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

1 January 2020 - 31 December 2020

Peace Operations Training Institute®

Study peace and humanitarian relief any place, any time

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

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.

The Women, Peace, and Security Programme is funded by Global Affairs Canada's Peace and Stabilization Operations Programme and the Danish Ministry of Defence.

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List of Acronyms

AFP
Australian Federal Police

ALCOPAZ
Association of Latin American Peacekeeping Training Centres

AMISOM
African Union Mission in Somalia

AP Asia and the Pacific

APFUNPTS
Armed Police Force Nepal UN Peacekeeping Training School

AU
African Union

BPOTC
Birendra Peace Operations Training Centre (Nepal)

C34
United Nations Special Committee on Peacekeeping Operations

CAECOPAZ
Centro Argentino de Entrenamiento Conjunto Para Operaciones de Paz

CECOPAC
Centro Conjunto para Operaciones de Paz de Chile

CECOPAZ-PERU
Centro de Entrenamiento y Capacitación para Misiones de Paz (Peru)

CECOPAZ-PY
Centro de Entrenamiento Conjunto de Operaciones de Paz de Paraguay

CPTM
Core Pre-deployment Training Materials

CUNPK
Centre for UN Peacekeeping (India)

DCAF
Geneva Centre for Security Sector Governance

EU
European Union

FDRE-PSTC
Federal Democratic Republic of Ethiopia Peace Support Training Center

GPFPC
Gambia Police Force Peacekeeping Center

IPCS
Institute of Peace and Conflict Studies (Tanzania)

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

M&E
Monitoring and Evaluation

MONUSCO
United Nations Organization Stabilization Mission in the Democratic Republic of the Congo

NATO
North Atlantic Treaty Organization

NDC
National Defence College (Nigeria)

NGO
Non-Governmental Organization

NPOTC
Naval Peace Operations Training Centre (Brazil)

NPTC
National Peacekeeping Training Centre

NTCELP
National Training Centre E-Learning Platform

PELP
Partnership for E-learning on Peace Operations

POTI
Peace Operations Training Institute

SPS
Samoa Police, Prisons and Correction Services

UNAMID
United Nations-African Union Hybrid Operation in Darfur

UNESCO
United Nations Educational, Scientific and Cultural Organization

UNIFIL
United Nations Interim Force in Lebanon

UNMAS
United Nations Mine Action Service

UNMISS
United Nations Mission in South Sudan

UN Women
UN Entity for Gender Equality and the Empowerment of Women

VMF
Vanuatu Mobile Force

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 during 2020. The Programme provides tuition-free enrolments in a three-course suite developed in partnership with the UN Entity for Gender Equality and the Empowerment of Women (UN Women), which garnered 9,680 enrolments from 1 January 2020 to 31 December 2020. POTI staff collected data both before and after students completed a WPS e-learning course through the Institute.

The 2020 data reinforce the conclusions drawn from the previous year — 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 nonprofit 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), former Force Commanders of UN missions, a former Chief of the UN Integrated Training Service (ITS), the current Ambassador of the Netherlands to Iraq, 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 welcomed POTI courses and training programmes. The UN Member States that comprise the Partnership for E-Learning on Peace Operations (PELP) provide oversight and aegis for the programmes POTI provides.

POTI offers a curriculum of 30 self-paced e-learning courses in English and various translations in French and Spanish. Almost all POTI enrolments are provided at no cost to students. Half of the courses are available for free enrolment to all, while other courses are provided at no cost through several POTI programmes. POTI partners with over 40 national peacekeeping training centres and holds membership with observer status in 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), which is compulsory for all incoming UNMAS and UN Office for Project Services staff members; and *Protection of Cultural Property: Online Course for the Military, Police, and Law Enforcement*, co-published with the United Nations Educational, Scientific and Cultural Organization (UNESCO). 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 reliable 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.

Figure 1: Example of a WPS Certificate of Completion

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 passing score of at least 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 POTI Executive Director.

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1)   Two shorter courses have shorter End-of-Course Examinations.

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 video greeting from the Executive Director of UN Women, Phumzile Mlambo-Ngcuka. To view that video, see <https://www.peaceopstraining.org/sponsors/un-women/>. The WPS Programme allows students easy access to e-learning on WPS topics, which are of increasing importance in peace operations worldwide. During 2020, the WPS Programme garnered 9,680 enrolments from students representing 138 nations. These enrolments came from students primarily representing Africa, Latin America and the Caribbean, and South Asia. Women accounted for 2,816 enrolments or 29% of total enrolments in WPS courses over the selected period.

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 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 interactive online platform or teleconference and respond to questions from POTI staff about their course. Responses are recorded and analysed for trends.

8. **Surveys to training centres and trainers:** POTI distributes surveys to regional and national training centres to assess e-learning at those centres.[2]

The five-star course review system

The Institute uses a 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. For WPS Programme-specific course ratings, see:

★★★
1.12% (2)
★★★★
5.06% (9)
★
0.56% (1)
★★★★★
93.26% (166)

Figure 2: Course ratings in the WPS course suite

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

» Implementation of the UN Security Council Resolutions on the Women, Peace, and Security Agenda in Asia and the Pacific; and

» Implementation of the UN Security Council Resolutions on the Women, Peace, and Security Agenda in Latin America and the Caribbean.

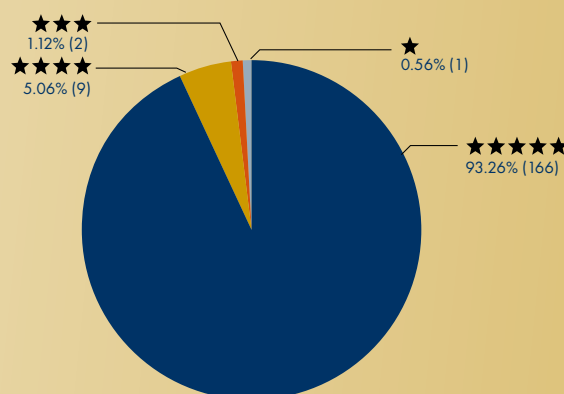2)   These are not tracked by course taken.

"It was really insightful. Very suitable for persons who have passion for peacekeeping and peacebuilding in any sphere."

★ ★ ★ ★ ★

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

"I had such an interesting time studying this course. Very detailed and I would highly recommend this to every woman whether you have a career path in the humanitarian field or not. It did open my eyes to a lot of things."

★ ★ ★ ★ ★

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

UN Photo by Harandane Dicko

Three- and nine-month follow-up surveys

Response rates to three- and nine-month follow-up surveys have been limited. The Institute is continually working to improve these response rates, including by implementing a more effective notification system of survey availability in the online student classroom. Nonetheless, responses indicate that the knowledge acquired from POTI courses retained its value long after a student received his or her Certificate of Completion. Students were given the option to skip questions.

When asked whether they would recommend the courses offered by POTI to a friend/colleague who is preparing for or wants to participate in a peace support operation, eight of nine respondents to the three-month follow-up survey selected "yes" (across English, Spanish, and French translations of the question). When respondents were asked to what extent they agreed or disagreed that the practical knowledge they gained through their POTI course nine months ago still positively affected their overall mission performance, four out of four respondents said they strongly agreed (across English and Spanish translations of the question). For a list of all three- and nine-month follow-up survey questions and responses, see Appendices D and E, respectively.
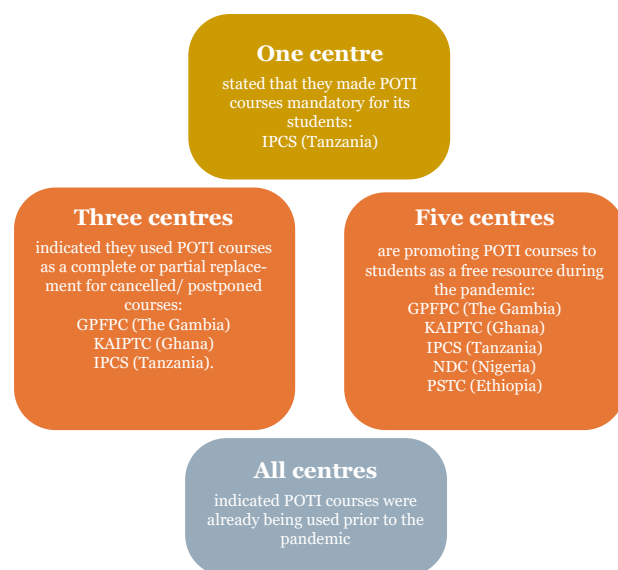
Focus groups

In March 2020, the Peace Operations Training Institute conducted a virtual focus group on its *Implementation of the UN Security Council Resolutions on the Women, Peace, and Security Agenda* course suite over a two-week period. POTI hosted the events 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.

Several students who completed at least one of the three POTI courses on WPS participated and gave overwhelmingly positive reviews. One participant who took the course before deploying on a UN peace operation found that the course helped him better protect women, and all respondents indicated they were trying to implement the lessons they learned in their personal and professional lives. For example, a participant who was a United Nations Development Programme volunteer discussed how he applied the tools from the WPS course daily as a part of his work with women in Niger. Overall, they were satisfied with the courses and said they would recommend them to others.

"Before taking this course, I already studied a little about feminism and gender perspectives, but this was the first course more focused on post-conflict, and it was great to understand how the problems we see nowadays in Latin America related to gender are results of a lack of the participation of women and politics with a gender perspective. I wouldn't exactly say that my perspective on gender awareness and issues related to women have changed, but I'd say that they have strengthened, since now I have a better understanding of the dynamics and needs present in post-conflict situations as well as ways to insert a gender-perspective in political discussions."

-2020 WPS Focus Group Participant

POTI is currently scheduling focus groups for students who took a WPS course in 2020.

One centre
stated that they made POTI courses mandatory for its students:
IPCS (Tanzania)

Three centres
indicated they used POTI courses as a complete or partial replacement for cancelled/ postponed courses:
GPFPC (The Gambia)
KAIPTC (Ghana)
IPCS (Tanzania).

Five centres
are promoting POTI courses to students as a free resource during the pandemic:
GPFPC (The Gambia)
KAIPTC (Ghana)
IPCS (Tanzania)
NDC (Nigeria)
PSTC (Ethiopia)

All centres
indicated POTI courses were already being used prior to the pandemic

Surveys to training centres and trainers

In April of 2020, POTI sent a survey to various peacekeeping training centres that receive the POTI curriculum free of charge under the National Training Centre E-Learning Platform (NTCELP) programme. The surveys assessed the impact of the coronavirus pandemic on these centres. The Institute received responses from 13 centres.[3]

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3)   The following 13 centres responded: Centro Argentino de Entrenamiento Conjunto Para Operaciones de Paz (CAECOPAZ) - Argentina, Naval Peace Operations Training Centre (NPOTC) - Brazil, Centro Conjunto para Operaciones de Paz de Chile (CECOPAC) - Chile, Gambia Police Force Peacekeeping Center (GPFPC) - The Gambia, Kofi Annan International Peacekeeping Training Centre (KAIPTC) - Ghana, Federal Democratic Republic of Ethiopia Peace Support Training Center (FDRE-PSTC) - Ethiopia, Armed Police Force Nepal UN Peacekeeping Training School (APFUNPTS) - Nepal, Birendra Peace Operations Training Centre (BPOTC) - Nepal, National Defence College (NDC) - Nigeria, Centro de Entrenamiento Conjunto de Operaciones de Paz de Paraguay (CECOPAZ-PY) - Paraguay, Samoa Police, Prisons and Correction Services (SPS) - Samoa, Institute of Peace and Conflict Studies (IPCS) - Tanzania, Vanuatu Mobile Force (VMF) - Vanuatu

V. WPS — Demand, Effectiveness, and Feedback

Demand for WPS

During the selected one-year period for reporting, the Institute's WPS courses met the demand for 9,680 enrolments — 6,864 for men and 2,816 for women. This ratio can be at least partly explained by the gender imbalance in personnel serving on peace operations: for example, in December 2020, only 7% of military and police personnel deployed on UN peace operations were women.[4] POTI is heartened that enrolments from women constituted almost 30% of enrolments in the WPS course suite in 2020 despite this stark disparity in the field.

Figure 3 shows enrolments for the 10 largest national subscribers in this period, which represent 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.

The WPS suite was also popular in training curricula at national peacekeeping training centres (NPTCs) and rostering organizations and among those serving on missions around the world. The five training centres recording the most enrolments in WPS courses are shown in Figure 4 and include the Birendra Peace Operations Training Centre (BPOTC) in Nepal with 141 enrolments, the International Peace Support Training Centre (IPSTC) in Kenya with 133 enrolments, CANADEM in Canada with 101 enrolments; the Centre for UN Peacekeeping (CUNPK) in India with 101 enrolments, and the Naval Peace Operations Training Centre (NPOTC) in Brazil with 79 enrolments. As of December of 2020, India and Nepal were among the top ten troop/police-contributing countries to UN peace operations.
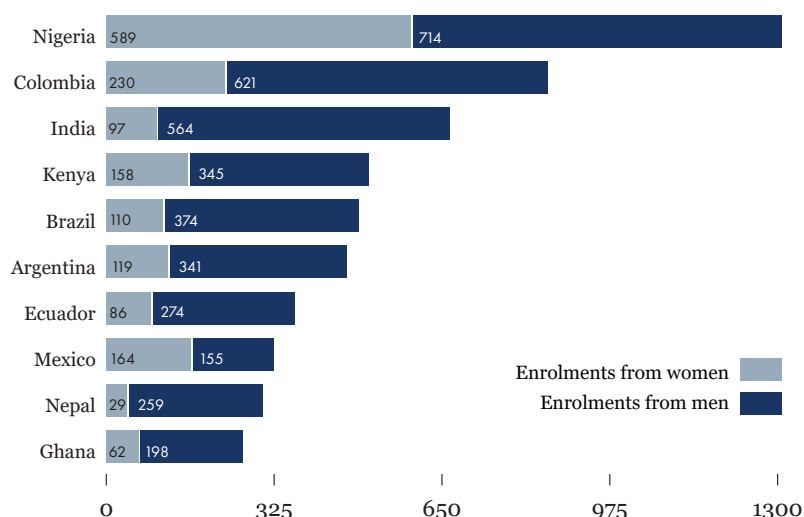

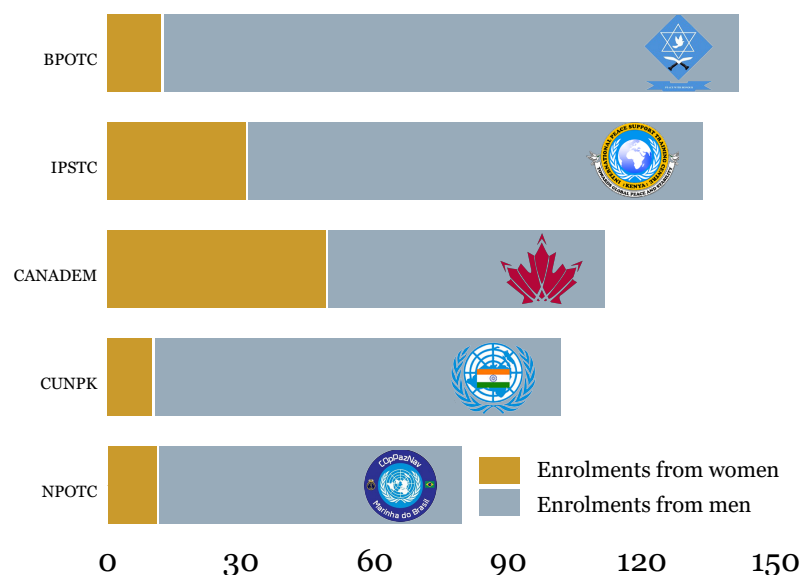Figure 3: Highest WPS enrolments in 2020 by nation

Figure 4: Highest WPS enrolments in 2020 by NPTC

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4) "Gender Report", UN Peacekeeping, 31 December 2020.

Figure 5 features the five missions worldwide with the most WPS enrolments. These were the United Nations Mission in South Sudan (UNMISS) with 391 enrolments, the African Union Mission to Somalia (AMISOM) with 264 enrolments, the United Nations – African Union Hybrid Operation in Darfur (UNAMID) with 137 enrolments, the United Nations Organization Stabilization Mission in the Democratic Republic of the Congo (MONUSCO) with 136 enrolments, and the United Nations Interim Force in Lebanon (UNIFIL) with 83 enrolments.
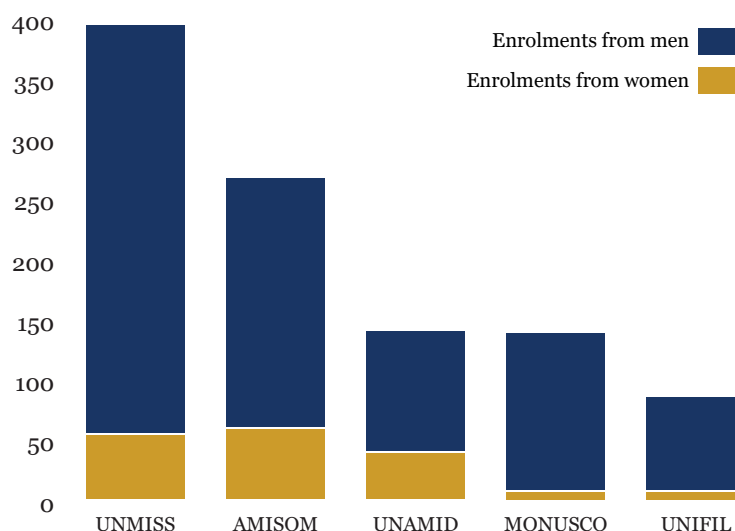
Figure 5: Highest WPS enrolments in 2020 by mission

About 29% of WPS enrolments in 2020 were by women, and about 71% 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 (AP), and Latin America and the Caribbean (LAC) — Latin America and the Caribbean recorded the most enrolments with 3,913 enrolments across the English and Spanish editions of the course. The Spanish language version of the course recorded 1,810 enrolments, while the English version recorded 2,103 enrolments. WPS Africa garnered the second-highest number of total enrolments with 3,618. The majority of those enrolments (3,079) were for the English language version of the course, while 539 enrolments were for the French language version. Although WPS AP was third in terms of enrolments with 2,149, this figure is predictable as WPS AP is currently available only in English. Figure 6 shows a breakdown of enrolments by region.
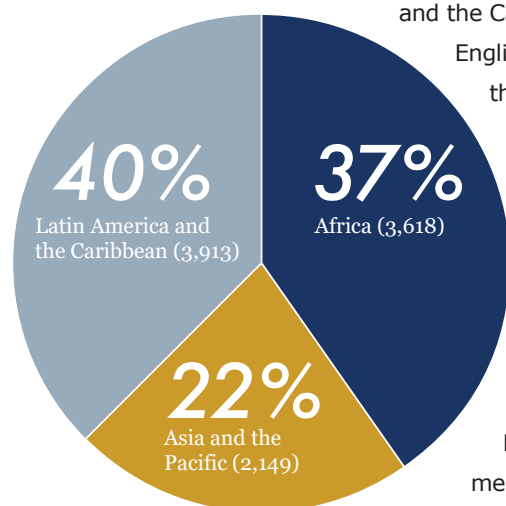
Figure 6: Percentages of WPS Enrolments by Regional Focus

Figures 7, 8, and 9 illustrate a gender breakdown for enrolments between men and women for each course. WPS Africa (Figure 8) had the highest proportion of enrolments from women to men, followed by WPS LAC (Figure 9), and then WPS AP (Figure 7).

Figure 7: Gender breakdown in WPS Asia enrolments

26%

561 enrolments from women

1,588 enrolments from men

74%
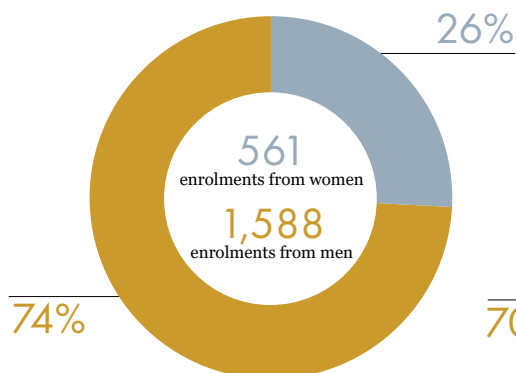
Figure 8: Gender breakdown in WPS Africa enrolments

30%

1,103 enrolments from women

2,515 enrolments from men

70%
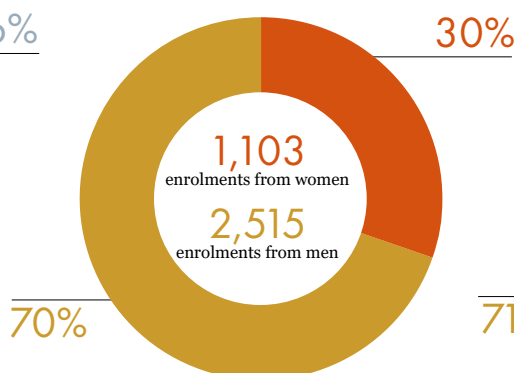
Figure 9: Gender breakdown in WPS LAC enrolments

29%

1,152 enrolments from women

2,761 enrolments from men

71%
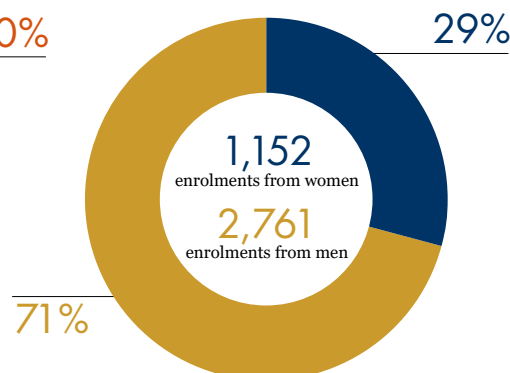
The Measured Change as a Result of the Training: Pre- and Post-Test

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.
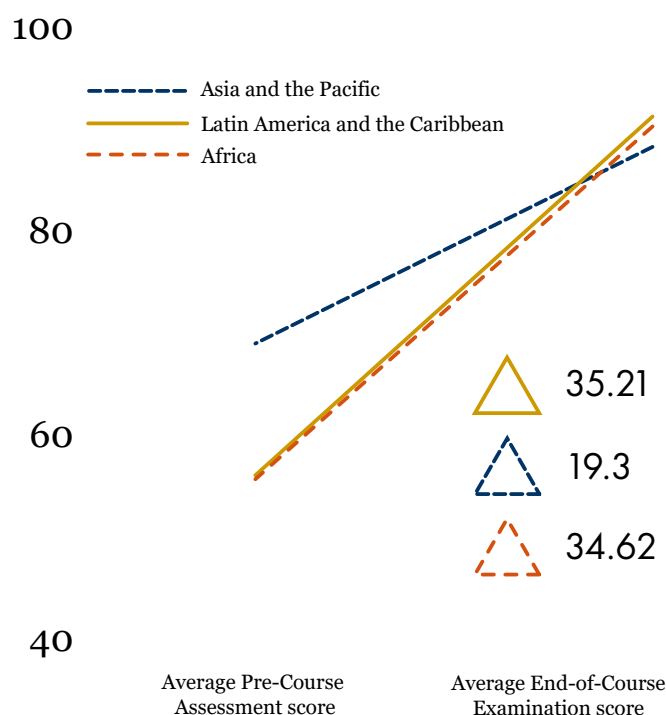
Figure 10: Percentage point change (Δ) from Pre-Course Assessment to End-of-Course Examination by course regional focus in 2020

Test scores indicate knowledge gained through the courses. For the WPS course suite, the mean overall Pre-Course Assessment score for the one-year reporting period was 57.60%. The average score was 55.68% for men, while it was 61.27% for women. The mean overall End-of-Course Examination score was 90.24%. The average score was 91.06% for men, while it was 87.92% for women. 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 32.64 percentage points. Across the three WPS courses, WPS Latin America and the Caribbean had the greatest Δ, with an average increase of 35.21 percentage points, from an average Pre-Course Assessment score of 55.85% to the highest average End-of-Course Examination score of 91.06%. The Δ for WPS Africa was second highest at 34.62 percentage points, with an average Pre-Course Assessment score of 55.65% and average End-of-Course Examination score of 90.27%. Figure 10 shows the average Δ for each WPS geographic region.

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

Somewhat Disagree
<1% (13)
Neutral
3% (58)
Strongly Disagree
<0.5% (6)
Strongly Agree
79% (1,353)
Somewhat Agree
17% (284)
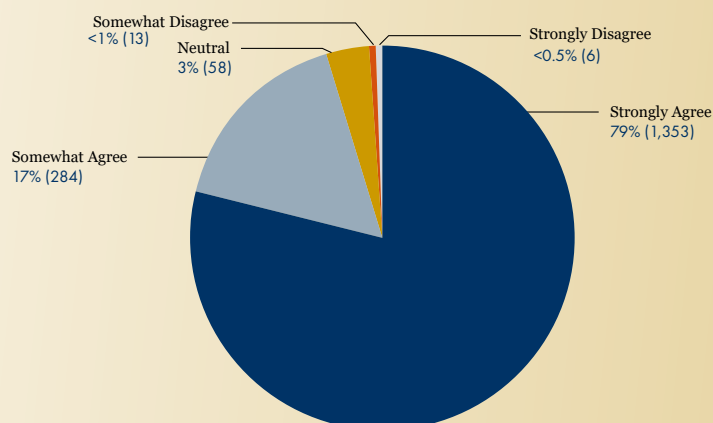
Out of 1,716 respondents*, 95.51% of students "Strongly" or "Somewhat Agree" that the course explained concepts clearly.

*2 respondents who selected "no response" have been excluded

Student responses to the following question about WPS courses:
"Overall, I would rate this course as _____."

Average
1% (15)
Good
4% (72)
Fair or Poor
<0.5% (6)
Excellent
71% (1,219)
Very Good
23.5% (403)
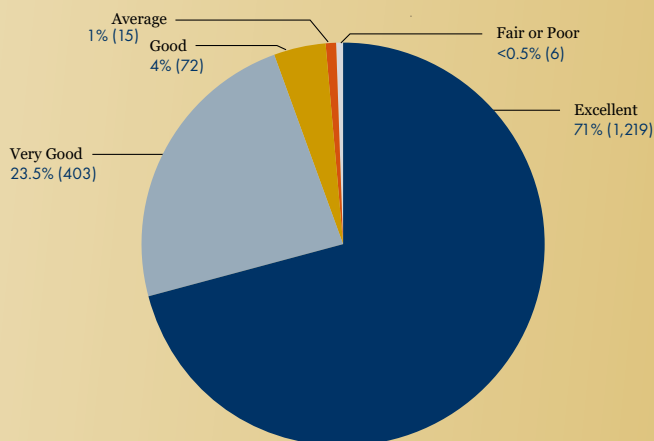
Out of 1,715 respondents, 94.58% of students rated their course as "Excellent" or "Very Good."

Student responses 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."

Somewhat Disagree
<1% (12)
Neutral/Not Applicable
1% (22)
Strongly Disagree
<0.5% (3)
Somewhat Agree
13% (225)
Strongly Agree
85% (1,453)
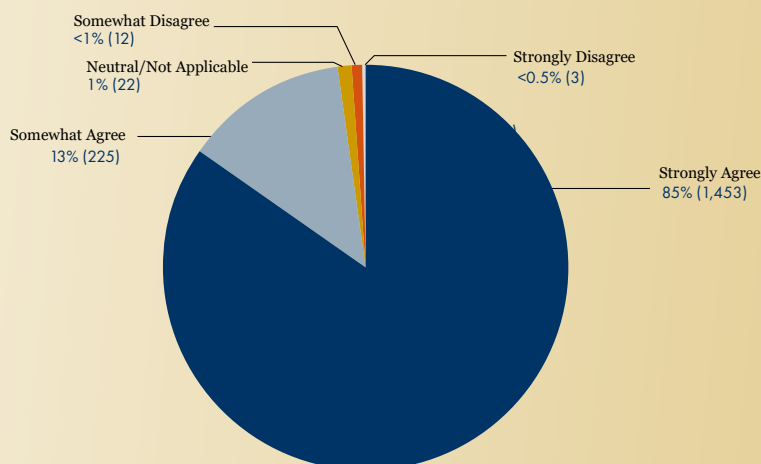
Out of 1,715 respondents, 97.84% of students "Strongly" or "Somewhat Agree" that the "course covers related to gender equality and women's roles in peacekeeping and peacebuilding in a clear and informative manner."

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The student feedback questionnaire

In general, student feedback on the WPS programme is overwhelmingly positive. As shown on the previous page, a combined 94.58% of students rated the WPS courses as "Excellent" or "Very Good", and 98.78% rated the courses positively. When students were asked whether they would recommend a POTI WPS course to others, 97.68% 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.

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, and EU missions, performing a diverse range of tasks and enhancing peacekeeping capacity worldwide.

POTI will release updates to the three-course suite on WPS in 2021.

UN Photo

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Appendix A: WPS Enrolments by Nation for Men and Women

Nation	Enrolments from Women	Enrolments from Men	Total Enrolments
Afghanistan	2	4	6
Albania	3		3
Algeria	4	6	10
Angola		3	3
Argentina	119	341	460
Armenia	3	7	10
Australia	67	112	179
Austria	3		3
Azerbaijan		3	3
Bangladesh	11	49	60
Barbados		3	3
Belgium	2	5	7
Belize	1	4	5
Benin	18	67	85
Bhutan	1	11	12
Bolivia	14	9	23
Bosnia and Herzegovina	1	1	2
Botswana	5	43	48
Brazil	110	374	484
Burkina Faso	3	73	76
Burundi	2	23	25
Cambodia		3	3
Cameroon	67	119	186
Canada	62	87	149
Cape Verde		1	1
Central African Republic	3	8	11
Chad	3	49	52
Chile	25	78	103
China, People's Republic of	3	4	7
Colombia	230	621	851
Comoros	2		2
Congo, Democratic Republic of the	2	31	33
Congo, Republic of the	4	8	12
Costa Rica	8	1	9
Côte d'Ivoire	27	123	150
Croatia		1	1
Cuba	2	5	7
Czech Republic		3	3
Denmark	1		1
Dominican Republic	3	2	5
Ecuador	86	274	360
Egypt	9	57	66
El Salvador	6	10	16
Equatorial Guinea		1	1
Eritrea		1	1
Ethiopia	9	121	130
Fiji	8	23	31

Nation	Enrolments from Women	Enrolments from Men	Total Enrolments
Finland	10	3	13
France	33	28	61
Gabon	3	1	4
Germany	13	11	24
Ghana	62	198	260
Greece		14	14
Guatemala	12	12	24
Guinea	3	9	12
Guinea-Bissau		1	1
Haiti	3	9	12
Honduras	7	12	19
Hungary	4	4	8
India	97	564	661
Indonesia	5	9	14
Iran	6	3	9
Iraq	4	27	31
Ireland	7	11	18
Italy	37	36	73
Jamaica	2	3	5
Japan	9	3	12
Jordan	7	25	32
Kazakhstan	1	6	7
Kenya	158	345	503
Korea, Republic of	3	15	18
Kyrgyzstan	6	3	9
Latvia		1	1
Lebanon	12	9	21
Lesotho	1		1
Liberia		20	20
Libya	1		1
Macedonia	3		3
Madagascar		3	3
Malawi	8	6	14
Malaysia	5	4	9
Mali	4	44	48
Mauritius	3	1	4
Mexico	164	155	319
Mongolia	3		3
Morocco	5	22	27
Mozambique		7	7
Myanmar	4	7	11
Namibia	4	6	10
Nepal	29	259	288
Netherlands	8	20	28
New Zealand	12	10	22
Nicaragua	2	3	5
Niger	6	43	49

Nation	Enrolments from Women	Enrolments from Men	Total Enrolments
Nigeria	589	714	1,303
Norway	5	2	7
Pakistan	12	80	92
Panama	2	1	3
Papua New Guinea		3	3
Paraguay	8	8	16
Peru	39	49	88
Philippines	22	51	73
Poland	3	4	7
Portugal	12	34	46
Romania	33	90	123
Russia	4	4	8
Rwanda	12	56	68
Saudi Arabia		9	9
Senegal	3	30	33
Serbia		4	4
Sierra Leone	16	56	72
Singapore		6	6
Somalia	1	16	17
South Africa	21	79	100
South Sudan	7	42	49
Spain	44	56	100
Sri Lanka	3	52	55
Sudan	7	38	45
Swaziland	3		3
Sweden	6	10	16
Switzerland	2	9	11
Syrian Arab Republic	1	15	16
Tanzania	9	31	40
Thailand		14	14
The Gambia	13	15	28
Togo	5	15	20
Tunisia	9	22	31
Turkey	14	9	23
Uganda	34	131	165
Ukraine	3	6	9
United Kingdom	30	71	101
United States	67	104	171
Unknown/Not Listed	4		4
Uruguay	10	19	29
Venezuela	12	9	21
Viet Nam	1		1
Yemen	2	16	18
Zambia	28	93	121
Zimbabwe	25	50	75
Grand Total	**2,816**	**6,864**	**9,680**

Appendix B: WPS Course Feedback Questionnaire with Summary of Responses

Please indicate your mission status (choose all that apply):

I will be serving on a mission
6.72% (124)

I am currently serving on a mission
20.48% (378)

I do not plan to serve on a mission
5.36% (99)

I have previously completed serving on a mission
12.35% (228)

I hope to serve on a mission in the future
55.09% (1,017)
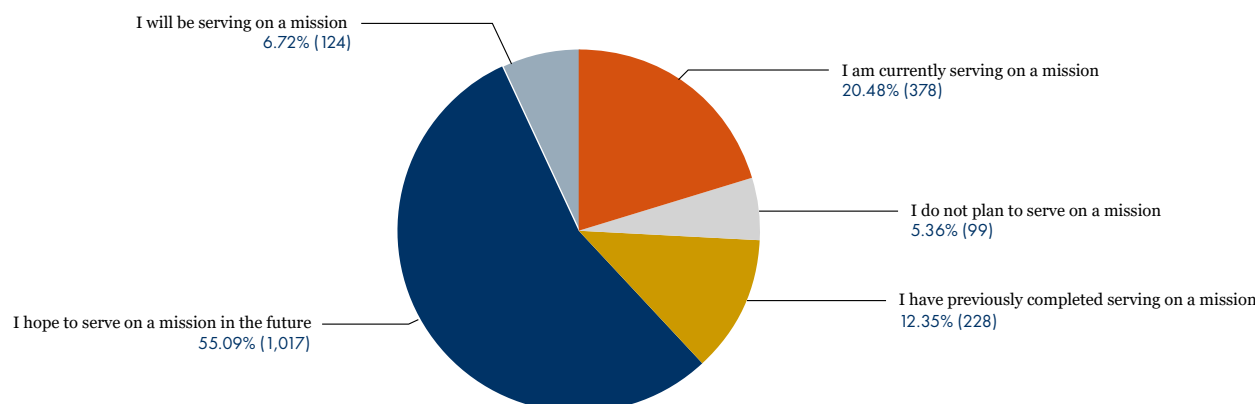
Of 1,716 respondents

60.02% (1,030) took the course in preparation for a peacekeeping mission.

If you took this course in preparation for a peacekeeping mission, how valuable would you rate this course in your preparation?

	Women	Men	Total
Very Valuable	288 (83.24% of women)	906 (83.97% of men)	1,194 (83.79% of respondents)
Valuable	56 (16.18% of women)	147 (13.62% of men)	203 (14.25% of respondents)
Somewhat Valuable	1 (0.29% of women)	19 (1.76% of men)	20 (1.4% of respondents)
Not Valuable	1 (0.29% of women)	7 (0.65% of men)	8 (0.56% of respondents)
Total	346	1,079	1,425

Are you in a position where you supervise peacekeepers?

	Women	Men	Total
Yes	92 (20.09% of women)	484 (38.5% of men)	576 (33.59%)
No	366 (79.91% of women)	773 (61.5% of men)	1,139 (66.41%)
Total	458	1,257	1,715

Was the enrolment process satisfactory?

	Women	Men	Total
Yes	452 (95.36% of women)	1,222 (95.32% of men)	1,674
No	21 (4.64% of women)	60 (4.68% of men)	81
Total	474	1,282	1,756

Overall, I would rate this course as:

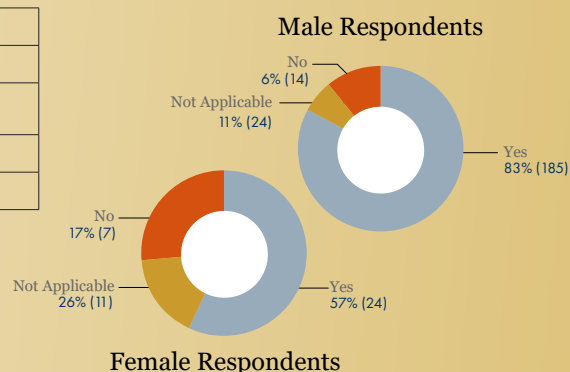|	Women	Men	Total
Excellent	303 (66.16% of women)	916 (72.87% of men)	1,219 (71.08% of respondents)
Very Good	130 (28.38% of women)	273 (21.72% of men)	403 (23.5% of respondents)
Good	22 (4.8% of women)	50 (3.98% of men)	72 (4.2% of respondents)
Average	3 (0.66% of women)	12 (0.95% of men)	15 (0.87% of respondents)
Fair	0 (0% of women)	5 (0.4% of men)	5 (0.29% of respondents)
Poor	0 (0% of women)	1 (0.08% of men)	1 (0.06% of respondents)
Total	458	1,257	1,715

The text explained concepts clearly:

	Women	Men	Total
Strongly Agree	364 (79.48% of women)	989 (78.62% of men)	1,353 (78.85%)
Somewhat Agree	77 (16.81% of women)	207 (16.45% of men)	284 (16.55%)
Neutral	14 (3.06% of women)	44 (3.5% of men)`	58 (3.38%)
Somewhat Disagree	2 (0.44% of women)	11 (0.87% of men)	13 (0.76%)
Strongly Disagree	0 (0% of women)	6 (0.48% of men)	6 (0.35%)
No Response	1 (0.22% of women)	1 (0.08% of men)	2 (0.12%)
Total	458	1,258	1,716

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

	Women	Men	Total
Yes	24 (57.14% of women)	185 (82.96% of men)	209 (78.87%)
No	7 (16.67% of women)	14 (6.28% of men)	21 (7.92%)
N/A	11 (26.19% of women)	24 (10.76% of men)	35 (13.21%)
Total	42	223	265

Male Respondents

No 6% (14)
Not Applicable 11% (24)
Yes 83% (185)

No 17% (7)
Not Applicable 26% (11)
Yes 57% (24)

Female Respondents

If you answered yes to the previous question, how often did/do you use the knowledge gained through this course?

	Women	Men	Total
Very Often	15 (57.69% of women)	110 (56.41% of men)	125 (56.56% of respondents)
Often	4 (15.38% of women)	63 (32.31% of men)	67 (30.32% of respondents)
Occasionally	5 (19.23% of women)	18 (9.23% of men)	23 (10.41% of respondents)
Rarely	0 (0% of women)	3 (1.54% of men)	3 (1.36% of respondents)
Not at all	2 (7.69% of women)	1 (0.51% of men)	3 (1.36% of respondents)
Total	26	195	221

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	399 (87.12% of women)	1,054 (83.85% of men)	1,453 (84.72%)
Somewhat Agree	58 (12.66% of women)	167 (13.29% of men)	225 (13.12%)
Neutral	1 (0.22% of women)	21 (1.67% of men)	22 (1.28%)
Somewhat Disagree	0 (0% of women)	12 (0.95% of men)	12 (0.7%)
Strongly Disagree	0 (0% of women)	3 (0.24% of men)	3 (0.17%)
Total	458	1,257	1,715

How likely are you to recommend POTI courses to others?

	Women	Men	Total
Very Likely	368 (81.78% of women)	994 (81.08% of men)	1,362 (81.22%)
Likely	77 (17.11% of women)	199 (16.22% of men)	276 (16.46%)
No Response	1 (0.22% of women)	3 (0.24% of men)	4 (0.24%)
Not Sure	4 (0.89% of women)	15 (1.22% of men)	19 (1.13%)
Unlikely	0 (0% of women)	11 (0.9% of men)	11 (0.66%)
Not at all Likely	0 (0% of women)	5 (0.41% of men)	5 (0.3%)
Total	450	1,227	1,677

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

	Women	Men	Total
Desktop computer	75 (13.04% of women)	434 (26.89% of men)	509 (23.25%)
Laptop computer	220 (38.26% of women)	700 (43.37% of men)	920 (42.03%)
Phone	218 (37.91% of women)	303 (18.77% of men)	521 (23.8%)
Tablet	35 (6.09% of women)	96 (5.95% of men)	131 (5.98%)
Printed book	27 (4.7% of women)	81 (5.02% of men)	108 (4.93%)
Total	575	1,614	2,189

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

	Women	Men	Total
Facebook Page	20 (3% of women)	55 (3.37% of men)	75 (3.26% of respondents)
Further Readings/Websites	294 (44.14% of women)	792 (48.53% of men)	1,086 (47.26% of respondents)
Question submission to the course author	113 (16.97% of women)	227 (13.91% of men)	340 (14.8% of respondents)
Video/Audio Instructions from the course author	239 (35.89% of women)	558 (34.19% of men)	797 (34.68% of respondents)
Total	666	1,632	2,298

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

Pre-Course Assessment

Course	Pretests taken	Avg Pretest score	Max score	Min score
WPS Africa (English)	1,053	56.38	100	0
WPS Africa (French)	140	50.14	100	0
WPS Asia and the Pacific	377	68.78	100	0
WPS LAC (English)	339	53.92	100	0
WPS LAC (Spanish)	745	56.72	100	0
Overview	2,654	57.60	100	0

End-of-Course Exam

Course	End-of-Course Exams taken	Avg End-of-Exam score	Pass rate
WPS Africa (English)	693	90.34	94.95%
WPS Africa (French)	69	89.54	95.65%
WPS Asia and the Pacific	243	88.08	95.06%
WPS LAC (English)	189	90.90	97.88%
WPS LAC (Spanish)	428	91.14	99.77%
Overview	1,622	90.24	96.61%

Appendix D: Three-Month Follow-Up Survey Responses

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

	Respondents
Yes	1 (25%)
No	0 (0%)
N/A	3 (75%)
Total	4

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

	Respondents
Not Applicable	3
A Certificate of Completion helps its holder to be selected for a peacekeeping operation.	3
A Certificate of Completion is helpful towards professional promotion	4`
The training provided by the Institute is incorporated into the national training program for Peace Support Operations	2
Other	1

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

	Respondents
Yes	1 (12.5%)
No	7 (87.5%)
Total	8

Would you like us to keep you posted on new courses we release?

	Respondents
Yes	8 (100%)
No	0
Total	8

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	0
No	8 (100%)
Total	8

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

	Respondents
Yes	2 (66.67%)
No	1 (33.33%)
Total	3

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	8 (88.89%)
No	1 (11.11%)
Total	9

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

	Respondents
Personalized emails sent to me only	7
Through POTI's e-newsletters	6
Through POTI's social media channels	3
Through POTI's website	6

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?

	Respondents
Strongly Agree	0
Somewhat Agree	2 (40%)
No response	3 (60%)
Somewhat Disagree	0
Strongly Disagree	0
Total	5

To what extent do you agree/disagree that the courses offered by POTI are a good complement to the training you received at your national peacekeeping training centre?

	Respondents
Strongly Agree	2 (66.67%)
Somewhat Agree	0
No response	1 (33.33%)
Somewhat Disagree	0
Strongly Disagree	0
Total	3

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

	Respondents
I am in the military	5
Other (Occupational Safety and Health Field in the Construction Industry)	1
I am a pupil / student or teacher at a higher education institute, college, university or a member of Model UN	1
I work in a non-governmental organization (NGO), humanitarian or related to peacekeeping	1

Appendix E: Nine-Month Follow-Up Survey Responses

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

	Respondents
Yes (AMISOM)	2 (33.33%)
Yes	2 (33.33%)
No	2 (33.33%)
Total	6

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	4 (100%)
Likely	0
No	0
No Response	0
Total	4

To what extent do you agree/disagree that the practical knowledge you gained through the course(s) you took with POTI nine months ago still positively affect your overall performance in your mission?

	Respondents
Strongly Agree	4 (100%)
Agree	0
Somewhat Agree	0
Disagree	0
Strongly Disagree	0
Total	4

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	4 (100%)
No	0
Total	4

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	2 (66.67%)
Often	0
Sometimes	0
Never	1 (33.33%)
Not Applicable	0
Total	3

About the Peace Operations Training Institute

The Peace Operations Training Institute (POTI) is dedicated to providing globally accessible and affordable self-paced 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. Tens of thousands of individual 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. The UN Member States that comprise the Partnership for E-Learning on Peace Operations (PELP) provide oversight and aegis for the programmes POTI provides. For more information and our current course offerings, please visit <www.peaceopstraining.org>.

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