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## Military Training Assistance Program (MTAP) Formative Evaluation

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Canada 

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## **ACRONYMS AND ABBREVIATIONS**

ANA	Afghan National Army
BILC	Bureau for International Language Co-ordination
CDA	Canadian Defence Academy
CF	Canadian Forces
CFLS (Det)	Canadian Forces Language School (Detachment)
CFSC	Canadian Forces Staff College
CIDA	Canadian International Development Agency
CJCSC	Caribbean Junior Command and Staff Course
CLFCSC	Canadian Land Force Command and Staff College
CRS	Chief Review Services
DAPPP	Director Accounts Processing, Pay and Pensions
DGIS Pol	Director General International Security Policy
DMTAP	Directorate MTAP
DND	Department of National Defence
ECOWAS	Economic Community of West African States
EO	Enabling Objective
FAITC	Foreign Affairs and International Trade Canada
FY	Fiscal Year
JCSC	Junior Command and Staff Course
MASC	Military Assistance Steering Committee
MTAP	Military Training Assistance Program
NATO	North Atlantic Treaty Organisation
PAIM	Programme d'aide à l'instruction militaire
PCMD	Programme Control and Monitoring Document
PSO	Peace Support Operation
RCMP	Royal Canadian Mounted Police
RMAF	Results-based Management Accountability Framework
RSS	Regional Security Service
STANAG	NATO Standardization Agreement
TB	Treasury Board
TOSC	Tactical Operations Staff Course
UN	United Nations



## RESULTS IN BRIEF

Chief Review Services (CRS) conducted a formative evaluation to determine whether:

- the Military Training Assistance Program (MTAP) meets its obligations .....
- the program implementation is effective; and
- the program operates in a cost-effective manner.

### Overall Assessment

- Enhances interoperability among Canada's partners.
- Promotes Canadian interests among developing non-NATO countries.

From assessing performance, it may be stated that MTAP:

- enhances the ability of approximately 750 foreign persons per year to communicate in English and/or French;
- increases the capacity of other nations for peace support activities—approximately 42,000 military members from other nations have partaken in North Atlantic Treaty Organisation (NATO) or United Nations (UN)-led peace support operations (PSO) since MTAP began in its current format in 1962;
- promotes Canadian interests among developing non-NATO countries through the inclusion of more than 40 developing nations in MTAP;
- improves Canada's profile and bilateral defence relations through training given by MTAP to more than 70 nations; and
- enhances interoperability among Canada's partners through training given to NATO, Partnership for Peace, and UN countries.

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**Note:** For a more detailed list of CRS recommendations and management response, please refer to [Annex A](#)—Management Action Plan.

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## INTRODUCTION

### Background

MTAP is the result of government policy in place since World War II. The Program is partially funded by a Contribution Agreement between the TB and the Department of National Defence (DND).

MTAP is an instrument of defence diplomacy with an annual budget of approximately \$20.5 million. Of this budget, \$10 million per year comes from a contribution program .....  
..... This mid-term formative evaluation  
is in addition to the summative evaluation (to be conducted at the end of FY 2008/09) .....  
.....

Formative, or interim, evaluations examine the effectiveness of a program's implementation in order to facilitate improvement (if necessary) and are usually conducted mid-cycle, normally within two years of start-up.

### Objectives

The objectives of this formative evaluation were to determine whether:

- MTAP meets its obligations .....  
.....
- the program implementation is effective; and
- the program operates in a cost-effective manner.

### Scope

The scope of the evaluation was both internal and external and focused on the following performance measures:

- Enhanced ability of appropriate persons to communicate in English and/or French;
- Increased capacity of other nations for peace support activities;
- Canadian interests are promoted among developing non-NATO countries;
- Improved Canadian profile and bilateral defence relations; and
- Enhanced interoperability among Canada's partners.



## **Methodology**

Multiple sources of enquiry were followed. These included:

- A review of documentation;
- A wide range of program-related documentation (program approval documentation, planning documents, products produced by MTAP);
- Surveys conducted by CRS in 1996, 2000, 2005 and FY 2007/08;
- Surveys conducted by DMTAP in 2004, 2005 and 2006;
- A review of other literature not already covered. This included an identification of literature regarding foreign military training that described approaches, investments and outcomes in other countries, in particular Australia, the United Kingdom and the United States; and
- Interviews with key individuals, including DMTAP management and staff; DND staff and members involved or familiar with MTAP; DND senior management; staff of the Language Training Schools at Ottawa, St-Jean and Borden; staff of the Peace Support Training Centre at Kingston; staff of the Canadian Forces Staff College (CFSC) in Toronto; staff of the Canadian Defence Academy (CDA) in Kingston; staff of the Canadian Land Force Command and Staff College (CLFCSC) in Kingston; Defence Attachés responsible for MTAP in their respective countries; Defence Attachés of member countries who have received training from MTAP; students past and present; and others with knowledge of training foreign militaries.

## **Limits to the Methodology**

There are limitations associated with the specific lines of enquiry employed for this evaluation. The key individuals, for example, were directly involved in program delivery, worked with nations that received funding under the program, or were direct recipients of the program. One would expect them to be very positive about what the program has achieved and possibly can achieve in the future. This expectation played out. There was a similar expectation for the other organizations which deliver training to foreign militaries, which was realized.

Surveys are a cost-effective tool for obtaining feedback. No statistical validity, however, can be attributed to the results of this survey because respondents were self-selected. The profile of respondents made it difficult to interpret the survey results, especially for those questions where there were neutral responses.

Notwithstanding the limitations associated with specific lines of enquiry, the information gathered from the documentation review, interviews and survey was consistent. The greatest weight was given to information that came from our interviews. The information from the documentation, case studies and survey was used to augment our conclusions.



## Key Stakeholders, Clients and Partners

Canada, through DND and the Canadian Forces (CF), constitutes the main stakeholder and indirect beneficiary of MTAP activities. Canada is a stakeholder since it directly contributes to the training of individuals from foreign armed forces. Moreover, by training other countries “to do the job,” Canada in effect alleviates the burden on itself (by increasing the number of effective troops who are able to assist and even take over missions for the CF) and thus also becomes the direct beneficiary of MTAP training.

Foreign Affairs and International Trade Canada (FAITC) is another key stakeholder. Many of MTAP’s objectives coincide with FAITC’s policies. FAITC also benefits from MTAP activities through its use of the program as a tool to foster bilateral relations through Defence Attachés abroad. Accordingly, FAITC has a direct say in MTAP activities through its membership on the Military Assistance Steering Committee (MASC).

The Canadian International Development Agency (CIDA) and the Royal Canadian Mounted Police (RCMP) are other stakeholders whose role will increase as interdepartmental coordination is seen as an efficient tool for achieving foreign policy objectives.

The CDA is a stakeholder through its involvement in the design and delivery of pedagogically sound teaching instruments.

Immediate beneficiaries are the individual candidates from developing, non-NATO countries or regional/multilateral groups eligible to participate in MTAP (full list provided at [Annex C](#)). Eligible countries are those that are determined by the MASC not to be oppressive or threatening to their neighbours, or which Canada has decided (through the MASC) to assist in support of bilateral defence relations objectives. Eligible regional/multilateral groups are also those Canada has chosen to assist in support of overall defence relations objectives.

To become eligible for MTAP funding, countries or regional/multilateral groups must meet criteria assessed by the Government of Canada through the MASC. Eligible countries or regional/multilateral groups must:

- be in the Canadian national interest;
- be in line with human rights considerations;
- be consistent with the purpose of government policy;
- not result in an unacceptable degradation of the CF’s capability to carry out defence activities nor adversely affect national confidence or respect for the CF as a fighting force; and
- be relevant to MTAP.

No other stakeholders were identified during the evaluation.



## **Description of Program**

The contribution program provides partial funding for the promotion of defence diplomacy objectives. This funding allows the Government of Canada, through DND, to provide military training and education to selected countries and organizations.

MTAP is one of several instruments of Canada's foreign and defence diplomacy and is intended to directly contribute to DND's mission. MTAP promotes Canadian interests and values abroad and contributes to international peace and security. It fosters the development of democratic and accountable militaries, promotes stability, helps prevent new crises, facilitates the withdrawal of international forces from areas of conflict and assists other countries in building their capacity to undertake PSOs to lessen the operational burden on Canada.

Education and training is conducted both in Canada and abroad.

Within Canada training occurs at DND institutions (such as schools located on Canadian Forces Bases) and other facilities and includes language training, professional development, and peace support training. MTAP undertakes the following activities:

- Language training in English or French (to STANAG level 4, as appropriate) to facilitate communication and interoperability among international forces. Courses are provided at Canadian Forces Bases at Borden and St. Jean and prepare candidates to perform NATO-related tasks;
- Language training in English (to STANAG level 3) is given in the National Capital Region to teachers of English as a second language. These are both civilians and military members who teach English as a foreign language to military members in their home countries;
- Command staff and technical training (at the Canadian Forces College in Toronto) prepares students for senior command and staff appointments at the operational level within national and international headquarters and organizations;
- Junior officer staff and technical training (at the CLFCSC in Kingston) prepares students for staff appointments at the unit and brigade level within national and international organizations;
- PSOs operations and the study of civil/military cooperation (at the CDA in Kingston) allows for the influence and ability of education to add to stability in the world environment; and
- Peace support training (at the Peace Support Training Centre at Kingston) improves the capacity of military and civilian participants to undertake multilateral and PSOs within a multi-disciplinary peacekeeping/support operation.



In addition to courses in Canada, MTAP sponsors specific training and activities in other locations around the world (Africa, the Caribbean, South America, and Afghanistan).

With respect to Afghanistan, since January 2004, MTAP has been providing capacity building language and professional development training for officers of the Afghan National Army (ANA) in support of the CF commitment to Afghanistan. Currently, DMTAP ANA supplementary programs are funded through a Vice Chief of the Defence Staff “Special Afghanistan Fund” of \$486,000 per year.

The MTAP in-Canada language program has successfully trained approximately 80 Afghan officers since January 2004. Despite this success, however, MTAP faced a unique challenge as several ANA officers began to apply for refugee status upon completing the program, particularly after the serial in December 2006. In response, DMTAP suspended the in-Canada program in January 2007 and developed a strategy to mitigate this challenge. Recognizing the value of this program relative to the CF commitment to Afghanistan, DMTAP investigated several options to continue Afghan training. DMTAP resumed training in September 2007 under a mitigative strategy that included, in addition to more rigorous vetting and increased involvement by the Afghan Embassy in Canada, a proposal for an in-theatre Language and Staff Training Centre for the ANA.

Using its experience in establishing similar schools in more permissive environments, MTAP developed a plan for the establishment of a training centre to initially teach language skills to selected Afghan officers, and subsequently the introduction of a junior command and staff course. The Language and Staff Training Centre is expected to initially graduate 120 ANA officers annually from each of the two courses. A “Train the Trainer” course will also be integrated into the curriculum with the goal of handing over the training centre to the ANA, following the end of the CF mandate in 2011. Start-up costs are estimated at \$15 million with annual operating costs estimated at \$5 to \$7 million.

DMTAP also undertakes special projects such as sponsoring expert teams (to provide Canadian expertise in another country), delegation visits from foreign countries to Canada, as well as ad hoc activities, which are adjunct to the actual MTAP. These activities originate from strategically urgent requests that are conceived, developed, and implemented in keeping with Canadian priorities. Training provided through supplemental funding is similar to the training offered through MTAP.



## FINDINGS AND RECOMMENDATION

Key findings were assessed in the categories of relevance, implementation and success/cost effectiveness.

The program is relevant. It makes a difference not only to the participants who gain knowledge of a new language, or receive training in PSOs or staff work, but also to those countries from where the participants come. The program projects into the world a knowledge of Canada, our values and our expectations far in excess of what might reasonably be expected. It is relevant in today's political and economic world.

The current implementation meets the requirements of the Results-based Management Accountability Framework (RMAF).

The program is successful. The demand from foreign nations exceeds the capacity of MTAP to pay and the capacity of the training schools to actually do the training. Students who received training 20 or 30 years ago still comment favourably on their experience in Canada and how it prepared them for senior command. The program has a large impact on its recipients, on DND, and on the Government of Canada.

The program is effective and efficient in its use of resources. For a sum of less than \$17 million annually, MTAP produces outputs in excess of the cost of its inputs. There is passion for the program which contributes to a synergism within it and which allows it to succeed and deliver outstanding results. MTAP provides value for money to Canada.

### Program Objectives, Outputs, and Early Outcomes

#### *Objectives*

- To promote Canadian values abroad;
- To directly contribute to DND's mission;
- To contribute to international peace and security;
- To foster the development of democratic and accountable militaries;
- To promote stability and help prevent new crises;
- To facilitate the withdrawal of international forces from areas of conflict; and
- To assist other countries in building their capacity to undertake PSOs to lessen the operational burden on Canada.



## ***Outputs and Outcomes***

### **Outputs**

- Military members capable of communicating in English or French at an appropriate STANAG level;
- Military members and civilians capable of teaching English as a foreign language;
- Military members trained as staff officers at the unit and brigade level;
- Military members trained as staff officers at the joint level;
- Military members trained in PSOs; and
- Military members and civilians trained in civil/military relationships and in the stability which arises from that understanding.

### **Outcomes**

- Decreased requirement for Canadian military members in NATO and UN-led PSOs;
- Long-term relationships and networks amongst persons who eventually achieve senior rank within their nation's military;
- Improved peacekeeping capacity in other nations;
- Enhanced ability of nations to cooperate effectively;
- A common sense of democratic values;
- Language training to facilitate communication and interoperability; and
- Participants are exposed to unique Canadian military traditions and to Canadian culture, values, politics, and society.

## **Program Design and Delivery**

### ***Decision making***

The DMTAP administers MTAP as a directorate within the Assistant Deputy Minister (Policy) Group.

Oversight for DMTAP activities is provided by the MASC, which is an interdepartmental body chaired by DND's Director General International Security Policy (DGIS Pol), with representatives from FAITC, CIDA, and other departments and agencies as appropriate.



## Communications

DMTAP presents an annual report to the MASC and other MTAP stakeholders. Table 1 indicates major reporting requirements for delivery partners, MTAP, and the Department. Other reports may be provided to MTAP by its delivery partners on an “on request” basis.

Title of Report	Purpose	Contents	Frequency of Use	Responsibility
Delivery Partners Performance Reports	To provide a statement of activities, outputs and preliminary results to date on commitments of delivery partners	# of courses # of students Summary of evaluations Resources spent to date	Quarterly, semi-annually, and on request	Delivery partners to submit report to DMTAP
MTAP's Annual Report	To summarize the activities and results of the program to date for the benefit of all stakeholders, senior executives and central agencies	Review of major accomplishments during the year and strategic changes brought to the program	Annually	DMTAP staff with input from delivery partners
Formative and Summative evaluation reports	To evaluate whether the program has achieved intended results	Results of formal evaluation study	Results to be presented by the beginning of the final year prior to renewal of program	CRS

**Table 1. Reporting Framework.**

DND records contribution payments in the Public Accounts (as required by the chapter on Public Accounts Instructions of the *Receiver General Manual*). Since this contribution program exceeds \$5 million per year, DND includes evidence of results achieved and results commitments in the Department Performance Report, and specific planned results in the Report of Plans and Priorities (*Transfer Payment Policy* 7.4.7).

## Reporting Timeframe

Table 2 represents the timeframe for reporting performance information.

Results Measurement Activity	Product	Responsibility	Date for Reports
Ongoing performance measurement	PCMD Annual Assessment Report, Budgets and, Financial Statement	DND (DMTAP) to summarize results	End of FY 2005/06 End of FY 2006/07 End of FY 2007/08 End of FY 2008/09 End of FY 2009/10
Mid-term evaluation	Formative evaluation	DND CRS	FY 2007/08
Summative evaluation	Summative evaluation	DND CRS	End of FY 2008/09

**Table 2. Reporting Timeframe.**



## ***Risk management***

“Risk” in the realm of MTAP comprises several items:

- Planning:
  - Availability of resources to teach;
  - Availability of students to be taught; and
  - Conduct and deportment of participants.
- Financial:
  - Cash management.

Both planning and financial risk are managed according to the level of exposure and in accordance with Department and TB guidelines.

## **Planning**

MTAP works within the resource utilization and availability framework of facilities and teaching staff of the CDA, including the CF Language Training Centre and the Canadian Forces College.

The various schools, colleges and training centres try to ensure that facilities and teaching staff are available when and where required.

There are several risks in the planning process.

First is the risk that appropriate resources to teach the course will not be available when required. This is minimized by MTAP’s course loading and planning process—which in almost all cases has courses and their participants mapped out months in advance—and by MTAP’s close cooperation with the facilities actually charged with course delivery. MTAP ensures that the courses, their loadings, and scheduled delivery dates are confirmed with the facility well prior to course delivery.

Second is the risk that a proposed participant will not be able to attend due to exigencies beyond the control of the Defence Attaché or MTAP (sickness, re-assignment by the home country, etc.). In this case, MTAP has a well-defined process whereby alternates are identified and substituted, sometimes only a few days prior to the start of a course.

Third is the risk that an individual is not suited or not qualified to attend a course. This risk takes two forms: language and “conduct and deportment.”

Although participants are tested by their home countries to a STANAG language proficiency level, the interpretation of the STANAG levels by other nations is sometimes divergent from those interpretations used by Canada. Almost always the issue arises from the fact that participants may receive a higher rating of ability in their own country than would be given here in Canada. Consequently, all participants are tested for language ability upon their arrival in Canada and placed in the appropriate class level. If participants cannot attain a level appropriate to the requirements of the course, they are returned to their country.



From a conduct and deportment point of view, participants are briefed at the outset that a behavioural norm is to be met and sustained (for example, harassment of any kind is treated with zero tolerance). Foreign nationals must:

- act in accordance with service etiquette, customs and traditions (applicable to military participants);
- act in compliance with Canadian rules and regulations regarding harassment, sexism, copyright, laws, etc. (applicable to all participants); and
- display, in and out of the School:
  - a high standard of integrity, honesty and conduct, and
  - an acceptable standard of dress and deportment.

Participants who do not meet or sustain the behavioural norm are counselled and advised of the consequences. If the behaviour continues, the participant is returned to his or her country.

## **Financial**

MTAP is in compliance with departmental and governmental financial policies and guidelines.

In accordance with s.33 of the *Financial Administration Act*, pre-payment reviews of high-risk transactions (payments greater than \$250,000) are conducted by Assistant Deputy Minister (Finance and Corporate Services). In 2007, five high-risk payments totaling over \$1.8 million were reviewed prior to payment and “there were no compliance issues relating to these payments.”<sup>1</sup>

A financial audit of MTAP has not been conducted by CRS nor by an external auditor since the Program was taken over by DND in 1992.

## **Value for Money**

Those responsible for administering MTAP, as well as every individual in receipt of MTAP benefits and who was interviewed, see it as one of the most important programs to Canada’s defence diplomacy. It is small in many ways but it does have an impact far in excess of its size, especially when looked at in the long term. It is seen as an important contribution by the receiving nations.

MTAP assists in developing relationships with new partners. A principal objective of Canada’s foreign policy is to promote democracy and human rights. Forging relations with a country’s armed forces and educating its military is one way to contribute to achieving these objectives. Armed forces are an important institution and as they become exposed to the CF ethos and our way of handling civil-military relations, they see a different model that works.

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<sup>1</sup> 7000-1 (DAPPP/Accts Processing), 20 June 2007.



Many countries in today's world are not prepared for military employment in a UN PSO. They have no language ability to conduct joint operations and, more importantly, have no concept of how to do joint operations. Through its language training and operational staff training, MTAP prepares individuals within these militaries for NATO and UN PSOs.

In many countries, Canadian political views are perceived as honest and fair. Offering free access to training (that is not only military, but exposes foreign students to Canada's culture, government, military ethos, and "way of life") is the perfect example of the "Canadian Way" in dealing with world affairs.

Well-trained foreign military forces are important for both Canadian and local security. MTAP courses enable cooperation between Canada and its partners, thus promoting international security and stability. Peace and stability come from cooperation and confidence building between states. Programs such as MTAP offer more than training and education; they expose the students to different cultures, values, and political systems.

MTAP allows foreign militaries to train and learn together in a non-threatening environment. It builds relations between Canada and foreign states using passive, non-interventionist offers of training in constructive areas such as individual officer skills, peacekeeping, and language training. It is one of the few tools that allows foreigners to see how the Canadian military operates.

## **Performance Measurement**

### ***Logic model***

The logic model is adequate and meets the needs of this program.

### ***Performance management***

## **Language Training**

The language training courses are monitored by pedagogical staff who over time perform incremental improvements in the testing and course delivery process. The pedagogical staff work in concert with the Bureau for International Language Co-ordination (BILC) to ensure that the Canadian interpretation of the STANAG 6001 (Edition 2) language standard is consistent with other nations.

New entrants are tested to determine their standing according to the STANAG language proficiency level. Graduates are again tested to determine their gain/loss against the STANAG standard.



## Staff Courses

MTAP staff courses<sup>2</sup> all share a mechanism for validation of training, updating of material and formal plus informal feedback from the student body. The courses draw their material from Canadian standard courses such as the Army Tactical Operations Course, Army Operations Course and the CLFCSC.

Each course has a full-time chief instructor who is responsible for maintaining the course package with the assistance of a full-time standards officer as well as a full-time curriculum developer. Regular contact is maintained with the Director of Army Training in Kingston as well as the subject matter experts such as Tactics Wing at Combat Training Centre Gagetown, the CLFCSC and the Judge Advocate General (Law of Armed Conflict). For example, the Commandant, Course Instructor, and Standards Officer of Junior Command and Staff Course (JCSC) Aldershot meet regularly with the Director Army Training to formalize the qualification standards and training plan for that course. Additionally there is some cross-pollinating between courses in the form of exchanging instructors to keep the material from becoming over-specialized to a specific locale. Fresh ideas and new points of view are encouraged by calling out reservist instructors who are current by virtue of recent previous employment.

Each course ends with a student course critique as well as a detailed After Action Report with all the staff. The results of these are carefully analyzed to ensure that the material stays up-to-date and continues to meet the training requirement as well as the deeper aims of MTAP as a part of defence diplomacy. Further student feedback is acquired by bringing back former alumnus as instructors after they have had a year or two to put their skills to work back in their homelands. This is part of the "train the trainer" aspect of MTAP and also is an excellent addition to the validation process.

To assist in gauging the longer-term effects of the course, alumni are encouraged to stay in touch through the Internet. The JCSC alumni keep in touch through a group page maintained by one of the former students. There are regular postings about their work, their assignments around the world and frequent comments regarding how they are using what they have learned.

## ***Performance indicators***

The performance indicators developed for the RMAF are used to monitor program delivery.

New performance indicators were developed as a result of the annual survey sent to all Defence Attachés. These are used as a feedback mechanism to guide future versions of courses and to determine which countries will be invited to participate.

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<sup>2</sup> CLFCSC Kingston, PSO Kingston, CDA Kingston, CFSC Toronto, CJCS-C-Jamaica, JCSC-Aldershot, TOSC-Africa.





## Language Training

Performance indicators for language proficiency are used consistently for all language training participants. These follow the STANAG 6001 (Edition 2) proficiency levels, defined as:

- Level 0 no practical proficiency
- Level 1 elementary
- Level 2 fair (limited working)
- Level 3 good (minimum professional)
- Level 4 very good (full professional)
- Level 5 excellent (native/bilingual)

Language proficiency is recorded as a profile of four digits for the skills of listening, speaking, reading and writing. For example, a Standardized Language Profile of 3321 indicates level 3 in listening, level 3 in speaking, level 2 in reading and level 1 in writing.

The following two sets of tables illustrate quantitative data gathered for two MTAP English long courses in Borden and two in St-Jean, as well as data for the PAIM (MTAP) French long courses (approximately 5 months) at St-Jean. An analysis of the data follows the tables.

BORDEN	Listening		Speaking		Reading		Writing	
	Eng	Fr	Eng	Fr	Eng	Fr	Eng	Fr
Progressed more than a full level (0 to 1+, 0+ to 2, etc.)	21		3		23		0	
Progressed a full level (0 to 1, 0+ to 1+, 1 to 2, etc.)	65		64		56		27	
Progressed less than a full level (0 to 0+, 0+ to 1, 1 to 1+, etc.)	60		91		74		93	
Remained at the same level (0 to 0, 0+ to 0+, 1 to 1, etc.)	44		37		38		75	
Regressed less than a full level (1+ to 1, etc.)	4		1		4		0	
Regressed a full level (2 to 1, etc.)	2		0		1		0	
Sub-total of those participants who advanced in their learning and understanding	146		158		153		120	
Sub-total of those participants who remained the same in their learning and understanding	44		37		38		75	
Sub-total of those participants who regressed in their learning and understanding	6		1		5		0	
<b>Total number of participants</b>	<b>196</b>		<b>196</b>		<b>196</b>		<b>195</b>	

[NOTE: CFLS (Det) Borden has no French courses.]

**Table 3. Borden—English Language Analysis.**



Long Course Serial 0705	Listening	Speaking	Reading	Writing	Total
Progressed	72 (74%)	75 (77%)	76 (78%)	62 (64%)	285 (73%)
Remained at the same level	22 (23%)	22 (23%)	21 (22%)	35 (36%)	100 (26%)
Regressed	3 (2%)	-	-	-	3 (0.7%)
<b>Total</b>	<b>97</b>	<b>97</b>	<b>97</b>	<b>97</b>	<b>388</b>

Long Course Serial 0702	Listening	Speaking	Reading	Writing	Total
Progressed	74 (75%)	83 (84%)	77 (78%)	58 (59%)	292 (74%)
Remained at the same level	22 (22%)	15 (15%)	17 (17%)	41 (41%)	95 (24%)
Regressed	3 (3%)	1 (1%)	5 (5%)	0 (0%)	9 (2%)
<b>Total</b>	<b>99</b>	<b>99</b>	<b>99</b>	<b>99</b>	<b>396</b>

**Table 4. Borden—English Language Summaries.**

ST-JEAN	Listening		Speaking		Reading		Writing	
	Eng	Fr	Eng	Fr	Eng	Fr	Eng	Fr
Progressed more than a full level (0 to 1+, 0+ to 2, etc.)	7	15	3	0	9	7	0	1
Progressed a full level (0 to 1, 0+ to 1+, 1 to 2, etc.)	36	28	21	35	26	31	21	28
Progressed less than a full level (0 to 0+, 0+ to 1, 1 to 1+, etc.)	21	12	62	25	44	9	41	19
Remained at the same level (0 to 0, 0+ to 0+, 1 to 1, etc.)	43	8	23	3	27	15	45	13
Regressed less than a full level (1+ to 1, etc.)	2	0	0	0	2	1	2	1
Regressed a full level (2 to 1, etc.)	0	0	0	0	1	0	0	1
Sub-total of those participants who advanced in their learning and understanding	64	55	86	60	79	47	62	48
Sub-total of those participants who remained the same in their learning and understanding	43	8	23	3	27	15	45	13
Sub-total of those participants who regressed in their learning and understanding	2	0	0	0	3	1	2	2
<b>Total number of participants</b>	<b>109</b>	<b>63</b>	<b>109</b>	<b>63</b>	<b>109</b>	<b>63</b>	<b>109</b>	<b>63</b>

**Table 5. St-Jean—English and French Language Analysis.**



Long course serials 07SJE01 and 07SE03 English courses	Listening	Speaking	Reading	Writing	Total
Progressed	64 (59%)	86 (79%)	79 (72%)	62 (57%)	291 (67%)
Remained at the same level	43 (39%)	23 (21%)	27 (25%)	45 (41%)	138 (32%)
“Regressed”	2 (2%)		3 (3%)	2 (2%)	7 (2%)
<b>Total</b>	<b>109</b>	<b>109</b>	<b>109</b>	<b>109</b>	<b>436</b>

Long course serials 07SJF02 and 07SJF04 French courses	Listening	Speaking	Reading	Writing	Total
Progressed	55 (87%)	60 (95%)	47 (75%)	48 (76%)	210 (83%)
Remained at the same level	8 (13%)	3 (5%)	15 (24%)	13 (21%)	39 (15%)
“Regressed”			1 (1%)	2 (3%)	3 (1%)
<b>Total</b>	<b>63</b>	<b>63</b>	<b>63</b>	<b>63</b>	<b>252</b>

**Table 6. St-Jean—English and French Language Summaries**

From the results tabulated, it can be concluded that, overall, students made considerable progress in their English language ability during their studies in language courses. By and large, results for Borden and St-Jean are similar regarding student achievement. In most cases, the highest percentage of candidates who made progress was in the “speaking” category, which is expected since the course focuses on this communication skill. We also note that a very small number of students overall “regressed” in their listening and comprehension skills.

Progress on the French course was considerably higher for the most part, and this variation could be attributed to a wide array of factors such as the environment, clientele variations, testing and curricula, or smaller numbers.

It must be noted that proficiency scales such as the STANAG contain very broad bands of definitions of performance at each of the levels. Testing instruments based on this language scale cannot capture discrete linguistic improvements, nor are they intended to serve this purpose, but student progress and achievement is always reflected through periodic formative progress reports.

In addition, qualitative data is gathered at the training establishments to inform on the degree of satisfaction from participants regarding the training received. The following is an example of data collected:



- **Q1. Did your course meet your training needs? (220 responses)** 71 percent of respondents chose *Very well*, 26 percent of respondents chose *Somewhat*, and 3 percent of respondents chose *Not at all*.
- **Q2. Will your new knowledge help you in your job? (220 responses)** 81 percent of respondents chose *Very much*, 19 percent of respondents chose *Somewhat*, and 0 percent of respondents chose *Not much*.

### Language Teacher Training Course

Candidates are evaluated to determine if they have met the objectives of the course.

During the course each enabling objective (EO) is verified to determine if the student has achieved the EO. At the end of each phase, performance checks are given to determine if the performance objectives have been achieved, normally through a pass/fail check. At the end of the course each student must teach a practicum to the other students. A final performance check is given on the practicum based on an evaluation grid.

A progress review board is convened when a student fails a performance check, or shows unsatisfactory progress in class, or whose conduct or deportment warrants consideration for removal from the course.

### Data collection

Data is collected from participants and teaching staff at the end of each serial.

Data is collected from the Defence Attachés through an annual survey instrument administered and collated independently by Public Works and Government Services Canada.

### Conclusion

MTAP is meeting the obligations .....  
..... It can also be concluded that the program implementation is effective and that it operates in a cost-effective manner.

OPI	RECOMMENDATION
DMTAP	It is recommended that DMTAP continue to collect performance data in accordance with the RMAF developed in 2005, including both quantitative and qualitative data.



## ANNEX A—MANAGEMENT ACTION PLAN

### Performance Measurement

#### CRS Recommendation

1. It is recommended that DMTAP continue to collect performance data in accordance with the RMAF developed in 2005, including both quantitative and qualitative data.

#### Management Action

DMTAP has developed a process to collect performance data in accordance with the 2005 Results-based Management Accountability Framework and will continue to refine the process and will gather both qualitative and quantitative data.

**OPI:** DMTAP

**Target Completion Date:** Ongoing

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## ANNEX B—EVALUATION CRITERIA

### Objective

1. Does MTAP meet its obligations .....

### Criteria

- Training of foreign military participants in English or French language, as teachers of English or French to foreign militaries, in Peace Support Operations or staff work.
  - Projects into the world a knowledge of Canada, our values, and the role of a military in a democratic society.
- 

### Objective

2. Is the program implementation effective?

### Criteria

- Number of students trained.
  - Number of nations who have received MTAP training and who then supply troops on UN or NATO-led missions.
- 

### Objective

3. Does the program operate in a cost-effective manner?

### Criteria

- Cost of program and benefits to Canada.
- 



## ANNEX C—MTAP MEMBER NATIONS

Europe	Latin America	Caribbean	Asia-Pacific	Africa	Middle East
Albania	Argentina	Barbados (Phase to Tier 2)	Afghanistan	Benin	Jordan
Croatia	Bolivia	Dominican Republic	Bangladesh	Ghana	Kuwait (Tier 2)
Macedonia	Guatemala	Jamaica	Indonesia	Namibia	Oman (Tier 2)
Ukraine	Mexico		Malaysia	Nigeria	
Bosnia-Herzegovina	Peru	Trinidad & Tobago (Phase to Tier 2)	Mongolia	Rwanda	
Kazakhstan	Uruguay	Antigua & Barbuda	Nepal	Senegal	
Kyrgyzstan	Belize		Pakistan (on watch for accession)	South Africa	
Montenegro	Ecuador		Thailand	Burkina Faso (status to be determined)	
Serbia	El Salvador		Philippines	Botswana	
Tajikistan	Guyana		Timor-Leste	Cameroon	
Russia (Phase to Tier 2)	Honduras		Republic of Korea (Tier-2)	Kenya	
Romania	Nicaragua		Singapore (Tier-2)	Malawi	
Latvia	Paraguay			Mali	
Lithuania	Brazil (Phase to Tier 2)			Sierra Leone	
Estonia	Chile (Phase to Tier 2)			Tanzania	
Slovak Republic				Zambia	
Slovenia				Côte d'Ivoire	
Bulgaria				Sudan	
Uzbekistan				Uganda	
				Zimbabwe	
ECOWAS	RSS				

Regional Organizations

Suspended

Graduating NATO Nations

Category A

Category B

