

## Cultural Heritage: Education Assessment Executive Summary



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Cultural competence is a vital component of many missions in today's military. Cultural competence enables one to further a mission, save resources, and save lives. Conversely, a lack of cultural competence may bring about challenges to mission completion, requirement of more resources, waste of resources, and destruction of lives. Cultural competence involves many components. One particular component is cultural heritage and protection of cultural property. Despite the importance of cultural heritage and property protection, formal studies within the U.S. military are extremely limited. Do service members have the necessary skills to protect cultural property as they deploy worldwide? Do service members see the impact of cultural property protection (CPP) on matters that range from equal opportunity to national security? What is the impact of cultural property training? To address these gaps in knowledge, a series of studies were conducted to assess the current state of CPP within the military and determine the effectiveness of trainings developed for the purpose of CPP education.

### **Methods**

A 14-question pre-read survey was developed to assess participants' demographics, awareness, knowledge, and efficacy with regard to CPP. Demographics included questions on CPP training and cultural property destruction. Awareness included value, laws, and procedures, while knowledge examined know-how, such as how to beddown in a protected structure or communicate information about the structure. Efficacy assessed one's comfort with engaging in the knowledge-based tasks. After participants completed the pre-survey, they were either asked to read one of two hard copy manuals on CPP that they were given or they were given instruction in equal opportunity (EO) subjects.

The CPP manuals were developed by the Combatant Command Cultural Heritage Action Group. Both manuals connected concepts of CPP with well-established military operations concepts. One manual was titled “The Cultural Minefield: A Manual on Cultural Property Protection for the Operator Forward,” was 76 pages, and took approximately 2 hours to complete. The other manual was titled “A Manual for Cultural Property Protection in the Deployed Environment,” was 12 pages, and took no more than 45 minutes to complete. After reading the manual (or receiving general EO knowledge), participants completed a post-read survey.

A 24-question post-read survey was administered to assess awareness, knowledge, and comfort, in addition to soliciting feedback on the manual itself. The surveys utilized a 1–5 rating scale, with 1 representing no awareness, knowledge, or comfort and 5 representing absolute awareness, knowledge, and comfort with different aspects of cultural property protection. Participants were solicited primarily in person. Participants were informed that it was a volunteer opportunity and that, should they decide to participate, they would fill out a pre-read survey, read the manual (or not), and complete a post-read survey.

### **Study One Results**

Study One utilized the full-length manual and participants primarily from DEOMI’s Leadership Team Awareness Seminar (LTAS). A total of thirty participants engaged in the study. All participants received the pre- and post-test; however, 18 participants received the manual, while 12 did not receive the manual for control. Participant demographics are illustrated in Figure 1.

Average pre-read scores indicated that participants had limited awareness for all measures regarding CPP (see Figure 2). Participants averaged a 2-point increase in all measures,

indicating they were more aware, knowledgeable, and comfortable with CPP after reading the manual. Participants in the control group showed limited awareness for all measures regarding CPP (see Figure 3) but did not show the increase in scores with post-assessment, supporting the change in scores coming from the test group as due to the manual.

All of the participants marked that the manual would be helpful for deployments and that if they were given the manual, they would read it. Participants rated the manual as extremely useful on average and found the formatting just right with elements (such as pictures or lists) in place.

### **Study One Discussion**

Participants varied in their awareness, knowledge, and efficacy; however, participants' average scores clearly increased in all three areas after reading the training manual. CPP value was highest pre- and post-training, while knowledge regarding recovery of property was rated lowest pre- and post-training. Within the knowledge category, recovery, bedding down, and maximizing CPP were the least known by the most number of participants. Exploratory analysis illustrated that those who had deployed had slightly higher ratings than those who hadn't, while those in the Marines had the highest rating compared to those in the Air Force and Navy.

### **Study Two Results**

Study Two utilized the shorter manual and participants from the Equal Opportunity Advisor Course (EOAC). A total of 79 participants engaged in the study. All participants received the pre- and post-test and the manual, while 52 participants had an additional control condition, engaging in two pre-assessment surveys with no manual presented between surveys. Participant demographics are illustrated in Figure 1.

Average pre-read scores indicated that participants had limited awareness for all

measures regarding CPP (see Figure 5). Participants averaged a 2-point increase in all measures, indicating they were more aware, knowledgeable, and comfortable with CPP after reading the manual.

Participants in the control group showed limited awareness for all measures regarding CPP (see Figure 6) but did not show the increase in scores with post-assessment, supporting the change in scores coming from the test group as due to the manual.

The majority of participants marked that the manual would be helpful for deployments and that if they were given the manual, they would read it. Participants rated the manual as useful on average and found the formatting just right with elements (such as pictures or lists) in place.

### **Study Two Discussion**

Participants varied in their awareness, knowledge, and efficacy; however, participants' average scores clearly increased in all three areas after reading the training manual. Cultural property protection value was highest pre- and post-training. Within the knowledge category, recovery, bedding down, and maximizing CPP were the least known by the most number of participants.

### **Conclusion**

These studies sought to examine the following questions: (a) Do service members have the necessary skills to protect cultural property as they deploy worldwide? (b) Do service members see the impact of cultural property protection on matters that range from equal opportunity to national security? (c) What is the impact of cultural property training? While the current studies leave room for further refinement and methodological improvement, they do lend data that is helpful to exploring these answers.

The vast majority of participants had no experience with CPP training and had some awareness of CPP value but little CPP knowledge or efficacy. Participants varied in their understanding of the connection between CPP and EO or national security, as evidenced by specific questions and analysis of their comments. Several participants, for example, believed that CPP did not apply to them, while after the training, several participants viewed destruction of property in a new light. The impact of cultural property training was measurably significant, with the majority of participants improving on all measures. The biggest difference between the two manuals as shown in the data was in assessment: 100% of participants found the longer manual useful and said they would read it, while this was not the case with the shorter manual. Further studies would be required to determine whether this finding is a function of group difference or manual difference.

In conclusion, CPP is an important process with a critical outcome. CPP relates to issues faced in deployment as well as in times of peace, on land and on sea. The sheer volume of participants who have deployed but have not received CPP information is alarming; however, the effectiveness of training is encouraging.

Gender	75% Male and 25% Female
Race	58% White, 33% Black, and 9% Other
Service	53% Army, 13% Navy, 13% Marines, 9% Air Force, and 12% Civilian
Rank	37% E-7–E-9, 37% O-4–O-6, 10% O-1–O-3, 10% GS-11–GS-14, and 6% Other
Occupation	35% HR, 17% Infantry, 17% Science, 14% Legal, 10% Supply, and 7% Aviation
Deployed Status	63% Deployed and 37% Not deployed
Cultural Training	93% No cultural training and 7% Cultural training
Witnessed Destruction	8% Witnessed destruction (pre-), 92% No witness 17% Witnessed destruction (post-), 83% No witness

Figure 1. Study One Demographics

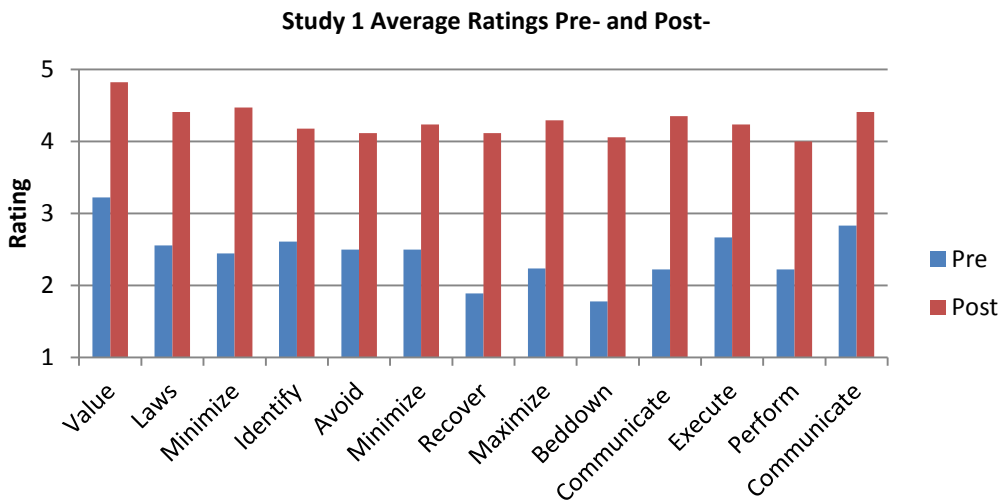


Figure 2. Study 1 Average Ratings Pre- and Post-

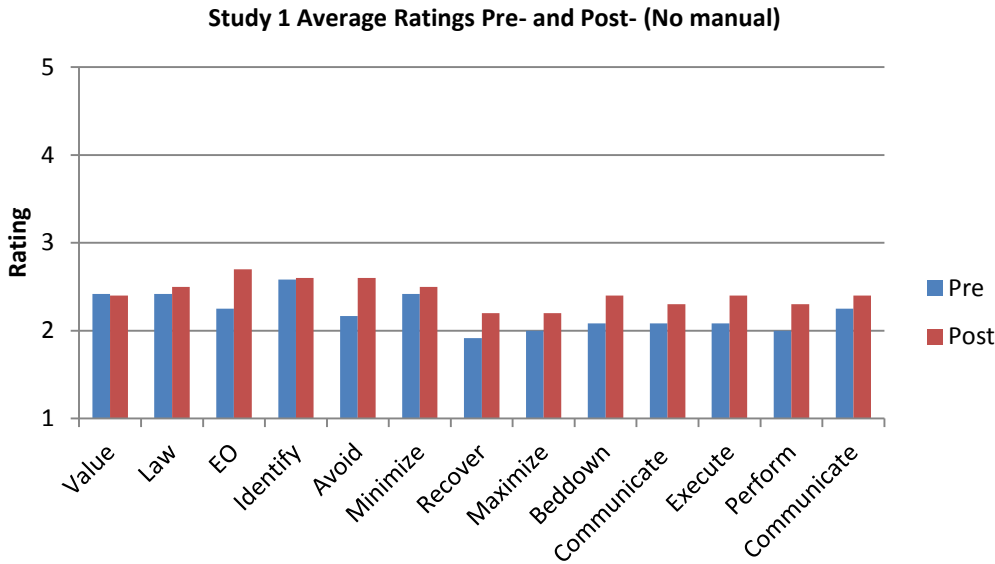


Figure 3. Study 1 Average Ratings Pre- and Post- (No manual)

Gender	58% Male and 42% Female
Race	51% Black, 25% White, 10% Hispanic, 10% Other, and 4% Asian
Service	58% Army, 22% Air Force, 11% Navy, 3% Marines, 3% Coast Guard, and 3% National Guard
Rank	67% E-7–E-9, 17% E-4–E-6, 10% O-4–O-6, and 6% O-1–O-3
Occupation	42% HR, 14% Supply, 11% Other, 10% Infantry, 8% EO, 6% Medical, 3% Signal, 3% Aviation, and 3% Legal
Deployed Status	87% Deployed and 13% Not deployed
Cultural Training?	78% No cultural training and 22% Cultural training
Witness Destruction?	9% Witnessed destruction (pre-), 91% No witness 12% Witnessed destruction (post-), 88% No witness

Figure 4. Study Two Demographics



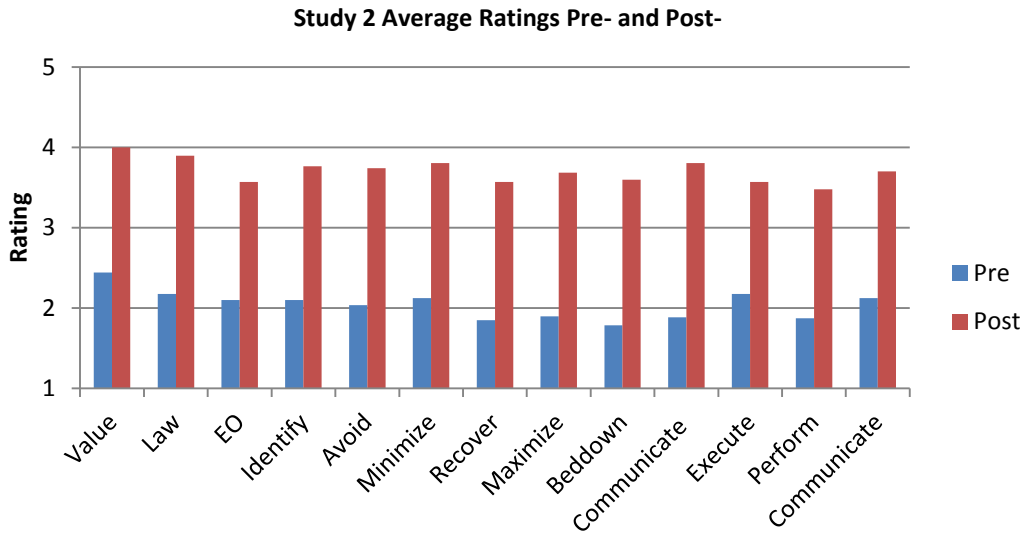


Figure 5. Study 2 Average Ratings Pre- and Post-

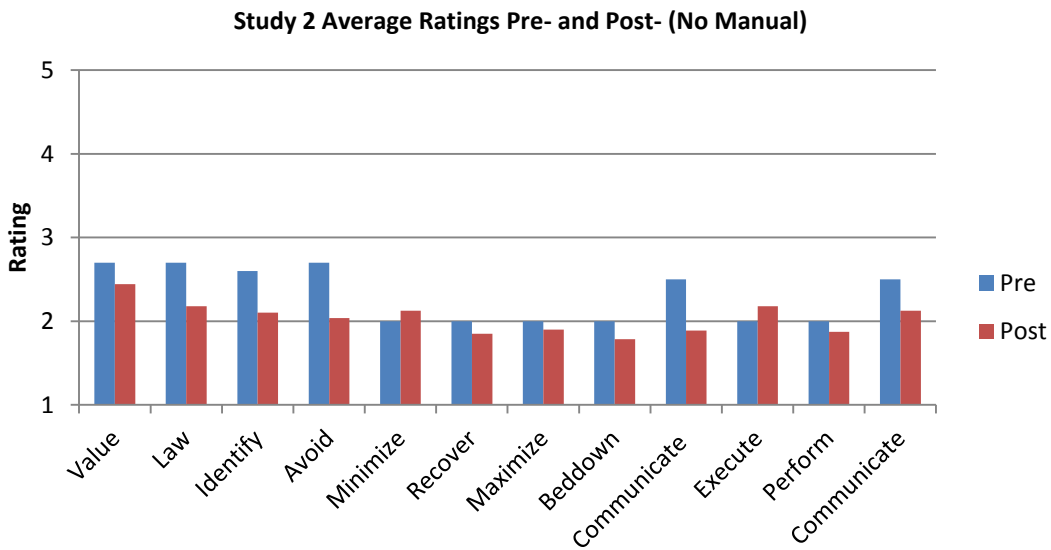


Figure 6. Study 2 Average Ratings Pre- and Post- (No Manual)