Guide for the Linguapeace Need Analysis

Contents

1   Introduction

The Linguapeace Need Analysis has been executed by interviewing persons who have been actively involved in peacekeeping operations. The interview sheet used for these interviews can be found in the annex (Chapter 5).

Field experience and rank (at least at the level of the NCO, non-commissioned officer) have been the most important pre-selection criteria. If countries have participated in several peacekeeping operations it is also necessary to have a pool of respondents reflecting the diversity of countries visited. Make sure that respondents understand that the questions refer to their latest peacekeeping operation.

The Interviewsheet (see Chapter 5) has been developed to be completed by the respondent after a brief explanation by the interviewer. To our experience the interviews are most efficiently carried out by gathering a group of respondents supervised by one interviewer.

If respondents are interviewed in a group, care has to be taken that respondents fill up their sheet independently. The interview has been divided into two parts: the first part concerns rather general information concerning the respondent and his peace keeping experience, the second part contains questions on the language needs when performing specific peace keeping tasks.

After the respondent finishes the interview sheet the interviewer should make sure that especially the first page contains the correct and complete information.

The needs analysis is divided into two parts: collection of general data (Chapter 2) and collection of more specific language needs (Chapter 3). These chapters a brief instruction how to carry out the interview, while the second part contains the method how to abstract the results from the obtained data. In Chapter 4 you will find the results of this method applied to the Dutch data. Although only provisional data and conclusions are available at this moment, the Dutch example may well serve to illustrate the method described in Chapters 2 and 3.

The present needs analysis is restricted due to limited resources available. In the Dutch example given in Chapter 3 the total number of respondents was 16 and three was taken as the minimum number of respondents per category. In the case of the data presented in Chapter 3 there are 4 categoryes: 2 types of arms ('KMAR' and 'Marines') x 2 types of ranks (NCO's and officers). With the present small number of respondents, it is obvious that data interpretation has to be performed with a lot of precaution. The present analysis is only mend to give a slightly more solid basis for the results of the previous executed interviews with key persons. However, the method here described is applicable on high numbers of respondents too. In fact, it should be encouraged to interview as many persons as possible, as this will allow to extract more reliable conclusions.

2   Part 1 of the interview sheet: General data

2.1   The interview

2.1.1   General information

General information is required to classify the respondent, with arm of service, native language, rank and function being the most important parameters. As the number of respondents is very limited, they are only divided in two categories: non-commissioned officers and officers. As ranks in the armies of different countries are not equal, please contact PCT on how your respondents are

divided among the two categories before processing the data. Be aware that also different arms of service may use different ranks.

The obtained data are also important to make it possible to contact the respondent in case of difficulties interpreting the data during data processing. Make sure the place, name and telephone number of the respondent are made available.

2.1.2 Language information

Only numbers have to be filled in. It is not necessary that answers are very exact, an estimate will do (normally peace keepers will not have exact data on number of peacekeepers and nations involved in an operation, but for the interview it is sufficient to know whether there were troops of one, a few or many nations involved). Respondents speaking other languages (apart from their mother tongue and English) are asked to mention which languages they speak. The intention is to know in which languages respondents master at the working level (or higher).

2.1.3 Frequency of communication

Her the answers consist of circling either 'daily', 'weekly', 'sometimes' or 'never'. We experienced no problems concerning answering these questions, but during data analysis it has to be kept in mind that different respondents (NCO's and officers) may refer to different 'headquarters'.

2.1.4 Your activities during the last peace keeping operation

This question is mend to facilitate the answering of the second part of the interview. In this question includes all the activities (themes) mentioned in the second part of the interview. In principle the second part needs only answers to themes after which are put a cross in this question. However, to our experience, several respondents discovered that although they mention in this part of the interview that they were not actively involved in a theme, they realize during reading the issues mentioned for each activity in the second part, that they have executed part of the tasks mentioned. To get a complete picture of someone's activities, please ask them kindly to also read (briefly) the activities mentioned in part two of themes they think they have not been involved in.

2.2 Data processing

Data processing starts with the division of the respondents among the different categories: respondents of each arm of service will be divided among NCO's and officers.

Presentation of the of the data collected in part one can be limited to mention the number of respondents, the percentages of respondents mastering each of the mentioned languages and percentages of respondents actively involved in the different themes (clusters of activities). To make an easy overview possible, percentages considered high (above 70%) or low (below 30%) can be printed in red or blue, respectively. For easy detection of differences between categories it is helpful to put a '+' or a '−' beyond lines in which the percentages of the second column is more than double, respectively less than half that of the first column. If one of the columns contains a zero (0%), there is only put a '+' or a '-' if the other column contains on the same line a value above 50%.

The answers of frequency of communication has been transferred into a score ranging from 0 (all respondents report that they never communicated with the group of people referred to) to 100 (all respondents report daily communication). The score has been calculated by transferring the answers to values according to the following table:

answer	value
daily	5
weekly	1
sometimes	0.2
never	0

The score of all respondents are summed, divided by: (5 times the number of respondents) and multiplied by 100.

Example: of 3 respondents two answered they communicated weekly with English speaking colleagues and one daily. The communication score is then calculated as:

(1*5 + 2*1 + 0*0.2) / (5*3) * 100 =

7 / 15 * 100 =

47.

3. Part 2 of the interview sheet: Specific language information

3.1. The interview

The second part of the interview starts with the following information:

EXPLANATION

Please mention in the following part of the questionnaire which languages you have used during your last peace keeping operation and if you used these languages in reading, listening, speaking or writing. If you did not perform an activity just put a cross in the column irrilevant' and pass to the next line.

Example:

During your last peace keeping operation you did not had any communication with the headquarters. With your colleagues you talked in Dutch, Netherlands (N), but you had to write reports in both English(E) and Netherlands (N). Some of your colleagues came from France and to them you used to speak French (F). With the local population you spoke English and Croatian. With the local authorities you spoke Russian (RU). During all important meetings with the local population an interpreter was available.

All interpreters translated the local language (Croatian in this example) in English and visa versa. You did not had any contacts with the local military forces.

Names of languages are abbreviated: E = English, F = French, G = German, N = Nederlands, S = Slowakian, B = Bulgarian, R = Romanian, RU = Russian, SR = Serbian, CO=Croatian etc. If other languages were involved please write full name and abbreviation used.

Your interview sheet will in this case look like this:

Example	IMPORTANCE			USAGE			
	essential	useful	irrelevant	reading	Listening	speaking	Writing
communication with:							
headquarters			x				
Colleagues	N, E	F		N, E	N, E, F	N, E, F	N, E
Interpreter	E				E	E	
local authorities	RU	E			E, RU	E, RU	
local military forces			x				
local population	E	CO		CO	E, CO	E, CO	

All questions of the second part of the interview have to be answered in the same way: first indicate which language has been useful or essential and than indicate if these languages have been applied in reading, listening, speaking or writing. If correctly answered, for each activity the same languages are mentioned in the 'importance' and 'usage' columns. However, in some cases people may answer that a certain language is important, but they do not mention the language in the columns of 'usage'. To our experience this means in most cases that the language mentioned in the 'importance' columns is considered as useful (or even essential), but the respondent was not able to use the language because he did not master it. E.g. For the interrogation of a local involved in an accident with a truck of the international peaceforce, the use of the local language is important, but usually the officials do not dominate that language sufficient to apply. To make interpretation of the data easier you may use this (or an other) example to explain respondents that only in such cases the 'importance' and the 'usage' part of the interview sheet may contain different languages on the same line.

The first part of the interview is printed as a portrait, the second part as a landscape. To make answering more convenient the interviewer may decide to distribute both parts separately. In this case one should assure that *before* starting the interview all respondents put their name on part two. Check on this immediately when the respondents hand in their completed interview sheet.

3.2   Data processing

In part two of the interview respondents have to indicate for each peacekeeping activity, which was the importance of the languages they have used during their peacekeeping mission and how they applied these language(s). To make the data gathered in different countries comparable, the languages used are divided in four groups. English makes up groups 1, the native language of the peace keeper makes group 2, groups three consists of the local language(s) in the peacekeeping area, group 4 consists of all other languages. Group 4 languages may be used either to communicate with other peace keepers within the force, or with the local population.

3.2.1   The importance of languages

The importance of a language has been calculated through giving a value to each answer: essential values 1, useful 0.5 and irrelevant (or no answer) a 0. For each category of respondents the average value per activity was taken as the 'importance score'.

If sufficient respondents are available, for each activity will be given the essential language and those languages which have been useful. Such a complete picture will only come available if a high number of filled out interview sheets and when respondent population truly reflects the 'average peace keeper'. Within the Linguapeace project the answers of a limited number of respondents will not allow for extracting accurate data. Nevertheless, our data are good enough to get a first impression on the importance of the different languages. To make this possible the importance scores were translated into bars placed in columns. Each column represents a (group of) language(s)

column	language(s)	color
1	English	blue
2	mother tongue	red
3	local language(s)	green
4	other languages	brown

The length of the bar corresponds with the importance score:

score	interpretation	bar length
0	not important or no data	no bar at all
0.33 or lower	slightly important	1 unit
from 0.33 to 0.7	moderately important	2 units
above 0.7	very important	3 units

3.2.2   The usage of the languages

The usage of languages was reported by activity for each category of respondents. For each language the number of times it was mentioned to be *r*ead, *l*istened, *s*poken or *w*ritten has been put in a table. Languages were again put in the same four groups: English, mother tongue, local languages and other languages. The table was subsequently transferred in a graphic.

Example:
Three respondents (here indicated by the numbers 1, 4 and 16) gave the following answers on activity 0, communication:

Respondentnumber		**1**				**4**				**16**			
		USAGE				**USAGE**				**USAGE**			
		r	**l**	**s**	**w**	**r**	**l**	**s**	**w**	**r**	**l**	**s**	**w**
communication with:													
0	headquarters					E	E	E	E	E	E	E	E
0	colleagues	N E	N E G	N E G	E N	N	N	N	N	E N	E N F G	E N F G	E N
0	interpreter					E L	E L			E		E	
0	local authorities		N	N		E	E						
0	local military forces		N	N		E L	E L						
0	local population		N	N		E L	E L				E L G		E L G

These answers were then transformed in the following table:

	r	**l**	**s**	**w**
English	4	10	11	4
Mother	3	6	6	3
Local	0	4	4	0
Other	0	4	4	0

E.g., reading in English was mentioned 4 times, reading Dutch (Mother) 3 times. Speaking in *Other* languages and *L*ocal languages were both 4 times mentioned. Note that other languages got a score of 4 because respondent 16 spoke both *F*rench and *G*erman with colleagues (2 points) and German with local population (1 point), while respondent 1 spoke German with his colleagues (1 point). This resulted in a total score of 4.

The table was than transformed into the following graphic by using Excel software:
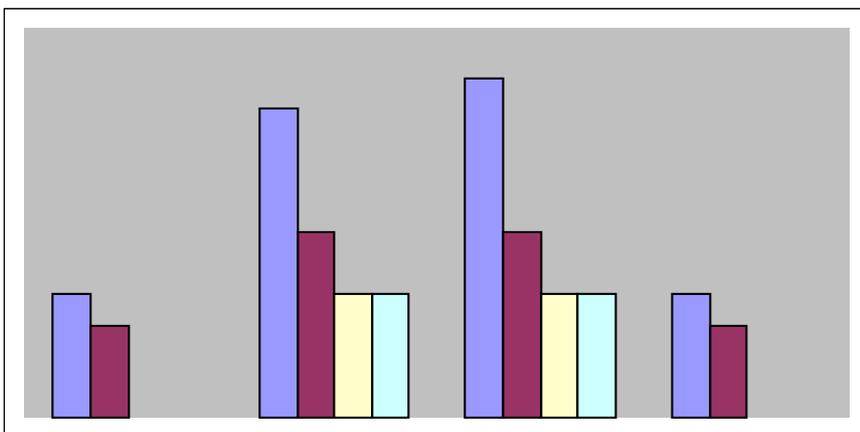
Legend: see Graphic 1 of Chapter 4.

These graphics show which languages (English=blue, Mother tongue= red brown, Local languages= yellow or Other languages=light blue) are read, listened, spoken or written. Reading, listening, speaking and writing is represented by the four groups of columns in the graphic. In the above picture the two groups in the middle (listening and speaking) are complete, in the left (reading) and the right (writing) group the yellow and light blue columns are missing. The relative frequency of using these different ways per language is represented by the height of the column (the higher the column, the more frequent the way of communication has been used).

All graphics are printed in such a way that differences between bars are best noted. Graphics were designed to give to best possible optional effect. The length of the columns can not be compared between graphics, as the relation between counts and length of the bar differs between graphics. (This was necessary as for some activities scores were high while others had general low or even zero scores.) Finally, to get some impression how active respondents have been in communication, the score of all 4 categories were summed and divided by the number of respondents. These average scores by language groups and ways of communication can be found in Graphic 3 of Chapter 4.

4   Results of the Dutch Need Analysis

General observation: the low number of respondents do not allow to come to scientifically accountable conclusions. In this chapter we only claim to indicate some possible tendencies.

2.2 General information

Languages spoken
The data concerning the general data of Military Police (MP) and Marines can be found in Table 1 and 2, respectively. Of the MP 3 officers and 3 NCO's were interviewed (table 1) and of the Marines 3 officers and 7 NCO's (table 2). All respondents mention Dutch as their mother tongue and all (100%) claim to master English. Most respondents also speak German (even 100% among the MP) and several officers (both of MP and Marines) speak French. The only other language mentioned was Italian (one MP officer).

Table 1   General information Military police

Military Police (KMAR)

	NCO	Officers	
Number of respondents	3	3	
Languages spoken			
mother tongue Dutch	**100%**	**100%**	
English	**100%**	**100%**	
German	**100%**	**100%**	
French	**0%**	33%	
Other languages	**0%**	33%	
Frequency of communication			
Within the peaceforce with			
colleagues with same mother tongue	**100**	**100**	
Colleagues speaking English	47	**100**	**+**
colleagues speaking other language	36	41	
interpreters	missing	68	
headquarters	68	**100**	
Outside the peaceforce with			
local authorities	35	**73**	**+**
local (para) military forces	**8**	**4**	
local population (civilians)	35	68	
Themes (clusters of activities)			
Management of the multinational forces	67%	**100%**	
Observing movements, recce patrols	67%	67%	
Manning checkpoints and border posts	**0%**	67%	**+**
Verifying ceasefires	**0%**	33%	
Desk research (inteligence), investigations	67%	67%	
Detention and confiscation, etc.	67%	67%	
Taking witness statements, interrogations	**100%**	67%	
Escorting civilians and refugees	33%	33%	
Providing humanitarian assistance (agencies)	**0%**	33%	
Monitoring elections	67%	33%	
Helping civil administration	**0%**	33%	
Fostering human rights	67%	33%	
Co-operation with local police force	**100%**	**100%**	
Telecommunication	**100%**	**100%**	
Negociations	67%	67%	
Logistics and supplies	33%	67%	
Quarter making	33%	67%	
Equipment of troops	**0%**	67%	**+**
Environment	**0%**	33%	
Safety, health and hygiene	**100%**	67%	
Emergency situations	**100%**	**100%**	
First aid	**100%**	33%	
Weather forecast	**100%**	67%	
Reporting	67%	67%	

Table 2   **General information Marines**

Marines

	NCO	Officers	
Number of respondents	7	3	
Languages spoken			
mother tongue Dutch	**100%**	**100%**	
English	**100%**	**100%**	
German	57%	33%	
French	**0%**	67%	+
Other languages	**0%**	**0%**	
Frequency of communication			
Within the peaceforce with			
colleagues with same mother tongue	**100**	**100**	
Colleagues speaking English	**71**	47	
colleagues speaking other language	**5**	**3**	
interpreters	**12**	41	+
headquarters	38	**15**	-
Outside the peaceforce with			
local authorities	**7**	**15**	+
local (para) military forces	**25**	47	
local population (civilians)	**28**	47	
Themes (clusters of activities)			
Management of the multinational forces	57%	67%	
Observing movements, recce patrols	**86%**	**100%**	
Manning checkpoints and border posts	57%	**100%**	
Verifying ceasefires	43%	67%	
Desk research (inteligence), investigations	57%	67%	
Detention and confiscation, etc.	43%	67%	
Taking witness statements, interrogations	**14%**	67%	+
Escorting civilians and refugees	**29%**	33%	
Providing humanitarian assistance (agencies)	43%	33%	
Monitoring elections	**14%**	**0%**	
Helping civil administration	**14%**	67%	+
Fostering human rights	57%	67%	
Co-operation with local police force	**29%**	67%	+
Telecommunication	**71%**	**100%**	
Negociations	43%	**100%**	+
Logistics and supplies	43%	33%	
Quarter making	57%	33%	
Equipment of troops	43%	33%	
Environment	**0%**	**0%**	
Safety, health and hygiene	**71%**	67%	
Emergency situations	**71%**	**100%**	
First aid	57%	33%	
Weather forecast	43%	67%	
Reporting	43%	**100%**	+

Frequency of communication

During their peacekeeping mission the respondents most frequently communicated with Dutch colleagues (colleagues having the same mother tongue). In most cases English speaking colleagues were mentioned as being the next most frequently contacted group.

The data demonstrate that the Marines not very frequently make use of interpreters. Although data of the MP were not complete, there is some suggestion that they rely more on interpreters. This can possibly be explained by the fact that they operate in smaller units and they seem to have more frequent contacts with local authorities and local population. Somewhat to our surprise we discovered that officers have more frequent contacts with the locals than the NCO's.

Themes (clusters of activities)

Telecommunication and emergency situations were mentioned as the most frequently executed tasks. All MP's mentioned co-operation with the local police force as one of their activities. 'Environment' and 'Monitoring elections' were the less frequently mentioned activities.

2.3 IMPORTANCE OF LANGUAGES

The importance of the languages for execution of the different activities (the 24 themes or clusters of activities can be found on the interview sheet (Chapter 5). The results of the Dutch interviews can be found in Table 3 (Linguapeace need analysis: Importance of languages).

Already the first view at table 3 makes clear that the color blue is dominant: English is most frequently mentioned as the essential language to perform peace keeping activities. However, a more detailed look at the table makes also clear that for only very few activities English is mentioned as the only language of communication. The task of 'verification of ceasefires', 'monitoring elections' and 'helping civil administration' are executed by (almost) exclusively using the English language. However, these task were also not very frequently executed by respondents.

The Marines use their mother tongue very frequently for the execution of task considering the organization of the troops (management of the forces, manning checkpoints, escorting persons, communication, equipment). For both MP and Marines activities concerning personal health and safety (activities 20, 21 and 22) Dutch remains an important language. Dutch was also, rather remarkably, frequently used for contacts with the local population by the MP (activities 5, 6 and 7). This can be explained by the fact that several respondents used Dutch speaking interpreters to execute these important tasks.

Local languages and other languages were obviously considered more important by the MP than by the Marines. The explanation of this observation is probably that the MP operates in small units which usually contain persons of different nationality and that their tasks imply frequent contacts with many people outside their own unit. The MP used the 'other languages' mainly to communicate with colleagues from either German or French origin. In interviews executed before the Need Analysis questionnaire was elaborated, it was many times stressed that these 'other languages' were many times important to smoothen co-operation within the peace force. In fact we expected to find those languages more important then is shown in table 3. Possibly the explanation is that people find 'other languages' (and also 'local languages') important, but that they are not in sufficient demand to use them. This could also explain why in general those languages were frequently mentioned when respondents were asked about the importance of the language, but less frequently mentioned as languages which they actually used during execution of tasks.

That also within a multinational peace force people with limited language skills can function well was demonstrated by one of the MP NCO's, who wrote his English standard reports in Dutch. (A colleague was used to translate it in English.)

2.4 The usage of languages

In Graphic 1 the usage of languages is shown in the general communication (activity 1 of the interview sheet). As mentioned before: the graphic shows that the MP uses more frequently 'other languages' and local languages. However, reading and writing was limited to English and Dutch.

In Graphic 2 (parts 1, 2 and 3) the usage of languages is shown per activity. A general observation is that most pictures presented in this graphic have similar sized right and left half. This reflects that in almost all cases not only listening and speaking are reported to be practiced simultaneously (not very surprising, by the way), but also reading and writing.

With exception of activities 4 (verifying ceasefires) and 18 (equipment of troops) during all activities speaking and listening are the most frequently used ways of communication. For activities which were apparently executed less frequently (e.g. activities 3, 8, 17, 19, 21 and 22) the central columns of listening and speaking are much higher than the reading and writing columns. Again, Graphic 2 shows that the MP uses more frequently the local language than the Marines. It may be important to note that the local language is reported to be used not only in situations where the local population is actively looked for (investigations, road blocks etc.), but also in case of emergency (activity 21).

Finally it can be noted that the mother tongue tends to be most frequently used for writing. This effect is particularly pronounced when the average usage of the languages is calculated (Graphic 3: Usage of languages).

In Graphic 3 the average number of ways of usage of languages is depicted per language by each of the categories of respondents (Category 1 = MP officers, 2 = MP NCO's, 3=Marine officers, 4 = Marine NCO's). The graphic clearly indicates that officers report to be involved in a wider range of activities compared to NCO's. Officers report to have been talking and speaking about more or less 50 of the total of 143 subtasks mentioned on the Needs Analysis interview sheet (24 activities with on average 6 subtasks). NCO's mention on average to have spoken and listened to around 30 subtasks. This observation is probably due to the difference in tasks of officers and NCO's: officers responsible for many activities, while NCO's are more actively involved, but only in a limited number of activities. As mentioned in the previous paragraph: writing is rather frequently done in the mother tongue. Especially NCO's used Dutch and English equally frequent for writing.

5 Anex 1: The Linguapeace Need Analysis Interview Sheet

Interview Linguapeace project   2000-2002

1 General information

Interview data

date of interview	
arm of service	Military / Marines
	Military Police / Civil Police
place	

Circle the appropriate arm

Personal data

name	
telephone number	
nationality	
native language	
other languages spoken	
present rank/out of duty	

Your last peacekeeping operation:

country	
region / town	
starting date	
duration in months	
your rank during this operation	
your function during this operation	

2 Language information concerning last peace keeping operation

Number of

languages spoeken within the peaceforce		number
local languages in the peacekeeping area		number

Estimated number of peacekeepers

speaking your native language		number
native speaking English		number
speaking other languages, mention which		number and language

3 Frequency of communication

Within the peaceforce with

colleagues with same mother tongue	daily/weekly/sometimes/never	Choose one only!
colleagues speaking English with you	daily/weekly/sometimes/never	
colleagues speaking other language to you	daily/weekly/sometimes/never	
interpreters	daily/weekly/sometimes/never	
headquarters	daily/weekly/sometimes/never	

Outside the peaceforce with

local authorities	daily/weekly/sometimes/never
local (para) military forces	daily/weekly/sometimes/never
local population (civilians)	daily/weekly/sometimes/never

4 Your activities within your last peace keeping operation

Place a cross behind the numbers of those activities you have been involved in.

Themes (clusters of activities)	
Management of the multinational forces	1
Observing movements, recce patrols	2
Manning checkpoints and border posts	3
Verifying ceasefires	4
Desk research (intelligence), investigations	5
Detention and confiscation	6
Taking witness statements, interrogations	7
Escorting civilians and refugees	8
Providing humanitarian assistance (agencies)	9
Monitoring elections	10
Helping civil administration	11
Fostering human rights	12
Co-operation with local police force	13
Telecommunication	14
Negociations	15
Logistics and supplies	16
Quarter making	17
Equipment of troops	18
Environment, pollution	19
Safety, health and hygiene	20
Emergency situations	21
First aid	22
Weather forecast	23
Reporting	24