UNCAP Organisational and Training Needs Assessment
Women's Outreach Course, micro-UAS Remote Pilot, and Unite Aware

May 2024

Contents

Executive Summary

This Training Needs Assessment (TNA) conducted for UNCAP aims to comprehensively review and assess the organisation's current capacity and training courses, with a focus on enhancing effectiveness and relevance in supporting peacekeeping operations.

Part 1 of the TNA introduces the report and outlines the methodology. The TNA was initiated in December 2023, with in-person assessments conducted across four UN Peacekeeping Missions from January 22 to February 9, 2024, involving 54 stakeholder interviews across military, police, and civilian sectors. The preparatory phase also involved reviewing existing data, training reports, and relevant UN resolutions.

The assessment is undertaken within the context of a shifting peacekeeping landscape, particularly with the adoption of UN Security Council Resolution 2719, emphasizing cooperation between the UN and regional organisations like the African Union (AU).

The subsequent sections of this TNA delve into an organizational and course-specific evaluation. Both aspects are crucial in redefining and enhancing UNCAP's training offerings, as several identified areas for training improvement are linked to organizational dynamics.

Part 2 formulates five strategic objectives with actionable recommendations, each aiming to address key challenges facing UNCAP operations. All subsequent course recommendations fall within these objectives.

The strategic objectives outlined in TNA aim to enrich different dimensions of UNCAP's training programs, thereby better meeting the evolving needs of peacekeeping operations.

- **Strategic Objective 1** focuses on enhancing UNCAP's presence and communication with stakeholders, including efforts to increase familiarity with UNCAP's mission and objectives among missions, and establishing consistent communication channels.

- **Strategic Objective 2** aims to automate and streamline processes to improve efficiency in participant selection, course planning, coordination, and evaluation. This involves updating Standard Operating Procedures (SOPs), leveraging integrated management solutions, addressing logistical and financial hurdles, and ensuring timely training.

- **Strategic Objective 3** seeks to enhance course content alignment with professional and mission needs, emphasizing fundamental principles, relevance to UNPOL, and easily accessible reference materials.

- **Strategic Objective 4** focuses on optimizing course delivery to maximize impact and reach. This includes improving access to laptops and connectivity, addressing language barriers, enhancing participant engagement, and increasing e-learning.

- **Strategic Objective 5** aims to strengthen course follow-up procedures to maximize institutional learning and the evolution of UNCAP. This involves implementing systematic follow-up procedures, keeping personnel updated on new technologies, and establishing robust monitoring and evaluation frameworks.

These objectives collectively strive to improve the effectiveness, efficiency, and relevance of UNCAP's training programs to better support peacekeeping operations.

Part 3 conducts an in-depth examination of course content and delivery, building on the objectives outlined earlier. Overall, participants in all courses expressed positive experiences and deep appreciation for the content learned.

A significant challenge identified is the limited knowledge retention within missions due to the frequent rotation of uniformed personnel. To address this, UNCAP can consider aligning training schedules with deployment timelines to ensure early training for troops. Additionally, advocating for the deployment of trained women among key stakeholders, as emphasized in UNSC 2122, can promote gender equality and women's empowerment in conflict and post-conflict scenarios.

Incorporating a training return-on-investment assessment into decision-making processes and establishing a framework to evaluate the trade-off between time invested in training, skills gained, and long-term organizational capacity building is recommended. Regular evaluations should determine the optimal level of investment in training activities for maximizing organizational effectiveness.

A closer examination of the WOC highlights that delays in nomination and selection procedures hinder the ability of participants to prepare adequately, limiting the effectiveness of the course. The main challenge for the M-UAS course lies in training an adequate number of participants to retain knowledge within missions. Additionally, ensuring equipment is properly coordinated and updated remains crucial. These challenges, among others, are thoroughly addressed in Part 3.

Preliminary recommendations for Unite Aware are also included in this report, although it lays outside of the direct scope of this current project.

This TNA also identifies two exiting areas of opportunity for UNCAP: UN-AU Transition and VILT. An in-depth assessment of UNCAP's mission, vision, and long-term goals is crucial to leverage its potential as a leading regional training centre in this transition. Likewise, leveraging a combination of VILT and on-site trainers presents a valuable opportunity for UNCAP to accommodate various training demands effectively.

PART 1:
TNA Overview and Methodology

1

INTRODUCTION TO THE TRAINING NEEDS ASSESSMENT

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1.1   Background and Objectives

This TNA is a comprehensive review of UNCAP goals, trainings, training content, and delivery at an organisational level. Ultimately, the goal is to empower UNCAP to achieve its potential as a leading training provider for UN peacekeeping operations.

The objectives of this TNA are to:

1. Determine the processes and documents needed for UNCAP to maximize its efficiency in the preparation, planning, dissemination, assessment, and updating of courses.
2. Align UNCAP operations and courses with current and future field-demands and field-requirements.
3. Identify gaps and areas of improvement for Women Outreach, M-UAS, and Unite Aware courses in meeting peacekeepers operational and occupational demands.

1.2   Scope and Audience

All courses aim to enhance the technological skills of uniformed personnel. Details regarding participants are outlined by course in Part 3 of this report.

1.3   Guiding Principles

The strategy of this TNA and all recommendations rely on the following principles:

- Trainings must support **mandate implementation.**
- Trainings must support **peacekeeping operation needs**.
- Trainings must be grounded in promoting **women** and **human rights.**
- Trainings must be user-centred, **leveraging new learning technologies.**
- Trainings must be **multi-cultural** and **multi-lingual.**

1.4   Shifting Peacekeeping Landscape

This TNA is being conducted amidst a shift in the UN peacekeeping landscape, which will likely influence UNCAP's mandate and strategic objectives.

The rise of African-led peace operations in recent years illustrate a trend toward localized ownership of conflict management. African-led peace operations, conflict prevention, and resolution modalities are increasingly crucial to addressing the continent's security challenges. Moreover, recent years have seen a waning of UN forces deployed in Africa.

The adoption of Resolution 2719 by the UN Security Council on 21 December 2023 marks a significant advancement in the cooperation between the African Union (AU) and the UN in matters of peace and security. This resolution fundamentally alters the dynamics of interaction between the AU and the UN throughout the decision-making, deployment, and post-deployment phases of UNSC-authorized AU-led peace support operations (PSOs).

By enhancing institutional arrangements and fostering increased levels of interaction between the AU and the UN, the resolution aims to equip the AU with the necessary means and capacities to effectively implement the mandates of peace support operations, including provisions for equipment, human resources, and financing. The resolution also establishes a more structured approach to UN-assessed contributions, ensuring a more predictable framework for supporting AU-led missions.

While the precise role of UNCAP in this transition is currently ambiguous, it is anticipated that UNCAP will have to revisit its mandates and courses to ensure they align with AU peacekeeping needs.

1.5   Report Structure

This report is divided into three main sections: (1) overview and methodology; (2) organisational assessment; (3) training needs assessment.

The report begins by outlining the key strategy underpinning the execution of the TNA. It proceeds to outline the methodology employed for conducting interviews and provides descriptive statistics regarding interview participants.

Next, the report assesses the broader capacities of UNCAP. This TNA aims to situate training recommendations within broader strategic objectives for UNCAP. Aligning UNCAP operations with the suggesting strategic objectives will ensure that training needs are met both directly and indirectly. The report introduces a problem tree analysis of UNCAP and outlines targeted objectives and actions to address present challenges.

Finally, this report examines the Women's Outreach Course, the M-UAS remote-pilot course, and Unite Aware. The report offers a series of recommendations regarding course logistics and planning, course content, and course delivery. The report also offers a broader assessment of how current courses align with UNCAP's mission, vision, and mandate.

To conclude, the report presents a series of recommendations and next steps to continue the work executed thus far.

2

TRAINING NEEDS ASSESSMENT METHODOLOGY

TRAINING NEEDS ASSESSMENT METHODOLOGY

2.1   Methods and Participant Selection

The preparatory stage of this TNA was initiated in December of 2023. In this period, feedback data from recent courses completed by UNCAP was reviewed. Relevant Security Council resolutions and reports, as well as UNCAP operational reports, were also consulted.

Preparations culminated in an in-person TNA from 22 January 2024 to 9 February 2024 across four different UN Peacekeeping Missions: the United Nations Interim Security Force for Abyei (UNISFA), the United Nations Organisation Stabilization Mission in the Democratic Republic of the Congo (MONUSCO), the United Nations Support Office in Somalia (UNSOS), and United Nations Peacekeeping Force in Cyprus (UNFICYP).

In-person interviews and focus groups were conducted with stakeholders across military, police, and civilian sectors. More specifically, we targeted the following individuals, in hopes of obtaining a holistic understanding of training and field requirements.

- Course graduates (WOC, M-UAS, and Unite Aware)
- Supervisors of course graduates
- FTS / CITS
- On-site trainers

These interviews were supplemented with reviews of training reports and existing course materials.

Participants were asked a series of questions covering their training experiences, perceptions of training effectiveness, challenges faced in applying training knowledge, suggestions for improving training programs, and opinions on potential enhancements.

2.2   Composition of Respondents

Gender: The data profile indicates that most of the respondents were male (80%) compared to females (20%).
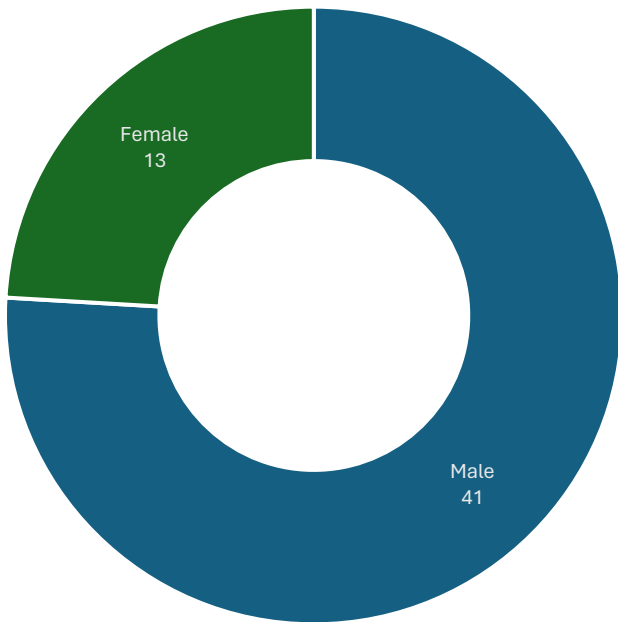
This reflects the lack of women participation in UN PKOs and highlights the continued need for a course like WOC.

Section: Military personnel represented the largest group of respondents, followed by civilians, and finally, police officers.
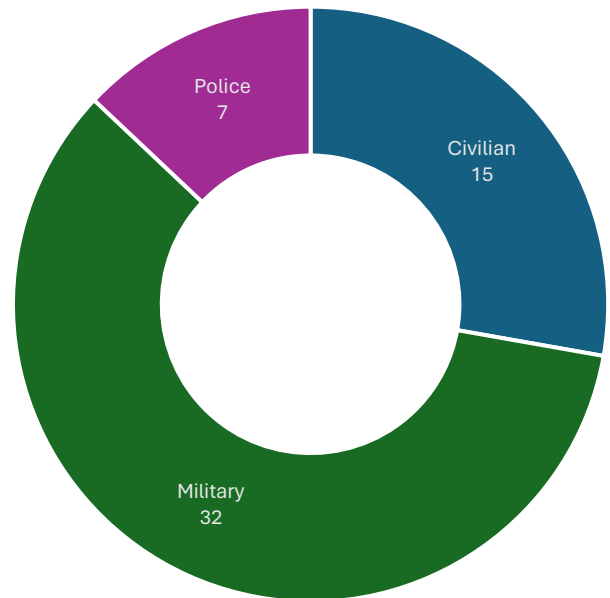
Duty Station: Data was collected across five different duty stations, with a few of the interviewees being currently non-deployed.
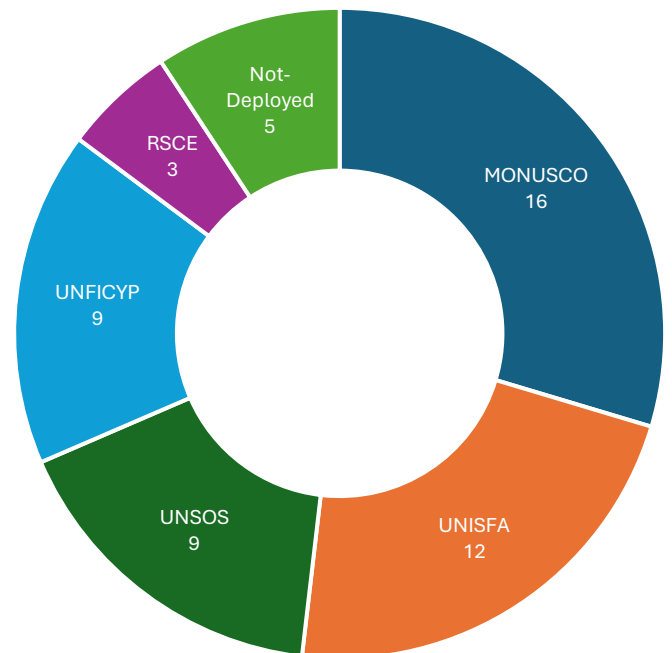
Mode of Participation: All except four participants were interviewed in-person. The four participants that were interviewed online were non-deployed WOC-graduates.

2.3   Data Analysis

A KJ analysis was conducted after in-person interviews. The KJ analysis method is a sense-making technique for understanding qualitative data by labelling and grouping concepts into related themes. The process included:

1. **Data organisation:** Grouping interview responses into related categories.
2. **Pattern identification:** Identifying recurring themes or patterns across interview responses.
3. **Insight generation:** Analysing the data to generate insights on training strengths, weaknesses, overall effectiveness, and strategies for improvement.
4. **Summary and recommendations:** Summarizing key findings and presenting actionable recommendations for the development and improvement of UNCAP operations and training programs.
5. **Cross-checking:** All findings were cross-checked with existing data and reports, as well as with key stakeholders, to ensure relevance and accuracy.

2.4   Data Collection: Limitations

1. **Time:** There was limit time for TNA preparation and data collection.
2. **Language barriers:** Language barriers and diverse backgrounds among individuals can contribute to miscommunications during interviews.
3. **First-time learner bias:** Many interviewees, being first-time learners, exhibited a tendency to provide overly positive feedback, which could obscure genuine concerns.
4. **Limited observational access:** Inability to see all missions or activities may result in an incomplete assessment of the overall context and effectiveness of UNCAP trainings.
5. **Insufficient time in-mission:** Limited time in missions limited data collection and learning.
6. **Military/police bias towards not expressing challenges:** Individuals with military or police backgrounds may be less inclined to openly express challenges due to institutional norms or cultural expectations that prioritize stoicism or resilience. This could lead to underrepresentation of issues or concerns within these groups during data collection.

PART 2:
UNCAP Organisational Assessment

3

ORGANISATIONAL ASSESSMENT AND STRATEGIC OBJECTIVES

ORGANISATIONAL ASSESSMENT AND STRATEGIC OBJECTIVES

This TNA presents five strategic objectives (SOs) designed to enhance UNCAP's training and operational frameworks. These objectives collectively aim to bridge the identified gaps between UNCAP's current operations and UNCAP's future potential as a leading training center in the region. The recommendations for addressing these gaps are summarized below and presented in detailed table format in the subsequent pages, providing a clear roadmap for strategic enhancements.

Strategic Objective 1: To enhance UNCAP presence among and communication with relevant stakeholders.

SO1 focuses on enhancing UNCAP's visibility and interaction with relevant stakeholders to deepen understanding and support for UNCAP's mission and objectives. This involves initiatives to upgrade communication channels and improve informational dissemination to ensure all stakeholders are well-informed and engaged.

Strategic Objective 2: Streamline processes to improve efficiency in participant selection, course planning, coordination, and optimization.

SO2 targets the streamlining of processes related to participant selection, course planning, and coordination. By refining these procedures, UNCAP can boost the efficiency and responsiveness of training operations.

Strategic Objective 3: Enhance course content so it is in alignment with mission needs.

SO3 emphasizes the need to align course content more closely with the specific professional and operational requirements of the missions we support.

Strategic Objective 4: Optimize course delivery to maximize impact and reach.

SO4 seeks to optimize the delivery methods of UNCAP courses, particularly through the adoption of advanced technological solutions and the removal of language and engagement barriers.

Strategic Objective 5: Strengthen course follow-up procedures to maximize the institutional learning and evolution of UNCAP.

Strengthening follow-up procedures post-training will maximize institutional learning and ensure the continuous evolution of training programs.

Strategic Objective 1
Enhance UNCAP presence among and communication with relevant stakeholders.

Priority Area		Action Items		Status
1.1	**Increase familiarity and understanding of UNCAP's mission and objectives among missions.**	1.1.1	Disseminate an UNCAP Factsheet that articulates its mission, objectives, and scope of activities clearly. (In progress)	In Progress
		1.1.2	Share annual course calendars at the start of each academic year.	In Progress
		1.1.3	Enhance UNCAP visibility by updating website. (In progress)	In Progress
		1.1.4	Increase publicity through social media (Twitter and LinkedIn).	Pending
		1.1.5	Formalize maintenance of website on a quarterly basis with updated information about courses, eligibility criteria, and application procedures.	Pending
1.2	**Establish consistent communication channels and protocols with stakeholders to ensure timely dissemination of information about UNCAP courses and offerings.**	1.2.1	Conduct annual, monthly, and quarterly meetings with mission focal points to update them on UNCAP happenings and identify novel training needs and/or gaps. (In progress)	In Progress
		1.2.2	Implement official communication protocols (in alignment with an SOP) to streamline information dissemination about courses, participant selection, trainer selection, and course timelines.	Pending
		1.2.3	Communicate transparently about the course selection process, including reasons for nominations and non-selections, as well as course cancellations, to address concerns among participants, foster trust, and to ensure satisfaction.	Pending
1.3	**Define and communicate UNCAP's role in the transition of AU-PSOs clearly to all stakeholders.**	1.3.1	Brainstorm how UNCAP's comprehensive strategic mission, vision, and objectives align with the UN-AU transition.	Pending
		1.3.2	Explore UNCAP's potential role as a central coordinator for courses and training initiatives, particularly in supporting the transition of AU peace support operations.	Pending
		1.3.3	Assess the feasibility of reallocating UNCAP's budget to support AU transition missions, ensuring alignment with strategic objectives and available resources.	Pending

Issue Area Addressed:
Lack of UNCAP presence, awareness, and communication with relevant stakeholders.

Strategic Objective 2

Streamline processes to improve efficiency in participant selection, course planning, coordination, and optimisation.

Priority Area		Action Items		Status
2.1	**Update Standard Operating Procedures (SOPs) to guide course development and ensure dissemination and ensure consistency and efficiency.**	2.1.1	Develop and integrate guidelines for effective timeline management, establishing communication protocols with missions, and enhancing coordination with relevant stakeholders.	In Progress
		2.1.2	Collaborate with mission focal points to standardize the dissemination of course information to both military and police personnel through mission training focal points.	In Progress
		2.1.3	Facilitate the creation of Centralized Course Directories (CCDs) with missions to standardize on-site courses and streamline operations across UN Peacekeeping Operations (PKOs).	Pending
		2.1.4	Partner with missions to formulate SOPs for training-target positions, ensuring these SOPs are regularly updated by existing staff to enhance job-relevant knowledge retention and handover.	Pending
		2.1.5	Establish comprehensive guidelines for participant selection.	Complete
2.2	**Implement integrated management solutions to streamline selection process and course planning.**	2.2.1	Develop an online platform for tracking uniform personnel attendance and training records, replacing paper-based systems.	In Progress
		2.2.2	Launch a mobile application for personnel to check-in electronically, streamlining attendance management.	In Progress
		2.2.3	Develop and maintain a database of trained personnel who are potential trainer candidates	In Progress
		2.2.4	Shift to online applications and incorporate intelligent data capture and document processing technologies to optimize the selection process.	Pending
		2.2.5	Conduct regular reviews of governmental mandates to tailor participant selection to departmental needs.	Pending
2.3	**Address logistical and financial hurdles for peacekeepers participating in UNCAP courses.**	2.3.1	Ensure course schedules are confirmed and communicated to missions at least three months in advance.	In Progress
		2.3.2	Maintain timely and effective communication with missions to facilitate scheduling and request processing.	In Progress
		2.3.3	Coordinate in advance with aviation and operations departments to streamline travel arrangements for peacekeepers, especially those from the African Union needing flight tickets.	In Progress
		2.3.4	Develop and update guidelines regularly for integrating AU peacekeepers into UN-based training programs.	Pending
		2.3.5	Recruit dedicated HR personnel to assist with logistical support for peacekeepers. Alternatively, establish a designated HR contact within the Regional Service Centre for Entebbe (RSCE) to expedite logistical processes for AU peacekeepers needing to travel for trainings.	Pending
2.4	**Ensure timely and effective training to maximize job**	2.4.1	Collaborate with mission focal points to develop a training timeline that aligns with the onboarding / deployment schedule of uniformed personnel in missions. Where possible, prioritize early training for individuals to ensure timely acquisition of necessary skills for job success.	Pending

functionality and knowledge dissemination.

	Action Items	Status
2.4.2	Develop and maintain role-specific training lists to ensure individuals receive the necessary training relevant to their job roles. Partner with missions to build comprehensive training databases based on job roles.	Pending
2.4.3	Utilize the UNCAP website and other communication channels to distribute recommended training lists based on job roles.	Pending
2.4.4	Formulate a detailed training plan that outlines job-specific training requirements for personnel following their deployment.	Pending

Issue Area Addressed:
Outdated systems and processes leading to inefficiencies in course planning, coordination, and optimization.

Strategic Objective 3
Enhance course content so it is in alignment with mission needs *(developed comprehensively in Part 3)*.

Priority Area		Action Items	Status
3.1	**Emphasize fundamental principles.**		
		3.2.1	Incorporate broad, non-vendor-specific examples into the course when it comes to equipment repairs. If participants can understand the broader logic of how software and equipment work, they will be better prepared to resolve issues on their own.	In Progress
		3.2.2	Expand training on general troubleshooting, analytical thinking, and emergency communication protocols, including radio training essential for all mission members.	Pending
3.2	**Increase courses and content relevant to UNPOL.**	3.3.1	Focus on developing interoperable training content tailored for police and military personnel.	In Progress
		3.3.2	Develop police-specific course content, examples, and exercises within existing courses to tailor training to the needs of police personnel. If necessary, develop police-specific courses.	In Progress
		3.3.4	Consider mission demands and assets for military and police when sending out criteria for participant selection (for instance, no need for UNSOS UNPOL at M-UAS as they never fly drones).	In Progress
		3.3.5	Redesign the practical exercise in the WOC so that it is less military-heavy.	In Progress
3.3	**Develop easily accessible reference materials and resources for participants.**	3.4.1	Implement and maintain a Learning Management System (LMS) that provides ongoing access to course materials, resources, and reference documents for all participants.	In Progress
		3.4.2	Enhance support for all participants by offering additional resources, such as instructional videos, to aid learning before, during, and after courses.	Pending

Issue Area Addressed:
Current training offerings do not fully maximize participant's ability to effectively engage with and apply the training to their roles in the mission context.

Strategic Objective 4

Optimize course delivery to maximize impact and reach *(developed comprehensively in Part 3)*.

Priority Area		Action Items		Status
4.1	**Improve access to laptops and connectivity to maximize learning opportunities for personnel**	4.1.1	Establish tablet rental centers with a checkout system to support personnel who lack personal devices.	Pending
		4.1.2	Implement mobile vehicle units that travel to different sectors to distribute tablets, ensuring wide accessibility.	Pending
		4.1.3	Encourage missions to arrange split-room setups in missions to provide adequate connectivity and infrastructure for effective virtual learning.	Pending
4.2	**Address language barriers**	4.2.1	Train trainers to use slow, clear speech to improve comprehension for non-native speakers.	In Progress
		4.2.2	Deploy interpretation devices during sessions to overcome language obstacles.	Pending
		4.2.3	Integrate English proficiency assessments in the application process, including a short essay to evaluate language skills.	Pending
4.3	**Enhance participant engagement (especially in-missions)**	4.3.1	Use culturally relevant teaching methods and materials to resonate with diverse participant backgrounds.	Pending
		4.3.2	Highlight the practical relevance of the courses to enhance participant motivation and perceived value.	Pending
		4.3.3	Develop platforms for ongoing feedback, allowing for real-time course adjustments based on trainee input.	In Progress
		4.3.4	Provide supplementary resources like instructional videos and additional office hours to support learners who need extra help.	Pending
		4.3.5	Secure more funding to increase the scope of mobile trainings to train more participants effectively.	Pending
4.4	**Kick-off and expand the usage of VILT**	4.4.1	Organize brainstorming sessions to explore and identify the best applications of VILT based on actual field demands.	In Progress
		4.4.2	Utilize VILT during pre-deployment to reduce the logistical burdens of physical training sessions.	Pending
		4.4.3	Leverage VILT for continuous professional development, such as workshops and seminars on the latest technologies.	Pending
		4.4.4	Incorporate social interactions in VILT, replicating the informal benefits of in-person training to enhance learning and networking among participants.	Pending

Issue Area Addressed:

Current training delivery (especially in missions) does not fully capture participant attention.

Strategic Objective 5
Strengthen course follow-up procedures to maximize the institutional learning and evolution of UNCAP.

Priority Area		Action Items		Status
5.1	**Establish systematic follow-up procedures to track the progress of participants and identify talent for advancement.**	5.1.1	Develop a comprehensive participant tracking database to facilitate the identification of talent and selection of trainers for future courses.	In Progress
		5.1.2	Complete training evaluation analysis and reports within 1-week of training completion.	Pending
		5.1.3	Provide acknowledgment letters for successful participants to facilitate their continued participation in advanced training opportunities.	Pending
5.2	**Develop formal systems for keeping personnel updated on new and evolving technologies relevant to their roles.**	5.2.1	Leverage the Learning Management System (LMS) and participant tracking databases to provide continuous updates on new technologies and relevant training resources.	Pending
		5.2.2	Establish dedicated resources for technological skill development, including workshops, seminars, and online modules.	Pending
		5.2.3	Develop and disseminate training videos and guides on new equipment and software, reducing the time participants spend on self-study through manuals.	Pending
5.3	**Implement and follow robust monitoring and evaluation frameworks to assess training effectiveness and identify areas for improvement.**	5.3.1	Create comprehensive monitoring and evaluation frameworks to assess the effectiveness of training programs and ensure they meet organizational goals. Automate processes.	In Progress
		5.3.2	Implement routine assessments to pinpoint areas for improvement and ensure alignment of training initiatives with organisational objectives. For example, hold different working groups to brainstorm areas for development (i.e. Innovation and Technology, Data Analytics)	In Progress
		5.3.3	Organize quarterly online meetings with stakeholders from various missions to discuss and iterate on course content and address evolving needs.	In Progress
		5.3.4	Formalize updates to training programs to maintain their relevance in response to new operational needs and technological advances.	In Progress
		5.3.5	Generate and disseminate reports that showcase how feedback from these evaluations is incorporated into training enhancements, building trust and support across missions.	Pending

Issue Area Addressed:
Gaps in course follow-up minimize leveraging challenges as opportunities for future trainings.

PART 3:
Training Needs Assessment

4

WOMEN'S OUTREACH COURSE

WOMEN'S OUTREACH COURSE (WOC)

Course Overview

The Women's Outreach Course was inaugurated in 2016 in direct response to Security Council Resolution 2122 (2013), which encourages troop and police-contributing countries to address gender imbalances by increasing the representation of women military and police in deployments to UN peacekeeping operations. This specialized training is tailored for female military signals and police ICT specialists. Since its inception, there have been 12 editions of the WOC training. The course is currently offered two times per year, with one session conducted in English, and one in French.

The training curriculum encompasses essential knowledge and skills related to command, control, communications, operations, and planning systems, as well as pertinent UN policies, regulations, and standard operating procedures. This equips participants with the necessary background to prepare for deployment, including a solid understanding of UN mandates, the role of ICT in missions, and familiarity with UN-owned equipment.

The course spans two weeks and is divided into two components: a signals technical segment and a staff officers' component. These segments are conducted in collaboration with UN trainers from the Integrated Training Centre (ITS). The training employs an interactive approach, blending theoretical instruction with hands-on practice and group exercises.

The Women's Outreach Course (WOC) was met with great enthusiasm and pride by its participants, who were honoured to be part of such an international cohort. Despite the rigorous nature of the program, the course content was highly valued and considered both relevant and beneficial for graduates of missions. Many participants described their involvement in the course as the highlight of their careers, with one participant even labelling it as the best experience of her lives. A key aspect of the course's appeal lay in its practical exercises, particularly activities such as satellite configuration and M-UAS exercises, which participants found both thrilling and intellectually engaging. Additionally, the course provided a unique opportunity for participants to interact with diverse cultures and women from around the world, fostering a deep sense of fulfilment and rewarding experiences in their careers.

Course Assessment

5.1 Nominations, Planning and Communications

Prioritise automating aspects of the planning process to optimize manpower, enhance efficiency, and expedite operations, particularly concerning stakeholder communications and participant selection.

5.1.1 **Develop comprehensive SOPs** covering all facets of the course (timelines, selection procedures, course logistics, content delivery, evaluation, and revisions).

5.1.2 **Establish a centralized repository**, within SharePoint, containing standardized templates (forms, emails, and faxes).

5.1.3 **Create reference sheets for each course module** (supplies and venues) to streamline planning.

5.1.4 **Generate detailed calendar plans and flow charts** to guide the nomination and selection process *(In progress)*.

5.1.5 **Ensure timely and transparent communication with all stakeholders**, aligning with predetermined timeframes outlined in the planning documents.

5.2 Selection of Participants

Enhance the nomination and selection process by standardizing nomination forms and automating data collection to ensure uniformity and efficiency.

5.2.1 **Standardise nomination forms** across military and police units to ensure uniformity and ease of evaluation.

5.2.2 **Automate data collection** by utilizing online applications or intelligent data capture software.

5.2.3 **Develop explicit selection criteria and a standardized rubric** for evaluating applications, promoting fairness and consistency in the selection process *(In progress)*.

5.2.4 **Eligibility Clarification:** Clearly define WOC eligibility criteria, incorporating considerations such as diversity of countries, language proficiency, and relevant background experiences (i.e. mission experience).

5.2.5 **Application Quality Assessment:** Consider assessing applications based on the quality and completeness of submissions, offering insights into participants' engagement and suitability.

5.2.6 **Language Proficiency Evaluation:** Introduce a short writing requirement in English and/or French to assess language proficiency more accurately, ensuring effective communication during the course.

5.3 Content

Consider creating an online component or orientation to maximize in-classroom practical learning time. **Create** more practical-based lessons and exercises in lieu of heavy theory. **Continue incorporating** police components.

CPTM and STM

5.3.1 **CPTM/STM is very well appreciated by participants.** Do not shorten but consider moving parts of it to an online orientation before the course itself to maximize the review sessions (more in course delivery).

5.3.2 **Spend more time developing the function of U/G6 staff.**

5.3.3 Spend more time on the modules covering **women and child protection.**

FTS Modules

5.3.4 **Revise FTS modules to eliminate basic lessons** and customize content to align with U/G6 staff functionalities.

5.3.5 **Include more practical exercises into the FTS modules.**

M-UAS and WOC Integrated Training Exercise

5.3.6 The **M-UAS and WOC integrated training exercise is well appreciated by all participants**.

5.3.7 **Modify MPKI lessons** and allocate additional periods to prepare participants for the Joint Exercise with Micro-UAS, focusing on G6 staff functions.

5.3.8 **Add a real time demo for the M-UAS to fly** and see the roadblock. There should be a roadblock to enhance the reality of the exercise.

Course Additions

5.3.9 **Further develop and integrate cybersecurity components** into the course curriculum.

5.3.10 Create **comprehensive training modules focusing on advanced signals intelligence**.

5.3.11 Incorporate modules aimed at **empowering women to succeed in leadership positions**, covering topics such as leadership, diplomacy, negotiations, and cultural awareness.

5.3.12 **Remove VLAN configuration lessons** and include real-world network configuration scenarios to enhance relevance and practicality.

5.3.13 Consider **replacing PowerBI with Microsoft 365 practical sessions.**

Balancing Military and Police

5.3.14 **Augment the course content with more police-specific examples** to cater to the diverse backgrounds of participants and enhance relevance.

5.3.15 **Retain both military and police participants in the course to promote interoperability** and facilitate real-world practice.

5.3.16 **Increase the number of police instructors.**

5.4 Delivery

Optimize the mode of training delivery to improve participant engagement and learning outcomes.

5.4.1 **Sequence lessons chronologically** to facilitate better understanding and retention among participants.

5.4.2 **Incorporate practical examples into theoretical lectures** to enhance participant interest and comprehension. Currently there are too many theoretical classes, especially for FTS modules.

5.4.3 **Avoid classes through VTC** except for Guest Speakers.

5.4.4 **Ensure availability of necessary labs** – CISCO and cyber – to facilitate practical exercises and hands-on learning experiences.

5.4.5 **Establish a Microsoft 365 Lab** to facilitate training without relying on individual licenses of instructors.

5.4.6 **Send reading material in advance,** at least one month before the training and provide guidance on effective reading strategies and content engagement to optimize learning.

5.4.7 **Expand CPTM recap sessions** to ensure participants grasp key concepts and understand the UN mission structure, A minimum of three periods to give a clear idea about the UN mission, is recommended, alternatively:

5.4.8 **Conduct an online orientation** covering broad course contents and preliminary CPTM/STM modules to prepare participants and alleviate initial shock upon arrival. It is very difficult to get an idea about the UN PKO by only reading the CPTM.

5.4.9 **Implement / continue daily lesson recaps** to reinforce learning and improve retention among participants.

5.4.10 **Upload lessons module-wise** instead of week/day-wise to facilitate easier tracking and navigation for participants.

5.4.11 **Course duration:** The course was perceived as too short and intense by several participants, cramming a lot of information in a short period. This was especially the case for individuals who lacked an ICT/signals background. There could be an additional orientation or reading guide to help these individuals before the training. Alternatively, shifting the CPTM/STM to an online pre-course could lead to more time during the course.

5.4.12 **Navigating cultural differences** presented a challenge during the course delivery; however, it was also recognized as a valuable learning opportunity. Providing participants with a dedicated time for reflection at the end of such experiences can transform these challenges into important learning lessons, fostering greater cultural understanding and competence among participants.

5.4.13 **The presence of a diverse range of instructors was highly appreciated**, as it provided participants with multiple perspectives and expertise to learn from. This diversity in instructors enriched the learning experience, offering participants a broader understanding and insight into the subject matter.

5.5   Well-Being

Ensure students have enough time for quality rest and recuperation.

5.5.1   Participants would like **recommendations for safe places to visit** during their free time.
5.5.2   **Insufficient free time in the evenings,** attributed to the rigorous demands of the course, particularly impacted participants who were struggling. Many found themselves dedicating extra hours to organising and preparing for the following day's sessions, highlighting the need for a more balanced schedule to support participant well-being.
5.5.3   **Noise disturbances** in some hotel accommodations affected participants' comfort and concentration.

5.6   Monitoring and Evaluation

Follow-up with courses in a timely fashion so that newly identified gaps can be improved upon.

5.6.1   **Ensure proper training reports are written within 1-week of delivery.**
5.6.2   Establish formal documents and mechanisms for monitoring and evaluating the training program's effectiveness.
5.6.3   **Curriculum review every three years** to ensure its relevance, effectiveness, and alignment with evolving objectives and participant needs.

5.7   Alignment

While the WOC is well-received by graduates, it is not fully meeting the UNCAP mandate as participants are not being deployed.

5.7.1   **Clarification is needed regarding the primary purpose of the WOC.** Is it solely to empower women in military and police roles, regardless of deployment in UN PKOs? Or is it to build capacity in PKOs? If the latter, UNCAP should be communicating with UN to ensure more graduates are deployed.

5.7.2   While not all technical skills acquired during the course are being applied to PKOs, **participants actively shared their insights with other technical officers and contributed to technical working groups in their own countries**, promoting knowledge exchange and collaboration.
5.7.3   **Knowledge-loss seems limited** as a lot of the skills gained are applied within TCCs and PCCs.
5.7.4   **UNCAP to try to align nominations and participant selection with countries that are receiving UN invitations for peacekeeping**.
5.7.5   **UNCAP to advocate to New York for WOC graduates to be deployed.**
5.7.6   **UNCAP should consider implementing a peer mentorship program** whereby newly deployed graduates are paired with currently deployed graduates. This initiative aims to facilitate knowledge transfer, discussion of key skills, and refreshment of course knowledge, enhancing the effectiveness and confidence of deployed graduates in their mission roles.

5

M-UAS

MICRO-UAS

Course Overview

In collaboration with the French Army, UNCAP launched the first M-UAS training course in 2021. Prior to 2021, multiple missions were deploying M-UAS technologies with no standardized training procedure. There are three different levels of the course:

- United Nations Class I UAS Trainer *(qualified to train UAS Class I Operators under the supervision of a certified UAS Master Trainer)*.
- United Nations Class I UAS Operator.
- United Nations Class I UAS Assistant/ Visual Observer *(individual who did not pass operator test)*.

This TNA focuses on the M-UAS Remote-Pilot-Course. Overall, the M-UAS course was appreciated for its depth, detail, and practical applicability, offering participants a comprehensive skillset essential for mission success. Participants expressed positive sentiments about the program's content and delivery. They emphasized the course's relevance to deployment scenarios, citing significant improvements in their knowledge and skills compared to untrained peers. Supervisors echoed these sentiments, noting the distinct advantages of trained team members within their units. Additionally, trained individuals were recognized for their proactive knowledge-sharing through informal mentoring of colleagues.

The course effectively introduced cutting-edge technology and data sources, with drone imagery surpassing the quality of satellite imagery. Participants praised the thoroughness of the training sessions, which included detailed explanations, practical demonstrations, and ample opportunities for hands-on practice. Trainers were commended for their attention to detail, adaptability to weather conditions, and utilization of simulators during adverse weather, ensuring uninterrupted learning experiences. The comprehensive nature of the course was evident through its varied exercises, covering diverse flying scenarios such as manoeuvring through buildings and navigating obstacles like trees. Moreover, participants valued the inclusion of airspace rules in the curriculum, highlighting the course's attention to detail and commitment to providing a well-rounded training experience.

Course Assessment

6.1   Logistics

Streamline pre-training preparations to facilitate the readiness of equipment and communication with relevant stakeholders.

Training Preparations and Coordination

6.1.1   **Develop SOPs regarding pre-training preparations** (especially related to aviation guidelines), to ensure preparation process is streamlined and no details are missed. Incorporate instructor needs into SOPs.

6.1.2   **Prepare and approve draft Certificates** before the start of the course.

6.1.3   **Trainers from WOC and M-UAS to have a meeting at least six weeks in advance** of the course to plan the joint exercise / timetable.

Equipment Management and Maintenance

6.1.4   **Develop a system for tracking equipment usage and scheduling maintenance** to prevent disruptions during training sessions. *(In progress)*

6.1.5   **Establish protocols for equipment maintenance, repair, and replacement** to ensure that all training equipment is operational and readily available for use. *(In progress)*

6.1.6   **Keep medical clinic informed about the training**, especially on the day of the night flight.

6.1.7   **Create a format for recording flying of drones** to be maintained by the instructors.

External Communications

6.1.8   **UPDF should continue to provide a separate liaison officer** in addition to two students attending the course.

6.1.9   **Coordinate a 30-minute demonstration for the students of Merryland High School** as a goodwill gesture and to address the curiosity of the children.

6.1.10   **All dealing and arrangements with Merryland High School must continue through UPDF** (with UNCAP staff kept in the loop). Instructors must avoid dealing directly with the school.

6.2   Participant Selection

Integrate clear medical and role-specific criteria to maximize student success and post-training usage of skills.

6.2.1   **Leverage monthly meetings with mission focal points** to clarify selection criteria. Include criteria related to eyesight and medical fitness in the selection process to ensure suitability for the course. Sample medical guidelines for Class I M-UAS pilot medical certification standards are included in *Figure 1*.

6.2.2   **Include details about relevant roles and ranks in communications with missions.** UNCAP to determine the need for civilians, to ensure continuity of the program.

6.2.3   **Secure trainers prior to selecting participants**, to minimize cancellations related to not meeting the instructor-to-student ratio.

6.2.4   **Maintain an instructor to student ratio of 1:3.**

6.2.5   **Consider mission demands and assets for military and police when sending out criteria for participant selection** (for instance, no need for UNSOS UNPOL at M-UAS as they never fly drones).

6.3   Course Content

Further integrate mandatory pre-training components, **expand** practical exercises, and **enrich** curriculum with advanced modules on data management and technical skills.

Pre-Training

6.3.1   **Clearly communicate to mission training focal points the need to complete the preliminary online training**, especially as AU is introduced to the courses (UNSOS was not aware of this requirement).

6.3.2   **Communicate the need for the pre-training in a timely fashion to selected students**. Automate as part of the welcome email.

6.3.3   **Implement additional pre-training materials for participants without prior UAV experience**.

6.3.4   **Provide online resources** for those who have never flown before.

Content Enhancement

6.3.5   **Consider shortening some of the theoretical components** (or making them a mandatory pre-training online lecture) to reduce time spent on theoretical aspects during physical training.

6.3.6   **Increase the number of practical exercises and flight time during the course**.

6.3.7   **Introduce modules on data collection, data analysis, and intelligence to improve the effectiveness of M-UAS operations.** More focus is also required on the data management and the data transfer part of the UAS system.

6.3.8   **Further develop a module on the technical aspects of equipment and software.** Include issues of licensing in these modules.

6.3.9   **Integrate modules on ethical considerations** into the course curriculum to educate participants on ethical guidelines and privacy concerns.

6.3.10 **Align course content with international standards** to enhance the credibility and relevance of the program. Although UNCAP is not authorized to give licensing, they can work with international entities to ensure that courses align with their level of accreditation.

6.3.11 **Consider creating an advanced training module for M-UAS on battle space management** within dynamic and complex operational environments.

6.3.12 **Have more division between ToT and RPC, so ToT can really develop teaching skills.**

6.4   Delivery

Enhance student engagement through continuous assessment, while ensuring all necessary resources and supports, like translators and proper equipment, are readily available for effective course delivery.

Recommendations for Instructors

6.4.1   **Check the availability of training facilities** (room, type of computer/laptop, compatibility of display ports...) in advance. Advisable to carry / arrange for HDMI cables / adaptors, mini portable speakers, and pointers.

6.4.2   **Ensure that the timetable and pre-course is finalized and updated at least 30 days in advance** of the course for sharing with the participants and organising offices.

6.4.3   **Ensure that the lectures are updated two days before the course** for conversion into PDF files to be shared with the students on the first day of the course. The course material was shared with all students using USB drives provided by UNCAP.

6.4.4   From the first practical session, instructors should **identify the students who may require more flight time** to achieve the same level as more advanced students, to provide more attention and guidance to them during the remaining practical sessions.

6.4.5   **Ensure and coordinate all printing work and responsibilities** before the commencement of the course.

6.4.6   **Carry mosquito repellent for the night flying** or tell students before attending to bring it with them.

6.4.7   **Carry water and sunscreen for the daytime flying modules.**

6.4.8   **Ensure that there is a translator present for the duration of the course to assist the French trainers.**

Mode of Instruction

6.4.9   **Consider a blended learning approach** where theoretical components are covered online, allowing more time for practical training during on-site sessions.

6.4.10 **Implement continuous assessment and evaluation throughout the course** to better

monitor student progress and address learning gaps more quickly.

6.4.11   **UNCAP to provide traffic cones** to mark the flying areas during practical classes.

6.4.12   Use a **pre-test sample as a non-graded assessment to tool to determine pre-existing subject knowledge.** This can be used for course planning for the next course.

6.4.13   **UNCAP to procure a generator set.**

6.4.14   **Flashlights required for night flying lessons.**

6.4.15   **Write endorsements for successful students** to encourage their supervisor to release them for future trainings.

6.4.16   **Integrated training with WOC (including the joint planning processes and utilization of Unite Aware) is well appreciated by all participants.** It should be further refined and repeated with all courses in the future.

6.5   Monitoring & Evaluation

Strengthen M&E by promptly generating training reports and creating formal communication channels for ongoing feedback during the course.

6.5.1   **Ensure proper training reports are written within 1-week of delivery**.

6.5.2   **Establish formal documents and mechanisms for monitoring and evaluating** the training program's effectiveness.

6.5.3   **Data collection must be seen as separate to monitoring and evaluation.**

6.5.4   **Create channels for students to update UNCAP and missions on equipment status during and after the course.**

6.6   Alignment to Mission Needs

Continue aligning training to mission needs by training civilians as TOTs, and by **offering** ongoing online workshops for evolving technologies.

6.6.1   To maximize the retention of knowledge and ensure the long-term sustainability of in-mission training courses, **consider training civilians as Trainers of Trainers**.

6.6.2   **Speak with mission focal points to better understand the target group** – consider extending training to different military units within missions to ensure broader coverage and capability enhancement.

6.6.3   **Offer periodic online seminars or workshops as equipment and software evolves and updates**.

6.6.4   **Assign graduates to a trained FTS technician** to supervise them for post-training practice, as it must occur periodically and consistently. Across missions, individuals reported the lack of practice as being the greatest obstacle.

6.6.5   **Develop a strong understanding of when contractors do flying vs when uniformed personnel fly** (discuss with mission focal points).

6

UNITE AWARE

UNITE AWARE

Course Overview

The Unite Aware course is recognized for its usefulness and effectiveness, especially in equipping participants with practical skills for daily operational tasks. Its pedagogical approach is tailored to suit adult learners, ensuring effective comprehension and application. The course offers well-formatted tasks that facilitate seamless engagement with the software. In the Tier 2 level, participants have the invaluable opportunity to gain hands-on experience with the software, which is particularly advantageous given the limitations of the Foundational course. The discrepancy between the Foundational course and actual operational activities underscores the significance of the practical orientation provided by the Unite Aware course. Moreover, the instructors overseeing the courses were all commended by participants.

This section outlines findings and recommendations gathered from UNFICYP (mostly) and UNSOS.

Course Assessment

7.1   Logistics

Address domain issues hindering ATMIS access, and advocate for a top-down acceptance strategy.

7.1.1   **Address domain restrictions** preventing ATMIS accounts from accessing Unite Aware, managed by UN in Brindisi.

7.1.2   **Address ATMIS security concerns** regarding Unite Aware – ATMIS concerned that UN is spying on them.

7.1.3   **Implement a top-down approach from New York** to facilitate rapid acceptance and integration of Unite Aware by missions.

7.1.4   **Provide an easily accessible bibliography of course materials** to enhance learning resources.

7.1.5   **Schedule courses earlie**r to allow individuals ample time for preparations.

7.1.6   **Develop mission-specific courses** to be conducted at the onset of deployments, offering tailored training to specific audiences, ideally with two sessions per mission annually.

7.2   Content

Tailor scenario exercises to meet mission-specific needs, and further develop data analysis content.

7.2.1   Differing views exist regarding the validity of the **CARANA scenario exercise**, with some individuals finding value in learning about different contexts (especially if that individual had dual responsibilities across missions).

7.2.2   **Integrate mission-specific training scenarios** to improve relevance and learning outcomes, particularly for missions like UNFICYP operating in a unique buffer zone context.

7.2.3   **Incorporate more data analysis** into Unite Aware.

7.2.4   Individuals reported obtaining about 20% new skills, not enough new content in the modules.

7.2.5   **Require Unite Aware training for all intelligence personnel** (JOC or JMAC), alongside soft skills training on intelligence sensitivity to prevent information protection errors.

7.2.6   **Explore the development of a specialized Unite Aware module** to meet specific mission needs and challenges.

7.3   Delivery

Redesign course to fit within 1-week.

7.3.1   **Address the challenge of participants needing to be in a silent place while hard-wired into the internet**. This made working from home challenging. Instructors spent a lot of time fixing this issue throughout the course. Improve accessibility by exploring options for home login and ensuring compatibility with different internet setups.

7.3.2   Relatedly, **resolve issues related to participants working from the mission** due to connectivity issues and the requirement to switch on cameras, which caused distractions. Just because individuals were released from the training did not mean that others in the mission were not chasing them for some deliverable.

7.3.3   **Consider restructuring the course format to accommodate participants' preference for a more intensive learning experience**, such as condensed 3–4-day sessions instead of spread-out weekly sessions.

7.3.4   **Review the grading system** to address concerns about group grading versus individual marks, aiming to minimize free-riding and ensure clearer understanding.

7.3.5   **Develop more precise and tailored modules** to meet specific job0role needs (FTS in UNFICYP is already working on this), so that individuals can do more tailored courses based on their specific job-role needs. Individuals report that Unite Aware is quite intuitive for anyone with a technology background, so the more tailored modules can offer a better return on investment.

7.3.6   Diversity of backgrounds made group-work challenging at times. While this is the *modus operandi* of the UN, some participants would have preferred to have a mission-specific training where they could learn about working with those in their missions.

7.3.7   **Implement in-mission trainings on Unite Aware** to expand training reach, potentially utilizing mobile tablet vehicles as described in SO 4.1)

7.3.8   Individuals prefer a **complete in-person training, or a complete online training** (like Foundations) where one can complete it by themselves at their own schedule. The in-between was not appreciated given the pressure it put on existing workload.

7.4   Alignment

7.4.1   **Unite Aware supports senior leadership in decision-making processes** by providing accurate information, data analysis, and statistics for operational and analytical purposes.

7.4.2   **Leverage the background in education that several uniformed personnel in UNFICYP possess** when designing or updating Unite Aware modules to ensure relevance and effectiveness.

7

CONCLUSION AND NEXT STEPS

CONCLUSION AND NEXT STEPS

In conclusion, the Training Needs Assessment (TNA) conducted for UNCAP has provided a preliminary overview of the organisation's current capacity and training courses, revealing key challenges and areas for improvement. Through in-depth interviews, data analysis, and course evaluations, several strategic objectives have been identified to enhance UNCAP's training programs and better meet the needs of peacekeeping operations.

To maximize the impact of this TNA on UNCAP objectives, the following are recommended:

- Working with subject-matter experts to thoroughly assess course content and create Course Control Documents. *(In progress)*
- Developing all relevant SOPs for course preparation, delivery, and evaluation. *(In progress)*
- Developing relevant course-template emails, forms, faxes, etc. *(In progress)*

As peacekeeping continues to evolve with increasing technological demands, UNCAP is ideally positioned to lead in training and development. This report sets the direction for future initiatives, ensuring that UNCAP remains at the forefront of preparing peacekeepers for the challenges of tomorrow.

Annexes

Figure 1. Unmanned Aircraft Pilot Medical Certification Requirements, Federal Aviation Administration - https://irp.fas.org/program/collect/ua-pilot.pdf

Distant Vision	20/20 or better in each eye separately, with or without correction.
Near Vision	20/40 or better in each eye separately (Snellen equivalent), with or without correction, as measured at 16 in.
Intermediate Vision	20/40 or better in each eye separately (Snellen equivalent), with or without correction at age 50 and over, as measured at 32 in.
Colour Vision	Ability to perceive those colours necessary for safe performance of pilot duties.
Hearing	Demonstrate hearing of an average conversational voice in a quiet room, using both ears at 6 feet, with the back turned to the examiner or pass one of the audiometric tests.
Audiology	Audiometric speech discrimination test (Score at least 70% discrimination in one ear): <u>500 Hz</u> <u>1000Hz</u> <u>2000Hz</u> <u>3000HZ</u> Better Ear 35Db 30Db 30Db 40Db Worse Ear 35 Db 50Db 50Db 60Db
Ear, nose, and throat	No ear disease or condition manifested by, or that may reasonably be expected to be manifested by, vertigo or a disturbance of speech or equilibrium.
Blood Pressure	No specified values stated in the standards. 155/95 Maximum allowed.
Electrocardiogram	At age 45 & annually after age 40
Mental	No diagnosis of psychosis or bipolar disorder or severe personality disorders.
Substance Dependence & Substance Abuse	A diagnosis or medical history of substance dependence is disqualifying unless there is established clinical evidence, satisfactory to the Federal Air Surgeon, of recovery, including sustained total abstinence from the substance(s) for not less than the preceding 2 yrs. A history of substance abuse within the preceding 2 yrs. is disqualifying. Substance includes alcohol and other drugs (i.e., PCP, sedatives and hypnotics, anxiolytics, marijuana, cocaine, opioids, amphetamines, hallucinogens, and other psychoactive drugs or chemicals.)
Disqualifying Conditions *Note: Pilots with these conditions may still be eligible for "Special Issuance" of a medical certificate.*	Examiner must disqualify if the applicant has a history of: (1) diabetes mellitus requiring hypoglycaemic medications; (2) angina pectoris; (3) coronary heart disease that has been treated or, if untreated, that has been symptomatic of clinically significant; (4) myocardial infarction; (5) cardiac valve replacement; (6) permanent cardiac pacemaker; (7) heart replacement; (8) psychosis; (9) bipolar disease; (10) personality disorder that is severe enough to have repeatedly manifested itself by overt acts; (11) substance dependence; (12) substance abuse; (13) epilepsy; (14) disturbance of consciousness without satisfactory explanation of cause; and (15) transient loss of control of nervous system function(s) without satisfactory explanation of cause.