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

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

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List of Acronyms

Acronym	Meaning
ALCOPAZ	Association of Latin American Peacekeeping Training Centres
AMISOM	African Union Mission in Somalia
AP	Asia and the Pacific
APSTA	African Peace Support Trainers Association
AU	African Union
BPOTC	Birendra Peace Operations Training Centre (Nepal)
C34	United Nations Special Committee on Peacekeeping Operations
CECOPAZ-PERU	Centro de Entrenamiento y Capacitación para Misiones de Paz (Peru)
CENCOPAZ	Centro de Entrenamiento y Capacitación para Misiones de Paz (Colombia)
CPTM	Core Pre-deployment Training Materials
CUNPK	Centre for UN Peacekeeping (India)
ELPAP	E-Learning for Peacekeepers in the Asia Pacific
ESMAI	Escuela de Misiones Internacionales y Acción Integral
EU	European Union
IAPTC	International Association of Peacekeeping Training Centres
IPSTC	International Peace Support Training Centre (Kenya)
ITS	Integrated Training Service
KAIPTC	Kofi Annan International Peacekeeping Training Centre (Ghana)
LAC	Latin America and the Caribbean

Acronym	Meaning
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
MONUSCO	United Nations Organization Stabilization Mission in the Democratic Republic of the Congo
MOU	Memorandum of Understanding
NATO	North Atlantic Treaty Organization
NGO	Non-Governmental Organization
NPTC	National Peacekeeping Training Centre
POTI	Peace Operations Training Institute
SRSG	Special Representative of the Secretary-General
UNAMA	United Nations Assistance Mission in Afghanistan
UNAMID	United Nations-African Union Hybrid Operation in Darfur
UNFICYP	United Nations Peacekeeping Force in Cyprus
UNIFIL	United Nations Interim Force In Lebanon
UNISFA	United Nations Interim Security Force for Abyei
UNMAS	United Nations Mine Action Service
UNMISS	United Nations Mission in South Sudan
WHO	World Health Organization
WPS	Women, Peace, and Security

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. The Institute measured the effectiveness of this programme through ongoing monitoring activities in place for the duration of the period spanning 1 January 2019 to 31 December 2019. POTI staff collected data from students in 2019 both before and immediately after they completed a WPS e-learning course through the Institute.

The 2019 data reinforce the conclusions drawn from the previous year. Analysis of the data shows that training with POTI results in measurable learning for students. 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 WPS courses; and POTI WPS training helped students better perform their duties as deployed peace operations personnel.

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 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) "welcomes" 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. 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).

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 the 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 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. In 2019, the Institute developed one of its courses into an E-Publication: *Introduction to the UN System: Orientation for Serving on a UN Field Mission.* 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.[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.

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 Executive Director.

Peace Operations Training Institute

in cooperation with

UN Women

awards

John Doe

this

Certificate of Completion

for completing the course of instruction

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

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

01 July 2019

Nahla Valji
Deputy Chief, Peace and Security Section
UN Women

Figure 1: Example of a WPS Certificate of Completion

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 first to view a

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

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 2019 to 31 December 2019, the WPS Programme totalled 11,864 enrolments from students representing 145 nations. These enrolments came from students primarily representing Africa, Latin America and the Caribbean, and South Asia. Women accounted for 3,689 enrolments or 31.09% 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 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.

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 twelve questions from POTI staff. Responses are recorded and analysed for trends.

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* These are not tracked by course taken.

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 may 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 POTI website as course reviews. The Institute 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/>.

Three- and nine-month follow-up surveys*

Response rates to three- and nine-month follow-up surveys have been limited. Nonetheless, respondents have reported that the knowledge acquired from POTI courses retained its value long after a student received his or her Certificate of Completion. These responses are not specific to WPS courses. Students were given the option to skip questions.

Respondents to the three-month follow-up survey cited various subject matter covered in POTI materials that were not discussed in their in-person classroom training. "Gender" was a common theme in these answers. For example, one student indicated that they "Received additional knowledge on Gender issues and women in policing". Nine of 10 respondents indicated that their POTI training was helpful professionally. When students were asked if they felt that the POTI training was "a good complement" to their in-person training, all respondents (nine students) "Strongly Agreed". One respondent expressed that POTI provides "Good Courses for anyone hoping to work in a PSO environment". For a full list of three-month follow-up survey questions and responses, see Appendix D.

Responses to the nine-month follow-up survey were also very positive. Of the 17 students who filled out the survey, 16 stated they were "Very Likely" to take additional courses with POTI if they were selected to serve on a peace operation in the future. Furthermore, all respondents (17) indicated that they had retained course knowledge since receiving their certificate. For a list of nine-month follow-up survey questions and responses, see Appendix E.

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 permit them to describe their experiences in their own words and compare their thoughts with fellow students from around the globe.

No specific focus groups were conducted in this timeframe, but POTI began planning WPS-specific focus groups that took place in March 2020 for students who had completed at least one of the WPS courses in 2019.

Surveys to training centres and trainers

POTI conducted outreach to national peacekeeping training centres in January, September, October, and December of 2019. This outreach consisted of publicity including information on WPS courses. Through conversations with centre commandants and directors, some centres made POTI courses mandatory, including:

- The Liberia National Police Academy and Training School (LNPATS)
- Centro Argentino de Entrenamiento Conjunto Para Operaciones de Paz (CAECOPAZ) (Argentina)
- Centro de Entrenamiento y Capacitación para Operaciones de Paz (CENCOPAZ) (Colombia)
- La Escuela Nacional de Operaciones de Paz de Uruguay (ENOPU) (Uruguay).

Formal surveys will be conducted in 2020.

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 11,864 enrolments — 8,175 for men and 3,689 for women. This ratio can be at least partly explained by POTI courses being publicized and available to UN peacekeepers: in November 2019, men made approximately 91% up the total number of personnel deployed on a UN mission.[2]

The 2019 figures indicate a 21% increase in total WPS enrolments from the previous year, comprising a 25% increase in enrolments from women and a 20% increase in enrolments from men. Though the Institute is pleased by the increase in total enrolments across genders, the steep increase in enrolments from women is particularly encouraging.

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, Latin America, and North America. WPS was particularly popular for African peacekeepers, with nine African nations placing in the top 20 largest national subscribers for WPS. Appendix A features a full list of WPS subscribers by nation.

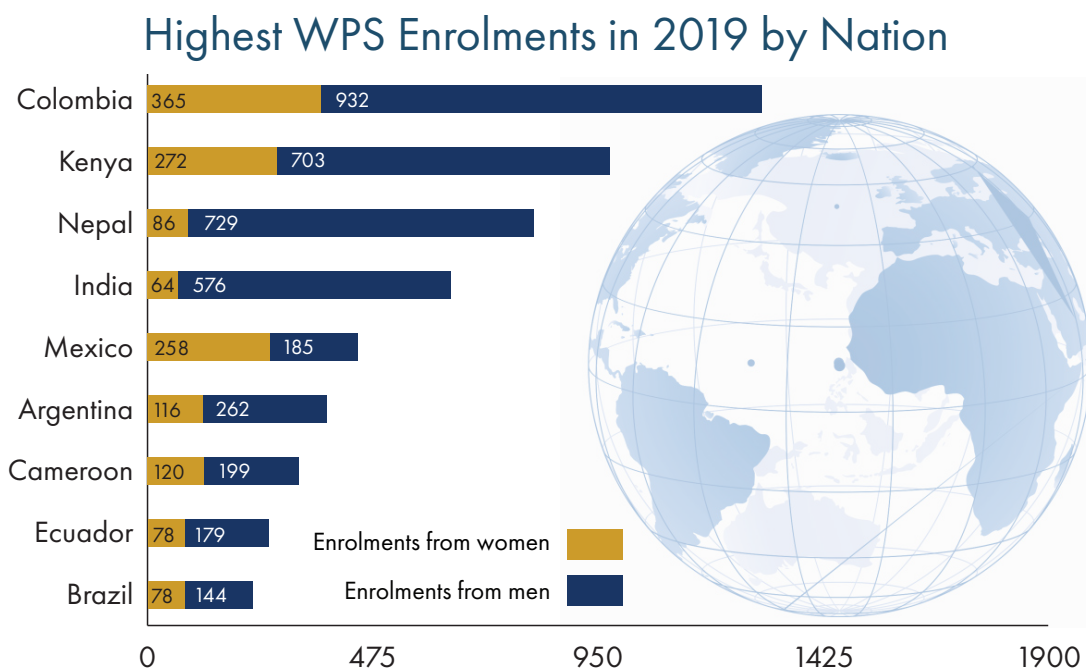## Highest WPS Enrolments in 2019 by Nation

Figure 2: Highest WPS enrolments in 2019 by nation

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2)   United Nations Peacekeeping, "Gender Imbalance Per Mission-Nov 19", November 2019. Available from: https://peacekeeping.un.org/en/gender.

The WPS suite was also popular in training curriculum 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 Mission in South Sudan (UNMISS), the African Union Mission to Somalia (AMISOM), and the United Nations Organization Stabilization Mission in the Democratic Republic of the Congo (MONUSCO). The three training centres recording the most enrolments in WPS courses were the International Peace Support Training Centre (IPSTC) in Kenya; the Birendra Peace Operations Training Centre (BPOTC) in Nepal; and Colombia's Escuela de Misiones Internacionales y Acción Integral (ESMAI). A list of the five missions worldwide with the most WPS enrolments is featured in Figure 3, while Figure 4 details the five national peacekeeping training centres with the most WPS enrolments.

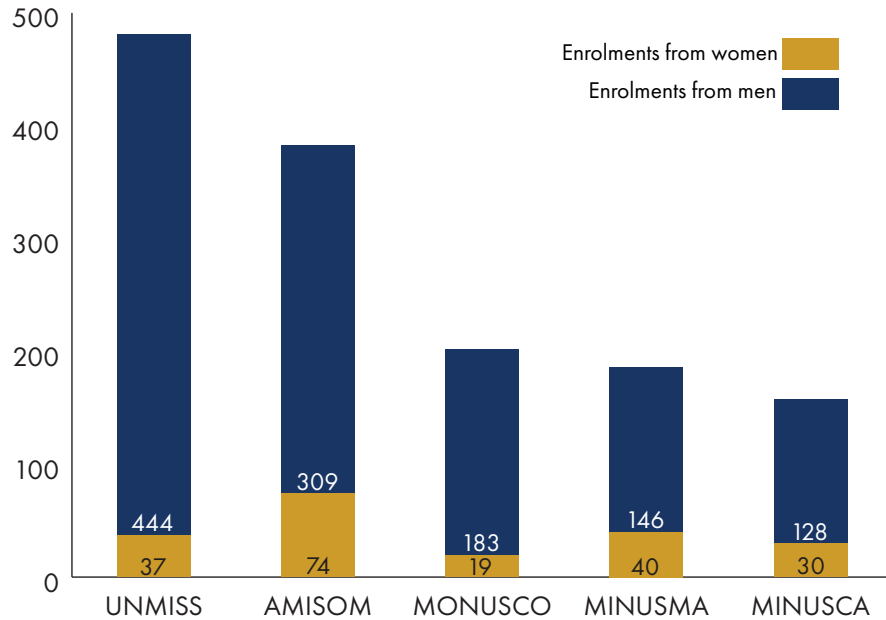## Highest WPS Enrolments in 2019 by Mission

Figure 3: Highest WPS enrolments in 2019 by mission

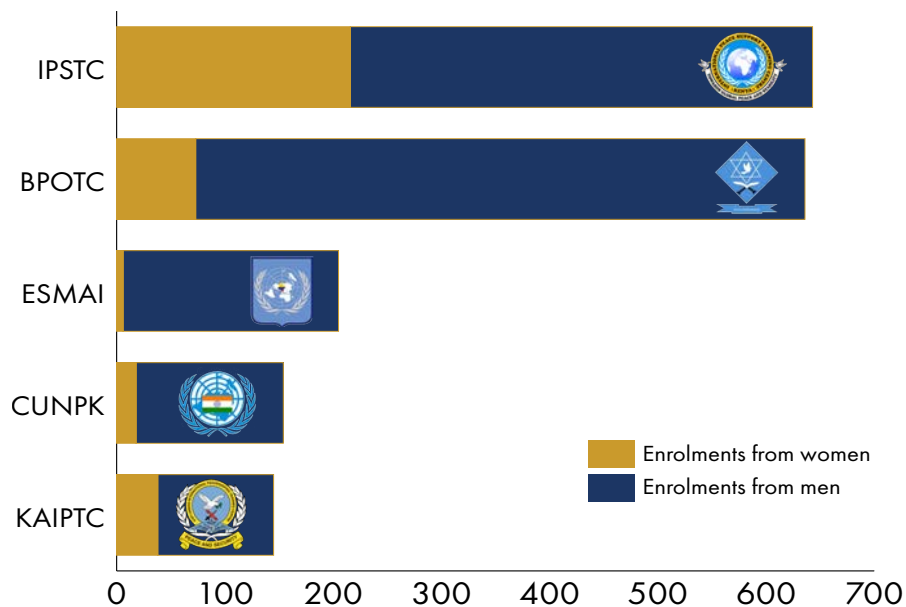## Highest WPS Enrolments in 2019 by National Training Centre

Figure 4: Highest WPS enrolments in 2019 by National Training Centre

As illustrated in Figure 5, about 31% of WPS enrolments were by women, and about 69% were by men. POTI 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 4,821 enrolments across the English and Spanish editions of the course. The Spanish language version of the course recorded 2,032 enrolments, while the English version recorded 2,789 enrolments. WPS Africa garnered the second-highest number of total enrolments with 4,327. The majority of those enrolments (3,673) were for the English language version of the course, while 654 enrolments were for the French language version. Although WPS Asia was third in terms of enrolments with 2,716, this figure is predictable as WPS Asia and the Pacific is currently available only in English. Figure 6 shows

Figure 5: Percentages of WPS Enrolments from Women and Men

31%
Enrolments from Women (3,689)

69%
Enrolments from Men (8,175)
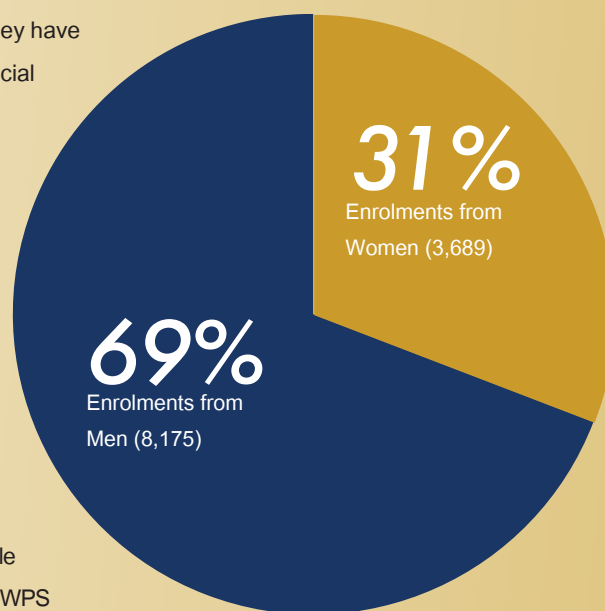
a breakdown of enrolments by region. These figures all show a marked increase from 2018 enrolment numbers, with a 15% increase in enrolments in Latin America and the Caribbean; a 30% increase in enrolments in WPS Africa; and a 22% increase in enrolments in WPS Asia and the Pacific. This significant increase in enrolments across all three courses accompanies a modest (1%) increase from the previous year in the proportion of enrolments from women to enrolments from men.

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.

41%
Latin America and the Caribbean (4,821)

36%
Africa (4,327)

23%
Asia and the Pacific (2,716)

Figure 6: Percentages of WPS Enrolments by regional focus

Percentage Point Increase between Pre-Course Assessment and End of-Course Examination

Figure 7: Percentage change (Δ) from Pre-Course Assessment to End-of-Course Examination by course regional focus in 2019

For the three geographic regions of the WPS suite, the mean overall Pre-Course Assessment score for the one-year reporting period was 54.58%. The mean overall End-of-Course Examination score was 88.76%. The change in test scores from pre- to post-test (known as the delta, Δ) is a recognized metric for learning as a result of the intervention (the course). The average Δ for all WPS courses was 34.18%. Across the three WPS courses, WPS Latin America and the Caribbean had the greatest Δ, with an average increase of 35.78%, from an average Pre-Course Assessment score of 54.22% to the highest average End-of-Course Examination score of 90.00%. Figure 7 shows the average Δ for each WPS geographic region.

The student feedback questionnaire

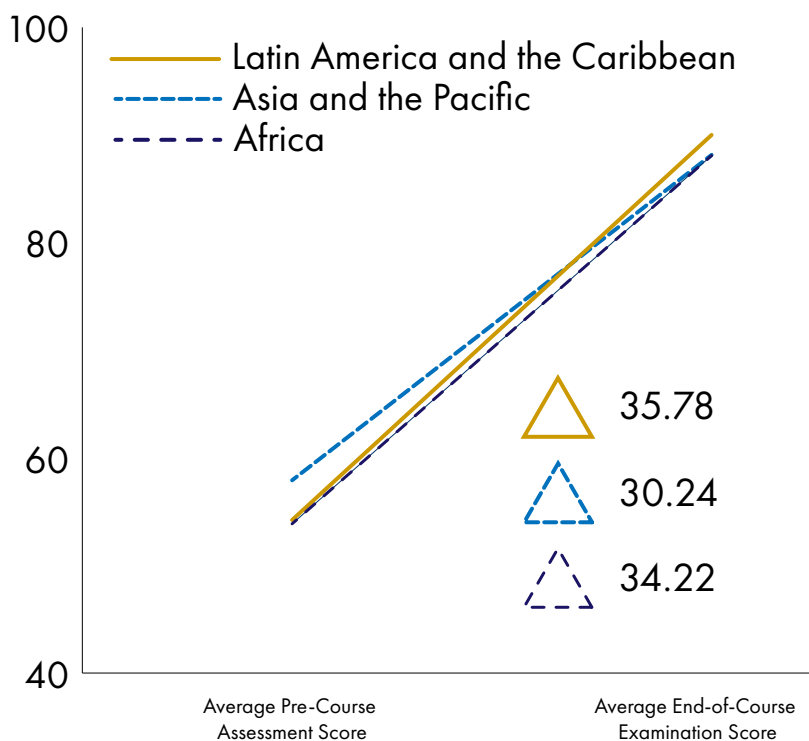In general, student feedback on the WPS programme is overwhelmingly positive. As shown in Figure 9, a combined 91% of students rated the WPS courses as "Excellent" or "Very Good", and more than 97% rated the courses positively. When students were asked whether they would recommend a POTI WPS course to others, 97% indicated that they were either "Very Likely" or "Likely" to do so.

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 are also provided with an annual summary of course feedback from students, as well as Pre-Course Assessment and End-of-Course Examination scores. For a list of questions and a summary of responses, see Appendix B. Responses separated by course are available upon request.

"The course is well explained and it has imparted me with vital information about women as victims of conflict as well as drivers of effective and sustainable peace."

★★★★★

UN Photo #510380 by Logan Abassi

Student responses to the following statement about WPS courses: "This course explained concepts clearly."

Out of 1,369 respondents, 93.65% of students "Strongly" or "Somewhat Agree" that the course explained concepts clearly.

Legend:
- Strongly Agree
- Somewhat Agree
- Neutral
- Disagree or no response

74%
20%
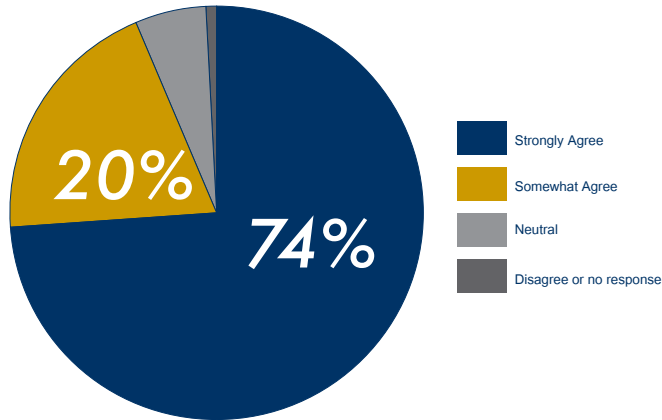
Figure 8: WPS course clarity

WPS course ratings upon completion

Out of 1,258 respondents, 91.69% of students rated their course as "Excellent" or "Very Good."

Legend:
- Excellent
- Very good
- Good
- Average
- Fair or poor

63%
28%
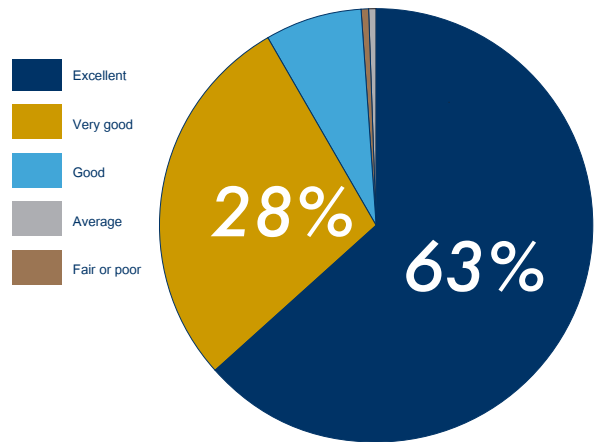
Figure 9: WPS course ratings in 2019

Student responses to the following question: "How likely are you to recommend this course to others?"

Out of 220 respondents, 96.82% of students are either "Likely" or "Very Likely" to recommend a WPS course to others.

72%
25%

Legend:
- Very Likely
- Likely
- Unsure
- Unlikely

Figure 10: Willingness to recommend WPS course to others

"As an African from Nigeria in particular, the Course is very essential. I recommend all Military personnel especially those within African region to partake this Course."

UN Photo #792845 by Gema Cortes

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 WPS Programme from individuals and institutions. It is also evident that African, Asian, and Latin American peacekeepers build their knowledge on WPS 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.

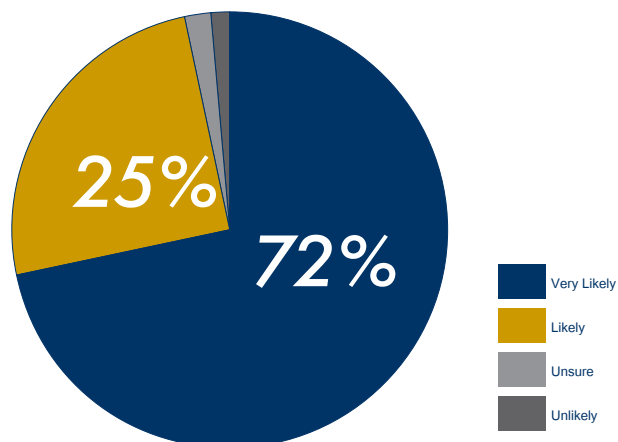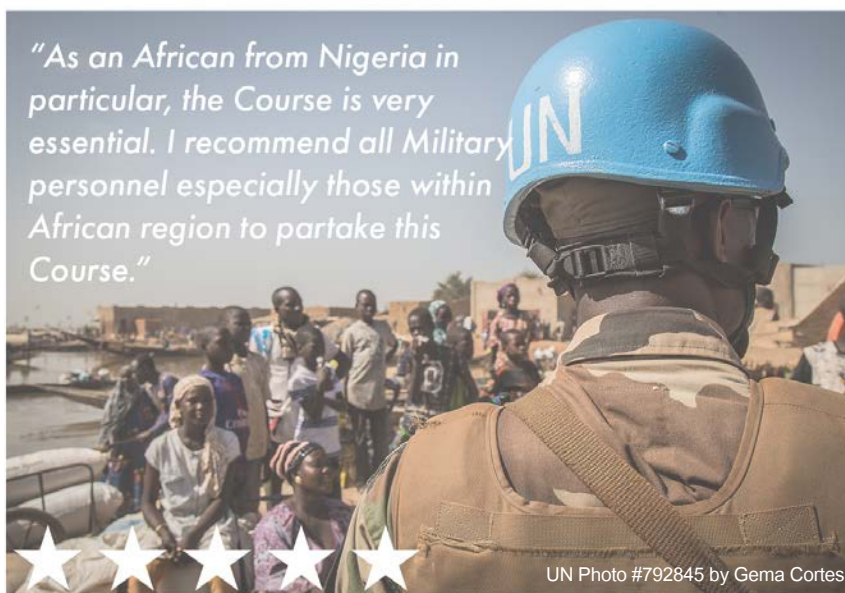In 2019, POTI confirmed its plans to update its WPS courses in 2020. Captain (retired) Jennifer Wittwer of the Australian Defence Force is currently updating the suite of courses to reflect the most current United Nations policy and doctrine and recent developments in the implementation of the WPS agenda. Wittwer was the first ADF officer to deploy to Afghanistan in 2013 as a gender adviser. She was later responsible for implementing the Australian national action plan on WPS into the ADF. In her last ADF posting, she was seconded to the peace and security section of UN Women in New York as a policy specialist and military liaison officer on peacekeeping and sexual exploitation and abuse, supporting country-level efforts to address women's participation in the security and defence sector. Captain (retired) Wittwer is currently working for UN Women.

Colonel Jesus Gil Ruiz, currently of UN Women, is a co-contributor to the forthcoming WPS updates. Colonel Gil Ruiz is a gender expert and former Gender Advisor of NATO's International Military Staff. He acts as a quality control mechanism for POTI and tries to ensure courses adhere to UN doctrine and policy and present accurate and useful gender perspectives.

Appendix A: WPS Enrolments by Nation for Men and Women

Nationality	Female Enrolments	Male Enrolments	Total Enrolments
Afghanistan	1	15	16
Albania	0	3	3
Algeria	2	0	2
Argentina	116	262	378
Australia	47	55	102
Austria	8	4	12
Azerbaijan	1	4	5
Bangladesh	5	45	50
Barbados	0	4	4
Belarus	3	3	6
Belgium	2	13	15
Belize	0	3	3
Benin	21	85	106
Bhutan	3	10	13
Bolivia	17	14	31
Bosnia and Herzegovina	6	0	6
Botswana	0	9	9
Brazil	78	144	222
Bulgaria	9	0	9
Burkina Faso	9	67	76
Burundi	8	57	65
Cambodia	0	3	3
Cameroon	120	199	319
Canada	75	84	159
Central African Republic	2	33	35
Chad	4	35	39
Chile	46	74	120
China, People's Republic of	5	7	12
Colombia	365	932	1297
Comoros	0	1	1
Congo, Democratic Republic of the	11	68	79
Congo, Republic of the	3	17	20
Costa Rica	30	9	39
Côte d'Ivoire	37	142	179
Croatia	4	0	4
Cuba	2	0	2
Cyprus	0	2	2
Czech Republic	1	3	4

Nationality	Female Enrolments	Male Enrolments	Total Enrolments
Denmark	6	3	9
Djibouti	0	4	4
Dominican Republic	6	12	18
Ecuador	78	179	257
Egypt	6	109	115
El Salvador	6	8	14
Estonia	0	3	3
Ethiopia	13	87	100
Fiji	0	18	18
Finland	2	9	11
France	39	24	63
Gabon	7	4	11
Germany	10	23	33
Ghana	41	176	217
Greece	11	16	27
Grenada	0	3	3
Guatemala	22	7	29
Guinea	6	6	12
Guyana	0	3	3
Haiti	3	19	22
Honduras	12	13	25
Hungary	0	6	6
India	64	576	640
Indonesia	0	4	4
Iran	7	0	7
Iraq	0	6	6
Ireland	6	11	17
Israel	3	0	3
Italy	26	29	55
Jamaica	0	1	1
Japan	3	5	8
Jordan	1	13	14
Kazakhstan	0	3	3
Kenya	272	703	975
Kiribati	33	37	70
Korea, Republic of	4	3	7
Kyrgyzstan	2	3	5
Lebanon	4	0	4

Nationality	Female Enrolments	Male Enrolments	Total Enrolments
Lesotho	3	8	11
Liberia	28	111	139
Macedonia	3	0	3
Madagascar	1	22	23
Malawi	10	8	18
Malaysia	6	39	45
Mali	8	39	47
Mauritania	0	2	2
Mauritius	0	1	1
Mexico	258	185	443
Micronesia	1	0	1
Moldova	0	3	3
Morocco	19	23	42
Mozambique	1	0	1
Myanmar	0	29	29
Namibia	11	9	20
Nepal	86	729	815
Netherlands	4	17	21
New Zealand	10	1	11
Nicaragua	3	1	4
Niger	2	41	43
Nigeria	846	972	1818
Pakistan	15	52	67
Panama	1	4	5
Papua New Guinea	0	3	3
Paraguay	12	14	26
Peru	18	62	80
Philippines	15	16	31
Poland	8	3	11
Portugal	1	7	8
Romania	27	62	89
Russia	6	3	9
Rwanda	25	95	120
Saudi Arabia	0	3	3
Senegal	4	46	50
Serbia	7	4	11
Seychelles	1	3	4
Sierra Leone	39	69	108

Nationality	Female Enrolments	Male Enrolments	Total Enrolments
Singapore	1	3	4
Slovakia	0	2	2
Somalia	0	31	31
South Africa	26	70	96
South Sudan	5	21	26
Spain	78	46	124
Sri Lanka	7	25	32
Sudan	16	29	45
Swaziland	3	3	6
Sweden	5	6	11
Switzerland	10	3	13
Syrian Arab Republic	0	3	3
Tajikistan	0	1	1
Tanzania	14	52	66
Thailand	14	32	46
The Gambia	3	22	25
Togo	4	23	27
Trinidad and Tobago	0	1	1
Tunisia	15	38	53
Turkey	5	17	22
Uganda	41	128	169
Ukraine	0	13	13
United Kingdom	40	32	72
United States	82	110	192
Unknown/Not Listed	4	3	7
Uruguay	25	35	60
Venezuela	25	14	39
Viet Nam	3	0	3
Yemen	3	18	21
Zambia	42	140	182
Zimbabwe	5	36	41
Total Enrolments	**3,689**	**8,175**	**11,864**

Appendix B: WPS Course Feedback Questionnaire with Summary of Responses

Student Mission Status

- I will be serving on a mission (8.2%: 120 responses)
- I hope to serve on a mission (56.6%: 828 responses)
- I have previously served on a mission (8.89%: 130 responses)
- I do not plan to serve on a mission (6.22%: 91 responses)
- I am currently serving on a mission (20.1%: 294 responses)
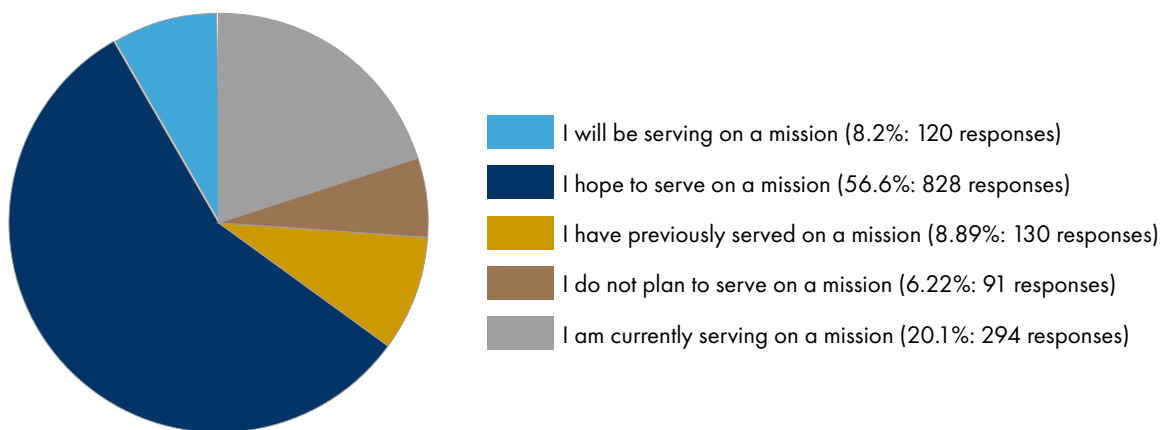
Of 1,371 respondents

62.51% (857) took the course in preparation for a peacekeeping mission: 56.06% (273) of female students and 66.06% (584) of male students.

How valuable would you rate this course in your preparation?

	Women	Men	Total
Very Valuable	273 (78.67% of women)	509 (73.45% of men)	782
Valuable	61 (17.58% of women)	149 (21.50% of men)	210
Somewhat Valuable	4 (1.15% of women)	18 (2.6% of men)	22
Not Valuable	9 (2.59% of women)	17 (2.45% of men)	26
Total	347	693	1,040

Was the enrolment process satisfactory?

	Women	Men	Total
Yes	481 (96.59% of women)	866 (95.37% of men)	1,347
No	5 (1% of women)	18 (1.98% of men)	23
Total	486	884	1,370

Overall, I would rate this course as:

	Women	Men	Total
Excellent	301 (61.81% of women)	570 (64.41% of men)	871 (63.41%)
Very Good	158 (32.34% of women)	229 (1.98% of men)	387 (28.21%)
Good	24 (4.93% of women)	74 (8.57% of men)	99 (7.22%)
Average	3 (.62% of women)	7 (0.79% of men)	10 (0.73%)
Fair	1 (.21% of women)	2 (0.23% of men)	3 (0.22%)
Poor	0	2 (0.23% of men)	2 (0.15%)
Total	487	884	1371

The text explained concepts clearly:

	Women	Men	Total
Strongly Agree	366 (75.15% of women)	649 (73.42% of men)	1,015 (74.03%)
Somewhat Agree	100 (20.53% of women)	169 (19.12% of men)	269 (19.62%)
Neutral	17 (3.49% of women)	59 (6.67% of men)`	76 (5.54%)
Somewhat Disagree	2 (0.41% of women)	3 (0.34% of men)	5 (0.36%)
Strongly Disagree	0	2 (0.23% of men)	2 (0.15%)
No Response	2 (0.41% of women)	2 (0.23% of men)	4 (0.29%)
Total	487	884	1,371

The End-of-Lesson Quizzes are helpful:

	Women	Men	Total
Strongly Agree	354 (83.69% of women)	533 (75.82% of men)	887 (78.77%)
Somewhat Agree	54 (12.77% of women)	108 (15.36% of men)	162 (14.39%)
Neutral	11 (2.60% of women)	55 (7.82% of men)	66 (5.86%)
Somewhat Disagree	2 (0.47% of women)	1 (0.14% of men)	3 (0.27%)
Strongly Disagree	1 (0.24% of women)	1 (0.14% of men)	2 (0.18%)
No Response	1 (0.24% of women)	5 (0.71% of men)	6 (0.53%)
Total	423	703	1,126

The End-of-Course Exam questions are written clearly:
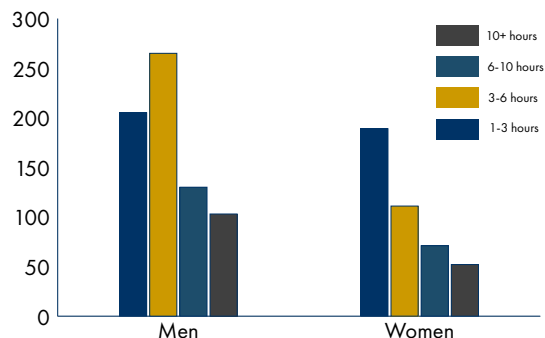
	Women	Men	Total
Strongly Agree	327 (77.67% of women)	523 (74.40% of men)	850 (75.62%)
Somewhat Agree	76 (18.05% of women)	122 (17.35% of men)	198 (17.62%)
Neutral	11 (2.61% of women)	51 (7.25% of men)	62 (5.52%
Somewhat Disagree	4 (0.95% of women)	3 (0.43% of men)	7 (0.62%)
Strongly Disagree	2 (0.48% of women)	1 (0.14% of men)	3 (0.27%)
No Response	1 (0.24% of women)	3 (0.43% of men)	4 (0.36%)
Total	421	703	1,124

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

	Women	Men	Total
Strongly Agree	412 (84.77% of women)	712 (80.45% of men)	1124 (81.98%)
Somewhat Agree	65 (13.37% of women)	137 (15.48% of men)	202 (14.73%)
Neutral	7 (1.44% of women)	34 (3.84% of men)	41 (2.99%)
Somewhat Disagree	0	1 (0.21% of men)	1 (0.07%)
Strongly Disagree	1 (0.21% of women)	2 (0.23% of men)	3 (0.22%)
No Response	7 (1.44% of women)	34 (3.84% of men)	41 (2.99%)
Total	492	920	1,412

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

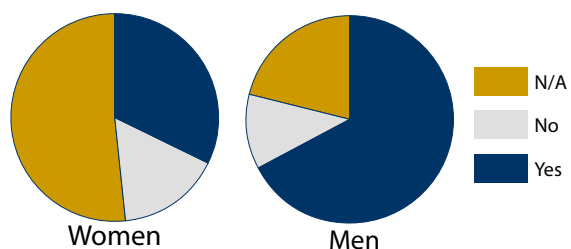|	Women	Men	Total
1-3 Hours	189 (44.68% of women)	205 (29.16% of men)	394 (34.99%)
3-6 Hours	111 (26.24% of women)	265 (37.70% of men)	376 (33.39%)
6-10 Hours	71 (16.78% of women)	130 (18.49% of men)	201 (17.85%)
10+ Hours	52 (12.29% of women)	103 (14.65% of men)	155 (13.77%)
Total	423	703	1,126

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

	Women	Men	Total
Desktop computer	118 (18.70% of women)	352 (30.40% of men)	470 (26.27%)
Laptop computer	198 (31.38% of women)	449 (38.77% of men)	647 (36.17%)
Phone	242 (38.35% of women)	237 (20.47% of men)	479 (26.77%)
Tablet	46 (7.29% of women)	62 (5.35% of men)	108 (6.04%)
Printed book	27 (4.28% of women)	58 (5.01% of men)	85 (4.75%)
Total	631	1,158	1,789

If you previously took a course with POTI, did the course provide you practical knowledge to better perform your job?

	Women	Men	Total
Yes	135 (32.37% of women)	473 (67.38% of men)	608 (54.33%)
No	67 (16.07% of women)	82 (11.68% of men)	149 (13.32%)
N/A	215 (51.56% of women)	147 (20.94% of men)	362 (32.35%
Total	417	702	1,119

Are you in a position where you supervise peacekeepers?

	Women	Men	Total
Yes	396 (81.65% of women)	557 (62.94% of men)	953 (69.56%)
No	89 (18.35% of women)	328 (37.06% of men)	417 (30.44%)
Total	485	885	1,370

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

	Women	Men	Total
Very Likely	70 (42.17% of women)	122 (31.20% of men)	192 (34.47%)
Likely	26 (15.66% of women)	117 (29.92% of men)	143 (25.67%)
Unsure	7 (4.22% of women)	18 (4.60% of men)	25 (4.49%)
Unlikely	4 (2.41% of women)	22 (5.63% of men)	26 (4.67%)
Not at all Likely	7 (4.22% of women)	29 (7.42% of men)	36 (6.46%)
No Response	52 (31.33% of women)	83 21.23% of men)	135 (24.24%)
Total	166	391	557

Which subject areas would you like to see expanded in the POTI curriculum?

	Women	Men	Total
History	62 (11.36% of women)	110 (8.92% of men)	172 (9.67%
Humanitarian affairs	250 (45.79% of women)	290 (23.52% of men)	540 (30.35%)
Logistics	70 (12.82% of women)	192 (15.57% of men)	262 (14.73%)
Military	42 (7.69% of women)	347 (28.14% of men)	389 (21.87%)
Police	63 (11.54% of women)	183 (14.84% of men)	246 (13.83%)
Other	17 (3.11% of women)	65 (5.27% of men)	82 (4.61%)
Total	504	1,187	1,691

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

Pre-Course Assessment

Course	Pretests taken	Avg Pretest score	Max score	Min score
WPS Africa (English)	1202	54.30	100	0
WPS Africa (French)	214	52.66	100	0
WPS Asia and the Pacific	349	57.91	100	0
WPS LAC (English)	370	50.19	100	0
WPS LAC (Spanish	784	56.12	100	0
Overview	2,919	54.58	100	0

End-of-Course Exam

Course	End-of-Course Exams taken	Avg End-of-Exam score	Pass rate
WPS Africa (English)	730	88.12	95.62%
WPS Africa (French)	98	89.37	95.92%
WPS Asia and the Pacific	213	88.15	97.65%
WPS LAC (English)	168	90.07	97.02%
WPS LAC (Spanish	265	89.95	97.36%
Overview	1,474	88.76	96.40%

Appendix D: Three-Month Follow-Up Survey Responses[3]

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

	Respondents
Yes	6 (85.71%)
No	0
N/A	1 (14.29%)
Total	7

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	4 (28.57%)
No	10 (71.42%)
Total	14

Three of the four "Yes" respondents indicated that they served in AMISOM. One respondent indicated that he or she served in UNAMID.

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)	6 (60%)
A Certificate of Completion is helpful towards professional promotion	3 (30%)
No special recognition	1 (10%)
Total	10

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

	Respondents
Very Often	5 (62.5%)
Often	3 (37.5%)
Other	0
Total	8

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	14 (100%)
No	0
Total	14

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

	Respondents
Yes	10 (100%)
No	0
N/A	0
Total	10

Students provided the following examples of material covered in POTI courses that was not covered in their classroom:

"I have got more about the knowledge of peacekeeping"

"Mostly classroom is about giving hint; taking the online courses I have been lucky enough to dig more"

"POTI courses went deep into the subject matter"

"Received additional knowledge on Gender issues and women in policing"

"The New Gender Course Content"

"The new knowledge gave me the courage and knowledge to especially handle issues concerning domestic violence where am operating."

"The POTI courses are more detailed. The self-paced learning also gives the learner the advantage to take his/her time to understand the concepts."

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

Appendix E: Nine-Month Follow-Up Survey Responses[4]

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

	Respondents
Yes	2 (25%)
No	6 (75%)
Total	8

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	16 (94.12%)
Likely	0
No	0
No Response	1 (5.88%)
Total	17

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	3 (100%)
Agree	0
Somewhat Agree	0
Disagree	0
Strongly Disagree	0
Total	3

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
Yes	17 (100%)
No	0
Total	17

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	1 (25%)
Often	2 (50%)
Sometimes	0
Never	0
Not Applicable	1 (25%)
Total	4

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 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>.

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