

Final Report of the

**Evaluation of UNDP Mine Action
Senior and Middle Management Training
Courses**

26 February 2007

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Executive Summary

1. Over the period from 2000 through 2006, 10 Senior Manager and 40 Middle Manager Training Courses have been conducted for national staff of mine action programmes in 42 countries. There are more than 800 graduates of these courses (nearly 200 senior managers and over 600 middle managers). The courses were developed following a 1999 Training Needs Assessment (TNA) conducted by UNDP to follow-up on the conclusions of a 1997 DHA study on the “Development of Indigenous Mine Action Capacity,” which had concluded that the absence of management skills was a major obstacle to national ownership of mine action programmes. UNDP/BCPR sought to assess the impact of this training on national mine action programmes to provide a solid basis for further decisions, including regarding the continuation of the training in the future.
2. UNDP/BCPR and the GICHD agreed in early December 2006 to conduct a review of the courses and their impact, with the Final Report to be completed by the end of January 2007. The parties understood that this very short period would limit the reach and depth of the assessment, and in particular would exclude the possibility of country visits to assess impact on the national programme from the perspective of all key stakeholders.¹
3. The GICHD Study Team established a workplan to collect and analyze relevant information, including: interviews with UNDP and collection of background documents; site visits to the two prime delivery partners (Cranfield University-CU and James Madison University-JMU) for interviews and background documents; visit to the concluding week of one Middle Manager Course; preparation and issuance of survey questionnaires to past course graduates, National Programme Directors and CTAs; follow-up interviews of selected graduates; and interviews with other knowledgeable UN agency staff.
4. Key conclusions of the Review are:
 - Graduates and their National Directors are convinced that the courses have enabled them to be better managers and that their organisations are stronger as a result
 - Certain subjects requiring strengthening were identified (e.g. financial management), as were other areas for further specialized training
 - Both the Senior and Middle Manager Courses have evolved through practice, and each is now the strongest it has been
 - Providers have complied with the letter and spirit of their contracts, delivering courses consistent with the Statements of Work in their respective contracts
 - There has been no on-going discussion about the courses between JMU and CU, resulting in lack of cross-fertilization to benefit the SMC and the MMC
 - Graduates have benefited from the exchange of experience with colleagues from other programmes or other parts of their own programme, and have tended to maintain contact after the courses were completed
 - Local delivery partners have been strengthened

¹ The GICHD did engage local consultants in four countries to interview local delivery partners for the middle management training course.

- Problems have been identified in selection of participants – some lacked the language skills necessary, while others were not in management positions at the level expected for the course
- There has been some “mission creep” with expanding demand by UN agencies and international stakeholders to present their issues to the Senior Manager Course (SMC), reducing time available for core management subjects
- There is an issue of intellectual property regarding the materials developed and used in the courses, which has not yet been properly addressed
- UNDP is virtually the sole client for the SMC, but is a minority client for the Middle Manager Course (MMC), having provided nine of 10 of the SMC but only 11 of 40 of the MMC
- The requirement for the SMC, as originally conceived, has been nearly completely filled
- The requirement for the MMC continues to exist in some countries

5. Key recommendations of the Review are:

- The Senior and Middle Manager Courses should be maintained and used as long as there is a need for them
- UNDP should actively support a web-based forum to assist graduates of the SMC to remain in contact and to use each other as a problem-solving resource
- UNDP should provide guidance and support to international technical advisors (TAs) so they more effectively support capacity development of national staff
- UNDP should decide whether or not to continue the SMC based on a more thorough review of specific needs, including the possibility of adapting the core course for national staff in other types of programmes
- UNDP should seek to establish “governance” and (perhaps) “guidance” mechanisms for the courses. A governance committee would involve other key stakeholders (UNMAS, DfID, USDoS, Netherlands and representatives from key national programmes) to guide the overall direction of training. A guidance committee would involve delivery partners and interested individuals willing to review the substance of the training courses
- UNDP should engage with DfID, CU and JMU to resolve the ambiguities surrounding intellectual property in a way to ensure the widest access to the best materials available
- No purpose would be served were UNDP to conduct a multi-year tender for Senior Manager Courses at this time, when its own requirements still need to be defined. UNDP should rely on existing practice if there is to be a 2007 course
- No purpose would be served were UNDP to conduct a tender for Middle Manager Courses (MMCs) at this time, unless it has the funds on hand to contract for them. UNDP should rely on existing practice for any contracts to be issued in 2007
- Future training efforts should be designed within a strategic framework and be complemented by other actions to enhance the performance of the national mine action programme
- Evaluation of the impact of the manager training courses should be conducted regularly at the course, national and global level.

1. Introduction

The 1997 DHA study on the “Development of Indigenous Mine Action Capacities” identified a general lack of management skills among national managers of mine action programmes. The study concluded that, with a few notable exceptions, the vast majority of those in charge of developing mine action activities did not have the relevant skill or experience and were unable to operate effectively as managers within mine action programmes.

UNDP and UNMAS sponsored a 1999 Mine Action Training Needs analysis (van Ree and McAlpine, 1999) to determine the actual management training needs of national managers. The Study recommended development of senior and middle manager course packages. Course packages were developed and piloted by Cranfield University in 2000 and 2001. Over the period from 2000 through 2006, 10 Senior Manager and 40 Middle Manager Training Courses have been conducted for national staff of mine action programmes in 42 countries. There are more than 800 graduates of these courses, nearly 200 senior managers and over 600 middle managers. UNDP/BCPR sought to assess the impact of this training on national mine action programmes to provide a solid basis for further decisions, including regarding the continuation of the training in the future.

UNDP/BCPR and the GICHD agreed in early December 2006 to conduct a review of the courses and their impact, with the Final Report to be completed by the end of January 2007. The parties understood that this very short period would limit the reach and depth of the assessment, and in particular would exclude the possibility of country visits to assess impact on the national programme from the perspective of key stakeholders. GICHD formed a Study Team to conduct the assessment and contracted Charles Downs as Team Lead.

The Team established a workplan to collect and analyze relevant information, including: interviews with UNDP and collection of background documents; site visits to the two prime delivery partners (Cranfield University-CU and James Madison University-JMU) for interviews and background documents; visit to the concluding week of one Middle Manager Course; preparation and issuance of survey questionnaires to past course graduates, National Programme Directors and CTAs; follow-up interviews with selected graduates from both the SMC and MMC; and interviews with other knowledgeable UN agency staff. GICHD staff was primarily responsible to issue the survey questionnaires, receive responses and compile the results.

As per the TOR (in Annex), the Review sought to achieve the following five main objectives:

- Validate the current structure of the SMC and MMC (Sections 3 and 4)
- Assess compliance of the direct delivery partners with their contract SOW (Section 5)
- Assess the impact of the management training programme on mine action (section 6)
- Validate the original TNA with current mine action management training needs (Sections 3 and 7)
- Provide recommendations regarding further UNDP/BCPR management training courses (Sections 8 and 9)

Within the limited time available, the Study Team has collected, synthesized and digested large amounts of information to make this Review as thorough and useful as possible. Survey responses are still being received and the database continues to be updated and checked as this Report is being finalized (based on the data as of 29 January 2007). Much more could still be learned from the survey responses and other information collected, as well as from field visits to assess the impact on specific mine action programmes and their performance, but we believe that we have identified and explored the main themes relevant for key UNDP decisions.

We have received rich and informative comments from the graduates, their national directors, CTAs and others, and we are confident this review will usefully inform UNDP/BCPR in its decision-making process.

2. Methodology

UNDP/BCPR and the GICHD agreed in early December 2006 to carry out the review of Mine Action Management Training, as per the TOR attached in Annex 1. Given UNDP's intent to issue a new tender for further management training courses in February, the deadline for the Final Report was set at end January 2007. This timeframe precluded field visits to assess the impact of management training as seen by stakeholders and clients of the national mine action entities. Nonetheless, the GICHD Study Team was convinced that a useful assessment could be conducted in this short period.

Given the forward-looking purpose of the review, it was agreed that this Review was not intended as an evaluation of either of the current delivery partners nor of their courses, beyond confirming whether the actual courses conform to the contractual terms of reference. This clarification removed some concerns that might have interfered with the full cooperation of the current providers with the Review. In fact, both Cranfield University (CU) and James Madison University (JMU) were extremely cooperative and forthcoming in the Review and in discussion of how to address future training needs.

The Review was carried out from several angles simultaneously in order to understand and identify issues, as well as triangulate the outcome of the management training programme.

1. Desk review of the material giving rise to the current management training programme, including (see Annex 2 for list of documents reviewed):
 - a. Original (1999) Training Needs Analysis
 - b. Original (2000) design for the pilot Senior Manager Course
 - c. Original (20001) design for the pilot Middle Manager Course
 - d. Proposals submitted by CU and JMU to UNDP (January 2004) for the current contracts
 - e. Contracts and course reports from the current and previous contract period
2. Survey (via email) sent to all graduates of SMC and MMCs, to determine their perception of the usefulness of their management training (total of 828 graduates) (see Annex 3 for questionnaire)
3. Survey (via email) of all National Programme Directors and CTAs of UN-supported programmes, to determine their perception of the impact of management training on their programmes and of the current function/employment of past course graduates (see Annexes 4 and 5 for questionnaires)
4. Interviews (via telephone) with selected graduates of some of the SMC and UNDP-sponsored MMCs, for more in-depth understanding of the impact of management training on their work and programmes
5. Interviews (via consultant researchers) with four of the MMC regional/local delivery partners, regarding their roles in course delivery and its impact on their own capacities to deliver such courses in the future (see Annex 6 for the interview guide)
6. Visit during final week of the one course on-going during the study period – the MMC course in Amman for staff of the Sudan national programme
7. Two-day visits to conduct interviews, review documents and discuss issues onsite with James Madison University and Cranfield University

8. Interviews (via telephone and in person) with experienced UN agency staff regarding their perception of the training and its effects

Final Reports from all 10 Senior Manager Courses were reviewed, as were over a dozen Middle Manager Course Reports, with particular attention to subjects covered, allocation of time to subjects, and use of guest lecturers. We did not review details of individual course sessions, although we paid close attention to graduate comments on specific subjects.

The graduate survey was prepared in English, translated into Arabic, Dari, Khmer, Portuguese and Serbo-Croat, and sent out in the third week of December. The surveys of NPDs and CTAs were sent out in English at that same time. Unfortunately, the period to complete and return the surveys overlapped with end-of-year holidays (Eid, Christmas, New Year) for most respondents, reducing somewhat the level of return. Questionnaire responses were received from 184 graduates representing 21% of the total overall, with including 54 of the 184 (29%) SMC graduates and 130 of the 509 (19%) MMC graduates.

Although the time has been short, a wealth of material was collected, reviewed and digested. Key results are summarized and conclusions presented in this Report. This Review builds on the experience accumulated by course graduates, CU, JMU, local delivery partners and interested UN agency staff to recommend the appropriate way forward for further mine action management training. The Review highlights the importance of putting management training within a broader framework of capacity building. The Study Team is convinced that the decision to undertake this review, even if somewhat limited in scope, provides a valuable opportunity for a more thorough review of the impact of the management training efforts to date, and recommends that further work be conducted, including possible field visits to investigate the issues of concern with national stakeholders.

This Report has been produced by Charles Downs (Team Lead and consultant), actively supported by the following GICHD personnel: Elke Hottentot, (Training Coordinator), Juliana Buzi (Programme Officer, Operations) and Marina Wyss (Programme Officer, Evaluation), under the coordination of Ted Paterson (Head of Evaluation).

3. Management Training Needs in Mine Action: 1999 Global TNA

The initial design of the mine action management training courses was based on the 1999 Global Training Needs Assessment (TNA).² The study was directed to assess the management training needs of national staff, distinguishing among three levels of managers: Executive (National Director), Senior (heads of national departments) and Middle Managers (heads of service delivery units and their sections); to determine the major subject areas in which training was required; to estimate the number of people requiring such training worldwide; and to recommend appropriate organisational options for delivery of the training. The study was directed to address only management training needs for national staff, without concern for mine action technical training or training needs of international staff.

The team surveyed national and international staff in the 16 national mine action programmes then existing to determine the categories of specific management activities carried out by managers at each of the three levels, and conducted field visits to three organisations for more in-depth analysis (UXO Lao, CMAC Cambodia and ADP Mozambique). Figure 1³ contains a summary of the study results, indicating the range of management activities identified, and those judged to be particularly urgent for training (determined to be those with scores above 0.30).

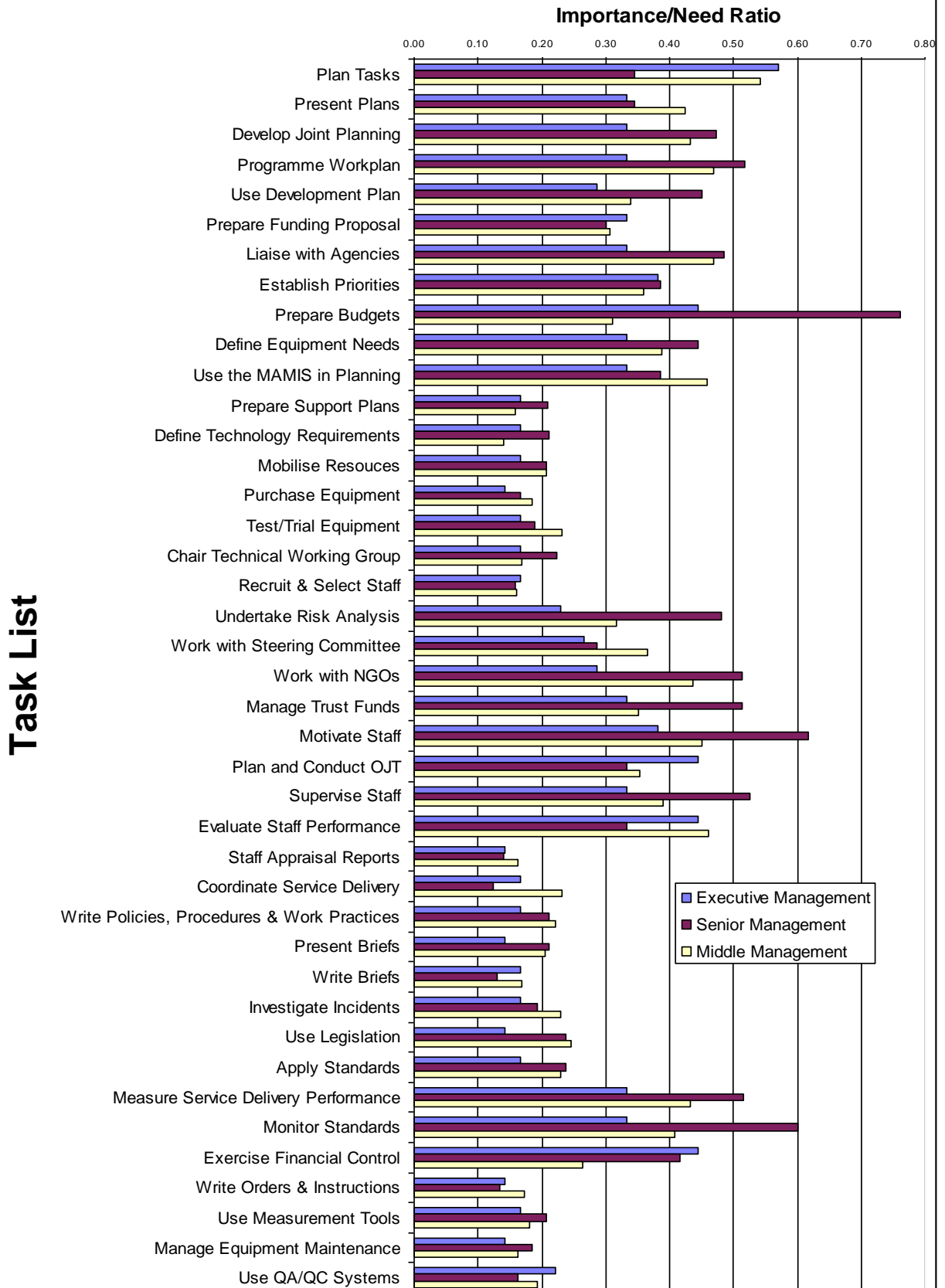
The Global TNA Study concluded that the management responsibilities (and thus training) most required by Executive, Senior and Middle Managers were essentially the same for all three levels, although the ways to approach the training material would differ. The management activities identified were:

- Programme workplan
- Develop joint planning
- Use development plan
- Establish priorities
- Present plans
- Prepare budgets
- Motivate staff
- Monitor standards
- Define equipment needs
- Use the Mine Action Information System for planning
- Risk analysis
- Coordinate with outside partners (NGOs, agencies, steering committee)
- Manage trust funds
- Supervise staff
- Evaluate staff performance
- Measure service delivery performance
- Exercise financial control

² Van Ree, Bill and Mike McAlpine, **Mine Action Management Training Study Report**, UNDP, 1999.

³ Ibid, pg 14.

Figure 1. Operational Task Analysis



- Prepare funding proposals
- Plan and conduct on-the-job training

The Study concluded there was an urgent need for management training of national mine action staff. It identified a “strong need for training to develop planning skills, leadership, performance measurement and control, particularly financial and cost control skills,”⁴ and strongly urged that training begin before the end of 1999. The Study proposed that management training be offered at two levels, combining Executive and Senior under a single “Senior Manager Training” and Middle as “Middle Manager Training”. Based on the survey results, the authors proposed that management training should be based on generic management modules aimed at the appropriate level in: organisation theory, management science, equipment procurement and maintenance, economic and financial principles, human resources management, planning and forecasting, and logistics management. The Study also noted a need for specialist operational training.

The proposed set of subjects deviated from the survey results in two main areas. First, although donor relations and resource mobilization were identified as needs by the survey respondents, the Study did not include them for training, with no explanation given. (This subject since has been recognized as important, particularly in the Senior Manager Course.) Second, although procurement and supply chain management were not identified as critical needs by the survey respondents, the Study added them to the training areas. These functions were judged to have been left off because they were primarily handled by international staff, but should be included because they would become important with the departure of advisors. (These subjects were later reduced, especially in the Senior Manager Course, as the graduates insisted that what was presented was not relevant to their work.)

Regarding models of courses and location of delivery, the Study considered various options and concluded that the Senior Manager Course should be offered centrally on a global basis, while the Middle Manager Course should normally be offered locally for a single national programme, with the possibility of regional multi-country courses as well. The initial model for each course was an eight-week programme, run either continuously or in four two-week blocks. The Study suggested that the Middle Manager Course be designed in a modular manner to be taught through a local university or training institution, with support of specialist advisors to adapt the material if required.

The Global TNA sought to estimate the level of requirement for each type of management training course. Based on the existing 16 national mine action programmes of various sizes, the Study estimated there were from 80 to 175 candidates for the Senior Manager Course (including up to 35 Executive managers) and between 120 and 320 candidates for the Middle Manager Course. Furthermore, as the Study authors considered mine action employment to be desirable and stable, with low turnover, they did not expect there to be much loss of trained staff nor much need for further general training once the initial round had been completed.

Regarding the projected cost, the Study considered that the optimal response for the Senior Managers would be an Executive MBA type programme, with a three month duration at a cost of \$40,000 per person. Alternatively, the eight week courses would cost \$8,000 to \$10,000 per participant, for a total of between \$1.5 and \$4 million. The overall figure was estimated to be

⁴ Ibid, pg 13

roughly 10% of the annual increase in productivity expected to result from improved management.

Finally, the authors of the Global TNA Study emphasized that management training alone would not be sufficient to significantly improve national management capacity. This would require simultaneous action to strengthen the management framework and tools of mine action, including: (a) further development of international standards (IMAS) and productivity improvements, (b) development of an appropriate information management system (IMSMA), (c) coordination of management improvement projects where appropriate, and (d) development of guidelines and support materials to assist TAs and national staff to understand major management issues and approaches to resolving problems.

In terms of the structure of the Senior Manager Course (SMC) and Middle Manager Course (MMC), the Global TNA Study proposed an eight week programme of management skills organized in five substantive areas plus personal skills:

- Forecasting and planning: planning, budgeting, risk analysis, IMSMA
- Coordination: negotiation and liaison with other stakeholders
- Organisation: organisation theory, procurement
- Leading: recruit, train, motivate and assess staff
- Controlling: quality management, financial controls
- Professional skills: presentation, time management, computer skills

This proposal was then fleshed out through curriculum development and pilot delivery contracts for the SMC (2000) and the MMC (2001-2002) (discussed in more detail in the next section). The four two-week modules for the pilot SMC were organized as follows:

1. Process Control in organisations
 - a. Organisation theory
 - b. Total quality management
 - c. Supply chain management
 - d. Financial control
 - e. Professional skills
2. Management Skills
 - a. Project management
 - b. Organisation theory
 - c. Individual and team leadership
 - d. Professional skills
3. Developing a Plan
 - a. National operational planning
 - b. Theory of strategic planning
 - c. Change management
 - d. Professional skills
4. Putting a plan in practice
 - a. Case studies
 - b. Student presentations

The amount of time allocated for each of the above substantive areas in the first proposal for the SMC (time budget) is presented below:

Category	Days	% Time
Course admin	6	15%
Financial Control	2.5	6%
Supply Chain Management	1	3%
Organisation Theory	3.5	9%
Quality Management	1	3%
HRM - Leadership and Change Mgmt	4.5	11%
Project Management	4	10%
Personal and Computer Skills	7	18%
MAC Exercises	5.5	14%
Strategic Planning	5	13%
	40	100%

In comparison to the TNA, the detailed allocation of time and materials for the initial SMC reflected insufficient time for financial management and for coordination with stakeholders.

The initial MMC structure was organized into four modules of two weeks each, through which personal and management skills similar to those of the SMC would be presented:

- Module One: Administrative Management
- Module Two: Project Management
- Module Three: Quality Management
- Module Four: Human Resources Management

1. Personal Skills
 - a. Organisational theory
 - b. Presentations
 - c. IT introduction
 - d. Report writing
 - e. Other professional skills required
2. Management Skills
 - a. Administrative management
 - b. Work planning
 - c. Procurement management
 - d. Project management
 - e. Quality management
 - f. Information management
 - g. Health and safety reflection learning and other national mine issues

The MMC had no strategic planning, very limited procurement and no financial management.

In the next section, we will consider the evolution of the courses offered over the past six years and the lessons learned from that process.

4. Evolution of Senior and Middle Manager Training Courses

Over the period 2000-2006, a total of 10 SMC and 40 MMCs were delivered on the basis of the management training programme generated by the 1999 Global TNA (see Annex 7 for chronology of courses). UNDP/MAT was the client for nine of the SMC and eleven of the MMCs. A total of 828 national staff members from 42 countries participated in the courses. UNDP courses account for 375 of the graduates from 38 countries, which comprise nine-tenths of the SMC graduates and one-third of the MMC graduates (see Annex 8 for details). In addition, this training effort resulted in other courses being delivered by Cranfield University and its delivery partner in Afghanistan on specialized management topics as well as for field supervisors, the need for which was identified in the process of delivering the MMC in this country.

This section discusses the evolution of the mine action management training courses through the process of delivery, feedback and adjustment, leading to courses today which have evolved from those envisioned by the TNA. This evolution should be seen as a normal process of taking an untested idea into practice, and then integrating refinements with experience. In addition, both courses have changed as the result of comprehensive reviews, one of the MMC conducted in 2005 by CU to capitalize on its own experience up to that time, and the other conducted by JMU when it received the course materials for the SMC in 2004. The JMU review did not yet incorporate experience with teaching the SMC to national mine action managers, but it did reflect to some degree the different approaches of the two universities.

The Chronology of Management Training Courses and their sponsorship is included in Annex 7; the following table summarizes the data for Senior and Middle Manager courses offered during the period 2000-2003 and those during the current contract period beginning in 2004.

Year	Total SMC and MMC	UNDP	UNMAS (inc. UNOCHA)	USDoS	UNOPS	DFID	ITF
2000-2003	22	11	9	1	1		
2004-2006	28	9	5	12		1	1
Total	50	20	14	13	1	1	1

On the basis of the review and approval of the 1999 TNA Study, Cranfield University was contracted with funding from DfID to develop specific course structures and associated teaching materials for model SMC and MMCs. The SMC was piloted in July-September 2000 with 19 senior managers and the MMC was piloted in Mozambique in 2001-2002 with staff of the Mozambique, Angola and Guinea Bissau programmes.

Under amended or parallel contracts, CU delivered four more SMCs over the period 2001-2003 (three global courses and one course for managers of national programmes in SE Europe), and 17 MMCs for Afghanistan and Mozambique as well as for regional groups of programmes, with funding from DfID, UNDP, UNOCHA, UNMAS, USDoS, and ITF. UNDP was the client for all SMC and one-third of MMCs during this period.

UNDP issued tenders in December 2003 for new contracts to deliver further senior and middle management courses. Cranfield University was selected for the Middle Manager Course and James Madison University for the Senior Manager Course. Following those awards, CU delivered one more SMC in 2004 (sponsored by DfID) and 23 MMCs (sponsored by UNDP, UNMAS, USDoS), while JMU delivered four SMCs over the period mid-2004 to mid-2006. UNDP contracted all but one SMC and one-fifth of the MMCs during this period.

The six national mine action programmes that have sent the greatest number of graduates to the manager training courses are indicating in the following table:⁵

National Programmes with the Most Graduates	
Afghanistan	240
Iraq	103
Sudan	83
Cambodia	71
Mozambique	61
Angola	40

Senior Manager Course

The Pilot SMC (2000) was designed to follow the structure proposed in the Global TNA. It was an eight week course of four two week modules. Before the pilot delivery was even completed, it was recognized that this was too long and that there was significant repetition in the material when delivered over eight consecutive weeks. As a result, the 2001 and 2002 courses were redesigned for six weeks duration, which was possible with the original structure by reducing the introduction and conclusion of each module (meant to stand alone) and reducing duplication.

Although the original eight week programme did not integrate mine action topics except in the final exercise, it was recognized very early that the course should incorporate such issues in some way, and that UN and other stakeholders wished to meet with the participants. As a result, mine action topics were typically addressed in the late afternoon or evening. By 2002, the six week programme included four planned guest speaker sessions on mine action topics, delivered by speakers from UNDP, GICHD and SAC.

There was a significant change to the structure and balance of materials in the SMC in 2003. For budgetary reasons, UNDP insisted to reduce the cost of the course, and agreed with CU to reduce the duration from six to five weeks. At the same time, the number of guest speakers increased dramatically to 16 – essentially taking up one entire week of the five. The focus on strategic planning was increased, with the final two weeks comprised of theory and tools for strategic planning together with the case exercise. The remaining two weeks held all the other materials, including introductions, student country presentations, personal skills, and a very limited time on human resource and financial management issues. The time budget for the 2003 SMC is indicated below.

⁵ The full list is provided in Annex 8

	Sessions	% Time
Course Admin	13	8%
Student Presentations	10	6%
Personal Skills	23	14%
Project Management	6	4%
Leadership and HRM	14	8%
Finance	8	5%
Mine Action Issues	25	15%
Mine Action Exercise	8	5%
Strategic Management	26	15%
Strategic Planning Exercise	<u>35</u>	<u>21%</u>
	168	100%

The focus on strategic planning in 2003 represented a dramatic narrowing of topics that could reasonably be covered. CU internalized most lecturers to the smaller pool of Cranfield Mine Action staff, with only a very limited role remaining for regular academic staff of CU. The SMC benefits from association with a university, but if that benefit is to fully obtained, its instructors should be from the academic faculty who in turn must learn to present their material properly contextualized for mine action.

JMU delivered its first Senior Manager Course in 2004. The JMU approach involved a larger number of regular academic staff delivering courses (much as CU had done in 2000), which heightened the importance of course coordination to ensure consistency among presenters and a coherent experience for students. JMU received the original pilot course design and sets of materials for the courses delivered by CU in 2002 and 2003. Some of the material arrived fairly late in the preparation process and was lacking subjects covered by non-CU staff (e.g., UNDP, GICHD, etc.). Nonetheless, the material provided served as a framework for JMU instructors to develop their own materials and sessions. The result of this review and design process was a better balanced SMC in terms of the materials covered and time dedicated to some of the topics which had been relatively neglected by CU, including particularly human resource management concerns. This structure has continued through four SMCs over a period of 24 months. The main adjustments – other than the continual refinement of individual courses – has been the further increase in mine action guest speakers (from 17 in 2004 to 19 in 2006), which now represented roughly one-third of total class time (see 2006 SMC programme in Annex 9).

The high demand to participate in the courses by the UN, donor and other mine action stakeholders, as well as for coverage of current mine action topics, has been accommodated by the reduction in time assigned to some of the core management materials. The original course design in 2000 did not include any mine action material in a six week continuous course, whereas the 2006 SMC provided 32% of its five week total classroom time to mine action topics. These topics may be valuable, but they reduce the time available for core topics. It is important to decide how much of such material belongs in this course so that the delivery partner can structure the time appropriately. The SMC would benefit from a more engaged UNDP management to determine the appropriate level of such topics and visiting speakers and to review the requests as they come in. A limited amount of the material could be presented in evening sessions, while other topics might be better dealt with in a different type of meeting.

The questionnaire for this Review asked graduates whether what they had learned in each of the main course topics enabled them to perform better as managers. The responses suggest the overall strength of the course, particularly regarding the roles of international organisations in mine action, planning and coordination, communication and personal work planning. The other areas need attention to become more useful, with a particular weakness identified in financial management, which clearly needs to be strengthened in a manner appropriate for senior mine action managers.

Q3: SMC – For each subject, did what you learned enable you to perform better as a manager?

	Responses	Mean	No change			Much better	
			1	2	3	4	5
Plan and Coord	49	4.2	0%	4%	16%	37%	43%
Quality Mgmt	49	3.9	4%	4%	27%	31%	35%
Proj Mgmt	50	3.8	8%	4%	22%	32%	34%
Budget and Fin	40	3.1	15%	13%	40%	13%	20%
HRM	47	3.8	9%	6%	23%	19%	43%
Change Mgmt	45	4.0	4%	0%	29%	29%	38%
Communications	48	4.1	2%	6%	15%	33%	44%
Personal Work planning	47	4.0	0%	13%	15%	32%	40%
Roles of Intl Orgs	47	4.1	2%	11%	6%	36%	45%

After this relatively intensive delivery of four SMCs in two years, there is a need for a more thorough review of the course as a whole. The 2006 JMU SMC has virtually all of the same topics and macro-structure that it first established in 2004. This facilitates learning and fine-tuning by individual faculty members, but it would be timely to conduct a comprehensive review of the course structure including an assessment of the contribution made by each session, possibly leading to a broader restructuring of the course as a whole. Nonetheless, the current SMC is the strongest that it has been, and should be the starting point for future courses, which should begin by strengthening financial management and other adjustments to reflect any conclusions that may be drawn from a comprehensive review exercise.

Middle Manager Course

The Pilot MMC (Mozambique 2001-2002) also followed the concepts proposed in the Global TNA. It was initially an eight week course offered in four two-week modules with a break of two months between modules. While this structure provided certain benefits – in particular, participants had the opportunity to practice what they had learned, and then return for further discussion – it also proved difficult to ensure that the same people attended all sessions.

Course programmes were held in Afghanistan beginning in late 2001 and in Cambodia in 2004 and 2005. Individual courses were held for participants from several countries in the Balkans, the Caucasus, the Horn of Africa, Middle East and globally. The courses in Afghanistan settled early on a six week continuous format, while those in Cambodia were initially conducted as five one-week sessions over a five-month period. The latter format was chosen by the Cambodian mine action authorities as providing a better opportunity for students to learn skills which would be immediately applied, while requiring less time away from work. The Mozambique programme moved to a format based on two three-week sessions for its third iteration. The

course structures for the Mozambique and Cambodia courses are in Annexes 10 and 11. The subjects covered by these courses were:

- Personal Skills
- Mine Action Issues
- Project Management
- Quality Management
- Administrative Management
- Information Management and Computer Skills
- Human Resources Management
- Financial Management

The organisation of the above material varied from country to country. The set of one-week modules used for the Cambodia courses were:

- Week 1 Role of Managers and HRM
- Week 2 Project Management
- Week 3 Financial Management and communication
- Week 4 Problem Solving
- Week 5 Quality Management

Practically all of the MMCs to date have been provided through one of eight local delivery partners: ISPU-Mozambique, META/AIMTEIC-Afghanistan, VBNK-Cambodia, GTU-Georgia, Ljubljana University-Slovenia, Mahidol University-Thailand, Amman University-Jordan, NTTI-Jordan. These local delivery partners have been identified and contracted by Cranfield University, usually through a local tender process. In all cases except Amman, the same partner has been used in a given location whenever there was a course to be delivered (Amman University was the delivery partner for courses in 2003-2005, and NTTI for courses in 2006). In most cases, there has been less frequency of courses than may have been originally expected by the local partner. The local delivery partners all report that they increased their ability to deliver such courses, and would like to do more when the opportunity should arise.

During six months of 2005, CU conducted a thorough review of the MMCs. This process had begun in 2003, when CU conducted an initial review of the MMC including each of its objectives and sessions to ensure that they fit together without extraneous material. This led to the conclusion that a thorough and comprehensive review was necessary, and funding was eventually obtained from DfID for this purpose. Cranfield University reports that every slide of every lesson was reviewed and assessed for relevance, accuracy and clarity of message, and that the review team revisited the overall course aim, learning objectives and method of delivery. As a result, new materials were prepared, including notes for instructors, presentation slides, case studies, discussion material and exercises. In addition, the review team produced an Administrative Handbook to provide guidance to implementing partners on the planning, contracting, preparation, delivery and quality management of the middle manager course. The resulting course was piloted in Bangkok in September-October 2005, and immediately followed by a workshop including UNDP and MMC local delivery partners from other regions. The group endorsed the new curriculum. The key changes as described in the Minutes of the Review Meeting were:

- Humanitarian Context. The original course was designed to address the general principles of management and most examples were taken from the commercial sector. The new materials are now firmly grounded in a post-conflict context and are aimed at addressing humanitarian and development needs.
- Guidelines for Instructors. Extensive notes are provided for instructors. These will provide academic staff – who may be unfamiliar with the humanitarian context of mine action – with sufficient information to deliver the new materials effectively.
- Translation. The materials have been re-written and re-formatted to assist and enable translation. Complex meanings and descriptions have been removed, as has the use of awkward grammar such as double negatives. During the delivery of the pilot course the materials were further refined to ease translation. The number of PowerPoint slides has been reduced – which will reduce the effort and cost of their translation.
- Integration of Personal Skills. The personal skills module is taught early in the course to enable the participants to have increased opportunities to practise and receive feedback throughout the training.
- Final Exercise. A two day final exercise has been included, with the aim of confirming the participants’ understanding of the tools and techniques learned during the six week course. The final exercise places the participants within a realistic scenario, requiring them to demonstrate their understanding of finance, project planning, risk management, logistics and quality management.

The resulting course structure as delivered in the 2006 MMCs for Sudan in Jordan – is presented in Annex 12, with the corresponding time budget below. Human resource management has now become a significant part of the MMC programme. Participants in the Sudan course noted that the course would benefit from greater treatment of financial management issues (which had the least time allotted), more information management, and more practical exercises. The comprehensive review process resulted in a significant improvement in the MMC, and such reviews are recommended to be undertaken every three to four years.

Time Budget of Middle Manager Course – Amman 2006

Topics	Hours	% Time
Personal Skills	31	19%
Information Management	12	7%
Project Management	18	11%
Quality Management	22	14%
Human Resources Management	33	20%
Organisational Management	10	6%
Financial Management	6	4%
Logistics Management	9	6%
Final Exercise	12	7%
Administration	8	5%
Total	161	100%

In their response to the questionnaire regarding whether specific subject matter in the MMC had enabled them to perform better as managers, the graduates highlighted the strengths in communications, personal work planning, and planning and coordination, while again noting weaknesses in other areas, particularly financial management and human resource management.

Q3: MMC – For each subject, did what you learned enable you to perform better as a manager?

	Responses	Mean	No change			Much better	
			1	2	3	4	5
Plan and Coord	110	4.2	2%	4%	14%	30%	51%
Quality Mgmt	108	4.0	3%	7%	14%	34%	42%
Project Mgmt	104	3.9	3%	8%	20%	32%	38%
Budget and Finance	106	3.2	9%	21%	27%	21%	22%
HRM	114	3.5	10%	11%	27%	24%	29%
Change Mgmt	111	3.8	5%	11%	23%	28%	34%
Communications	115	4.1	4%	4%	16%	25%	50%
Personal Work planning	118	4.2	3%	4%	10%	31%	51%
Roles of Intl Orgs	99	3.8	6%	10%	24%	21%	38%

The current MMC following the 2005 review by CU is the strongest that it has been, and should be the starting point for development of future courses, which should be strengthened in the areas of financial management and human resource management.

Lessons Learnt

Some lessons confirm earlier judgements. Experience demonstrates that the SMC is best organized as a global course, promoting exchange among programmes without the distractions of daily responsibilities or the complications of hierarchy. While the MMC can be organized globally, regionally, or locally, greater immediate benefit is felt with participants from the same programme looking to improve the way they work.

Both the SMC and the MMCs have been managed professionally by the organisations responsible, which have sought regular feedback from participants during the courses and made adjustments to fine tune individual sessions from one course to the next. As a result, each course is currently the best of what has been offered in its respective area. On the other hand, both courses will improve further with continuing attention (e.g., subject of financial management). The SMC in particular would benefit from a comprehensive reassessment to determine appropriate adjustments to the balance of its materials, similar to the 2005 review of the MMC.

Regrettably, there has been little professional exchange between CU and JMU about the courses since 2004. Both courses – and the management development effort as a whole – would benefit from periodic discussion between the two prime delivery partners. Both universities expressed their interest in such an exchange, while noting that this would require some budget to fund an annual review meeting and an agreement to respect the intellectual property of the other.

Does the course try to fit too many topics into its schedule? The survey responses suggest that the schedule is a little full, particularly for the MMC course, but not overwhelmingly so.

Q2: Do you think the course covered the right number of topics in the time available?

	Responses	Mean	Too few		Just right		Too many	
			1	2	3	4	5	
SM	54	3.4	0%	11%	44%	37%	7%	
MM	129	3.5	1%	3%	45%	46%	5%	
Total	183	3.5	1%	5%	45%	43%	6%	

A number of small adjustments were made to course subject matter by both CU and JMU over the years. Experience and graduates have identified a number of specific subject areas for greater treatment in the courses. Topics that continue to be noted as warranting more attention – and need to be fully contextualized for management of mine action programmes – include the following:

- Financial management
- Human resource management
- Project management
- Resource mobilization, proposal preparation and donor relations
- Coordination with stakeholders
- Coordination with development actors – concept and coordination
- Quality management
- Mine action topics update (especially for MMC)
- IT skills – tailored to individual levels and interest

The combined survey responses regarding whether what was learned in each material was sufficient to all course graduates to perform better as managers are consistent with the reports of the senior and middle Managers separately. The strongest materials were personal and organisational planning, while the weakest were financial and human resource management.

Q3-All: For each subject, did what you learned enable you to perform better as a manager?

	Responses	Mean	No change			Much better	
			1	2	3	4	5
Plan and Coord	159	4.2	1%	4%	14%	32%	48%
Quality Mgmt	157	4.0	3%	6%	18%	33%	39%
Proj Mgmt	154	3.9	5%	6%	21%	32%	36%
Budget and Fin	146	3.2	11%	18%	31%	18%	21%
HRM	161	3.6	9%	9%	26%	22%	33%
Change Mgmt	156	3.8	4%	8%	24%	28%	35%
Communications	163	4.1	4%	5%	15%	28%	48%
Personal Work planning	165	4.2	2%	7%	12%	32%	48%
Roles of Intl Orgs	146	3.9	5%	10%	18%	26%	40%

Course graduates provided recommendations to improve the management training and its benefit to mine action. They identified several areas that require attention to strengthen the effectiveness of the training:

Q – All: What do you suggest to improve management training and its benefit for mine action?

	SMC		MMC		Overall	
	Number	%	Number	%	Number	%
Total	52	100%	115	100%	167	100%
Course length	17	33%	64	56%	81	49%
Improve logistics	16	31%	44	38%	60	36%
Further training	5	10%	46	40%	51	31%
Instructors with mine action knowledge	4	8%	38	33%	42	25%
Support on return	8	15%	33	29%	41	25%
Better selection of participants	7	13%	13	11%	20	12%

Main suggestions of senior managers are that the course length should be adjusted, needing to be longer if it is to cover the material well (33%) and logistics improved (31%). Interestingly, the lowest concern for the SMC graduates is to have instructors with mine action background (8%).

Middle managers are concerned about more issues: the course length should be adjusted (56%), more training should be provided (40%), logistics should be improved (38%), instructors should have mine action knowledge (33%), and graduates need support upon return (29%).

The senior managers were generally more satisfied than the middle managers with the logistics and related arrangements for their courses, although both groups were fairly satisfied.

Q1: How satisfied were you with the arrangements for your visa, travel, accommodation, meals, social/cultural activities, internet, etc?

	Responses	Mean	Very unsatisfied					Very satisfied	
			1	2	3	4	5		
SMC	53	4.2	2%	0%	19%	38%	42%		
MMC	127	4.0	1%	2%	24%	48%	26%		
Total	180	4.0	1%	1%	22%	45%	31%		

Both CU and JMU have learned very similar lessons regarding logistics and the organisation of the courses (see Annex 13 for recommendations from course reports). While some of these points are the learning that any new provider will have to undergo, others refer to appropriate organisation and efforts to which UNDP should pay attention to ensure smooth international logistics.

- Courses should be scheduled and contracts signed by the sponsor and prime partner with sufficient lead time to plan courses and make arrangements with local delivery partners (minimum of three months suggested)
- Invitations should be issued to participants with sufficient time to apply for passports as well as visas (minimum three months suggested)
- Close coordination should be maintained among UNDP/BCPR, UNDP/CO and the delivery partner, especially regarding travel arrangements (flights and DSA).
- Although it is better that the UNDP Country Office makes the original travel arrangements, changes to the return are very common especially for SMCs, and these are difficult for the delivery partner to effect.

- Health insurance is a complicated issue. Participants may become ill, or may wish to avail themselves of the health care facilities in the delivery location. While they may have insurance as fellows, insurance typically provides reimbursement and the participants may not have funds for the out-of-pocket expenses.
- For the extended period of study involved, participants need individual room accommodations.
- Dietary requirements and important holidays of participants should be respected.
- Course handouts should be available to students the evening before class, to review in advance.
- Instructors should be given guidance that in many cases participants are attending a course in a language other than their own, and that they should speak slowly, clearly and with straightforward vocabulary.
- Experience confirms the usefulness to have external visits incorporated into each SMC and MMC. Such visits should typically include: mine action related, business/industry with an appropriate example (e.g., quality management), and relaxation.

Selection of participants is a UNDP responsibility which has been identified as a problem by both CU and JMU throughout this period, and noted by some survey respondents as well. CU and JMU suggest that selection should consider the relevance of the course to the current and possibly future management role of the individual and their language ability. Furthermore, it would be strongly preferable that the selection were made within a framework of a deliberate strategy of organisational capacity development. While a few examples were mentioned of individuals without appropriate level of experience for the course, the most critical concerns were regarding individuals without the necessary English language skills to follow and fully benefit from the course. This would also apply to participants in regional courses without the appropriate language skills. In addition, review of the attendance lists from recent SMCs indicates that many participants may not actually hold senior management positions. Both CU and JMU expressed a desire to receive in advance a short biographical note on each participant in order to fine-tune the course. This would also help confirm that appropriate selection has occurred.

Perhaps the key pedagogic lesson learned was that while the management material is in many ways generic, effective teaching of that material required that it contains examples and cases relevant to the participants. In some cases these can be drawn from business or public/NGO examples, but key examples and cases should come from mine action. Suggestions for course improvements indicate that MMC participants are particularly concerned to have more mine action examples, while this is not as much of an issue for SMC participants. These have been integrated into the MMC overhaul of 2005, and they have been introduced to a lesser extent into the SMC, but significantly more remains to be done for both courses. JMU has requested case material from UNDP, and UNDP may wish to include a specific deliverable and funding for case development in future contracts.

In addition to mine action examples to illustrate management principles, there is a need for updates on key issues in mine action. In the SMC this is provided primarily by guest speakers, while in the MMC it is built in to a more limited extent. Expectations for this should be agreed and supported between UNDP and the delivery partner.

Another pedagogic lesson is that the instructors should have exposure to mine action and the work of a mine action programme. This is relevant for both the SMC and MMC, although the MMC graduates express much greater concern. The UNDP should expect to thoroughly brief any new partners with which it contracts, including through a workshop on mine action with the intended teaching staff. While there has been strong motivation on the part of the central and local delivery partners to understand the work context of the course participants – and much has been learned in the give-and-take of classroom discussion – fuller understanding can only be obtained through field visits. Local delivery partner staff should visit the local mine action programme, or eventually a neighboring country programme. Arrangements should be found for central delivery partner staff without mine action experience to visit programmes, in preparation for or follow up to a course.

It is important that UNDP/BCPR keep the local UNDP Country Offices (of the national mine action programme country and of the delivery partner country, when different) well informed of the course plans. Efforts should also be made to build on past exchanges which may have occurred with the same programmes.

Among the good practices developed in the MMC is the preparation at the end of the course of a Personal Development Plan, incorporating continued study and application of learning. This PDP is an individualized product discussed at the end of the course, providing personalized guidance to each graduate. This would be beneficial for the SMC also.

CU has begun experimenting with a mentoring programme, which holds considerable promise to develop further the skills introduced during the MMC. The first experience in Cambodia was reportedly mixed. CU is providing greater support for this in Sudan – with a project manager to work with international and national mentors to support course graduates. While this does not lessen the importance of taking a strategic approach to capacity development as discussed more fully below, UNDP should encourage its TAs to engage with this mentoring process.

Students of both the SMC and MMCs have requested to receive a formal credential upon completion of the course. Both CU and JMU currently provide a “certificate” attesting to course participation. However, both are aware that the course does not provide a level of knowledge – nor does it have any formal assessment/grading process – that would be necessary to meet standards to provide a credential. On the other hand, both are aware of recognized credentials toward which the courses do provide substantial progress and a possible path for future study and on-line certification. JMU referred to a “Certified Manager” qualification which is given through successful completion of an on-line programme and which could be within reach of some SMC participants upon completion of the course and of many more with additional focused study; CU referred to a “National Vocational Qualification” that could be appropriate and progressively obtained by strong participants in the MMC. These possibilities should be explored further.

5. Contract Compliance and Related Issues of the MTCs

A contract is an agreement to work together to achieve a joint purpose. It is a partnership formed for a specific limited purpose, and it is in the interest of each party that the other be successful. Both parties to the contract should keep this perspective paramount during the development and implementation of the services.

Contracting Process

On 24 September 2003, UNDP issued a request for expressions of interest (EI) for a multi-year long term agreement (LTA) to provide the SMC and MMCs beginning in 2004. The LTA was intended to enable UNDP Country Offices to directly contract the services of a qualified training partner to delivery the established management training course for their national mine action programme, without the need to conduct a further tender and with an agreed basis for establishing the specific price. Although no courses were guaranteed to the contractor, the LTA still would allow them to plan for the likelihood of future events, to be contacted directly with inquiries and remain well informed of upcoming requests. No LTA was finalized nor were any contracts issued by UNDP/COs for management training for mine action during the period 2004-2006.

On 15 December 2003, UNDP issued the corresponding Request for Proposals (RFP), with a submission deadline of 8 January. Several clarifications sought on the original EI were not answered by UNDP nor reflected in the RFP. Some of these dealt with conceptual issues regarding the nature and purpose of the services, including suggestions as to how they could be improved; others were materially relevant to the specific costing of services. Similar clarifications were requested to the RFP, some of which received responses. As a result there may have been inconsistent assumptions in the one dozen proposals received for the tender evaluation – there was certainly uncertainty about the request on the part of the bidders – and there was a later need to negotiate some costs that were not properly specified.

The evaluation criteria specified in the RFP are clear but somewhat surprising for a training services tender. It indicated a two stage process, according to which all proposals would first be evaluated technically. Those obtaining at least 70% would qualify for the financial evaluation, and the lowest priced qualified proposal would be selected. The technical threshold is somewhat low, and it is surprising that the price would be the sole factor for selection, rather than be weighted to allow some price margin for higher quality. Nonetheless, a total of twelve proposals were received and the outcome of the process was the selection of James Madison University (JMU) for the SMCs and Cranfield University (CU) for the MMCs.⁶ This implies that these were the lowest priced of the qualifying proposals, and does not say anything about the quality of their proposals nor about those of the other bidders (which reportedly included some of the local delivery partners previously involved in the MMCs).

⁶ Benefits to having a single provider for both courses are arguably that it ensures standardization of the message and there are fewer parties with which to coordinate. Benefits of a few providers are that it builds on different strengths for different audiences, generates alternative approaches and provides reference prices and better cost control. Having two providers also lowers the risks incumbent on having only one source for a general type of service.

The RFP was for a package of three services. The first was to deliver the global Senior Manager Course; the second to deliver the Middle Manager Course on a global, regional or local basis; and the third was to develop and provide quality assurance of the courses delivered under the other two contracts and of the core pedagogic materials. No award was made for the quality assurance contract. It seems that the quality assurance contract became moot when CU was selected as the MMC delivery partner, rather than this award having gone to one or more regional institutions. Some of the clarifications previously sought but not provided concerned the nature of the quality assurance services; the lack of any resolution of these issues was a source of divergent expectations between CU and UNDP related to the MMC contract services, and remains to this day a minor mutual irritant.

The Long Term Agreements (LTAs) that were the purpose of the tenders were never signed. At the end of 2004, UNDP sent CU a draft LTA, to which CU responded in January 2005 with comments and suggestions; the issues were never finalized. The RFP Statements of Work and the terms of the January 2004 offers have served as a reference point for UNDP, CU and JMU. However each contract had to be negotiated anew rather than simply calling upon an LTA with an agreed formula to consider local costs. Unfortunately, this has also meant that what was designed to provide a long term contractual framework has been replaced by last minute contracts signed in some cases after a course has begun or even after its end.

Contract Requirements and Compliance

The Course Objectives incorporated in the Statements of Work (SOW) for the 2006 SMC and MMC contracts are attached in Annex 14. The SMC Objectives indicate that it is to increase the capability of managers to participate in the national mine action strategic and annual planning process, and incorporates general development of understanding and application of management and personal skills. While assessment of the impact of the course is part of the overall objective of this Report and the focus of the next section, our review confirms that JMU has complied fully with the terms of the contract through effectively delivering the SMC with substance consistent with the SOW.

The first objective of the MMC is to enable graduates to “contribute to the improved efficiency and effectiveness of effort of mine action in their national programme through a better understanding and application of management principles ... personal and management skills.” While the impact of the course is discussed in the next section, our review confirms that CU has complied fully with the terms of the contract through effectively delivering the MMC with substance consistent with the SOW.

The MMC SOW specifies three additional objectives, the first two of which (international context of mine action and networking) are equally relevant for the SM, although not specified for that contract. It is furthermore unclear whether these two objectives are understood as specific “responsibilities” of the contractor or “indirect benefits” of the course. In both cases, the objectives have been met by the CU MMC. Nonetheless, it appears that the expectations of the two parties were not sufficiently clear and should be more openly discussed and agreed for the future.

Objective Two of the MMC SOW states that “course ‘graduates’ will contribute to the improved efficiency and effectiveness of effort of mine action in their national mine action programme by developing an understanding of the international context of mine action, the role of international organisations including the UN, the donor community, NGOs, commercial entities and other mine action stakeholders.” While in the SMC this is well covered by extensive visits by guest lecturers from the international mine action community, in the MMC it is included in sessions on the mine action environment and built more directly into the examples and cases used throughout the MMC since 2005. The expectations as to what would be done (define the mine action topics to be covered in the course, particularly for updates of current issues) and who would do it (delivery partner, UNDP, or others) were not explicitly stated or agreed.

Objective Three of the MMC SOW states that “course ‘graduates’ will contribute to the improved efficiency and effectiveness of effort of mine action in their national programme by learning informally from each other and by developing networks and contacts between middle managers working within other sectors and with other organisations in their national mine action programme.” Graduates of all courses consistently ranked the learning from and networking with others in the course as one of the key strengths and benefits of the course.

In the case of the SMC, networking is primarily at an international level. JMU has established an email listserv for each of the courses it has held, which are used to maintain group contact. UNDP should consider to strengthen this network by extending it to the larger group of all SMC graduates, with more active management, promotion of discussion topics, update and problem and solution sharing.

Objective Four of the MMC SOW is that “the local delivery partner will further enhance its skills and competency in delivering management courses for mine action in their national mine action programme.” During the period 2004-2006, CU worked with six delivery partners for the MMC (AIMTEIC-Afghanistan, VBANK-Cambodia, Georgia Technical University, Amman University-Middle East, NTTI Amman-Sudan, Mahidol University-Bangkok), the last three of which were for courses contracted by UNDP. AIMTEIC has become particularly capable, delivering dozens of management training courses for mine action, and recently winning a World Bank tender for management training of Afghan government institutions in other sectors. VBANK offered courses with only light supervision from CU (as had ISPU in Maputo in earlier years), Mahidol University appears to be a solid partner available for further delivery of courses when contracted. What was earlier reported to be a good relationship with Amman University ended due to significant increase in costs and turnover in personnel. Nonetheless, Amman University reported that its capacity to deliver such courses was increased by the experience and it would welcome the opportunity for further such cooperation. NTTI (National Training of Trainers Institute) hosted one course (in English) and delivered a second (in Arabic) in 2006; as a training institute, it appears to be a very capable and promising partner.

The objective to develop training partners has been met within the framework of the MMC contract. It should be noted that the extent of partner development is constrained by the lack of a longer term training plan that they might contribute to. On the other hand, it has been assisted in those cases where CU and the partner have begun to work together on courses and in areas beyond the framework of the UNDP mine action management training contract. (See Annex 15 for extracts from local delivery partner interviews.)

This is another objective where the expectations were not very clear and agreed. UNDP has suggested that it would like a “southern” delivery partner network, and Cranfield University created and supported the network of delivery partners. UNDP would have difficulty supporting such a network on its own, in the absence of a long term project to provide both funding and continuity. The fullest possible development of local delivery partners’ ability to deliver the current management course as refined by CU in 2005 has however encountered limits related to the ownership and responsibility for the intellectual property of the materials, as a result of which CU has been unwilling to allow its delivery partners to distribute electronic copies to participants or to use the materials CU has developed outside of the specific courses conducted under contract to it.

Ownership of the Management Training Materials

The intellectual ownership and availability of the management training materials warrants careful review, discussion and agreement to ensure shared understanding for effective development of future management training programmes. CU has sought to engage UNDP in a discussion regarding intellectual property rights, insisting that CU itself operates under UK law which recognizes distinctions among rights and imposes responsibilities that UNDP has been largely unwilling to consider.⁷ Until this issue is clarified and agreed, it will be an irritant to good relations and has the potential to block effective achievement of otherwise shared goals.

The original SMC materials were developed under a contract between DfID and CU to create and pilot test the respective pedagogic material. CU copyrighted the material, and eventually delivered it to JMU for its use. The original MMC materials were developed under a similar pedagogic materials development contract between UNOPS and CU, under which CU again copyrighted the material.⁸ The 2005 comprehensive review and qualitative revision of the MMC was funded by DfID, under which CU copyrighted the result with the condition that with the permission of DfID the material would be freely available for the UN and national mine action programmes wishing to conduct middle manager training.

⁷ CU wrote to UNDP that UK law distinguishes types of intellectual property, including “foreground” and “underlying” intellectual property. The foreground intellectual property of the MMC includes the detailed organisation of the courses, sequencing of materials, etc. The underlying intellectual property includes ownership by others of some of the materials incorporated into the course – specific concepts, frameworks, examples, photographs, etc. CU generally does not have authority to transfer underlying intellectual property rights belonging to others, although there may be a right of limited use. CU is concerned that such rights to limited use could be violated unwittingly through for example printing large numbers of copies of materials for distribution throughout a programme. CU is also concerned that the course materials could be copied and presented by less experienced parties as the “Cranfield Course”, lowering the standard of the management training and damaging its own good name. UNDP responded that UNDP “retain all intellectual property and other proprietary rights,” as per the standard terms and conditions of UN contracts. Adding that “Of course, we do not have the rights to materials produced by other authors. However, it is up to the bidding institutions including Cranfield to negotiate with the authors on the rights to use such material.”

⁸ The original MMC development contract called for preparation of the following package of materials, intended for use of future delivery partners: overall teaching points, lesson objectives and timetable for course as a whole and major modules; timetable and objectives for each module; detailed teaching points; individual lesson plans; teaching support material for each lesson; notes on subject delivery for instructors; and student notes.

It is recommended that UNDP agree with DfID regarding ground rules for the distribution and use of the materials, seeking to ensure its wide availability consistent with legal protection of intellectual property. It is also recommended that UNDP agree with JMU and CU the expectations regarding materials to be handed over to UNDP at the close of their current contracts and for possible transfer to future delivery contractors. Reasonable expectations in this regard are an essential element for the preparation of new offers by third parties. In an academic setting, reasonable expectations could include at least the overall goals and approach of the course and of each class, together with the respective presentation material, handouts and formal teaching notes. It would not normally include the individual instructor's personal teaching notes.

Cost of Management Training

The following summarizes the information the Study Team was able to obtain regarding the cost of the Senior and Middle Management Courses.⁹ It should be recalled that in 2004 JMU and CU were selected as delivery partners for the SMC and MMCs respectively because they were each the lowest cost qualified bidder. The cost of the CU Global SMC course during the period 2000-2003 was about \$250,000 - \$300,000 per course. The current cost of the JMU SMC is in the range of \$150,000 - \$175,000. The cost of the original MMCs were projected to be about \$200,000 per course, and the original Mozambique course (four two-week sessions requiring more international and local travel) was about \$250,000. The current direct cost of the five week MMC is in the range of \$125,000 - \$150,000. The current cost per student is a little under \$8,000 for the SMC and a little over \$6,000 for the MMC.¹⁰

The cost of the SMC is significantly lower with JMU than it was with CU. The cost of the MMC has also decreased, although this is largely due to the shortening of the length of each course.

⁹ It should be noted that the sources for most of this financial information were CU and JMU. They were both very forthcoming regarding their budgets and costs with the Study Team Leader, on the condition that their detailed cost information would not be shared with others. Their openness is appreciated and the condition has been respected.

¹⁰ There are additional indirect costs shouldered by the agencies which send 20 of their staff members to participate as visiting lecturers in the SMC, and of course the absence from work of the participants is a cost to their organisations.

6. Impact of Manager Training Courses

What impact have the Senior and Middle Manager training courses had? Our discussion is based on information collected during the short span of this study, whether through the survey responses of course graduates, the responses of National Programme Directors and Chief Technical Advisors, and the comments of other knowledgeable individuals, together with comments included in the many course reports. To the extent the available information permits, we will consider the impact in terms of its effect on:

- Individual graduates, both in personal and work related terms
- Organisational, whether changes in the management behavior of course graduates resulted in more effective operation and improved performance of their organisations
- National mine action programme, whether changes in the organisations improved the performance of the mine action programme for the country

At the same time, experience from many fields suggests that efforts to introduce changes through training of individuals are likely to face obstacles, whether from superiors, co-workers or organisational rules and procedures. CU-META conducted a post-implementation impact review of the MMC course in Afghanistan in 2004. Fifty percent of one group surveyed “felt they did not have the resources to fulfill their management requirements once returning to their organisations at the completion of the course.” The majority in another group reported that they “experienced obstacles to implementing the skills that they had received.” Graduates may find upon their return to their daily work setting that they do not have sufficient knowledge to apply what they learned, or that they are not allowed to put it in practice. Thus we enter the study alert that training alone is normally insufficient to produce significant organisational change. As a result, training is best provided within a strategic framework addressing multiple factors to improve performance of the organisation and of the programme as a whole.

Impact on Individual Graduates and Their Behavior

We will begin by considering the comments of graduates at course completion. We will follow this with self-report comments from the graduate survey conducted as part of this Review, as well as with the comments of NPDs and CTAs and others collected during this Review.

The participants’ end-of-course comments are consistently very positive about the course. They speak highly of the chance to work with colleagues and exchange experience, to learn new concepts and management skills, to expand their knowledge of mine action, and to develop their personal skills. Many express the conviction that the experience gained will be of value in both their personal and professional life.

In the course of this Review, we reviewed the course reports from all of the SMC courses and more than a dozen MMCs. The following comments from a participant in one of the CU SMC are typical of the comments appearing in student evaluations of both the CU and JMU courses. Further comments are included in Annex, and they are generally representative of the comments upon the conclusion of all the courses.

Training is the key to personnel development at all levels of any organisation. In line with the development of mine action senior managers, the CMA Course has proven to be of very high value. We really found the course very valuable and helpful and I am sure it will further assist us to improve our performance, move higher and higher in the organisation and manage our programmes more effectively and efficiently.

Generally, the course has provided us with valuable managerial and high level mine action specific knowledge. Some of the key outcomes of the course are:

- Improved presentation skills,
- Improved analytical and decision-making skills,
- Improved confidence,
- Provided excellent ideas on how to use data/information efficiently in planning and decision-making processes,
- Provided good guides on what and how to further learn in order to expand our management knowledge (by having a realistic personal development plan),
- Understood basics and importance of research work and improved writing skills,
- Provided good guideline on how we can better organize ourselves and others,
- Provided excellent ideas and directions on the importance of having relationship and working with other programmes,
- Realized the importance of having a vision and always thinking strategically,
- Learned good techniques how to better attract donor's attention,
- Provided excellent directions on how we can better combine our practical managerial experience with the theory gained in the course,
- Provided very good general knowledge about other mine action programmes through the exchange of information and attending programmes presentations,
- Guided us to realize our strengths and weaknesses in terms of what managerial knowledge and experience we have and what knowledge we need, and
- Provided an excellent opportunity to share our knowledge, experience and views for improvement to each other and do a peer comparison of our managerial ability.”

Participants in the Iraq 2005 MMC identified the following specific ways in which they thought their performance as managers had improved as a result of being involved in the programme

- *“Increased self awareness*
- *Improved time and workload management*
- *Improved the abilities in leading and management to do the job*
- *Increased the knowledge of staff supervision and delegation*
- *More confident on roles and responsibilities as managers*
- *Improved in financial management*
- *Be able to cope with any problem related to management or leadership*
- *Get new knowledge, skills and improved capacity to be applied effectiveness*
- *Sharing new experience form other participants and learning from mistakes*
- *More improvement in the organisation/institution”*

Participants in the Global MMC in Bangkok 2005 felt they benefited from the course in the following ways (further responses from this course are contained in Annex 16):

- Sharing of experiences amongst the group.
- New skills, techniques and tools that they believe will, on their return, not only improve their performance but that of their colleagues and their respective organisations.
- Project Management and Quality Management in particular would be put in practice.
- Greater understanding of management as well as mine action globally.

The same participants (Global MMC– Bangkok 2005) were asked how they would create a positive change when they return to work. They generally felt that the knowledge and skills which should be most applicable were Performance Management, Project Management and Quality Management tools and techniques. They indicated that they understood the importance of Human Resource Management, Personal Skills and Information Technology, and wished to apply the knowledge and skills they had acquired in Information Technology, the Organisational Environment, Empowerment and Motivation in their respective working environments, whilst at the same time acknowledging that it would be a big challenge for them to do so (see Annex 17).

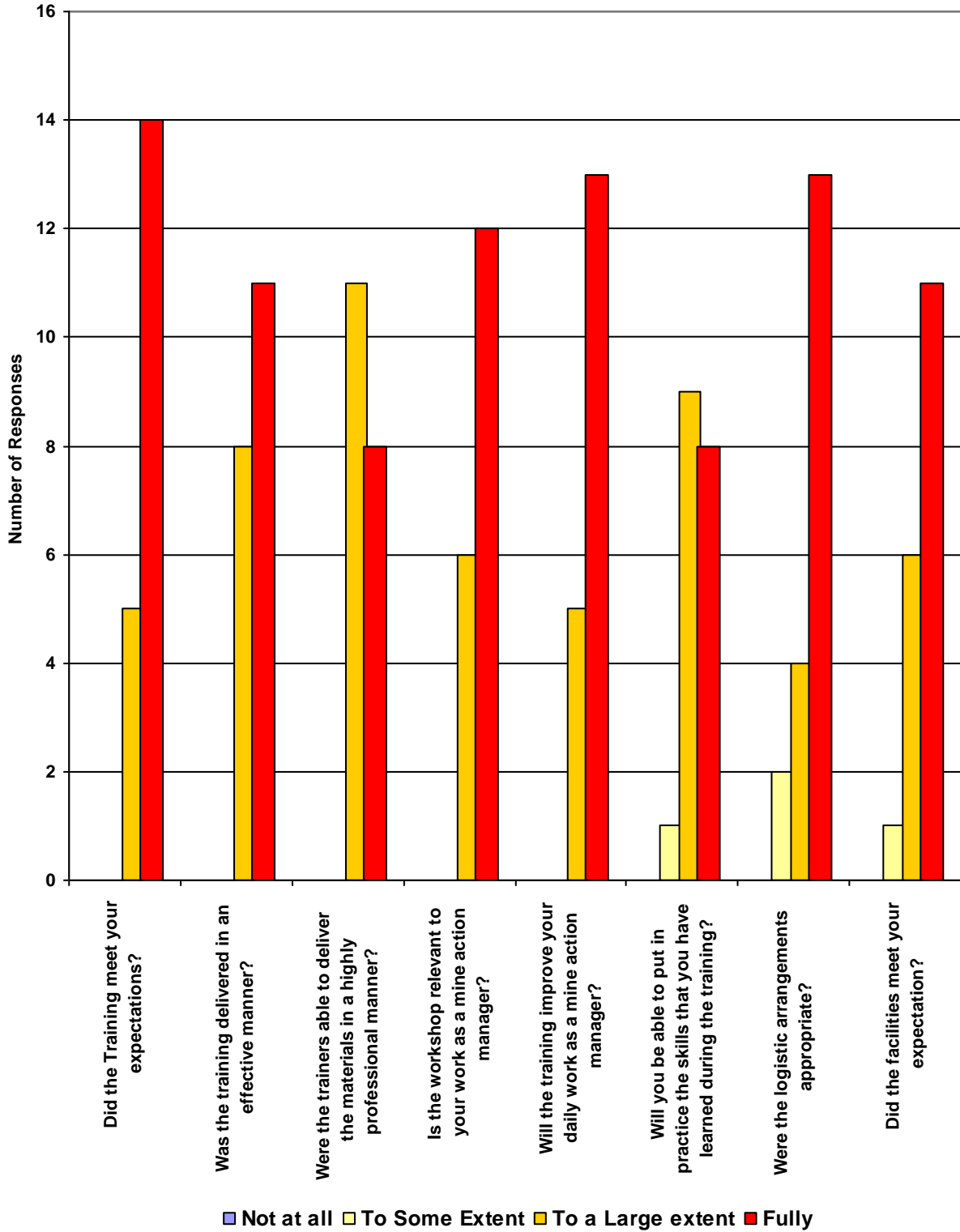
The Study Team Leader asked four questions of the 25 participants at the end of the December 2006 Middle Manager Training – Amman (Arabic):

1. Do you approach your work (exercises) differently today than six weeks ago?
2. Will you be able to use what you have learned at work next week?
3. If you manage better will this make the mine action programme better?
4. What else is required to strengthen management of the mine action programme?

All unanimously agreed with 1, 2 and 3, and the group made several recommendations to further strengthen management in mine action (incorporated elsewhere in this report).

Thus upon completion of the course, graduates usually felt it had been very beneficial, and that they would try to apply what they had learned in practice. It is interesting to note that graduates generally rated the learning much higher than the likelihood of being able to put it in practice. For example, in their overall assessment of the June 2005 SMC, participants gave the second highest score to the question “will the training improve your day to day work,” but the lowest score to the question “will you be able to apply the skills you have learned?” This difference, representative of most of the courses, reflects the graduates impression that the course has important impacts that go beyond the transfer of skills, together with the recognition that the skills themselves may not be that easy to apply.

Participants' overall assessment of June 2005 Senior Manager Course:



Comments by senior observers (National Project Directors and international staff) are similarly positive about the impact on individuals returning from the courses, but with some cautions:

- *“Training is always good. Individuals come out of the course with much greater self-confidence, willing to speak up in the international environment. They are more mature and more confident. They have new tools and new ideas for their national programmes. No one thinks it is a mistake!”*
- *“You can never do enough training, but you need a training needs assessment.”*

The National Programme Directors surveyed consistently report positive impact of the courses:

They returned with new ideas and energy. It was a permanent improvement reflected in the achievements of their daily duties.

The staff have shown clear changes with their attitude, approach and leadership toward the work and their immediate supervisors and subordinates upon their return and this improvement is continuing.

Now I see well where I am going, what I must do (and what I can't do), when and how I have to do it. Also I can select my partners and I am able to make resource mobilization. Planning, leading, controlling and evaluating are now our motto

The course had positive effect on all those who have attended. They are in full control of their work; they plan and assess their work with confidence.

Upon their return and graduation from the courses, staff have shown practical and noticeable improvement in their work and leadership. This was confirmed by our internal QC assessment programme.

There were noticeable improvements in management style when we were discussing the knowledge brought from the course verbally. But generally it is lower when they are doing things practically. It means they have brought knowledge from the course which they do not implement fully in their daily work.

Indeed the courses increase the capacity in management of the staff and allow them to share their experience with others. They learn more tools to be efficient in their daily job and want to do better, with more confidence and accuracy.

Most of them are implementing what they have studied during the course in their daily work. They communicate better with the International community dealing with Mine Action.

With senior managers in particular, a qualitative leap forward in their confidence and ability to speak in the international mine action meetings was frequently noted. They have also become much more comfortable in meetings with donors, etc. Part of this may be simple experience and maturation in their positions, but in many cases there was a visible change in the year following participation in the SMC.

The courses broadened their horizons for many graduates, and this is generally positive for the individuals concerned. In some cases, participation in the course was the first opportunity to travel outside their country, and in many cases, the SMC was the first time that graduates had been to the UK or USA. One observer noted that the SMC and MMC *“took MAPA (Afghanistan) out of the dark ages. The national programme had been largely isolated, and the management training courses gave them exposure to the outside world. It exposed many to computers, the internet and wider information for the first time.”*

In Rauch’s recent study of “Management Training in Mine Action,” her small sample of senior national mine action managers reported that the most important way they had developed the skills and knowledge needed for their work was through management training courses, followed closely by experience in previous jobs and specialist courses (Rauch, 2006:62).

Although most observers have been quite positive about the impact of the course, a few have been much more cautious. One commented: “Great training, but they will never be able to use it.” Another observed that there was little change after people returned, noting that graduates return with considerable enthusiasm to make use of what they have learned, but this often dissipates within weeks. Some noted that the constraints on changes in graduate behaviour apply to the national directors as much as to other staff: “They come back with lots of new language about strategic planning, but it doesn’t change their overall working practice” (quoted in Rauch, 2006:68). However, when offered an opportunity to assume greater responsibility – perhaps because of the absence of international staff due to leave, recruitment delays or security issues – the opportunities have been taken and individuals rose to the challenge successfully.

One indication of the impact on the individual is whether individuals who have gone through the management training are more likely to be promoted or move ahead in their careers. The surveys conducted for this Review sought information as to whether individuals are still in the same organisation, have been promoted, have moved to another mine action organisation, or are no longer in mine action. These categories are not mutually exclusive (move to another organisation or outside of mine action may have been a promotion).

We have not sought to provide a quantitative summary of the response because: answers received were somewhat inconsistent, without sufficient time during this Review to resolve the differences; there is reason to suspect that non-respondents are more likely to have left mine action than respondents; and partial information was provided on graduates who left mine action as a result of the collapse of their organisations (ADP in Mozambique, UNOPS-MAP in Iraq, META and AREA in Afghanistan). Finally, we do not have

comparative data of what happened with those who did not have training. But, we do have suggestive information:

- Some national programmes report that all graduates remain in their organisation, sometimes with promotions (about 25% of graduates from both the SMC and MMC report they have received promotions), while other programmes note that as many as half of the course graduates have left the organisation.
- One third of SMC graduates and nearly one-half of MMC graduates report they are no longer in the same position as when they took the course
- Overall approximately 15% of SMC graduates and 4% of MMC graduates report they are no longer working in mine action
- A majority of the MAPA (Afghanistan) graduates of the first MMCs (beginning late 2001) are reported to have moved to better paid positions with other organisations, with their experience and manager training serving as strong qualifications for donors, NGOs and international aid projects which expanded in 2002 and 2003.
- Virtually all of the MACA (Afghanistan) graduates of the SMCs are reported to have left MACA for better paid positions with other organisations, in several cases for positions as international advisor.

While such career moves certainly reflect abilities already present before the course, it is likely that the courses provided an appropriate common language for international assistance, brought graduates to the attention of international recruiters, and served as an identifiable selection criterion. In fact, it was reported that in Afghanistan, “most mine action organisations now consider the MMC as key to staff development and a prerequisite to promotion.” Moreover, other organisations (government, donor, NGO) consider the MMC to be “*a strong qualification to work for them.*”

Networking from the Manager Training Courses

One particularly important impact of the courses was the establishment of new networks with colleagues from other countries or other parts of the same national programme. Participants in SMC and multi-country MMC found the interaction with managers from other programmes to be one of the particular strengths of the course, and many recommended that this informal network be supported:

“Promoting the ongoing network between the graduates of the senior managers courses would be very useful and will certainly play a key role in national capacity building. It is an excellent idea to further build up a long lasting relationship between the graduates of different senior managers courses. It will mainly be useful to improve the following areas:

- *Sharing general mine action information,*
- *Sharing new ideas, practical experience and views,*
- *Providing recommendations for the solution of specific mine action related problems,*
- *Seeking advice on general technical and management related issues, and*
- *Providing recommendations to each other on the appointment of qualified TAs etc.”*

The survey responses confirm that use of this network is significant, both as a social network and as a resource sometimes used to support professional work.

Q5: Have you remained in regular contact with other participants from your course?

	Responses	Mean	Never contact			Regular Contact	
			1	2	3	4	5
SMC	54	3.3	0%	30%	30%	26%	15%
MMC	126	3.4	6%	12%	45%	16%	21%
Total	180	3.3	4%	17%	41%	19%	19%

Q6: If you have stayed in contact, has this had an impact on your work in Mine Action?

	Responses	Mean	No impact			Great Impact	
			1	2	3	4	5
SMC	48	2.9	15%	31%	15%	25%	15%
MMC	98	3.2	17%	10%	36%	20%	24%
Total	146	3.1	16%	17%	29%	21%	21%

In summary, the course graduates and national directors are convinced that the courses have had a significant impact on them and their work. In particular, they learn management and personal skills, they increase their knowledge of mine action and they gain and demonstrate increased confidence in their work and in dealing with others. They are convinced that this results in improvements in their daily work, and it seems to result in increased likelihood of career advancement through promotion or job change. Does this translate into improved effectiveness and performance of their organisation?

Impact on the Organisation

We asked graduates if their organisation was more effective because of their course. Their answers were clearly affirmative, although the SMC graduates somewhat less so.

Q4: Is your organisation more effective because you attended the course?

	Responses	Mean	Not more effective			Much more effective	
			1	2	3	4	5
SMC	53	3.6	4%	4%	34%	49%	9%
MMC	128	3.9	1%	5%	26%	41%	27%
Total	181	3.8	2%	4%	28%	44%	22%

Survey respondents are nearly unanimous that their participation in the management training course has made their organisations more effective. They have a nuanced view regarding how much more effective, but they are unambiguous that the result is positive.

The National Programme Directors who responded to the questionnaire strongly agree that the graduates have strengthened their organisations:

I think generally the middle and senior management courses have contributed a lot of skills to the participants, as a result of which definitely my organization operates better than before and achieves better output too.

They increase their leadership and there is better coordination among the related parties.

Our organization operates better because of the overall improvement of management skills of our management team working on key positions in our sectors and departments.

Our management style is based on urgent, short, long term and strategic plans. They are based on well taught skills.

The improvement has been permanent. There is better understanding of the planning process; independent development of tasking orders; independent recce operations; independent monitoring and evaluation.

The managers understand better and give better direction to do the proper job, this increases the performance of the organization itself.

Our organization is operating with greater efficiency and cost effectiveness now because of the management training and courses provided to our staff during different periods.

Management is the key issue in mine action, and the staff are more concerned about using management tools in their work.

Probing this issue further, a consistent picture emerges in terms of how the impact on the individuals translates to the work of the organisation. Graduates reported that they have gained confidence in their work as a whole, and that some of what they learned has improved their ability as manager. They generally noted this especially for:

- Planning and general management
- Personal skills (time management, computers, communications)
- Knowledge of international context of mine action (senior managers)

However, both SMC and MMC graduates generally note that they did not learn enough of certain “core management” subjects to improve their ability as manager, including:

- Financial management
- Change management
- Quality management
- Human resource management (especially MMC)
- Project management (especially MMC)
- Role of international organisations in mine action (especially MMC)

This is consistent with observer comments that the organisations are stronger because the graduates have learned a “common language” which enables them to work better together within and among organisations. This also enables the National Director to have more

confidence and take on a stronger public role with other national authorities, with donors in country and with the international mine action community. All of these are aspects of strengthened national mine action organisations.

Nonetheless, many observers and graduates note that they have been less able than they would like to put in practice what they learned. This is sometimes attributed to incomplete knowledge, other times to opposition from supervisors or international TAs, and still other times to obstacles posed by colleagues who have not had the chance for training. This is often posed as a problem of the “national culture.”

Since such observations are made and attributed to “culture” in countries throughout the world, one suspects that it may not be so much a problem of local culture as it is a problem of not addressing organisational changes that are required to enable the new knowledge to be applied. That is, training alone does not ensure someone can work differently, if the organisational dynamics around them are not also addressed.

The consistent observation that the training has enabled better management in the organisations suggests that significant advances have occurred in how the organisations “run,” and that fertile conditions have been created for graduates to rise to the opportunity (challenge) if a more strategic approach is taken to improve the overall performance of the organisation and the national mine action programme. Thus, there is a need to focus on further efforts to support change to improve organisational and programme performance.

Impact on the National Mine Action Programme

Has the manager training had an impact on the national mine action programme? This is (or should be) the key question posed to the current Review. Achieving impact on the national programme should be part of the basis for selecting organisations and individuals to participate in the course. However, its most important dimensions cannot be assessed through self-reporting of mine action staff nor can they be properly studied from a distance. It requires collecting the impressions and judgements of the stakeholders and beneficiaries of the mine action programme – those whose activities are affected by the results of mine action. Such research was excluded from the beginning by the time pressure on this review; it would be useful to follow up in the future, and remains the only way to address the key question of the impact of manager training on the performance of the national mine action programme.

While we were not able to interview clients of the mine action programmes to see whether they have noticed improvements reflecting results of the management training courses, some of the elements identified above indirectly speak to this issue. Key among these are:

- The creation of a common language for mine action discussions, especially in complex programmes with many actors. This has facilitated discussions, since issues can be posed in terms with shared references and discussions are much better focused. It has also facilitated direct discussions with donors, which some feel has provided greater financial security to their programmes.
- Greater confidence and higher international profile of national directors strengthens the international image of national programmes as a whole.

- Successful use of national middle manager courses as part of the reorientation of national programme activities increasingly toward development projects. “In 2004, the MAPA (Afghanistan) faced a redirection of much of the programme from purely humanitarian goals to more active involvement with development projects. The extensive middle manager training programme was key to involving the staff of the many organisations in this change. This was particularly noticeable in development of the capacity for operational coordination with reconstruction and development actors (e.g., survey and clearance teams with road construction companies).”

The SMC and MMC graduates are convinced that the courses have had a significant impact on them and on their work as managers. The National Programme Directors are equally convinced that they have seen a significant impact on the graduates in their daily work and in their organisations and programme as a whole.

The National Authority is able to negotiate, manage, supervise and monitor all Mine Action Organizations in a more effective way because of the lessons learned during the course.

The national mine action programme is more effective. Developing the strategic plan based on SWOT analysis has set our mine action programme as one of the priorities of the donor community.

Productivity is increasing each year and gains more confidence of donors.

Our national mine action programme is now safer and more effective.

The National Programme Directors highlighted the following impacts:

- Better understanding of where the organisation is, where it needs to go and how to get there
- Greater confidence in work and discussion with stakeholders
- Greater delegation, resulting in better work done sooner
- Improved dialogue with donors
- Higher profile of programme with government and donors
- More efficient operations
- Understanding that good management is the key to the programme’s success

In conclusion, the SMC and MMCs have had a significant impact on the individual graduates and their work, and their organisations appear to operate better as a result. While we have tried to identify some examples of impact on the performance of the organisations and of the national mine action programmes, firm conclusions are beyond the agreed terms of this Review and remain for possible follow up.

7. Extent of Further Need for Manager Training Courses

The Senior and Middle Manager Courses delivered between 2000 and 2006 have reached between two and three times the mid-range estimate of need in the 1999 TNA; even removing the largest single MMC programme from consideration (Afghanistan), the reach is still double the estimated need. The number of national mine action programmes supported by the UN has also doubled during that period. Is there still need for internationally supported management training in mine action?

We have tried to respond to this question from several directions. In this section we consider the overall magnitude of need for general management training of the type offered by the SMC and MMC. We then consider the need for more specific types of management training.

Total Senior and Middle Management Staff in National Mine Action Programmes

We will estimate the remaining need in several ways:

- TNA Assessment
- Update of TNA based on current number of national mine action programmes
- Extent of need covered by past courses
- Existing needs reported by National Project Directors surveyed

TNA assessment

The original TNA estimated that there were from 80 to 175 staff appropriate for the senior manager training and from 120 to 320 staff for the middle manager training. At that time, there were 16 UN-supported national programmes, including 6 large programmes (Afghanistan, Angola, Bosnia and Hercegovina, Croatia, Lao PDR, and Mozambique) and the rest smaller.

Developments since original TNA

Since the original TNA, large programmes have developed in Iraq and Sudan, the Afghan programme has expanded, and another dozen smaller programmes are receiving UN support. Considering the mid-point levels of staff estimated by the TNA, together with the additional need from the mix of new national programmes, this suggests a total pool of roughly 200-225 for the SMC and 450-500 for the MMC.

An important change since 1999 is the growing maturity of mine action management. By now, a significant portion of senior manager in most national programmes have attended the SMC and can serve as instructors and role models to colleagues who have not attended the course. In addition, existing managers have gained more years of experience, and new managers are more often recruited with stronger specific professional skills. The general need for training of managers is thus no longer as stark today as it was in 1999.

Extent of need covered by senior and middle manager courses to-date

Globally, 39 national programmes have sent participants to the senior manager training and 31 to the middle manager training. Twenty national programmes have had at least two people in both courses.

Some national programmes treat the MMC as a normal part of staff training – this is appropriate in cases where the programme can establish its own training programme using this material, as has done Afghanistan, and has been provided to Iraq and Sudan. However, it should not be assumed that all managers must attend the SMC or MMCs.

At the SMC level, attendance in recent years has moved increasingly away from senior managers and programmes have been permitted to nominate multiple line staff from the same unit (e.g., one organisation sent three Heads of Planning and two Planning Officers to the SMCs over a period of three years). Some senior managers have been unable to participate due to lack of requisite language skills, while other participants have not really had senior manager responsibilities. While the individuals may have benefited from the course, they occupied spaces that could have been filled by more senior managers from less-served programmes – unless there are none left to participate.

Extent of need reported by NPDs surveyed

National Directors (NPDs) of 12 programmes (including one NGO) responding to the questionnaire, indicated a total of 47 senior manager staff, of which 28 had not yet attended the Senior Manager Course. In some cases the individuals may not have the necessary level of English. This level of need would fill one more iteration of the SMC.

The NPDs also reported 73 middle manager staff who have not attended the MMC, with 29 from an NGO in SE Asia, a similar number that could be a regional course for N. Africa and the Middle East in Arabic or French and the remainder spread in much smaller groups. Thus we conclude that there appears to be a continuing need for MMCs for some national programmes and in certain regions.

The future need for the annual SMC is not clear. Most national programmes that have sent staff to both the SMC and MMC have at least 2-5 SMC graduates. Many of the graduates of recent SMC courses do not appear to hold senior management positions. It appears that the original purpose of the Senior Manager Course has been fulfilled. On the other hand, the SMC is a key UNDP point of entry to senior management of mine action, and it may wish to continue with it for this purpose. If the course is to continue, either its purpose should be redefined or additional needs must be carefully identified, probably with preference to smaller programmes. Should it decide to continue the SMC, UNDP should participate more fully in it.

If, however, UNDP's main concern at this point is continuing involvement with national senior managers in discussion of key international policy issues, it would be more appropriate to organize regional meetings for update and discussion of key issues, to which several senior managers of each programme could be invited for a single week. Such a meeting would reach national senior managers more effectively than does the current SMC.

The field of mine action management has matured since 1999. This is due to many factors, important among them the management training courses which have been delivered and the experience which managers have accumulated. While originally a general course was very beneficial, that is less so today. While originally MMC courses could be done on a regional basis, it is clearly more appropriate to do MMC courses on a national programme basis whenever possible. In general, future training should be built upon the conclusions of comprehensive national programme training needs assessments.

Specific Areas Needing Further Training

We have sought to identify specific areas for further training from several sources:

- Graduates’ survey responses, indicating areas where more training is needed
- Course review and evaluations
- National TNAs
- UNDP suggested topics

We asked survey respondents to indicate their suggestions for further substantive training in one of the closed questions and in open comments at the end of the survey. While they requested more training in all areas covered by the courses, the most requested subjects were financial management and project management, while the least was personal work planning.

Q3+: Do you need more training in these subjects to be able to use them effectively in your job?

	Senior Managers	Middle Managers
Total Respondents	53	129
Planning and coordination	30%	34%
Quality management	30%	39%
Project management	36%	<u>52%</u>
Budgeting and financial management	<u>49%</u>	<u>48%</u>
Human resource management	21%	31%
Change management	19%	34%
Communication and reporting	25%	36%
Personal work planning	9%	23%
Roles of International organisations in mine action	21%	30%

In their open-ended comments, both SMC and MMC graduates most often suggested the addition of mine action topics, but with a significant difference in their proposals. SMC graduates generally requested specific subjects, e.g., international law and treaties (APMBT, CCW), victim assistance, costing of demining operations, application of standards, etc. MMC graduates most often requested to hear from mine action experts and to have practical examples of the application of course subjects in mine action.

Review of the course evolution and evaluation comments suggest that further attention in the SMC and MMCs should be given to the following topics (see also Section 4):

- Financial Management and Financial Transparency (not accounting)
- Human Resources Management
- Quality Management
- Project Management
- Mine action policy, organisations and practice (especially for MMC)

Subjects identified by National Programme Directors

In their response to a questionnaire circulated for this Review, National Programme Directors identified a variety of general management and specific mine action subjects for further training (see Annex 18). This useful listing is consistent with those generated by course graduates and the few national TNAs that have been carried out.

National Training Needs Assessments

National training needs assessments have been carried out in three countries by CU within the framework of development of training programmes – Afghanistan, Angola, and Cambodia. TNAs are a very important step in the management development process, and should perhaps be carried out by an entity other than the one that will be contracted to deliver courses, in order to avoid conflict of interest and a potential narrowing of perspective to identify only the problems that are covered by the existing portfolio of course offerings. Decisions regarding courses to be offered for specific national programmes should be based in a specific needs assessment, discussion and agreement with the national programme regarding requirements; it will usually also be based on interests and agreement of a donor to support the training.

While each TNA should be unique, they have tended to come to similar conclusions regarding the substance of training required, although the number of courses varies according to the structure and number of people in the national mine action programme. Areas typically identified in TNAs for mine action training are listed in Annex 19.

The lists of subjects generated by the TNAs is intuitively reasonable, and could provide a good framework for a portfolio of training course offerings. Currently the TNA in a given country tends to reflect the preferences or interests of individuals and unit managers for the next level of training to improve the capabilities of their existing team to do what they are now doing. However, to obtain fullest benefit of the TNA, it should be conducted in the context of a strategic review of the national mine action programme, considering the programme's likely structure and staffing requirements in the mid-term, and steps necessary to get there.

UNDP/BCPR/MAT has suggested that the following topics be incorporated in the management training courses:

- UNDP role in mine action
- Governance of mine action

- Clarification of UN Policy
- Government commitment in relation to the MDGs
- Change in profile of CTA
- Focus on human security
- Focus on ERW
- Shape and scale of sustainable mine action programmes, considering the size, legislation and work force at “exit”
- Focus on “transition”
- Interim solution for finite problem
- Management of the mine action sector
- Development and reconstruction contexts for mine action
- Mainstreaming of mine action

While these topics are all important and may warrant inclusion in an “update” presentation, careful consideration should be given before adding these topics to the SMC and MMCs. The 2006 SMC already had 19 mine action topic guest speakers occupying nearly one third of all course time, added at past request of UNDP and other international stakeholder organisations. Furthermore, these topics are not necessarily all relevant at the MM level. It would be valuable to review the extent of such presentations in the Manager Training Courses, and to consider alternative modes to provide updates and encourage discussion of topics which UNDP identifies as important.

In conclusion, there is continuing interest in management training on the part of national programme staff. If courses are offered, the slots can be filled and the individuals will benefit. However, a large share of the previous need has now been filled, and current mine action programme staff are much better trained than they were a few years ago.

The frequency of the SMC should be reconsidered against actual need of appropriate senior manager candidates for the course. The existing course is a good basis for continuing, with further attention given to provide appropriate material on financial management, and to ensure full incorporation of appropriate examples and cases related to mine action.

The type of courses that might be relevant for middle managers can be developed from the existing MMC, with some shifting of emphasis according to needs identified during a specific training needs assessment. Attention should be given to strengthen the content related to financial management, project management and mine action context.

The role of UNDP in central coordination of internationally supported training programme for mine action management should be reassessed. It may be valuable to UNDP to maintain the connection provided by the SMC, but primarily if it is prepared to invest its own staff time more directly in the course. It will be valuable to have a middle management training capability available, but it is likely to be contracted directly by donors for specific countries, possibly but not necessarily with UNDP involvement. Finally, the accumulated management course experience and materials could be applicable for practitioners in other areas (with development of appropriate examples and case materials for teaching about those areas), especially for national programmes which operate through relatively larger organisations.

8. Need for Other Support to Capacity Development

A well designed management training course attended by appropriate national staff provides a significant input for the development of the capacity of the national mine action programme. The SMC and MMCs do appear to be reasonably well designed, although certain subjects should be strengthened and there are concerns about the selection of the individual participants, whether in terms of language ability, management responsibilities, or relationship to the overall development of the mine action programme.

However, even in ideal circumstances, training is at best an input to capacity development. Graduates often have difficulty applying the skills learned in a course in their work context. This can be assisted by follow-up mentoring or coaching (the former focusing more on the staff member's needs, and the latter on the needs of the organisation). Either approach will seek to find specific areas in which the individuals can assume increased responsibility and apply what they have learned, with periodic review against agreed objectives and indicators of expected achievements.

Capacity development is further assisted by focused direction and support to international technical advisors (TAs) to help them provide guidance and encourage their national counterparts or those reporting to them to assume greater levels of responsibility and make more use of their abilities. It is recommended that UNDP develop appropriate guidelines for TAs, incorporate staff capacity development in all Terms of Reference for TAs, include this dimension in recruitment and selection of TAs, provide practical guidance and support to TAs to fulfil these responsibilities in their daily work, and assess the performance of TAs, in part, on the support they give to the continued capacity development of local managers.

If training is to provide much benefit to the national mine action organisations and programme, it should be incorporated within a strategy to develop the capacity of the organisations and the national programme as a whole, and not just of individuals. The specific strategies concerned will necessarily be national strategies, and UNDP/BCPR can signal its support for this through appropriate policy statements. This policy should then be actively supported through the specific national programme and technical advisors.

Training staff is an important component of capacity development – some might say it is fully one-third of the process. In addition, the broader capacities of the mine action organisations need to be developed so that individuals are encouraged to apply their knowledge to enhance organisational performance. This may require changes such as:

- appropriate adjustment of the internal rules and procedures of the organisation to permit decisions to be made more rapidly;
- adjustments to the extent of centralization of decision-making authority within the organisation, particularly for the smaller issues that should be within the competence of subunits and not require decision at the most senior level;
- the introduction of new systems, equipment, etc. so managers and staff have the information and the tools they require to discharge their responsibilities;

- adjustments to human resource management policies so staff are rewarded for good performance.

Finally, even broader, programme-wide changes may be required so different mine action organisations work effectively with one another and with other development actors. This may require:

- adjustments to the institutional framework (e.g. legislation, policies, standards) within which the mine action organisations operate;
- strategic assessment of the entire programme, with some focus on the structure and internal relations within that programme, to support the highest level of performance possible, particularly through effective links with other organisations outside the mine action field to ensure the national mine action programme is supporting broader humanitarian, peace-building, reconstruction, and development efforts.

This process of ensuring the development of organisational and programme-wide performance requires dedicated strategies and attention to obtain the greatest benefit from investments in individual, organisational, and programme-wide capacities.

- Individual, to fulfil own responsibilities most effectively and contribute to enhancing the performance of the organisation while also growing professionally
- Organisational, to efficiently work towards its goals, particularly the success of the national mine action programme
- National mine action programme, to most effectively work to reduce the landmine problem and its effects, including strategically adjusting its structure to best address the specific problems of the country

9. Conclusions and Recommendations Regarding Further Management Training

Impact of the Manager Training Courses

Conclusion 1

The SMCs and MMCs have been very valuable in improving the general management level of mine action programmes, in the establishment of a common understanding of mine action issues, and in creating a common language that makes communication more effective within national organisations and programmes, between national programmes, international donors and other stakeholders, and throughout the mine action community. Further, it has provided this common language to national directors, so they are less dependent on international advisors to access the mine action world. This has increased the confidence of national directors and enhanced their profiles in international fora.

Recommendation 1

UNDP should continue to make available and support senior and middle manager training for as long as the need for it continues.

Conclusion 2

The Management Training Courses have had a significant impact on networking and cooperation among country programmes and with staff in related organisations who do not work directly together. This is a natural indirect benefit of the course experience, which should be encouraged and supported. The SMC graduates affirm that the exchange of experience with senior managers of other countries was one of the biggest benefits of the course. Most remained in contact with other graduates for some time, although this was more often a social contact than work related. The MMC graduates similarly advise that the contacts and opportunity to work with staff of other units and organisations were as useful as the course content or learning about mine action and its international context.

Recommendation 2

UNDP should sponsor a web-based information exchange and discussion forum for all graduates of the SMCs. The site should be established as a network support resource to continue and expand exchange among SMC graduates. It is further recommended that the web space be monitored to ensure that responses to queries are provided, with follow up in those cases in which group members do not otherwise respond, or in which they request UNDP input. It could be used for announcements and community updates of broad interest, and should be treated as a resource of national senior managers rather than of any single organisation. While there may be mine action managers willing to manage the site, it is recommended that UNDP arrange for its management on behalf of the group of SMC graduates. UNDP should consider whether it would like to manage this directly, or include it in the contract with the SMC provider or other contractor.

Course Delivery: Content and Contract Compliance

Conclusion 3

Both the SMC and MMC are of good quality and managed professionally by the prime delivery partners. Both courses have evolved over time, reflecting feedback from course graduates and experience gained by the course coordinators and instructors to improve organisation, substance, delivery, and logistics.

Recommendation 3

The current SMC and MMC structures should be the basis for future delivery and refinements, although both should strengthen financial management and other materials.

Conclusion 4

Both CU and JMU have complied with the letter and spirit of their contracts with UNDP for delivery of the MMC and SMC. UNDP has not always fulfilled the letter and spirit of its responsibilities on a timely basis.

Recommendation 4

UNDP should dedicate greater attention to timely planning, signature of contracts, involvement with the actual course delivery, and taking action on recommended improvements identified by the course providers or participants.

Conclusion 5

SMCs have been weakened by selection of inappropriate participants. There have been one to three participants in each course without the English language ability necessary to take part fully in the course. There have been several individuals in each recent course who do not appear to be senior managers in their programmes – some were not managers of staff at all, others not at a senior level. There have been participants who did not come from existing UN-supported national programmes. (This may be a positive development, but it cannot be assessed without a clear strategy and selection criteria)

Recommendation 5

UNDP should provide, and ensure the application of, clear guidelines for the selection of participants. Guidelines should include, at least, the current and potential management responsibilities of the nominees, and their English language abilities.

Conclusion 6

The SMC includes too many guest speakers on mine action topics, which reduces the time available for core management topics. There is a tendency to further increase the mine action topics. The MMCs have very limited mine action guest speakers and graduates have identified this as a weakness.

Recommendation 6

The inclusion of guest speakers and topics in the SMC should be reviewed by a panel including JMU, UNDP and others. Speakers should either present important substantive topics integrated into the curriculum, or be part of a limited number (two or three) of current issues in mine action. UNDP should seek to ensure that the MMCs receive at least one or two guest speakers from headquarters to provide updates on relevant mine action

issues, and encourage at least one guest speaker from senior staff of programmes participating in that MMC.

Conclusion 7

The MMC local delivery partners have been strengthened by their involvement with the course.

Recommendation 7

There is a need for a shared understanding between UNDP and its MMC prime contractor regarding the goal of “development of delivery partner capacity”. If it is intended as a meaningful specific outcome of the training contract, it requires greater planning time and commitment of resources. UNDP should take a realistic view regarding the development of the delivery partner network, especially if it is not in a position to finance more frequent courses and support. That network would also be suitable for other courses on management in mine action or other related post-conflict and development fields.

Conclusion 8

There is lack of clarity and agreement regarding the availability of the current CU and JMU management training materials. CU has raised specific concerns regarding intellectual property of the material, and both organisations have developed better courses now than existed in 2003 – but without clarity regarding the ownership and availability of the final products. Those materials are an important asset for future training, developed by specialist organisations which partnered under contracts or grants for their development. It is in the interest of the mine action community that those courses and their supporting material be available for delivery and use on behalf of the UN or national programmes.

Recommendation 8

UNDP should discuss with DfID, CU and JMU to obtain agreement on the broad availability of the material with proper respect for intellectual property. UNDP may wish to incorporate into its next contracts with JMU and CU (with corresponding funding consideration) the updating of pedagogic materials, including mine action teaching case materials, and their delivery to UNDP.

Need for Further Management Training

Conclusion 9

UNDP is virtually the sole client for the SMC. This has been very successful and UNDP has a responsibility to decide the future of this course, particularly as the original purpose of the SMC has largely been met.

Recommendation 9

UNDP should carefully consider the original purpose of the SMC, whether that purpose has now been fulfilled, and whether a new evolving purpose exists. UNDP should be more fully involved with the SMCs when they occur, taking advantage of this unique opportunity for interaction with senior managers from programmes around the world.

Conclusion 10

More national staff have taken the SMC than were estimated to be senior managers in the 1999 TNA. The top few senior managers in nearly all UN-supported national programmes have taken the SMC, unless their language skills made this impossible, and many participants in recent SMCs do not appear to hold senior management positions. Many national managers are now able to attend regular management training in their own countries, have greater formal training and have more experience than existed when the TNA was conducted. Furthermore, the SMC is an expensive and poorly targeted means of providing updates on developments and issues in mine action. While there is undoubtedly some turnover, and new programmes have been created, it appears that the purpose for the SMC as originally conceived has been fulfilled.

Recommendation 10

UNDP should carefully assess the remaining need for the SMC and target further slots to that need. This will likely justify one more course. During the coming months, UNDP should carefully review any further or new needs, and consider modifying the purpose of the course for future delivery. UNDP should consider alternative means of addressing the need for updates regarding mine action developments, such as one week regional meetings of senior managers which could include several staff members from each organisation, or the annual UNMAS National Directors meeting. Such meetings would still have the indirect benefit of informal contacts with staff of other programmes, and could be used to address one or two substantive topics.

Conclusion 11

Participation of senior managers from some programmes has been very limited due to weak English language capabilities.

Recommendation 11

If there is sufficient demand, UNDP should consider organizing an SMC through a delivery partner working in an appropriate second language (French seems the most evident). It might also be possible to use the MMC as the core structure for this purpose, with additional mine action presentations and adjustment of the level of some materials and exercises.

Conclusion 12

Direct costs of the SMC are approximately \$8,000 per participant, and for the MMC slightly more than \$6,000 per participant. A substantial portion of the cost is for travel, food and accommodation for the participants, and thus larger courses do not have major cost savings.

Recommendation 12

UNDP should consider supporting smaller MMCs on a regional or in-country basis where the need and programme capacity development strategy fit. UNDP should consider other less expensive and better targeted means of providing training on topical mine action issues, and for networking across programmes (e.g. one week regional meetings of senior managers).

Conclusion 13

There is continuing need for the MMC, but the extent and location of need is less clear. The number of graduates from past courses is about double the TNA estimate of total need. The number of programmes has grown in the meantime. National programmes often state higher numbers of middle managers than the estimate used the TNA. The need for MMCs should be determined at the level of the respective national programme, through a more specific national TNA which should be developed within the framework of a strategic assessment of the capacity development requirements of the national programme.

Recommendation 13

Further MMCs are likely to be necessary, but should be organized in response to specific national requirements and the existence of donor support. UNDP could consider sponsoring courses on a regional basis for sets of countries with smaller programmes that would not by themselves warrant a separate course. It is worth noting that the per capita cost of doing an in-country course for as few as one dozen people may be significantly lower than the per capita cost of a regional course for 20, since the major cost of regional courses is the travel and accommodation.

Conclusion 14

Graduates identified the need for more training in areas of applied management, including financial management, human resources management, project management and quality management. Many also requested fuller immersion in mine action issues, cases and exercises. National directors generally recommended more training in strategic planning, personal skills (delegation, computer usage), and mine action topics.

Recommendation 14

There is a continuing need for training in specific management areas applied to mine action, as there is for continuing update and focused training on mine action topics. Some of this should be strengthened within the SMC and MMC (e.g., financial management), while other topics could be delivered as focused short courses.

Conclusion 15

Training – including these courses – is a valuable component of staff development. However, the benefits of the training will be significantly greater if the graduates are properly supported on return to their daily work, particularly through encouragement by their supervisor (including the national director) and TAs (including the CTA) to assume greater responsibility, to continue to learn, and to contribute more based on their training.

Recommendation 15

UNDP should support a programme of mentoring/coaching of management training graduates. UNDP should provide guidance and support to TAs to incorporate this in their daily work. It is recommended that UNDP develop appropriate guidelines for international Technical Advisors (TAs), incorporate staff capacity development in all Terms of Reference, include this dimension in selection and recruitment of TAs, provide practical guidance and support to TAs to fulfil these responsibilities in their daily work, and assess the performance of TAs, in part, on the support they give to the continued capacity development of local managers.

Recommendations regarding Development of Further Courses

Conclusion 16

In order for organisations and national mine action programmes to benefit as much as possible from staff development, the training programme and selection of participants should be conducted within a strategic approach to the development of the mine action organisation. This does not seem to have been a factor in UNDP decisions regarding the courses and participants; while it may have been a factor for some national organisations, it does not seem to have been one in most cases.

Recommendation 16

UNDP should emphasize the creation of strategic orientation to the development of national mine action organisations by national authorities and UNDP itself. This will have implications for the nomination of participants. UNDP should consider requiring that nominations be presented within a strategic framework designed to promote organisational and programme-wide performance. UNDP may wish to request that nominations are made: (a) with reference to the individual's role currently and how that fits within the capacity development plan of the organisation and (b) accompanied by a brief letter from the nominees presenting their expectations regarding the training and how they fit within the strategy for capacity development of the organisation.

Conclusion 17

UNDP originated the management training material in 2000-2001, but it is today one of several stakeholders in management training for mine action. Both UNMAS and USDoS have contracted considerably more courses than UNDP in recent years, acting directly on a country-specific basis.

Recommendation 17

UNDP should facilitate a strategic approach to these courses, coordinating closely with other key stakeholders. UNDP should establish a coordination mechanism with the other key stakeholders to monitor the need for and guide the development of management training for mine action. The Panel could review and confirm proposed major changes in course structure, and periodically confirm the organisation and general pedagogic issues of the courses. This Panel could comprise UNDP, UNMAS, GICHD, key donors (USDoS, DfID, Netherlands), and representatives from two or three national programmes with significant involvement with management training.

Conclusion 18

The SMC and MMCs have evolved positively according to the best judgement of each delivery partner, but without substantive interaction between the prime delivery partners (CU and JMU), nor the involvement of knowledgeable outside parties interested in mine action management training. The courses have been shortened from the original eight weeks to six and then five weeks, in consultation with UNDP. While the judgements appear to have given good results, there should be a mechanism to review and agree on broad course programme and syllabus.

Recommendation 18

UNDP should establish a review mechanism (Academic Review Panel) to periodically monitor the organisation and substance of the courses and consider recommendations for changes. Participants of this Panel should be appropriate individuals with knowledge of training/ education and, if possible, mine action, including personnel from the prime and local delivery partners and the GICHD. UNDP should encourage cross-fertilization of experience and provide sufficient funding to support the functioning of the ARP.

Conclusion 19

The core of the SMC and MMCs would be of use to managers in other practice areas (e.g. Small Arms; post-conflict recovery). The material will need to be adapted with examples and cases from those other practice areas to effectively cater to the needs of new groups of managers.

Recommendation 19

UNDP should consider the possible need for such training among national managers working in other practice areas. If the need is sufficient, it may wish to contract for development of the additional material and adapted course. Probably this could be accommodated with a modest investment to develop relevant examples and case material for the other areas. Preferably, this should be done within a strategic framework oriented toward the capacity development of the respective national organisations.

Conclusion 20

There is little benefit in UNDP conducting a general tender for the SMC without thoroughly reviewing the purpose of the course, confirming the training needs and the profiles of the actual officials to whom the course might be provided. Once that is clear, a request for redesign and delivery of an SMC could be issued. In the meantime, UNDP is the market for this course, and there is one established provider already selected on a competitive basis that is delivering a good course.

Recommendation 20

UNDP should rely on the framework of existing practice to contract for an additional SMC, if it wishes one to be delivered in 2007. UNDP should undertake a thorough review of the purpose of the SMC given the near saturation of the original need and the expansion of its own areas of concern, and then determine whether the course should be redesigned, offered less frequently, or otherwise modified.

Conclusion 21

There is little benefit in UNDP conducting a general tender for the MMC unless UNDP is ready to contract for delivery of specific courses. UNDP is not the prime market for these courses, and there is only a single established provider, which delivers a good course.

Recommendation 21

UNDP should rely on the framework of existing practice to guide future MMC contracting by UNDP/BCPR or UNDP/CO. Otherwise, this can be left to country programmes and their donors to arrange.

Other Issues

Conclusion 22

The records available from UNDP for this Review were very limited. Most of the documents reviewed, lists of graduates and contact information, etc. were provided by the CU and JMU. Without their willing cooperation, this Review would not have had access to adequate information on the training programme and its evolution, or to most graduates.

Recommendation 22

UNDP should strengthen its record keeping regarding the courses and graduates.

Conclusion 23

UNDP has identified several issues related to development of mine action that it would like to have discussed in the SMC and MMC. Some of these issues are of recognized importance in the field, while others reflect internal discussions in BCPR.

Recommendation 23

UNDP should take care not to confuse UNDP issues of the moment with the basic concerns of the courses or of national programmes, particularly in the MMC. UNDP should carefully consider which of these issues – or sets of related issues – are most appropriately included within the SMC or MMCs, and which would be better presented in a different context, such as regional workshops for senior mine action managers, or the annual UNMAS National Directors meeting.

Conclusion 24

More than six years went by between the first of the SMC and MMCs and the initial overall review of such courses (the current exercise). The delivery partners wrote completion reports with each course or contract, and UNDP submitted completion reports to donors. However, while the desirability of assessing impact was recognized, an inappropriately long period transpired without evaluation, given that UNDP spent some \$1.5 to \$2 million and double that amount was spent by others on this UNDP-initiated training programme.

Recommendation 24

The impact of the manager training should be assessed more regularly at both the global and, more importantly, the national level. This should include:

- Follow-up on each course to assess its impact and the use of materials (at roughly three and twelve months after the course) to recommend steps within the national programme to make better use of the learning, and to provide feedback regarding possible adjustments to the training
- Assessment of the impact of training on the performance of the national mine action programme, especially from the perspective of the stakeholders who are dependent on the services of the mine action programme.

Annexes

1. TOR – Evaluation of UNDP Mine Action Middle and Senior Management Training Course
2. List of Documents Review
3. Questionnaire to SM and MM Course participants
4. Questionnaire to National Programme Directors and CTAs
5. Table to National Programme Directors and CTAs regarding current location of past course participants
6. Guide for Local Delivery Partner interviews
7. Chronology of Management Training Courses for Mine Action 2000-2006
8. Manager Training Participants by Country of Origin
9. SMC 2006 – Programme Structure
10. MMC 2004 – Mozambique Programme
11. MMC 2005 – Cambodia Programme
12. MMC 2006 – Amman Programme
13. Recommendations and Observations in Course Reports
14. Current Statements of Work for SMC and MMC UNDP Contracts
15. Extracts from Delivery Partner Interview Reports
16. Responses y participants in the 2005 Bangkok Global MMC to the question:
How do you believe that you have benefited from attending this course?
17. Responses y participants in the 2005 Bangkok Global MMC to the question:
How do you believe you will create a positive change when you return to work?
18. Further training needs identified by NPDs in questionnaire responses
19. Subjects for training identified in recent national mine action TNAs

Annex 1

Terms of Reference - draft Evaluation UNDP Mine Action Middle and Senior Management Training Course

Background

In 1997, the UN conducted a study entitled “The Development of Indigenous Mine Action Capacities” in recognition for the need to improve management capacities of the national mine action programmes to effectively address the landmine and UXO problem. This was followed by a training need assessment by UNDP in 1999 to review the management skills required for the implementation of mine action programmes. A number of mine action programmes worldwide were reviewed and the findings reiterated the need for improvement in mine action management to ensure competent and local capacities capable of managing and coordinating integrated national mine action programmes.

Two levels of UNDP-sponsored mine action managers course were developed for senior (combining executive and senior managers) and middle managers. Course curricula which address the different skill requirements at senior and middle management levels were developed for UNDP by Cranfield University. UNDP subsequently contracted Cranfield University in the UK and James Madison University (JMU) in the USA to conduct training for senior and middle managers.

The mine action management training is an essential component of UNDP’s capacity development strategy to consolidate UNDP capacity development efforts and strengthens mine action management, planning, coordination and resource mobilization capacity in national mine action programmes. The training focuses on ensuring that competent technical and management capacity is available at the national level to deliver high quality services and fulfil the expectations of stakeholders.

Since the training was launched in 2000, over 800 staff from over 30 countries has received training that has been provided by both national and international institutions. Whenever possible national institutions work closely with their international counterparts to conduct the training and in adapt course materials to meet the needs of the participants and their mine action programmes.

UNDP’s contracts with JMU for the senior management training and Cranfield University for middle management training have/will recently be(en) completed and the majority of senior and a large part of middle managers working in mine action programmes throughout the world have received this training. Through the turn over of staff as well as the promotion of staff in-country, there remains a high need for both mid-level and senior level management training. UNDP is therefore commissioning an evaluation to assess the training, identify lessons learned and best practice and to inform future training support to senior and middle mine action managers.

Objectives

The main objectives of this evaluation will be:

- To assess the course's role in development of management capacities in national mine action authorities. The evaluation will therefore look at the effectiveness and efficiency of the courses based on the performance of the courses graduates, their needs as well as including assessing target group validation. (see Annex 1).
- To analyse the impact of south-south cooperation and peer support on the performance of the graduates.
- To assess contractors compliance with ToRs in the organisation and delivery of courses; assess the appropriateness of course format, content and length; and assess the efforts brought into building capacities with national training institutions, i.e. appropriateness of the use of delivery partners and recommendations for the future.
- To provide a snapshot of the cost-benefit of the training program;
- The evaluation should review the 1999 training needs assessments in line with the needs and requirements assessed today based on the evolving nature of mine action, national mine action authorities' inputs during interviews and UNDP's suggestions to further improve mine action capacity development element.

Implementation

The evaluator would include:

- Selection of a sample of graduates to be interviewed, developing questionnaires and analysing feedback. (2-3 students per course held), the interviews and the broader questionnaires would include elements to provide an indication of how many graduates are still working in mine action, and if not, where they found other employment. Other UN and other staff and individuals with key roles and knowledge of the drafting and implementation of the training courses should also be interviewed.

and should include:

- A visit to Jordan from the 10-15 December 2006, where a course is being held by Cranfield University
- A visit to Cranfield University in the UK
- A visit to James Madison University in the USA
- A visit to NY – UNDP BCPR

Expected output

A report detailing:

- A description of the methodology used, the diversity and the size of the sample
- An analysis of the results of interviews conducted based on the evaluation's objectives.
- Recommendations on the process for developing and implementing future training programmes including the content of the courses and the partnerships to be forged to ensure a UNDP profile that encourages South-South cooperation, peer support network and capacity development.

Annex
Questions pertaining to graduates capacity

- 1. The evaluation should look at graduates' evolution within their organization since having completed the course.**
- 2. Assess graduates capacity to contribute to and their contribution since the course was held to the improved efficiency and effectiveness of efforts within their national mine action programme, and especially assess:**
 - understanding and application of management principles
 - ability to apply and application of principles of operational planning, coordination and control
 - ability to apply and application of principles of administrative management
 - ability to apply and application of quality management
 - ability to apply and application of effective human resources management
 - ability to apply and application of financial management
 - ability to apply and application of understanding of organization theory
 - ability to apply and application of key principles of change management
 - ability to apply and application of acquisition of personnel and management skills, such as: leadership skills, oral communication skills, written communication skills including writing reports, presentation skills, computer skills, time management, personal work planning, personal development
- 3. Assess graduates understanding of the international context of mine action, the role of international organizations including the UN, the donor community, NGOs, commercial entities and other mine action stakeholders and how this was used and applied by the graduate within the context of their efforts within their national mine action programme.**
- 4. Assess graduates capacity to have developed a network and contacts between middle managers working with other sectors and with other organizations in their national mine action programme**
- 5. Graduates appreciation, understanding and use of the resources/ material distributed at the course, including indications of language barriers .**
- 6. Graduates general impression of the course in terms of :**
 - quality of the organization of the course,
 - quality of the lecturer,
 - degree of interactivity, participation,
 - services provided
 - size and diversity of the group
 - adaptation of the course into the graduate's needs, requirements, context
 - quality and comfort of the facilities
 - access to computer and internet facilities during the course
 - access to a suitable library or other resource centre
 - quality of the accommodation, food and refreshment
 - availability of material such as projector, flipcharts, overhead..

6. Graduates recommendations for future course and notably where courses should be held, duration, topics to be covered, languages, material, overall organization.

7. Local delivery partner increased capacity and competency in delivering management courses for mine action

Annex 2 – List of Documents Reviewed

Cranfield University (2000), United Nations Development Programme Mine Action Management Training – Senior Managers’ Course (4 Modules)

Cranfield University (2000), Mine Action Senior Management Training Course, 28 July to 22 September 2000

Cranfield University (2001), Mine Action Senior Management Training Course, 30 July – 7 September 2001

Cranfield University (2001), Report of Delivery of the First Module of the Middle Management Training for Mine Action Pilot Course, Mozambique

Cranfield University (2001), Report of Delivery of the Second Module of the Middle Management Training for Mine Action Pilot Course, Mozambique

Cranfield University (2001), Report of Mine Action Middle Management Training for MAPA, Afganistan, November – December 2001

Cranfield University (2002), Report of Delivery of the Third Module of the Middle Management Training for Mine Action Pilot Course, Mozambique

Cranfield University (2001), Report of Delivery of the Fourth Module of the Middle Management Training for Mine Action Pilot Course, Mozambique

Cranfield University (2002), Management Training for Middle Managers of Mine Action Programmes, Module 1, Amman, October – November 2002

Cranfield University, Report on Training Course for Middle Management in Mine Action, Mozambique, May – June 2003

Cranfield University (2003), Final Report, Management Training for Senior Managers of Mine Action Programmes, 21 July – 22 August 2003

Cranfield University (2003), Draft Assessment of Course Syllabus, Training Objectives and Enabling Objectives for Middle Management Training

Cranfield University (2003) and UNDP Correspondence regarding 2003 RFP.

Cranfield University (8 January 2004), Proposal to Develop and Deliver UNDP Mine Action Senior Management Training Courses

Cranfield University (8 January 2004), Proposal to Develop and Deliver UNDP Mine Action Middle Management Training Courses.

Cranfield University (8 January 2004), Proposal to Implement Quality Assurance Services for UNDP Mine Action Management Courses.

Cranfield University (2004), Mine Action Programme for Afghanistan – Management Training Needs Analysis

Cranfield University (2004), Cambodia Mine Action Programme – Management Training Needs Analysis

Cranfield University (2004), Report of Delivery of the Middle Management Training for Mine Action Course, Mozambique

Cranfield University (2004), Middle Management Training Course Post-Implementation Impact Study, MAPA Afghanistan

Cranfield University (2005), Training Needs Analysis for the Comissao Nacional Intersectorial de Desminagem e Assistencia Humanitaria (CNIDAH), Angola

Cranfield University (2005), Key Stakeholder Workshop, Global Middle Management Training Course Revised Course Curriculum and Training Materials

Cranfield University (2005), Final Report on Management Training for the Iraq Mine Action Programme – Amman

Cranfield University (2005), Final Course Report – Management Training for Middle Managers of the Mine Action Programme in Caucasus

Cranfield University (2005), Mine Action Management Training Global Middle Management Training Course Using Revised Course Curriculum and Training Materials, 19 September – 28 October 2005

Cranfield University (2005), Final Report on the Pilot Course for Middle Managers of the Cambodia Mine Action Programme, September 2004 – January 2005

Cranfield University (2005), Final Report on Course 02 and 03/2005, Management Training for Middle Managers of the Mine Action Programme in Cambodia, 28 March – 11 November 2005

Cranfield University (2005), Report on Arabic Training for Middle Managers of the Mine Action Programme in Amman Jordan, 12 November – 19 December 2005

Cranfield University (2005), Mine Action Programme of Cambodia, Management Training for Middle Managers, Report on the Development and Delivery of the Pilot Course, September 2004 – January 2005, VBNK, Phnom Penh

Cranfield University (2005), Mine Action Training – A Review and the Way Ahead

Cranfield University (2005), Report on Middle Management Training for Mine Action Programmes Conducted by Cranfield University and its Delivery Partners, June 2001 – March 2005

Cranfield University (2006), Sudan Courses and Capacity Development Initiatives

Cranfield University (2006), Report on Middle Management Training for Mine Action, Amman – Sudan, October - November

Cranfield University (2006), Middle Management Course Materials, Amman-Sudan

DfID Contract with Cranfield University for Development of Course Syllabus and Training Manuals for Senior Managers, 31 August 1999 and amendments

DfID Contract with Cranfield University (23 June 2004), for SMC course 2004

JMU (2004), UNDP Senior Managers Course #1, Course Materials

JMU (2004), Final Report, UNDP Senior Managers Course, September 20 – October 22, 2004

JMU (2005), UNDP Senior Managers Course #2, Course Materials

JMU (2005), Final Report, UNDP Senior Managers Course, June 20 – July 22, 2005

JMU (2005), UNDP Senior Managers Course #3, Course Materials

JMU (2005), Final Report, UNDP Senior Managers Course, 26 September to 28 October 2005

JMU (2006), UNDP Senior Managers Course #4, Course Materials

JMU (2006), Final Report, UNDP Senior Managers Course, 15 May to 16 June 2006

Rauch, Jennifer (2006), Developing Mine Action Managers – A Systems Approach, MSc Dissertation: University of Manchester/Institute of Development Policy and Management

UNDP Contract with Cranfield University (12 July 2001), for SMC course 29 July to 8 September 2001

UNDP Contract with Cranfield University (19 July 2002), for SMC course 5 August to 13 September 2002

UNDP Contract with Cranfield University (undated draft), for SMC course 21 July to 22 August 2003

UNDP (15 December 2003), RFP to Develop and Deliver UNDP Mine Action Senior Management Training Courses

UNDP Contract with James Madison University (22 June 2004), for SMC course 20 September to 22 October 2004

UNDP (2005), Final Report on the Contribution of the Netherlands Ministry for Development Co-operation to the UNDP Senior Management Training Programme

UNDP Contract with James Madison University (1 September 2005), for SMC course 26 September to 28 October 2005

UNDP Contract with Cranfield University (18 October 2005), for MMC course 12 November to 19 December 2005 (Amman, Arabic)

UNDP Contract with Cranfield University (23 October 2006), for MMC course 12 November to 14 December 2006 (Amman, Arabic)

UNDP Contract with Cranfield University (23 October 2006), for MMC course 29 October to 30 November 2006 (Amman, English)

UNDP Contract with James Madison University (2006), Logistics details for SMC 15 May to 16 June 2006

UNOPS Contract with Cranfield University (6 December 2000), for development of MMC course material and delivery of pilot course during 2001-2002, with revisions

UNOPS Contract with Cranfield University (draft 6 December 2002), for SE Europe MMC course December 2002 to February 2003

Van Ree, Bill and Mike McAlpine (1999), United Nations Mine Action Management Training Study Report

Annex 3 - Questionnaire sent via email to SM and MM Course Participants

Questionnaire to Participants – Mine Action Senior/Middle Management Training Courses

The Geneva International Centre for Humanitarian Demining (GICHD) has been asked by UNDP to conduct an evaluation of the Mine Action Management Training Courses, with a focus on how these courses have benefited Mine Action. This short questionnaire will help us to understand how valuable this course has been to you and to the national mine action programme.

The questionnaire should not take too long to complete. The core of the questionnaire is a series of questions about your impression of the course – to answer, just mark an ‘X’ in the appropriate box, as shown in the following example:

How satisfied were you with the arrangements for your visa, travel, accommodation, meals, social/cultural activities, internet, etc?

Very unsatisfied			X	Completely satisfied
1	2	3	4	5

Please e-mail your completed questionnaire to TrainingEvaluation@gichd.ch (or fax it to: +41 22 906 16 90) **by the 5th of January 2007**. We apologize for the short deadline but assure you that the questionnaire will only take a few minutes to fill out. We thank you for your cooperation!

All your information will be kept fully confidential.

To begin, please provide the following information:

Your name:	
Current employer	
Current job title	
Number of subordinates	
Employer when you attended the course	
Job title when you attended the course	
Number of subordinates when you attended the course	
Place & date of the course you attended	
Would you be willing to provide more information via email? (yes or no)	
Would you be willing to be interviewed by telephone? (yes or no)	

Your e-mail		Your telephone number	
-------------	--	-----------------------	--

1. How satisfied were you with the arrangements for your visa, travel, accommodation, meals, social/cultural activities, internet, etc?

Very unsatisfied

Very satisfied

1	2	3	4	5

2. Do you think the course covered the right number of topics in the time available?

Too few

Just right

Too many

1	2	3	4	5

3. The main subjects covered by the course are listed below. For each, did what you learned enable you to perform better as a manager? Would you need more training on these subjects to be able to use them effectively in your job?

	No change				Much better	More training needed
Planning & coordination						
Quality management						
Project management						
Budgeting/financial management						
Human resource management						
Change management						
Communication & reporting skills						
Personal work planning						
The roles of international organisations in mine action (UN & donor agencies, NGOs, etc.)						
	1	2	3	4	5	

4. Is your organisation more effective because you attended the course?

Not more effective

Yes, much more effective

1	2	3	4	5

5. Have you remained in regular contact with other participants from your course?

Never contact

Stay in regular contact

1	2	3	4	5

6. If you have stayed in contact with other participants, has this had an impact on your work in Mine Action? (If not applicable, place an 'X' here)

No impact on my work

Great impact on my work

1	2	3	4	5

Annex 4 – Questionnaire sent to National Programme Directors and CTAs

SURVEY OF NATIONAL PROGRAMME DIRECTORS, SENIOR/CHIEF TECHNICAL ADVISERS AND NGO DIRECTORS

What effect has UNDP-supported management training had?

- The records provided to us indicate that xx [insert number, or give approximate total? Distinguish between Sr and Middle Mgmt? Provide names?] staff members have participated in the management training courses. How many of the management training participants remain as staff members of your organization? [] Where have the others gone?
- Did the course have a positive effect on the participants? Yes/No Please elaborate.
- Did you observe improvement in the work of most course graduates upon their return? Was this improvement permanent? Please elaborate.
- Was there a noticeable improvement in management style of the course participant?
- Does your organization operate better because of the management training of your staff? Please elaborate.
- Is the national mine action programme more effective because of improvements in management performance? Please elaborate.
- What obstacles, if any, prevent the mine action programme receiving full benefit of the management training?

How many managers still need management training?

- How many Senior Managers (National Director and Department Heads) are in your organization? [] How many have not yet attended the Sr. Manager Course? []
- How many Middle Managers are there in your programme (Heads of Units involved in direct delivery of services or management of operations)? [] How many have not yet attended the Middle Manager Course? []
- Have staff of your organization had other management training? Yes/No If so, who provided it and when?
- Is there effective On-the-Job (OJT) training for managers in your organization? Yes/No
- Please indicate any particular training subjects that would be of benefit to the managers in your organization:

Please provide any other comments that may help assess the impact of and need for management training for mine action managers:

Annex 5 – Table sent to National Programme Directors and CTAs regarding current location of past participants

Name of participant	Country	Position at the time of course		Level of Course Training organisation		With another mine action organisation	No longer working in mine action	Don't know where he or she working
	Organisation			Year attended course	Still with same organisation?			
				In same position				

Annex 6: Guide for Interview of Mine Action Management Training Delivery Partners

UNDP has requested the GICHD to review the Mine Action Management Training Programme which UNDP has supported since 2000. The management training is meant to increase the effectiveness of national staff and programmes. For many reasons, it was considered best that the training for middle management staff be conducted through national and regional institutions, following an agreed overall course programme. Roughly two dozen middle management courses have now been given with over 600 graduates.

As part of this evaluation, we seek to understand the role, potential and lessons of how these courses were delivered from the perspective of the delivery partners. This is not an evaluation of any specific course, local partner or Cranfield University, but rather an effort to understand the institutional arrangements and implications of how the courses were delivered.

This interview is to determine more fully whether or not the capacity of the delivery partner to deliver further mine action management courses has been increased, and to provide some elements that may assist us to understand why this did or did not happen.

Below is a guide for discussion with local partners; it should not be treated as a questionnaire – please seek full responses.

1. Background information:

- a. Type of institutions (e.g., academic, training, consulting, other)
- b. Size of institutions (programmes, faculty, students, facilities, etc)
- c. Public or private?
- d. When were the mine action management training courses conducted?
- e. Has institution conducted other courses with same international partner?

2. Discussion topics:

- a. What services and expertise did the institution provide for the course?
- b. What were your expectations when agreeing to deliver the course?
- c. Were those expectations met?
- d. If an academic or training institution, do you have on-going programmes of a related nature? (Management training, humanitarian relief, development, crisis response, public administration, etc?)
- e. Did the mine action management course build on your other courses and activities? If so, how?
- f. Are there plans to further develop the related courses and activities?
- g. What benefit did your institution obtain from participation in these courses (particularly any related to institutional development)?
- h. Is your institution better able to deliver this type of course in the future?
- i. What would you require to delivery similar courses in the future?
- j. Are there further courses planned at this time?

3. Other issues that may help us understand the potential, benefits and requirements for working with local delivery partners, and for improving management training:

Please write up your notes extensively, with any additional comments you believe helpful.
Thank you.

Annex 7 – Chronology of Management Training Courses for Mine Action, 2000-2006

Year	Course	National Programme	Dates	Client	Donor	Delivery Partner
2000	SM Pilot	Global	July-Aug 2000	<u>UNDP</u>	DFID	Cranfield University (CU)
2001	SM Course	Global	July-Aug 2001	<u>UNDP</u>	DFID	CU
2001	MM Pilot	Mozambique, Angola, Guinea Bissau	Jun 2001-Jun 2002	<u>UNDP</u>	USDoS	CU-Instituto Superior Politecnico e Universitario (ISPU0
2001	MM Course	Afghanistan	Nov-Dec 2001	<u>UNDP</u>	USDoS	CU-Monitoring, Evaluation and Training Agency (META), Preston University (Pakistan)
2002	SM Course	Regional – SE Europe	Jan-Feb 2002	<u>UNDP</u>	ITF?	CU-CISEF (Slovenia)
2002	MM Course	Afghanistan	Apr-Jun 2002	UNOCHA	DFID	META
2002	MM Course	Afghanistan	Jun-Jul 2002	UNOCHA	DFID	META
2002	SM Course	Global	Jul-Aug 2002	<u>UNDP</u>	DFID	CU
2002	MM Course	Regional – SE Asia	Jul-Nov 2002	<u>UNDP</u>	USDoS	CU-Mahidol University (Thailand)
2002	MM Course	Afghanistan	Aug-Sep 2002	UNOCHA	DFID	META
2002	MM Course	Afghanistan	Oct-Nov 2002	UNMAS	ITF	META
2002	MM Course	Regional – Horn of Africa	Oct 2002-Feb '03	<u>UNDP</u>	USDoS	CU-Amman University (Jordan)
2002	MM Course	Regional – SE Europe	Dec 2002-Feb '03	<u>UNDP</u>	ITF	CU-CISEF
2003	MM Course	Afghanistan	Jan-Feb 2003	UNMAS	EC	CU-META
2003	MM Course	Afghanistan	Feb-Mar 2003	UNMAS	EC	CU-META
2003	MM Course	Mozambique-Angola	May-Jul 2003	<u>UNDP</u>	Netherlands, USDoS	CU-ISPU
2003	MM Course	Afghanistan	Jun-Aug 2003	UNMAS	EC	CU-META
2003	Mgmt Trng	Iraq	Jul 2003	USDoS	USDoS	CU-Baghdad University (Iraq)
2003	SM	Global	21 July-22 Aug	<u>UNDP</u>	DFID	CU
2003	Mgmt Trng	Iraq (Northern Iraq MAP)	Oct-Nov 2003	UNOPS	UNOPS	CU-Amman University
2003	MM Course	Afghanistan	Aug-Oct 2003	UNMAS	USDoS	CU-META
2003	MM Course	Afghanistan	Oct-Dec 2003	UNMAS	USDoS	CU-META
2004	MM Course	Regional – Middle East, Horn of Africa	Feb-May 2004	USDoS	USDoS	CU-Amman University
2004	MM Course	Mozambique-Angola	May-Jun 2004	USDoS	USDoS	CU-ISPU
2004	MM Course	Afghanistan	Feb-Mar 2004	UNMAS	EC	CU-META
2004	MM Course	Afghanistan	May-Jul 2004	UNMAS	EC	CU-META
2004	SM Course	Global	Jul-Aug 2004	DFID	DFID	CU
2004	SM Course	Global	Sep-Oct 2004	<u>UNDP</u>	Netherlands	James Madison University (JMU)
2004	MM Course	Cambodia	Sep 2004-Jan '05	USDoS	USDoS	CU-VBNK (Phnom Penh)
2004	MM Course	Iraq	Oct 2004-Mar '05	USDoS	USDoS	CU-Amman University
2004	MM Course	Caucasus	Dec 2004-Feb '05	ITF	ITF	CU-Georgia Technical University
2005	MM Course	Global	Feb-Mar 2005	<u>UNDP</u>		CU-Mahidol University

Year	Course	National Programme	Dates	Client	Donor	Delivery Partner
2005	MM Course	Afghanistan	Feb-Mar 2005	UNMAS	EC	CU-META
2005	MM Course	Cambodia	Mar-Nov 2005	USDoS	USDoS	CU-VBNK
2005	MM Course	Afghanistan	Apr-May 2005	UNMAS	EC	CU-META
2005	MM Course	Cambodia	Apr-Nov 2005	USDoS	USDoS	CU-VBNK
2005	MM Course	Afghanistan	May-Jun 2005	UNMAS	EC	CU-META
2005	SM Course	Global	Jun-Jul 2005	UNDP	Netherlands	JMU
2005	MM Course	Afghanistan	Jul-Aug 2005	USDoS	USDoS	CU-META
2005	MM Course	Global (new pilot)	Sep-Oct 2005	UNDP	DfID	CU-Mahidol
2005	SM Course	Global	Sep-Oct 2005	UNDP	Netherlands	JMU
2005	MM Course	Afghanistan	Sep-Nov 2005	USDoS	USDoS	CU-META
2005	MM Course	Regional (Arabic)	Nov-Dec 2005	UNDP	Netherlands	CU-Amman University
2006	MM Course	Afghanistan	Feb-Mar 2006	USDoS	USDoS	CU-META
2006	MM Course	Afghanistan	Apr-May 2006	USDoS	USDoS	CU-META
2006	SM Course	Global	May-Jun 2006	UNDP	Netherlands	JMU
2006	MM Course	Afghanistan	Jun-Jul 2006	USDoS	USDoS	CU-META
2006	MM Course	Sudan (English)	July 2006	USDoS	USDoS	CU (Nairobi)
2006	MM Course	Sudan (English)	Oct-Nov 2006	UNDP	Netherlands	CU-NTTI (Jordan)
2006	MM Course	Sudan (Arabic)	Nov-Dec 2006	UNDP	Netherlands	CU-NTTI
2006	TA Course	Global – 2 courses	Feb-Aug 2006	UNMAS	DfID	CU (Nairobi)

Annex 8: Manager Training Participants by Country of Origin, UNDP and Other Course

All Courses				UNDP Courses			
Country	Level		Grand Total	Country	Level		UNDP Total
	Middle	Senior			Middle	Senior	
Afghanistan	224	16	240	Afghanistan	21	12	33
Albania	1	4	5	Albania	1	4	5
Algeria		1	1	Algeria		1	1
Angola	34	6	40	Angola	24	6	30
Armenia	8		8	Azerbaijan	5	6	11
Azerbaijan	12	7	19	BiH	8	15	23
BiH	8	17	25	Burundi		2	2
Burundi		3	3	Cambodia		12	12
Cambodia	56	15	71	Chad	1	5	6
Chad	1	5	6	China		1	1
China		1	1	Colombia	1	4	5
Colombia	1	4	5	Croatia	3	6	9
Croatia	3	6	9	Djibouti	1		1
Djibouti	4		4	Egypt		1	1
Egypt		1	1	Eritrea		3	3
Eritrea	6	3	9	Ethiopia	6	6	12
Ethiopia	6	6	12	Guinea-Bissau	4	2	6
Georgia	4		4	Iran		3	3
Guinea-Bissau	4	2	6	Iraq	2	3	5
Iran		3	3	Jordan	3	7	10
Iraq	97	6	103	Kosovo	2	3	5
Jordan	7	8	15	Laos	6	4	10
Kenya		1	1	Lebanon	3	8	11
Kosovo	2	3	5	Macedonia	1	1	2
Laos	6	4	10	Mauritania		3	3
Lebanon	6	8	14	Montenegro	1		1
Macedonia	1	1	2	Mozambique	34	17	51
Mauritania		3	3	Russia		2	2
Montenegro	1		1	Serbia	2	2	4
Mozambique	44	17	61	Slovenia	3	1	4
Russia		2	2	Somalia	4	7	11
Serbia	2	2	4	Sri Lanka		3	3
Slovenia	3	1	4	Sudan	51	6	57
Somalia	4	7	11	Tajikistan	2	1	3
Sri Lanka		4	4	Thailand	14	3	17
Sudan	75	8	83	Uganda	1	3	4
Tajikistan	2	1	3	Yemen	2	5	7
Thailand	14	3	17	Zambia		1	1
Uganda	1	3	4	Grand Total	206	169	375
Vietnam		1	1				
Yemen	2	5	7				
Zambia		1	1				
Grand Total	639	189	828				

Annex 9 – SMC 2006 Programme Structure

Module 1: Personal Skills for Effective Management

Communication Skills	PS-1
Proposal Writing	PS-2
Contract Bidding and Management	PS-3
Oral Presentations	PS-4
Media Relations	PS-5
Computer Skills	PS-6

Module 2: Context, Tools and Techniques for Mine Action

UNDP and Mine Action & Role of other UN Agencies	MA-1
History of Mine Action	MA-2
CCMAT-ITEP/R&D Presentation	MA-3
International Law and MA	MA-4
Landmine Impact Surveys	MA-5
UNMAS Presentation and Portfolio of MA Projects	MA-6
Process Support Initiative for Survivor Assistance	MA-7
Survivor Assistance	MA-8
Military in Mine Action	MA-9
Insurance and Liability in Mine Action	MA-10
IMSMA - How to use it as a Manager	MA-11
UNOPS Role in MA and Contract Mgmt/TORs	MA-12
Operational Planning and MA Surveys	MA-13
IMAS, Natl Standards, SOPs and Quality Mgmt	MA-14
Role of GICHD, Mine Action Myths	MA-15
NMAA and Natl Legislation	MA-16
Program Evaluation	MA-17
US DoD Support to Mine Action	MA-18
UNICEF Presentation and MRE	MA-19
Panel Discussion on QA/QC in Mine Action	MA-20
Role of US Government in Mine Action	MA-21
GIS for Mine Action	MS-22
Gender Guidelines and Mine Action and Development	MS-23

Module 3: Management Skills

Intro	Introduction to Management	MGT-1
Planning	Strategic Planning in the Public Sector	MGT-2
	Introduction to Strategic Planning Exercise	MGT-3
	Internal Environment	MGT-4
	External Environment and SWOT Analysis	MGT-5
	Stakeholder ID and Analysis	MGT-6
	Developing Mission Statement and Strategic Direction	MGT-7
	Evaluating and Selecting Strategic Options	MGT-8
	Goal Setting and Implementation	MGT-9
	Managerial Decision Making/Cost-Benefit Analysis	MGT-12
	Risk Management	MGT-29
Organizing	Organizational Structures and Design	MGT-10
	Organizational Development/Managing Change	MGT-11
	Job Design	MGT-21

Leading	Organizational Culture	MGT-13
	Power and Politics	MGT-14
	Leadership Models	MGT-15
	Negotiation	MGT-16
	Leading in External Relations	MGT-17
	Motivation	MGT-20
	HRM - Performance Management	MGT-25
	HRM - Staffing	MGT-26
	HRM - Training	MGT-27
Controlling	Time Management and Delegation	MGT-18
	Facilitation	MGT-19
	Control Process/Control Systems	MGT-22
	Budget Oversight and Control	MGT-23
	Mentoring and Coaching	MGT-24
	Project Management	MGT-28
	QA/QC	MGT-30
	Ethics	MGT-31
	Accountability and Performance in Public Admin	MGT-32
	Supervisory HR Controls: Conflict Resolution	MGT-33

Annex 10 – MMC 2004 – Mozambique

CU - 2004 MM - Mozambique

Topic	Category	Week/day	Length
Welcome		1-M	4.00
National Mine Action Issues	1.1a	1-M	1.00
Psychological Contract	1.1.5	1-M	1.00
Role of Manager in Organization	1.1.3	1-M	1.00
Mine Action Issues	1.1a	1-Tu	2.00
Personal Skills: Effective Learning	1.4.1	1-Tu	2.00
Mine Action Issues	1.1a	1-Tu	1.50
Organisation Theory: Organisation Characteristics	1.2.1	1-Tu	1.50
Personal Skills	1.4.3-1.4.4	1-W	2.00
Organisational Theory	1.2.2	1-W	2.00
Personal Skills: Elements of Communication	1.4.2	1-W	1.50
Admin Mgmt: Intro to Operations	1.5.1	1-W	1.50
Admin Mgmt: Intro to Change Management	1.5.2	1-Th	2.00
Personal Skills: Oral Presentations	1.4.5	1-Th	2.00
Admin Mgmt: Effective use of equip and facilities	1.5.3	1-Th	3.00
Mine Action Issues - Visit to ADP	1.1a	1-F	4.00
PS: Mgmt Tools and Techniques	1.4.8	1-F	3.00
PS: Report Writing	1.4.6	1-S	2.00
Admin Mgmt: Purchasing	1.5.4	1-S	2.00
PS: SWOT and PEST	1.4.7-1.4.5	2-M	2.00
PS: Time Management	1.4.9	2-M	2.00
Core Mgmt Skills: Intro to TQM	2.2.1	2-M	3.00
AM: Stock Control	1.5.5	2-Tu	2.00
Using TQM	2.2.2	2-Tu	2.00
AM: Budgeting	1.5.6-1.5.7	2-Tu	3.00
PS: Management Functions	2.4.1	2-W	2.00
Proj Mgmt: Proj Mgmt Environment	2.5.1	2-W	2.00
PS: Mgmt Functions	2.4.1	2-W	2.00
PS: Personal Development Plans (PDPs)		2-W	1.00
PM: Project Relationships	2.5.2	2-Th	2.00
PS: Effective Listening	2.4.3	2-Th	2.00
PM: Planning, Logic and Bar Charts	2.5.3	2-Th	3.00
PS: Management Functions	2.4.2	2-F	4.00
PS: Interviewing	2.4.5	2-F	2.00
PDPs (Reflective Learning)		2-F	1.00
Core: Intro to Personnel Mgmt	2.3.1-2.3.2	3-M	2.00
PS: Negotiation	2.4.6	3-M	2.00
PS: Personal Work Plans	1.4.10	3-M	1.50
Core: Intro to Personnel Mgmt	2.3.1-2.3.2	3-M	1.50
PS: Health and Safety	2.4.8	3-Tu	4.00
Core: Intro to Personnel Mgmt	2.3.1-2.3.2	3-Tu	3.00
PS: Teamwork	3.4.1	3-W	2.00
Info Mgmt: Intro	2.3.1-2.3.2	3-W	2.00
Info Mgmt: Intro	2.3.1-2.3.2	3-W	1.50
PS: Word	3.4.2	3-W	1.50
PS: Teamwork	3.4.1	3-Th	2.00
Info Mgmt: Using information management	3.2.1-3.2.2	3-Th	2.00

CU - 2004 MM - Mozambique

Topic	Category	Week/day	Length
Mine Action Issues	1.1a	3-Th	3.00
Presentation Preparation	1.4.5-1.4.7	3-F	2.00
Student Presentations	1.4.5	3-F	2.00
PS: Excel	3.4.3	3-F	3.00
PM: Resources 1 & 2	2.5.4-2.5.5	4-M	2.00
Quality Mgmt: QA and Control	3.5.1	4-M	2.00
Quality Mgmt: Process	3.5.2	4-M	3.00
Mine Action Issues	1.1a	4-Tu	4.00
Quality Management: Performance Issues	3.5.3	4-Tu	3.00
PM: Boat Build	2.5.6	4-W	2.00
Calendars and schedules	2.5.7	4-W	
PS: Risk Management	2.4.8	4-W	2.00
Mine Action Issues	1.1a	4-W	3.00
PM: CANA	2.5.8	4-Th	2.00
QM: Group Exercise	3.5.4	4-Th	2.00
QM: Presentations	3.5.4	4-Th	1.50
PM: Cost Analysis	2.5.X1	4-Th	1.50
PM: MS Project	2.5.9	4-F	2.00
Exercise - Sailor	2.5.X1	4-F	2.00
QM: Cost of Quality	3.5.5	4-F	3.00
QM: Role of quality in organization	3.5.6	5-M	2.00
PS: Management Tools - Balance Sheets	3.4.4	5-M	2.00
QM: Quality problem exercise	3.5.7	5-M	3.00
Supply Chain Mgmt: Warehousing	3.3.1	5-Tu	2.00
PS: Force Field Analysis	3.4.4	5-Tu	2.00
SCM: Forecasting	3.3.2	5-Tu	3.00
PM: Control	2.5.X11	5-W	2.00
PM: Case Study	2.5.X111	5-W	3.50
PS: Effective Meetings	3.4.5	5-W	1.50
PM: Case Study	2.5.X113	5-Th	3.00
PS: Briefing Techniques	3.4.6	5-Th	1.00
HRM: Intro to HRM	4.5.1	5-Th	1.00
HRM: Models and Concepts	4.5.2	5-Th	2.00
Core: Financial Balance Sheets	4.2.1	5-F	2.00
HRM: Work Methods	4.5.3	5-F	2.00
HRM: Job Evaluation	4.5.4	5-F	1.50
HRM: Ergonomics	4.5.6	5-F	1.50
Core: Finance Working Capital Cycles	4.2.2	6-M	2.00
HRM: Case Study Exercise	4.5.5	6-M	2.00
Core: Financial Depreciation and Accruals	4.2.3	6-M	1.50
HRM: Discipline and Morales	4.5.7	6-M	1.50
Core: Control - Intro to Controlling Work	4.3.0	6-Tu	2.00
Control Exercise	4.3.0	6-Tu	2.00
HRM - Case Study Exercise	4.5.8	6-Tu	3.00
PS: Effective Writing	4.4.1	6-W	4.00
Core Mgmt Skills - Finance - Audit	4.2.4	6-W	1.50
PS: Communication Exercise	4.4.3	6-W	1.50

CU - 2004 MM - Mozambique

Topic	Category	Week/day	Length
Course Closing		6-Th	4.00
Course Debriefing		6-Th	3.00

Annex 11 – MMC 2005 – Cambodia

CU - 2005 MM – Cambodia

Module	Topic	Week/day	Length
Module 1	Welcome	1-M	2.00
	Roles and Responsibilities of Managers	1-M	5.00
	Time and Workload Management	1-Tu	4.00
	Decision Making	1-Tu	3.00
	Management Style	1-W	4.00
	Leadership	1-W	3.00
	Motivation and Team-Building	1-Th	4.00
	Delegation	1-Th	3.00
	Staff Appraisal	1-F	4.00
	LIP and Module Evaluation	1-F	3.00
Module 2	Course Opening and LIP Presentation	2-M	4.00
	What is Project Management and Mgmt Model	2-M	3.00
	Activity Planning, Monitoring and Evaluation	2-Tu	4.00
	Activity Planning, Monitoring and Evaluation	2-Tu	3.00
	Field trip	2-W	4.00
	Risk Management	2-W	3.00
	Purpose, Process and Structure of Reports	2-Th	2.00
	Content and Style - Fact and Opinion	2-Th	2.00
	Summarising Information and Conclusion	2-Th	3.00
	Summarising Information and Conclusion	2-F	4.00
	Course Summary and LIP, Evaluation	2-F	3.00
	Module 3	Course Opening and LIP Presentation	3-M
Intro to Financial Management		3-M	2.00
Budget Formulation		3-M	3.00
Budget Formulation		3-Tu	2.00
Budget Technicalities		3-Tu	2.00
Budget Technicalities		3-Tu	3.00
Managing within the budget		3-W	4.00
Needs for and Elements of Financial System		3-W	3.00
Needs for and Elements of Financial System		3-Th	2.00
Presentation Skills		3-Th	2.00
Presentation Skills		3-Th	3.00
Presentation Skills II		3-F	4.00
Course summary, LIP, Evaluation		3-F	3.00
Module 4		Course Opening	4-M
	Role of Manager in Problem Solving	4-M	3.00
	Role of Manager in Problem Solving	4-M	2.00
	Thinking skills	4-M	1.00
	Thinking skills	4-Tu	3.00
	Problem analysis	4-Tu	3.00
	Problem analysis	4-W	2.00

CU - 2005 MM – Cambodia

	Topic	Week/day	Length
	Finding the solution	4-W	2.00
	Finding the solution	4-W	3.00
	Conflict resolution	4-Th	4.00
	Facilitation and problem solving	4-Th	3.00
	Interpersonal Communication Skills	4-F	4.00
	Learning Implementation Plans, Evaluation	4-F	3.00
Module			
5	Module Opening	5-M	1.00
	Presentations from Module 4 LIPs	5-M	3.00
	Intro to Quality - What is it and its benefits?	5-M	3.00
	Quality Assurance and Quality Control	5-Tu	4.00
	Process Control	5-Tu	3.00
	Process Control	5-W	2.00
	Performance Issues - Measurement	5-W	2.00
	Performance Issues - Measurement	5-W	3.00
	Cost of Quality	5-Th	4.00
	Wider role of quality in organization - excellence	5-Th	3.00
	Excellence Model	5-F	4.00
	Learning Implementation Plan, Evaluation	5-F	3.00

Annex 12 – MM Course Structure – Amman 2006

Module	Topics	No of Sessions (50)
Personal Skills	PS1 Effective Learning	1
	PS2 What do Managers do?	2
	PS3 Elements of Communication	1
	PS4 Effective Listening	1
	PS5 Oral Presentations and Briefings	5
	PS6 Decision Making Tools and Techniques	5
	PS7 Time Management and Personal Workplanning	4
	PS8 Negotiations	1
	PS9 Effective Interviews	1
	PS10 Effective Meetings	2
	PS11 Effective Writing	2
	PS12 Report Writing	2
	PS13 Teamwork	2
	PS14 Delegation	2
Project Management	PM1 Introduction to Project Management	2
	PM2 The Project Cycle	1
	PM3 Stakeholder Analysis	2
	PM4 Art and Science	1
	PM5 Project Definition	1
	PM6 Risk Management	2
	PM7 Planning 1	1
	PM8 Ex Forecourt	1
	PM9 Ex Village	1
	PM10 Resources	2
	PM11 Planning 2	2
	PM12 Ex Interface	1
	PM13 Monitoring, Control and Evaluation	1
Quality Management	QM1 Introduction to Quality Management	2
	QM2 Total Quality Management	2
	QM3 Process Control	4
	QM4A Quality Assurance and Quality Control	2
	QM4B Measurement in Quality Management	2
	QM5 Cost of Quality	3
	QM6 Quality Management Problem	2
	QM7 Standards and Quality	1
QM8 ISO 9001:2000 System	4	
Logistics Management	LM1 Fundamentals of Logistics	1
	LM2 Effective Use of Equipment and Facilities	2
	LM3 Inventory Management	3
	LM4 Fleet Management	2
	LM5 Procurement Guidelines	1
Human Resource Management	HRM1 Introducing and Understanding HRM	2
	HRM2 Understanding HRM Models and Concepts	4
	HRM3 HRM for Non Profit Organisations	4
	HRM4 Leadership Part One	2
	HRM5 Leadership Part Two	4
	HRM6 Empowerment	4
	HRM7 Motivation	2
	HRM8 Accountability	3
	HRM9 Performance Appraisal	4
	HRM10 Employee Well being	2
	HRM11 Health and Safety	2
Organisational Management	OM1 Organisational Strategy	2
	OM2 Corporate Governance and Social Responsibility	4
	OM3 The Organisation and its Environment	2
	OM4 Managing Organisational Change	2
Financial Management	FM1 Introduction to Financial Management	2
	FM2 Financial Planning	1
	FM3 Maintaining Accounting Records	3
Information Management	IM1 Introduction to Information	6
	IM2 Information Management and Technology	4
	IM3 Information Flows	2
Final Exercise		12
Administrative	Reception, Opening, Closing etc	8

Module	Topics	No of Sessions (50
Total		161

Annex 13 – Recommendations and Observations in Course Reports

General

- Useful to have CVs of participants in advance, with statement of interest
- Important to invest time in preparatory meetings, substance, instructors, etc.
- Trainers need knowledge of mine action
- Better criteria needed for selection of participants – ability, language
- Useful to have statement of organization’s expectation for each course and participant
- Courses try to cover too much in too little time
- Not all material has practical test – drop if not have practical application
- Include travel funding for instructors to visit graduates in own country
- Provide bibliographies for further study
- Group computer users by ability, rather than one skills course for all
- Provide handouts day in advance of presentation to permit first familiarity
- Continuity of instructors/trainers is very important
- Need to speak slowly and clearly

SM course lessons/recommendations

- New partners always require mine action orientation, best with visit to mine action programme
- Range of backgrounds of students can be very great and presents challenge
- Opportunity for networking and to establish formal and informal contacts very important
- Consider selection criteria related to previous training, work role and experience and language skill
- Nominations should be sufficiently far in advance to provide opportunity to fine-tune course
- Ensure relevance to mine action clear – need to introduce subject and its relevance, and use more mine action examples; relevance must be integrated into all materials, not just in “mine action” sessions; important both in lecture notes and student exercises
- Link all topics to mine action case materials
- Better to hold SM on global basis (SE Europe recommendation)
- Industry visits are important part of course, no matter where held
- Recreational visits essential in residential course, need appropriate budget
- Students would like formal qualification, with professional recognition, for completing course. This implies assessment.
- Delivery partner requested mine action cases for all topics
- Five or six weeks is very long to be away from work
- English not first language for most participants and instructors must adapt speed and language of delivery accordingly
- Produce individualized education/development plan at end of course
- Contracts need to be signed far enough in advance to make all preparations
- IT courses should be tailored to abilities and needs of each individual
- Course is very intense and many students suffer from an information overload. Modules should be closely evaluated and some should be cut out entirely.
- Strategic Planning Exercise is the most important element of the course so more time should be devoted to it if possible.
- More structure should be given to the student work time throughout the course which is meant to support the final SP activity.

MM course lessons/recommendations

Logistics

- Per diem arrangements – often too low and payment fails
- Transfer of funds can have problems
- Need arrangements to reimburse travel costs
- Translation requires more time than expected
- Wrong visa received – wrong period
- Wrong dates on tickets
- Arrangements for emergency health care and reimbursement of costs
- Single room accommodation required
- Avoid religious holidays
- If course in hot/cold climate, best to hold in moderate weather
- Need sufficient computer facilities
- Simpler at beginning if UNDP handles all travel arrangements, but changes at end are frequent and difficult for delivery partner to arrange changes
- Need UNDP (resident?) focal point for issues at beginning and during course
- Students need sufficient time to obtain visas – and in some cases passports
- Provide “what to expect” fact sheet to participants regarding travel and accommodations

Course issues

- Delivery Partner needs mine action exposure
- Visit to mine action programme well received
- Practitioner speakers especially welcome – TAs, SM grads, UN
- Clarify who responsible for mine action issues, and provide necessary funding
- Need mine action input, integrated
- Two facilitators insufficient for single module – same person two days is boring
- Translated materials not always fit in same slide space
- Need good tracking of materials, especially for translation
- Develop glossary of management terms in multiple languages
- Need practical exercises
- Sessions requiring more concentration should be in morning
- Too much material for six weeks
- Org theory (and other) material too abstract
- Note taking is important Personal Skill, and provides notebook upon return
- Finance materials not all appropriate
- Need instructor notes for each course
- Need to open each material with explanation of why relevant to mine action

Annex 14:**Senior Mine Action Managers
Course Objectives****Principal Objective**

Understand and implement strategic planning principles and processes and demonstrate an ability to develop or provide key input to national strategic mine action plans and annual work plans.

Supporting Objectives

- Understand and apply organization theory.
- Understand the key principles of change management and be able to influence and undertake change management within an organization.
- Recognize the important issues of quality, especially the establishment of performance indicators and standards.
- Understand and apply principles of project management and thus enable the production of plans that contribute to an organization's strategy and control progress against those plans within set constraints.
- Understand and apply principles of effective human resources management.
- Make best use of scarce resources both financial and logistic.
- Be aware of the importance and control of budgets.
- Understand and able to apply International Mine Action Standards.

Develop the following personal skills and gain confidence in using them in a range of mine action environments:

- Understand and apply leadership skill and knowledge to improve people effectiveness through motivation and staff appraisal.
- Management tools and techniques such as brainstorming, decision conferencing, situation analysis – PEST/SWOT.
- Oral communication skills.
- Written communication skills including report writing.
- Presentation skills.
- Basic computer skills.
- Team work.
- Time management.
- Personal work planning.
- Produce individual development plans and records.

Middle Mine Action Managers Course Objectives

Objective One – The course ‘graduates’ will contribute to the improved efficiency and effectiveness of effort of mine action in their national mine action programme through a better understanding and application of management principles. In particular he/she should:

- Be able to apply the principles of operational planning, coordination and control.
- Be able to apply the principles of administrative management.
- Be able to apply the principles of project management.
- Be able to apply the principles of quality management.
- Be able to apply the principles of effective human resource management.
- Be able to apply the principles of financial management.
- Understand organizational theory.
- Understand the key principles of change management and be able to influence and manage change at the operational level of an organization.
- Have acquired the following personal and management skills:
 - Leadership skills
 - Oral communication skills.
 - Written communication skills including report writing
 - Presentational skills, including the effective use of MS PowerPoint
 - Basic computer skills
 - Team work
 - Time management
 - Personal work planning
 - Personal development.

Objective Two – The course ‘graduates’ will contribute to the improved efficiency and effectiveness of effort of mine action in their national mine action programme by developing an understanding of the international context of mine action, the role of international organizations including the UN, the donor community, NGOs, commercial entities and other mine action stakeholders.

Objective Three – The course ‘graduates’ will contribute to the improved efficiency and effectiveness of effort of mine action in their national mine action programme by learning informally from each other and by developing networks and contacts between middle managers working within other sectors and with other organizations in their national mine action programme.

Objective Four – The local delivery partner will further enhance its skills and competency in delivering management courses for mine action in their national mine action programme.

Later “objectives” better described as “indirect benefits”

Annex 15: Extracts from local delivery partner interviews**College of Management, Mahidol University, Thailand****Report by Nick Cumming-Bruce on the basis of an interview with Professor Philip Hallinger, CMMU Chief Academic Officer*****Background***

CMMU is a hybrid public-private college, operating as part of Mahidol University, one of Thailand's leading state-run universities, but administratively and financially autonomous, financed by student fees and income from acting as a consultant providing management training and advisory services to international and Thai corporates¹¹ and government departments, including the ministries of Commerce, Education and Finance. It has 25 full time faculty, comprising Thai and international staff, and a bigger number of part time faculty, including corporate managers and some of whom are heavily engaged in CMMU activities. CMMU now has around 1,000 post-graduate students, 200 undergraduates and 12 PhD students.

CMMU provided two six-week middle-management courses for Cranfield School of Management in 2002 and 2005, the first for a mixed group of about 30 Thai and Laotian staff, the second for a similarly sized group from around the world – Asia, Africa and Latin America. Both courses were conducted in Bangkok. These were the only Mine Action management courses undertaken by CMMU, although two CMMU faculty participated in a course offered by Cranfield in Africa in 2006.

Expectations

In line with Mahidol University's mandate to serve all levels of Thai society, CMMU sees its mission as going beyond educating businessmen to be more efficient and profitable and to engage in activities that have some public service content. It regarded the mine action management courses as consistent with that role and an easy fit with the strengths and resources the college had developed in its existing academic and management advisory roles. Both courses fulfilled that expectation.

However, CMMU also felt the expertise and considerable resources invested in preparing and delivering the courses could have achieved a greater return and benefit if they had occurred in the context of a longer term programme of courses and with more continuity rather than as two random and isolated courses conducted three years apart. "There was an investment made that has not been built on and fully exploited," Dr Hallinger commented.

After the first course, CMMU had hoped a more active training role and institutional relationships would emerge, including the possibility of functioning as a centre for mine action management training in the region. This did not materialize. As of now, no other mine action management courses are planned.

CMMU expressed a high degree of satisfaction with the relationship it developed with Cranfield – "almost a total pleasure." It found Cranfield very attentive, supportive and

¹¹ These include Nestle, Berli Jucker, IBM, Thai Airways International and Siam Cement.

professional in its management, coordination and supervision of the courses and very open to comment and discussion about all aspects of the course, including content. CMMU particularly appreciated the latitude to engage what it considers its academic strengths in shaping and presenting course content.

Course inputs and assessment

Some 15 members of CMMU faculty delivered the courses, although Cranfield staff delivered some parts of the second course. CMMU considered the second course more successful, partly because CMMU had experience of middle management experience in the context of mine action, partly because of the greater degree of enthusiasm of the participants.

The first course was delivered in Thai by CMMU's Thai staff and with Dr Hallinger as the only non-Thai involved. Part of CMMU's contribution was to translate the entire curriculum into Thai. However, CMMU concluded the course was too "bland," too teacher-driven and without sufficient activity engaging the course participants. Accordingly, CMMU said it revised "70 per cent" of the curriculum, developing and substituting its own content.

Cranfield, recognizing the weaknesses in the first curriculum, provided a revised curriculum for the second course in Thailand. Cranfield, according to CMMU, regarded the course as a field test of the content before rolling it out in courses delivered elsewhere. CMMU estimated it revised about 20 per cent of the content.

The support that Cranfield provided which CMMU most appreciated was not course content but the administration and organizational aspects – from selection of participants, liaising with participants and their parent organizations, logistical and financial issues. CMMU particularly appreciated Cranfield's willingness to stand back and let it get on with the areas where it felt it was well qualified to take the lead – course content and training. CMMU would be perfectly comfortable, indeed confident, taking full responsibility for preparing and delivering another course. Management training is its speciality and CMMU reported that feedback from Cranfield on the courses it delivered was extremely favourable.

CMMU praised the selection of course participants, whom it found well able to absorb the instruction provided and, particularly in the more diverse second group, highly motivated and enthusiastic. Dr Hallinger noted that students on the second course, many of whom had not used the internet before they arrived, had since continued to maintain email contact both with CMMU and with each other. The course had become a catalyst for developing a network of professional relationships in which they could exchange information and experience as well as social contact. Dr Hallinger also observed that a factor in the enthusiasm of the second course participants appeared to be a sense of relief and pleasure at being able to work in a secure, stable and peaceful environment, isolated from and undistracted by tensions and conflicts -- political professional or personal-- in their own countries.

- The evaluation of the training showed that 80 % of Group A achieved good results. Ms. Sim Noreth explained that this could be explained by the fact that most of them come from Director positions and from Phnom Penh where more resources are available. The interviewee said that these participants could delegate their work more often and also benefit from more authority to find replacements during their absence.

- From Group B and C only 50-60 % achieved good results. According to Ms. Sim Noreth this could be because most of them are Deputy Directors who have many duties and a large workload to catch up with after their absence from the office. She also added that they did not always have easy access to the necessary documents (unlike the Directors) and found it more difficult to find a suitable replacement(s) during the training.
- Some participants also found it difficult to implement the knowledge gained from the course because they have been absent from their work for nearly one month.
- The participants achieved lots of positive outputs such as good class participation, good knowledge of the training content, being active in answering and questioning, as well as sharing their valuable experience with one another. Some weaknesses included that they did not have much relevant or detailed knowledge about management, some participants with no managerial skills were promoted as manager and some who were already managers did not have any staff to manage.

**Mine Action Training Courses for Middle Management
Higher Polytechnic and University Institute,
Maputo, Mozambique**

(Based on interviews on 10 January 2007 with Rafica Razac, director of the CEPPA training centre and Ana Freitas, an MBA training-of-trainers specialist who taught the project management module and parts of other topics in courses 2 and 3).

1. Background on ISPU – Higher Polytechnic and University Institute

ISPU is a Maputo-based private university established in July 1996. It provides Bachelors (3 years) and Licenciante (5 years) degrees in two “Higher Schools” or faculties and has several specialized centres, including the Centre for Post-Graduate Studies and Applied Research (CCEPA) which provided the mine action management courses in partnership with Cranfield University. CEPPA was founded in 1999 to provide five post-graduate or Masters courses, each of which provided in partnership with overseas institutions and in one way or another related to management.

For most of its courses ISPU has agreements with overseas academic institutions for the provision of specialist teachers. In 2005 it had 2,915 students, and CEPPA had 77 regular students.

The Cranfield mine action management courses were given by CEPPA. Its institutional and teaching characteristics that make it an appropriate for the courses, in particular its focus on a wide range of management skills and its ability to provide short courses alongside its post-graduate programme.

2. Preparation and implementation

There have been three mine action courses: in 2001, 2003 and 2004. As they were not around at the time neither informant was able to provide information on the first course.

The first and second courses lasted three months, divided into three one-month sections, with the students returning home for a period after the 1st and 2nd sections. It was stated that the main reason for this was that, as middle level managers, they had professional obligations that prevented their being absent for longer periods of time. However, pedagogical concerns were also mentioned i.e. the learning process was aided by intervals where students put into practice what they had learned and returned with concrete experience as well as difficulties that could be discussed and addressed during the course.

However, in the third course the 12-week programme was “condensed” into half the time (5-6 weeks) as the previous system was deemed to be too expensive (possibly because the third course had 10 Angolan participants).

Well in advance of the course Cranfield provided the CEPPA with:

- A detailed programme comprising 8 modules covering 61 topics;
- A set of power point slides, with explanations and a step-by-step guide on the material to be covered;

- A trainer’s manual and instructions on how to give the training.

The course structure and content provided by Cranfield gave the training institution a degree of flexibility in both content and method. Firstly, the material was divided into three categories: “essential”, “desirable” and “optional” and secondly, the content allowed for two variables:

- The different educational levels and work experience of participants: The material contained a range of basic, intermediate and advanced concepts intended to permit trainers to select the most appropriate levels for a given group of students;
- The training agency’s training experience and culture, and in particular its experience with participatory methods: teachers could stick closely to the prepared scripts or use their own materials, if appropriate.

Consequently “the senior management of the participating mine action programmes and Cranfield Mine Action” would “collectively fine-tune the course content to the requirements of the participating programmes.”

A Cranfield coordinator came to Mozambique assist in the final preparations for the course. In addition, a Cranfield representative was present during most of the course and attended classes with an interpreter. There were slightly different interpretations of his presence: that he would occasionally help out by asking or responding to questions, talking to teachers and students after the lesson ended to assess progress and/or that he had primarily a quality control/inspection role, assessing the centre’s capacity and ensuring that the programme was on track, that the content matched the timetable. It was probably a combination of both.

CEPPA’s responsibilities comprised:

- Arranging for all the material to be translated into Portuguese. Both trainers and students received all the materials in both languages in order to help verify that the translation was correct. There were several instances where the translation had to be amended and others where the teachers introduced their own adaptations to the material. Cranfield had to be informed of all such adaptations.
- Selecting a group of teachers with the appropriate skill mix. According to the trainer, there were six trainers selected from among the staff habitually used by CEPPA (see Footnote 2) and two mine action specialists¹² suggested by Cranfield. As soon as they were appointed the six CEPPA teachers formed a team that prepared the final programme and timetable and discuss any difficulties that arose during the course. The two external mine action specialists were not part of this team.

Although the CEPPA staff did not have any mine action experience they felt that their respective professional backgrounds in project and business management, human resource management, financial planning etc. were equally relevant and applicable to the mine action field. To a large extent the mine action aspects were covered by the projects and course materials, which contained examples provided in the Cranfield documentation, and the two local mine action specialists also contributed. In addition, in order to familiarise themselves

¹² The director and deputy director of the UNDP-funded Accelerated Demining Programme.

with this activity the trainers were taken to visit a demining team working in the field. On their own initiative some teachers did their own internet research about mine action.¹³

The presence of students with a wide range of education levels and skills was a serious problem and made special demands of the teachers and their teaching methods. The teacher interviewed said that she organized special additional lessons outside the normal timetable. The classes were also heterogeneous in other ways: e.g. nationality and military status. According to the teacher this made it impossible to compare courses 2 and 3 as a number of important factors made them very different.

In course 2 Mozambican students predominated, and many had learning difficulties. In addition, in one course (2?) the students included a general and his presence affected the participation of others, who were less outspoken and active when he was in the room¹⁴. He was also the student who had the greatest difficulty in mastering computers and IT; it was clearly the first time he had used a computer.

In course 3 Angolans predominated. In addition to having on the whole higher education levels than their Mozambican colleagues they were extremely active and participatory and this made the lessons much more dynamic than in course 2. They also clearly had much more ready access to technology and equipment than the Mozambicans and were thus completely at ease with computers, for example.

3. Expectations, Outcome, Institution building

CEPPA had two kinds of aspirations when organizing the course:

- That it would help reduce the mine problem in Mozambique
- That it would promote the institutional development and growth of the centre.

According to the director, there was constant inspection during the courses and an evaluation after each course. Cranfield found that the programs had been well taught, and the evaluation by the students themselves was also positive. They all said it had developed their competence, although some felt that it was too demanding in relation to their capacity, they had difficulty in accompanying some material and they felt there should also be some more basic courses.

The director noted that Cranfield had invited one of the teachers to participate in a similar course in Thailand, a good indication of the quality of teaching in CEPPA.

As regards CAPPE's institutional development, the teacher noted that such courses should always be a learning experience for the teaching staff concerned, if nothing else as a "refresher" exercise. This was even stronger in the Cranfield course where there was a very strong "mine action" learning curve. Both the director and the teacher feel that CEPPA is well able to provide such courses in future. However, even though efforts were made to hire the same

¹³ In some instances their limited technical knowledge became a source for useful debate e.g. are demining dogs recorded as capital or current expenditure?

¹⁴ It was also noticed that they even made hesitant, almost instinctive signs of rising whenever he entered or left the room.

teachers for courses 2 and 3, the fact that most of the trainers are not permanent ISPU/CEP staff reduces the human capital aspect of institutional development.

There is little institutional memory of the complete series of 3 courses. Both the director and the teacher interviewed were only involved in the second and third courses. And as the teacher was at pains to point out, there were so many other fundamental differences between courses 2 and 3 (the composition of the Course 3 students and the major programmatic change from a staggered, phased 12 week programme to an intensive 5-6 week one) that it was impossible to trace any “evolution” in terms of teaching capacity or programme content.

4. Analysis and Comments

Several observations arise from the experience:

To some extent two of Cranfield’s main concerns when preparing the material were not fully reflected in the Mozambican course: the need to accommodate the needs of students with different backgrounds and education levels, and the need to promote participatory methods:

- A more careful preparatory study might have concluded that despite the “economies of language” two separate courses would be more productive (and probably not that much more expensive when travel costs, per diem etc. are taken into account).
- Teachers/trainers need more exposure to mine action activities during preparation of the course, and future courses should include more on-site work. Modern teaching methods require education outside the classroom, in the workplace. The single visit to a demining site was insufficient to prepare the teachers or for them to understand the realities faced by their students. Nevertheless, the teachers who worked on more than one course picked up a considerable amount of knowledge “by default”.
- Despite the difficulties arising from the student mix the teacher stressed the value of having students from different military backgrounds as an important source of group dynamics and exchange of experiences even when, as in this case, the Mozambicans tended to have weaker educational foundations and did not have the ample resources available to their Angolan counterparts. They were, however, extremely knowledgeable in their particular areas of expertise, demining.
- This report suggests that in this particular case the capacity or otherwise of CAPPE to provide similar courses in the future may not be the right issue; the main question is whether this particular experience might provide lessons and input for future training initiatives. The issues raised here point to conclusions concerning options in terms of content, educational pre-requisites, level, and homogeneous participants.
- The director stated that with additional “extra-curricular” lessons by the teachers course 3 had achieved its objectives “more or less”. However, her end-of-course report stated that participants with weaker education profiles probably did not benefit much from the course, so the outcome may well have inclined more towards the “less” than the “more”.
- The CEPPA director would like to provide more courses of this nature but has received no information about prospects since the end of course 3.

Interview of Mine Action Management Training Delivery Partner

Delivery Partner: Al-Ahliyya Amman University

Interviewees: *Prof. Dr. Maher Salim, President of Ahliyya Amman University, International Director of Mine Action Management Training*
Ms. Ghadeer Turjuman, Project Officer of Mine Action Management Training

Date of Interview: Sunday 14th January, 2007

Conducted by: Muna Alalul, International Relations Coordinator, NCDR

4. Background information:

Amman University (AU) is the first private University to be established in Jordan, dating back to 1990. It has since then, set a pioneering pace in the field of private higher education. AU is fully accredited by the Jordanian Council of Higher Education, the only accrediting authority in Jordan. AU enjoys wide Arab and international recognition, and it is an active member of the Association of Arab Universities. Since its establishment, AU has strived to provide a high quality university education. To achieve such goals, it has endeavored to recruit academically distinguished faculty members, and to design and adopt degree programs with curricula compatible with those in the best universities of the world. A well-designed functional campus with enough space for lecture rooms, Laboratories, all types of services and extracurricular activities is what AU offers its students as a friendly environment conducive to developing one's own potentials.

- a. When were the mine action management training courses conducted?

Courses were conducted in 2002, 2003 and 2005

In October 2002, a three-week course was held on the development of human resources by Cranfield University at Amman Private University for twenty MRE instructors from four countries (Azerbaijan, Jordan, Lebanon, and Somalia)

On 6 February 2003, a management-training course was conducted by Cranfield University at Amman Private University for de-miners from seven countries (Azerbaijan, Djibouti, Eritrea, Ethiopia, Lebanon, Somalia, and Yemen) as well as Jordan.

5. Discussion topics:

- a. What services and expertise did the institution provide for the course?
 - Amman University provided the course with its own lecturers, secretaries, supervisors, advisors and other support staff. Staff members were present at all times, accompanied participants on all field trips, and provided interpretation /translation when necessary.
 - Catering and catering staff were provided.
 - Access to computer facilities and IT staff were available.

- Buses with drivers were provided (at least 2-3 buses daily). Their duties involved transportation between hotels and university, field trips and recreational activities.
- Accommodation in university-owned hotels was provided for all participants, each to a single room. IT facilities were available within university hotels as well as recreational facilities (Gym, bowling hall, sports halls, swimming pool, Turkish bath etc.)
- A high level of unobtrusive and discreet security was provided for participants at all times.
- Lecture halls with additional break-out rooms for discussions were provided. A tea room for breaks was available, as well as an office for stationary needs (paperwork, photocopy machine, typing etc.)

b. What were your expectations when agreeing to deliver the course?

Amman University's (AU) expectation was for an exchange of new and different expertise and knowledge between AU and Cranfield University, mainly through the institutions' lecturers. AU expected to benefit from visiting Cranfield University lecturers by utilizing the knowledge and information gained to enrich its own existing courses. AU anticipated that it would benefit from the mutual exchange of educational and institutional knowledge, from lecturers with a modern and culturally different perspective on education who could share their experience with AU lecturers and staff.

c. Were those expectations met?

When the courses in 2003 and 2004 took place, Amman University received lecturers from Cranfield University to carry out some of the lectures, and AU felt they benefited greatly from the exchange of knowledge and expertise between the visiting lecturers and its own staff.

In 2005 however Cranfield University did not send lecturers but provided AU directly with the course material for its own lecturers to deliver. While appreciating the experience and know-how this afforded them, and presenting them with greater ownership and responsibility, AU would have welcomed continuing to receive Cranfield University professors to encourage an exchange of expertise for their mutual benefit.

Overall, yes, AU felt that that its expectations were met. They benefited from being the delivery partner for the course and felt that the overall experience was successful and they are more than satisfied.

d. If an academic or training institution, do you have on-going programmes of a related nature? (Management training, humanitarian relief, development, crisis response, public administration, etc?)

As an Academic Institution AU has ongoing in-house programmes such as courses in management, administration, finance and human resources. AU also carries out certain management and administration courses in cooperation with British Universities such as Oxford University.

AU also discussed with Cranfield University in 2005 the possibility of cooperation on humanitarian crisis relief projects. Following the major regional earthquake disasters and Iraq

crisis over the past several years, it was brought to AU's attention the importance and necessity of relief programmes in Jordan and the region to cope with these crises. Due to elements outside of AU's control (change in administration at Cranfield University) these plans were put on hold.

However AU is still very interested in developing and carrying out these programmes. AU believes that they are essential for Jordan and the Middle East, as a new culture is developing that is more responsible and aware of crisis and relief efforts. A proposal was written with input from both AU and the UNDP, but no response has been forthcoming as of yet. AU remains very interested in carrying out this project however.

- e. Did the mine action management course build on your other courses and activities? If so, how?

AU felt that they significantly benefited from the MA management courses. If asked for a percentage, AU would say that it benefited as much as 15% to 20% as a result of delivering the courses.

AU lecturers were able to build on in-house courses and activities through the use of the MA management course material, either by incorporating some of the information to update their own seminars and presentations, or by using it to develop similar material and course structures. Although the mine action portion of the course was not very useful to the AU; comprising mostly of field visits, most of the course material, such as personal skills, project management, human resources, organizational management etc. was used to revitalize their existing courses on the same or similar subjects.

AU lecturers brought fresh ideas to their existing courses as a result of the MA management course. Additionally, the MA management course brought to their attention the importance of humanitarian related programmes, and inspired them to develop and initiate their own.

- f. What benefit did your institution obtain from participation in these courses (particularly any related to institutional development)?

AU benefited greatly from participation in the MA management courses. Although AU staff and lecturers did not attend as participants in the courses, they attended as lecturers and support staff. AU gained 'know-how' on how to run this type of course (i.e. on humanitarian issues with multi-cultural participants).

Specifically, AU lecturers and staff learned how to write proposals for international organizations and write and forecast a detailed budget etc. They found these skills very accurate and informative and they continue to utilize them.

Lecturers also learned more effective ways of writing course material, and were able to incorporate knowledge from the MA management course into their own curricula. AU was exposed to new knowledge, lecturing styles, and benefited from interacting with lecturers from a different cultural background.

AU lecturers learned a lot from actually delivering the courses themselves. AU staff was also requested by the Cranfield University to translate course material from English to Arabic, which also provided them with good experience and knowledge.

AU benefited from organizing these courses logistically, as well as from the information obtained. AU is better able to design its own similar courses as a result. AU learned a lot from the humanitarian philosophy of the course, which in turn gave it many ideas to carry out its own humanitarian related courses.

AU is dedicated to providing humanitarian assistance to the Jordanian and regional community, and therefore is always interested in further developing any activities that fulfill its mission. To this end, AU is amenable to delivering courses with the same or similar goals.

g. Is your institution better able to deliver this type of course in the future?

AU is definitely better able to deliver this type of course in the future, due to the knowledge and expertise gained as a result of delivering the MA management courses, as well as the positive improvements witnessed in AU staff and programmes since its cooperation with Cranfield University.

AU believes that it has a responsibility to participate in and develop courses and activities that assist humanitarian issues as part of its mission, not for money or personal gain, but to serve the community.

AU believes in cooperation with international universities and foreign entities for the mutual exchange in knowledge and expertise. From its previous experience on the Mine Action management courses, and other programs carried out with international and local entities, AU has the knowledge and expertise to carry out courses of this nature, and is willing to continue with courses and activities of a humanitarian nature in line with its mission to serve the community.

National Training of Trainers Institute (NTTI) – Amman

Discussion with:

- Dr. Al-Khawaldeh, General Director of National Training of Trainers Institute
- Mr. Lou Luff, Cranfield University

The NTTI is the national institution recognized to conduct training of trainers and to certify individuals as properly qualified trainers, whether trained by the NTTI itself or through certified programmes of other institutions.

The first NTTI involvement with management training for mine action was with the October-November MM course for staff from Sudan, for which it provided facilities and support. In cooperation with CU, NTTI selected experienced trainers to provide the November-December MM course in Arabic, which CU considered to be quite successful.

NTTI was selected following a local tendering procedure in Amman. It was selected over Amman University due to both the quality of its proposal and its lower cost.

NTTI General Director would like to be involved in future courses with UNDP and sees its role is providing high quality training together with support for peace in the region.

Annex 16:

Responses by the participants in the Global MM – Bangkok 2005 to the question - “How do you believe that you have benefited from attending the course?”

1. Dealing with 20 different experiences, I got a lot of information, identified my mistakes and weaknesses.
2. Information and skills are better structured in my mind and am conscious and aware of why and when to use different techniques in Project Management.
3. I learned new skills and techniques that might help me in improving performance.
4. By sharing experiences.
5. By creating new fundamental knowledge that I can increase experience
6. Having participated in discussions and individual exercises, I have broadened my knowledge in mine action management.
7. The course has developed and advanced my career.
8. The course was an academic base for the development of my knowledge and skills
9. I got a better understanding of what management is.
10. I gained good practical skills to work in teams and in a big team (class).
11. I learned new techniques and skills for my job.
12. Quality management will help me make my job better.
13. To apprehend the tools of management and an overview of management to improve my performance for the benefit of my organization.
14. Learned new things and methods and technology to develop my mine action activities.
15. I learned how to achieve the objectives of the program and how to take preventive measures and how to improve interpersonal relations between staff.
16. I learned to improve interpersonal skills and got better ideas to improve project management planning. Got better understanding of mine action.
17. I have further developed my skills in mine action.
18. I learned a lot of new techniques to deal with the problems my organization is facing.
19. Acquired a lot of new knowledge in the course.
20. I have recalled my past knowledge which is applicable in Mine Action.
21. The course has demystified mine action which is something new for me.
22. I learned how to motivate my staff and have good relations between my managers and the staff.
23. It has given me the possibility to have a break from my routine to think about my job.
24. I have also learned from other students and know my organization’s position within the Mine Action community.

Annex 17:

Responses by the participants in the Global MM – Bangkok 2005 to the question - “How do you believe you will create a positive change when you return to your work?”

1. Now I believe I have the knowledge and power to deal with the problems and find solutions depending on scientific theory.
2. By implementing theoretical principles and applying them in practice, I will introduce gradual change by creating a model.
3. I will try to show my organization the benefits of applying some of the new knowledge through presentations and workshops.
4. I will try to apply tools and techniques of Quality Management, Project Management and Performance Management to improve my work and the work of my subordinates.
5. I will improve personal performance for the benefit of my organization.
6. The tools and techniques I have learned will enable me to create a mine action center in my country.
7. I will make my subordinates and seniors interested in change.
8. By learning tools and techniques in IT, I will make a change in my job.
9. I have learned here how to create a team to enable my organization to achieve the goals
10. I will try to deal with people according to personality types.
11. I will pass on the tools and techniques I have learned to other colleagues.
12. I will try to show my staff how to plan our activities in mine action.
13. I will implement the knowledge and tools focusing on Quality Management.
14. Presenting my colleagues my knowledge, improving all the tasks in my department, modifying all that is wrong.
15. Focusing more on issues such as transparency, empowerment and motivating staff.
16. Comprehension of environment, permanent HR strategy and empowerment, leadership and motivation.
17. Better planning, doing things better and check and act more effectively.
18. I will pass my new knowledge to my organization and with their support I can implement the change.
19. I believe in Quality Management and will help my organization.
20. I will face a great challenge in transferring all the materials to the practice.

Annex 18

Further training needs identified by National Programme Directors in questionnaire responses

GIS
Budgeting
Crisis Management
Risk Management
HR management
Administrative management
Project management
QA/QC
Communication skills
Problem solving
Strategic and long term planning
Mine Victim Assistance
Manual demining
Protective equipment
Mechanical demining
Communication skills
Time management
Personal skills
Tasking and evaluating mine action NGOs
Setting National mine action standards
Donor relationships and fundraising
Reporting
Project proposal writing
MRE management
VA management
Quality management
Connection between mine action and development
Relations with the media
Operational planning
QA/QC
Standard operating procedures
Monitoring and control especially of low priority areas
Calculation of price depending on terrain, company, etc
Land release methodologies
Capacity building
IMSMA
Monitoring and evaluation

Annex 19

Subjects for training identified in recent national mine action TNAs

Subjects for general application:

- Organization theory
- General management
- Strategic planning
- Coordination with stakeholders
- Application of IMAS
- Quality management
- Decision analysis
- Effective communications
- Leadership and management of staff
- Monitoring and evaluation of projects
- Organizational skills
- Report writing
- Presentation skills
- Computer skills
- Time management
- Understanding the role of manager
- IT – wide range of ability in use of applications
- IMSMA for management
- International and national context of mine action and its stakeholders

Subjects for specialist training:

- Strategic planning
- Operations and project planning
- Principles of financial management
- Financial management for senior managers
- Project management
- Quality assurance
- Contracting management
- Logistics management
- Human resource management
- Problem analysis and decision making
- Operations planning and project management
- Problem analysis and decision-making
- TQM
- Information management and use of IMSMA
- Administrative and secretarial skills