

**Training Impact Assessment of the
United Nations Civil-Military Coordination
(UN-CMCoord) Course**

Stig Kjeldsen

July 2006

Table of Contents

| | | |
|-------|---|----|
| 1 | Executive Summary | 3 |
| 2 | Background..... | 4 |
| 3 | Objectives and Scope..... | 4 |
| 4 | Evaluation Criteria..... | 5 |
| 4.1 | Reaction – Level 1 Evaluation..... | 5 |
| 4.2 | Learning – Level 2 Evaluation..... | 5 |
| 4.3 | Behavioural Change – Level 3 Evaluation | 6 |
| 4.4 | Results – Level 4 Evaluation | 6 |
| 4.5 | Key Issues | 6 |
| 5 | Methodology | 7 |
| 5.1 | Management..... | 7 |
| 5.2 | Sample Selection..... | 7 |
| 5.3 | Tools at the Different Levels of Evaluation..... | 8 |
| 5.4 | Details on the Survey | 9 |
| 5.4.1 | Anonymity | 9 |
| 5.4.2 | Qualitative answers | 9 |
| 5.4.3 | Survey response rate and testing of bias among non-respondents | 10 |
| 5.4.4 | Variations between UN-CMCoord courses | 11 |
| 5.4.5 | Timing of the survey..... | 11 |
| 5.4.6 | Variations between participants’ place of employment..... | 11 |
| 5.5 | Aspects Incorporated to Increase Impact..... | 12 |
| 6 | Findings of the Training Impact Assessment..... | 12 |
| 6.1 | Knowledge of the Humanitarian Environment..... | 12 |
| 6.1.1 | Awareness of security and safety threats | 13 |
| 6.1.2 | Understanding of the humanitarian environment and principles..... | 14 |
| 6.1.3 | Section summary | 15 |
| 6.2 | Mutual Awareness of UN, Military and Civil Defence Organisations..... | 15 |
| 6.2.1 | Understanding of the role of different UN organisations and agencies... | 15 |
| 6.2.2 | Familiarity with military and civilian actors..... | 16 |
| 6.2.3 | Section summary | 17 |
| 6.3 | Expanding OCHA’s Network of Supportive Emergency Managers | 18 |
| 6.3.1 | Readiness to act as liaison officer in humanitarian emergencies..... | 18 |
| 6.3.2 | Application of established UN methodology..... | 19 |
| 6.3.3 | Network of emergency managers..... | 24 |
| 6.3.4 | Section summary | 26 |
| 6.4 | Other Impact Related Effects..... | 27 |
| 6.5 | Participant Recommendations | 28 |
| 6.5.1 | Increased focus on practical application..... | 28 |
| 6.5.2 | Course content | 29 |
| 6.5.3 | Composition of participants and general target groups..... | 29 |
| 7 | Conclusions..... | 29 |
| 7.1 | Improved Coordination between Civilian Actors and Military Forces | 29 |
| 7.2 | Methodological Conclusions | 31 |
| 8 | Recommendations..... | 32 |

| | | |
|--------------------------|--|----|
| 8.1 | Course Design with Increased Focus on Practical Application | 32 |
| 8.2 | Increased Focus on Selection Criteria for Course Participants..... | 32 |
| 8.3 | Continued Use of Training Impact Assessment Tools | 33 |
| Annexes..... | | 33 |
| Relevant literature..... | | 34 |

1 Executive Summary

Purpose: The objective of the training impact assessment was to provide tangible information on what kind of impact the OCHA managed UN-CMCoord courses render.

Team and Method: The assessment was conducted by the Evaluation and Studies Unit with extensive support from, and in full consultation with, staff at OCHA's Civil-Military Coordination Section. The impact assessment looked at the total body of participants (111) from four similarly designed UN-CMCoord Courses conducted in 2005. The assessment of training impact focused primarily at the levels of 'learning' and 'behavioural change'. The main tool of the assessment was an online self-evaluation survey of the participants with a response rate of 82%.

Overall Findings and Conclusions: The training impact assessment corroborated that the three UN-CMCoord course objectives are being accomplished and, hence, that the UN-CMCoord courses do contribute to the process of improved coordination between international civilian humanitarian actors and international military forces in humanitarian emergencies.

In summary, *the first course objective* is being met as the UN-CMCoord courses increase the participants' knowledge of the humanitarian environment, in terms of the actors involved and the possible situations that may be encountered. In line with the *second course objective* the UN-CMCoord courses contribute to a raised mutual awareness of the differences in regard to background, culture, structures and requirements between, on the one hand, UN departments and agencies, and on the other hand, military and civil defence organisations.

Finally, the UN-CMCoord Courses do reinforce international cooperation by expanding OCHA's network of mutually supportive emergency managers *as outlined in the third course objective*. The following are examples of findings supporting the third course objective:

Some 74% of the respondents provided concrete examples as to how their readiness to act as a liaison officer for their organisation in humanitarian emergency relief operations had increased as a result of the UN-CMCoord Course. Also, 72% of the respondents provided concrete examples demonstrating that their preparedness to contribute to emergency response coordination had improved.

However, respondents who claimed that since attending the course they had as some point contributed to emergency response coordination by using the key concepts of coordination (information sharing, task division and planning) were more modest in number - only 50%. The data reveals that those who performed liaison functions for their organisations after having taken the course were more likely to have applied aspects of the course in emergency responses.

The courses also help participants develop a common understanding of the issues surrounding civil-military coordination, increasing participants' knowledge of UN methodology for mission planning, execution, and coordination with other humanitarian actors in the field, as laid out in five specific guidelines (with awareness rates going from 26% prior to a course to 79% after a course). Moreover, 79% of the participants have established or maintained contact with other UN-CMCoord graduates and 68% are networking and sharing information on humanitarian issues as a result of the UN-CMCoord courses.

Main Recommendations: i) UN-CMCoord course organisers should adjust the course design to increase focus on how participants can apply the course curriculum in real-life situations. ii) UN-CMCoord course organisers should increase the focus on ensuring that all selected participants are (or will be) working with emergency management in some form, iii) The UN-CMCoord course organisers should institutionalise the use of an impact assessment survey as a tool for results-based management.

Follow-up Mechanisms: The results of the training impact assessment should be used as a baseline for the annual performance reporting. The findings and recommendations of the assessment were communicated to the UN-CMCoord course organisers within CMCS.

2 Background

Training and education are primary means for sharing the lessons learned and encouraging adherence to fundamental principles. Whether funded by financial or in-kind contributions, training programmes can be costly investments for organisations. Senior Management has renewed the focus on capacity building initiatives within the Office for the Coordination of Humanitarian Affairs (OCHA) and has, among other things, requested an impact assessment of selected training interventions. OCHA's Civil-Military Coordination Section (CMCS), formerly known as Military and Civil Defence Unit (MCDU), implements the United Nations Civil-Military Coordination (UN-CMCoord) Courses. These courses are part of the training impact assessment initiative.

3 Objectives and Scope

The training impact assessment effort is concerned with the impact training can have on job performance and the influence the assessments can have on strengthening training programmes and services. This distinction reflects the fundamental difference between evaluation for purposes of research and an action research approach to evaluation that is designed to facilitate planned change.

The objective of the impact assessment is to provide tangible information on what kind of impact the UN-CMCoord courses achieve. The review shall offer practical recommendations on where to focus in order to improve the effectiveness of the UN-

CMCoord courses¹. In turn this should help to strengthen training programmes and services.

To the extent possible the information should be acquired in a way which facilitates increased impact while minimising disruption and additional workload of those responsible for implementing the training programme. However, maximum collaboration is desirable.

4 Evaluation Criteria

It is possible to divide evaluations of training impact into different levels. The structure which follows is inspired by the work of D. Kirkpatrick, who has been one of the leading academics in the field of training evaluation. Each successive level represents a more precise measurement of the effectiveness of the training programme, which also infers a more rigorous and time-consuming data-collection and analysis. (Winfrey 1999 and Kirkpatrick 1979).

4.1 REACTION – LEVEL 1 EVALUATION

At Level 1 an evaluation focuses on the reaction to the training intervention. In other words, it measures how the participants reacted to a training programme. It looks at participants' satisfaction – i.e. did they like the presentations? Were the topics and materials relevant to their work? These types of questions are typically evaluated through a questionnaire handed out at the end of the training. A positive reaction is conducive to increased learning (Level 2) while a negative reaction is a hindrance to learning. The reaction is the least cost-intensive impact to measure and at the same time provides information that can be important as rough guidance for improving the training.

4.2 LEARNING – LEVEL 2 EVALUATION

At Level 2 the evaluation attempts to assess the extent to which the trainee has enhanced knowledge and/or improved skills or attitudes through the training course. There are various ways to assess the learning impact of training, including both formal and informal testing as well as self-assessments. If possible, trainees are assessed by comparing pre-test and post-test results. However, to produce reliable result the tests oftentimes need to be very detailed, thus raising questions regarding the cost benefit of the exercise. For this reason evaluations of actual learning are carried out much less frequently than evaluations of reactions.

¹ In this way the impact assessment will be limited in scope compared to a general evaluation and, hence, will not duplicate the 2002 MCDU review: “Final Report of the Review of the Military and Civil Defence Unit (MCDU), OCHA, May 2002.”

4.3 BEHAVIOURAL CHANGE – LEVEL 3 EVALUATION

Level 3 evaluations focus on the extent to which trainee behaviour has in fact changed as a result of the training. It seeks to establish if newly acquired knowledge, skills or attitude are being applied in the working environment of the trainee. Often it will be difficult to predict when and exactly how a change in behaviour will occur. As a result the decisions on when and how to evaluate are highly important. There are also various methods to uncover behavioural changes including self-assessments, surveys and interviews of trainees, their managers and other interlocutors.

4.4 RESULTS – LEVEL 4 EVALUATION

Level 4 evaluations attempt to assess the organisational results derived from the training – e.g. have there been increased productivity, improved quality, decreased costs, and reduced frequency of mistakes? While achieving such results is most often the overall goal of a training programme from an organisational perspective, Level 4 results are rarely assessed. It is almost impossible to determine results in financial terms in a humanitarian setting, and such results are moreover hard to link directly with the specific training. A pragmatic and cost-efficient way of seeking to address actual results could be to establish behavioural changes and assess how they align with organisational priorities in regards to relevant competencies, skills and functions.

4.5 KEY ISSUES

The overall UN-CMCoord training system is designed to address the need for improved coordination between international civilian humanitarian actors and international military forces in an international humanitarian emergency. This primarily includes, but is not limited to, the effective coordination in the employment of international military and civil defence assets (MCDA).

Within the overall objectives of the UN-CMCoord training programme, this impact assessment seeks to measure the results achieved in relation to the specific objectives and aims of the UN-CMCoord course listed below². The question numbers refer to sections in the survey format (see Annex 1).

First course objective: To increase the participants' knowledge of the humanitarian environment, in terms of the actors involved and the possible situations that may be encountered (relates to survey questions 4-6).

The following specific course aim falls within the first objective: To have an awareness of possible security and safety threats in humanitarian emergency relief operations in order to be able to inform the relevant authorities (relates to survey questions 17-18).

² The specific course objectives and aims for participants can also be found on CMCS website (UN-CMCoord Training / Curriculum). <http://ochaonline.un.org/mcdu>

Second course objective: To raise mutual awareness of the differences in regard to background, culture, structures and requirements between, on the one hand, UN departments and agencies, and on the other hand, military and civil defence organisations (relates to survey questions 7-9).

The following specific course aim falls within the second objective: To benefit from an enhanced understanding of the role of different organisations and agencies, particularly those of the United Nations, in humanitarian emergency relief operations (relates to survey questions 13-16).

Third course objective: To reinforce international cooperation by expanding OCHA's network of mutually supportive emergency managers, both from UN and military / civil defence/protection organisations (relates to survey questions 10-12).

The following specific course aims fall within the third objective: i) To benefit from increased readiness to act as liaison officer for his or her respective organisation in humanitarian emergency relief operations (relates to survey questions 21-23); ii) To be prepared to contribute to emergency response coordination through the application of established UN methodology for mission planning and execution, as well as coordination with other humanitarian actors in the field (relates to survey questions 19-20, 24-31 and 32-39, the latter compared with baseline data, and 40).

5 Methodology

5.1 MANAGEMENT

The assessment was conducted by the Evaluation and Studies Unit (ESU) with support from, and in full consultation with, OCHA's Civil-Military Coordination Section (CMCS).

5.2 SAMPLE SELECTION

The impact assessment looks at four groups of UN-CMCoord Course participants: i) Jakarta, Indonesia, 6-11 March 2005; ii) Nairobi, Kenya, 17-22 April 2005; iii) Monrovia, Liberia, 25-29 April 2005; and iv) Santo Domingo, Dominican Republic, 15-20 May 2005. This is a manageable size of 111 participants³. Even if each UN-CMCoord course is tailored to the specific context and participants, these four courses were similarly designed. Therefore, this sample of 111 participants will allow for a relevant assessment of the UN-CMCoord Course impact. Since the selection was made on the basis of similar course formats and recent implementations, it is not a random sample of

³ Indonesia: 23; Kenya: 27; Liberia: 35; Dominican Republic: 26.

all UN-CMCoord Courses⁴. Hence, the results should not be seen as representative of the entire body of former EFCT participants.

5.3 TOOLS AT THE DIFFERENT LEVELS OF EVALUATION

Level 1 – Reaction

Training evaluation forms have consistently been collected by the CMCS. These have provided a comprehensive overview of participants' reactions to each of the sessions of which the UN-CMCoord course is composed, and consequently those results will not be repeated in this assessment.

Level 2 – Learning

To conduct a comprehensive pre- and post-training evaluation of newly acquired knowledge, skills and attitudes, one needs a significant amount of resources at hand. Participants arrive with different levels of expertise and it is envisaged that they will gain differently from each session. To measure this comprehensively would require a highly detailed test that manages to capture both basic and more advanced knowledge increases – e.g. a test that detects a wide spectrum of learning. A more cost-efficient way to measure learning is by recreating a baseline, which in this case was possible thanks to a previous exercise that had gathered relevant data on non- participants. The baseline can then be compared to the scores of course participants with similar characteristics.

Level 3 – Behavioural change

Behavioural changes can be documented in various ways. One resource-effective way is to ask the trainees to perform a self-evaluation of their behavioural changes resulting from the training. By asking for concrete examples it is the assumption that respondents will refrain from making overtly value-based judgments.

A recent article in the *American Journal of Evaluation*⁵ documents the effectiveness of web-based survey tools as opposed to mail surveys. The research showed that response rates were higher (95% compared to 79%), responses to qualitative questions were longer and more substantive, responses to quantitative questions were similar, and no evaluative bias was detectable. Based on this research, the CMCoord course participants were surveyed with a web-based tool.

Level 4 - Results

Ideally, managers and other stakeholders could be interviewed or surveyed in order to collect examples and statistics on whether work processes and performance had improved since staff had participated in UN-CMCoord trainings. However, given the diverse group of participants as well as the high turnover of staff, it would be difficult to reach and

⁴ Random sampling would likely have produced problems in the data analysis stages due to the changed UN-CMCoord course format and the large time span between recent and earlier graduates. In addition, response rates may have been significantly lower based on past training survey experiences.

⁵ 'Is a Web Survey as Effective as a Mail Survey', *American Journal of Evaluation*, vol 26 no 2, June 2005, pp.245-253.

select a representative sample population of supervisors who were the day-to-day supervisor prior to and after the training of a staff member.

A feasible way of assessing results would be to compare the detected learning and, most importantly, behavioural changes with organisational priorities as stipulated in the OCHA mission statement and operationalised in the aims and objectives of the UN-CMCoord course.

5.4 DETAILS ON THE SURVEY

The key tool for the impact assessment was a survey of all participants within the sample group. Course participants were surveyed five to eight months after they completed the course as it is expected that this time frame would allow participants to reflect on and/or apply the knowledge acquired during the training. For details on the survey procedure please see Annex 2.

5.4.1 Anonymity

The survey stressed that responses would be treated confidentially. However, while being given the option to remain anonymous, respondents were encouraged to identify themselves in order to make it easier to track and encourage non-respondents to participate.

A training impact survey in late 2005, which included 80 participants of the OCHA Emergency Field Coordination Training (EFCT), showed that removing the option to remain anonymous did not produce a significantly different response rate from the UN-CMCoord survey (if similar follow-up actions were implemented).

The quantitative responses of the 6% who chose to remain anonymous were similar or even slightly more positive towards the course and its impact than of those respondents who identified themselves. In addition, none of the qualitative responses from this group contained any critique of the course. Hence, as a matter of principle, respondents should in the future be given the option to remain anonymous.

5.4.2 Qualitative answers

The survey sought to extract a maximum number of qualitative answers (concrete examples) to verify and elaborate on the quantitative factors. Using the qualitative data, one can measure the effect of the course simply by counting the number of respondents who provide concrete affirmative examples. The judgment of what constitutes a concrete example remains a subjective one and was made by the ESU Project Manager. By having the same person reviewing all the data, consistency in interpretation of the entire dataset was ensured.

As expected, there was a gap between the quantitative data (from closed-ended questions) and the supporting qualitative answers (from open-ended questions). The affirmative answers to the closed-ended questions were consistently between 12% and 29% higher in comparison with those who provided concrete supporting examples through the open-ended questions. It can therefore be concluded that one can expect a more positive assessment if relying only on the quantitative data.

The qualitative responses received were cleaned and subsequently coded using grounding (i.e. the coding categories are generated from the answers and not pre-chosen).

5.4.3 Survey response rate and testing of bias among non-respondents

In total, 71 of the 111 surveyed (or 64%) responded by the deadline. In order to assess if the remaining group of ‘non-respondents’ held views different from the ones responding to the survey, an extra effort was put into getting replies from this group by: i) extending the deadline as well as notifying all participants, and ii) reminding non-respondents through individual emails or phone calls before the expiration of the second deadline. These measures yielded an extra 20 responses (18%), thus bringing the overall response to 91 participants, which equals a response rate of 82%.

As a comparison, a company like Tercent Inc. that specialises in on-line survey tools has an operational average response rate of 41% (for sample sizes smaller than 1000)⁶. The high response rate in this case can most likely be explained by i) the direct targeting of small groups of participants (around 23-35 per CMCoord course) generating an increased sense of responsibility to answer; and ii) the above mentioned follow-up efforts after the launch of the survey.

An analysis of difference in response patterns between the ‘timely respondents’ and the ‘non-respondents’ as by the original deadline shows only minor differences.

Non-respondents are more or less equally represented in the different employment categories. There is no consistent bias among the non-timely responders in terms of prior humanitarian experience. While course participants with prior experience in the provision of international humanitarian assistance are under-represented among the late responders, the group of participants with prior liaison experience in humanitarian emergency relief operations is over-represented.

There is no consistent bias in the answers provided by timely and late responders. For some questions the answers provided by timely responders are more positive towards the CMCoord training than the answers provided by non-respondents, for other questions the pattern is reversed.

In summary, there appears to be no consistent bias in the group of ‘non-respondents’ and hence conclusions can be drawn representing all the participants of the surveyed courses.

⁶ http://www.supersurvey.com/papers/supersurvey_white_paper_response_rates.htm (28 February 2006)

5.4.4 Variations between UN-CMCoord courses

The overall body of respondents is equally divided between the four courses surveyed (with 24-25% per course).

The results for each question were controlled for significant differences in responses in order to assess if the specific UN-CMCoord course had any influence on the results. Most results (by course) fall within 5 percentage points of the overall average. In addition, the results do not seem to display any consistent difference among the four courses. Hence, it seems fair to conclude that - as intended - the selected sample of courses does represent a uniform body of UN-CMCoord training experience.

Where a noteworthy correlation between individual answers and the UN-CMCoord courses number could be established, it is mentioned in the relevant section below.

5.4.5 Timing of the survey

The participants were surveyed five to eight months after completion of their respective courses. Following from the analysis of results by each course, no significant difference was detectable between the respondents who had almost eight months between graduating and being surveyed as compared to those with only a five-month gap. This result is consistent with a recent training impact assessment of the OCHA Emergency Field Coordination Training.

5.4.6 Variations between participants' place of employment

The employment locations of respondents are diverse, with the three biggest groups being staff from UN military or political missions, governmental staff within civil affairs and governmental staff within the military or military police. Medium size groups are staff from NGOs and from 'other' UN departments, programmes and funds. Respondents from intergovernmental bodies (AU, EU, NATO, etc.) and 'other staff' each only make up 3% of the total. As these two groups are very small, they have been excluded when the analysis focused on place of employment.

| Q2-Since you completed the UN-CMCoord Course where have you (primarily) been employed? | Total count | Total as percentage |
|--|-------------|---------------------|
| Government (civil affairs) | 16 | 18% |
| Government (military/military police) | 24 | 26% |
| Intergovernmental body (AU, EU, NATO etc.) | 3 | 3% |
| NGO | 9 | 10% |
| OCHA | 5 | 5% |
| Other | 3 | 3% |
| Other UN Departments, Programmes and Funds | 10 | 11% |

| | | |
|---|----|------|
| UN military or political missions (MINUSTHA/UNMIL etc.) | 21 | 23% |
| Grand Total | 91 | 100% |

Each finding from the survey analysis was controlled for differences by employment category in order to assess if the place of employment had any influence on the results. While there was no overall trend which could be tracked through all answers, certain questions gave significantly different answers. Noteworthy differences in answers are mentioned in the relevant sections below.

5.5 ASPECTS INCORPORATED TO INCREASE IMPACT

A traditional learning curve demonstrates that maximum learning can be measured immediately after a training event. As time passes participants forget large proportions of newly acquired knowledge. Eventually, new knowledge retained in the long-term memory is a small proportion of what was initially acquired during the training. However, if participants are exposed to some kind of refresher after a given time period has elapsed, forgotten knowledge can be regained and eventually an increased knowledge is likely to be retained in the long-term memory.

The question was thus how these findings could be applied to the training impact assessment. While it was clearly not within the scope of this undertaking to provide any refresher course a simplified approach was adopted: it was decided to incorporate a few of the key messages from the UN-CMCoord courses into the survey with the intention to increase the active memory of past participants and serve as a ‘teaser’ for improving the qualitative answers. In turn, it is the assumption that this approach may increase the likelihood of behavioural changes in the period after participants have been surveyed, although it will not be measured through this impact assessment exercise.

The survey tried to strike a balance in the level of detail used in teasers. More details could have made the survey too cumbersome to complete, thus leading to low response rates. It could also have led to guided answers and hence biased results.

6 Findings of the Training Impact Assessment

6.1 KNOWLEDGE OF THE HUMANITARIAN ENVIRONMENT

The first UN-CMCoord course objective is to ‘Increase the participants' knowledge of the humanitarian environment, in terms of the actors involved and the possible situations that may be encountered’. In order to assess the impact the course has generated in this regard, the objective will be analyzed in the two ensuing sections.

6.1.1 Awareness of security and safety threats

The following specific course aim falls within the first objective: To have an awareness of possible security and safety threats in humanitarian emergency relief operations in order to be able to inform the relevant authorities.

When asked, 79% of respondents answered that the course increased their awareness of possible security and safety threats in humanitarian emergency relief operations. Looking at the pattern of responses by employment category, it seems that staff from NGOs, OCHA and other UN Departments and Programmes gained the least, while staff from Government structures (civil as well as military) and UN military or political missions gained the most. Over half of those who did not indicate an increased awareness explicitly did so because they already considered themselves well-versed in the subject matter.

| Q2-Since you completed the UN-CMCoord Course where have you (primarily) been employed? | Q17-Having attended the UN-CMCoord Course do you consider that you have increased your awareness of possible security and safety threats in humanitarian emergency relief operations? | | | |
|--|---|-----|------|-------------------|
| | Don't know | No | Yes | Grand Total |
| Government (civil affairs) | 0% | 0% | 100% | 100% |
| Government (military/military police) | 4% | 13% | 83% | 100% |
| NGO | 22% | 22% | 56% | 100% |
| OCHA | 0% | 40% | 60% | 100% |
| Other UN Departments, Programmes and Funds | 0% | 40% | 60% | 100% |
| UN military or political missions (MINUSTHA/UNMIL etc.) | 0% | 19% | 81% | 100% |
| Grand Total | 4% | 18% | 79% | 100% ⁷ |

Staff which has been involved in the reception of international humanitarian assistance during the last ten years has higher positive response rates on the above question (a difference of 25 percentage points). Interestingly, there is no significant difference between those who have or have not been involved in the provision of humanitarian assistance on behalf of their country or performed the role of liaison officer.

| Q25-Within the last 10 years have you been involved in the reception of international humanitarian assistance during an emergency in your country? | Q17-Having attended the UN-CMCoord Course do you consider that you have increased your awareness of possible security and safety threats in humanitarian emergency relief operations? | | | |
|--|---|-----|-----|-------------|
| | Don't know | No | Yes | Grand Total |
| No | 3% | 25% | 71% | 100% |
| Yes | 4% | 0% | 96% | 100% |
| Grand Total | 3% | 18% | 79% | 100% |

⁷ Throughout the report percentages for each sub-category have been rounded to the nearest whole number and, thus, may not always add up to exactly 100%.

6.1.2 Understanding of the humanitarian environment and principles

In addition to questions assessing the impact of the training on the course aim stated above, questions also related to whether the training had provided the participants with an understanding of the concept of a humanitarian environment and the fundamental humanitarian principles.

In total, 94% responded that the course had provided them with a better understanding of the concept of the humanitarian environment. The lowest scoring group was that of NGO staff where 78% indicated that they had improved their understanding in this area.

| Q2-Since you completed the UN-CMCoord Course where have you (primarily) been employed? | Q4-Do you think the UN-CMCoord Course has provided you with a better understanding of the concept of the humanitarian environment? | | | |
|--|--|-----|------|-------------|
| | Don't know | No | Yes | Grand Total |
| Government (civil affairs) | 6% | 6% | 88% | 100% |
| Government (military/military police) | 4% | 0% | 96% | 100% |
| NGO | 11% | 11% | 78% | 100% |
| OCHA | 0% | 0% | 100% | 100% |
| Other UN Departments, Programmes and Funds | 0% | 0% | 100% | 100% |
| UN military or political missions (MINUSTHA/UNMIL etc.) | 0% | 0% | 100% | 100% |
| Grand Total | 4% | 2% | 94% | 100% |

When asked if the training course had enhanced their comprehension of the fundamental humanitarian principles of humanity, impartiality, neutrality and assistance based on needs, 98% answered 'yes'. Again, NGO staff was the group which cited mixed results with only 78% answering 'yes'.

| Q2-Since you completed the UN-CMCoord Course where have you (primarily) been employed? | Q6-Would you say that this training course has enhanced your comprehension of the fundamental humanitarian principles of humanity, impartiality, neutrality and assistance based on needs? | | | |
|--|--|-----|------|-------------|
| | Don't know | No | Yes | Grand Total |
| Government (civil affairs) | 0% | 0% | 100% | 100% |
| Government (military/military police) | 0% | 0% | 100% | 100% |
| NGO | 11% | 11% | 78% | 100% |
| OCHA | 0% | 0% | 100% | 100% |
| Other UN Departments, Programmes and Funds | 0% | 0% | 100% | 100% |
| UN military or political missions (MINUSTHA/UNMIL etc.) | 0% | 0% | 100% | 100% |
| Grand Total | 1% | 1% | 98% | 100% |

6.1.3 Section summary

The course aim for participants ‘to have an awareness of possible security and safety threats in humanitarian emergency relief operations in order to be able to inform the relevant authorities’ seems to have been fulfilled in that 79% of the respondents answered that they had increased their awareness in this regard.

The training also provided the participants with an understanding of the concept of a humanitarian environment and the fundamental humanitarian principles. An impressive 94% responded that the course had provided them with a better understanding of the humanitarian environment while an even higher number, 98%, stated that they had gained a better understanding of the fundamental humanitarian principles of humanity, impartiality, neutrality and assistance based on needs.

Cross checking for different response patterns, staff from NGOs appeared consistently to have gained the least (though still at a satisfactory level). In addition, staff who had been involved in the reception of international humanitarian assistance during the last ten years had higher positive response rates than those who had not.

In summary it seems fair to conclude that the first UN-CMCoord course objective to ‘increase the participants’ knowledge of the humanitarian environment, in terms of the actors involved and the possible situations that may be encountered’ has been accomplished.

6.2 MUTUAL AWARENESS OF UN, MILITARY AND CIVIL DEFENCE ORGANISATIONS

The second UN-CMCoord course objective is ‘to raise mutual awareness of the differences in regard to background, culture, structures and requirements between, on the one hand, UN departments and agencies, and on the other hand, military and civil defence organisations. To assess the impact the courses have generated in this regard, the objective will be analyzed in the following two sections.

6.2.1 Understanding of the role of different UN organisations and agencies

The following specific course aim falls within the second objective: To benefit from an enhanced understanding of the role of different organisations and agencies, particularly those of the United Nations, in humanitarian emergency relief operations.

Almost all respondents (96%) answered that, by having attended the UN-CMCoord Course, they now had a more comprehensive overview of the United Nations System’s

involvement in emergency response. The respondents who provided a negative answer referred to having already had sound knowledge in the area.

| | | | | |
|--|--|----|-----|-------------|
| Q2-Since you completed the UN-CMCoord Course where have you (primarily) been employed? | Q13-Having in mind this definition as well as the role of the “Big Four” (WFP, UNHCR, UNICEF, UNDP) and the UN Common Services (UNHAS, UNJLC, DSS, HICs) would you say that having attended the UN-CMCoord Course you have now a more comprehensive overview of the United Nations System’s involvement in emergency response? | | | |
| | Don't know | No | Yes | Grand Total |
| Grand Total | 2% | 2% | 96% | 100% |

In total, 90% of respondents answered that the course had expanded their overall understanding of the role and structure of OCHA. Over half of the respondents which did not answer ‘yes’ to the question did so because they already enjoyed a considerable knowledge of the subject matter. This was the reason given by all NGO and OCHA respondents.

| | | | | |
|--|---|-----|------|-------------|
| Q2-Since you completed the UN-CMCoord Course where have you (primarily) been employed? | Q15-Having attended the UN-CMCoord Course, do you feel that you have expanded your overall understanding of the role and structure of OCHA? | | | |
| | Don't know | No | Yes | Grand Total |
| Government (civil affairs) | 6% | 0% | 94% | 100% |
| Government (military/military police) | 0% | 0% | 100% | 100% |
| NGO | 22% | 11% | 67% | 100% |
| OCHA | 0% | 20% | 80% | 100% |
| Other UN Departments, Programmes and Funds | 10% | 0% | 90% | 100% |
| UN military or political missions (MINUSTHA/UNMIL etc.) | 5% | 0% | 95% | 100% |
| Grand Total | 6% | 4% | 90% | 100% |

6.2.2 Familiarity with military and civilian actors

To gain additional perspectives on the second course objective, the survey posed two questions relating to the awareness of the difference between the UN and military and civil defence organisations.

Of the respondents 94% claimed that they were more familiar with the characteristics, structure and organisation of the military and civilian actors involved in the response to an emergency. Among those providing a negative response, one (an OCHA participant) clarified the answer by referring to previous knowledge. Another ‘no’ respondent actually cited increased awareness of civil defence organisations as a result of the course, indicating that the answer could have been ‘yes’.

| Q2-Since you completed the UN-CMCoord Course where have you (primarily) been employed? | Q7-Would you say that having attended the UN-CMCoord Course you are now more familiar with the characteristics, structure and organisation of the military and civilian actors involved in the response to the emergency? | | | |
|--|---|-----|------|-------------|
| | Don't know | No | Yes | Grand Total |
| Government (civil affairs) | 6% | 0% | 94% | 100% |
| Government (military/military police) | 4% | 0% | 96% | 100% |
| NGO | 0% | 0% | 100% | 100% |
| OCHA | 0% | 20% | 80% | 100% |
| Other UN Departments, Programmes and Funds | 0% | 0% | 100% | 100% |
| UN military or political missions (MINUSTHA/UNMIL etc.) | 0% | 10% | 90% | 100% |
| Grand Total | 2% | 4% | 94% | 100% |

All respondents (100%) stated that the course had provided them with a clearer picture of the different objectives and concerns of military and civilian actors in the response to an emergency.

| Q9-Having attended the UN-CMCoord Course, do you feel you have a clearer picture of the differences in the objectives and concerns of military and civilian actors in the response to an emergency? | Total |
|---|-------|
| Yes | 100% |
| No | 0% |
| Grand Total | 100% |

6.2.3 Section summary

Some 96% of the respondents answered that by having attended the UN-CMCoord Course they now have a more comprehensive overview of the United Nations System's involvement in emergency response. In total, 90% of the respondents answered that the course had expanded their overall understanding of the role and structure of OCHA. Hence, the stated course aim for participants to 'benefit from an enhanced understanding of the role of different organisations and agencies, particularly those of the United Nations, in humanitarian emergency relief operations', seems to have been fulfilled.

The survey posed two more questions relating to the awareness of the difference between the UN and military and civil defence organisations. On the question whether after the course the participants were more familiar with the characteristics, structure and organisation of the military and civilian actors involved in the response to the emergency, some 94% answered 'yes'. A clean 100% of respondents said that they felt that as a result of the course they have a clearer picture of the differences in the objectives and concerns of military and civilian actors in the response to an emergency.

In summary, it appears that the second UN-CMCoord course objective ‘to raise mutual awareness of the differences in regard to background, culture, structures and requirements between, on the one hand, UN departments and agencies, and on the other hand, military and civil defence organisations’ has also been accomplished.

6.3 EXPANDING OCHA’S NETWORK OF SUPPORTIVE EMERGENCY MANAGERS

The third UN-CMCoord course objective is ‘to reinforce international cooperation by expanding OCHA’s network of mutually supportive emergency managers, from both UN and military/civil defence/protection organisations.’ To assess the impact the course has generated in this regard, the objective will be analyzed in the three following sections.

6.3.1 Readiness to act as liaison officer in humanitarian emergencies

The following specific course aims fall within the third objective: To benefit from increased readiness to act as liaison officer for his or her respective organisation in humanitarian emergency relief operations.

Some 86% of the respondents felt that their readiness to act as a liaison officer for their organisation in humanitarian emergency relief operations had increased as a result of the UN-CMCoord Course.

| Q2-Since you completed the UN-CMCoord Course where have you (primarily) been employed? | Q22-Do you feel your readiness to act as a liaison officer for your organisation in humanitarian emergency relief operations has increased as a result of the UN-CMCoord Course? | | | |
|--|--|-----|-----|-------------|
| | Don't know | No | Yes | Grand Total |
| Government (civil affairs) | 6% | 6% | 88% | 100% |
| Government (military/military police) | 8% | 0% | 92% | 100% |
| NGO | 22% | 0% | 78% | 100% |
| OCHA | 0% | 20% | 80% | 100% |
| Other UN Departments, Programmes and Funds | 10% | 10% | 80% | 100% |
| UN military or political missions (MINUSTHA/UNMIL etc.) | 0% | 14% | 86% | 100% |
| Grand Total | 7% | 7% | 86% | 100% |

To add qualitative data and verify the closed-ended question, participants were asked to produce concrete examples supporting their answers. Using this data one can measure the effect of the course, simply by counting the number of respondents who provide affirmative examples (statements which do not appear to answer the question are not included). This approach shows that 74% of respondents applied aspects from the sessions covering the given topic. It is apparent that there is a 12 percentage point gap between the answers to the closed-ended question and the open-ended one calling for

concrete examples (i.e. answers to the closed-ended question are 14% ‘over-rated’). This gap is consistent with results detected in the EFCT impact assessment.

| | Affirmative example provided? | | |
|-------|-------------------------------|-----|-------------|
| | No | Yes | Grand Total |
| Total | 26% | 74% | 100% |

Respondents provided different kinds of examples. Just over 50% mentioned that the course had increased their readiness to act as liaison officer, due to a better understanding of the various humanitarian actors and their roles and mandates. A few (4%) went a step further and claimed that the course has provided them with a newfound sense of confidence to act as liaison officer. Certain respondents (10%) mentioned that the course had provided them with concrete tools to liaise effectively, some of which they had already applied. Moreover, 21% mentioned positions in which the improved liaison abilities had been applied. Around 8% noted that their network had improved and/or that they are considered capacities on Civil-Military Coordination within their organisation.

Of the respondents who did not consider that their readiness to act as liaison officers had improved, the two examples given as inhibiting factors were both external to the course. They included a lack of field level experience as well as the inability of the employer to recognise the potential of the course attendant.

6.3.2 Application of established UN methodology

Another of the specific course aims also falls within the third objective: to be prepared to contribute to emergency response coordination through the application of established UN methodology for mission planning and execution, as well as coordination with other humanitarian actors in the field.

More than half of respondents (56%) stated that they had performed liaison functions for their organisation in humanitarian emergency relief operations after having attended the UN-CMCoord course. The smallest proportion (33%) was found within military or military police employees of governments, the highest (89%) within NGO staff.

| Q2-Since you completed the UN-CMCoord Course where have you (primarily) been employed? | Q19-Since you attended the course have you at any time performed liaison functions for your organisation in humanitarian emergency relief operations? | | |
|--|---|-----|-------------|
| | No | Yes | Grand Total |
| Government (civil affairs) | 25% | 75% | 100% |
| Government (military/military police) | 67% | 33% | 100% |
| NGO | 11% | 89% | 100% |
| OCHA | 40% | 60% | 100% |
| Other UN Departments, Programmes and Funds | 30% | 70% | 100% |
| UN military or political missions (MINUSTHA/UNMIL etc.) | 52% | 48% | 100% |

| | | | |
|-------------|-----|-----|------|
| Grand Total | 44% | 56% | 100% |
|-------------|-----|-----|------|

Looking at those who did perform liaison functions, 91% said that were able to apply something they had learned at the UN-CMCoord course.

| | | | |
|--|--|-----|-------------|
| Count of those who have at any time since they attended the course performed liaison functions for their organisation in humanitarian emergency relief operations. | Q20-While performing liaison functions for your organisation were you able to apply anything you learned at the UN-CMCoord Course? | | |
| | No | Yes | Grand Total |
| Grand Total | 9% | 91% | 100% |

If only counting those who provide at least one concrete example, the figure falls to 78% (a difference of 13 percentage points or an ‘over-rating’ of the closed-ended question by 14%).

| | | | |
|-------|-------------------------------|-----|-------------|
| | Affirmative example provided? | | |
| | No | Yes | Grand Total |
| Total | 22% | 78% | 100% |

The examples provided by the respondents fall in three overall categories. The largest group (57%) provided concrete examples of countries, locations and/or situations where UN-CMCoord Course learning had been applied, but few provided details of which specific course aspects actually had been implemented. The second largest group (36%) provided examples of concrete tools taught during the course that had subsequently been applied. Examples included the use of planning tools, various guidelines and the concept of humanitarian space and humanitarian principles. Finally, 7% specifically mentioned how they had applied their increased understanding of other actors while trying to solve problems as well as to improve collaboration and coordination. Those respondents providing reasons why aspects of the course had not been applied, focused on external factors, like having attended the course towards the end of the liaison assignment.

Half (50%) of the respondents claimed that they had contributed to emergency response coordination subsequent to course participation by using the key concepts of information sharing, task division and planning. Not surprisingly, those who had performed liaison functions in emergency relief operations since the course reported a significantly higher rate of application of the concepts (73% versus 22%).

| | | | | |
|---|--|-----|-----|-------------|
| Q19-Since you attended the course have you at any time performed liaison functions for your organisation in humanitarian emergency relief operations? | Q26-Since you attended the UN-CMCoord Course have you at any time contributed to emergency response coordination by using the key concepts of coordination: information sharing, task division and planning? | | | |
| | Don't know | No | Yes | Grand Total |
| No | 2% | 76% | 22% | 100% |
| Yes | 4% | 22% | 73% | 100% |
| Grand Total | 3% | 47% | 50% | 100% |

Most of the examples provided by the participants referred to emergency response situations, but some 20% mentioned concrete examples of when they had applied the concepts of planning and 15% mentioned information sharing. Only 6% specifically touch on the concept of task division. None of the ‘no’ or ‘don’t know’ respondents provided explanations as to why they had not applied any of the key concepts.

A significant number of respondents (93%) stated that their preparedness to contribute to emergency response coordination had improved through the course participation. Apart from NGO staff, which scored 15 percentage points below the average, there was little variation among the different employment groups.

| | | | | |
|-------------|--|----|-----|-------------|
| | Q28-Having attended the UN-CMCoord Course do you feel your preparedness to contribute to emergency response coordination has improved? | | | |
| | Don't know | No | Yes | Grand Total |
| Grand Total | 6% | 1% | 93% | 100% |

Looking at the number of respondents providing concrete example in support of their affirmative answer, the percentage drops by 21 points to 72% (i.e. answers to the closed-ended question are 23% ‘over-rated’). A majority of the respondents mentioned factors such as increased knowledge of emergency response issues (including guidelines) or a better understanding of other humanitarian actors and the system in general, as reasons for their improved preparedness. The statements are summed up well by the following quote: ‘...The training gave me the guidelines, theory as well as practical know-how that really changed the way I look at things....’ Around 10% mentioned either an increased personal network or improved confidence in themselves as examples of what the course had done to improve their preparedness. Of those who answered ‘no’ or ‘don’t know’ only one provided a reason; no opportunity to apply new knowledge.

It is oftentimes stated that a common understanding of the issues surrounding civil-military coordination facilitates emergency response coordination (through the application of established UN methodology). Participants were consequently asked how effective the course had been in assisting them to develop such a common understanding. In total, 76% marked ‘highly effective’ and 21% ‘somewhat effective’ on a four point scale. NGO staff had the lowest average while UN staff from Departments, Programmes and Funds provided the highest score.

| | | | | | | |
|--|---|------------------|--------------------|----------------------|--------------------|-------------|
| Q2-Since you completed the UN-CMCoord Course where have you (primarily) been employed? | Q40-How would you rate the effectiveness of the UN-CMCoord Course in helping you and other UN-CMCoord Course participants develop a common understanding of the issues surrounding civil-military coordination? | | | | | |
| | Don't know | Highly effective | Somewhat effective | Somewhat ineffective | Highly ineffective | Grand Total |
| Government (civil affairs) | 0% | 75% | 25% | 0% | 0% | 100% |
| Government (military/military police) | 0% | 79% | 21% | 0% | 0% | 100% |
| NGO | 11% | 56% | 33% | 0% | 0% | 100% |
| OCHA | 0% | 80% | 20% | 0% | 0% | 100% |

| | | | | | | |
|---|----|------|-----|----|----|------|
| Other UN Departments, Programmes and Funds | 0% | 100% | 0% | 0% | 0% | 100% |
| UN military or political missions (MINUSTHA/UNMIL etc.) | 0% | 71% | 24% | 5% | 0% | 100% |
| Grand Total | 1% | 76% | 21% | 1% | 0% | 100% |

UN methodology for mission planning and execution as well as coordination with other humanitarian actors in the field has been laid out in a number of guidelines. These guidelines are key tools and it is therefore paramount that both civilian and military actors present in the theatre are familiar with these documents.

A cost-efficient way to measure learning is by re-creating a baseline, which in this case was possible as data existed documenting the general awareness of five key guidelines among actors in Liberia (non-UN-CMCoord participants). Identical questions were posed to participants of the UN-CMCoord training and the baseline was subsequently compared to the scores of course participants with similar characteristics⁸.

The results show that on average the awareness rate of each of the guidelines went up from a mere 26% for respondents not having attended an UN-CMCoord course to 79% for course participants. The breakdown of answers by each guideline reveals great differences in prior knowledge. The Inter Agency Standing Committee Reference Paper on Civil-Military Relations in Complex Emergencies and the MCDA Guidelines (the Use of Military and Civil Defence Assets to Support United Nations Humanitarian Activities in Complex Emergencies) was largely unknown, with only 13% claiming to have heard of them. With a pre-course score of 58%, one set of guidelines - on the Use of Military or Armed Escorts for Humanitarian Convoys - stands out as somewhat well known. The post-course results reveal that the general awareness of UN military or political mission staff had been raised significantly. Between 70% and 90% reported to be aware of each of the key guidelines.

| Percentage of respondents from UN military or political missions who said that they have heard about the following documents: | Post-course results | Pre-course results |
|--|---------------------|--------------------|
| Guidelines on the Use of Military and Civil Defence Assets in Disaster Relief, 'Oslo Guidelines', May 1994. | 81% | 25% |
| Guidelines on the Use of Military and Civil Defence Assets To Support United Nations Humanitarian Activities in Complex Emergencies, "MCDA Guidelines", March 2003 | 71% | 13% |
| The Inter Agency Standing Committee Reference Paper on Civil-Military Relations in Complex Emergencies, June 2004 | 70% | 13% |
| Use of Military or Armed Escorts for Humanitarian Convoys: discussion paper and non-binding guidelines, Inter Agency Standing Committee, 2001 | 81% | 58% |
| Department of Peacekeeping Operations, Civil-Military Coordination | 90% | 21% |

⁸ The pre-course respondents are best compared to a similar group of post-course respondents. With 74% of the pre-course respondents from the United Nations Mission in Liberia - UNMIL (of the 24 pre-course respondents 19 were serving in UNMIL), the post-course results are drawn from the 21 respondents who work with a UN military or political mission.

| | | |
|------------------------|-----|-----|
| Policy, September 2002 | | |
| Average per Guideline | 79% | 26% |

In addition to the five guidelines for which baseline data exists, the survey also asked respondents to answer if they had heard of one or more of the following documents: i) 'Do No Harm'; ii) Sphere Project: Humanitarian Charter and Minimum Standards in Disaster Response; and iii) Code of Conduct for the International Committee of the Red Cross and Red Crescent Movement and NGOs in Disaster Relief. A total of 93% responded that they did.

| | |
|---|-------|
| Have you heard about one or more of the following documents: i) 'Do No Harm'; ii) Sphere Project: Humanitarian Charter and Minimum Standards in Disaster Response; iii) Code of Conduct for | |
| | Total |
| No | 7% |
| Yes | 93% |
| Grand Total | 100% |

Participants were moreover asked if they were aware – before and after the UN-CMCoord Course - that civil-military coordination guidelines stipulate that the use of military assets to provide relief in humanitarian emergencies is only to be considered as a last resort. Of the respondents, 40% said they were aware of this beforehand, while 93% were aware of the fact afterwards, which correlates well with the above results.

| | No | Yes | Grand Total |
|--|-----|-----|-------------|
| Q30-Before the UN-CMCoord Course were you aware that according to civil military coordination guidelines the use of military assets to provide relief in a humanitarian emergency should only be of last resort? | 60% | 40% | 100% |
| Q31-Having attended the UN-CMCoord Course are you now aware that according to civil military coordination guidelines the use of military assets to provide relief in a humanitarian emergency should only be of last resort? | 7% | 93% | 100% |

In the next level of analysis respondents were asked if the documents listed had been helpful in obtaining guidance regarding civil-military coordination for humanitarian/development assistance. In total 61% found them very helpful, 24% somewhat helpful and 15% never used any of the documents. The lowest rate of use was by staff from UN military or political missions, where 33% said they had never used any of the documents, while NGO staff ranked the documents highest with 75% stating that they were considered as 'very helpful'.

| | | | | | |
|--|---|--------------|------------------|-------------|-------------|
| Q2-Since you completed the UN-CMCoord Course where have you (primarily) been employed? | Q38-In your experience, have the documents listed above (in questions 32 to 37) been helpful in obtaining guidance regarding civil-military coordination for humanitarian/development assistance? | | | | |
| | I never used any of the documents | Very helpful | Somewhat helpful | Not helpful | Grand Total |
| Government (civil affairs) | 13% | 69% | 19% | 0% | 100% |
| Government (military/military police) | 13% | 67% | 21% | 0% | 100% |

| | | | | | |
|---|-----|-----|-----|----|------|
| NGO | 13% | 75% | 13% | 0% | 100% |
| OCHA | 0% | 60% | 40% | 0% | 100% |
| Other UN Departments, Programmes and Funds | 0% | 60% | 40% | 0% | 100% |
| UN military or political missions (MINUSTHA/UNMIL etc.) | 33% | 43% | 24% | 0% | 100% |
| Grand Total | 15% | 61% | 24% | 0% | 100% |

When asked to provide examples of use, 60% listed concrete cases or circumstances where they had used one or more of the eight documents (i.e. answers to the closed-ended question are 29% ‘over-rated’). Almost one third of the examples mentioned the use of documents as reference material from which they would draw support from time to time. Half of the examples illustrate that the documents have been used by the respondents as key tools for planning, coordinating or implementing various actions. The remaining part of the examples mentioned specific documents or emergency settings, but with no additional details. Indications of documents being used as reference material were more prevalent among those respondents who rated the documents ‘somewhat helpful,’ as opposed to ‘very helpful’.

6.3.3 Network of emergency managers

To gain additional perspectives on the third objective, the survey posed two further questions specifically referring to network activities.

When asked if participants had established or maintained contact with other UN-CMCoord graduates after the end of the training course, some 79% provided an affirmative answer. The highest scoring group was staff from OCHA where 100% stated that they do keep in contact. Those groups indicating the lowest level of contact were government staff within the military or the military police and staff from other UN departments, programmes and funds.

| Q2-Since you completed the UN-CMCoord Course where have you (primarily) been employed? | Q10-Did you establish or maintain contact with other UN-CMCoord graduates after the end of the training course? | | |
|--|---|------|-------------|
| | No | Yes | Grand Total |
| Government (civil affairs) | 13% | 88% | 100% |
| Government (military/military police) | 33% | 67% | 100% |
| NGO | 11% | 89% | 100% |
| OCHA | 0% | 100% | 100% |
| Other UN Departments, Programmes and Funds | 40% | 60% | 100% |
| UN military or political missions (MINUSTHA/UNMIL etc.) | 14% | 86% | 100% |
| Grand Total | 21% | 79% | 100% |

Not surprisingly, the number of respondents who had contact with other graduates was considerably higher (90% versus 66%) amongst those who had performed liaison functions for their organisation.

| Q19-Since you attended the course have you at any time performed liaison functions for your organisation in humanitarian emergency relief operations? | Q10-Did you establish or maintain contact with other UN-CMCoord graduates after the end of the training course? | | |
|---|---|-----|-------------|
| | No | Yes | Grand Total |
| No | 34% | 66% | 100% |
| Yes | 10% | 90% | 100% |
| Grand Total | 21% | 79% | 100% |

In a related question, participants were asked if they were networking and sharing information on humanitarian issues as a result of the UN-CMCoord course. In total, 68% said that they did, with civil affairs governmental staff at the high end (94%) and NGO staff at the lower end (56%). If answering yes, respondents were asked to provide a concrete example, which some 60% did (i.e. answers to the closed-ended question are 12% 'over-rated'). However, it should be noted that from the examples it was not always apparent that the information sharing came about as a result of the UN-CMCoord Course.

| Q2-Since you completed the UN-CMCoord Course where have you (primarily) been employed? | Q11-As a result of the UN-CMCoord Course, are you networking and sharing information related to humanitarian crises? | | |
|--|--|-----|-------------|
| | No | Yes | Grand Total |
| Government (civil affairs) | 6% | 94% | 100% |
| Government (military/military police) | 38% | 63% | 100% |
| NGO | 44% | 56% | 100% |
| OCHA | 40% | 60% | 100% |
| Other UN Departments, Programmes and Funds | 30% | 70% | 100% |
| UN military or political missions (MINUSTHA/UNMIL etc.) | 33% | 67% | 100% |
| Grand Total | 32% | 68% | 100% |

As for the previous question, there is an increased likelihood of affirmative answers from participants who have performed liaison functions for their respective organisations. While the number of respondents networking and sharing information as a result of the course is split evenly within the group of respondents who have had no liaison roles, the balance changes to 80%-20% among the respondents who have performed liaison functions.

| Q19-Since you attended the course have you at any time performed liaison functions for your organisation in humanitarian emergency relief operations? | Q11-As a result of the UN-CMCoord Course, are you networking and sharing information related to humanitarian crises? | | |
|---|--|-----|-------------|
| | No | Yes | Grand Total |
| No | 46% | 54% | 100% |
| Yes | 20% | 80% | 100% |
| Grand Total | 32% | 68% | 100% |

Interestingly, the question on networking and information sharing was the only survey question that generated significantly different answers depending on which course respondents graduated from. Graduates from the Nairobi course scored well under the average with only 48% answering yes. The qualitative answers do not provide any explanations for this difference.

| Q3-Which UN-CMCoord Course did you graduate from? | Q11-As a result of the UN-CMCoord Course, are you networking and sharing information related to humanitarian crises? | | |
|---|--|-----|-------------|
| | No | Yes | Grand Total |
| Jakarta, Indonesia, 6-11 March 2005 | 18% | 82% | 100% |
| Monrovia, Liberia, 25-29 April 2005 | 35% | 65% | 100% |
| Nairobi, Kenya, 17-22 April 2005 | 52% | 48% | 100% |
| Santo Domingo, Dominican Republic, 15-20 May 2005 | 22% | 78% | 100% |
| Grand Total | 32% | 68% | 100% |

6.3.4 Section summary

In line with one of the course aims, some 86% of the respondents felt that their readiness to act as a liaison officer had increased as a result of the UN-CMCoord Course. Of the 74% providing examples, just over half mentioned that the course has increased their readiness to act as liaison officer due to a better understanding of the various humanitarian actors and their roles and mandates.

Several different indicators suggest that the course aim of preparing participants to contribute to emergency response coordination through the application of established UN methodology for mission planning and execution, as well as coordination with other humanitarian actors in the field, has been fulfilled.

More than half (56%) of the respondents stated that they had performed liaison functions for their organisation in humanitarian emergency relief operations after having attended the UN-CMCoord course. Looking at those who did perform liaison functions, 91% said that were able to apply something they had learned at the UN-CMCoord course and 78% provided concrete examples. One third of the examples provided focus on concrete tools which participants learned at the course and subsequently applied. Examples include the use of planning tools, various guidelines and the concept of humanitarian space and humanitarian principles.

Half of the respondents said that since attended the course they had at some point contributed to emergency response coordination by using the key concepts of coordination (information sharing, task division and planning).

Almost all respondents (93%) stated that their preparedness to contribute to emergency response coordination has improved by attending the course. The majority of the 72% of respondents providing an example mentioned an increased knowledge of emergency

response issues (including guidelines) or a better understanding of other humanitarian actors and the system in general, as reasons for their improved preparedness.

Participants also considered the course effective in helping them and other participants develop a common understanding of the issues surrounding civil-military coordination (76% 'highly effective' and 21% 'somewhat effective' on a four point scale).

By comparing with baseline data it was substantiated that the courses had been successful in increasing participants' knowledge of UN methodology for mission planning, execution and coordination with other humanitarian actors in the field, as laid out in the five specific guidelines. The results showed that on average the awareness rate of each of the guidelines went up from a mere 26% for respondents not having attended an UN-CMCoord course to 79% for past participants. The post-course results revealed that the general awareness of particularly UN military or political mission staff had been significantly raised. In addition to the five guidelines for which baseline data existed, the survey also showed that 93% of the respondents had heard of at least one of three other key documents listed. Of the course participants 61% found the documents 'very helpful' (24% 'somewhat helpful' and 15% never used any of them) in obtaining guidance regarding civil-military coordination for humanitarian/development assistance.

Additional questions of relevance to the third course objective showed that 79% of the participants had established or maintained contact with other UN-CMCoord graduates after the end of the training course. Asked if participants were networking and sharing information on humanitarian issues as a result of the UN-CMCoord course, 68% said that they did (with civil affairs governmental staff at the high end and NGO staff at the lower end). For both questions there was an increased likelihood of affirmative answers from participants who had performed liaison function for their respective organisations.

In summary, the data suggests that the UN-CMCoord Course does reinforce international cooperation by expanding OCHA's network of mutually supportive emergency managers, from both UN and military/civil defence/protection organisations as the third course objective states.

6.4 OTHER IMPACT RELATED EFFECTS

To ensure that impact was not only measured in categories dictated by the UN-CMCoord Course design and objectives, the survey included questions on other impact related effects. Participants were therefore asked to provide additional comments relating to the actual impact that the course has had on their behaviour and perception of civil-military relations.

In total 37% responded in the affirmative, but none of the examples provided differed notably from what has been covered in sections 6.1-6.3 of this report. The only example which was repeated by several respondents was on increased awareness and sensitisation

towards the diverse perspectives held by different actors. As one respondent put it; ‘I think that the cooperation element, a key one to this course, is only possible where the actors understand one another's motivations, and only in coming together in a course like this, in between emergencies, can relations be strengthened and concepts shared’.

Since the respondents did not bring forward any new dimensions of changed behaviour, perception or outlook, it can be concluded that the questions in the survey were fairly successful in focusing on the relevant training impact.

6.5 PARTICIPANT RECOMMENDATIONS

6.5.1 Increased focus on practical application

Of the respondents, 15% mentioned that an increased use of practical examples and application would enhance the course. Some respondents mentioned that the current methodology of using actual experiences (both from areas of excellence and poor performance) from known emergency situations, is vital for the learning process. Still, there were several different suggestions for how to improve the course.

Simulation and more examples: One option mentioned repeatedly by respondents was to include a simulation exercise where actual coordination between civil and military actors could be explored in a more practical hands-on manner. Others called for more concrete examples of application, for example by inviting more field practitioners from the country in which the course is being conducted. Examples of application could also be provided through practical exercises on the guidelines covered.

Integrating use of movies: Several respondents call for more integration of multi-media and information technology in future versions of the training course. Small movies are cited as useful to illustrate concrete examples of application and in this way complement other more theoretical aspects of the training.

Basic theory covered as course preparations: In order to allow more time to focus on application, it was suggested that participants should cover basic aspects of the course before arrival. Examples of how to accomplish this include i) pre-training distribution of an introductory DVD or training video, and ii) making an on-line distance learning version of theoretical aspects of the course a precondition for attendance⁹.

⁹ A version of the distance learning tool could be based on the approach used by the WFP Food-Force game – combining entertainment with education.

6.5.2 Course content

Only 8% of the respondents recommended changes to the content of the course. The only content suggestion which was posed by more than one respondent was the need to add more emphasis on the structure and organisation of armed forces and peacekeeping missions. The remaining recommendations included an increased focus on the role of NGOs in disaster relief as well as inclusion of details on the Tampere Convention on the Provision of Telecommunication Resources for Disaster Mitigation and Relief Operations.

6.5.3 Composition of participants and general target groups

Some respondents (14%) did raise the issues of the categories of participants and conducting trainings to target certain groups. On the first issue, the importance of having different groups represented in the training was stressed, with particular reference to an increased NGO presence.

On the issue of which groups could benefit from being targeted with specific UN-CMCoord courses, respondents mentioned many groups – notably UN peacekeeping personnel, decision makers and planners of UN missions, government staff and OCHA staff. It was also mentioned that key personnel in integrated missions should undergo this training after being recruited and that government staff should be ready to deploy to humanitarian emergencies. Finally, language was brought up as an issue and courses in Spanish were encouraged.

7 Conclusions

7.1 IMPROVED COORDINATION BETWEEN CIVILIAN ACTORS AND MILITARY FORCES

This impact assessment has been designed around the three UN-CMCoord course objectives. The course objectives fall within the overall goal of the UN-CMCoord training system to address the need for improved coordination between international civilian humanitarian actors and international military forces in an international humanitarian emergency. Thus, the findings of the impact assessment will be summarised for each course objective.

The first course objective: The impact assessment indicates that the UN-CMCoord courses increase the participants' knowledge of the humanitarian environment, in terms of the actors involved and the possible situations that may be encountered.

The course provided participants with a better understanding of the concept of the humanitarian environment (94%) and increased participants' comprehension of the fundamental humanitarian principles of humanity, impartiality, neutrality and assistance

based on needs (98%). The courses also produced an increased awareness of possible security and safety threats in humanitarian emergency relief operations (79%).

The second course objective: The findings suggest that the UN-CMCoord course contributes to a raised mutual awareness of the differences in regard to background, culture, structures and requirements between, on the one hand, UN departments and agencies, and on the other hand, military and civil defence organisations.

Course participants gained a more comprehensive overview of the United Nations System's involvement in emergency response (96%) and expanded their overall understanding of the role and structure of OCHA (90%). Having attended the course, participants were also more familiar with the characteristics, structure and organisation of the military and civilian actors involved in the response to an emergency (94%) and they had a clearer picture of the differences in the objectives and concerns of military and civilian actors (100%).

The third course objective: Taken together, the data suggests that the UN-CMCoord Course does reinforce international cooperation by expanding OCHA's network of mutually supportive emergency managers (from both the UN and military/civil defence/protection organisations).

Participants' readiness to act as a liaison officer for their organisation in humanitarian emergency relief operations increased as a result of the UN-CMCoord Course, with 74% providing examples in this regard.

Several different indicators suggest that the course also prepared participants to contribute to emergency response coordination through the application of established UN methodology for mission planning and execution, as well as coordination with other humanitarian actors in the field. For example; i) 50% of the respondents said that since attending the course they had at some point contributed to emergency response coordination by using the key concepts of coordination (information sharing, task division and planning), ii) 72% of the respondents gave concrete examples of how their preparedness to contribute to emergency response coordination had improved.

The course moreover helped participants develop a common understanding of the issues surrounding civil-military coordination, and increasing participants' knowledge of UN methodology for mission planning, execution, and coordination with other humanitarian actors in the field, as laid out in five specific guidelines (awareness rates going from 26% prior to a course to 79% after a course). Participants established or maintained contact with other UN-CMCoord graduates (79%) and were networking and sharing information on humanitarian issues as a result of the UN-CMCoord course (68%).

For the indicators relating to reinforced international cooperation through an expanded network of mutually supportive emergency managers, there was a clear tendency that course participants who had performed liaison functions were more likely to have applied

aspects of the course in emergency responses. This group was also more likely to be networking and sharing information on humanitarian issues as a result of the course.

In conclusion, the training impact assessment has corroborated that the three UN-CMCoord course objectives are being accomplished. This leads to the overall conclusion that, in line with the OCHA mandate and mission statement, the UN-CMCoord courses do contribute to the process of improved coordination between international civilian humanitarian actors and international military forces in international humanitarian emergencies.

7.2 METHODOLOGICAL CONCLUSIONS

Anonymity: Providing respondents with the opportunity to remain anonymous did not change the response rate (as compared with previous training impact assessments). Responses from anonymous respondents were not significantly different from those who chose to identify themselves. Hence, as a matter of principle, respondents should in the future be given the option to remain anonymous.

Qualitative answers: The survey sought to extract a maximum number of qualitative examples to support and elaborate on the quantitative factors. As expected there was a gap between the quantitative data (from closed-ended questions) and the supporting qualitative answers (from open-ended questions). The affirmative answers to the closed-ended questions were over-rated by between 12% and 29% in comparison with the number of respondents who provided concrete supporting examples through the open-ended questions. It can therefore be concluded that one can expect a more positive assessment if relying only on the quantitative data.

Survey bias among non-respondents: An analysis of difference in response patterns between the 'timely respondents' and the 'non-respondents' as by the original deadline show only minor differences. Non-respondents were equally represented in the different employment categories. In summary, there appears to be no consistent bias in the group of 'non-respondents' and hence conclusions can be drawn representing all the participants of the surveyed courses.

Variations between UN-CMCoord courses: The results for each question were controlled for significant differences in responses in order to assess if the specific UN-CMCoord course had any influence on the results. Most results (by course) fall within five percentage points of the overall average. In addition, the results do not seem to display any consistent difference among the four courses. Hence, it seems fair to conclude that - as intended - the selected sample of courses does represent a uniform body of UN-CMCoord training experience.

Timing of the survey: Participants were surveyed five to eight months after graduation from each respective course. Following from the analysis of results by each course, no significant difference was detectable between the respondents who had almost eight

months between graduation and the survey occasion as compared to those with only a five-month gap. This result is consistent with a recent training impact assessment of the OCHA Emergency Field Coordination Training.

Variations between participants' place of employment: The employment location of respondents is diverse, with the three largest groups being staff from UN military or political missions, governmental staff within civil affairs and governmental staff within the military or military police. Each finding from the survey analysis was controlled for differences by employment category in order to assess if the place of employment had any influence on the results. While there was no overall trend which could be tracked through all answers, there were significant differences for certain questions.

8 Recommendations

8.1 COURSE DESIGN WITH INCREASED FOCUS ON PRACTICAL APPLICATION

UN-CMCoord course organisers should adjust the course design to increase focus on how participants can apply the course curriculum in real-life situations.

While the courses already have a strong focus on practical application, this aspect should be further strengthened. Options could include: i) to incorporate a simulation exercise where actual coordination between civil and military actors could be explored in a more practical hands-on manner, ii) to ensure that field practitioners from the country in which the course is being conducted are attending and ready to provide concrete examples, iii) to tie practical exercises to the guidelines covered in the curriculum, and, iv) to further integrate multi-media and information technology (e.g. to include small movies to illustrate concrete examples of application and complement more theoretical aspects of the training).

To dedicate more time within the course for the abovementioned activities, participants could cover basic aspects of the course curriculum before arrival. Examples of how to accomplish this include i) pre-training distribution of an introductory DVD or training video, or ii) making an on-line distance learning version of theoretical aspects of the course a precondition for attendance.

8.2 INCREASED FOCUS ON SELECTION CRITERIA FOR COURSE PARTICIPANTS

UN-CMCoord course organisers should increase the focus on ensuring that all participants selected are (or will be) working with emergency management in some form.

Although the vast majority of participants have found themselves in positions where they applied aspects from the UN-CMCoord course, the training impact could be raised if further attention were devoted to selecting participants who are (or will be) working with emergency management in some form. If other participants are invited, e.g. in order to get a more heterogeneous body of participants, then considerations should be given to

selecting those participants based on the potential for future involvement in emergency management, e.g. making links to OCHA or agency rosters for relevant deployment desirable.

8.3 CONTINUED USE OF TRAINING IMPACT ASSESSMENT TOOLS

The UN-CMCoord course organisers should institutionalise the use of an impact assessment survey as a tool for results-based management.

This training impact assessment has provided tangible indications that the UN-CMCoord course objectives and overall goals are being met. The institutionalisation of a yearly assessment would provide the CMCS with a tool for quality monitoring and management.

The web based self-assessment survey was useful as a key tool to document behavioural changes. Given the relative ease with which the tool can be administrated, its continued use should be seriously considered. However, in order to reduce the workload associated with the exercise, it is suggested that a few key indicators are chosen from the current study (serving as a baseline). By choosing indicators (and corresponding questions) directed at behavioural changes (course application) the CMCS would enhance its results-based reporting.

The training impact assessments can provide data for CMCS input to the OCHA Annual Performance Management and Reporting System. These assessments would also be an important step for CMCS towards the institutionalisation of self-evaluation (as mentioned in OIOS report A/60/73 to the General Assembly prepared in response to the GA resolution 58/269 of 23 Dec 2003) anticipated to be implemented throughout OCHA in 2006.

END

Annexes

- Annex 1 Training Impact Assessment On-line Survey (used)
- Annex 2 Memo on Survey Procedures

Relevant literature

Kirkpatrick, Donald L., 1979, 'Techniques for Evaluating Training Programs', *Training and Development Journal*, June 1979, pp. 78-92.

Manual for Evaluating Training's Impact on Human Settlements, United Nations Conference on Human Settlements, ISBN 92-1-131336-8, 1997, <http://www.unchs.org/unchs1/llm/word/books/evaluatintie.doc> (May 2005), 71 p.

Swanson, R. A. and E. F. Holton III, 1999, *Results – How to assess performance, learning, and perceptions in organisations*, Berret-Koehler Publishers, 282 p.

Winfrey, E.C., 1999, 'Kirkpatrick's Four Levels of Evaluation' in B. Hoffman (Ed.), *Encyclopedia of Educational Technology*. Retrieved May 24, 2005, from <http://coe.sdsu.edu/eet/Articles/k4levels/start.htm>

Yin, Robert K., 1994, *Case Study Research*, Second Edition, Applied Social Research Methods Series Volume 5, London: SAGE Publications, 171 p.

UN-CMCoord Course - impact survey data

Dear graduate of the UN-CMCoord Training Course,

Please help us assess the impact of the UN-CMCoord Course. The questions refer to how you have benefited from participating in the training course and if it has had an impact on your professional life. The impact on your professional life should be taken in its broadest definition, including use of acquired information, skills, changed attitudes, etc.

Where indicated, we kindly ask you to provide at least one concrete example or reason supporting your answers. This will be essential for us to understand which aspects of the training course have been most useful and how we may improve it.

If you have any questions about the survey, please contact Ms. Anne-Sophie Durand at durand@un.org or +41 22 917 2767.

Thank you for your time and cooperation.

General

We would like to emphasise that your response will be treated confidentially. However, we appreciate if you record your name as it makes it easier for us to follow-up with non-responders.

1) Please enter your family name (optional)

2) Since you completed the UN-CMCoord Course where have you (primarily) been employed?

- Government (civil affairs)
- Government (military/military police)
- The Red Cross / Red Crescent Movement
- NGO

- UN military or political missions (MINUSTHA/UNMIL etc.)
- OCHA
- Other UN Departments, Programs and Funds
- Intergovernmental body (AU, EU, NATO etc.)
- Other

3) Which UN-CMCoord Course did you graduate from? *

- Jakarta, Indonesia, 6-11 March 2005
- Nairobi, Kenya, 17-22 April 2005
- Monrovia, Liberia, 25-29 April 2005
- Santo Domingo, Dominican Republic, 15-20 May 2005

Humanitarian Environment

The Humanitarian Space is sometimes defined as “the independence, flexibility, and freedom of action necessary to gain access and provide assistance to beneficiaries in a humanitarian emergency. It is achieved through acceptance of and adherence to the humanitarian principles”.

4) Do you think the UN-CMCoord Course has provided you with a better understanding of the concept of the humanitarian environment?

Yes No Don't know

5) If 'YES' please try to provide an example. If 'NO' or 'DON'T KNOW' please try to explain why not.

6) Would you say that this training course has enhanced your comprehension of the fundamental humanitarian principles of humanity, impartiality, neutrality and assistance based on needs?

Yes No Don't know

Mutual Awareness

7) Would you say that having attended the UN-CMCoord Course you are now more familiar with the characteristics, structure and organization of the military and civilian actors involved in the response to an emergency?

- Yes
- No
- Don't know

8) If 'YES' please provide one example. If 'NO' or 'DON'T KNOW' please try to explain why not.

9) Having attended the UN-CMCoord Course, do

Yes No Don't know

you feel you have a clearer picture of the differences in the objectives and concerns of military and civilian actors in the response to an emergency?

International cooperation – OCHA's network

10) Did you establish or maintain contact with other UN-CMCoord graduates after the end of the training course?

Yes No

11) As a result of the UN-CMCoord Course, are you networking and sharing information related to humanitarian crises?

- Yes
 No

12) On question 11: If 'YES' please provide one example.

The United Nations System

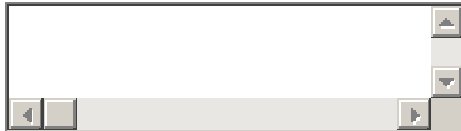
The United Nations Humanitarian Civil-Military Coordination is defined as “the essential dialogue and interaction between civilian and military actors in humanitarian emergencies necessary to protect and promote humanitarian principles, avoid competition, minimize inconsistency, and when appropriate pursue common goals.”

The key elements are information sharing, task division, and planning.

13) Having in mind this definition as well as the role of the “Big Four” (WFP, UNHCR, UNICEF, UNDP) and the UN Common Services (UNHAS, UNJLC, DSS, HICs) would you say that having attended the UN-CMCoord Course you have now a more comprehensive overview of the United Nations System involvement in emergency response?

- Yes
- No
- Don't know

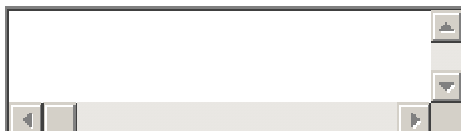
14) If 'YES' please provide one example. If 'NO' or 'DON'T KNOW' please try to explain why not.



15) Having attended the UN-CMCoord Course, do you feel that you have expanded your overall understanding of the role and structure of OCHA?

- Yes
- No
- Don't know

16) If 'YES' please provide one example. If 'NO' or 'DON'T KNOW' please try to explain why not.



Security and Safety

17) Having attended the UN-CMCoord Course do you consider that you have increased your awareness of possible security and safety threats in humanitarian emergency relief operations?

Yes No Don't know

18) If 'YES' please provide one example. If 'NO' or 'DON'T KNOW' please try to explain why not.



Liaison

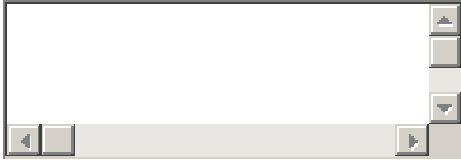
19) Since you attended the course have you at any time performed liaison functions for your organization in humanitarian emergency relief operations?

Yes No

20) While performing liaison functions for your organisation were you able to apply anything you learned at the UN-CMCoord Course?

- Yes
- No
- I did NOT perform any liaison functions

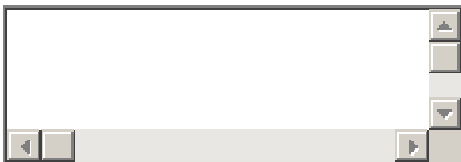
21) On question 20: If 'YES' please provide at least ONE concrete example. If 'NO' please try to explain why not.



22) Do you feel your readiness to act as a liaison officer for your organization in humanitarian emergency relief operations has increased as a result of the UN-CMCoord Course?

- Yes
- No
- Don't know

23) If 'YES' please provide at least one concrete example. If 'NO' or 'DON'T KNOW' please try to explain why not.



Contribution to emergency response

24) Within the last 10 years have you been involved in the provision of international humanitarian assistance to an affected state on behalf of your country?

Yes No

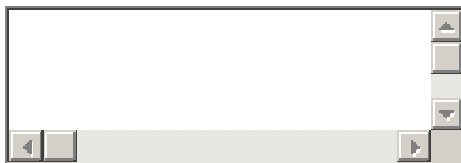
25) Within the last 10 years have you been involved in the reception of international humanitarian assistance during an emergency in your country?

Yes No

26) Since you attended the UN-CMCoord Course have you at any time contributed to emergency response coordination by using the key concepts of coordination: information sharing, task division and planning?

Yes No Don't know

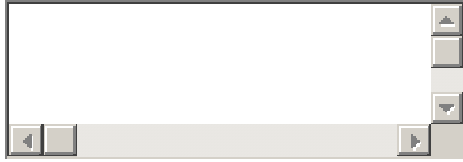
27) On question 26: If 'YES', please provide at least one concrete example.



28) Having attended the UN-CMCoord Course do you feel your preparedness to contribute to emergency response coordination has improved?

- Yes
- No
- Don't know

29) If 'YES', please provide at least one concrete example. If 'NO' or 'DON'T KNOW' please try to explain why not.



30) Before the UN-CMCoord Course were you aware that according to civil military coordination guidelines the use of military assets to provide relief in a humanitarian emergency should only be a last resort?

Yes No

31) Having attended the UN-CMCoord Course are you now aware that according to civil military coordination guidelines the use of military assets to provide relief in a humanitarian emergency should only be a last resort?

Yes No

Dissemination of guidelines

32) Have you heard about the document: Guidelines on the Use of Military and Civil Defence Assets in Disaster Relief, "Oslo Guidelines", May 1994.

No Yes

33) Have you heard about the document: Guidelines on the Use of Military and Civil Defence Assets To Support United Nations Humanitarian Activities in Complex Emergencies, "MCDA Guidelines", March 2003

No Yes

34) Have you heard about the document: The Inter Agency Standing Committee Reference Paper on Civil-Military Relations in Complex Emergencies, June 2004

No Yes

35) Have you heard about the document: Use of Military or Armed Escorts for Humanitarian Convoys: discussion paper and non-binding guidelines, Inter Agency Standing Committee, 2001

No Yes

36) Have you heard about the document: Department of Peacekeeping Operations, Civil-Military Coordination Policy, September 2002

No Yes

37) Have you heard about one or more of the following documents: i) "Do No Harm"; ii) Sphere Project: Humanitarian Charter and Minimum Standards in Disaster Response; iii) Code of Conduct for the International Committee of the Red Cross and Red Crescent Movement and NGOs in Disaster Relief.

No Yes

38) In your experience, have the documents listed above (in questions 32 to 37) been helpful in obtaining guidance regarding civil-military coordination for humanitarian/development assistance? Please base your answer only on the documents you have heard about. If you never used any of the documents please choose the corresponding answer.

- Not helpful
- Somewhat helpful
- Very helpful
- I never used any of the documents

39) If possible, please provide examples of how you used one or more of these eight documents.

Other Impact Related Issues

40) How would you rate the effectiveness of the UN-CMCoord Course in helping you and other UN-CMCoord Course participants develop a common understanding of the issues surrounding civil-military coordination?

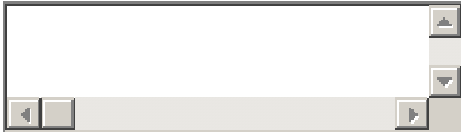
- Highly effective
- Somewhat effective
- Somewhat ineffective
- Highly ineffective
- Don't know

41) Is there anything you have not mentioned so far which has changed your behaviour, perception or outlook as a result of the UN-CMCoord Course?

Yes No Don't know

42) If YES, please provide at least ONE concrete example.

43) If you have any recommendation or other comments on the UN-CMCoord Course, please provide them below.



You have reached the end of the survey - Please press SUBMIT now.

Thank you for taking the time to answer.

Annex 2 **Memo on Survey Procedures**

1. Background

The United Nations Civil-Military Coordination (UN-CMCoord) Online Survey was launched on 6 October 2005.

111 graduates from the 42nd, 43rd, 44th and 45th UN-CMCoord Course have received the survey from 6 to 9 October 2005 either by email or by fax.

The deadline for this exercise was on 20 October. From 12 to 19 October 2005, non-respondents have been contacted by phone, email or fax. The primary purpose was to make sure that they have received the survey. The concern was also to check if they were facing any problem with the weblink to access the online survey or if they had any questions concerning the questionnaire.

Having received 68,47% of replies on 20 October, we have decided to extend the deadline of the online survey until 3 November 2005.

After the initial deadline the non-respondents have not been tracked as actively as before. However they have received a last reminder email on 26 October, informing them about the extension of the deadline.

2. Remarks

- **Differences in the status of replies.** The majority of replies came from graduates who attended the courses in Indonesia and in the Dominican Republic. Graduates from the courses in Kenya and in Liberia were more difficult to reach due to technological problem and mission rotation.
- **Situation in the country:** In Liberia, the survey was launched at the time of the national elections in the country. The 44th UN-CMCoord Course was an in-mission training. Most of the graduates were working for UNMIL and were therefore busy with the monitoring of the national elections when the survey was issued.
- **Bad phone line connection.** The local coverage for mobile phone is not reliable in Liberia. Most of the graduates with mobile phone were simply not reachable most of the time. Similar problems were encountered in Haiti and Dominican Republic where the phone connections are equally inconsistent.
- **Weak Internet connection.** Some 20% of replies were received by email and fax. The answers were then copied into the data collection website by using the same weblink than the participants.
- **Languages.** Problems were encountered while trying to reach graduates on their private phone. Sometimes it was the phone number of the family where no one speaks or understands English. However, most of the time it appeared to be a useful way to reach the graduate directly or indirectly.
- **Time difference.** It was sometimes rather complicated to reach non-respondents because of the time difference between Switzerland and the country where the graduate was (i.e. Hawaii: 12 hours time difference). It was sometimes complicated to combine office hours with this time difference but they were reached anyhow.

- **Phone interview.** Most of the time the survey was sent by email or by fax. I had to do just one phone interview in Sudan with a satellite phone. The line was extremely clear and this was a great interview.
- **Eagerness of the graduates to take part in the survey.** Most of the time, graduates were really eager to contribute to the survey because they were quite happy with the course.
- **Anonymous replies.** Some anonymous replies were received but they did not contained bad comments. Most of the time the anonymous respondent was easily identified because of the examples provided in the answers where he/she referred to his/her position in his/her organization.
- **Lack of cooperation from UNMIL.** Problems were encountered while calling the mission to check if the graduates were still working there. The operator was suspicious. She asked many times about the purpose of the call and was reluctant to provide me with the relevant information. In the end there was no real cooperation from the mission to help me track the non-respondents from the course in Liberia.
- **CMCS network.** We have used our contacts and our database to reach some non-respondents. My colleague who came back recently from Liberia provided me with the necessary contact details in UNMIL to be able to reach some of the graduates of the 44th Course. Concerning the graduate from Sudan who was only reachable on the satellite phone, we have asked one of our graduates who is working for WFP in Sudan and we got all the information in the following hours. This is a concrete example of the power of the network that we manage to create with our graduates. As well, we used our contacts in the Kenyan Government to reach Kenyan officials.
- **Course's network.** We also tried to reach non-respondents by asking the other graduates of the same course to help us reach the person. Most of the time it appeared to be really efficient.

3. Concluding comments

The extension of the deadline provided good results. Indeed, the status of replies was 68,5% at the end of the initial deadline. On 3 November, we have an increase of 12% in the status of replies.

Concerning the final status of replies, 82% of the graduates filled in the survey before 3 November 2005. This is a rather good and encouraging result having in mind the wide variety of actors composing the target audience and their presence all around the world, in field conditions for a large number of them.