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United Nations Institute for Training and Research



## INDEPENDENT EVALUATION

### STRENGTHENING OPERATIONAL CAPACITIES OF POLICE CONTRIBUTING COUNTRIES PROJECT: 2020-2021 PHASE

This evaluation report is a product of the Planning, Performance Monitoring, and Evaluation Unit of UNITAR. The findings, conclusions and recommendations expressed herein do not necessarily reflect the opinion of the partners of the Strengthening Operational Capacities of Police Contributing Countries project. The evaluation was conducted by Aurélie Ferreira and Harald Wilmin. The report is issued without formal copy editing.

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## Foreword

The Strengthening Operational Capacities of Police Contributing Countries project aims to support the implementation of the Strategic Guidance Framework for International Policing by adopting an integrated approach to the training of Formed Police Units prior to the deployment to the MINUSMA, MONUSCO and MINUSCA peace missions. Specifically, the project aims to contribute to improving the operational performance of UN peace operations in complex and high-risk environments, to strengthen the role of female officers and to improve policing functions at the national level. The project builds on work undertaken from its earlier phases and is supported with funding from the Federal Foreign Office of the Federal Republic of Germany.

This independent evaluation covered the project's 2020-2021 phase and assessed the project's relevance, coherence, effectiveness, efficiency, likelihood of impact and likelihood of sustainability. In doing so, the evaluation not only assessed the project's performance but also sought to identify the 'why' question by identifying factors contributing to (or inhibiting) the project's implementation and achievement of results. The evaluation issued a set of six recommendations and a set of seven lessons to be learned.

The evaluation was managed by the UNITAR Planning, Performance Monitoring, and Evaluation Unit (PPME) and was undertaken by two independent evaluators, Aurélie Ferreira (lead evaluator) and Harald Wilmin. The PPME Unit provided guidance, oversight, quality assurance and logistical support for the evaluation's fieldwork. The Peacekeeping Training Programme Unit's (PTPU) response to the evaluation and its conclusions and recommendations are outlined in the Management Response.

The PPME Unit is grateful to the evaluators, PTPU, implementing partners, and other evaluation stakeholders, including the Federal Foreign Office of the Republic of Germany for providing important input into this evaluation.



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## Acronyms and Abbreviations

<b>APSTA</b>	African Peace Support Trainers Association
<b>CAR</b>	Central African Republic
<b>COESPU</b>	Centre of Excellence for Stability Police Unit
<b>CoP</b>	Community of Practice
<b>CRS</b>	Communautés républicaines de sécurité
<b>DPO</b>	Department of Peace Operations
<b>EMPABB</b>	Ecole de maintien de la paix Alioune Blondin Beye
<b>ENP</b>	Ecole nationale de la paix
<b>FAMA</b>	Forces armées maliennes
<b>FGD</b>	Focus group discussion
<b>FPAT</b>	Formed police assessment team
<b>FPU</b>	Formed police unit
<b>GBV</b>	Gender-based violence
<b>GPOI</b>	Global Peace Operations Initiative
<b>HQ</b>	Headquarters
<b>IED</b>	Improvised explosive device
<b>INL</b>	US International Narcotics and Law Enforcement
<b>IP</b>	Implementing partner
<b>IPO</b>	Individual police officer
<b>IPPOS</b>	International Police Peacekeeping Operations Support
<b>ITMC</b>	Integrated training mission centre
<b>ITS</b>	Integrated training service
<b>KII</b>	Key informant interview
<b>LoA</b>	Letter of agreement
<b>MINUSCA</b>	Mission multidimensionnelle intégrée des Nations unies pour la stabilisation en Centrafrique
<b>MINUSMA</b>	Mission multidimensionnelle intégrée des Nations unies pour la stabilisation au Mali
<b>MONUSCO</b>	Mission de l'Organisation des Nations unies pour la stabilisation en république démocratique du Congo
<b>MS</b>	Member State
<b>OECD-DAC</b>	Organization for Economic Co-operation and Development's Development Assistance Committee
<b>OHCHR</b>	Office of the Human Rights Commissioner for Human rights
<b>PCC</b>	Police contributing country
<b>PIP</b>	Performance implementation plans
<b>PKO</b>	Peacekeeping operation
<b>PPME</b>	Planning, Performance Monitoring, and Evaluation Unit
<b>PTPU</b>	Peacekeeping Training Programme Unit
<b>RPA</b>	Rwanda Peace Academy
<b>SDGs</b>	Sustainable Development Goals
<b>SGF</b>	Strategic guidance framework
<b>SPC</b>	Standing police capacity
<b>SOP</b>	Standard operating procedures
<b>STM</b>	Specialised training materials

<b>SWAT</b>	Special Weapons and Tactics
<b>TNA</b>	Training needs assessment
<b>ToC</b>	Theory of Change
<b>ToR</b>	Terms of Reference
<b>ToT</b>	Training of Trainers
<b>UFG</b>	Use of the force guidelines
<b>UNAMID</b>	United Nations African Union Hybrid Operation in Darfur
<b>UNITAR</b>	United Nations Institute for Training and Research
<b>UNLOG</b>	United Nations Logistics
<b>UNMAS</b>	United Nations Mine Action Service
<b>UNMISS</b>	United Nations Mission in South Sudan
<b>UNODC</b>	United Nations Office on Drugs and Crime
<b>UNPOL</b>	United Nations Police
<b>UNSCR</b>	United Nations Security Council Resolution
<b>UNSOC</b>	United Nations Staff Officer Course



# Executive Summary

*La version française suit.*

## Introduction and background

Since 2016, UNITAR has been working to strengthen the capacities of Police Contributing Countries (PCCs) with financial support from the German Federal Foreign Office. This work has been performed under four project contribution agreements:

- Sustaining Peace in Mali and the Sahel Region through Strengthening Regional Peacekeeping Training Capacities (2016)
- Sustaining Peace in Mali and the Sahel region through Strengthening Regional Peacekeeping Training Capacities (2017-2019)
- Strengthening Operational Capabilities of Francophone Police Contributing Countries (2020) and
- Strengthening Operational Capabilities of Police Contributing Countries (2021).

This evaluation covered work undertaken in conjunction with the 2020 and 2021 agreements.<sup>1</sup> The 2020-2021 phase aims to support the implementation of the Strategic Guidance Framework (SGF) for International Policing by adopting an integrated approach to the training of Formed Police Units (FPUs) prior to the deployment to MINUSMA (Mission multidimensionnelle intégrée des Nations unies pour la stabilisation au Mali), MONUSCO (Mission de l'Organisation des Nations unies pour la stabilisation en république démocratique du Congo) and MINUSCA (Mission multidimensionnelle intégrée des Nations unies pour la stabilisation en Centrafrique). More specifically, the project aims to contribute to improving the performance of UN peace operations in complex and high-risk environments by strengthening the operational readiness of African FPUs deployed to the above-mentioned missions.

By leveraging the experience acquired by UNITAR since 2016, the project's 2020-2021 phase seeks to reach a broader number of

PCCs, allowing for increased standardization of preparation in line with UN standards prior to deployment, which in turn is expected to impact positively on operations in the field and eventually on the policing functions at the national level. Finally, by ensuring that gender is mainstreamed throughout, the project also seeks to contribute towards advancing gender equality and women's empowerment within the operational capabilities of police peacekeepers.

## Purpose, scope and methodology of the evaluation

The evaluation assessed the relevance, coherence, effectiveness, efficiency, likelihood of impact and likelihood of sustainability of the 2020-2021 phase and supported accountability, learning and quality improvement purposes.

The evaluation was based on a mixed-methods approach combining qualitative and quantitative tools that were gender and human rights sensitive. The evaluation was undertaken by a team of two evaluators between the end of October 2021 and February 2022 with one field visit to Mali. Initial plans to visit three countries where project activities were implemented were reduced due to sanitary restrictions over the Coronavirus pandemic (COVID-19) and political instability in the Sahel.

The evaluators reviewed documents and conducted interviews with 43 project stakeholders, undertook two group discussions of trainers and participants of female training of trainers in Mali, and administered three online surveys in English and French to police officer training participants and participants from training of trainers, with 276 responses collected. Of the stakeholders consulted throughout the evaluation, 32 per cent were women and 68 per cent were men. The evaluation encountered some limitations, such as the timing of the evaluation, as some activities were ongoing during data collection in the fourth quarter of 2021; travel restrictions related to the COVID-19 pandemic and the

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<sup>1</sup> While 2020 and 2021 were governed by separate contribution agreements, the

evaluation interprets the two-year period as one continuing phase (i.e., the 2020-2021 phase).

security situation in Mali; and challenges in accessing internal and external sources of information and documents. These limitations hindered at times the evaluators' ability to confirm or assess expected achievements, and attenuated the degree to which long-term outcomes/impacts could be adequately measured and evaluated.

## Main findings

### Relevance

The evaluation found the project's objectives to respond to the global challenges faced by peacekeeping operations and PCCs to prepare uniformed personnel for deployment to environments that have become increasingly dangerous. The evaluation found the project relevant to i) Sustainable Development Goal (SDG) 16 to promote peace and build stronger institutions; ii) the recommendations of the Report on Improving Security of United Nations Peacekeepers (the Cruz Report), and iii) United Nations Security Council resolution 2242 to achieve uniformed gender parity by 2028.

The project approach to gender mainstreaming sought to build an incentive framework by encouraging higher rates of women participation in training and training of trainers (ToT), and also by identifying dissuasive motives for women to apply to Formed Police Units (FPUs). The evaluation found this three-fold approach was relevant to the needs and challenges met by female officers and national police striving to identify candidates. However, the evaluation did not find references to the Department of Peace Operations 2018 review of main external obstacles to women's representation in project documents or during interviews. The Canadian Elsie Initiative for Women in Peace Operations was mentioned during interviews with the project Team and one PCC. None of these two frameworks served as a baseline to the project and in particular to the development of two outputs to be carried out by the Rwanda Peace Academy and the African Peace Support Trainers Association (i.e., needs assessments for women to apply for deployment).

The project's third objective to improve national policing addressed training gaps in the national curricula but with limitations in the absence of i) formalised needs assessment or systematised feedback mechanisms and ii) guidance from UNITAR on best practices in the selection of training participants that would ensure training participants filled positions in country allowing them to use and replicate newly acquired skills.

### Coherence

The evaluation found the 2020-2021 phase to form a thematic continuum with former phases and consolidate the partnership established with the Ecole de Maintien de la Paix Alioune Blondin Beye (EMPABB). However, the evaluation was unable to fully assess the extent to which the coherence of the 2020-2021 phase's design feature of capitalizing on trained trainers in subsequent ToT and FPU training was operationalized. The evaluation also found coherence with areas where capacity building was reported as the most useful to national policing functions e.g., with two ongoing projects on medical assistance and elections management with EMPABB.

The evaluation found much coherence demonstrated between the UNITAR pre-deployment training programme and the UN Department for Peace Operations (DPO) Integrated Training Service (ITS) programme in use in peacekeeping missions. Participants are trained over the same training base in both English and French which supports inter-operability in the field. However, the compartmentalisation of competencies imposed by the organizations' mandate challenges overall coherence.

This structural limitation is acknowledged at the high level and is beyond the project and UNITAR's scope of work. Nevertheless, high-level political initiatives such as the Light Coordination Mechanisms, incorporated in the Action for Peacekeeping initiative; the 2019 training architecture programme; and the recent UN Secretary-General request to set up an inter-agency police task force should encourage UNITAR to enhance coordination with DPO, PCCs and missions in future work.

## Effectiveness

The project's adaptive management and close engagement with implementing partners (IP) was highlighted repeatedly by stakeholders as reasons for successful and effective cooperation. This adaptability is also reflected in a log frame that changed throughout implementation, but which also challenges performance assessment and strategic consistency. The evaluation found that the phase's result framework falls short of explaining how project actions bring about expected changes, that some key methodological terms are confused (e.g., differences between outputs, indicators and outcomes) and that some of the key indicators specified are clearly beyond UNITAR's mandate and reach (see the reconstructed result framework and key terms page 19). This approach to results management hindered visibility over achievements and did not reflect the numerous engagements made by the project. Project management's ability to track results depends much on information PCCs agree to share and therefore on personal relationships. Still, these limitations were not mitigated by a UNITAR-owned system with a country specific results framework, targeting reporting obligations to IPs, project beneficiaries or trainers' reports.

Despite inherent challenges with the results framework, the evaluation found that overall, the project achieved good results in i) supporting PCCs readiness to deploy FPU, ii) supporting gender sensitive training and enhanced female participation, and iii) contributing to improved national policing. A review of training materials and interviews with trainers and participants provided evidence of establishing/bringing up police officers to standards with little to no background and experience in public order management thanks to the combination of a relevant training system and qualified management and training teams. The training approach, centred on the learner ability to integrate a cohesive unit and on the analysis of professional action supported the integration in the mission. By the end of the training, officers who did not know each other before and who came from units where they

usually acted individually, were able to integrate into a formed unit with knowledge of the professional environment of the peacekeeping mission and the rules and techniques for public order management and protection of civilians.

Facilitation by trainers from peacekeeping missions' countries also help defuse stress and misinformation around risks and danger. The 'hands-on' approach to training was valued e.g., by women who could practice shooting again. Trainers and participants commented on the need to further strengthen practice and adapt modules to local threats e.g., learning to respond to ambushes, indirect fire, recognize and respond to Improvised Explosive Devices (IED) were repeatedly recommended by stakeholders.

The evaluation found the UNITAR toolbox to be an effective guide for professional trainers. Its three-folded structure reflects the progressive levels trainers aim to achieve. The ToT observed in the frame of this evaluation and feedback from trainers on other training activities commented level 1 which aims at enabling trainers to deliver thematic trainers is ambitious to a newly trained trainer in the allocated time. The current training approach is built on the assumption of pre-requisites that are not always gathered in practice which places pressure over the trainer and participants. It was reported that by the end of the training of trainers, few participants feel confident to deliver a face-to-face training. Another problem flagged to the evaluators was the lack of opportunities to practice and apply learnings as a trainer in their country which is beyond UNITAR's control but raising the issue of training sustainability strategy.

## Efficiency

The 2020-2021 phase was implemented over a relatively short period of time (17 months) with a cumulative budget of 4,695,606 EUR (or approximately \$5,301,366). By the end of 2020, all planned outputs were reported as delivered either on target, within 5 per cent of target or surpassed, with the exception of the sensitization campaign target which was not met due to COVID-19 constraints. By the end of 2021, ten out of twelve planned outputs

were delivered either on target (seven) or surpassed (three) as per the log frame completed by project management. The remaining two outputs were achieved at 85 and 77 per cent, respectively.

During the 2020-2021 period, the project awarded 18 grants to 11 IPs for a total budget of \$2,994,784. EMPABB received the equivalent of \$913,538 in grant funds in 2021.<sup>2</sup> IP engagement, while clearly being instrumental in helping UNITAR deliver results timely, required significant planning and oversight from project management.

The evaluation reviewed the administrative and financial arrangements with and reporting of IP, including letters of agreement (LoAs), deliverables and narrative and financial reporting. The evaluation found narrative reports, while based on a concise format, to be overly synthetic and often missing supporting documents or reports on workshops or other activities or deliverables implemented, and/or justification for variances between work that was planned and work that was actually delivered (or not) e.g., IP engaged to deliver sensitization campaigns or needs assessments.

Based on its review of IP LoAs, the evaluation found grants to lack an adapted and contextualised objective and results framework that would explain how delegation of activities to the IP fulfils a special role and contributes to broader efforts of UNITAR to deliver results, or the comparative advantage of engaging with one IP over another. In most if not all LoAs reviewed, the grant objective was the same, despite the work to be performed by the IP often different. Moreover, the evaluation found that most if not all partner narrative reports were for the most part qualified as “implemented as planned”, with partner performance assessed by project management consistently as “excellent” despite some deliverables not necessarily being produced as planned.

## Impact

By supporting PCCs readiness to deploy FPU to peacekeeping missions, the project contributed to changes at two key levels: national and individual. The information and testimonies gathered evidenced changes in professional attitudes, skills and behaviours from female and male officers who took part in training. It was reported through surveys and interviews with PCC focal points that UNITAR training was seen as a key success factor to the United Nations Police (UNPOL) Formed Police Assessment Team (FPAT).

The human rights and gender approaches adopted in training, the promotion of women inclusion in training and the ToT programmes contributed to a better understanding of women’s role in peacekeeping operations among male police officers and supported professional projects for women with few cases of officers who specialised in training on gender-based violence (GBV). The evaluation observed positive changes individually and institutionally, although challenges remain. During the implementation period, an increase in two to three per cent of women deployed in FPUs was noted for five PCCs participating in the project (Benin, Burkina Faso, Cameroon, Rwanda and Togo), although far from the 20 per cent target for women in FPUs by 2028 as contained in Security Council resolution 2242. The increase in number is not yet coming along job descriptions that would help assess the actual level of inclusion within missions. If efforts must be pursued, it was reported that UNITAR training helped bridge gender gaps in national curricula; helped women catch up with their male colleagues on operational matters such as driving, shooting or even public speaking in an often male-dominated environment.

Beyond gender, training structure and content were reported to impact positively on national practices. A key example is Benin which reformed its security sector and applied UNITAR’s architecture and other countries such as Burkina Faso, Rwanda or Senegal

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<sup>2</sup> EMPABB also received the equivalent of \$514,784.07 in 2020.

which outlined how modules on elections, crowd management or medical assistance benefit their police personnel during and after deployment.

### **Sustainability**

Conditions for sustainable results are identified by the project but require strengthening. Follow-up after training is occurring but is mostly informal. Discussion groups are organised, and technical questions and experience-sharing take place between trainers and training participants, but knowledge is not yet organized and recorded. Training is mostly relying on notetaking and orality, meaning that after training checks are subject to notes, correctness and individual interpretation. These conditions hinder the long-term benefits of training.

The project identified a pool of trainers and national training centres to build national capacity and autonomy to deliver training and prepare police personnel to deploy to peacekeeping operations. Professionalisation and selection of trainers and training participants is yet subject to variable criteria. Most of the training participants return from training with no guarantee or a framework to use the newly acquired skills, especially for FPUs which do not exist in most African police forces with the exception of Senegal.

The project foresaw the development of action plans, but it is not known the extent to which these plans capitalised on the training undertaken, knowledge acquired or consolidated skills of the trained trainers and the scheduled gradual takeover by national training centres, including through long-term budgeting and targeted acquisition of equipment.

### **Recommendations**

The evaluation issued a set of six recommendations as summarized below to inform a future phase of the project, with the understanding that strengthening PCCs is a long-term capacity development endeavour.

**R1. Strengthen planning with and oversight of implementing partners.** Narrative and financial reports provide insufficient information to answer three key requirements: i) monitor results; ii) inform project adaptation and future programming; iii) answer accountability requirements. Customize objectives of grants to the requirements and ensure that planned deliverables are achieved according to plan. Strengthen monitoring capacities of IP where such capacities are deficient including through feedback mechanisms.

**R2. Plan for and engage in realistic and articulated management of results.** Currently logical frameworks are misused. Independently from donor requirements, ensure future programmes define strong intervention logic: objectives and indicators within UNITAR's mandate, capacity to monitor and measure and time bound indicators. Ensure contribution between activities and objectives are clear and direct. Strengthen results-based management capacities through refresher courses to make the most of planning and monitoring tools.

**R3. Institutionalize communities of practice and provide knowledge reinforcement tools at management and project levels.** Exchange of information are mostly relying on inter-personal exchanges and platforms such as WhatsApp. This is supportive of strong inter-personal relations and trust but does not contribute to institutional memory. At the project management level: define topics to monitor (requests, needs, support from other donors, comments on performance, etc.); at the implementation level: support and structure multiple countries with communities of practices in French and English and online access to training materials. Encourage PCC mentoring on issues such as gender mainstreaming or national training for FPU.

**R4. Continue to support UNSCR 2242 by expanding pool of female FPU trainers, with more balanced representation among training participants. Track positions to which women are deployed with PCC support, and role models through Communities of Practice (CoP) and after training surveys to build incentives.** Use existing research on social and cultural barriers as a baseline to project indicators (e.g., DPO consultation 2018, ELSIE) to further support women who are willing to or did not apply and those who are not (yet) interested through communication, awareness and advocacy to PCCs. Continue addressing gender gaps in women training (on operations related matters such as driving, handling weapons) and public speech techniques in male-dominated environments. Further build trainers understanding of gender mainstreaming.

**R5. Compile best practices for training participants' and trainers' candidates recruitment** with the long-term objective to contribute to national standards for professional trainers and training centres and a clear exit strategy for UNITAR support. PCCs decisions in the domain are discretionary but UNITAR's expertise being respected it can recommend protocols that will sustain training benefits beyond training sessions.

**R6. Continue to include field realities through scenario-based sessions and with the support of local trainers** – IED, ambushes, indirect fire are known as main causes of death for which FPU's participants are yet little prepared technically and psychologically. **Develop communication with UNPOL in missions** to align with field priorities and concur to ongoing coordination efforts requested by the Secretary-General including the review of DPO FPU training package scheduled in 2022.



# Sommaire exécutif

## Introduction et contexte

L'UNITAR soutient le renforcement des capacités des pays contributeurs de police (PCP) depuis 2016. Le projet évalué, réalisé avec le soutien financier du ministère fédéral allemand des Affaires étrangères, s'inscrit dans la lignée de quatre accords de partenariat :

- Soutenir la paix au Mali et dans la région du Sahel par le renforcement des capacités régionales de formation au maintien de la paix (2016).
- Soutenir la paix au Mali et dans la région du Sahel par le renforcement des capacités régionales de formation au maintien de la paix (2017-2019).
- Renforcer les capacités opérationnelles des pays contributeurs de police francophones (2020)
- Renforcer les capacités opérationnelles des pays contributeurs de police (2021).

Cette évaluation a porté sur les résultats atteints dans le cadre des accords de 2020 et 2021. La phase 2020-2021 a œuvré à la mise en œuvre du Cadre d'Orientation Stratégique pour la police internationale par une approche intégrée de la formation des unités de police constituées (UPC) avant leur déploiement aux missions de maintien de la paix au Mali (MINUSMA), en République démocratique du Congo (MONUSCO) et en République centrafricaine (MINUSCA). Plus précisément, le projet a visé l'amélioration de la performance des opérations de maintien de la paix de l'ONU dans des environnements de plus en plus complexes et à haut risque en renforçant la préparation opérationnelle des UPC africaines déployées au sein de ces missions.

En s'appuyant sur l'expérience acquise par l'UNITAR depuis 2016, la phase 2020-2021 a cherché à atteindre un plus grand nombre de PCP, et ainsi à contribuer à la standardisation de la préparation au déploiement conformément aux normes de l'ONU, ce qui devrait impacter positivement les opérations sur le terrain et éventuellement l'exercice des fonctions de police au niveau national. Enfin,

le projet a veillé à intégrer la question du genre et à promouvoir l'égalité des sexes et l'autonomisation des femmes sur le plan des opérations menées par les policiers en charge du maintien de la paix.

## Méthodologie de l'évaluation

L'évaluation a porté sur la pertinence, la cohérence, l'efficacité, l'efficience, la probabilité d'impact et la probabilité de durabilité de la phase 2020-2021 et a répondu à des objectifs de redevabilité, d'apprentissage et d'amélioration de la qualité des interventions.

L'évaluation a adopté un approche méthodologique mixte combinant des outils qualitatifs et quantitatifs, sensibles au genre et aux droits humains. L'évaluation a été réalisée par deux évaluateurs entre fin octobre 2021 et février 2022, et a inclus une visite au Mali. Les plans initiaux prévoyaient la visite de trois pays où les activités du projet ont été mises en œuvre. Ces projections ont été revues à la baisse en raison de restrictions sanitaires liées à la pandémie du coronavirus (COVID-19) et à l'instabilité politique au Sahel.

Les évaluateurs ont examiné la documentation du projet et interviewé 45 parties prenantes. Dans le cadre de la visite terrain au Mali, deux discussions de groupe ont été organisées avec des formateurs et des participants à la première formation des formatrices au Mali. Trois enquêtes en ligne en anglais et en français aux participants à la formation des policiers et aux participants à la formation des formateurs ont été diffusées et recueilli 276 réponses. Trente-deux pour cent des personnes consultées dans le cadre de cette évaluation étaient des femmes et 68 pour cent des hommes. L'évaluation a rencontré certains obstacles tels que le calendrier de l'évaluation, certaines activités étant en cours pendant la collecte des données au quatrième trimestre 2021, les restrictions de voyage liées au COVID-19 et à la situation sécuritaire au Mali, et les difficultés d'accès aux sources d'information et aux documents internes et externes. Ces limitations ont parfois entravé la capacité des évaluateurs à confirmer ou à évaluer les réalisations visées, et ont limité l'évaluation des résultats/impacts à long terme.

## Principaux constats

### Pertinence

L'évaluation a constaté une adéquation entre les objectifs du projet et les défis mondiaux auxquels sont confrontées les opérations de maintien de la paix et les PCP dans la préparation au déploiement de leur personnel en uniforme dans des environnements de plus en plus dangereux. Le projet était pertinent par rapport à i) l'objectif de développement durable 16 (ODD16) en faveur de la promotion de la paix et du renforcement des institutions ; ii) aux recommandations du Rapport sur l'amélioration de la sécurité des Casques bleus des Nations Unies (le rapport Cruz) et iii) à la résolution 2242 du Conseil de sécurité des Nations Unies pour la parité entre les hommes et les femmes en uniforme d'ici 2028.

L'approche du projet en matière d'intégration de la dimension genre visait à établir un cadre favorable à des taux de participation des femmes à la formation et à la formation des formateurs (ToT) plus élevés, en identifiant les motifs dissuasifs à leur candidature pour rejoindre les unités de police constituées. L'évaluation a révélé que cette triple approche était pertinente aux besoins et défis rencontrés par les policières et la police nationale qui peinent à identifier les candidates. Cependant, l'évaluation n'a pas trouvé de références à la revue des principaux obstacles externes à la représentation des femmes réalisée en 2018 par le Département des opérations de paix dans la documentation du projet ou lors des entretiens. L'Initiative canadienne Elsie pour les femmes dans les opérations de paix a été mentionnée lors d'entrevues avec l'équipe du projet et un point focal. Ces deux cadres n'ont pas servi de point de départ à la mise en œuvre du projet ni à la réalisation d'évaluations de besoins prévues pour l'Académie rwandaise pour la paix et l'Association africaine des formateurs de soutien à la paix dans le document de projet.

Le troisième objectif du projet visant l'amélioration des fonctions de police au niveau national, a permis de répondre à certaines lacunes dans les programmes de formation, mais selon certaines limites en

l'absence i) de mécanismes formalisés d'évaluation des besoins ou de mécanismes systématiques de retour sur expérience et ii) d'orientations de l'UNITAR sur les meilleures pratiques en matière de sélection des participants à la formation qui garantiraient l'occupation de postes permettant d'utiliser et de reproduire les compétences nouvellement acquises par les participants.

### Cohérence

La phase 2020-2021 formait un continuum thématique avec les phases précédentes et consolidait le partenariat établi avec l'Ecole de Maintien de la Paix Alioune Blondin Beye (EMPABB). Cependant, l'évaluation n'a pas été en mesure d'évaluer pleinement dans quelle mesure la cohérence de la caractéristique de conception de la phase 2020-2021 consistant à capitaliser sur les formateurs formés dans les formations TdT et UPC ultérieures a été opérationnalisée. L'évaluation a également révélé la cohérence avec les domaines où le renforcement des capacités a été signalé comme le plus utile aux fonctions policières nationales, par exemple avec deux projets en cours sur l'assistance médicale et la gestion des élections avec l'EMPABB.

L'évaluation a révélé une grande cohérence entre le programme de formation préalable au déploiement de l'UNITAR et le programme du Service intégré de formation (STI) du Département des opérations de paix (DOP) des Nations Unies utilisé dans les missions de maintien de la paix. Les participants sont formés sur la même base de formation en anglais et en Français ce qui favorise l'interopérabilité sur le terrain. Cependant, le cloisonnement des compétences imposé par le mandat des organisations remet en question la cohérence globale. Cette limitation structurelle est reconnue au plus haut niveau et dépasse le cadre du projet et des travaux d'UNITAR. Néanmoins, des initiatives politiques de haut niveau telles que les mécanismes de coordination légère, incorporées dans l'initiative Action pour le maintien de la paix (A4P) ; le programme d'architecture de formation 2019 ; et la récente demande du Secrétaire général de l'ONU de créer un groupe de travail inter institutions sur la police devrait encourager l'UNITAR à renforcer la coordination avec le



DOP, les PCP et les missions de maintien de la paix dans le futur.

### Efficacité

La flexibilité qui a caractérisé la gestion du projet et l'engagement étroit avec les partenaires de mise en œuvre ont été soulignés à plusieurs reprises par les parties prenantes comme motifs d'une coopération réussie et efficace. Cette flexibilité se reflète également dans un cadre logique qui a changé tout au long de la mise en œuvre, mais qui ne permet pas l'évaluation du rendement et de la cohérence stratégique. Le cadre de résultats n'explique pas comment les mesures prises par le projet doivent entraîner les changements attendus, certains termes méthodologiques clés sont confus (p. ex., différences entre les produits, les indicateurs et les résultats) et certains indicateurs clés sont clairement hors du mandat et de la portée de l'UNITAR (voir le cadre de résultats reconstruit et les termes clés page 19). Cette approche de la gestion des résultats a nui à la visibilité des réalisations et n'a pas reflété les nombreux engagements du projet. Le potentiel d'atteinte des résultats visés dépend pour beaucoup de l'information que les PCP acceptent de partager et donc des relations personnelles. Ces contraintes n'ont pas été atténuées par un système propre à l'UNITAR comme un cadre de résultats spécifique à chaque pays, des obligations de compte rendu des partenaires, des bénéficiaires de projets ou des formateurs.

Malgré les défis inhérents au cadre de résultats, l'évaluation a révélé que, dans l'ensemble, le projet a obtenu de bons résultats i) en soutenant les PCP prêts à déployer des UPC, ii) en soutenant l'inclusion du genre dans la formation et en renforçant la participation des femmes et iii) en contribuant à l'amélioration des services de police nationaux.

L'examen du matériel de formation et les entretiens avec des formateurs et participants ont rapporté la mise à niveau de policiers avec peu ou pas d'expérience en gestion de l'ordre public grâce à un système de formation pertinent et des équipes d'encadrement et de formation qualifiées. L'approche de formation, centrée sur la

capacité de l'apprenant à intégrer une unité collective et sur l'analyse de l'action professionnelle, a soutenu l'intégration dans la mission. À la fin de la formation, les officiers qui ne se connaissaient pas et qui venaient d'unités où ils agissaient individuellement, ont pu s'intégrer dans une unité formée avec une connaissance de l'environnement professionnel de la mission de maintien de la paix et des règles et techniques de gestion de l'ordre public et de protection des civils.

La facilitation par des formateurs des pays des missions de maintien de la paix a également aidé à désamorcer le stress et la désinformation sur les risques et les dangers. L'approche pratique de la formation était appréciée, par exemple, par les femmes qui pouvaient à nouveau pratiquer le tir. Les formateurs et les participants ont souligné à plusieurs reprises le besoin de renforcer la pratique et d'adapter les modules aux menaces locales, par exemple, apprendre à répondre aux embuscades, aux tirs indirects, reconnaître et répondre aux engins explosifs improvisés (EEI).

L'évaluation a révélé que la boîte à outils UNITAR était un guide efficace pour les formateurs professionnels. Sa structure en trois volets reflète les niveaux progressifs à atteindre par les formateurs. La formation de formateurs observée dans le cadre de cette évaluation et le retour d'informations des formateurs sur les activités de formation niveau 1 est apparue ambitieuse dans le temps imparti pour un formateur nouvellement formé.

L'approche actuelle de la formation repose sur l'hypothèse de prérequis qui ne sont pas toujours réunis en pratique, ce qui exerce une pression sur le formateur et les participants. Il a été signalé qu'à la fin de la formation des formateurs, peu de participants se sentent en confiance pour dispenser une formation en face à face. Un autre problème signalé aux évaluateurs était le manque de possibilités de pratiquer et d'appliquer les apprentissages en tant que formateur dans leur pays, ce qui est indépendant de la volonté de l'UNITAR mais soulève la question de la stratégie de la durabilité de la formation.

## Efficiences

La phase 2020-2021 a été mise en œuvre sur une période relativement courte (17 mois) avec un budget cumulatif de 4,695,606 EUR (soit environ \$5,301,366). Fin 2020, tous les produits et réalisations prévus ont été confirmés comme réalisés, voire dépassés, à l'exception de la campagne de sensibilisation qui n'a pas eu lieu en raison de la COVID-19. Fin 2021, 10 des 12 produits prévus ont été réalisés conformément aux objectifs initiaux (sept), soit dépassés (trois) selon les outils de suivi de la direction du projet. Les deux résultats restants ont été atteints à 85 et 77 pour cent, respectivement.

Au cours de la période 2020-2021, le projet a accordé 18 subventions à 11 partenaires de mise en œuvre pour un budget total de \$2,994,784. L'EMPABB a reçu l'équivalent de \$913 538 en subventions en 2021.<sup>3</sup> Le suivi et l'engagement auprès des partenaires ont mobilisé des ressources importantes et induit des efforts de planification soutenus de la part de la direction du projet.

L'évaluation a examiné les arrangements administratifs et financiers avec les partenaires de mise en œuvre : les rapports, les lettres d'engagement, les livrables et les rapports narratifs et financiers. L'évaluation a révélé que les rapports narratifs, bien que fondés sur un format concis, étaient trop synthétiques et qu'ils manquaient souvent de pièces justificatives telles que des rapports sur les ateliers ou activités ou livrables mis en œuvre, ou la justification des écarts entre le travail prévu et effectivement exécuté (ou non), p. ex., les partenaires de mise en œuvre engagés pour offrir des campagnes de sensibilisation ou des évaluations des besoins.

Sur la base des lettres d'engagement des partenaires de mise en œuvre, l'évaluation a relevé que les subventions ne prévoyaient pas de cadre d'objectifs et de résultats adapté et contextualisé qui expliquerait comment la délégation d'activités remplit un rôle spécial et contribue aux efforts plus larges de l'UNITAR pour obtenir des résultats, ou l'avantage comparatif de

s'engager avec un partenaire de mise en œuvre par rapport à un autre. Dans la plupart, sinon la totalité, des lettres d'engagement examinées, l'objectif de la subvention était le même, malgré le travail à effectuer par les partenaires de mise en œuvre souvent différent. De plus, la plupart, sinon la totalité, des rapports narratifs revus utilisés la mention « mis en œuvre comme prévu » et se sont systématiquement vus alloués la mention « excellent » par la Direction du projet, même si certains livrables n'étaient pas nécessairement produits comme prévu.

## Impact

En soutenant les PCP prêts à déployer des UPC dans les missions de maintien de la paix, le projet a contribué à des changements à deux niveaux clés : national et individuel. Les renseignements et les témoignages recueillis ont mis en évidence des changements dans les attitudes, les compétences et les comportements professionnels des policières et des agents masculins qui ont participé à la formation. Des enquêtes et des entretiens avec les points focaux du PCP ont indiqué que la formation de l'UNITAR était considérée comme un facteur clé de succès à l'examen réalisé par UNPOL avant le déploiement (FPAT).

Les approches fondées sur les droits de l'homme et l'égalité des sexes adoptées dans la formation, la promotion de l'inclusion des femmes dans la formation et la formation des programmes de formation (ToT) ont contribué à une meilleure compréhension du rôle des femmes dans les opérations de maintien de la paix parmi les policiers masculins et ont appuyé des projets professionnels pour les femmes comme formatrices spécialisées sur la violence sexiste.

L'évaluation a observé des changements positifs sur les plans individuel et institutionnel, bien que des défis demeurent. Au cours de la période de mise en œuvre, une augmentation de deux à trois pour cent des femmes déployées dans les UPC a été notée pour cinq PCP participant au projet (Bénin, Burkina Faso, Cameroun, Rwanda et

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<sup>3</sup> L'EMPABB a également reçu l'équivalent de \$514,784,07 en 2020.

Togo), bien que loin de l'objectif de 20 pour cent pour les femmes dans les UPC d'ici 2028 tel que contenu dans la résolution 2242 du Conseil de sécurité. L'augmentation du nombre n'est pas encore accompagnée de fiches de poste qui aideraient à évaluer le niveau réel d'inclusion dans les missions. Si des efforts doivent être poursuivis, il a été signalé que la formation UNITAR a contribué à combler les écarts entre les sexes dans les programmes nationaux; a aidé les femmes à rattraper leurs collègues masculins sur des questions opérationnelles telles que la conduite, le tir ou même la prise de parole en public dans un environnement souvent dominé par les hommes.

Au-delà du genre, la structure et le contenu de la formation auraient eu un impact positif sur les pratiques nationales. Un exemple clé est le Bénin qui a réformé son secteur de la sécurité et appliqué l'architecture de l'UNITAR et d'autres pays comme le Burkina Faso, le Rwanda ou le Sénégal qui ont décrit comment les modules sur les élections, la gestion des foules ou l'assistance médicale profitent à leur personnel de police pendant et après le déploiement.

### **Durabilité**

Les conditions pour des résultats durables sont identifiées par le projet, mais doivent être renforcées. Un suivi après la formation est effectué, mais il est surtout informel. Des groupes de discussion sont organisés, et des questions techniques et un partage d'expérience ont lieu entre les formateurs et les participants à la formation, mais les connaissances ne sont pas encore organisées et enregistrées. La formation repose principalement sur la prise de notes et l'oralité, ce qui signifie qu'après la formation, l'usage des savoirs repose sur l'exactitude des notes et leur interprétation individuelle. Ces conditions entravent les avantages à long terme de la formation.

Le projet a identifié un vivier de formateurs et de centres nationaux de formation pour renforcer les capacités et l'autonomie nationales en matière de formation et de préparation au déploiement du personnel de police dans les opérations de maintien de la paix. La professionnalisation et la sélection des formateurs et des participants à la

formation sont encore soumises à des critères variables. L'absence de prérequis et d'orientation professionnelle de la part de l'UNITAR limitent les avantages institutionnels de la formation. La plupart des participants à la formation reviennent de la formation sans garantie ni cadre pour utiliser les compétences nouvellement acquises, en particulier pour les UPC qui n'existent pas dans la plupart des forces de police africaines à l'exception du Sénégal.

Le projet prévoyait l'élaboration de plans d'action, mais on ne sait pas dans quelle mesure ces plans ont capitalisé sur la formation entreprise, les connaissances acquises ou consolidées des formateurs formés et la prise en charge progressive prévue par les centres nationaux de formation, y compris par le biais d'une budgétisation à long terme et d'acquisitions ciblées d'équipements.

### **Recommandations**

L'évaluation soumet six recommandations résumées ci-dessous pour éclairer une phase future du projet, étant entendu que le renforcement des PCP est un effort de renforcement des capacités à long terme.

**R1. Renforcer la planification et la surveillance des partenaires chargés de la mise en œuvre.** Les rapports narratifs et financiers ne fournissent pas suffisamment d'information pour répondre à trois exigences clés : i) surveiller les résultats; ii) éclairer l'adaptation du projet et la programmation future; iii) répondre aux exigences en matière de responsabilisation et redevabilité. Adapter les objectifs des subventions aux exigences et s'assurer que les livrables prévus sont atteints conformément aux provisions initiales. Renforcer les capacités de suivi des partenaires de mise en œuvre lorsque ces capacités sont insuffisantes, y compris par le biais de mécanismes de retour d'informations.

**R2. Planifier et s'engager dans une gestion réaliste et articulée des résultats.** Actuellement, les cadres logiques sont mal utilisés. Indépendamment des besoins des bailleurs, veiller à ce que les programmes futurs définissent une logique d'intervention forte: objectifs et indicateurs relevant du

mandat de l'UNITAR, capacité de suivi et de mesure et indicateurs limités dans le temps. S'assurer que la contribution entre les activités et les objectifs est claire et directe. Renforcer les capacités de gestion axées sur les résultats par des formations en interne pour tirer le meilleur parti des outils de planification et de suivi disponibles.

### **R3. Institutionnaliser les communautés de pratique et fournir des outils de renforcement des connaissances au niveau de la gestion et des projets.**

L'échange d'informations repose principalement sur des échanges interpersonnels et des plateformes telles que WhatsApp. Cela favorise de solides relations interpersonnelles et de confiance, mais ne contribue pas à la mémoire institutionnelle. Au niveau de la gestion de projet : définir des sujets à suivre (demandes, besoins, soutien d'autres donateurs, commentaires sur la performance, etc.) ; au niveau de la mise en œuvre: soutenir et structurer plusieurs pays avec des communautés de pratiques en français et en anglais et l'accès en ligne au matériel de formation. Encourager le mentorat PCP sur des questions telles que l'intégration de la dimension de genre ou la formation nationale pour les UPC.

**R4. Continuer d'appuyer la résolution 2242 du Conseil de sécurité des Nations Unies en élargissant le vivier de formatrices de l'UPC, par une représentation plus équilibrée parmi les participants à la formation. Suivre les postes dans lesquels les femmes sont déployées avec le soutien de PCP et recenser les figures modèles et histoires de femmes ayant réussi à s'intégrer par le biais de la communauté de pratique et d'enquêtes après formation.** Utiliser la recherche existante sur les obstacles sociaux et culturels comme base de référence pour les indicateurs de projet (par exemple, consultation DPO 2018, ELSIE) pour soutenir

davantage les femmes qui sont disposées ou non à postuler et celles qui ne sont pas (encore) intéressées. Continuer à combler les écarts entre les sexes dans la formation des femmes (sur des questions liées aux opérations telles que la conduite et le maniement des armes) et les techniques de discours public dans les environnements à prédominance masculine. Développer davantage la compréhension des formateurs par rapport à l'intégration de la dimension de genre.

**R5. Compiler les meilleures pratiques pour le recrutement des participants à la formation et des formateurs** avec l'objectif à long terme de contribuer aux normes nationales pour les formateurs professionnels et les centres de formation et une stratégie de sortie claire pour le soutien de l'UNITAR.

Les décisions des PCP dans le domaine sont discrétionnaires, mais l'expertise d'UNITAR étant respectée, elle peut recommander des protocoles qui soutiendront les avantages de la formation au-delà des sessions de formation.

**R6. Continuer à inclure les réalités sur le terrain par le biais de sessions basées sur des scénarios et avec le soutien de formateurs locaux** – les EEI, les embuscades, les incendies indirects sont connus comme les principales causes de décès pour lesquelles les participants aux UPC sont encore peu préparés techniquement et psychologiquement. **Développer la communication avec UNPOL** dans les missions afin de s'aligner sur les priorités du terrain et d'intégrer les efforts de coordination en cours demandés par le Secrétaire général, y compris l'examen du programme de formation du DPO UPC prévu en 2022.

# Introduction

1. This document constitutes the report of the independent evaluation of the Strengthening Operational Capacities of Police Contributing Countries project. The German Federal Foreign Office funded the project, which has been implemented in phases since 2016. The 2020-2021 phase of the project is the scope of the present evaluation.<sup>4</sup> The phase was governed by two contribution agreements, the first covering the period from May to December 2020<sup>5</sup>, and the second covering the period from April to December 2021<sup>6</sup>. The combined value of the two contributions is 4,695,606.90 EUR, or roughly \$5,301,366.<sup>7</sup>
2. The project falls under UNITAR's Division for Peace programming and as such seeks to contribute to helping Member States (MS) achieve Sustainable Development Goal (SDG) 16 to promote peaceful, just and inclusive societies. Under the UNITAR 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 (PTPU).
3. UNITAR programming to strengthening the operational capacities of Police Contributing Countries (PCCs) for deployment to high-risk peacekeeping missions began in 2016. UNITAR's mandate delimits its support to pre-deployment activities. Activities and support provided in the field and after deployment are the responsibility of the United Nations Department of Peace Operations (DPO).
4. Focusing on the pre-deployment training period, the evaluation covers activities implemented by the following PCCs: Benin, Burkina Faso, Burundi, Kenya, Niger, Rwanda, Tanzania and Togo between May 2020 and December 2021, and Mauritania, Senegal, Chad, Guinea, Ivory Coast and Uganda which joined the project pool later in 2021. The project was delivered in partnership with a number of African training institutes and other implementing partners (IP), including the Ecole pour le Maintien de la Paix Alioune Blondin Beye (EMPABB) in Mali, the African Peace Support Trainers Association (APSTA) in Cameroon, the Rwanda Peace Academy (RPA), amongst others.<sup>8</sup>

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<sup>4</sup> In this report, the term "project" will refer to the 2020-2021 phase, unless expressed differently.

<sup>5</sup> Strengthening Operational Capabilities of Francophone Police Contributing Countries (2,197,245.84 EUR).

<sup>6</sup> Strengthening Operational Capacities of Police Contributing Countries (2,498,363.76 EUR).

<sup>7</sup> The UNITAR Evaluation Policy mandates an independent evaluation of projects valued at \$1.5 million and above. While funds under each agreement were managed in separate project fund accounts, the evaluation interprets the 2020 and 2021 contribution agreements as a continuing phase of the project. This interpretation is supported by the 2020 log frame continuing in 2021, albeit with certain modifications.

<sup>8</sup> A full list of IP is provided under the section on efficiency.

## Project description, objectives and development context

5. The project aims to support the implementation of the Strategic Guidance Framework (SGF) for International Policing by adopting an integrated approach to the training of Individual Police Officers (IPOs) and Formed Police Units (FPUs) prior to the deployment to the five high-risk missions (MINUSMA, MONUSCO, MINUSCA, UNAMID – United Nations African Union Hybrid Operation in Darfur - and UNMISS – United Nations Mission in South Sudan-) that mainstream gender, human rights and protection priorities, while promoting close cooperation with military and civilian components of the mission. More specifically, the project aims to contribute to improving the performance of UN peace operations in complex and high-risk environments by strengthening the operational readiness of African IPOs and FPUs deployed to the above-mentioned missions.
6. By leveraging the experience acquired by UNITAR since 2016, the 2020-2021 phase aims to reach a broader number of PCCs, allowing for increased standardization of preparation prior to deployment (in line with UN standards), which, in turn, is expected to impact positively on operations in the field. In addition, by exposing IPOs and members of FPUs to internationally agreed standards of policing, the project is expected to indirectly impact the policing function at the national level and promote an approach that is representative of, and responsive and accountable to, the communities.<sup>9</sup> Finally, by ensuring that gender is mainstreamed throughout, the project aims to contribute towards advancing gender equality and women's empowerment within the operational capabilities of police peacekeepers.
7. The project's three main long-term outcomes include:<sup>10</sup>
  - Strengthened **operational readiness** of African FPUs deployed to MINUSMA, MINUSCA and MONUSCO.
  - Strengthened **role of female officers deployed** to MINUSMA, MINUSCA and MONUSCO as part of FPU; and
  - Improved **policing functions at the national level**.
8. The project's related short-term outcomes include:
  - Improved training capabilities of francophone PCCs to deliver gender sensitive pre-deployment training to male and female FPUs.
  - Improved knowledge, skills and behaviour of male and female members of African FPUs deployed to MINUSMA, MINUSCA and MONUSCO; and
  - Increased awareness among female officers of their central role in UN operations” as conditions to progress towards these results.

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<sup>9</sup> The project includes IPOs in its theory of change and log frame and consequently in some activities; however, project management recommended that the evaluation focus on FPUs deployed to MONUSCO, MINUSCA and MINUSMA.

<sup>10</sup> According to the 2020 project log frame. The formulation of outcomes for 2021 slightly differs and reads as follows: 1) “Improved training capabilities of PCCs to deliver gender sensitive pre-deployment training to male and female IPOs and members of FPUs”; 2) “Improved knowledge, skills and behaviour of African police officers (male and female) deployed to the five high-risk missions”; 3) “Improved knowledge, skills and behaviour of perspective female FPU commanders for deployment to the five high-risk missions”.

9. The main intended impacts were sought at the level of the project's primary beneficiaries which include the African PCCs and FPU. The project's design has a particular focus on women and women perception and inclusion by their peers in accordance with the Women Peace and Security Agenda enshrined in United Nations Security Council resolutions (UNSCR) 1325 and 2242.
10. Three key factors were considered to understand in which context the 2020-2021 project's phase was designed and implemented: 1) the launching of the SGF in February 2014; 2) the 2017 Report on Improving Security of United Nations Peacekeepers (the Cruz Report) which denounced an unprecedented increase in the number of peacekeeper fatalities between 2013-2017 (see extracts in Box 1) and 3) the subsequent Agenda for Peacekeeping (A4P) reform launched by the United Nations Secretary-General in 2018 and Declaration of Shared Commitments on UN Peacekeeping Operations made by 130 countries on eight priority commitment areas: 1) politics, 2) women, peace and security, 3) protection, 4) safety and security, 5) performance and accountability, 6) peacebuilding and sustaining peace, 7) partnerships and 8) conduct of peacekeepers and peacekeeping operations.
11. These milestones laid the ground for improved performance and readiness of the FPU to be deployed to the three high-risks peacekeeping missions where the African FPU trained by the project are deployed: MINUSMA, MINUSCA and MONUSCO.

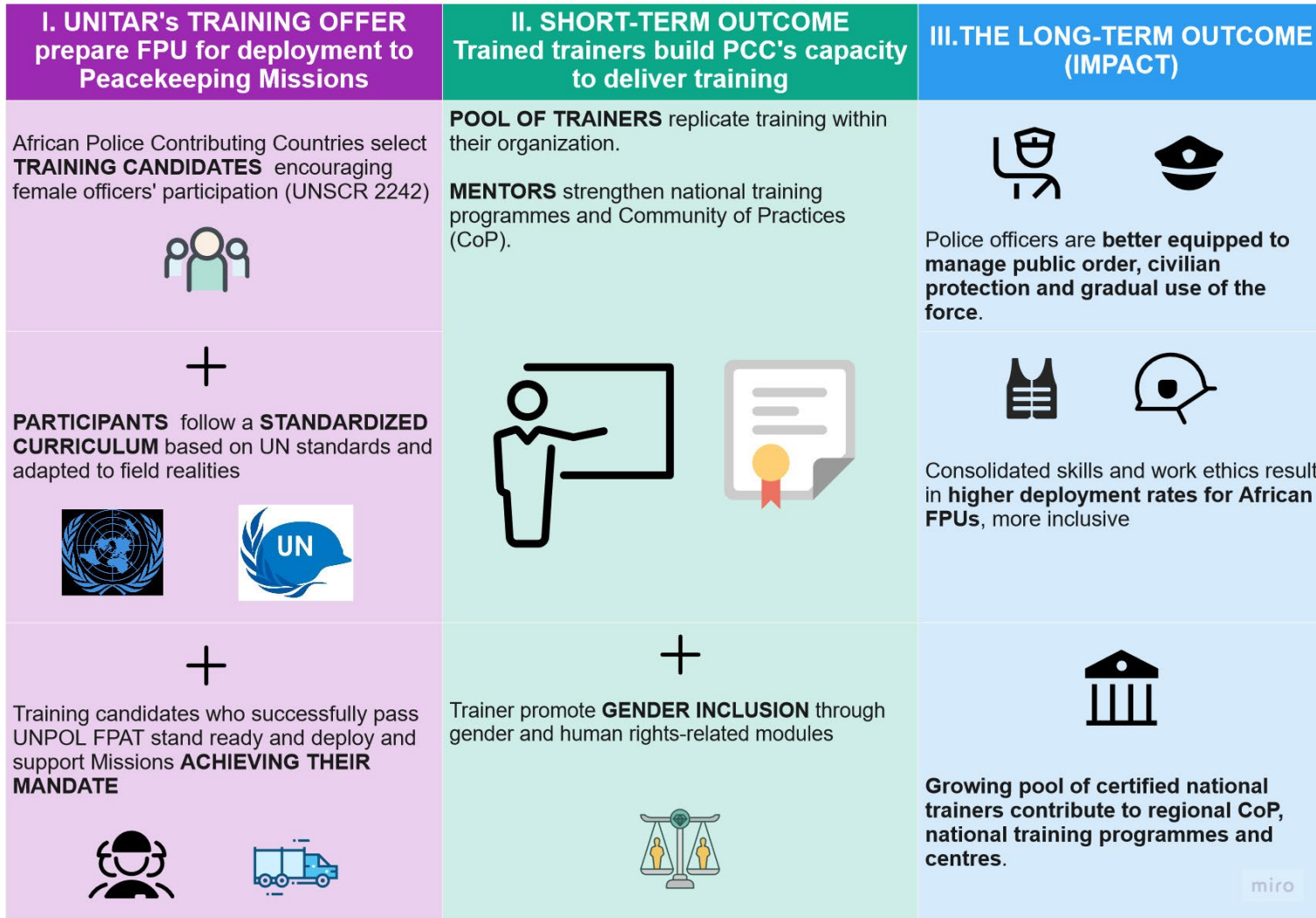
**Box 1**  
**Extract from the Cruz Report relevant to this evaluation (P5)**

“The United Nations should establish what it expects from T/PCCs on the ground regarding posture, mindset, training and proper equipment. T/PCCs should make a formal commitment to satisfy this profile and be held accountable for it. T/PCCs [...] must perform. The United Nations should not accept caveats, because they weaken integration and mutual protection within missions. This increases the risk of casualties. At the same time, United Nations leadership must be held accountable to do everything possible to keep troops secure. [...] Deficient pre-deployment training is one of the main causes of fatalities and serious injuries in the field. Some contingents and commanders are visibly unprepared to demonstrate the operational behaviour required in the field”.

## Theory of change

12. A reconstructed theory of change (ToC) for the 2020 to 2021 phase is illustrated in the infographic below, linking direct beneficiaries and outputs (1), should term outcomes (2) and the longer term outcomes and intended impacts (3).

**THEORY OF CHANGE**  
**Strengthening operational capacities of police contributing countries project**





## Evaluation Management, Methodology and Limitations

13. The evaluation was undertaken by a team of two external evaluation consultants independent from the project's design and implementation. The team was composed of Aurélie Ferreira, team leader with field experience on peacekeeping operations and Harald Wilmin, team member and a former French police officer, with the latter conducting the field visit in Mali because of his experience as a trainer, and the former coordinating the design and analysis of surveys. The team is bilingual in French and English which supported equal engagement and open feedback from all stakeholders. The UNITAR Planning, Performance Monitoring, and Evaluation Unit (PPME) managed the evaluation and provided support with survey preparation and data analysis, as well as general guidance, oversight and quality assurance.
14. The evaluation used a mixed-methods approach (quantitative and qualitative) with rigorous triangulation of information. The evaluation's overall approach was guided by the principle of credibility by ensuring that the best evidence available is harnessed and that it is analysed appropriately to generate findings, conclusions and recommendations that project management can use to strengthen possible future phases or apply to other programming contexts.
15. 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. The principal evaluation questions under each of the criteria are listed in Table 1 below. The assessment of impact, and particularly the on-the-ground changes expected of FPUs once they returned to their home countries, was identified as a priority for the evaluation. In its 2020-2021 phase, and after five years of partnership and implementation since the launch of initial activities in 2016, contribution to such changes was expected to be visible. The evaluation assessed – to the extent possible – 1) behavioural change at the level of FPUs, including among women officers in the conduct of their daily tasks upon return to their countries; 2) organizational change at the level of UNITAR, African training centres, trainers and PCCs by looking in particular at procedures, resource mobilisation, information sharing systems, infrastructure, the ability to develop in-house training, and enhanced and harmonised standards; and 3) political change at the level of PCCs on the commitment to performance and overall accountability. Following the evaluation's entrance conference with project management, the evaluation's scope was slightly redirected to focus on the training of FPUs to deploy to MONUSCO, MINUSCA and MINUSMA.

Evaluation questions per criteria Source: Evaluation matrix
<b>RELEVANCE</b>
<i>To what extent is the project aligned in theory and practice with key strategic frameworks (SDG, Cruz Report, A4P, SGF, UNSC 2242) and supported PCC in adopting and implementing corresponding measures</i>
<i>How relevant are the objectives and the design of the trainings to the identified project outcomes, - in particular to women inclusion, and new capacity needs, priorities and the performance improvement of beneficiaries of francophone PCCs, including those arising from the COVID-19 pandemic? Are they building upon the needs assessments and action plans?</i>
<i>How relevant is the needs assessment design for anglophone PCCs? What feedback mechanisms were used and what key differences were made - except for language? Were they necessary and useful?</i>
<b>COHERENCE</b>
<i>How well does the project complement other programming from UNITAR, key partners such as DPO, SPC, bilateral support programmes and national induction programmes? To what extent do the strategic connections actually materialize (e.g., clear references in training packages, joint training sessions, learning and feedback mechanisms, etc.)?</i>
<i>How well is the project aligned with UN standards for training of trainers?</i>
<b>EFFECTIVENESS</b>
<i>Is the achievement of the project's 2021 outputs and objectives on track? To what extent did the project achieve planned outputs and outcomes for the 2020 phase? What are the factors positively or negatively affecting the projects and FPUs' performance?</i>
<i>Has the project's structure been supportive of effective partnerships with implementing partners in Mali, Tanzania and Ghana?</i>
<i>To what extent does the incorporation of a human rights-based approach and a gender mainstreaming and inclusiveness strategy in project implementation and delivery of training events reflect field realities and constraints, and picked up a pragmatic approach? (GEEW)</i>
<i>How effective were the training events delivered by FPU trainers in improving participants skills sets? Looking back at learning from pre-deployment and practical learning during employment were some aspects, missing?</i>
<i>To what extent have francophone PCCs delivered gender sensitive pre-deployment training to male and female members of FPUs? (GEEW)</i>
<b>EFFICIENCY</b>
<i>To what extent has the project produced outputs in a timely and cost-efficient manner, including through partnership arrangements (e.g., in comparison with alternative approaches) or is likely to?</i>
<i>How environment-friendly (natural resources) has the project been? What reasonable degree of influence and environmental sensitization can the project achieve through training and capacity building support?</i>
<i>To what extent has the project adjusted to the COVID-19 related context, both in terms of being able to continue with delivery and in terms of awareness-raising sensitization campaigns in Burkina Faso, and how efficient has it been?</i>
<b>IMPACT</b>
<i>Is there an understanding about the direct causality between the training activities and performance and about conditions to ensure behaviour change? Are these conditions reflected in training approaches and materials? Are they sufficiently covered, are there areas to dismiss?</i>
<i>What real difference is the project making to the role of female officers deployed to MINUSMA, MINUSCA and MONUSCO as part of an FPU? What has been the "parcours" of female officers and what grades/ranks do they typically operate at? (GEEW)</i>
<i>To what extent has the project contributed to strengthened operational readiness and the performance of African FPUs deployed to MINUSMA, MINUSCA and MONUSCO?</i>
<i>What indicators are used to monitor positive or negative changes (e.g., HR abuses, reaction instead of prevention and protection, improvement of policing functions in country)?</i>
<i>To what extent has the project strengthened training centre capacities and the autonomy of trainers? Are there any differences between the nature of the centres (e.g., police schools now also working on pre-deployment training, long-standing partners such as EMPABB, etc.)?</i>

<b>SUSTAINABILITY</b>
<i>To what extent are the project's results (skill sets developed, participants trained from FPUs, changes of FPUs back in their countries and local environments) likely to endure beyond the implementation of the activities in the mid- to long-term? And under which conditions?</i>
<i>What are the major factors which hinder outcomes' sustainability-and can be mitigated by UNITAR and project stakeholders?</i>
<i>To what extent are the current design and exit strategies likely to contribute to sustained capacity of training centres? To what extent are training centres learning from each other?</i>
<i>What best practices should inform the future design of similar programming?</i>
<b>Table 1: Evaluation matrix per criteria</b>

### Data collection

16. Data collection comprised various instruments: (i) desk review; (ii) secondary data analysis; (iii) field visit; (iv) key informant interviews (KIIs) in the field and remotely, including follow-up contact with participants on survey results; (v) focus group discussions (FGD) in Mali; (vi) online and paper-based surveys to female and male beneficiaries from training of trainers (ToT) and pre-deployment and other training and (vii) direct observation.

Engagement type	#	F	M
<b>Virtual interviews</b>	23	5	18
<b>Interviews in Mali</b>	2		2
<b>Focus groups in Mali (trainers and ToT participants)</b>	10	7	3
<b>Survey to training participants</b>	159	40	119
<b>Survey to female participants to ToT</b>	47	47	0
<b>Survey to male participants to ToT</b>	70	0	70
<b>Survey follow-up interviews</b>	8	3	5
<b>Total respondents</b>	<b>319</b>	<b>102</b>	<b>217</b>
		32%	68%

**Table 2: Overview of evaluation engagements with project stakeholders**  
*Distributed according to former training attendance list and with the support of focal points, hence with no visibility on the total number of people who received it*

Surveys' title	#	Mode
<b>Participants from all type of training except ToT</b>	159	Online
<b>ToT training female participants</b>	31+ 16	Online + paper (Mali)
<b>ToT training male participants</b>	70	Online
<b>Total respondents</b>	276	

**Table 3: Surveys to training participants**

17. In the desk review, the evaluation took into account a range of project-related documents, including but not limited to agreements with the donor and IPs, the project document and log frame, narrative and financial reports from IPs and to the donor, and the report of the independent evaluation of the [Sustaining Peace in Mali and the Sahel Region through Strengthening Peacekeeping Training Capacities project \(Phase II\)](#) covering the period from 2017 to 2019. The desk review also included a review of secondary sources external to UNITAR e.g. the Cruz Report, SGF and A4P. The evaluation was informed that the donor had commissioned a parallel evaluation, but the results of this exercise have not been disclosed or communicated as of this issuance of this report. The list of documents consulted is provided under Annex D.

18. Three online surveys were developed and deployed in English and French languages. The surveys focused on impact, the most useful learnings, confidence building, ability to apply new skills in national policing functions, observed changes in attitudes, impediments to women further involvement in public order training and units, etc. (see Annex B). Table 3 indicates the survey titles and target groups, the number of respondents and format. In the end, the surveys constituted one of the evaluation's data collection tools. The level of stakeholder engagement in discussions and their willingness to provide feedback for the evaluation was highly encouraging. Most respondents to the surveys agreed to be contacted for follow-up interviews. Eight were conducted by the team and PPME at the end of January 2022 to collect additional examples and evidence of impact for three categories of respondents: i) officers deployed, ii) officers reporting on changes in national policing functions and iii) feedback on gender and human rights inclusion (the follow-up questions guiding the interviews are attached as Annex B).
19. The independent evaluation of the project's 2017-2019 phase discussed the difficulty in assessing impact as a result of the timing of the evaluation, the limited access to information and the confidentiality of much documentation. To mitigate these limitations, the present evaluation focused to the extent possible on qualitative rather than quantitative data and used interconnected methods. The list of stakeholders interviewed is attached as Annex C. Table 2 summarizes the type of engagement and the number of interviewees.
20. Gender and human rights considerations were mainstreamed into all aspects, looking at specific needs, opportunities, inclusion and safety and brought out in KII, FGD, and surveys.

### **Limitations**

21. The evaluation encountered three important limitations/constraints. First, the evaluation took place during the final months of the 2020-2021 phase's implementation. While this timing had some benefit in that direct observation of some of the project's delivery could be included as a data collection instrument, it was an important limitation since all activities and outputs were not yet delivered at the time of data collection. The final narrative report for 2021 activities and outputs was also not available and only scheduled for submission to the donor in June 2022.
22. Second, travel restrictions related to the COVID-19 pandemic, the security situation in Mali and changes in event planning also limited the evaluation. Consequently, only one member of the evaluation team was able to visit Mali from 1 to 8 December 2021. Despite the challenging situation in the country, Mali was selected for field work as it allowed direct observation of a ToT event for 20 female officers. It was foreseen that PCC focal points would meet the evaluator in Bamako, but the meeting was cancelled due to the political and health-related situation. The change in the field visit plan dismissed the proposition to develop case studies that required to attend various training events for consistent and useful comparison. This change was compensated by administering paper-based and online surveys.
23. The evaluation initially foresaw visits to three project countries (two French-speaking and one English-speaking). Despite acute checks on visa and quarantine requirements, it turned out to be impossible to organise three field visits, obtain the

necessary visas and ensure expenditures were made by the mid-December cut-off date for 2021 payments. The combination of these parameters as well as changes in the planning of training events led to the decision to reduce the number of field visits to one (Mali).

24. The third important limitation/constraint concerns the evaluation's limited access to internal and external project information. Understandably, the project touches upon areas that are considered sensitive and sometimes classified, such as country police force performance in missions which is at the PCCs' discretion. Other key documents are under the authority of DPO and relate to relations and exchanges of information between UN Headquarters (HQ) and missions. As indicated by project management, UN agencies' mandates set boundaries in prerogatives and access to related documentation. As an example, project management (and, by extension, the evaluation team) could not access performance assessment reports, performance implementation plans (PIP), or the end of mission reports of the FPU commanders. While the DPO website provides a comprehensive set of data, there is no qualitative assessments available of capacity/performance needs or trends.
25. Accessing project-related information internal to UNITAR also proved to be challenging. Regrettably, project management's response to the evaluation's requests for documents was slow or delayed at times, with some requests left unanswered. This had a negative effect on the evaluation's field work to Mali. As requests for formal introductions to project stakeholders and the provision of a list of contacts ahead of departure came late, scheduling interviews proved to be difficult. Consequently, only two interviews with stakeholders were secured, apart from the direct observation of the ToT women officers training. While the evaluation understands that timely responses to information requests may have been related to project management's heavy fourth quarter workload, limited access to project information was an important limitation. The evaluation team was only able to partially mitigate these constraints e.g., by mobilising its own network for interviews. Despite repeated requests over several months to project management and IP, the evaluation team was unable to obtain some important project-related documents e.g., reports of the needs assessment on opportunities for /challenges of women officers wanting to deploy to UN peace operations and information / sensitization campaign, the outputs of which were contracted in the form of grants to two IP. Moreover, the action plan for each participating PCC, field visit reports and self-evaluations mentioned in the project proposal to the donor, briefing packages on deployment phases to PCCs, were not made available. The evaluation also found many of the existing reports with minimal information and often missing supporting documents, leaving gaps in the history of project implementation and results. The interim narrative report due to be submitted to the donor on 31 December 2021 was not available as of 15 February 2022.
26. To some extent the scheduling of interviews was an issue, with some meetings cancelled or proposed at the last minute. The evaluators had to juggle with their respective agendas and demonstrate much flexibility. In the absence of key project documents and/ or information the evaluators decided to strengthen the survey component, seeing that contrary to the caution shared at the opening conference, training participants were quite keen to be surveyed and interviewed. Nevertheless, training participants views are subjective in nature and consequently have been carefully balanced with evidence from other sources.

27. Eventually, the number of activities carried out by the different IP over the evaluated period, and concomitant UNITAR projects in the region and with similar IP (mostly EMPABB) did not allow interviewees from all categories to distinguish between projects and activities. In particular, the projects implemented with EMPABB on elections management and training of medical personnel before deployment was often confused with similar training activities implemented under this project with Burkina Faso, Rwanda and Senegal.

## Evaluation findings

28. 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

29. The relevance criterion assesses the extent to which the project is aligned with the needs and priorities of the institutional and individual beneficiaries; the country, region and global context; the UNITAR strategic framework and mandate; and the 2030 Agenda for Sustainable Development and other relevant documents, including Security Council resolutions 1325 and 2242, and the resolutions' call for increasing the rate of women's participation as police peacekeepers.

#### *Relevance of the project design and approach*

30. The relevance criterion of the project is assessed against the project's three main long-term outcomes for the 2020 phase:

“Strengthen operational readiness of African FPUs deployed to MINUSMA, MINUSCA and MONUSCO”;

“Strengthened role of female officers deployed to MINUSMA, MINUSCA and MONUSCO as part of FPU”; and

“Improved policing functions at the national level”.

31. The logical framework for 2021 slightly differs in formulation<sup>11</sup> and beneficiary groups but keeps the focus on PCC capability to deliver gender-sensitive training and improved knowledge, skills and behaviour of African police officers. This phase targets IPOs and female FPUs commanders although evaluators were advised to focus on FPUs at the opening conference.

32. The evaluation found that project objectives are highly relevant and consistent with broader strategic objectives enshrined in UN guiding principles and policies such as the SDG 16 on contribution to peace and strong institutions, the SGF released in February 2014 and the 2017 Cruz Report which called for better preparation of police and force deployed to peacekeeping missions and outlined the key role of training and capacity building. The A4P's focus on performance and accountability directly links with PCCs' ability to i) support missions in the execution of their mandates and ii) sustainable improvement of policing capacities upon the return of the police officers to their respective countries. As designed, the project responded comprehensively to contextual challenges identified by these key strategic documents. A4P+ seven priorities are also very relevant to the limitations observed in implementing and monitoring results, especially: collective coherence behind a political strategy, and strategic and operational integration, accountability of peacekeepers and cooperation with host countries. Also of much relevance is the linkage to the results of the 2021

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<sup>11</sup> The formulation reads as follows: 1) “Improved training capabilities of PCCs to deliver gender sensitive pre-deployment training to male and female IPOs and members of FPUs”; 2) “Improved knowledge, skills and behaviour of African police officers (male and female) deployed to the five high-risk missions”; 3) “Improved knowledge, skills and behaviour of perspective female FPU commanders for deployment to the five high-risk missions”.

Seoul Peacekeeping Ministerial, which ascertained the key role of training quality in the performance and effectiveness of UN peacekeeping and in building self-sustaining national training capacity.<sup>12</sup>

33. **The project’s intervention logic places women at the core of the action and acknowledges the challenges identified by Security Council resolutions 1325 and 2242** which promote women’s role in peace processes and support doubled representation among FPUs by 2028. The project’s approach was consistent in theory with the difficulties observed in meeting these targets and adopted a multi-pronged strategy: supporting female trainers through the female ToT programme, female officers through training and adapted mobilisation through identification of gender specific challenges. The independent evaluation of the project’s 2017-2019 phase recommended to “implement an incentive structure to encourage female participation, especially through the identification of female trainers”. This was partially addressed and is further discussed in the effectiveness chapter with regards to its level of achievement.

34. **The evaluation finds that targeting FPUs is relevant to the challenges in mobilising specialised and cohesive police units, respectful of a gender parity strategy.** FPU mobilisation and preparation is challenging for a range of reasons including the variety of backgrounds, technical standards, equipment, national commitments to mobilise resources for

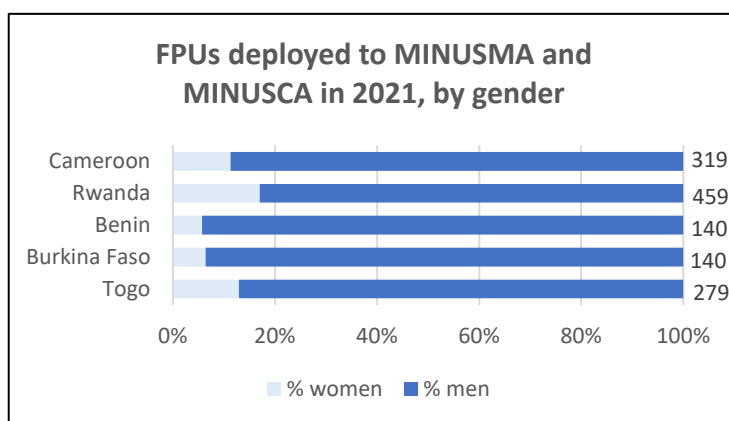


Figure 1: Contributions for PCCs that were part of the project

Source : <https://peacekeeping.un.org/en/troop-and-police->

Peacekeeping Operations (PKO), etc. Figure 1 illustrates that not all PCC involved in the project could deploy FPUs in 2021<sup>13</sup> and none achieved the UNSCR 2242 target of 20 per cent women except for Rwanda (with 20,6 per cent)<sup>14</sup> and consistent representation over the years (19 per cent at the end of 2019 and 21 per cent at the end of 2018), before project’s support started.

35. **Building on evidence identified by the uniformed gender parity strategy for 2018-2028.**<sup>15</sup> According to the project’s 2020 log frame and the 2021 interim narrative report, the project supported the gender parity strategy implementation through the development of information and sensitization campaigns,<sup>16</sup> institutional frameworks

<sup>12</sup> [Statement of Under Secretary-General Khare at the 2021 Seoul UN Peacekeeping Ministerial](#)

<sup>13</sup> In 2021, there were no FPUs deployed from Burundi, Kenya, Mali, Niger and Tanzania.

<sup>14</sup> In UNMISS, Rwandan FPUs are comprised of 31 per cent women, 14 per cent in MINUSMA and 17 per cent in MINUSCA, with an average of 20.6 per cent of women in FPUs in 2021.

Source <https://peacekeeping.un.org/en/troop-and-police-contributors>

<sup>15</sup> <https://peacekeeping.un.org/en/uniformed-gender-parity-strategy-2018-2028-full-text>

<sup>16</sup> According to the 2020 log frame, due to COVID, only one sensitization campaign could be organised in Burkina Faso which could not be confirmed in the absence of supporting documents.



that are gender-responsive and training sessions for perspective FPU commanders to contribute to the existing evidence and knowledge about obstacles to women's involvement and to foster a conducive environment to women's participation and leadership in UN position. The final narrative report submitted by the Rwanda National Police lists two training events supportive of these outcomes: training to 20 female FPU commanders and 20 regional trainers. The project documentation does not refer to the external and internal challenges identified by DPO through broad consultation with Member S and female uniformed personnel in the field as a starting point to the needs assessments. Box 2 below summarizes the main impediments to women's representation most of which were recalled during interviews with PCC focal points (e.g., availability of candidates, personal circumstances, fear of training and tests) and women surveyed and interviewed (e.g., training opportunities and men being better prepared to fulfil operational tasks).

#### **Box 2**

##### **Summary of main external obstacles to women's representation**

**Source: Uniformed Gender Parity Strategy 2018 – 2028 (page 3), DPO**

- a. Awareness about UN employment opportunities and existence of role models
- b. Deployment opportunities restricted to male members through implicit or explicit gender bias by MS
- c. A lack of family-friendly policies within Member States (long deployment and no opportunity to travel to visit families)
- d. A lack of training and self-development opportunities for women to meet qualification prerequisites for UN deployments
- e. Police components are largely composed of police with public order management or other operational policing experience only available to men for some PCCs
- f. Some Member States do not have sufficient women available or prepared to deploy.
- g. The role of seconded corrections officers in some missions is shifting from an advisory/mentoring role to an operational one which is largely held by male officers
- h. Gendered perceptions of the role of women which exclude them from selection processes
- i. Personal circumstances (length of deployment, age of their dependents, or other personal responsibilities).

36. **Achieving gender equality in public order units (which are often high-risk) appears as the most challenging targets among all.** This is where women inclusion lags the most (see Figure 2). While a positive trend is observed in the numbers of IPOs, professional posts in the field and at HQ, implementation of the resolution within FPUs remains elusive. The discrepancies in achieving targets reflect the different challenges that arise by including women in FPUs. It regularly comes up against social, cultural and religious aspects of the role of women within the contributing countries, acceptable levels of interaction with male colleagues, and autonomy and distance from the family cell. Focal points reported that mother and spouse's obligations – largely recalled by extended family members - formed the main obstacle to women's decision to leave their country for such a long period - i.e., one year and with limited financial possibilities to return during permissions – and that consequently few female candidates actually apply to join FPUs. In Tanzania, 25 IPOs were deployed to UNMISS in 2021, including 12 women. IPO positions were reported to bring better career prospects and generate higher incomes. The survey administered to female participants to the ToT obtained positive feedback showed no signs of social or

professional deterrence.<sup>17</sup> This suggests that women applying to join FPU may not be the most in need of incentives or arguments to counter social barriers. However, women reported lagging behind men on operational skills, such as shooting or driving and receiving adequate support from UNITAR training to bridge those gaps. One focal point outlined that the percentage of women deployed more or less reflected the percentage of women in the Gendarmerie. This comment reflected a position experienced by other countries and pointed out national recruitment strategies.

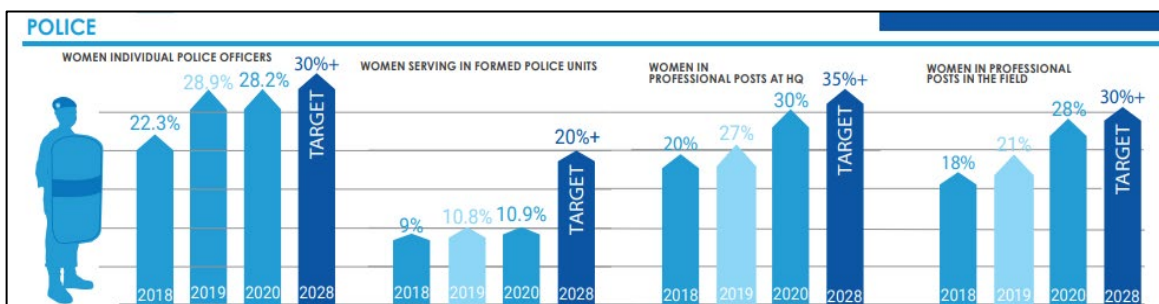


Figure 2: Policewomen inclusion in Peace operations including in FPUs – 2018-2020

Source: [https://peacekeeping.un.org/sites/default/files/uniformed\\_women\\_infographic\\_upd\\_version4\\_121020.pdf](https://peacekeeping.un.org/sites/default/files/uniformed_women_infographic_upd_version4_121020.pdf)

37. **The pool of PCCs<sup>18</sup> supported by the project presented very different profiles, needs and level of preparedness to deployment which did not translate into mentoring or exchanges of practices.** The project portfolio engaged with high to medium contributing countries but also with emerging ones such as Mali and Kenya (see Figure 3 on 2020 country project troop contributions). The evaluation found that after training experience sharing was not explored as a specific project activity. Engagement between UNITAR and PCCs remained mostly bilateral, with few exceptions for the regional trainings,<sup>19</sup> and limited exchange of best practices despite plans recommended in the 2020 narrative report<sup>20</sup> for which no evidence was found whereas it could bring interesting perspectives and recommendations, for example in building a community of practice (CoP), developing national training centres or a pool of national trainers or hearing best practices from a country such as Senegal, which is the only African country where FPUs operate independently from PKO as opposed to most PCCs where units are comprised of different sections to deploy to PKO. Only 12 per cent of the respondents to the survey administered to training participants mentioned CoPs as a medium for experience sharing. Thirty-nine per cent of respondents mentioned informal contacts with trainers and another 29 per cent informal contacts between participants.<sup>21</sup> On gender inclusion, organising experience sharing with Rwanda that made it a national and constitutional priority since promulgation of its New Constitution in 2003 may have supported PCCs struggling with recruitment and building incentives. For 2021, Rwandese FPUs comprised 17 per cent of female officers deployed to Mali and Central African Republic (CAR) and 31

<sup>17</sup> Ninety per cent of respondents indicated they felt no opposition or source of discouragement (family, hierarchy, colleagues, others and oneself were options to select).

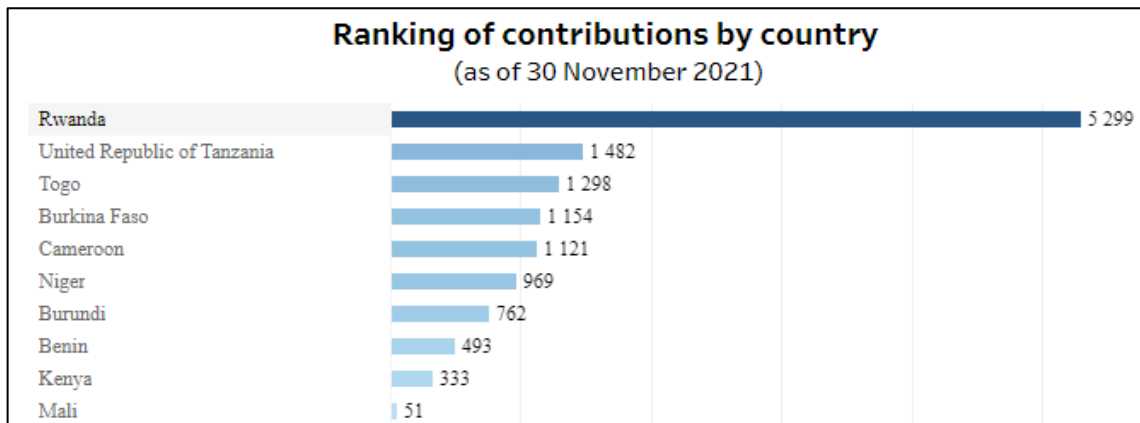
<sup>18</sup> Benin, Burkina Faso, Burundi, Cameroon, Kenya, Mali, Niger, Rwanda, Tanzania, Togo according to project documents and Letters of Agreement signed with UNITAR.

<sup>19</sup> Reference in Rwanda National Police list of activities (2021 narrative report) and interview with an EMPABB temporary instructor who participated in regional training.

<sup>20</sup> "In parallel, it is also encouraged to support the development of a network among the training centers supported through the project – to facilitate the exchange of lessons learned and best practices in training – and potentially the establishment of a regional center of reference, responsible for overseeing the harmonization, standardization, and coordination of training initiatives."

<sup>21</sup> Multiple choice question on mechanisms in use to keep up with learnings from training.

per cent to South Sudan, while figures in Benin and Burkina Faso reached 6 per cent (see Figure 1 above). Regional experience sharing was flagged as interesting by PCCs part of the project and can be assumed as an incentive to join the pool of PCCs for others.



*Figure 3 : Troops contribution by PCC part of the project – all ranks included*

38. **Accessibility and use of training needs assessment in contributing countries is limited.** The evaluation did not find evidence of a systematic formal training needs assessment (TNA) before mobilising and training FPU to deploy. The last FPU TNA dates from 2018 and was led by DPO's ITS. The assessment issued nine general recommendations,<sup>22</sup> three of which were addressed in the project's design and partially in the project's implementation. The ITS TNA identified the need to i) strengthen national police generation, including female unit generation training and lessons learned capacities as well as ii) national trainers, knowledge exchange networks and iii) core policing skills through national and UN curricula.
39. The independent evaluation of the project's 2017-2019 phase recommended to strengthen needs assessment and consultation. As a result, the 2020 phase results framework included two needs assessments to be conducted on challenges and opportunities linked to female officers' inclusion by the African Peace Support Trainers Association and the Rwanda Police Academy. The evaluation was not provided with the reports of the assessments and hence unable to assess to what extent the results of the assessments informed training design and action plans (the latter which were not made available either - or contributed to advocacy at the level of PCCs or female officers' colleagues and families. One of the focal points interviewed referred to a strategic meeting held in Mali to review needs and plan trainings accordingly. The evaluation did not find any other reference, however. Because information about officers is often classified, there is no culture of assessing experience to inform future

<sup>22</sup> [Report on Formed Police Unit Command Staff Training Needs Assessment](#), page 2 - 1) Strengthen FPU leadership, planning and reporting skills through national and UN policing curricula. 2) Strengthen national police generation – including female unit generation training and lessons learned capacities of the current and potential PCCs, through bilateral cooperation and light coordination mechanisms. 3) Strengthen relevant core policing skills through national and UN policing curricula. 4) Support capacity building of national trainers, including female trainers and knowledge exchange networks. 5) Develop pre-deployment training outline and standards for PCCs (similar to the OMA Guidelines on Operational Readiness Preparation for TCCs in PKO). 6) Support the Police Division's work on improving the training component of pre-deployment visits in Member States. 7) Standardize sharing and transfer of mission-specific information and lessons learned between outgoing and incoming FPUs, and their commanders and officers. 8) Promote mission operating language capacities of FPU command staff. 9) Designate a point of contact in Police Division for mission-specific guidelines.

action. There are still significant gaps in implementing recommendations from FPU TNA recommendation n°7 (cf reference to footnote 12). The limited transparency and circulation of information is not supportive of adapting the training approach to field situations or the backgrounds and experience of FPUs, hindering overall relevance.

40. **Availability and alignment of training materials in both English and French is addressing the multi-lingual profiles required of PCCs and missions. Univocity of training materials was reported to be supportive of FPU inter-operability.** The existence of PowerPoint and other instructional materials in both languages allows courses to be given in an identical manner, especially since almost all English-speaking units adhere to UNPOL standards. Rwanda is the only country applying tertiary tactical organization, which requires adaptation of the personnel and management of the transition to a quaternary mode architecture. The unit moves from four to three platoons, which is in line with the standard adopted by UNPOL. This information, gathered from the EMPABB project manager during his training missions in English-speaking countries, is consistent with the information provided by the UNMISS FPU coordinator, who reports perfect coordination in the field or during training between French and English-speaking African FPUs. However, the mode of transmission still relies much on oral presentations and notetaking. Sometimes sharing materials in electronic format (e.g., on a USB stick or through email) in environments in which owning a computer or smartphone is still a privilege, the project underestimated the need to print and circulate reference materials e.g. manuals and exercises to participants.

## Coherence

41. The coherence criterion assesses the extent to which the project complements other programming from UNITAR, key partners such as DPO, bilateral support programmes and national induction programmes, as well as how strategic references materialize in practice (e.g., clear references in training packages, joint training sessions, learning and feedback mechanisms, etc.).
42. **The evaluation found thematic coherence with at least two other projects delivered by UNITAR with EMPABB as an IP over the same period:** Strengthening Response Capacities of Medical Personnel Deployed to UN Peace Operations; and Strengthening Crisis Management Capacities of Malian National Police, Gendarmerie and National Guard during Elections. Other relevant projects related to the support granted to the Force on a similar topic (pre-deployment training with Global Peace Operation Initiative (GPOI) or partner country (Tanzania). These projects consolidated the existing and long-lasting partnership with EMPABB. Besides, it covered topics ranked as the most useful to personnel in the exercise of national policing, e.g. elections management and medical assistance. One focal point mentioned useful synergies with the medical training organised in Mali for medical personnel. However, no references were found on organising synergies and experience sharing in project documentation or in the reporting from IPs. On promoting gender inclusion, although not specifically mentioned in project documentation, one focal point mentioned UNITAR support and guidance in integrating the ELSIE monitoring system.
43. The evaluation could not fully assess coherence with ToT outputs from the project's previous phase or the effect this coherence had on the 2020-2021 phase's effectiveness. According to the project document (2020), the project planned to deliver four ToT and FPU training activities with the support from the pool of 78 trainers trained in 2019 (from Benin, Burkina Faso, Senegal and Togo). While the evaluation found this 2020 design feature to be highly coherent with the project's past, there was no evidence either of consolidating the pool of trainers trained since 2017 or of such trainers receiving official certification status by UNITAR (e.g., no registry or follow-up files on trained trainers, apart from 23 events<sup>23</sup> organized in 2021 and recorded by UNITAR that were categorized as training by trainers"). There was no mention in the 2020 final narrative report if or to what extent past trained trainers contributed to ToT or FPU training. Stakeholders interviewed commented they were waiting for another round of training and expressed their eagerness to consolidate learning. Indeed, in many cases, participants do not systematically have the opportunity to practice as a trainer in their respective countries.
44. **There is evidence of collaboration between UNITAR, ITS and UNPOL as leading entities involved in FPUs training and assessment.** UNITAR uses and applies the UN pre-deployment training standards as developed in 2009 by ITS and supports recent efforts to update specialised training materials (STM).<sup>24</sup> UNITAR pre-deployment training supports FPUs to successfully pass the Formed Police

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<sup>23</sup> These events were organised in Benin, Burkina Faso, Côte d'Ivoire, Democratic Republic of the Congo, Mali, Mauritania, Niger, Rwanda, Senegal, South Sudan, Tanzania and Togo.

<sup>24</sup> <https://police.un.org/en/united-nations-police-launches-new-course-specialised-training-materials-to-better-prepare>

Assessment Team (FPAT). However, as an autonomous entity that is not part of the UN Secretariat, UNITAR does not necessarily receive the same information that ITS, UNPOL or Standing Police Capacity (SPC) do. Because of their mandates, Secretariat entities are formally bound to the execution of the PKO mission mandates. UNITAR's responsibility, on the other hand, derives from its mandate to support to MS and ends at deployment. This nuance has implications in the access to key information, ability to adapt and improve its tools and technical approach and requires strong inter-personal efforts. For example, assessment reports are not officially shared with UNITAR, or is assessment from weekly in-service training conducted under the supervision of the Integrated Training Mission Center (ITMC) during the deployment of FPUs. The evaluation could not access the results of evaluations, with the exception of the Standard Operating Procedures (SOP) on the units' performance assessment.

45. **There is a continuum (and coherence) between UNITAR pre-deployment training programme and ITS' programme in peacekeeping missions.** The evaluation found coherence between the instruction provided by UNITAR trainers during pre-deployment training and the weekly in-service training required of FPUs. Some of the training programmes initiated during the pre-deployment phase may be recalled on site, such as operational and tactical training, first aid, rules of engagement or use of force guidelines (UFG). The consistency of the programmes is ensured by a designated trainer within the FPU whose task is to ensure the unit's regular training and ensure compliance with standards and organizing joint exercises between FPU(s) of different origins through the mission's integrated training service. One focal point interviewed stressed coherence with the International Police Peacekeeping Operations Support Programme (IPPOS) training approach which integrates UN standards and supports overall consistency.
46. **Overall, coherence remains a challenge, however. Limitations with access to information are acknowledged and evidenced by high political initiatives supportive of enhanced coordination.** In April 2019, the United Nations Police Training Architecture Programme was formally launched by the Police Division and ITS in close cooperation with UNITAR, the Office of the United Nations High Commissioner for Human Rights (OHCHR) and the United Nations Office on Drugs and Crime (UNODC). The initiative aims at updating the current UN Police Pre-Deployment Training (2009) and ensuring its compliance with the SGF and other relevant UN guidance. More recently the UN Secretary-General supported the organization of an inter-agency task force (which was delayed by COVID-19) to enhance coherence among all organizations working with UN Police, including through training. MS of UNITAR's Peace Advisory Board reflect this political willingness to connect entities, including the Chief of ITS and the UNPOL Police Advisor. There are many indications that the limitations observed at the project level ensue from structural parameters, and are broadly acknowledged and being addressed institutionally. The evaluation found this recognition to be positive, although it also suggests the need for a longer period of permeation before reaching project implementation and management levels.
47. **Such coordination efforts are happening occasionally with other specialised entities** such as the Centre of Excellence for Stability Police Units (COESPU), the IPPOS, which is part of the US' International Narcotics and Law Enforcement (INL) that also plays an important role in the provision of technical expertise and training. A formal review of comparative advantage may support enhanced synergies, as there is

the risk of having multiple specialised actors giving rise to a fragmented training approach and the development of clientelism among PCCs. Among the 159 respondents to the evaluation survey to participants from all types of training except ToT, 34 per cent of respondents confirmed they received pre-deployment trainings from other organizations (and 23 per cent did not answer the question). Interviews stressed that the number of ongoing training initiatives makes it impossible to track and ensure compliance with ITS standards.

## Effectiveness

48. The effectiveness criterion assesses the extent to which the project achieved planned outputs and outcomes, and if the managerial arrangements – e.g., the partnership with training centres, supported effective delivery of outputs. The overall results were assessed from a gender and human rights perspective, and in particular in the design and delivery of trainings.

### *Effective results planning and monitoring*

49. **The project’s intervention logic is based on a results framework that evolved significantly during the 2020-2021 phase’s implementation.** The main objective to strengthen operational readiness of African police officers remained central while female inclusion became more of a cross cutting issue and improved policing functions became more implicit through references to “improved knowledge, skills and behaviour”. As mentioned in the project’s 2020 results framework, the list of participating countries was meant to evolve. According to the latest framework received – i.e., from December 2021 and Planning PDTA from May 2021, the list of PCCs participating in the project expanded to also include Chad, Guinea, Ivory Coast, Mauritania, Senegal and Uganda which demonstrate the attractiveness of UNITAR training.
50. The analysis of the results framework reveals two interesting characteristics in project management. The first, and as **praised by some PCC focal points as a comparative advantage, is UNITAR’s flexibility and high adaptability to the needs expressed.** PCC focal points stressed the level of implication and engagement from the project management team and the space it created for discussion and strategic thinking. UNITAR’s adaptability, close implication and dialogue was ranked as uncommon and valued. As mentioned earlier, because UNITAR is not bound to the missions’ mandates, it benefits from flexibility that DPO and to some extent UNPOL do not. The donor’s requirements in terms of results monitoring and reporting are also supportive of this adaptive management.
51. **The results framework – and this is the second observation – is used rather as an accountability mechanism than as a planning and monitoring tool.** The consequence is that the framework is incomplete and misused. It presents outcomes and indicators only and skips important parts of what a result framework should contain. It does not explain how actions planned and undertaken may bring about expected changes nor unroll the selected causal chain of actions. The project logic is “all packed” and confuses some key terms, with some outputs presented as indicators and some indicators presented as activities. Moreover, some indicators of impact are outside of UNITAR’s mandate and reach (see examples in Box 3). As such, the framework lists strategic references along things UNITAR can do or is used to doing than questions what best tool could be implemented to achieve set goals. The reflection over causality and contribution is low, and regrettably not reflecting the numerous engagements made by the project team and the network of IP that contributed to project delivery, i.e., coordinating 18 grants with 11 IP and reaching out to new partners (see discussion under efficiency).



52. **Under these conditions assessing performance is very difficult. Indicators are not informed (although mostly quantitative) and narrative reports do not provide sufficient analysis over situational developments, challenges encountered or mitigation approaches adopted.**

Rather, the reports tend to repeat text contained from the project document. The evaluation found that monitoring tools were treated as an obligation – as a “tick-the-box” exercise, rather than an accurate reflection of progress in delivering results over the life cycle of the project and serving as a useful

contribution to knowledge management. Table 4 below reconstructs the project logic and activities implemented based on the limited documentation made available (see limitations above), interviews, surveys and despite cancellation of field visits and in person meeting with PCCs’ focal points in Mali. The text in blue is deduced from the desk review and interviews. The text in orange indicates the project’s materials that were not made available to the evaluation team and the existence of which cannot be confirmed.

**Box 3**

**Examples of the project’s 2020 indicators not accessible to UNITAR**

% of PCCs being positively evaluated by UN Police Division prior to deployment (FPAT) and during deployment – UNPOL DPO

% of increase in the participation of female officers into African FPU within 6 months from the completion of the project – UNPOL DPO

% of representatives from PCCs confirming a linkage between training and improved policing functions at the national level - PCC

53. **The compartmentalization of the phases of peace missions (pre-deployment/ deployment/post-deployment) makes relevant and objectively verifiable data inaccessible.** Neither project management – nor the evaluation team – has access FPU performance assessments (once deployed) or end-of-mission reports. Similarly, neither project management nor the evaluation team has access to the FPU organizational chart and nomenclature of positions, which would give an overview of positions, type and attributions. Officially, UNITAR is not allowed to receive the FPU commander performance reports, or the performance implementation plans (PIP) or other sources that would support their understanding of gaps and technical weaknesses to address through training. UNITAR’s visibility on the usefulness of activities is highly dependent on information PCCs agree to share and on personal relationships. It suggests one project cycle cannot automatically generate good practices or adjust implementation modalities to address challenges observed when training materials and learning were operationalised.
54. **The absence of established and standardised feedback mechanism is not mitigated by a UNITAR-owned system.** If it is understood these limitations ensue from UN’s mandates, the project did not establish an intermediate system to address those gaps (country specific results framework, targeted reporting obligations to IP or project beneficiaries, trainers’ reports, etc.). The evaluation did not find mechanisms for feedback or lessons learned into the project from FPUs’ training. As such, the absence of elaborated narrative reports with self-evaluations from the training teams and structures as well as from the contributing countries does not allow for the assessment and verification of results. The project used training assessment forms which hardly provide critical and analytical feedback but rather express gratitude for support. The evaluators received a sample of “training reports” or ‘rapport de stage”

from Burkina Faso, Ivory Coast, Guinea Conakry, Niger and Senegal. Although varying in level of details and analysis, the reports provide final numbers of training participants and evaluation thinking in a dedicated section. While this type of reporting supports better oversight of IP and the follow-up on results, the content and format of reports could be improved, and findings integrated in the project's plans.

**Table 4: Reconstructed logical framework**

*Text in blue is suggested by the evaluators from the desk review; text in orange indicates supporting documents that could not be submitted to the evaluators.*

Expected impact	Early sign of impact/ strategic objective	Expected outcomes	Outputs and activities completed	Activities/outputs planned
<b>Definition of key terms</b>	The strategic objective is unlikely to be achieved through one project, but the project is expected to positively contribute to it. It aligns with UNITAR strategic priorities	Outcomes are what the project hopes to achieve and usually refers to capacity, knowledge or behaviour, and usually worded as “reduced”, “improved”, “increased”.	Activities are what the project does in practice e.g., hire a consultant, rent venue, prepare contracts, run workshop; Outputs are services and products that occur immediately after activities are completed, it is what is delivered, e.g., training materials produced, CoP platform created	
<b>Strengthened operational readiness of African FPU deployed to MINUSMA, MINUSCA and MONUSCO</b>	<ul style="list-style-type: none"> <li>- PCCs with no formed FPU prior to project period now count on trained units and await deployment</li> <li>- PCCs with formed units observed better readiness and success rates in FPAT and Pre-Saat.</li> </ul>	<ul style="list-style-type: none"> <li>- PCCs are better informed about requirements to FPU deployment</li> <li>- <b>Action plans</b> are developed in each country (as result of the <b>needs assessments</b>)</li> <li>- Pool of national trainers are consolidated and able to train FPUs to deploy to MINUSCA, MINUSMA and MONUSCO</li> <li>- Participants acquired new knowledge and consolidated core skills to deploy as part of a FPU</li> </ul>	<ul style="list-style-type: none"> <li>- Regular engagement and field visits by the project team<sup>25</sup></li> <li>- Additional PCCs joined the group (Mauritania, Ivory Coast, Niger, Guinea and DRC)</li> <li>- PCC reporting creation or consolidation of pool of public order trainers (Benin 20 men, Togo, 30 men)</li> <li>- 53 TOT participants from Tanzania (23 inc. women numbers below, 10 from Benin and 20 from Rwanda)</li> <li>- 132 TOT participants from Mauritania, Congo, Guinea Conakry and Ivory Coast<sup>26</sup></li> <li>- 407 IPOs trained (108 BKF, 50 Niger, 50 Senegal, 20 Rwanda, 105 women Togo as showed below, 74 from Tanzania incl. 18 women as showed below)</li> <li>- 160 participants FPU – FPAT (Togo)</li> <li>- 91 participants Pre-Saat (50 Senegal inc. 16 women, 41 Niger in 9 women)</li> </ul>	<ul style="list-style-type: none"> <li>- <b>Briefing package for PCCs on pre-deployment, deployment and post-deployment</b> is developed</li> <li>- FPU training package / learning reinforcement tools are adapted to MINUSCA and MONUSCO.</li> <li>- UNITAR and partners deliver pre-deployment training to FPUs for PCC part of the project</li> <li>- UNITAR and partners, inc.</li> </ul>

<sup>25</sup> Based on the review of 2020 budget.

<sup>26</sup> Based on EMPABB narrative report for 2021 and “Rapports de Stage”. The Rapports de Stages for Guinea Conakry and Ivory Coast reported 42 Guinean and 60 Ivorian participants were trained between August and November 2021 instead of the initial 15.

			<ul style="list-style-type: none"> <li>- 1,190 police officers to FPU training (820 from Benin, BKF and Togo, 370 from DRC and Mauritania<sup>27</sup>)</li> </ul>	<p>EMPABB deliver Training of trainers</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Strengthened role of female officers deployed to MINUSMA, MINUSCA and MONUSCO as part of an FPU</p>	<ul style="list-style-type: none"> <li>- Few role models emerged from interviews – women who enjoyed being a trainer in Missions – in particular on gender-related issues (GBV, domestic violence, etc.)</li> <li>- Surveys and interviews reported improved behaviours among FPU were gender sensitive and (more) balanced participation happened.</li> <li>- Informal CoP of women deployed and not deployed was created on WA</li> <li>- Number of women in FPU between 2020 and 2021 increase of 2 to 3 per cent for few countries participating in the project without knowing which positions women will occupy</li> </ul>	<ul style="list-style-type: none"> <li>- Improved training capabilities of francophone and anglophone PCCs to deliver gender sensitive pre-deployment training to male and female members of FPU</li> <li>- Increased awareness among female officers of their central role in UN peace operations</li> <li>- Increased participation in trainings and in ToT programs supports increase female application and selection to deploy in FPU</li> </ul>	<ul style="list-style-type: none"> <li>- Module on gender, Human rights and UN core values is part of each curriculum</li> <li>- <a href="#">Design a training programme for female FPU commanders</a></li> <li>- 123 female participants to IPO training (18 in Tanzania, 105 in Togo - included in the figures provided above)</li> <li>- 29 female participants in ToT, (20 in Mali, Dec 21, 2 weeks, 9 in Tanzania included in the figure provided above, June 2021, 3 weeks)</li> <li>- 20 women FPU commanders (Rwanda, 4 weeks<sup>28</sup>)</li> <li>- 20 female participants to regional trainers training (Rwanda)</li> <li>- 40 FPU female trainers in English, 20 in French<sup>29</sup></li> </ul>	<ul style="list-style-type: none"> <li>- Training of FPU trainers and certification attended by gender-balanced group of participants</li> <li>- Training of FPU members attended by gender-balanced group of participants.</li> <li>- <a href="#">Information / sensitization campaign</a> are implemented in each country</li> </ul>

<sup>27</sup> According to the 2021 log frame.

<sup>28</sup> Based on the final report from the Rwanda National Police (information conflicting with the 2021 log frame which reports 35 participants).

<sup>29</sup> According to the 2021 log frame.

**Improved policing functions at the national level**

- The trainings covered issues applicable to national policing such as managing elections, providing medical care, logistics and storing weapons.
- Participants reported growing awareness about gradual use of the force although more understanding of African crowd psychology would help to adapt and respond to violent outbursts.
- Participants reported human rights, gender and diversity values among the most beneficial learnings.
- PCCs apply in part or in full UNITAR's standards in their training to formed units or equivalent, i.e., public order (Benin, Togo and Tanzania)
- Improved knowledge, skills and behavior of male and female members of African FPU's deployed to MINUSMA, MINUSCA and MONUSCO about human rights and gender
- Further alignment with UN training standards is sought
- Knowledge acquired through pre-deployment training serve in national police functions in particular in crowd management, elections management, medical assistance, logistics, weapons management, shooting practice, or in work ethics such as respect for diversity, gender and human rights.
- 40 participants to medical training (20 Senegal, 20 Rwanda)
- 20 participants to logistics training (Togo)
- 188 participants to training on elections management (Burkina Faso)<sup>30</sup>
- Training of trainers and all training activities include a module on human rights, gender and diversity
- Develop institutional frameworks and operational plans with EMPABB and Tanzania Police School

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<sup>30</sup> Lettre de remerciements, Ministre de la Sécurité à UNITAR, 20 November 2020.

## Training effectiveness

55. The field visit to Mali, partial observation of a ToT session and follow-up interviews reported that **training effectiveness during the pre-deployment phase is real**. The training is organised in a way that, despite constraints and limitations presented below, allows to **bring to standards police officers with little to no background and experience in public order management**. This results from the combination of a relevant training system and an effective management group. Feedback on trainers' prepared-ness and professionalism was very positive. UNITAR trainers succeeded in teaching core public order skills to unexperienced officers within eight to ten weeks. If they usually manage to take on the challenge, they emphasized that it requires a particularly heavy investment from participants. Motivation to be deployed on a peacekeeping mission or fear not meeting pre-deployment standards also play an important inciting role.

Comparative table of trainers' teaching modules	
French and Canadian training institutes – 18 weeks	UNITAR / United Nations 8 to 10 weeks
Training objectives	How do adults learn?
Trainer's role and obligations	How to conduct a training needs analysis?
Pedagogical communication	How to design a training course?
Adults' training	How to develop training materials?
Motivation	How to facilitate a training session?
Facilitation techniques	How to communicate effectively?
Pedagogical techniques	How to evaluate a training session
Technical tools	Energizing activities
Competency-based approach	
Teaching methods	
The pedagogical objective	
The sequence sheet	
The simulation kit	
Evaluation	
Design a training course	

*Table 5: Comparing UNITAR's Toolbox content with French and Canadian training strategies (adopted by Quebec Police and French National Institute for National police Training (INFPN), during the Assises nationales de la formation et de la recherche for the National Police in February 1999.*

*Caption: Same colours indicate common chapters.*

56. **The ToT programme presented in UNITAR's Toolbox provides an effective guide for professional trainers but is ambitious given the time allocated time to newly trained trainers**. The Toolbox contains a comprehensive training curriculum. Its three-folded structure reflects the progressive levels trainers aim to achieve. The ToT observed in the frame of this evaluation and feedback from trainers on other training activities commented level 1 which aims at enabling trainers to deliver thematic trainers is ambitious to a newly trained trainer in the allocated time. It includes, in a simplified version, pedagogical fundamentals of teaching, main pedagogical techniques, training needs analysis, training action design, communication in a training situation and evaluation guidelines to a training action. Table 5 compares French and Canadian police training strategies with the UNITAR Toolbox to illustrate its condensed nature. The current training approach is built on the assumption of pre-requisites that are not always gathered in practice which places pressure over the trainer and participants. During the field visit to Mali and based on observation of one ToT event and interviews with trainers and participants, most participants usually complete the first level with the majority not feeling confident to lead a face-to-face training session with an FPU. The standards secured after the training do not allow participants to demonstrate command of the subject matter o of emotions related to public speaking. Developing pools of professional trainers require certain conditions

such as extended training period and supportive measures to personal investment and immediate application and practice in a face-to-face training which are not gathered under this project. Another problem flagged to the evaluators was the lack of opportunities for practice and application as a trainer once trainers return to their respective countries. While this is beyond UNITAR's control, it raises the issue of a sustainability strategy.

57. **A specific feature of UNITAR's ToT Toolbox is the integration of stress and emotion management tools in the form of interactive activities.** These tools are designed to help the trainer lose inhibitions during face-to-face training and manage groups of participants. However, these activities are mostly of interest if the trainers have the necessary knowledge and master their subject.
58. **The design of training modules and contents is centred on the learner's ability to integrate into a cohesive unit and participate in a collective action in line with crowd management and UN standards.** This approach is highly relevant to the profile of training participants who come mostly from positions where they are used to act individually and not within a cohesive unit. The training emphasis on building collective and coordinated action mitigates this caveat successfully. It mainstreams the rationale of belonging to a group acting collectively on command orders in compliance with UN standards. Thanks to this approach and combined with other positive factors detailed under this section, the technical gaps identified among FPU's personnel is bridged with a training duration of eight to ten weeks. DPO controls acquisition of minimum standards by each individual through FPAT which conditions deployment. This test provides an indication on UNITAR's effective support in preparing for deployment. Unfortunately, assessments' results are not public and could not be accessed by the evaluation team, nor pre-training and after training tests from training reports. One training participant reported though that she would surely have failed the FPAT without UNITAR's support. This comment was also confirmed by one PCC focal point.
59. **Training pedagogical content is considered highly effective for the broad range of issues addressed under FPU's four core tasks grounded in police officers' professional experience** and on the analysis of professional action. The training approach aims at identifying solutions rather than providing ready-made ones. It incorporates the fundamentals of crowd management, police operations formed response to higher risks and protection of civilians and of UN personnel. Its **content is adapted to the specificities of the missions.** Among the project's outputs was the development of briefing package to PCCs on pre-deployment and adapted training content to MINUSMA, MONUSCO and MINUSCA.<sup>31</sup> The evaluation received the briefing for Mali as a sample for Annex 2 of the 2020 narrative report. However, interviews with trainers and FPU's commanders highlighted that training in general and UNITAR's training would need to be further grounded in field realities and contextualise training materials - especially the practical applications when it comes to local threats and safety. Follow-up interview with one survey respondent stressed the imbalance in the training time between theory about the UN system and practice, suggesting more practice would better address participants' needs. On that point, two focal points stressed the need to prepare participants to be deployed "in the middle of nowhere", ensure basic equipment essential to the unit functioning works and can be fixed (cars, generators, etc.).

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<sup>31</sup> These documents were not submitted to the evaluators.

60. **In this regard, the study of practical cases, situational exercises and simulations support UNITAR’s training system in a relevant way by bringing participants closer to the realities of the field** allowing FPU(s) member to i) integrate the formed unit knowing about the professional environment of the peacekeeping mission; ii) integrate a public order service knowing rules and techniques for public order management and the protection of civilians iii) contribute to public order management by adopting a professional behaviour respectful of human rights and the principle of proportionate use of force. The pre-deployment training’s core theoretical module on public order management is complemented by know-how useful to individual or collective action. Overall, pre-deployment learning objectives are relevant and consistent with democratic crowd management requisites and taking stock of mission specificities such as their mandates.
61. **Despite a substantial training plan comprising relevant training modules, FPU trainers flagged insufficient updating of the teaching content, especially technical terms as well as missing or inadequate modules.** The evaluation found that some modules needed to be further developed, while other modules should be added to better address realities in the field and operations. Although beyond UNITAR’s control, this information should be relayed to DPO during the review of FPU package which is scheduled for 2022. For instance, **managing ambush risks** and responding to them is considered insufficient. Associated with so-called complex attacks (use of explosive devices followed by the opening of fire), ambushes are the main threats to FPU(s). This major problem is supported by the Cruz Report, which places it among the **main causes of death** in peacekeeping missions, particularly in Mali, which currently has the highest number of victims due to explosive devices and complex attacks (11 peacekeepers were killed in 2021 and more than a hundred deaths recorded since 1 July 2013, the date of deployment of MINUSMA). Also, as noted during interviews, including with MINUSMA representatives, the need to develop an **emergency tactical care** module for FPU(s) personnel (dealing with bleeding, bullet injuries, amputations) and to strengthen their knowledge of **Improvised Explosive Devices (IEDs) and Indirect fire** is real.
62. On IEDs, stakeholders interviewed stressed the **absence of a module on the detection and effects of explosives and the behaviour to adopt, although this is the main cause of death for field personnel.** Despite the presence of the UN Mine Action Service (UNMAS), police units are deployed without specific knowledge on the matter. The objective is not to train personnel in mine clearance, but to have agents capable of reconnoitring the terrain, identifying places likely to be booby-trapped, signalling presence of explosives or mines by visual device, so units can take necessary protective measures.
63. Similarly, **information gathered indicates that missions’ administrative systems were not taken into account,** and especially about reporting tools and templates to use during operations

**Box 4**  
**Deadly incidents from MINUSCA and MINUSMA**

On 8 December 2021, an escort of Togolese gendarmes was hit by an explosive device in central Mali, killing seven of them and seriously injuring three. On December 31, 2021, two Bangladeshi elements were seriously injured when an explosive device detonated as their vehicle passed in north-western Central African Republic. Informal training needs analysis did not identify this need as a condition for formed police units’ personnel to conduct operations successfully while preserving their security.



implementation (report writing, drafting different types of messages, ordering stewardship material, etc.). Not knowing how to fill in numerous documents essential to the mission represent a considerable loss of time and affect the efficiency of operations.

64. **Integration of a psychological approach in the pre-deployment training effectively defuses stress and stereotypes among participants.** Participation of UNITAR trainers coming from peacekeeping mission countries or with experience in it (Central African Republic, Democratic Republic of Congo, Mali, etc.) defuses the psychological stress and misinformation associated to it. FPU members are under pressure because of information, misinformation and sometimes “myths” about levels of violence and danger displayed on social networks, for instance. As a result, training participants and candidates to deployment struggle managing their emotions and fear to be deployed in high-risk missions.
65. **Training on emergency tactical care, weapons handling, shooting, logistics and safe and secure elections management were considered as highly useful to both deployment and the exercise of national functions,** according to surveys, follow-up interviews and interviews with PCCs. The results of surveys indicate that these learnings were helpful in the exercise of daily tasks but also allowed to take on specialised functions. The graph below shows that almost half of the trainings’ participants surveyed (sample of 159 respondents) considered using 76 to 100 per cent of skills taught at work and 35 per cent of them between 51 to 75 per cent which suggests effective design and delivery of training skills. The variety of topics taught appears supportive of the percentage of knowledge use and transposition into national contexts, as 83 respondents also indicate newly acquired skills would support daily operations (58 per cent) but also conduct specialised tasks (38 per cent). Considering UNITAR’s demonstrated flexibility, the further “double use” approach of this kind (Mission/Country use) may be explored.

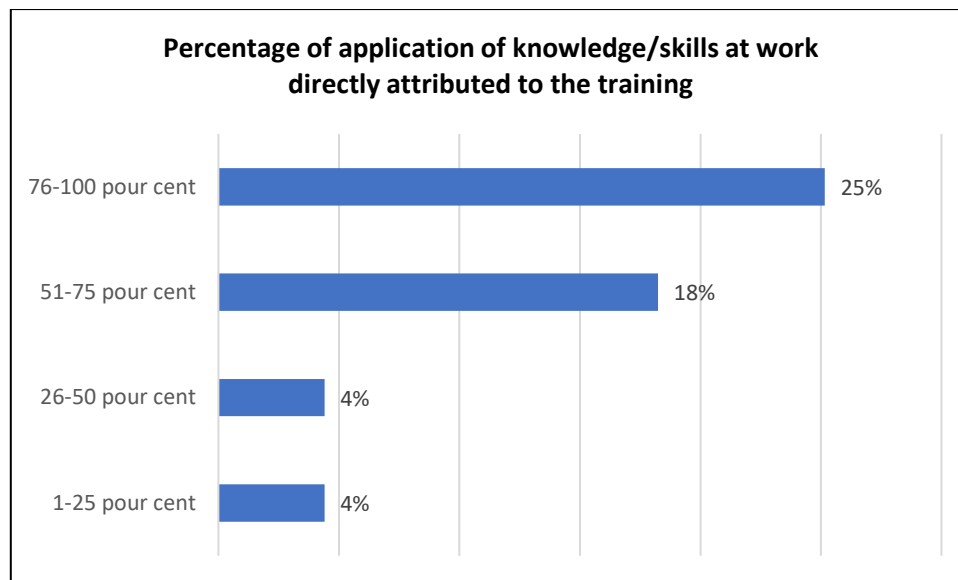


Figure 4: Percentage of knowledge from training used at work

66. **The combination of a gender and human rights approach was effective in raising awareness.** The project's contribution to the implementation of the gender parity strategy followed three main avenues: i) supporting gender-sensitive training, ii) more inclusion in ToT and gender-balanced participation in training and iii) analysis of needs and opportunities to join PKO. Seventy-six per cent of respondents<sup>32</sup> to the survey administered to all training participants fully agreed that the training helped them better understand that female officers can perform the same tasks and under harsh conditions as much as their male colleagues. This can be read along reported knowledge of human rights standards, where 21 per cent of the respondents explained they did not know much before the training and 52 per cent quite well.<sup>33</sup> In response to the question what lesson struck the survey respondent the most (see Figure 6), human rights, gender and UN core values, accounted for 54 per cent of responses.<sup>34</sup> Almost all follow-up interviews with survey respondents outlined the impact of the modules on UN values and respect for diversity. One head of department of a national police force reported that since the training, he taught his 18 police officers, including six female officers, how to respect diversity, equally treat of men and women at work but also to welcome and take care of victims, whatever their sex, ethnicity or social rank are, in full awareness of gender characteristics.

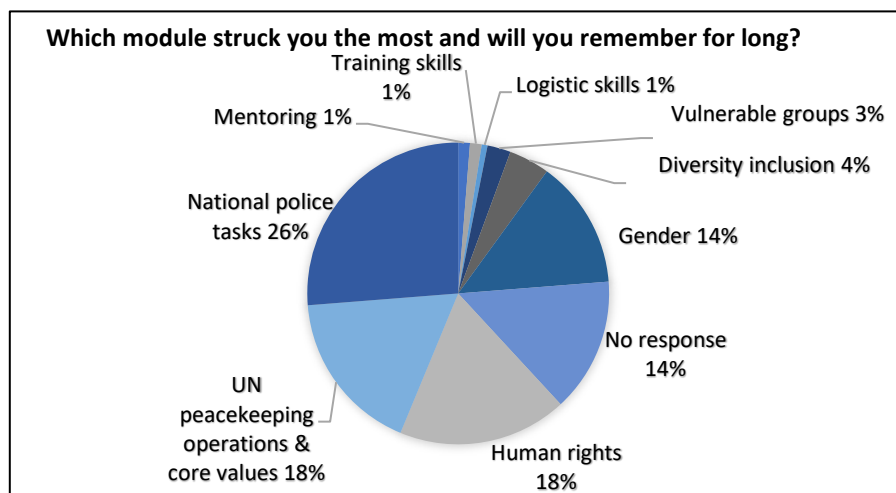


Figure 5: Effective gender-sensitive training - most mind changing topics

respondents outlined the impact of the modules on UN values and respect for diversity. One head of department of a national police force reported that since the training, he taught his 18 police officers, including six female officers, how to respect diversity, equally treat of men and women at work but also to welcome and take care of victims, whatever their sex, ethnicity or social rank are, in full awareness of gender characteristics.

67. **The evaluation was not able to determine the increase in female certified<sup>35</sup> trainers in PCCs,** but interviews with representative from Benin and Burkina Faso reported the countries are not yet counting female trainers in public order units (CRS in Benin). Burkina Faso counts female trainers but only in units dealing with neighbourhood policing, human rights and GBV. The lists of training participants annexed to IP narrative reports for 2021, when available, indicate 192 women participated in the project training (IPO: 123; ToT 29; FPU commander: 20; regional trainers: 20). Eventually on reaching out to women, PCCs focal points did not share evidence of the project effectiveness but rather sustained difficulties in identifying female candidates suggesting **incentives relating to career progress or improved financial resources were considered low or insufficiently communicated to female officers.** The evaluation could not identify<sup>36</sup> use of lessons learned and best practices to support PCCs in

<sup>32</sup> 83 respondents answered that question.

<sup>33</sup> 123 respondents answered that question.

<sup>34</sup> 119 respondents answered that question.

<sup>35</sup> As per the UNITAR Event Management System (EMS), the project did not award any certificates of completion to participants in the 2020 and 2021 phase despite completion requirements referenced in the log frame and assessment of learning referenced in the 2020 final narrative report. In 2020, no certificates of participation were awarded either as recorded on the EMS while in 2021, a total of 2,116 CoP were attributed.

<sup>36</sup> Multiple requests were made to project management and IP focal points.

their communication and recruitment strategies nor advocacy to hierarchies to support women who followed training, apply to training of trainers and intend to deploy to PKO. During the field visit to Mali, the evaluation noted a high degree of enthusiasm among female participants to the ToT, though.

### 68. Training by trainers

Most of the trained trainers (men and women) who have taken part to ToT, indicate that they intend to train or were able to train (62 per cent). The evaluation was not able to collect evidence on whether participants trained in earlier phases of the project (e.g. 2017-2019) took part in the implementation of 2020 and 2021 ToT and national trainings. They have trained a variety of different groups and mostly their direct colleagues (17 per cent), FPU (9 per cent) and police officers (9 per cent).

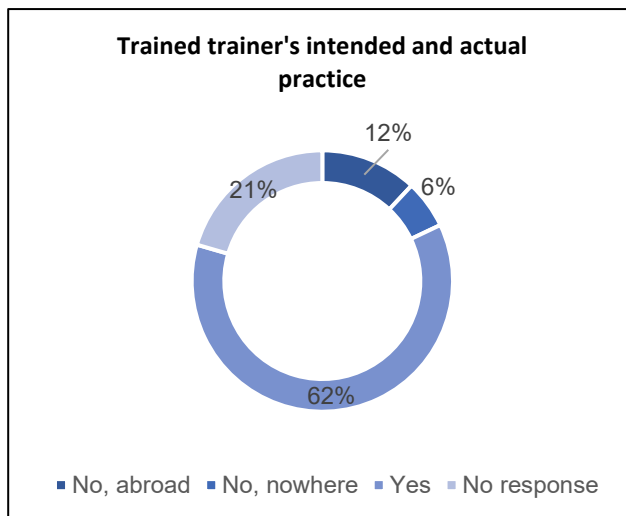


Figure 6: Follow-up training by trainers

## Efficiency

69. Efficiency is understood as the cost effectiveness of transforming actions into outputs, taking into consideration alternative paths. The key questions the evaluation uses to assess efficiency include the extent to which the project produced the outputs in a timely and cost-efficient manner, including through implementing partnership arrangements, how environmentally<sup>37</sup> friendly the project delivery has been and the extent to which project delivery has adjusted to enable delivery in the COVID-19 context.
70. **The 2020-2021 phase was implemented over a period of 17 months with a cumulative budget of 4,695,606.90 EUR (or \$5,301,366)<sup>38</sup>.** By the end of 2020, all planned outputs were reported as delivered either on target, within 5 per cent of target or surpassed, with the exception of the sensitization campaigns which were unmet due to COVID-19 constraints.<sup>39</sup> By the end of 2021, ten out of twelve planned outputs were delivered either on target (seven) or surpassed (three) based on a review of the log frame completed by project management. The remaining two outputs were achieved at 85 and 77 per cent respectively.
71. Project management reported the expenditure of funds and progress in implementing activities and delivering results to the donor through interim and final proof of employment reporting formats provided by the donor.<sup>40</sup> The evaluation team reviewed the two interim reports submitted in 2020 (31 July 2020 and 31 December 2020) and found a highly concise matrix tracking the implementation of activities, but with no description or monitoring of results (e.g., outputs or outcomes) and no narrative as to how the percentage of progress was determined. The evaluation noted that no interim financial report was required. The interim report submitted in December 2020 reported the same level of progress as the report submitted in July 2020. The 2021 interim narrative report was only due to be submitted on 31 January 2022 (i.e., at the conclusion of the implementation of the 2020-2021 phase) and was not available as of 15 February 2021.
72. The evaluation also reviewed the proof of employment report at the conclusion of the 2020 agreement, defined as “a factual report, a record of accounts as well as a table of receipts in which expenditure and revenue are listed” which were not produced. The report includes concise narratives on impediments to implementation e.g., breach in compliance, deviations and obstacles or compliance with mandatory considerations such as gender, synergies and public outreach. The evaluation’s noted questions are not formulated in a way that encourage recommendations or self-evaluation but rather short and/or generic responses. Considering the amounts disbursed, the evaluation found reporting requirements to be light, although in conformity with the donor agreement.

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<sup>37</sup> The evaluation did not assess the environmental impact of the project or an environmentally friendly approach.

<sup>38</sup> 2020 (May to December) and 2021 (April to December). The budget amounts are calculated from national currencies and may differ with the budget agreed with the donor given the variety of currencies and fluctuating exchange rates.

<sup>39</sup> Based on a review of the log frame indicator measures in the 2020 Proof of Employment of Funds. The evaluation was not able to independently verify the accuracy of all measures, however.

<sup>40</sup> Two interim reports for 2020 were reviewed and one final report/proof of employment. No reports were reviewed for 2021, as the interim report was only scheduled for submission to the donor on 31 December 2021 (and was not available as of 15 February 2022).

73. **Extensive Partnership Network.** Project management mobilized an extensive network of partners to support the implementation of activities and the delivery of results, with a total of \$2,994,784 of project funds (or 56 per cent) awarded in the form of grants to IP. These IP included national ministries, government-based training centres/colleges/ academies, and organizations. Over the course of the 2020-2021 phase, UNITAR awarded a total of 18 grants to 11 IP. The values of the grants awarded varied widely as shown in the Table 6 below. The evaluation found the extensive use of IP helped project management deliver results in the condensed implementation period of the phase.

Implementing partner	Grant award (USD equivalent) <sup>41</sup>	Planned activities/outputs
EMPABB	913,538.80	Organization of training (ToT, IPO, pre-SAAT, Eaps-PHP, pre-FPAT) and delivery for Togo, Burkina, Benin, Niger, Senegal, Mauritania, Congo, Guinea, Ivory Coast, Mali, including coordination and organization, developing a programme and learning objectives, preparing the evaluation, travel and accommodation of participants and local transport, providing facilities and equipment for training.
Tanzania Police Force	45,606.77	Organization of one three-weeks training to trainers and IPU including coordination, design of the workshops, liaison with country representatives, provide online facilities, etc.
Ministère de la Sécurité et de la Protection Civile, Togo	53,548.70	Organization of two IPU and one FPU training for participants from Togo including coordination, programme development, evaluation, travel and accommodation for participants, providing facilities for the training
Ministère de la Sécurité et de la Protection Civile, Burkina Faso	47,295.23	Organization of one IPU and one EAPS/PHP training including coordination and organization, developing a programme and learning objectives, preparing the evaluation, travel and accommodation of participants and local transport, providing facilities and equipment for training.
Rwanda National Police	287,037.40	Organization of one FPU women commanders training, one IPO training, one ToT (national), one ToT (regional), one training to medics/paramedics, one training on protection of civilians including design of the training sessions, identification of local trainers, liaising with representatives from countries, providing online facilities and equipment, drafting final training report
The Reconstituted Joint Monitoring and Evaluation Commission [RJMEC]	99,486.00	Organization of one training programme for perspective female FPU commanders developed in collaboration with UNMISS and in English language. Role and responsibilities of RJMEC <ul style="list-style-type: none"> <li>- Coordinate, jointly with UNITAR, the organization of the program</li> <li>- Coordinate the implementation of the program</li> <li>- Liaise with representatives from UNMISS</li> <li>- Draft the final report</li> </ul>
Tanzania Police Force	215,220.00	Organization of one two-weeks ToT Training delivered to 20 trainers and one six weeks training of FPU members to 160 members. Role and responsibilities of Tanzania Police Force: <ul style="list-style-type: none"> <li>- Coordinate, jointly with UNITAR, the organization of the training</li> <li>- Support / contribute to the design of the training</li> <li>- Liaise with representatives from countries</li> </ul>

<sup>41</sup> Amounts are calculated from national currencies and may differ with the budget agreed with the donor given the variety of currencies and fluctuating exchange rates.

		<ul style="list-style-type: none"> <li>- Provide facilities and equipment</li> <li>- Draft the final report from the training</li> </ul>
African Peace Support Trainers Association	58,048.61	Design and implementation of one need assessment* on opportunities for / challenges of female officers wanting to deploy to UN peace operations. *The needs assessment entails the organization of three online workshops with the countries involved in the project. Work includes coordination, design, liaising with country representatives, providing online facilities and equipment.
Direction Générale de la Police Républicaine du Benin	56,060.27	Organization of one training of trainers of eight weeks including coordination, programme development, evaluation, travel and accommodation for participants, providing facilities for the training
Ministère de la Sécurité et de la Protection Civile, Burkina Faso	87,820.64	Organization of one training of trainers of two weeks and one training "maintien de l'ordre" including coordination, programme development, evaluation, travel and accommodation for participants, providing facilities for the training
Ministère de l'intérieur, du développement communautaire et de la sécurité publique, Burundi	65,761.36	Organization of two training of trainers of four weeks including coordination, programme development, evaluation, travel and accommodation for participants, providing facilities for the training
International Peace Support Training Center	67,176.00	Organization of one one-week female FPU trainers including coordination and organization, developing a programme and learning objectives, preparing the evaluation, travel and accommodation of participants and local transport, providing facilities and equipment for training.
EMPABB	514,784.07	Organization of training (ToT, maintien de l'ordre, UPC) and delivery for Togo, Burkina, Benin, Niger, Mauritania, Congo, Mali, including coordination and organization, developing a programme and learning objectives, preparing the evaluation, travel and accommodation of participants and local transport, providing facilities and equipment for training.
Rwanda National Police	88,089.04	Organization of training (ToT and pre-deployment) and delivery to Rwandan FPU including coordination and organization, contracting trainers, developing a programme and learning objectives, preparing the evaluation, travel and accommodation of participants and local transport, providing facilities and equipment for training.
Rwanda Peace Academy	239,400.00	Design and implementation of one needs assessment on opportunities for / challenges of female officers wanting to deploy to UN peace operations. Design and implementation of one information/sensitization campaign/country for female officers wanting to deploy to UN peace operations. Work includes coordination, contracting technical team, design, implementation of needs assessment and campaign.
Tanzania Police Force	98,010.23	Organization of one three-week pre-deployment training to Tanzanian FPU including coordination and organization, design, liaising with country representatives, providing online facilities.
Tanzania Immigration Service Department	20,471.77	Organization of one ToT to Tanzanian Formed Immigration Units including coordination, design, evaluation, organizing travel and accommodation including local transportation.

Ministère de la Sécurité et de la Protection Civile, Togo	37,429.98	Organization of one four-weeks ToT including coordination and organization, developing a programme and learning objectives, preparing the evaluation, travel and accommodation of participants and local transport, providing facilities and equipment for training.
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**Table 6: List of implementing partners and activities (2020-2021)**

74. The evaluation reviewed a sample of the grants and noted that the Letters of Agreement (LoA)<sup>42</sup> were standardized, defining specific deliverables, mutual responsibilities, risks and monitoring, evaluation and reporting requirements. The sample reviewed provides a detailed presentation of spending in national currency (e.g., a grant of 560,366,196.98 CFA (approximately \$913,538) awarded to EMPABB in 2021), which is understood as a way to avoid loss and discrepancies in budget due to exchange rates which is standard good practice. While the narrative report template for the partner is concise, it includes the requirement to annex supporting documents related to the deliverables of the grant, such as lists of participants, reports of training sessions/meetings, etc. which is not addressed in most instances reviewed. Most narrative reports for activities implemented in 2021 were due end of December 2021, and financial reports mid-December 2021.
75. **The evaluation found the wide network of IP useful in delivering results, but engagement was compromised with insufficient oversight in planning, monitoring and narrative reporting by partners.** The evaluation reviewed the grant projects under the LoA and observed that deliverables are not always clearly established with the project’s overall intervention logic. In most if not all grants, the project objective replicates the same objective statement and fails to customize the objective of the grant to the outputs that the IP is to deliver. This suggests that (at least some) partners may be acting more as service providers rather than true IP contributing to the achievement of objectives and instrumental to the achievement of UNITAR results. Letters of agreement do not display an adapted and contextualised results framework that would explain how delegation of activities to the partner fulfils a special role and contributes to broader efforts, or the comparative advantage of engaging with one IP over another.
76. The evaluation found narrative reports of the grants reviewed to be overly synthetic. While synthetic or concise reports bear the advantage of providing easy access to information, facilitating the reader’s attention to the required details quickly and limiting the ‘reporting burden’ workload, there can be a slippery slope between concise reporting, on the one hand, and undocumented, imprecise or inadequate reporting, on the other. Narrative reports require IP check whether expected activities were implemented by answering a simple yes or no question, in addition to listing the related outputs and engagement of relevant stakeholders and indicating if activities and outputs have been completed in accordance with planning or if modifications have been made and, if so, stating the reasons for variations. Partners are also required to attached relevant reports of outputs, such as list of workshop participants, etc. In the case of a grant awarded in 2020 to the Rwanda Peace Academy (equivalent value of \$239,400) which included a needs assessment and information/sensitization campaigns/countries participating in the project (both sets of deliverables to be finalized by 31 December 2020), the narrative report submitted by the partner referred to training having been implemented with full participation of relevant actors with no adjustments to delivery of

<sup>42</sup> The sample reviewed included the agreements between UNITAR and EMPABB, the Ministry of Security and Civil Protection of Togo and the Ministry of Security of Burkina Faso.

activities or outputs referenced. No annexes or supporting documents were attached to the partner's final narrative report.<sup>43</sup> The grant closure report submitted by the partner confirmed that all deliverables were completed and that the final narrative and financial reports were submitted. In the 2020 Proof of Employment of Funds submitted to the donor, however, project management's reported that only one sensitization campaign could be delivered due to the COVID-19 pandemic. The evaluation found other narrative reports from IP lacking supporting documents, such as training course schedules and final reports. Five of the narrative reports reviewed lack the list of participants despite it being enumerated as an annex in the template. Minimum standards usually require details and evidence of the activity implemented such the agenda, or self-evaluation of findings as outlined as shared responsibilities of IP in the LOAs. Narrative reports are excessively laconic and do not provide minimal information and analysis that can i) ascertain the existence of the activity, ii) build institutional memory and in-house knowledge. Nevertheless, project management evaluated the performance of all IP receiving grants in 2020 and 2021 "excellent". No information was found on how this assessment was made.

77. **The most important IP in terms of budget, EMPABB, is not using a monitoring mechanism.** The evaluation was not informed about indicators monitoring and noted little visibility on activities implemented. The only tool the evaluation could find is a general training plan which lists 49 training courses including a few to FPU. A ToT was carried out on August 30, 2021, for Guinea Conakry and more recently for women. Ongoing trainings are mostly delivered to the Military – i.e., the Forces armées maliennes (FAMA) and about a quarter to various UN agencies (UNPOL-United Nations Logistics (UNLOG)-United Nations Staff Officer Course (UNSOC)). Follow-up interviews with respondents from the surveys indicated that a training on public order was also delivered by Cameroon but with no indication of direct link to this project. The evaluation could not find a reporting system monitoring activities implementation that would allow to confirm project activities implementation but also be transparent about other project ongoing and other donors funding the school.

Distribution of costs by type of partner

Phase	Percentage administrative and general logistics (actual expenditures)			Percentage training (actual expenditures)								
	Administrative charges (institution)	Venues	Other	Primary			Logistics					
				Trainers/ Experts	Training material/virtual platform	Training facilitation (e.g., notebooks, pencils)	Training Equipment (forfait and equipment plastrons)	Accommodation, stipend and travel trainers/experts	Participants transport/travel	Meals/R efreshments	Stipend participants	
2020 Training institute	10.01%	3.40%	12.46%	25.79%	1.16%	0.73%	8.33%	28.75%	34.19%	21.24%	NA	
2020 Police Ministry	4.51%	8.20%	5.46%	12.97%	NA	7.13%	16.94%	NA	10.94%	54.31%	NA	
2021 Training institute	4.41%	19.92%	9.09%	NA	2.96%	3.55%	30.64%	3.46%	11.38%	43.63%	NA	
2021 Police	8.66%	3.12%	3.58%	12.92%	NA	0.73%	9.59%	28.73%	6.82%	23.14%	2.69%	
2021 Ministry	14.02%	3.08%	10.29%	33.03%	NA	0.86%	9.62%	1.20%	14.93%	41.96%	33.34%	
	8.08%	2.31%	7.11%	4.85%	NA	5.69%	29.91%	0.20%	7.41%	54.70%	NA	

Table 7: Distribution of costs by type of partner

78. **The impact of COVID-19 on project delivery was reported as limited by project management – except for the awareness campaigns which were cancelled apart from the campaign in Burkina Faso.** According to interviews with project management, activities

<sup>43</sup> The IP was requested to list and provide all relevant documents confirming that activities had been undertaken. Only a list of participants was referenced, with an asterisk mentioning "N/A for this project". No list of participants was attached. The evaluation requested the needs assessment on multiple occasions and was not provided with the report.



were put on hold for three months and reconvened, applying sanitary and social distance measures. The pandemic and movement restrictions interrupted ongoing trainings, some of which could only be resumed at the end of the first half of 2020. Almost all participating and host countries closed their borders until July 2020 and severely restricted people's movements, prohibiting contacts and training activities. **UNITAR's training of trainers** which was underway at the Ecole nationale de la paix (ENP) in Bamako was suspended and then cancelled before being re-launched at the end of 2021. Similar circumstances occurred in contributing countries under ECOWAS regulations. **The ToT for female trainers** which was first considered in 2017 but cancelled for lack of candidates, relaunched in June 2019, was suspended again because of the pandemic. FPU(s) trainers training was finally kicked off on 02 December 2021 for a first 2-week module which the evaluation team attended partially. The awareness campaigns were all cancelled except for Burkina Faso according to the 2020 log frame although interviews with representatives from Burkina Faso could not confirm it.

79. **UNITAR's support to building community of practices is unclear. Project documents for 2020 and 2021 refer to concrete initiatives such as the Tanzania Research Hub but evidence collected from interviews only found reference to informal networks.** Indeed, in the absence of systematic mechanisms to ensure long-lasting benefits of trainings such as systematic refresher courses, access to online synthetic materials, communities of practice, etc. there is no guarantee that training will be used beyond the sessions. This reduces the training efficiency and sustainability of results. Follow-up mechanisms grant a longer lifetime to the project benefits, hence higher cost benefit ratio. For now, there are mostly informal and organised into WhatsApp groups with trainers. Those groups are organised by country – sometimes by profile deployed/not deployed or women only such as in Mali. The type of communication selected do not support consistent exchange of experiences and practices nor inform training approach.

## Likelihood of Impact

80. The following findings are based on triangulated data and present observable end results and unintended results of the project. Discussion underlines whether some difference has been observed in the efforts to improve PCC operational capacities to deploy FPUs to peacekeeping missions, while encouraging female officers' participation and improving quality and standards of national policing functions.
81. **The pre-deployment training programme has direct and indirect positive effects on the operability of formed police units.** The results of the project are determined by the deployment of FPU(s) in the missions which, according to the information gathered, undertake their missions in a professional manner and in interoperability, whether they are French or English-speaking. The project impact is dual for supporting readiness of FPUs deployed to UN peacekeeping missions and the knowledge and know-how participants will integrate into their national structures upon their return. Interviewees and respondents to surveys stressed that they would have certainly failed the FPAT if they had not received UNITAR' pre-deployment training. UNITAR's strong training strategy, allowing officers with no background to specialise in public order within eight weeks supports this dual impact. Unfortunately, UNITAR has no access to success rate data to FPAT and cannot compare rates among candidates who went through its training and to those who did not. The rise in standards, certainly contribute to PCCs' willingness to form their own pool of trainers through UNITAR but also IPPOS as noted by interviewees.
82. **Ownership and sustainability of learnings in contributing countries also depend on being trained on equipment that will be used afterwards – and in some cases procuring that equipment.** The evaluation noted that UNITAR's approach varied to other entities, such as IPPOS. While UNITAR is considered by many interviewees as the most relevant UN training agency because of the quality of its trainers, some contributing countries rely on IPPOS. According to the information gathered from trainers, this programme, which also follows the UN curriculum standards for FPUs, provides free of charge equipment at the end of training courses, in particular individual equipment such as Medi-packs, defensive batons, etc. which represents a significant incentive to project countries such as Benin, Burkina Faso, Cameroon, Rwanda and Senegal. Besides the procurement benefits, this supports the sustainability of skills and practices learned although it does not influence deployment. This is particularly the case for the combat first aid module, where continuous training of FPU(s) personnel is essential to maintain a proven level of competence.
83. **Newly acquired skills supported preparedness to deploy and simultaneously bridge technical gaps in the national training curricula especially in relation to skills such as elections management or medical assistance that will benefit policing functions upon return.** In those cases, UNITAR's training filled two functions: the core and primary function to support pre-deployment and secondary function to support improvement of national policing functions. It appears from surveys and interviews that the modules that were found to be the most useful can be used both in mission, before and upon return to national police functions. Rwanda shared the example of training for medics which can be useful when an officer comes back to traffic management functions and needs to provide first aid, such as after a motorbike accident. Survey respondents and interviewees expressed much value in the modules on

logistics. One respondent explained that he realised logistics were useful and in use everywhere and that ever since he received the training he would explain why to his colleagues. Another respondent from Benin valued the module about weapon management and storage explaining it filled a gap in the instruction and procedures in use nationally. Eventually the training on elections management appeared very useful to many respondents for the obvious use in national context, particularly for learning on crowd management and proportionate use of the force. A follow-up interview with a respondent from Benin flagged this module does not take fully account of African crowd psychology and fast changing mindset towards security forces – from hostile to violent.

84. **Increase in percentage of women deployed in FPU is limited among PCCs part of the project.** According to interviews, women are mostly assigned to administrative and service functions. Despite progress made in terms of awareness, and in numbers very few women are assigned to marching platoons and almost inexistent among light intervention elements or Special Weapons and Tactics (SWAT). According to interviews, PCC struggle to recruit women candidates and to represent them in all ranks and functions. As a result, women assigned to

formed units are mostly non-commissioned officers or young junior officers who are given training tasks. Impact of training plan and engagement with PCCs is yet limited in recruitment and posting although figures collected from DPO indicate an increase by 2 to 3 per cent between 2020 and 2021 (Figure 8). As job descriptions are not required by UNITAR to track women’s actual position among units, it is hard to assess more qualitatively what increase in numbers means. Internal FPU organization charts and assignments lists in the six platoons would allow to make this assessment and engage with PCC accordingly. The approach to gender equality in pre-deployment training is having limited impact yet on PCC’s inclusion rate except for Rwanda and Senegal which are meeting or close to meet UNPOL’s target by 2028. Interviews reported a principle engagement on further promoting gender parity.

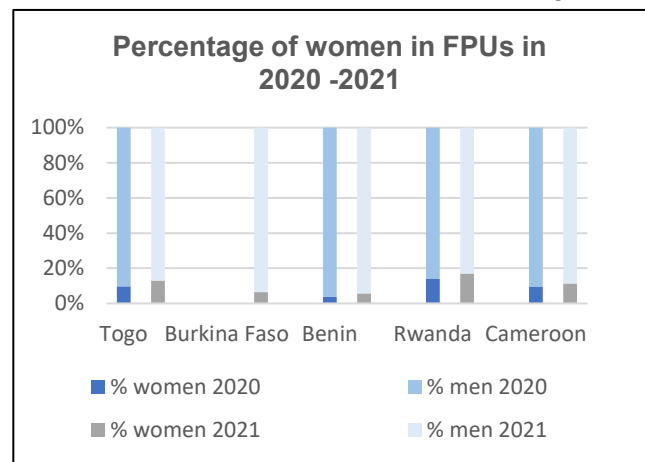


Figure 8: Women deployed to MINUSMA & MINUSCA in 2020-2021 by PCC that are part of the project

85. **The evaluation found that training triggered positive behavioural changes among male officers and towards female officers’ inclusion.** Among the group of participants interviewed at the ENP in Bamako, two female police officers, deployed to MONUSCO and MINUSCA, reported positive change in their male colleagues’ attitude who underwent the training. Follow-up interviews with female participants from the ToT and from the training on

gender and stress management, reported they became focal points for training and awareness raising about GBV in the mission they were deployed to. In MONUSCO the interviewee explained she conducts daily sensitization to her colleagues and has not heard about sexual or gender-related misconduct within her FPU since she arrived. In MINUSCA, the interviewee explained she is now in charge of training CAR security forces and was proudly able to advise and solve matters of domestic violence. This positive change in attitude mostly applies to male FPUs elements who underwent pre-deployment training: while other personnel are still reported to display discriminatory attitudes. It can be assumed that ToT to female trainers supported the development of professional projects and in some cases, vocation.

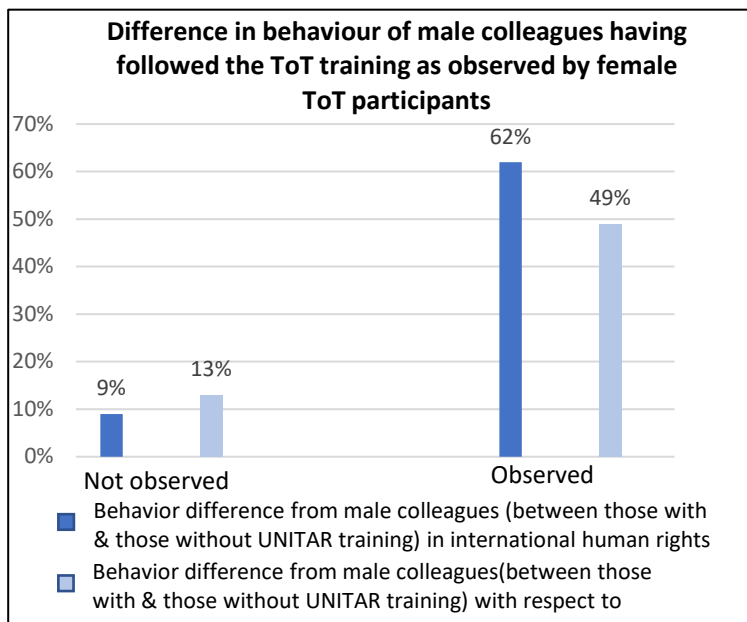


Figure 9: Survey to ToT participants – perceived impact on behaviour

86. **UNITAR’s module on stress and emotion management is boosting future trainers’ confidence and motivation – especially among female trainers.** Direct observation of a female ToT in Mali indicated that female officers – as much as male officers, barely or never receive training on public speech management and techniques. Therefore, they tend to feel impressed when confronted to situations such as inattention, disinterest, or opposition, and tend to lose confidence, attention and credibility from their audience. The female trainers interviewed testified that training truly boosted their confidence but also equipped them with concrete techniques such as ways to get attention back. The survey circulated during this ToT but also online to the broader list of female participants to UNITAR ToT reported high confidence rates. It is important though to note the difference with male participants whose rates are higher. These rates can be read alongside the percentage of participants who have or intend to use learnings in their country in Figure 9 below.

**Box 5**  
**Testimony – ToT to women’s positive impact and usefulness of CoP**

Prior to the UNITAR training, [I] could not imagine delivering a training without the use of PowerPoint. After the UNITAR ToT [I] became aware of alternative techniques such as visualization and flipcharts, [I] now use these techniques in training [I] deliver and get positive and encouraging feedback. [I] often give advice to other female police colleagues who would like to become trainers and share good practices. [I] keep learning through informal knowledge exchanges, such as an exclusive female WhatsApp group where colleagues who are deployed share their experiences, e.g., at the moment two colleagues of [mine] are at MONUSCO and regularly provide updates using the WhatsApp group.

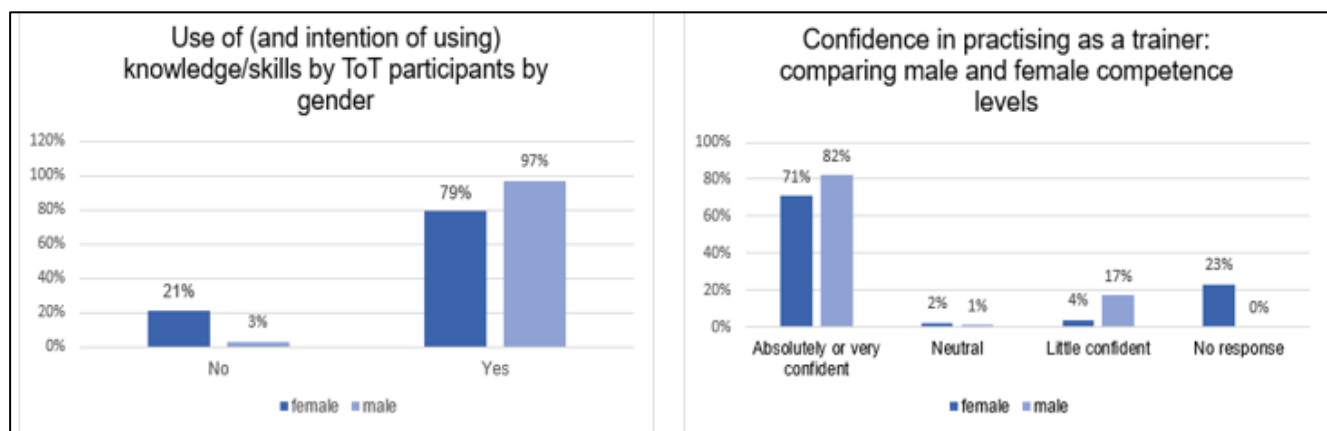


Figure 10: Confidence rate versus intention to use learning among ToT participants

**87. Female training of trainers, and general training modules, bridged some gender gaps.**

As observed and commented by female participants, because they often come from posts that are less connected to field operations, their training on weapon handling, shooting or driving are outdated. Therefore, they do not feel comfortable – or even quite stressed when they arrive at the training. Refresher on those basics is reported to be helpful to all but especially to women and build their confidence.

## Likelihood of Sustainability

88. The following section presents the sustainability of the outputs and then the key factors building the foundation for greater sustainability in a project. The findings are based on a set of questions that answer how the FPU would sustain the knowledge acquired through the trainings after the end of the project; whether the benefits of the project would continue after donor’s funding ends in the mid to longer-term; to what extent the project contributed to better long-term preparedness and improved national policing.

89. The evaluation identified three main avenues for sustainability that the project explored with variable magnitude: i) after-training follow-up and adaptation; ii) planning and strategizing at PCCs’ level and iii) support to national training centre and trainer capacity building.

### After training follow-up

90. **UNITAR’s after training follow-up is in the making. It did not appear as central to the evaluated project, but signs of growing importance are visible.** The Research Hub, references to community of practices are increasing. There is acknowledgment that without follow-up training benefits can be lost. In the framework of this project, feedback from interviewees, trainers, PCC focal points and participants to trainings, suggested follow-up was mostly informal although a few focal points indicated willingness to formally share further information about performance. WhatsApp groups were created between trainers and participants. Anecdotes reported situations where participants asked clarification on rules applying for example about handcuffing during an arrest. WhatsApp groups are organised by beneficiary country. Experiences shared are not recollected or compiled yet. UNITAR’s trainers’ availability was praised and is playing a key role in sustainable application of learnings at work – in Mission and in country service.

91. When asked about **getting back to training materials**, training participants indicated that they could rely on “some” modules received in electronic version. Others commented they would rely on their notes and that trainers would always leave enough time for proper notetaking. The differences in answers collected suggested there is not yet a harmonised approach – a single forum where all materials can be accessed, all questions be raised. Evaluators themselves experienced how difficult information tracking is when not completely impossible. This raises the question of (mis)interpretation by training participants and follow-up mechanisms as watchdog to teaching and learning integrity.

### **Planning and strategizing at the level of PCCs**

92. **The prerequisites suggested by UNITAR for selection of participants to FPU training and ToT do not guide PCC in elaborating job descriptions and conducting selection tests.** In practice among participants to FPU training, few police officers and gendarmes come from a "public order or intervention" specialization or from a mobile unit. Some are investigators, secretaries or armourers. Thus, once the UN mission is over, police officers or gendarmes return to their original assignment, which has no connection with their training and mission's post, which in no way lends itself to perpetuation of acquired knowledge. Selection of participants to ToT is facing other challenges, during the field visit to Mali and discussions with trainers, the evaluators noted participants to ToT have no instructional plan and little opportunities to exercise training functions or practice after this first module.
93. **Interviews reported that UNITAR supported PCC in procuring basic equipment through bilateral funding which contributed to evolving and lasting practices in the exercise of national policing.** Several PCCs part of this project lack basic equipment such as Police batons with side handle (Tonfa), protective gloves, protective vest, protective leggings, individual medical bag of the Medi pack type, etc. whereas it impacts the application of learnings. National action plans were foreseen but not produced to the evaluators. It was not possible to assess the extent to which it covers pedagogical objectives and financial assumptions and needs. One example cited by the commander of a Cameroonian FPU deployed in CAR is the implementation of training activities for personnel equipped with side-handle defence sticks (Tonfa) as part of the peacekeeping mission, taken away from them when they return home. This illustrated how backsliding can happen with a return to old, often heterogeneous equipment, less supportive of gradual use of the force.

### **Building national capacity**

94. **UNITAR is supporting the development of national pools of trainers and in some cases supporting their creation.** Countries like Benin and Tanzania reported that UNITAR was their only source of support in terms of formed unit training. The Tanzania Police Forces started to cooperate with UNITAR in 2018 and reported 30 trainers had been trained since then. Benin indicated that the *Compagnie Républicaine de Sécurité* (CRS) created after the national security reform now includes 20 trainers trained by UNITAR (but no female trainers yet). Two focal points strongly valued the key role played by UNITAR in developing national standards and capacity.

95. **The integration of UN training standards into PCCs' national training system is variable.** The evaluation noted very different profiles, with some countries being much advanced on training, and others very open to guidance. There are positive examples like Benin which reformed its security system in 2017, formed the CRS and decided to refer to UNITAR Toolbox for public order management because of the accessibility of learning opportunities and provision of high-level trainers, or Togo which organises training according to UN standards and praised UNITAR's contribution to the management of trainers and training plans. The support to national training schools is also meant to support national ownership and mitigate loss of training knowledge upon return from Mission but no evidence of progress or autonomy were reported in monitoring tools (narrative reports) or during interviews.
96. **The project's planned action plans for each participating PCC which is relevant to define gradual takeover of national training structures and national certified FPU's trainers.** The action plans were not available, nevertheless it appears key to guide integration of the UN training architecture and the professionalization of the trainer's function which are conditions to develop a qualitative training programme. One reference was made during interviews to a strategic meeting hosted by EMPABB, but no further references were found. It goes in the direction of consolidating the acquired knowledge base and guiding UNITAR's handover in the longer term. This is also supporting EMPABB in its function of reference training centre and allowing it to contribute its trainers. In the current state of play, narrative reports and project plans do not explore the expected or already achieved level of autonomy for training centres and ministerial entities involved in national training. There is not yet evidence of UNITAR support in building a national strategy where national resources and capacity gradually complement or take over UNITAR. One key reason outlined is the important need for infrastructure and equipment which seems to hinder planning in the long term. Still, UNITAR's long-term experience in supporting various profile of PCCs could help put forward a scenario for national development capacity through a pool of national trainers and training centres and also ensure consolidation of skills throughout the events organised.
97. From the evidence gathered, **the project did not touch upon the professionalization of the trainer function or the development of a national certification system.** UNITAR's certification and trainers' expertise are valued but cannot replace national norms. It is not known if action plans considered professionalization of the trainer function and creation of an established status to support sustainability of learnings and improved quality of training. The function of trainer does not currently include any criteria that would lead to a specialization in the police profession. The contributing countries have not professionalized this function nor define recruitment conditions and candidates' selection, their training, length of service in this speciality nor professional valorisation.

## Conclusions and recommendations

### **R1. Strengthen planning with and oversight of implementing partners.**

Grant planning and narrative and financial reporting provide insufficient information to answer three key requirements: i) monitor and measure results; ii) inform project adaptation and future programming; iii) answer accountability requirements (i.e. did the grant do what it was intended to do?). Three concrete measures are recommended:

- When planning to engage with partners, ensure that grant objectives are customized to the requirements of the grant and the results that the partner is expected to deliver.
- Ensure that grant reporting is tailored to the grant requirements and foresee feedback mechanisms commensurate with the grant scope and scale, and that when required, partners provide sufficient evidence of activities implemented and outputs delivered, such as lists of participants, reports (as required) on delivery of training.
- Strengthen monitoring capacities of implementing partners where such capacities are weak or deficient.

### **R2. Plan for and engage in realistic and articulated results-based management.**

Monitoring and evaluation tools comply with donor requirements yet the evaluation did not find that the tools served planning, assessment or strategic purposes. The project's results framework indicates little use of this tool to consolidate a strategy in the long-term for accountability purposes. It is recommended to build a longer-term framework that would cover all projects being implemented and include them all in a long-term strategic vision. This would serve as a basis to engage with PCCs and define their own involvement and contribution. It may also build their own planning capacity as a positive side-effect.

Review past, current and/or future result frameworks and ensure that objectives are spelled out clearly and relevant to UNITAR's scope of work, monitoring and measurement capacity and are timebound. Dissociate activities, outputs, outcomes and indicators. Strengthen programme capacity on results-based management log frames, theories of change, gender sensitive monitoring, and self-evaluation through refresher courses.

### **R3. Strengthen knowledge management by institutionalizing communities of practice and providing knowledge reinforcement tools at management and project levels.**

The evaluation demonstrated that informal WhatsApp discussion groups where participants ask questions on attitude and rules to apply in certain situations such as the example provided on handcuffing during protests – is likely to help others. Organizing discussions institutionally through a broader platform – such as a Facebook page and/or a UNITAR platform could help store and organize Q&A. Support communities of practices through implementing partners such as EMPABB to organize information exchanges.

References to mentoring and post-training coaching were made; taking advantage of PCCs' profile and comparative experience (Senegal could host and lead discussion on setting professional FPU or getting closer to such standards while Rwanda could provide guidance on gender mainstreaming).

Training takeaways are mostly relying on participants' notetaking. The culture of orality is very present whereas the knowledge gaps observed would call for materials the participants can come back to and consult so not to (mis)interpret learnings. Ensure training materials are accessible to participants (both online and in print) so that participants with limited access to IT facilities can effectively use these resources. With global harmonization of training standards in mind, it is recommended to promote visibility and accessibility of materials in both English and French, considering the Missions' working languages, the host country official language and overall multilingualism (e.g. frequent case of a French-speaking country with mostly Anglophone mission staff). Consider developing an app where participants of face-to-face training can access training and other materials afterwards (e.g., building on experience from another UNITAR project where a UN MedApp was developed).



**R4. Contribute to achieving UNSCR 2242 by continuing to support expansion of a pool of female FPU trainers, with among balanced representation among training participants and build role models.**

The evaluation revealed that women deployed often filled administrative positions and apply to IPO positions rather than FPUs. Understanding how women evolve, communicate further on personal vocation and professional fulfillment may better ensure that women “left behind” are reached out to, despite too little evidence of the personal benefits to deploy and leave one’s family and matrimonial obligations for such a long period. The evaluation’s survey to female participants to ToT indicates they are not the ones to be convinced about challenges and opportunities to deployment; however, deployed women will benefit from:

- Sustained attention to human rights, diversity and gender in training modules for the positive impact it has on trained male colleagues.
- Continuous support to expand pools of female FPU trainers.
- Continuous requirements for PCCs to put forward gender-balanced groups of training participants.
- Start to track position to which women are deployed with PCCs support (i.e., R1).
- Organize tracking on women’s evolution within Missions and in national positions (i.e., asking implementing partners to report information whether trained women exercise as a trainer; occupy training functions when/if deployed);
- Support the encouraging effect of role models identified by the gender parity strategy and help track what lays behind numbers through CoP and afterwards bi-annual surveys. This evaluation revealed good willingness and interest in taking part to surveys suggested UNITAR can organize similar exercises on a more regular basis.

**R5. Strengthen capacities of national training centres through a more targeted approach and identify an exit strategy.**

**Compile best practices for training participants’ and trainers’ candidates recruitment with the long-term objective to contribute to national standards for professional trainers and training centres and a clear exit strategy for UNITAR support.** PCCs decision in the domain are discretionary but UNITAR’s expertise being respected, it can recommend protocols that will sustain UNITAR trainings’ benefits beyond training sessions.

**Promote UNITAR’s institutional flexibility.** UNITAR is a UN agency but unbound to the mandates of missions. Use this comparative advantage to support agencies in the UN Secretariat and PCCs by providing technical expertise and training through a light coordination mechanism and other partnership avenues.

Supporting efforts to create and consolidate a national pool of trainers is a first positive step towards improved preparedness of policing functions that the project took. It supports a shift from learner to capacity builder. However, conditions to consolidate and spread learnings are not gathered. Technical advice on both training participants’ recruitment and national trainers’ certification in the shape of best practices or step-by-step guidance (e.g., how to draft a job description) may be offered to PCCs while making useful connections with UNPOL minimum standards (e.g., years of experience to deploy in an FPU) and expanding to women’s recruitment.

The project foresaw training action plans that the evaluators could not access, but it is recommended it comprises more than a planning of training events; instead, support the identification of existing practices, knowledge/training gaps to bridge, skills to develop, learning objectives and direct or indirect hinderances to achieve realistic long-term objectives. In practice, adopt a synthetic result framework to collaborate according to a long-term vision rather than an activity-oriented and yearly based approach.

**R6. Further strengthen coordination with missions, continue to include field realities through scenario-based sessions and with the support of local trainers.**

Despite field simulations and contextualized materials, feedback suggests that more practice and adapted materials would be required. The balance between theory over UN principals and practical exercises could be slightly adjusted to leave more time for simulations. Of particular importance – training on main causes

of death for uniformed personnel in missions (e.g., improvised explosive device, ambushes, and tactical care) is outlined as a priority need to address the Cruz Report's recommendations on safety and latest statistics for 2021 fatalities.

Develop modules dedicated to IED: identification and management; tactical care, acknowledging most injuries become deadly by absence of immediate care and responding to ambushes, direct shooting and indirect fire. Addressing the main threats and causes of death to uniform personnel would touch upon the psychological stress related to facts and myths about deployment and mitigate risks of post-traumatic stress disorder<sup>44</sup> by initiating dialogue around risks and associated fears in line with UN Police Division priorities.

Despite UNITAR's mandate being limited to pre-deployment, explore ways to communicate with Missions on planned trainings, areas of focus to support performance and mandates' realization (i.e., gaps observed and to bridge through trainings) without naming countries since too sensitive; and organize broad discussions over themes for which uniformed personnel lack of training or adaptation to field realities. Inform the training plan from trends identified. Formalize the needs assessment process which is for now mostly of an ad hoc nature - captured through online and in-person talks to track evolution of needs and progress achieved on the long-run.

Encourage engagement in existing and new UN coordination mechanisms. The light coordination mechanism and the inter-agency task force – with the latter's creation delayed by COVID-19 but requested by the Secretary-General provide opportunity to collaborate and to build and brand UNITAR technical comparative advantage.

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<sup>44</sup> [https://www.unitar.org/sites/default/files/media/file/Well-being%20in%20Peace%20Operations\\_CoESPU%20N4%202019.pdf](https://www.unitar.org/sites/default/files/media/file/Well-being%20in%20Peace%20Operations_CoESPU%20N4%202019.pdf)

## Lessons Learned

98. The following lessons arise for consideration in future decision-making and programming:

- Engagement with implementing partners can lead to significant resource efficiencies, but time and dedicated resources are required for monitoring and reporting of implementing partners' work.
- Sustaining national capacities in the long term requires a well-defined exit strategy. Affiliation of trained trainers with institutions is key.
- In the area of peacekeeping where many different actors have diverse mandates, close collaboration between them is required for an effective and coherent action. In the long run, coherence with actors and their respective initiatives can also lead to resource efficiencies and contribute to stronger impacts.
- Increasing deployment of female personnel for peacekeeping missions depends on various factors, including family-related factors that are beyond the control of UNITAR or its partners.
- COVID-19 restricts the implementation of large awareness-raising campaigns but does not prevent face-to-face events from being organized while respecting applicable sanitary measures.
- Feedback mechanisms are a valuable tool to monitor project relevance and effectiveness but are often limited to the administration of end of training questionnaires which bear limitations. It is important to phrase questions in a way that trigger and welcome reflection and constructive criticism. Too often, end of training surveys results in the respondents thanking the organizer and commenting on logistics.
- The evaluation demonstrates that participants are interested in sharing their views and experience in after training surveys. This best practice should be used before new project formulation.

# Annexes

## A. Terms of reference

### Independent Evaluation of the Strengthening Operational Capacities of Police Contributing Countries 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 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.
3. Since 2016/2017 UNITAR has been implementing projects to strengthen capacities of Police Contributing Countries through three distinct phases of the project:
  - *"Sustaining Peace in Mali and the Sahel region through strengthening regional Peacekeeping training capacities" (2017-2019);*
  - *"Strengthening Operational Capabilities of Francophone Police Contributing Countries" (2020);* and, the current project phase
  - *"Strengthening Operational Capacities of Police Contributing Countries" (2021).*
4. The project's 2021 phase aims to support the implementation of the Strategic Guidance Framework for International Policing (SGF) by adopting an integrated approach to the training of Individual Police Officers (IPOs) and Formed Police Units (FPUs) prior to the deployment to the five high-risk missions (MINUSMA, MONUSCO, MINUSCA, UNAMID and UNMISS), that mainstream gender, human rights and protection priorities, while promoting a close cooperation with military and civilian components of the mission. More specifically, the project aims to contribute to improving the performance of UN peace operations in complex and high-risk environments by strengthening the operational readiness of African IPOs and FPUs deployed to the above-mentioned missions.
5. By leveraging on the experience acquired by UNITAR since 2017, the 2021 project aims to reach a broader number of Police Contributing Countries (PCCs), allowing for increased standardization of preparation prior to deployment (in line with UN standards), which – in turn – shall impact positively on operations in the field and eventually on policing functions at the national level. In addition, by exposing IPOs and members of FPUs to internationally agreed standards of policing, the project is expected to indirectly impact on the policing function at the national level, and promote an approach that is representative of, responsive and accountable to the communities. Finally, by ensuring that gender is mainstreamed throughout, the project

will also contribute towards advancing gender equality and women's empowerment within the operational capabilities of police peacekeepers.

6. The project is subject to an independent evaluation as per UNITAR Monitoring and Evaluation Policy and aims to complement an evaluation undertaken by the Foreign Ministry of Germany. The evaluation shall also build on an [evaluation undertaken of an earlier phase of the project](#). Lessons from the evaluation shall not only inform possible future phases of the project but also be presented at the December 2021 Peacekeeping Ministerial at which PCCs take part.

### **Purpose of the evaluation**

7. 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 any problems or 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 provide findings and conclusions to meet accountability requirements, and recommendations and lessons learned to contribute to the project's improvement 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.
8. While the evaluation will include an assessment of all six criteria, the evaluation's emphasis will be placed on assessing the impact of the intervention, which may include an assessment of the impacts from the 2017-2019 (and 2020) phase(s) since implementation of the present 2021 phase will be ongoing at the time of data collection. In addition to serving as accountability function, the evaluation's purpose is also to be as forward-looking as possible to inform decisions on the design and planning of possible future phases and focus areas.

### **Scope of the evaluation**

9. The evaluation will cover phases II (May 2020 to December 2020) and III (April 2021 to December 2021), with a greater focus on the 2020 phase. Although the scope of the evaluation does not include the previous project phases (2017-2019) also funded by the Ministry of Foreign Affairs of Germany, the evaluator should take the other into account when framing the evaluation's findings and conclusions. In addition to assessing the results achieved from 2020-2021 with a particular focus on the impact criterion, the evaluation should provide forward-looking recommendations to inform possible future phases.

### **Evaluation criteria**

10. The evaluation will assess project performance using the following criteria: relevance, coherence, effectiveness, efficiency, and likelihood of impact and likelihood of sustainability.
  - **Relevance:** *Is the project reaching its intended individual and institutional users and are activities relevant to the beneficiaries' needs and priorities, and designed with quality?*
  - **Coherence:** *To what extent is the project coherent with relevant policies, complementing other programmes and projects and adhering to international norms and standards?*
  - **Effectiveness:** *How effective has the project been in delivering results and in strengthening the capacities of PCCs?*
  - **Efficiency:** *To what extent has the project delivered its results in a cost-effective manner and optimized partnerships?*
  - **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? (This criterion shall be considered the focus of this evaluation)*

- **Likelihood of Sustainability:** *To what extent are the project's results likely to be sustained in the long term?*

### Principal evaluation questions

11. 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. The focus of the evaluation shall be on the impact criterion and the questions falling under it.

#### 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 (2018-2021), and particularly SO 1.1.?*
- To what extent is the project aligned with the 2017 Report on "[Improving Security of United Nations Peacekeepers](#)" ("Cruz Report"), the [Strategic Guidance Framework for International Policing](#), the [UNSC Resolution 2242 \(2015\) on Women and Peace](#), the [Policy on United Nations Police](#) (2014) and the Women, Peace and Security (WPS) agenda, the Call to Action for Human Rights, the SG's Data Strategy, the Behavioural Science Guidance Note and the Human Rights Due Diligence Policy and the (2018) report on Forced Police Unit Command Staff Training Needs Assessment?*
- How relevant are the objectives and the design of the trainings to the identified and new capacity needs, priorities and the performance improvement of beneficiaries of francophone PCCs, including those arising from the COVID-19 pandemic? Are they building upon the needs assessments and action plans? Were objectives formulated sufficient to lead to behaviour change/performance growth?*
- How relevant is the needs assessment design for anglophone PCCs?*
- How relevant is the project to supporting gender equality and women's empowerment? (GEEW)*

#### Coherence

- How well does the project complement other UNITAR programming in the area of pre-deployment training funded by other donors?*
- How well is the project aligned with standards for training of trainers?*
- How well does the project complement and foster synergies with other existing capacity building programmes and projects by other actors, such as FPU and IPU training by the Department of Peace Operations (DPO) once personnel is being deployed, COESPU "train of trainers" and UNODC's training for police? How well is the project aligned with a One United Nations approach to United Nations policing?*

#### Effectiveness

- Is the achievement of the project's 2021 outputs and objectives on track? To what extent did the project achieve planned outputs and outcomes for the second phase (2020)? What are the factors affecting the project's and the individual's performance?*
- Have the project's structure and partnerships been effective, including the performance of implementing partners in Benin, Burkina Faso, Burundi, Kenya, Mali, Rwanda, Tanzania, Togo and with The African Peace Support Trainers Association?*
- How well do the project pre-deployment activities complement further national induction and in-mission training?*
- To what extent are a human rights-based approach and a gender mainstreaming and inclusiveness strategy incorporated in the design and implementation of the project and more specifically in the design and delivery of training events? (GEEW)*
- How effective were the training events delivered by FPU trainers?*

- n. *To what extent have francophone PCCs delivered gender sensitive pre-deployment training to male and female members of FPU? (GEEW)*
- o. *To what extent and how is the project contributing to changed behaviour and improved performance of police, including reduction of Human Rights Abuses (reaction instead of prevention and protection)? (GEEW) What is missing, if anything?*
- p. *Looking back at learning from pre-deployment and practical learning during employment, what lessons can be drawn to make future pre-deployment training more effective? What is the relation between the training activities and performance and what explains this relation? What can be done more or differently to lead to behaviour change? What is not effective?*

### **Efficiency**

- q. *To what extent has the project been able to link to other initiatives and collaborated with UN DPO and as part of the United Nations Inter-Agency Task Force on Policing (IATF-P)?*
- r. *To what extent has the project produced outputs in a timely and cost-efficient manner, including through partnership arrangements (e.g., in comparison with alternative approaches) or is likely to?*
- s. *How environment-friendly (natural resources) has the project been?*
- t. *To what extent has the project adjusted to the COVID-19 related context, particularly for awareness-raising sensitization campaigns in Burkina Faso, and how efficient has it been?*

### **Likelihood of impact and early indication of impact (the following questions shall be considered the focus of this evaluation)**

- u. *To what extent has the project contributed to strengthened operational readiness and the performance of African FPUs deployed to MINUSMA, MINUSCA and MONUSCO?*
- v. *What real difference does the project make to the role of female officers deployed to MINUSMA, MINUSCA and MONUSCO as part of an FPU? What has been the “parcours” of female officers and what grades/ranks do they typically operate at? (GEEW)*
- w. *To what extent has the project contributed to improved policing functions at the national level?*
- x. *To what extent has the project strengthened training centre capacities and the autonomy of trainers? Are there any differences between the nature of the centres (e.g. police schools now also working on pre-deployment training, long-standing partners such as EMPABB, etc.)?*
- y. *What other observable end-results or organizational changes (positive or negative, intended or unintended) have occurred or are likely to occur related to the 2020 project implementation?*

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

- z. *To what extent are the project’s results likely to endure beyond the implementation of the activities in the mid- to long-term?*
- aa. *What are the major factors which influence the achievement or non-achievement of sustainability, of the project?*
- bb. *To what extent are the current design and exit strategies likely to contribute to sustained capacity of training centres? To what extent are training centres learning from each other?*
- cc. *What can we learn to inform the future design of similar programming?*

### **Gender equality and women empowerment (GEEW)**

The evaluation questions with gender equality and women empowerment dimensions are marked with “GEEW” in the above.

## Evaluation Approach and Methods

The evaluation is to be undertaken in accordance with the [UNITAR Monitoring and Evaluation Policy Framework](#) 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).

12. 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 partners, the UN Country Teams, the participants, the donor and other 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 (reconstructed) baseline data and the theory of change; key informant interviews; focus groups; and, if possible, field visits. These data collection tools are discussed below.
13. 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 1: 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 (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 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



14. 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.

**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](#) 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 institutions in Benin, Burkina Faso, Burundi, Kenya, Mali, Rwanda, Tanzania, Togo and with The African Peace Support Trainers Association;
- The donor (Ministry of Foreign Affairs of Germany);
- Other partners such as DPO;
- Beneficiaries/participants;
- IPOs, FPU, project consultants serving as expert trainers/facilitators;
- UN Country Teams;
- Host (local and national) governments;
- 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.

*Field visit*

A field visit for interviews and focus groups with logistical support from Project Management shall be organised to at least four of the following countries: Benin, Burkina Faso, Niger, Rwanda, Senegal, Togo, Tanzania.

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

### **Gender and human rights**

15. The evaluator should incorporate human rights, gender and equity perspectives in the evaluation process and findings, particularly by involving women and other disadvantaged groups subject to discrimination. All key data collected shall be disaggregated by sex, country status/classification 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.
16. 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**

17. The proposed timeframe for the evaluation spans from October/November 2021 (initial desk review and data collection) to February 2022 (submission of final evaluation report). An indicative work plan is provided in the table below.
18. 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.
19. 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.
20. 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.
21. 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 7 February 2022. Within two weeks of receiving feedback, the evaluator shall submit the final evaluation report. The target date for this submission is 8 February 2022. Subsequently, PPME will finalize and issue the report, and present the findings and recommendations to Project Management and other invited stakeholders.

Indicative timeframe: October 2021 – February 2022

Activity	October	November	December	January	February
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					
Project Management reviews draft evaluation report and shares comments and recommendations					
Evaluation report finalized and management response by Project Management					
Presentation of the evaluation findings and lessons learned					

## Summary of evaluation deliverables and indicative schedule

Deliverable	From	To	Deadline*
Evaluation design/question matrix	Evaluator	Evaluation manager	5 November 2021
Comments on evaluation design/question matrix	Evaluation manager	Evaluator	12 November 2021
Zero draft report	Evaluator	Evaluation manager	24 January 2022
Comments on zero draft	Evaluation manager	Evaluator	31 January 2022
Draft report	Evaluator	Evaluation manager	7 February 2022
Presentation of emerging findings, recommendations and lessons learned	Evaluator/evaluation manager	Programme Management	To be defined
Comments on draft report	Programme Management	Evaluation manager	21 February 2022
Final report	Evaluator	Evaluation manager	28 February 2022

\*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

- The evaluation report shall be written in English with the Executive Summary both in English and French. 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

- 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').
- 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 Monitoring and 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.
- 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

26. 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

27. The evaluator should have the following qualifications and experience:
- MA degree or equivalent in international relations, peace studies or a related discipline. Knowledge of and experience in training design and delivery, including training of trainers approaches and in areas related to peacekeeping and police training.
  - At least 7 years of professional experience conducting evaluation in the field of capacity building. 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.
  - Field work experience in Africa.
  - Excellent research and analytical skills, including experience in a variety of evaluation methods and approaches. Experience in evaluation using Kirkpatrick method is an advantage.
  - Excellent writing skills.
  - Strong communication and presentation skills.
  - Cross-cultural awareness and flexibility.
  - Availability to travel.
  - Fluency in oral and written French and English.
- **Annexes:**
    - 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. Survey/questionnaires deployed

### 1. Participant survey

Bienvenue

Cher ancien participant de l'UNITAR,

Nous vous remercions d'avoir accepté de fournir des commentaires sur votre expérience comme participant à une formation de pré-déploiement de l'UNITAR. Les données transmises sont traitées de manière confidentielle. Elles ne seront ni rattachées à votre personne, ni à votre pays. Merci de contribuer à l'amélioration de nos interventions.

Ce questionnaire vous est transmis dans le cadre de l'évaluation indépendante du projet mis en œuvre par UNITAR intitulé « Renforcer les capacités des pays contributeurs de troupes » et afin d'apprécier les progrès réalisés dans l'atteinte des trois résultats fixés parmi lesquels figure la performance des unités constituées dans l'exercice de leurs fonctions en mission de maintien de la paix et de retour dans leur pays.

Veillez choisir votre langue en haut à droite. Lorsque vous êtes prêt à commencer, cliquez simplement sur le bouton ci-dessous.

Remplir le sondage vous prendra seulement 5 minutes.

Nous attendons vos commentaires avant le 5 janvier

2022!

Aurélie Ferreira, évaluatrice indépendante. Harald Wilmin, évaluateur indépendant et

Section de planification, suivi du rendement et evaluation@UNITAR

Informations de profil

Âge :

0 80

1. Genre:

Féminin

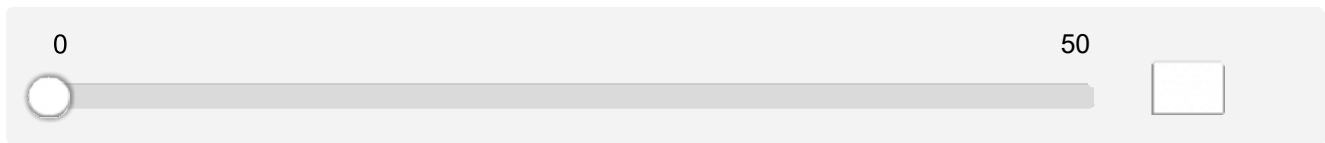
Masculin



Autre

2. Années d'expérience :

0 50

A horizontal progress bar with a circular slider on the left and a text input box on the right. The bar is labeled with '0' at the start and '50' at the end. The slider is currently positioned at the beginning, and the text box is empty.

3. Rang :

4. Nationalité :

Autre (veuillez précisez)

Missions où vous avez été déployée :

Autre (veuillez préciser)

### Utilisation des connaissances/compétences de la précédente formation

7. Avez-vous utilisé les connaissances/compétences de la formation UNITAR dans votre pays ou lors de missions à l'étranger ?

Oui, dans mon pays

Oui, à l'étranger

Non

8. Si non, quelles raisons vous en empêchent ? Cochez tout ce qui s'applique.

Manque de temps  Manque  
d'occasion  Manque de moyen

Manque de confiance  Oubli des  
enseignements

Ordre de priorités fixées par la hiérarchie  Aucune

Autre (veuillez préciser)

9. Quel pourcentage de l'application des connaissances / compétences à votre travail pouvez-vous attribuer directement à la formation de l'UNITAR ?

76-100 pour cent  1-25 pour cent

51-75 pour cent  0 pour cent

26-50 pour cent

10. Pouvez-vous décrire dans quels contextes ces connaissances vous ont servi ou devraient vous servir ?

Pour des opérations quotidiennes  Pour des  
opérations régulières

Pour des opérations spéciales demandant des compétences spécialisées  Lors des  
missions à l'étranger

Précisez lesquelles

11. Veuillez fournir un exemple de domaine (s) de connaissance / compétences que vous avez transféré ou appliqué à votre travail ? (Essayez d'être aussi précis que possible, indiquant ce que vous avez peut-être fait différemment en raison du transfert ou de l'application des connaissances / compétences).





13. Avez-vous reçu d'autres formations de pré-déploiement ?

Oui  Non

Précisez auprès de quelle(s) institution(s)

14. De quels mécanismes disposez-vous pour rester à niveau une fois la formation reçue ? Cochez tout ce qui s'applique.

Echange d'expérience entre formé.es déployé.es en OMP

soutenus avec les formateurs

Contacts informels soutenus entre stagiaires formés d'autres pays

de pratique officielle

Formation  continue au niveau national

Précisez le nom et la nationalité du groupe/réseau/communauté le cas échéant

15. Si un réseau d'Alumni entre pays contributeurs de troupes devait se former, qu'en attendriez-vous ? Cochez tout ce qui s'applique.

Des supports de formation en ligne sur les sujets traités en formation

Un espace de partage d'expérience entre officiers de tous les pays contributeurs

Des supports de formation plus poussés sur les pays d'OMP, les droits humains, etc.

Je ne sais pas

Des espaces de conversation pour poser des questions techniques aux formateurs et obtenir une réponse

16. Disposez-vous de ces éléments dans votre pays ?

Oui, complètement

Oui, partiellement  Non

Je ne sais pas

17. Connaissez-vous les standards internationaux de protection des droits humains avant la formation ?

Très bien  Plutôt

bien  Pas vraiment

Pas du tout

18. Sur ce sujet, quelle leçon a le plus marquée votre esprit et pensez-vous garder longtemps en mémoire ? Racontez

\* 19. Dans l'éventualité où nous aurions des questions sur votre expérience, pour approfondir les réponses à ce questionnaire, donneriez-vous votre accord pour être contactée. Dans l'affirmative, merci d'indiquer si dessous une adresse email ou un numéro de téléphone (avec préfixe international) auxquels vous contacter

Non merci

Oui, voici mes coordonnées

Merci beaucoup!

## 2. ToT female survey

Bienvenue

Chère ancienne participante de l'UNITAR,

Nous vous remercions d'avoir accepté de fournir des commentaires sur votre expérience post-formation de formatrice. Les données transmises sont traitées de manière confidentielle. Elles ne seront ni rattachées à votre personne, ni à votre pays. Merci de contribuer à l'amélioration de nos interventions.

Ce questionnaire vous est transmis dans le cadre de l'évaluation indépendante du projet mis en œuvre par UNITAR intitulé « Renforcer les capacités des pays contributeurs de troupes » et afin d'apprécier les progrès réalisés dans l'atteinte des trois résultats fixés parmi lesquels figure la promotion et l'inclusion des femmes officiers dans les activités de préparation au déploiement et a fortiori dans le déploiement en missions de maintien de la paix.

Veuillez choisir votre langue en haut à droite.

Lorsque vous êtes prête à commencer, cliquez simplement sur le bouton ci-dessous.

Nous attendons vos commentaires avant le 5 janvier 2022!

Aurélie Ferreira, évaluatrice indépendante. Harald Wilmin, évaluateur indépendant et

Section de planification, suivi du rendement et évaluation @ UNITAR

Informations de profil

1. Âge :

2. Années d'expérience :

3. Rang :

#### 4. Nationalité

Autre (veuillez précisez)

#### 5. Missions où vous avez été déployée :

### Utilisation des connaissances/compétences de la précédente formation

\* 6. Avez-vous utilisé les connaissances/compétences de la précédente formation dans votre pays ou si c'est votre première formation de formateurs, en avez-vous l'intention ?

Oui

Non

\* 7. Si non, quelles raisons vous en empêchent ?

Manque de temps

Manque d'occasion

Manque de moyen

Oubli des enseignements

Ordre de priorités fixées par la hiérarchie

Aucune

Autre (veuillez préciser)

\* 8. Pouvez-vous décrire comment ces connaissances vous ont servi ou devraient vous servir ? Précisez le nombre et le type de personnes (collègues, population, etc.) et les techniques de la formation qui étaient/seront utiles.

\* 9. Pouvez-vous décrire dans quels contextes ces connaissances vous ont servi ou devraient

- Pour des opérations quotidiennes
- Pour des opérations régulières
- Pour des opérations spéciales demandant des compétences spécialisées
- Précisez lesquelles

\* 10. Le statut de formatrice contribue-t-il à votre évolution de carrière ?

- Tout à fait d'accord
- D'accord
- Neutre
- Pas d'accord
- Pas du tout d'accord
- Je ne sais pas

\* 11. Vous sentez-vous confiante d'exercer en tant que formatrice ?

- Entièrement confiante
- Très confiante
- Neutre
- Un peu confiante
- Pas du tout confiante

\* 12. Avez-vous l'intention d'exercer/votre hiérarchie prévoit-elle que vous exerciez comme formatrice dans votre pays ?

- Oui
- Non, à l'étranger
- Non, nulle part

Précisez l'institution nationale ou étrangère

- Echange d'expérience entre formé.es déployé.es en OMP
- Contacts informels soutenus avec les formateurs
- Contacts informels soutenus entre stagiaires formés d'autres pays
- Communauté de pratique officielle
- Formation continue au niveau national

Précisez le nom et la nationalité du groupe/réseau/communauté le cas échéant

\* 14. Quelles sont vos meilleures sources d'encouragement dans votre évolution de carrière comme formatrice pré-déploiement en tant que femme ?

- Votre famille
- Votre hiérarchie
- Vos collègues
- Vous-même
- Communauté de pratique
- Groupement de femmes Policières
- Autre (veuillez préciser)

\* 15. Quelles sont vos principales sources de découragement dans votre évolution de carrière comme formatrice pré-déploiement en tant que femme ?

- Votre famille
- Votre hiérarchie
- Vos collègues
- Vous-même
- Aucune

- Autre (veuillez préciser)

\* 17. Dans l'éventualité où nous aurions des questions sur votre expérience, pour approfondir les réponses à ce questionnaire, donneriez-vous votre accord pour être contactée. Dans l'affirmative, merci d'indiquer si dessous une adresse email ou un numéro de téléphone (avec préfixe international) auxquels vous contacter

Non merci

Oui, voici mes coordonnées

Merci beaucoup!

### 3. ToT male survey

**Bienvenue**

**Cher ancien participant de l'UNITAR,**

**Nous vous remercions d'avoir accepté de fournir des commentaires sur votre expérience post-formation de formateur. Les données transmises sont traitées de manière confidentielle. Elles ne seront ni rattachées à votre personne, ni à votre pays. Merci de contribuer à l'amélioration de nos interventions.**

**Ce questionnaire vous est transmis dans le cadre de l'évaluation indépendante du projet mis en œuvre par UNITAR intitulé « Renforcer les capacités des pays contributeurs de troupes » et afin d'apprécier les progrès réalisés dans l'atteinte des trois résultats fixés parmi lesquels figure la promotion et l'inclusion des femmes officiers dans les activités de préparation au déploiement et a fortiori dans le déploiement en missions de maintien de la paix.**

**Veillez choisir votre langue en haut à droite.**

**Lorsque vous êtes prête à commencer, cliquez simplement sur le bouton ci-dessous.**

**Remplir le sondage vous prendra seulement 5 minutes.**

**Nous attendons vos commentaires avant le 5 janvier 2022!**

**Aurélia Ferreira, évaluatrice indépendante. Harald Wilmin, évaluateur indépendant et**

**Section de planification, suivi du rendement et évaluation @ UNITAR**



## Informations de profil

1. Âge :

2. Années d'expérience :

3. Rang :

#### 4. Nationalité

Autre (veuillez précisez)

#### 5. Missions où vous avez été déployée :

### Utilisation des connaissances/compétences de la précédente formation

\* 6. Avez-vous utilisé les connaissances/compétences de la précédente formation dans votre pays ou si c'est votre première formation de formateurs, en avez-vous l'intention ?

Oui

Non

\* 7. Si non, quelles raisons vous en empêchent ?

- Manque de temps
- Manque d'occasion
- Manque de moyen
- Oubli des enseignements
- Ordre de priorités fixées par la hiérarchie
- Aucune
- Autre (veuillez préciser)

\* 8. Pouvez-vous décrire comment ces connaissances vous ont servi ou devraient vous servir ? Précisez le nombre et le type de personnes (collègues, population, etc.) et les techniques de la formation qui étaient/seront utiles.

\* 9. Pouvez-vous décrire dans quels contextes ces connaissances vous ont servi ou devraient

- Pour des opérations quotidiennes
- Pour des opérations régulières
- Pour des opérations spéciales demandant des compétences spécialisées
- Précisez lesquelles

\* 10. Le statut de formateur contribue-t-il à votre évolution de carrière ?

- Tout à fait d'accord
- D'accord
- Neutre
- Pas d'accord
- Pas du tout d'accord
- Je ne sais pas

\* 11. Vous sentez-vous confiant d'exercer en tant que formateur ?

- Entièrement confiante
- Très confiante
- Neutre
- Un peu confiante
- Pas du tout confiante

\* 12. Avez-vous l'intention d'exercer/votre hiérarchie prévoit-elle que vous exerciez comme formateur dans votre pays ?

- Oui
- Non, à l'étranger
- Non, nulle part

Précisez l'institution nationale ou étrangère

13. De quels mécanismes disposez-vous pour rester à niveau une fois la formation reçue ?

- Echange d'expérience entre formé.es déployé.es en OMP
- Contacts informels soutenus avec les formateurs
- Contacts informels soutenus entre stagiaires formés d'autres pays
- Communauté de pratique officielle
- Formation continue au niveau national

Précisez le nom et la nationalité du groupe/réseau/communauté le cas échéant

\* 14. Quelles sont vos meilleures sources d'encouragement dans votre évolution de carrière comme formateur pré-déploiement ?

- Votre famille
- Votre hiérarchie
- Vos collègues
- Vous-même
- Communauté de pratique
- Groupement de policiers
- Autre (veuillez préciser)

\* 15. Quelles sont vos principales sources de découragement dans votre évolution de carrière comme formateur pré-déploiement ?

- Votre famille
- Votre hiérarchie
- Vos collègues
- Vous-même
- Aucune

- Autre (veuillez préciser)

\* 16. Voyez-vous une différence de comportement entre vos collègues qui ont reçu la formation de formateurs UNITAR et ceux ne l'ayant pas reçu?

Dans l'exercice des fonctions respectueuses

des normes internationales  
de Droits de l'Homme

Dans le respect des  
femmes

17. Dans l'éventualité où nous aurions des questions sur votre expérience, pour approfondir les réponses à ce questionnaire, donneriez-vous votre accord pour être contacté. Dans l'affirmative, merci d'indiquer si dessous une adresse email ou un numéro de téléphone (avec préfixe international) auxquels vous contacter

Non merci

Oui, voici mes coordonnées

Merci beaucoup!

## C. List of persons interviewed

	Institution	Name	Position
1	UNITAR	Evariste Karambizi	Director, Division for Peace
2	UNITAR	Frank Borchers	Head of Bonn Office, Division for Peace
3	UNITAR	Claudia Croci	Programme Coordinator, Peacekeeping Training Programme Unit
4	UNITAR	Marijn Sissingh	Learning Specialist, Peacekeeping training Programme Unit
5	Department of Peace Operations	Stefan Schwarz	Police Training Officer, Integrated Training Service
6	Department of Peace Operations	Katharina Waczek	Police Training Officer, Integrated Training Service
7	Department of Peace Operations	Victor Luis Hernandez Correa	Police Officer, UNPOL
8	Department of Peace Operations	Federico Patuzzo	FPU Recruitment, UNPOL
9	Department of Peace Operations	Luis Carrilho Ribeiro	UN Police Advisor, UNPOL
10	EMPABB Mali – Police Nationale du Mali	Baba MARIKO	Chef of the Police Division, EMPABB and Coordinator UNITAR
11	UNITAR – Police Nationale	Apollinaire NDAYIMIRIJE	Chef Trainer Group
12	UNITAR – Gendarmerie Nationale du Mali	Mohamed KEITA	Trainer & Chef du bureau de la formation à la DGGN Mali
13	UNITAR – Sûreté du Québec (Canada)	Emilie LABERGE	Trainer
14	UNITAR – Police Nationale France	Sylvestre DOVONON	Trainer
15	UNITAR – Gendarmerie Nationale du Mali	Issa Mamadou COULIBALY	Trainer
16	UNITAR - Service de Protection des Hautes Personnalités au Mali	Sekou Fanta Maddy FOMBA	Trainer
17	Germany Foreign Office BKA – Polizei - Germany	Sascha Weh	Police Advisor, Stabilisation Unit
18	Independent	Emmanuelle DIEHL	Evaluator, 2017-2019 Phase
19	Independent	Nick Seymour	Consultant (participant APSTA SML workshop)
20	African Peace Support Trainers association	Cecile Oyono	Executive Secretary
21	African Peace Support Trainers association	Chris Ichite	Deputy Executive Secretary/Programme Coordinator
22	UNITAR/Police Républicaine du Bénin	Florent DJILOKO	Commandant de la CRS 4 – Trainer
23	UNITAR/Police Républicaine du Bénin	Claude DOUSSOU Yovo	Directeur Central des CRS du Bénin UNITAR Trainer and FPU(s) Coordinator
24	Police Républicaine du Bénin	Edmon Latoundji	Officier logistique et administration pour l'unité CRS 1 de Cotonou

<b>25</b>	Police Républicaine du Bénin	Adjouavi KODO	ToT participant
<b>26</b>	Police Républicaine du Bénin	Ousmane Dosso	Focal point Benin, « chef service organisation, planification, recrutement
<b>27</b>	Police Nationale du Burkina Faso	Saïdou SAM	Commissaire principal de police, chef service opération maintien de la paix
<b>28</b>	Police Nationale du Burkina Faso	Christine SOME	Commissaire de police, service opération maintien de la paix
<b>29</b>	UNITAR/Gendarmerie Nationale du Burkina Faso	Yakoubou SIA	Trainer- relais pour la sécurisation des élections
<b>30</b>	Police Nationale du Burkina Faso	Solange Pezingo	Adjudante de police (deployed in MINUSCA)
<b>31</b>	Burkina Faso	Tarpaga Binta	Officier-formation (déployée à la MINUSMA)
<b>32</b>	Gendarmerie Nationale du Burkina Faso	Abibata DIARRA	ToT participant
<b>33</b>	Gendarmerie mobile du Cameroun	Ben Olivier BAYIHA	UNITAR Trainer and Director, Centre de Formation à l'Ordre Public
<b>34</b>	MINUSMA – Police Nationale du Nigéria	Samuel HAMMANJABU	FPU(s) coordinator in Mali – Commissaire divisionnaire
<b>35</b>	Police Nationale du Mali	Laveille Ouatara	Lieutenant de Police
<b>36</b>	Police Nationale du Mali	Aïssata TOURE	ToT participant
<b>37</b>	Rwanda National Police	Safari Uwimana	Commissioner for Training & Development
<b>38</b>	Police Nationale du Sénégal	Maty THIAM	Adjudant de Police (deployed in MONUSCO)
<b>39</b>	Police Nationale du Sénégal	Binto BADJI	ToT participant
<b>40</b>	Gendarmerie Nationale du Sénégal	Fatouma DEME	ToT participant
<b>41</b>	Tanzania Police Force	Amandus Rukonge	Assistant Inspector of Police
<b>42</b>	Tanzania Police Force	Erick Kahwa	Police educator, department of international relations
<b>43</b>	Tanzania Police Force	Renata Mzinga	Commissioner, department of international relations
<b>44</b>	Gendarmerie Nationale du Togo	Nikabou Labante	Chef d'escadron, commandant gendarmerie nationale
<b>45</b>	Police Nationale du Togo	Kemehalo BAWINADAMA	ToT participant

## D. List of documents reviewed

### Department of Peace Operations and Peacekeeping Missions

- Normes de formation au pré-déploiement pour la Police des Nations Unies, Integrated Training Service, 1<sup>ère</sup> édition 2009.
- Procédures opérationnelles permanentes, formations des formateurs, Département des opérations de maintien de la paix et de l'appui aux missions, Octobre 2009, révisé en octobre 2011.
- United Nations Police, <https://peacekeeping.un.org/fr/un-police>.
- Policy (revised), Formed Police Units in United Nations Peacekeeping Operations, USG DPKO, USD DFS, January 2017, revised January 2020, Ref. 2016.10.
- Report on formed police unit command staff training needs assessment, Integrated training service, Policy, Evaluation and training Division, DPO, December 2018.
- Standard operating procedures, assessment and evaluation of Formed Police Unit Performance, May 2019, Approved USG Lacroix.
- Action for peacekeeping, #A4P key achievements on performance, DPO information management unit, 2019.
- Comprehensive performance assessment system (CPAS), presentation to UNSPN, November 2021.
- Contribution of Uniformed Personnel to UN by Mission, Personnel Type, and Gender, as of 30/11/2021.
- Summary of Contribution to UN Peacekeeping by Mission, Country and Post as of 31/12/2020.
- United Nations Security Council Resolution 2242, S/RES/2242, October 2015.
- Uniformed Gender Parity Strategy 2018-2028, DPO, UN New York.
- Mission multidimensionnelle intégrée des Nations Unies pour la Stabilisation au Mali, rapport du Secrétaire Général sur la Situation au Mali, Note sur les tendances des violations aux droits de l'Homme et au droit international humanitaire, Octobre 2021.
- Training package for FPU training: <https://research.un.org/en/peacekeeping-community/training/STMs/FPUs>.

### UNITAR

#### Project-specific documentation

- Project narrative reports, including the 2020 interim and final report, as well as the 2021 interim narrative report.
- Project financial reports for the 2020 and 2021 phase.
- Project legal agreements for the 2020 and 2021 phase.
- Project logical frameworks for the 2020 and 2021 phase.
- Project documents for the 2020 and 2021 phase.
- Project budgets for the 2020 and 2021 phase.
- UNITAR Event Management System data related to the 2020 and 2021 phase.
- Training plan for the 2021 phase.
- Grant-out agreements to IP of the 2020 and 2021 phase.
- Interim and final narrative reports from IP of the 2020 and 2021 phase.
- Financial reports IP of the 2020 and 2021 phase.
- IP evaluations of the 2020 and 2021 phase.
- Summary information on other UNITAR projects in the project focal area.



## General documentation

- The Toolbox, A how-to guide on the facilitation of learning, UNITAR, 2016.
- UNITAR ToT certification process pilot, annex 1 description of levels.
- Independent evaluation of the Sustaining Peace in Mali and the Sahel region through strengthening peacekeeping training capacities project (phase II), April 2019  
[Independent Evaluation of the Sustaining Peace in Mali and the Sahel Region through Strengthening Peacekeeping Training Capacities Project \(Phase II\) | UNITAR.](#)
- UNITAR Training of trainers' standards, a common approach on the design and delivery of ToT programming in UNITAR.
- UNITAR Certification Policy (2021).

## Other documentation

- 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.
- Le rôle de la police des Nations Unies dans les opérations de maintien de la paix, Institut de Formation aux opérations de paix, Commissaire Sue King retraitée de la police fédérale australienne, 2019.
- Evaluation pédagogique des formateurs, Ministère de l'Intérieur Direction de la formation de la Police Nationale Centre de Formation des Formateurs, (no date)
- Les dossiers et fiches pédagogiques de la formation des formateurs de formation. continue de la police nationale), Ministère de l'Intérieur, Direction de la formation de la Police Nationale, Centre de formation des formateurs (no date).
- New tactical compendium of the CRS into the French national police Ministère de l'Intérieur, Direction centrales des CRS, 2004.

## E. Evaluation questions matrix

Key EQ	Sub-questions	Comments/Amendments	Data collection tools & doc needed
	<b>RELEVANCE</b>		
1,2	<i>To what extent is the project aligned in theory and practice with key strategic frameworks (SDG, Cruz, A4P, SGF, UNSC 2242, HRDD, SG data strategy) and supported PCC in adopting and implementing corresponding measures</i>	After a quick review of principles alignment and coherence, seek the actual understanding and use of these principles by PCCs and in training to FPU's deployed. Is this strategic framework beneficial and helpful?	Desk review and KII with UNITAR, PCC and DPO  <b>Doc needed.</b> UNITAR strategic framework 2018-2025
3, 5	<i>How relevant are the objectives and the design of the trainings to the identified project outcomes, - in particular to women inclusion, and new capacity needs, priorities and the performance improvement of beneficiaries of francophone PCCs, including those arising from the COVID-19 pandemic? Are they building upon the needs assessments and action plans?</i>	Review the need assessment methodology and status for English speaking countries	Desk review – KII UNITAR, trainers, training centres  <b>Doc needed.</b> needs assessments, action plans and adaptation to Covid-19
4	<i>How relevant is the needs assessment design for anglophone PCCs? What feedback mechanisms were used and what key differences were made - except for language? Were they necessary and useful?</i>	How different? Are similarities flagged to support the development of standardized training package?	Desk review – KII  <b>Doc needed.</b> Same than above
	<b>COHERENCE</b>		
6,8, 11, 17	<i>How well does the project complement other programming from UNITAR, key partners such as DPO, SPC, bilateral support programs and national induction programs? To what extent do the strategic connections actually materialize (e.g. clear references in training packages, joint training sessions, learning and feedback mechanisms, etc.)?</i>	Questions 6, 8 and 11 are merged, asking which synergies made on paper never turned or did turn into "action" – including through joint design, experience sharing, joint training, learning mechanisms etc.	KII with UNITAR project team, DPO, SPC, national donors such as Italy and the US, PCCs  <b>Doc needed.</b> Training standards, PCCs commitments
7	<i>How well is the project aligned with UN standards for training of trainers?</i>	Specify standards (UN, DPO, UNITAR?)	Desk review and KII with UNITAR project team and DPO.  <b>Doc needed.</b> UN Training standards
	<b>EFFECTIVENESS</b>		
9	<i>Is the achievement of the project's 2021 outputs and objectives on track? To what extent did the project achieve planned outputs and outcomes for the second phase (2020)? What are the factors positively or negatively affecting the project's and FPU's performance?</i>	This assessment will confine to UNITAR's mandate and support to pre-deployment asking what are the best conditions UNITAR can secure	KII with UNITAR project team  <b>Doc needed.</b> UNITAR progress reports,

		through training and preparation	including reviewing test scores from ToT
10	<i>Has the project's structure been <b>supportive of effective partnerships with implementing partners in Mali, Tanzania and Ghana?</b></i>	Link with 18 – similar except for the cost-effective dimension. Were partners able to deliver outputs as expected with allocated resources? Did they face constraints or enjoy the partnerships modalities?	KII with project partners online and during field visit  <b>Doc needed.</b> Partnership agreements and IP narrative and financial reports
12	<i>To what extent does the <b>incorporation of a human rights-based approach and a gender mainstreaming and inclusiveness strategy in project implementation and delivery of training events reflect field realities and constraints, and picked up a pragmatic approach?</b> (GEEW)</i>	Assessment of the design stage is made under relevance. Review of training package. See how far theory seems transposable to practice, i.e. assess degree of feasibility and receptivity within UN Police. Note limitation to inform future capacity building projects.	Desk review, survey and KII with PCCs Focal points  <b>Doc needed.</b> Training material- read below, review gender disaggregation of test scores
13	<i>How effective were the training events delivered by FPU trainers <b>in improving participants skills sets? Looking back at learning from pre-deployment and practical learning during employment were some aspects, missing?</b></i>	Review training package content, scope and objectives quality compare to standards and participants assessment of training if available. Need to seek evidence that participants trained by FPUs improved skills sets.	Desk review  <b>Doc needed.</b> 'plan de masse' or training plan and program, updated list of training courses, training sequence by trainer, list of topics for simulation, training report. Self-evaluation reports from FPU trainers
14	<i>To what extent have francophone PCCs delivered gender sensitive pre-deployment training to male and female members of FPUs? (GEEW)</i>	Were materials displaying a proper understanding of gender standards and ensuring proper understanding through exercises, practical examples, etc.  How about English speaking PCCs? Not there yet?	Desk review, focus groups, survey
<b>EFFICIENCY</b>			
18	<i>To what extent has the project produced outputs in a timely and cost-efficient manner, including through partnership arrangements (e.g., in comparison with alternative approaches) or is likely to?</i>	What would be the costs of activities in the absence of working with implementing partners? Assess financial and logistics gain, and capacity building perspectives.	KII with UNITAR project team
19	<i>How environment-friendly (natural resources) has the project been? <b>What reasonable degree of influence and environmental sensitization can the project achieve through training and capacity building support?</b></i>	Secondary - may rather relate to organisational regulations in place and be independent from the project. Suggest replacing with the green text	KII with UNITAR, training centre and UNPOL

20	<i>To what extent has the project adjusted to the COVID-19 related context, both in terms of being able to continue with delivery and in terms of awareness-raising sensitization campaigns in Burkina Faso, and how efficient has it been?</i>	Seek clarification on why Burkina Faso more than other countries?	KII UNITAR project team and Burkina Faso partner
<b>IMPACT</b>			
3, 16, 15	<i>Is there an understanding about the <b>direct causality</b> between the training activities and performance and about conditions to ensure behaviour change? <b>Are these conditions reflected in training approaches and materials? Are they sufficiently covered, are there areas to dismiss?</b></i>	Merge questions about behavioural change and design under relevance and effectiveness. Assessment of individual change is limited due to the restricted access to IPO and feedback mechanisms. Main assessment source is PCCs  Segment in orange moved under effectiveness	Surveys and focus groups, KII with PCC about perceived change in policing functions upon return  <b>Doc needed.</b> Evaluation made during training.
22	<i>What real difference is the project making to the role of female officers deployed to MINUSMA, MINUSCA and MONUSCO as part of an FPU? What has been the "parcours" of female officers and what grades/ranks do they typically operate at? (GEEW)</i>	Compare baseline throughout the project phases. Was there an increase? What reasons explain a decrease, increase or status quo?	Desk review (quantitative data on women officers) Survey, focus groups, KII with UNPOL in peacekeeping missions (+ CAS)
21	<i>To what extent has the project contributed to strengthened operational readiness and the performance of African FPUs deployed to MINUSMA, MINUSCA and MONUSCO?</i>	UNAMID and UNMISS removed	Desk review (performance and safety indicators) KII UNPOL and Force at MINUSMA, MINUSCA, MONUSCO, Performance assessment (CPAS, IPAS, FPTA?)
23	<i>What indicators are used to monitor positive or negative changes (e.g. HR abuses, reaction instead of prevention and protection, improvement of policing functions in country)?</i>	Link with 3,15 and 16. If not about behavioural changes, seek information about organisational/institutional changes	Des review (perceived change and commitments for improved & standardised training) KII with PCC
24	<i>To what extent has the project strengthened training centre capacities and the autonomy of trainers? Are there any differences between the nature of the centres (e.g. police schools now also working on pre-deployment training, long-standing partners such as EMPABB, etc.)?</i>	Link with phase 1 evaluation and possibility for partners to become centre d'excellence. Have efforts been pursued to achieve high quality standards? Are there perceived incentives?	KII with evaluators in charge of phase 1, training centres and trainers
<b>SUSTAINABILITY</b>			
27	<i>To what extent are the project's results (skill sets developed, participants trained from FPUs, changes of FPUs back in their countries and local environments) likely to endure beyond the</i>	Are their follow up mechanisms, replication initiatives at national level; are trained officers encouraged to apply and promote learnings?	Focus groups with beneficiaries, surveys and KII with PCC

	<i>implementation of the activities in the mid- to long-term? And under which conditions?</i>		
<b>28</b>	<i>What are the major factors which hinder outcomes' sustainability-and can be mitigated by UNITAR and project stakeholders?</i>	Which factors are beyond UNITAR control, which ones can be mitigated through project design and implementation	KII with PCC, DPO, SPC, UNITAR project team
<b>29</b>	<i>To what extent are the current design and exit strategies likely to contribute to sustained capacity of training centres? To what extent are training centres learning from each other?</i>	Which guarantees and safeguards have been built upon by the project. What improvements and adjustments have been made since phase 1 and should inform best practices?	Desk review (receive exit strategies), KII with training centres
<b>30</b>	<i>What best practices should inform the future design of similar programming?</i>		Desk review (phase 1 evaluation), KII with UNPOL in Peacekeeping missions, PCC

## F. 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 limitations, findings and recommendations.
7. Should reflect sound accounting procedures and be prudent in using the resources of the evaluation.

#### Evaluation Consultant Agreement Form<sup>1</sup>

##### Agreement to abide by the Code of Conduct for Evaluation in the UN System

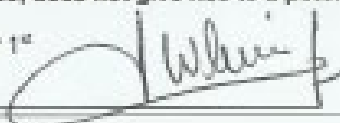
Name of Consultant: WLMIN Harald

Name of Consultancy Organization (where relevant): not applicable

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 Münster on October 1<sup>st</sup>

Signature: \_\_\_\_\_




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

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

**The evaluator:**

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<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>Aurélia FERREIRA</u>	
Name of Consultancy Organization (where relevant): <u>NA</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 Bordeaux on 21 September 2021	
Signature:	

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



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