

# Monitoring and Evaluation Report on the Individual E-Learning for Peacekeepers from Africa Programme



01 JULY 2017-30 JUNE 2020

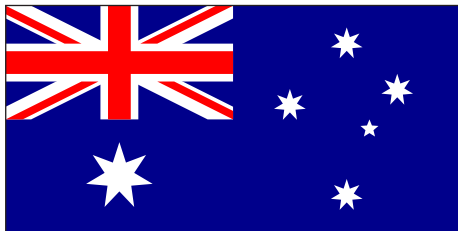


## Our Mission

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.

This programme is funded by the Australian Department of Defence and Global Affairs  
Canada's Peace and Stabilization Operations Programme.



# Monitoring and Evaluation Report on the Individual E-Learning for Peacekeepers from Africa Programme (IELP Africa)

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## List of Acronyms

Acronym	Meaning	Acronym	Meaning
ALCOPAZ	Association of Latin American Peacekeeping Training Centres	MINUSMA	United Nations Multidimensional Integrated Stabilization Mission in Mali
AMISOM	African Union Mission in Somalia	MOU	Memorandum of Understanding
AFP	Australian Federal Police	NATO	North Atlantic Treaty Organization
APSTA	African Peace Support Trainers Association	NDC	National Defence College
AU	African Union	NGO	Non-Governmental Organization
ELAP	E-Learning for African Peacekeepers Programme	NTCELP	National Peacekeeping Training Centre E-Learning Platform
C34	United Nations Special Committee on Peacekeeping Operations	NTCELP	National Training Centre
CPTM	Core Pre-deployment Training Materials	POTI	Peace Operations Training Institute
DCAF	Geneva Centre for Security Sector Governance	PSO	Peace Support Operation
DOS	Department of Operational Support	RFMF	Republic of Fiji Military Forces Blackrock Peacekeeping Center
ELPAP	E-Learning for Peacekeepers in the Asia Pacific	SMSG	Special Representative of the Secretary-General
EU	European Union	UEMPE	Unidad Escuela Misiones de Paz de Ecuador
FDRE-PSTC	Federal Democratic Republic of Ethiopia Peace Support Training Center	UNDP	United Nations Development Programme
GPFFC	Gambia Police Force Peacekeeping Center	UNESCO	United Nations Educational, Scientific and Cultural Organisation
IELP Africa	Individual E-Learning for Peacekeepers from Africa Programme	UNIFIL	United Nations Interim Force In Lebanon
IPCS	Institute of Peace and Conflict Studies (Tanzania)	UNMAS	United Nations Mine Action Service
IPSTC	International Peace Support Training Centre (Kenya)	UNMO	United Nations Military Observer
ITS	Integrated Training Service	UNOCI	United Nations Operation in Côte D'Ivoire
KAIPTC	Kofi Annan International Peacekeeping Training Centre (Ghana)	WHO	World Health Organization
M&E	Monitoring and Evaluation	WPS	Women, Peace, and Security
MINUSCA	United Nations Multidimensional Integrated Stabilization Mission in the Central African Republic		

# Monitoring and Evaluation Report on IELP Africa

## I. Executive summary

The E-Learning for African Peacekeepers (ELAP) programme provided online peacekeeping training to military personnel, police, and gendarmerie of all African nations at no cost. This programme was expanded to include employees of ministries of foreign affairs and peace-related government agencies, together constituting the comprehensive Individual E-Learning for Peacekeepers from Africa programme (IELP Africa).

## 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, dedicated to meeting the e-learning needs of the United Nations peace operations 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 (now the Department of Operational Support [DOS]), 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) has regularly welcomed POTI courses and training programmes.

POTI offers a curriculum of 29 self-paced e-learning courses in English and various translations in Arabic, French, and Spanish. Almost all POTI enrolments are provided at no cost to students. 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).

### POTI course development and pedagogical architecture

The Institute develops courses in various ways: they are written by recognized experts or produced in cooperation with UN offices, national peacekeeping training centres, NGOs, universities, or other stakeholders in peacekeeping. Courses developed through such cooperation include three regional courses on the implementation of UN Security Council resolutions on the WPS Agenda, produced in collaboration with UN Women; the course *Protection of Cultural Property*, produced in cooperation with the United Nations Educational, Scientific and Cultural Organisation (UNESCO); 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 national peacekeeping training centres (NPTCs) of Australia, Chile, Germany, Ghana, and Sweden. POTI has also partnered with the Geneva Centre for Security Sector Governance (DCAF) to publish *Preventing Violence Against Women and Promoting Gender Equality in Peacekeeping* and with the Australian Federal Police (AFP) to release *The Role of United Nations Police in Peace Operations*. In 2019, the Institute collaborated with the King's College London Centre for Military Ethics to develop *Ethics in Peace Operations*.



Most POTI students are in areas 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 model of e-learning allows students to review course material without an internet connection until they are prepared to take the examination. The Institute has developed two of its courses into E-Publications: *Introduction to the UN System: Orientation for Serving on a UN Field Mission* and *Ethics in Peace Operations*. The E-Publication format provides an interactive textbook experience that electronically models a traditional textbook, while still fitting the “high-tech/low-tech” model to ensure maximum accessibility.

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 practice generates a unique exam for every student worldwide. 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.



Figure 1: Example of a 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 POTI Executive Director.

### III. Individual E-Learning for African Peacekeepers programme (IELP)

The E-Learning for African Peacekeepers (ELAP) programme provided online peacekeeping training to military personnel, police, and gendarmerie of all African nations at no cost. This programme was recently expanded to include employees of ministries of foreign affairs and peace-related government agencies, together constituting the comprehensive Individual E-Learning for Peacekeepers from Africa programme (IELP Africa). For thousands of African peacekeepers, the IELP Africa programme constitutes vital training they receive before being deployed on a Peace Support Operation (PSO). IELP Africa brings African peacekeepers the practical knowledge, skills, and code of conduct they need to perform their job, which ultimately increases the likelihood of a successful PSO. POTI courses cover subjects such as human rights, gender perspectives, logistics of peacekeeping operations, humanitarian relief operations, and ethics in peacekeeping, among others. This programme is designed to be easily accessible and available 24/7 to students in situ wherever they are in their home country, while in training, or while deployed on UN, European Union, African Union, or hybrid missions.

- » To view our website detailing the IELP Programme, please see <<https://www.peaceopstraining.org/programs/ielp/>>.

## IV. Methodology for Monitoring and Evaluation of IELP Africa

The Institute maintains an ongoing M&E programme to measure the effectiveness of its programmes, including IELP Africa. 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 the 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 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 POTI website. Students can post comments that others are able to see before enrolling. The Institute does not edit or redact these comments, 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](http://www.peaceopstraining.org/courses) and select any course title.
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 questions from POTI staff. Responses are recorded and analysed for trends.
8. **Surveys to training centres and trainers:** POTI distributed surveys to trainers and training centres to assess e-learning at those centres.\*

## V. IELP Africa — Demand, Feedback, and Effectiveness

### Demand for IELP Africa

During the three-year period for reporting, the Institute's Individual E-Learning for Peacekeepers from Africa programme (IELP Africa) saw a total of 63,432 enrolments comprising 5,720 students from 54 African nations. The most IELP Africa enrolments were from students from (in order) Nigeria, Côte d'Ivoire, Kenya, Cameroon, Ghana, Zambia, Benin, Egypt, Burkina Faso, and South Africa (see Figure 2). In total, approximately 15% of IELP Africa enrolments were from women.

\* These are not tracked by course taken.

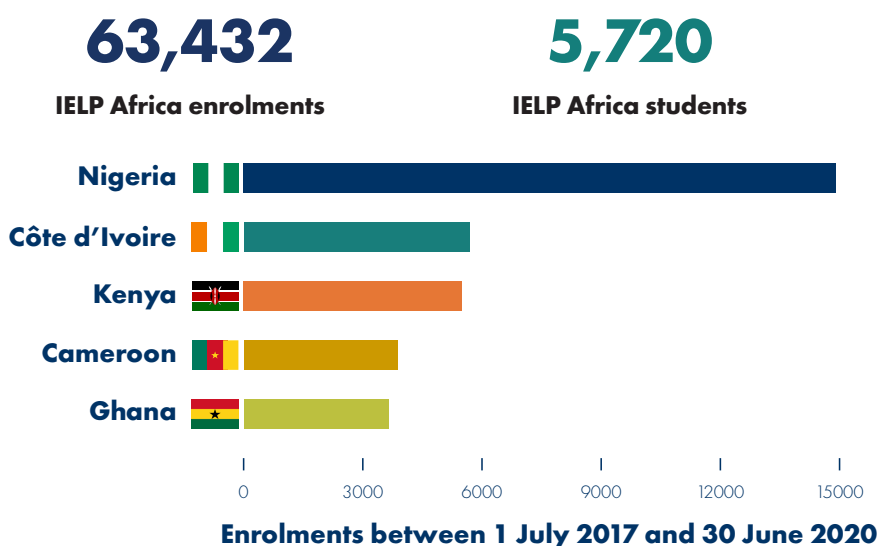
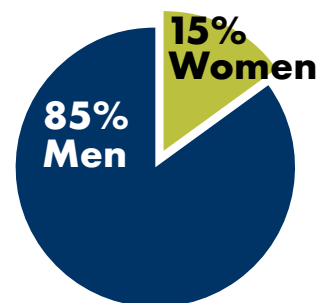


Figure 2: Nations represented by highest number of IELP enrolments

Figure 3: Breakdown of IELP enrolments between men and women



Over the three-year period, the vast majority of IELP Africa students (95.26%) surveyed strongly or somewhat agreed the text materials explained concepts clearly (Figure 4).

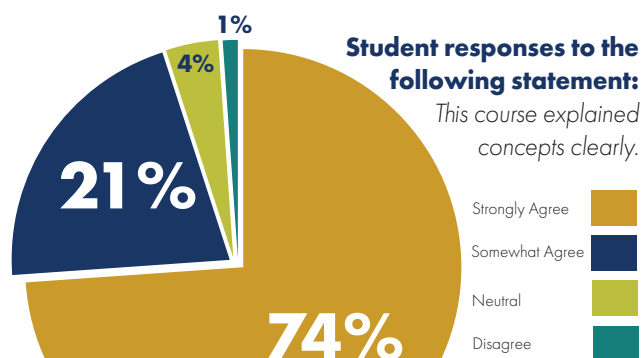


Figure 4: IELP student responses to "This course explained concepts clearly."

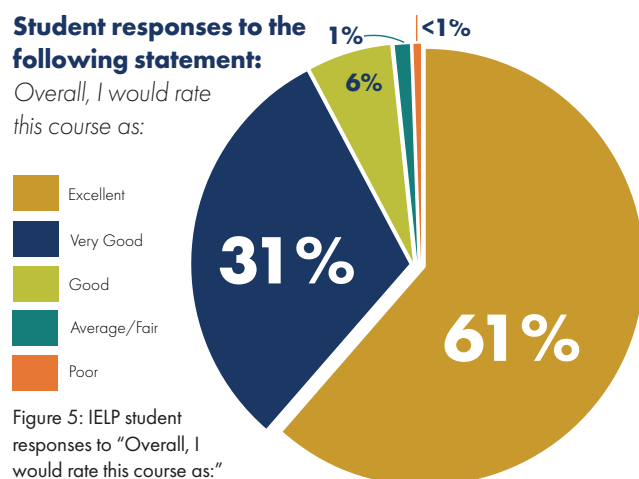


Figure 5: IELP student responses to "Overall, I would rate this course as:"

When asked "Overall, I would rate this course as," 98.45% of students listed "Excellent", "Very Good", or "Good" (Figure 5). When asked if the enrolment procedure was satisfactory, 97.45% of all IELP Africa students surveyed responded "Yes."

When asked "How likely are you to recommend POTI courses to others?", 96.03% of IELP Africa students were either "Very Likely" or "Likely" to recommend POTI courses to others (Figure 6).

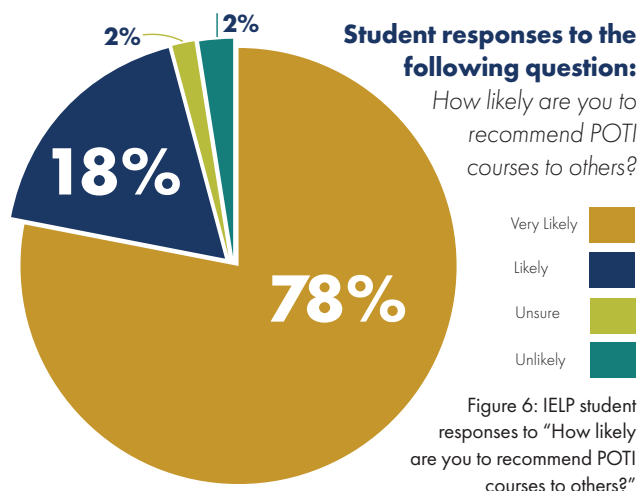


Figure 6: IELP student responses to "How likely are you to recommend POTI courses to others?"



POTI continued to prepare African peacekeepers effectively for peacekeeping missions through its IELP Africa programme, with 72.19% of students surveyed stating they took POTI courses to prepare to serve on a mission (Figure 7). Out of those that answered “Yes”, 76.9% of respondents said they “Often” or “Very Often” applied the knowledge they acquired in a mission environment (Figure 8).

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

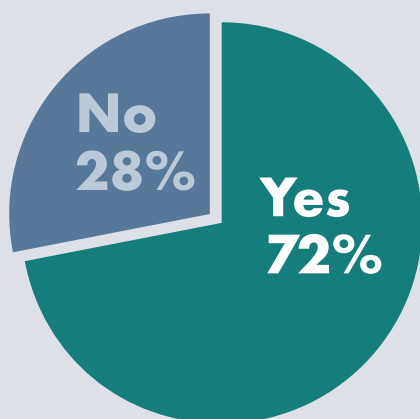


Figure 7: IELP student responses to “Did you take this course to prepare for a peacekeeping mission?”

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

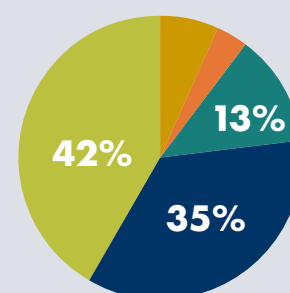


Figure 8: IELP student responses to “How often did you/do you use the knowledge gained through this course (if applicable)?”

IELP Africa students enrolled most frequently in courses in English. Over the three-year grant period, English courses comprised 73.91% of IELP Africa enrolments and French courses comprised 25.88%. Spanish, Arabic, and Portuguese enrolments constituted less than 1% of IELP Africa enrolments. The course editions with the most enrolments from IELP Africa included:

- 1. Introduction to the UN System: Orientation for Serving on a UN Mission:** 4,224 enrolments  
2,659 in English, 1,498 in French, 17 in Spanish, 38 in Arabic, and 12 in Portuguese;
- 2. Principles and Guidelines for UN Peacekeeping Operations:** 2,929 enrolments  
2,135 enrolments in English and 794 enrolments in French
- 3. Protection of Civilians:** 2,815 enrolments  
2,062 enrolments in English and 753 enrolments in French
- 4. Ethics in Peace Operations:** 2,787 enrolments  
2,048 enrolments in English, 730 enrolments in French, and 9 enrolments in Spanish
- 5. Human Rights:** 2,624 enrolments  
1,864 enrolments in English and 760 enrolments in French

### The student feedback questionnaire

Course feedback is taken from students following their successful completion of a course. It is monitored on an ongoing basis and provided to the designated department at POTI (e.g. Course Author, Course Content, Registrar) for additional action as appropriate.

Course authors are also provided with an annual summary of course feedback from students, as well as Pre-Course Assessment and End-of-Course Examination scores. In addition to the questions that ask students to select answers from a scale (see pages 12 and 13), the Institute also asks students to provide feedback in their own words in an open-ended format. A simple content analysis of 2,828 submissions of qualitative feedback from students yielded Figure 11: a representation of most frequently used content words that includes “educative”, “informative”, “interesting”, and “helpful”, among others (Figure 9).



Figure 9: Frequency representation of most-used content words in qualitative student feedback

### Three- and nine-month follow-up surveys\*

During the grant period, the Institute received responses to the three-month follow-up survey and nine-month follow-up survey from students.

### Three-month survey results:

Approximately 106 IELP Africa students took the three-month survey in English during the grant period. When asked “Did the course(s) you take with POTI offer you practical knowledge to better perform your job?”, 92.45% of students surveyed stated “Yes” and the other 7.55% stated “Not applicable”. When asked “Did you gain additional new knowledge from POTI courses on relevant topics that were not covered in your classroom training?”, 89.69% stated “Yes”. When asked “If Yes, please tell us more”, students submitted various responses, including:<sup>1</sup>

“Women peace and security WPS is an important course i learned from POTI which I haven’t learn from somewhere else.”

“The Training acquired from my country is mostly for preparation for Peace Keeping Assignment but taking online trainings on POTI afford a Peace keeper time to concentrate and learn more in a conducive and convenient manner.”

“POTI courses cover some of the topics in detail as opposed to just an overview.”

“I the previous training I didn’t cover Protection of Civilians, Peacekeeping and International Conflict Resolution but with POTI, I did. I appreciate on your practical and relevant training.”

When asked “During your mission, how often did/do you use the knowledge gained through the course(s) you took with POTI?”, 90.5% of students surveyed chose “Very Often”, “Often”, or “Occasionally”.

When prompted: “Feel free to use this space for other comments or suggestions you may have”, students submitted various responses, including:

“POTI has really helped me understand the operations of the UN generally....for professional and general knowledge. I really appreciate being part of POTI family.”

“POTI courses are very useful for every peacekeepers because you get to know a lot about the UN systems. They were helpful to me because when we prepare for Peacekeeping you won’t cover all areas in the induction training you need to learn more in your own time. The certificates offered will also help you in your home country or in future missions. Thanks to POTI”

1) Note that all quoted text from students is unedited and therefore subject to spelling and grammar irregularities.

"Let me use this medium to commend the POTI authority for this great initiative. It has helped us in preparing for UN peacekeeping operations in the future."

"I would like to thank the POTI team for the opportunity given. I have completed my tour with UNIFIL and have returned back home to Ghana. I will still pursue other courses back home."

"Continue with such splendid work of providing training to peacekeepers, broaden your net to reach out to those in developing countries especially those from Africa. Your training is so helpful. Best regards POTI"

When asked: "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?", 82.47% of students stated "Strongly agree", 9.28% stated "Somewhat agree", 4.12% stated "Neutral", and 4.12% gave no response (Figure 10).

When asked: "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?", 96.97% of respondents answered "Yes".

Approximately 74 individuals answered this survey in French, with similar results. Of those surveyed, 97.26% stated they would recommend POTI courses to a friend or colleague. 83.87% stated POTI courses provided practical knowledge useful for a mission. When asked "During your mission, how often did/do you use the knowledge gained through the course(s) you took with POTI?", 79.31% of students surveyed chose "Very Often", "Often", or "Occasionally".

### Nine-month survey results:<sup>2</sup>

Of the 100 IELP Africa students responded to this survey in English, 26% were serving on a mission while responding to the survey. Of those surveyed, 97% stated they remembered most of the knowledge they learned from the POTI course they took nine months prior. Most students (97.62%) agreed POTI courses gave them practical knowledge to improve their performance on the mission. When asked "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?", 98.95% of students answered "Very likely" or "Likely".

Of the 70 IELP Africa students responded to this survey in French, 8% were serving on a mission while responding to the survey. Of those surveyed, all stated they remembered most of the knowledge they learned from the POTI course they took nine months prior. Most students (81.25%) agreed POTI courses gave them practical knowledge to improve their performance on the mission. When asked "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?", 96.83% of students answered "Very likely" or "Likely".

### Focus groups

The Institute conducted a threefold series of focus groups throughout the three-year grant period. Due to the spontaneous and unscripted nature of focus groups, there was some variability in the questions asked and the responses provided by participants for each set.

The first focus group, conducted on 27 and 28 December 2017, consisted of five students and was held through instant messaging and e-mail. Participants included civilians, those serving in national militaries, and military observers. When asked

### After Three Months:

*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?*

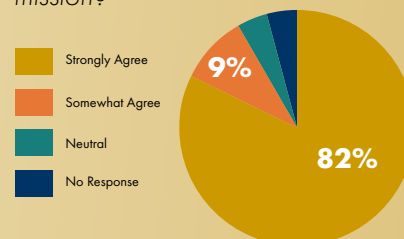


Figure 10: Student responses to knowledge gained and mission performance

2) Note that respondents to surveys were able to skip questions, resulting in varying numbers of respondents between questions.

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.”

In December of 2018, POTI conducted three in-depth focus groups, collecting a wide variety of views from different people. Dialogue was held through Skype instant messaging. Participants were randomly selected from all POTI students based on language, geography, programme, gender, and other qualities and were sent an email inviting them to participate in the focus group. Most participants in the focus groups were currently serving or had served on peace operations around the world. The two most common missions were MINUSCA and UNOCI. The participants represented five countries: Kenya, Liberia, the Netherlands, Senegal, and Tunisia. In general, students were highly satisfied with POTI’s curriculum. Most students pointed to the ease of accessibility and self-paced nature of courses as positive aspects of the curriculum. A majority of students indicated they completed their courses on personal laptops. When asked why they had pursued taking courses with POTI, group members cited a desire to learn more about peacekeeping and to advance professionally. Most students who participated were interested in studying at a national training centre, and some indicated they had previously. Students also provided ideas to improve the Institute’s curriculum. One participant who works as a social worker in Liberia suggested developing a course focused on refugees and xenophobia in peacekeeping.

In March 2020, POTI conducted a virtual focus group on its Women, Peace, and Security courses, developed in cooperation with UN Women. A few of these participants were from Africa. The participants gave positive reviews and have implemented the tools and lessons learned into their everyday lives. POTI hosted the focus group on FocusGroupIt, an online platform that allows organizations to gather qualitative feedback. This platform provided participants flexibility to respond to the questions on their own time and at their own pace. Six students who completed one of the three WPS courses volunteered to participate, while POTI staff moderated the discussion. All participants found the WPS courses to be enlightening about the women and gender issues in peace operations. One participant stated that she “was surprised by the depth of the content and how little [she] had paid attention to such [an] important topic”. Another who took the course before deploying on a UN peace operation found the course helped him better protect women. All participants indicated they were attempting to implement the lessons they learned in their personal and professional lives. One participant who worked in the Ministry of Foreign Affairs and International Cooperation in Benin said he chose to raise awareness about discrimination against women and girls through his work with children at his church. Another participant, a UNDP volunteer, discussed how he applied the tools from the WPS course daily as part of his work with women in Niger. Overall, they were satisfied with the courses and said they would recommend them to others.

“I was surprised to learn how the agenda on women, peace and security was constructed and structured and also discover all the documents of the UN on the theme.

I hope people will have a better understanding of how the absence of women in political discussions, not only on post-conflict resolutions but all the time, can have serious consequences for women and all of society.”

– Participant in 2020 WPS focus group

### Surveys to training centres and trainers

In December of 2018, the Institute sent 10-question surveys to national peacekeeping training centres in Africa, Latin America and the Caribbean, and South Asia and received responses from centres in each of those regions: the International Peace Support Training Centre (IPSTC) in Kenya, the Unidad Escuela Misiones de Paz de Ecuador (UEMPE) in Ecuador, and the Republic of Fiji Military Forces Blackrock Peacekeeping Center (RFMF).

IPSTC was the largest centre to respond to the survey, training more than 1,000 students annually. Centre leadership indicated the POTI curriculum currently meets their expectations and they very much appreciate the accessibility of POTI e-learning courses. The centre also indicated it sometimes experiences bandwidth issues that can affect access to POTI courses. IPSTC leadership also noted that they had previously taken POTI courses. In its response, the centre suggested child protection and security sector reform as topics that should be added to the POTI curriculum. The centre also indicated training peacekeepers on issues related to gender awareness and women's rights is a "high priority".

In April of 2020, POTI sent surveys to various national peacekeeping training centres in Africa to assess the impact of COVID-19 on their classroom courses. POTI engages with centres directly through the National Training Centre E-Learning Platform (NTCELP) in Africa, a separate programme. However, many IELP Africa students later move on to train at centres. The survey questions can be accessed here: English: <<https://www.surveymonkey.com/r/GY5S22V>>; Spanish: <<https://www.surveymonkey.com/r/G3VP8H2>>.

The following African centres responded:

- Kofi Annan International Peacekeeping Training Centre (KAIPTC) - Ghana;
- National Defence College (NDC) - Nigeria;
- Federal Democratic Republic of Ethiopia Peace Support Training Center (FDRE-PSTC) - Ethiopia;
- Gambia Police Force Peacekeeping Center (GPFPC) - The Gambia; and
- Institute of Peace and Conflict Studies (IPCS) – Tanzania.

The Federal Democratic Republic of Ethiopia Peace Support Training Center (FDRE-PSTC) - Ethiopia stated: "The support of POTI was fundamental for the improvement of the knowledge of the PSTC students. In this moment of COVID-19 we have made contacts to the students to they get courses from POTI platform to maintain e-learning of peacekeeper subjects." Most centres indicated students are using computers to access POTI courses, while one centre, KAIPTC (Ghana), indicated they are using the web browser on mobile phones.

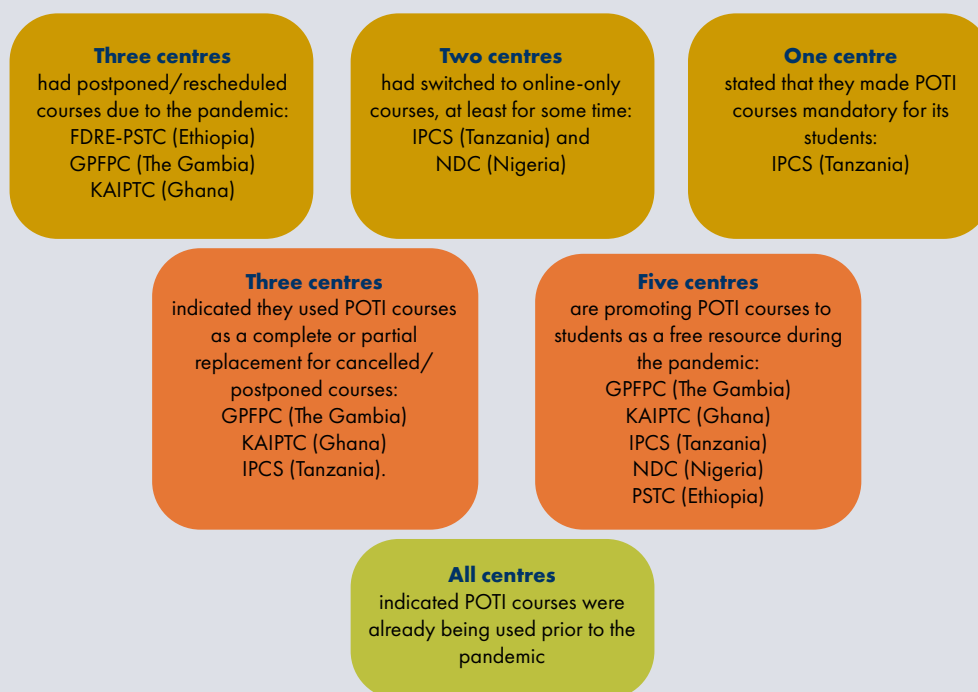
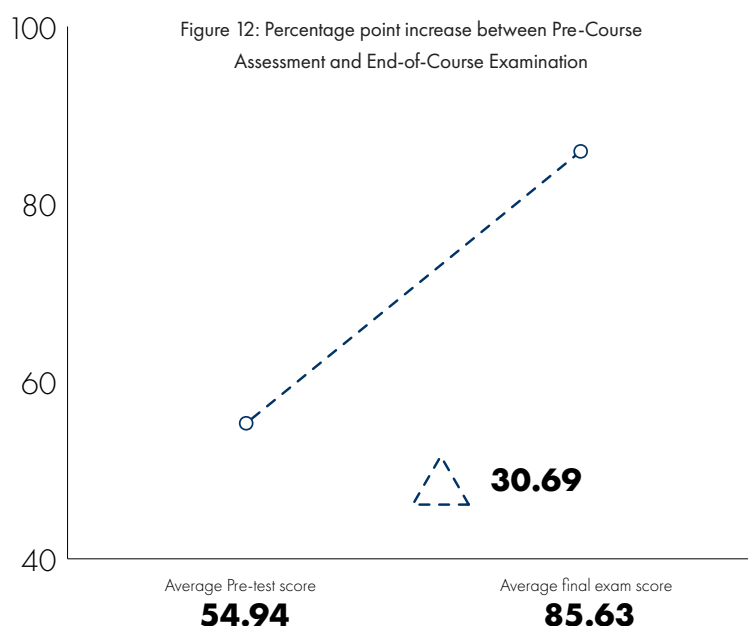


Figure 11: Survey data on the effect of COVID-19 on peacekeeping training centres



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

Before commencing any POTI course, students must 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-year grant period, the mean overall Pre-Course Assessment score across IELP Africa enrolments was 54.94%. The mean overall End-of-Course Examination score was 85.63%. The mean Exam scores remained consistent within 1 percentage point over the three years. The change in test scores from pre- to post-exam (known as the delta,  $\Delta$ ) is a recognized metric for learning as a result of the intervention (the course). The average  $\Delta$  across all exams taken by IELP Africa students was 30.69 percentage points (Figure 12). The pass rate over time fluctuated between 89% and 92%: 89.76% in the first year of the grant, 92.31% in the second year, and 91.55% for the final year of the grant period.

## 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 a high demand for the IELP Africa Programme from individuals in both English and French. Students report high levels of satisfaction with POTI courses.

## VII. Conclusions and Recommendations

The IELP Africa 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.

## Appendix A: IELP Africa Enrolments by Nation for Men and Women (1 July 2017-30 June 2020)

Nationality	Female Enrolments	Male Enrolments	Total Enrolments
Algeria	1	65	66
Angola	0	49	49
Benin	226	2,121	2,347
Botswana	38	245	283
Burkina Faso	114	2,033	2,147
Burundi	68	1,571	1,639
Cameroon	1,440	2,432	3,872
Cape Verde	0	1	1
Central African Republic	11	103	114
Chad	21	153	174
Comoros	8	53	61
Congo, Democratic Republic of the	2	93	95
Congo, Republic of the	0	299	299
Côte d'Ivoire	981	4,706	5,687
Djibouti	0	40	40
Egypt	13	2,194	2,207
Equatorial Guinea	0	3	3
Eritrea	0	1	1
Ethiopia	122	1,016	1,138
Gabon	35	55	90
Ghana	515	3,131	3,646
Guinea	4	161	165
Guinea-Bissau	18	0	18
Kenya	943	4,562	5,505
Lesotho	29	60	89
Liberia	160	640	800
Libya	0	8	8
Madagascar	9	195	204
Malawi	75	146	221
Mali	16	256	272
Mauritania	0	5	5
Mauritius	29	107	136
Morocco	3	623	626
Mozambique	1	0	1
Namibia	154	172	326
Niger	35	1,118	1,153
Nigeria	1,952	12,965	14,917
Rwanda	95	1,439	1,534

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Nationality	Female Enrolments	Male Enrolments	Total Enrolments
São Tomé and Príncipe	0	3	3
Senegal	58	1,770	1,828
Seychelles	0	3	3
Sierra Leone	282	354	636
Somalia	0	74	74
South Africa	485	1,581	2,066
South Sudan	1	36	37
Sudan	66	344	410
Swaziland	185	115	300
Tanzania	194	896	1,090
The Gambia	60	440	500
Togo	50	488	538
Tunisia	130	909	1,039
Uganda	252	1,601	1,853
Unknown/Not Listed	0	6	6
Zambia	507	1,927	2,434
Zimbabwe	217	459	676
<b>Total Enrolments</b>	<b>9,605</b>	<b>53,827</b>	<b>63,432</b>

## Appendix B: IELP Africa Student Feedback Questionnaire with Summary of Responses

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

	Total
No	2,596 (27.81%)
Yes	6,738 (72.19%)
<b>Total</b>	<b>9,334</b>

If you answered "YES" to the previous question, how valuable would you rate this course in your preparation? (Part 2/2)

	Total
Very Valuable	5,962 (78%)
Valuable	1,462 (19.13%)
Somewhat Valuable	124 (1.62%)
Not Valuable	96 (1.26%)
<b>Total</b>	<b>7,644</b>

If you answered "YES" to the previous question, how likely are you to share and reinforce the information obtained from this course supplement with your subordinates and/or other people? \*

	Total
Very Likely	694 (42.11%)
Likely	464 (28.16%)
Not Sure	133 (8.07%)
Unlikely	210 (12.74%)
Not At All Likely	147 (8.92%)
<b>Total</b>	<b>1,648</b>

\* 464 students did not provide a response; this question was replaced in the 2019/20 period of the grant due to low response rates.

How likely are you to recommend POTI courses to others? \*

	Total
Very Likely	1,755 (78.13%)
Likely	402 (17.9%)
Not Sure	38 (1.69%)
Unlikely	35 (1.56%)
Not At All Likely	16 (<1%)
<b>Total</b>	<b>2,246</b>

\* 19 students did not provide a response.

If you answered "YES" to the previous question, how often did/do you use the knowledge gained through this course? (Part 1/2)

	Total
Very Often	1,221 (41.66%)
Often	1,033 (35.24%)
Occasionally	370 (12.62%)
Rarely	106 (3.62%)
Not At All	201 (6.86%)
<b>Total</b>	<b>2,931</b>

Are you in a position where you supervise peacekeepers?

	Total
No	4,246 (58.89%)
Yes	1,783 (29.57%)
<b>Total</b>	<b>6,029</b>

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?

	Total
No	385 (10.64%)
Yes	2,656 (73.41%)
Not Applicable	577 (15.95%)
<b>Total</b>	<b>3,618</b>

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

	Total
1-3 Hours	1,925 (27.85%)
3-6 Hours	2,142 (30.99%)
6-10 Hours	1,341 (19.4%)
10+ Hours	1,505 (21.77%)
Total	6,913

Please indicate your mission status. Select all that apply.

	Total
I am currently serving on a mission	2,453
I have previously completed serving on a mission	2,007
I will be serving on a mission	747
I hope to serve on a mission in the future	5,199
I do not plan to serve on a mission	205
Total	10,611

Respond to the following statement: The End-of-Lesson Quizzes are helpful.\*

	Total
Strongly Agree	5,129 (74.53%)
Somewhat Agree	1,390 (20.2%)
Neutral	285 (4.14%)
Somewhat Disagree	53 (<1%)
Strongly Disagree	25 (<1%)
Total	6,882

\* 44 students did not provide a response.

Respond to the following statement: The text materials have informative illustrations and charts.\*

	Total
Strongly Agree	2,235 (68.08%)
Somewhat Agree	816 (24.86%)
Neutral	197 (6%)
Somewhat Disagree	26 (<1%)
Strongly Disagree	9 (<1%)
Total	3,283

\* 11 students did not provide a response.

Overall, I would rate this course as:

	Total
Excellent	5,734 (61.43%)
Very Good	2,885 (30.9%)
Good	570 (6.1%)
Average	82 (<1%)
Fair	31 (<1%)
Poor	32 (<1%)
Total	9,334

Respond to the following statement: The End-of-Course Examination questions are written clearly.\*

	Total
Strongly Agree	4,948 (71.8%)
Somewhat Agree	1,595 (23.15%)
Neutral	266 (3.86%)
Somewhat Disagree	63 (<1%)
Strongly Disagree	19 (<1%)
Total	6,891

\* 35 students did not provide a response.

Respond to the following statement: The text materials explain concepts clearly.\*

	Total
Strongly Agree	6,914 (74.38%)
Somewhat Agree	1,941 (20.88%)
Neutral	327 (3.52%)
Somewhat Disagree	72 (<1%)
Strongly Disagree	41 (<1%)
Total	9,295

\* 38 students did not provide a response.

Respond to the following statement: This course covers topics related to gender equality and women's roles in peacekeeping and peacebuilding in a clear and informative manner.

	Total
Strongly Agree	3,651 (60.56%)
Somewhat Agree	1,598 (26.51%)
Neutral/Not Applicable	555 (9.21%)
Somewhat Disagree	123 (2.04%)
Strongly Disagree	102 (1.69%)
Total	6,029



Was the enrolment process satisfactory?

	Total
No	168 (1.8%)
Yes	9,164 (98.2%)
Total	9,332

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

	Total
History	943
Humanitarian Affairs	3,220
Logistics	1,996
Military	3,089
Other	897
Police	2,563
Total	12,708

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

	Total
Facebook Page	302
Further readings and/or related websites	6,433
Question submission to the course author	1,842
Video/audio introductions from the course author	2,785
Total	11,362

Which type of device did you use to access this course?

	Total
Desktop Computer	1,934 (23.63%)
Laptop Computer	3,281 (40.09%)
Phone	1,980 (25.19%)
Printed Book	514 (6.28%)
Tablet	476 (5.82%)
Total	8,185

## Appendix C: Pre-Course Assessment and End-of-Course Examination scores by course

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### Pre-Course Assessment

Pretests taken	Avg Pretest score	Max score	Min score
20,158	54.94	100%	0

### End-of-Course Exam

End-of-Course Exams taken	Avg End-of-Exam score	Max Score	Min Score	Pass Rate
8,719	85.63	100%	22%	90.96%

## Appendix D: Three-Month Follow-Up Survey Responses<sup>3</sup>

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

	Respondents
Yes	98 (92.45%)
N/A	8 (7.55%)
Total	106

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?

	Respondents
Yes	81 (48.5%)
No	86 (51.5%)
Total	167

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

	Respondents
Very Often	55 (57.89%)
Often	28 (29.47%)
Occasionally	3 (3.16%)
Rarely	4 (4.21%)
Not at All	5 (5.26%)
Total	95

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

	Respondents
Personalized announcements within my virtual classroom	30
Personalized emails sent to me only	158
Through POTI's e-newsletters	33
Through POTI's social media channels (e.g.: Facebook, Twitter, etc.)	25
Through POTI's website	31
Total	277

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

	Respondents
Yes	87 (89.69%)
No	10 (10.31%)
Total	97

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

	Respondents
A Certificate of Completion helps individuals be selected for a Peace Support Operation (PSO)	56
A Certificate of Completion is helpful towards professional promotion	50
No recognition	25
Not Applicable	21
The training provided by POTI is incorporated within the National PSO Training Programme	27
Total	179

Have you ever attended a classroom training programme at a national peacekeeping training center?

	Respondents
Yes	75 (45.73%)
No	89 (54.27%)
Total	164

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 center?

	Total
Strongly Agree	80 (82.47%)
Somewhat Agree	9 (9.28%)
Neutral	4 (4.12%)
No Response	4 (4.12%)
Total	97

3) Three-month follow-up surveys not tracked by course.

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?

	Total
Strongly Agree	76 (81.72%)
Somewhat Agree	13 (13.98%)
Neutral	3 (3.23%)
Somewhat Disagree	0
Strongly Disagree	1 (1.08%)
Total	93

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?

	Respondents
Yes	160 (96.97%)
No	4 (2.42%)
No Opinion	1 (<1%)
Total	165

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

	Total
I am a student or teacher at a secondary school, college, or university or involved in Model UN	13 (7.22%)
I am a United Nations Volunteer (UNV), National staff on mission, UN Secretary Employee	2 (1.11%)
I am in the military	82 (45.56%)
I am in the police	62 (34.44%)
I work for a humanitarian or peacekeeping-related Non Governmental Organization (NGO)	8 (4.44%)
Other	13 (7.22%)
Total	180

## Appendix E: Nine-Month Follow-Up Survey Responses<sup>4</sup>

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

	Respondents
Yes	26 (26%)
No	74 (74%)
Total	100

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

	Respondents
Very Often	22 (59.46%)
Often	9 (24.32%)
Occasionally	5 (13.51%)
Never	0
Not Applicable	1 (2.7%)
Total	37

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?

	Respondents
Strongly Agree	37 (84.09%)
Somewhat Agree	4 (9.09%)
Neutral	1 (2.27%)
Disagree	0
Strongly Disagree	0
Total	44

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

	Respondents
I remember most of the knowledge I learned from this course	97 (97%)
I barely remember the knowledge I learned from this course	3 (3%)
Total	100

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?

	Respondents
Very Likely	86 (90.53%)
Likely	8 (8.42%)
Unlikely	1 (1.05%)
Total	95

4) Nine-month follow-up surveys not tracked by course.



### 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 fulfills 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](http://www.peaceopstraining.org).

