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Monitoring and Evaluation Report on E-Learning for African Peacekeepers

2012-2015

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A Letter from Dr. Harvey Langholtz, Executive Director of the Peace Operations Training Institute

Dear Stakeholder in Peacekeeping,

I am pleased to present this Monitoring and Evaluation Report on E-Learning for African Peacekeepers (ELAP) covering the period 1 April 2012 to 31 March 2015. This report is submitted in fulfilment of the requirements of a generous grant provided by the United Kingdom's Foreign and Commonwealth Office. This report also includes an analysis of the National Training Centre E-Learning Platform (NTCELP) funded by the UK FCO during the final year of the three-year ELAP grant.

During the three-year reporting period of the ELAP grant and the one-year period of NTCELP, ELAP and NTCELP produced a total of 118,819 enrolments – 105,032 to men and 13,787 to women and representing nearly every African nation.

ELAP provides open enrolment for all African military personnel, police, and gendarmerie in POTI's full curriculum of 29 e-learning courses in English and their translations. ELAP is designed to be easily accessible and available 24/7 to students *in situ* wherever they are – in their home country, while in training, or while deployed on UN, AU, or hybrid missions.

While ELAP is designed to be delivered directly to individual students, NTCELP is designed to be used by national peacekeeping training centres and other training institutions. Through NTCELP, national peacekeeping training centres are able to blend e-learning on peacekeeping into the classroom training they provide for their students.

Averaging over 3,000 enrolments per month combined, the success of these programmes clearly demonstrates a strong demand for e-learning on peacekeeping. This M&E study uses scientific methodology to measure the full cycle of this training process from pre-training to deployment on missions, including pre-tests, End-of-Course Examinations, post-completion questionnaires, course review, three- and nine-month surveys, focus groups, questionnaires for supervisors on missions, and other objective metrics. The results show a large programme that is valued by its users – individuals, training centres, and missions. The cost analysis demonstrates that ELAP and NTCELP combined are provided at a cost of GBP 7.55 (USD 11.57) per enrolment.

It is our honour here at POTI to provide ELAP and NTCELP to those deployed in the service of peace, and we thank the UK FCO for this generous support.

Peace Operations Training Institute®

Monitoring and Evaluation Report on E-Learning for African Peacekeepers

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List of Acronyms

Acronym	Meaning
ALCOPAZ	Association of Latin American Peacekeeping Training Centres
AMISOM	African Union Mission in Somalia
APSTA	African Peace Support Trainers Association
AU	African Union
C34	United Nations Special Committee on Peacekeeping Operations
COTIPSO	Certificate of Training in Peace Support Operations
DPKO	Department of Peacekeeping Operations
DRC	Democratic Republic of the Congo
ECOWAS	Economic Community of West African States
ELAP	E-Learning for African Peacekeepers
ELMS	E-Learning for Mission Staff
ELPLAC	E-Learning for Peacekeepers from Latin America and the Caribbean
IAPTC	International Association of Peacekeeping Training Centres
M&E	Monitoring and Evaluation
MINUSMA	UN Multidimensional Integrated Stabilization Mission in Mali
MOU	Memorandum of Understanding
NPTC	National Peacekeeping Training Centre
NTCELP	National Training Centre E-Learning Platform
PCC	Police Contributing Country
POST	Peace Operations Specialized Training Certificate
POTI	Peace Operations Training Institute
SADC	South African Development Community
TCC	Troop Contributing Country
UNAMID	African Union/United Nations Hybrid Operation in Darfur

Monitoring and Evaluation Report on E-Learning for African Peacekeepers

I. Executive summary

This Monitoring and Evaluation (M&E) Report documents the effective impact of the E-Learning for African Peacekeepers training programme as measured by ongoing monitoring activities in place throughout the duration of the grant period, 01 April 2012 to 31 March 2015. Data were collected over the three-year period from students both before and immediately after they completed a POTI e-learning course, three and nine months following the completion of their course, from their supervisors, and through focus groups.

Upon analysis, the data show measurable learning occurred as a result of training with the Peace Operations Training Institute. Students indicate this training helped them perform better as deployed peacekeepers. Supervisors of students also recognize the impact of their subordinates' training.

II. Introduction

About the Peace Operations Training Institute

The Peace Operations Training Institute (POTI) is an international not-for-profit NGO dedicated to meeting the e-learning needs of the United Nations peacekeeping community, as well as the e-learning needs of other peacekeeping organisations including the African Union, NATO, and others. POTI is governed by an international Board of Directors which includes former Permanent Representatives to the UN, former Special Representatives of the UN Secretary General (SRSG), former Military Advisers to the Secretary General, former Commandants of national peacekeeping training centres, and other recognized experts in the field. POTI is based in the United States and is recognised by the US Government as a 501(c)(3) tax-exempt organisation. Each year, the United Nations Special Committee on Peacekeeping Operations (C34) "welcomes" the courses and programmes POTI provides.

Over the three year period, POTI provided between 55,000 to 110,000 enrolments annually in its 29 self-paced e-learning courses in English, 23 in French, 20 in Spanish, four in Portuguese, and three in Arabic. Most POTI enrolments are provided at no cost. Six of the 29 English courses are available free to all worldwide, while other courses are provided at no cost through E-Learning for African Peacekeepers (ELAP), E-Learning for Peacekeepers from Latin America and the Caribbean (ELPLAC), E-Learning for Mission Staff (ELMS), and the National Training Centre E-Learning Platform (NTCELP). POTI operates under a MOU with the African Peace Support Trainers Association (APSTA) and holds membership with observer status in the Association of Latin American Peacekeeping Training Centres (ALCOPAZ). The International Association of Peacekeeping Training Centres (IAPTC) awarded POTI its annual Training and Education Award in 2009.

POTI Course Development and Pedagogical Architecture

POTI courses are either written by recognised experts or produced in cooperation with UN offices or national peacekeeping training centres. These include three regional courses on Women, Peace, and Security, produced under contract with UN Women; the course *Ebola Virus Disease: Awareness and Precautions for Peacekeeping Personnel*, produced in cooperation with the World Health Organization (WHO); *Mine Action and Explosive Hazard Management*, which the UN Mine Action Service has made mandatory for its field personnel; and *Core Pre-deployment Training Materials*, co-produced with the national peacekeeping training centres of Australia, Chile, Germany, Ghana, and Sweden.

With most POTI students either coming from developing countries or serving on missions where uninterrupted broadband internet access may be unavailable, unreliable, or expensive, POTI courses are delivered in a low-tech/ high-tech manner in order to be accessible. POTI students go online once to enrol and download their course in PDF format. This permits individuals to study offline until the they take their End-of-Course Examination, which is administered online.

Courses range from 80 to 300 pages and from four to 12 lessons. Each lesson contains clear lesson objectives, and most courses include videos of the course author introducing each lesson. Additionally, students may email questions to their course author. Lesson study materials are generally in the range of 15 to 25 pages. Each lesson concludes with an End-of-Lesson Quiz. Students have access to the correct answers to confirm their mastery of the materials and can re-read any sections they may not have understood. When students have completed all lessons in a course, they may take their End-of-Course Examination. POTI maintains an item bank of approximately 100 questions for each course and randomly draws 50 questions to compose a unique exam for every student worldwide (in the case of *Ebola Virus Disease: Awareness and Precautions for Peacekeeping Personnel,* the exam uses fewer questions to reflect a shorter course). If students pass with a minimum final exam score of 75%, they are awarded a Certificate of Completion.

If the course was developed in cooperation with a UN office or agency, the certificate will display the emblem of the partner organization along with POTI's logo and a UN signature along with that of POTI's Executive Director. If the course is provided to students at a National Peacekeeping Training Centre (NPTC) through the National Training Centre E-Learning Platform (NTCELP), the Certificate of Completion will display the logo of that NPTC along with the POTI logo and the signatures of the NPTC's Commandant and POTI's Executive Director.

III. Programmes Designed to Meet the Need for E-Learning on Peacekeeping

E-Learning for African Peacekeepers

African military personnel and police representing 58 nations have taken advantage of the no-cost e-learning on peacekeeping provided by ELAP. ELAP is available directly to the individual and does not require participation in any classroom course or affiliation with any NPTC. It is the purpose of ELAP to provide e-learning on peacekeeping as widely as possible and to make it as accessible as possible. However, ELAP does not benefit from the additional support or structure that would come with the classroom training environment that NPTCs provide. ELAP students may enrol wherever they are – in training for deployment on a mission or while actually deployed for a mission.

» To view the complete ELAP website, please see <www.peaceopstraining. org/programs/e-learning-for-african-peacekeepers/>.

National Training Centre E-Learning Platform

While ELAP is designed to provide maximum flexibility and accessibility for any African military peacekeeper or police officer, NTCELP is a fixed system designed to be incorporated into the teaching curriculum of national peacekeeping training centres. NTCELP provides NPTCs with their own customized in-house e-learning programme that starts on their own website and ends several steps later with students receiving a Certificate of Completion from the NPTC and POTI.

In order to establish, facilitate, and manage NTCELP at the African NPTCs, POTI maintains close contact with the NPTCs and also attends the annual conference of the African Peace Support Trainers Association (APSTA). POTI and APSTA cooperate under the terms of a signed MOU, and the APSTA website links directly to the main Africa NTCELP website. Please see <http://www.apsta-africa.org/elearning>.

With NTCELP, the training centres immediately gain access to a full curriculum of self-paced e-learning courses on peacekeeping that can be "blended" with classroom training. There are several ways this blended learning can be provided and several pedagogical and management benefits that accrue.

With blended learning from NTCELP, NPTCs can require the completion of a specified self-paced e-learning course from POTI as a prerequisite for their classroom course. By using this approach, students arrive on the first day of the classroom course prepared with a common foundation, and classroom instruction may immediately move beyond entry-level topics.

Blended learning is a resource multiplier that permits each instructor to teach a larger population of students and increases the throughput of each NPTC without increasing the number of instructors. NTCELP enables NPTCs to function at surge capacity when needed and accommodate a larger population of students without any increase in teaching staff. With NTCELP and blended learning, students receive training that is standard and universal across training centres and is not subject to variation by instructor or training centre.

With blended learning, an NPTC can provide its students training on topics not offered at the centre. With a curriculum of 29 courses, POTI offers training on topics some training centres might not be capable of covering.

NTCELP begins on the website of each NPTC. NPTCs post a link with their own wording, such as "e-learning" or "e-learning portal". In some cases, they show the POTI emblem. For examples, see Ghana's Kofi Annan International

Figure 1: Example of a dual-logo and dual-signature Certificate of Completion awarded through NTCELP.

Peacekeeping Training Centre at www.kaiptc.org, Kenya's at www.ipstc.org, or Nigeria's at www.napkc.org. These links on the websites of the NPTCs point to individual landing pages constructed by POTI. Individuals can visit the websites above, find the e-learning link, and click to see the POTI landing page maintained for that NPTC.

> » In addition, and also to serve the needs of NPTCs that may lack their own websites, POTI maintains a list of all African NPTCs with access to NTCELP at <www.peaceopstraining.org/programs/ntcelp/africa/>.

Once at the NPTC-specific landing page, students see a written or video-recorded welcoming message from their Commandant. See, for example, Mali's at <www.peaceopstraining.org/programs/ntcelp/africa/empabb/> or the South African Development Community (SADC) at <www.peaceopstraining.org/programs/ntcelp/africa/sadc-rptc/>. On the landing page, students are provided with an eligibility code and from there, they may click on the "sign up" button. This brings students to the enrolment page where they provide their name and other details before selecting a course and downloading it.

Once they have completed a pre-test, students may immediately commence their studies and proceed at their own pace. Students are able read or view video introductions to lessons, read the lesson objectives and study materials, take each self-scoring End-of-Lesson Quiz, and go online once more to take the End-of-Course Examination. If they pass with a minimum score of 75%, they are provided a Certificate of Completion that bears the logo of their NPTC, the POTI logo, and the signature of their NPTC Commandant along with that of the Executive Director of POTI. Figure 1 shows an example of this dual-logo and dual-signature Certificate of Completion.

If students fail their End-of-Course Examination, they must wait 96 hours to restudy the course and retake a different version of the exam. If they fail the second time, they must reenrol before taking the exam again.

ELAP and NTCELP

While ELAP is designed to be delivered directly to the individual student with maximum flexibility, NTCELP is designed to be integrated into the training-delivery process managed by each national peacekeeping training centre. In terms of intake of new students, these two programmes start out serving different functions and different populations. However, in many cases students will begin studying through ELAP and when they arrive at an NPTC, they will continue to enrol in ELAP by habit. In terms of POTI recordkeeping, this may skew ELAP enrolments up and NTCELP numbers down, but the total number of enrolments is virtually unaffected.

Demand for ELAP and NTCELP

During the three-year reporting period of the ELAP grant and the one-year reporting period of the NTCELP grant, ELAP and NTCELP produced a total of 118,819 enrolments – 105,032 to men and 13,787 to women. Figure 2 shows enrolments for this period for the 20 largest national subscribers. Appendix A shows actual enrolments for all 58 nations participating in ELAP. In very few cases, students from Asia, Europe, or the Americas were classroom students at African NPTCs and enrolled in POTI courses through that NPTC's NTCELP programme. These are included for data purposes and listed in small numbers near the end of Appendix A.

Figure 2: Enrolments from the 20 largest combined ELAP and NTCELP subscribers during the grant period.

Enrolments During Grant Period
■ Men ■ Women
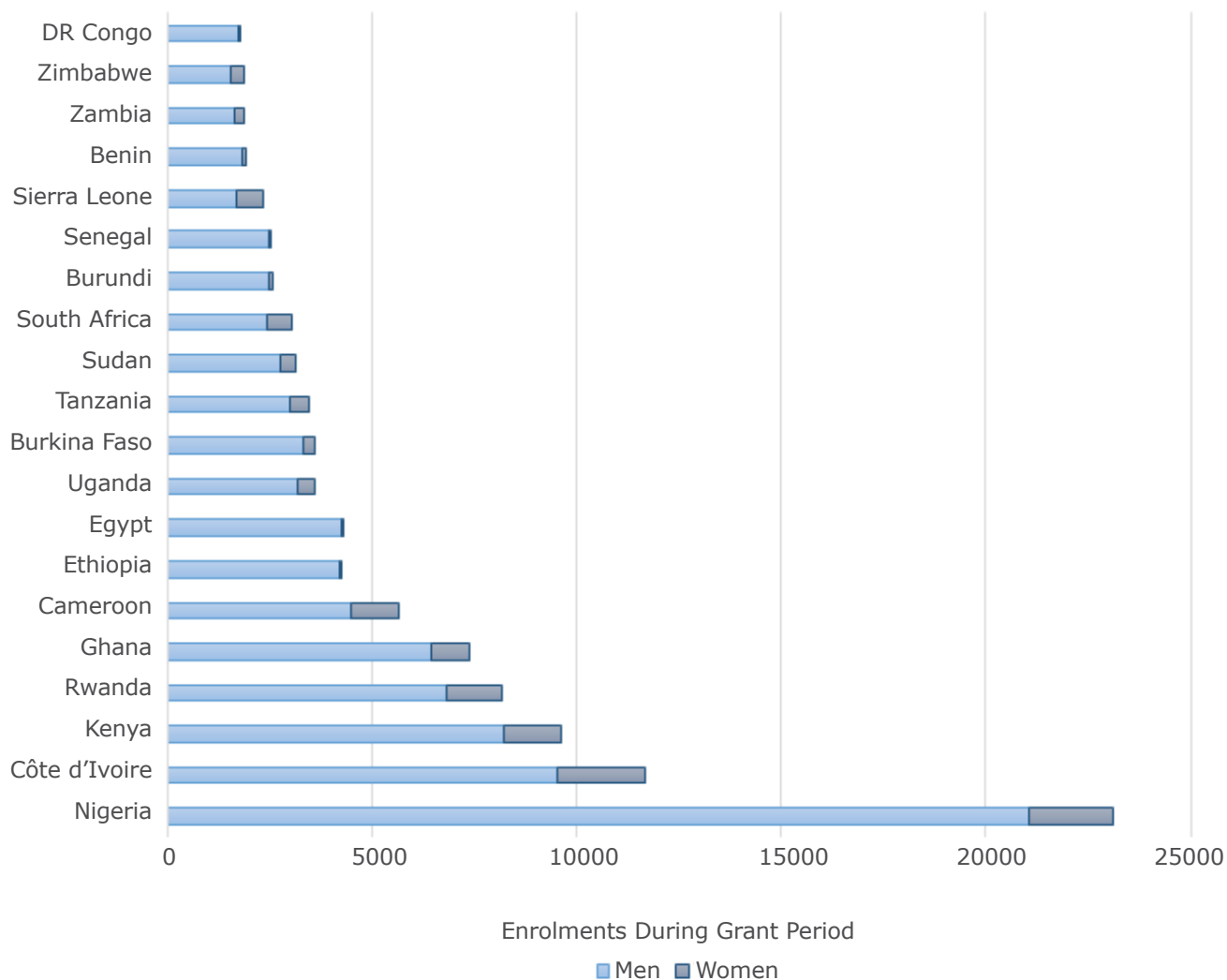
Arnauld Antoine Akodjènou, Deputy Special Representative of the Secretary-General for the UN Multidimensional Integrated Stabilization Mission in Mali (MINUSMA), greets a member of the Nigerian contingent serving with the Mission during a memorial ceremony. 07 October 2014. UN Photo #606321 by Harandane Dicko.

As we began to see in Figure 2 and see more clearly in Figure 3, 88% of enrolments were from men and 12% were from women. One would hope for these numbers to demonstrate better gender parity, but with the population of African peacekeepers being predominately male, these percentages are predictable. POTI's e-learning courses are equally accessible to any eligible person who wishes to enrol, with no discriminatory barriers related to gender, race, or other elements of social identity.

Figure 3: Percentages of Enrolments from Men and Women.

Men 88%

Women 12%
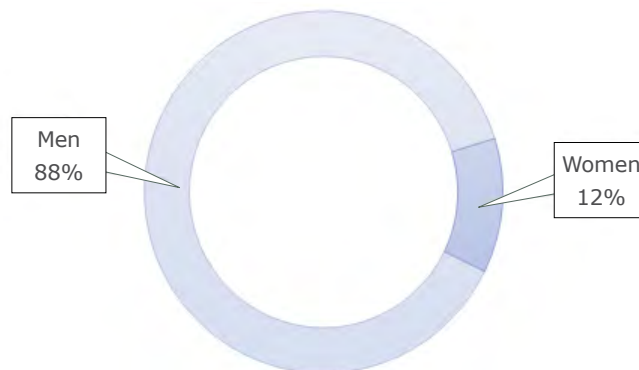
During the three-year period, POTI provided a total of 118,819 enrolments across all 29 courses in all languages. This included 105,032 to men and 13,787 to women. Appendix B provides a full listing of enrolments in each course.

Figure 4: Enrolments by language. Most POTI enrolments are in English.

French 23.7%

English 75.8%

Spanish, 0.2%

Arabic, 0.3%

Portuguese, 0%
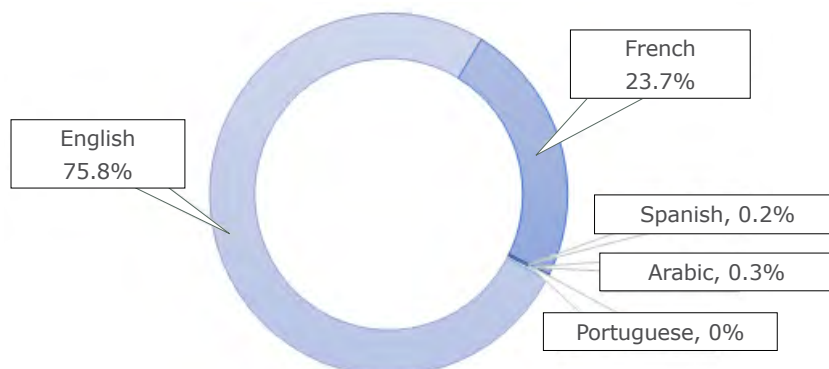
IV. Methodology for Monitoring and Evaluation of ELAP and NTCELP

POTI operates an ongoing Monitoring and Evaluation programme in order to measure the effectiveness of ELAP and NTCELP. In order to be considered effective, these programmes must have a positive measurable impact on performance of individuals deployed to peacekeeping missions. While the term M&E is generally understood to mean Monitoring and Evaluation, POTI also interprets it as Measurement of Effectiveness – meaning measurement of effectiveness of the trained person in the field.

POTI's ongoing M&E programme covers both of these interpretations and allows students to evaluate their experience with POTI as much as POTI evaluates its impact on the student. The POTI methodology for M&E includes eight points of metric-collection, summarized below:

» 1. Pre-Test: Before commencing their e-learning course, students complete a 10-question pre-test. This only measures their pre-training knowledge level and permits the comparison of pre- and post-course performance.

» 2. End-of-Course Examination: After students have completed all lessons and all End-of-Lesson Quizzes, they take a 20- or 50-question End-of-Course Examination.

» 3. Course Feedback: Immediately after completing their End-of-Course Examination, but as a requirement before they can download their Certificate of Completion, students complete a 17-question feedback questionnaire providing their evaluation of the course just completed.

» 4. Five-Star Course Review System: After a student completes their course, they may rate the course with a five-star rating system. Students post non-edited and non-redacted comments for all to see before enrolling.

» 5. Three-month follow up survey: A 13-question survey sent to students three months after completing their enrolment. It includes multiple choice, multiple select, short-answer, and long-answer questions.

» 6. Nine-month follow up survey: A six-question survey sent to students nine months after completing their enrolment.

» 7. Focus groups: Selected students participate by Skype and are asked nine questions. Answers are recorded and analysed for trends.

» 8. Surveys of supervisors: Senior personnel serving in supervisory positions or who previously served in supervisory positions on missions are asked about impact of POTI e-learning on subordinates' job performance and capacity. These surveys are also distributed at IAPTC, APSTA, ALCOPAZ, etc.

The Measured Change as a Result of the Training: Pre- and Post-Test

Before commencing any POTI course, students are first required to take a 10-question pre-test that measures their existing knowledge of the material covered in the course they are about to undertake. After that, they begin studying each lesson framed by a set of learning objectives. They can view available videos, read the lesson text and supplementary materials, and conclude each lesson by completing the self-scoring End-of-Lesson Quiz. When they are ready, they log into their online classroom to take the End-of-Course Examination.

For both ELAP and NTCELP combined, the mean overall pre-test score for the three years was 49.22%. The mean overall End-of-Course Examination score was 79.97%. The change in test scores from pre- to post- (known as the delta, Δ) is a recognized metric for learning as a result of the intervention (the course). The overall Δ for all courses was 31.8%. Appendix C provides mean pre-test scores, End-of-Course Examination scores, and the Δ for each during the reporting period.

The 17-Question Student Feedback Questionnaire

All students are required to complete a 17-question student feedback questionnaire immediately upon completion of the End-of-Course Examination. Exam results are withheld from students until they submit their feedback; therefore, participation in the questionnaire is nearly 100%.

Overall, student feedback is positive. As shown in Figure 5, when asked how they would rate their course, a

Figure 5: Student responses to Course Feedback Question 8, "Overall I would rate this course as..."

Very Good
36%

Excellent
56%

Good
7%

Average, Fair, or Poor
1%
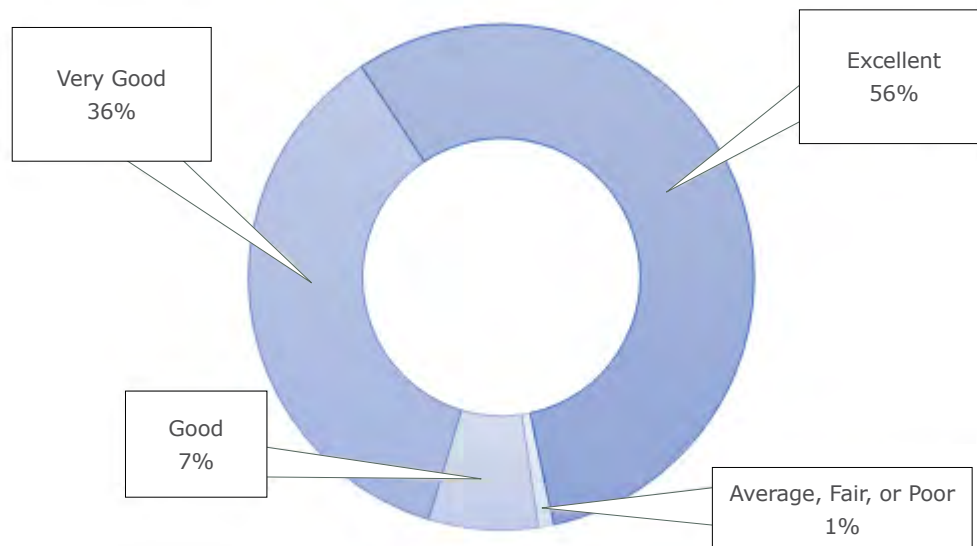
combined 92% of students responded either "excellent" or "very good". More than two thirds of students indicated they took their course to prepare for deployment on a peacekeeping mission, as illustrated in Figure 6. Of those students who answered "Yes" to whether they had taken the course in preparation for a mission, 98% of respondents indicated they found the course either "very valuable" or "valuable", as shown in Figure 7.

Figure 6: Student responses to Course Feedback Question 12, "Did you take this course to prepare for a mission?"

Yes
67%
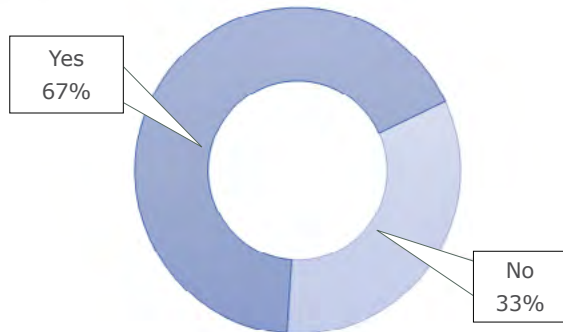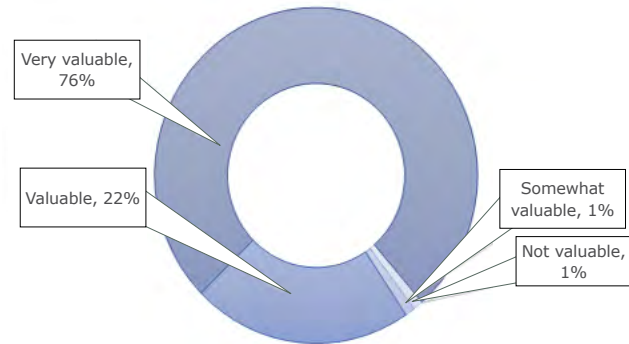
No
33%

Figure 7: Course Feedback Question 13, If you answered YES to Question 12, "How valuable would you rate this course in your preparation?"

Very valuable,
76%

Valuable, 22%

Somewhat valuable, 1%

Not valuable, 1%

This course feedback is monitored on an ongoing basis and feedback is provided to the designated department at POTI (e.g. Course Author, Course Content, Registrar) for further action as appropriate. Course authors are also provided an annual summary of course feedback from students, as well as pre-test and post-course exam scores. For a full listing of all 17 questions and a summary of all responses, see Appendix D. Responses separated by course are available upon request.

The Five-Star Course Review System

The main purpose of this rating system is to make potential students aware of the opinions and written reviews of past students. Once they have taken the course, students may voluntarily submit a course review by rating their experience on a five-star system and also provide written comments. These are automatically published online as non-redacted course reviews – though POTI does monitor its online community for inappropriate or irrelevant submissions. Nevertheless, the course ratings as submitted by students have been unproblematic and constructive contributions to our virtual environment.

» To view the ratings for any course, visit <www.peaceopstraining.org/courses> and select any course title. From any course's unique page, scroll down to see the average star ratings and read all reviews submitted.

Course Review submitted for _Ebola Virus Disease: Awareness and Precautions for Peacekeeping Personnel_ »

"Ebola has been vastly underestimated in the past. It is very much important that peacekeepers understand how the virus is transmitted. I've learned that a person infected with Ebola is not contagious until symptoms appear. Last year's Ebola was the largest that we've seen in West Africa, therefore having knowledge of the virus is the weapon against it if we are to stop it's spread. Good course." -Submitted by Tshipinare Marumo, 08 March 2015.

Rating Given » Five Stars.

The Three-Month and Nine-Month Follow-Up Surveys

While it is helpful to monitor students' reactions to courses immediately upon completion, it is essential to gauge students' reflections and memories of the experience after some time has elapsed. This is accomplished by sending an email to students on the three-month and nine-month anniversary of their course completion and asking them to provide their thoughts about the course, especially if that means they have had an opportunity to apply their knowledge in the field. There are at least two primary reasons for conducting the three- and nine-month follow-up surveys. One is simply to determine if POTI students go on to actually serve on UN, AU, hybrid, or other missions. It is only possible to impact mission success with training if the trainees are deployed. The second reason is to determine if the content of the POTI course is appropriate and on-target to prepare a student to serve successfully on a mission and to function in their assigned tasks.

During the entire grant period, over half of students responding to the three-month questionnaire indicated that they are or have been serving on a peacekeeping mission since they completed their course with POTI, as observed in Figure 8.

Figure 8: Three-Month Survey Question 2, "Did you or have you been serving on a Peace Support Operation since you took a course with the Peace Operations Training Institute (POTI) three months ago?"

Yes
52%

No
48%
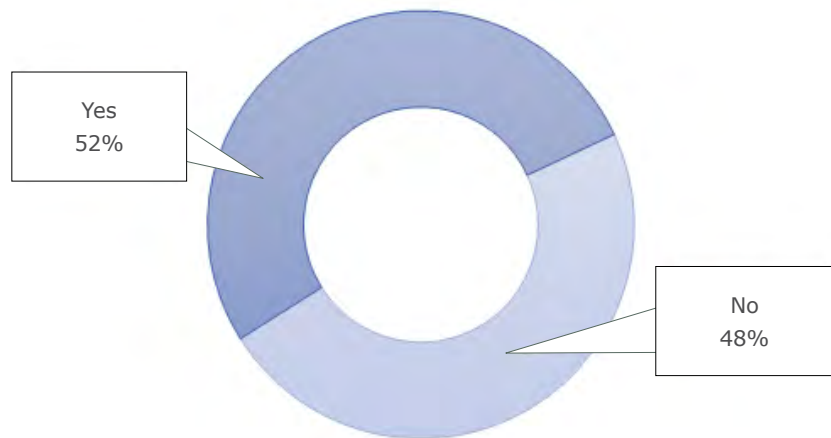
Of the students who answered "Yes" to Question 2 regarding their present or future service on a mission, 78% indicated they applied the knowledge from their course(s) at POTI either "very often" or "often," as illustrated in Figure 9. Of this same group, 73% "strongly agreed" that the practical knowledge gained by studying a POTI course had positively affected their overall performance at their mission, as seen in Figure 10.

Figure 9: Three-Month Survey Question 4, "During your mission, how often did/do you use the knowledge gained through the course(s) you took with POTI?"
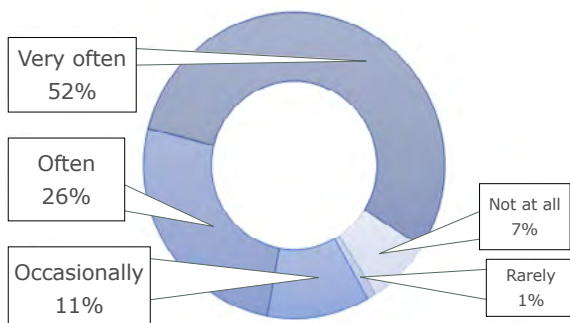
Figure 10: Three-Month Survey Question 5, "To what extent do you agree or disagree that the practical knowledge from [the course] has positively affected your overall performance in your mission?"

Very often
52%

Often
26%

Occasionally
11%

Not at all
7%

Rarely
1%

Strongly agree
73%

Somewhat agree
15%

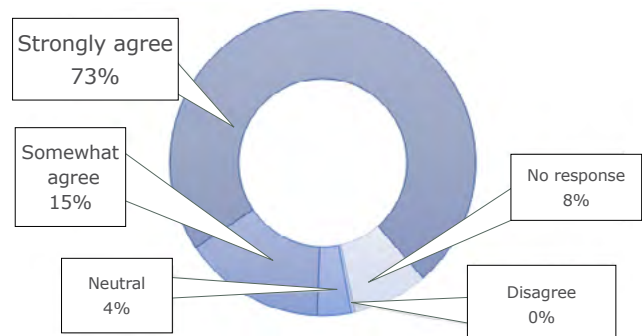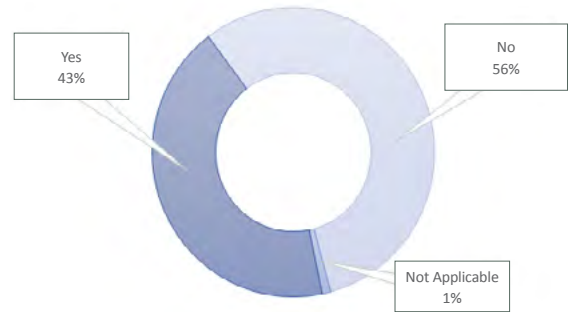Neutral
4%

No response
8%

Disagree
0%

Figure 11 shows 56% of ELAP students who responded to the survey indicated they had not attended any classroom training programme at a national peacekeeping training centre. While this does not necessarily indicate that the same percentage of mission personnel have not received classroom training, it is important to note that POTI e-learning courses are designed to supplement classroom training, not completely replace it.

It must be clear for the purpose of national peacekeeping training that self-paced e-learning courses from POTI are intended to provide a broad understanding and solid foundation in knowledge-based aspects of UN peacekeeping doctrine, policy, procedures, and related thematic topics such as human rights, mine action, and gender mainstreaming. It is imperative that peacekeepers deployed on missions also receive on-the-ground training in the form of classroom courses, field exercises, etc. and be screened further for proficiency in needed skills.

Figure 11: Three-Month Survey Question 7, "Have you ever attended a classroom training programme at a national peacekeeping training centre?"

For more information regarding the three-month survey, Appendix E provides the entire list of questions distributed and a summary of the responses.

The nine-month questionnaire seeks to assess long-term knowledge retention and likelihood to return to study with POTI, among other factors. When asked how much they remembered from their course nine months ago, 90% of students replied that they remembered most of what they had learned from their course, as seen in Figure 12.

At the nine-month mark, only 31% responded they were currently serving on a peace support mission. While this is down from the 52% seen during the three-month survey, it makes sense that during the six-month interim, many peacekeepers would have cycled off their mission, especially in the case of ELAP participants. However, this does not mean that relevance for POTI training disappears. Figure 13 illustrates that a combined 97% of students responded that in the event of a redeployment, it was "very likely" or "likely" they would take courses again with POTI in order to prepare for this new mission.

Appendix F provides the entire list of questions asked during the nine-month survey and a summary of responses.

Figure 12: Nine-Month Survey Question 1, "Do you still remember the knowledge you learned from the course(s) you took with the Peace Operations Training Institute (POTI) nine months ago?"
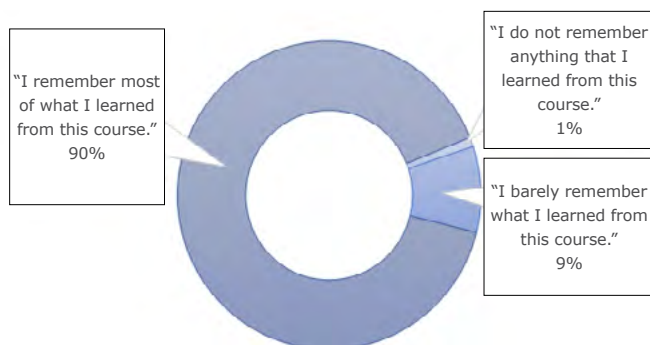
Figure 13. Nine-Month Survey Question 5, "If you were selected for a new mission today, how likely would you be to take courses with POTI to prepare for this new mission?"
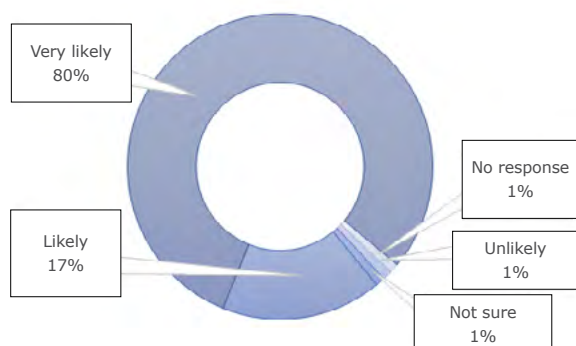
UNAMID Force Commander speaks to troops after run-in with rebel group. The Senegalese troops had been on patrol in Shegeg Tovev, Sudan when more than one hundred JEM armed men blockaded the group, detaining the police advisers and language assistants travelling with them. The peacekeeping troops refused to leave for two days until all UNAMID personnel could be reassembled. 22 February 2012. UN Photo #505376 by Albert González Farran.

Supervisor's Evaluations from the Field

While it is important to hear from students deployed on missions about the degree to which their POTI course prepared them to perform their assigned duties, it is equally important to hear the perspective of the supervisors of these students. Though sometimes these individuals can be difficult to identify or track down, we can still accomplish this in different ways. In some cases, we ask the students to liaise with their supervisors in order to provide them with a questionnaire. In other cases, we present questionnaires directly to personnel currently or recently serving in supervisory positions through opportunities such as high-level meetings or leadership conferences.

Figure 14 illustrates that a combined 96% of supervisors either strongly agreed or somewhat agreed that e-learning on peacekeeping provides an important value-added service for peacekeepers.

Of course, the ultimate goal of providing e-learning is to improve peacekeepers' performance on the ground. When supervisors were asked whether e-learning training programmes had improved peacekeepers' performance in the field, 77% responded that it had, as seen in Figure 15.

Figure 14: Question for supervisors, "To what extent would you agree that e-learning on peacekeeping provides an important value-added service for peacekeepers?"
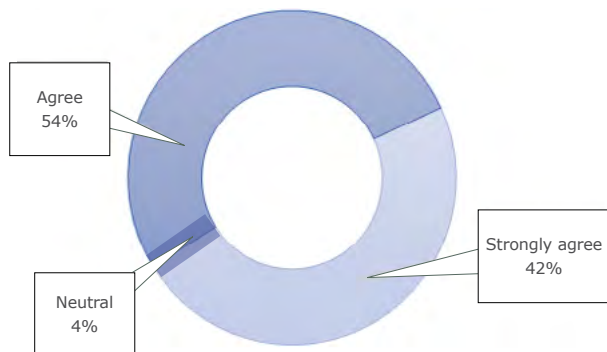
Figure 15: Question for supervisors, "In your opinion, does peacekeeping training improve peacekeepers' performance in the field?"

Agree 54%

Strongly agree 42%

Neutral 4%

Yes 77%

No opinion 15%

No 8%
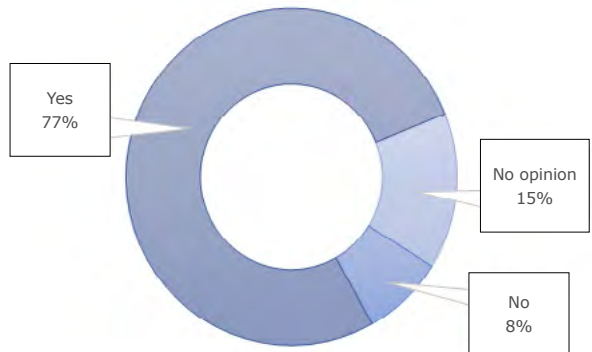
Focus Groups

The previously discussed surveys and examinations all provide important quantitative data for the measurement of training. Nevertheless, the human element, characterized by open conversation and expression, allows us to evaluate the ELAP and NTCELP programmes beyond the limitations of a list. Therefore, to supplement and enrich our other metrics, POTI conducts periodic focus group discussions with a representative sample of students drawn from the larger population. Whether the discussions are one-on-one or with a small group, the goal is to provide students with open-ended questions that permit them to express their experience in their own words and to compare their thoughts with fellow students from around the globe.

During the three-year grant period, POTI conducted seven separate focus groups, collecting a wide variety of views from different people and using different media. Dialogue took place in both English and French using video conferencing, instant messaging, and email. Participants included students who were military, police, international staff, military experts on mission, and NGO staff, and serving in missions such as AMISOM, MONUC, MINUSMA, and UNAMID at the time they were interviewed. They came from Burkina Faso, Burundi, Côte d'Ivoire, the DRC, Ethiopia, Liberia, Madagascar, Niger, Nigeria, Sierra Leone, South Africa, Togo, Uganda, and Zimbabwe. Appendix G provides a summary of participants, missions, nationality, and personnel category on mission.

Due to the spontaneous and unscripted nature of focus groups, there was some variability in the questions asked. When asked why they had pursued taking courses with POTI, group members replied with answers such as, "I hope to serve in the UN either as a peacekeeper, humanitarian worker, or a volunteer in future" and "to enhance my job knowledge and humanitarian knowledge." Students also gave ideas for new features to enhance the course experience and improve the learning process.

When asked how students had applied what they learned through POTI, one man from Côte d'Ivoire shared the following response, indicating that coursework not only benefits the individual, but can spread throughout the community and promote other positive developments:

Speaker	Original dialogue (French)	English translation
POTI	Vous pouvez appliquer les connaissances des cours dans votre vie maintenant ?	Have you been able to apply any knowledge from your courses in your life now?
Mr. S. Yéo	Oui, je pense car les cours de POTI m'ont permis de comprendre qu'il faut considerer la femme comme égal à l'homme en droit.	Yes, I think the courses I've taken have allowed me to understand the importance of considering women and men equally by law.
POTI	Très intéressant. Vous partagez cette connaissance avec les autres?	Very interesting. Have you shared this insight with others?
Mr. S. Yéo	Oui, j'explique certains termes des cours à mes collègues de travail.	Yes, I have commented certain things to my colleagues at work.

For a larger sample of questions and responses, see Appendix H. A full record of the transcripts from focus group conversations can be viewed online at <http://cdn.peaceopstraining.org/focus_group/results.zip>.

VI. The Low Cost of E-Learning

The total amount of the three-year grant from the UK FCO to support ELAP and the one-year grant to support NTCELP for Africa was £489,900.00 (USD 778,795). In addition to these grants from the UK FCO, Australia, Finland, the Netherlands, and Sweden also contributed a total of USD 596,289 in support of ELAP (Australia and Sweden funded other non-ELAP programmes as well). The total amount during this 36-month period from all ELAP donors, plus the UK's 2014 NTCELP grant, was USD 1,375,084. With a total of 118,819 enrolments, this works out to USD 11.57 per enrolment, or GBP 7.56 per enrolment. This includes the development of nine new courses, the updating of seven existing courses, the translation of six courses, all videos by course authors, all enrolments and registrar services, delivery of course materials, providing End-of-Course Exams, awarding Certificates-of-Completion, liaising with all NPTCs and coordinating their individual NTCELPs, maintaining and updating the main NTCELP home page at <www.peaceopstraining.org/programs/ntcelp/africa/>, and the maintenance of the individual NPTC-specific landing pages listed there.

VII. Effectiveness and Efficiency

The ongoing Monitoring and Evaluation (or Measurement of Effectiveness) Programme maintained by POTI uses a series of objective metrics that measures the impact of e-learning on peacekeeping from the time of enrolment through deployment on a mission. It is clear that ELAP and NTCELP enjoy great demand both from individuals and institutions. It is also clear that African peacekeepers enhance their skills and are able to perform their responsibilities more effectively on missions as a result of what they have learned through their e-learning courses.

VIII. Conclusions and Recommendations

The combination of ELAP and NTCELP make for an effective and efficient means to deliver standard training on peacekeeping to a large population of military personnel and police from 58 African TCCs and PCCs who serving on UN, AU, and hybrid missions, performing many different tasks, and enhancing the capacity of peacekeeping worldwide.

Appendix A: ELAP Enrolments by Nation for Men and Women

Nationality	Men	Women	Total
Nigeria	21038	2055	23093
Côte d'Ivoire	9526	2157	11683
Kenya	8207	1421	9628
Rwanda	6812	1371	8183
Ghana	6438	930	7368
Cameroon	4471	1170	5641
Ethiopia	4229	15	4244
Egypt	4239	4	4243
Uganda	3195	432	3627
Burkina Faso	3345	259	3604
Tanzania	2994	490	3484
Sudan	2743	382	3125
South Africa	2430	601	3031
Burundi	2473	119	2592
Senegal	2474	37	2511
Sierra Leone	1700	637	2337
Benin	1842	82	1924
Zambia	1653	241	1894
Zimbabwe	1554	315	1869
Congo, Democratic Republic of the	1721	49	1770
Niger	1729	33	1762
Morocco	1029	37	1066
Tunisia	924	78	1002
Togo	908	44	952
Mali	901	43	944
Gambia	793	127	920
Malawi	621	78	699
Liberia	635	54	689
Chad	587	47	634
Madagascar	568	16	584
Djibouti	537	20	557
Namibia	341	147	488
Congo, Republic of the	427	3	430
Botswana	336	14	350
Guinea	323	10	333
South Sudan	268	35	303
Somalia	128	24	152
Central African Republic	111	27	138

Nationality	Men	Women	Total
Lesotho	135	3	138
Gabon	90	34	124
Algeria	117	0	117
Angola	72	0	72
Mauritania	52	0	52
Equatorial Guinea	47	0	47
Cape Verde	28	18	46
Mauritius	40	0	40
Canada	11	28	39
France	6	29	35
United States	30	0	30
United Kingdom	1	23	24
India	0	24	24
Mozambique	23	0	23
Libya	22	0	22
Kyrgyzstan	20	0	20
Switzerland	8	8	16
Jordan	13	0	13
Brazil	12	0	12
Comoros	5	7	12
Guinea-Bissau	11	0	11
Bangladesh	10	0	10
Sweden	10	0	10
Paraguay	6	1	7
Seychelles	5	0	5
Swaziland	4	1	5
Spain	1	3	4
Germany	0	3	3
Japan	2	0	2
Sri Lanka	1	0	1
Thailand	0	1	1

Appendix B: ELAP Enrolments by Course for Men and Women

Course	Men	Women	Total
Advanced Topics in United Nations Logistics	3594	369	3963
Commanding UN Peacekeeping Operations	4479	478	4957
Core Pre-deployment Training Materials	1571	163	1734
Disarmament, Demobilization, and Reintegration	4771	535	5306
Ebola Virus Disease: Awareness and Precautions for Peacekeeping Personnel	1050	142	1192
Ethics in Peacekeeping	4625	669	5294
Gender Perspectives	4058	860	4918
History of Peacekeeping 1945–87	2631	356	2987
History of Peacekeeping 1988–96	2563	337	2900
History of Peacekeeping 1997–2006	2684	355	3039
Human Rights	4320	590	4910
Human Rights and Peacekeeping	3913	537	4450
Implementation of UN Security Council Resolutions on the Women, Peace, and Security Agenda in Africa	2651	390	3041
Implementation of UN Security Council Resolutions on the Women, Peace, and Security Agenda in Asia and the Pacific	990	124	1114
Implementation of UN Security Council Resolutions on the Women, Peace, and Security Agenda in Latin America and the Caribbean	1983	245	2228
International Humanitarian Law	5291	734	6025
Introduction to the UN System	6419	944	7363
Logistical Support to UN Peacekeeping Operations	4190	445	4635
Mine Action and Explosive Hazard Management	3093	342	3435
Operational Logistical Support	3926	421	4347
Peacekeeping and International Conflict Resolution	5220	674	5894
Preventing Violence Against Women	4395	867	5262
Principles and Guidelines for UN Peacekeeping Operations	3980	476	4456
Protection of Civilians	4063	541	4604
Security for UN Peacekeepers	1618	166	1784
The Conduct of Humanitarian Relief Operations	4233	586	4819
United Nations Civil-Military Coordination (UN-CIMIC)	4368	467	4835
United Nations Military Observers	4097	432	4529
United Nations Police	4258	542	4800

Appendix C: Score Improvement by Course

Course	Pretest Score	Exam Score	Δ
Advanced Topics in United Nations Logistics	34.16	70.33	36.17
Commanding UN Peacekeeping Operations	50.37	85.40	35.02
Core Pre-deployment Training Materials	65.90	82.90	17.00
Disarmament, Demobilization, and Reintegration	44.08	83.14	39.06
Ebola Virus Disease: Awareness and Precautions for Peacekeeping Personnel	52.23	89.37	37.13
Ethics in Peacekeeping	58.31	86.61	28.30
Gender Perspectives	53.74	76.50	22.76
History of Peacekeeping 1945–87	40.75	86.08	45.34
History of Peacekeeping 1988–96	42.29	85.13	42.83
History of Peacekeeping 1997–2006	41.18	91.50	50.32
Human Rights	52.63	72.75	20.11
Human Rights and Peacekeeping	65.97	75.54	9.57
Implementation of UN Security Council Resolutions on the Women, Peace, and Security Agenda in Africa	44.41	82.30	37.89
Implementation of UN Security Council Resolutions on the Women, Peace, and Security Agenda in Asia and the Pacific	61.38	83.69	22.30
Implementation of UN Security Council Resolutions on the Women, Peace, and Security Agenda in Latin America and the Caribbean	53.05	84.33	31.28
International Humanitarian Law	47.64	76.01	28.38
Introduction to the UN System	51.62	80.90	29.28
Logistical Support to UN Peacekeeping Operations	45.65	78.32	32.67
Mine Action and Explosive Hazard Management	49.84	85.45	35.60
Operational Logistical Support	35.31	78.90	43.59
Peacekeeping and International Conflict Resolution	39.77	81.52	41.75
Preventing Violence Against Women	46.70	77.15	30.45
Principles and Guidelines for UN Peacekeeping Operations	55.88	80.79	24.91
Protection of Civilians	49.65	83.45	33.79
Security for UN Peacekeepers	50.86	82.07	31.21
The Conduct of Humanitarian Relief Operations	43.54	81.18	37.64
United Nations Civil-Military Coordination (UN-CIMIC)	59.56	81.46	21.90
United Nations Military Observers	59.53	88.72	29.19
United Nations Police	57.93	88.32	30.39

Appendix D: The 17-Question Course Feedback Questionnaire with Summary of Responses

1. The text materials explain concepts clearly.

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

Students responses to Question 1	
Strongly agree	77%
Somewhat agree	19%
Neutral	3%
Somewhat disagree	0.4%
Strongly disagree	0.4%
No response	0.2%

2. The text materials have informative illustrations and charts.

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

Students responses to Question 2	
Strongly agree	67%
Somewhat agree	25.6%
Neutral	5.2%
Somewhat disagree	1%
Strongly disagree	0.6%
No response	0.6%

3. The End-of-Lesson Quizzes are helpful.

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

Students responses to Question 3	
Strongly agree	75.5%
Somewhat agree	18%
Neutral	4.8%
Somewhat disagree	0.9%
Strongly disagree	0.5%
No response	0.3%

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

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

Students responses to Question 4	
Strongly agree	72.7%
Somewhat agree	21.4%
Neutral	4%
Somewhat disagree	1.2%
Strongly disagree	0.4%
No response	0.3%

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

○ 1 to 3 hours

○ 3 to 6 hours

○ 6 to 10 hours

○ More than 10 hours

Students responses to Question 5	
1 to 3 hours	28%
3 to 6 hours	25.8%
6 to 10 hours	18%
More than 10 hours	13.6%
No response	14.6%

6. 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

Students responses to Question 6*	
Videos/audio	20%
Questions to author	22%
Further readings/Web	71%
Facebook page	3%

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

8. Overall, I would rate this course as:

○ Excellent

○ Very good

○ Good

○ Average

○ Fair

○ Poor

For responses to Question 8, see narrative discussion, page 12.

9. Was the enrolment procedure satisfactory?

○ Yes

○ No

If no, please explain:

Students responses to Question 9	
Yes	99%
No	1%

Response totals to Question 6 exceed 100% because students could choose more than one status.

10. Please indicate your mission status. Choose 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.

Students responses to Question 10*	
I have previously completed serving on a mission.	13.7%
I am currently serving on a mission.	55.2%
I will be serving on a mission.	7.4%
I hope to serve on a mission in the future.	37.7%
I do not plan to serve on a mission.	1%

11. If you selected one of the first three options above, please tell us which mission(s):

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

○ Yes

○ No

For responses to Question 12, see narrative discussion, page 13.

13. 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

For responses to Question 13, see narrative discussion, page 13.

14. 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:

Students responses to Question 14*	
Internet	30%
From a friend or contact	35%
At a peacekeeping mission	35%
At a national training centre, academic institution, or NGO	7%
Other	4%

Response totals to Question 10 and 14 exceed 100% because students could choose more than one status.

15. 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:

Students responses to Question 15*	
Military	37%
Police	34%
Humanitarian affairs	37%
Logistics	23%
History	11%
Other	10%

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

17. Would you agree to be contacted in the next few months to participate in an online focus group (via Skype) with other POTI students to provide us additional feedback?

○ Yes

○ No

Students responses to Question 17	
Yes	87.4%
No	12.6%

*Response totals to Question 15 exceed 100% because students could choose more than one status.

Appendix E: The Three-Month Survey with Summary of Responses

1. What is your professional status? Please check all that apply:

☐ I am in the military

☐ I am in the police

☐ I am in the gendarmerie

☐ I work for a humanitarian or peacekeeping-related Non-Governmental Organization (NGO)

☐ I am a student or teacher at a secondary school, college, university or involved in Model UN

☐ I am a United Nations Volunteer (UNV), National staff on mission, or UN Secretary Employee.

☐ Other

2. Did you or have you been serving on a Peace Support Operation since you took a course with the Peace Operations Training Institute (POTI) three months ago?

○ Yes

○ No

If YES, please tell us which mission [   ]

For responses to Question 2, see narrative discussion, page 14.

If you answered YES to the question above, please go to Question 3.
If you answered NO to the question above, please go to Question 6.

3. Did the course(s) you take with POTI offer you practical knowledge to better perform your job?

○ Yes

○ No

○ Not applicable

4. During your mission, how often did/do you use the knowledge gained through the course(s) you took with POTI?

○ Very often

○ Often

○ Occasionally

For responses to Question 4, see narrative discussion, page 14.

○ Rarely

○ Not at all

5. To what extent do you agree/disagree that the practical knowledge you gained through the course(s) you took with POTI has positively affected your overall performance in your mission?

○ Strongly agree

○ Somewhat agree

○ Neutral

○ Somewhat disagree

○ Strongly disagree

○ No response

For responses to Question 5, see narrative discussion, page 14.

6. Do your national authorities (or professional superiors) recognize the Certificate-of-Completion you received from POTI? Please check all that apply.

☐ A Certificate-of-Completion helps individuals be selected for a Peace Support Operation (PSO)

☐ A Certificate-of-Completion is helpful towards professional promotion

☐ The training provided by POTI is incorporated within the National PSO Training Programme

☐ No recognition

☐ Not applicable

☐ Other

Students responses to Question 6	
A Certificate-of-Completion helps individuals be selected for a PSO	28%
A Certificate-of-Completion is helpful toward professional promotion	18%
POTI training is incorporated with National PSO Training	11%
No recognition	21%
Not applicable	8%
Other	14%

7. Have you ever attended a classroom training programme at a national peacekeeping training centre?

○ Yes

○ No

○ Not applicable

For responses to Question 7, see narrative discussion, page 15.

If you answered YES to the question above, please go to Question 8.
If you answered NO to the question above, please go to Question 10.

8. To what extent do you agree/disagree that the courses offered by POTI are a good complement to the training you received at your national peacekeeping training centre?

○ Strongly agree

○ Somewhat agree

○ Neutral

○ Somewhat disagree

○ Strongly disagree

○ No response

Students responses to Question 8	
Strongly agree	79%
Somewhat agree	10%
Neutral	4%
Somewhat disagree	0%
Strongly disagree	0%
No response	7%

9. Did you gain additional new knowledge from POTI courses on relevant topics that were not covered in your classroom training?

○ Yes

○ No

If YES, please tell us more [ ]

Students responses to Question 9	
Yes	82%
No	18%

10. Would you recommend the courses offered by POTI to a friend/colleague who is preparing for or wants to participate in a Peace Support Operation?

○ Yes

○ No

○ No opinion

If NO, please explain: [ ]

Students responses to Question 10	
Yes	98%
No	1%
No opinion	1%

11. Would you like us to keep you posted on new courses we release?

○ Yes

○ No

Students responses to Question 11	
Yes	100%

12. How do you like to be kept informed about recent events and news at POTI? Please check all that apply:

☐ Personalized emails sent to me only

☐ Personalized announcements within my virtual classroom

☐ Through POTI's e-newsletters

☐ Through POTI's website

☐ Through POTI's social media channels (e.g.: Facebook, Twitter, etc.)

13. Feel free to use this space for other comments or suggestions you may have

[ ]

Appendix F: The Nine-Month Survey with Summary of Responses

1. Do you still remember the knowledge you learned from the course(s) you took with the Peace Operations Training Institute (POTI) nine months ago?

○   I remember most of the knowledge I learned from this course

○   I barely remember the knowledge I learned from this course

○   I do not remember at all the knowledge I learned from this course

○   I do not remember taking a course nine months ago

For responses to Question 1, see narrative discussion, page 15.

2. Are you currently serving on a Peace Support Operation (PSO)?

○   Yes

○   No

If YES, please tell us which mission [ ]

For responses to Question 2, see narrative discussion, page 15.

If you answered YES to the question above, please go to Question 3.
If you answered NO to the question above, please go to Question 5.

3. During your mission, how often do you still use the knowledge gained through the course(s) you took with POTI nine months ago?

○   Very often

○   Often

○   Occasionally

○   Rarely

○   Not at all

○   Not applicable

Students responses to Question 3	
Very often	54%
Often	30%
Occasionally	9%
Rarely	1%
Not at all	0%
Not applicable	6%

4. To what extent do you agree/disagree that the practical knowledge you gained through the course(s) you took with POTI nine months ago still positively affect your overall performance in your mission?

○   Strongly agree

○   Somewhat agree

○   Neutral

○   Somewhat disagree

○   Strongly disagree

○   No response

Students responses to Question 4	
Strongly agree	78%
Somewhat agree	11%
Neutral	6%
Somewhat disagree	0%
Strongly disagree	1%
No response	4%

5. If you were selected for a new mission today, how likely would you be to take courses with POTI to prepare for this new mission?

○ Very likely

○ Likely

○ Not sure

○ Unlikely

○ Not at all likely

○ No response

For responses to Question 5, see narrative discussion, page 15.

6. Please use this space to provide us with suggestions on things we can do to improve your learning experience with POTI

Thank you for taking the time to answer this follow up survey. By better understanding your needs we are better able to provide the training programmes you request.

Appendix G: Summary of Focus Group Participants

Date Interviewed	Name	Nationality	Mission	Field
6-Jul-12	Babangida Aliyu	Nigeria		Military
6-Jul-12	Mahamadou Alzouma	Niger	UNAMID	Law Enforcement, UN Police
26-Nov-12	Assafogan Komla	Togo	UNAMID	Military, Military Observer
18-Nov-14	Sinourou Yéo	Côte d'Ivoire		Law Enforcement
4-Dec-14	Hamphrey Bildad Masinde	Uganda	AMISOM	Military, National Staff
12-Feb-15	Florent Pouely	Madagascar		Military
12-Feb-15	Aniemeka Johnson Adewale	Nigeria		Military
12-Feb-15	Tonderai Masenda	Zimbabwe		Law Enforcement
12-Feb-15	Felix Mutinda Muli	Kenya		Law Enforcement
19-Feb-15	Yusufu Koroma	Sierra Leone	UNAMID	Military, Military Observer, International Staff
19-Feb-15	Simon Ugbojoide Akoh	Nigeria		Military
19-Feb-15	Ismaila Sule	Nigeria		Military
6-Mar-15	Sadate Steven Ngabishengera	Burundi	UNAMID	Law Enforcement, UN Police
6-Mar-15	Clarance K. Gbarlo	Liberia		Military, NGO
6-Mar-15	Gervais Remen	Burkina Faso	UNAMID	Military, International Staff
6-Mar-15	Ado N'Cho Aime	Côte d'Ivoire	MINUSMA	Law Enforcement, UN Police, International Staff
6-Mar-15	Soro Sientchonwa	Côte d'Ivoire		Law Enforcement

Appendix H: Samples of Discussions from Focus Groups

Excerpt from Focus Group conducted 06 March 2015:

Speaker	Q&A
Peace Operations Training Institute	Can you all provide specific examples of when you have used the knowledge you gained from POTI courses in the field?
Ado N'Cho Aime	To train myself in order to bring peace in some country!
Clarance K. Gbarlo	Oh yes, now I am doing volunteer counseling at Conakry refugee school in Guinea helping the refugee students to forget the past.
Soro Sientchonwa	I am because I am in the police of my country and this seems to be one of the strengths that gives me an advance.
Gervais Remen	Actually in Darfur it helped me to understand and to interact with the population and when faced to a critical situation you know how to handle it, especially with the IDPs.
Clarance K. Gbarlo	That is good.
Steven Sadate Ngabishengera	When I was in the mission in Darfur in 2012-2014 March, it helped me to deliver a good presentation during the training of new deployed UNPOLs in Human Rights. Understanding the concept of UN peacekeeping operations helped me to understand the mission I was dealing with.
Gervais Remen	Before having these courses, I was already a trainer in some of the topics, and the courses help me to confirm the previous training I had.
Ado N'Cho Aime	I'm actually in the north of Mali, fighting against IEDs.
Soro Sientchonwa	To bring peace in some country.
Steven Sadate Ngabishengera	Back home in my country Burundi, since I am a trainer within the Burundi National Police, I was able to develop a module on International Humanitarian Law.
Clarance K. Gbarlo	These courses help a lot to understand why human beings do things and how to work with people in peace-making.
Peace Operations Training Institute	What would you say are the main benefits you gained from POTI courses?
Clarance K. Gbarlo	I gained knowledge about peace-making and how to work in peace-making.
Ado N'Cho Aime	POTI helped me to know how to work in a peacekeeping mission!
Gervais Remen	The main benefits I gained were the knowledge. Also it opened my mind to understand better the cases met on ground and also gave more wisdom to interact with the local population and the civilians.
Steven Sadate Ngabishengera	On my side, the main benefits from POTI are not only to prepare to serve well in the eventual UN peacekeeping mission, but also to help bring the input in the training curricula for the on-serving training for Burundian police officers. I have enough knowledge in different domains to help any other person who is about to go to serve in peacekeeping mission by proving to him/her some advice.
Gervais Remen	The overall gain, it makes us more professional in the delivery of peace operation missions and peacekeeping.
Soro Sientchonwa	Me, when I was trained in the gendarmerie training school, we needed ONUCI instructors to intervene. I thought why not me? Interest is the fundamental reason.

This dialogue has been very lightly edited for grammar and readability.

Excerpt from Focus Group conducted 12 February 2015:

Speaker	Q&A
Peace Operations Training Institute	What do you think of our website? Was it easy to navigate and find what you were looking for? What changes would you like to recommend for the website?
Tonderai Masenda	Website is easy to use and navigate around.
Aniemeka Johnson Adewale	The website is okay. It is academic looking and that is what we are there for.
Florent Pouely	In my opinion, you could introduce a brainstorming forum inside the website.
Felix Muli	Your website is very easy to navigate, thanks.
Felix Muli	POTI, ever been contracted by th UN or any other international body to train their staff? Any success stories of POTI graduates who were selected and deployed due to additional qualifications from POTI?
Peace Operations Training Institute	Felix, yes we have contracts with various national training centres to provide training for personnel deploying to UN missions. Also, our E-learning for Mission Staff provides 12 of our courses to all AU, UN, and hybrid missions.
Peace Operations Training Institute	Thanks everyone for the feedback.
Peace Operations Training Institute	Pouely, have you ever used our Facebook? You could use our group page to brainstorm with other students.
Florent Pouely	No, but I 'll try it.

This dialogue has been very lightly edited for grammar and readability.

About the E-Learning for African Peacekeepers programme

The E-Learning for African Peacekeepers (ELAP) programme allows the Peace Operations Training Institute to offer e-learning on peacekeeping free of charge to all African military personnel, police, and gendarmerie.

About the Peace Operations Training Institute

The Peace Operations Training Institute (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 alumni are peacekeepers in the field at missions, academics, diplomats, high-ranking officials, and others. Thousands of students from over 170 nations have expanded their knowledge with the Peace Operations Training Institute. The self-paced, downloadable format of POTI courses allows the study of peacekeeping topics from anywhere in the world at any time. Our curriculum fulfils many training needs, including preparing personnel for deployment to a peacekeeping mission, increasing effectiveness in the field, complementing study in the classroom, and increasing insight and knowledge of the UN system.

POTI courses and programmes have been repeatedly welcomed by the United Nations Special Committee on Peacekeeping Operations (C-34). Its official recommendations for 2015 appear in UN document A/69/19.

The Peace Operations Training Institute is a 501(c)(3) public charity based in the United States of America. POTI is an independent not-for-profit organization governed by an international Board of Directors. For more information and for our current course offerings, please visit <www.peaceopstraining.org>.

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