informal communication groups, KAIPTC library and solicitation to training instructors (See Figure 7).

Figure 7: Course materials used for the training



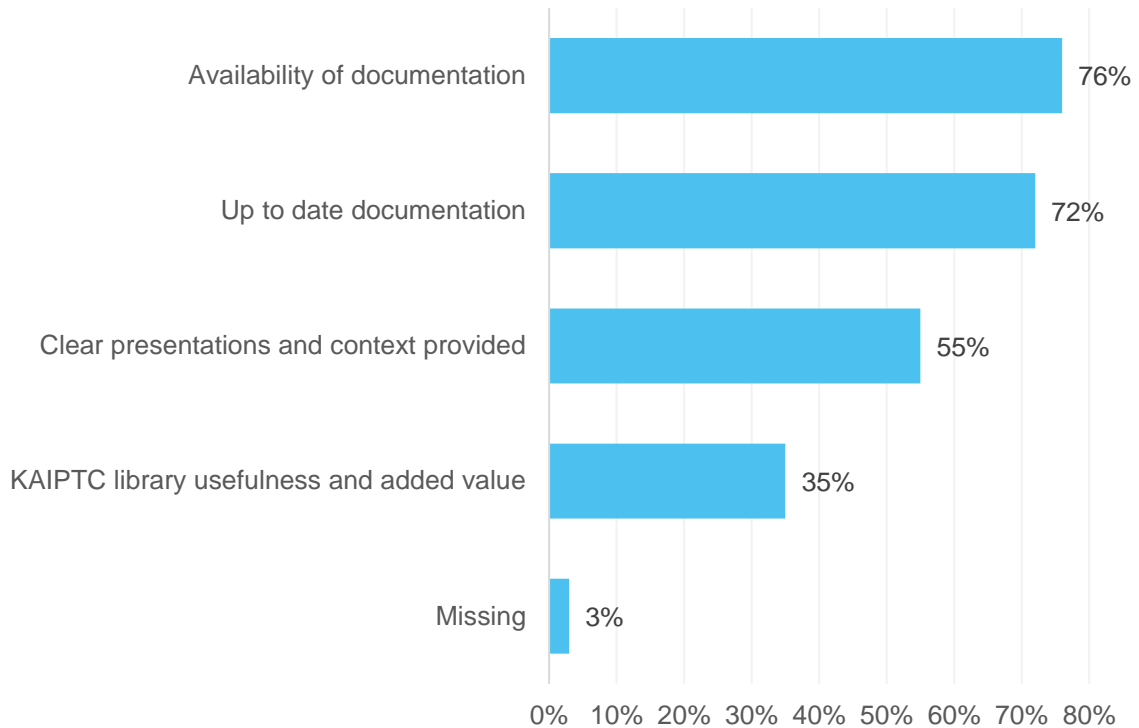
**56.** From an organisational and managerial point of view, training evaluations and interviews report that the Centre struggles to guarantee the full support needed. **Infrastructure and IT shortfalls, but also time management issues are hindering the centre’s capacity to deliver its full potential.** This assessment goes beyond project activities and indicates possible areas for future funding.

**Internet connectivity was mentioned in half of the 12 training evaluations reviewed.**

Feedback gathered through the evaluation survey indicates IT shortfalls are not necessarily limited to internet connectivity and speed but also to materials’ accessibility in the training preparatory phase (e.g., circulation of the Yaounde code prior commencement of the Maritime security course, glossaries to aid understanding of uniformed and civilians’ participants alike), during training through immediate daily recaps uploads and in training management, replacing on-site modules by remote e-learning components. Figure 7 suggests room for improvement in the way documentation is presented, updated and made available to participants including through KAIPTC library.

Information availability and circulation interlinks with **time management, made** in seven of the twelve training reports. It goes beyond the request to have more days for training and points at the time needed for more practical cases and exercises restitution, e.g., scenario-based in the case of the maritime security courses.

Figure 8: Do you agree with the following statement?



EQ: How effective has the adoption of the UNITAR quality assurance framework been in strengthening KAIPTC’s operating framework to deliver high-impact training?

**57. As mentioned above, the UNITAR QAF was not adopted for lack of relevance to the Centre’s needs. However, the evaluation notes parallels between the monitoring framework developed by TED LMS in training evaluation reports and questionnaires and the UNITAR QAF.** Table 8 compares UNITAR’s ten quality standards with LMS evaluation reports standards as applied in daily feedback and EQL1, and broader organisational practices. This comparison is indicative and limited to the documentation the evaluation could access.

Table 8: Comparative review of UNITAR ten QAF standards and KAIPTC practices (i.e., LMS monitoring)

UNITAR 10 Key Quality Standards		KAIPTC adherence to standards
1. Identified <b>learning needs</b> and identified gap in individual/organisational performance	●	LMS evaluations report high satisfaction about clarity of learning objectives, so do the evaluation survey
2. <b>Target audience</b> , clearly defined, size limited to learning needs, with access to needed technologies	●	Surveys report adequate target audience and selection criteria; participants in some cases would prefer smaller groups (averages 30 pax); recurrent IT issues
3. <b>Event nomenclature</b> and title, language is concise and clear	●	LMS surveys facilitators’ clarity of language

4. <b>Learning objectives</b> , clear definition of desired performance and skill, measurable change, is course format the most adequate?	●	LMS surveys clarity of learning objectives Evaluation survey confirms general satisfaction about communication on learning objectives
5. <b>Content and structure</b> , clear and logical, progressive, sequencing, summarize in an outline, realistic duration, including e-learning requirements	●	Evaluation surveys to participants and facilitators confirm they received information before start. Duration and time management are recurrent areas for improvement according to LMS evaluation reports
6. <b>Methodology</b> , clear instructional strategy, relevant methods, alignment between learning objectives and methods; assessment of knowledge included, measuring learning outcomes, consistent with cognitive levels	●	Evaluation survey to facilitators reported homogeneity in cognitive levels. Survey to participants noted adequate selection of group members and selection criteria
7. <b>Learning / instructional material</b> aligned with objectives and assessment activities, relevant to the delivery mode, vary in format for different learning styles, accessible, easy to print, properly referenced?	●	There are various channels for material sharing: general emails, KAIPTC library, communication with facilitators and course directors. No information was shared about learning style nor about library referencing.
8. <b>Training expertise</b> / qualifications, qualified facilitators, including for online facilitation, accessible bio, 30:1 ratio, timely feedback, informed about feedback date	●	LMS evaluations assess facilitators and course directors' performance as high. Evaluation survey to participants reported regular and various forms of feedback.
9. <b>Event announcement</b> information, clear, free of jargon, errors, repetitions, specific on learning hours, internet bandwidth	●	Clear presentation based on KAIPTC website review
10. <b>Evaluation and follow-up</b> , level 1 (reaction), level 2 (learning) included information to participants on assessment, document describing evaluation approach, summary of reactions shared with beneficiaries	●	Solid assessment methodology: daily feedback, EQL1 and EQL2 which is following up 3 months after the course

EQ: How effective has the gender sensitive deployment-related training been in reinforcing a gender-safe environment to both men and women participants? (GEEW)

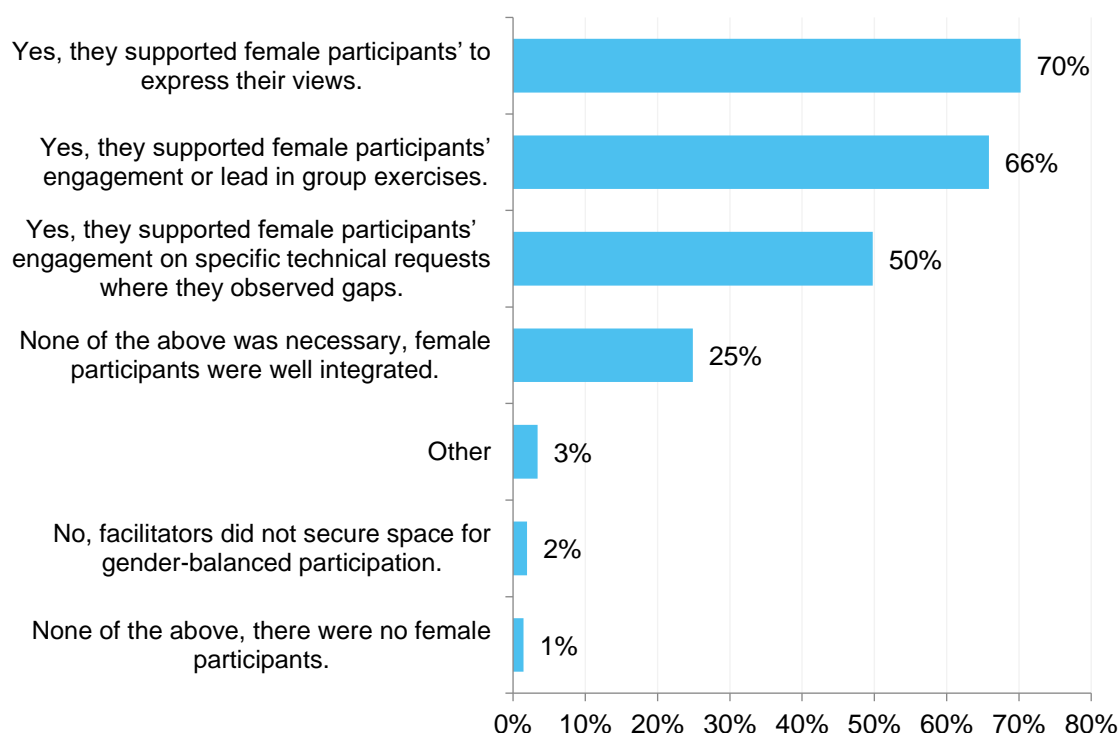
**58. Facilitators, female and male participants acknowledge learning conditions were conducive to female participation in courses.** Figure 9 outlines the Centre's sensitivity and response to well-known cultural barriers such as the ease to express oneself in public as a woman, take the lead or be trained on technical issues such as weapon handling which is referred to in the project document. It must be noted that most of the respondents are civilians (11 per cent) or from the police (43 per cent) which is less male dominated and less challenging for female inclusion and enrolment than the military (24 per cent of respondents) as evidenced by progress towards UN quota. Except for the three specialised courses,<sup>21</sup> the evaluation had no visibility on the gender sensitivity of materials nor on systematic monitoring of its impact on participants working practices in their

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<sup>21</sup> KAIPTC gender sensitive courses from its standards curriculum i) sexual exploitation and abuse; ii) conflict related sexual violence; and iii) investigating sexual and gender-based violence which the project supported. The Centre also delivered innovative leadership development training for senior female security officers under German funding.

domestic or international functions. Anecdotes and examples were collected by the evaluation and are presented under the impact chapter.

Figure 9: Are learning conditions sensitive to gender?



## Efficiency

EQ. To what extent has the project produced outputs and outcomes in a timely and cost-efficient manner, including through partnership arrangements (e.g., in comparison with alternative approaches)? Were the project's resources (human and financial) used as planned and fully utilised?

**59. Result 2.1 on training supply saw the successful implementation of 14 training events on 12 different topics in a short time span.** Within a nine-month agreement period and six-month implementation, in practice between July and December 2022, the project reached 895 training participants over two- or one-week courses in Ghana and the region. Three courses were delivered abroad: in The Gambia, Liberia and Nigeria. The review of KAIPTC training agendas in the second semester of 2022 **indicates the Centre's high mobilisation capacity and effectiveness in organising and delivering training services.** It confirms statements made in donors' reports such as Denmark APP evaluation,<sup>22</sup> that KAIPTC is a reliable and effective partner.

<sup>22</sup> Ibid.

- 60. Plans to mobilise a gender advisor in project follow-up did not materialise which limited the opportunities for supporting gender mainstreaming beyond the delivery of training activities.** A dedicated resource may have come up with suggestions to add value to KAIPTC pre-existing strategy, and mobilise in-house good practices on UNITAR's end such as the Gender framework to [Mainstreaming Gender in the Training cycle](#), in particular in conducting an organisational needs and gap analysis in KAIPTC resources at project start or with its clients for situations where the demand-driven scenario applies.
- 61. The contributions from Germany to support KAIPTC since 2006 have been instrumental.** Although the evaluation did not receive financial information on volumes of support, the review of the project portfolio and strategic materials evidence its major direct or indirect contribution, through global funding or project support. Against this background, the evaluation did not find evidence that **the project benefitted from advanced guidance on priority areas for capacity building** but mostly supported continuity in the delivery of training activities. The second phase of the project, although clearer on UNITAR's added value, does not explore organisational development options either.
- 62. UNITAR's level and quality of project reporting<sup>23</sup> is low. The documentation available transcripts a small share of the work done in the field, especially on relational grounds.** Most of the knowledge seems informally shared among UNITAR project teams which limits visibility on processes and efforts made to achieve expected results. For example, the interim report mentioned outputs as achieved whereas interviews indicated they were not completed or pursued (i.e., "training equipment upgraded" and "partnership base expanded"). As discussed earlier, the logical framework could reflect inputs and resources mobilised to deploy a UNITAR representative considering this is conditional to the project's successful implementation and to longer-term objective to UNITAR in establishing a working relation. As a result, capitalisation is low and relies to some extent on the evaluation report and on the IP's own reporting mechanisms. The interim report from February 2023 defers to the evaluation to assess achievements of results and hypothesise on impact (page 6 out of 9). Page 7 lists the evaluation questions without providing insights. In general, the interim report provides facts, no assessments and is inaccurate in some places, i.e., mentioning the project was delivered as planned.
- 63. KAIPTC's general reporting capacity is solid and could become an example of good practices to apply in narrative reports to the donor.** Training evaluation reports apply the same structure and consistently collect information on participants which allows for data disaggregation, including on gender participation, and comparison on courses quality over time. The Centre's TED and Monitoring and Evaluation Unit are instrumental in building a knowledge base. The unit compiles feedback through the feedback mechanisms mentioned earlier (daily assessment, end of programme questionnaire and follow-up assessment that took place three months after course delivery completion). While KAIPTC had plans to set-up a new unit (Business Development Unit) in charge of needs and impact assessment, its launching was suspended due to COVID-19 and funding availability.

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<sup>23</sup> The final narrative and financial reports are only due to be submitted on 30 June 2023, after the conclusion of the evaluation.

- 64. The capacity to report on impact is one of the Centre’s desired areas of improvement. This need for capacity building was not targeted by the project but could be an area for future support. There is a strategic appetite from KAIPTC to build an evidence-based portfolio**, in part for funding and competitiveness reasons. In its executive summary, the 2019-2023 strategic plan admits it “still lacks a robust mechanism for tracking its impact” (p. 7) in the region and at the level of its trained experts. The strategic plan outlines on several occasions the difficulty to track training benefits while donors and partners’ call for evidence of impact. According to interviews, M&E practices have been supported by GIZ since 2015 and are mainstreamed in the Centre’s practices, including assignment of M&E focal points in KAIPTC’s 18 units, however, there is room for staff capacity building on M&E principles and usefulness, as well as systematic collection of data through the Centre’s database, WEBMO.
- 65. The review of KAIPTC’s training impact study report for the Maritime security and transnational organised crimes courses indicates room for methodological strengthening.** The study applies the same structure than for training assessment. It mostly relies on questionnaires to participants and to organisations; and on testimonies recollected during focus groups. The assessment focus is on the training content and participants’ experience. Case studies collected from participating agencies and comparative assessments could enhance the study quality: i.e., comparing learning styles (domestic, among training centres), before and after training skills through supervisors’ feedback.
- 66. A grant-out agreement to KAIPTC was originally planned to be 573,817 EUR (initial contribution agreement prior to amendment) and finally amounted to 14,546,972.34 GHS (equivalent to 1,237,346 EUR based on May 2023 exchange) due to currency fluctuation after contribution amendment in September 2022.** Hence 62 per cent of the entire project budget was transferred to the IP. The review of training’s financial statement and the IP’s interim financial report from October 2022 indicates the project was affected by major variations in exchange rate between euro and Ghanaian Cedi (GHS) during the fourth quarter of 2022. A grant-out agreement to KAIPTC was originally planned to be 573,817 EUR (initial contribution agreement prior to amendment) and finally amounted to 14,546,972.34 GHS (equivalent to 1,237,346 EUR today) due to currency fluctuation after contribution amendment in September 2022. Table 9 shows four training activities and procurement expenses were impacted by the gap between budgeting and final costs. It is noted that exchange rates went through biggest variations at the time of training implementation (See table 9 – rates for October and November 2022).<sup>24</sup>

Management and contractual measures were promptly taken to conduct activities according to plans. On October 25, 2022, a second amendment was issued to the grant agreement to account for local currency depreciation up to 1,32 per cent accounting for 183,401 GHS.

As stated earlier, the project has deviated from the original plan to use Quality Assurance Framework and review and expand the training portfolio. Instead, the project has provided

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<sup>24</sup> The evaluation noted that an expenditure verification exercise was under implementation at the time of issuing this report.



training equipment to the training courses and organized outreach activities to enlarge the number of partners supporting KAIPTC, according to its narrative report. In the absence of having received the final financial report, it is difficult to say if costs from the original plan have been reallocated or if the project was not particularly cost-efficient as it has been spending the same amount for doing less.

When looking at cost-categories in the final financial report from the implementing partner, it can be observed that logistical costs (consisting of accommodation, hospitality and travel) range from 58 to 80 per cent per training course. Events that took place in Gambia, Liberia or Nigeria are also within this range. ICT Equipment only accounted for 2 per cent of the overall.

Table 9: Activities impacted by exchange rate variations

Fluctuation of GHS with EUR over project implementation period				
Rate	Month	Training name	Difference in GHS	Difference in EUR
8,82	31 Dec 2022	Collaborative policing Liberia - Nov	-482.228 GHS	-37.527 €
13,60	01 Dec 2022	Security sector reform - Nov	-73.100 GHS	-5.689 €
12,85	01 Nov 22	Electoral violence Nigeria - Nov	-586.423 GHS	-45.636 €
9,16	01 Oct 22	Hostile environment - Oct	-6.729 GHS	-735 €
8,20	01 Sept 22	Maritime security and organised crime - Nov	-92.959 GHS	-7.234 €
7,66	01 Aug 2022	Workshop & equipment	-38.175 GHS	-3.933 €
7,62	30 Juin22	TOTAL VARIATION	.279.614 GHS	-95.624 €
9,70	Average	Fluctuation absorbed	+183.401 GHS	+20.022€

Sources: Financial statement - KAIPTC 16 Dec 2022 and InforEuro European commission for the exchange rate

## Likelihood of Impact

EQ. To what extent has the project contributed to improved policing and military functions in peace operations in the region (West Africa)? How did the training impact the specific training needs of uniformed (men and women) personnel and the served communities?

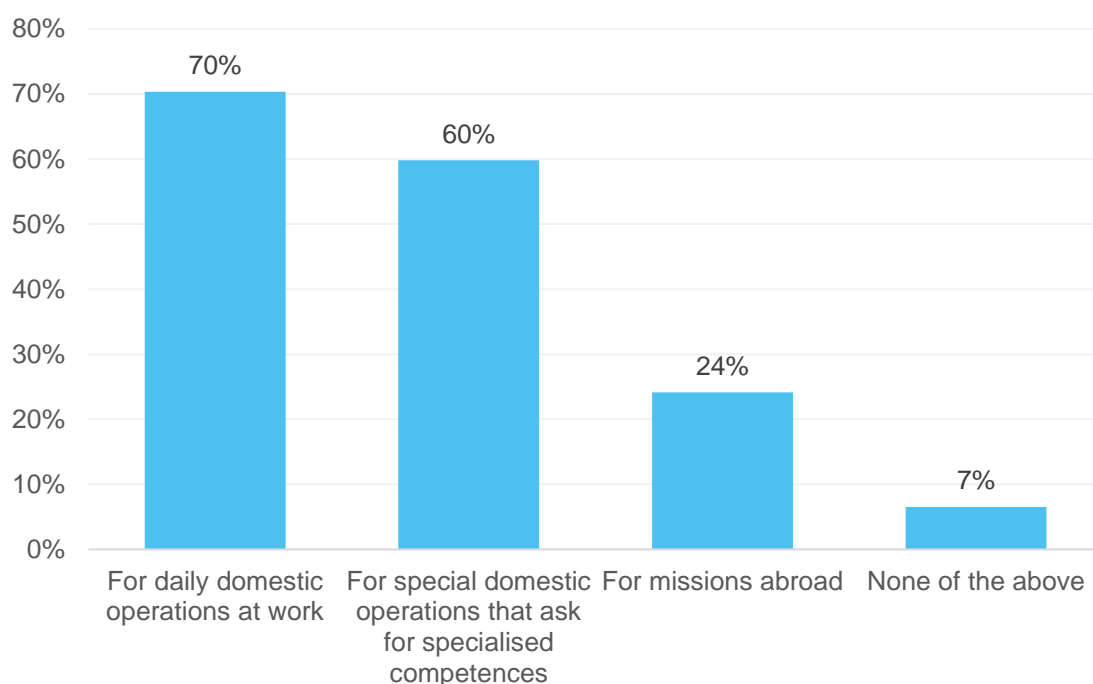
**67. Training centres' visibility on training impact on policing and military functions in peace operations or on served communities is very limited, and KAIPTC is no exception.**

The absence of formal feedback mechanism between training centres and peacekeeping missions isolates the training function and limits its ability to revise its approach and improve levels of preparedness. This structural limitation appears beyond the project's scope. Limited visibility on recruitment, deployment procedures and timing further restrict training centres' planning on who to train and according to which deadline (See Text Box 1). Under these circumstances visibility on and ability to impact becomes conditional and indirect. It is even more conditional when it comes to assessing impact on served communities in host communities with which it has no link, except through individual anecdotes.

“Since the graduates from the training courses and academic programmes come mainly as individuals by themselves or individuals sponsored by an organisation, there are no guarantees that they may be deployed in the field to create major impact with their newly acquired knowledge and skills. That contributes to why the Centre has challenges in tracking and demonstrating impact”.

**KAIPTC Strategic plan 2019-2023**  
**Text Box 1**

Figure 10: Contexts in which knowledge and skills are used - training participants



**68. Preparedness to address potential crises is likely to benefit national institutions first which has value when looking at security challenges in Western Africa from a regional stability perspective and not only through Peacekeeping missions.**

Respondents to the evaluation survey observed the **most significant changes in the conduct of their home-country, domestic functions** (70 per cent in daily domestic operations, 60 per cent in specialised domestic tasks) **rather than on mission** (24 per cent) – see figure 10, especially for those who have not been deployed (71 per cent of respondents) to any peacekeeping mission representing around 71 per cent of those

who have mostly contributed to domestic operations have been deployed (40 per cent; and 48 per cent for those who have not) While application in missions abroad is higher for those deployed (25 per cent; and 11 per cent for those who have not been deployed), this is still small.

- 69. Participants and to a minimal extent beneficiary organisations form the main source of feedback which limits training adaptation.** Security agencies have been consulted in the impact study produced by TED on “Maritime security and organised crime”, but systematic consultation as organised through after course questionnaire (ELQ1) does not extend to organisations or supervisors. Some respondents to the evaluation survey reported that despite personal interest in the topic, they had not been able to apply the new skills at work. This suggests gaps in communicating with and soliciting support from supervisors and organisations on the positive organizational or structural changes training can bring about, and preparedness on ways to incorporate new skills in working routine. One of the interviewees reported his supervisor teases his staff on their superior understanding of methods and situations after they undertook the training which suggests training can challenge hierarchical balance and hypothetically also generate negative impact.
- 70. Overall, more than 95 per cent of survey respondents indicated that they have applied knowledge/skills from the training to their work.** This rate is higher than the annual UNITAR average rate of application based on a random sample. When comparing application rates by gender, no significant difference can be observed (male application rate if 96 per cent while female application rate is 94 per cent while it is 100 per cent for those having identified themselves as “non-binary”).
- 71. Despite efforts, impact assessment remains siloed and relies mostly on individual and anecdotal evidence. KAIPTC training evaluations select quotations from participants’ intent to use newly acquired skills. ELQ3 follows up.**<sup>25</sup> The approach is sound, but the evaluation could not find if intended action is individually tracked which could usefully illustrate the gap between intendeds and actual actions (personal), and between intended action and institutional dynamics (hierarchy, opportunities). The evaluation compared quotations from the evaluation training on Investigative sexual gender-based violence and examples of use collected through the evaluation survey (see table 10). In the future, such systematic comparative reviews could identify main obstacles in applying learnings in domestic or international functions and help design sensitization materials for supervisors and organisations.

Table 10: Comparative review, intended use versus actual use of learning on ISGBV

<i>Intended use extracted from KAIPTC EQL1</i>	<i>Actual use from evaluation survey</i>
1. Expand and share the learning with colleagues and the public.	

<sup>25</sup> The evaluation did not receive samples of EQL3 and has no visibility on its content and frequency.

<p>“A lot has been learned, and in my capacity as the SGBV coordinator, I’ll make sure that everything is put into practice while also doing TOT with my team in particular, interviewing survivors.”</p> <p>“As a police officer, I will educate my coworkers about SGBV and pass along the information I learned at the seminar to them through training”.</p> <p>“By making the public aware of the risks posed by SGBV.”</p>	<p>“I shared with my colleagues [...]the do’s and don’t[s] when it comes to sexual harassment.”</p> <p>“I organised a sensitization programme for selected officers and sensitized them on sexual gender-based violence.”</p>
<p><b>2. Change in behaviour and working practices.</b></p>	
<p>“I’ve realized that some of my actions and remarks toward my clients were also inappropriate, so I’m changing how I behave. I’ll also share my knowledge with my subordinates to advance the understanding of domestic abuse.”</p> <p>“I’ll share the knowledge I’ve learned with my subordinates, and we will utilize the right questioning techniques to look into the matter”</p>	<p>“In the national setup where I am now, I am able to understand that men experience abuse to[o] but sometimes unable to voice out because of stigmatization. I have been able to encourage some men to speak out and they got help.”</p> <p>“I used the knowledge [...] acquired in assisting in drafting Anti-sexual Harassment Policy for my organization.”</p>
<p><i>Source: KAIPCT training reports and evaluation participants’ survey</i></p>	

**72. Examples shared through the survey confirm the trend on domestic benefits and increased skills in handling domestic cases.** Respondents reported **positive changes in professional practices or enhanced ability and confidence to respond to specific security situations.** Main changes relate to:

- Increased awareness towards **gender-based violence and harassment in the workplace.**
- **Expanding training** to other staff members or during training events.
- **Career developments** after demonstrating new technical skills.
- Understanding and communicating about benefits of **inter agencies cooperation.**
- **Handling successfully electoral tensions** in the context of the Nigeria general elections in early 2023.

Figure 11 confirms the individual benefits in changing one’s mindset, status and add value at work and among community members. Fifty-four per cent of respondents strongly agreed that their perspectives and some professional practices changed as a result of the training and 53 per cent indicated that they shared what they had learned with others, including family, friends and community members. 48 per cent of the respondents agreed it helped them bring attention to specific issues and in 43 per cent cases to produce new content. Table 11 provides concrete examples.

Figure 11: Ranking individual learnings' benefits

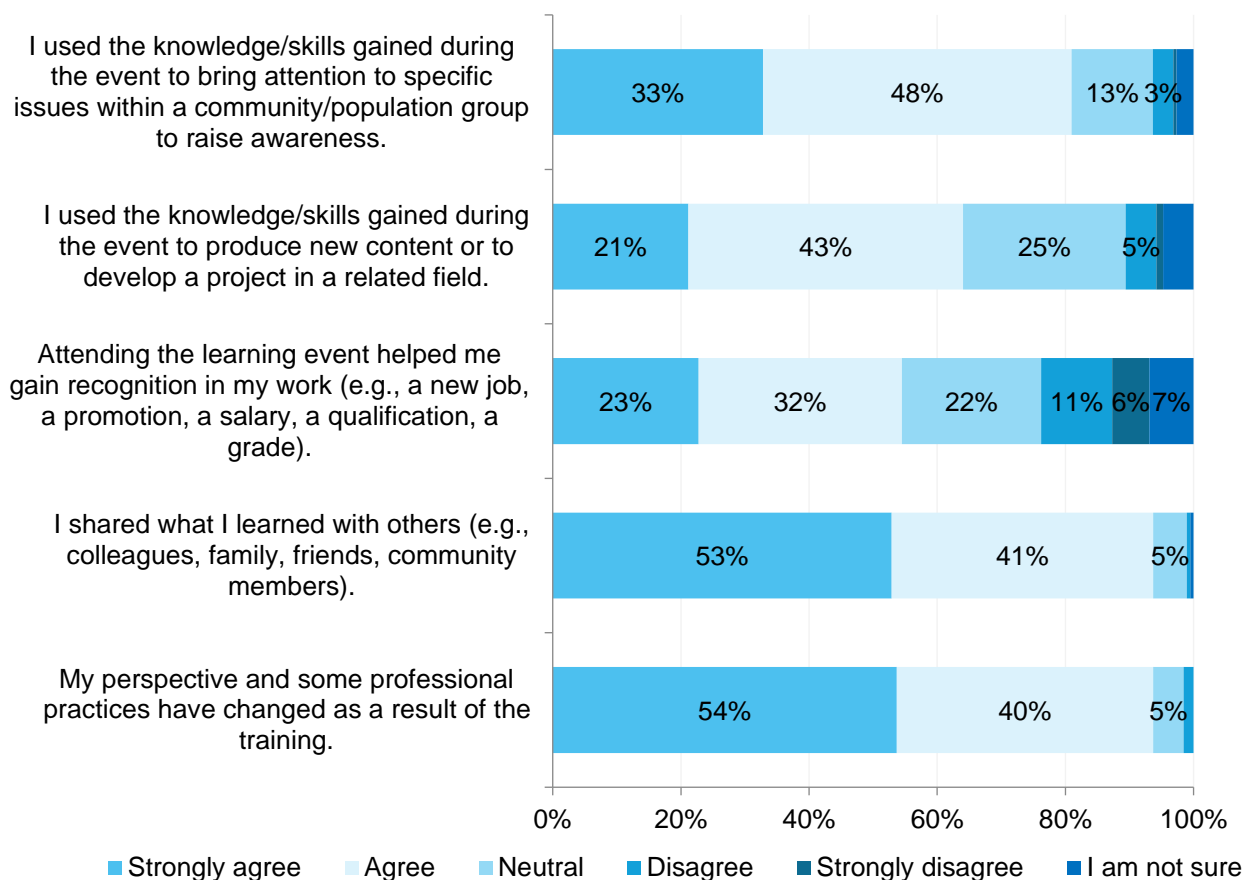


Table 11: Learnings tangible impact – quotations from training participants

Source: Evaluation survey	
Promoting inter-agency cooperation	"I have been able to establish network with sister security services for sharing of information relevant to our work."
	"I have used the knowledge in collaborating with others security agencies, as well as community leaders. As an Immigration officer, I arrested a counterfeit incident and turned the situation to the police."
	"I shared the knowledge gained through circulars with other prison establishments."
Expanding knowledge sharing through training or events	"The knowledge acquired helped me to provide more guidance and direction for military students in Command and Staff College where i serve as a Directing Staff."
	"I was able to transfer these knowledge/skills in five counties in my Country Liberia, training more than two hundred participants."
	"Knowledge gained is duly utilised in UNISFA as Chief Training where new Milobs are trained."
	"I did a Restitution of the course back in my home country and trained 30 civil society organizations working in the conflict-affected communities. I can now lead my team on creating Access for humanitarian activities. It's a big plus to my career."

	"At a joint operations security meeting, I had the opportunity to explain issues relating to Law enforcement intelligence, how data is gotten, processed, stored and utilized for use in collaborative policing."
	"[Negotiation skill] has been of great help while on missions negotiating access with Armed forces and non-state armed groups. Though none of my team members nor I have been injured while on a mission, the module of First aid is greatly treasured"
	After the course, I'm now a lecture transferring knowledge to trainees.
<b>Addressing electoral violence successfully</b>	As a mobile police unit commander, I lead my unit for election duty in Kano state during their gubernatorial election, I practically had the opportunity to apply both kinetic and non-kinetic strategies to minimize violence during the election in my area of responsibility.
	"There was a violence in an area, I was deployed, and I was able to calm the situation down, and peace was restored back."
	"I applied the acquired skill during the just concluded 2023 Nigeria General Elections where I was deployed prior and during the elections to monitor the elections, engage with relevant stakeholders and work with the EU Election Observation Mission."
	"I was posted to supervise the adherence to the election guidelines".
	"During the 2023 General elections in Nigeria I was able to use my knowledge on election security in both surveillance, distribution of timely information."
<b>Status change, successful handling of cases</b>	"My skills acquired in the field of maritime safety and security have earned me appointment to the committee responsible for developing the National Strategy for State Action at Sea."
	With my knowledge in Maritime pollution and illegal transfer of fuel a wooden vessel was arrested, suspects are being tried in circuit court."

## Likelihood of Sustainability

EQ. To what extent are the project's results likely to endure beyond the implementation of the activities in the mid- to long-term and under which conditions? What are the major factors which influence the achievement or non-achievement of sustainability of the project and can be mitigated by project stakeholders?

**73. The evaluation assessed a short implementation<sup>26</sup> period which limits the ability to capture progress on the long-term sustainability of activities. However, it is possible to comment where activities have potential long-term impact.** In this respect, this evaluation highlights the centre's strategy and priorities, while at the same time making the point that reliance on donor funding is unlikely to be sustainable moving forward. The extension of funding until 2023 gives an opportunity to further develop UNITAR's partnership with KAIPTC, both in terms of the support that can be provided to the centre and how the former defines its own establishment plan in Ghana. This would require some strategizing on UNITAR's part to define its expected relationship to the Centre, its technical contribution, its investment in human and financial resources and over what period. Formulating a longer-term vision and establishing a mutually beneficial relationship with

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<sup>26</sup> The signed agreement run between April and December 2022, while actual implementation started in July 2022 which equaled to a six-month implementation period.



the centre, is likely to lever more opportunities than the current ad hoc arrangement by which UNITAR acts as an intermediary to facilitate German funding.

- 74. Discussions with the project team indicate the willingness to add value to the centre's organisational development and to build staff capacity. Continuity in funding and presence of UNITAR's representative in country support this objective,** but the benefits have yet to be realised within the timeframe of the 2023 project document. It would be helpful to engage with the IP and the donor to decide if this type of support is welcomed and, if so, to identify which needs it should address. The UNITAR team is well placed to identify potential areas for support and make recommendations for targeted support rather than offer an open-ended relationship. The evaluation details below areas for sustainable support that would help KAIPTC accomplish its vision to become the leading training and research centre in the region.
- 75. The evaluation identified two areas that would support the Centre achieve its vision over the long-term: pedagogy and infrastructure which together provide the key to access to learning.** Pedagogy refers to the quality and nature of the learning tools before, during and after the training. Students expressed high satisfaction with the teaching format, in some cases making positive comparison with national curricula and other regional training centres. Nonetheless the need for innovation was clearly identified, particularly in terms of tools used such as e-learning, greater use of IT to support modules, more relevant case studies, videos and visits to institutions.
- 76. It was also evident training would benefit from a more coordinated approach that provided more practical interfaces with peacekeeping missions, and also with other training centres** especially those within ECOWAS, acknowledging the importance of EMPABB as a key francophone institution. Strengthened cooperation between the centres, particularly in West Africa, would provide better access to available expertise and have the added benefit of strengthening the relationship with francophone beneficiaries. The review of training beneficiaries' nationality indicates while training is open to other countries most of the centre's participants are Ghanaian; this limits the centre's regional influence and is important as an area for developing long-term sustainability as well as ensuring that training is responsive to regional challenges.
- 77. The speed with which new technologies are available is outstripping the ability of training programmes to keep pace.** While individuals using specific technologies may receive training the same cannot be said for individuals undergoing training in areas not specifically concerned with using these systems. The result is that many training courses continue in much the same format that has been proven successful in the past. Unless the impact of new technologies is factored into training programmes the full benefit of what they have to offer will be lost. The systems and initiatives now appearing in UN peacekeeping missions are extensive and it is increasingly important that the impact of geospatial information management is understood across all mission activities as increased availability of real time information offers opportunities that will be missed if not included in peacekeeping training courses. With the UN Satellite Centre<sup>27</sup> being part of

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<sup>27</sup> <https://unosat.org/>

UNITAR, opportunities for collaboration and contribution in training materials may be explored. Somewhat inevitably any efforts to ensure that the expanding use of new technologies is reflected in training courses conducted at KAIPTC highlight the need for a much-strengthened IT infrastructure on one hand and how training courses need to be shaped in the future to take maximum advantage of technology as a teaching tool, including the systematic use of e-learning activities during courses e.g. prior to face-to-face courses and in order to bring participants to similar levels.

**78. Strengthened infrastructure will be increasingly linked to long-term sustainability. Training evaluation reports outline recurrent IT shortfalls and internet access as major limitations, and this will increase as new demands will exceed what would have been workable in the past.** The challenge is exacerbated by the fact that, with the exception of funding provided by Denmark, which is available for core activities, other donor funding is restricted to training activities. Developing long-term sustainability is not just a question of developing IT to a level that is capable of delivering training that is fully fit for purpose as it also has implications for other aspects of infrastructure such as the part-completed building intended to relieve pressure on existing infrastructure.

Donors' agenda and procurement procedures constrain the centre's development and capacity to respond to the demands made upon it. It echoes other remarks from participants and KAIPTC staff that expanding infrastructure would allow to host all participants on site on concurrent training courses, ease logistics (no transportation and outside accommodation) and enhance group cohesion.

**79. Financial sustainability is high on the centre's agenda as it looks to a future that is less reliant on donors.** Measures to be cost-efficient are in place and should be encouraged. The evaluation notes the attempt to limit travel costs by deploying the mobile Training team to travel to participants' locations rather than bringing them to the centre; and to reduce international consultancy costs by relying mostly on a pool of local experts and facilitators. Nevertheless, costs for logistics remain high as stated in the efficiency section and may compromise the sustainability of the courses in the long-term. Experience sharing and study visits to neighbouring countries and security institutions were highlighted as key to strengthening the KAIPTC pool and consolidating its expertise.

## Recommendations

RECOMMENDATIONS
<p><b>1. Map KAIPTC capacity gaps and UNITAR strengths and formulate an action plan by e.g.,</b></p> <ul style="list-style-type: none"> <li>○ Reviewing areas for support that are still valid in KAIPTC strategic documentation, obtaining if possible, preliminary findings from the 2019-2023 strategic plan mid-term evaluation.</li> <li>○ Assessing how UNITAR could continue to help KAIPTC address those points (e.g., training update and design, e-learning module development, gender mainstreaming into training content; monitoring and self-evaluation capacity and methods, including impact level results).</li> </ul>
<p><b>2. Develop a sustainability strategy that defines UNITAR’s long-term relationship with KAIPTC by e.g.,</b></p> <ul style="list-style-type: none"> <li>○ Reviewing the goals and objectives of the Joint Declaration of Intent between Germany, KAIPTC and UNITAR and extending the arrangement beyond 2022.</li> <li>○ Continuing to devise a sustainable approach that includes the development of an IT system that supports interactive training and is capable of replicating the impact of the availability of real-time information on a mission’s operations, while also providing an enhanced capacity for e-learning.</li> <li>○ Screening interest among donors supporting the same courses to revise the approach to training to more accurately reflect the needs of current peace operations and support more demand-driven initiatives.</li> </ul>
<p><b>3. Revisit and refine the project’s logical framework and chain of results, be explicit about efforts and decisions’ rationale by e.g.,</b></p> <ul style="list-style-type: none"> <li>○ Adding processes, relational and coordination efforts to the logical framework, and ensuring that indicators are measurable (means of verification) and can benefit from KAIPTC baseline data.</li> </ul>
<p><b>4. Strengthen accuracy and quality of UNITAR reporting by e.g.,</b></p> <ul style="list-style-type: none"> <li>○ Ensuring that processes, results and changes in plans are accurately documented in interim reports; considering short UNITAR training assessments on quality, strengths and weaknesses using UNITAR’s guidance documents and templates to cross check with KAIPTC TED assessments (EQL1).</li> </ul>
<p><b>5. Promote and support exchanges of experiences and expertise with other African training centres in the 2023 phase and other future projects by e.g.,</b></p> <ul style="list-style-type: none"> <li>○ Including joint activities in future project documents supported by Germany (e.g., joint design, shared bilingual library, joint training delivery).</li> </ul>

## Lessons Learned

80. The evaluation has identified three sets of lessons learned:

### **On partnerships, convergence and synergies**

- By implementing integrated strategies within partnerships as defined in the inception phase of a project and in accordance with partners' priorities and current activities, the impact and sustainability of outcomes can be amplified.
- By aligning parallel initiatives funded by the same or other donors and capitalizing on synergistic opportunities, substantial potential can be realized. It is imperative to recognize and effectively utilize available resources, encompassing financial, human, infrastructural, and material assets from both internal and external sources.
- Harnessing technical expertise and establishing clear delineation of roles and responsibilities among partners are pivotal to fostering fruitful collaboration. Coordination and synchronization of efforts fosters a demand-driven approach from donors, ensuring that concerted or parallel interventions align with local context and needs. This approach prioritizes catering to the specific requirements of intended beneficiaries, rather than implementing supply-driven interventions that may ultimately prove ineffective or irrelevant.
- Cooperation between training centres needs to be monitored and coordinated and requires leadership and facilitation.

### **On monitoring, evaluation and reporting**

- The logical framework or results chain plays a fundamental role in providing a strong foundation and guides a project's implementation, monitoring, and evaluation. Well formulated and measurable goals and indicators are key for a successful project monitoring and evaluation.
- To ensure accountability, it is imperative to ensure alignment between actual and reported progress. Narrative reports with insufficient quality can hinder accountability and underrate the current efforts in project implementation.
- It is important not to overlook the importance of strengthening M&E capacities and emphasizing accountability even if they are not the primary goals of the project. Assessing the effectiveness, efficiency and potential impact of an intervention can only be achieved through M&E processes, which rely on the availability and quality of data. Thus, recognizing the significance of M&E and investing in data collection and analysis contribute to informed decision-making and improved project outcomes.
- When independent evaluations of related projects are taking place simultaneously, it has proven useful to connect evaluators and organize briefing sessions.

### **On training needs assessment, SWOT analysis and training expertise**

- In matching training needs assessments with the results of a SWOT analysis, a comprehensive and well-documented set of training selection criteria can be developed

that effectively identifies specific training needs. This approach facilitates a shift towards a demand-driven strategy, which successfully addresses the challenge of diverse donor priorities. Additionally, this alignment highlights the significance of UNITAR's strategic entry point by providing value-adding components, such as capacity-building in monitoring and evaluation processes, with a specific focus on results generation.

- Ad hoc and channelled donor support encourages an approach where training is run in much the same format as in the past, thereby missing the opportunity to reflect evolving operational requirements.
- Supporting recognized centres of expertise by highlighting technical and network assets can raise the profile of a training institute and lead to the development of strategic partnerships within and beyond countries.

# Annexes

## A. Terms of reference

### Annex 1

#### Terms of Reference

#### Independent Evaluation of the “Training and Advanced Training of West African Security Forces” project

##### Background

1. The **United Nations Institute for Training and Research (UNITAR)** is a principal training arm of the United Nations, with the aim to increase the effectiveness of the United Nations in achieving its major objectives through training and research. UNITAR’s mission is to develop the individual, institutional and organizational capacity of countries and other United Nations stakeholders through high-quality learning solutions and related knowledge products and services to enhance decision-making and to support country-level action for overcoming global challenges.
2. UNITAR’s first Strategic Objective calls to “Promote peace and just and inclusive societies”. The sub-objective SO 1.1 “Support institutions and individuals to contribute meaningfully to sustainable peace” focuses on increasing institutions and individuals’ capacities to prevent and resolve violent conflicts, restore the rule of law, and build lasting peace. Special focus is placed on strengthening knowledge and skills of women as change agents in conflict analysis, negotiation and mediation; and strengthening engagement of men and boys as agents of change in efforts to work towards ending sexual and gender-based violence and reducing the stigmatization.
3. UNITAR has been supporting Ghana and other West African countries military and police forces and civilian personnel since 2012 in the framework of the pre-deployment training and advisory team (PDTA) programming. The “Training and Advanced Training of West African Security Forces” project, funded by the Federal Minister for Foreign Affairs of Germany, fits within this framework.
4. The project shall be implemented between 15 May and 31 December 2022. The project is designed to support the [Kofi Annan International Peacekeeping Training Centre](#) (KAIPTC) in Accra, Ghana, to strengthen and further develop security policy self-responsibility of West African partners engaged in the context of crisis prevention / crisis reaction to internal and external threats in the region. It does so through the reinforcement of the role of the KAIPTC as: i) the leading international centre for training, education and research on African peace and security; and ii) the provider of globally recognized capacity building programs. In addition, by recognizing the strategic location of the centre in West Africa, the project will also focus on the expansion of the range of programs offered by KAIPTC and the integration of a specific UN framework into the training of military, police, and civilian personnel. UNITAR has direct presence at the KAIPTC as of June 2021.
5. The project activities will be framed under the three following outputs: i) review of the centre’s internal operating framework in line with UNITAR Quality Assurance Standards – including overall environment; culture; strategy; structure; systems; people; inputs and resources; outputs and performance; and considering cultural and gender aspects ii) review and expansion of the course portfolio (specifically, integration of UN training programmes - standards, policies, and frameworks



– into KAIPTC’s programming); and iii) delivery of training to gender balanced groups of military and police personnel engaged in both internal and external (UN, AU, ECOWAS) operations.

6. Under the third component, training will be tailored to police personnel by supporting the implementation of the [Strategic Guidance Framework for International Police Peacekeeping](#) in addition to the continuous delivery of training targeting both military and police personnel following the traditional programming of the centre. UNITAR will have an advisory and mentoring role to strengthen even further the impact of the training on the performance of personnel (high-impact training)<sup>28</sup> and particular attention will be put on the specific training needs / preferences of female personnel.
7. Thus, the long-term outcome of the project is “Expanded access to high-impact training for military and police personnel (men and women) from West Africa and beyond (aligned to UN standards and policy frameworks)”. Short-term expected outcomes are i) “Strengthened operating framework of KAIPTC – in line with UNITAR Quality Assurance Framework”, and ii) “Strengthened capabilities and motivation of military and police officers from West Africa engaged in both internal and external (UN, AU, ECOWAS) operations”.
8. The project is subject to an independent evaluation as per UNITAR Evaluation Policy.

#### **Purpose of the evaluation**

9. The purpose of this evaluation is to assess the relevance, coherence, effectiveness, efficiency, likelihood of impact and likelihood of sustainability of the project; to identify good practices as well as any challenges that the project has encountered; to issue recommendations, and to identify lessons to be learned on design, implementation and management. The evaluation’s purpose is thus to meet accountability requirements, and to provide findings, conclusions, recommendations and lessons learned to contribute to the project’s quality improvement, strategic direction, and broader organizational learning. The evaluation should not only assess how well the project has performed, but also seek to answer the ‘why’ question by identifying factors contributing to (or inhibiting) successful delivery of the results.
10. The evaluation will include an assessment of all six OECD/DAC criteria and gender, disability and human rights, and environmental considerations. In addition to serving as accountability function, the evaluation’s purpose is also to be as forward-looking as possible to inform strategic decisions on the design and planning of possible future phases and focus areas of this or similar projects, with emphasis on institutional assessment and support.

#### **Scope of the evaluation**

11. The evaluation will cover all the project implementation period (June to December 2022).<sup>29</sup> The evaluation should provide forward-looking recommendations to inform possible future phases or

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<sup>28</sup> High-impact training is based in six principles: i) performance, ii) human-centeredness; iii) innovation; iv) transformation; v) inclusivity; vi) interactivity; and vii) sustainability.

<sup>29</sup> A previous phase of the project was planned for June 2021, but it was not implemented.

the development of similar projects under the PTD (Bonn) programming, with particular focus on institutional assessment and support.

### Evaluation criteria

12. The evaluation will assess project performance using the OECD/DAC criteria: relevance, coherence, effectiveness, efficiency, likelihood of impact, and likelihood of sustainability. The evaluation questions related to gender equality and the empowerment of women dimensions are marked with “GEEW”. Questions related to environmental sustainability are marked with “ENVSUSE”. Disability and human rights considerations should also be considered throughout the evaluation.

- **Relevance:** *Is the project (objective and design) relevant to the individual beneficiaries and beneficiary organisation’s needs, policies, and priorities, and designed with quality? Are the project capacity building activities reaching its intended individual beneficiaries (military and police officers)?*
- **Coherence:** *To what extent is the project coherent with relevant UN/international frameworks and the KAIPTC’s institutional objectives, complementing other programmes and projects and adhering to international norms and standards?*
- **Effectiveness:** *How effective has the project been in delivering results, specifically in reinforcing the role of the KAIPTC as the leading international centre for training, education, and research in African peace and security, its delivery of high-impact training; and in strengthening security self-responsibility of West African partners?*
- **Efficiency:** *To what extent has the project delivered its results in a cost-effective manner and optimized partnerships?<sup>30</sup>*
- **Likelihood of Impact:** *What are the potential cumulative and/or long-term effects expected from the project, including contribution towards the intended impact, positive or negative impacts, or intended or unintended changes?*
- **Likelihood of Sustainability:** *To what extent are the project’s results likely to be sustained in the long term? How is environmental sustainability addressed in the project?*

### Principal evaluation questions

13. The following questions are *suggested* to guide the design of the evaluation, although the criteria applied to the outcomes and the final questions selected/identified will be confirmed by the evaluator following the initial document review and engagement with project management with a view to ensuring that the evaluation is as useful as possible with regard to the project’s future orientation.

#### Relevance

- To what extent is the project aligned with the Institute’s efforts to helping Member States implement the 2030 Agenda for Sustainable Development, the UNITAR strategic framework 2022-2025, and particularly SO 1.1, and SDG 16?*
- To what extent is the project aligned with UN, AU, ECOWAS, and other international frameworks and reports in the peace and security area, including the [Strategic Guidance](#)*

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<sup>30</sup> The KAIPTC acts as both partner and beneficiary of the project.

Framework for International Policing, Women, Peace and Security (WPS) Agenda, the UN Uniformed Gender Parity Strategy, Integrated Peacekeeping Performance and Accountability Framework,?<sup>31</sup> To what extent is it aligned to international environmental frameworks, e.g., Blue Marble principles? **(ENVSUSE)**

- c. How relevant, including contextual relevance, are the objectives and design of the project (all its components) to the needs, policies, and priorities of KAIPTC; and to the capacity needs, priorities, and performance improvements of the beneficiaries of the training centre, i.e., military and police personnel? Is the project strategy, including training, designed to lead to a behavioural change/performance growth?
- d. To what extent were institutional needs (human and financial capacities, targets, etc) reviewed and included into project design?
- e. Is the project reaching its intended immediate and final beneficiaries, i.e., staff of KAIPTC and military and police personnel engaged in peace operations?
- f. How relevant is the project to supporting gender equality and women's empowerment in the peace and security field? **(GEEW)**

### **Coherence**

- g. How well does the project complement other UNITAR programming in the area of pre-deployment training, funded by the same or other donors, including those aiming at strengthening the deployment-related training offerings of training centers in the African continent, e.g., Peacekeeping Training Centre of Tanzanian Armed Forces in East Africa or the Ecole Maintien de la Paix (EMP) in West Africa (Mali)?
- h. How well does the project complement and foster synergies with other initiatives implemented by other partners/donors of the training centre, i.e., core and non-core funders and other institutional partners?
- i. How well does the project fit in the wider political and operational contexts of Ghana and West Africa?

### **Effectiveness**

- j. Have the planned outputs and outcomes been achieved? What are the factors, positively or negatively, affecting the project's, organisation's, and the individual's performance?
- k. Has the project's structure, with its three components, and partnerships been effective in delivering results, including the performance of the implementing partner in delivering high-impact training?
- l. How effective has the adoption of the UNITAR quality assurance framework been in strengthening KAIPTC's operating framework to deliver high-impact training?
- m. To what extent and how is the project contributing to changed behaviour (motivations) and improved performance (capabilities) of the trained personnel? What has worked well and what is missing, if anything?
- n. To what extent are a Do-No-Harm approach, human rights-based approach, disability considerations, a gender mainstreaming, and environmental sustainability strategy incorporated in the design and implementation of the project? How well are gender aspects included in the new operating framework of the centre, counting the training delivered? **(GEEW)(ENVSUSE)**
- o. How effective has the gender sensitive deployment-related training been in reinforcing a gender-safe environment to both men and women participants? **(GEEW)**

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<sup>31</sup> A non-exhaustive list of relevant frameworks is included in Annex C.

### **Efficiency**

- p. *To what extent has the project produced outputs and outcomes in a timely and cost-efficient manner, including through partnership arrangements (e.g., in comparison with alternative approaches)? Were the project's resources (human and financial) used as planned and fully utilised?*
- q. *How environment-friendly (natural resources) has the project been (**ENVSUSE**)?*

### **Early indication and likelihood of impact**

- r. *To what extent will the project contribute to strengthen crisis prevention and response capacities of West African partners (in UN, AU and ECOWAS missions in West Africa)?*
- s. *To what extent has the project strengthened (or is likely to) the KAIPTC's role as the leading international centre for training, education and research on African peace and security?*
- t. *To what extent has the project contributed to improved policing and military functions in peace operations in the region (West Africa)? How did the training impact the specific training needs of uniformed (men and women) personnel and the served communities?*
- u. *What other observable end-results or organizational changes (positive or negative, intended or unintended) have occurred?*
- v. *To what extent did lessons learned from project implementation impact institutional practices? Were good practices identified? Were gender approaches developed and consolidated? Were network of professionals consolidated?*

### **Likelihood of sustainability and early indication of sustainability**

- w. *To what extent are the project's results likely to endure beyond the implementation of the activities in the mid- to long-term and under which conditions?*
- x. *What are the major factors which influence the achievement or non-achievement of sustainability of the project and can be mitigated by project stakeholders?*
- y. *To what extent are the current design and exit strategies likely to contribute to sustained capacity of the training centre? To what extent did UNITAR support the design of exit strategies, including funding strategies?*
- z. *What can we learn to inform the future design of similar programming, particularly in institutional assessment and support?*

### **Gender Equality and Women Empowerment (GEEW)**

The evaluation questions with gender equality and women's empowerment dimensions are marked with "**GEEW**" in the above. Disability considerations should also be considered throughout the evaluation.

### **Environmental Sustainability in Evaluation (ENVSUSE)**

The evaluation questions with the evaluation sustainability dimension are marked with "**ENVSUSE**" in the above.

### **Evaluation Approach and Methods**

14. The evaluation is to be undertaken in accordance with the UNITAR [Evaluation Policy](#), [the operational guidelines for independent evaluations](#) and the [United Nations norms and standards for evaluation](#), and the [UNEG Ethical Guidelines](#). The evaluation will be undertaken by a supplier or an international consultant (the "evaluator") under the supervision of the UNITAR Planning, Performance Monitoring and Evaluation Unit (PPME). PPME shall support the evaluation team in gathering background documentation and other data collection processes.

15. In order to maximize utilization of the evaluation, the evaluation shall follow a participatory approach and engage a range of project stakeholders in the process, including the project implementation team, project partners, the beneficiaries, the donor and other relevant stakeholders. Data collection should be triangulated to the extent possible to ensure validity and reliability of findings and draw on the following methods: comprehensive desk review, including a stakeholder analysis; surveys; review of the log frame and the theory of change; key informant interviews; focus groups; and, if possible, field visits. These data collection tools are discussed below.
16. It is recommended to look at the different dimensions of capacity development, including:
- **Individual dimension** relates to the people involved in terms of knowledge, skill levels, competencies, attitudes, behaviours and values that can be addressed through facilitation, training and competency development.
  - **Organizational dimension** relates to public and private organizations, civil society organizations, and networks of organizations. The change in learning that occurs at individual level affects, from a results chain perspective, the changes at organizational level.
  - **Enabling environment dimension** refers to the context in which individuals and organizations work, including the political commitment and vision; policy, legal and economic frameworks and institutional set-up in the country; national public sector budget allocations and processes; governance and power structures; incentives and social norms; power structures and dynamics.

*Table 12: Capacity areas within the three dimensions*

<b>Individual</b>	Skills levels (technical and managerial skills) Competencies	Essential knowledge, Cognitive skills, Interpersonal skills, Self-control, Attitude towards behaviour, Self-confidence, Professional identity, Norms, Values, Intentions, Emotions, Environmental barriers and enablers with specific focus on gender and disability inclusion (among others)
<b>Organizations</b>	Mandates Horizontal and vertical coordination mechanisms Motivation and incentive systems Strategic leadership Inter/intra institutional linkages Programme management Multi-stakeholder processes	Organizational priorities Gender and disability inclusion Processes, systems and procedures Human and financial resources Knowledge and information sharing

	Infrastructure	
<b>Enabling environment</b>	Policy and legal framework Political commitment and accountability framework Governance	Economic framework and national public budget allocations and power Legal, policy and political environment

17. The evaluator should engage in quantitative and qualitative analysis in responding to the principal evaluation questions and present the findings qualitatively or quantitatively as most appropriate.

**Suggested data collection methods:**

*Comprehensive desk review*

The evaluator will compile, review and analyse background documents and secondary data/information related to the project, including a results framework indicator tracking review. A list of background documentation for the desk review is included in Annex C. If baseline data available allows for it, the evaluator should consider using quantitative approaches to assess the impact assessment related evaluation questions.

The evaluator should also consider whether [Outcome mapping / Outcome harvesting / outcome evidencing, process tracing, contribution analysis, episode study, or other theory-based approaches to evaluate outcomes](#), are suitable tools for answering the evaluation questions.

*Stakeholder analysis*

The evaluator will identify the different stakeholders involved in the project. Key stakeholders at the global and national level include, but are not limited, to:

- Implementing partner KAIPTC (staff and leadership);
- The donor (Ministry of Foreign Affairs of Germany);
- Project implementation team (Police adviser based at KAIPTC, administrative assistants, learning specialist);
- Beneficiaries/participants at all levels;
- Host (ECOWAS, Ghanaian Ministry of Defence);
- Other donors or partners supporting KAIPTC;
- Etc.

*Survey(s)*

With a view to maximizing feedback from the widest possible range of project stakeholders, the consultant will develop and deploy a survey(s) following the comprehensive desk study to provide an initial set of findings and allow the evaluator to easily probe during the key informant interviews.

*Key informant interviews*

Based on stakeholder identification, the evaluator will identify and interview key informants. The list of contacts is available in Annex A. In preparation for the interviews with key informants, the consultant will define interview protocols to determine the questions and modalities with



flexibility to adapt to the particularities of the different informants, either at the global, at the national or local level.

#### *Focus groups*

Focus groups should be organized with selected project stakeholders at the local levels to complement/triangulate findings from other collection tools.

#### *Observation: Field visit*

A field visit for interviews and focus groups with logistical support from Project Management shall be organised to Ghana. A combination of field visits with another ongoing evaluation may be considered.

Observation may also prove useful if activities are being implemented simultaneously to the local field visit.

18. The evaluation shall look for synergies and benefit from the evaluation undertakings of the projects “Supporting the yearly training programmes of the Ecole de Maintien de la Paix” and “Reinforcement of the Peacekeeping Training Centre of Tanzanian Armed Forces”, taking place in parallel. PPME will be liaising with the evaluation teams and schedule joint meetings that allow for exchange.

#### **Gender, disability and human rights**

19. The evaluator should incorporate [human rights](#), [gender](#) and [disability](#) perspectives in the evaluation process and findings, particularly by involving women and other groups subject to discrimination. All key data collected shall be disaggregated by sex, UN country status/classification, disability, and age grouping and be included in the draft and evaluation report. Though this is a general requirement for all evaluations, this evaluation should particularly put emphasis on **gender equality and women’s empowerment**.
20. The guiding principles for the evaluation should respect transparency, engage stakeholders and beneficiaries; ensure confidentiality of data and anonymity of responses; and follow **ethical** and professional standards ([UNEG Ethical Guidelines](#)).

#### **Timeframe, work plan, deliverables and review**

21. The proposed timeframe for the evaluation spans from November 2022 (initial desk review and data collection) to June 2023 (submission of final evaluation report). An indicative work plan is provided in the table below.
22. The consultant shall submit a brief evaluation design/question matrix following the comprehensive desk study, stakeholder analysis and initial key informant interviews. The evaluation design/question matrix should include a discussion on the evaluation objectives, methods and, if required, revisions to the suggested evaluation questions or data collection methods. The Evaluation design/question matrix should indicate any foreseen difficulties or challenges/limitations in collecting data and confirm the final timeframe for the completion of the evaluation exercise.
23. Following data collection and analysis, the consultant shall submit a zero draft of the evaluation report to the evaluation manager and revise the draft based on comments made by the evaluation manager.
24. The draft evaluation report should follow the structure presented under Annex D. The report should state the purpose of the evaluation and the methods used and include a discussion on the

limitations to the evaluation. The report should present evidence-based and balanced findings, including strengths and weaknesses, consequent conclusions and recommendations, and lessons to be learned. The length of the report should be approximately 30 pages, excluding annexes.

25. Following the submission of the zero draft, a draft report will then be submitted to Project Management to review and comment on the draft report and provide any additional information using the form provided under Annex G by 28 April 2023. Within two weeks of receiving feedback, the evaluator shall submit the final evaluation report. The target date for this submission is 26 May 2023. Subsequently, PPME will finalize and issue the report, and present the findings and recommendations to Project Management and other invited stakeholders

Indicative timeframe: November 2022 - June 2023

Activity	November 2022	December 2022	January 2023	February 2023	March 2023	April 2023	May 2023	June 2023
Evaluator selected and recruited								
Initial data collection, including desk review, stakeholder analysis								
Evaluation design/question matrix								
Data collection and analysis, including survey(s), interviews and focus groups and field visit								
Zero draft report submitted to UNITAR								
Draft evaluation report consulted with UNITAR evaluation manager and submitted to Project Management								
Presentation of emerging evaluation findings and lessons learned								
Project Management reviews draft evaluation report and shares comments and recommendations								
Evaluation report finalized and management response by Project Management								
Publication and dissemination of final evaluation report								

### Summary of evaluation deliverables and indicative schedule

Deliverable	From	To	Deadline*
Evaluation design/question matrix	Evaluator	Evaluation manager	9 December 2022
Comments on evaluation design/question matrix	Evaluation manager	Evaluator	16 December 2022
Zero draft report	Evaluator	Evaluation manager	31 March 2023
Comments on zero draft	Evaluation manager	Evaluator	14 April 2023
Draft report	Evaluator	Evaluation manager	28 April 2023
Comments on draft report	Programme Management	Evaluation manager	12 May 2023
Final report	Evaluator	Evaluation manager	26 May 2023
Presentation of emerging findings, recommendations and lessons learned	Evaluator/evaluation manager	Programme Management	30 May 2023
Dissemination and publication of report	Evaluation manager		June 2023

\*To be adjusted depending on the contract signature and to be agreed upon with the Evaluation Manager.

**OPTIONAL:** A reference group is considered a good practice in independent evaluations. Members of the reference group could be a representative from project management, from the donor and several representatives from the implementing partners for example. These stakeholders would then be included throughout the evaluation phases and would e.g., be able to provide comments on the draft report.

#### Communication/dissemination of results

26. The evaluation report shall be written in English. The final report will be shared with all partners and be posted on an online repository of evaluation reports open to the public.

#### Evaluation management arrangements

27. The evaluator will be contracted by UNITAR and will report directly to the Director of the Strategic Planning and Performance Division and Manager of Planning, Performance Monitoring, and Evaluation Unit (PPME) ('evaluation manager').
28. The evaluation manager reports directly to the Executive Director of UNITAR and is independent from all programming related management functions at UNITAR. According to UNITAR's Evaluation Policy, in due consultation with the Executive Director/programme management, PPME issues and discloses final evaluation reports without prior clearance from other UNITAR Management or functions. This builds the foundations of UNITAR's evaluation function's independence and ability to better support learning and accountability.
29. The evaluator should consult with the evaluation manager on any procedural or methodological matter requiring attention. The evaluator is responsible for planning any meetings, organizing online

surveys and undertaking administrative arrangements for any travel that may be required (e.g., accommodation, visas, etc.). The travel arrangements, if any, will be in accordance with the UN rules and regulations for consultants.

### **Evaluator Ethics**

30. The evaluator selected should not have participated in the project's design or implementation or have a conflict of interest with project activities. The selected consultant shall sign and return a copy of the code of conduct under Annex F prior to initiating the assignment and comply with [UNEG Ethical Guidelines](#).

### **Professional requirements**

31. The evaluator should have the following qualifications and experience:
- MA degree or equivalent in peace, security or conflict studies; governance and international relations, peace and development evaluation, or a related discipline. Knowledge of and experience in training design and delivery, and in areas related to peacekeeping and police/military training is desired.
  - At least 7 years of professional experience conducting evaluation in the field of capacity building and peace and security thematic evaluations. Knowledge of United Nations Norms and Standards for Evaluation.
  - Technical knowledge of the focal area including the evaluation of peacekeeping related topics, as well as contemporary developments in multilateral efforts to develop policing capacities in broader peacekeeping missions. Knowledge of or experience in institutional assessments/support.
  - Field work experience in Africa, particularly West Africa.
  - Excellent research and analytical skills, including experience in a variety of evaluation methods and approaches.
  - Excellent writing skills.
  - Strong communication and presentation skills.
  - Cross-cultural awareness and flexibility.
  - Availability to travel.
  - Fluency in oral and written English. Working level of French is an advantage.

PPME may also hire a team of up to two evaluators (local and international) or an evaluator (team leader, evaluation methodological approach) and a subject matter expert (team member, training and contextual expertise).

### **Annexes: (not attached here)**

- A. List of contact points**
- B. Event data available on the UNITAR Event Management System**
- C. List of documents and data to be reviewed**
- D. Structure of evaluation report**
- E. Project logical framework**
- F. Audit trail**
- G. Evaluator code of conduct**

B. Surveys deployed

Participants survey

KAIPTC Participant Survey

Welcome to the KAIPTC Participant Survey

Dear former participant,
This survey is part of an independent evaluation of the German funded project "Training and advanced training of West African Security Forces" implemented by the Kofi Annan International Peacekeeping Training Centre (KAIPTC) and UNITAR. This survey is designed to gather experiences from your participation in one of the project training events and help us improve future training programmes.
It can be completed in approximately 12 minutes. All responses, including the personal information, will be kept strictly confidential and be treated anonymously. Your contribution will only be used in combination with the responses of other survey respondents and inform future programming. We value your feedback very much!
Kindly respond by 31 March 2023.
Thank you for participating in the programme and for your cooperation in this survey!

KAIPTC Participant Survey

Profile

\* 1. How would you define your gender?

- Male
Female
Non-binary (neither male nor female)
Other
I prefer not to say

\* 2. Please indicate your profession (civilian, military, police) :

- I am a civilian
I am part of the military
I am part of the police force
I prefer not to answer
Other, please specify here:

[Text input box for other profession]

3. Please indicate your job position/appointment prior to the course:

[Text input box for job position]



4. Please indicate your current job position/appointment, if different:

- My current job position/appointment is unchanged
- Please specify here if different:

\* 5. What is your country of residence?

\* 6. Which course did you complete at KAIPTC? If you completed more than one, please indicate the course that you feel is most relevant to your present duties.

\* 7. Have you ever been deployed to a peacekeeping mission (PKM)?

- Yes
- No

If yes, please specify which one and if you were deployed after attending one of the above KAIPTC courses

## KAIPTC Participant Survey

### Before the course

**For the following questions, if you participated in multiple courses, please respond referencing to the course that you feel is most relevant for your present duties, and which you have selected previously in this survey.**

8. How did you learn about the course?

- I was notified by colleagues and filed an application
- I found the information myself and filed an application
- I was nominated by my hierarchy
- Other (please specify)

9. Were you aware of the course selection criteria at the moment of application?

- I was aware of selection criteria and met all/almost all of them
- I was aware of selection criteria and met at least half of them
- I was aware of selection criteria and met less than half of them
- No, I was not aware of the course selection criteria

10. Please specify, which criteria were unmet and if expected to be met during the course

## KAIPTC Participant Survey

### During the course

11. Please provide feedback on the course materials used for the training by selecting all responses that apply.

- I was able to access all course documentation and reference material in my working language.
- I found that course documentation was well presented and there was context provided to read in advance of individual modules.
- I found that course documentation was up to date and reflected current issues and concerns.
- I found that access to the KAIPTC library was valuable in terms of making the most of the training.
- I could not find the information I needed and searched through other channels.

\* 12. Please indicate your agreement with the following statements:

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	I am not sure
The event responded to my learning needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The event was limited to a certain number of participants.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The event title was reflective of the knowledge and skills to be transferred.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The learning objectives were relevant to my needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Information on the content and structure of the event was presented in a clear and logical sequence.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The methods and tools used were relevant to the achievement of the learning objectives.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Learning / instructional material was appropriate to the mode of delivery and aligned to the learning objectives.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Overall, the event was useful in helping me to do my job better.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

\* 13. How would you describe the role of the KAIPTC course director? Select all that apply.

- The course director explained their role and how they helped participants make the most of the training.
- The course director provided guidance throughout the course and was available to discuss concerns during training and out of working hours.
- The course director had significant experience and were able to draw on it to enhance my understanding.
- The course director encouraged all participants to take a full part in the course.
- None of the above.

\* 14. Did facilitators secure space for gender balanced participation? Select all that apply.

- Yes, they supported female participants' to express their views.
- Yes, they supported female participants' engagement or lead in group exercises.
- Yes, they supported female participants' engagement on specific technical requests where they observed gaps.
- None of the above was necessary, female participants were well integrated.
- None of the above, there were no female participants.
- No, facilitators did not secure space for gender-balanced participation.
- Other, please specify

\* 15. Please comment on the feedback you received during and at the end of the course.

Select all that apply.

- Yes, I received daily individual feedback from facilitators which allowed me to correct any shortcomings.
- Yes, I received daily group feedback from facilitators.
- Yes, I received oral individual assessment at the end of the course.
- Yes, I received a written assessment of my performance and suitability for future employment in the context of the course.
- No, I did not receive any feedback

KAIPTC Participant Survey

After Course: Knowledge and skills

\* 16. Please rate your knowledge and skills level before and after the course, using a scale of 1 to 5, where 1 is no knowledge/skills competency on the subject matter, and 5 is much knowledge/skills competency.

	No knowledge/skills competency on the subject matter	Little knowledge/skills competency on the subject matter	More or less knowledge/skills competency on the subject matter	Some knowledge/skills competency on the subject matter	Much knowledge/skills competency on the subject matter
Before the course	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
After the course	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please explain your responses

17. Could you describe in which context the obtained knowledge and skills helped you?  
Select all that apply.

- For daily domestic operations at work
- For domestic routine operations
- For special domestic operations that ask for specialised competences
- For missions abroad
- During deployment to a peacekeeping mission
- None of the above
- Other context, please specify.

\* 18. As a follow-up to the event, have you transferred or applied any knowledge/skills acquired from the training to your work?

- Yes
- No

## KAIPTC Participant Survey

### After Course: Knowledge and skills

19. If you have used the knowledge and skills, please provide an example of the knowledge/skills area(s) which you have transferred or applied. (Please specify if in a national or international contexts and try to be as specific as possible, indicating the position or peacekeeping mission, what you may have done differently as a result of transferring or applying the knowledge/skills)

\* 20. Did the course contribute to your strengthened capacity to undertake crisis prevention / crisis reaction in the ECOWAS region? Select all that apply

- Yes, it allowed me to train on matters that are not covered in our national curricula
- Yes, it allowed me to acquire hands-on experience
- Yes, it allowed me to build a regional network of participants and exchange experience from domestic situations or with officers deployed.
- In part, the bulk of the training effort is at national level
- No, I do not think so
- Other, please specify

\* 21. Please rate the following statements using the scale that ranges from “strongly agree” to “strongly disagree”.

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	I am not sure
My perspective and some professional practices have changed as a result of the training.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I shared what I learned with others (e.g., colleagues, family, friends, community members).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Attending the learning event helped me gain recognition in my work (e.g., a new job, a promotion, a salary, a qualification, a grade).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I used the knowledge/skills gained during the event to produce new content or to develop a project in a related field.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I used the knowledge/skills gained during the event to bring attention to specific issues within a community/population group to raise awareness.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

\* 22. Please rate your level of confidence to be deployed or before you were deployed in an ECOWAS, AU or UN mission?

- Fully confident
- Very confident
- Neutral
- Somewhat confident
- Not at all confident

KAIPTC Participant Survey

After the course

23. Please, explain your response

## KAIPTC Participant Survey

### After the course

24. In your view which training likely needs strengthening in the next five years, in response to changing security challenges? And which one is outdated/ not keeping up with regional security challenges?

Training that needs strengthening (if any):

Training that is outdated (if any):

\* 25. Would you agree to be contacted as a follow-up to elaborate on your training experience?

- No
- Yes, provide your email or phone number

Thank you!



## Facilitators' survey

### KAIPTC Facilitator Survey

Welcome to the facilitator's survey

**Dear course facilitator,**

**This survey is part of an independent evaluation of the German funded project "Training and advanced training of West African Security Forces" implemented by the Kofi Annan International Peacekeeping Training Centre (KAIPTC) and UNITAR. This survey is designed to gather experiences from your facilitation of one of the project training events and help us improve future training programmes.**

**It can be completed in approximately 12 minutes. All responses, including the personal information, will be kept strictly confidential and be treated anonymously. Your contribution will only be used in combination with the responses of other survey respondents and inform future programming. We value your feedback very much!**

**Kindly respond by 31 March 2023.**

**Thank you for your cooperation in this survey!**

### KAIPTC Facilitator Survey

#### Profile

\* 1. How would you define your gender?

- Male
- Female
- Non-binary (neither male nor female)
- Other
- I prefer not to say

\* 2. In which organisation are you working? Tick all that apply.

- I am a civilian
- I am part of the military
- I am part of the police force
- I am attached to a training institution (KAIPTC staff, freelance, other Training centre of excellence, other training institute)
- I prefer not to answer
- Other (please specify)

\* 3. Please select your country

\* 4. Which course did you facilitate? If you facilitated more than one course, please select the last one you facilitated

5. Please describe your role in peacekeeping

6. When did you start working with KAIPTC ? (year)

\* 7. What is your background as a trainer?

- I studied and specialised in training at a training academy
- I was an officer and took on a training of trainers to dedicate to training
- I am specialised on technical issues and was asked to deliver training which means I learned on the job.
- None of the above
- Other, please specify

\* 8. How have you supported courses at KAIPTC over the last five years? Select all that apply.

- I am a regular contributor based in Ghana with my organisation.
- I am a regular contributor based in the Region (West Africa) with my organisation
- I am a training consultant
- I contribute to designing/ updating courses relevant to my area of expertise.
- Other, please specify

\* 9. What kind of support did you provide to the course ?

- A standalone presentation that described key aspects of the course
- A presentation followed by participation or in-group discussions.
- Support to practical work undertaken by participants as part of a module.
- Support / advice to participants during practical work / exercises undertaken separately from my module.
- Provided contact details and links for future reference
- Other (please specify)

\* 10. Did you receive detailed information regarding the course(s) learning objectives and the requirements of your role and the background of the course participants? Select all that apply.

- Yes, via email
- Yes, during an individual meeting
- Yes, during a collective briefing with other facilitators
- Yes, I received Terms of References with details on my role and responsibility for each course I supported
- None of the above (I did not receive background information)
- Other (please specify)

\* 11. Were you aware of pre-course training undertaken by participants, particularly e-learning packages? Select all that apply.

- I was not aware of pre-course materials nor e-learning packages
- I was aware of such materials and contributed to their development
- I was aware of such materials and that they were available in all languages relevant to participants.
- I was aware and a received a briefing by the course director on the outcome of the pre-training that was undertaken
- Other, please specify

\* 12. Did you have an opportunity to meet with the KAIPTC course director to discuss the general progress of the course? Select all that apply.

- Yes, I had a meeting with the course director prior to delivering my module.
- Yes, I had meetings with the course director during the delivery of my module.
- Yes, I had a meeting with the course director after the delivery of my module.
- No, we did not have any meeting
- Other, please specify

\* 13. Please choose the response below that best describes how participants received your input/module to the training. Select all that apply.

- Participants had difficulty with some aspects of my input and did not have the necessary background to follow the course.
- Participants were quick to see the relevance of my input to the overall course objective and engaged actively.
- There was considerable interest, but time was too short to discuss issues in depth during the course.
- There was no or too little time to engage with participants outside of programme time.
- Other (please specify)

\* 14. Would you say training content varies depending on which donor supports it (crisis prevention and preparedness)? Select all that apply

- Yes, it impacts the format of courses (duration, size of the group)
- Yes, it impacts the content of the courses (focus on some issues such as gender, human rights, alignment to UN standards)
- No, it is the same training package we use, all from KAIPTC handbook
- No, the donor may ask to change the course but it is not always done.
- Other (please specify)

\* 15. In terms of environmental impact, which positive or negative practices applied to the training events, if any? Tick all that apply.

- Water is distributed in glasses and big bottles.
- Water is distributed in individual small plastic bottles.
- Materials are printed one side.
- Materials are printed two sided or two pages on one.
- Materials are printed in black and white.
- Printing is restricted and online materials are provided at course outset.
- Comments:

\* 16. Please indicate which response below best describes your involvement in broader thinking on how the training portfolio should evolve? Select all that apply.

- My comments on the training portfolio are made through the after-course survey.
- I am invited to share broader comments on the training portfolio in written form.
- I am invited to share broader comments on training portfolio consistency during brainstorming meetings with KAIPTC.
- There is an ongoing/continuous feedback mechanism where facilitators comment on needs for adaptation.
- I am not part of broader thinking, but I know lessons learned and amendments to the training portfolio are made during strategic retreats (bi-annual or annual).
- Other (please specify)

\* 17. Are you aware about peacekeeping missions feedback on the quality of training and participants' ability to apply skills?

- Yes, KAIPTC collects feedback from Peacekeeping mission (PKM) supervisors on useful skills and needs and share with us
- KAIPTC has a monitoring mechanisms in place with PKM supervisors but we have no visibility on it
- There is no such mechanism in place to my knowledge
- Other (please specify)

\* 18. Do you consider that the group of participants was well-balanced and relevant in terms of skill sets?

- Yes, the group was representative of the background and functions needed to maximise the benefits of the training.
- Yes, the group was mixed, but some profiles were not matching the course's criteria or objectives.
- No, one area of expertise / function was over represented to the disadvantage of other groups.

\* 19. Did you observe any differences between female and male participants on the following aspects? Select all aspects in which you observed any differences.

- General understanding of the peacekeeping environment.
- Willingness to speak openly.
- Engaging in group exercise.
- Engaging on specific technical skills.
- Taking a leadership role in practical exercises.
- Engagement and involvement in the course.
- None of the above. I did not observe any differences.
- Other, please specify

\* 20. In your view, what is the main source of information for participants requiring clarification or with a practical case to solve after the training course? Select all that apply.

- KAIPTC online library
- Informal communication groups
- Individual requests to the course director
- Individual requests to facilitators
- I do not know
- Other (please specify)

\* 21. In your opinion, how are training modules and objectives sufficiently adapting to changing contexts and contributing to crisis preparation and prevention in the region? Select all that apply

- Overall training content is up to date and reflects operational needs for crisis prevention and management.
- Overall training content is too theoretical whereas trainees need practice.
- Overall training content misses to address some specific issues (counter terrorism, post-traumatic stress, first aid).
- I am not sure.
- Other (please specify or explain)

\* 22. Please indicate your level of agreement with the following statement: After the KAIPTC trainings, participants would be suitable to be deployed to an ECOWAS, AU or UN mission.

- Strongly agree
- Agree
- More or less agree
- Disagree
- Strongly disagree

### KAIPTC Facilitator Survey

23. Please, explain your response

### KAIPTC Facilitator Survey

24. In your view which module(s)/ training approach is likely to need strengthening in the next five years, in response to changing security challenges?

\* 25. Would you agree to be contacted as a follow-up of the survey to share your experience as a facilitator?

- No
- Yes, provide your email or phone number

Thank you!

### C. List of persons interviewed

	Institution	Name	Position
1	UNITAR	Frank Borchers	Chief of Peace Division in Bonn Office
2	UNITAR	Norbert Wienold	Representative in KAIPTC, Accra, Ghana
3	UNITAR	Tissione Parmar	Team leader, Learning Solutions Division for Peace
4	UN department of Peace operations, Integrated Training Service	Mark Pederson	Chief, Policy Evaluation and Training Division, UN Department of Peacekeeping Operations and Field Support
5	KAIPTC	Albert Ulrich	Head of the Training, Evaluation and Development department
6	KAIPTC	Benjamin Jabik	Head of the Monitoring and Evaluation unit
7	KAIPTC	Colonel Abdullateef Idris	Course Director Military Observers Course, HEAT Course
8	KAIPTC	Wing Commander Christian Eshun	Course Director Security Sector – Preventing and Countering Violent Extremism
9	KAIPTC	Colonel Anorph Akanbong	Director Training
10	KAIPTC	Captain (GN)Isaac Ziem Aratuo	Course Director Maritime Security Transnational Operations
11	KAIPTC	Major General Richard Addo Gyane	Commandant
12	KAIPTC	Osman Abdul-Razak	Course Director Electoral Violence & Security (Sierra Leone), Child Protection, Criminal Justice
13	KAIPTC	ACP Edem Agbitor	Course Director SSR, Collaborative Policing, Electoral Violence & Security (Liberia), Investigation Sexual and Gender Based Violence
14	KAIPTC	Colonel Daniel Amenyo Agbekor	Course Director Logistics Support Course
15	KAIPTC	Air Commodore George Arko-Dadzie	Deputy Commandant
16	KAIPTC	Professor Kwezi Aning	Director Faculty of Academic Affairs and Research
17	GIZ	Teresa Kraft	ECOWAS Peace and Security Architecture Project
18	-	Colonel (Retd) Festus Aboagye	Consultant and Facilitator
19	KAIPTC	Colonel Marc Wettstein	Head TED
20	CCMR	Stein Ellingsen	US sponsored external course
21	KAIPTC Facilitator	Alioune Saar	From Senegal
22	KAIPTC training participant	Raphael Anane	
23	KAIPTC training participant	Vida Pomeyie Kpogo	
24	KAIPTC training participant	Isaac Aditim	Logistics officer in the Ghanaian Police force
25	KAIPTC training participant	Daniel Ackon-Mensah	Logistics officer in Ghana Air Force
26	KAIPTC facilitator	Brima Sesay	Head of department at the police academy of Sierra Leone
27	KAIPTC training participant	Najmu-Deen Agbere	Ghana military, religious affairs department
28	-	Major General Foster	Former DFC MONUSCO and DMilAd UNHQ
29	Federal Ministry of Foreign Affairs, Germany	Marcus Ohm	Division S, Unit S03 – Team SSR



## D. List of documents reviewed

### Department of Peace Operations and Peacekeeping Missions

- Action for peacekeeping, #A4P key achievements on performance, DPO information management unit, 2019.
- United Nations Security Council Resolution 2242, S/RES/2242, October 2015.
- Uniformed Gender Parity Strategy 2018-2028, DPO, UN New York.

### UNITAR

#### Project-specific documentation

- Project document 2021, 2022 and 2023 phases
- Logical framework 2021, 2022 and 2023 phases
- Interim narrative report
- Legal agreement 2021, 2022 and 2023 phases
- Joint Declaration of Intend between the Federal Republic of Germany, the Kofi Annan International Peacekeeping Training Centre and the United Nations Institute for Training and Research, dated 10 December 2021
- Event Management System data
- Implementing partner (KA IPTC) grant out agreement
- Implementing partner (KA IPTC) interim financial report
- Implementing partner (KA IPTC) interim narrative report
- Implementing partner (KA IPTC) final financial report
- Implementing partner (KA IPTC) final narrative report
- 

#### UNITAR documentation

- *Quality Assurance Framework*, Revision, April 2017, UNITAR, February 2028
- *Mainstreaming gender in the training Cycle*, integrating a gender perspective into training design, Learning Solutions guide, UNITAR Division for Peace, 2022
- *Inclusivity framework for training programmes*, ensuring an inclusive approach to training design, Learning solutions guide, Division for peace, 2022
- *Rapid assessment tool questionnaire*, Learning Solutions Team, 2023
- *Learning solutions quality assurance pack: quick start guide*, Learning solutions division for peace, UNITAR
- *Extract from Revised certification framework, level 1 trainers, 2023 for review*
- *Extract from Session Lab, Standard TOT curriculum*

#### Other documentation

- *ECOWAS Vision 2050, ECOWAS of the Peoples: Peace and Prosperity for All*, 2022 ECOWAS
- *Strategic Plan: 2019 -2023* Kofi Annan International Peacekeeping Training Centre (KA IPTC), November 2018
- *Promoting Peace and Security in West Africa: Danish support to KA IPTC 2021-2022*, Danida
- *Evaluation of the Africa Programme for Peace 2004 – 2017*, Ministry of Foreign Affairs of Denmark, November 2018
- *Improving the capacities for Peace and Security in West Africa*, GIZ, June 2021


- *Initiative Elsie sur les femmes dans les opérations de paix*, étude de référence, DCAF, le centre pour la gouvernance du secteur de la sécurité, Genève, juillet 2018.
- *Evolutions et défis du maintien de la paix dans l'espace francophone* ; recueil de 20 publications de l'Observatoire Boutros-Ghali (2017-2020), GRIP, 2020.
- *Être acteur des opérations de paix des Nations Unies, Guide pratique des pays contributeurs*, Ministère des Armées, (représentation militaire et de défense française auprès des Nations Unies), Institut de formation Thémis, Observatoire Boutros Ghali, 2019.

## E. Evaluation consultant agreement form

### Annex: Evaluation Consultant Code of Conduct and Agreement Form

#### The evaluator:

1. Must present information that is complete and fair in its assessment of strengths and weaknesses so that decisions or actions taken are well founded.
2. Must disclose the full set of evaluation findings along with information on their limitations and have this accessible to all affected by the evaluation with expressed legal rights to receive results.
3. Should protect the anonymity and confidentiality of individual informants. They should provide maximum notice, minimize demands on time, and respect people's right not to engage. Evaluators must respect people's right to provide information in confidence, and must ensure that sensitive information cannot be traced to its source. Evaluators are not expected to evaluate individuals, and must balance an evaluation of management functions with this general principle.
4. Sometimes uncover evidence of wrongdoing while conducting evaluations. Such cases must be reported discreetly to the appropriate investigative body. Evaluators should consult with other relevant oversight entities when there is any doubt about if and how issues should be reported.
5. Should be sensitive to beliefs, manners and customs and act with integrity and honesty in their relations with all stakeholders. In line with the UN Universal Declaration of Human Rights, evaluators must be sensitive to and address issues of discrimination and gender equality. They should avoid offending the dignity and self-respect of those persons with whom they come in contact in the course of the evaluation. Knowing that evaluation might negatively affect the interests of some stakeholders, evaluators should conduct the evaluation and communicate its purpose and results in a way that clearly respects the stakeholders' dignity and self-worth.
6. Is responsible for his/her performance and his/her product(s). They are responsible for the clear, accurate and fair written and/or oral presentation of study imitations, findings and recommendations.
7. Should reflect sound accounting procedures and be prudent in using the resources of the evaluation.

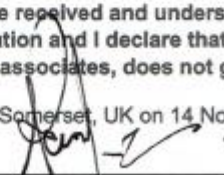
<b>Evaluation Consultant Agreement Form<sup>1</sup></b>	
Agreement to abide by the Code of Conduct for Evaluation in the UN System	
Name of Consultant:	<u>FERREIRA Aurélie</u>
Name of Consultancy Organization (where relevant):	<u>DELTA</u>
I confirm that I have received and understood and will abide by the United Nations Code of Conduct for Evaluation and I declare that any past experience, of myself, my immediate family or close friends or associates, does not give rise to a potential conflict of interest.	
Signed at <i>Bordeaux</i> on <i>November 11, 2022</i>	
Signature: _____	

<sup>1</sup>[www.unevaluation.org/unegcodeofconduct](http://www.unevaluation.org/unegcodeofconduct)

**Annex: Evaluation Consultant Code of Conduct and Agreement Form**

**The evaluator:**

1. Must present information that is complete and fair in its assessment of strengths and weaknesses so that decisions or actions taken are well founded.
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3. Should protect the anonymity and confidentiality of individual informants. They should provide maximum notice, minimize demands on time, and respect people's right not to engage. Evaluators must respect people's right to provide information in confidence, and must ensure that sensitive information cannot be traced to its source. Evaluators are not expected to evaluate individuals, and must balance an evaluation of management functions with this general principle.
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7. Should reflect sound accounting procedures and be prudent in using the resources of the evaluation.

<b>Evaluation Consultant Agreement Form<sup>1</sup></b>
<b>Agreement to abide by the Code of Conduct for Evaluation in the UN System</b>
Name of Consultant: <u>Nicholas Seymour</u>
Name of Consultancy Organization (where relevant): _____
<b>I confirm that I have received and understood and will abide by the United Nations Code of Conduct for Evaluation and I declare that any past experience, of myself, my immediate family or close friends or associates, does not give rise to a potential conflict of interest.</b>
Signed at Gare Hill, Somerset, UK on 14 November 2022
Signature: 

<sup>1</sup>[www.unevaluation.org/uneqcodeofconduct](http://www.unevaluation.org/uneqcodeofconduct)



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