

OPERATIONAL GUIDANCE NOTE: SECURITY AND JUSTICE SECTOR REFORM TRAINING NEEDS ANALYSIS

A security and justice reform (SSR)¹ process will at times lead to a discussion on the need to change the roles and responsibilities of different actors and institutions involved in the provision, management or oversight of security and justice services. Such changes may result in 'training gaps' or new training needs or demand for new training programmes. In this context, a undertaking a Training Needs Analysis (TNA) will contribute to the SSR planning process, help identify training needs and support a structured reform of the security and justice sector.

This note provides guidance on the procedure for conducting an analysis of security and justice training needs. While it does not focus on any particular security or justice actor, or oversight actors, this note highlights the political risks and technical difficulties involved in a TNA in a SSR setting.

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ANNEX A: APPLICATION OF TNA TO ORGANISATIONAL DESIGN.

¹ The abbreviation "SSR" is used throughout ISSAT documents to refer to the improvement of service delivery by, and oversight of, security and justice institutions/actors (both state and non-state). There are many different terms adopted by national and international actors that encompass these concepts, including and not limited to: "Security Sector Reform", "Security System Reform", "Security Sector Governance", "Security and Justice Sector Reform", "Security and Justice Development", "Security Sector Transformation", "Security Sector Management", and "Security and Justice Sector Development". These terms are also used within ISSAT texts and are understood to be synonymous with "SSR", as defined above.

In the sections below, potential risks are shown in [red boxes](#). Extended explanations are in [blue boxes](#).

SECTION 1. A SYSTEM FOR TRAINING

The aim of training is to prepare a person to perform a real-life job or duty successfully. Training should not be regarded as an end in itself. Rather it should be seen as a means towards improving the competence, effectiveness and accountability of an individual, team or organisation. Even when training has been completed, changes in the pattern of work and the need for reform – new policies and procedures, new equipment and new people – mean that there will always be fresh requirements for training. The very nature of the reform process will establish new benchmarks and criteria for training in security and justice institutions. Establishing these new criteria can be a highly political process with many stakeholders who do not always agree (i.e. inclusion of human rights components into training) wanting to exert influence. The planning of training as part of an overall SJSR process should take full account of the need for local ownership which must not be compromised in the pursuit of quick results. Local ownership can be promoted by seeking to design coherent and continuous training programmes which contribute to sustainable development. Consideration might also be given to engaging with a range of local training providers and also relevant regional training centres of excellence.

Training is often costly, in terms of time and resources. If these are not to be wasted, and if performance in the job is to meet expectations, training must focus on developing the essential skills to complete the tasks of a given role, backed by the requisite knowledge and attitude. A systematic approach to the management of training ensures that training:

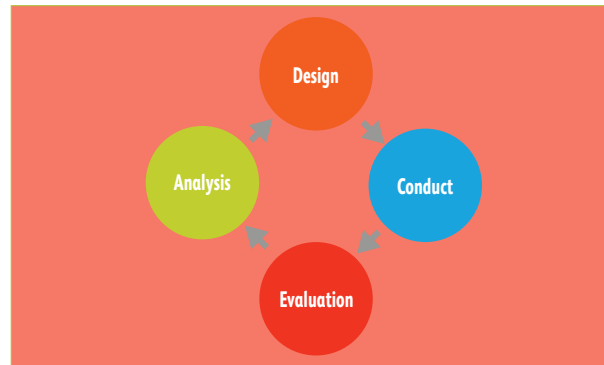
- Is relevant to the job in hand;
- Concentrates on priorities;
- Makes effective use of the methods and media available;
- Maximises the efficient use of resources;
- Is regularly reviewed to take account of changes and shortcomings. This will be of particular importance in a country undergoing post-conflict reconstruction.

A typical approach to systematic training management consists of four distinct but related stages in an iterative process, which aims to ensure training remains relevant to need:

- a) **Analysis.** An analysis of what needs to be done in relation to the job or duty results in a detailed specification of the role which may include information about the type of person suitable to carry it out. An inventory of tasks will be created from which training objectives are derived.
- b) **Design.** The design of training includes confirming the syllabus and timetable and selecting cost effective methods and media for achieving training objectives. Change management analysis² should be employed in order to inform training design and, where appropriate, apply the key principles of SJSR into security and justice institutions. The imperative to design coherent, long term training programmes, rather than ad hoc short term interventions, is essential for sustainable capacity building.
- c) **Conduct.** Training is conducted through learning activities in which the performance of trainees is assessed and the structure and content of the programme is validated.
- d) **Evaluation.** Training is evaluated for its effectiveness and relevance in the light of feedback and

the impact of change, and is modified for the next iteration.

The iterative process is illustrated in the diagram below:



This logical approach does not in itself produce good training; the experience, imagination and innovative ideas of those responsible for training will always be critical to its effectiveness.

SECTION 2. OVERVIEW OF TRAINING NEEDS ANALYSIS

Training Needs Analysis (TNA). A TNA is a process concerned with the identification and evaluation of training needs and cost-effective solutions for meeting those requirements. The TNA relies on obtaining accurate quantitative and qualitative data from a variety of sources. This data then needs to be objectively analysed and logical conclusions drawn. The methods and techniques of TNA are not prescriptive: other methods may be used for analysis if they will achieve the desired results.

Terms of Reference (TOR). Work on a TNA project will normally be initiated as the result of a Terms of Reference (TOR) for the project issued to the TNA's author by the commissioning authority. The TOR provides a useful tool for managing the project. The development of TORs should also be a joint process between donor and recipient. It will be important to encourage the application of SJSR principles into the process so that training design takes account of the political environment. During this joint process however, it will be important to reinforce local ownership making sure that national stakeholders take the lead. Furthermore, it will be important to identify relevant national (and regional) training institutions, together with their existing curricula, in order to assess the extent they should be engaged in the TNA project.

Process Outline. The process for TNA is:

- Preliminary work to understand the nature of the project;
- An examination of the specific task or job to produce a detailed specification. This can be a capacity building opportunity to re-evaluate traditional security and oversight roles, but once again, this must be skillfully managed, recognising the political environment. Analysis will also provide information about the competencies required by those selected for or applying for the role and who need to be trained;
- The creation of a list of core tasks defined by performance statements, the conditions under which they are carried out and the levels of competence or standards required for successful fulfilment;
- The conversion of performance statements into training objectives, taking into account the gap in reality (i.e. human capital such as illiteracy and lack of management/IT skills) and resource availability which in an SJSR setting will likely be limited;

- Recommendations to designers of the new training programme.

Sequence and Outcomes. The sequence and the principal outcomes of TNA are:

Stage	Outcome
Scoping Study	Confirm Terms of Reference for the TNA Identify data collection requirements Confirm the operating context for the role to be analysed
Job Analysis	A comprehensive understanding of the role and duties of the jobholder for which training is required
Job Specification	A detailed statement of the activities involved in the job and the environment within which the job is performed A personnel specification highlighting the essential and desirable characteristics needed to do the job successfully
Operational Performance Statements	The main operational tasks of the jobholder precisely stated in terms of performance, and the conditions and standards to be achieved
Training Objectives	A list of objectives derived from the operational tasks setting out what the trainee is to achieve on completion of training.
Training Gap	Identification of the gap between what needs to be done in terms of operational tasks and what is achievable in training as a result of constraints on reality and resources
Training Recommendations	Outline recommendations for the designer of the training programme which include training priorities and solutions

Timings. Time should be allowed to complete the TNA before course design commences. When planning the timing of a TNA in a SJSR setting, there will be many obstacles that are likely to slow down the process such as poor infrastructure, limited institutional files for research, security concerns, general low capacity in human resources, and the allowance of time for managing politically difficult situations.

Adaptability of TNA. Although intended primarily for the management of individual and collective training programmes, the TNA process is widely applicable to other projects if suitably modified. An example of how features of a TNA can be applied to organisational design within the overall context of a National Security Sector Transformation Plan is at Annex A.

SECTION 3. JOB OR TASK ANALYSIS

Job or Task Analysis is the process of examining a specific job in detail in order to identify its component duties and tasks, the conditions under which the job must be performed and the standards to be achieved for successful performance by the job holder. It requires the critical examination of data to obtain objective and reliable evidence for decisions on what training 'must be done', 'should be done' or 'could be done'. Without such a detailed exposition of what the job entails, the focus and impact of training will be hostage to subjective and possibly biased opinions, guesswork and intuition. Be mindful that in a post conflict SJSR setting the nature of the job may not be easy to define, and job-related information difficult to assemble. Going forward there will be a need for an iterative approach involving constant monitoring and adjusting/adapting to changing circumstances.

Have a communications strategy prepared when conducting job or task analysis. If not managed correctly the process might not come across as a neutral technical process, but rather as a critique of current job holders.

Scoping Study. Careful planning is essential for gaining a productive outcome from the TNA process. The person (or group) undertaking the TNA is advised to carry out his or her own scoping study of the project; the time spent on this will seldom be wasted. Preliminary steps include:

- Clarification of the aim and expected outcomes or deliverables of the project;
- Gaining an understanding of the scope of the task and its context;
- Identification of any problems and constraints affecting the investigation;
- Planning the information requirement (see box);
- Identification of the time and resources available to conduct the project, including the existence of capable local training institutions that could assist with the design and delivery of the training;
- Confirmation that there is a justifiable basis on which to proceed.

Information Requirements

- What information is needed?
- Who will provide it?
- Where will other information be found?
- How can information be collected?
- How should the information be analysed and interpreted?

Data for Analysis. The table below lists the type of information which will inform job analysis.

Data Subject	Content
Job Content	<ul style="list-style-type: none"> • Major job objectives • Major responsibilities of the job • Principal tasks and list of sub-tasks • Importance and frequency of tasks performed
Main Job Objective	<ul style="list-style-type: none"> • Summary of aim and scope of job in all general conditions and circumstances • A short, concise statement of its principal purpose, phrased in terms of performance and defining the main outcomes
Principal Responsibilities	<ul style="list-style-type: none"> • Responsibility upwards – to whom? What degree of supervision and direction and guidance is given? • Responsibilities for subordinates – for which aspects of their work? • Responsibilities for equipment, material, estate?

Job Tasks	<ul style="list-style-type: none"> • Identify in detail the tasks for the job • Interdependence of tasks • Difficulty, importance and frequency of tasks
Conditions for the Performance of Tasks	<ul style="list-style-type: none"> • Physical environment and risks • Social: hours of work, teamwork • Psychological: stress, boredom, effect of group behaviours
Standards of Performance	<ul style="list-style-type: none"> • Standards required on completion of training • Additional on-the job training and experience required • Criteria for assessing effectiveness of performance
Difficulties and Distastes	<ul style="list-style-type: none"> • Job content: tasks which are not performed well and possible solutions • Job context: legitimate grounds for dissatisfaction (lack of guidance, inadequate facilities) which may affect performance and motivation
Relationship with Other Jobs	<ul style="list-style-type: none"> • Comparison with similar roles in other organisations to identify common features and differences

Data Sources. Information can be obtained from the following sources:

- Current jobholders – opinions may be subjective but will reflect reality, in particular the difficulty and frequency of tasks which they carry out as part of the job;
- The chain of command or line managers – they will be able to confirm tasks and identify those which are to be regarded as important;
- Other stakeholders – those whose work is supported by the jobholder in question, will have a view on the work and its responsibilities;
- Documents – these may be many and various, providing valuable information on detail and context and an 'official' record for comparison with the views of jobholders and managers.

In a SJSR setting many data sources will hold challenges:

- Be prepared for poorly drafted or non-existent job records;
- In the security sector, be prepared for challenges when trying to incorporate civil society inputs on reforming roles and training of national actors
- There may be highly politicised factions within the security sector chain of command who may be openly hostile and give conflicting information about actor roles.

Data Collection. Some of the common methods for the collection of information are shown in the box below.

Data Collection Method	Comment
Observation	Time consuming and unlikely to cover every aspect of work but will show how the work is done.
Work Diaries	Record of activities in a set period maintained by current jobholder. Provides a detailed account of what is done.
Interviews	With stakeholders. Offers a chance for in-depth explanations with the flexibility to explore ideas.
Questionnaires	Useful for gathering and comparing quantitative data from a large cross-section of people. Needs a system for analysing large quantities of data.

Focus Group of Stakeholders and Subject Matter Experts	Effective method for gaining and comparing experience and attitudes. Needs careful planning and skill in chairing the panel. Can be costly in time when taking people away from their work.
Document Search	Stakeholders may not be aware of the relative importance of documents and not disclose their existence. Can be time consuming to read but will provide an authoritative record.

Factors to Consider. There are a number of factors to consider during the analytical process:

a) **Winning Support.** Those conducting the analysis need to win the support of those whose opinions and assistance they seek. A review and the possibility of change can be seen as threatening. It is important to make clear the purpose of the investigation and to give due acknowledgement to the contribution of those who are involved in it.

b) **Time and Cost.** The time and cost of conducting research and of analysing the resultant data must be kept in mind. Careful planning of the information requirement will ensure it is collected in a quantity and manner which enables adequate and timely analysis within the resources available. An excess of data may swamp the analysts to the extent that the project cannot be completed in time.

c) **Difficulty, Importance and Frequency (DIF) Analysis.** Depending on the extent of the project, a DIF analysis of the tasks identified may be required:

- Difficulty – if a task is considered difficult to perform, it is likely to require more training;
- Importance – those tasks which are critical to successful performance or would cause serious consequences if not performed adequately will require a high priority in training;
- Frequency – a task which is carried out regularly is unlikely to create a problem with ‘skill-fade’; but an infrequently performed task which is nonetheless important may need an additional training focus to ensure the skill is embedded for future use.

In a post-conflict or transitional state, winning support for a training review may often be difficult. There may be many new aspects such as democratic accountability and human rights that have to be integrated into training, and which do not have the support by all stakeholders.

In considering DIF analysis, the TNA author should take account of the need to define the terms of description clearly and allocate a scale for measurement. Allowance should also be made for the unreliability of the personal opinions of respondents.

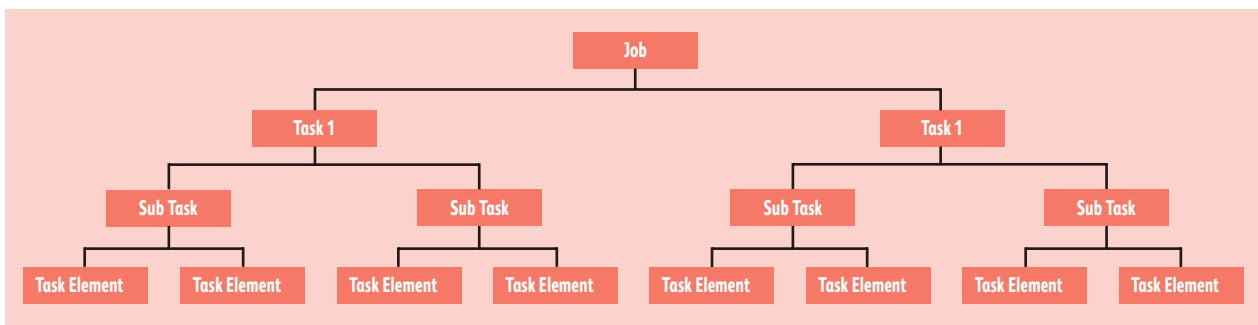
Interpretation. Interpretation is the process of giving meaning to whatever themes and trends have emerged from data analysis. It is important that the findings of the investigation are based on facts drawn from quantitative and qualitative research and that there is a clear audit trail which links conclusions to those facts. A clear audit trail may also save the TNA process from political manipulation by stakeholders (spoilers). A lack of clear evidence to support findings will compromise the authority of the TNA.

SECTION 4. JOB SPECIFICATION

A **Job Specification** is the principal product of Job Analysis. It provides a detailed description of the activities involved in a job and the environment in which it is performed. A task scalar (described below) which will normally be attached to the job specification will assist with the identification of the main tasks or duties of the role. A personnel specification describing the core competencies required of the job holder may be attached as well. An inventory of performance based main tasks commonly referred to as Operational Performance Statements, which are described in Section 5, will also be derived from the Job Specification. In the context of training, Training Objectives are ultimately derived from these Statements.

Task Scalar. During the process of compiling the Job Specification, it will be useful to develop a task scalar. This provides a simple diagrammatic view of the main tasks or duties and the component tasks (sub tasks and task elements) of each. The relationship and interdependence of the tasks is revealed as well as any repetitions.

A task scalar looks like this:



The scalar is created by deconstructing the job, breaking down the main tasks or duties into the component sub tasks which have to be carried out to fulfil that main duty. When developing the scalar, it is important to focus on what the job holder has to do, not what he or she may know or think. Each of the sub tasks may themselves be made up of a number of task elements. The various components of the scalar assist the creation of the Operational Performance Statements.

Job Specification Format. A recommended format for the Job Specification is shown below. The sections are completed with information researched and analysed during Job Analysis:

Job Title.

Numbers of people doing the job.

Main job objective – a concise statement of the purpose of the job.

Secondary job objectives – amplification of the main objective.

Responsibilities – to superior managers, to subordinate staff and for real estate and equipment.

The main tasks or duties of the job – also showing the component elements, usually in scalar format.

A summary of the conditions under which the job is performed.

A statement of the main difficulties and distastes of the job which will indicate areas for modification and for emphasis in training

Personnel Specification. Effective performance in a role is not solely the product of training: it also depends on the job holder having certain personal characteristics appropriate for the role which can be developed, if required, by training. It is also the case that it will be important to select for training only those who have the characteristics to do the job successfully, lest training resources be wasted. A personnel specification will set out the essential and desirable competencies (those combinations of skill, knowledge, attitude and experience) required of trainees, and possibly some disqualifying criteria. This information may be used in designing entry tests for course candidates. Typically, a personnel specification may cover the following criteria:

In fragile environments with weak institutions, be alert to informal networks and criteria being used for the selection of personnel for training programmes. For example, there may be a temptation for local actors to select relatives, clan members, and political party members and/or exclude female trainees.

- Physical factors: for example, health and appearance;
- Attainments: educational and training standards and qualifications, knowledge and previous experience;
- General intelligence and reasoning skills;
- Aptitudes: for example, numeracy, literacy, analysis, creativity and negotiating skills;
- Disposition and Attitudes: for example, persistence, resilience, thoroughness and self-organisation; and for leadership and managerial work: self-awareness, integrity, political awareness, strategic thinking, networking, influencing and decision making competencies;
- Personal circumstances may be relevant in some instances as long as there is no risk of unlawful discrimination.

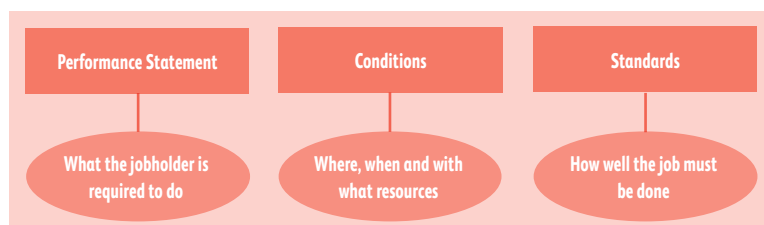
SECTION 5. OPERATIONAL PERFORMANCE STANDARDS

An **Operational Performance Standard (OPS)** is a precise statement of what the jobholder is required to do to carry out a task under real-life working conditions. There is one OPS for each of the main duties or functions of a job. Each OPS is derived from the more general wording of the Job Specification with the main duties being those identified in the scalar.

The OPS lead directly to the creation of Training Objectives and are written first for the following reasons:

- Each task is explained in operational – real-life working – terms;
- Training is therefore aligned with actual operational needs;
- Changes to operational needs will initiate any changes to training;
- The need for training, and in particular resources, is explained and justified.

There are three parts to each OPS:



The key principle for writing OPS is the need to focus on the ability to do the job. An underlying knowledge or understanding of the work is a background feature, not a sign of ability.

a) **Performance Statement.** The performance statement is a brief and precise description of a complete, unambiguous action with an observable and measurable product or outcome. It comprises a verb (an **action** verb expressed in the infinitive form) and an object, with a qualifying description if required, for example: "To operate (verb) a reception centre (object) for former combatants (qualifier)."

Some duties are more 'knowledge' based than 'skills' based and may be more difficult to express as an observable and measurable outcome. Nonetheless, effective training depends on the job holder being able to demonstrate learning and words like 'understand' do not convey this.

Examples of verbs for performance statements are given below.

'Skills' Verbs'		'Knowledge' Verbs		Unacceptable Statements
Advise	Perform	Assess	Explain	Appreciate
Assemble	Manage	Describe	Identify	Be aware of
Check	Support	Distinguish	List	Know
Diagnose	Test		State	Understand
Operate	Write			

b) **Conditions Statements.** The 'conditions' element of the OPS sets out the context in which the task is performed. Conditions might include mention of one or more of the following:

- The existence of any risk or threat must be included;
- Circumstances – there must be a reason for the task;
- Physical conditions – may include working environment or physical exertion;
- Social conditions – as a team member for example;
- Psychological conditions – might include pressure and stress;
- Equipment and tools for the job, if inherent to performance;
- Geographical context where this specifically affects performance;
- Time and space – may include duration and distance factors;
- References – where the task must comply with certain instructions or procedures, these should be referred to.

Conditions
Reason for task
Risk or threat
Physical, social, psychological
Equipment and tools
Geographical environment
Time and space
Compliance with instructions

The physical, social and psychological conditions are those most usually covered in the 'conditions' statement. An example of how these conditions might be written (in the context of a new integrated and representative national army) might be:

"Conditions:

Physical. Involves long hours training and planning integration programmes where working facilities are basic and communications are limited and intermittent.

Social. Reporting to a national military integration programme director. Member of the senior regional DDR management team. Works closely with local government and international humanitarian agencies. Responsible for a team of national government personnel, locally employed administrative staff and translators.

Psychological. Will be required to deal with stressful situations involving difficult decisions in the face of suspicion and fear any hour of the day or night."

c) **Standards.** The 'standards' part of the OPS comprises statements which lay out the component parts of the task (usually identified in the task scalar) which must be completed and the criteria for successful performance. They define the level of competence which the jobholder needs to display and are likely to include one or more of the following:

- **Components.** The components, sub tasks and even task elements, and the sequencing of procedures create a picture of the complete task;
- **Criteria.** Criteria may include a specific sequencing of actions if correct procedures are required for safety reasons, for example. Other criteria might state measures of performance such as time limits, accuracy, rates of work, tolerance for errors etc. Where procedures are listed in detail in a separate document, it is recommended that the use of a reference is made to the relevant information ("in accordance with...") so as to keep the Standards statement to a reasonable length;
- **Personal Qualities and Attitudes.** The performance of some tasks may require the jobholder to demonstrate specific attitudes, as identified in the personnel specification. The problem with such criteria is their subjectivity and the difficulty of precise definition as words to describe qualities may mean different things to different people. But where behaviour is important it may need to be included, for example: "ensures that former combatants are treated in an impartial manner at all times." New qualities and attitudes on human rights, gender, and democratic oversight may be particularly difficult to integrate. The key principle of concentrating on what the jobholder does rather than *thinks* or *believes* must be applied. There may be occasion too to define negative standards where a lack of a particular quality may lead to a failure of performance, for example: "displays no irrational decision making."

Standards
Components: Sub tasks and task elements, procedures
Criteria: Sequencing, measurement, deadlines, accuracy, work rates, tolerances
Personal Qualities and Attitudes

Examples of Standards are as follows:

"On arrival at the Police Integration Centre, former combatants are to be registered by name age, gender, tribal affiliation..."

"Medical screening of new arrivals is to be rendered within 2 hours of registration..."

"The daily report is to be passed to the regional co-ordination headquarters at 6pm..."

" A weekly report is to be passed to the National Integration Coordination Special Committee by midday each Friday..."

"Continual vigilance is to be maintained over the security of the weapons storage areas....."

SECTION 6. TRAINING OBJECTIVES

A **Training Objective (TO)** is an exact specification of what a person must be able to achieve in terms of performance at the end of training. It should represent an Operational Performance Standard (OPS), adapted for training purposes because it is not always possible to replicate real-life performance in the training environment. The compromise which must be made between what is achievable in terms of creating and developing realistic training (realism) and what is affordable in terms of resources is known as the Training Gap and its implications are explained in more detail in Section 7 of this OGN.

The format of a TO is the same as for the OPS: performance statement, conditions and standards. The

'performance' statement must be unchanged as the focus for all training is on performing the real-life job. The 'conditions' statement and 'standards' statement have the same functions as they do in the OPS but are described in terms which match the circumstances of the training environment. In practice, some 'conditions' may vary significantly, others do not. The 'standards' to be achieved under training ought to be the same as those demanded for successful performance of the task but some will vary.

The factors within 'conditions' and 'standards' *which are likely to be stated in different terms* when converting the OPS to a TO are listed below:

Conditions	Standards
The actual or expected risk or threat	Standards which are not achievable without real-life experience obtained 'on the job'
The circumstances making the task necessary	Compliance with regulations such as safety
Physical, social and psychological context	Sub tasks which cannot be included in training because the conditions cannot be replicated
Geographical context	Standards relating to attitudes which cannot be observed under training

In the context of the operation of a DDR reception centre, an example of how a 'conditions' statement (as part of a OPS) might be altered and converted into a TO is shown as follows:

OPS	"Given a population of 200-300 former combatants of mixed gender in a state of suspicion and fear, and exhibiting a variety of behaviours as well as injuries including untreated wounds and starvation..."
TO	"Given a representative crowd of men and women simulating former combatants who demonstrate suspicion and fear, some of whom will be made up to represent wounded fighters or individuals suffering from the effects of starvation..."

SECTION 7. THE TRAINING GAP

The **Training Gap** represents what is not possible to achieve in training in terms of **realism** and **resources** compared with performance of the task in real life. In an SJSR setting this will be a highly critical component to reflect on as there will be many gaps in trying to attain training objectives. Without identifying the Training Gap, shortcomings in training may not be apparent until there is a failure in performance. A statement of the Training Gap, appended to training objectives, will alert all stakeholders and allow measures to be put in place to ameliorate or correct deficiencies.

The gap in **realism** is often created by the inability in training to recreate the physical, social and psychological conditions under which the real-life task is performed. Some reality gaps may be insignificant whilst others may only be closed with real-life experience which line managers or the chain of command will need to be aware of.

Not all training may be affordable or there may be insufficient time to achieve some lower priority objectives. The **resources** gap is likely to have a further impact on the reality gap. However, awareness of the resources gap may prompt the allocation of additional resources where there would otherwise be a critical deficiency in training.

The Training Gap can only be fully analysed during the Design phase of training. It is therefore possible

that Training Objectives will need to be adjusted. They will only be confirmed on completion of course design.

SECTION 8. TRAINING RECOMMENDATIONS

The final output from TNA will be recommendations for solutions to the training need. These could include:

- The Training Objectives for the programme or course;
- A list of tasks for which training is essential (eg. human rights training) and others which are of a lower priority or for which training is not required;
- The location and duration of training as well as the options for on-the-job training or central training;
- The format of the training, for example, full-time, part-time, one-off or on-going;
- Potential local implementing partners with their strengths and weakness, and possible donor options for supporting them.
- Identification of tasks which are difficult to perform and which require formal assessment through testing;
- Recommendations as to the methods and media for achieving training objectives in terms of training benefits and cost-effectiveness.

Presentation of TNA Results and Recommendations. The results of a TNA are likely to be presented formally to the authority commissioning the TNA. A suggested format for adaptation to either oral or written presentations is below.

Heading	Content
Introduction	Set scene, background to study - why report is necessary. Refer to TORs (attached as an Annex).
Aim and Objective	Aim of study Objectives and outcomes Assumptions and limitations Scope and conduct of study
Methodology	Methods of research. Emphasis on statistically sound methods supported by factual evidence to show rigour. Sources: who interviewed and why; questions asked; documentary sources; limitations.
Findings - describe factors, facts	Present an accurate, clear picture of what was found. Include data source, results of questions/interviews.
Conclusions - interpret and discuss findings	Facts – meaning – consequences. Explain meaning/significance of findings based on implications from “so what?” Present arguments logically. Compare & contrast different sources as necessary.

<p>Options</p> <ul style="list-style-type: none"> Use existing system Modify the existing system Introduce a new system Use a combination of existing and new systems <p>Select the optimum solution</p>	<p>Describe the each option and the estimated costs of implementation. Assess the advantages and disadvantages of each option in relation to both training effectiveness and cost effectiveness. Set out the risks of each.</p>
<p>Recommendations</p>	<p>Derive from conclusions leading to options and the selected option. State what needs doing.</p>

APPLICATION OF TNA TO ORGANISATIONAL DESIGN

Introduction. Although a Training Needs Analysis (TNA) is intended primarily to identify training needs based on an evaluation of the tasks to be performed by individuals and teams in an actual work role, there are aspects of the TNA concept which lend themselves to a wider application. Within the environment of Security and Justice Sector Reform (SSR) there are occasions when an organisation has to be created from first principles or from the remnants of a pre-conflict institution. An example could be the setting up of a defence academy or training establishment.

Aim. The aim of this annex is to provide a template for developing a training organisation as part of SSR using some of the methodology from TNA.

Outline. There are four parts to the process:

- A Scoping Study;
- Organisational Needs Analysis;
- Project Specification;
- Review of Options.

Scoping Study. The object of the scoping study is to clarify the aim and outcomes of the development project through an understanding of its overall purpose, by identifying any constraints in terms of time and resources and to gain an early idea of the information requirements for analysis.

Serial	Activity	Possible Conclusions
1	Identify the vision for the training organisation	Purpose within the SSR context and the level of importance which will be given to the project by international and national SSR parties
2	Identify specific outcomes or deliverables	Scope and context of project and identification of both essential and implied tasks required to complete the project
3	Identify problems and constraints as well as freedom of action	Time and resources available and the impact on the conduct of the analysis. Stakeholder interests
4	Identify information requirements	Sources and methods of collection; early warning of assistance and availability of resources for analysis
5	Summary of conclusions	Confirmation of tasks and plan for analysis including 'ready for training date'

Organisational Needs Analysis. The analysis phase will consider a wide range of both external and internal factors which bear upon development of the training organisation. Evaluation of these factors will lead to conclusions about the tasks and structure of the organisation and about the conditions which will affect the manner in which it is managed and maintained. From some of these conclusions a range of options will emerge. A checklist is given in the table on the next page:

Serial	Stage	Factors	Possible Conclusions
1	Strategic Considerations	Security and Justice Sector Reform. Politics and government. Economics and technology. Society and the environment. Military forces and the wider security environment.	Context, opportunities and limitations. International and National stakeholder interests and support, sensitivities, constraint. Funding. Infrastructure/resource capability and limitations. Cultural considerations. Regional geography and communications system, climatic conditions, proximity to supply chain and labour pool. Roles and organisation of military and security forces. Military capability and doctrine. Operational tasks.
2	Operational Considerations	Training doctrine and policy. Training objectives. Training organisation. Training audience/trainees. Training programmes. Training methods and media.	Past, present, future. Aim, products and requirements, structure, courses, syllabus, schedules, throughput, capacity, capability.
3	Training Support	Research and development. Training staff. Classrooms/lecture halls. Furniture. Training aids, equipment and IT. Training estate. Ranges.	Structure, external support. Personnel: structure, capability and qualifications, selection, numbers, train-the trainer programmes. Location, availability, suitability. Methods and media for training. Tools and equipment for the job: weapons/ ammo, transport, communications, stores.
4	Logistics and Administration	Security and provost Buildings: accommodation, training, administration, stores, garages, ablutions/toilets, catering, recreation, camp and HQ support. Water storage and supply. Power/electricity. Fuel storage and supply. Ammunition and equipment storage Rations and catering. Medical. Health/hygiene and safety. Pay and records. Equipment management and maintenance. Communications. Welfare and recreation. Contractors and suppliers. Management capability and systems.	For all: Tasks and sub tasks, capability and capacity, volume, time and space, personnel, structure and layout, inter-relationships and dependencies, effect of future changes, priorities.
5	Resources	Human Material Financial	Command and HQ staff, trainers, administrators, civilian staff, international staff Equipment, plant, tools, furniture, stores, real estate Capital and maintenance budgets, cost estimates

Project Specification. The outcome of TNA in this context will be a project specification setting out the role of the training organisation, its principal objectives and the tasks to be carried out to fulfil its role. The specification will also set out the ways and means for fulfilling its role drawing on the conclusions of the evaluation of factors listed in the needs analysis table above.

Review of Options. The decision on how to give effect to the specification will be based on the selection of one of several options. These options will include an assessment of their respective advantages and disadvantages with particular reference to training effectiveness and cost effectiveness. However, it will also be important to consider strategic factors within each option given the inherently strategic nature of effective SJSR. The principal options are likely to comprise:

- Reliance on an existing organisation – an unlikely solution in the probable circumstances.
- Adaptation of an existing organisation.
- Creation of an entirely new organisation.
- A combination of existing and new organisations.

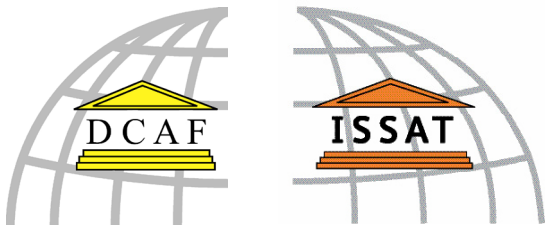
Data Sources and Collection. Sources for information and collection methods may be less accessible than they would be for a standard TNA (as described in the main document above). Much will depend on the experience and initiative of the author of the study but the following actions are recommended:

a) **Sources.** Information will be obtained from the following sources where relevant:

- Investigate training and development programmes in a similar training institution in the project author's home nation for best practice information;
- Consult international SSR partners in-country: political, diplomatic, military and wider security representatives;
- Consult representatives of the national Defence Ministry: political leaders and officials;
- Consult with the relevant officers in the national security and defence forces;
- In the site area, consult with relevant local officials to understand local conditions and with local agencies for supply chain advice and support, as necessary;
- Documents: background briefing papers and official policy (international and national); SSR situation reports; news media; training doctrine, policy and practice.

b) **Collection and Analysis.** The most productive methods of data collection will be through briefings and meetings with stakeholders who will supply or indicate where to obtain relevant documentary sources. Adequate time needs to be set aside for reviewing notes and documents and for compiling tables and charts of data for analysis. Interpreter/translation support may be required and this will add time to research. Personal observation through on-site visits to actual or prospective training locations is essential as a means to authenticate many of the opinions and facts which will be gathered.

c) **Winning Support.** As with any data collection task, it will be essential to gain the support and co-operation of those whose opinions and assistance are sought. The SSR process and the changes to the status quo will be regarded as a threat by some. It is important to make clear the purpose of the investigation, to extol the benefits which will flow from the project and to emphasise the value and importance of the contribution of respondents.



The Geneva Centre for the Democratic Control of Armed Forces (DCAF)

The International Security Sector Advisory Team (ISSAT)

SUPPORTING THE INTERNATIONAL COMMUNITY'S SSR CAPACITY



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