

AN ANALYSIS AND EVALUATION OF THE EFFECTIVENESS OF E-LEARNING TRAINING PROGRAMMES ON PEACEKEEPING



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**An Analysis and Evaluation of the Effectiveness of E-Learning Training
Programmes on Peacekeeping**

Provided by the Peace Operations Training Institute

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Table of Contents

Acronyms	4
I. Executive summary	5
II. Introduction	7
A. Peace Operations Training Institute (POTI)	7
B. E-Learning for African Peacekeepers (ELAP)	8
C. The increasing importance of e-learning training programmes in peacekeeping	9
III. The research project: Monitoring and Evaluation (M&E) of ELAP	10
IV. POTI's M&E structure	11
A. POTI's five levels of M&E	13
B. Methodology used in this study	15
V. Results of the research project	17
A. Is ELAP effective?	17
B. What is the Return on Investment of ELAP?	25
VI. Conclusions and recommendations	30
VII. Appendices	33
VIII. References	51

Acronyms

- AU African Union
- CCPO Chief Civilian Personnel Officer
- DFS Department of Field Support
- DPKO Department of Peacekeeping Operations
- ELAP E-Learning for African Peacekeepers
- ELPLAC E-Learning for Peacekeepers from Latin America and the Caribbean
- EU European Union
- ITS Integrated Training Service
- IAPTC International Association of Peacekeeping Training Centres
- M&E Monitoring and Evaluation
- POTI Peace Operations Training Institute
- PSO Peace Support Operation
- ROI Return on Investment
- TFP Training Focal Point
- UK United Kingdom
- UN United Nations
- UN mission UN peacekeeping mission
- UNEF I First United Nations Emergency Force
- UNITAR POCI United Nations Institute for Training and Research Programme of Correspondence Instruction in Peacekeeping Operations
- UNTSO United Nations Truce Supervision Organization

I. Executive summary

The Peace Operations Training Institute (POTI) is an international NGO that provides self-paced, on-demand e-learning on peacekeeping, humanitarian relief and security to peacekeepers worldwide, with an average of over 100,000 enrolments annually. With the generous support of the nations of Argentina, Australia, Brazil, Canada, Chile, Croatia, Hungary, Libya, the Netherlands, Norway, Sweden, the United Kingdom and the Organisation internationale de la Francophonie, POTI offers all its courses free of charge to all African, Latin American and Caribbean peacekeepers, military personnel, police and gendarmerie through its two tuition-free training programmes: E-Learning for African Peacekeepers (ELAP) and E-Learning for Peacekeepers from Latin America and the Caribbean (ELPLAC). Approximately 75% of POTI's students are enrolled under the ELAP programme and therefore receive tuition-free training on peacekeeping. POTI's ELAP and ELPLAC programmes have been repeatedly welcomed by the United Nations (UN) Special Committee on Peacekeeping Operations (C-34).

The Foreign and Commonwealth Office of the Government of the United Kingdom of Great Britain and Northern funded in 2010 the following research paper aimed at analysing and evaluating the effectiveness of POTI's ELAP programme. POTI conducted a six month comprehensive research project on its ELAP programme that included focus groups, interviews, and surveys involving peacekeepers, supervisors' of peacekeepers, personnel responsible for the delivery of peacekeeping training at the national peacekeeping training centres, training focal points/chief civilian personnel officers at the United Nations peacekeeping missions. The key findings from this monitoring and evaluation research project on ELAP are as follow:

- 70.8% of POTI's ELAP students are currently serving on a peacekeeping mission. 12% have previously served on a mission and 27.7% hope to serve on a mission in the future;
- For thousands of African peacekeepers the ELAP programme constitutes the principal training on peacekeeping they receive before being deployed on a PSO. 44.6% of the ELAP graduates who have served on a peacekeeping mission within six months of completing their courses with POTI indicated that they had never attended a classroom training programme at a national peacekeeping training centre. Among those who indicated that they had attended a classroom training programme at a national peacekeeping training centre, approximately 90% of them say that the distance-learning training they received from POTI was a good complement to their classroom training programme. In addition, some national peacekeeping training centres use POTI's courses to complement their own training programme;
- 97% of POTI's ELAP students, 89% of the peacekeeping training providers at the national peacekeeping training centres and 73.9% of the TFPs/CCPOs say that POTI's courses offered peacekeepers practical knowledge to better perform their jobs;
- From the perspective of both African peacekeepers and TFPs, ELAP is a successful training programme, which among various factors contributes to the success of Peace Support Operations (PSOs);
- ELAP brings African peacekeepers the practical knowledge, skills and code of conduct they need to better perform their job, which ultimately increases the likelihood of a successful PSO, at a cost of approximately USD40.00 per individual peacekeeper;
- ELAP is an economically sound investment, the benefits of which outweigh the costs. In addition to a net increase in African peacekeepers' level of knowledge on PSOs thanks to ELAP, ELAP students also say that they use this programme for career development purposes with almost half (48.8%) of them indicating that the Certificates-of-Completion provided by POTI for those who successfully pass their End-of-Course Examinations are recognized by their national authorities and are helpful for their career development. In addition, 25.1% indicated that the Certificate-of-Completion helps in getting selected for deployment to a PSO. Moreover, ELAP students mention an increased level of confidence and improved language and communication skills thanks to this programme.

II. Introduction

A. Peace Operations Training Institute (POTI)

The Peace Operations Training Institute (POTI) is an independent not-for-profit organization based in Williamsburg, Virginia, USA that provides self-paced, on-demand distance training on peacekeeping. POTI is governed by a Board of Directors and has been authorized by the U.S. Government Internal Revenue Service to operate as a 501(c)(3) public charity. POTI is dedicated to providing globally accessible and affordable distance-learning courses on peace support, humanitarian relief, and security operations to men and women working to promote peace worldwide. POTI's courses are written by former Force Commanders, Military Advisers to DPKO, experienced peacekeepers, published authors, and scholars expert in their fields. POTI constantly works on improving and expanding its course offerings and today offers 21 courses in English, 18 in French, 18 in Spanish, two in Portuguese and two in Arabic. POTI's courses and programmes have been repeatedly welcomed by the United Nations (UN) Special Committee on Peacekeeping Operations (C-34) (**Appendix 1**: 2010 and 2011 recognitions from the UN).

Since 1995, students from over 170 nations have enrolled in distance training on peacekeeping from POTI or its predecessor organization, UNITAR POCI (United Nations Institute for Training and Research Programme of Correspondence Instruction in Peacekeeping Operations). Military peacekeepers, police, gendarmerie, and civilians worldwide can enrol in POTI's courses through several structures: through their UN peacekeeping mission, which pays for the training and has an official contract with POTI; through national programmes sponsored by ministries of defence for their personnel; through one of the tuition-free programmes provided for students from developing nations; or by subscribing to the courses as individuals. During

2010, peacekeepers from all 15 UN missions enrolled in POTI's courses (**Appendix 2:** List of the UN missions that had peacekeepers subscribing in POTI's courses in 2010).

POTI offers two tuition-free training programmes: E-Learning for African Peacekeepers (ELAP) and E-Learning for Peacekeepers from Latin America and the Caribbean (ELPLAC), which offer all of POTI's courses free of charge to all African, Latin American and Caribbean peacekeepers, military personnel, police and gendarmerie. ELAP and ELPLAC students access their course materials and pass their examinations within their personalized virtual classroom using the ELAP¹ or ELPLAC² websites. Over the years, ELAP and ELPLAC have been supported by the following nations and organizations: Argentina, Australia, Brazil, Canada, Chile, Croatia, Organisation internationale de la Francophonie, Hungary, Libya, Netherlands, Norway, Sweden and the UK. Approximately 75% of POTI's students are enrolled under the ELAP programme and therefore receive free training on peacekeeping.

B. E-Learning for African Peacekeepers (ELAP)

During the year 2010, E-Learning for African Peacekeepers (ELAP):

- Recorded 76,311 enrolments (89% men, 11% women);
- Enrolled students from 51 out of the 54 African countries that are UN Member States (**Appendix 3:** 2010 ELAP enrolment numbers);
- Was “welcomed” by the UN Special Committee on Peacekeeping Operations (C-34); and
- Cost an average of USD7.97 per enrolment (cost included enrolment, download of the course text, online videos, e-mail correspondence with the course author, a pre-test, an End-of-Course Examination, a Certificate-of-Completion, participation in POTI's Facebook page, blog and students' spotlight contest).

¹ <<http://elap.peaceopstraining.org/>>

² <<http://elplac.peaceopstraining.org/>>

C. The increasing importance of e-learning programmes in peacekeeping

In 1948, the first UN mission, United Nations Truce Supervision Organization (UNTSO), was deployed to the Middle East. Over the next 40+ years UN peacekeeping gradually expanded, but missions generally (with some notable exceptions) involved under 15,000 personnel, mostly from a handful of nations – Canada, Denmark, Fiji, Finland, Ghana, Norway and Sweden. Throughout the Cold War, superpower rivalry within the Security Council limited the mandates and size of UN peacekeeping missions. The end of the Cold War, however, brought about expansion in the size, scope and complexity of UN peacekeeping operations, along with the need to train a much larger population of peacekeepers coming from almost every Member State of the UN. Today peacekeeping goes beyond the UN, with regional groups such as the African Union (AU) and the European Union (EU) also leading and deploying peacekeeping forces when necessary. As of December 2010, there were 15 UN PSOs composed of 81,792 troops, 2,201 military observers, and 14,318 police representing 115 countries, and supported by 22,616 civilian personnel and UN Volunteers. Twenty-nine of these 115 contributing countries are in Africa.³ The vast majority of these 29 African countries do not have their own national peacekeeping training centre and have to rely on regional peacekeeping training centres for the training of their peacekeepers, whenever financially possible (**Appendix 4: List of African countries with national/regional peacekeeping training centres**).

ELAP was first developed in 2006 in cooperation with the Integrated Training Service (ITS) of the United Nations Department of Peacekeeping Operations (UN DPKO). Although

³ These numbers are extracted from the UN monthly summary of contributors to UN peacekeeping operations (as of 31 December 2010) available on the UN website.

e-learning on peacekeeping was recognized as the most economical way to provide standard training on peacekeeping to personnel from the developing nations, the reality was that few Africans could afford even the reduced cost of e-learning with less than 400 African enrolments being recorded per year through 2004. In 2005, this number jumped to 3445, but most of these were national staff serving on peacekeeping missions. After several meetings and discussions with DPKO/ITS, it was decided that ELAP should be developed. ELAP was to be a distance-learning training programme on peacekeeping available free of charge to the members of the military, police and gendarmerie of the nations of Africa, an affordable solution to the growing demand for standardized peacekeeping training for an increasing number of African peacekeepers. Since the development of ELAP, African enrolments have skyrocketed. In 2010, POTI had 82,779 enrolments from students of African nationalities, with 92% of these enrolments under the ELAP programme (**Appendix 5: POTI's students of African nationalities**).

II. The research project: Monitoring and Evaluation (M&E) of ELAP

ELAP was established with initial funding from the Kingdom of Norway. Over the years, ELAP has also benefitted from the generous support of Australia, Brazil, Canada, Organisation internationale de la Francophonie, Hungary, Libya, Netherlands, Sweden and the United Kingdom. The UK government represented by the Foreign and Commonwealth Office started to provide funding for ELAP in 2007.

On June 2010, the UK government also provided funding for a research project developed by POTI in order to assess the impact of ELAP on African peacekeepers and, ultimately, on PSOs. The aim of this report is to outline the key findings of this research project, which was designed with the following goals:

- Evaluate and improve POTI's M&E structure so that it effectively gathers data on the impact of ELAP on African peacekeepers;
- Collect primary and secondary information that would help determine the link between successful peacekeeping training and successful PSOs;
- Determine a Return on Investment (ROI) figure for the ELAP programme; and
- Share the results of this research project with other stakeholders (e.g. DPKO/DFS, representatives of UN Member States, national peacekeeping training centres, etc.) so that best practices in terms of the M&E of e-learning training programmes on peacekeeping can be shared within the peacekeeping community.

III. POTI's M&E structure

In its 2010 Guidelines on Design, Delivery and Evaluation of Training (Training Cycle),

DPKO/DFS defines peacekeeping training as:

any training activity which aims to increase the knowledge and skills of UN peacekeeping personnel (military, police and civilian), enabling them to:

- a. Meet the evolving challenges of peacekeeping operations in accordance with DPKO/DFS principles and guidelines;
- b. Perform their specialist functions in an effective, professional and integrated manner; and
- c. Demonstrate the core values and competencies of the United Nations.⁴

In that same document, DPKO/DFS recommends five levels of evaluation to assess the impact of training on performance and to conduct a cost versus benefit analysis where possible.

⁴ *UN DPKO-DFS Guidelines on Design, Delivery and Evaluation of Training (Training Cycle)*, Alain Le Roy, USG DPKO, 1 April 2010.

The five levels are:

- **Level 1**: Reaction of the participant to the training;
- **Level 2**: Change in the participant's level of knowledge;
- **Level 3**: Effect of the training on the participant's on-the-job behaviour and performance;
- **Level 4**: Impact of the training (consequences of the changes in behaviour and performance); and
- **Level 5**: Return on Investment (ROI) to compare the programme monetary benefits to its costs.

DPKO/DFS also recognizes the difficulties in measuring levels 4 and 5 “because level 4 and 5 evaluations require significant inputs of time and resources to undertake [...] As a general rule, all training activities for UN peacekeeping personnel organized by DPKO/DFS and DPKO-led peacekeeping operations shall aim to apply the first three levels of evaluation.”

The UN Secretary-General in his 2010 Report on the progress of training in peacekeeping to the General Assembly mentioned that “historically, the primary constraints on effective monitoring and evaluation of peacekeeping training have been the lack of basic output data, such as numbers and types of courses delivered or numbers and categories of personnel trained, and the inability to collect evaluation data from participants across the system that can be gathered and analysed in a central repository.”⁵ POTI has always been active in M&E and in the collection of data for the levels 1 and 2 using numerous techniques. POTI recently increased its M&E in order to gather data necessary for analysis and evaluation for this paper. Below is a comprehensive description of the M&E tools used by POTI (**Appendix 6: POTI's M&E tools**).

⁵ Report on the progress of training in peacekeeping, Report of the Secretary-General, United Nations General Assembly, A/65/644, 21 December 2010.

A. POTI's five levels of M&E

Level 1: Reaction of the participant to the training

In order to measure students' reactions to its self-paced, on-demand distance-learning courses, POTI offers a feedback form at the end of each course. This feedback form was expanded to include a second portion that goes beyond students' reactions to the course only. The first portion called "Questions about your course" consists of nine easy-to-answer questions that measure students' satisfaction with the course, provide statistical data (e.g. average number of hours spent studying the course, complementary learning resources used, etc.) and offer indications of areas needing improvements (e.g. errors, areas of confusion, etc.). The second portion of the course feedback called "General questions" is a series of seven questions that collect information beyond the course (e.g. students' mission status, additional subject areas of interest, etc.), as well as data on levels 3 and 4 of the five levels of evaluation for returning students (**Appendix 7:** POTI's new feedback form).

Level 2: Change in the participant's level of knowledge

All POTI courses have always included an End-of-Course examination. Now POTI courses offer a pre-test examination, which aids in measuring the effect of training on students' level of knowledge. Students take a pre-test at the beginning of each course before they can access their course materials. The pre-test was created in such a way as to measure effectively the students' level of knowledge without being so long and difficult as to delay or frustrate the student, who presumably wishes to expand his/her knowledge on the subject matter included on the pre-test. All POTI students are required to take the pre-test before continuing the course.

Level 3: The effect of the training on the participant's on-the-job behaviour and performance

In recent years, POTI conducted *ad hoc* surveys of graduates to learn more about the impact its training had on students' on-the-job behaviour and performance. As of November 2010, however, POTI formalized a survey system in which follow-up surveys are distributed to *all* POTI graduates on the six-month anniversary of the completion of their course. The follow-up survey is designed to determine the proportion of recent POTI graduates who actually go on to serve on peacekeeping missions, to determine whether or not POTI has been successful in achieving its mission of providing practical knowledge to peacekeepers so that they better perform their jobs, and to measure the frequency of use of the knowledge acquired from POTI by peacekeepers.

Level 4: Impact of the training (consequences of the changes in behaviour and performance)

POTI is able to assess the impact of its courses on UN peacekeepers by asking the mission's training focal points (TFPs), Chief Civilian Personnel Officers (CCPOs) and others involved in the delivery of training to provide feedback. Also POTI identified supervisors of peacekeepers among the people it surveyed as part of this research project and asked them to assess the impact of POTI's courses on peacekeepers they had the opportunity to supervise during a PSO.

Level 5: Return on Investment (ROI) to compare the programme monetary benefits to its costs

Assessing the ROI of a distance-learning training programme on peacekeeping is a very complex task – not because of the costs of the investments, which are quite easy to measure and determine – but because of the value of the returns, which are difficult or impossible to measure.

While results of surveys of people in the peacekeeping community⁶ clearly show that there is a common awareness of the link between successful peacekeeping training and successful PSOs, these same people believe that peacekeeping training remains one factor among several that contributes to the ultimate success of a peacekeeping mission. In addition, it is recognized that it is impossible to measure in isolation the impact of training from other factors in a real-world setting that will lead to the success or failure of a peacekeeping mission (**Appendix 8: Example of factors that can affect the success of a PSO**).

The UN Peacekeeping Resource Hub offers a library full of studies from experts and scholars of peacekeeping who have extensively analysed the topics of PSOs, training in peacekeeping, evaluation systems of peacekeeping training, etc. However, there is still a lack of guidelines on how to define ROI in peacekeeping training. As part of this research project, POTI surveyed 65 providers of peacekeeping training (at the UN missions and at the national peacekeeping training centres) and asked them to define ROI in peacekeeping training. As expected, a wide range of responses emerged. Later in this report, those responses will be analysed to develop a measurement technique for ROI in peacekeeping training.

B. Methodology used in this study

This research project was conducted from 18 October 2010 to 18 April 2011. POTI first worked on enhancing its existing M&E structure before initiating data collection for this research project. For all POTI's courses in English (which make up 80 per cent of its enrolments), POTI launched its improved feedback form on 18 October 2010, its six-month follow-up surveys on

⁶ These surveys were conducted by POTI during the 2010 IAPTC Conference in Dhaka, Bangladesh.

1 November 2010, and its pre-test examination for courses in English on 10 November 2010 and for courses in French, Portuguese and Spanish on 12 April 2011 (**Appendix 9**: Breakdown of POTI's enrolments per language.) In addition, POTI conducted several face-to-face interviews with educators and professionals at the national peacekeeping training centres during the 2010 Annual Conference of the International Association of Peacekeeping Training Centres (IAPTC) in Dhaka, Bangladesh from 28 November to 2 December 2010 (**Appendix 10**: IAPTC face-to-face interview questions and questionnaires). During that conference, POTI's executive director, Dr. Harvey Langholtz, also conducted a focus group composed of professionals in peacekeeping who provided their opinions on questions pertinent to this research project. Finally, the TFPs and CCPOs at recent and current UN missions also contributed to this research by providing feedback.

On 18 April 2011, POTI concluded the collection of data for this research project and gathered the following statistics:

- 10,384 ELAP enrollees submitted feedback using POTI's End-of-Course examination feedback form;
- 1,130 ELAP students participated in a six-month follow-up survey;
- 27 TFPs/CCPOs and others (TFPs/CCPOs/others) involved in the delivery of training at 12 recent and current UN missions offered feedback on this issue of M&E of peacekeeping training;
- 17 educators and professionals at the national peacekeeping training centres worldwide participated in face-to-face interviews and an additional five responded in writing to the same questions; and
- 16 additional senior professionals responsible for delivering peacekeeping training participated in a focus group to discuss the M&E tools they used at their peacekeeping training centre, the impact of peacekeeping training on peacekeepers' in-the-field performance, and ROI in peacekeeping training.

IV. Results of the research project

All raw data generated as part of this research are available from the POTI offices in Williamsburg, Virginia, USA. The remaining portion of this report will focus on determining the effectiveness of the ELAP programme and its ROI. Responses to surveys and interviews will be analysed and summarized in the following pages.

A. Is ELAP effective?

POTI's mission statement is to provide globally accessible and affordable distance-learning courses on peace support, humanitarian relief and security operations and it is committed to bringing essential, practical knowledge to military and civilian personnel working towards peace worldwide. POTI's ELAP programme pursues the same mission with a focus on African military personnel, police and gendarmerie. This mission statement will be considered in assessing the effectiveness of the ELAP programme.

According to the results of surveys given to peacekeeping training providers worldwide, the majority of these providers believe that measurement of student reactions via the feedback form constitutes the most important metric available to evaluate the impact of peacekeeping training on peacekeepers and ultimately the success of peacekeeping training. POTI therefore relied on the feedback form to collect information from its ELAP students in order to measure the effectiveness of its distance-learning programme on peacekeeping. Below are key data from POTI's ELAP students that helped measure the effectiveness of ELAP.

Why ELAP students enrolled in ELAP

ELAP is offered tuition-free to all African military personnel, police and gendarmerie because these individuals constitute the uniformed components serving on peacekeeping missions. Serving on a peacekeeping mission is not a prerequisite for enrolling in ELAP. However, as anticipated, most (63%) of the ELAP students enrol in POTI's courses to prepare for serving on a peacekeeping mission (**Figure 1**).



Figure 1: Reason why ELAP students enrol in ELAP.

Mission status of ELAP students

ELAP students were asked to indicate any current, past or anticipated future mission status that applied to them. Most (70.8%) report that they are currently serving on a peacekeeping mission. In addition, 12% indicate that they have previously served on a mission and 27.7% hope to serve on a mission in the future. These metrics demonstrate that ELAP is indeed successful at reaching the target population and at providing training to current and future peacekeepers (**Figure 2**).

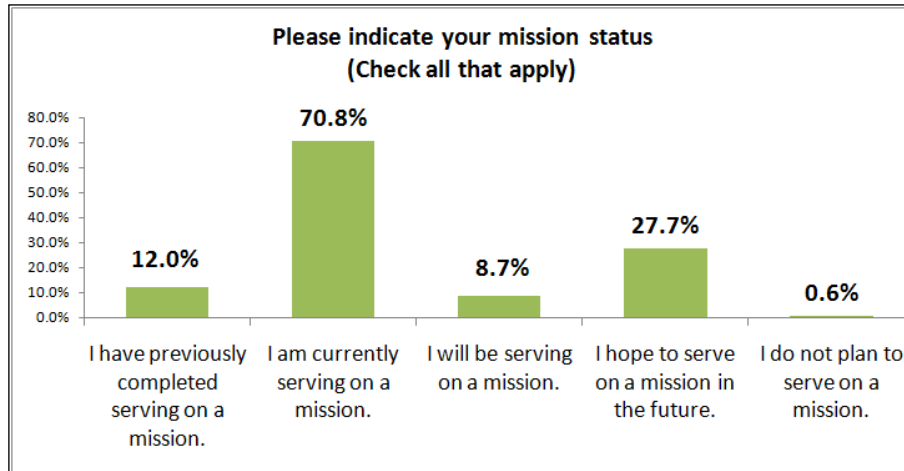


Figure 2: Mission status of the ELAP students.

Approximately half (49%) of the ELAP students learn about POTI and its ELAP training programme at their peacekeeping mission, which shows that ELAP is a well-known and fully accepted training programme at the peacekeeping missions. Word of mouth (38%) and the Internet (38%) are tied for the second most common way in which students learn about the programme (**Figure 3**).

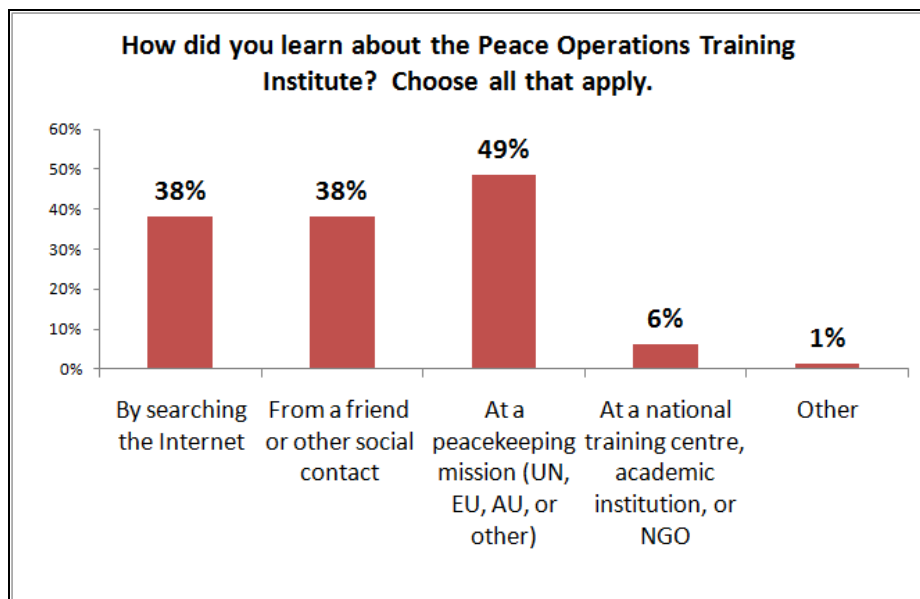


Figure 3: How students first learn about POTI's ELAP programme.

Impact of ELAP on students' level of knowledge

The best way to measure ELAP students' level of knowledge before and after enrolling in ELAP is through the objective comparison of the pre-test and End-of-Course examination scores. ELAP students' average pre-test score was 48% and their average End-of-Course examination score was 85%, an improvement of 37 percentage points. Subjective measurement techniques using surveys of ELAP graduates lead to similar results with 97% of them saying that POTI's courses offered them practical knowledge to better perform their jobs (**Figure 4**).

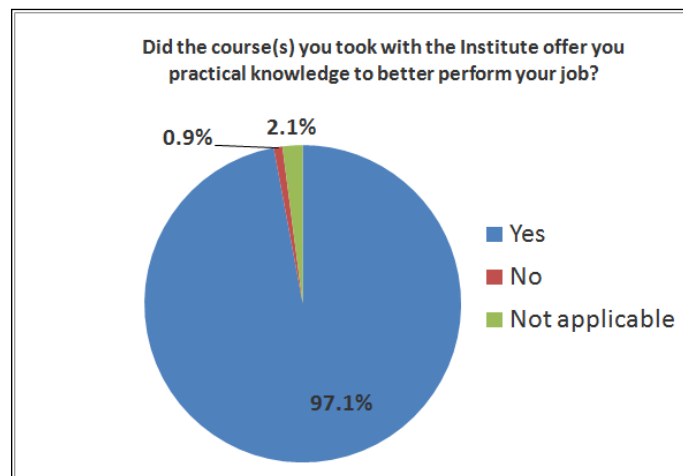


Figure 4: ELAP courses offer practical knowledge, contributing to better job performance.

Similarly, 89% of the peacekeeping training providers at the national peacekeeping training centres and 73.9% of the TFPs/CCPOs/others surveyed indicated that they are aware of POTI and agreed that POTI's courses provide peacekeepers with practical knowledge to improve their performances (**Figures 5 and 6**). Some said that they use POTI's courses to complement their own training programme and others wanted to establish a relationship. A third group has heard of POTI at conferences on peacekeeping.



Figure 5: The providers of peacekeeping training regarding POTI.

Figure 6: TFPs/CCPOs/others regarding POTI.

The data represented above demonstrate that ELAP is effective and is fulfilling its mission of providing practical knowledge on peacekeeping and related topics to African peacekeepers. But do African peacekeepers in reality take advantage of the knowledge gained through ELAP to better perform their jobs in the field?

Impact of ELAP on peacekeepers' in-the-field performance

The scientific and objective way to demonstrate that African peacekeepers are indeed performing better in the field after participating in ELAP would be by objectively measuring and comparing the in-the-field performance of a group of peacekeepers who participated in ELAP versus that of a group of peacekeepers who did not participate in ELAP. These two groups would have to perform the same tasks under the exact same circumstances so that the performances of each of these groups could be measured and compared. However, it is simply not possible to conduct a controlled experiment of this nature in the chaotic reality of an actual peacekeeping mission. The best alternative to this infeasible approach would be to ask the peacekeepers directly to assess their in-the-field performance after they participate in ELAP. In the six-month follow-up surveys to ELAP graduates, 89.7% indicated that during their PSO, they have used

very often or often the knowledge gained through the courses they took with POTI. Almost all (96.1%) of them strongly or somewhat agree with the following statement: *My job/duty performance has been improved through the study of the Institute courses* (Figure 7).

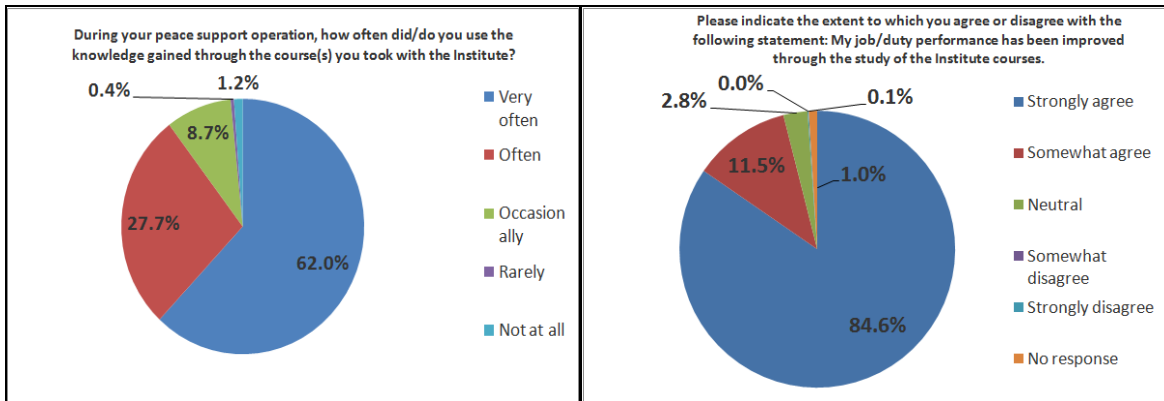


Figure 7: ELAP graduates’ assessment of the impact of ELAP on their in-the-field performance.

A large majority of the TFPs/CCPOs/others involved in the delivery of peacekeeping training at the UN missions agree that peacekeeping training improves peacekeepers’ in-the-field performance because it provides them with the knowledge, skills, confidence level and eagerness to learn new knowledge/skills in order to better perform their job, and that e-learning on peacekeeping provides an important value added for peacekeepers (Figures 8 and 9).

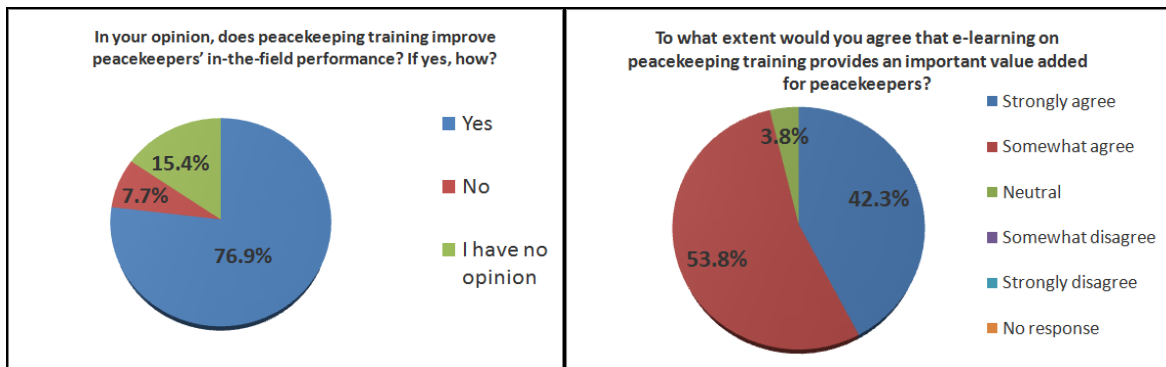


Figure 8: The TFPs/CCPOs/others on the impact of peacekeeping training on peacekeepers’ in-the-field performance.

Figure 9: The TFPs/CCPOs/others on the importance of e-learning peacekeeping training.

Based on these criteria used by the TFP/CCPOs/others to assess the success of a peacekeeping training programme in improving peacekeepers' in-the-field performance, it can be concluded that ELAP is a successful peacekeeping training programme that improves peacekeepers' in-the-field performance. Since a large majority of the African peacekeepers say that during their PSO, they have very often or often used the knowledge gained through the courses they took with POTI and that they strongly agree that their job/duty performance has been improved through the study of POTI courses, the conclusion can be drawn that ELAP provides African peacekeepers with practical knowledge on peacekeeping and it increases their skills and confidence level. Furthermore, ELAP provides African peacekeepers with the eagerness to learn new knowledge and skills in order to better perform their job, with 99.9% of them stating they would like to be notified when new POTI's courses are released and 99% indicating they would recommend the courses offered by POTI to a friend/colleague who is preparing for or wants to participate in a PSO (**Figure 10**).

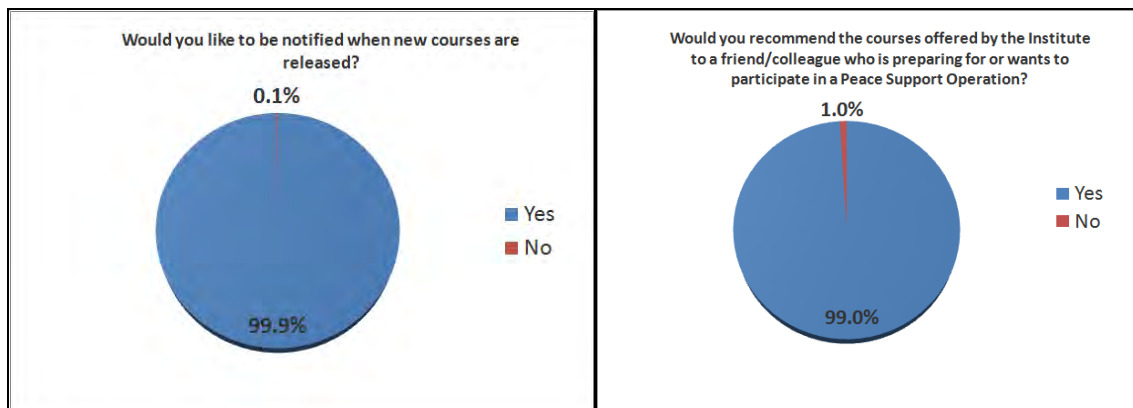


Figure 10: ELAP graduates' opinions of POTI's courses.

Impact of ELAP on PSOs according to the providers of peacekeeping training

When asked the question: *According to you, what is the main purpose of peacekeeping training? Check all that apply*, the majority of the providers of peacekeeping training at the peacekeeping training centres answered that the main purpose of peacekeeping training is to offer practical knowledge on peacekeeping as promulgated in the standards provided by DPKO, to guide personnel deployed on missions in acceptable behaviours, and to increase the likelihood of successful peacekeeping operations. ELAP is effective at offering practical knowledge on peacekeeping as promulgated in the standards (POTI courses are written by experts in peacekeeping and in accordance with UN standards) and at guiding personnel deployed on missions in acceptable behaviours. When asked if they see a link between successful peacekeeping training and successful PSOs, 91% of the training providers answered *Yes*, as did 80.8% of the TFPs/CCPOs/others. However, when the former group was asked whether or not objective measurement techniques could be used to link the two, several people said that there are so many other factors involved in the success or failure of a PSO – far beyond peacekeeping training solely – that mostly measurements of *subjective* evaluations should be used to link successful peacekeeping training to successful PSOs. The providers of peacekeeping training therefore recommended that subjective measurements techniques such as surveys and interviews be used to link successful peacekeeping training to successful PSOs.

If these two groups of stakeholders – the peacekeepers and TFPs/CCPOs/others – deem the peacekeeping training successful, then it can be concluded that the training was one factor among several that has increased the likelihood of the success of the PSO. Earlier in this report, it was demonstrated that from the perspective of both African peacekeepers and TFPs, ELAP is a successful training programme. The conclusion can therefore be drawn that ELAP as a

successful peacekeeping training programme is one among various factors that contributes to the success of PSOs.

B. What is the Return on Investment of ELAP?

Data collected from POTI's ELAP students for this research show that an ELAP student enrolls in an average of five POTI courses. In 2010, POTI received USD656,536 for its ELAP and ELPLAC programmes, which together provided 82,361 enrolments for that same year, leading to an average cost of USD7.97 per enrolment or a total cost of approximately USD40.00 per individual.

For an average of USD40.00 per individual (USD7.97 per each of the five courses), ELAP measurably contributes in the predeployment training of African peacekeepers and capacity building on the continent. Almost half (44.6%) of the ELAP graduates who have served on a peacekeeping mission within six months of completing their courses with POTI indicated that they had *never* attended a classroom training programme at a national peacekeeping training centre (**Figure 11**).



Figure 11: Almost half of the ELAP graduates who were deployed on missions indicated that they had received no classroom training from a national peacekeeping centre.

For thousands of African peacekeepers the ELAP programme constitutes the principal training on peacekeeping they receive before being deployed on a PSO. As demonstrated above, ELAP brings these peacekeepers the practical knowledge, skills and code of conduct they need to better perform their job, which ultimately increases the likelihood of a successful PSO, at a cost of approximately USD40.00 per individual peacekeeper.

Through questionnaires and interviews, POTI asked the people involved in the delivery of peacekeeping training at the UN missions and at the national peacekeeping training centres to come up with a measurement technique of Return on Investment (ROI) of peacekeeping training. Due to a lack of standards on this topic, people provided different responses on the techniques that would most effectively measure ROI for peacekeeping training (e.g. improved performance of individual peacekeepers while deployed on a peacekeeping mission; success of the mission; negative events that the training helped to prevent; language and other skills learned that could be used beyond peacekeeping, etc.). Commonly speaking, ROI is defined as the measurement of a performance that is used to evaluate the efficiency of an investment. It is calculated by taking the benefits (returns) on an investment and dividing it by the cost of that investment. Any investment that has a positive ROI is a worthy investment since its benefits outweigh its costs. The costs of ELAP can easily be determined as shown below.

Costs of ELAP		
Number of enrolees under ELAP in 2010		76,311
Average number of enrolments per ELAP student in 2010		5
Average number of students under ELAP in 2010		15,262
Average cost of one enrolment under ELAP	\$	7.97
Total costs of the ELAP programme in 2010	\$	608,309

The cost of ELAP was determined by multiplying the number of enrollees under ELAP in 2010 by the cost of one enrolment under ELAP in 2010. Determining the benefits of ELAP is a much more complicated task. As shown in the responses above from the people involved in the delivery of peacekeeping training, there are many factors that could be used to define the benefits of peacekeeping training in general. POTI used its feedback form to directly ask its ELAP students to list some benefits of peacekeeping training (**Figure 12**). Below are the most common benefits of peacekeeping training according to the African peacekeepers.

Benefits	Examples
Increase and refresh knowledge	Better understanding of the UN, UN peacekeeping missions, individuals' roles, logistics and security, prevention of diseases
Improve skills	Problem solving, efficiency, performance, language and communication skills, professionalism, capacity and confidence, dedication, ethics and code of conduct, culture and gender considerations, reduce accidents
Favour sharing of knowledge	From educators to peacekeepers, from peers to peers
Contribute to personal development	Educate, mind opener, knowledge can be used beyond peacekeeping, career opportunities

Figure 12: Main benefits of peacekeeping training according to the peacekeepers.

Similar to the providers of peacekeeping training, the ELAP students mention mostly intangible benefits (e.g. increased level of knowledge, confidence, etc.). It would be impossible to attach objective numerical values to most of these benefits because the value of each benefit would differ from one peacekeeper to another and cannot be measured in a mathematical way. Some peacekeepers are able to use peacekeeping training for professional promotion

(Figure 13), development of skills and beyond the PSOs, while others simply develop a better understanding of the UN in general and its PSOs, knowledge they have and may or may not use for personal or professional development.

The formula that would be used to calculate the ROI of ELAP would be:

$$\text{ROI (ELAP)} = \frac{[(\text{Gains from Investment into ELAP or benefits}) - (\text{Costs of ELAP})]}{(\text{Costs of ELAP})}$$

Although POTI cannot demonstrate with actual numbers the ROI of ELAP because of the subjectivity involved in the determination of values for the benefits, POTI is very confident when saying that in the long run, the benefits of ELAP outweigh its costs, leading to a positive ROI of ELAP. As shown in Figure 13 below, African peacekeepers use ELAP for career development purposes with almost half (48.8%) of them indicating that the Certificates-of-Completion provided by POTI for those who successfully pass their End-of-Course Examinations are recognized by their national authorities and are helpful for their career development. In addition, 25.1% indicated that the Certificate-of-Completion helps in getting selected for deployment to a PSO. While only 13.6% indicated that the training provided by POTI is incorporated into their national PSO training programme, it should be remembered that this is even possible only for the half of the POTI students who have received any classroom training. The actual percent, therefore, is roughly double the amount shown.

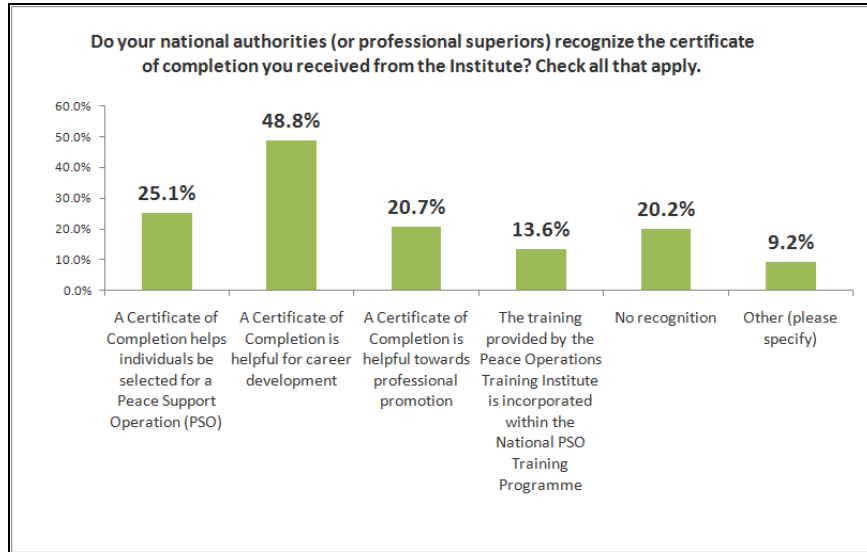


Figure 13: National authorities’ recognition of POTI’s Certificate of Completion.

Among those who indicated that they had attended a classroom training programme at a national peacekeeping training centre, approximately 90% of them say that the distance-learning training they received from POTI was a good complement to their classroom training programme (Figure 14).

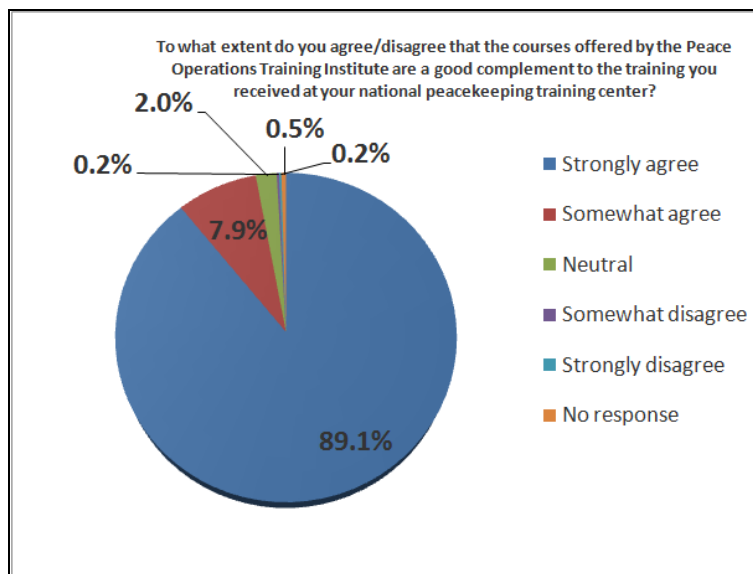


Figure 14: POTI’s courses are a good complement to classroom training programmes offered by national peacekeeping training centres.

V. Conclusion and recommendations

Throughout this report, it has been demonstrated that the ELAP programme is effective in providing African peacekeepers with practical knowledge on peacekeeping that they use to prepare for a peacekeeping mission and use as an ongoing source for training when serving on a mission. African peacekeepers who have participated in ELAP say that they use the knowledge learned through this programme to better perform their job and improve their in-the-field performance. Their training supervisors (TFPs/CCPOs/others) validate this fact.

Peacekeeping training is recognized by the peacekeeping community as a key component in the success of PSOs. Peacekeeping training is seen as one among a long list of factors that contribute to the success of a PSO. Paul F. Diehl and Daniel Druckman, two famous scholars in peacekeeping mention this fact in their book *Evaluating Peace Operations*, when saying that “Success for the contributing state might have little to do with changes in local conditions and more to do with the number of casualties that occur and the quality of training and experience received.”⁷

The TFPs/CCPOs/others in charge of delivery of peacekeeping training to peacekeepers at the UN missions consider the ELAP programme as a successful peacekeeping training programme which increases the likelihood of success of PSOs. For an average cost of USD40.00 per African peacekeeper, ELAP is a sound investment in peacekeeping which not only increases the likelihood of success of PSOs but also provides African peacekeepers with additional benefits they can use beyond the PSOs such as career promotion opportunities, language skills, confidence and eagerness to learn, etc.

⁷ Evaluating Peace Operations, Paul F. Diehl and Daniel Druckman, Lynne Rienner Publishers, 2010

ELAP is a predominant source of knowledge on peacekeeping for the 44% of the ELAP students who say they have never attended a classroom training programme at a national peacekeeping training centre. Nearly 90% of those who attended a classroom training programme at a national peacekeeping training centre, in addition to ELAP, mention that POTI's courses are a good complement to the training they received at their national peacekeeping training centre. POTI is actively working to build partnerships with the African peacekeeping training centres so that all their trainees benefit from the ELAP programme. As of June 2011, the Nigerian Army Peacekeeping Center (NAPKC–Nigeria), the École de Maintien de la Paix Alioune Blondin Bèye (EMP–Mali) and the International Peace Support Training Centre (IPSTC–Kenya) are all major African regional peacekeeping training centres that have agreed to partner with POTI for the ELAP programme. This ELAP partnership takes form through the mutual promotion and offerings of POTI's and the regional peacekeeping training centre's programmes to the African trainees of both institutions. It is widely accepted in the peacekeeping community that a combination of e-learning and classroom training is the most effective delivery tool of peacekeeping training. For this reason, POTI remains active in developing more partnerships.

In the 2011 advance unedited version of the Report of the Special Committee on Peacekeeping Operations (C-34), the following is stated:

The Special Committee welcomes the free and multilingual delivery of e-learning courses on peacekeeping provided by the Peace Operations Training Institute, and encourages Member States to support, including through the provision of voluntary financial contribution, the creation of additional courses. The Special Committee further welcomes the Institute's E-Learning for African Peacekeepers and E-Learning for Peacekeepers from Latin

America and the Caribbean, both of which are now supported through voluntary contributions.⁸

POTI thanks the nations of Argentina, Australia, Brazil, Canada, Chile, Croatia, Hungary, Libya, Netherlands, Norway, Sweden, the United Kingdom and l'Organisation internationale de la Francophonie, which over the years have supported its tuition-free training programmes. POTI also encourages other Member States to provide their support of all kinds so that POTI training programmes could become available to all peacekeepers. Lastly, POTI encourages all Member States to recognize the successful completion of its professionally written courses in the selection of individuals serving on PSOs.

⁸ Report of the Special Committee on Peacekeeping Operations, UN document A/65/19 (advance unedited version), 9 May 2011, paragraph 246.

VI. Appendices

Appendix 1: 2010 and 2011 recognitions from the United Nations

1.1. 2010 recommendations

Source: UN document A/64/19, paragraph 199

The Special Committee welcomes the free and multilingual delivery of expert-developed e-learning on peacekeeping provided by the Peace Operations Training Institute, and encourages Member States to support the creation of additional courses and translations. The Special Committee further welcomes the Institute's E-Learning for African Peacekeepers and E-Learning for Peacekeepers from Latin America and the Caribbean, made possible through voluntary contributions. The Special Committee also welcomes the integrated distance learning programmes provided directly to the peacekeeping missions by the Institute. The Special Committee urges the Department of Peacekeeping Operations and the Institute to actively work together to promote existing e-learning programmes, and highlights the importance of ensuring the use and development of these materials, and their dissemination to all mission personnel.

The full report in the six official languages of the UN can be found on the UN website: www.un.org.

1.2. 2011 recommendations

Source: UN document A/65/19 (advance unedited version), paragraphs 246, 247 and 248.

The Special Committee welcomes the free and multilingual delivery of e-learning courses on peacekeeping provided by the Peace Operations Training Institute, and encourages Member States to support, including through the provision of voluntary financial contribution, the creation of additional courses. The Special Committee further welcomes the Institute's E-Learning for African Peacekeepers and E-Learning for Peacekeepers from Latin America and the Caribbean, both of which are now supported through voluntary contributions. The Special Committee also welcomes the integrated distance learning programmes provided

directly to the peacekeeping missions by the Institute. The Special Committee encourages the Department of Peacekeeping Operations to work with the Institute to actively promote e-learning on peacekeeping, develop additional materials and ensure the dissemination of this e-learning to all mission personnel.

The Special Committee welcomes the contribution by the United Nations-mandated University for Peace in the area of peacekeeping/peacebuilding training (and encourages the University and the Peace Operations Training Institute to investigate the possibility of revitalizing their partnership).

The Special Committee, while recognizing the important role currently being played by non-United Nations partners in the provision of peacekeeping training, underscores the primary role of the Division of Policy Evaluation and Training, together with Member States, in developing peacekeeping training standards and advice in the implementation of standards by training partners. The Special Committee urges the, Department of Peacekeeping Operations to engage with Member States, UNITAR, University of Peace, Peace Operations Training Institute, and other training partners to ensure the continued strengthening of coordination in the peacekeeping training field and to avoid overlap and duplication.

Appendix 2: List of the UN missions that had peacekeepers subscribing in POTI courses in 2010

2.1. UN peacekeeping missions that had official agreements with POTI in 2010 (the missions bear the entire cost of enrolment).

MISSION	Full Name	Number of Enrolments
MINURCAT	United Nations mission for the Referendum in Western Sahara	4,613
MINURSO	United Nations Mission in the Central African Republic and Chad	2,501
MINUSTAH	United Nations Stabilization Mission in Haiti	2,981
UNAMA*	United Nations Assistance Mission in Afghanistan	479
UNAMI	United Nations Assistance Mission for Iraq	89
UNAMID	African Union-United Nations Hybrid Operation in Darfur	2,033
UNMIS	United Nations Mission in the Sudan	2,120
UNOCI	United Nations Operation in Cote d'Ivoire	324
UNTSO	United Nations Truce Supervision Organization	TBD**

*UNAMA is a special political mission directed and supported by DPKO.

** On December 2010, UNTSO purchased 10 enrolments that have not been used as of 22 February 2011.

2.2. Peacekeepers from other current UN missions, as of 31 December 2010, enrolling in POTI courses at their own cost.

MISSION	Full Name	Number of Enrolments
MONUC/MONUSCO	United Nations Organization Mission in the Democratic Republic of the Congo/United Nations Organization Stabilization Mission in the Democratic Republic of the Congo	189
UNMIL	United Nation Mission in Liberia	117
UNDOF	UN Disengagement Observer Force	4
UNIFIL	UN Interim Force in Lebanon	239
UNMIT	United Nations Integrated Mission in Timor-Leste	169
UNMOGIP	UN Military Observer Group in India and Pakistan	1
UNFICYP	UN Peacekeeping Force in Cyprus	1

Appendix 3: 2010 ELAP enrolment numbers

Country	Men	Women	Total
Algeria	12	5	17
Angola	9	3	12
Benin	1329	36	1365
Botswana	39	4	43
Burkina Faso	496	25	521
Burundi	327	44	371
Cameroon	1320	205	1525
Cape Verde	1	3	4
Central African Republic	60	4	64
Chad	1127	180	1307
Comoros	2	0	2
Congo, Democratic Republic of the	2083	109	2192
Congo, Republic of the	39	3	42
Côte d'Ivoire	2379	318	2697
Djibouti	65	6	71
Egypt	2963	34	2997
Eritrea	6	3	9
Ethiopia	3965	212	4177
Gabon	9	0	9
Ghana	6771	785	7556
Guinea	62	6	68
Guinea-Bissau	1	2	3
Kenya	4283	662	4945
Lesotho	13	0	13
Liberia	270	47	317
Libya	1	0	1
Madagascar	278	0	278
Malawi	239	74	313
Mali	214	13	227
Mauritania	5	2	7
Mauritius	38	1	39
Morocco	157	3	160
Mozambique	5	0	5
Namibia	261	252	513
Niger	686	9	695
Nigeria	16226	2022	18248
Rwanda	4343	757	5100
São Tomé and Príncipe	1	6	7
Senegal	603	32	635
Sierra Leone	1116	128	1244
Somalia	226	30	256
South Africa	1773	479	2252

Sudan	4065	561	4626
Swaziland	1	1	2
Tanzania	2522	178	2700
The Gambia	737	67	804
Togo	312	12	324
Tunisia	36	0	36
Uganda	3018	602	3620
Zambia	2008	369	2377
Zimbabwe	1083	360	1443

**Actual enrolments of students
of African nationalities**

76222

Bangladesh*	1	0	1
Bolivia*	2	0	2
Greece*	1	0	1
Grenada*	14	0	14
Brunei*	5	0	5
India*	9	0	9
Nepal*	2	0	2
Pakistan*	12	0	12
Reunion*	3	0	3
Sri Lanka*	1	0	1
Trinidad and Tobago*	19	0	19
United States*	3	0	3

Misplaced enrolments

72

**Total number of enrolments
under ELAP**

76294

* POTI maintains various automated procedures to ensure that non-Africans are not permitted to enrol through ELAP. In most cases these measures work, but somehow these 72 enrolments from students of non-African nationalities were counted as ELAP enrolments (less than 0.1% of the total number of enrolments under ELAP).

Appendix 4: List of African countries with a national/regional peacekeeping training centres (not exhaustive)*

African Centre for the Constructive Resolution of Disputes (ACCORD)	Durban, South Africa
Institute for Security Studies (ISS)	Tshwane (Pretoria), South Africa
Southern African Development Community's Regional Peacekeeping Training Centre (SADC RPTC)	Harare, Zimbabwe
Peace Operations Training Centre (PMTC)	Tshwane (Pretoria), South Africa
Peacekeeping Support Operations Training Centre (PSOTC)	Salima, Malawi
Institute of Peace and Conflict Studies (IPCS)	Dar es Salaam, Tanzania
Kofi Annan International Peacekeeping Training Centre (KA IPTC)	Accra, Ghana
Senegal Peacekeeping Training Headquarters	Senegal
Ecole de Maintien de la Paix de Bamako (EMP)	Bamako, Rep. du Mali
Nigerian Army Peacekeeping Centre (NAPKC)	Kaduna, Nigeria
National Defence College Nigeria	Abuja, Nigeria
Legon Centre for International Affairs (LECIA), University of Ghana	Accra, Ghana
International Peace Support Training Centre (IPSTC)	Karen, Kenya
Cairo Regional Center for Training on Conflict Resolution and Peacekeeping in Africa (CCPA)	Cairo, Egypt

* This list is extracted from a map provided by the Center for International Peace Operations, Zif-berlin (www.zif-berlin.org), on the peacekeeping training centres in Africa, the Middle East and Asia. This list was modified to reflect some recent changes.

Appendix 5: POTI students of African nationalities

5.1. Evolution of POTI students of African nationalities

Year	Number of Enrolments
2002	146
2003	294
2004	353
2005	3345
2006	31319
2007	72026
2008	84901
2009	83348
2010	82779

5.2. Breakdown of POTI enrollees of African nationality for the year of 2010

Nationality	Men	Women	Total
Algeria	13	6	19
Angola	10	3	13
Benin	1401	38	1439
Botswana	39	4	43
Burkina Faso	589	68	657
Burundi	360	47	407
Cameroon	1397	229	1626
Cape Verde	3	3	6
Central African Republic	101	6	107
Chad	4441	503	4944
Comoros	8	0	8
Congo, Democratic Republic of the	2245	128	2373
Congo, Republic of the	50	3	53
Côte d'Ivoire	2675	364	3039
Djibouti	66	6	72
Egypt	3489	46	3535
Equatorial Guinea	0	0	0
Eritrea	29	3	32
Ethiopia	4023	223	4246
Gabon	12	0	12
Ghana	7229	843	8072
Guinea	105	11	116
Guinea-Bissau	1	2	3
Kenya	4409	720	5129
Lesotho	13	0	13
Liberia	326	49	375
Libya	1	0	1
Madagascar	322	20	342
Malawi	259	75	334
Mali	226	13	239
Mauritania	5	2	7
Mauritius	40	1	41
Morocco	269	9	278
Mozambique	7	1	8
Namibia	272	261	533
Niger	735	9	744
Nigeria	17066	2121	19187
Rwanda	4532	816	5348
São Tomé and Príncipe	1	7	8
Senegal	648	34	682
Sierra Leone	1186	145	1331
Somalia	250	31	281
South Africa	1846	502	2348
Sudan	5002	698	5700
Swaziland	2	2	4
Tanzania	2574	189	2763
The Gambia	809	83	892
Togo	342	12	354
Tunisia	37	0	37
Uganda	3135	662	3797
Zambia	2102	402	2504
Zimbabwe	1139	375	1514
Grand Total	75841	9775	85616
POTI's total number of enrollments for 2010			111246
Percentage of African Peacekeepers			76.96%

Appendix 6: POTI's M&E tools

Listed below are the measurement techniques used by POTI as part of its five levels of M&E.

Level 1: Reaction of the participant to the training

- Feedback form at the end of each course
- Five-star system for rating of courses
- Questions sent to course authors and POTI staff

Level 2: Change in the participant's level of knowledge

- Pre-test
- End-of-Course Examination

Level 3: Effect of the training on the participant's on-the-job behaviour and performance

- Some questions in feedback form for the returning students
- Six-month follow-up survey

Level 4: Impact of the training (consequences of the changes in behaviour and performance)

- Surveys to TFPs, CCPOs, peacekeepers' supervisors and peacekeepers

Level 5: Return on Investment (ROI) to compare the programme monetary benefits to its costs

- Surveys to providers of peacekeeping training at the UN missions and at the national peacekeeping training centres and students
- Data from POTI's Information Technology and Treasury departments

Appendix 7: POTI's new feedback form**Course Feedback**

We value our students' feedback. Please answer the questions below so we may continue to improve our courses and training programmes.

Do not use this form if you have a question or require a response. Please visit our help pages for more information.

~~~~~

Student Name:

Course Title:

~~~~~

* Mandatory

QUESTIONS ABOUT YOUR COURSE

* The text materials explain concepts clearly.

- Strongly agree
- Somewhat agree
- Neutral
- Somewhat disagree
- Strongly disagree
- No response

* The text materials have informative illustrations and charts.

- Strongly agree
- Somewhat agree
- Neutral
- Somewhat disagree
- Strongly disagree
- No response

* The End-of-Lesson Quizzes are helpful.

- Strongly agree
- Somewhat agree
- Neutral
- Somewhat disagree
- Strongly disagree
- No response

* The End-of-Course Examination questions are written clearly.

- Strongly agree
- Somewhat agree
- Neutral
- Somewhat disagree
- Strongly disagree
- No response

* On average, how many hours did you spend per week studying this course?

- 1 to 3 hours
- 3 to 6 hours
- 6 to 10 hours
- More than 10 hours

Which of the following learning resources did you use? Choose all that apply.

- Video/audio introductions from the course author
- Question submission to the course author
- Further readings and/or related Web sites
- Facebook page

Did you find any errors in your course? If so, please describe them, including page numbers.

* Overall, I would rate this course as:

- Excellent
- Very good
- Good
- Average
- Fair
- Poor

* Was the enrolment procedure satisfactory?

- Yes
- No

If no, please explain: _____

GENERAL QUESTIONS

* Please indicate your mission status-check all that apply:

- I have previously completed serving on a mission
- I am currently serving on a mission
- I will be serving on a mission
- I hope to serve on a mission in the future
- I do not plan to serve on a mission

* To what extent do you agree/disagree that peacekeeping training is a key component of successful peace support operations?

- Strongly agree
- Somewhat agree
- Neutral
- Somewhat disagree
- Strongly disagree
- No response

Please list one or two benefits of peacekeeping training: _____

* Did you take this course to prepare for a peacekeeping mission?

- Yes
- No

If you answered YES to the question above, how valuable would you rate this course in your preparation?

- Very valuable
- Valuable
- Somewhat valuable
- Not valuable

* If you have completed another course with the Peace Operations Training Institute, did the course offer you practical knowledge to better perform your job?

- Yes
- No
- Not applicable

If you answered YES to the question above, how often did/do you use the knowledge gained through this course?

- Very often
- Often
- Occasionally
- Rarely
- Not at all

* How did you learn about the Peace Operations Training Institute? Choose all that apply.

- By searching the Internet
- From a friend or other social contact
- At a peacekeeping mission (UN, EU, AU, or other)
- At a national training centre, academic institution, or NGO
- Other: _____

Which of the following subject areas would you like to see expanded in our curriculum? Please specify the topic(s) that interests you.

- Military: _____
- Police: _____
- Humanitarian affairs: _____
- Logistics: _____
- History: _____
- Other: _____

Describe your overall experience, or give any other comments or suggestions you may have.

Thank you for taking the time to answer this course feedback.

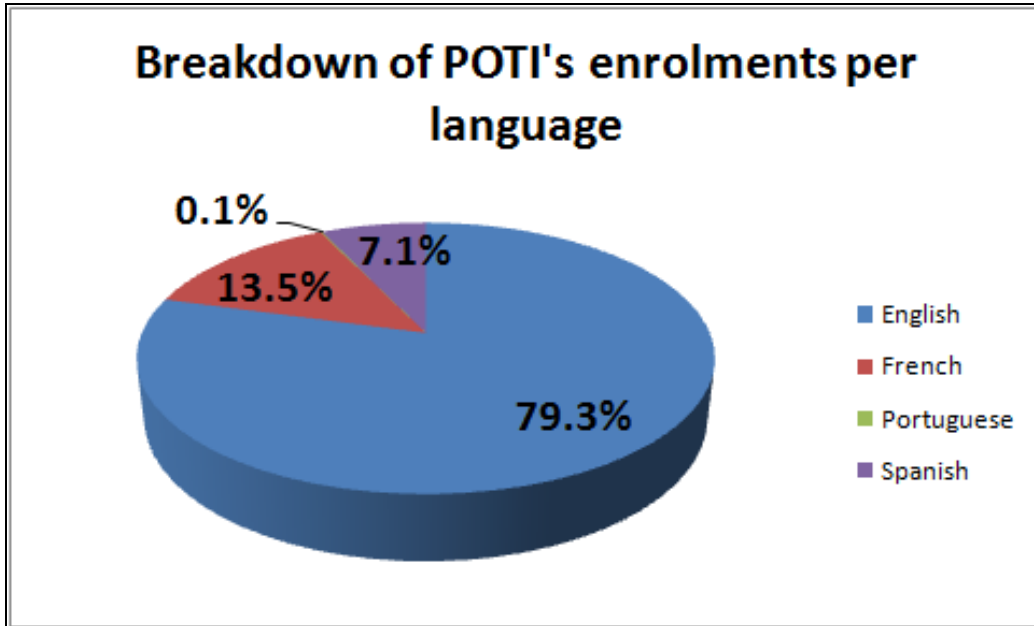
Appendix 8: Example of factors that can affect the success of a PSO

Success factors in UN peacekeeping*

- Genuine commitment to a political process by the parties to work toward peace
- Clear, credible and achievable mandates with matching resources
- Unity of purpose in the Security Council, with active diplomacy in support
- Supportive engagement by neighboring countries and regional actors
- Host country commitment to unhindered operations and freedom of movement
- Integrated UN approach, effective coordination with other actors and good communication with host country authorities and population
- Missions need to demonstrate their credibility, strengthen their legitimacy and promote national and local ownership.

* This list of success factors in UN peacekeeping is extracted from a document of July 2009 from the Department of Peacekeeping Operations and Department of Field Support called *A New Partnership Agenda: Charting a New Horizon for UN Peacekeeping*, available at <http://www.un.org/en/peacekeeping/documents/newhorizon.pdf>

Appendix 9: Breakdown of POTI's enrolments per language (2010)



Appendix 10: IAPTC face-to-face interview questions and questionnaires

10.1 Interview questions

FACE-TO-FACE INTERVIEWS

Name: _____

Position: _____

PK Training Centre: _____

To the interviewer: To ensure consistency, please ask **ALL** these questions to the interviewee.

Impact of Training Survey: To evaluate the impact of peacekeeping training on peacekeepers.

Question 1: At your national peacekeeping training centre, how do you assess the success of the training you provide to peacekeepers?

Question 2: Do you think that there is a link between successful peacekeeping training and a successful PKO? If yes, could objective measurement techniques be used to link the two?

Question 3: In terms of Return on Investment, do you think there is a way to make a cost vs. benefit analysis of PK training? If yes, how?

Question 4: Have you ever supervised peacekeepers during a UN PKO? (Y/N) If yes, does PK training have a noticeable impact on in-the-field performance? (Please explain)

Question 5: Have you heard before of the Peace Operations Training Institute (Y/N)? If yes, would you say that we do a good job in preparing peacekeepers for PKO?

10.2 Questionnaire

GENERAL SURVEY

We are conducting a research study to find out the best way to evaluate the impact of peacekeeping training on peacekeepers. Please take a few minutes to provide us with your opinions. The results from this research will be made available to everyone on the Institute's Web site.

Question 1: According to you, what is the main purpose of peacekeeping training? Check all that apply.

- To offer practical knowledge on peacekeeping as promulgated in the Core Pre-deployment Training Materials
- To offer a broad overview and awareness of peacekeeping
- To guide personnel deployed on missions in acceptable behaviours
- To increase peacekeepers' productivity in the field
- To increase the likelihood of successful peacekeeping operations
- To increase peacekeepers' level of confidence before and during the mission
- Other, please be specific: _____

Question 2: Do you see a direct link between successful peacekeeping training and successful peace support operations?

- Yes, successful peacekeeping training is the key component of successful peacekeeping operations (PKO).
- No, successful peacekeeping training is not a key component of successful PKOs since there are other important variables involved in the success of PKOs.
- I have a different opinion:

Question 3: The Department of Peacekeeping Operations (DPKO) recommends using the following criteria to evaluate the impact of peacekeeping training on peacekeepers. Using a scale of 1 to 5, please rank them in order of importance (1 being the least important, 5 the most important).

- Students' reaction (e.g., using feedback form)
- Students' learning (e.g., using formal knowledge assessment tests)
- Students' on-the-job behaviour and performance (e.g., using surveys of peacekeepers' supervisors)
- Impact of the training (e.g., increase in productivity)
- Return on Investment (e.g., cost/benefit ratio)

Question 4: Which of the following most effectively indicate Return on Investment of peacekeeping training? Check all that apply.

- Students' improved level of knowledge.
- Students' self-evaluation of the impact of training.
- Improved performance of individual peacekeepers while deployed on a peacekeeping mission.
- Improved effectiveness of a peacekeeping mission in fulfilling its mandate.

Question 5: In your experience, have you served in a supervisory position during a United Nations Peacekeeping Operation (UN PKO) where you have had subordinates that took courses from the Peace Operations Training Institute?

- Yes
- No
- I am not sure/I don't know

Question 6: If you answered YES to the question above, to what extent would you agree/disagree that subordinates who took courses from the Peace Operations Training Institute better performed on the UN PKO?

- Strongly agree
- Somewhat agree
- Neutral
- Somewhat disagree
- Strongly disagree
- No response
- Not applicable

VII. References

☞ Face-to-face interviews with experts and providers of peacekeeping training

Mike Smith , Director, Asia-Pacific Centre of Excellence.	Australia
Stein Ellingsen , Senior Peacekeeping advisor, Centre for Civil Military Relations/Naval Postgraduate School (CCMR/NPS).	USA
Guillermo Garces , Deputy Commander, Centro Argentino de Entrenamiento Conjunto para Operaciones de Paz (CAECOPAZ).	Argentina
Eric Grimm , Coordinator for Training, International Deployment Group (IDG), Australian Federal Police.	Australia
BG Paul Tarela Boroh , Commandant Nigerian Army Peacekeepers Training Centre (NAPC).	Nigeria
Professor Modibo Goita , Professor, Peacekeeping School.	Mali
BG Robert Kibochi , Director, International Peace Support Training Centre.	Kenya
John Mark Pokoo , Director of Training Programs, Koffi Annan Peacekeeping Training Centre.	Ghana
Cliff Sharp , Head of UK International Police and Deployments.	United Kingdom
Lieutenant Colonel Stephen Cross , Deputy Commander, Australian Defense Force (ADF) Peace Operations Training Centre.	Australia
Zinurine Alghali , Senior Programme Officer, African Centre for the Constructive Resolution of Disputes (ACCORD).	South Africa
Steve O’Keefe , Commanding Officer Joint Warfare & Doctrine Training Centre, Australian Defense Force (ADF) Peace Operations Training Centre.	Australia
Colonel Sorrawat Pattamakom , Director of Plans and Projects Division, Peace Operations Centre Royal Thai Armed Forces.	Thailand
Colonel Stephen Smith , Director of Plans and Projects Division, Peacekeeping and Stability Operations Institute (US Army)-(PKSOI).	USA

Captain Fernando Rafael Mendez , Trainer, Argentina Police Training Center (CENCAMEX).	Argentina
Michael Raftery , Liaison officer, Australian Defense Force Peace Operations Training Centre ADF POTC.	Australia
Major Hasnat , Instructor, Bangladesh Institute of Peace Support Operation Training (BIPSOT).	Bangladesh
LTC. (Retd.) Dr Miklos Szabo , Ph.D., Chancellor of Police, Crisis Management Centre.	Hungary

☞ Focus Groups participants

Chair:

Dr. Harvey Langholtz – Peace Operations Training Institute

Assisted by:

Ms. Michelle Minaskanian – Peace Operations Training Institute
Ms. Lauren Butt – Peace Operations Training Institute

Participants:

Lt Gen Satish Nambiar – UNITAR Peacekeeping Training Programme
Dr. Istifanus Zabadi – National Defence College, Nigeria
Prof. Modibo Goita – Peacekeeping School, Mali
Mr. Cliff Sharp – UK International Policing
Prof. Ximena Jimenez – Gender Consultant
Brig Gen Marcel Chirwa – The African Peace Support Trainers' Association (APSTA), Ethiopia
Dr. Hideaki Shinoda – Hiroshima Peacebuilders Center, Japan
Captain Stephen O'Keefe – ADF Peace Operations Training Centre (ADF POTC), Australia
Lt Col Stephen Cross – ADF Peace Operations Training Centre (ADF POTC), Australia
Mr. John Pokoo – Kofi Annan International Peacekeepers Training Center (KAIPTC), Ghana
Inspector Ola Wolter – Swedish National Police
Mr. Petteri Taitto – Crisis Management Centre, Finland
Superintendent Eric Grimm – Australian Federal Police, IDG
Lt Col Josef Taubeneder – German Armed Forces UN Training Centre
Brig Gen Gordon Hughes – International Security Sector Advisory Team (ISSAT), Switzerland
Col Pedro Aurélio de Pessôa – Brazilian Peacekeeping Operations Joint Center

☞ **UN missions that participated in POTI's survey for the Training Focal Points and others involved in the delivery of peacekeeping training**

UNAMID
 MINURSO
 UNFICYP
 UNTSO
 UNMIT
 UNDOF
 UNIFIL
 BINUB
 MONUC/MONUSCO
 UNMIS
 UNAMA
 UNMEE
 MINURSO

☞ **Informational interviews with experts in Monitoring and Evaluation in the education industry and in UN peacekeeping missions**

Emily Smith, M.B.A., former senior Market Research Manager at Kaplan Test Prep and Admission and currently senior consultant at IBM.

Professor Jim Barber, Ph.D., in charge of student learning assessments at The College of William & Mary's School of Education, Williamsburg, Virginia.

Brian Mitchell, UN Programmes Coordinator, Peace Operations Training Institute.

☞ **Documents**

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UN DPKO-DFS Guidelines on Design, Delivery and Evaluation of Training (Training Cycle), Alain Le Roy, USG DPKO, 1 April 2010.

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Official website:

<http://www.peacekeepingbestpractices.unlb.org/PBPS/Pages/Public/Home.aspx>

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Map of Peacekeeping Training Centers in Africa, Middle East and Asia. This document can be found at: <http://www.zif-berlin.org/fileadmin/uploads/analyse/dokumente/veroeffentlichungen/Overview-Peacekeeping-Training-Centers.pdf>.

 **Book**

Evaluating Peace Operations, Paul F. Diehl and Daniel Druckman, Lynne Rienner Publishers, 2010.



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