



Peace Operations Training Institute®

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Monitoring and Evaluation Report on **E-Learning for Peacekeepers**

April 2017 - March 2018



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

Dear Stakeholder in Peacekeeping,

It is my pleasure to present this Monitoring and Evaluation Report on E-Learning for African Peacekeepers (ELAP) and the Women, Peace, and Security Programme (WPS) covering the period 1 April 2017 to 31 March 2018. This report is submitted in fulfilment of the requirements of a grant generously provided by the Foreign and Commonwealth Office of the United Kingdom.

ELAP provides the complete POTI curriculum of 29 self-paced, English language e-learning courses and translations at no cost for all African military personnel, police, and gendarmerie. The programme is designed to maximize ease of access and availability for students at any time in situ, whether they are in their home country; in training; or deployed on United Nations, African Union, or hybrid missions. During the one-year reporting period of this grant, ELAP produced a total of 30,766 enrolments — 26,709 for men and 4,057 for women.

WPS was produced in partnership with the United Nations Entity for Gender Equality and the Empowerment of Women (UN Women) and is available at no cost to students worldwide. The three-course suite covers Security Council resolutions on the Women, Peace, and Security Agenda, and focuses on the efforts, challenges, and prospects of the WPS Agenda in Africa, Asia, and Latin America and the Caribbean.

This monitoring and evaluation report uses a combination of scientific methodology and objective metrics to analyse the effectiveness of the full training cycle, from pre-training to deployment on missions. The results show a strong programme valued by its users, including individuals, training centres, and missions.

I am pleased to note that the objective metrics as well as student opinions all point to a successful programme. The scores on ELAP students' End-of-Course Exams showed an average increase of 26 points over their scores on the pre-tests. Fully 93 per cent of WPS students worldwide rated their courses as "Excellent" or "Very Good". This report includes detailed data and a full discussion of all eight M&E metrics for both programmes.

It is our honour at POTI to provide ELAP and WPS to the women and men working worldwide in the service of peace, and we thank the UK FCO for its continued support.

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
DDR	Disarmament, demobilization, and reintegration
ELAP	E-Learning for African Peacekeepers
IAPTC	International Association of Peacekeeping Training Centres
M&E	Monitoring and Evaluation
MONUSCO	United Nations Organization Stabilization Mission in the Democratic Republic of the Congo
NATO	North Atlantic Treaty Organization
NGO	Nongovernmental Organization
NPTC	National Peacekeeping Training Centre
NTCELP	National Training Centre E-Learning Platform
PICR	Peacekeeping and International Conflict Resolution
POTI	Peace Operations Training Institute
PSO	Peace Support Operation
UNMIL	United Nations Mission in Liberia
UNV	United Nations Volunteer
UN Women	United Nations Entity for Gender Equality and the Empowerment of Women
WPS	Women, Peace, and Security

Monitoring and Evaluation Report on E-Learning for Peacekeepers

I. Executive summary

This Monitoring and Evaluation Report examines the effectiveness of two of the Peace Operations Training Institute's (POTI) E-Learning for Peacekeepers programmes: E-Learning for African Peacekeepers and E-Learning on Women, Peace, and Security. The two programmes were measured through ongoing monitoring activities in place for the duration of the grant period, which ran from **1 April 2017 to 31 March 2018**. POTI staff collected data over the **one-year** period both before and immediately after students completed an e-learning course through the Institute and three and nine months following the completion of the course.

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, former Military Advisers to the Secretary-General, former Commandants of national peacekeeping training centres, former Chiefs of 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: E-Learning for African Peacekeepers (ELAP); E-Learning for Peacekeepers from the Asia Pacific; E-Learning on Women, Peace, and Security (WPS); E-Learning for Peacekeepers from Latin America

and the Caribbean; E-Learning for Mission Staff; and the National Training Centre E-Learning Platform (NTCELP). POTI operates under a Memorandum of Understanding 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: working with recognized experts to author them or partnering with UN offices or national peacekeeping training centres. 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; *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*, co-produced with the national peacekeeping training centres 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 course lesson begins with a set of lesson objectives, and many courses include video supplements of the course author providing an introduction and key points for each lesson. Students also are able to submit questions directly to course authors through their online student classroom. Lesson materials generally range from 15 to 25 pages in length. Lessons conclude with an End-of-Lesson Quiz, usually consisting of 10 questions on the material included in that lesson. A key included 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



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

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 course *Ebola Virus Disease: Awareness and Precautions for Peacekeeping Personnel*, the exam uses 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, an example of which is seen in Figure 1.

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 National Peacekeeping Training Centre (NPTC) 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 African Peacekeepers

One of the Institute's most expansive training programmes, ELAP provides the full POTI curriculum, free of charge, to all African military peacekeepers, police, and gendarmerie. 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 April 2017 to March 2018, ELAP recorded nearly 31,000 enrolments for men and women.

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

E-Learning on Women, Peace, and Security Programme

As a part of the Women, Peace, and Security Agenda, students worldwide can enrol in the WPS three-course suite for free, regardless of institutional affiliation. This allows students the greatest access to e-learning on WPS topics, which are of increasing importance in peace operations worldwide. During the grant period from April 2017 to March 2018, the WPS three-course suite garnered more than 12,000 enrolments from students worldwide.

IV. Methodology for Monitoring and Evaluation of ELAP and WPS

The Institute maintains an ongoing monitoring and evaluation (M&E) programme to measure the effectiveness of its programmes, including ELAP 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 effectiveness of the 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 the Institute evaluates its impact on students. Our M&E methodology uses eight points of data collection:

1. **Pre-Test:** Before commencing their 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.



The Swedish contingent of the UN Multidimensional Integrated Stabilization Mission in Mali (MINUSMA) conducted a long range patrol through an area stretching from the Timbuktu region to part of the Mopti region. The purpose of the operation was to improve security and increase efforts to protect civilians. 12 March 2018. UN Photo #756951 by Josef Bjornetun.

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 providing their evaluation of the course. Responding to the questionnaire is required before students can download their Certificate of Completion.
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 student 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.
8. Surveys of supervisors: Senior personnel currently or previously serving in supervisory positions on missions are asked about the effect of the Institute's e-learning programmes on the job performance and capacity of their subordinates.

V. ELAP — Demand, Effectiveness, and Feedback

Demand for ELAP

During the one-year reporting period of the grant, ELAP recorded 30,766 total enrolments — 4,057 for women and 26,709 for men. As shown in Figure 2, men made up 87 per cent of enrolments, while women accounted for 13 per cent. Although the Institute would like to see greater gender parity in ELAP 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 ELAP, the mean overall pre-test score for the one-year reporting period was 53.61 per cent. The average overall End-of-Course Examination score was 79.70 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 ELAP students during the grant period was 26.09 percentage points.

The 17-Question Student Feedback Questionnaire

In general, ELAP students reported high levels of satisfaction with the Institute's curriculum. As shown in Figure 3, 92 per cent of ELAP students rated their completed courses as "Excellent" or "Very Good". Overall, about 99 per cent of ELAP students rated the courses as "Good" or better. About two-thirds of students surveyed 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, about 98 per cent of respondents indicated the course was "Very Valuable" or "Valuable" to their preparation, as shown in Figure 5.

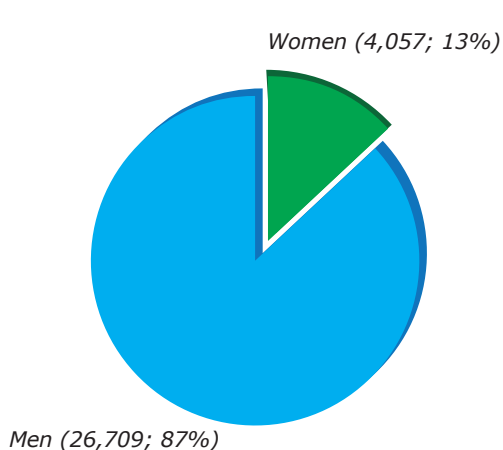


Figure 2: Percentages of ELAP Enrolments from Men and Women.

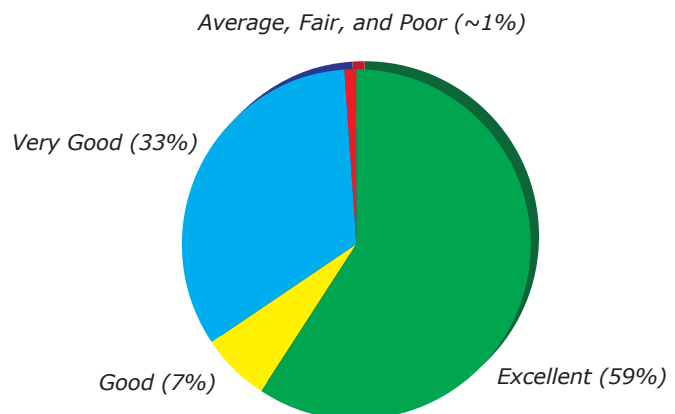


Figure 3: Student responses to Course Feedback Question 8, "Overall I would rate this course as..."

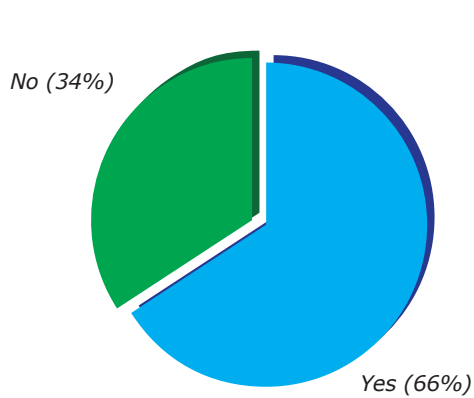


Figure 4: Student responses to Course Feedback Question 12, "Did you take this course to prepare for a mission?"

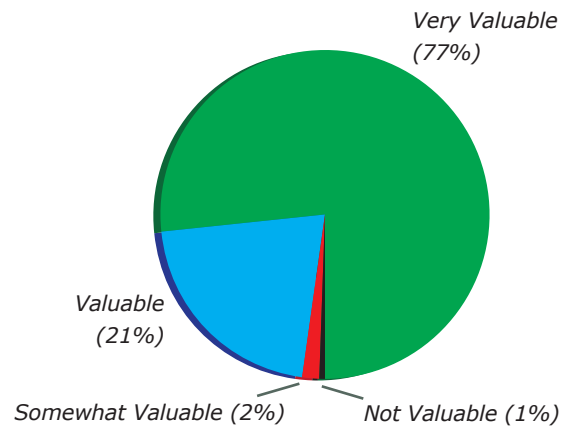


Figure 5: Student responses to Course Feedback Question 13, "If you answered YES to Question 12, How valuable would you rate this course in your preparation?"

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.



Nepalese Peacekeepers serving with MONUSCO patrol on foot in North Kivu province. 1 February 2018. UN Photo #755791 by Michael Ali.

At the three-month mark, 31 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, 83 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. Furthermore, 78 per cent of ELAP students indicated they used the knowledge gained from POTI training during their deployment on mission often or very often.

As shown in Figure 8, 69 per cent of ELAP students who responded to the survey reported they had not attended a classroom training programme at a national peacekeeping training centre. 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.

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

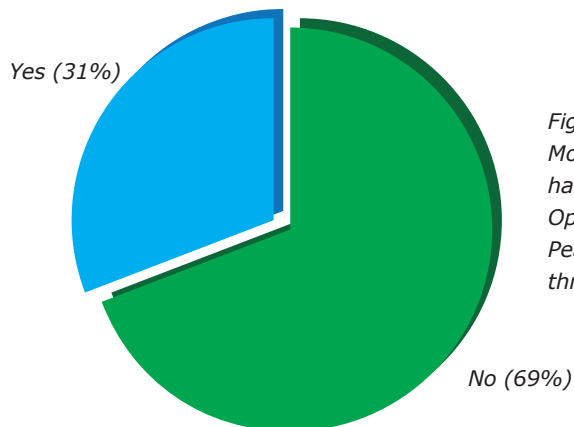


Figure 6: Student responses to Three-Month Survey Question 2, "Did you or have you been serving on a Peace Support Operation since you took a course with the Peace Operations Training Institute (POTI) three months ago?"

Figure 7: Student responses to 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?"

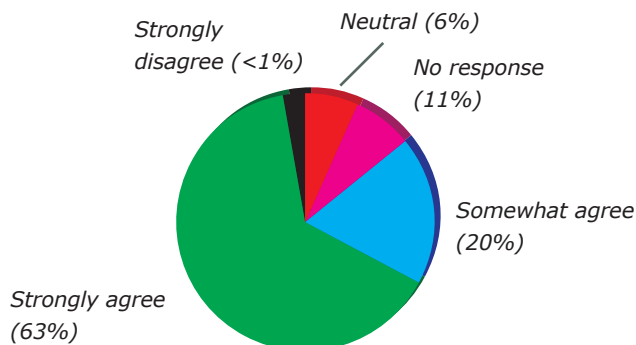
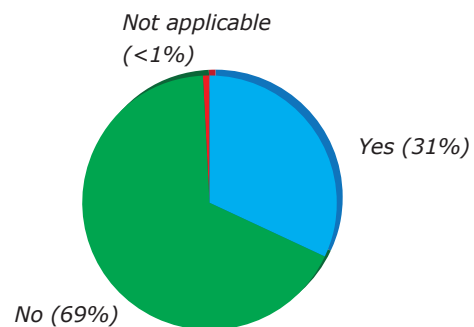


Figure 8: Student responses to Three-month survey Question 7, "Have you ever attended a classroom training programme at a national peacekeeping training centre?"



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 months previously, 82 per cent of students indicated they remembered most of what they had learned from their course, as seen in Figure 9.

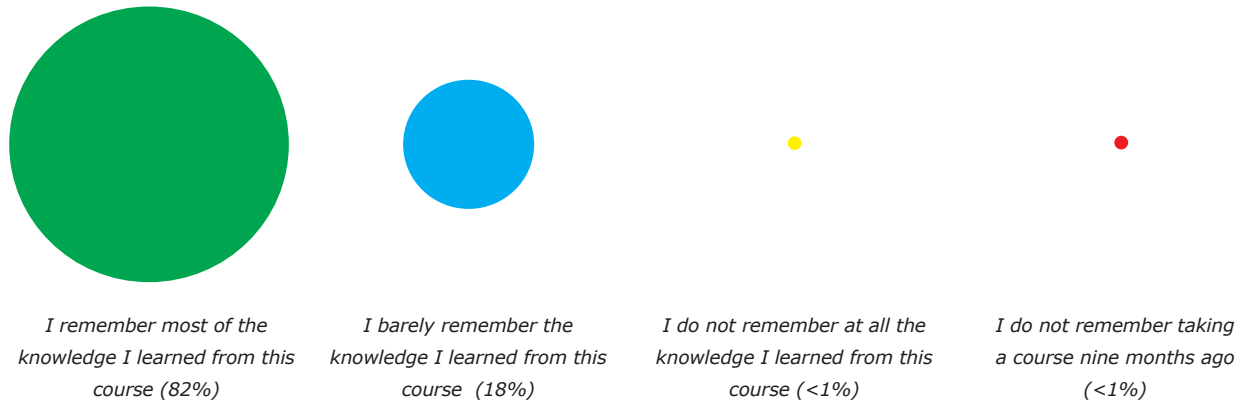


Figure 9: Student responses to Nine-Month Survey Question 1, "Do you still remember the knowledge you learned from the course(s) you took with the Peace Operations Training Institute (POTI) nine months ago?"

At the nine-month mark, 27 per cent of ELAP students reported they were currently serving on a peace support mission, as seen in Figure 10. This is down slightly from the 31 per cent reported at the three-month mark, but during the six-month interim, many peacekeepers may have cycled off their missions. This does not mean relevance for POTI training disappears, however. Figure 11 shows that 99 per cent of students responded 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 C provides the entire list of questions asked during the nine-month survey and a summary of responses.

Surveys

The Institute distributed surveys to national training centre partners in the last week of March 2018.

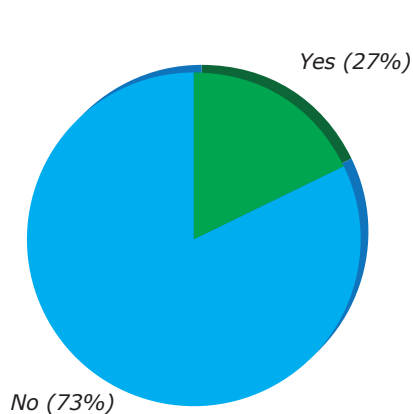


Figure 10: Student responses to Nine-Month Survey Question 2, "Are you currently serving on a Peace Support Operation (PSO)?"

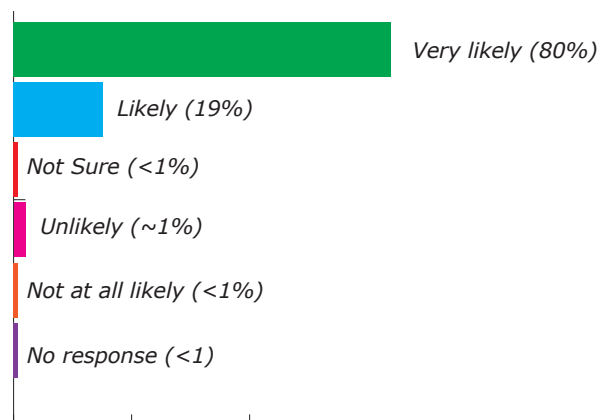


Figure 11: Student responses to Nine-Month Survey Question 5, "If you were selected for a new mission today, how likely would you be to take courses with POTI to prepare for this new mission?"

Focus Groups

The previously discussed surveys and examinations all provide important quantitative data for measuring POTI training. Nevertheless, the human element, characterized by open conversation and expression, allows us to evaluate the ELAP programme beyond the limitations of a formal survey. 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, these focus groups provide students with open-ended questions that permit them to describe their experience in their own words and compare their thoughts with fellow students from around the globe. During the one-year grant period, POTI conducted such focus groups, collecting a wide variety of views from different people. Dialogue was held through instant messaging and e-mail. Participants included students who were serving in national militaries, as military observers, and civilians.

Due to the spontaneous and unscripted nature of focus groups, there was some variability in the questions asked and the responses provided by participants. When asked why they had pursued taking courses with POTI, group members cited a desire to serve on a future peace operation and an interest in learning about UN peace operations. Students also gave ideas to improve existing programming and for new features to enhance the course experience and the learning process. One focus group participant who served as a UN military observer emphasized the quality POTI e-learning, saying with “the UNMO course I applied what I learned almost every day”.

Transcripts of the focus groups are available upon request.

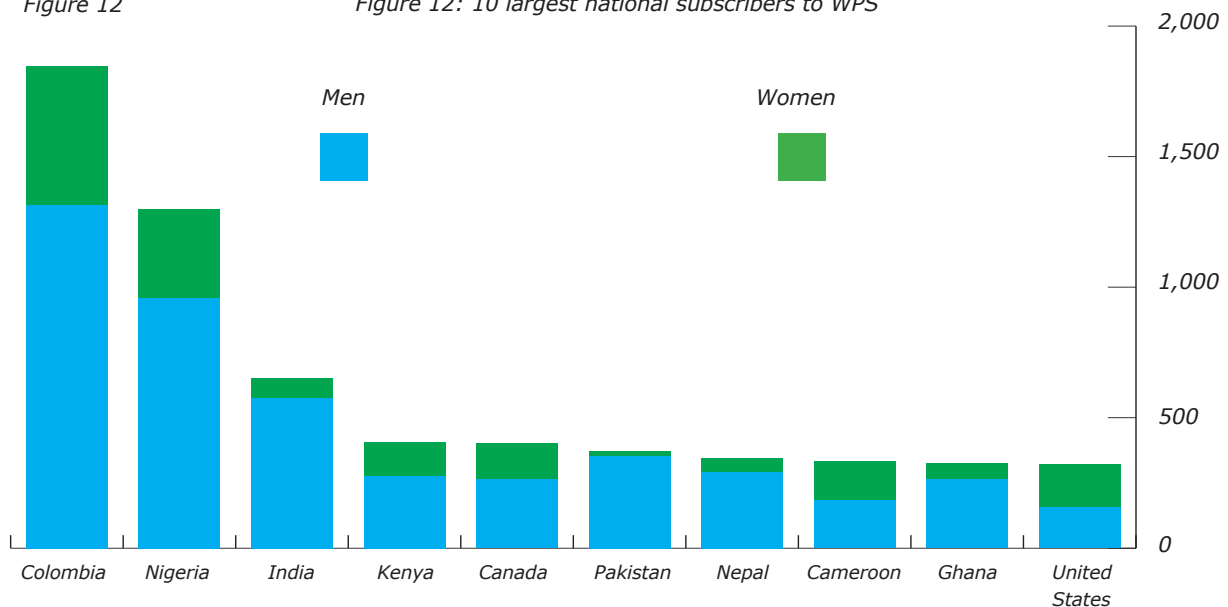
VI. WPS — Demand, Effectiveness, and Feedback

Demand for WPS

During the one-year reporting period of the grant, WPS recorded a total of 12,345 enrolments — 3,646 for women and 8,699 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 with African peacekeepers, with four African nations placing in the top 10 largest national subscribers for WPS. Appendix D provides a full list of WPS subscribers by nation.

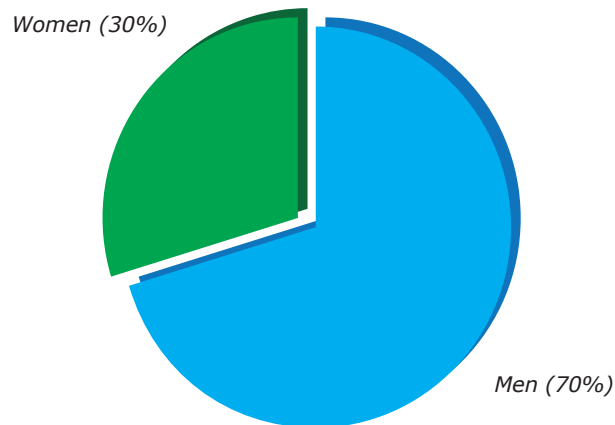
Figure 12

Figure 12: 10 largest national subscribers to WPS



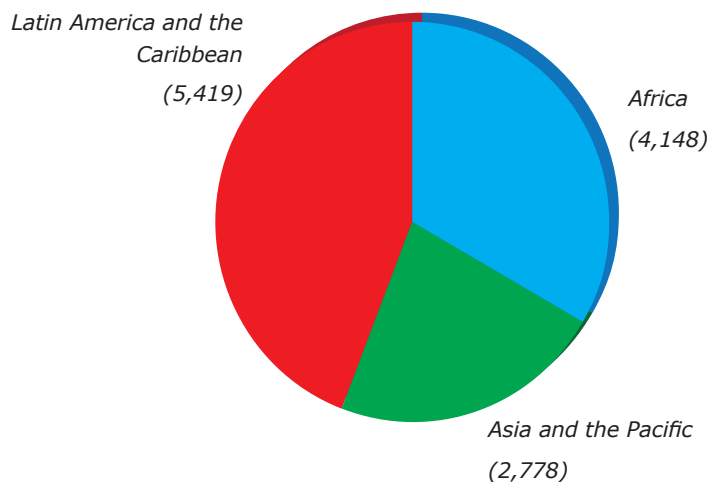
As seen in Figure 13, 70 per cent of WPS enrolments were by men and 30 per cent were by women. While these percentages show a disparity between enrolments for men over women, they actually exceed the percentages of women serving in military and police capacities on UN peace operations, which totalled 4.6 per cent as of December 2017, the most recent date for statistics. This suggests that students taking 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.

Figure 13: WPS enrolments by gender



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 5,419 enrolments across both languages offered. The Spanish language version of the course recorded 2,456 enrolments, while the English version totalled 2,963 enrolments. WPS Africa saw the second-highest number of total enrolments with 4,148. The majority of those enrolments — 3,403 — were for the English language version of the course, while 745 enrolments were for the French language version. Although WPS Asia was third in enrolments with 2,778, this figure is predictable as the course is currently available only in English. The breakdown of enrolments by region is shown in Figure 14.

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 undertaking 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.

For the three geographic regions of the WPS suite, the average overall pre-test score for the one-year reporting period was 53.98 per cent. The mean overall End-of-Course Examination score was 85.44 per cent. The average Δ for all WPS courses was 31.46 points. The course-specific geographic region with the greatest Δ was Africa with an average increase of 33.76 points, from the suite's lowest average pre-test score of 50.94 per cent to an average End-of-Course Examination score of 84.7 per cent.

The 17-Question Student Feedback Questionnaire

Student feedback on the WPS programme is overwhelmingly positive. As shown in Figure 15, a combined 93 per cent of students rated the WPS courses as "Excellent" or "Very Good". Nearly 99 per cent rated the courses positively. As shown in Figure 16, almost 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, 76 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.

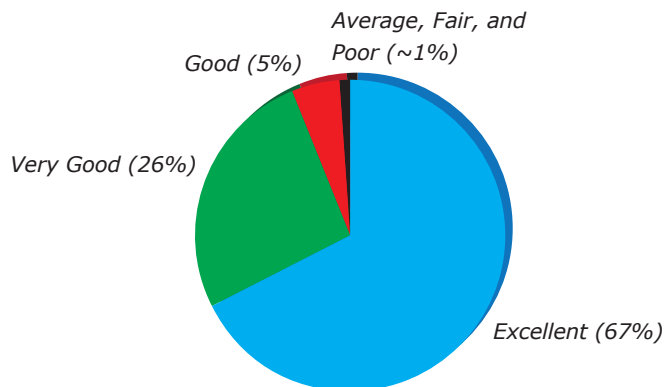


Figure 15: Student responses to Course Feedback Question 8, "Overall I would rate this course as..."

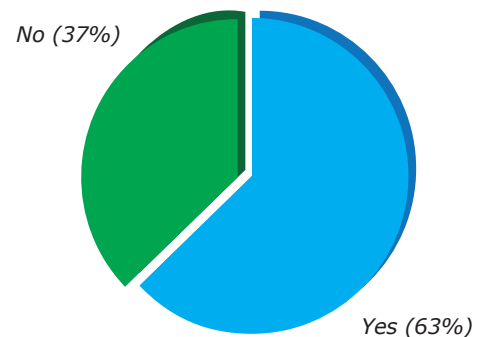


Figure 16: Student responses to Course Feedback Question 12, "Did you take this course to prepare for a mission?"

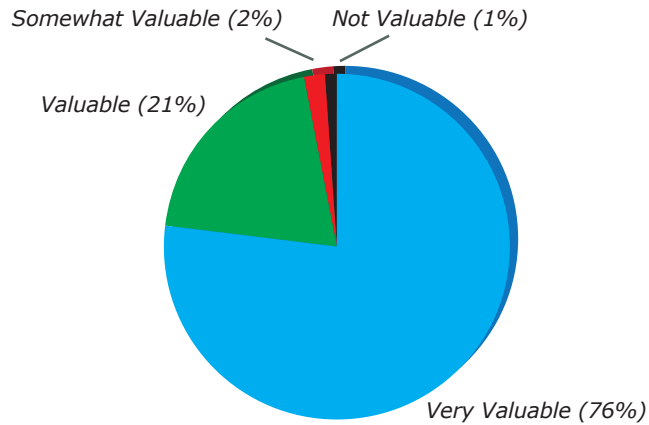


Figure 17: Course Feedback Question 13, If you answered YES to Question 12, "How valuable would you rate this course in your preparation?"

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 enrolments and End-of-Course Examination scores. For a full description of the 17 feedback questions and a summary of all responses, see Appendix E. Responses separated by course are available upon request.

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.

Course Review submitted for *Introduction to the UN System: Orientation for Serving on a UN Field Mission* »

"The course avails much information on the general overview of UN as an organization saddled with the responsibility of maintaining world peace and security. It is a wonderful and educative course." -Submitted by Iwaeni Paul Oluwaseyi, 12 December 2017.

Rating Given » Five Stars.



The United Nations Mission in Liberia (UNMIL) withdrew its military presence from the country on 8 February, as part of the termination of its mandate in March 2018. UNMIL was established in September 2003 to monitor a ceasefire agreement in Liberia, following the conclusion of the Second Liberian Civil War. 12 January 2018. UN Photo #747392 by Albert González Farran.

VII. 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 that 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 ELAP 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.

VIII. Conclusions and Recommendations

Taken together, ELAP 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: ELAP Enrolments by Country for Men and Women

Country	Male	Female	Total
Algeria	64		64
Angola	1		1
Benin	782	35	817
Botswana	24		24
Burkina Faso	1247	58	1305
Burundi	1021	27	1048
Cameroon	1063	597	1660
Cape Verde	1		1
Central African Republic	93	1	94
Chad	23		23
Comoros	65	9	74
Congo, Democratic Republic of the	216	4	220
Congo, Republic of the	86		86
Côte d'Ivoire	1731	559	2290
Djibouti	11		11
Egypt	1667	1	1668
Equatorial Guinea	3		3
Eritrea	6		6
Ethiopia	653	105	758
Gabon	35	5	40
Ghana	2117	198	2315
Guinea	90		90
Kenya	1657	257	1914
Liberia	72	4	76
Libya	14		14
Madagascar	73	25	98
Malawi	104	53	157
Mali	138		138
Mauritania	4		4
Mauritius	101	29	130
Morocco	326		326
Namibia	65	35	100
Niger	267	23	290
Nigeria	5961	568	6529
Rwanda	1067	75	1142
Senegal	806	11	817
Seychelles	4	3	7
Sierra Leone	146	186	332
Somalia	48		48

Country	Male	Female	Total
South Africa	650	173	823
South Sudan	77	1	78
Sudan	278	63	341
Swaziland	38	1	39
Tanzania	557	171	728
The Gambia	341	93	434
Togo	202	22	224
Tunisia	659	54	713
Uganda	1063	141	1204
Unknown/Not Listed	27		27
Zambia	451	249	700
Zimbabwe	514	221	735

Appendix B: ELAP Three-month Questionnaire Responses

Question	Answer	English	French	Spanish
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	7.97%	20.00%	5.13%
	I am a United Nations Volunteer (UNV), National staff on mission, UN Secretary Employee	7.97%	10.00%	1.92%
	I am in the gendarmerie	0%	13.64%	0%
	I am in the military	37.28%	18.18%	67.95%
	I am in the police	7.27%	12.50%	6.73%
	I work for a humanitarian or peacekeeping-related Non Governmental Organization (NGO)	11.82%	11.82%	3.85%
	Other	17.74%	19.09%	14.42%
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	37.77%	20.80%	25.09%
	No	62.23%	79.20%	74.91%
	If YES, please tell us which mission	28.53 (% of those surveyed providing additional comment)	17.82% (% of those surveyed providing additional comment)	21.20% (% of those surveyed providing additional comment)

Question	Answer	English	French	Spanish
3. Did the course(s) you take with POTI offer you practical knowledge to better perform your job?				
	Yes	88.50%	71.43%	88.82%
	No	1.50%	4.76%	2.63%
	Not applicable	10.00%	23.81%	8.55%
4. During your mission, how often did/do you use the knowledge gained through the course(s) you took with POTI?				
	Very often	43.75%	27.50%	34.31%
	Often	34.09%	27.50%	37.96%
	Occasionally	13.07%	20.00%	15.33%
	Rarely	2.84%	0%	2.92%
	Not at all	6.25%	25.00%	9.49%
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	65.93%	52.38%	69.63%
	Somewhat agree	18.68%	21.43%	19.26%
	Neutral	8.24%	4.76%	5.93%
	Somewhat disagree	0%	0%	0%
	Strongly disagree	1.10%	0%	0%
	No response	6.04%	21.43%	5.19%
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)	27.05%	32.14%	28.32%
	A Certificate-of-Completion is helpful towards professional promotion	27.50%	14.29%	36.28%

Question	Answer	English Per Cent	French Per Cent	Spanish Per Cent
	The training provided by POTI is incorporated within the National PSO Training Programme	8.86%	8.04%	23.01%
	No recognition	12.73%	26.79%	7.74%
	Not applicable	12.95%	7.14%	0%
	Other	10.91%	11.61%	4.65%
7. Have you ever attended a classroom training programme at a national peacekeeping training centre?				
	Yes	37.36%	27.72%	26.50%
	No	61.81%	71.29%	72.79%
	Not applicable	0.82%	0.99%	0.71%
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	72.63%	74.47%	84.85%
	Somewhat agree	12.11%	6.38%	6.82%
	Neutral	4.74%	8.51%	5.30%
	Somewhat disagree	0%	0%	0%
	Strongly disagree	0.53%	0%	0%
	No response	10.00%	10.64%	3.03%
9. Did you gain additional new knowledge from POTI courses on relevant topics that were not covered in your classroom training?				
	Yes	79.68%	81.63%	66.15%
	No	20.32%	18.37%	33.85%
	If YES, please tell us more	29.17% (% of those surveyed providing additional comment)	28.57% (% of those surveyed providing additional comment)	20.77% (% of those surveyed 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	98.89%	96.84%	98.94%
	No	0.56%	1.05%	0%
	No opinion	0.56%	2.11%	1.06%
	If NO, please explain:	1.39% (% of those surveyed providing additional comment)	0% (% of those surveyed providing additional comment)	12.41% (% of those surveyed providing additional comment)
11. Would you like us to keep you posted on new courses we release?				
	Yes	96.10%	97.98%	97.15%
	No	3.90%	2.02%	2.85%
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	11.57%	12.57%	13.58%
	Personalized emails sent to me only	54.05%	53.14%	45.33%
	Through POTI's e-newsletters	13.55%	13.71%	14.46%
	Through POTI's social media channels (e.g.: Facebook, Twitter, etc.)	7.27%	8.00%	11.64%
	Through POTI's website	13.55%	12.57%	14.99%
13. Feel free to use this space for other comments or suggestions you may have				
		197 of those surveyed provided responses	55 of those surveyed provided responses	94 of those surveyed provided responses

Appendix C: ELAP Nine-month Questionnaire Responses

Question	Answer	English	French	Spanish
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	96.36%	68.18%	N/A
	I barely remember the knowledge I learned from this course	3.64%	31.82%	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	27.27%	9.09%	N/A
	No	72.73%	90.91%	N/A
	If YES, please tell us which mission	AMISOM, MONUSCO, ONUCI, UNAMID, UNMIL, UNMISS	AMISOM, MINUSCA	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	66.67%	75%	N/A
	Often	33.33%	25%	N/A
	Occasionally	0%	0%	N/A
	Rarely	0%	0%	N/A

Question	Answer	English	French	Spanish
	Not at all	0%	0%	N/A
	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	84.00%	71.43%	N/A
	Somewhat agree	8.00%	14.29%	N/A
	Neutral	8.00%	14.29%	N/A
	Somewhat disagree	0%	0%	N/A
	Strongly disagree	0%	0%	N/A
	No response	0%	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	84.91%	75.00%	N/A
	Likely	13.21%	25.00%	N/A
	Not sure	0%	0%	N/A
	Unlikely	1.89%	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				
		47 of those surveyed provided additional comment	33 of those surveyed provided additional comment	N/A

Appendix D: WPS Enrolments by Country for Men and Women

Country	Male	Female	Total
Afghanistan	19	2	22
Albania	3	0	3
Algeria	15	3	18
Angola	8	0	8
Argentina	151	144	295
Australia	80	69	149
Austria	6	3	9
Bahamas	3		3
Bangladesh	119	3	122
Belarus	3		3
Belgium		3	3
Belize	9	2	11
Benin	46	9	55
Bhutan	45		45
Bolivia	11	24	35
Bosnia and Herzegovina	19	5	24
Botswana		4	4
Brazil	185	75	260
Bulgaria		5	5
Burkina Faso	77	8	85
Burundi	76	3	79
Cambodia	9	4	13
Cameroon	182	150	332
Canada	263	141	404
Central African Republic	66	4	70
Chad	34	4	38
Chile	104	85	189
China, People's Republic of	21		21
Colombia	1315	529	1844
Comoros	12		12
Congo, Democratic Republic of the	94	24	118
Congo, Republic of the	10		10
Costa Rica	2	25	27
Côte d'Ivoire	186	57	243
Croatia	8	1	9
Cuba	2	2	4
Cyprus		9	9
Denmark	6	1	7
Djibouti	5		5

Country	Male	Female	Total
Dominican Republic	10	19	29
Ecuador	50	71	121
Egypt	203	19	222
El Salvador	10	19	29
Eritrea	7	3	10
Ethiopia	119	14	133
Fiji	10	3	13
Finland	12	8	20
France	25	41	66
Gabon	7		7
Georgia	1	6	7
Germany	14	20	34
Ghana	263	64	327
Greece	6	3	9
Guatemala	15	22	37
Guinea	16	1	17
Haiti	20	13	33
Honduras	9	18	27
Hungary	3	4	7
Iceland		3	3
India	575	76	651
Indonesia	40	10	50
Iran	3		3
Iraq	7		7
Ireland	6	5	11
Israel	3		3
Italy	27	48	75
Jamaica	1		1
Japan	6	12	18
Jordan	36	7	43
Kazakhstan	1		1
Kenya	277	128	405
Korea, Democratic People's Republic of	1		1
Korea, Republic of	9	2	11
Kosovo, Republic of	3		3
Kyrgyzstan	7	4	11
Latvia		3	3
Lebanon	4		4
Lesotho		7	7

Country	Male	Female	Total
Liberia	32	8	40
Macedonia		1	1
Madagascar	7	2	9
Malawi	11	13	24
Malaysia	9	1	10
Mali	57	6	63
Mauritius	17	3	20
Mexico	78	220	298
Moldova		1	1
Mongolia	3	3	6
Morocco	22	3	25
Mozambique	3		3
Myanmar	3	1	4
Namibia	5	3	8
Nepal	292	51	343
Netherlands	5	5	10
New Zealand	3	4	7
Nicaragua	1	5	6
Niger	21	4	25
Nigeria	959	340	1299
Norway	6	4	10
Pakistan	353	17	370
Panama	2	5	7
Papua New Guinea	1		1
Paraguay	17	12	29
Peru	224	66	290
Philippines	21	26	47
Poland	3	11	14
Portugal	16	10	26
Romania	72	20	92
Russia	6	6	12
Rwanda	122	25	147
Saint Lucia	3		3
Saudi Arabia	6	3	9
Senegal	54	4	58
Serbia	10	3	13
Sierra Leone	38	33	71
Singapore	6	4	10
Slovenia	1		1

Country	Male	Female	Total
Somalia	45	3	48
South Africa	88	38	126
South Sudan	71	3	74
Spain	46	111	157
Sri Lanka	27	8	35
Sudan	43	13	56
Swaziland	3		3
Sweden	11	5	16
Switzerland	6	10	16
Syrian Arab Republic	10	5	15
Taiwan	3		3
Tajikistan		1	1
Tanzania	73	36	109
Thailand	12	29	41
The Gambia	34	9	43
Togo	33	1	34
Trinidad and Tobago	6		6
Tunisia	51	6	57
Turkey	22	2	24
Uganda	163	35	198
Ukraine	17	2	19
United Kingdom	30	41	71
United States	157	164	321
Unknown/Not Listed	8	4	12
Uruguay	15	21	36
Uzbekistan	3		3
Venezuela	9	18	27
Viet Nam	3		3
Yemen	50	1	51
Zambia	59	43	102
Zimbabwe	112	61	173

Appendix E: WPS Course Feedback Questionnaire with Summary of Responses

Question	Answer	Percent
1. The text materials explain concepts clearly.		
	Strongly agree	80.97%
	Somewhat agree	14.16%
	Neutral	4.12%
	Somewhat disagree	0.63%
	Strongly disagree	0.11%
2. The text materials have informative illustrations and charts.		
	Strongly agree	73.47%
	Somewhat agree	18.71%
	Neutral	6.24%
	Somewhat disagree	0.95%
	Strongly disagree	0.11%
	No response	0.53%
3. The End-of-Lesson Quizzes are helpful.		
	Strongly agree	80.66%
	Somewhat agree	14.69%
	Neutral	3.59%
	Somewhat disagree	1.06%
	Strongly disagree	0%
	No response	0%
4. The End-of-Course Examination questions are written clearly.		
	Strongly agree	73.33%
	Somewhat agree	20.11%
	Neutral	5.08%
	Somewhat disagree	1.38%
	Strongly disagree	0%
	No response	0.11%
5. On average, how many hours did you spend per week studying this course?		
	1 to 3 hours	29.60%
	3 to 6 hours	33.19%
	6 to 10 hours	21.14%

Question	Answer	Percent
	More than 10 hours	16.07%
6. Which of the following learning resources did you use? Choose all that apply.		
	Facebook page	2.24%
	Further readings and/or related Web sites	48.28%
	Question submission to the course author	18.90%
	Video/audio introductions from the course author	30.58%
7. Did you find any errors in your course? If so, please describe them, including page numbers.		
	Yes	375 students provided responses
8. Overall, I would rate this course as:		
	Excellent	67.12%
	Very good	26.11%
	Good	5.07%
	Average	1.27%
	Fair	0.32%
	Poor	0.11%
9. Was the enrolment procedure satisfactory?		
	Yes	97.07%
	No	1.67%
	If no, please explain:	1.26% of respondents provided additional feedback
10. Please indicate your mission status. Choose all that apply.		
	I have previously completed serving on a mission.	8.18%
	I am currently serving on a mission.	20.46%

Question	Answer	Percent
	I will be serving on a mission.	6.09%
	I hope to serve on a mission in the future.	60.13%
	I do not plan to serve on a mission.	5.14%
11. If you selected one of the first three options above, please tell us which mission(s)		
		293 students provided responses
12. Did you take this course to prepare for a peacekeeping mission?		
	Yes	63.42%
	No	36.58%
13. If you answered YES to the question above, how valuable would you rate this course in your preparation?		
	Very valuable	76.61%
	Valuable	20.23%
	Somewhat valuable	2.01%
	Not valuable	1.15%
14. How did you learn about the Peace Operations Training Institute? Choose all that apply.		
	At a national training centre, academic institution, or NGO	15.51%
	At a peacekeeping mission (UN, EU, AU, or other)	14.21%
	By searching the Internet	33.88%
	From a friend or other social contact	31.54%
	Other	4.85%

Question	Answer	Percent
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	11.50%
	Humanitarian affairs	31.13%
	Logistics	14.98%
	Military	24.28%
	Police	12.60%
	Other	5.50%
16. Describe your overall experience, or give any other comments or suggestions you may have.		
		541 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	78.52%
	No	21.48%

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 194 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 2017 appear in UN document A/71/19.

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>.