Monitoring and Evaluation Report on the Women, Peace, and Security Programme

1 JANUARY 2018 - 31 DECEMBER 2018

Peace Operations Training Institute®
Study peace and humanitarian relief any place, any time

Our Mission

"The Peace Operations Training Institute provides globally accessible self-paced online, on-demand courses on peace support, humanitarian relief, and security operations at little to no cost to the student. We are committed to bringing essential, practical knowledge to military personnel, police, and civilians working towards peace worldwide."

Monitoring and Evaluation Report on the Women, Peace, and Security Programme

Table of Contents

List of Acronyms

Acronym	Meaning	Acronym	Meaning
ALCOPAZ	Association of Latin American Peacekeeping Training Centres	MONUSCO	United Nations Organization Stabilization Mission in the Democratic Republic of the Congo
AMISOM	African Union Mission in Somalia	MOU	Memorandum of Understanding
AP	Asia and the Pacific	NATO	North Atlantic Treaty Organization
APSTA	African Peace Support Trainers Association	NGO	Non-Governmental Organization
AU	African Union		
BPOTC	Birendra Peace Operations Training Centre	NPTC	National Peacekeeping Training Centre
C34	United Nations Special Committee on Peacekeeping Operations	POTI	Peace Operations Training Institute
		RPA	Rwandan Peace Academy
CECOPAZ-PERU	Centro de Entrenamiento y Capacitación para Misiones de Paz	SRSG	Special Representative of the Secretary-General
CENCOPAZ	Centro de Entrenamiento y Capacitación para Misiones de Paz	UEMPE	Unidad Escuela Misiones de Paz de Ecuador
CPTM	Core Pre-deployment Training Materials	UNAMA	United Nations Assistance Mission in Afghanistan
CUNPK	Centre for UN Peacekeeping	UNAMID	United Nations-African Union Hybrid Operation in Darfur
ELPAP	E-Learning for Peacekeepers in the Asia Pacific	UNFICYP	United Nations Peacekeeping Force in Cyprus
ESMAI	Escuela de Misiones Internacionales y Acción Integral	UNIFIL	United Nations Interim Force In Lebanon
EU	European Union	UNISFA	United Nations Interim Security Force for Abyei
IAPTC	International Association of Peacekeeping Training Centres	UNMAS	United Nations Mine Action Service
IPSTC	International Peace Support Training Centre	UNMISS	United Nations Mission in South Sudan
ITS	Integrated Training Service	WHO	World Health Organization
KAIPTC	Kofi Annan International Peacekeeping Training Centre	WPS	Women, Peace, and Security
LAC	Latin America and the Caribbean		
M&E	Monitoring and Evaluation		
MINUSCA	United Nations Multidimensional Integrated Stabilization Mission in the Central African Republic		
MINUSMA	United Nations Multidimensional Integrated Stabilization Mission in Mali		

Monitoring and Evaluation Report on WPS Programme

I. Executive summary

This Monitoring and Evaluation (M&E) Report examines the effectiveness of the Peace Operations Training Institute's Women, Peace, and Security (WPS) Programme. This programme was measured through ongoing monitoring activities in place for the duration of the period spanning 1 January 2018 to 31 December 2018. POTI staff collected student data over the one-year period both before and immediately after they completed a WPS e-learning course through the Institute.

Analysis of the data shows that training with POTI results in measurable learning for students. Specifically, this analysis highlights three themes: individual retention of knowledge of WPS topics increased significantly as a result of the intervention (the course), students consistently reported high levels of satisfaction with POTI's WPS courses, and that POTI's WPS training helped students learn to better perform their duties as deployed peacekeepers.

II. Introduction

About the Peace Operations Training Institute

The Peace Operations Training Institute (POTI) is an international not-for-profit non-governmental 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), European Union (EU), North Atlantic Treaty Organization (NATO), and others. POTI is governed by an international Board of Directors consisting of a former UN Under-Secretary-General for the Department of Field Support, a former Permanent Representative to the UN, a former UN Special Representative of the Secretary-General (SRSG), former Force Commanders of UN missions, a 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 POTI courses and training programmes.

POTI offers a curriculum of 29 self-paced e-learning courses in English, 23 in French, 17 in Spanish, four in Portuguese, and three in Arabic. Almost all POTI enrolments are provided at no cost to students. Seven 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: they are written by recognized experts or produced in cooperation with UN offices or national peacekeeping training centres. Courses developed through such cooperation include three regional courses on implementation of UN Security Council resolutions on 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 compulsory for all incoming UNMAS and UN Office for Project Services staff members; 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 are also able to submit appropriate questions to the authors. 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. An answer key at the end of each lesson 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 randomly draws 50 questions for each attempt. This generates a unique exam for every student worldwide.[1] Students must earn a minimum score of 75% on their End-of-Course Examination to receive a Certificate of Completion, as seen in Figure 1.

---

1) The *Ebola Virus Disease* course has a shorter End-of-Course Examination to reflect a shorter course.

Figure 1: Example of a WPS Certificate of Completion.

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.

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

Women, Peace, and Security Programme

In support of the WPS agenda, students worldwide can enrol in the WPS three-course suite free of charge, regardless of institutional affiliation. This includes *Implementation of the UN Security Council Resolutions on the Women, Peace, and Security Agenda in Africa*, available in English and French; *Implementation of the UN Security Council Resolutions on the Women, Peace, and Security Agenda in Asia and the Pacific*, available in English; and *Implementation of the UN Security Council Resolutions on the Women, Peace, and Security Agenda in Latin America and the Caribbean*, available in English and Spanish. When students commence any of these WPS courses, they have the opportunity to first view a video greeting from the Executive Director of UN Women, Phumzile Mlambo-Ngcuka. To view that video, see <https://www.peaceopstraining.org/videos/364/un-women-executive-director-phumzile-mlambo-ngcuka-introduces-wps/>. This allows students easy access to e-learning on WPS topics, which are of increasing importance in peace operations worldwide. During the selected period from 1 January 2018 to 31 December 2018, the WPS Programme totalled 9,776 enrolments from students representing 140 nations. These enrolments came from students primarily representing Africa, Latin America and the Caribbean, and South Asia. Women accounted for 2,959 enrolments or 30.27% of total enrolments in WPS courses over the selected period.

» To view our website detailing the WPS Programme and POTI's work with UN Women, please see <https://www.peaceopstraining.org/sponsors/un-women/>.

IV. Methodology for Monitoring and Evaluation of WPS

The Institute maintains an ongoing M&E programme to measure the effectiveness of its programmes, including WPS. In order to be considered effective, POTI programmes must have a positive and measurable impact on the performance of individuals deployed on peace operations and others. 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 the Institute evaluates its impact on students. Our M&E methodology uses eight points of data collection:

1. Pre-course assessment: Before commencing the course, students complete a 10-question pre-course assessment. 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 End-of-Course Examination.

3. Course Feedback: After successfully completing the End-of-Course Examination with a score of 75% or better, students are prompted to fill out a 21-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 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. It includes multiple-choice, multiple-selection, short-answer, and long-answer questions.*

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

8. Surveys to training centres and trainers: POTI distributed surveys to African, Latin American and Caribbean, and South Asian national training centres to assess e-learning at those centres.*

The five-star course review system

The Institute uses the five-star 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. See:

- <https://www.peaceopstraining.org/courses/un-scrs-women-peace-and-security-africa/>;

- <https://www.peaceopstraining.org/courses/implementation-un-scrs-wps-ap/>; and

- <https://www.peaceopstraining.org/courses/implementation-un-scrs-wps-lac/>.

Focus groups

To supplement and enrich our other Monitoring and Evaluation 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

---

* These are not tracked by course taken.

permit them to describe their experiences in their own words and compare their thoughts with fellow students from around the globe. These, like the three- and nine-month follow-up surveys, are not tracked by course taken. In 2019, the Institute will conduct a Focus Group for participants who have taken the WPS courses.

V. WPS — Demand, Effectiveness, and Feedback

Demand for WPS

During the selected one-year period for reporting, the Institute's WPS courses saw a total of 9,776 enrolments — 6,817 for men and 2,959 for women. This ratio can be at least partly explained by POTI courses being publicized and available to UN peacekeepers, approximately 90% of whom are men. Figure 2 shows enrolments for this period for the 10 largest national subscribers. As shown in Figure 2, the 10 largest national subscribers represented Asia, Africa, and North and South America. WPS was particularly popular for African peacekeepers, with seven African nations placing in the top 20 largest national subscribers for WPS. In addition, nations from every continent ranked among the top 20 largest national subscribers. A full list of WPS subscribers by nation is provided in Appendix A.

Most WPS Enrolments During Selected Period by Nation

Figure 2

Most WPS Enrolments During Selected Period by Mission
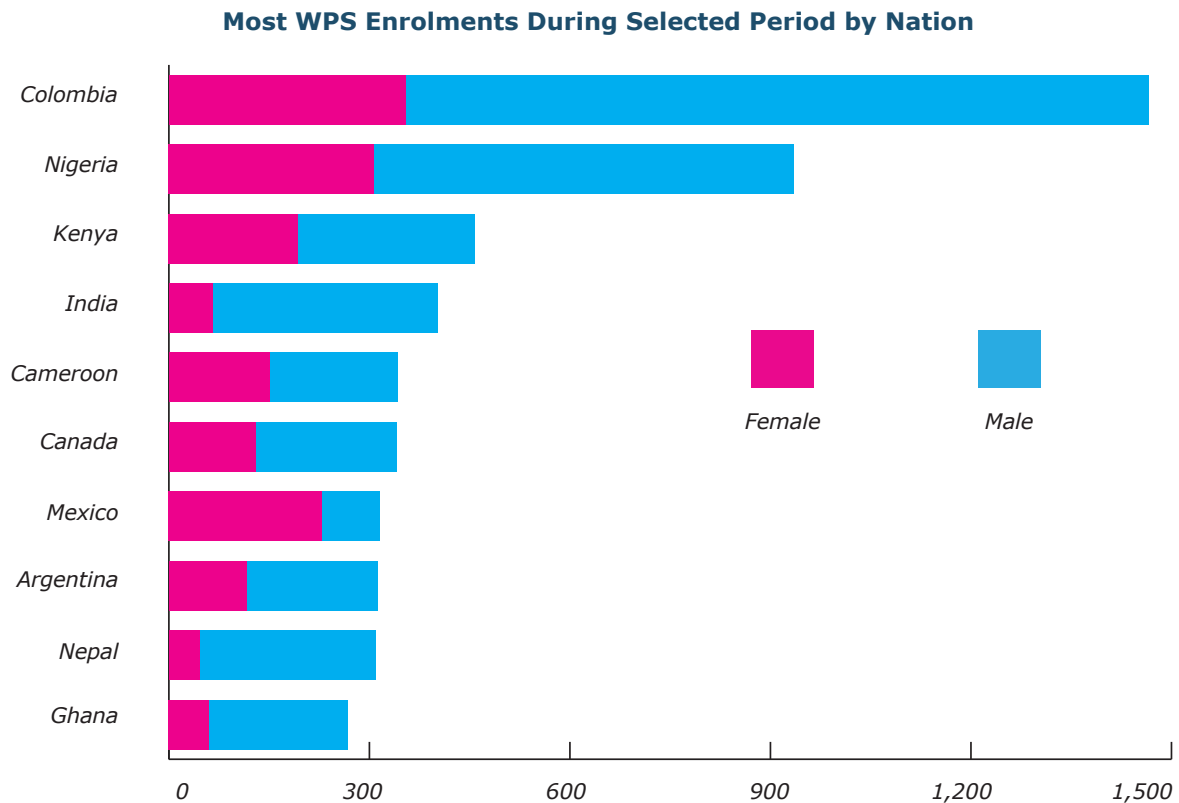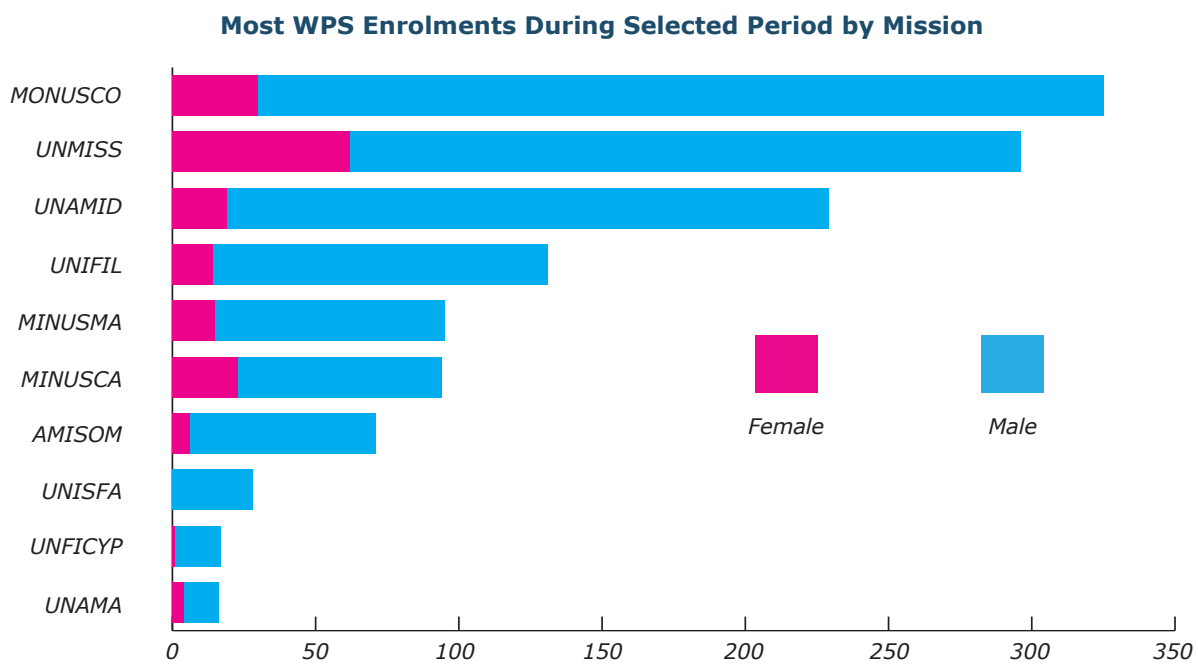
Figure 3

The WPS suite was also popular with peacekeepers training at national peacekeeping training centres (NPTCs) and those serving on missions around the world. The three missions with the most enrolments were the United Nations Organization Stabilization Mission in the Democratic Republic of the Congo (MONUSCO), the UN Mission in South Sudan (UNMISS), and the UN-African Union Hybrid Operation in Darfur (UNAMID). The three training centres recording the most enrolments in WPS courses were the Kofi Annan International Peacekeeping Training Centre (KAIPTC), Kenya's International Peace Support Training Centre (IPSTC), and Colombia's Escuela de Misiones Internacionales y Acción Integral (ESMAI). A list of the 10 missions worldwide with the most WPS enrolments is visible in Figure 3, while Figure 4 details the 10 national training centres with the most WPS enrolments.

Most WPS Enrolments During Selected Period by National Training Centre

Figure 4

Female
30%

Male
70%

Figure 5: Percentages of Enrolments for Women and Men.

Asia and the Pacific

2,235 (23%)

Latin America and the Caribbean

4,205 (43%)

Africa

3,336 (34%)

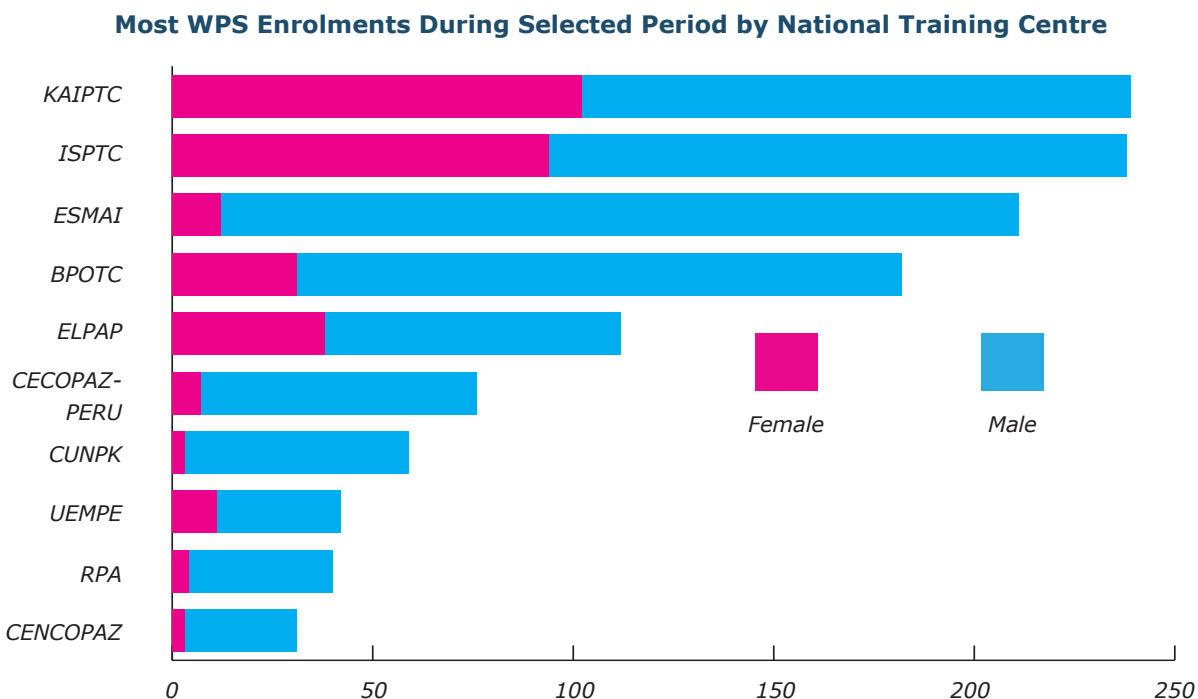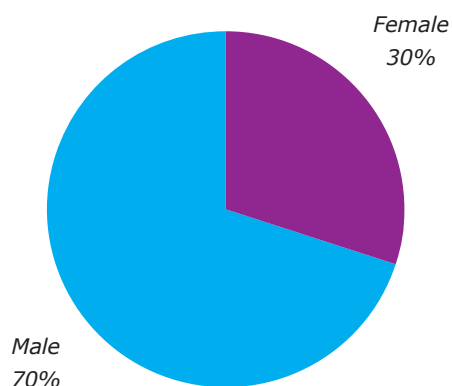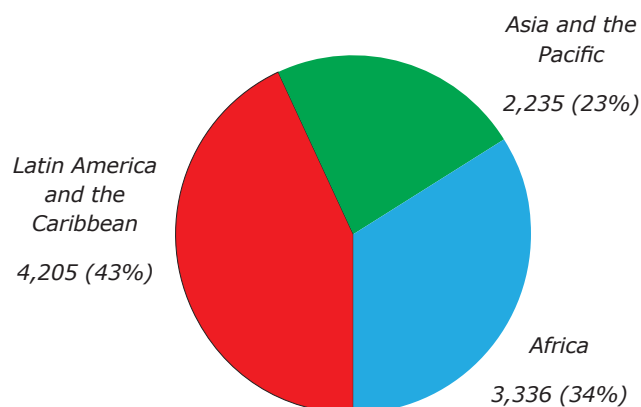Figure 6: Percentages of Enrolments by WPS region.

As illustrated in Figure 5, about 30% of WPS enrolments were by women, and about 70% were by men. The Institute's e-learning courses are accessible to any eligible person who wishes to enrol, and they 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 4,205 enrolments across the English and Spanish editions of the course. The Spanish language version of the course recorded 1,812 enrolments, while the English version recorded 2,393 enrolments. WPS Africa garnered the second-highest number of total enrolments with 3,336. The majority of those enrolments (2,703) were for the English language version of the course, while 633 enrolments were for the French language version. Although WPS Asia was third in terms of enrolments with 2,235, this figure is predictable as the course is currently available only in English. The breakdown of enrolments by region is shown in Figure 6.

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

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

For the three geographic regions of the WPS suite, the mean overall pre-test score for the one-year reporting period was 54.55%. The mean overall End-of-Course Examination score was 89.64%. The change in test scores from pre- to post-test (known as the delta, Δ) is a recognized metric for learning as a result

Africa   Δ 38.36

AP   Δ 27.28

LAC   Δ 36.26

0   20   40   60   80   100
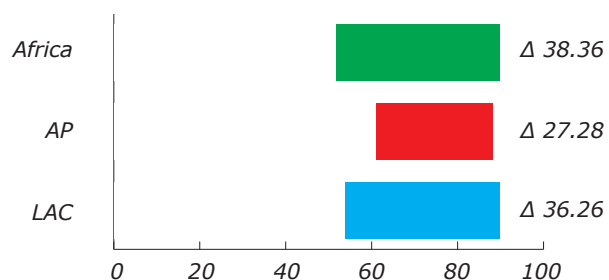
Figure 7: Percentage change (Δ) from pre-course assessment to End-of-Course Examination by region.

of the intervention (the course). The average Δ for all WPS courses was 35.09%. The course geographic region with the greatest Δ was WPS Africa, with an average increase of 38.36%, from the suite's lowest average pre-test score of 51.55% to the highest average End-of-Course Examination score of 89.91%. Figure 7 shows the average Δ for each WPS geographic region.

The 21-Question Student Feedback Questionnaire

In general, student feedback on the WPS programme is overwhelmingly positive. As shown in Figure 8, a combined 92% of students rated the WPS courses as "Excellent" or "Very Good", and more than 98% rated the courses positively. More than half of students indicated they took their course to prepare for deployment on a peacekeeping mission, as illustrated in Figure 9. Of those students who answered "Yes" to whether they had taken the course in preparation for a mission, 76% of respondents reported they found the course to be "Very Valuable", and about 98% reported their course had at least some value, as shown in Figure 10.

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

Figure 9: Student responses to Course Feedback Question, "Did you take this course to prepare for a mission?"

Figure 10: Course Feedback Question 13, "If you answered YES to the question above, how valuable would you rate this course in your preparation?"
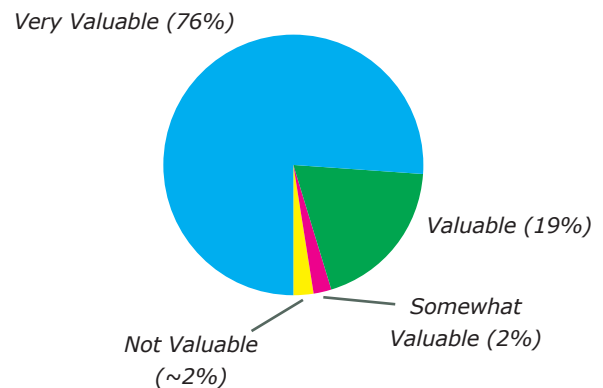
This course feedback is monitored on an ongoing basis and is provided to the designated department at POTI (e.g. Course Author, Course Content, Registrar) for additional action as appropriate. Course authors ar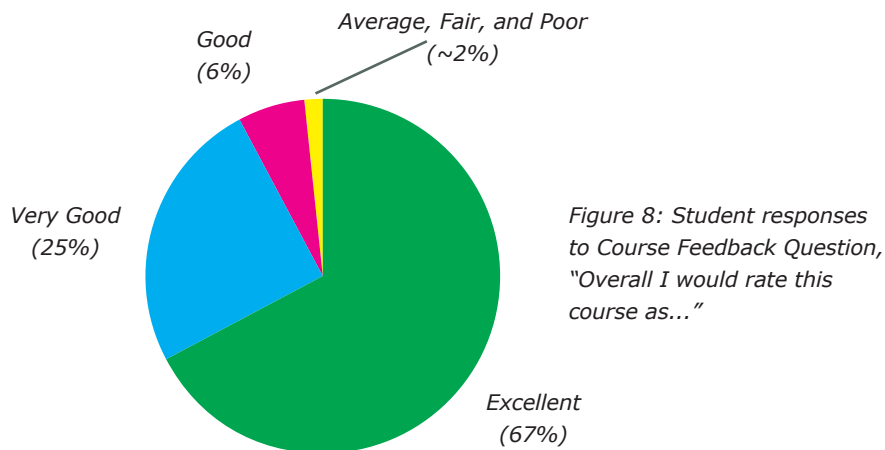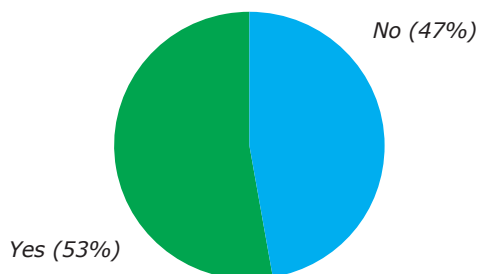e also provided with an annual summary of course feedback from students, as well as pre-course assessment and post-course exam scores. For a full listing of all 21 questions and a summary of all responses, see Appendix B. Responses separated by course are available upon request.

> **Course Review submitted for** *Implementation of the UN Security Council Resolutions on the Women, Peace, and Security Agenda in Africa* **»**
>
> *"The course is simply excellent. I [gained] quite a lot of experience and new knowledge of things I never knew before. It's a … very crucial course for every peace advocate."* –Submitted by Seyi Samuel Abolarin, 25 June 2019.
>
> **Rating Given » Five Stars.**

VI. Effectiveness and Efficiency

The ongoing Monitoring and Evaluation (or Measurement of Effectiveness) programme operated by POTI uses a series of objective metrics to analyse the impact of e-learning on peacekeeping from the time of enrolment through deployment on a mission. These results make it clear that there is high demand for the WPS Programme from individuals and institutions. It is also clear that African, Asian, and Latin American peacekeepers build their knowledge on WPS in order to perform their responsibilities more effectively on missions.

VII. Conclusions and Recommendations

The WPS programme is an effective and efficient means of delivering standard training on peacekeeping to a large population of military personnel and police serving on UN, AU, EU, and hybrid missions, performing a diverse number of tasks and enhancing the capacity of peacekeeping worldwide.

Liberian National Police Officer Lois Dolo provides security at the third annual commemoration of the Global Open Day on Women, Peace and Security in Liberia. The event was themed "Women Demand Access to Justice". 26 September 2012. UN Photo #543700 by Staton Winter.

Appendix A: WPS Enrolments by Nation for Men and Women

Nationality	Men	Women	Total
Afghanistan	8	3	11
Algeria	2	1	3
Angola	3		3
Argentina	197	116	313
Australia	58	74	132
Austria	3		3
Azerbaijan	1	4	5
Bangladesh	53	1	54
Belgium	1	7	8
Belize	6	2	8
Benin	55	19	74
Bhutan	29	3	32
Bolivia	26	17	43
Bosnia and Herzegovina	12	4	16
Botswana	6	3	9
Brazil	106	30	136
Bulgaria	3		3
Burkina Faso	64	12	76
Burundi	93	5	98
Cambodia	4	3	7
Cameroon	192	150	342
Canada	211	130	341
Central African Republic	54	20	74
Chad	16	1	17
Chile	75	46	121
China, People's Republic of	33		33
Colombia	1113	354	1467
Comoros	7		7
Congo, Democratic Republic of the	90	20	110
Congo, Republic of the	10	1	11
Costa Rica	5	13	18
Côte d'Ivoire	150	46	196
Croatia		2	2
Cuba		2	2
Cyprus		3	3
Czech Republic	3	6	9
Djibouti		2	2

Nationality	Men	Women	Total
Dominica		3	3
Dominican Republic	4	12	16
Ecuador	50	43	93
Egypt	68	8	76
El Salvador	7	11	18
Eritrea	1		1
Estonia		3	3
Ethiopia	96	7	103
Fiji	3		3
Finland	9	5	14
France	6	18	24
Gabon	1	1	2
Georgia	1	3	4
Germany	10	22	32
Ghana	207	60	267
Greece	1	4	5
Guatemala	5	18	23
Guinea	13	1	14
Haiti	19	3	22
Honduras	10	18	28
India	338	65	403
Indonesia	18	6	24
Iran	7		7
Iraq	4	3	7
Ireland	10	2	12
Italy	59	25	84
Jamaica		3	3
Japan	6	8	14
Jordan	37	11	48
Kenya	265	193	458
Kiribati	3		3
Korea, Republic of	7	1	8
Kosovo, Republic of	3	3	6
Kyrgyzstan	4		4
Latvia	1		1
Lebanon	3	6	9
Liberia	26		26

Nationality	Men	Women	Total
Lithuania		1	1
Luxembourg	1		1
Madagascar	4	1	5
Malawi	8		8
Malaysia	16	2	18
Mali	52	11	63
Mauritania	3		3
Mauritius	9		9
Mexico	86	229	315
Moldova	3	1	4
Mongolia	6		6
Morocco	36	1	37
Myanmar	3		3
Namibia	6	13	19
Nepal	263	46	309
Netherlands	6	10	16
New Zealand	3		3
Nicaragua	2	5	7
Niger	36	7	43
Nigeria	627	307	934
Norway	6	6	12
Pakistan	227	15	242
Panama	1	1	2
Paraguay	5	14	19
Peru	110	52	162
Philippines	23	24	47
Poland	3	1	4
Portugal	10	1	11
Romania	63	8	71
Russia	6		6
Rwanda	206	24	230
Saint Kitts and Nevis		3	3
San Marino		2	2
Saudi Arabia	8		8
Senegal	35	3	38
Serbia	3	4	7
Sierra Leone	33	26	59

Nationality	Men	Women	Total
Singapore	3		3
Somalia	22	3	25
South Africa	54	22	76
South Sudan	34	8	42
Spain	48	72	120
Sri Lanka	38	2	40
Sudan	33	20	53
Swaziland	6	10	16
Sweden	8	4	12
Switzerland	7	10	17
Syrian Arab Republic	3	4	7
Tanzania	57	2	59
Thailand	12	16	28
The Gambia	22	2	24
Togo	39	6	45
Trinidad and Tobago	3		3
Tunisia	36	7	43
Turkey	26	6	32
Uganda	107	29	136
Ukraine	21	4	25
United Kingdom	20	40	66
United States	131	124	255
Unknown/Not Listed	5	3	8
Uruguay	11	14	25
Uzbekistan	3		3
Venezuela	8	23	31
Viet Nam	3		3
Yemen	42		42
Zambia	41	14	55
Zimbabwe	70	28	98
Trinidad and Tobago	1	6	7
Tunisia	39	6	45
Turkey	16	1	17
Turkmenistan	1		1
Uganda	127	42	169
Ukraine	11	5	16
United Kingdom	57	36	87

Nationality	Men	Women	Total
United States	190	171	361
Uruguay	13	30	43
Vanuatu	9		9
Venezuela	22	38	60
Viet Nam	6	1	7
Yemen	47	4	51
Zambia	82	12	94
Zimbabwe	112	29	141

Appendix B: WPS Course Feedback Questionnaire with Summary of Responses

Question	Answer	Female %	Male %	Total %
1. Please indicate your mission status. Choose all that apply.				
	I have previously completed serving on a mission.	6.45%	9.84%	8.83%
	I am currently serving on a mission.	8.60%	19.68%	16.41%
	I will be serving on a mission.	5.73%	4.41%	4.78%
	I hope to serve on a mission in the future.	68.46%	59.91%	62.20%
	I do not plan to serve on a mission.	10.75%	6.17%	7.79%
2. If you selected one of the first three options above, please tell us which mission(s).				
	246 students provided responses			
3. Did you take this course to prepare for a peacekeeping mission?				
	Yes	47.74%	55.03%	52.71%
	No	52.26%	44.97%	47.29%
4. If you answered YES to the question above, how valuable would you rate this course in your preparation?				
	Very valuable	73.25%	77.29%	76.30%
	Valuable	22.29%	17.90%	18.99%
	Somewhat valuable	1.27%	2.84%	2.44%
	Not valuable	3.18%	1.97%	2.27%
5. Was the enrolment procedure satisfactory?				
	Yes	95.26%	96.88%	96.41%
	No	1.46%	2.18%	1.96%
	If no, please explain:	3.28%	0.93%	1.63%
6. Overall, I would rate this course as:				
	Excellent	56.77%	72.17%	67.40%
	Very good	34.59%	20.91%	24.97%
	Good	7.14%	5.35%	6.08%
	Average	0.75%	1.10%	0.99%
	Fair	0.75%	0.47%	0.55%
	Poor	0%	0%	0%

Question	Answer	Female %	Male %	Total %
7. The text materials explain concepts clearly.				
	Strongly agree	70.80%	72.11%	71.12%
	Somewhat agree	18.58%	19.52%	19.89%
	Neutral	9.73%	6.77%	7.63%
	Somewhat disagree	0.00%	0.40%	0.27%
	Strongly disagree	0.00%	0.80%	0.54%
	No response	0.88%	0.40%	0.54%
8. The End-of-Lesson Quizzes are helpful.				
	Strongly agree	71.80%	80.50%	77.68%
	Somewhat agree	22.18%	13.99%	16.57%
	Neutral	5.64%	4.56%	4.86%
	Somewhat disagree	0.00%	0.47%	0.44%
	Strongly disagree	0.00%	0.47%	0.33%
	No response	0.38%	0.00%	0.11%
9. The End-of-Course Examination questions are written clearly.				
	Strongly agree	69.55%	76.89%	74.48%
	Somewhat agree	25.94%	17.61%	20.00%
	Neutral	3.76%	3.62%	3.87%
	Somewhat disagree	0.75%	1.42%	1.33%
	Strongly disagree	0.00%	0.31%	0.22%
	No response	0.00%	0.16%	0.11%
10. This course covers topics related to gender equality and women's roles in peacekeeping and peacebuilding in a clear and informative manner.				
	Strongly agree	N/A	N/A	N/A
	Somewhat agree	N/A	N/A	N/A
	Neutral	N/A	N/A	N/A
	Somewhat disagree	N/A	N/A	N/A
	Strongly disagree	N/A	N/A	N/A
	No response			
11. On average, how many hours did you spend per week studying this course?				
	1 to 3 hours	47.92%	29.50%	34.81%
	3 to 6 hours	27.92%	32.18%	30.82%
	6 to 10 hours	14.72%	18.77%	17.52%
	More than 10 hours	9.43%	19.56%	16.85%

Question	Answer	Female %	Male %	Total %
12. Which of the following learning resources did you use? Choose all that apply.				
	Video/audio introductions from the course author	33.24%	30.22%	31.23%
	Question submission to the course author	13.70%	13.83%	13.91%
	Further readings and/or related Web sites	50.73%	51.09%	50.77%
	Facebook page	2.33%	4.85%	4.10%
13. Which type of device did you use to access this course?				
	Desktop computer	N/A	N/A	N/A
	Laptop computer	N/A	N/A	N/A
	Tablet	N/A	N/A	N/A
	Phone	N/A	N/A	N/A
	Printed book	N/A	N/A	N/A
14. Did you find any errors in your course? If so, please describe them, including page numbers.				
	305 students provided responses			
15. If you have previously completed another course with the Peace Operations Training Institute, did the course offer you practical knowledge to better perform your job?				
	Yes	48.68%	70.23%	64.11%
	No	11.84%	9.66%	10.28%
	Not applicable	39.47%	20.10%	25.61%
16. If you answered YES to the question above, how often did/do you use the knowledge gained through this course?				
	Very often	22.58%	47.60%	41.56%
	Often	51.61%	29.45%	34.81%
	Occasionally	15.05%	17.12%	16.62%
	Rarely	1.08%	3.08%	2.60%
	Not at all	9.68%	2.74%	4.42%

Question	Answer	Female %	Male %	Total %
17. Are you in a position where you supervise peacekeepers?				
	Yes	15.23%	28.91%	25.05%
	No	84.77%	71.09%	74.95%
18. If you answered YES to the question above, how likely are you to share and reinforce the information obtained from this course supplement with your subordinates and/or other people?				
	Very likely	26.32%	35.20%	33.20%
	Likely	26.32%	23.47%	24.11%
	Not sure	8.77%	5.61%	6.32%
	Unlikely	5.26%	7.14%	6.72%
	Not at all likely	3.51%	9.69%	8.30%
	No response	29.82%	18.88%	21.34%
19. Which of the following subject areas would you like to see expanded in our curriculum? Please specify the topic(s) that interests you.				
	History	15.34%	11.18%	12.13%
	Humanitarian affairs	44.89%	29.12%	32.74%
	Logistics	9.09%	14.04%	12.86%
	Military	13.92%	26.26%	23.53%
	Police	9.38%	13.43%	12.46%
	Other	7.39%	5.98%	6.30%
20. Describe your overall experience, or give any other comments or suggestions you may have.				
	471 students provided responses			
21. 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	71.32%	72.83%	72.14%
	No	28.68%	27.17%	27.86%

Appendix C: Pre-Course Assessment and Exam Scores by Course

Course	Pretests Taken	Avg.	Max. Score	Min. Score	Standard Deviation	Avg.	Max. Score	Min. Score	Standard Deviation	Pass Rate
WPS Africa (English)	685	54.9	100	0	22.9	89.9	100	20	9.7	94.59%
WPS Africa (French)	187	51.1	100	10	21.9	89.8	100	56	7.9	97.40%
WPS Asia and the Pacific	293	61.4	100	0	29.8	88.2	100	34	8.3	97.62%
WPS LAC (English)	309	56.2	100	10	21.8	89.8	100	36	9.2	96.83%
WPS LAC (Spanish)	816	47.9	100	0	28.4	89.9	100	56	7.7	97.94%
Grand Total	2290	53.8	100	0	25.9	89.6	100	20	8.7	96.54%

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.

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 our current course offerings, please visit <www.peaceopstraining.org>.

Peace Operations Training Institute®