Peace Operations Training Institute®

Study peace and humanitarian relief any place, any time

Monitoring and Evaluation Report on E-Learning for Peacekeepers

MARCH - DECEMBER 2017

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 Mission Staff (ELMS), the National Training Centre E-Learning Platform (NTCELP) for Africa and Latin America, and the Women, Peace, and Security programme (WPS) covering the period 28 March 2017 to 31 December 2017. This report is submitted to fulfil the requirements of a generous grant provided by the Canadian Government's Department of Foreign Affairs, Trade, and Development (DFATD) as part of Global Affairs Canada's Peace and Stabilization Operations Program.

DFATD funding helped provide POTI self-paced e-learning on peacekeeping free of charge to the following student populations:

1. ELMS provided all military personnel, police, and civilians serving on all UN, AU, and hybrid missions worldwide with access to the full POTI curriculum.

2. NTCELP Africa provided all African national and regional peace support training centres with access to the full POTI curriculum.

3. NTCELP Latin America and the Caribbean (LAC) provided all national and regional peace support training centres in those regions with access to the full POTI curriculum.

4. The WPS Programme provided enrolments in three regionally focused courses developed in cooperation with UN Women to all worldwide. These courses include *Implementation of the UN Security Council Resolutions on the Women, Peace, and Security Agenda in Africa* (in English and French); *Implementation of the UN Security Council Resolutions on the Women, Peace, and Security Agenda in Asia and the Pacific* (in English); and *Implementation of the UN Security Council Resolutions on the Women, Peace, and Security Agenda in Latin America and the Caribbean* (in English and Spanish).

During the period of the grant, these programmes combined produced a total of 43,397 enrolments from 155 countries. As seen by the feedback statistics in this report, there is great demand for and overwhelmingly positive reviews of the training provided by these programmes.

This monitoring and evaluation study uses scientific methodology and objective metrics to measure the full cycle of the training process, from pre-training to deployment on missions. The results show robust programmes valued by its users — individuals, training centres, and missions. It is our honour at POTI to provide ELMS, NTCELP, and WPS to those working worldwide in the service of peace, and we thank Global Affairs Canada for their steadfast support in this endeavour.

Peace Operations Training Institute®

Monitoring and Evaluation Report on

E-Learning for Peacekeepers

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List of Acronyms

Acronym	Meaning
ALCOPAZ	Association of Latin American Peacekeeping Training Centres
APSTA	African Peace Support Trainers Association
AU	African Union
C34	United Nations Special Committee on Peacekeeping Operations
CPTM	Core Pre-deployment Training Materials
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
ITS	Integrated Training Service
M&E	Monitoring and Evaluation
NATO	North Atlantic Treaty Organization
NGO	Nongovernmental Organization
NPTC	National Peacekeeping Training Centre
NTCELP	National Training Centre E-Learning Platform
POTI	Peace Operations Training Institute
RPF	Regional Protection Force
SRSG	Special Representative of the Secretary-General
UNMAS	United Nations Mine Action Service
UNMISS	United Nations Mission in South Sudan
WHO	World Health Organization
WPS	Women, Peace, and Security Programme
UNFIL	United Nations Interim Force in Lebanon
UXO	Unexploded Ordnance

Monitoring and Evaluation Report on E-Learning for Peacekeepers

I. Executive Summary

This Monitoring and Evaluation (M&E) Report examines the effectiveness of the Peace Operations Training Institute's E-Learning for Peacekeepers Project, which includes: E-Learning for Mission Staff (ELMS); the National Training Centre E-Learning Platform in Africa (NTCELP Africa); NTCELP in Latin America and the Caribbean (NTCELP LAC); and E-Learning on Women, Peace, and Security (WPS). These programmes were measured through monitoring activities in place for the duration of the grant period, which ran from 28 March 2017 to 31 December 2017. POTI staff collected data over the nine-month period both before and immediately after students completed a course through the Institute, three and nine months following the completion of the course, and through focus groups.

Analysis of the data shows a marked improvement in students' cognition and understanding of peacekeeping topics after completing POTI training. Specifically, this analysis highlights three themes: high levels of satisfaction with POTI courses, improved performance of duties as deployed peacekeepers through POTI training, and long-term gains in knowledge acquired through POTI training.

II. Introduction

About the Peace Operations Training Institute

The Peace Operations Training Institute (POTI) is an international not-for-profit nongovernmental organization (NGO) headquartered in Williamsburg, Virginia, United States, and dedicated to meeting the e-learning needs of the United Nations peacekeeping community and other organizations involved in peacekeeping, including the African Union (AU), NATO, and others. POTI is governed by an international Board of Directors consisting of former Permanent Representatives to the UN, former UN Special Representatives of the Secretary-General (SRSGs), former Military Advisers to the Secretary-General, former Commandants of National Peacekeeping Training Centres (NPTCs), the former Chief of the Integrated Training Service (ITS), and other recognized experts in the field. POTI is recognized by the US Government as a 501(c)(3) tax-exempt Public Charity. The United Nations Special Committee on Peacekeeping Operations (C34) annually welcomes the courses and training programmes provided by POTI.

POTI offers a curriculum of 29 self-paced e-learning courses in English, 24 in French, 17 in Spanish, four in Portuguese, and three in Arabic. Almost all POTI enrolments are provided at no cost to students. Six of the 29 English courses are available for free enrolment to all, while other courses are provided at no cost through several POTI programmes. POTI operates under a Memorandum of Understanding (MOU) with the African Peace Support Trainers Association (APSTA) and holds membership with observer status with the Association of Latin American

Peacekeeping Training Centres (ALCOPAZ). The International Association of Peacekeeping Training Centres (IAPTC) awarded its annual Training and Education Award to POTI in 2009.

POTI Course Development and Pedagogical Architecture

The Institute develops courses in two ways: recruiting recognized experts as authors and partnering with UN offices or NPTCs. Courses developed through such cooperation include three regional courses on Security Council Resolution 1325 and the WPS agenda, produced in collaboration 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*, produced in cooperation with the UN Mine Action Service (UNMAS) and which is mandatory training for all UNMAS field personnel; and *Core Pre-deployment Training Materials* (CPTM), co-produced with the NPTCs of Australia, Chile, Germany, Ghana, and Sweden.

Most POTI students either come from developing countries or serve on missions where uninterrupted broadband internet access is unavailable, unreliable, or expensive. To accommodate these technical constraints, the Institute delivers courses in a "high-tech/low-tech" manner, maximizing accessibility. To train through POTI, students only need access to the internet twice: once to enrol and download their course in PDF format, and once to take their End-of-Course Examination. This allows students to review course material without an internet connection until they are prepared to take the examination.

Each lesson begins with a set of lesson objectives, and many courses include videos of the course author providing an introduction and key points for each lesson. Students also are able to submit questions directly to authors through their online student classroom. Lessons generally range from 15 to 25 pages in length and conclude with an End-of-Lesson Quiz, usually consisting of 10 questions on information included in that lesson. A key in the course provides students with the correct answers to confirm their mastery of the material, and students can review any sections that require additional study. When students have completed all lessons in a course and feel sufficiently prepared, they may attempt the End-of-Course Examination. The Institute maintains item banks of approximately 100 questions for each course and draws 50 questions in random order for each attempt. This generates a unique exam for every student worldwide (for the *Ebola Virus Disease* course, the exam has fewer questions to reflect a shorter course). Students must earn a minimum final exam score of 75 per cent to receive a Certificate of Completion, as seen in Figure 1.

Peace Operations Training Institute

in cooperation with

UN Women

awards

Jane Doe

this

Certificate of Completion

for completing the course of instruction

Implementation of the UN Security Council
Resolutions on the Women, Peace, and Security
Agenda in Africa

19 October 2016

Harvey J. Langholtz, Ph.D.
Executive Director
Peace Operations Training Institute

Nahla Valji
Officer in Charge, Peace and Security
UN Women

Figure 1: Example of a Certificate of Completion awarded through WPS.

For courses developed in cooperation with a UN office or agency, the Certificate of Completion displays both the POTI logo and the emblem of the partner organization, along with a UN signature and that of the Institute's Executive Director. If students enrol in the course at a training centre through NTCELP, the Certificate of Completion displays the logo of that NPTC and the POTI logo along with the signatures of the NPTC Commandant and the Executive Director of POTI.

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

E-Learning for Mission Staff

One of the Institute's most far-reaching training programmes, ELMS provides the full POTI curriculum to all military personnel, police, and civilians serving on all UN, AU, hybrid, and other peace missions worldwide. The entire curriculum currently includes 29 courses in English, 24 in French, 17 in Spanish, four in Portuguese, and three in Arabic. During the grant period from March to December 2017, ELMS recorded nearly 17,000 enrolments from men and women.

NTCELP Africa and NTCELP Latin America and the Caribbean

NTCELP is a fixed system that allows peacekeeping training centres to incorporate POTI e-learning into their own training curricula. NTCELP provides NPTCs with a customized e-learning programme that starts on a centre-specific website and ends with students receiving a Certificate of Completion from the NPTC and the Institute.

Through NTCELP, training centres immediately gain access to a full curriculum of self-paced e-learning courses on peacekeeping topics that can be "blended" with classroom training. Blended learning is a resource-multiplier that allows instructors to train a larger population of students, increasing the capacity of each NPTC without requiring additional instructors. With NTCELP and blended learning, students receive standardized training across training centres without variation by instructor or training centre.

During the grant period of March to December 2017, the Institute provided 3,050 enrolments to peacekeeping training centres in Africa (NTCELP Africa) and 13,430 enrolments to centres in Latin America and the Caribbean (NTCELP LAC).

E-Learning on Women, Peace, and Security Programme

In support of the WPS Agenda, students worldwide can enrol in the WPS three-course suite for free, regardless of institutional affiliation. This allows students easy access to e-learning on WPS topics, which are of increasing importance in peace operations worldwide. During the grant period from March to December 2017, the WPS three-course suite totalled more than 10,000 enrolments from students worldwide.

» To view the complete ELMS website, please see <http://www. peaceopstraining.org/programs/elms/>. The NTCELP website is available at <www.peaceopstraining.org/programs/ntcelp/>.

A member of UNMAS clears the UN base in the Jebel area of Juba of unexploded ordnance (UXO) in the aftermath of days of heavy clashes between the two South Sudanese government forces. 21 July 2016. UN Photo #686779 by Eric Kanalstein

IV. Methodology for Monitoring and Evaluation of ELMS, NTCELP, and WPS

The Institute maintains an ongoing Monitoring and Evaluation programme to measure the effectiveness of its programmes, including ELMS, NTCELP, and WPS. POTI programmes must have a positive and measurable impact on the performance of individuals deployed on peace operations to be considered effective. Although the term "M&E" usually means Monitoring and Evaluation, the Institute also defines it as Measurement of Effectiveness — meaning measurement of the effectiveness of the training and trained personnel in the field.

The Institute's M&E programme covers both definitions and allows students to evaluate their experiences with POTI as much as POTI evaluates its impact on students. Our M&E methodology uses seven points of data collection:

1. Pre-Test: Before commencing the course, students complete a 10-question pre-test. This establishes a baseline of the student's knowledge before training and allows for the comparison of pre- and post-course performance.

2. End-of-Course Examination: After students have studied all lessons and completed the End-of-Lesson Quizzes, they attempt a 50-question (20-question for *Ebola Virus Disease*) End-of-Course Examination.

3. Course Feedback: After successfully completing the End-of-Course Examination with a score of 75 per cent or better, students are prompted to fill out a 17-question feedback questionnaire to provide their evaluation of the course.

4. Five-Star Course Review System: Once a student completes a course, they can rate that course through a five-star rating system accessed through the Institute's website. Students also can post comments that others are able to see before enrolling. POTI does not edit or redact these comments.

5. Three-month follow up survey: Students receive a 13-question follow-up survey three months after completing their enrolment in a POTI course. It includes multiple choice, multiple selection, short-answer, and long-answer questions.

6. Nine-month follow up survey: The Institute sends a six-question survey to students nine months after they complete their enrolment.

7. Focus groups: Selected students participate in a focus group conducted via Skype and respond to nine questions asked by POTI staff. Responses are recorded and analysed for trends.

The Five-Star Course Review System

The Institute uses the course rating system to make potential students aware of the opinions and written reviews of past students. Once they complete a course, students have the opportunity to submit a review of that course by rating their experience on a scale of one to five stars and may also provide written comments. These are automatically published on the Institute's website as course reviews. POTI does not censor or edit these reviews, but it does moderate its online community for inappropriate or irrelevant submissions. To date, course ratings submitted by students have been unproblematic and constructive contributions to our virtual community. To view the ratings for any course, visit <www.peaceopstraining.org/courses> and select any course title. Average star ratings and all reviews are available from any course's unique page.

The first 120 soldiers of the Rwandan battalion of the Regional Protection Force (RPF) of the UN Mission in South Sudan (UNMISS) arrive in Juba on 8 August 2017. David Shearer, SRSG and Head of UNMISS, with the newly arrived Rwandan troops. 8 August 2017. UN Photo #730474 by Isaac Billy.

V. ELMS — Demand, Effectiveness, and Feedback

Demand for ELMS

During the nine-month period of the grant, ELMS recorded 16,819 total enrolments — 2,068 for women and 14,751 for men. As shown in Figure 2, men made up 88 per cent of enrolments, while women accounted for 12 per cent. Although the Institute would like to see greater gender parity in ELMS enrolments, such a breakdown is to be expected, as most deployed peacekeepers are men.

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

For students enrolled in POTI courses through ELMS, the mean overall pre-test score for the nine-month reporting period was 53.11 per cent. The average overall End-of-Course Examination score was 81.31 per cent. The average Δ ("delta", or change from pre- to post-test) is a recognized metric for learning as a result of the intervention (the course). The mean Δ for all ELMS students during the grant period was 28.2 percentage points.
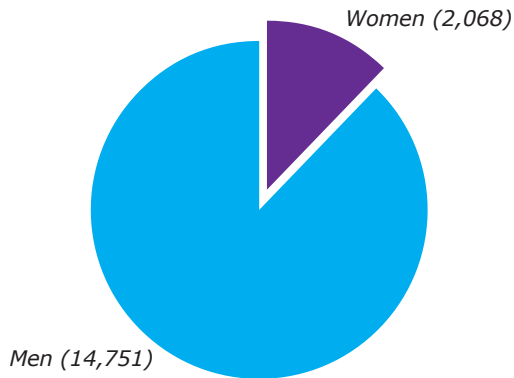
Women (2,068)

Men (14,751)

Figure 2: Percentages of Enrolments from Men and Women.

Average, Fair, and Poor (~1%)
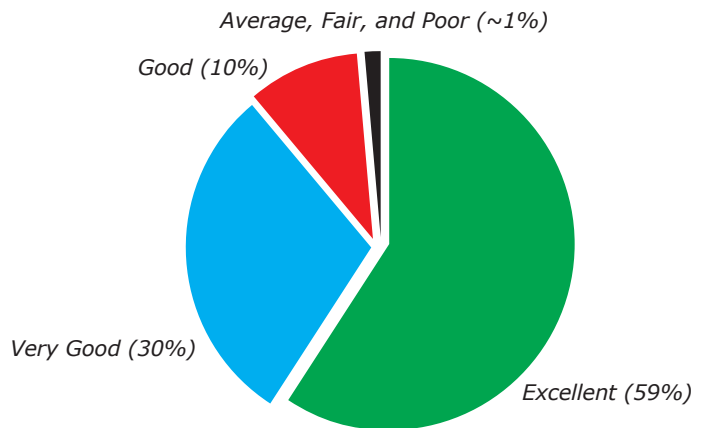
Good (10%)

Very Good (30%)

Excellent (59%)

Figure 3: Student responses to Course Feedback Question 8, "Overall I would rate this course as..."

The 17-Question Student Feedback Questionnaire

In general, ELMS students reported high levels of satisfaction with the Institute's curriculum. As shown in Figure 3, 89 per cent of ELMS students rated their completed courses as "Excellent" or "Very Good". Overall, nearly 99 per cent of ELMS students rated the courses as "Good" or better. More than 76 per cent of students said they enrolled in their course to prepare for deployment on a peace operation, as illustrated in Figure 4. Of those students who answered "Yes" to whether they had taken the course in preparation for a mission, almost 98 per cent of respondents indicated the course was "Very Valuable" or "Valuable" to their preparation, as shown in Figure 5.

No (24%)

Yes (76%)

Very Valuable (69%)

Valuable (28%)
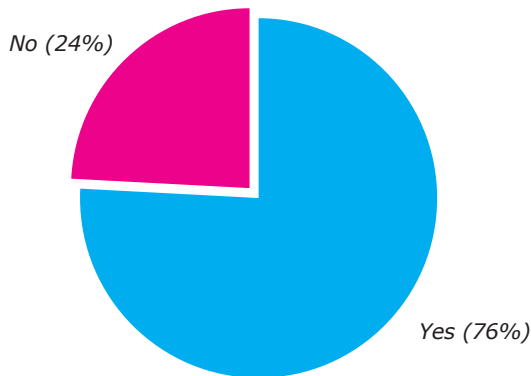
Somewhat Valuable (2%)   Not Valuable (1%)

Figure 4: Student responses to Course Feedback Question 12, "Did you take this course to prepare for a mission?"
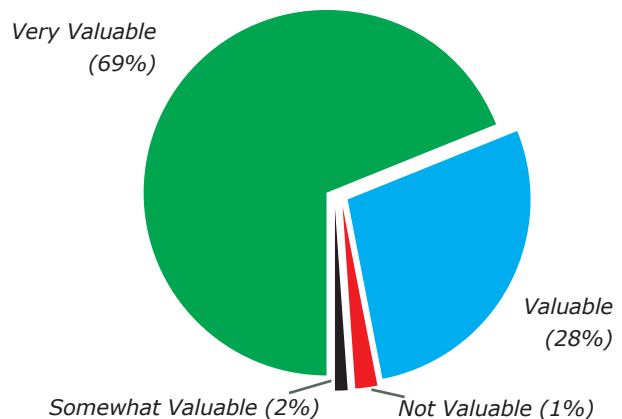
Figure 5: Course Feedback Question 13, If you answered YES to Question 12, "How valuable would you rate this course in your preparation?"

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

It is useful to monitor students' immediate reactions to courses upon completion, but it is essential to gauge students' reflections and memories of the experience after some time has passed. To obtain this information, the Institute contacts students via e-mail on the three-month and nine-month anniversaries of their course completion and asks them for their thoughts on the completed course. This is especially useful if they have had an opportunity

to apply their knowledge in the field. The Institute has two primary reasons for conducting the three- and nine-month follow-up surveys. The first is to determine whether students eventually serve on UN, AU, hybrid, or other peace operations. This is particularly important, as it is only possible to improve mission success through training if the trainees deploy on those missions. The second reason is to determine whether the content of the POTI course is appropriate and on-target to prepare students to serve successfully on a mission and to function in their assigned tasks.

At the three-month mark, 12 per cent of students responding to the questionnaire indicated that they were currently serving or had served on a peace operation since completing their course with the Institute, as observed in Figure 6. Of the students who answered "Yes" to Question 2 regarding their present or future service on a mission, 95 per cent indicated the knowledge gained from courses taken through the Institute had a positive effect on their performance in the mission, as illustrated in Figure 7.

As shown in Figure 8, 57 per cent of ELMS students who responded to the survey reported they had not attended a classroom training programme at an NPTC. While this does not necessarily indicate that the same percentage of mission personnel received no 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 protection of civilians, 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.

No (88%)

Yes (12%)
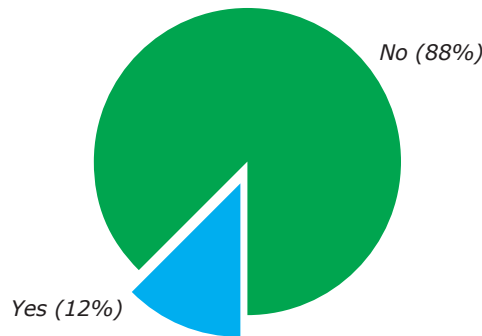
Figure 6: Three-Month Survey Question 2, "Did you or have you been serving on a Peace Support Operation since you took a course with the Peace Operations Training Institute (POTI) three months ago?"

Figure 7: Three-Month Survey Question 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?"

Figure 8: Three-month survey Question 7: "Have you ever attended a classroom training programme at a national peacekeeping training centre?"

Neutral (5%)

Somewhat Agree (17%)

Strongly Agree (78%)

Not Applicable (2%)

Yes (41%)

No (57%)

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

The nine-month questionnaire assesses long-term knowledge retention and the likelihood of students to pursue further study with the Institute. When asked how much they remembered from the course they completed nine mont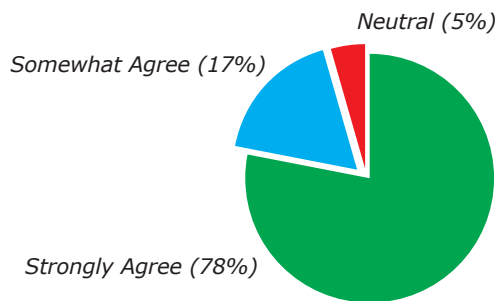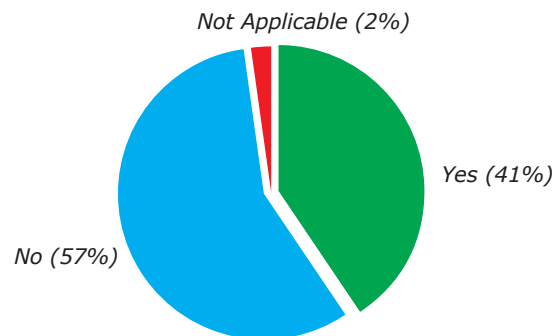hs previously, 81 per cent of students indicated they remembered most of what they had learned from their course, as seen in Figure 9.

I remember most of the knowledge I learned from this course (81%)

I barely remember the knowledge I learned from this course (19%)

I do not remember at all the knowledge I learned from this course (0%)

I do not remember taking a course nine months ago (0%)
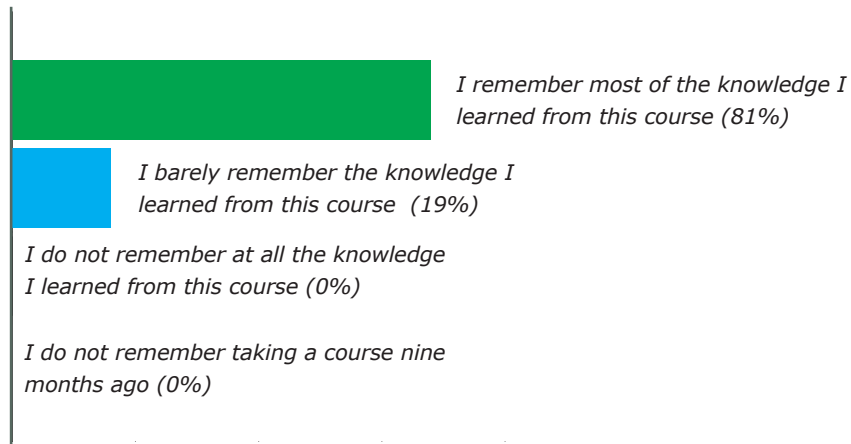
Figure 9: Nine-Month Survey Question 1, "Do you still remember the knowledge you learned from the course(s) you took with the Peace Operations Training Institute (POTI) nine months ago?"

At the nine-month mark, 43 per cent of ELMS students reported they were currently serving on a peace support mission, as seen in Figure 10. Figure 11 shows that 100 per cent of students who responded said that they were "Very Likely" or "Likely" to take additional courses through the Institute to prepare for a new mission if they were to be deployed. Appendix B provides the entire list of questions asked during the nine-month survey and a summary of responses.

Yes (43%)

No (57%)
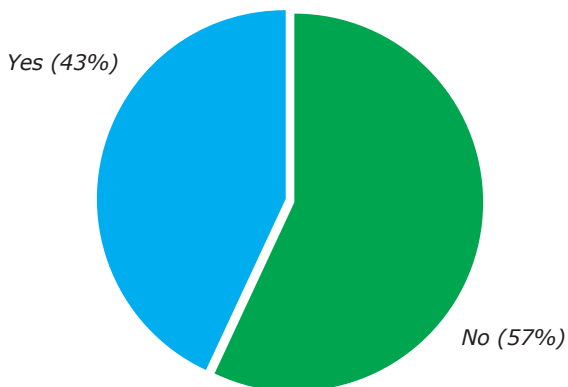
Figure 10: Nine-Month Survey Question 2: "Are you currently serving on a Peace Support Operation (PSO)?"

Very Likely (75%)

Likely (25%)

Not Sure (0%)

Unlikely (0%)

Not at all likely (0%)

No Response (0%)

Figure 11: 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?"

VI. WPS — Demand, Effectiveness, and Feedback

Demand for WPS

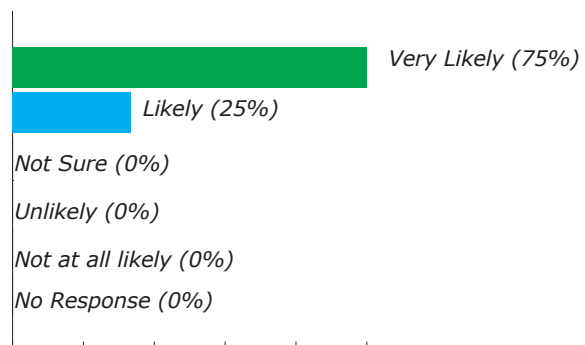During the nine-month period of the grant, WPS recorded a total of 10,098 enrolments — 2,881 for women and 7,217 for men. Figure 12 shows enrolments for this period for the 10 largest national subscribers. As shown in Figure 12, the 10 countries with the most enrolments represented Asia, Africa, and North and South America. WPS was particularly popular for African peacekeepers, with four African nations placing in the top 10 largest national subscribers for WPS. A full list of WPS subscribers by nation is provided in Appendix C.
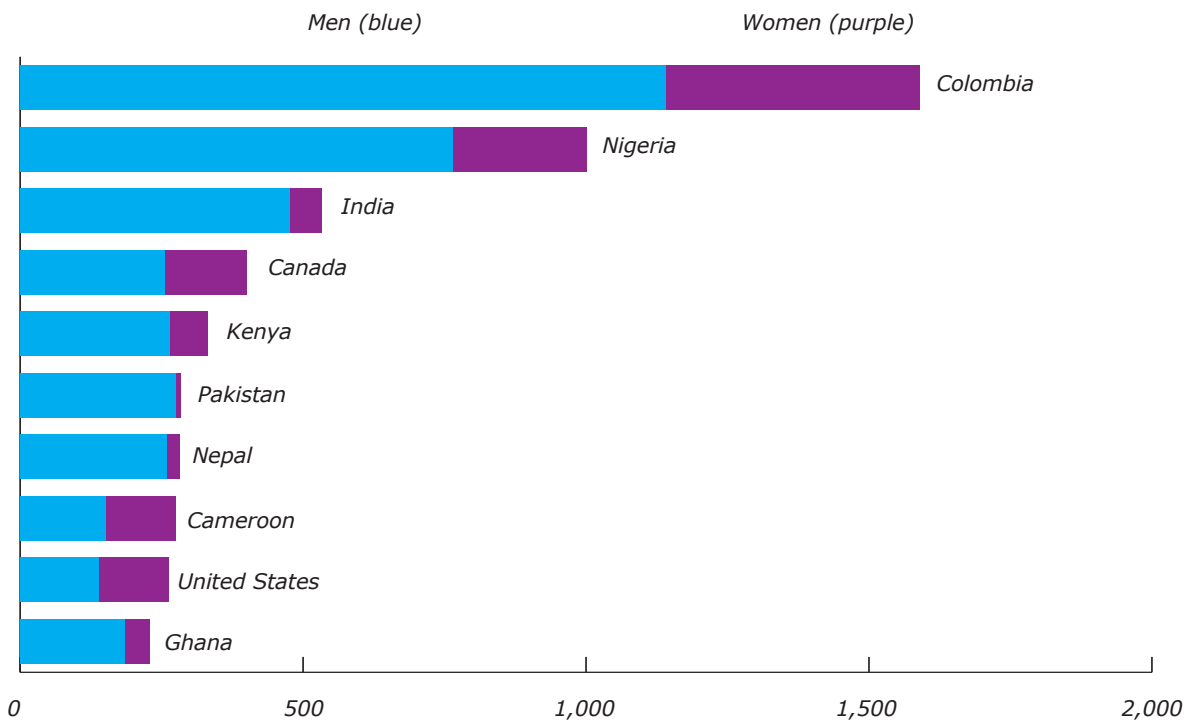
Figure 12: WPS enrolments for the 10 largest national subscribers.

As illustrated in Figure 13, 71 per cent of WPS enrolments were by men and 29 per cent were by women. While these percentages show a disparity between enrolments for men over women, they actually exceed the percentages of women serving in military and police capacities on UN peace operations, which totalled 4.6 per cent as of December 2017, the most recent date for statistics. This suggests that students in the WPS courses come from both the peacekeeping community and other populations worldwide. Furthermore, the Institute's e-learning courses are accessible to any eligible person who wishes to enrol and have no discriminatory barriers related to gender, race, or other social factors.

Of the three geographic areas included in the WPS suite — Africa, Asia and the Pacific, and Latin America and the Caribbean — Latin America and the Caribbean recorded the most enrolments with 4,495 enrolments across both languages offered. The Spanish language version of the course recorded 2,047 enrolments, while the English version recorded 2,448 enrolments. WPS Africa garnered the second-highest number of total enrolments with 3,314. The

Women (29%)

Men (71%)
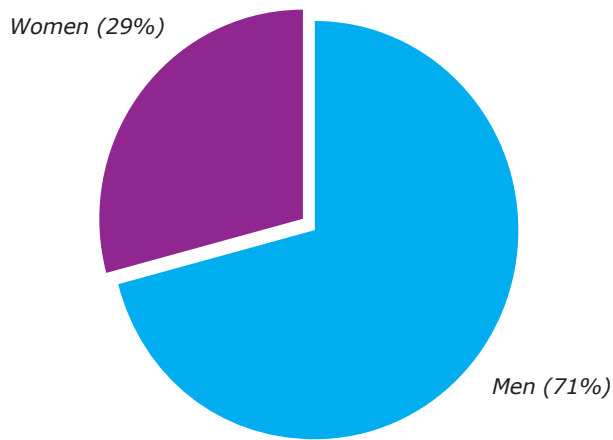
Figure 13: WPS enrolments by gender

majority of those enrolments (2,738) were for the English language version of the course, while 576 enrolments were for the French language version. Although WPS Asia was third in enrolments with 2,289, this figure is predictable as the course is currently available only in English. The breakdown of enrolments by region is shown in Figure 14.

Africa

(2,495)

Latin America and the Caribbean

(3,314)

Asia and the Pacific

(2,289)
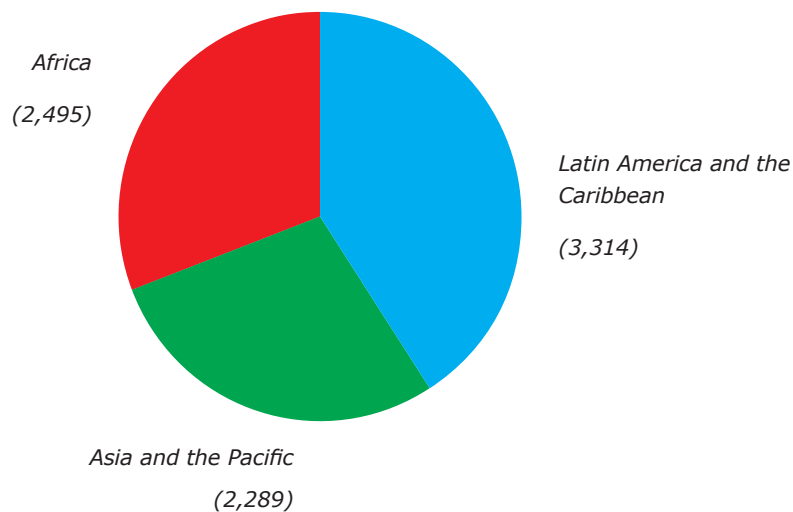
Figure 14: Enrolments in WPS courses by regional focus

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

Before beginning any course with the Institute, students must take a pre-test that measures their knowledge of the material before taking the course. After that, students begin studying each lesson of the course material guided by a set of learning objectives. They can view video supplements (if available for that course), 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 in to their online classroom to attempt the End-of-Course Examination.

United Nations Interim Force in Lebanon (UNIFIL) Malaysian battalion peacekeeper Major Syazwani (right), FAST-team leader, gives instructions to her fellow peacekeeper while patrolling in Rmeish, South Lebanon. 13 December 2017. UN Photo #745969 by Pascual Gorriz.

For the three geographic regions of the WPS suite, the average overall pre-test score for the nine-month reporting period was 54.61 per cent. The mean overall End-of-Course Examination score was 85.11 per cent. The average Δ for all WPS courses was 30.5 percentage points. The course-specific geographic region with the greatest Δ was Africa with an average increase of 33.83 percentage points, from the suite's lowest average pre-test score of 50.99 per cent to the highest average End-of-Course Examination score of 84.82 per cent.

The 17-Question Student Feedback Questionnaire

Student feedback of the WPS programme was overwhelmingly positive. As shown in Figure 15, a combined 93 per cent of students rated the WPS courses as "Excellent" or "Very Good". More than 98 per cent rated the courses positively. As shown in Figure 16, about two-thirds of students indicated they took their course to prepare for deployment on a peace operation. Of those students who answered "Yes" to whether they had taken the course in preparation for a mission, 75 per cent indicated they found their course to be "Very Valuable". As illustrated in Figure 17, 99 per cent reported their course had at least some value.

The Institute monitors this course feedback on an ongoing basis, and the designated department at POTI (e.g. Course Author, Course Content, Registrar) takes additional action as appropriate. Course authors also receive an annual summary of course feedback from students, as well as pre-test and post-course exam scores. For a full description of the 17 feedback questions and a summary of all responses, see Appendix D. Responses separated by course are available upon request.
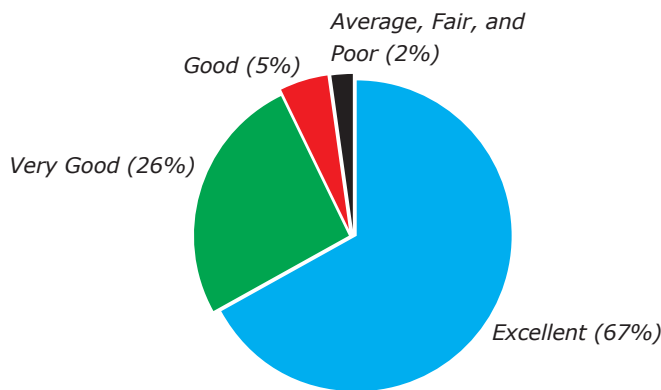
Figure 15: Student responses to Course Feedback Question 8, "Overall I would rate this course as..."
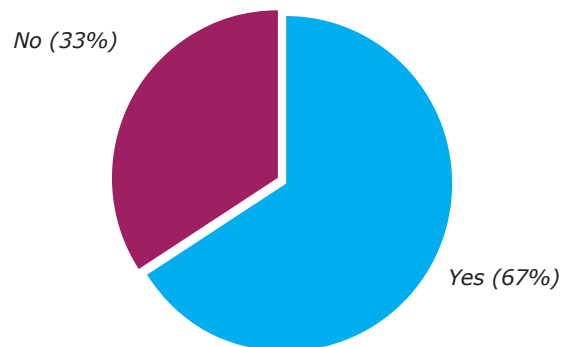
Figure 16: Student responses to Course Feedback Question 12, "Did you take this course to prepare for a mission?"

Figure 17: Student Responses to Course Feedback Question 13, If you answered YES to Question 12, "How valuable would you rate this course in your preparation?"

> **Course Review submitted for *Implementation of the UN Security Council Resolutions on the Women, Peace, and Security Agenda in Africa* »**
>
> *"The course is very educative and detailed on the practises and efforts of the UN, AU to realise its set out goals for women participation in peace/security as well as gender equality in our society."* – Submitted by Evelyn Kums Maidawa, United Kingdom, 12 December 2017.
>
> **Rating Given:** Five Stars.

VII. NTCELP — Demand, Effectiveness, and Feedback

Demand for NTCELP

NTCELP Africa and NTCELP LAC recorded 16,480 enrolments — 1,410 for women and 15,070 for men during the nine-month period of the grant. As shown in Figure 18, men made up 91 per cent of enrolments, while women made up 9 per cent. During the grant period, African training centres accounted for 3,050 enrolments, and Latin American and Caribbean centres made up 13,430 enrolments. Figure 19 shows the five largest national subscribers based on enrolments. Appendix E provides the entire list of national subscribers for NTCELP in both Africa and LAC.

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

For students enrolled in POTI courses through NTCELP Africa who completed their exams, the mean overall pre-test score for the nine-month reporting period was 54.49 per cent. The average overall End-of-Course Examination score was 80.20 per cent. The difference between pre-test and final exam scores for these students during the grant period was 25.71 percentage points.
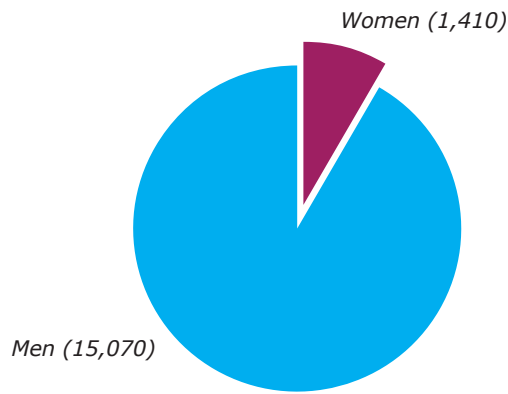
Figure 18: Percentages of Enrolments from Men and Women in NTCELP Africa and LAC.
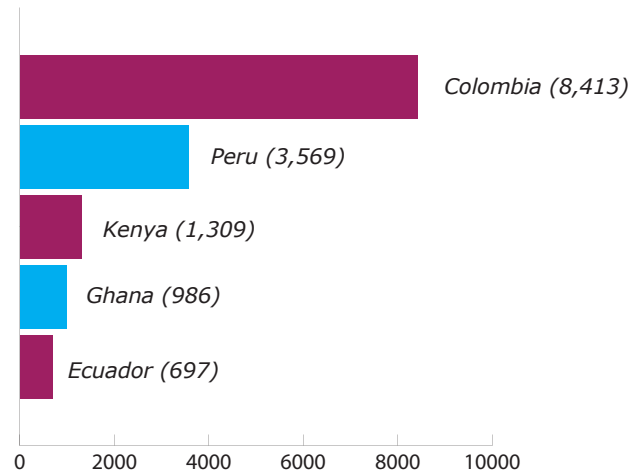
Figure 19: The five largest national subscribers based on enrolments.

For students enrolled in POTI courses through NTCELP LAC who took their exams, the mean overall pre-test score for the nine-month reporting period was 52.85 per cent. The average overall End-of-Course Examination score was 89.25 per cent. The difference between pre-test and final exam scores for these students during the grant period was 36.4 percentage points.

The 17-Question Student Feedback Questionnaire

In general, NTCELP students in Africa and LAC reported overwhelmingly positive experiences with the Institute's curriculum. For feedback purposes, these figures include enrolments in WPS courses. Seventy per cent of NTCELP Africa students and 83 per cent of NTCELP LAC students rated their courses as "Excellent" or "Very Good". Overall, 99 per cent of NTCELP Africa and LAC students rated their courses positively, as shown in Figure 20. Nearly three-quarters, 73 per cent, of NTCELP students indicated they took a course to prepare for deployment on a peace operation, as shown in Figure 21.

Figure 20: NTCELP Africa and LAC student responses to Course Feedback Question 8, "Overall I would rate this course as..."
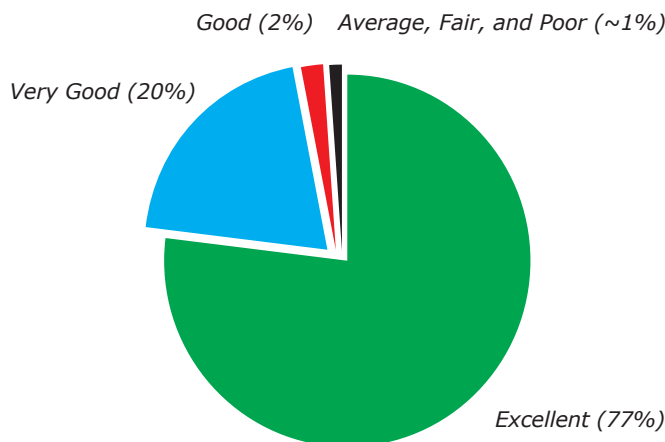
Figure 21: NTCELP Africa and LAC student responses to Course Feedback Question 12, "Did you take this course to prepare for a mission?"
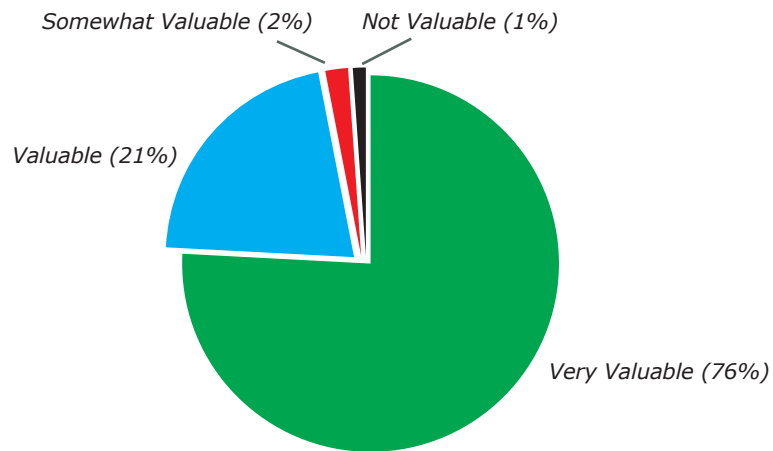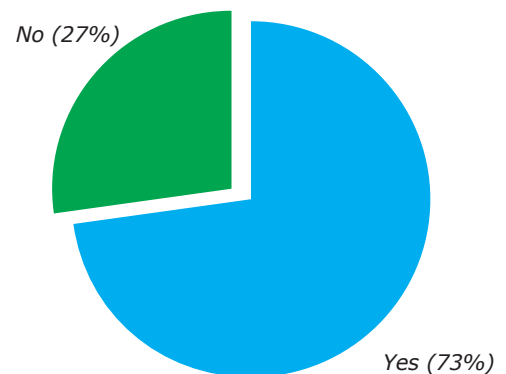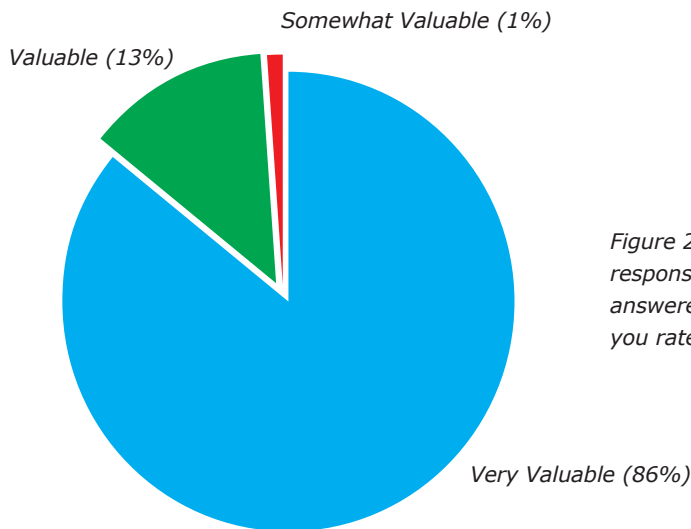
Figure 22: NTCELP Africa and LAC student responses to Course Feedback Question 13, If you answered YES to Question 12, "How valuable would you rate this course in your preparation?"

Of those students who answered "Yes" to whether they had taken the course to prepare for a mission, 99 per cent of respondents indicated they found the course to be "Very Valuable" or "Valuable", as shown in Figure 22.

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

At the three-month mark, 10 per cent of NTCELP Africa and LAC students responding to the questionnaire reported they currently were serving or had served on a peace operation since completing their POTI course, as seen in Figure 23. For a full list of questions and responses to the three-month survey, see Appendix F.

After nine months, 17 per cent of students who responded to the survey reported they were currently serving on a peace operation. This rate is slightly higher than the mission participation rate at the three-month point. As seen in Figure 24, 83 per cent of students responded they were "Very Likely" to take additional courses in case of a future deployment to a mission.

NTCELP students also demonstrated long-term retention of knowledge gained from the Institute's courses. When asked how much they remembered from the course they completed nine months previously, 89 per cent of students reported they remembered most of what they had learned, as seen in Figure 25. For a full list of questions and responses to the nine-month survey, see Appendix G.
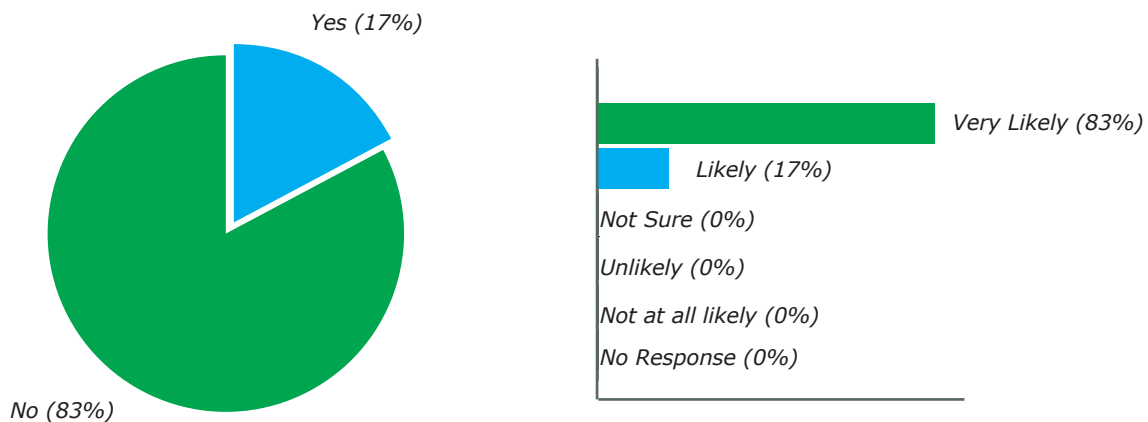
Figure 23: Nine-Month Survey Question 2: "Are you currently serving on a Peace Support Operation (PSO)?"

Figure 24: 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?"

I remember most of the knowledge I learned from this course (89%)

I barely remember the knowledge I learned from this course (10%)

I do not remember at all the knowledge I learned from this course (0%)

I do not remember taking a course nine months ago (<1%)
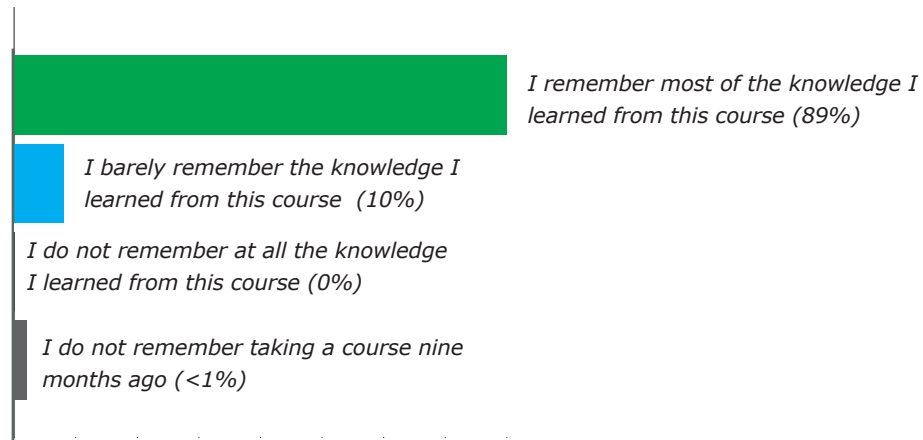
Figure 25: Nine-Month Survey Question 1, "Do you still remember the knowledge you learned from the course(s) you took with the Peace Operations Training Institute (POTI) nine months ago?"

VIII. Effectiveness and Efficiency

The ongoing Monitoring and Evaluation (or Measurement of Effectiveness) programme operated by the Institute uses a series of objective metrics to analyse the effect e-learning on peacekeeping has on the student from the time of enrolment through their deployment on a mission. These results clearly demonstrate that there is high demand for the ELMS, NTCELP, and WPS programmes from individuals and institutions. It is also clear that African and Latin American peacekeepers build their knowledge and are able to perform their duties more effectively on missions after training with the Institute's e-learning courses.

IX. Conclusions and Recommendations

Taken together, ELMS, NTCELP, and WPS are effective and efficient means of delivering standard training on peacekeeping to a large population of military personnel and police serving on UN, AU, and hybrid missions, performing a diverse number of tasks, and enhancing the capacity of peacekeeping worldwide.

Appendix A: ELMS Three-month Questionnaire Responses

Question	Answer	English Per Cent	French Per Cent	Spanish Per Cent
1. What is your professional status? Please check all that apply				
	I am a student or teacher at a secondary school, college, or university or involved in Model UN	0%	0%	0%
	I am a United Nations Volunteer (UNV), National staff on mission, UN Secretary Employee	30.23%	75.00%	50.00%
	I am in the gendarmerie	0%	12.50%	0%
	I am in the military	39.53%	0%	50.00%
	I am in the police	16.28%	12.50%	0%
	I work for a humanitarian or peacekeeping-related Non Governmental Organization (NGO)	4.65%	0%	0%
	Other	9.30%	0%	0%
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	92.50%	57.14%	100%
	No	7.50%	42.86%	0%
	If YES, please tell us which mission	67.50% (% of those polled providing additional comment)	57.14% (% of those polled providing additional comment)	100% (% of those polled providing additional comment)
3. Did the course(s) you take with POTI offer you practical knowledge to better perform your job?				

Question	Answer	English Per Cent	French Per Cent	Spanish Per Cent
	Yes	100%	83.33%	100%
	No	0%	16.67%	0%
	Not applicable	0%	0%	0%
4. During your mission, how often did/do you use the knowledge gained through the course(s) you took with POTI?				
	Very often	32.43%	28.57%	50.00%
	Often	35.14%	42.86%	50.00%
	Occasionally	32.43%	28.57%	0%
	Rarely	0%	0%	0%
	Not at all	0%	0%	0%
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	76.32%	85.71%	100%
	Somewhat agree	18.42%	14.29%	0%
	Neutral	5.26%	0%	0%
	Somewhat disagree	0%	0%	0%
	Strongly disagree	0%	0%	0%
	No response	0%	0%	0%
6. Do your national authorities (or professional superiors) recognise 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)	21.15%	22.22%	50.00%
	A Certificate-of-Completion is helpful towards professional promotion	21.15%	22.22%	50.00%

Question	Answer	English Per Cent	French Per Cent	Spanish Per Cent
	The training provided by POTI is incorporated within the National PSO Training Programme	9.62%	11.11%	0%
	No recognition	21.15%	33.33%	0%
	Not applicable	15.38%	11.11%	0%
	Other	11.54%	0%	0%
7. Have you ever attended a classroom training programme at a national peacekeeping training centre?				
	Yes	45.00%	14.29%	50.00%
	No	52.50%	85.71%	50.00%
	Not applicable	2.50%	0%	0%
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	62.96%	50.00%	100%
	Somewhat agree	22.22%	25.00%	0%
	Neutral	0%	25.00%	0%
	Somewhat disagree	0%	0%	0%
	Strongly disagree	0%	0%	0%
	No response	14.81%	0%	0%
9. Did you gain additional new knowledge from POTI courses on relevant topics that were not covered in your classroom training?				
	Yes	79.17%	60.00%	100%
	No	20.83%	40.00%	0%
	If YES, please tell us more	33.33% (% of those polled providing additional comment)	40.00 (% of those polled providing additional comment)	100% (% of those polled providing additional comment)

Question	Answer	English Per Cent	French Per Cent	Spanish Per Cent
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	97.50%	100%	100%
	No	2.50%	0%	0%
	No opinion	0%	0%	0%
	If NO, please explain:	1 of those polled provided a response	None of those polled provided additional comment	None of those polled provided additional comment
11. Would you like us to keep you posted on new courses we release?				
	Yes	95.00%	100%	100%
	No	5.00%	0%	0%
12. How do you like to be kept informed about recent events and news at POTI? Please check all that apply				
	Personalized announcements within my virtual classroom	10.00%	17.65%	16.67%
	Personalized emails sent to me only	41.25%	35.29%	33.33%
	Through POTI's e-newsletters	21.25%	23.53%	16.67%
	Through POTI's social media channels (e.g.: Facebook, Twitter, etc.)	12.50%	11.76%	16.67%
	Through POTI's website	15.00%	11.76%	16.67%
13. Feel free to use this space for other comments or suggestions you may have				
		21 of those polled provided responses	5 of those polled provided responses	None of those polled provided responses

Appendix B: ELMS Nine-month Questionnaire Responses

Question	Answer	English Per Cent	French Per Cent	Spanish Per Cent
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	77.78%	100%	N/A
	I barely remember the knowledge I learned from this course	22.22%	0%	N/A
	I do not remember at all the knowledge I learned from this course	0%	0%	N/A
	I do not remember taking a course nine months ago	0%	0%	N/A
2. Are you currently serving on a Peace Support Operation (PSO)?				
	Yes	50.00%	100%	N/A
	No	50.00%	0%	N/A
	If YES, please tell us which mission	27.78 (% of those polled providing additional comment)	100% (% of students providing additional comment)	N/A
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	54.55%	66.67%	N/A
	Often	36.36%	33.33%	N/A
	Occasionally	9.09%	0%	N/A
	Rarely	0%	0%	N/A
	Not at all	0%	0%	N/A

Question	Answer	English Per Cent	French Per Cent	Spanish Per Cent
	Not applicable	0%	0%	N/A
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	72.73%	100%	N/A
	Somewhat agree	9.09%	0%	N/A
	Neutral	18.18%	0%	N/A
	Somewhat disagree	0.00	0%	N/A
	Strongly disagree	0.00	0%	N/A
	No response	6.45	0%	N/A
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	82.35%	33.33%	N/A
	Likely	17.65%	66.67%	N/A
	Not sure	0%	0%	N/A
	Unlikely	0%	0%	N/A
	Not at all likely	0%	0%	N/A
	No response	0%	0%	N/A
6. Please use this space to provide us with suggestions on things we can do to improve your learning experience with POTI				
		12 of those polled provided additional comment	3 of those polled provided additional comment	None of those polled provided additional comment

Appendix C: WPS Enrolments by Nation for Men and Women

All WPS Enrolments	Male	Female	Total
Afghanistan	15	3	18
Albania	3		3
Algeria	15	3	18
Angola	5		5
Argentina	109	116	225
Australia	64	47	111
Austria	6	3	9
Bahamas	3		3
Bangladesh	107	2	109
Belarus	3		3
Belgium		2	2
Belize	3		3
Benin	40	4	44
Bhutan	30		30
Bolivia	8	17	25
Bosnia and Herzegovina	22	4	26
Botswana		1	1
Brazil	157	67	224
Bulgaria		5	5
Burkina Faso	67	7	74
Burundi	45	2	47
Cambodia	9	4	13
Cameroon	151	124	275
Canada	255	145	400
Central African Republic	49	2	51
Chad	29	3	32
Chile	75	68	143
China, People's Republic of	9		9
Colombia	1140	449	1589
Comoros	6		6
Congo, Democratic Republic of the	73	14	87
Congo, Republic of the	9		9
Costa Rica	2	23	25
Côte d'Ivoire	156	40	196
Croatia	11	1	12
Cuba	2	2	4
Cyprus		6	6
Denmark	6	1	7
Djibouti	5		5

All WPS Enrolments	Male	Female	Total
Dominican Republic	10	13	23
Ecuador	35	54	89
Egypt	195	17	212
El Salvador	8	13	21
Eritrea	10	3	13
Ethiopia	121	10	131
Fiji	7	3	10
Finland	9	8	17
France	26	38	64
Gabon	7		7
Georgia		3	3
Germany	11	15	26
Ghana	185	43	228
Greece	6	3	9
Guatemala	14	19	33
Guinea	8	1	9
Haiti	16	13	29
Honduras	9	15	24
Hungary	3	4	7
Iceland		3	3
India	477	55	532
Indonesia	31	6	37
Iraq	7		7
Ireland	3	4	7
Israel	3		3
Italy	25	44	69
Jamaica	1		1
Japan	6	11	17
Jordan	29	4	33
Kazakhstan	1		1
Kenya	238	94	332
Korea, Democratic People's Republic of	1		1
Korea, Republic of	9	1	10
Kosovo, Republic of	3		3
Kyrgyzstan	7	4	11
Latvia		3	3
Lebanon	4		4
Lesotho		7	7
Liberia	34	8	42

All WPS Enrolments	Male	Female	Total
Macedonia		1	1
Madagascar	3	1	4
Malawi	9	13	22
Malaysia	9		9
Mali	43	5	48
Mauritania	1		1
Mauritius	9	3	12
Mexico	63	171	234
Mongolia		3	3
Morocco	15	3	18
Mozambique	3		3
Myanmar	3	1	4
Namibia	2		2
Nepal	248	34	282
Netherlands	2	3	5
New Zealand	3	4	7
Nicaragua	1	4	5
Niger	19	2	21
Nigeria	764	238	1002
Norway		1	1
Pakistan	270	14	284
Panama	2	5	7
Papua New Guinea	1		1
Paraguay	17	10	27
Peru	212	46	258
Philippines	21	23	44
Poland		10	10
Portugal	10	10	20
Romania	52	16	68
Russia	6	6	12
Rwanda	102	18	120
Saint Lucia	3		3
Saudi Arabia	4	3	7
Senegal	39	3	42
Serbia	10	3	13
Sierra Leone	32	13	45
Singapore	3	4	7
Slovenia	1		1
Somalia	35	3	38

All WPS Enrolments	Male	Female	Total
South Africa	70	33	103
South Sudan	60		60
Spain	41	94	135
Sri Lanka	22	8	30
Sudan	38	14	52
Swaziland	3		3
Sweden	5	1	6
Switzerland	6	4	10
Syrian Arab Republic	13	4	17
Taiwan	3		3
Tajikistan		1	1
Tanzania	53	34	87
Thailand	12	20	32
The Gambia	25	9	34
Togo	24		24
Trinidad and Tobago	6		6
Tunisia	42	1	43
Turkey	20	2	22
Uganda	133	26	159
Ukraine	10		10
United Kingdom	21	33	54
United States	138	125	263
Unknown/Not Listed	6	2	8
Uruguay	12	13	25
Venezuela	9	11	20
Yemen	44	1	45
Zambia	49	32	81
Zimbabwe	87	55	142
Grand Total	7217	2881	10098

Appendix D: WPS Course Feedback Questionnaire with Summary of Responses

Question	Answer	Percent
1. The text materials explain concepts clearly.		
	Strongly agree	79.18%
	Somewhat agree	15.50%
	Neutral	4.26%
	Somewhat disagree	0.91%
	Strongly disagree	0.15%
2. The text materials have informative illustrations and charts.		
	Strongly agree	71.73%
	Somewhat agree	19.15%
	Neutral	7.14%
	Somewhat disagree	1.22%
	Strongly disagree	0.15%
	No response	0.61%
3. The End-of-Lesson Quizzes are helpful.		
	Strongly agree	77.96%
	Somewhat agree	16.57%
	Neutral	3.95%
	Somewhat disagree	1.37%
	Strongly disagree	0%
	No response	0.15%
4. The End-of-Course Examination questions are written clearly.		
	Strongly agree	71.88%
	Somewhat agree	19.60%
	Neutral	6.38%
	Somewhat disagree	1.82%
	Strongly disagree	0%
	No response	0.30%
5. On average, how many hours did you spend per week studying this course?		
	1 to 3 hours	29.48%
	3 to 6 hours	35.26%
	6 to 10 hours	22.80%

Question	Answer	Percent
	More than 10 hours	12.46%
6. Which of the following learning resources did you use? Choose all that apply.		
	Video/audio introductions from the course author	30.99%
	Question submission to the course author	18.54%
	Further readings and/or related Web sites	49.06%
	Facebook page	1.41%
7. Did you find any errors in your course? If so, please describe them, including page numbers.		
	Yes	265 students provided responses
8. Overall, I would rate this course as:		
	Excellent	66.87%
	Very good	26.44%
	Good	4.71%
	Average	1.37%
	Fair	0.46%
	Poor	0.15%
9. Was the enrolment procedure satisfactory?		
	Yes	98.33%
	No	1.67%
	If no, please explain:	1.22%
10. Please indicate your mission status. Choose all that apply.		
	I have previously completed serving on a mission.	8.47%
	I am currently serving on a mission.	22.18%
	I will be serving on a mission.	7.80%

Question	Answer	Percent
	I hope to serve on a mission in the future.	57.12%
	I do not plan to serve on a mission.	4.44%
11. If you selected one of the first three options above, please tell us which mission(s)		
		215 students provided responses
12. Did you take this course to prepare for a peacekeeping mission?		
	Yes	66.87%
	No	33.13%
13. If you answered YES to the question above, how valuable would you rate this course in your preparation?		
	Very valuable	75.92%
	Valuable	21.63%
	Somewhat valuable	2.04%
	Not valuable	0.41%
14. How did you learn about the Peace Operations Training Institute? Choose all that apply.		
	By searching the Internet	36.15%
	From a friend or other social contact	29.53%
	At a peacekeeping mission (UN, EU, AU, or other)	14.09%
	At a national training centre, academic institution, or NGO	15.44%
	Other	4.78%
15. Which of the following subject areas would you like to see expanded in our curriculum? Please specify the topic(s) that interests you.		
	History	11.37%

Question	Answer	Percent
	Humanitarian affairs	29.39%
	Logistics	15.20%
	Military	25.48%
	Police	13.47%
	Other	5.10%
16. Describe your overall experience, or give any other comments or suggestions you may have.		
		369 students provided responses
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	78.54%
	No	21.46%

Appendix E: NTCELP Africa and LAC Enrolments by Nation for Men and Women

Nationality	Men	Women	Total
Algeria		7	7
Benin	723	49	772
Botswana	12		12
Burkina Faso	1134	197	1331
Burundi	719	27	746
Cameroon	1851	252	2103
Central African Republic	96	37	133
Chad	214		214
Comoros	49	1	50
Congo, Democratic Republic of the	195	30	225
Congo, Republic of the	185		185
Côte d'Ivoire	1540	236	1776
Djibouti	30	10	40
Egypt	1341	9	1350
Equatorial Guinea	5		5
Eritrea	28		28
Ethiopia	543	15	558
Gabon	54	2	56
Ghana	1458	229	1687
Guinea	98		98
Kenya	2815	808	3623
Lesotho	9	29	38
Liberia	61		61
Libya	4		4
Madagascar	231	3	234
Malawi	73	84	157
Mali	217	22	239
Mauritania	14		14
Mauritius	52		52
Morocco	396	2	398
Mozambique	1		1
Namibia	132	64	196
Niger	476	6	482
Nigeria	5352	422	5774
Rwanda	746	243	989
São Tomé and Príncipe	1	1	2
Senegal	790	39	829
Seychelles	1		1

Nationality	Men	Women	Total
Sierra Leone	97	114	211
Somalia	43		43
South Africa	864	232	1096
South Sudan	163		163
Sudan	346	3	349
Swaziland		30	30
Tanzania	1294	115	1409
The Gambia	215	8	223
Togo	634	54	688
Tunisia	468	18	486
Uganda	942	71	1013
Zambia	708	95	803
Zimbabwe	587	73	660

Appendix F: NTCELP Africa and LAC Three-month Questionnaire Responses

Question	Answer	English Per Cent	French Per Cent	Spanish Per Cent
1. What is your professional status? Please check all that apply				
	I am in the military	22.86%	33.33%	71.19%
	I am in the police	20.00%	0%	8.47%
	I am in the gendarmerie	0%	33.33%	0%
	I work for a humanitarian or peacekeeping-related Non Governmental Organization (NGO)	14.29%	0%	0%
	I am a student or teacher at a secondary school, college, or university or involved in Model UN	8.57%	0%	5.08%
	I am a United Nations Volunteer (UNV), National staff on mission, UN Secretary Employee	0%	0%	1.69%
	Other	34.29%	33.33%	13.56%
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	8.82%	0%	11.32%
	No	91.17%	100%	88.68%
	If YES, please tell us which mission	2.94 (% of those polled providing additional comment)	0% (% of those polled providing additional comment)	11.32% (% of those polled providing additional comment)
3. Did the course(s) you take with POTI offer you practical knowledge to better perform your job?				

Question	Answer	English Per Cent	French Per Cent	Spanish Per Cent
	Yes	66.67%	N/A	92.31%
	No	0%	N/A	0%
	Not applicable	33.33%	N/A	7.69%
4. During your mission, how often did/do you use the knowledge gained through the course(s) you took with POTI?				
	Very often	60.00%	N/A	47.62%
	Often	20.00%	N/A	33.33%
	Occasionally	0%	N/A	9.52%
	Rarely	0%	N/A	4.76%
	Not at all	20.00%	N/A	4.76%
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	75.00%	N/A	77.27%
	Somewhat agree	0%	N/A	9.09%
	Neutral	25.00%	N/A	9.09%
	Somewhat disagree	0%	N/A	0%
	Strongly disagree	0%	N/A	0%
	No response	0%	N/A	4.55%
6. Do your national authorities (or professional superiors) recognise 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)	32.61%	0%	28.13%
	A Certificate of Completion is helpful towards professional promotion	32.61%	33.33%	33.33%

Question	Answer	English Per Cent	French Per Cent	Spanish Per Cent
	The training provided by POTI is incorporated within the National PSO Training Programme	10.87%	0%	32.29%
	No recognition	6.52%	66.67%	2.08%
	Not applicable	6.52%	0%	0%
	Other	10.87%	0%	4.17%
7. Have you ever attended a classroom training programme at a national peacekeeping training centre?				
	Yes	52.95%	66.67%	37.74%
	No	47.05	33.33%	60.38%
	Not applicable	0%	0%	1.89%
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	100%	100%	83.87%
	Somewhat agree	0%	0%	6.45%
	Neutral	0%	0%	6.45%
	Somewhat disagree	0%	0%	0%
	Strongly disagree	0%	0%	0%
	No response	0%	0%	3.23%
9. Did you gain additional new knowledge from POTI courses on relevant topics that were not covered in your classroom training?				
	Yes	100%	100%	70.96%
	No	0%	0%	29.03%
	If YES, please tell us more	52.63 (% of those polled providing additional comment)	0% (% of those polled providing additional comment)	29.03% (% of those polled providing additional comment)

Question	Answer	English Per Cent	French Per Cent	Spanish Per Cent
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	100%	100%	96.22%
	No	0%	0%	0%
	No opinion	0%	0%	3.78%
	If NO, please explain:	10.00% (% of students providing additional comment)	0% (% of students providing additional comment)	20.75% (% of students providing additional comment)
11. Would you like us to keep you posted on new courses we release?				
	Yes	100%	100%	98.11%
	No	0%	0%	1.89%
12. How do you like to be kept informed about recent events and news at POTI? Please check all that apply.				
	Personalized e-mails sent to me only	47.69%	100%	49.47%
	Personalised announcements within my virtual classroom	13.85%	0%	10.53%
	Through POTI's e-newsletters	16.92%	0%	18.95%
	Through POTI's website	15.38%	0%	12.63%
	Through POTI's social media channels (e.g.: Facebook, Twitter, etc.)	6.15%	0%	8.42%
13. Feel free to use this space for other comments or suggestions you may have				
		16 of those polled provided additional comments	1 of those polled provided additional comments	18 of those polled provided additional comments

Appendix G: NTCELP Africa and LAC Nine-month Questionnaire Responses

Question	Answer	English Per Cent	French Per Cent	Spanish Per Cent
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	81.82%	100%	95.00%
	I barely remember the knowledge I learned from this course	13.64%	0%	5.00%
	I do not remember at all the knowledge I learned from this course	0%	0%	0%
	I do not remember taking a course nine months ago	4.55%	0%	0%
2. Are you currently serving on a Peace Support Operation (PSO)?				
	Yes	4.35%	33.33%	30.00%
	No	95.65%	66.67%	70.00%
	If YES, please tell us which mission	0% (% of students providing additional comment)	33.33% (% of students providing additional comment)	15.00% (% of students providing additional comment)
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	20.00%	0%	50.00%
	Often	0%	100%	25.00%
	Occasionally	0%	0%	25.00%
	Rarely	0%	0%	0%

Question	Answer	English Per Cent	French Per Cent	Spanish Per Cent
	Not at all	0%	0%	0%
	Not applicable	80.00%	0%	0%
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	42.86%	N/A	88.89%
	Somewhat agree	14.29%	N/A	0%
	Neutral	14.29%	N/A	11.11%
	Somewhat disagree	0%	N/A	0%
	Strongly disagree	0%	N/A	0%
	No response	28.57%	N/A	0%
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	86.96%	100%	85.00%
	Likely	13.04%	0%	15.00%
	Not sure	0%	0%	0%
	Unlikely	0%	0%	0%
	Not at all likely	0%	0%	0%
	No response	0%	0%	0%
6. Please use this space to provide us with suggestions on things we can do to improve your learning experience with POTI				
		16 of those polled provided additional comments	3 of those polled provided additional comments	13 of those polled provided additional comments

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